



Warm up

Given below are descriptions of some famous animal characters. Match them to the animals they describe.

A

1. Created by author Anna Sewell, Black Beauty is loyal and helps his owner and friend earn money by pulling carriages.

2. In Rudyard Kipling's *The Jungle Book*, Akela, who leads the Seeonee pack with strength and cunning, adopts the lost child, Mowgli.

3. Created by Beatrix Potter, Peter, who is naughty, does not listen to his mother and gets into trouble all the time. He enters farms without permission to eat carrots and radishes.

4. In E.B White's *Stuart Little*, Stuart gets adopted by the Little family. Despite getting into trouble a lot, his family loves him as much as he loves them. Only the house cat is not very fond of him.

B



Let's read a story about a **chameleon** named Henry.



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

A chameleon's tongue is as long as its body. On its head is a **rigid crest** which looks like a fireman's helmet. Its **limbs** are long and **slender**, 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.

chameleon (pronounced as ka-mee-liun): a lizard-like creature with large eyes and a long tail that can change its colour
distinguished: (here) seen as different from others **outstanding**: noticeable **rigid**: hard and not easy to bend
 or move **crest**: skin on top of a bird or animal's head **limbs**: arms or legs **slender**: thin



When Grandfather was visiting a friend, he came upon a noisy scene at the garden gate. Men were shouting, **hurling** stones and **brandishing** 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**.

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**, 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** between Henry's jaws.

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

Henry did not cause trouble in our house, but he did create something like a **riot** 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,

hurling: throwing something with a lot of strength

brandishing: shaking or waving something

capable: having the qualities for doing something

risen in arms: were angry and protesting something

patient: to do something in a careful way for a long time, without hurrying

lodged: fixed or stuck

riot: a situation in which a group of people make a lot of noise and trouble

Henry managed to **smuggle** himself into the basket of papayas when no one was looking. The gardener **dutifully** carried the papayas across to the school and took them into 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** 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

Ruskin 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.'"



smuggle: move things secretly **dutifully:** to do something that is expected from you **popped:** appeared suddenly
blush: to become red in the face because of shyness or shame **took fright:** suddenly became frightened
incident: something that happens

Make connections

Map the story

Answer the following questions based on the story.

- Through this narrative, the author passes on **information** on the characteristics of a chameleon along with telling us a story. Which piece of information does this story give us?
 - Chameleons are harmful.
 - Chameleons are poisonous.
 - Chameleons are reptiles.
- An **anecdote** is a story that narrates in short something interesting or exciting that happened. What is this anecdote mainly about?
 - The ripe papayas grown by the gardener
 - The incident caused by Henry at the school
 - The way Henry sunned himself on the garden wall
- The **theme** of a story is about the main message or lesson that the author wants us to learn from the story. Which of the following is the theme of 'Henry'?
 - Be kind to harmless creatures.
 - Shout and scream when you see a chameleon.
 - Use animals to frighten others.
- Good writers have a **purpose** or **reason** in mind when they write. Why do you think the writer has chosen to write this story?
 - To make readers feel scared
 - To make readers feel bored
 - To make readers laugh

Deep dive

Answer the following questions with reference to context.

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

RECALL

- Where was the chameleon?
- Why would the chameleon have faced 'certain death'?

INFER

- Which words does the author use to tell us that the chameleon was harmless?

ANALYSE

- What does the given line tell us about the qualities the author's grandfather has?

2. *Grandmother heard all about the incident from Mrs Ghosh, but did not tell her that the chameleon was ours.*

RECALL

- a. What incident did Grandmother hear about from Mrs Ghosh?

INFER

- b. Why do you think Mrs Ghosh was not told that the chameleon belonged to the author's family?

ANALYSE

- c. Discuss whether having a chameleon as a pet is unusual. Think of the reactions of the people around if you kept a chameleon as a pet.

Read, reflect and write

1. 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?
2. What do we learn about the writer's feelings for animals from this story? Do you share these feelings? Give reasons for your answer.

Integrate

The Komodo dragon is the largest living species of lizard in the world. They can grow to three meters in length and weigh about 68 kgs! Research the height and weight of three other reptiles. Which is the tallest/longest? Which is the heaviest? Share the information in class.



Word wall



Odd one out

One animal is the odd one out in each of these groups. Circle the animal that does not fit in. Do some research if you need to. One has been done for you.

1. chameleon, lizard, crocodile, sparrow
2. wasp, butterfly, earthworm, bee
3. ladybird, crow, pigeon, parrot
4. frog, crocodile, giraffe, hippopotamus
5. shark, octopus, dolphin, goldfish



Sparrow is the only bird in the group.

Animal analogies

Analogies compare different things to show how they are related to each another. For example, chameleon is to lizard as langur is to monkey.

Circle the correct word to complete the analogies in the table below.

- | | |
|---|-----------------------------|
| 1. Cheetah is to fast as tortoise is to | a. shell slow spots |
| 2. Spider is to web as rabbit is to | b. bunny beans burrow |
| 3. Dolphin is to swim as bat is to | c. fly fruit feather |
| 4. Butterfly is to caterpillar as frog is to | d. toad tadpole tiny |
| 5. Porcupine is to prickly as worm is to | e. slowly slimy small |
| 6. Spider is to eight legs as octopus is to eight | f. tentacles toes times |

Grammar time



Revision of tenses

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.

Verbs are action words.

We **run**.

Some verbs describe mental actions.

We **guessed** the answer.

Some verbs describe the way things are.

They are **happy**.



Chameleons change colour. Verbs change forms.

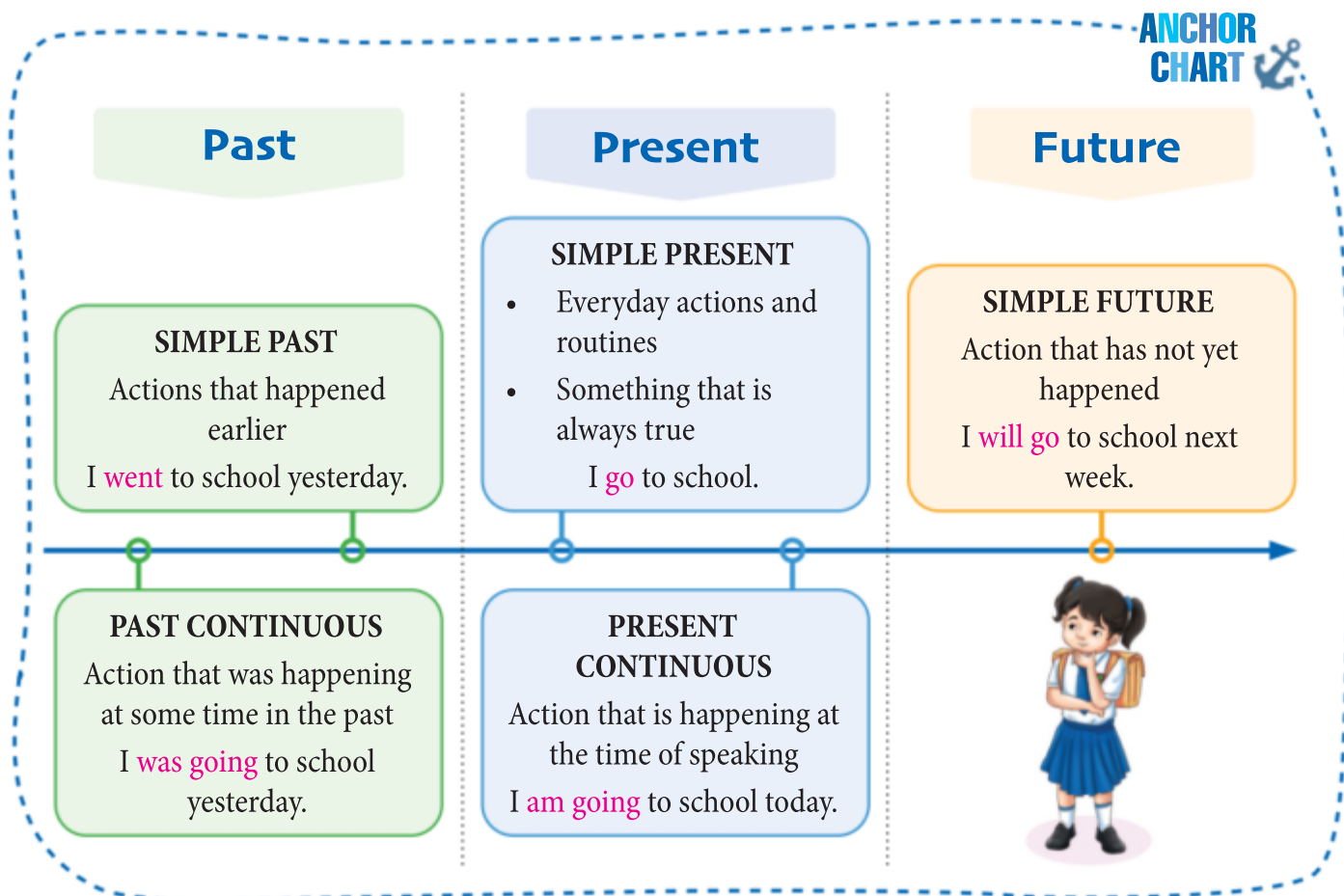
In each of the given sentences the verb **change** is in a different form or tense.

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** changes to:
am, is or **are** in *present* tense and
to: **was** or **were** in *past* tense.

Read this chart to revise tenses and time.



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 use **not**.
Let us read a few examples of positive and negative sentences.

Positive sentences	Negative sentences
Simple present: <i>do/does not + verb</i>	
I like chameleons.	I do not like chameleons.
He likes chameleons.	He does not like chameleons.
We like chameleons.	We do not like chameleons.
Simple past: <i>did not + verb</i>	
I screamed .	I did not scream .
Mrs Ghosh screamed .	Mrs Ghosh did not scream .
They screamed .	They did not scream .
Present continuous: <i>am/is/are not + verb</i>	
I am looking for Henry.	I am not looking for Henry.
She is looking for Henry.	She is not looking for Henry.
We are looking for Henry.	We are not looking for Henry.
Past continuous: <i>was/were not + verb</i>	
I was running about.	I was not running about.
Henry was running about.	Henry was not running about.
The children were running about.	The children were not running about.
Future: <i>will not + verb</i>	
Mrs Ghosh will complain .	Mrs Ghosh will not complain .
We will complain .	We will not complain .

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

- The rock python did not found its burrow.
The rock python did not find its burrow.
- The gharial did not ate the fish.
The gharial did not eat the fish.
- The olive ridley turtle did not came to the beach.
The olive ridley turtle did not come to the beach.
- The house geckos do not liked us dusting the room.
The house geckos do not like us dusting the room.
- Crocodiles cannot chewed their food.
Crocodiles cannot chew their food.

☐
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3. Rewrite these sentences using **not**.

- A polar bear has black fur.
- Sloths are fast animals.
- An owl can move its eyes.
- A lion is a herbivore.
- Dinosaurs lived at the same time as early people.

Short forms:
do + not = don't
does + not = doesn't
did + not = didn't
can + not = can'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?

Read these sentences.

- It's** a chameleon.
It is a chameleon.
It's means **it is**. The apostrophe stands for the missing letter **i** of **is**.
- It's a chameleon. **Its** name is Henry.
Its means **belonging to it**.
Its name means the **chameleon's name**.

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!



In this section, we will:

- learn when to use *it's* and *its*.
(C-3.4)

What is that on the chameleon's head?
It's its crest!



Write well

Anecdote writing

A narrative is a writing style used to tell a story. An **anecdote** is a short incident that happened.

Grandfather saved Henry and took him home. This was an act of kindness.

Think about a time you were kind to someone. Write an anecdote in your notebook narrating what you did and how it made you feel. Use the **5 W question prompts** to help you plan your writing.

- Who** were you kind to?
- What** difficulty was the person facing?
- Where** did this happen?
- When** did this happen?
- Why** did you help?



In this section, we will:

- listen to some information and fill in a timeline.
- create our own timeline and share events with the class. (C-1.1, 1.2, 2.1)

Listen and speak well

- Listen to some information about Ruskin Bond. Fill in the timeline to show the order of events in his life. One has been done for you.

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 the important events in your life. You need not give specific dates. Choose any three events to share with the class.



Timeline of your life

