

5

COURSEBOOK

LONGMAN



New Aster

FOR A STRONG BASE IN ENGLISH

Lalitha Eapen

ALWAYS LEARNING

PEARSON

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The Selfish Giant

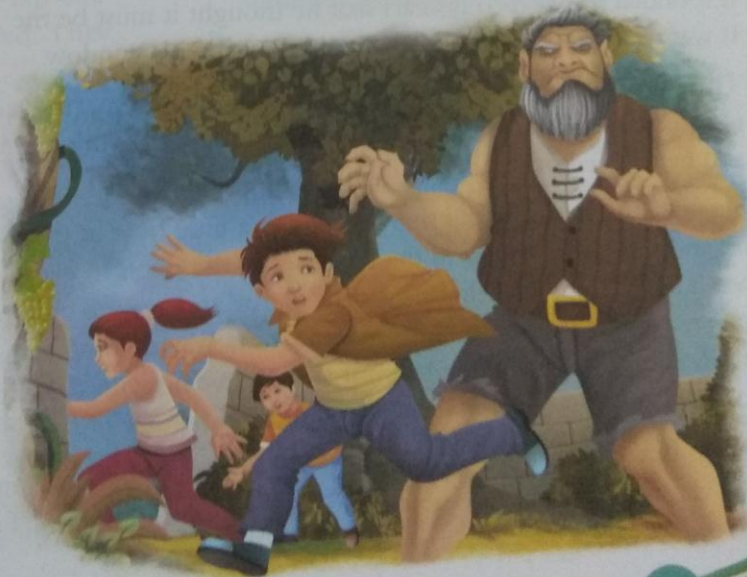
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Do you like playing outdoors? You see a beautiful garden and you want to play in it. However, the owner doesn't seem to be around. What would you do?

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation



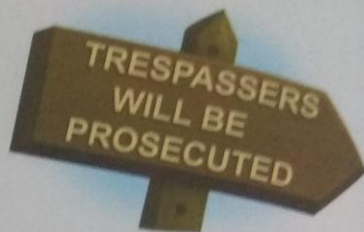
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was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'and I will allow nobody to play in it but myself.' So he built a high wall around it, and put up a notice board.

The poor children had now nowhere to play. They tried to play on the road, but the road was dusty and full of hard stones. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. 'How happy we were there!' they said to each other.



Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it and the trees forgot to blossom. The only people who were pleased were the Snow and the Frost. The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then came the cold North Wind and the Hail. 'I cannot understand why the Spring is so late in coming,' said the Selfish Giant, as he sat at the window and looked out at his cold white garden.

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. So it was always Winter there, and the North Wind and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window.

Then the Hail stopped and the North Wind ceased roaring, and a delicious perfume came to him through the open casement. 'I believe the Spring has come at last,' said the Giant; and he jumped out of bed and looked out.

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing.

But in one corner of the garden where a little boy was standing, it was still winter. The boy was weeping because he could not reach up to the branches of the tree. 'Climb up,

little boy!' said the Tree, whose branches were still covered with snow, but the boy was very tiny.

The Giant's heart melted when he saw the scene. 'How selfish I have been,' he said; 'now I know why the Spring would not come here.'

The Giant crept downstairs and went out into the garden. But when the children saw him they were so frightened that they ran away, and it was winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming, and the Giant stole up behind him and took him gently in his hand, and put him up into the tree.

And the tree broke at once into blossom, and the birds came and sang on it. The little boy stretched out his arms and flung them round the Giant's neck, and kissed him. Seeing that the Giant was not wicked any longer, the children came running back, and with them came the Spring. 'It is your garden now, little children,' said the Giant, and he took a great axe and knocked down the wall.



All day long they played, and in the evening they came to the Giant to bid him good-bye. But the little boy who had kissed him was not there. No one seemed to know where he lived. They had never seen him before.

Years went by, and the Giant grew very old and feeble. He sat in his armchair, and watched the children playing. 'The children are the most beautiful flowers of my garden,' he said. But he missed the boy who had filled his heart with kindness.

One winter morning he looked out of his window and saw a marvellous sight. In one corner of the garden was a tree covered with lovely white blossoms. Its branches were all golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came to the child. When he came quite close his face grew red with anger, and he said, 'Who has dared to wound you?' For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

'Who has dared to wound you?' cried the Giant; 'tell me, that I might take my big sword and slay him.'

'No!' said the child. 'These are the wounds of Love.'

'Who are you?' said the Giant, and he knelt before the little child.

And the child smile and said, 'You let me play once in your garden; today you shall come with me to my garden, which is Paradise.'

When the children entered the garden that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

Oscar Wilde
(Adapted)

Oscar Fingal O'Flahertie Wills Wilde (1854–1900) was an Irish author, playwright and a very gifted poet in the early 1890s. He is best remembered for The Picture of Dorian Gray and The Importance of Being Earnest which turned out to be his masterpiece.

New Words to Know

ogre	a cruel giant
blossoms	flowers
gruff	rough and unfriendly
twittering	fast chirping sound made by birds
feeble	weak

Comprehension

A1. Answer these questions.

1. Why did the children like to play in the Giant's garden?
2. Where had the Giant gone? What did he find on his return?

3. What did the Giant do to stop anyone from entering or playing in his garden?
4. How did the Giant's action affect the children?
5. What happened to the Giant's garden when the Spring came?
6. What made the Giant's heart melt? What did he do?

A2. Answer these questions with reference to the context.

1. *'Climb up, little boy!'*
 - a. Who said this and to whom?
 - b. Why could the boy not climb the tree?
 - c. Who helped the little boy climb the tree?
 - d. What had made the cruel Giant change?
2. *'It is your garden now...'*
 - a. Who was the Giant speaking to?
 - b. What made the Giant say these words?
 - c. What did the Giant do later?
3. *'Who has dared to wound you?'*
 - a. What wound is being referred to here?
 - b. What reply did the child give?
 - c. What did the children find in the garden?

A3. Think and answer.

1. Who, do you think, was the little boy? Give reasons for your answer.
2. What do the different seasons signify in the story?



Word Wonder

B1. Match the phrases given in Column A with their meanings in Column B.

A	B
1. break out	a. relax after exertion
2. break up	b. assemble hastily
3. dance about	c. tolerate
4. dance attendance on	d. spread violently
5. creep in	e. express joy
6. creep over	f. sever ties or relations
7. look after	g. serve as if in an inferior position
8. put up with	h. move or enter stealthily
9. stretch out	i. care for or tend
10. knock up	j. develop slowly

B2. A **collocation** is the use of two or more words that go together. For example,

- | | | | |
|-----------------|---|------------------|---|
| • strong tea | ✓ | • brave tea | ✗ |
| • express train | ✓ | • swift train | ✗ |
| • fast food | ✓ | • quick food | ✗ |
| • heavy traffic | ✓ | • bulky traffic | ✗ |
| • severe winter | ✓ | • serious winter | ✗ |



Fill in the blanks with the words given in the box to make effective adjective-noun collocations.

express chilly rich
strong big great heavy
dense

- I took the _____ train to reach the meeting on time.
- India has a _____ history of culture and tradition.

3. Due to his unfriendly nature, he got a _____ reception from the staff in his office.
4. Daddy loves a _____ cup of tea in the morning.
5. The elephant is a _____ animal.
6. India and China have _____ population.
7. Due to the _____ rains, we were stuck in traffic for hours.
8. I have _____ admiration for the way my mother manages the house and her office.



Learn About Language

1. When we use adjectives, we use them in different degrees to show comparisons. There are three degrees of comparison—**positive**, **comparative** and **superlative**. For example,

- sweet—sweeter—sweetest

When we use the first form of the word, **sweet**, it is in the **positive degree**.

For example,

- This mango is **sweet**.

When we use the word to show comparison, it is in the **comparative degree**. We use the word **than**, when using an adjective in the comparative degree. For example,

- This mango is **sweeter than** the others on the table.

When we use the word to show that it is the best or only one of its kind, it is in the **superlative degree**, like **sweetest**. We use the word **the** before the adjective to make the comparison specific.

- This mango is **the sweetest**.
- Most adjectives form the comparative by adding **er**, and adding **est** to form the superlative.

young

younger

youngest

tall

taller

tallest

- When the positive ends in **e** then **r** and **st** are added to form the comparative and the superlative.

fine	finer	finest
nice	nicer	nicest

- When the positive ends in **y** then the **y** is changed into **i** before adding **er** and **est**.

easy	easier	easiest
merry	merrier	merriest
heavy	heavier	heaviest

- When the positive is a word of one syllable and ends in a single consonant, then the consonant is doubled before adding **er** and **est**.

red	redder	reddest
big	bigger	biggest
fat	fatter	fattest

- There are some uncommon comparisons that are made by using **much**, **more** and **most**.

difficult	more difficult	most difficult
intelligent	more intelligent	most intelligent

- Lastly, there are irregular comparisons where the words change totally.

good	better	best
bad	worse	worst
much	more	most

Complete the table with the correct degree of comparison of the adjectives.

Positive	Comparative	Superlative
1. large		largest
2.	softer	softest
3. green	greener	
4. happy		happiest
5. delicate	more delicate	
6.	more beautiful	most beautiful
7. dusty		dustiest
8.	later, latter	latest, last
9. selfish	more selfish	
10.	lovelier	loveliest
11. little	less	
12. tiny		tiniest

C2. A **preposition** is a word that is generally placed before a noun or a pronoun, and shows the relationship between it and the person or thing being talked about.

Prepositions that show movement from one place to another are called **prepositions of direction** or **movement**.

Along, down, through, across, around, towards, onto, and **after** are some prepositions of movement.

Words like **about** and **around** show movement in several directions.

Words like **from** show movement from a starting point.

Fill in the blanks with the words given in the box.

across along around away into
up through towards over off

- Mihir swam _____ the cold sea to win the title.
- She felt excited because she was going _____ for a long trip.
- The little boy walked _____ the river bank.

4. I had to labour hard to climb _____ the hill to reach his house.
5. The farmer put a wire fence _____ the field.
6. All the children trooped _____ the room to meet the guest.
7. The boys ran _____ the finishing line.
8. A delicious perfume came to him _____ the open casement.
9. The children walked _____ the path to the garden.
10. The bird hopped _____ the branch and flew away.

Language Lab

D. Read these words and pay attention to the long and short vowel sounds in them.



A	long vowel sounds	ape, lake, cake, gate, rate, date
	short vowel sounds	apple, axe, sack, act, ask, back
E	long vowel sounds	eat, eel, keel, feet, seat
	short vowel sounds	met, echo, end, bed, nest, edge
I	long vowel sounds	kite, bite, ice, lice, mite
	short vowel sounds	sit, big, fish, bird, milk
O	long vowel sounds	oak, bone, lone, hone
	short vowel sounds	hot, dog, lot, mop, sock
U	long vowel sounds	truth, frugal
	short vowel sounds	under, up, ugly, but, hut, duck

Composition

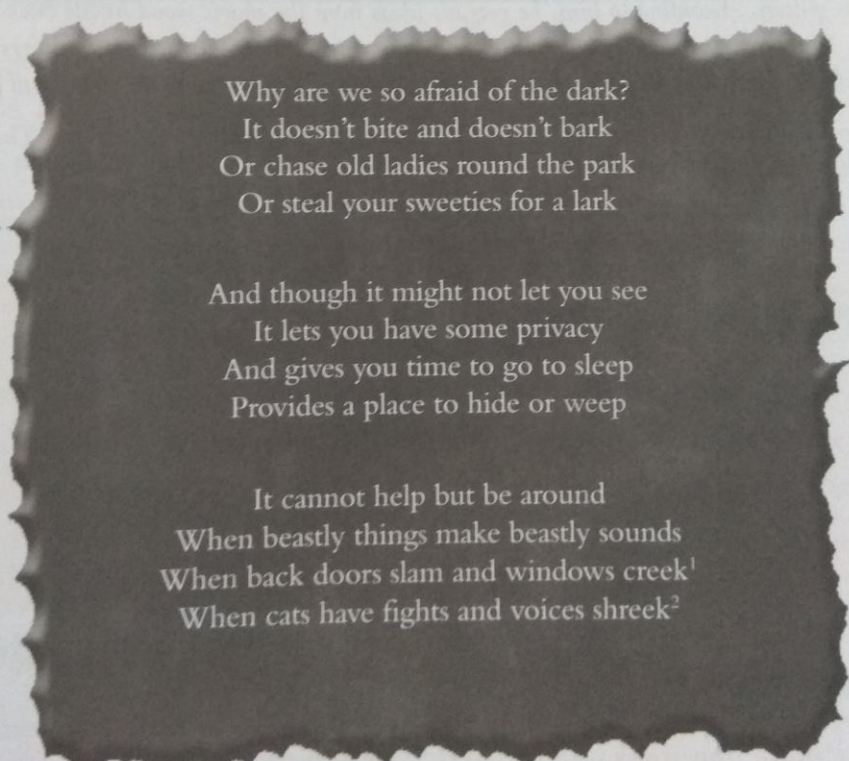
E. Write a dialogue between a parent and a child on the importance of good manners in life. Use words like please, thank you, and you're welcome when writing the dialogue.



The Dark

2

How would you feel if you were all alone at home and the lights went out? What would you do?



Why are we so afraid of the dark?
It doesn't bite and doesn't bark
Or chase old ladies round the park
Or steal your sweeties for a lark

And though it might not let you see
It lets you have some privacy
And gives you time to go to sleep
Provides a place to hide or weep

It cannot help but be around
When beastly things make beastly sounds
When back doors slam and windows creak¹
When cats have fights and voices shriek²

¹ a play on the word 'creak'

² a play on the word 'shriek'

The dark is cosy, still and calm
And never does you any harm
In the loft, below the sink
It's somewhere nice and quiet to think

Deep in cupboards, pockets too
It's always lurking out of view
Why won't it come out till it's night?
Perhaps the dark's afraid of light.

James Carter

James Winston Henry Carter is a poet and guitarist. He lives in Oxfordshire with his family and his guitars. According to him, he gets his ideas from the magic wood at the back of his house. James believes there is a magic wood—your imagination—which takes things from your life, things you've done, seen, daydreamed, remembered—and turns these into poems. The poem, 'The Dark', is urging the readers to look for the beauty in darkness. The dark is a comforting and calm place.

New Words to Know

- lark** (here) have fun by acting in a silly way
privacy being alone, without being seen by other people
beastly very unpleasant
lurking waiting quietly or secretly

Comprehension

A1. Answer these questions.

1. In the first stanza, which animal has the dark been compared to? Why has this comparison been made?

2. What, according to the speaker, are the good things about the dark?
3. What are the scary situations where we can find the dark?
4. Where does the dark hide? Why does it hide during the day?

A2. Explain these lines with reference to the context.

1. *It's somewhere nice and quiet to think*
2. *Perhaps the dark's afraid of light.*



A3. Think and answer.

1. How does the dark appear to the speaker—as a thing, a person, an animal or a horrible beast? What do you think of the dark?
2. Why does the speaker say, 'It cannot help but be around'?
3. Do you think the poem is humorous or scary? Give reasons for your answer.

Word Wonder

B1. In most poems, the rhyming lines form a pattern. This pattern is known as the rhyme scheme. **Rhyme schemes** make a poem sound musical.

In this poem, **dark** from Line 1 rhymes with **bark**, **park** and **lark** from Lines 2, 3 and 4. Thus, the rhyme scheme of the first stanza is **aaaa**.

Write the rhyme scheme of the remaining three stanzas of the poem.

B2. Read these sets of rhyming words. Add two more rhyming words to each set.

- | | | |
|-----------------|------------------|------------------|
| 1. town — clown | 2. beast — feast | 3. round — sound |
| 4. steal — meal | 5. light — night | |

B3. List all the words that the poet has used to describe darkness. Add six more words of your own to this list. What words would you choose to describe light?

Learn About Language

C. You have learnt that we can join two sentences with **and**, **but**, **or** and **because**. These words are called **conjunctions**.

A **conjunction** is a word used to join words, groups of words or sentences.

We use **and** when we have to suggest that one idea is followed by another.

For example,

- The dark is cosy and still. The dark is calm.
The dark is cosy, still **and** calm.

We use **but** when we have to suggest a contrast. For example,

- I like dancing. My sister likes singing.
I like dancing, **but** my sister likes singing.

We use **because** when we have to show the relationship between two sentences.

For example,

- I missed the bus. I was late.
I missed the bus **because** I was late.

We use **or** when we have to show choices or join alternative ideas. For example,

- It doesn't bite. It doesn't chase old ladies round the park.
It doesn't bite **or** chase old ladies round the park. (joins alternative ideas)
- There is no electricity. We can have a cold supper. We can order a pizza.
There is no electricity. We can have a cold supper **or** we can order a pizza.
(shows choice)

Fill in the blanks with appropriate conjunctions.

1. I looked into the room, _____ it was too dark to see anything.
2. Many animals sleep during the day _____ hunt at night.
3. The thieves were able to steal the gold _____ it was dark.
4. The dark is scary for some people, _____ comforting for others.
5. Darkness _____ light cannot exist together.
6. I do not know if that was an owl _____ a bat.
7. She is afraid of the dark _____ she was locked up in a cupboard once.
8. Would you like to go for a walk now _____ will you wait until it is dark?



Language Lab

D. Read these words.

- star – nectar
- dark – singular

The sound of **ar** is a long vowel sound in **star** and **dark**. It is a short vowel sound in **nectar** and **singular**.

Classify these words according to their sounds.

avatar	vulgar	cigar	boar	mortar
radar	bar	vinegar	clear	jaguar

Composition

E. 'I sat on the roof of my house and gazed at the city lights blinking at me. There were neon signs, hoardings and blaring music from parties. Suddenly, the lights went out. It was a total blackout and then...'

Use these points as guidelines and write a paragraph on what you felt at that moment.

pin drop silence—sudden realisation of living natural sounds all around—silvery moon shining brightly—trees rustling—crickets singing—nightingales crooning—the city outline bathed in silvery light—felt distanced from nature—clicked pictures of the silver moon and that moment with my father's mobile camera—surprised I was not scared or frightened of the dark—never felt alone

Activity

F. Many birds and animals are active during the dark. Find out about six such creatures and make a slideshow presentation on them.