

3

COURSEBOOK

LONGMAN



Active App

New Aster

FOR A STRONG BASE IN ENGLISH

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ALWAYS LEARNING

PEARSON

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My Playmate

2

Do you have a best friend? Describe your friend. How did you become friends and what do you like to do together?

I often wonder how it is
That on a rainy day,
A little boy, just like myself,
Comes out with me to play.

And we step in all the puddles
When walking through the town,
But though I stand the right way up,
He's always upside-down.



I have to tread upon his feet,
Which is a sorry sight,
With my left foot on his left foot,
My right foot on his right.

I really wish he'd talk to me,
He seems so very kind,
For when I look and smile at him
He does the same, I find.

But I never hear him speaking,
So surely he must be
In some strange land the other side,
Just opposite to me.

Mary I Osborn

In this poem, a little boy tells us about a friend he meets whenever he goes out to play in the rain. This 'playmate' is his reflection, which he sees when he jumps into puddles, and walks on wet roads.

New Words to Know

playmate	a friend who plays with you
wonder	want to know about something
puddle	a small pool of water on the ground after the rain
tread	step on
a sorry sight	a sad thing to do or to see
strange	different; something one does not know about

Comprehension

A1. Answer these questions.

1. When does the speaker come out to play?
2. What kind of game do the boys play?
3. What according to the speaker is 'a sorry sight'?

A2. Read the lines from the poem and answer these questions.

1. *'But though I stand the right way up,
He's always upside-down.'*
 - a. How does the speaker stand?
 - b. Who is upside-down?
 - c. What does the speaker have to do because his friend is upside-down?
2. *'So surely he must be
In some strange land the other side'*
 - a. Whom does he refer to?
 - b. Why does the speaker feel that 'he' is in some strange land?
 - c. Where is the strange land?

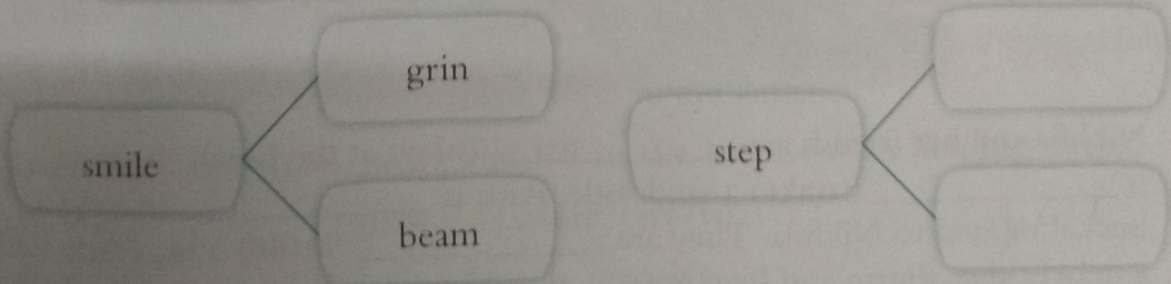
A3. Think and answer.

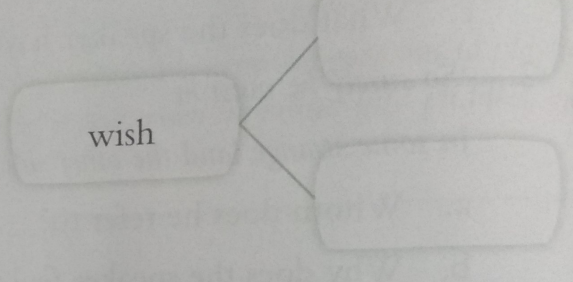
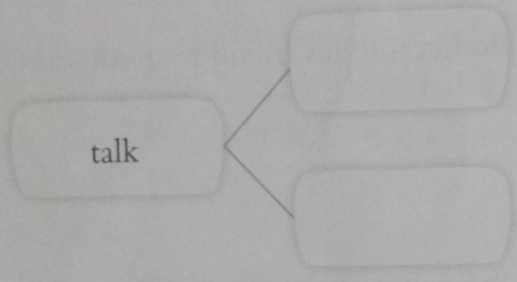
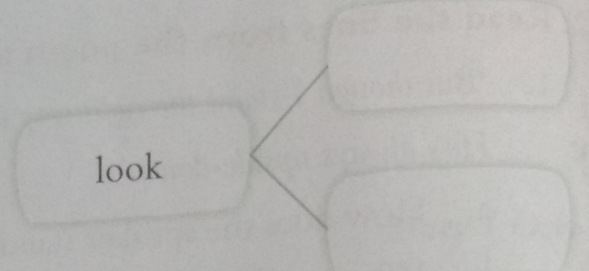
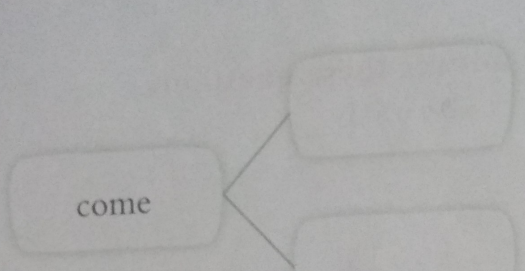
1. Is the speaker happy because his playmate is upside-down? Why not?
2. Do you think the playmate is real? Why/why not?

Word Wonder

B1. Here are some action words. Match these words with other similar action words. One has been done for you.

glance hope chat jump arrive
want reach see speak tread





B2. Look at the picture given below and describe the things Nikhila and her friends are doing at the beach. Use the correct form of the action words to complete the sentences. You may use the hints given in the brackets.



Nikhila and her friends are _____ (**play**) at the beach. Nikhila is _____ (**make**) a sandcastle. Ritti is _____ (**carry**) a bucket of sand to Nikhila. They are _____ (**build**) a big castle with a drawbridge. Shirin and Jyoti are _____ (**swim**) in the sea. Shirin's dog is _____ (**chase**) a cat down the beach. Nikhila's parents are _____ (**sit**) under an umbrella and _____ (**drink**) juice.

Learn About Language

C1. Read the sentences. Pay attention to the highlighted words.

- The children **play** a lot of games at school.
- Kaya **swims** very well.
- Vikram **ate** fruits.

The words **play**, **swims** and **ate** tell us what different people do. Words that are used to talk about an action are called **action words** or **verbs**.

Underline the action words or verbs in these sentences.

1. Mother baked a cake for my birthday.
2. At the picnic, the children danced, sang and played games.
3. Mini walks with her dog Bruno every evening.
4. The poor farmers pray every day for rain.
5. Standing in the garden was a big, golden lion!



The words that you have underlined tell us what the action is. Such verbs are called the **main verbs**.

C2. Sometimes, the main verb is used along with another verb. These verbs are called **helping verbs**. Look at these sentences and pay attention to the highlighted words.

- Shyama **is** dancing in the rain.
- Jagriti and Kamal **are** jumping in puddles.

In these sentences, **is** and **are** are the helping verbs and **dancing** and **jumping** are the main verbs. Some other helping verbs are—**am**, **was** and **were**. Helping verbs always come before the main verbs in the sentence.

Underline the main verbs and fill in the blanks with helping verbs.

1. Preeti _____ painting a picture. (**are/is**)
2. Kapil _____ learning French. (**am/is**)
3. Sonal and Mansi _____ coming to my house today. (**are/is**)

4. The school _____ celebrating its Annual Day today. (**are/is**)

5. I _____ taking my dog for a walk. (**am/are**)

6. The children _____ playing in the park yesterday. (**was/were**)

7. We _____ going to my grandparents' house in the holidays. (**are/is**)

8. I _____ watching my favourite cartoon on TV last night. (**was/were**)



Language Lab

D1. Words that end in **ck** are pronounced with a /k/ sound.

Read these words and practise saying them aloud.

luck	pack	rock	deck
tuck	back	lock	neck

Notice that all of these words end in a /k/ sound.

D2. Now, look at the words that begin or end with /ch/. Let's practise saying these words aloud.

saying these words aloud.

chin	chess	chop	chill	chart
rich	such	much	broach	pouch

Notice that in these words, **ch** has a /ch/ sound.

D3. Say these words aloud. Then, put them in the correct column in the table.

the table.

beach	duck	lunch	kick	chip
teach	sock	chalk	sick	cherry
lack	peach	chair	chase	reach

Words starting with a /ch/ sound	Words ending with a /k/ sound	Words ending with a /ch/ sound

D4. Homophones are words that sound alike, but have different spellings. Read these homophones aloud and add one more set.

- | | | | | |
|---------|----------|----------|---------|----------|
| 1. bear | 2. there | 3. stare | 4. hair | 5. _____ |
| bare | their | stair | hare | _____ |

Composition

E. Who is your favourite person? Is it your teacher or a family member? Describe the person in one paragraph.

You may use some of these hints.

- name, age, appearance
- why I like him/her

Activity

E. Here is a proverb—A friend in need is a friend indeed!

Work with a partner. Write down five qualities that you think are important in a good friend. Read out what you have written to the class.

You could also make a scrapbook on friendship. You may include—

- interesting quotes on friendship.
- your own poem on friendship.
- stories on friendship.
- pictures of your friends.

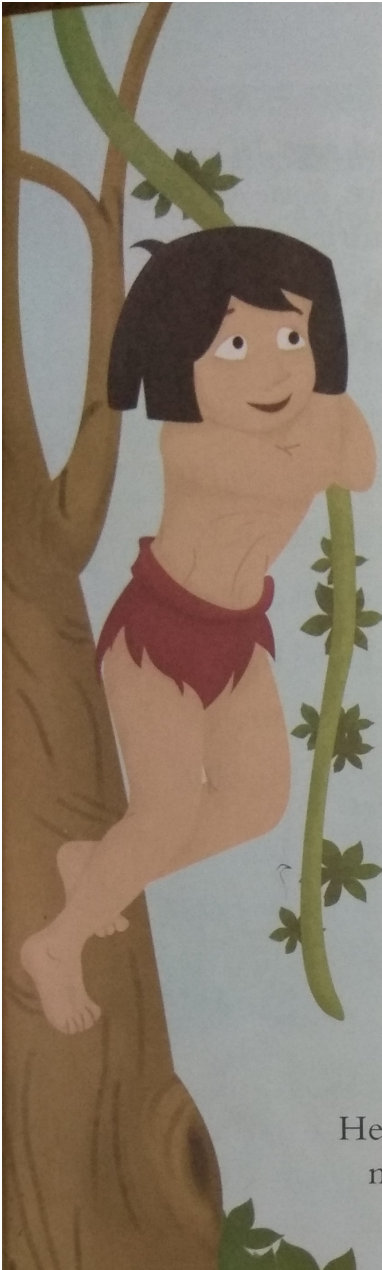


Mowgli Grows Up

3

Tell the class about something that happened to you that proved to be a learning lesson for you. Now, read about a boy called Mowgli.

- ☞ Mowgli grew up with the wolf cubs in the jungle. Father Wolf taught him the meanings of the different things till he slowly learnt about life in the jungle. As he grew up, he understood every rustle in the grass; every breath of the warm night air; each hoot of the owls above his head; every scratch of a bat's claws as it roosted for a while in a tree, and each splash of every little fish jumping in a pool. When he was not learning, Mowgli sat out in the sun and slept and ate and went to sleep again.

An illustration of Mowgli, a young boy with dark hair and a red loincloth, climbing a tree trunk. He is holding onto a green vine that hangs down from the top of the page. The background is a light blue sky with several thin, vertical green tree trunks and vines with small leaves.

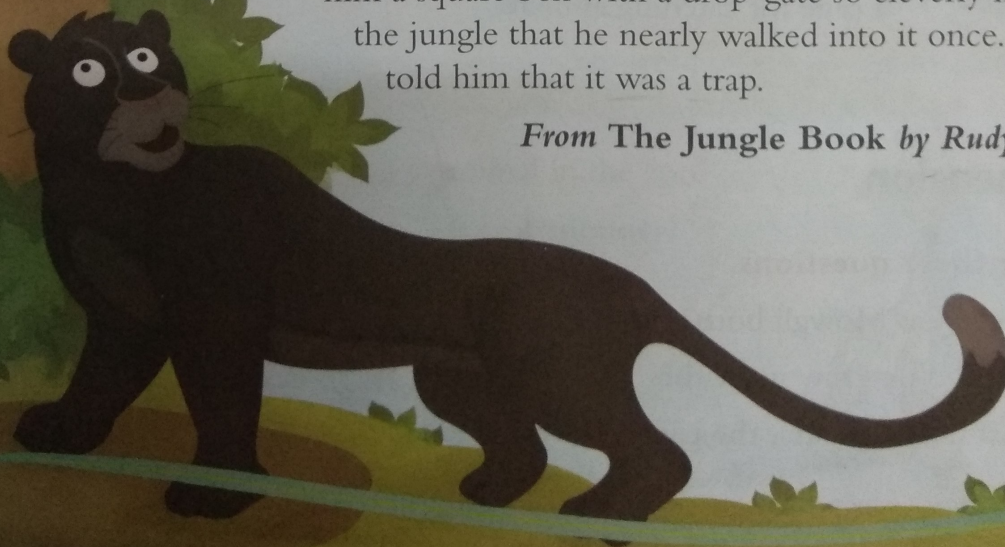
When he felt dirty or hot, he swam in the forest pools. When he wanted honey (Baloo, the shaggy brown bear, had told him that honey and nuts were just as pleasant to eat as raw meat), he climbed up trees for it. And Bagheera, the black panther, showed him how to do that.

Bagheera would lie on a branch and call, 'Come along, little brother.' At first, Mowgli would cling like a sloth. But afterwards, he could fling himself through the branches almost as boldly as any grey ape.

Mowgli took his place at the Council Rock, too, when the pack of wolves met. There, he discovered that if he stared hard at any wolf, the wolf would be forced to drop his eyes. So he used to stare for fun. At other times, he would pick the long thorns out of the pads of his friends, for wolves suffer terribly from thorns and burrs in their coats.

He would go down the hillside into the cultivated lands by night, and look very curiously at the villagers in their huts. But he did not trust men. That was because Bagheera had shown him a square box with a drop-gate so cleverly hidden in the jungle that he nearly walked into it once. Bagheera told him that it was a trap.

*From The Jungle Book by Rudyard Kipling
(Adapted)*



Joseph Rudyard Kipling (1865–1936) was an English writer and poet. He was born in Bombay (now Mumbai) and was sent to England at the age of five. Some of his famous works of fiction include *The Jungle Book*, *Kim* and *Just So Stories*. He received the Nobel Prize for Literature in 1907.

New Words to Know

rustle	(here) a soft crackling sound
roosted	rested or went to sleep
pleasant	nice
cling	hold on tightly
sloth	a very slow-moving animal that lives in trees
boldly	fearlessly
stared	looked steadily for a long time
pad	the cushioned part of an animal's paw
burr	a prickly case for the seeds of some plants
cultivated	farmed
curiously	with great interest
drop-gate	a gate that can close suddenly
trap	a cage for catching animals

Comprehension

A1. Answer these questions.

1. Where was Mowgli born?
2. Who did he grow up with?
3. What did Bagheera, the panther, teach Mowgli?

4. What did Mowgli learn from Baloo, the bear?
5. What did Mowgli do all day?
6. Why did Mowgli not trust men?

A2. Read the lines from the story and answer these questions.

1. *'Come along, little brother.'*
Who said these lines and to whom?
Why is the listener called 'brother'?
What did the speaker teach him to do?
2. *So he used to stare for fun.*
Who is being referred to as 'he'?
Whom did he stare at for fun?
Why do you think he did so?

A3. Think and answer.

1. Do you think Mowgli was a naughty boy? Give reasons for your answer.

Word Wonder

B. Sometimes we use hyphenated words as adjectives to describe some nouns. Fill in the blanks with the correct adjectives from the box to describe the nouns. One is done for you.

six-sided green-eyed snow-capped
long-legged short-tempered gold-plated

1. We saw a **long-legged** animal in the zoo.
2. Have you seen a _____ monster?
3. Mr Datta is a very _____ man.
4. A cube is a _____ figure.



5. I want to go trekking on the _____ mountains.
6. I want to buy a _____ necklace.

Learn About Language

C1. Read this sentence.

- **Mowgli** climbed the tree.

A sentence can be divided into two parts—the subject and the predicate.

In this sentence, **Mowgli** is the doer of the action. The doer of the action is called the **subject**.

The **predicate** is the part that tells us what the subject does. Here, **climbed the tree** is the predicate.

Now, circle the subject and underline the predicate in each of these sentences.

1. Our teacher read out an interesting story.
2. The children are playing in the park.
3. Arjun is teasing his little sister.
4. The spider spun the web.
5. She writes novels.
6. Baloo ate nuts.
7. Bagheera said it was a trap.
8. The wolves met at Council Rock.



C2. Match the columns to make complete sentences.

Subject	Predicate
1. The policemen	a. is going to the office.
2. My mother	b. have a lovely scent.
3. The driver	c. pounced on the cat.
4. The flowers	d. are looking for the thief.
5. The dog	e. started the car.

C3. Read this sentence.

- Mowgli learnt about **the jungle**.

Here, **the jungle** answers the question **learnt what?** Hence, it is called the **object** of the verb 'learnt'. The object of the verb answers the question **whom** or **what**.

Ask **who is the doer** to find the subject. Ask the question **verb + whom/ what** to find the object.

Underline the verbs in these sentences. Write the subject and object of the verbs.

1. I shall write a letter.
2. The students gave the answers.
3. The tiger caught a spotted deer.
4. Our teacher taught us new words.
5. Mr Das bought a new guitar.
6. The monkey threw the mango.
7. Father repaired the old clock.
8. Raghu ate a chocolate pastry.

Language Lab

D1. Read these words with the long **e** sound.

- meat
- teach
- heal

Read these words with the short **e** sound.

- head
- breath
- tread



Underline the words with a long e sound and circle the words with a short e sound.



meaning

leap

head

pleasant

neatly

spread

sweat

please

D2. Read these words with the long a sound.

• aim

• day

• lake

Read these words with the short a sound.

• vase

• bat

• mask

🔊 Underline the words with the long a sound and circle the words with the short a sound.

splash swam ape place black pad gate

Composition

E. Describe your best friend. Begin by writing about the things you like about your friend. You may also paste a picture of your best friend.

You can use some of these hints.

kind

helpful

shares toys

play together

go to the amusement park

Activity

F. With one of your friends in the class, make a chart on a well-known sportsperson. Include in it pictures and facts about the sportsperson. Show the chart to your classmates and tell them why you like the sportsperson.