

# 3 Henry



There are a lot of stories about animals. Have you read any of these stories? Given below are pictures of some famous animal characters. Match them to their stories/descriptions.

1.



Black Beauty was created by author Anna Sewell. Black Beauty is loyal, and helps his owner and friend to earn money by pulling carriages.

2.



Baloo was created by author Rudyard Kipling. He loves having fun. He loves singing and dancing. But he is also very brave. He is a good teacher and helps out his friends in times of need. He is very good friends with a young boy.

3.



Peter was created by author Beatrix Potter. Peter is naughty. He doesn't listen to his mother and gets into trouble all the time. He enters farms without permission to eat carrots and radishes.

4.



Stuart Little was created by author E.B. White. Stuart got adopted by the Little family as their second son. Stuart is small and because of that gets into a lot of trouble. His family loves him as much as he loves them but the house cat is not very fond of him.

5.



Winnie was created by author A. A. Milne. Winnie is a very good friend. He loves his friends as much as he loves honey. He is very soft-spoken.

Let us read a story about a chameleon<sup>1</sup> named Henry.

This is the story of Henry, our pet chameleon. Chameleons are no ordinary reptiles. They are easily distinguished<sup>2</sup> by certain outstanding<sup>3</sup> marks from their nearest relatives, the lizards.

A chameleon's tongue is as long as its body. On its head is a rigid<sup>4</sup> crest<sup>5</sup> which looks like a fireman's helmet. Its limbs are long and slender<sup>6</sup>, and its fingers and toes are more developed than those of other reptiles. Many people believe that the chameleon is a dangerous and poisonous reptile.




When Grandfather was visiting a friend, he came upon a noisy scene at the garden gate. Men were shouting, hurling<sup>7</sup> stones and brandishing<sup>8</sup> sticks. The cause of all this was a chameleon who had been discovered sunning himself on a shrub. The gardener declared that it was a thing capable of poisoning people at a distance of twenty feet and as a result the entire household had risen in arms<sup>9</sup>.

Grandfather was in time to save the chameleon from certain death and brought the little reptile home. That

chameleon was Henry and that was how he came to live with us.

Henry was a harmless creature. Provided I was patient<sup>10</sup>, Henry was willing to take food from my hands. This he did very swiftly. His tongue was the sort which came back to him with the food, an insect, attached to it. Before I could realize what had happened, the grasshopper held between my fingers would be lodged<sup>11</sup> between Henry's jaws.



Which word in this paragraph is the antonym or opposite of *slowly*?

<sup>1</sup>**chameleon** (pronounced as ka-mee-liun): a lizard-like creature with large eyes and a long tail that can change its colour   <sup>2</sup>**distinguished**: (here) seen as different from others   <sup>3</sup>**outstanding**: very important   <sup>4</sup>**rigid**: hard and not easy to bend or move   <sup>5</sup>**crest**: skin on top of a bird or animal's head   <sup>6</sup>**slender**: thin   <sup>7</sup>**hurling**: throwing something with a lot of strength   <sup>8</sup>**brandishing**: shaking or waving something   <sup>9</sup>**risen in arms**: were angry and protesting about something   <sup>10</sup>**patient**: to do something in a careful way for a long time, without hurrying   <sup>11</sup>**lodged**: fixed or stuck

Henry did not cause trouble in our house, but he did create something like a riot<sup>12</sup> in the nursery school down the road. It happened like this.

When the papayas in our garden were ripe, Grandmother usually sent a basket of them to her friend, Mrs Ghosh, who was the principal of the nursery school. On this occasion, Henry managed to smuggle<sup>13</sup> himself into the basket of papayas when no one was looking. The gardener dutifully<sup>14</sup> carried the papayas across to the school and took them in to Mrs Ghosh's office.

When Mrs Ghosh came in after making her rounds, she began admiring and examining the papayas. Out popped Henry!

Mrs Ghosh screamed. Henry would probably have liked to blush a deep red, but he turned a bright green instead, as that was the colour of the papayas.



Mrs Ghosh's assistant, Miss Daniels, rushed in, took one look at the chameleon and joined in the screaming. Henry took fright and fled from the office, running down the corridor and into one of the classrooms.

There he climbed on to a desk, while the children ran in all directions, some to get away from Henry, some to catch him. But Henry made his exit through a window and disappeared into the garden.

Grandmother heard all about the incident<sup>15</sup> from Mrs Ghosh, but did not tell her that the chameleon was ours. I did not think Henry would find his way back to us, because the school was three houses away. But three days later, I found him sunning himself on the garden wall and he readily accepted some food from my hand.

*(adapted and abridged)*

<sup>12</sup>**riot**: a situation in which a group of people make a lot of noise and trouble    <sup>13</sup>**smuggle**: move things secretly    <sup>14</sup>**dutifully**: to do something that is expected from you    <sup>15</sup>**incident**: something that happens

**R**uskin Bond (b. 1934) was born in Kasauli in Himachal Pradesh, India. He has written many poems and stories for children. Here is what he said in a recent interview: 'I'm shy. But it is easier to interact with children. Just the other day, a boy said he wanted to become a writer but couldn't manage to fill even a single page. I said, "Write one sentence, later another; go on adding; you'll find the page full." '



## Making connections

### Quick answers

1. The story tells us some interesting facts about chameleons. Fill in the table to show the similarities and differences between house lizards and chameleons.

House lizard	Similarities	Chameleon

2. Put a tick (✓) against the sentences that are true and a cross (X) against those that are false.
  - a. The chameleon is not a poisonous reptile.
  - b. The gardener knew a lot about chameleons.
  - c. Henry created no trouble at all.
  - d. Henry got into the basket to frighten Mrs Ghosh.
  - e. Miss Daniels rushed into the room on hearing the principal scream.

☐  
☐  
☐  
☐  
☐

### Reference to context

3. *Grandfather was in time to save the chameleon from certain death and brought the little reptile home.*
  - a. Where was the chameleon?
  - b. What does the author tell us to show that the chameleon was harmless?





- c. Grandfather saved the reptile and brought him home. What does this tell us about the author's grandfather?
4. *Mrs Ghosh screamed. Henry would probably have liked to blush a deep red, but he turned a bright green instead, as that was the colour of the papayas. Mrs Ghosh's assistant, Miss Daniels, rushed in, took one look at the chameleon and joined in the screaming.*
- Why did Mrs Ghosh scream?
  - Why do you think Henry turned a bright green?
  - Which word in the given lines means *someone whose duty is to help*?
  - What did Henry do when Miss Daniels started screaming?



## Read, reflect and write

- What danger did Grandfather save Henry from?
- When the children saw Henry, they ran in all directions. Why did they do this? What would you have done if you were in the classroom?
- What do we learn about the writer's feelings for animals from this story? Do you share these feelings? Give reasons for your answer.

## Word wall

### Animals

- One animal is the odd one out in each of these groups. Circle the animal that does not fit in. Use a dictionary if you need to. One has been done for you.
  - chameleon, lizard, crocodile, sparrow
  - wasp, butterfly, earthworm, bee
  - ladybird, crow, pigeon, parrot,
  - frog, crocodile, giraffe, hippopotamus
  - shark, octopus, dolphin, goldfish



## Animal groups

2. The table given below has some collective nouns that we use for groups of animals. Match the animals to their group names. One has been done for you.

A	B
a. a camouflage of	oxen
b. a team of	fish
c. a colony of	cattle
d. a school of	chameleons
e. a herd of	rats
f. a pack of	penguins

## Grammar time

### Revision of tenses

Chameleons change colour.  
Verbs change forms.



Verbs are action words.

**We run.**

Mental actions are also verbs.

**We guessed the answer.**

Some verbs describe the way things are.

**They are happy.**

Read these sentences.

The chameleon *changes* colour.

The chameleon *changed* colour.

The chameleon *is changing* colour.

The chameleon *was changing* colour.

The chameleon *will change* colour.

In each of these sentences the verb *change* is in a different form or tense.

A verb shows the time of an action by changing its form.

Tenses are the forms that verbs take to show the time of actions.



The helping verb  
**be:** am, is, are, was,  
were



Read this table to revise tenses and time.

Tenses and Time	Used for	Examples
<b>Simple Present</b>	<i>Everyday actions and routines</i> Something that is <i>always true</i>	I go to school by bus. The sun rises in the east.
<b>Simple Past</b>	Actions that <i>happened earlier</i>	I went to the library yesterday.
<b>Present Continuous</b>	An action that is <i>happening</i> at the time of speaking	We <i>are learning</i> about tenses and time.
<b>Past Continuous</b>	An action that <i>was happening</i> at some time in the past.	We <i>were painting</i> sunflowers in the art class yesterday.
<b>Simple Future</b>	An action that <i>has not yet happened</i> .	It's cold. I <i>will wear</i> a coat. I <i>am going to</i> visit my grandmother on Sunday.

1. Complete the table given below.

Simple Present	Simple Past	Present Continuous <i>is/am/are + verb-ing</i>	Past Continuous <i>was/were + verb-ing</i>
I walk to school.			
	Kevi drew a picture.		
		We are reading.	
			They were eating dinner.

Sentences can be positive or negative. Negative sentences are those that say *not*. Let us read a few examples of positive and negative sentences.

Positive Sentences	Negative sentences
<b>Simple Present: <i>do/does not + verb</i></b>	
I <i>like</i> chameleons.	I <i>do not like</i> chameleons.
He <i>likes</i> chameleons.	He <i>does not like</i> chameleons.
We <i>like</i> chameleons.	We <i>do not like</i> chameleons.
<b>Simple Past: <i>did not + verb</i></b>	
I <i>screamed</i> .	I <i>did not scream</i> .
Mrs Ghosh <i>screamed</i> .	Mrs Ghosh <i>did not scream</i> .
They <i>screamed</i> .	They <i>did not scream</i> .



<b>Present continuous: am/is/are not + verb</b>	
I <i>am looking</i> for Henry.	I <i>am not looking</i> for Henry.
She <i>is looking</i> for Henry.	She <i>is not looking</i> for Henry.
We <i>are looking</i> for Henry.	We <i>are not looking</i> for Henry.
<b>Past continuous: was/were not + verb</b>	
I <i>was running</i> about.	I <i>was not running</i> about.
Henry <i>was running</i> about.	Henry <i>was not running</i> about.
The children <i>were running</i> about.	The children <i>were not running</i> about.
<b>Future: will not + verb</b>	
Mrs Ghosh <i>will complain</i> .	Mrs Ghosh <i>will not complain</i> .
We <i>will complain</i> .	We <i>will not complain</i> .

2. Put a tick (✓) against the sentences that are correct. Put a cross (X) against those that are incorrect.

- a. They did not found Henry. ☐  
 They did not find Henry. ☐  
 c. I did not reach late. ☐  
 I did not reached late. ☐  
 e. She does not walk to school. ☐  
 She does not walks to school. ☐

- b. We did not ate lunch. ☐  
 We did not eat lunch. ☐  
 d. Priya does not like junk food. ☐  
 Priya does not likes junk food. ☐  
 f. Teji does not bullies others. ☐  
 Teji does not bully others. ☐

3. Rewrite these sentences using *not*.

- a. Mrs Ghosh likes papayas.  
 b. People are afraid of chameleons.  
 c. My sister and I were working on our project.  
 d. The baby is crying.  
 e. I am watching T.V.

Short forms:  
 do + not = don't  
 does + not = doesn't  
 did + not = didn't  
 is + not = isn't  
 are + not = aren't  
 was + not = wasn't  
 were + not = weren't



Notice how we use the *first* or *base form* of the verb with *not* for the simple past tense.



# Spelling

## It's or its?

*It's* means *it is*. The apostrophe stands for the missing letter *i* of *is*.  
*It is a chameleon.*

*Its* means *belonging to it*.

Its name = the chameleon's name

What is that on the chameleon's head?

It's its crest!

Fill in the blanks with *its* or *it's*.

..... a hot day! The puppy is thirsty. .... mouth is dry.

..... looking for some water. Here is some water. .... cool and the puppy laps it up. How happy the puppy is! Look, ..... wagging ..... tail!



# Write well

Grandfather saved Henry and took him home. This was an act of kindness. Think about a time you were kind to someone. Write a short composition about what you did and how it made you feel. Here are a few questions you can use as thinking prompts.

Who were you kind to?

When did this happen?

Where did this happen?

What difficulty was the person facing?

What did you do to help?

How did you feel?



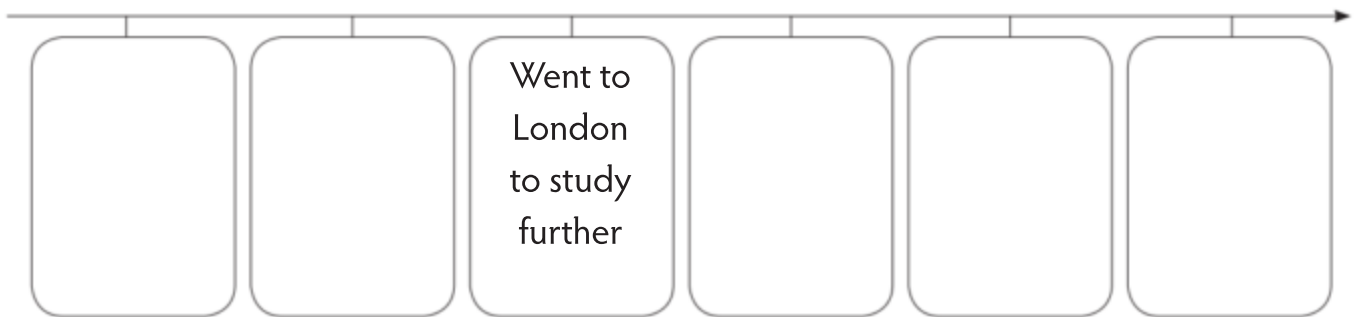
Answer the questions given above. Then put your ideas into paragraphs and write a composition that tells us all about your act of kindness.

# Listen and speak well

Listen to some information about Ruskin Bond. Fill in the timeline to show the order of events in his life.

published *The Room on the Roof*—born on 19 May 1934—awarded the Padma Shri—went to live with his grandmother—returned to India (Mussoorie)—went to London to study further

Timeline of Ruskin Bond's life



Now, use this timeline to fill in three important events in your life. You need not give specific dates. Choose any three events to share with the class.

Timeline of your life

