

ICSE EDITION

NEW *Mulberry*

ENGLISH COURSE

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COURSEBOOK **4**

ANAHITA LEE

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New Mulberry English Course

New Mulberry English Course is an easy-to-use integrated language and literature course. With grammar at its core, the course is based on sound language learning principles, literary content, multicultural themes and inclusive learning. This new edition is completely aligned to the ICSE curriculum released in November 2016. The reading passages and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.



Features of the ICSE Curriculum

Theme-based selections

- Selections curated from the ICSE reading list and aligned to the interdisciplinary themes recommended by the ICSE curriculum

Child-centred approach

- Course designed so as to develop skills required by the learners at each level
- Progresses from immediate to external environment, simple to complex, familiar to unfamiliar

Spiralling

- Topics are carefully graded to provide a spiral of cumulative learning

Variety of learning experiences

- Wide range of tasks, such as projects, interviews, presentation, reports, posters etc.

Integration

- Learning is linked across various subject areas through activities and projects

Inclusivity

- Caters to different learning styles
- Based on Howard Gardner's theory of Multiple Intelligences
- Promotes inclusivity and respect for all

Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

Contextualization

- Universal themes, relevant to the learners
- Content provides the flexibility to be adapted to individual's needs

Life skills

- Integrated life skills such as communication, critical thinking, caring, self-awareness

Course Features

Coursebooks Primers A & B Classes 1–8

- ICSE recommended selections—prose, poetry, drama and graphic stories
- ICSE curriculum suggested vocabulary, grammar, writing, and listening and speaking tasks
- Interdisciplinary integrate section
- Intercurricular projects
- Life skills
- Posters that explore the elements of a story
- Special grammar revision

Workbooks Classes 1–8

- ICSE based grammar and writing
- Multiple Intelligence based writing tasks
- Life skills
- Intercurricular projects
- Special grammar revision

Areal— Digital support for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

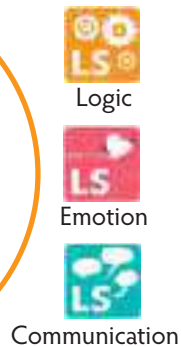
Oxford Educate— Digital support for teachers

- Animation and audio
- Interactivities and slide shows
- Video and worksheets
- Lesson plans
- Answer keys
- Test Generator

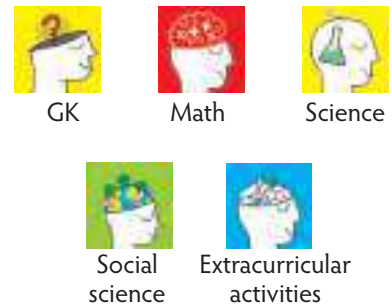
Teacher's Resource Packs Primers A & B Classes 1–8

- Teacher's Resource Books
- Audio CD
- Oxford Educate and Test Generator

Life Skills are categorized as communication, logic and emotion to encourage learning beyond the book.



Intercurricular projects and the integrate sections blend language learning with other subjects such as GK, math, science and social science.



The course content takes into account Dr Howard Gardner's theory of **Multiple Intelligences** that includes a focus on eight skills.



Coursebook Structure

Each coursebook has selections from a variety of genres and are organized into ten prose, six poems, one play and one graphic story, based on the ICSE syllabus. Six of the twelve are new prose units.

Spot the not. Which of the following statements are not true?

- Cocoa is made from the seeds of the *Theobroma Cacao* tree.
- *Theobroma* means food of the gods in Greek.
- The majority of the world's cocoa beans come from Africa.
- Cocoa is used to make white chocolate.
- The Swiss eat the most chocolate.



Warm-up gets learners ready for learning.

In-text questions comprise factual, inferential and vocabulary questions related to the text.

IN-TEXT QUESTIONS

Which word tells us that Heidi is happy?

Ruskin Bond is one of India's most loved children's authors. He lives in Mussoorie. He has written over 500 short stories and essays. Many of his stories are about his life in the hill stations where he grew up. He says book readers are special people and that a great book is like a friend.



About the author gives information about the lives and works of authors.

Integrate

To print books, we use machines called printing presses. The pi by a man named Johannes Gutenberg. Look around you and w machines that you use in your everyday life. Find out who inven the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

MAKING CONNECTIONS

Quick answers

1. The people in a story are called characters. Name four ch
2. Write true (T) or false (F) for the sentences given bel

Making connections comprises factual, inferential and extrapolative questions in different formats.

GRAMMAR TIME

Going to + action word

Read these sentences.
➤ Matilda is going to borrow books from the library.

Grammar time introduces grammar topics that are based on the ICSE syllabus.

PRONUNCIATION

Words that end in ic and ice

Words that end in ic end with a k sound. Words that end in ice end with a s sound. Practise saying these words aloud with your teacher.

Study skills comprise punctuation, spelling, dictionary and pronunciation practice.

WORD WALL

Be a book detective

1. Use the clues given below to complete the 'book' words.
 - a. A piece of furniture with shelves to hold books. book _____

Word wall builds vocabulary through a variety of activities based on the ICSE syllabus.

APPRECIATION

Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosa 'as big as tennis balls', its stomach was 'bigger than a garage' and its neck was 'as long as a road'. Here are a few more examples of comparisons.

Appreciation introduces learners to poetic devices and literary elements.

WRITE WELL

Paragraph writing

Think about a time when you went to a fair. Who did you go with? Was it a fun day? What stalls were there? Which stall did you want to be at? What else did you see?

Write well covers the writing topics recommended by ICSE through guided tasks.

Project 2

SEED STORY

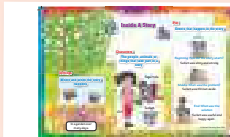
Learning Goals
Create and tell a graphic (picture) story about how seeds grow.
Observe and learn how plants grow from a seed.

Intercurricular projects mapped across subject areas.

LISTEN AND SPEAK WELL

1. The princess in the story was very clever. Now listen to the story of Abu Ali who was not smart at all. Put numbers in the boxes to show the right order of the pictures. Then take turns to narrate the story.

Listen and speak well has thoughtful oral-aural activities, covering a range of tasks.



Posters capture the elements of a story in an interactive and fun way.

Grammar at a Glance

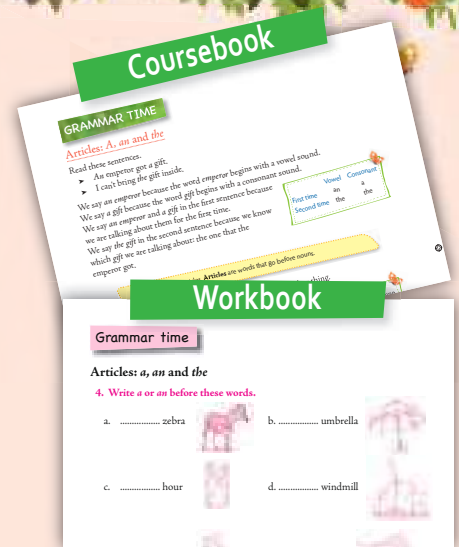
NAMING WORDS

Naming words are called nouns. Nouns are names of people, places, animals and things. Fishes, New Delhi, cat and table are all nouns.

Grammar at a Glance aids grammar revision through graphic representation.

Workbook Links

At each level, the Coursebook unit is complemented by a corresponding Workbook unit. In addition to comprehension passages, the Workbooks provide practice for grammar, writing and study skills. The Workbooks also contain Assessment practice and interdisciplinary projects.



TEACHER'S RESOURCES


The **Teacher's Resource Pack** provides teachers with pedagogical notes, handy lesson plans, listening scripts and answer keys. It comprises a **Teacher's Resource Book** and an **Audio CD** containing listening and poem audio.


FEATURES OF OXFORD EDUCATE:



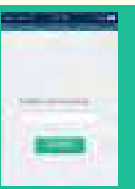
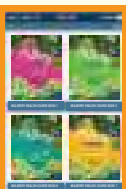

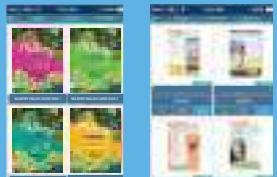
- Animation for poems and prose
- Audio for prose, poetry, graphic stories, plays, pronunciation and listening tasks
- Slide shows to explain concepts
- Worksheets for practice in the classroom (printable)
- Interactivities for active learning
- Short animation to explain difficult words
- Video to guide learners towards better writing
- Comprehension passages for practice in the classroom
- Lesson plans (printable)
- Answer keys for each unit (printable)

Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use **Test Generator** for generating test papers and worksheets.



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








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







- Animation for poems, prose and graphic stories
- Slide shows
- Audio and video
- Interactivities for vocabulary and grammar

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Detailed Contents

Unit	Themes	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
1. Pippi Goes to the Circus 	Self, family home, friends Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Make sentences Crossword	Nouns—concrete and abstract	Pronunciation— Syllable	Writing an adventure story	Listening comprehension Talking about an adventurous experience (individual)
<i>The Sick Young Dragon</i>	Self, family home, friends	Factual, inferential, evaluative and extrapolative comprehension.	Rhyming words				
2. The Bell of Atri	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Words in a word Professional people	Definite article— <i>the</i> Geographical uses <i>of the</i>	Punctuation— Comma	Writing a paragraph on how friends should behave with one another	Listening to a description of horses Describing flowers (group)
3. Henry 	Animals and plants Science and technology	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Animals Collective nouns	Revision of tenses	Spelling— <i>it's</i> or <i>its?</i>	Writing a short composition on an act of kindness	Listening to the events in Ruskin Bond's life and making a timeline Talking about the timeline of the student's life (individual)
<i>Lullaby</i>	Self, family home, friends	Factual, inferential, evaluative and extrapolative comprehension.	Similes and metaphors				
4. The Hero of Haarlem 	Our neighbourhood and community	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Genre Antonyms	Future time Future continuous	Pronunciation— Syllable pyramid	Writing a letter about an adventure	Listening comprehension Talking about interesting things about the place the student lives in (individual)
5. In Conversation with J.K. Rowling 	Media Art and culture	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Compound words with the words given Make sentences	Subject–verb agreement Subject and predicate	Pronunciation— Syllable stress	Writing a short composition on changing places with your favourite author	Listening comprehension Conducting an imaginary interview (group)
<i>Foreign Lands</i>	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension.	Expressing imagination				
6. Tenali Rama and the Dream Kingdom 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension.  Integrate	Work places Synonyms	Indefinite pronouns Distributives	Punctuation— Apostrophe Contractions	Writing a composition on the perfect classroom and illustrating it	Listening comprehension Creating stories (group)

7. The Caucasus-race 	Physical activities and sports	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Idioms Feeling words	Adjectives—degrees of comparison	Spelling— <i>ce/se, cy/sy</i>	Story map	Listening comprehension Telling a story (individual)
<i>Sunday</i>	Self, family home, friends	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Personification				
8. The Great Mouse Plot 	Self, family home, friends Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Types of candy Antonyms	Adverbs of degree	Spelling—Misspelt words	Writing a recipe	Listening comprehension Composing a jingle (group)
9. The Princess 	Self, family home, friends Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Organization chart—places we go to Gender Sound words	Prepositions	Pronunciation—Exceptions to using <i>an</i>	Describing your family	Listening to the route taken and marking it Giving directions (pair)
<i>The River</i>	The world around us	Factual, inferential, evaluative and extrapolative comprehension. Integrate 					
10. The Railway Children 	Self, family home, friends Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Antonyms Word ladders	Conjunctions of time	Punctuation—Ending a sentence	Writing a picture story	Listening comprehension—labelling a castle Describing buildings using distributive pronouns (individual)
11. Making a Difference 	The world around us Peace and harmony Science and technology	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Prefix Environment words	Reported speech	Punctuation—Revision	Writing a short composition based on a fact file about the hazards of plastic	Listening comprehension Talking about going green (individual)
<i>Cypress Street</i>	The world around us	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Rhyme and rhythm				
12. The Girl Who Hated Books 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Collective nouns Kinds of books	Imperative sentences	Spelling—Words ending in <i>c</i>	Writing a book review	Listening comprehension Talking about books (individual)



Project 1: Treasured Trees

Project 2: A-Z Books



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Grammar at a Glance

NOUNS

Nouns are names of *people, places, animals and things*. *Feelings and qualities* are also nouns.

Types of Nouns

Common Nouns: are names of *any* person, place, animal or thing. **Examples:** girl, tree, dog, wheelchair



Proper Nouns: are *exact names*. They name a specific person, place, animal or thing. **Examples:** Raghu, Leaning Tower of Pisa



Countable Nouns: are nouns which refer to something that can be counted, whether singular or plural. **Examples:** three pencils, one girl, two books



Uncountable Nouns: are nouns that cannot be counted. **Examples:** juice, jam, milk



Singular nouns: name *one* person, place, animal or thing. **Example:** ant
Plural nouns: name *more than one* person, place, animal or thing. **Example:** ants



Collective Nouns: are names of a *collection* or a group of people or things. **Examples:** a parliament of owls, a swarm of bees



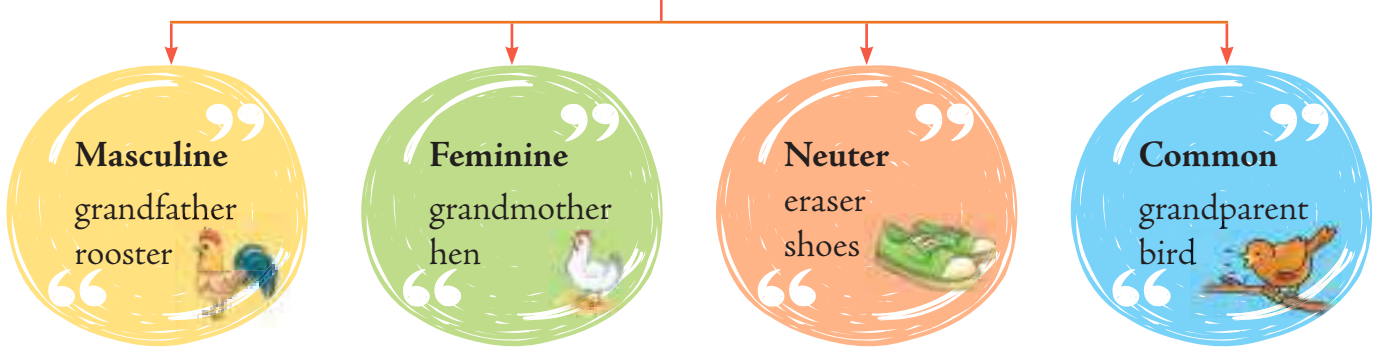
Material Nouns: are names of materials we use to make things. **Examples:** cotton, iron, wood



cotton → dress



Gender



VERBS

Verbs are words that show what we are, what we have and what we do. We usually add *-d* or *-ed* to show an action in the past, such as *dive-dived*, *jump-jumped*.

Some verbs change differently in past tense.



Present run tell think go buy hear sleep

Past ran told thought went bought heard slept

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PRONOUNS

Pronouns are words we use in place of nouns.

I
Me
Myself
Mine



You
Yourself (yourselves)
Yours

She
Her
Herself
Hers



He
Him
Himself
His



It
Itself
Its

We
Us
Ourselves
Ours



They
Them
Themselves
Theirs

ADJECTIVES

Adjectives are words that describe a noun.

Two boats



A little jam



How many/how much

Many stars



Some water



PREPOSITIONS

A preposition tells us where something is and where it is going.



through the clouds



around the hills



above the clouds



behind/in front of another plane



onto the plane



inside the hanger



on the roof



next to the hanger



across the river



up/down



above/below



at the hanger

SUBJECT AND PREDICATE

Sentences have two parts: a subject and a predicate.
The **subject** of a sentence tells us who or what the sentence is about.
The **predicate** of a sentence tells us what the subject is doing.

The sun rises in the east.
↓ ↓
Subject **Predicate**



Romila is riding a bicycle.
↓ ↓
Subject **Predicate**



CONJUNCTIONS

A **conjunction** joins two parts of a sentence.

Conjunction	Use	Example
And	Connects words of same part of the speech	I ate an apple <i>and</i> a banana. I sing <i>and</i> dance. The giraffe is thin <i>and</i> tall.
Or	Links things to choose from	Do you like to play <i>or</i> read? Do you like apples <i>or</i> oranges?
But	Shows contrast	The puzzle is tricky <i>but</i> fun.
So	Gives a reason	I'm tired <i>so</i> I'm going to bed.

ADVERBS

Adverbs are words that tell us more about verbs.

Adverbs can tell us *how* an action happens.

- I walk *slowly*.
- I speak *softly*.
- I laugh *happily*.
- I run *quickly*.



Adverbs can tell us *when* an action happens.

- I ate berries *yesterday*.
- Tomorrow* I will eat fresh green spinach.
- I went to bed *late* but I woke up *early*.

Pippi Goes to the Circus


1




How much do you know about life at sea? Take this short quiz to find out.



- What is a room on a ship called: a booth or a cabin?
- How would you walk on board a ship: on a gangplank or on an escalator?
- What do we call the wheel for steering a ship or a boat: the helm or the joystick?
- How would you look out of a room on a ship: through a porthole or through a window?
- Who commands a ship: a general or a captain?

Pippi was an extraordinarily strong, red-headed nine year old girl whose father was a sea captain. Because she had grown up at sea, she didn't know much about life on land. Let's read what happened when Pippi's friends, Tommy and Annika, invited her to go with them to the circus. 

 A circus had come to the little town, and all the children were begging their mothers and fathers for permission to go. Of course Tommy and Annika asked to go too, and their father gave them some money. Clutching¹ it tightly in their hands, they rushed over to Pippi's.

'Pippi,' said Tommy, all out of breath because they had been running so fast, 'Pippi, do you want to go with us to the circus?'

'I can go with you most anywhere,' answered Pippi, 'but whether I can go to the surkus or not I don't know, because I don't know what a surkus is. Does it hurt?'

'Silly!' said Tommy. 'Of course it doesn't hurt; it's fun. There are horses and clowns and people that walk the tightrope.'

What tells us that Tommy and Annika were excited about going to the circus?

¹clutching: holding something (tightly)

‘But it costs money,’ said Annika, opening her small fist to see if the shiny half-dollar and the quarters were still there.

‘I’m rich as a troll²,’ said Pippi, ‘so I guess I can buy a surkus all right.’

‘Oh, don’t be so silly,’ said Tommy, ‘you don’t buy a circus. It costs money to go and look at it!’

‘Oh dear!’ cried Pippi and shut her eyes tightly. ‘It costs money to look? And here I go around goggling all day long. Goodness knows how much money I’ve goggled up already!’

Why did Pippi shut her eyes?

At last Tommy and Annika managed to explain to Pippi what a circus really was, and she took some money out of her suitcase. Then she put on her hat, which was as big as a millstone³, and off they all went.

What do you think Tommy and Annika told Pippi to make her understand what a circus was?

Pippi, Tommy, and Annika came to sit on some beautiful red chairs right next to the ring.

‘This is a marvellous⁴ place,’ said Pippi, looking around in astonishment. ‘But, see, they’ve spilled sawdust all over the floor! Not that I’m over fussy myself, but that does look careless to me.’

Tommy explained that all circuses had sawdust on the floor for the horses to run around in.

What did the circus band play?
Who was in the ring with Miss Carmencita?

On a platform nearby, the circus band suddenly began to play a thundering march. The curtain in front of the performers’ entrance was drawn aside, and the ringmaster in a black frock coat came running into the ring, followed by a coal-black horse. On its back stood a beautiful lady dressed in green silk tights⁵. The program said her name was Miss Carmencita.

The horse trotted around in the sawdust, and Miss Carmencita stood calmly on his back and smiled. But then something happened; just as the horse passed Pippi’s seat, something came swishing⁶ through the air—and it was none other than Pippi herself! And there she stood on the horse’s back, behind Miss Carmencita! At first Miss Carmencita was so astonished that she nearly fell off the horse. She began to push with her hands behind her back to make Pippi jump off. But that didn’t work.

²troll: a cave-dwelling creature described as either a giant or a dwarf. In ancient folklore, trolls were supposed to guard ancient treasure. ³millstone: a large round stone used for grinding grain ⁴marvellous: extremely good ⁵tights: a piece of clothing similar to trousers ⁶swishing: moving quickly through the air in a way that makes a soft sound

‘Take it easy,’ said Pippi. ‘Do you think you’re the only one who can have any fun? Other people have paid too, haven’t they?’

Why did Pippi jump on to the horse?

Then Miss Carmencita tried to jump off herself, but that didn’t work either, because Pippi was holding her tightly around the waist.

The audience couldn’t help laughing. They thought it was funny to see the lovely Miss Carmencita held against her will by a little red-headed youngster who stood there on the horse’s back.

But the ringmaster didn’t laugh. He turned toward an attendant in a red uniform and made a sign to him to go and stop the horse.

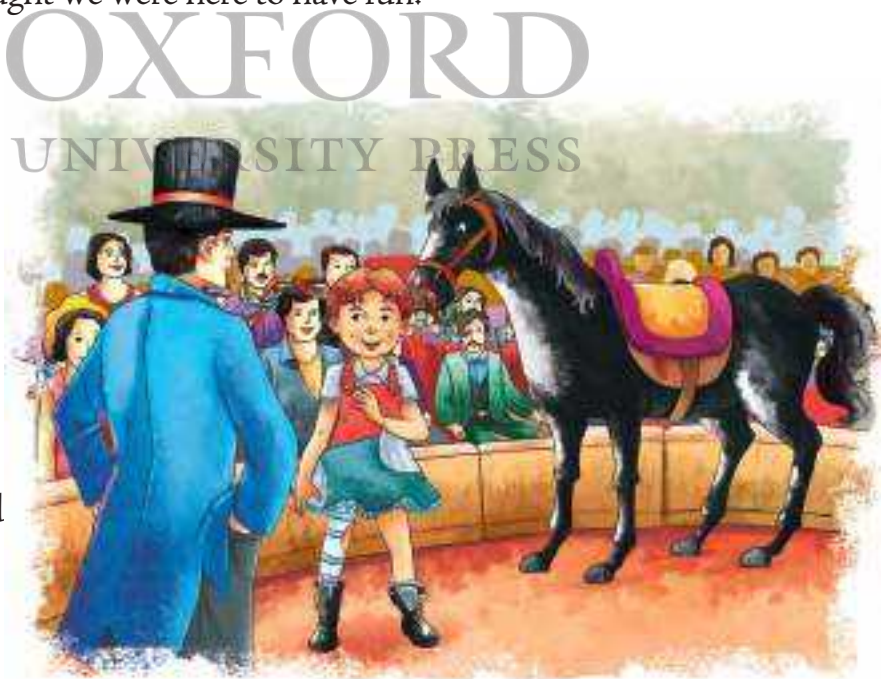
‘Is this act already over,’ asked Pippi in a disappointed tone, ‘just when we were having so much fun?’

Which word tells us how Pippi felt when the horse was stopped?

‘Get off the horse!’ said the ringmaster.

Pippi looked at him sadly. ‘Why are you annoyed with me?’ she asked. ‘What’s the matter? I thought we were here to have fun.’

She skipped off the horse and went back to her seat. But now two huge guards came to remove her from the circus. They took hold of her and tried to lift her up. They couldn’t do it. Pippi sat absolutely still, and it was impossible to budge her although they tried as hard as they could. At last they shrugged their shoulders and went off. Pippi smiled and she sat and watched the rest of the show.



Astrid Lindgren (1907–2002) was a Swedish writer who wrote fiction and screenplays. She grew up in Nas, Sweden. Many of her books are based on her childhood memories and the landscape of Nas is reflected in her works. She is best known for her series *Pippi Longstocking* and the children’s fantasy novel, *Ronia the Robber’s Daughter*. The *Pippi Longstocking* stories are about an unusual girl, Pippi, who is brave, funny and strong.



MAKING CONNECTIONS

Quick answers

1. Match the columns to get complete sentences.

a. When Tommy and Annika invited Pippi to go to the circus, she wasn't sure because	i. there were horses and clowns, and people that walked the tightrope.
b. Tommy told Pippi a circus was fun because	ii. she didn't know what a circus was.
c. When Annika told Pippi that a circus costs money	iii. she thought that even looking at things around her cost money.
d. When Tommy explained to Pippi that it costs money to look at a circus	iv. she thought that someone had been careless to leave sawdust on the ground.
e. When Pippi was at the circus	v. Pippi said that she was as rich as a troll.

Reference to context

2. *Clutching it tightly in their hands, they rushed over to Pippi's.*
- Who rushed over to Pippi's?
 - What were they clutching?
 - What word would you use to describe how they were feeling?
3. *'On a platform nearby, the circus band suddenly began to play a thundering march.'*
- Who had gone to the circus?
 - Where were they sitting?
 - What happened as soon as the march started?
4. *'But the ringmaster didn't laugh.'*
- Who laughed? Why did they laugh?
 - Why do you think that the ringmaster didn't laugh?
 - What did the ringmaster do next?

Read, reflect and write

5. Why did Pippi jump onto the horse? Did she realize that she was doing something wrong? Give a reason for your answer.

6. If you were a friend of Pippi's and you had taken her to the circus, how would you have felt seeing her standing on the horse?
7. Why did the guards shrug their shoulders and walk away at the end of the story?
8. In what way do you think is Pippi different from most children and in what way do you think she is the same as most other children?

Integrate



9. Today, it is against the law to have wild animals like lions, tigers, zebras and hippopotamuses in a circus. Why do you think this law was made? Read up more on this. Design a poster to create awareness on the ban on wild animals in circuses.

WORD WALL



Make sentences

1. Make sentences of your own with the following words from the story.

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marvellous tightly shiny careless thundering

Crossword: Words related to a circus

2. Use the clues to fill in the crossword.

Across


1. the person who runs the show
2. the circus tent: the big _____
3. a procession
4. what the audience does after a performance



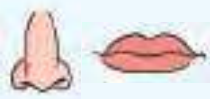

Down

1. an entertainer who performs gymnastic feats
2. an entertainer who performs by throwing and keeping several objects in the air at one time
3. a sweet treat: _____ candy
4. a cycle with a single wheel
5. what performers do
6. a stretched rope on which acrobats perform

Concrete nouns are names of *people, places, animals* and *things*. They are sense nouns. You can see, hear, smell, taste and/or touch them.

Abstract nouns are *qualities, ideas* and *feelings*. You cannot see, hear, smell, taste and/or touch them.

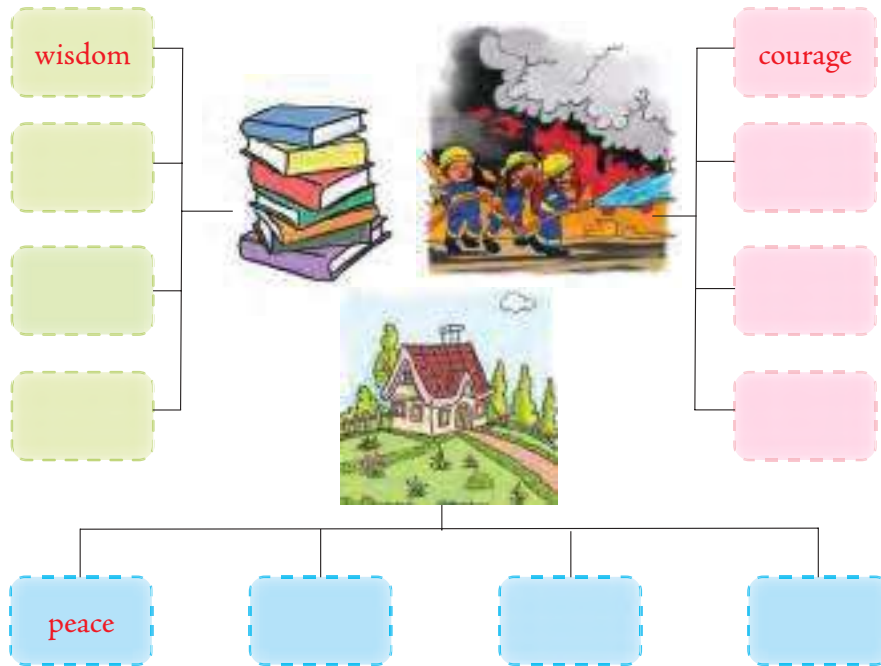
1. Read the table given below. We can see a *cake*. We can smell it, taste it and touch it. It is a concrete noun. We cannot see, hear, smell, taste or touch *sadness*. It is an abstract noun. Now fill in the table. 

Noun	See	Hear	Smell/Taste	Touch	Type of Noun Concrete or Abstract?
					
cake	✓	✗	✓	✓	concrete
sadness	✗	✗	✗	✗	abstract
idea					
crayons					
rain					
fear					
joy					
mango					

2. We can see a beautiful *tree* and a beautiful *butterfly*, but we cannot see *beauty*.

Choose abstract nouns from the box to match with the concrete nouns given in the word webs. You may choose the words that you think fit the concrete nouns the best.

knowledge happiness danger friendship safety peace
 strength information bravery fun love wisdom
 courage education respect



3. Use any five abstract nouns from the box in sentences of your own.

goodness helpfulness bravery brilliance amazement
 imagination opportunity determination relaxation

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Syllable

Every word is made up of at least one syllable. A syllable is a unit having one vowel sound.

Some words have only one syllable or vowel sound.

town fun fist hat hand jump red tone stop

Some words have two syllables or vowel sounds.

wis/dom sum/mer peo/ple bul/ly ta/ble

Some words have more than two syllables or vowel sounds.

per/mis/sion grand/mo/ther mi/nis/ter in/tel/li/gence pro/fes/sion

1. Listen to your teacher read these words aloud and then repeat them.



mo/ther al/so sis/ter rus/ty cor/rec/ted
he/li/cop/ter ro/yal faith/ful a/woke ka/lei/do/scope
in/de/pen/dent mun/ching ad/ven/ture af/ter/noon in/for/ma/tion

WRITE WELL



Writing an adventure story

1. Pippi had quite an adventure at the circus! Write an adventure story using one of the prompts given below.

- ... I turned the rusty old key and the door creaked open ...
- ... Miles away from home, I knew there was no one I could call for help. It was all up to me now ...
- ... In the ancient trunk I found a map and a letter ...

LISTEN AND SPEAK WELL



1. Pippi took a great big jump and landed on the horse that Miss Carmencita was riding. Listen to another story about a great big jump and then answer the questions that follow.

Put the sentences in the right order.

- a. The traveller told everyone about the things he had seen and done.
- b. The traveller returned home.
- c. The traveller said that he had won a jumping competition in Rhodes.
- d. The old man told the traveller to jump.
- e. The traveller left his village and travelled to many faraway places.
- f. The traveller began to boast.



2. Take turns to tell your classmates about a really adventurous or exciting thing that you have done. Make sure you don't boast!

The Sick Young Dragon

Here is a poem about a young dragon who is sick. He is unable to breathe fire as he usually does. Will the dragon get his fire back? Let us read the poem to find out.

‘What can I do?’ the young dragon cried.
‘Although I’ve simply tried and tried.

▶ It doesn’t matter how hard I blow,
I cannot get my fire to go!’

‘Open your mouth,’ his mother said.
‘It’s no wonder! Your throat’s red.
Your scales¹ are cold. You must be ill.
I think you must have caught a chill².’

The doctor came. He looked and said,
‘You’ll need a day or two in bed.
Your temperature’s down. No doubt
That’s the reason your fire has gone out.’

‘Just drink this petrol. Chew these nails.
They’ll help you to warm up your scales.
Just take it easy. Watch TV,
You’ll soon be as right as rain³, you’ll see.’

The young dragon did as he was told.
And soon his scales stopped feeling cold.
He sneezed some sparks. His face glowed bright.
He coughed and set the sheets alight⁴.



¹scales: small flat pieces of hard material that cover the body of fish and some animals ²chill: a cold
³right as rain: perfectly all right ⁴alight: on fire, burning

'Oh dear!' he cried. 'I have burnt the bed!'
 'It doesn't matter,' his mother said.
 'Those sheets were old. Go out and play.
 Just watch where you breathe fire today!'



John Foster (born 1941) is a British poet who has written many poems and compiled numerous anthologies of children's poetry. He is also an educationist who taught in schools in Oxfordshire. He worked on textbooks before he became a children's poet.

MAKING CONNECTIONS

1. Choose the right answer.

a. '*Although I've simply tried and tried*' means

- i. the dragon tried doing simple things.
- ii. he tried very hard, over and over again.
- iii. he tried hard, just once.

b. '*I cannot get my fire to go!*' shows that the dragon

- i. wanted his fire to start, but he could not do it.
- ii. wanted his fire to go away, but he could not do it.
- iii. wanted his mother to get him some fire but she would not get it.

c. '*No doubt,*

that's the reason your fire has gone out.' tells us that the doctor

- i. did not know the reason why the fire had gone out.
- ii. did not want to tell anyone the reason why the fire had gone out.
- iii. was very sure of the reason why the fire had gone out.

d. '*Just watch where you breathe fire today!*' means

- i. do not breathe fire today.
- ii. sit and watch yourself breathe fire today.
- iii. be careful where you breathe fire today.

2. Read these lines and answer the questions that follow.

a. *'Open your mouth,' his mother said.*

'It's no wonder! Your throat's red.

Your scales are cold. You must be ill.

I think you must have caught a chill.'

i. Why did the dragon's mother ask him to open his mouth?

ii. What are the two symptoms of illness that the mother noticed in the young dragon?

iii. What did the dragon's mother do next?

b. *'The young dragon did as he was told.*

And soon his scales stopped feeling cold.

He sneezed some sparks. His face glowed bright.

He coughed and set the sheets alight.'

i. Who told the young dragon what to do?

ii. What did the young dragon have to do?

iii. Which signs showed that he had begun to feel better?

3. This is a humorous poem—one that we find funny. What do you think makes this poem funny?

4. The young dragon fell ill and he could not blow fire any more. His mother thought he must have caught a cold. Can you guess how he might have caught a cold?

A symptom is a sign that shows that someone is not well.



APPRECIATION

Rhyming words

1. Find two words from the poem that rhyme with each of the words given below.

a. fried: _____

b. row: _____

c. bill: _____

d. drought: _____

e. whales: _____

f. bold: _____

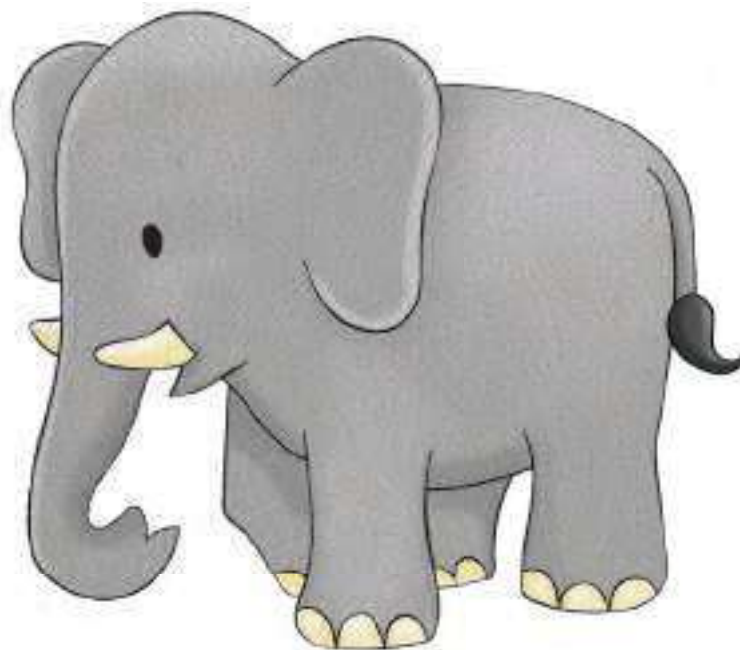
2. Read the poem given below and fill in the blanks with words from the box. Then illustrate the poem.

elephant telephone trunk free song

Eletelephony

Once there was an _____ ,
Who tried to use the telephant—
No! No! I mean an elephone
Who tried to use the _____ —
(Dear me! I am not certain quite
That even now I've got it right.)
How'er it was, he got his _____
Entangled in the telephunk;
The more he tried to get it _____ ,
The louder buzzed the telephee—
(I fear I'd better drop the _____
Of elephop and telephong!)

Laura Elizabeth Richards



The Bell of Atri


2



This is a drawing of a famous bell called the Liberty Bell. Liberty means *freedom*. This bell is over 250 years old. Located in Pennsylvania, USA, this bell is a symbol of American independence. Mark the path for the children to reach the Liberty Bell.



Now let us read a story about another old bell—the bell in the town of Atri in Italy.

 Long, long ago, in Italy, there ruled a king named John. King John was well known for his goodness and wisdom¹. One day, the king and his ministers came to a small town called Atri.

When King John reached the town square², he announced³, 'By my royal order, a great bell shall hang here. Whenever something wrong is done to a person, he or she shall ring the bell and the town judge shall correct whatever wrong has been done.'

¹**wisdom**: the state of knowing and understanding a lot about many things ²**town square**: an open space in the middle of a town used for gatherings ³**announced**: told a lot of people about something important

So a great big bell was hung in the town square. The people of Atri rang the bell each time someone did something wrong to them. When somebody stole a farmer's sheep, the farmer rang the bell. When someone ate Grandmother's special fruit pie without her permission⁴, she rang the bell. When a bully teased a child, the child rang the bell. In each and every case, the town judge came and corrected the person who had done wrong.

Give three examples of when the bell was rung.

After a while, whenever people thought of doing something wrong, they would think of the sound of the bell and change their mind. So the bell rang less and less. The bell rusted⁵ and the rope became ragged⁶.

The townspeople almost forgot about the bell, but the judge did not. He called one of the town workers and said, 'Please go out into the woods and get a long vine⁷. We will tie the vine to the bell so that it can be rung once again.'

At this time in Atri, there lived a soldier. He had been a good soldier, and tales of his bravery and adventures were still told. Yet, as you know, people, just like bells, grow rusty when they are not used! The soldier had grown lazy—all day long he just sat and counted his piles of gold coins.

How do you think people can get rusty? How do you think you would get rusty if you did not use magic words like *please*, *thank you* and *sorry*?

The soldier had an old faithful⁸ horse. The soldier and his horse had shared many adventures, but now the soldier did not take good care of the horse. The poor horse looked thin and sad. 'Why should I feed this old horse?' the old soldier thought. 'I hardly ever ride him anymore, so why should I have to feed him all the time?'

One afternoon, while looking for something to eat, the sad old horse wandered⁹ into the town of Atri. But food was hard to find. The dogs of the town barked at him. The people of the town had shut their doors and windows to keep the heat out.

Then the hungry horse spotted the green vine that hung from the bell. The horse hurried to the bell. Now horses

Why were there no people on the streets?

⁴**permission:** allowing somebody to do something ⁵**rusted:** become covered with a reddish brown substance that is sometimes seen on iron ⁶**ragged:** old and torn ⁷**vine:** a plant that grapes grow on ⁸**faithful:** loyal; ready to help friends and fulfil promises ⁹**wandered:** walked slowly with no plan



do not know about such things as the ringing of bells and the correcting of wrongs, but they do know that a juicy green vine can fill an empty stomach.

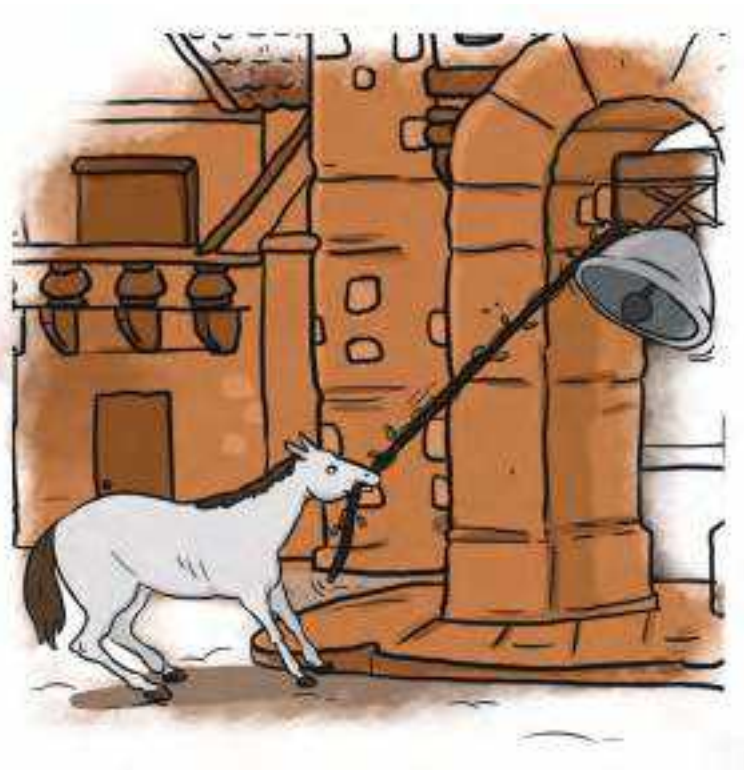
The hungry old horse grabbed the vine that was tied to the bell. The vine had been tied to the end of the bell's old, ragged rope rather tightly and the horse could not pull it loose. The horse pulled and pulled, and the bell rang and rang.

The bell rang so loudly and for so long that all the people of Atri awoke from their summer naps¹⁰. They came out into the streets, wondering why the bell was being rung. They found the poor, hungry horse munching¹¹ on the vine. The judge knew that the horse belonged to the soldier and he called him.

The soldier came to the town square. 'Shame on you for not looking after your faithful horse!' said the judge. 'I order you to take care of him! Give him plenty of oats, a warm stable¹² and a green field to graze¹³ in.'

From that day on, the soldier took good care of his old horse, and the people of the town never forgot the good that the bell could bring.

Adapted from an Italian folktale



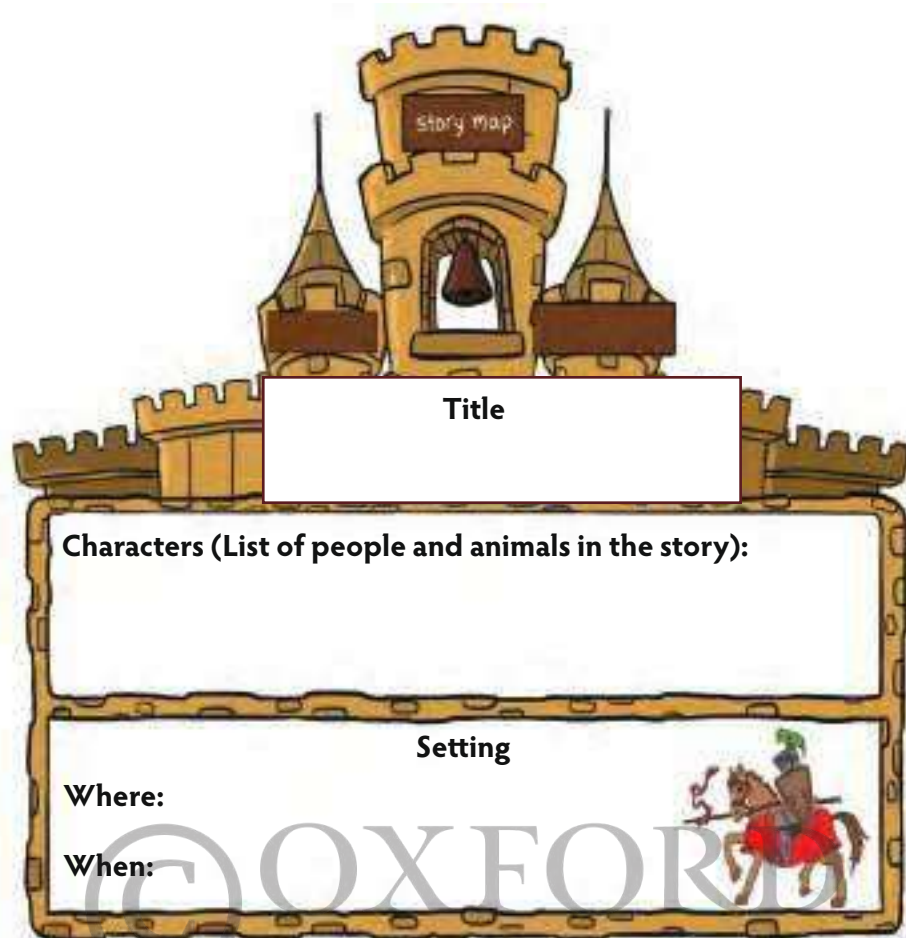
How do you think the judge spoke to the soldier: *strictly*, *kindly* or *jokingly*?

MAKING CONNECTIONS

Quick answers

1. Fill in the story map given on the next page.

¹⁰**nap**: short sleep taken during the day ¹¹**munching**: biting and eating something noisily ¹²**stable**: a building for horses to live in ¹³**graze**: eat grass



2. Choose the right answer.

a. King John gave an order for a bell in Atri because

- i. Atri was a small town.
- ii. the people of Atri wanted a bell.
- iii. he wanted to help the people.

b. The people of Atri almost forgot the bell because

- i. the bell rusted and the rope became ragged.
- ii. the people of Atri hardly rang the bell any more.
- iii. King John went away.

c. The judge asked a town worker to tie a vine to the bell because

- i. he thought someone might need to ring the bell.
- ii. he knew a hungry horse would eat it.
- iii. the worker did not have much to do.

- d. The horse grabbed and pulled the vine because
- he wanted to ring the bell.
 - he was so hungry he wanted to eat it.
 - he wanted the judge to help him.

Reference to context

3. *Long, long ago, in Italy, there ruled a king named John. King John was well known for his goodness and wisdom. One day the king and his ministers came to a small town called Atri.*
- What was King John well known for?
 - Which word is the opposite of 'foolishness'?
 - What did the king order for the town of Atri?
4. *One afternoon, looking for something to eat, the sad old horse wandered into the town of Atri.*
- Whose horse was this?
 - Which two words describe the horse?
 - Why was the horse looking for something to eat?

Read, reflect and write

5. Why did the bell of Atri ring less and less?
6. Why did the soldier stop feeding his horse?
7. How did the judge correct the wrong done by the soldier to his horse?
8. What are the good qualities that you think the judge had?
9. The theme is the heart of a story. It is the message the author wants to give us, or the moral or message that the author wants us to learn. What do you think is the theme of this story? What would the author like us to learn?



Integrate



10. Pumpkins grow on vines. The name pumpkin comes from the Greek word 'pepon', meaning 'large melon'. Look for stories that feature pumpkins. Illustrate the life cycle of a pumpkin.

WORD WALL



Words in a word

1. How many words can you make out of the letters in the word **MINISTERS**?

Here are some picture clues for you.

a.



stir

b.



c.



d.



e.



f.



Professional people

2. Choose words from the box to complete the speech bubbles. One has been done for you.



I correct people who do something wrong. I am a judge.

musicians astronomer
plumber cashier
acrobats sculptor
judge

Every night I look at the moon, the planets and the stars. I am an _____.



I make statues. I am a _____.





If a pipe or a tap leaks, call me. I am a _____.



We perform in a circus. We are _____.

I collect money at a store or supermarket. I am a _____.



We play in a band. We are _____.



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GRAMMAR TIME


Definite article: *the*


Read these sentences.

- Please go out into *the* woods and get *a* long vine.
- We will tie *the* vine to *the* bell so that it can be rung once again.

The bell and *the* vine describe a *specific* bell and *a particular* vine, the bell hung in Atri and and the vine tied to it.

We say *a* vine when we mention it for the first time. When the noun is repeated, we use *the* before it.

Articles are words that go before nouns. 

A goes before singular nouns that start with a consonant sound. *An* goes before singular nouns that start with a vowel sound. 

A, an and *the* are **articles**.

We use *a* and *an* when we do not refer to someone or something specific. That is why we call *a* and *an* **indefinite articles**.

We use *the* when we want to refer to someone or something specific or definite. That is why *the* is called the **definite article**.

1. Fill in *a, an* or *the* in the blanks in the short story given below.

There was once _____ flock of birds peacefully pecking at seeds under _____ tree. _____ old hunter came along and threw _____ heavy net over them.

He said, 'Aha! Now I have my dinner!'

All at once _____ birds began to flap their wings. Up, up they rose into _____ air, taking _____ net with them. They came down on _____ apple tree nearby, and as _____ net got caught in _____ tree's branches, _____ birds flew out from under it, to freedom.

_____ hunter looked on in wonder, scratched his head and muttered, 'As long as those birds work together with one another like that, I'll never be able to capture them! Each one of those birds is so weak, yet, together they can lift _____ net.'

We also use *the* to show that someone or something is special or one of a kind: *the* principal of our school, *the* sun, *the* moon and *the* air.

Geographical uses of *the*

Read this sentence.

- One can see *the* Adriatic Sea from Atri.

We use *the* before certain geographical features such as, the names of rivers and mountain ranges. Read the table given below to learn more about the geographical uses of *the*.







Oceans and seas: the Atlantic Ocean, the Arabian Sea



Rivers and canals: the Nile, the Suez Canal



Groups of lakes: the Great Lakes; but not before the names of lakes: Lake Superior, Chilika Lake

 <p>Deserts: the Sahara, the Gobi</p>	 <p>Mountain ranges: the Alps, the Urals; but not before the names of mountains: Mt Everest, Mt Kilimanjaro</p>
 <p>Groups of islands: the Andaman Islands, the West Indies; but not before names of islands: Greenland</p>	 <p>Points on the globe: the Equator, the North Pole</p>

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We do not use *the* before:



Names of continents: Asia, Africa, Australia



Names of countries: India, Nepal, Sri Lanka
But we do say: the Netherlands, the USA, the UK, the Philippines and the West Indies

We usually pronounce *the* with a short sound like *thuh*. But when *the* comes before a vowel sound, we pronounce it as a long *thee*.

Practise saying: the antelope, the earth, the umbrella, the onion, the inkpad.

How would you say: the unicorn?

 <p>Names of cities, towns or states: Mumbai, Madwa, Mizoram</p>	 <p>Names of streets: Park Lane, Oxford Street</p>
---	--

2. Put a tick against the sentences in which the use of articles is correct.

- a. Hillary and Tenzing climbed the Mt Everest.
- b. Kanchenjunga is a mountain in the Himalayas.
- c. The Asia is the largest continent.
- d. There are very few trees in the Sahara Desert.
- e. The Nile is the longest river in the world.

PUNCTUATION

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Comma

We use commas to separate words or word groups in a series (three or more things).

Read this sentence.

- The farmer, grandmother, a child and the horse rang the bell.

This avoids confusion when we read and also helps us pause at the right moments and places while reading long sentences.

We also use commas before or surrounding the name or title of a person directly addressed.

- You, King John, are a wise and kind ruler.
- Grandmother, will you bake us a pie?
- Look after your horse, soldier.

1. Given below are some sentences that the soldier said when he realized his mistake. Punctuate them with commas.

Citizens of Atri I realize how wrong I was not to look after my horse.

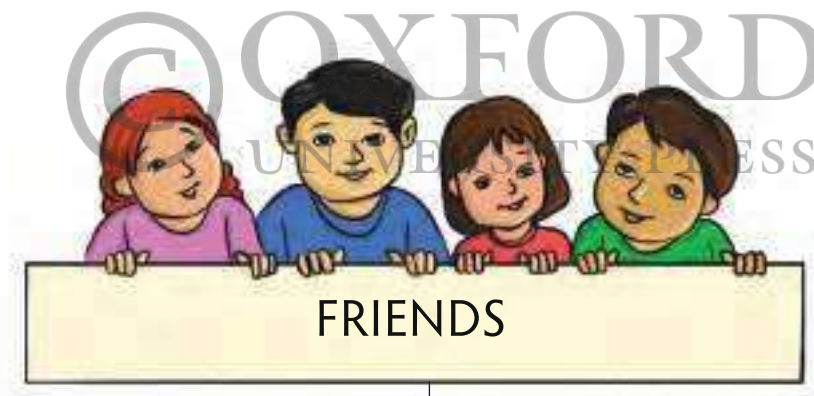
Dear horse forgive me. I will not ill-treat you any longer. I will give you plenty of fresh grass hay oats and corn.

Thank you for the bell King John. It will always remind us to be kind generous helpful and fair with one another.

WRITE WELL

Paragraph writing

1. How should friends behave with each other? Use this graphic organizer to think of ideas.



2. Based on the points you have just put down, write a paragraph on how friends should behave with each other. Give a title to your paragraph.

LISTEN AND SPEAK WELL

1. Listen to a short description of these horses. Then match the horses to their names.

Black Beauty Sandy Sultan Maya Star Benji



a.



b.



c.



d.



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2. In groups of three, take turns to describe these flowers to one another. As one person describes the flower, the other two must guess which picture it is. Do not mention the names of the flowers in the description.

a.



Carnation

b.



Dahlia

c.



Hibiscus

d.



Lily

e.



Poppy

f.



Rose



Given below are descriptions of some famous animal characters. Match to them to the animals they describe.

A

B

1. Black Beauty was created by author Anna Sewell. Black Beauty is loyal, and helps his owner and friend to earn money by pulling carriages.



2. In Rudyard Kipling's *The Jungle Book*, Akela, who leads the Seeonee pack with strength and cunning, adopts the lost child, Mowgli.



3. Peter was created by author Beatrix Potter. Peter is naughty. He doesn't listen to his mother and gets into trouble all the time. He enters farms without permission to eat carrots and radishes.



4. Stuart Little was created by author E.B. White. Stuart got adopted by the Little family as their second son. Stuart is small and because of that gets into a lot of trouble. His family loves him as much as he loves them but the house cat is not very fond of him.



Let us read a story about a chameleon¹ named Henry. 



This is the story of Henry, our pet chameleon. Chameleons are no ordinary reptiles. They are easily distinguished² by certain outstanding³ marks from their nearest relatives, the lizards.

A chameleon's tongue is as long as its body. On its head is a rigid⁴ crest⁵ which looks like a fireman's helmet. Its limbs are long and slender⁶, and its fingers and toes are more developed than those of other reptiles. Many people believe that the chameleon is a dangerous and poisonous reptile.



When Grandfather was visiting a friend, he came upon a noisy scene at the garden gate. Men were shouting, hurling⁷ stones and brandishing⁸ sticks. The cause of all this was a chameleon who had been discovered sunning himself on a shrub. The gardener declared that it was a thing capable of poisoning people at a distance of twenty feet and as a result the entire household had risen in arms⁹.

Grandfather was in time to save the chameleon from certain death and brought the little reptile home. That chameleon was Henry and that was how he came to live with us.

Henry was a harmless creature. Provided I was patient¹⁰, Henry was willing to take food from my hands. This he did very swiftly. His tongue was the sort which came back to him with the food, an insect, attached to it. Before I could realize what had happened, the grasshopper held between my fingers would be lodged¹¹ between Henry's jaws.

Which word in this paragraph is the antonym or opposite of slowly?

¹chameleon (pronounced as ka-mee-liun): a lizard-like creature with large eyes and a long tail that can change its colour
²distinguished: (here) seen as different from others ³outstanding: very important ⁴rigid: hard and not easy to bend or move ⁵crest: skin on top of a bird or animal's head ⁶slender: thin ⁷hurling: throwing something with a lot of strength ⁸brandishing: shaking or waving something ⁹risen in arms: were angry and protesting about something ¹⁰patient: to do something in a careful way for a long time, without hurrying ¹¹lodged: fixed or stuck

Henry did not cause trouble in our house, but he did create something like a riot¹² in the nursery school down the road. It happened like this.

When the papayas in our garden were ripe, Grandmother usually sent a basket of them to her friend, Mrs Ghosh, who was the principal of the nursery school. On this occasion, Henry managed to smuggle¹³ himself into the basket of papayas when no one was looking. The gardener dutifully¹⁴ carried the papayas across to the school and took them into Mrs Ghosh's office.

When Mrs Ghosh came in after making her rounds, she began admiring and examining the papayas. Out popped Henry!

Mrs Ghosh screamed. Henry would probably have liked to blush a deep red, but he turned a bright green instead, as that was the colour of the papayas.

Mrs Ghosh's assistant, Miss Daniels, rushed in, took one look at the chameleon and joined in the screaming. Henry took fright and fled from the office, running down the corridor and into one of the classrooms.

There he climbed on to a desk, while the children ran in all directions, some to get away from Henry, some to catch him. But Henry made his exit through a window and disappeared into the garden.

Grandmother heard all about the incident¹⁵ from Mrs Ghosh, but did not tell her that the chameleon was ours. I did not think Henry would find his way back to us, because the school was three houses away. But three days later, I found him sunning himself on the garden wall and he readily accepted some food from my hand.

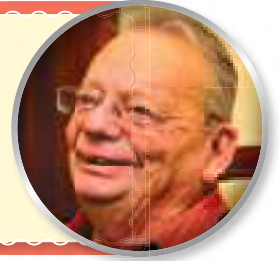
Adapted and abridged



¹²riot: a situation in which a group of people make a lot of noise and trouble ¹³smuggle: move things secretly

¹⁴dutifully: to do something that is expected from you ¹⁵incident: something that happens

Ruskin Bond (b. 1934) was born in Kasauli in Himachal Pradesh, India. He has written many poems and stories for children. Here is what he said in a recent interview: 'I'm shy. But it is easier to interact with children. Just the other day, a boy said he wanted to become a writer but couldn't manage to fill even a single page. I said, "Write one sentence, later another; go on adding; you'll find the page full."'



MAKING CONNECTIONS

Quick answers

- The story tells us some interesting facts about chameleons. Fill in the table to show the similarities and differences between house lizards and chameleons.


House lizard	Similarities	Chameleon
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- Put a tick (✓) against the sentences that are true and a cross (✗) against those that are false.
 - The chameleon is not a poisonous reptile.
 - The gardener knew a lot about chameleons.
 - Henry created no trouble at all.
 - Henry got into the basket to frighten Mrs Ghosh.
 - Miss Daniels rushed into the room on hearing the principal scream.

Reference to context

3. *Grandfather was in time to save the chameleon from certain death and brought the little reptile home.*
 - a. Where was the chameleon?
 - b. What does the author tell us to show that the chameleon was harmless?
 - c. Grandfather saved the reptile and brought him home. What does this tell us about the author's grandfather?
4. *Mrs Ghosh screamed. Henry would probably have liked to blush a deep red, but he turned a bright green instead, as that was the colour of the papayas. Mrs Ghosh's assistant, Miss Daniels, rushed in, took one look at the chameleon and joined in the screaming.*
 - a. Why did Mrs Ghosh scream?
 - b. Why do you think Henry turned a bright green?
 - c. Which word in the given lines means 'someone whose duty is to help'?
 - d. What did Henry do when Miss Daniels started screaming?

Read, reflect and write

5. What danger did Grandfather save Henry from?
6. When the children saw Henry, they ran in all directions. Why did they do this? What would you have done if you were in the classroom?
7. What do we learn about the writer's feelings for animals from this story? Do you share these feelings? Give reasons for your answer. 

Integrate



8. The Komodo dragon is the largest living species of lizard in the world. They can grow to three meters in length and weigh about 68 kgs! Research the height and weight of other large animals. Which is the tallest/longest? Which is the heaviest? Share the information in class.



WORD WALL



Animals

1. One animal is the odd one out in each of these groups. Circle the animal that does not fit in. Use a dictionary if you need to. One has been done for you.

- chameleon, lizard, crocodile, **sparrow**
- wasp, butterfly, earthworm, bee
- ladybird, crow, pigeon, parrot
- frog, crocodile, giraffe, hippopotamus
- shark, octopus, dolphin, goldfish



Sparrow is the only bird in the group.

Animal groups

2. The table given below has some collective nouns that we use for groups of animals. Match the animals to their group names. One has been done for you.

A	B
a. a camouflage of	i. oxen
b. a team of	ii. fish
c. a colony of	iii. cattle
d. a school of	iv. chameleons
e. a herd of	v. rats
f. a pack of	vi. penguins

GRAMMAR TIME



Chameleons change colour.
Verbs change forms.

Revision of tenses



Read these sentences.

- The chameleon *changes* colour.
- The chameleon *changed* colour.
- The chameleon *is changing* colour.
- The chameleon *was changing* colour.
- The chameleon *will change* colour.

Verbs are action words.

We *run*.

Mental actions are also verbs.

We *guessed* the answer.

Some verbs describe the way things are.

They are *happy*.

In each of these sentences the verb *change* is in a different form or tense.

A **verb** shows the time of an action by changing its form.
Tenses are the forms that verbs take to show the time of actions.

The helping verb *be* changes to: *am, is, are* in present tense and to: *was, were* in past tense

Read this table to revise tenses and time.

Tenses and Time	Used for	Examples
Simple present	Everyday actions and routines Something that is <i>always true</i>	I go to school by bus. The sun rises in the east.
Simple past	Actions that <i>happened earlier</i>	I went to the library yesterday.
Present continuous	An action that is <i>happening</i> at the time of speaking	We are learning about tenses and time.
Past continuous	An action that <i>was happening</i> at some time in the past.	We were painting sunflowers in the art class yesterday.
Simple future	An action that <i>has not yet happened</i> .	It's cold. I <i>will wear</i> a coat. I <i>am going to</i> visit my grandmother on Sunday.

1. Complete the table given below.

Simple Present	Simple Past	Present Continuous <i>is/am/are + verb-ing</i>	Past Continuous <i>was/were + verb-ing</i>
I walk to school.			
	Kevi drew a picture.		
		We are reading.	
			They were eating dinner.

Sentences can be positive or negative. Negative sentences are those that say *not*. Let us read a few examples of positive and negative sentences.

Positive Sentences	Negative sentences
Simple present: <i>do/does not + verb</i>	
I <i>like</i> chameleons. He <i>likes</i> chameleons. We <i>like</i> chameleons.	I <i>do not like</i> chameleons. He <i>does not like</i> chameleons. We <i>do not like</i> chameleons.
Simple past: <i>did not + verb</i>	
I <i>screamed</i> . Mrs Ghosh <i>screamed</i> . They <i>screamed</i> .	I <i>did not scream</i> . Mrs Ghosh <i>did not scream</i> . They <i>did not scream</i> .
Present continuous: <i>am/is/are not + verb</i>	
I <i>am looking</i> for Henry. She <i>is looking</i> for Henry. We <i>are looking</i> for Henry.	I <i>am not looking</i> for Henry. She <i>is not looking</i> for Henry. We <i>are not looking</i> for Henry.
Past continuous: <i>was/were not + verb</i>	
I <i>was running</i> about. Henry <i>was running</i> about. The children <i>were running</i> about.	I <i>was not running</i> about. Henry <i>was not running</i> about. The children <i>were not running</i> about.
Future: <i>will not + verb</i>	
Mrs Ghosh <i>will complain</i> . We <i>will complain</i> .	Mrs Ghosh <i>will not complain</i> . We <i>will not complain</i> .

2. Put a tick (✓) against the sentences that are correct. Put a cross (✗) against those that are incorrect.

- | | | | |
|---------------------------------|--------------------------|-----------------------------------|--------------------------|
| a. They did not found Henry. | <input type="checkbox"/> | b. We did not ate lunch. | <input type="checkbox"/> |
| They did not find Henry. | <input type="checkbox"/> | We did not eat lunch. | <input type="checkbox"/> |
| c. I did not reach late. | <input type="checkbox"/> | d. Priya does not like junk food. | <input type="checkbox"/> |
| I did not reached late. | <input type="checkbox"/> | Priya does not likes junk food. | <input type="checkbox"/> |
| e. She does not walk to school. | <input type="checkbox"/> | f. Teji does not bullies others. | <input type="checkbox"/> |
| She does not walks to school. | <input type="checkbox"/> | Teji does not bully others. | <input type="checkbox"/> |

3. Rewrite these sentences using *not*.

- Mrs Ghosh likes papayas.
- People are afraid of chameleons.
- My sister and I were working on our project.
- The baby is crying.
- I am watching TV.

Short forms:

do + not = don't

does + not = doesn't

did + not = didn't

is + not = isn't

are + not = aren't

was + not = wasn't

were + not = weren't



Notice how we use the first or base form of the verb with 'not' for the simple past tense.

SPELLING

It's or its?

Read these sentences.

It's a chameleon.

It is a chameleon.

It's means *it is*. The apostrophe stands for the missing letter *i* of *is*.

It's a chameleon. *Its* name is Henry.

Its means *belonging to it*.

Its name means the chameleon's name

1. Fill in the blanks with *its* or *it's*.

_____ a hot day! The puppy is thirsty. _____ mouth is dry.

_____ looking for some water. Here is some water. _____ cool and the puppy laps it up. How happy the puppy is! Look, _____ wagging _____ tail!

What is that on the chameleon's head?
It's its crest!





WRITE WELL

Paragraph writing

Grandfather saved Henry and took him home. This was an act of kindness. Think about a time you were kind to someone. Write a short composition about what you did and how it made you feel. Given on the next page are a few questions you can use as thinking prompts.

Lullaby

A lullaby is a song that is gentle and restful. It is usually sung to help children sleep. The words of a lullaby are usually simple and repetitive. Lullabies have existed since ancient times and are sung all over the world in different languages. 

 Close your eyes gently
And cuddle in
Keep yourself snug¹,
A new day will begin.

Have pleasant² dreams about
Those things you love,
Sleep is an island
Waiting above.

Night is a blanket
Keeping you warm
If you close eyes you can
Come to no harm.

Dreams are like journeys
Drifting³ along,
Rest is a present
Keeping you strong.



Alan Norman Bold (1943–1998) was a Scottish poet born in Edinburgh. He was a biographer and journalist. He also published a biography of Robert Burns in 1973.

¹snug: warm and safe ²pleasant: nice, enjoyable ³drifting: moving slowly, in no particular direction

MAKING CONNECTIONS

1. The poem is a lullaby. Which of these words would we include in a morning song? Circle them.

close gently cuddle snug pleasant dreams
sleep blanket warm journeys rest strong

2. Read these lines and answer the questions that follow.

*Close your eyes gently
And cuddle in
Keep yourself snug, a
New day will begin.*

*Have pleasant dreams about
Those things you love,
Sleep is an island
Waiting above.*



- a. The first stanza describes three things that we usually do when we go to bed. What are they?
- b. What is sleep compared to? Why do you think the poet uses this comparison?
- c. What are the things you like to dream about?
3. Why does the poet say dreams are like journeys?
4. What does sleep gift us with?
5. Do you like this lullaby? Give reasons for your answer.

APPRECIATION

Similes and metaphors

Similes and metaphors are comparisons. A simile says one thing is like another. Similes use the words *like* or *as*.

Examples: Dreams are *like* journeys.
She is *as* wise *as* an owl.

A metaphor says one thing is another.

Examples: *Sleep is an island.*
Night is a blanket.
She is a wise owl.

Metaphors are stronger comparisons than similes. When you use a metaphor, you are saying that something is something else not just *like* something else!



1. Write M against the sentences with metaphors and S against the sentences with similes.

- a. Books are treasure chests.
- b. Reading a book is like taking a journey into new lands.
- c. My pillow is as soft as a cloud.
- d. My grandmother is a mountain of strength.
- e. Our teacher is a walking encyclopaedia.
- f. He is an angel.
- g. The sun is like a pot of melting butter.
- h. The man is as old as the hills.

2. Use metaphors or similes of your own to describe the following.

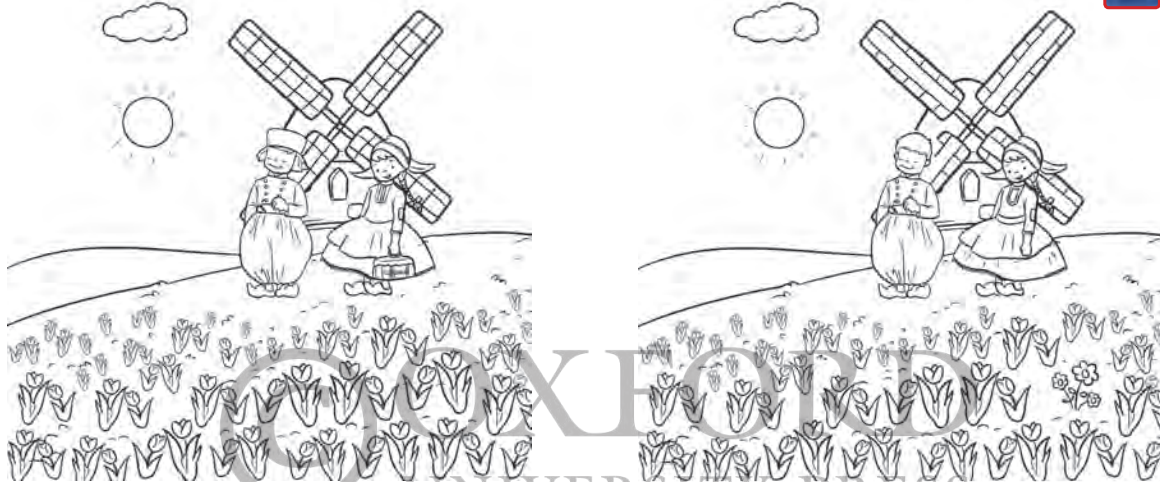
- a. someone who is clever _____
- b. someone who is happy _____
- c. your best friend _____
- d. your school _____
- e. a butterfly _____

The Hero of Haarlem

4



Look closely at the two pictures, and spot four differences and circle them.



Haarlem is a city in the Netherlands¹. Netherlands means low countries. The ground there is lower than the level of the sea. The people build dykes² all around the country to prevent the sea water from rushing in. These walls are very important for the safety of the people. Now let us read a story about a boy from Haarlem who spotted something that did not look right ...



Many long years ago, in the city of Haarlem, there lived a very kind boy named Hans. Hans' father was in charge of taking care of the dykes, or the stone walls that kept the sea water from rushing into Haarlem and washing it away.

One day, Hans' father went on a trip. Since he usually spent his holidays watching his father care for the dykes, Hans had nothing to do.

'I'm going to bake some bread and a few cakes,' said Hans' mother. 'Why don't you take some to old Mr Jansen this afternoon?'

What was the work that Hans' father did? Why was it important?

¹Netherlands: a country in Western Europe ²dykes: great, thick walls as wide as roads

Hans happily agreed even though it was a rainy day.

Mr Jansen was an elderly man whose eyesight was failing. He had no family to care for him and he lived alone with his pet dog, Alfons. Hans' mother often helped him with his household chores³.

In the afternoon, Hans' mother packed a basket of cake and bread for Mr Jansen. 'We will have dinner at six o'clock so come back before that,' she said as she gave Hans the basket. 'I won't⁴ be late,' replied Hans.

Why did Hans' mother help Mr Jansen? Do you also know somebody like Mr Jansen who could use your help?

It was a long walk to Mr Jansen's house. He lived at the edge of the town, close to the dykes. The spring rain had been much heavier than usual, pouring down hard, each day and night. While the wind turned the windmills, and the rain watered the tulips, the strained and swollen dykes kept filling, worrying Hans as he passed. The hard rain pelted⁵ him and the piercing⁶ cold wind stung⁷ his cheeks, but he pressed on⁸, keeping his head down, hunching⁹ his shoulders and pulling his coat tight about him.

'Who will take care of the dykes if something goes wrong while Father is away?' wondered Hans.

Hans reached Mr Jansen's house with the basket of goodies. Mr Jansen was delighted that Hans had come to visit him. 'Sit down, my lad,' the old man said.

Mr Jansen enjoyed telling Hans stories about how things were long ago and the boy loved to listen to him. The old man and the boy talked and talked. They shared the cake and bread. Minutes turned into hours. Suddenly Hans looked at the clock.

'It's past six o'clock!' he exclaimed. 'I won't reach in time for dinner! Mother will be waiting for me!'

Hans quickly said good night to Mr Jansen and began the long walk home. His wooden shoes clicked and clacked against the wet and muddy brick road. The rain had not let up¹⁰. The street was empty. Everyone had gone home, taking shelter from the cold rain.



³chores: tasks that you do regularly ⁴won't: will + not ⁵pelted: fell very heavily ⁶piercing: (of the wind or cold) very strong wind that feels as if it can pass through your clothes and skin ⁷stung: caused sharp pain ⁸pressed on: (here) continued to walk ⁹hunching: bending the top part of the body forward while raising the shoulders and head ¹⁰let up: reduced in strength

Hans was thinking about a warm dinner and a cosy bed when he passed one of the many dykes. Something did not look right. Hans crept¹¹ closer to the dyke to see. There, in the middle of the high stone wall, in between the stone blocks, was a small hole. From the hole seeped¹² a thin trickle of water. While Hans knew that the dripping water looked harmless, he also knew that the water building up behind the great wall would push at the tiny hole until it became bigger and bigger. Soon it would let the water come rushing through, washing away the town.

‘Help!’ Hans called out. ‘Someone help me! The dyke is going to burst!’ But the wind drowned out¹³ Hans’ cries. He was sure nobody had heard him. There would be no help.

Hans knew he had to think fast and do something quickly. ‘I will plug the hole with my hand,’ he decided and he pushed his fist in the hole. The water stopped trickling¹⁴.

The rain kept pelting and the wind continued to swirl¹⁵. But still Hans kept his fist plugged in the hole. He knew that in order to save his town, he could not let the water break through the dyke.

Then suddenly, standing before him was Mr Jansen who had come out to walk Alfons. ‘Hans!’ he cried. ‘What are you doing here?’

‘There is a leak in the dyke!’ cried Hans. ‘Please hurry and get help!’ Mr Jansen immediately got help. Soon, a group of people came and repaired the dyke. ‘My lad,’ said Mr Jansen, ‘first I’ll take you home and then I’ll tell everyone of the boy who saved the town!’



Adapted

Mary Mapes Dodge (1831–1905) was the author of many stories for children. Her best known novel is *Hans Brinker; or, the Silver Skates: A Story of Life in Holland* from which this excerpt has been taken.



¹¹**crept:** moved slowly and carefully ¹²**seeped:** flowed slowly and in a small quantity ¹³**drowned out:** made a sound so loud that other sounds couldn't be heard over it ¹⁴**trickling:** water flowing slowly in a thin line ¹⁵**swirl:** move around quickly in a circle

MAKING CONNECTIONS

Quick answers

1. Fill in the story map given below.

Setting Where does the story take place?	Characters Who are the people in the story?
Time When does the story take place?	Title
Problem or Conflict What happened to the character?	Solution or Resolution How was the problem solved?

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2. Complete the following sentences.

- a. Dykes were built so that _____.
- b. Hans' mother sent cake and bread to Mr Jansen because _____.
- c. Hans enjoyed Mr Jansen's company because _____.
- d. As he walked home, Hans was very cold and wet. This is why he was thinking about _____.

Reference to context

3. *While the wind turned the windmills, and the rain watered the tulips, the strained and swollen dykes kept filling.*
 - a. Apart from the dykes, which two other things mentioned in these lines tell us where the story is set?
 - b. What does the author mean by saying the dykes were 'swollen'?
 - c. What did Hans wonder when he saw the dykes?

4. 'My lad', said Mr Jansen, 'first I'll take you home and then I'll tell everyone of the boy who saved the town!'
- Where was Mr Jansen when he said these lines?
 - Who did Mr Jansen call 'my lad'? Why did he want to get him home?
 - This line shows that Mr Jansen was
 - angry with the boy.
 - proud of the boy.
 - scared of the boy.
 - What do you think Mr Jansen told the people of Haarlem?

Read, reflect and write

- List the words and phrases from the story that describe the weather.
- Why do you think Mr Jansen was always very happy when Hans came to visit?
- Do you think *The Hero of Haarlem* is a good title for this story? Give a reason to support your answer. Suggest another suitable title for the story.
- List two qualities of Hans' that you admire. How do Hans' actions in the story show us that he has these qualities?

Integrate



- Windmills use wind energy. Wind energy is renewable because there is always wind on earth and we are not using the wind up. It is also clean energy as it does not cause pollution. Make a model of a windmill. What would you use wind energy for? Share your ideas with the class.

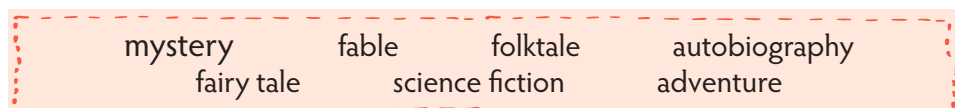
WORD WALL

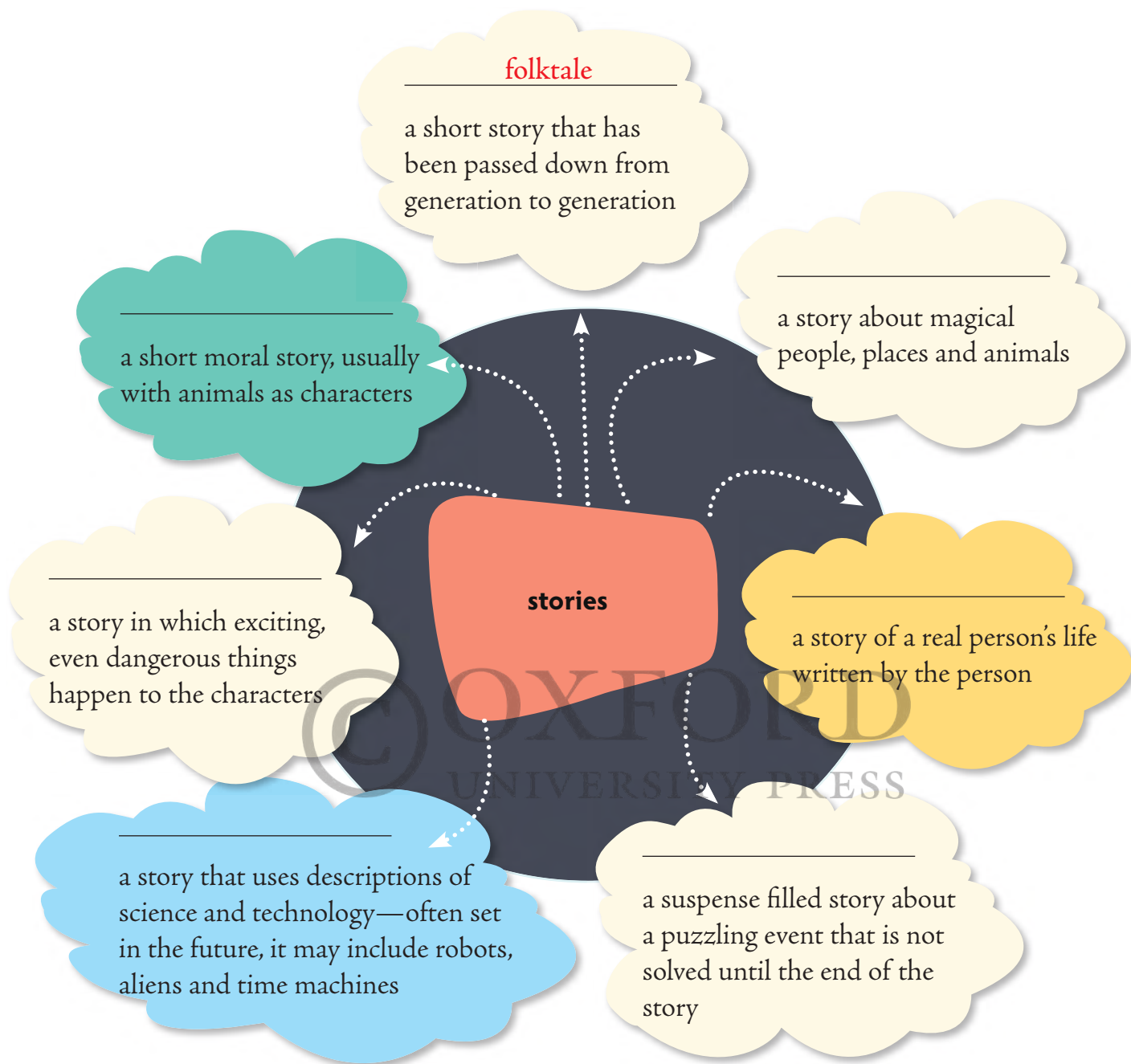


Genre

Mr Jansen loved telling stories. Stories can be classified into different genres or categories. A genre is a style or category of art, music, or literature.

- Here is an exercise that describes different types of stories. Choose the correct genre from the box to complete the flow chart. One has been done for you.





Antonyms

Antonyms are the opposites of a word.

2. Find words from the story that are the antonyms of the following words.

- a. unkind (page 53) b. young (page 54) c. rarely (page 54)
 d. saddened (page 54) e. no one (page 54) f. destroyed (page 55)



GRAMMAR TIME

Future time



Read these sentences.

- I am *going to* bake some bread and cake.
- I *won't be* late.
- I *will plug* the hole with my hand.
- *I'll* take you home.
- *I'll* tell everyone of the boy who saved the town.

These sentences are about actions that have not yet happened. They tell us what will happen at a time in the future.

We use *will* when we decide to do something at the time of speaking. We also use *will* in promises.

We use *be + going to* for an action that we decide to do before talking about it.

The **future time** expresses an action that has not yet happened.

There are two ways in which we talk about the future.

am/is/are going to + verb

will + verb

We bought flour and eggs yesterday.
We are going to bake a cake this afternoon.
I am going to Amsterdam next year.

It's raining.
I'll wear my raincoat.
I promise I will come early.
I won't be late.

1. Look at the pictures and answer the questions.



- a. What are the children going to do tomorrow?

The children are going to plant a tree.



- b. What is Tom going to do tomorrow?

Tom _____

c. What are the children going to do on Saturday?
The children _____



d. What is Jenny going to do next week?
Jenny _____



e. What are you going to do on Sunday?
I _____

2. Fill in the blanks using *will* + verb.

- a. I'm feeling hot. I _____ the fan.
- b. Are you going to the library? We _____ with you.
- c. He is late. We _____ not _____ for him.

3. Write three classroom promises using *will* + verb.

We will keep our classroom tidy. We will not speak out of turn.

I will = I'll
 you will = you'll
 she will = she'll
 he will = he'll
 we will = we'll
 they will = they'll
 will + not = won't

Future continuous

Read these sentences.

We will have dinner at six o'clock.

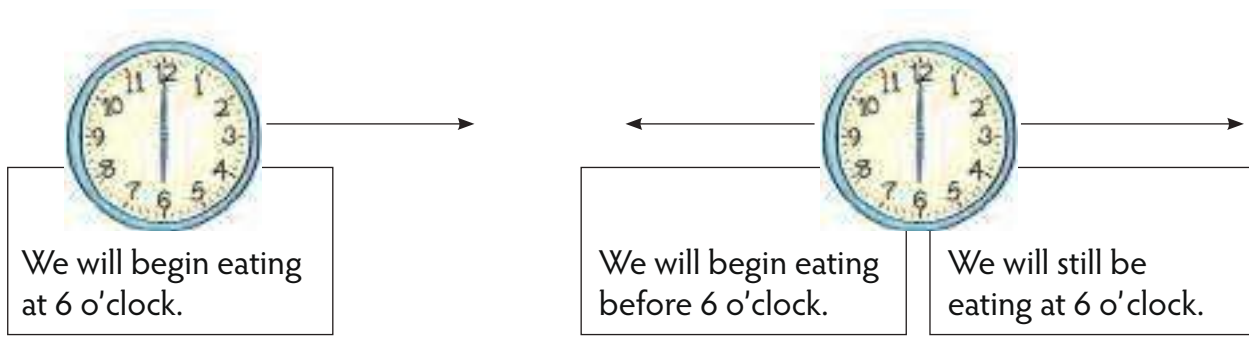
We will be having dinner at six o'clock.



Future time



Future continuous



The **future continuous** expresses an ongoing action—an action that will be happening in the future.

4. Can you spot the sentences that show ongoing action in the future? Put a tick against them.

- a. We will drive to school tomorrow.
- We will be driving to school at 8 o'clock.
- b. We will play when the recess bell rings.
- We will be playing during recess.

will be
+
verb -ing

5. Complete these sentences to show what you will be doing at these times.

- a. I will be _____ at 5 o'clock this evening.
- b. I will be _____ at 9 o'clock tonight.
- c. I will be _____ at midnight.

PRONUNCIATION

Syllable pyramid

You have learnt that words are made of one or more syllables. Some words are short. They have only one syllable.

Example: cat



Some are longer. They have two syllables.

Example: ti/ger

Some others are still longer and have three or more syllables.

Example: chim/pan/zee

So here we have an animal word pyramid.

CAT
TIGER
CHIMPANZEE

1. Now build syllable pyramids on any one of the following topics. You may also choose a topic of your own.

animals clothing classroom food

WRITE WELL 

Writing a letter

1. Imagine that you are Hans and that your grandparents live in Amsterdam. Write a letter to them describing the adventure you had on the evening that you saved the town.

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Your Address: _____

Date: _____

Salutation: Dear _____

Greeting: _____

Body:

Last evening ... _____

On my way home ... _____

So I ... _____

Luckily ... _____

Now ... _____

Closing: _____

Your first name: _____

LISTEN AND SPEAK WELL

1. Hans' cousins will visit him in May. Listen to Hans' plans for the things that they will do together. Then match the columns. 

A	B
Teyler's museum	to Adriann windmill
Grote market	to watch boats and steamers
Flower parade	to see Dutch paintings
Canal walk	to watch the floats
Bridge over the Spaarne river	to buy wooden clogs

2. Imagine that your cousins live in another city and are coming to visit you. Take turns in sharing what you would do if they came to your village, town or city.

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Amazing (Name of the place)

