

4
COURSEBOOK

LONGMAN



Active App

New
Aster

FOR A STRONG BASE IN ENGLISH

Lalitha Eapen

ALWAYS LEARNING

PEARSON

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My Early Home

1

Can you remember an incident which made you understand the difference between good and bad behaviour?

The first place that I can remember well is a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Looking over the hedge on one side, we horses saw a ploughed field. On the other side, we looked over a gate at our master's house, which stood by the roadside. At the top of the meadow was a grove of fir trees; at the bottom, a running brook with steep banks.

While I was young, I lived on my mother's milk as I could not eat grass. In the daytime, I ran by her side; and at night, I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove.

As soon as I was old enough to eat grass, my mother used to go out to work in the daytime and come back in the evening. There were six young colts in the meadow besides me. They were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun. We used to gallop together round and round the field, as hard as we could go. Sometimes, we had a rather rough play, for they would frequently bite and kick.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said, 'I wish you to pay attention to what I am going to say to you. The colts who live here are good colts, but they are carthorse colts, and, of course, they

1

have not learned manners. You are a thoroughbred; your father has a great name in these parts, and your grandfather won the cup two years back at the Newmarket¹ races. Your grandmother had the sweetest temper of any horse I ever knew; and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick, even in play.'

I have never forgotten my mother's advice. I knew she was very wise, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

Our master was a good, kind man. He gave us good food, good lodging and kind words. He spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate, she would neigh with joy and trot up to him. He would pat and stroke her, and say, 'Well, old Pet, and how is your little Darkie?' I was a dull black, so he called me Darkie. Then he would give me a piece of bread, which was very good; and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favourites.

My mother always took him to the town on a market day in a light gig.

There was a ploughboy, Dick, who sometimes came into our field to pluck blackberries from the hedge. When he had eaten all he wanted, he would have what he called fun with the colts, throwing stones and sticks at them to make them gallop. We did not mind him much, for we could gallop off; but sometimes a stone would hit and hurt us.



¹ Newmarket Racecourse is a horse racing venue in the town of Newmarket, Suffolk, in England.

One day, he was at this game, and did not know that the master was in the next field; but he was there, watching what was going on. Over the hedge he jumped in a snap, and catching Dick by the arm, he gave him such a box on the ear as made him roar with pain and surprise. As soon as we saw the master, we trotted up nearer to see what went on. 'Bad boy!' he said, 'Bad boy to chase the colts. This is not the first time, nor the second, but it shall be the last. There, take your money and go home. I shall not want you on my farm again.'

So we never saw Dick any more. Old Daniel, the man who looked after the horses, was just as gentle as our master, so we were well off.

*From Black Beauty by Anna Sewell
(Adapted)*



Anna Sewell (1820–78), born in Norfolk, England, was an English novelist. Black Beauty was her only novel and was written to encourage better treatment of horses. The novel is one of the most popular children's books and has been made into films several times.

New Words to Know

rushes	tall grass-like plants that grow near water
brook	a small stream
steep	difficult to climb
colt	a young male horse
gallop	the very fast movement of a horse when all four feet leave the ground together
whinnied	neighed in a high-pitched manner
thoroughbred	a horse that has parents of the same breed; usually used for races

temper	attitude or nature
trot	the fairly quick, regular movement of a horse
lodging	a place to stay
gig	(here) a two-wheeled carriage, drawn by one horse
box	(here) a blow with the fist

Comprehension

A1. Answer these questions.

1. What did the colts do when playing together?
2. What advice did Duchess give her son?
3. Why was Dick sent away from the farm?
4. How do we know that the master was a good man?

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

1. *In the daytime, I ran by her side...*
 - a. Who is I?
 - b. Where did the speaker spend the night?
 - c. What does the speaker say about his daily routine?
2. *Her name was Duchess, but he often called her Pet.*
 - a. Who was called Duchess?
 - b. Who would often call her Pet and why?
 - c. How does the speaker describe Duchess?
3. *One day, he was at this game...*
 - a. Who is 'he' here?
 - b. What game was he playing?
 - c. How did the game come to an end?



A3. Think and answer.

1. Do you think the colt had a happy childhood? Give reasons for your answer.
2. Do you think the mother needed to advise her son? Why?

Word Wonder

B1. Underline the nouns in these sentences and say whether they are proper or common nouns.

1. The first place that I can remember well is a large pleasant meadow.
2. When it was hot, we used to stand by the pond in the shade of the trees.
3. Your grandfather won the cup two years back at the Newmarket races.
4. Her name was Duchess.
5. I was a dull black, so he called me Darkie.
6. My mother always took him to the town in a light gig.
7. Old Daniel looked after the horses.
8. Dick plucked blackberries from the hedge.

B2. Read this sentence.

- The master's house stood by the **roadside**.

The word **roadside** is made of two words—**road** and **side**. A **compound noun** is a noun that is made with two or more words.

Match the words in Column A with those in Column B to form compound nouns. Write the new words in Column C.

A	B	C
1. any	a. side	i.
2. foot	b. book	ii.
3. road	c. fly	iii.
4. day	d. one	iv.
5. note	e. break	v.
6. fire	f. print	vi.

B3. A **collocation** is a combination of words that are frequently used together.
Fill in the blanks using the collocations given in the box.

shady trees good food dull black good lodging
rough play great fun running brook pleasant meadow

1. After the unbearable heat, getting wet in the rain is _____.
2. We were promised _____ and _____ for our vacation in the hills.
3. Football involves a lot of _____.
4. The gurgle of the _____ was very soothing.
5. We settled down for our picnic in a _____ with a lot of _____ around it.
6. The sky was a _____ when we set off on our journey.

Learn About Language

C1. Read these sentences.

- Put the book back on a shelf.
Put it on **the** shelf there.

The article **the** is used when we talk about something particular, not general.
For example,

- **The** museum we visited last week is closed on Sundays.
- We also use **the** when we are talking about a noun that is one of its kind.
For example,

- **The** earth revolves round **the** sun.

We use **the** when we are sure of the person or thing we are talking about.
For example,

- **The** principal is not in her office right now.
- **The** market is close to my house.

We use **the** before the names of rivers and mountain ranges.

- **the** Yamuna
- **the** Himalayas



Fill in the blanks with **a, an or the**. Put a **X** where an article is not required.

There lived in _____ city of Bengaluru, _____ teacher who taught art. _____ art teacher believed that not much could be learned by sitting in _____ classroom. So, she often took _____ students _____ outdoors. Nature, she felt, would inspire _____ students to paint something unique. However, this _____ time she had _____ different idea. _____ idea would require some planning. She went to _____ principal's office and asked if she could take _____ students to _____ Museum of Arts. She wanted them to see real art!

C2. A participle is a form of verb that can be used as an adjective. The present participle is formed by adding **-ing** to the main verb. The **past participle** is formed by adding **-ed, -en or -n** to the main verb.

For example,

- play—**played**
- draw—**drawn**
- fall—**fallen**
- dance—**dancing**



Participles function as adjectives and are also called verbal adjectives.

- the **shining** light
- a **sunken** treasure
- the **fallen** hero
- the **heating** oven

Participles also occur in phrases that function as adjectives.

- **being** a quiet boy
- **having done** the homework

Match the words in Column A with those in Column B and write them in Column C. Then, underline the participle.

A	B	C
1. ploughed	a. garden	i.
2. running	b. key	ii.
3. hidden	c. the ice cream	iii.
4. flowering	d. field	iv.
5. having eaten	e. bangles	v.
6. was selling	f. brook	vi.

C3. We use **who** in place of someone we have mentioned earlier. We use **which** in place of something or some place we have talked about earlier.

For example,

- I know the lady **who** made this painting.
- Prem has bought the book, **which** I was talking about.

Join these sentences using who or which.

1. I got a headache. It was very bad.
2. This is the antique. I bought it at the auction.
3. My uncle is a doctor. He always looks after his patients.
4. This is the shoe. It is magical.
5. The Bose family has an old house. The house is said to be haunted.
6. That is the man. He invented the telephone.



C4. We use **who** to refer to people. We use **that** in place of something or some place we have talked about earlier.

Fill in the blanks using who or that.

1. The boy, _____ was telling the story, was from the village.
2. The lady, _____ is dancing in this musical, is my best friend.
3. The grandfather clock _____ is in the dining room belongs to my grandmother.
4. The sweets _____ are in the golden box are meant for the guests.
5. The children, _____ came to my house, enjoyed the cake _____ was served as dessert.

Language Lab

D1. A **syllable** is a group of letters containing only one vowel sound.

For example,

- teach/er

There are two syllables in this word. Note that each syllable has a vowel sound.

A syllable must have a vowel sound.

For example,

- I, we, my

Every word has certain syllables or sounds that are stressed more than the others. These are said to carry the stress.

For example,

- **down** • ad/**vice** • lear/**ned**

Underline the stressed syllables in these words.

master lodging carrot forgotten
sweetest attention music gallop

D2. Medial vowels are vowel sounds that occur in the middle of words. They can be long or short sounds.

For example,

- **cream** • rosy • receive • cut

Read these words aloud and underline the long medial vowels in these words.

dream sheep rain nail crane
rose float stone cube flute

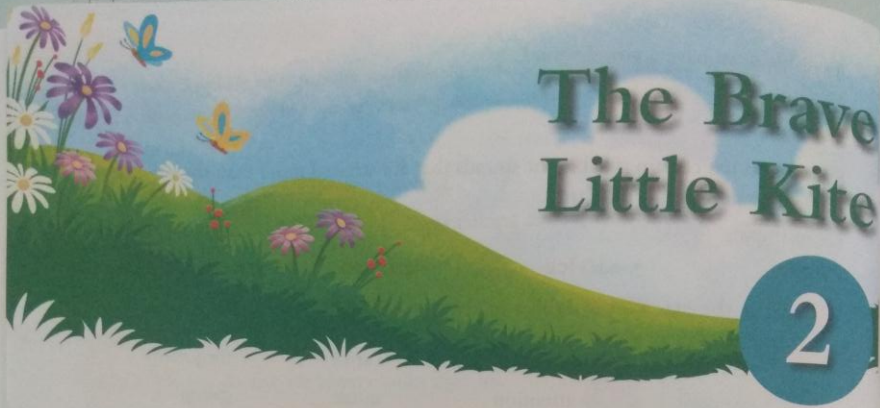
Composition

E. Imagine you were playing in the other field. You saw what the master did to Dick for throwing stones at the horses. Write a paragraph on the experience.

Activity

F. Make groups of four. Imagine what the world looks like to a sheep growing up on a farm. Make a presentation to the class describing the experience.

40	Mr. Gambhir				VIC GK	XI C ECO	38
41	Mr. Shivesh Singh	XI C		VII B / VII D	XI C PHE	XI C PHE	39
						XI C PHE	40
						VIII A / VIII B	41



Often there are things we are afraid of doing. It takes great courage to face such situations and do the right thing. Can you think of a brave thing you have done? Talk about it.

‘I never can do it,’ the little kite said,
 As he looked at the others high over his head.
 ‘I know I should fall if I tried to fly.’
 ‘Try,’ said the big kite, ‘Only try!’
 Or I fear you never will learn at all.
 But the little kite said, ‘I’m afraid I’ll fall!’

The big kite nodded, ‘Ah, well, good-bye;
 I’m off,’ and he rose towards the tranquil sky.
 Then the little kite’s paper stirred at the sight,
 And trembling he shook himself free for flight.



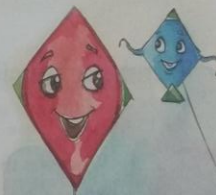


First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite, looking down, could see
The little one rising steadily.

Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.

They rested high in the quiet air,
And only the birds and clouds were there.
'Oh, how happy I am!' the little kite cried;
'And all because I was brave, and tried.'

Katherine Pyle



Katherine Pyle (1863–1938) was an American writer who wrote poems, fairy tales and stories about animals for children as well as retelling of myths and nursery rhymes. In addition, she has also illustrated many books for children.

New Words to Know

tranquil	calm and peaceful
stirred	(here) moved slightly
whirling	moving round and round
steadily	slowly and firmly

Comprehension

A1. Answer these questions.

1. What was the little kite afraid to do?
2. What did the big kite tell him?
3. What did the big kite do to encourage the little kite?
4. How did the little kite feel when he started to fly?
5. What did the little kite see when he was high up in the air?



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

1. 'Only try! Or I fear you never will learn at all.'
 - a. Who said this and to whom?
 - b. What was the speaker asking the listener to try?
 - c. What was the speaker's fear?
 - d. Was the listener afraid of something?
2. 'And all because I was brave, and tried.'
 - a. Who said this and to whom?
 - b. Where were they when the speaker said this?
 - c. Was the speaker happy or sad? What had happened because he was brave?

A3. Think and answer.

1. The big kite tried to help the little kite. Later, it flew off leaving the little kite on its own. Why do you think the big kite did so?
2. What would you suggest to the little kite?

Word Wonder

B. Read these sentences.

- The little kite rose **higher** than before and could see the city below.
- The little kite felt **braver** as he flew towards the blue sky.

The words **higher** and **braver** help us to compare two things. The adjectives that help to compare two persons or things are said to be in the **comparative degree**.

We form comparatives by adding **-er** to the end of an adjective in the positive degree.

- great—**greater**
- fast—**fast**er****

Sometimes we form comparatives by adding **more** before the adjective. For example,

- pleasant—**more** pleasant
- beautiful—**more** beautiful

Some adjectives have irregular comparative forms.

- **good—better**
- **much/many—more**
- **bad—worse**
- **little—less**

Complete these sentences with the correct forms of the words in the brackets.

1. Arif had a _____ house, but now he has moved to a _____ house. (**large**)
2. Priya is _____, but her sister is _____. (**intelligent**)
3. Janet said the storm was _____. George said it was _____ than any he had seen before. (**bad**)
4. We bought the _____ curtains from the shop. However, Rani wants _____ curtains than the ones we bought. (**colourful**)
5. It was _____ than the dessert that I had yesterday. (**tasty**)
6. The pink dress was _____, but the blue one was _____. (**beautiful**)

Learn About Language

C1. Read these sentences.

- The little kite flies. He can see the ground below.
- **As** the little kite flies, he can see the ground below.
- The little kite can see the ground below **while** he flies.

In the second and the third sentences, two things are happening **at the same time**—the little kite is flying, and he can see the ground below. **As** and **while** are called **conjunctions**.

Join these sentences as directed.

1. My mother answered the phone. I cleaned the room. (use **while**)
2. The food was cooking. I laid the table. (use **as**)
3. She was walking down the road. The man stole her purse. (use **as**)
4. Priya wrote down the names. I counted the marks. (use **while**)
5. I waited for the doctor. I ate an apple. (use **as**)

C2. **Underline the verbs. Write the tenses of these sentences.**

1. I am working very hard.
2. The early bird catches the worm.
3. Julia will take piano lessons next year.
4. We caught some fish at the lake.
5. Mother is watering the plants in the garden.
6. Gurpreet warned the children about the fire.




Language Lab

D1. Read these words aloud.

when while whirl white wheat

When you say these words, you need to round your lips to produce the **w** sound. The **h** sound remains silent.

Read this poem aloud. Circle all the words with the w/wh sound. 

Way down upon the Swanee River
Far, far away,
That's where my heart is turning ever,
That's where the old folks stay.
All the world is sad and dreary,
Everywhere I roam;
Oh, friends, how my heart grows weary,
Far from the old folks at home!



D2. Do you like stories? Who tells you stories at home? Which is your favourite story? Are you a storyteller too? Let's weave a story together.

Start like this—

The little kite learned to fly. One day, when the little kite took off to fly...

Now, start with one person in class who can take the story forward. Then, the next student should add one line to the story. In this way, weave a story about a little kite which learned to fly.

Composition

E. The Head Girl of your school has put up a notice on the main notice board, announcing an event. Complete the notice to find out what it says. Use the words from the box.

15 August 2016
organised
display

Rajasthan
experts
9:30 a.m.

kite-flying competition
Gujarat
judging
sports ground
students

NOTICE
SHIKSHA KALA SCHOOL
Kite-flying Competition

A _____ is being _____
by the Shanti Vihar Sports Club on _____. Kite-flying
_____ from _____ and _____ will be
_____ the competition.

All _____ are requested to gather in the
_____ by _____ to see the _____.

(Head Girl)

Activity

F. Make a collage of kites to decorate the classroom wall.

- Find some old magazines and neatly tear off colourful pages.
- Now, cut out the shapes of kites from these pages.
- Stick the cut-outs on brightly coloured chart paper.
- Add tails on each kite. To make the tails, you can use strips of narrow ribbon. Stick one end of the ribbon to the kites.
- Now, put the collage up on the wall of your classroom and watch the tails fly!