

Viva

ENGLISH FIRST

3

An Integrated
Communication Skills Course

VIVA EDUCATION



With Interactive CD
& Online Support at
www.vivadigital.in

Copyright © Viva Education

ENGLISH FIRST

3

An Integrated
Communication Skills Course

Pradeep Ghosh

Series Editor
Sharda Kaushik

VIVA EDUCATION

New Delhi • Mumbai • Chennai • Kolkata • Bengaluru • Hyderabad • Kochi • Guwahati

Information contained in this book has been obtained by its authors from sources believed to be reliable and is correct to the best of their knowledge. However, the publisher and its authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.

Every attempt has been made to trace holders of copyright. Where the publishers have not heard from them at the time of going to press or where, in the absence of complete information, it has not been possible to identify the sources of materials used, the publishers would be grateful for any information that would enable them to make appropriate acknowledgements in future reprints/editions of this book.

The reproduction of registered trademarks and logos and references to proprietary software or any other commercial product in this publication are for educational purposes only. We gratefully acknowledge each individual intellectual property owner.

Copyright © Viva Education

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise, without the written permission of the publishers.



4737/23, Ansari Road, Daryaganj, New Delhi 110 002

Tel. 011-42242200, Email: vivaeducation@vivagroupindia.net

New Delhi • Mumbai • Chennai • Kolkata • Bengaluru • Hyderabad • Kochi • Guwahati
Ahmedabad • Indore • Jaipur • Jalandhar • Lucknow • Nagpur • Nashik • Patna • Pune • Ranchi

www.vivadigital.in

www.vivagroupindia.com

Preface

In a world driven by the sharing of information, knowledge of English, the global language, is a key measure of success. *English First* aims to make the acquisition of English language skills effortless and enjoyable for school-level learners. The integrated communication skills approach, according to which the series is designed, replaces the conventional methods of language learning with practice of language in use.

Apart from a rich selection of texts from various genres of fiction, non-fiction and poetry, each coursebook in the series features comprehensive and rigorous practice sections in every lesson. Designed to address children of various competence levels, the exercises test and reinforce the learners' understanding.

The *English First workbooks* contain exhaustive exercises based on the vocabulary and grammar modules covered in the coursebook. Also, each workbook has two simple reading passages meant both to break monotony and to test comprehension.

The **supplementary reader** plays an important role in creating an appetite for reading in children. Rich with

traditional and contemporary literature from around the world, the supplementary reader also features questions to test comprehension and activities to promote learning beyond the book.

The *English First companion CD* includes interactive exercises to supplement the various sections in the coursebook unit, besides audio recordings for listening-skills practice. The recordings cover the entire range of listening and speaking tasks in the coursebook.

The **teacher's guide** contains the answer key to all exercises in the coursebook, workbook and supplementary reader along with elaborate guidance on classroom teaching. Featured in the accompanying **teacher's CD** is an e-book version of the coursebook for whiteboard-enabled classrooms.

The dedicated *English First* section on **vivadigital.in** makes available extensive teacher-support material including answer keys and printable worksheets to registered users.

Series Editor and Authors

DR SHARDA KAUSHIK (Series Editor) is a former director of the Regional Institute of English, Chandigarh. She has several years of national and international experience in curriculum planning, syllabus design and education management, besides numerous publications.

BHAWANI RAO has over twenty-five years of experience in teaching. She was formerly Principal of Sri Shankaracharya Vidyalaya, Bhilai, and has been Senior Mistress, Delhi Public School, Bhilai. Ms Rao is currently Principal, Neeraj Public School, Rajnandgaon, Chhattisgarh.

SMITA SHAKARGAYE has over twenty-seven years of teaching experience and is currently the Head of the English Department, Delhi Public School, Bhopal.

PRADEEP GHOSH has around forty years of experience in teaching and administration in leading residential and day schools in the country. He is currently Director Academics at Heritage Academy, Modinagar.

ANJU GUPTA is an independent educationist and writer based in Delhi. She has over ten years' experience in teaching and training and has authored several textbooks in ELT.

ANWESHA CHAKRABORTY has been an editor of ELT textbooks at a major university press. Based in Italy, she is currently an independent consultant and author.

CHERYL JACOB was educated at St Stephen's College, Delhi, and the Delhi School of Economics. She has taught at the British School and Jesus and Mary College, both in New Delhi. Cheryl is currently an ELT writer and editor.

GITA NATH has over twenty-five years of experience in teaching English and administration. She is currently an English and soft-skills trainer, and ELT author.

VISHAL BABU completed his Master's in English from the University of Hyderabad. Based in Kochi, he is a teacher-trainer and editor.

MADHURIMA MAJUMDER has a Master's in English from the University of Hyderabad. She is an author and editor based in Hyderabad.

ADITYA MAJUMDAR completed his Master's in English from the English and Foreign Languages University, Hyderabad. He is an editor and theatre professional based in New Delhi.

Contents

1. The Trouble with Books 1
 2. Afternoon with Grandmother 14
 3. Ramu and the Buffalo 17
 4. The Doctor 27
 5. The Dolls' Festival 31
 6. Betty at the Party 42
 7. Subhas Chandra Bose 45
 8. The Town Child 54
 9. Trees Are Our Friends 57
 10. The Rainbow Fairies 70
 11. The Pied Piper of Hamelin 74
 12. The Golden Apples 86
 13. A Mouse in the Moon 96
 14. The Adventures of Tenali Raman 100
 15. The Cobbler 113
 16. In Eskimo Land 117
- DETAILED CONTENTS 129

1

The Trouble with Books

'Harish, are you ready? The counter closes at 12.30. We have to hurry.'

Harish quickly put on his shoes and shouted back, 'Yes mum, I'm ready. I am waiting near the car.'

Harish was excited. They were going to collect his new books for Class 3 from school. Amit had already got them, and they looked gorgeous.

Eagerly, Harish set out with his mother, and soon he had a neat pile of notebooks and textbooks in front of him. New, crisp and neat. Harish put the books into his bag while his mother paid the bill.

On the way back home his mother warned him, 'Harish, remember, you are a big boy now, no tearing pages to make rockets, balls and boats.'

'No mother, I promise. This year I will keep my books neat and in order.'



Now, Harish was a good boy, but he had one bad habit. He treated his books badly. He would tear them, throw them, lose them. He did not know that books should be treated like friends. Harish

would not listen to anyone, and scolding him had no effect. His mother hoped that at least this year Harish would be more careful.

That was in May. By the time it was July you should have seen Harish's bag! The English notebook had no cover, Maths had a few pages missing, the Science textbook was in tatters and EVS-ugh! His mother was very angry, and she decided to teach him a lesson. She spoke to Harish's English teacher, Mrs Jaya, and they thought of a plan.

It was a Monday morning. Harish was getting ready for school.
‘Mother, did you see my English notebook? I have a test today!’

‘No Harish. I am sure it is somewhere there. Did you check your table and shelf?’ asked mother.

‘Oh Ma! It’s not there. Mrs Jaya will scold me.’

‘Well, it’s time to leave. Your bus is here already. I am getting late for office,’ said mother smiling to herself. She knew Mrs Jaya would take care of the rest.

Harish entered the class.

Mrs Jaya walked in a few minutes later.

‘Good morning children. Take out your English notebook. I am going to give you a test.’ While the others were busy taking out their books, Harish sat staring ahead, tears in his eyes.

‘Yes Harish! Why haven’t you taken out your notebook yet?’ asked Mrs Jaya.
‘Ma’am I . . . umm . . . have lost my notebook.’

‘Oh really! I am not surprised. In fact, last night I had a dream. Many books were shouting and complaining about cruel little children who hurt



them. They have decided to hide themselves from these children. I think my dream is coming true. Harish, how would you like it if I pulled your nose, hand, ears or legs? Wouldn't it hurt? Your books feel the same when you tear them. Be gentle with your books.'

Harish thought for a few moments. His mother, father, grandparents and others were always angry with him because of this single bad habit. In a sad tone he said, 'Ma'am, just give me one last chance. I promise I will be very careful.'



Mrs Jaya felt sorry for Harish. She said, 'Go home and check your shelf. I am sure your English notebook would have come back there now. You can write the test in your rough notebook and remember, don't tear the pages.' Everyone burst into laughter.

To Harish's amazement, when he reached home, his notebook was right there on the shelf. How did he miss it in the morning? Had Mrs Jaya's dream really come true?

Learn Words

counter : a long, narrow table or board, over which goods are sold or business is done in a shop, bank, etc.

excited : thrilled

gorgeous : beautiful

eagerly : keenly

crisp : firm and fresh

warned : made aware in advance of danger or harm

scold : find fault with someone

in tatters : torn in many places

hurt : cause pain

amazement : surprise



Question Corner



A1. Write whether the following statements are true or false.

1. Harish kept his books neat.
2. Harish lost his Maths notebook.
3. The English test was on Monday.
4. Harish's book was under the bed.
5. We feel good when someone pulls our hand or leg.

A2. Tick (✓) the correct option in each sentence, as understood from the text.

1. Harish was a **good / bad** boy.
2. Mother was **always / sometimes** angry with him.
3. Harish had **many / one** bad habit(s).
4. Harish **did / did not** mind being scolded by the teacher.
5. Harish handled his books roughly because he was **careful / careless**.

A3. Answer the questions that follow from the lines given below.

1. ‘Harish was excited. They were going to collect his new books for Class 3 from school.’
 - a) Why was Harish excited?
 - b) Who are ‘they’?
 - c) Where were they going?
2. ‘She knew Mrs Jaya would take care of the rest.’
 - a) Who is the ‘she’ mentioned here?
 - b) Who is Mrs Jaya?
 - c) What did Mrs Jaya have to take care of?
3. ‘Harish sat staring ahead, tears in his eyes.’
 - a) Where was Harish sitting while this happened?
 - b) Why does he have tears in his eyes?



A4. Answer the following questions.

1. Name one of Harish’s friends.
2. How should books be treated?

3. What was Harish's promise to his mother after getting the new books?
4. What did the teacher dream?
5. In which notebook did Harish write his English test?
6. Where did Harish finally find his notebook?

B



Word Corner

- B1.** Given in the table below is a list of words from the lesson. From the options below choose words that have the same and opposite meanings. Write them in the correct parts of the table. The first one has been done for you.

fast	unkind	thrilled	one	dirty	clean	kind
bored	slowly	misplace	find	praising	many	
forget	say you are unhappy about something			keep in mind		

word	meaning	opposite
quickly	fast	slowly
excited		
neat		
complaining		
single		
cruel		
lose		
remember		

B2. Use each of these words in a sentence of your own.

1. new :
2. remember :
3. carefully :
4. angry :
5. laughing :

'Ph' and 'f' Words

There are many words in which the letter pair *ph* sounds like *f*.

pharmacy sounds like 'farmacy'

graph sounds like 'graf'

pheasant sounds like 'feasant'



B3. Find the words from the given clues. Each word has either *ph* or *f* in it.

1. Four lots of ten
2. You take these with a camera
3. A large animal with a trunk
4. Someone you can like and trust
5. Often the colourful part of a plant
6. The number before fifteen

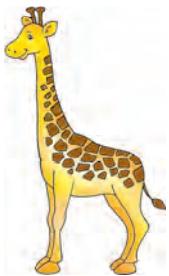


7. Helps you talk to someone far away
8. A large area of woodland
9. Two weeks
10. Opposite of male
11. It burns things
12. A struggle between two people



B4. Tick (✓) the correct spelling.

1. physics / fysics
2. giraffe / giraphe
3. trofy / trophy
4. pamphlet / pamphlet



5. nefew / nephew
6. chef / cheph
7. orphan / orfan
8. alphabet / alfabet



Listening Corner

- C1. Listen to the words read out by your teacher. Then repeat each word. Count how many you are able to remember.
- C2. Listen to the things your teacher wants you to do this week. Now put a tick (✓) against the picture which shows something she wants you to do.



1.



2.



3.

4. 5. 6. 

Talk Corner

Guessing Game

If we have to use an adjective (describing word) for Harish we can use 'careless'. Divide the class into two groups. Each child will tell the members of his/her group an adjective which best describes him/her.

Now, students of one group, let's call it Group A, will describe one by one their own group members. They will not name the person they are describing. The other group, Group B, has to guess the name of the student. They get a point for each correct guess. After Group A, it is Group B's turn to describe its members and Group A has to guess. In the end we can add up the points to see which group has won.



Grammar Corner

Singular and Plural

We generally make plurals of nouns by adding **-s** or **-es**.



tree	~	tree s
boy	~	boy s
class	~	class es



Singular means only one. Plural means more than one.

Here are five simple ways to make nouns plural:

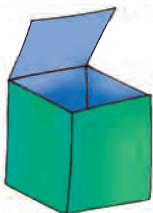
1. You can make most nouns plural by just adding **-s**.



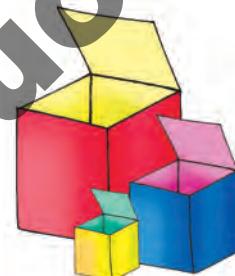
pencil	~	pencils
car	~	cars



2. If the noun ends with **s, ch, sh, x** or **z**, add **-es** to make it plural.



dress	~	dress <es></es>
church	~	church <es></es>
box	~	box <es></es>
brush	~	brush <es></es>
quiz	~	quiz <es></es>



3. Some nouns end with **f** or **fe**. Change the **f/fe** to **v** and add **-es** to make it plural.



leaf	~	leav <es></es>
knife	~	kniv <es></es>



This does not apply to some words like *safe, roof*, etc.

4. Add **-s** if the letter in front of the **y** represents a vowel sound.



toy	~	toys
boy	~	boys



5. Drop the **y** and add **-ies** if the letter in front of **y** represents a consonant sound.



baby	~	bab <ies></ies>
penny	~	penn <ies></ies>



Some other nouns have tricky plurals.



man	~	men
mouse	~	mice





child	~	children
ox	~	oxen
tooth	~	teeth
goose	~	geese



Some nouns do not have plurals because they refer to things that cannot be counted.

news, furniture, luggage, water

Instead of making these words plural, you can say:

items of furniture

pieces of luggage

glasses of water



Some nouns are used only in the plural.

clothes, trousers, shorts, scissors

The singular and plural forms of some nouns are the same.

sheep, aircraft, deer, dozen

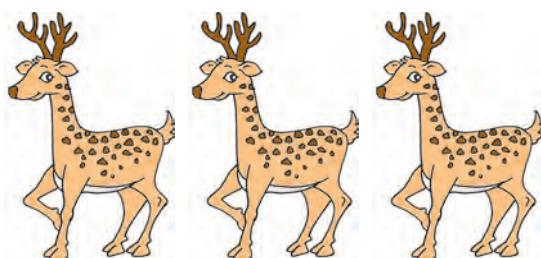
You can say:

two sheep



five aircraft

three deer



ten dozen

E1. Write the plurals of the following words. Remember to get the spelling right!

1. wish
2. woman
3. half

4. cake
5. donkey
6. box

7. thief 9. hoof
8. lady 10. fish

E2. Rewrite the following sentences by changing the words in red into plural. Also make other necessary changes in each sentence, if required.

1. The policeman caught the thief.

.....

2. The baby played with a doll.

.....

3. The boy fed the goose.

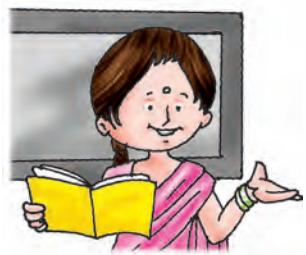
.....

4. Our teacher told us a story.

.....

5. The cat caught the mouse.

.....



F



Writing Corner

F1. How do you think the English book came back to the shelf? Write your answer in two or three simple sentences.

.....

.....

.....

F2. Make a list of five things you would love to do during the vacation.

1.
2.
3.
4.
5.



Creative Corner

Think of five complaints the books might have against Harish. Write them down and compare your list with those of your classmates. Then act out the scene where the books complain to the teacher about Harish.

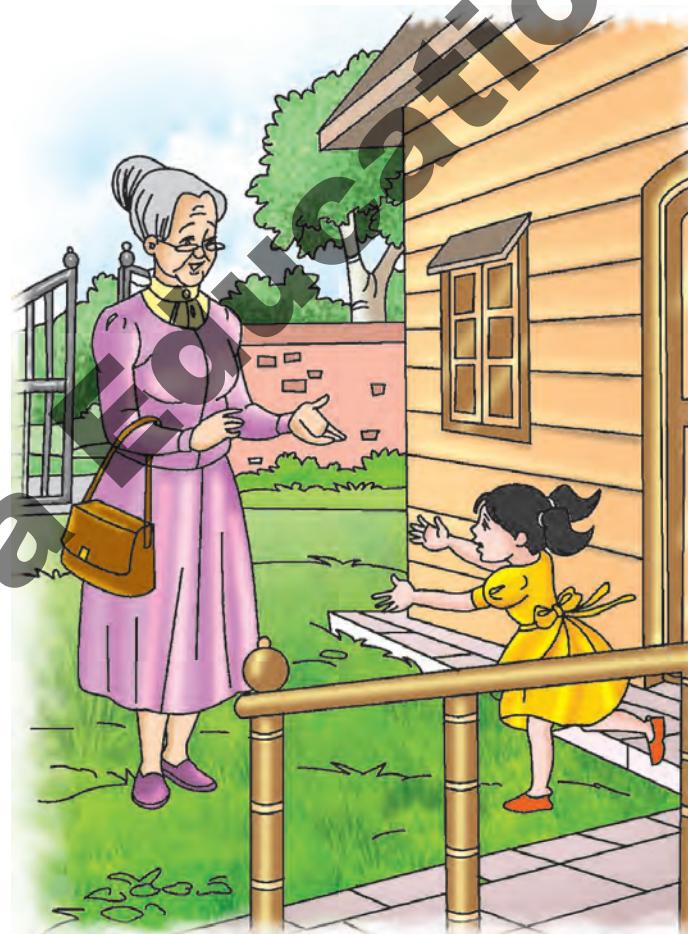


2

Afternoon with Grandmother

I always shout when Grandma comes,
 But Mother says, 'Now please be still
 And good and do what Grandma wants.'
 And I say, 'Yes, I will.'

So off we go in Grandma's car.
 'There's a brand new movie quite
 nearby,'
 She says, 'that I'd rather like to
 see.'
 And I say, 'So would I.'



The show has horses and chases
 and battles;
 We gasp and hold hands the
 whole way through.
 She smiles and says, 'I liked
 that lots.'
 And I say, 'I did, too.'

'It's made me hungry, though,' she says,
'I'd like a malt and tarts with jam.
By any chance are you hungry, too?'
And I say, 'Yes, I am.'



Later at home my Mother says,
'I hope you were careful to do as bid.
Did you and Grandma have a good time?'
And I say, 'YES, WE DID!!!'

Barbara A. Huff

Learn Words

still : not moving

chase : running or driving after someone to catch them

gasp : an expression of surprise

malt : a drink of barley, milk and chocolate

tart : a type of pie filled with fruit

bid : told; ordered



Question Corner

Answer the following questions.

1. What does the mother ask the child to do?

2. Do you think the child and the grandmother enjoy the show? Give a line from the poem that supports your answer.
3. ‘So off we go ...’
 - a) Who is the ‘we’?
 - b) Where do they go?
4. Is the child in the poem an obedient child? How do we know?
5. The first line of the poem tells us that the child shouts when her grandmother comes visiting. Why do you think she shouts?



Sounds Corner

Find words from the poem that rhyme with these words. Then add a third rhyming word of your own.

word	rhyming word from the poem	my rhyming word
jam		
will		
through		
by		



Creative Corner

The child is very fond of her grandmother. Ask your grandparents to share their favourite school/childhood memory with you. When everyone in the class has collected the memories, share them with your class.

3

Ramu and the Buffalo

A poor man named Ramu lived with his wife and two children in a small village. They had a small patch of land to grow vegetables. They also had two buffaloes. These gave them milk. They were a happy family.

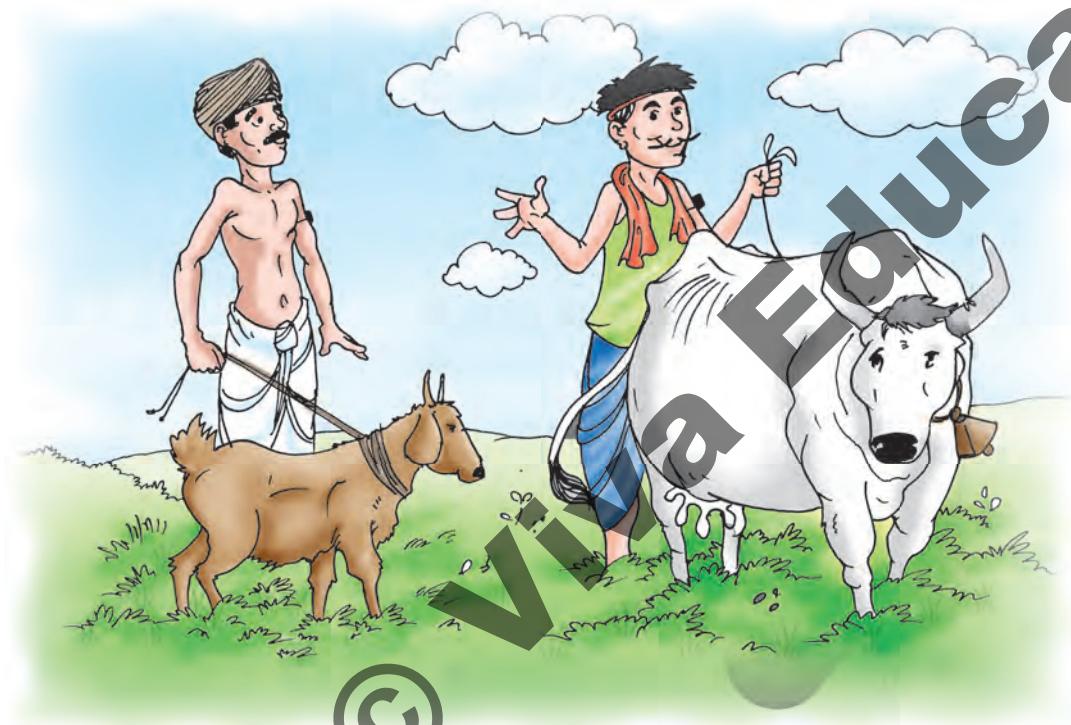


As the children grew older, Ramu and his wife needed more money. They decided to sell one of their buffaloes. The next morning, Ramu set off with the buffalo to the market.

On the way, he met a man with a horse. The man wanted to sell his horse. He told Ramu, 'Why should we go so far? I will take your buffalo and you can take my horse.' Ramu happily agreed as he thought a horse would be

useful. But he soon discovered that the horse was lame. He wondered what to do with the lame horse. Then there came a man with a cow and Ramu told him what had happened.

The man said, 'I can exchange my cow for your horse.' Ramu happily agreed. Soon Ramu realized that the cow was lame and blind in one eye.



He sat down under a tree with the cow. After some time he met a man with a goat. Ramu told him what had happened. The man offered to exchange the goat for the cow. Ramu agreed, but soon found that the goat was sick. Soon after this, he exchanged the goat for a hen.

It was now evening. Ramu was hungry and tired. He sold the hen for a few rupees and bought some food to eat. As he was about to begin eating, an old beggar walked to him.

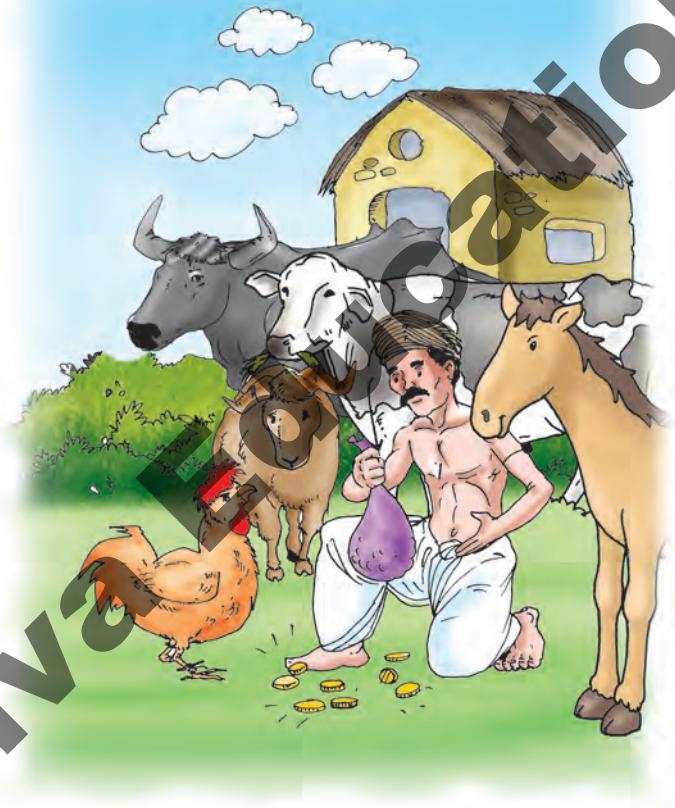
'I have not eaten anything for many days. Please give me something to eat,' he pleaded.

Ramu felt sorry for him. So he gave the beggar all the food. He returned home tired and hungry. His wife and children were eagerly waiting for him. His wife served him food, and as he ate, he told them the entire story.

'You have done the right thing. One should never turn away a hungry man,' said his kind wife.

Then Ramu and his family went to bed. The next morning when he stepped out of his hut, he was amazed at what he saw. There stood a line of animals: a young buffalo, a healthy horse, a cow, a sturdy goat and a big hen. And next to them was a bag of gold coins!

Ramu and his wife wondered who could have done this. Finally his wife said, 'I am sure the beggar you met was God in disguise, he has rewarded us for your kindness.' Ramu, his wife and children now had no worries and they lived happily.



Learn Words

small patch : small piece

set off : started

lame : unable to walk

wondered : tried to decide what to do

realized : understood

pleaded : begged

eagerly : keenly

turn away : refuse

amazed : very surprised

disguise : changed dress or appearance

worries : problems

A

Question Corner

A1. Fill in the blanks.

1. Ramu grew on his small patch of land.
2. The goat was
3. Ramu gave his food to the
4. One should never a hungry person at mealtime.
5. Ramu was for his kindness.

A2. Answer the following questions.

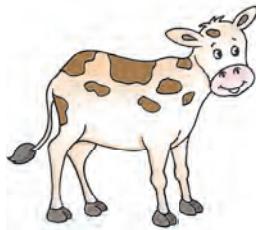
1. Describe Ramu's family.
2. Why did Ramu want to sell the buffalo?
3. Why did Ramu exchange his buffalo with the horse?
4. What was the wife's response when Ramu told her what had happened?
5. What did Ramu see the next morning?
6. How do you think the animals appeared in front of Ramu's house the next morning? Give your explanation.

B

Word Corner

B1. A list of animals is given below. Choose the name of their babies from the options given in the strip.

colt lamb baby monkey duckling cub
tadpole foal calf chick piglet



1. hen
2. cow
3. pig
4. horse
5. lion
6. frog
7. duck
8. sheep
9. monkey
10. zebra



-
-
-
-
-
-
-
-
-
-



B2. Match the words in Column A with their meanings in Column B.

A

1. lame
2. rewarded
3. discovered
4. offered
5. entire

B

- a) complete
- b) promised to do something
- c) unable to walk properly
- d) found out
- e) gave a prize for some good work



Listening Corner

Listen to the sentences your teacher reads out. Then tick (✓) the correct word for each sentence.

- | | | | |
|------------|--------------------------|--------|-------------------------------------|
| 1. band | <input type="checkbox"/> | banned | <input type="checkbox"/> |
| 2. deer | <input type="checkbox"/> | dear | <input type="checkbox"/> |
| 3. guessed | <input type="checkbox"/> | guest | <input type="checkbox"/> |
| 4. ate | <input type="checkbox"/> | eight | <input type="checkbox"/> |
| 5. sent | <input type="checkbox"/> | scent | <input type="checkbox"/> |
| 6. bare | <input type="checkbox"/> | bear | <input type="checkbox"/> |
| 7. hare | <input type="checkbox"/> | hair | <input type="checkbox"/> |
| 8. flower | <input type="checkbox"/> | flour | <input checked="" type="checkbox"/> |
| 9. knight | <input type="checkbox"/> | night | <input checked="" type="checkbox"/> |
| 10. tail | <input type="checkbox"/> | tale | <input type="checkbox"/> |



Talk Corner

Role-play

Work with a partner. One of you can be Ramu and the other can play one by one each of the people Ramu comes across during the journey. Act out the buying and selling of animals. This is how the activity can begin:

RAMU : That is a fine horse you have.

PARTNER : I am going to sell it.

RAMU : Well, I want to sell my buffalo too.

PARTNER : Why don't we exchange our animals? You get my horse and I get your buffalo.

RAMU :

PARTNER :

Also use these expressions:

Here you are

Pleased to meet you

Goodbye



Grammar Corner

Adjectives

Read the following:

a **fat** boy

a **tall** girl

a **lovely** flower

a **short** pencil



The words **fat**, **tall**, **lovely** and **short** describe or tell us more about the nouns *boy*, *girl*, *flower* and *pencil*. They are adjectives. An adjective is a describing word that tells us more about a noun or a pronoun.

E1. Fill in the blanks with suitable adjectives from those given in brackets.

1. a man (bright / thin / lovely)

2. a book (tall / thick / strong)

3. a dress (costly / sweet / young)

4. a room (large / wise / poor)

5. a buffalo (colourful / black / careful)



6. children (naughty / long / cold)
7. a goat (brown / smart / great)
8. a car (high / slow / sweet)



Now from the lesson, find the words used to describe the animals that Ramu found outside his house.

1. buffalo
2. horse
3. goat
4. hen



E2. Describe each noun using the suitable adjective from brackets.

1. a teacher (green / kind)
2. friends (good / blue)
3. animals (wild / kind)
4. a woman (clever / high)
5. an book (interesting / uncomfortable)



Writing Corner

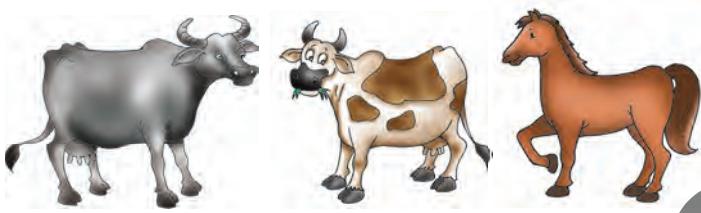
- F1. All the animals are happy to be with Ramu. They decide to throw a party to celebrate this. They invite their other animal friends. Write a short story of 5–7 sentences on what happens at the party.

For the story you may use the following phrases:

- many animals come
- lots of laughter, games



- eat many goodies
- enjoy themselves
- go home late



F2. Sheila is Shyam's sister. During summer holidays Sheila goes to their grandmother's house. She writes the following letter to Shyam. Complete the letter in your own words.

Dear Shyam

I am here.

mummy? market with grandma.

I here. I will

With love
Sheila



Creative Corner

Look at the pictures carefully. Identify the children from the given descriptions and write their names in the boxes.

1. Ram is thin.



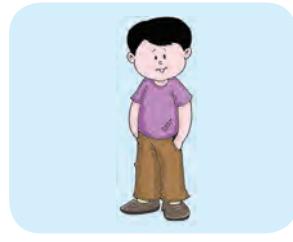
2. Shyam is tall.

3. Sudhir is fat.



4. Soni is very short-tempered.

5. Vishal is naughty.



6. Joy has big eyes.

7. Alisha has curly hair.



8. Raju is short.

4

The Doctor

He comes with mother up the stairs
And by my bed he takes a chair.
And says in a twinkly way,
'How's the invalid today?'

He sees my tongue, he sees my throat
He has a thing inside his coat
With which he listens to my chest
And that is what I like the best.

He often makes me stay in bed
When I would rather play instead.
He gives me horrid medicines to take
In bottles that you have to shake.

And yet I really never mind
Because he is so very kind.
He tells me I'll be all right soon
To dance, jump and reach for the moon.



Learn Words

twinkly : cheerful
invalid : sick person
horrid : horrible

Anonymous

**A**

Question Corner

A1. Choose the correct answer.

1. The doctor
 - a) sits on a chair by the bed
 - b) sits on the bed
 - c) stands near the bed

2. What does the child like the best?
 - a) the doctor's touch
 - b) his mother
 - c) the doctor's stethoscope

3. The child does not mind taking medicines because
 - a) he likes medicines
 - b) the doctor is very kind
 - c) the medicine is tasty

4. The doctor tells the child that
 - a) he will be all right soon
 - b) he should not dance
 - c) he is very ill



A2. Answer the following questions.

1. Is the sick child lying in a room downstairs or upstairs? How do we come to know this?

2. ‘He often makes me stay in bed
When I would rather play instead.’
- Who is the ‘he’ in the above lines?
 - Who is the ‘I’ in the above lines?
3. Do you think the doctor examines the patient carefully and thoroughly? Give reasons from the poem in support of your answer.
4. The child does not like being sick because of two reasons. What are they?
5. The doctor tells the child that he will be able to do many things after he gets well. What are these?



Sounds Corner

Read out these sets of words aloud after your teacher.

chair care pair rare share bare
take shake late make plate eight

Now read out the words again paying attention to the sounds made by the letters in red. In the first set, the sound the letters in red make is /eə/, and in the second set it is /eɪ/.

Write five more words that contain these sounds.

1. /eə/
2. /eɪ/



Creative Corner

C1. Picture the child through the doctor's eyes.

From the poem 'The Doctor' we can build a picture of the doctor as seen through the child's eyes. We know the doctor has twinkling eyes, he is kind, he talks to the child and also assures him that he will get well soon.

Now, build a picture of the child through the doctor's eyes from the poem you have read.

You can note these:

- How old is he?
- What are his hobbies?
- Is he a spoilt child?
- Is he naughty or shy?
- Is he an active or a dull child?



C2. The poem is about a doctor. There are many other people who make our lives better with their service. Divide the class into 6–8 groups. Each group will make a poster or collage on the people who serve us. See which group has identified the maximum number of such people.

Example: teachers, plumbers, chefs, etc.

ENGLISH FIRST

An Integrated Communication Skills Course

Good communication skills in English equal success in the information age.

An integrated communication skills course for classes 1 to 8, *English First* makes the acquisition of these skills effortless and enjoyable for school-level learners.

Main Features of the Series

- Contemporary educational approach
- Practice-based learning
- Creative tasks
- Careful selection of text emphasizing values
- Learner-centric
- Teacher-friendly
- Colourful and attractive layout
- Apt and engaging illustrations

Course Components

- Coursebook
- Workbook
- Supplementary Reader
- Companion CD
- Teacher's Resource Pack
- Online Support

Teacher's Resource Pack

- Lesson plans
- Answer key
- Enhanced e-book for the whiteboard and PC
- Test-generator application
- Worksheets exclusively for teachers

THE SERIES EDITOR

Dr Sharda Kaushik is a former director of the Regional Institute of English, Chandigarh. A former Fulbright Fellow, she has a Master's in ELT from the University of Reading, UK, and another Master's in TV-Radio from Syracuse University, USA. Her areas of research include the teaching of English in the context of Indian English used in print media. She has several years of national and international experience in curriculum planning, syllabus design and education management, besides numerous publications.

THE AUTHOR

Pradeep Ghosh has around forty years of experience in teaching and administration in leading residential and day schools in the country. Specializing in ELT, he has conducted training sessions for teachers across the country in teaching of English as a second language. He has written prolifically on various aspects of education, school administration, and guidance and counselling for school administrators and teachers. Pradeep Ghosh has served as the principal at several leading schools for over twenty-four years and is currently Director Academics at Heritage Academy, Modinagar.



The companion CD contains interactive exercises to supplement the various sections of each coursebook unit, besides audio recordings for listening-skills practice.

ISBN 978-93-87692-07-7

VIVA EDUCATION

4737/23 Ansari Road, Daryaganj, New Delhi 110 002

New Delhi • Mumbai • Chennai • Kolkata • Bengaluru • Hyderabad • Kochi • Guwahati