

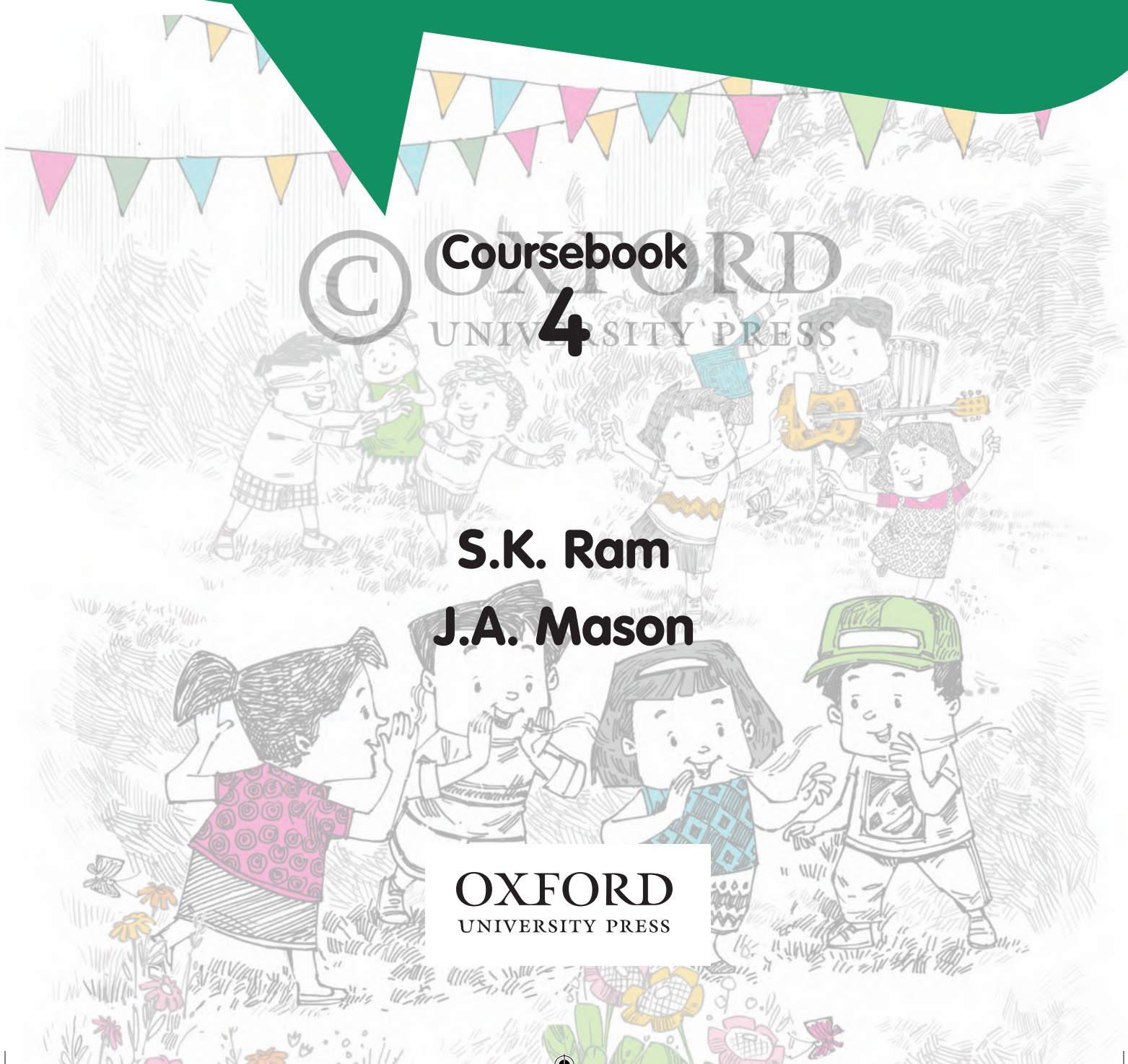
New! Learning to Communicate

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S.K. Ram

J.A. Mason

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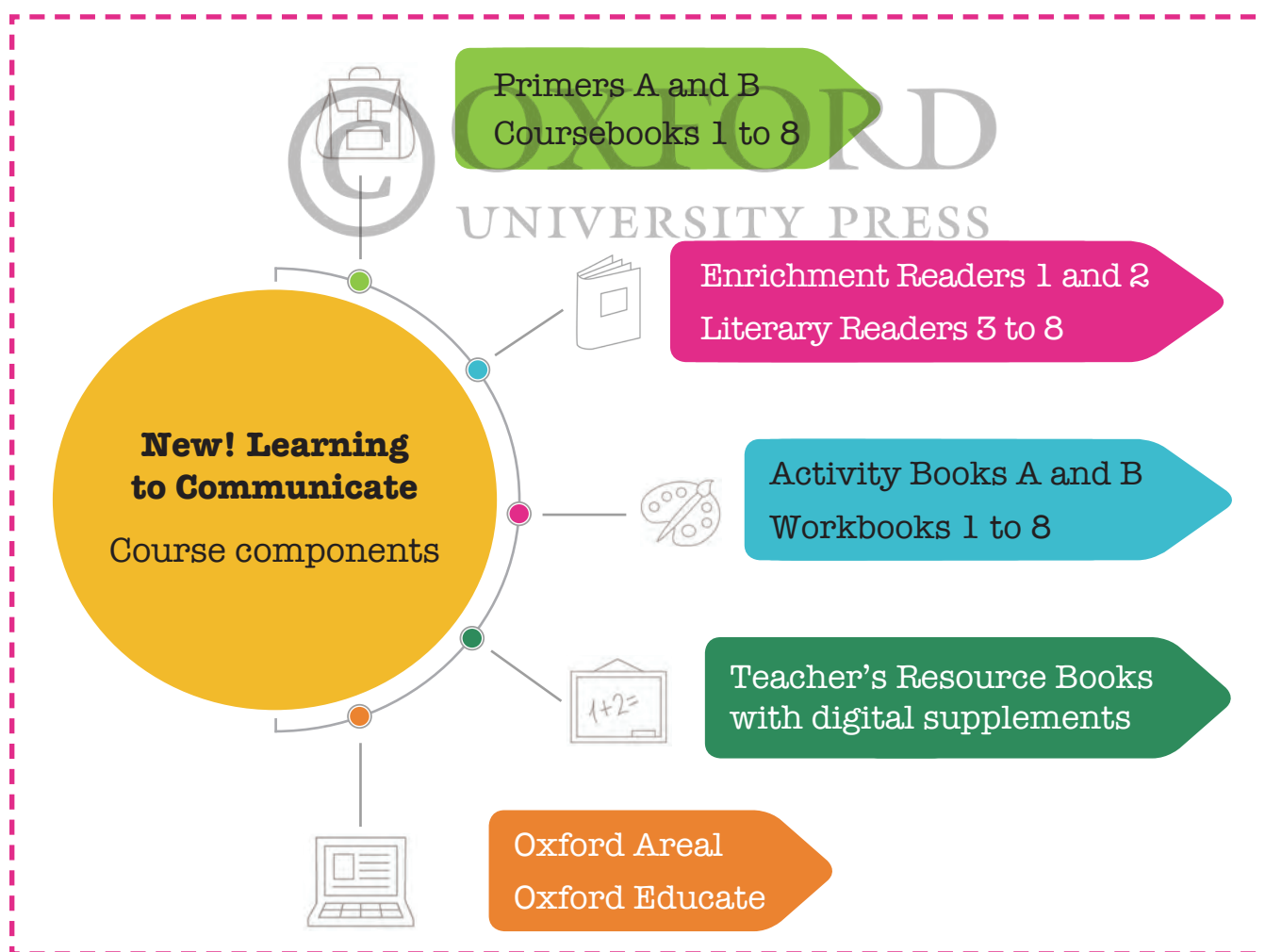
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Introduction

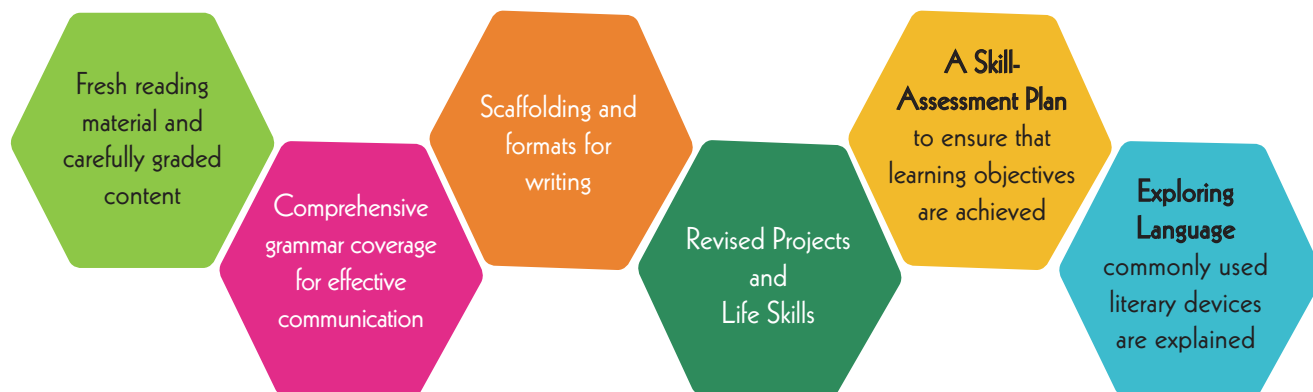
New! Learning to Communicate is one of the most popular multi-skill courses in English in the country. Need-based and learner-centred, it develops essential communication skills and integrates the four language skills of reading, writing, listening and speaking. The diverse content conveys positive attitudes such as humour, personal courage, concern for others and care for the environment.

This new edition has further developed the use of grammar in speech and writing, as well as adopted an innovative approach to the Life Skills section, encouraging young readers to deliberate on matters touching their lives. New prose and poem selections have been introduced in all the Coursebooks and Readers.





Features of this edition



Course content

Exposition: A page for reading is preceded by material that is structured for discussion, to draw on the children's experience of the subject.

Reading material: A wide selection of reading material appeals to the children's interest and acquaints them with different types of writing. The Coursebooks introduce learners to good samples of contemporary English in their selection of stories, articles, plays and poems. Texts have been chosen to suit age competence at each stage.

The text of the lesson is followed by seven distinct types of exercises:

Comprehension: Questions following the passage guide the comprehension of students at an explicit and implicit level. Value-based questions have been marked with the **VB** icon.

Listening: Short exercises relating to verbal memory, word sounds, following instructions and recalling information encourage learners to listen critically.

Speaking: A variety of enjoyable exercises gives practice in pronunciation and communicative experiences.

Grammar: Grammar and structure, as needed for effective communication, is practised through exercises and activities to develop confident and correct language habits.

Vocabulary: Exercises in word building, collocation, spelling, synonyms, antonyms, and so on, aim at enriching the child's powers of expression.

Study skills: With emphasis on the use of a dictionary, these exercises encourage self-reliant learning.

Writing: Skills in writing are developed, using a variety of strategies, and relevant themes.



Strategies for using the Coursebook

The introduction (Let's share our ideas/experiences) aims to rouse the learners' curiosity and motivate them to read the text.

Plays, dialogues, conversational pieces and poems should be read aloud; the other reading texts, by and large, should be read silently.

The reading text should be divided into manageable units and a detailed study of each unit should be done with an intelligent interplay of questions and answers.

After the reading text has been studied, it should either be summarized or dramatized.

Questions on reading comprehension, grammar and word power should first be done orally; a few of them, depending on the needs of the students and the thematic and linguistic density of the passage, should be written out.

Speaking and listening activities may be done in pairs or groups—one student should be made the leader of each group and (s)he should record the answers/the main points of the discussion and then report it to the class.

Sufficient time and proper attention should be given in conducting the speaking and listening activities as they are linguistic as well as personality-building exercises.

Teacher's resources

The Teacher's Resource Pack comprises a Teacher's Resource Book with digital supplements, and Oxford Educate with Test Generator.

The Teacher's Resource Book provides teachers with pedagogic notes, handy lesson plans, listening scripts, worksheets and answer keys.

The digital supplements include the audio for listening exercises and poems.

Digital support



Features of Oxford Educate:

- **Animations** of poems and selected prose
- **Audio** for prose, poems, glossary, listening exercises and pronunciation
- **Interactive** grammar and vocabulary exercises
- **Lesson plans** (printable)
- **Answer keys** (printable)
- **Slide shows** explaining grammar topics
- **Worksheets** for extra practice
- **Reference videos** and **sheets** containing additional information

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 effective evaluation.



Oxford Areal is a magical app that makes your textbook come alive! The digital content can be accessed through the ▶ icon marked on the relevant pages.

Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below.

1

Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).

2

Run the app and locate your book using the SEARCH box.

3

Tap the book cover to select it.

4

Tap GET THIS BOOK.

5

Tap SCAN and scan any page that has the ▶ icon. Tap DOWNLOAD to save the Oxford Areal content for that page.

6

Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.

Oxford AREAL contains

- Animation of poems and selected prose
- Audio for poems and prose
- Interactive exercises
- Videos explaining grammar topics

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Detailed Contents

Lesson	Reading skills		Communication skills		Speech practice	Grammar	Vocabulary	Study skills	Writing skills	Enjoyment & appreciation
	Factual	Inferential	Listening	Speaking						
1. Two Boys in a Jungle	• Factual	• Inferential	Questions on a passage	Role-play	<ul style="list-style-type: none"> Words and sentences Phonic practice: <i>ph</i> sound 	Simple present tense: concord	<ul style="list-style-type: none"> Sounds made by birds and animals Collocation 	Dictionary: different meanings of one word	Letter	
2. Mighty Bhim	• Factual	• Inferential	Repeating short forms	Talking about hypothetical situations	Phonic practice: <i>ow</i> sounds	Past continuous tense	Homophones		Story	
Project—1: Making a Pet Care File										
3. A Precious Gift	• Factual	• Inferential	Repeating adjectives	Role-play	Phonic practice: <i>ir</i> and <i>ur</i> sounds	<ul style="list-style-type: none"> Countable and uncountable nouns Past continuous tense 	<ul style="list-style-type: none"> Associated words Collocation 	Dictionary: using prefixes like <i>re-</i> , <i>un-</i>	Picture Composition	
Poem: Chaloo Chhipkalee										Poem appreciation
4. Rikki-Tikki-Tavi	• Factual	• Inferential	Questions on a passage	<ul style="list-style-type: none"> Discussion on a topic Role-play 	Conjunctions: using <i>and</i> and <i>but</i>	<ul style="list-style-type: none"> Word games Odd word out 			Story	
5. And He Went to Bed	• Factual	• Inferential	Repeating the first word of each pair	Asking and answering questions	Phonic practice: <i>ai</i> sound	<ul style="list-style-type: none"> Personal pronouns Uncountable nouns Past continuous tense 	<ul style="list-style-type: none"> Antonyms Associated words 	Dictionary: using words as nouns and verbs	Paragraph	
Poem: Everyday Things										Poem appreciation
Life Skills—1: Percy, the Touchy Porcupine										

6. Kindness of Strangers	<ul style="list-style-type: none"> • Factual • Inferential 	Answering questions	Giving proper responses	Phonic practice: <i>ou</i> sound	<ul style="list-style-type: none"> • Using <i>whose</i> • Joining sentences with <i>because</i> 	<ul style="list-style-type: none"> • Adverbs • Antonyms • Nouns • Word association 	Describing an incident		
7. The Story of Lola Sapola	<ul style="list-style-type: none"> • Factual • Inferential 	Answering questions	Talking about problems and what caused them	Phonic practice: differentiating sounds	As (adjective) as	<ul style="list-style-type: none"> • Jumbled letters • Antonyms 	Dialogue	<ul style="list-style-type: none"> • Spelling: making new words from one word • Dictionary: using words as nouns and verbs 	
Project—2: Making a Wall Magazine									
Poem: Growing Up									Poem appreciation
8. Nature's Flashlight	<ul style="list-style-type: none"> • Factual • Inferential 	Questions on a passage	Completing a telephone conversation		Comparatives	<ul style="list-style-type: none"> • Collocation • Word game 	Story	<ul style="list-style-type: none"> • Dictionary: word meanings • Punctuation: comma, inverted comma 	
9. Puru, the Brave	<ul style="list-style-type: none"> • Factual • Inferential 	Questions on a passage	Role-play		Present perfect tense	<ul style="list-style-type: none"> • Phrasal verbs • Antonyms • Word game 	Describing an incident	<ul style="list-style-type: none"> • Spelling: <i>ei</i> or <i>ie</i> • Dictionary: using words as nouns and verbs 	
Poem: The Plaint of the Camel									Poem appreciation
Life Skills—2: Amar Sibil Liked to Scribble									
10. Don Quixote and the Barber	<ul style="list-style-type: none"> • Factual • Inferential 	Listening carefully for confusing words	Role-play		<ul style="list-style-type: none"> • Simple future tense • Present perfect tense 	<ul style="list-style-type: none"> • Synonyms • Compound words • Words beginning with <i>s</i> 	Paragraph	Dictionary: using words as nouns and verbs	
Poem: Fireworks									Poem appreciation

Acknowledgements

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‘Everyday Things’ by Jean Ayer; ‘Puru, the Brave’

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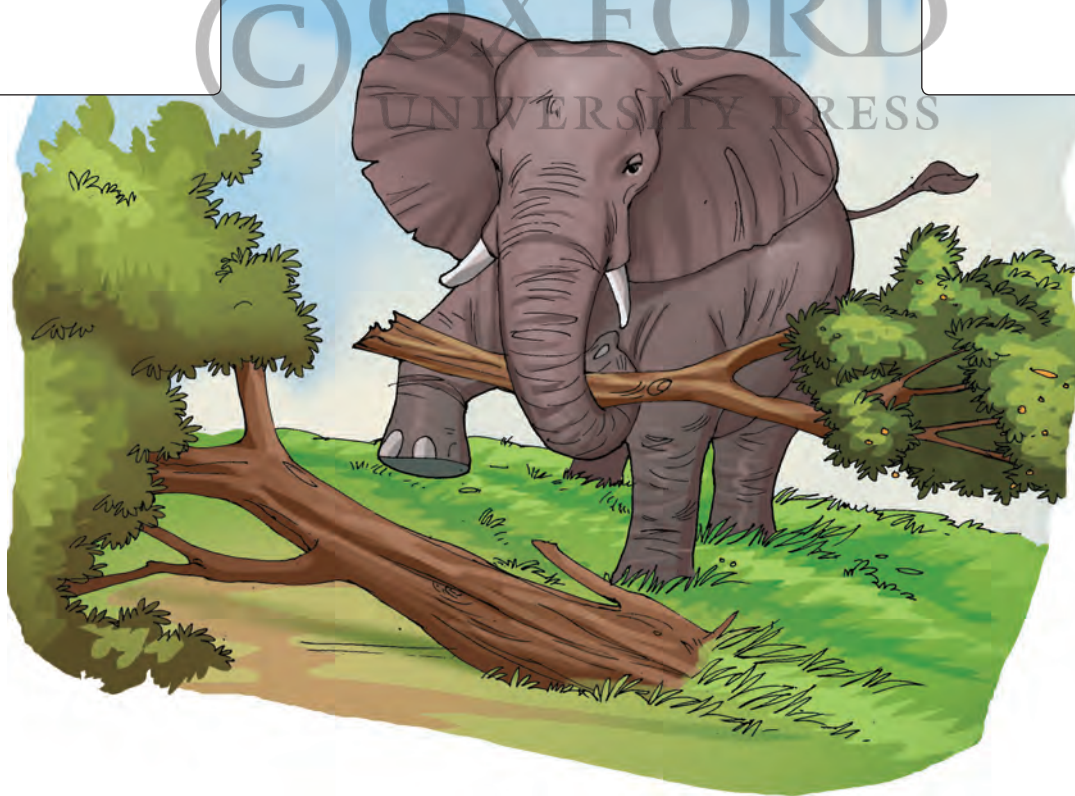


1

Two Boys in a Jungle

Let's share our ideas

What are the words that come to your mind when you think of an elephant? Fill in the boxes below using those words:



Did anyone write 'fear'? What if you came face-to-face with an elephant in a jungle? What would you do? Discuss in pairs.



Amit and Velu meet an angry elephant in a jungle. What do they do? Do they run for their lives or manage to trick the elephant?

 Amit was in Kerala. He was staying with his friend, Velu.

AMIT Kerala is so beautiful. It has tall plants and trees. The leaves of the banana trees are glossy, green and smooth. Does an ant skate on them?

VELU *(smiling)* Don't be silly!

AMIT Why are all the trees so tall?

VELU That's because we get a lot of rain and the soil is very fertile in Kerala.

AMIT Kerala has many forests. Are there wild animals in them?

VELU Oh yes, elephants live in the forests. Next week, some of us from our school are going to camp near a forest. We'll see elephants and other animals.

AMIT Will it be a real camp? Will you live in tents and cook your own food?

VELU Yes, we will, and at night, under the stars, we'll sing songs. It will be fun. Do come with us.

AMIT I'd love to.

The following week, Amit and Velu joined the camp.



One day, they went out together to explore¹ the forest. At one time, they lost their way but soon they got back on track. It was late in the evening. The boys were a long way from the camp. They were walking along the Periyar river. They were near a forest and could hear the cries of animals all around them.

¹to explore: to travel in order to find out

VELU Let's walk fast. We must get to the camp quickly.

AMIT (*in an excited voice*) Will we see any elephants?

Suddenly, Velu stopped and held up his hand. 'Listen!' They stood still and listened.

Thump THUMP THUMP. A big animal was coming towards them.

'An elephant!' Velu whispered. They walked quietly on the grass and stopped behind a big tree. There was a large elephant about twenty metres away.





‘He’s angry. Don’t let him hear us,’ Velu whispered. But the elephant heard them. He smelled them, too. He put his long trunk up in the air and trumpeted loudly.

The boys did not move. Velu was afraid, but Amit wasn’t. He was enjoying himself.

Slowly, the elephant came towards them. Now he was only two or three metres away and was shaking his head in anger.

‘He’s going to attack us,’ Velu whispered to Amit. ‘We must do something.’ He pulled out a big brown paper bag from his pocket. There were some sweets in it. He dropped the sweets on the grass and started to blow into the bag. Soon the bag was like a big balloon. He hit it hard with his hand.



It made a very loud noise.

The elephant stopped, trumpeted angrily and turned away. He walked quickly through the tall grass and soon disappeared into the forest.



Both the boys heaved a sigh of relief.

‘He thought we had a gun,’ said Amit, laughing softly. ‘Yes,’ said Velu quietly. ‘Let’s run.’

They ran. After some time, Amit said, ‘Look, those are the lights of our camp.’

What a welcome sight! The two boys didn’t stop running until they were safe at the camp.

Let’s read and find facts

1. Who was Amit staying with?
2. How did Amit describe Kerala?
3. Why are the trees in Kerala tall? Give two reasons.
4. Where were Amit and Velu when they lost their way?
5. ‘Don’t let him hear us.’ Why did Velu say this?
6. Why did the elephant trumpet loudly?
7. Why did the boys not move at all?
8. What did Velu pull out of his pocket? What did he do?
9. Did the elephant leave them alone?
10. Did the boys reach the camp safely?

Let’s read between the lines

1. Which part of India is Kerala in?
2. Whose sense of hearing was sharper—Velu’s or Amit’s? How do you know?

3. Why do you think the boys hid behind a big tree?
4. Why was Velu afraid? Why was Amit not afraid?
5. What did the elephant mistake the sound of the paper bag for?
6. Were the boys glad to see the lights of their camp? Pick out words from the story which support your answer.

Let's talk

Role-play

Situation 1: At the camp

PUPIL A Did you live in tents?

PUPIL B Yes, we did. It was great fun.

PUPIL A Who cooked food for you?

PUPIL B We did our own cooking.

PUPIL A Did you go to nearby places on your bicycles?

PUPIL B We didn't have bicycles. We went into the jungle on foot.



Work in pairs. Talk to your neighbour about what you did and didn't do. Take the help of the idea box.

Situation 2: In the jungle

take photographs	see animals
climb trees	go for walks

Let's listen



Listen to the passage and answer the questions.

Let's speak

Say these words aloud.

farmer	teacher	doctor	sailor
actor	carpenter	singer	compounder

Note: Do not pronounce the final **r**.

Now, read these sentences aloud.

1. The doctor met a teacher who wanted to be a sailor.
2. The sailor met an actor who wanted to be a farmer.
3. The farmer met a carpenter who wanted to be an actor.



Fun with sounds

Read these words aloud.

ph

elephant

phrase

photograph

telephone

Simple present tense: concord



Read these sentences.

1. The rope **looks** like a snake.
2. The girls in white dresses **look** like fairies.

Remember: When the subject is singular (rope) the verb is also singular (looks).
When the subject is plural (girls) the verb is also plural (look).

Here are more examples:

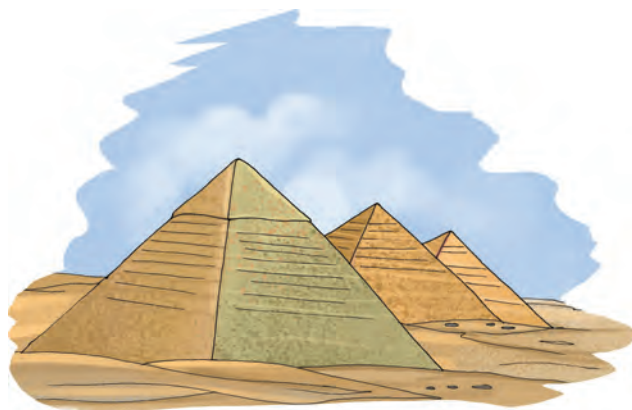
1. The boy **laughs** very loudly.
The boys **laugh** very loudly.
2. My pocket **is** empty.
My pockets **are** empty.
3. She **was** in my team.
They **were** in my team.



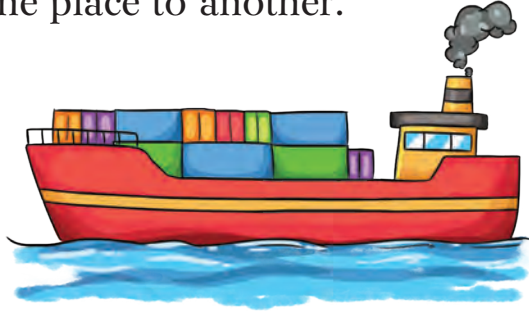
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A. Use the correct form of the verbs given in brackets.

1. The pyramids (looks/look) like small hillocks.
2. Bees (suck/sucks) honey from flowers.
3. The Ganga (flows/flow) through the plains of Uttar Pradesh, Bihar and West Bengal.



4. This jet (fly/flies) faster than the speed of sound.
5. A cargo ship (carry/carries) goods from one place to another.



B. Complete the following with suitable words taken from the Sun.



The Sun the planets light and heat. The planets do not any light of their own. They around the Sun. The Earth is about 150 million kilometres away from the Sun. It about eight minutes for the Sun's rays to reach the Earth.



Let's use grammar

Make sentences selecting the correct word from those given in brackets.

1. Kerala (gets/get) a lot of rain.
2. Elephants (live/lives) in forests.
3. They (eats/eat) banana leaves.
4. The elephant (were/was) afraid.
5. The boys (are/is) making coffee.
6. My dog (bring/brings) the newspaper for my father every day.
7. A tiger's eyes (glow/glows) in the dark.
8. Wild animals (lives/live) in forests.



Let's enrich our word-store

A. Match the animals to the sounds they make.

elephants
monkeys
lambs
camels
cows
horses

bleat
neigh
moo
trumpet
chatter
grunt



B. Now make sentences as in the example.

Example: An elephant trumpets.

.....

.....

.....

.....

.....

C. A game: The class is divided into two teams. A member of one team imitates the sound of one of the animals. A member of the other team identifies the animal.

D. Join the words that go together.

smooth
brown
glossy
welcome
loud

paper bag
sight
road
noise
leaves



E. Now use these groups of words in the blanks below. Write one group of words in each blank.

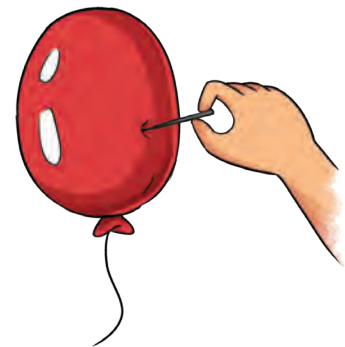
1. We were in the desert and were very thirsty. Then we saw a well. It was such a

2. That shopkeeper usually gives us toffees in a

3. After the rains, it is a pleasure looking at the of the trees.

4. John burst a balloon and there was a

5. Driving on a was a pleasure. We did not feel any bumps.



Let's use the dictionary

The underlined words in the sentences given below have more than one meaning. Look into your dictionary and write the meaning which fits the sentences.

1. The women draw water from a well.
2. Mighty Man can lift a car.
3. Let's book a taxi.

Let's write

Imagine you are Amit. Write a letter to a friend describing your encounter with the elephant.

.....
.....
.....
.....

your address

date



Dear, *salutation*

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... *body of the letter*

Your friend, *subscription*

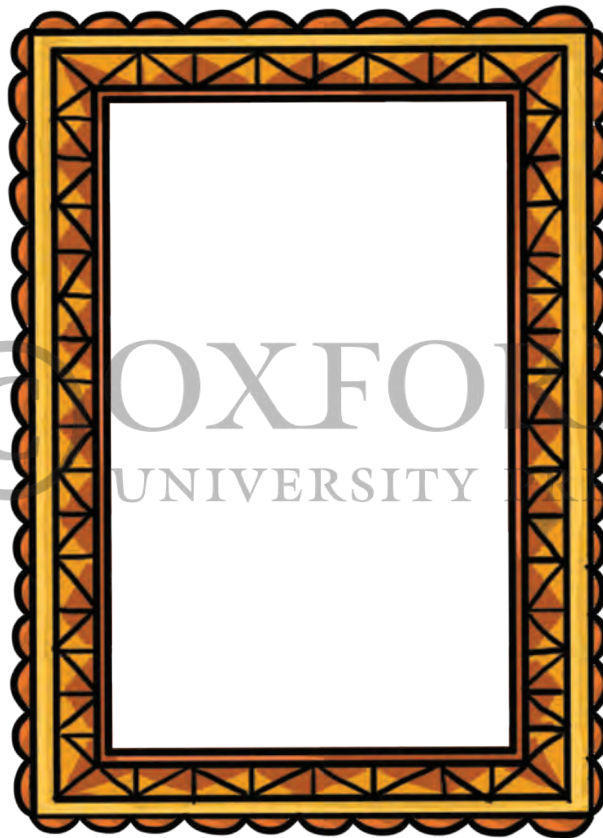
..... *signature (your name)*

2

Mighty Bhim


Let's share our experiences

From the stories you have read, think of a hero or heroine whom you admire. Draw a picture of him or her here.



Say why you admire this character as you tell his or her story.

Now we will read a story from one of the world's greatest epics, the *Mahabharata*. This is the story of how Bhim defeats the demon Bakasura.

 The Pandavas fled from their enemies and came to the village of Ekachakra, disguised as poor brahmins. A kind-hearted family gave



them shelter in a small cottage near their home. The Pandavas had to make a living by begging. Whatever they received at the end of the day, the five Pandavas and their mother Kunti divided into two parts. One part was given to Bhim and the other part was shared among the four brothers and their mother. Bhim got the lion's share because he was as huge as a mountain and had an enormous appetite.



One day, the four brothers went out to beg, leaving Bhim and his mother at home. In the quiet of the afternoon, Bhim and his mother heard cries coming from their neighbour's home. Kunti went across and there saw a strange scene.

The father shouted, 'I am the head of the family. I must go.'

The mother shouted, 'I am the mother of two children. I must go.'

The daughter shouted, 'I am your daughter. I must go.' The young son waved a blade of grass like a sword and shouted, 'I am big and strong. I must go.'

Kunti asked why the family was so upset.

‘Don’t you know?’ said the father. ‘In a cave outside the village lives a demon called Bakasura, who rules over us.’

‘Every day,’ added the mother, ‘the village must send two buffaloes, three big baskets of food and one human being to feed Bakasura.’

‘It is our turn now,’ said the daughter.

‘I will go,’ shouted the son.

Kunti begged the family to be quiet. ‘I have a plan,’ she said, ‘I will ask my son to slay the demon. He is very strong and has killed many demons.’

The family was grateful for Kunti’s offer to help but Yudhishtira, Bhim’s eldest brother, was angry when he heard the plan.

‘Why are you putting my brother in danger?’ he asked his mother.

Kunti explained, ‘I am certain that your brother, Bhim, will be safe. Has he not fought and defeated demons in the past? Besides, it is our duty in life to help those who are in difficulty.’

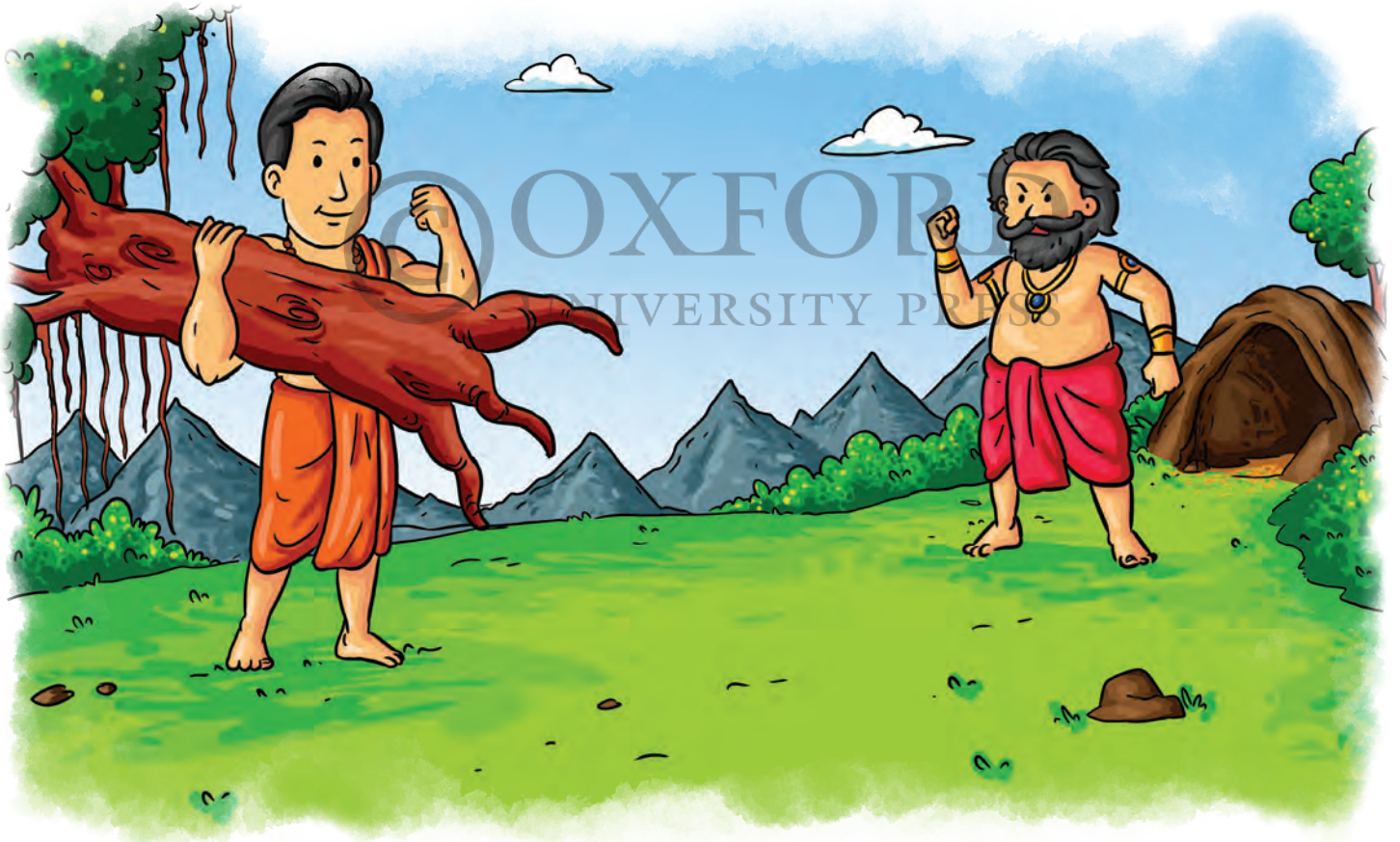
Bhim was glad to help.

He collected a huge supply of food and made his way to the demon’s cave.



Once there, he called out, ‘Bakasura, come and get your food. If you don’t come out I will eat it all up.’

Bakasura could not believe his ears. No one had spoken to him rudely before. He rushed out of the cave furiously and attacked Bhim. But Bhim showed no fear. He turned his back on the demon, sat down and began to eat the food. In his fury, Bakasura struck a heavy blow on the back of Bhim’s neck. But to the powerful Bhim it was as if a fly had tickled him. Next, Bakasura uprooted a banyan tree and flung it at Bhim. Bhim caught it with one hand and tossed it away as if it were a straw blown by the wind.



Now wild with rage, Bakasura tore rocks from the ground and threw them at Bhim who by now had finished all the food. Wiping his fingers on a cloth, he rose to fight the demon.



What a struggle there was! It was as if two of the world's biggest mountains were wrestling. The earth and the sky trembled as they fought. Then Bhim raised the demon over his head and hurled him to the ground. A huge cloud of dust rose where Bakasura fell and when it had cleared, the demon was lying lifeless on the stony ground.

Bhim returned to a joyful welcome in the village.



But the Pandavas knew that the people would spread the word of Bhim's great victory and the enemies of the Pandavas would discover them. So, under cover of night, the Pandavas left as quietly as they came.

Let's read and find facts

1. Why did the Pandavas disguise themselves as poor brahmins?
2. What was the name of the village they visited?
3. How did they earn a living?
4. Each member of the family shouted, 'I must go.' Where did they want to go and why?

5. What did the demon demand of the village people each day?
6. Why was Yudhishtira angry with his mother?
7. What are the two reasons Kunti gave for sending Bhim to fight the demon?
8. How did Bhim tease Bakasura when he arrived at the demon's cave?
9. Give examples to show that Bhim had no fear.
10. Why did the Pandavas leave the village quietly?

Let's read between the lines

1. What does the expression 'the lion's share' mean? Why did Bhim get the lion's share?
2. 'Bakasura could not believe his ears!' What does this sentence mean?
3. Find a sentence that shows how powerful Bhim was.
4. Find a sentence that describes what a great struggle there was between Bhim and Bakasura.

Let's talk

Work in pairs. Ask and answer questions.

Example:

PUPIL A What would you do if you were the head of this school?

PUPIL B I would take all the students on a picnic.

Pupil A will substitute the choices given on the next page in place of the underlined words in the example.

Then **Pupil B** will look at the pictures on the next page before answering.





a famous sportsperson



a great scientist



a class teacher



a pilot



a musician

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Let's listen



Listen to these sentences and repeat the words that are in their short form.

Example: We'll not go to Port Blair.

Let's speak

Fun with sounds

Read these words aloud.

ow

down	town	brown
cow	how	now



Notice that these words have a different pronunciation:

yellow window know

Look at the pictures and say the words.



bow



row

Now, pronounce each word differently. What do these new words mean?

Let's learn grammar

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Past continuous tense

Read these sentences.

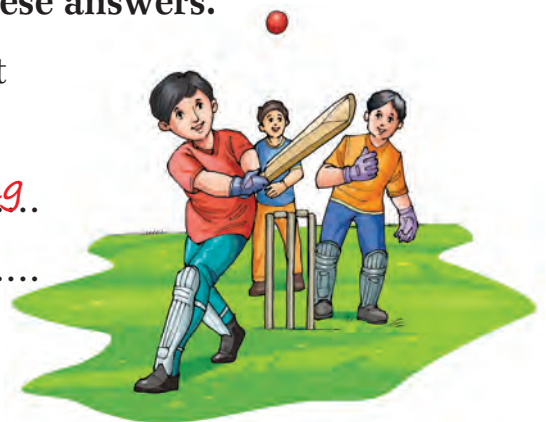
- 1. Bunty **was looking** out of the window.
- 2. Outside, cars **were rushing** past.

The words in green are in the **past continuous tense**. They show that an activity was continuing, in the past.

A. Ask questions beginning with **What** to get these answers.

Example: The children were playing cricket all evening.

What were the children playing all evening?



1. Your brother was writing letters when I saw him.
2. I was ironing my shirt when the telephone rang.
3. My mother was picking flowers when it started raining.
4. The gardener was watering the plants when the UFO landed near the garden.
5. I was washing dishes yesterday when my mother arrived.



B. Use the correct form of the verbs in brackets.

My parents and I (have) lunch together. We (eat) fish. My father (use) his knife and fork briskly. Suddenly, he exclaimed ‘What is this!’ He (hold) up a gold ring with his fork. ‘This belonged to the fish, I suppose,’ Father laughed. My mother (look) at the ring with amazement. ‘It is my ring!’ she said.

Let’s use grammar

Use the correct form of the verbs given in brackets.

1. How nice! Yesterday we (talk) about you and today you have come to visit us.
2. The horse on which the soldier (ride) tripped and fell.
3. Are you going to Shimla? I thought you (go) to Nainital.
4. While the children (play), it started to rain.
5. **SHEILA’S FATHER** Who you (talk) to on the phone when I came in?
SHEILA I (talk) to my friend.



Let's enrich our word-store

A. Match the words which have the same sound.



peace
way
knew
so

new
sow
piece
weigh

Now use suitable words from the lists above in the blanks.

1. After years of fighting, the soldiers longed for

I have a of cake for you.

2. Pratham ran to the door because he he was going to miss the bus.

Radha's bag was not She bought it two years ago.

3. The boys lost their in the jungle.

How much does this pumpkin

.....?

4. The doctor was tired, he went to bed.

The farmers will the seeds in July.



B. Name two things made of

1. leather:

2. gold:

3. paper:



Let's write

Write a story using the words given below.

A Father's Love for His Son

Nalin—young boy—father, Mr Mehra, had no time for son—son fell seriously ill—father sent for best doctors—a lot of medicine—did not get well. After a few days—gave up hope—told Mr Mehra, ‘—son is going to die.’ Father—heartbroken—walked round the bed—prayed—spent a lot of time with son—son cheered up—got well.



Project—1

Making a Pet Care File

Which of your friends have pets? Find friends with different pets and ask them questions given on the next page. Make a file, with a page for each pet.



fish



a lamb



a hen



a pony



a cat





Write a short note on your findings and add a photograph or a drawing of your friend with his/her pet. Work in groups.

Ask your friend:

1. How did you get the pet?

.....
.....
.....

2. How long has it been with you?

.....
.....
.....

3. What food does it eat?

.....
.....

4. What do you do to

a. keep the pet clean?

.....
.....

b. give it exercise?

.....
.....

c. keep it healthy and safe?

.....
.....

d. keep it happy?

.....
.....



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3

A Precious Gift

Let's share our ideas


Find the following words hidden in the grid below:

thief bandit criminal pirate robber crook

R	C	Y	Z	O	R	M	E	E	P
T	X	T	X	K	O	O	R	C	I
S	J	O	H	W	S	M	R	R	
O	J	Y	E	I	H	Q	E	I	A
O	G	I	A	B	E	E	Z	M	T
V	P	J	G	C	N	F	O	I	E
L	Z	E	P	V	L	N	D	N	P
T	E	M	K	A	G	N	A	A	S
S	P	A	G	N	A	T	N	L	O
X	R	R	E	B	B	O	R	I	G

What do these people have in common? Discuss with your partner.

What would you call a precious birthday gift? Something made of gold or silver? Or can it be something else?

 Mr Jain was a very wealthy merchant. He had a big family and a lot of friends. Every year on his birthday, the tenth of August, they all came to his house with flowers and gifts. They had dinner with him and enjoyed themselves.



It was after midnight and Mr Jain's birthday party was just over. He was alone in his living room. He picked up a bouquet of roses. As he was smelling the flowers he saw the shadow of a head on the table.

He knew there was a thief in the room. He knew the thief was hiding among the wooden beams of the ceiling. He called out to his cook, 'Bring back all the dishes. One of my guests has not had his dinner.'

The cook obeyed his master. He put lots of tasty dishes on the table and left. Mr Jain then looked up at the man in the ceiling and said, 'Thank you for coming to my house on my birthday. Please come down and have something to eat.'



The thief was starving. He looked at the mouth-watering dishes and came down. He sat at the table and had a big meal. Mr Jain was an excellent host and talked to him politely. Before the thief left, Mr Jain gave him a bag of silver coins and said, 'Accept this small gift from me.'

Several years went by. It was the tenth of August. There was a big party at Mr Jain's house. By twelve o'clock his guests had left. At twelve-thirty, the bell rang and a stranger came in. He was carrying a lovely bouquet of white roses and a gift.

He went up to Mr Jain and gave him the flowers and the gift. Mr Jain unwrapped the gift and found a velvet bag. Inside the bag there was a gold coin. After thanking the stranger, Mr Jain asked him, 'Why have you given me this expensive gift?'

'Many years ago,' the stranger said, 'you were kind to me on your birthday, gave me a bag of silver coins and treated me as an honoured guest.' Mr Jain remembered the man in the ceiling. He said, 'Please have dinner with me again tonight. By what name should I call you?'

'Why should you know my name, sir?' asked the stranger. 'Years ago you invited me to have dinner with you. I was a thief then; now I am an honest man. I work hard and earn my livelihood. Your goodness, your kindness, has changed my life.'

Mr Jain was deeply moved. 'I am proud of you,' he said.

'One little act of kindness has multiplied a hundredfold.'

Then he said, 'You have given me the most precious birthday gift I have ever received.'



Let's read and find facts

1. Who was Mr Jain?
2. When was his birthday? What did his family and friends do on his birthday?
3. What did he see while he was smelling the roses? Where was the man hiding?
4. What did Mr Jain tell his cook to do? What did he tell the thief?
5. What did the thief do? How did Mr Jain talk to him?
6. What did Mr Jain give him? Did he give him this gift because

VB

- a. the thief had no money?
- b. he didn't want the thief to steal?
- c. it was his birthday?

7. When did the bell ring? Who came to Mr Jain's house several years later? What did he bring? What was inside the bag?
8. Who made the thief an honest man?
9. Why was Mr Jain proud of the stranger?

Let's read between the lines

1. Do you think the man in the ceiling planned to steal after Mr Jain had gone to bed?
2. When do you think the thief got into Mr Jain's house?
3. Mr Jain saw the shadow of the thief. If you had been Mr Jain, would you have

VB

- a. caught the thief?
- b. called the police?
- c. asked your friends to beat him up?
- d. fed him and given him a job?

4. Who do you think was a better human being—Mr Jain or the stranger? Discuss in class.

VB

5. Was Mr Jain's most precious gift

VB

a. the gold coin?

b. the bouquet of white roses?

c. the fact that the thief had turned into a good man?

Let's talk

Role-play

A. Complete the dialogues given below.

1. PUPIL A Where

PUPIL B I'm going for a swim.

2. PUPIL A How much

PUPIL B ₹1,000. It shows the date and the month also.

3. PUPIL A What

PUPIL B I'd like a burger and a cup of vanilla ice cream.

4. PUPIL A Did

PUPIL B No, sir, I didn't. I didn't steal any money. I didn't even enter his house.

Now match the places in the box with the situations above. One has been done for you.

in a watch shop² at the swimming pool

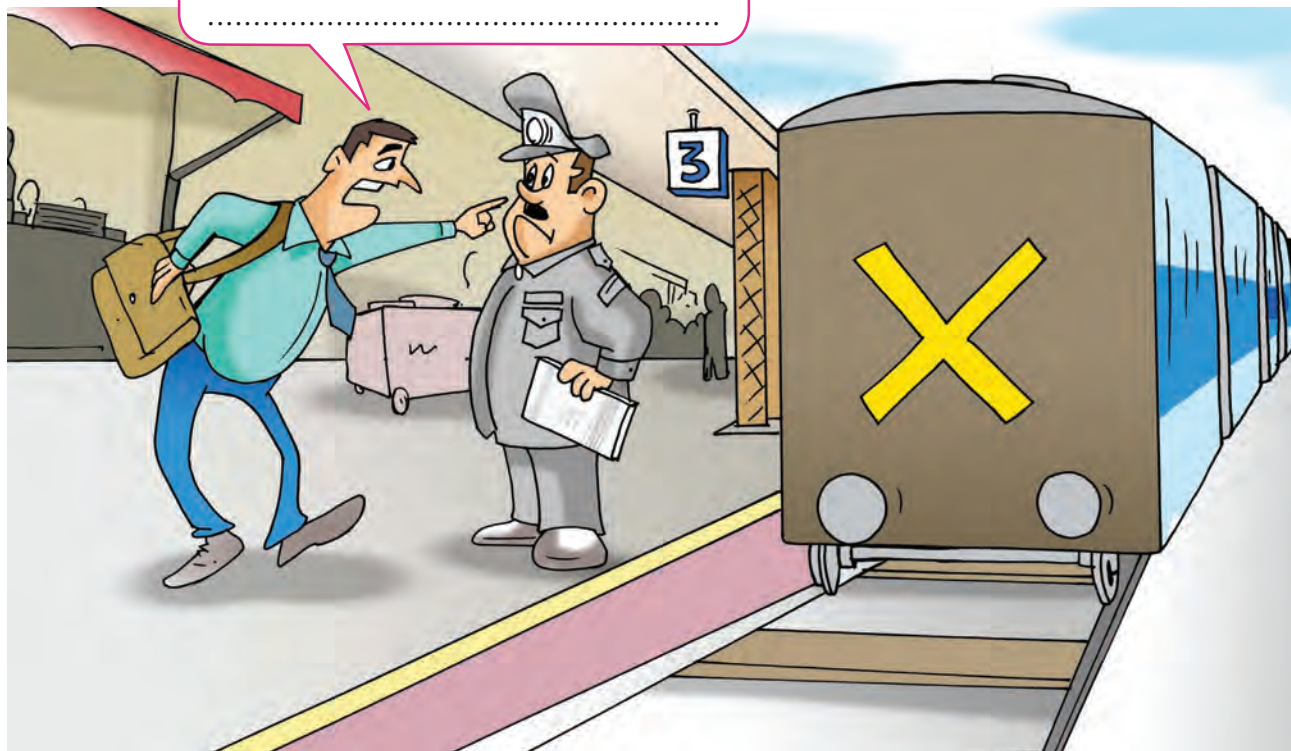
in a police station in a restaurant



B. Work in pairs. Look at these pictures and say what these people are saying.



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C. Work in pairs. One pupil should enact the action given in the circle below while asking a question, as in the example below. His/Her partner should select a suitable word from the square and answer the question. Use suitable words in place of the underlined ones.

Example: LATA (*sighs*) What's sighing a sign of?

ARIF It's a sign of sadness. Why are you sighing?

LATA I was thinking of my grandmother.

whistling
yawning
scratching your head
bowing your head
nodding
doodling

happiness
feeling sleepy
agreement
passing the time
confusion
respect

Let's listen



Listen to some phrases and repeat the describing words (adjectives).

Let's speak

Fun with sounds

Read these words aloud.

ir a **girl** a **bird** a **shirt** a **skirt** a **dirty skirt**

ur a **nurse** **Saturday** **Thursday**



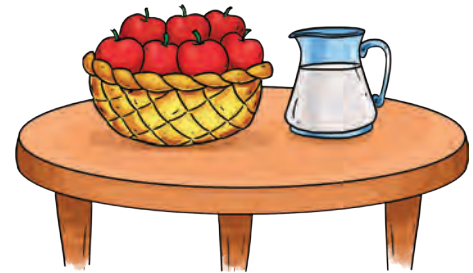
Let's learn grammar

Countable and uncountable nouns



Read these sentences.

1. There are seven apples in the basket.
2. There is milk in the jug.



We can count apples so we call them **countable nouns**.

We can't count milk so we call them **uncountable nouns**.

A. Add **-s** to the nouns below that can be counted.

book...

bag...

water...

bird...

rice...

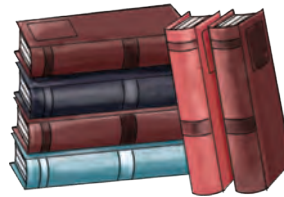
sand...

toy...

milk...

juice...

car...



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These words can be plural.

book—books, toy—toys, bag—bags, birds—birds, car—cars

These words are singular. They are uncountable nouns.

water, rice, juice, sand, milk

B. Complete these sentences using **is** or **are**.

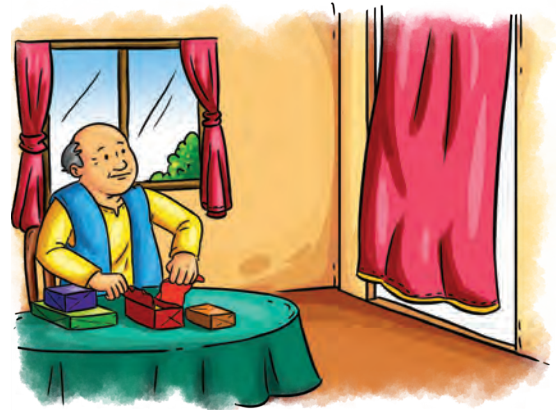
1. My hair is hard to comb.
2. There dust in the air.
3. The cakes fresh but
the bread stale.
4. These flowers from my garden.
5. Two pages in my book torn.



Let's use grammar

Use the correct form of the verbs given in brackets. 

- The thief (hide) in the ceiling while Mr Jain's guests (have) dinner.
- While Mr Jain (open) his gifts, the bell rang.
- The children (read) when the lights went out.



- While I (make) a bouquet of red roses, a thorn pricked my finger.



- While the visitor (wait) to meet the Principal, the school bell rang.

Let's enrich our word-store

A. Match the words which go together.

postmaster
supervisor
sergeant
king
police inspector

police constable
subject
worker
postman
soldier



B. Select suitable words from the box given below and use them in place of the underlined words in the list.

doctor	dress	shopkeeper	idea
view	mangoes	necklace	diamond

1. a wealthy merchant
2. tasty dishes
3. a lovely bouquet
4. an honest man
5. an excellent plan
6. a velvet purse
7. a gold coin
8. an expensive gift



Let's use the dictionary



Read this sentence.

The school reopens on Monday.

re- here means **again**.

A. Consult your dictionary and find two other words beginning with **re-** which mean **again**.

.....

Now, read this sentence.

My train, unlike yours, maintains a good speed.

un- here means **not**.

B. Pick out two words from the dictionary beginning with **un-** to convey **not**.

.....



Let's write

Look at these pictures and write out the thief's story below.



How I Became an Honest Man

Mr Jain was very kind and good. starving.

gave lots food eat.

When I leaving, gave a bag of

Deeply moved, couldn't even 'Thank you'

.....

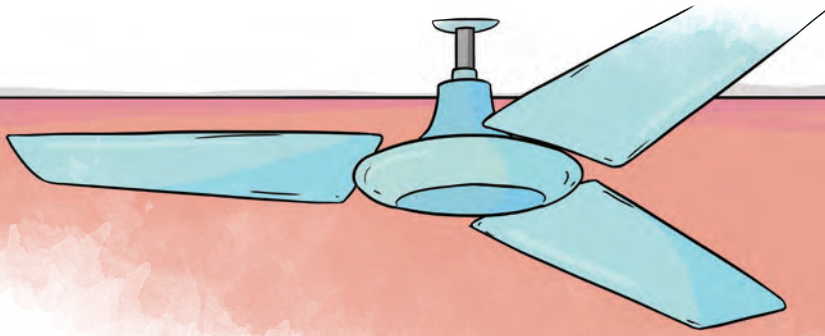
Next day, bought fruits. sold

and earned money. Every, I sold and

saved money.

After years, bought shop.

Chaloo Chhipkalee¹



Dramatized verse



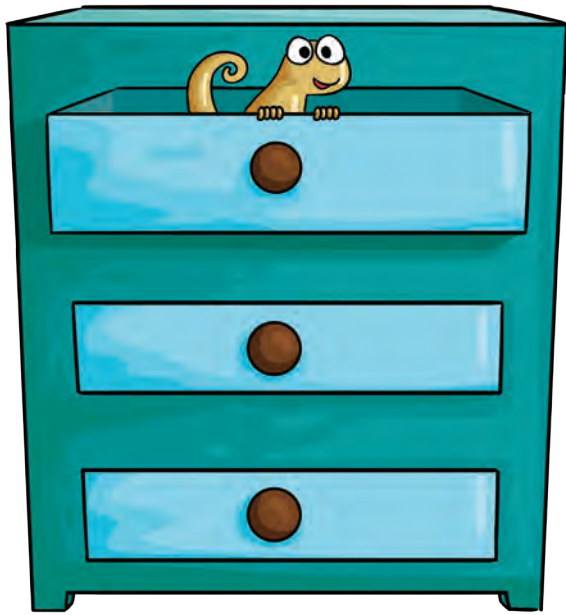
She's creeping here,
She's crawling there,
Chaloo Chhipkalee is everywhere!
You're alone in a room,
Or so you think!
But she's watching you
Without a blink!

You can't see her
However sharp your eyes,
For Chaloo Chhipkalee is
The queen of disguise!

She's a smear on the ceiling,
A scribble on the door,
Paint that's freshly peeling,
Or a pattern on the floor!

¹**Chaloo chhipkalee:** (Hindi) means
crafty lizard

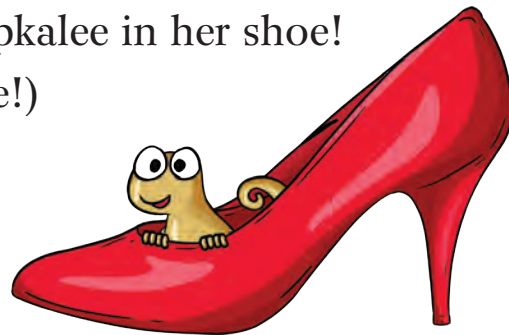




She's creeping here,
She's crawling there,
Chaloo Chhipkalee is everywhere!

Open a drawer—
Out she'll pop!
Put on a fan—
Down she'll plop!

And you can never ever be certain
She isn't hiding behind that curtain!
(Gasp: Ohh!)
There isn't a place, high or low
Where Chaloo Chhipkalee does not go.
Why, once I met a person who
Found Chaloo Chhipkalee in her shoe!
(Scream: Eeeeeee!)



She looks a bit like a crocodile
(A little one, without a smile.)
Now, crocodiles in rivers roam
But Chaloo Chhipkalee stays at home.



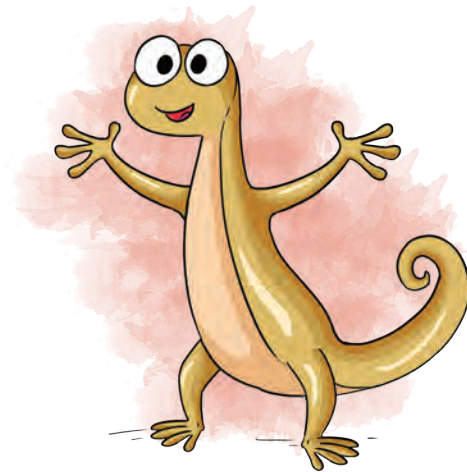
Over walls and ceilings, floors and stairs
She moves as freely as she cares,
And should, with a broom, someone stop her
There's every chance he'll come a cropper².

²come a cropper: to fall over

(Ow!: sound of someone tumbling down the stairs)
While Chaloo Chhipkalee slips away
To rise again another day!

She's creeping here,
She's crawling there,
Chaloo Chhipkalee is everywhere!

John Mason



Let's enjoy the poem a little more

1. What are the words used to describe the movements of Chaloo Chhipkalee?
2. What are some of Chaloo Chhipkalee's disguises?
3. What are the places mentioned in the poem where Chaloo Chhipkalee suddenly appears?
4. What difference does the poem make between Chaloo Chhipkalee and a crocodile?
5. What happens to the person who tries to stop Chaloo Chhipkalee with a broom?
6. What did you find funny in the poem?


Let's share our experiences

Talk about your experiences with snakes:

- Have you ever come across a snake?
- How did you behave?
- How did the snake behave?
- Do you know any persons who are friendly with snakes?
- Do you know any animals that fight snakes?
- Have you seen a mongoose?
- Why do you think a mongoose is well matched in a fight against a snake?



Now read a story featuring a mongoose and a snake.

 It had rained heavily all night. Teddy, a young boy of ten, ran out into the garden. He saw a mongoose lying wet and still on the grass. 'Here's a dead mongoose,' Teddy called out to his mother. 'Let's bury him.'

'No,' said Teddy's mother. 'His heart is beating faintly. Perhaps he will live. Let's take him inside and dry him.'

Teddy's father wrapped him up in an old woollen muffler and placed him near the fire. The mongoose sneezed. Teddy and his parents were

delighted. They gave him some meat and then took him outside. He sat in the sun and shook his long, fluffy tail till it looked like a bottle brush.

Soon Teddy and the little mongoose became very good friends. The mongoose would run through the tall grass crying, 'Rikki-tikki-tikki-tikki'. Teddy used to laugh at him and started calling him Rikki-tikki-tavi.



One morning, Rikki-tikki was wandering about in the garden. There he saw Nag, the big cobra, and his wife, Nagina.

Although Rikki-tikki was young, he knew that snakes were his enemies.

Nag also knew that a mongoose in the garden meant death for him and his family.

It was night. Teddy carried Rikki-tikki to his bed, as usual.



But as soon as the boy was asleep, Rikki-tikki went off for his nightly walk round the house. As he moved about, he heard a faint sound. It came from the bathroom of Teddy's parents.

Rikki-tikki quickly entered the bathroom. He could hear Nag and Nagina talking on the other side of the bathroom door. Nagina was telling her husband, 'Kill the three people in the house. The mongoose will go away when there is no one left. Then we will have the garden to ourselves.'

Rikki-tikki saw Nag slithering into the bathroom through the drain. Nag knew that Teddy's father would come to the bathroom around midnight. So he coiled himself up and went to sleep there. Rikki-tikki was hiding behind the door, watching Nag.

When Nag was fast asleep, Rikki-tikki jumped on his head and dug his teeth into the snake's flesh. Nag was furious. He threw his head from side to side and Rikki-tikki was flung against the wall again and again. Rikki-tikki thought he was going to die. He was bleeding, but he did not let go of his hold of Nag's head.



During the struggle, Nag's tail upset the mug and soap dish. They fell to the ground with a clatter. Suddenly the wild struggling stopped. Nag's head dropped down and did not move. Teddy's father, who had entered the bathroom on hearing the noise, had shot Nag with his gun. Teddy's father picked up the bleeding Rikki-tikki and went back to his bedroom. He asked his wife to put some medicine on Rikki-tikki's wounds.

'I killed the snake,' he said, 'but Rikki-tikki saved our lives.'

Teddy's mother washed Rikki-tikki's wounds with medicine. She petted his sore head and gave him some toffees. Under her loving care, Rikki-tikki felt better. So he fluffed up his tail and ran off to Teddy's room.

 **adapted**
Rudyard Kipling

Let's read and find facts

1. Why did Teddy think the mongoose was dead? What did his mother say?
2. How did the family help the mongoose to recover?
3. Why did Teddy call the mongoose Rikki-tikki?
4. What did Rikki-tikki know when he first saw Nag and Nagina?
5. What did Nagina tell Nag?
6. When did Rikki-tikki attack Nag? How did he attack him?
7. Rikki-tikki thought he was going to die. Why?
8. What brought Teddy's father to the bathroom while the struggle was on?
9. What did Teddy's mother do for Rikki-tikki after the fight was over?
10. How did Rikki-tikki respond to her treatment?

Let's read between the lines

1. Where do you think the mongoose had come from? How did he happen to be lying on the wet grass?
2. Why were Teddy and his parents delighted when the mongoose sneezed?
3. Teddy's father said, 'Rikki-tikki saved our lives.' How were the lives of Teddy and his parents saved?

Let's talk

Discussion

This story was written more than eighty years ago. Today, killing a snake is against the law. Remember, many snakes are harmless.

- A. Discuss: What should we do if we come across a deadly snake?

Role-play

- B. Complete these short dialogues.

1. **RAJESH** Is there any cheese in the fridge?
- MOTHER** No,
.....
left, I'm afraid.



2. **MONICA** Is the doctor at home?
- THE DOCTOR'S HUSBAND** No, I'm afraid
.....

3. **NIKHIL** May I have a packet of potato chips, please?

MAN IN THE SCHOOL CANTEEN No,

.....

 left.



4. **RANI** Please give me two tickets for today's Charlie Chaplin show.

MAN AT THE TICKET WINDOW I'm

....., there

 left.



C. Work in pairs. Complete these dialogues with the help of the pictures.

A It's very hot today.

B Let's some

A Look at the board.

.....



A Let's buy lemon tarts.

B Yes. Let's do

A Oh no! Look at the board.

..... sold out.



A I want to borrow some
 from
 B It five o'clock now.
 A So what?
 B Look at the notice.
 closes



Let's listen 

Listen to the passage and answer the questions.

Let's learn grammar 

Joining sentences

Using and

Read these sentences.

1. Harish read the book. He gave it to Gautam.
2. Harish read the book **and** gave it to Gautam.

We can use **and** with a sentence that continues the idea of the first sentence.

- Example:**
1. Mukesh works in the day. He plays the flute at night.
 2. Mukesh works in the day **and** plays the flute at night.

Match these sentences using **and** to make one sensible sentence each.

1. Kay Kay is the captain of the team.	He hid in the toilet.
2. The leopard slipped into the school.	He got water in his ear.
3. Mrs Kumar cooked the lunch.	She can play the veena.
4. Pinaki jumped into the pool.	He is a good player.
5. Tanu sings well.	Her husband brought gulab jamuns.



Let's use grammar

Joining sentences

Using but

Read these sentences.

- 1. I want an ice cream. I have a cough.
- 2. I want an ice cream **but** I have a cough.

We use **but** in a sentence to express a problem or a different idea.

- Example:**
- 1. Raju went to the station. The train had left.
 - 2. Raju went to the station **but** the train had left.

Complete these sentences using **but**.

- 1. We thought we'd win the game but
- 2. It was raining heavily but
- 3. We went to visit our aunt but
- 4. You can go the mela but
- 5. Delhi is a great city but
- 6. We like going to the park but

Let's enrich our word-store



A. What do they love?

- 1. T, say the birds.
- 2. R n, say the trees.
- 3. P ... p, say the books.
- 4. W d, says the cricket bat.



B. Unscramble the letters and match the words you get with their descriptions.

Column A

dowo

ygxnoe

ouldsc

psa

Column B

This is the juice of a tree.

These float in the sky.

We can't live without this gas.

Our chairs and tables are made of this.

C. Pick the odd word out.



tree branches
mud roots



lovely tall
beautiful pretty



bats birds
tables chairs



cool hot
air humid



Let's write

Write a story using the given cues.

Blackie, a dog, loved bones. One day—got a bone—ran—
riverbank—wanted to chew—looked in the water—saw another
dog—wanted bone—barked—opened mouth—bone fell—crow
laughed and said, ‘Mr Blackie—own reflection.’



.....

.....

.....

.....

.....

.....

.....

.....



5

And He Went to Bed

Let's share our experiences

Look at the pictures given below:

Preeti



6:00 a.m.



6:10 a.m.



6:40 a.m.



7:05 a.m.

Preeti



6:00 a.m.



6:10 a.m.



6:40 a.m.




7:05 a.m.

Discuss the following questions:

1. How are Preeti and Preeti different? Are you like Preeti, or Preeti?
2. Who is more likely to leave her English textbook behind?
3. Who do you think is better prepared for school?

Ali went to office in the morning. He returned home almost immediately and went to bed. Why do you think he did that?

 Ali opened one eye. The sun was shining brightly. His mother was up. She was in the kitchen. She was singing and making breakfast. He looked at the clock beside his bed; eight o'clock! He was late. He had to be at his desk at work at half past eight. Mr Sharma, his boss, was strict. Ali was quite afraid of him. Mr Sharma had a loud voice. When he was angry, he shouted and his face turned red. Everyone in the office could hear him.



Ali flung his bedclothes aside and ran to the bathroom. He looked at himself in the mirror. He needed a shave. He started shaving and cut himself accidentally with the blade. His hair was untidy but he was getting late. He didn't comb it. In ten minutes, he was ready.

It was ten past eight. There was no time for breakfast. There was no time even for a cup of tea. The bus always arrived at twelve minutes past eight. He had to hurry. He ran down the stairs. He slipped! But he was lucky. He fell on the carpet and did not hurt himself. He grabbed his bag and ran to the door.

'Bye, Ma. I'm late,' he shouted to his mother.

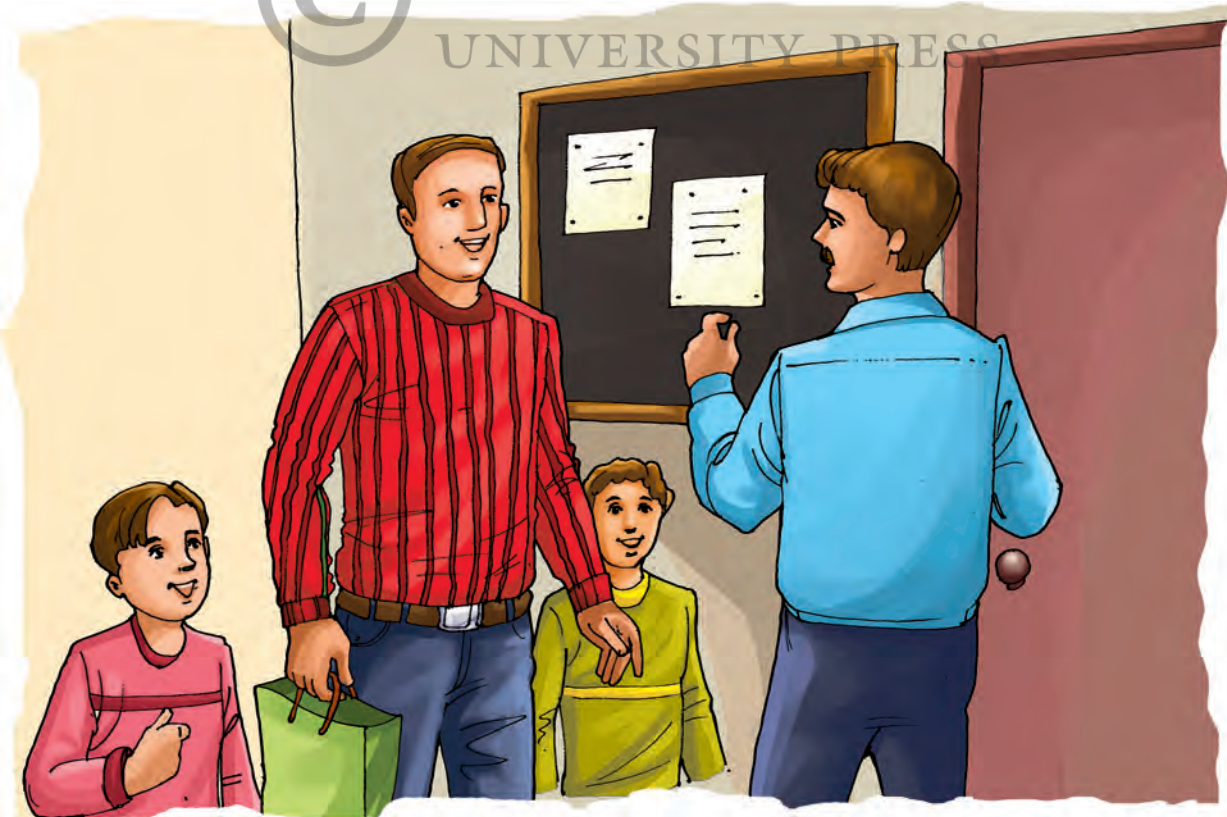
'Ali! Ali!' his mother was calling out to him. But he did not hear her. He was already outside. He was running down the street.



Exactly at twelve past eight he was at the bus stop, but there was no bus. He waited and waited but no bus came. He looked at his watch. It was nearly twenty-five minutes past eight. 'I'll take a taxi,' he said, 'I don't want Mr Sharma to shout at me.'

He was lucky. Soon a taxi came by and he got into it. There was not much traffic on the road. He reached his office in ten minutes and raced up the stairs. He looked at his watch. It was twenty-five minutes to nine. Only five minutes late. Mr Sharma won't be very angry with me, thought Ali. He pushed the big front door of the office but it did not open. He pushed again but nothing happened. It was locked. There was no one inside. He could not hear voices or the beep-beep of the telephone.

Suddenly, a loud voice behind him said, 'Hello, Ali. What are you doing here?' It was Mr Sharma.



Ali turned. Mr Sharma was standing there with his two children and he was smiling! He was not wearing his grey suit. He was dressed casually in a red pullover and blue jeans. He was carrying a big green shopping bag.

‘You have come to work, have you?’ said Mr Sharma and he started laughing. ‘It’s Saturday today. It’s a holiday. There’s no work today!’

‘Saturday?’ said Ali. ‘Oh no, Saturday!’

Slowly he walked back home and went to bed.

Let’s read and find facts

1. When did Ali get up?
2. Why was Ali afraid of his boss?
3. What happened when he was shaving?
4. Why did he not comb his hair?
5. When did he leave home?
6. When did the bus leave for office every day?
7. When did he take a taxi? Why did he do so?
8. When did he reach office? What did he do there?
9. Who greeted him? Why was he smiling?
10. What did he tell Ali?
11. What did Ali do?

Let’s read between the lines

1. When do you think Ali usually woke up on a working day?
2. Do you think he used an alarm clock? Why did he not set the alarm on this particular day?
3. Had Ali gone late to office on earlier occasions? Had Mr Sharma been angry with him?

4. Did Ali cut himself while shaving because he was

a. nervous?

b. in a hurry?

c. half asleep?

5. What was Ali not able to have before leaving home?

Do you think this made him

a. miserable?

b. sad?

c. lonely?

d. angry?

6. 'Ali! Ali!' What do you think his mother was trying to tell him?

7. Why was there not much traffic on the road?

8. Was Ali

a. foolish?

b. unlucky?

c. forgetful?

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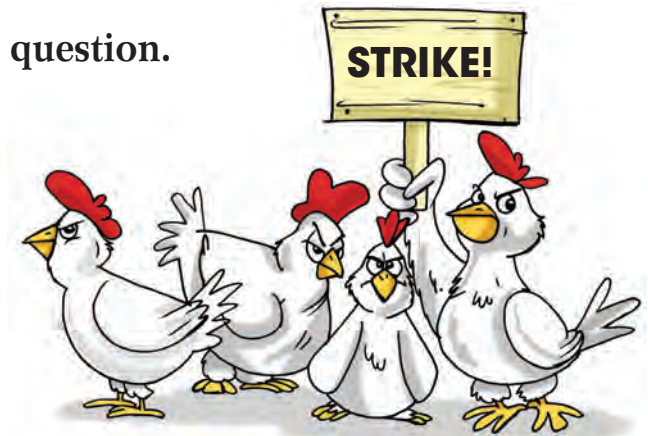
Let's talk

A. Work in pairs. Ask and answer this question.

Make up more of your own.

QUESTION Why are there no eggs today?

ANSWER The hens have gone on strike.



B. Match the questions to the correct answers.

Questions

- Why are you late?
- Why are the fans off?
- Why are your shoes dirty?
- Why is the grass so long?

Answers

- There is no electricity.
- I forgot to polish them.
- The cows don't find it tasty any more.
- My bus broke down.

Let's listen 

Listen and follow the instructions.

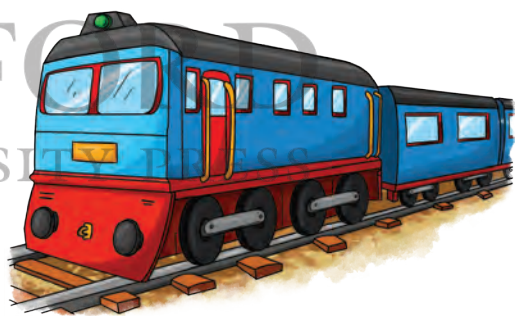
Let's speak 

Fun with sounds

Read these words aloud.

ai

- tail
- rain
- train
- wait
- again
- paint



Let's learn grammar 

Personal pronouns 

These words are used in place of nouns to avoid repetition in a name.

Example:

Dad says Dad likes Sundays because Dad can stay at home and friends can visit Dad.

This doesn't read well!

Dad says **he** likes Sundays because **he** can stay home and friends can visit **him**.

That's better.



A. Use the personal pronouns shown, in the blanks in each sentence.

1. I, me

Didn't you see yesterday? waved but you looked blank.

2. You

Teacher spoke about She said look after hurt animals.

3. He, him

Ralph said a strange man followed from school.
Then the man ran away when saw a policeman looking at

4. She, her

My sister says is ready for the test and I can ask any question! I know means what says!

5. We, us

The old couple said, 'Do you know what need?
..... need friends to talk to

6. You

Teacher to the class: have been a jolly bunch. I will miss

7. They, them

Sunil and Neena got an email telling that had won a lottery. didn't believe it.
..... knew that someone was having a joke on



Uncountable nouns

Phrases of quantity

These are words we use to measure the quantity of uncountable nouns.

B. Match the quantity with the uncountable nouns given below.

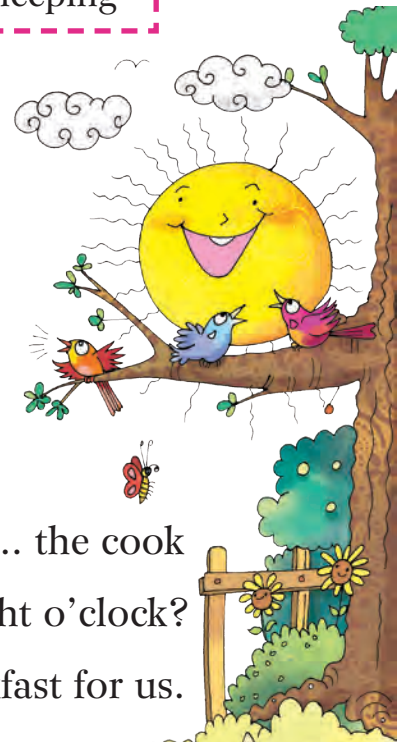
5 litres of	paper
2 metres of	glass
a loaf of	petrol
a sheet of	cloth
a bottle of	bread
a pane of	jam

Let's use grammar

Select suitable words from the box below and fill in the blanks.

were singing was making was running
was doing was shining was sleeping

1. Ali soundly when the bell rang.
2. The sun brightly and the birds
3. There was no one in the car but the engine
4. **POLICE INSPECTOR** What the cook at eight o'clock?
JACK She breakfast for us.



Let's enrich our word-store

A. Put words of opposite meaning together.

late
open
laughing
always

crying
never
early
close

Now use suitable words from the second column in the blanks.

1. The baby has lost her doll.

She is

2. John never wakes up

.....

That's why he's always late
for work.

3. '..... the
door quietly when you enter
the house, please,' said Mother.

4. 'I will get up late on a Saturday,' said Ali.



B. Select sets of three words which go together.

carry suitcase	morning	bathe
go to the bus stop	afternoon	shave
comb	catch a bus	evening
home	lunch	rest



Example: morning, afternoon, evening

Let's use the dictionary

Use each of these words in two sentences, first as nouns (naming words) and then as verbs (doing words).

Example:

There is a **fly** sitting on the sweets.

Eagles **fly** very high in the sky.

1. comb 2. book 3. call 4. cook

Let's write

Your friend has invited you to a party at four o'clock on the third of the month. You get the date and time mixed up and arrive at your friend's house at three o'clock on the fourth.

Write a paragraph describing what happened then.

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Did you know?

- What is the world's largest living thing?

A tree! It is in California, USA and is called General Sherman. It is 83.8 m (274.9 ft) tall and measures approximately 31 m (103 ft) around the base. It is also one of the oldest living things on Earth! It is between 2,300 and 2,700 years old.




- The biggest banyan tree in the world is in the Botanical Gardens outside Kolkata, West Bengal. It looks like a forest because its branches have grown roots which touch the ground and look like trees themselves.

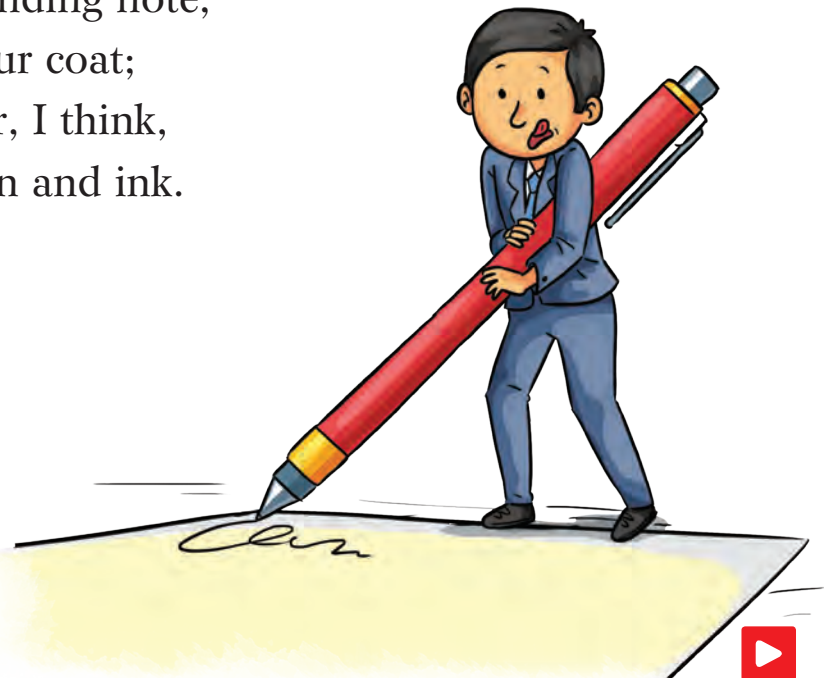
In fact, the trunk of the tree is no longer there. It was removed many years earlier as it had become sick.

So, there is a tree that looks like a tree, has many branches but has no trunk!



Everyday Things

 Millionaires, presidents—even kings
Can't get along without everyday things.
Were you president, king or millionaire,
You'd use a comb to comb your hair.
If you wished to be clean—and you would, I hope—
You'd take a bath with water and soap.
And you'd have to eat—if you wanted to eat—
Bread and vegetables, fish and meat;
While your drink for breakfast would probably be
Milk or chocolate, coffee or tea.
You'd have to wear—you could hardly refuse—
Under clothes, outer clothes, stockings and shoes.
If you wished to make a reminding note,
You'd take a pencil out of your coat;
And you couldn't sign a letter, I think,
With anything better than pen and ink.



If you wanted to read, you'd be sure to look
At newspaper, magazine, or book;
And if it happened that you were ill,
You'd down some oil or choke on a pill.
If you had a cold I can only suppose
You'd use a handkerchief for your nose.
When you wanted to rest your weary head,
Like other folks, you'd hop into bed.
Millionaires, presidents—even kings
Can't get along without everyday things.



Jean Ayer

Let's enjoy the poem a little more

1. What are the three everyday things mentioned in the first six lines?
2. What are the everyday things we eat and drink?
3. What garments have been mentioned in the poem?
4. What do we sign our letters with?
5. What do we do with a newspaper, a magazine or a book? Are they everyday things?
6. When would you use a handkerchief?
7. What do we need for sleeping?
8. Do kings and the very rich also require these everyday things?
9. Pick out twelve sets of rhyming words from the poem.
10. Make a list of four everyday things not mentioned in the poem.

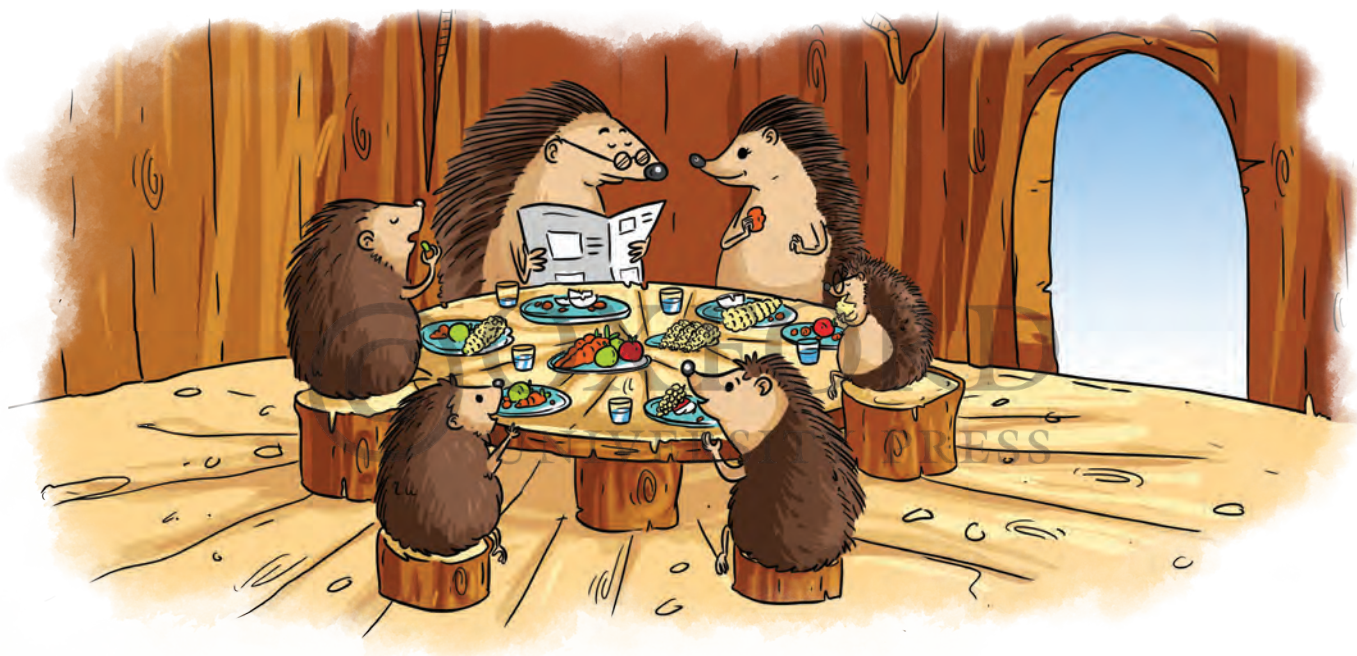
VB

Life Skills—1

Read the story and answer the questions.

Percy, the Touchy¹ Porcupine

Once, there was a big family of porcupines. They ate together, played together and hunted for food together. They even slept together in a happy huddle.



Now, as you know, porcupines have sharp quills on their backs. So, it would happen that when the porcupines shifted in their sleep they would give one another a little stab in the back.

The other porcupines didn't mind this and would continue to sleep blissfully. But the youngest porcupine, Percy, was a touchy fellow. He did not like being disturbed in his sleep in this manner.

So, one day, Percy left his family and went far away where he lived alone. At first, Percy was happy because he was not disturbed in his sleep.

¹**touchy**: sensitive, easily upset

But then he began to feel lonely. He missed the games he played with his brothers and sisters. He missed the stories the old porcupines would tell. He missed all the noise and laughter of his large family.

So, Percy returned and his family was overjoyed to have him back.

The next morning, Percy's mother asked him, 'I hope you weren't disturbed last night, dear.' The truth was he had been woken up several times when someone's quill had poked him in the back.

'It doesn't matter, Ma,' said Percy. 'I am just happy to be with my family.' And he never thought of leaving again.



Answer the questions

1. What activities did the porcupine family do together?
2. What was the problem when the porcupines slept in a group?
3. Why was Percy the only porcupine who was disturbed by this problem?
4. What did Percy do to get rid of this problem?
5. Why did Percy's happiness not last?
6. How did Percy's family feel when he came back?
7. When Percy slept again in the group had anything changed?
8. What did Percy's mother ask?
9. What did Percy reply?
10. What lesson do we learn from this story about living in a group?

Let's laugh

Sheila's mother told Sheila, 'Aunt Uma has a new baby.'
'What was wrong with the old one?' asked Sheila.

Did Sheila think that her aunt had given away her first baby?

Did you know?

- When we smile we use 17 muscles; when we frown we use 43. So keep smiling, why waste energy?
- Feeling hungry? Thank goodness you are not a python. It can live quite happily on one meal a year!
- A greyhound runs at an astonishing speed of 56 kilometres per hour, almost one kilometre per minute!



A tongue-twister

Read this quickly.

A fly and a flea in a flue
Were wondering what they should do.
Said the fly, 'Let us flee!'
Said the flea, 'Let us fly!'
So they flew through a flaw in the flue.

A Skill-Assessment Plan

(for Teacher's use)

Levels of ability

Show the child's level of ability against each skill, as follows:

A well-developed **B** developing **C** needs to be developed

1. Oral reading (reading aloud) skills

- Fluency: reads fluently with pauses for punctuation and emphasis
- Clarity: reads clearly and audibly
- Word recognition: reads sight words spontaneously, uses phonic knowledge to read unfamiliar words
- Pronunciation: expresses accurately the sounds of words, within his/her range of experience
- Understanding: conveys understanding of the passage through changes in tone of voice

2. Silent reading skills

- Reads silently: reads without lip movement or tracing the words with his/her finger
- Finds facts: responds correctly to questions on content expressed in the passage
- Reads between the lines: responds correctly to questions relating to content implied in the passage
- Predicts outcomes: can guess what will happen next from an understanding of the passage
- Dictionary: is able to use the dictionary

3. Listening skills

Assessments on Listening Skills are based on the child's ability to immediately recall spoken information.

- Response to instructions: carries out commands or instructions correctly
- Active listening: participates in a discussion or a story
- Recall: recalls words, phrases or short sentences
- Understanding: recounts details in a short narrative
- Word association: can repeat/suggest rhyming words in a piece of verse

4. Speaking skills

- Fluency: speaks fluently, with appropriate pauses
- Clarity: speaks clearly and audibly
- Inflection: drops voice at the end of a statement and raises it at the end of a question
- Vocabulary: uses vocabulary appropriate to the subject of discussion
- Abbreviation: uses abbreviations: can't, isn't, etc. and short replies: 'What's your name?' 'Gopal' (Not, 'My name is Gopal.')
- Grammar: observes rules of grammar practised so far
- Response to English: responds to simple questions in English
- Instruction: can give instructions or directions in correct sequence

5. Writing skills

- Handwriting: joins letters in words accurately
- Punctuation: uses capital letters, full stops and question marks correctly
- Spelling: spells familiar words correctly
- Vocabulary: uses words appropriate to his/her experiences
- Grammar: observes rules of grammar practised so far

- Carries out the assigned exercise as directed
- Informal letters: writes informal letters and messages keeping the reader in mind



Some sample exercises for assessment follow.

Oral reading skills

A. Recite this or any other poem of your choice to your class.

Little Things

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

So the little moments,
Humble though they be,
Make the mighty ages
Of Eternity.

Little deeds of kindness,
Little words of love,
Help to make earth happy
Like the Heaven above.

Julia Carney



B. Read this paragraph aloud.

Once upon a time, there was a merchant who used to go from place to place, selling goods. The goods were always carried by a donkey. At each place he arrived at, he used to clothe him in a lion's skin, and turn him loose in rice or barley fields to feed. The donkey used to eat as much crop as it pleased. When the watchmen in the fields saw the donkey, they said to themselves, 'The lion is destroying our crops.' They dared not go near him.

Silent reading skills

C. Read this passage and answer the questions below it.

Three Elements

Three Elements is a fun game played by children. All the players are seated in a circle. One player is selected to **commence** the game. That player picks a small ball or a similar item and suddenly throws it into any other player's lap. As she throws, she calls out one of these words, 'Earth', 'Water' or 'Air'. If 'Water' is called out, the player into whose lap the ball has fallen must name an animal that is found in water. She must think of an answer before the other players count from one to ten. For example: a whale. If she answers **suitably**, she can throw the ball to another player while calling out one of the three elements. If the player does not answer correctly, she must step out of the game. The player sitting to her right gets to start the game again. The players must not repeat names of animals that have already been said.

1. What are the three elements mentioned in this passage?
.....
2. What is the passage about?
.....
3. What do players receiving the ball have to say?
.....
4. What do you think the word **commence** in the second line means?
.....
5. Which of these words has the same meaning as **suitably** in the passage?
 - a. incorrectly
 - b. correctly (*Choose one.*)
6. At a time, how many players do you think can play this game?
.....

Listening skills

D. Listen to a story about Chandragupta, then narrate the story in your own words to your partner.

Teacher: use the story given under Nature's Flashlight on page 144.

Speaking skills

E. Work in groups. Make up an ending for the story in exercise B. Then prepare a skit and act it out in class.

F. Work in pairs. Ask your partner the following questions and write his/her answers here.

Name of your partner:

1. Whom do you live with?

2. How do you come to school?

3. Who prepares your food for you?

4. What do you do when you get home from school every evening?
.....

5. At what time do you go to sleep every night?

Writing skills

G. Complete these sentences with words of your choice.

1. We have finished our

2. Samira got a letter her grandmother.

3. Have you watched the movie?

I it. Timmy said that it was

4. My sister and I are to
this evening. Would you like to?

5. Doctor, my is hurting. Could you
.....?

6. Perumal to meet his cousins Lakshmi and Tarun
7. We saw a painting at the
8. How do you?

H. Your friend is not at her seat right now. You want to go to the library. Write a message asking her/him to meet you there.

MESSAGE

Date: Time:

.....

.....

.....

.....

.....

.....

(your signature)



I. Write a letter to your aunt thanking her for gifting you a video game for your birthday.

.....

..... } *your address*

..... } *date*

Dear, *salutation*

.....

.....

..... *body of the letter*

Your loving, *subscription*

..... *signature (your name)*

Exploring Language

Repetition

Sometimes writers and poets repeat one word or a group of words several times in a speech or a poem. This is called **repetition**. This makes a text or poem more memorable to the listener or reader.

Repetition is very often used in nursery rhymes to help children remember the rhyme. Can you think of some rhymes in which some words are often repeated?

Examples:

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it,

then your face will surely show it,

If you're happy and you know it, clap your hands.



Many poets use repetition in their poems. Here are a few examples.

What Is Pink?

What is pink? a rose is pink

By the fountain's brink.

What is red? a poppy's red

In its barley bed.

What is blue? the sky is blue

Where the clouds float through.

What is white? a swan is white

Sailing in the light.

Christina Rossetti



The Cat of Cats

I am the cat of cats. I am
The everlasting cat!
Cunning, and old, and sleek as jam,
The everlasting cat!
I hunt mice in the night—
The everlasting cat!
For I see best without the light—
The everlasting cat!

William B. Rands



Look at the poems on pages 117–118 and 139. Can you pick out the words that are repeated?

Chorus

A **chorus** is a part of a song which is repeated after each verse. It usually has about four lines of words. All popular songs have a chorus. It is usually the catchiest part of a song.

Can you think of the chorus from your favourite song? It can be in any language. Write it down here.

.....
.....
.....
.....
.....
.....
.....
.....



Sing the chorus to your class.



Poem Activities

Chaloo Chhipkalee

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Dramatized reading/recitation in a group

The poem is ideal for dramatization.

- Changes in voice modulation to capture the mood
She's *creeping* here
She's *crawling* there
Chaloo Chhipkalee is *everywhere*!
- Participation of several voices in some verses.

Example:

- 1st child: She's a smear on the ceiling (points to the ceiling)
2nd child: A scribble on the door (points to the door)
3rd child: Paint that's freshly peeling (points to the wall)
4th child: Or a pattern on the floor (points to the floor)
 - 1st child: Open a drawer—
2nd child: Out she'll pop!
3rd child: Put on a fan—
4th child: Down she'll plop!
- Use of exclamatory responses:
 - And you can never ever be certain
She isn't hiding behind that curtain!
(Gasp: Ohh!)
 - Why, once I met a person who

Found Chaloo Chhipkalee in her shoe!

(Scream: Eeeee!)

- And should, with a broom, someone stop her
There's every chance he'll come a cropper.
(Ow!: sound of someone tumbling down stairs)

Discussion

Share your experiences of finding lizards in the home.

Why are they not liked?

Everyday Things

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Discussion

Discuss with your partner what you both do before coming to school.

Find out some common everyday things you do.

Writing

Write down the names of some everyday things.

Do you know anyone who doesn't have those items?

Activity

Collect some everyday items like toothpaste, soap and so on, and give them to someone who cannot afford them.

Growing Up

Listening

Listen as the teacher reads out the poem or plays the audio.

Discussion

Ask a grown-up family member about his/her childhood. Share the most memorable experience with your class.

Group recitation

Record group recitations of the poem and then listen to yourselves.

Writing and drawing

Write what you'd like to be when you grow up and draw a picture of yourself as a grown-up.

The Complaint of the Camel

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Discussion

Talk about the camel and its qualities that make it a suitable mode of transport in the desert.

Cutting, pasting and writing

Paste a picture of a camel in your notebook and write a few lines about it. Hints: what a camel looks like, where it lives, what it eats ...

Activity

Make a chart of other animals that have special features that help them survive.

Example: a giraffe, a duck, a kangaroo, an elephant

Fireworks

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Try reading the poem aloud in different ways:

- small groups read a verse each
- small groups read two lines each
- each child reads two lines
- individuals/groups read two lines each, with gestures

Discussion

The poet compares the fireworks with nature. Find words relating to nature in the poem.

Listening Text

1. Two Boys in a Jungle

An elephant can sniff danger with its trunk. So powerful is the trunk that the elephant can pick up heavy logs with it. Yet this trunk is delicate enough to hold a peanut! The elephant uses its trunk like an arm and hand to carry food and water to its mouth. While relaxing, it uses its trunk to spray water or dust on itself or other elephants.

1. How does an elephant's trunk help keep it safe?
2. How strong is the trunk?
3. What small object can an elephant pick up?
4. What parts of the human body is the trunk compared with?
5. How does the elephant use its trunk to relax?

2. Mighty Bhim

Example: We'll not go to Port Blair. **We'll**

1. I didn't swim across the Ganga.
2. My friend doesn't like mangoes.
3. I'm feeling hungry.
4. They're collecting stamps.
5. We're going to repair the computer.

3. A Precious Gift

Example: wealthy shopkeeper; **wealthy** tasty food; red roses; polite host; a velvet bag; an expensive watch

4. Rikki-Tikki-Tavi

After working for forty years in a bank, Kishen likes to relax in a park in the evening. Waiting for him, on the edge of a lake, is his friend Goomti,

a grey goose. When Kishen parks his scooter, she rushes to greet him, honking and flapping her wings. Kishen is equally pleased to meet his friend. He asks her if she is well and she replies with a nod and a honk.

The two friends usually go for a walk around the lake, or sit on a bench and chat.

1. How do we know Kishen is not young?
2. Who does Kishen meet in the park?
3. How does Goomti greet Kishen?
4. How do Kishen and Goomti communicate?
5. What do the two friends do in the park?

5. And He Went to Bed

Listen to these pairs of words and repeat the first word of each pair.

- | | |
|----------------|----------------|
| 1. late, mate | 4. rate, hate |
| 2. shave, save | 5. shame, same |
| 3. hear, fear | 6. tell, bell |

6. Kindness of Strangers

1. Which animal lives in the desert?
2. What is Agra famous for?
3. What's the colour of a parrot's beak?
4. What do we keep in our wallets?
5. How many days are there in a fortnight?

7. The Story of Lola Sapola

What are the patients suffering from?

Example: Doctor, last night I had a lot of ice cream. Now I have a sore throat.
sore throat

- PATIENT 1** While gardening I tripped and fell down. I have sprained my ankle.
- PATIENT 2** A few minutes ago, I was peeling apples. I cut my finger. It is bleeding.
- PATIENT 3** I was putting up a picture on the wall. I fell from the stool. I've bruised my shoulder. It is very painful.
- PATIENT 4** I had lots of raw guavas after dinner. Now I have a severe stomach ache.

8. Nature's Flashlight

Chandragupta wanted to defeat the Nandas of Magadh. So he made a direct attack on their great city, Pataliputra. But he was surrounded and defeated by the Nanda army. While in hiding in a village he saw a woman serve a plate of hot rice and dal to her son. As the boy was hungry he put his hand in the middle of the pile of rice and burnt himself.

The mother scolded him saying: 'Never start from the middle, where the rice is hottest. Start from the edges, where the rice has cooled.'

This was a lesson to Chandragupta. He began to attack the borders of the Nanda kingdom. Then, one day, he captured Pataliputra.

1. Why did Chandragupta attack Pataliputra, at first?
2. What was the result of his attack on Pataliputra?
3. How did the boy start his meal of hot rice and dal?
4. What did the mother teach her son?
5. How did Chandragupta use this lesson?

9. Puru, the Brave

There are almost 400 different kinds of sharks. Each kind of shark looks different, has different food and behaves differently. There are sharks in the five oceans of the world. Some sharks are longer than a school bus, while others are so small they can live in fish tanks. Sharks come in all kinds of colours.

Most of the time the colour of their skin helps them blend in with their surroundings. But some sharks that live in the deepest part of the ocean actually have parts that glow in the dark.

1. About how many different kinds of sharks are there?
2. How are they different from each other?
3. Are sharks found only in the ocean?
4. How does the colour of a shark's skin help it in its surrounding?
5. How are some sharks that live in the deepest part of the ocean different?

10. Don Quixote and the Barber

Example:

Everyone was looking at the clown. Did I say crown or clown? **clown**

1. This beautiful flower grows in the dark.
Did I say glows or grows?
2. She prays in church on Sundays.
Did I say prays or plays?
3. I have bought an expensive flute.
Did I say fruit or flute?
4. The cook is frying chips.
Did I say frying or flying?
5. Have you seen brown grass?
Did I say grass or glass?