



Orient BlackSwan

# RAINTREE ENGLISH

Coursebook



5



# Raintree English



## Package

### For the student

- ☞ Primers and Activity Books 1 and 2
- ☞ Coursebooks 1–8
- ☞ Workbooks 1–8
- ☞ Literature Readers 1–8
- ☞ Students' Apps 3–8

### For the teacher

- ☞ Teachers' Resource Packs Primers to 8
- ☞ Smart Books Primers to 8
- ☞ Web Support

## Digital Resources

### Students' App

- ☞ language enrichment on the go
- ☞ interactive practice of exam skills
- ☞ sample exam papers

### Smart Book for Teachers

- ☞ digitally mapped to the Coursebook and Literature Reader
- ☞ blended learning solutions
- ☞ audio-visual resources, worksheets, presentations and question-paper generator
- ☞ interactive exercises
- ☞ extra resources
- ☞ teachers' resource folder

## Teachers' Resource Pack

- ☞ lesson plans for the Coursebook and Literature Reader
- ☞ question bank for the Coursebook and Literature Reader
- ☞ worksheets with answer key
- ☞ comprehension passages
- ☞ periodic tests
- ☞ assessment papers
- ☞ enrichment activities for listening and speaking, with audio tracks

## Key Features

1

focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach

2

twin focus on effective communication and critical thinking

3

rich and varied input to encourage communicative learning through interactions with others

4

appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

# Structure of a Unit

## Theme Picture

- theme-based opening page—
- ∞ serves as a window into the ideas that the students will come across in the unit
- ∞ focusses on 21<sup>st</sup> century skills
- ∞ develops visual and critical literacy

## Reading

- ∞ new, comprehensive, CBSE exam-style questions
- ∞ a variety of formats

## Values

- ∞ integrated approach to learning values
- ∞ guided exercises to ensure understanding and insight
- ∞ reflective strategy to record and review efforts made

## Pronunciation/Spelling/Punctuation/Dictionary Work

- ∞ graded practice
- ∞ focus on challenging areas

## Life Skills/Projects

- ∞ awareness of life situations
- ∞ integration of theory and practice
- ∞ decision-making and problem-solving through hands-on experience

## Warm Up

- a variety of interesting and fun formats to motivate students

**author notes and short summaries** of the texts and poems

## Grammar

- ∞ concise explanations
- ∞ plenty of practice
- ∞ systematic revision

## Writing

- ∞ focus on structure and coherence
- ∞ guidance on writing for a variety of purposes and in a variety of situations ranging from informal to very formal

## Activities

- enrichment activities**—listening and speaking
- ∞ development of oral skills in real-life contexts
- ∞ consistent guidance through models and language structures
- ∞ complete audio support
- ∞ a range of formats for individual, pair and group work
- ∞ a very wide variety of listening tasks for pre-, while- and post-listening

**embedded questions** to ensure comprehension

**on-page glossary**—enables easy comprehension and word building

## Vocabulary

- ∞ text-based
- ∞ rich source of new words and expressions



# Language Syllabus—Coursebook 5

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Projects
<b>Theme 1: Amazing Animals</b>									
1.	Monkey Trouble	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>kindness to animals</b></li> </ol>	<ol style="list-style-type: none"> <li>nouns (revision)</li> <li>subject and object</li> </ol>	phrasal verbs with <b>give</b>	descriptive paragraphs (everyday experiences)	pronunciation— <b>grin, green</b>	post-listening: phone conversation with instructions—details	pair-work—give directions	
2.	Mina and the Dinosaurs	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>respecting elders</b></li> </ol>	<ol style="list-style-type: none"> <li>articles and determiners—<b>a, an, the, this, etc.</b></li> <li>adverbs— <ul style="list-style-type: none"> <li>degree</li> <li>frequency</li> </ul> </li> </ol>	expressions with <b>time</b>	informal letter	punctuation—comma and quotation marks (revision)	post-listening: peer experience—comprehension	pair-work—express agreement	project—chart
	<i>The Fly</i>	<ol style="list-style-type: none"> <li><b>wh-</b> questions</li> <li>higher order thinking skills</li> </ol>		similes					
3.	An Encounter in the Woods	<ol style="list-style-type: none"> <li>text search</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>looking after family</b></li> </ol>	<ol style="list-style-type: none"> <li>pronouns (revision)— <ul style="list-style-type: none"> <li>demonstrative</li> <li>interrogative</li> </ul> </li> <li>reflexive pronouns</li> </ol>	<ol style="list-style-type: none"> <li>homophones</li> <li>collocations with <b>have</b> and <b>take</b></li> </ol>	paragraphs with linkers	dictionary work—meanings and parts of speech	post-listening: onomatopoeic sounds—correlation	group work—read aloud (poem)	life skills—empathy and problem solving

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Projects
<b>Theme 2: A Friend Like You</b>									
4.	At the Games	<ol style="list-style-type: none"> <li>reorder the sentences</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>helping others</b></li> </ol>	<ol style="list-style-type: none"> <li>main and auxiliary verbs (revision)</li> <li>modals—<b>will, would, shall, should, etc.</b></li> </ol>	antonyms	short story from imagination or memory	spelling— <ol style="list-style-type: none"> <li>-al, -el, -le</li> <li>-ie, -ei</li> </ol>	post-listening: speech—main idea	pair-work—express surprise	project—scrapbook
	<i>Be a Friend</i>	<ol style="list-style-type: none"> <li>wh- questions</li> <li>higher order thinking skills</li> </ol>						narrate personal experience	
5.	The Bishop's Candlesticks (play)	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>honesty</b></li> </ol>	tenses (revision)	degrees of meaning	short story from role-play				
<b>Theme 3: Journey into the Unknown</b>									
6.	Finding the Toothbrush	<ol style="list-style-type: none"> <li>MCQ</li> <li>long answers</li> <li>higher order thinking skills</li> </ol>	the present perfect tense	<ol style="list-style-type: none"> <li>prefixes—<b>re-</b>, <b>mis-</b></li> <li>suffixes—<b>-tion, -ment</b></li> </ol>	<ol style="list-style-type: none"> <li>dictation</li> <li>list</li> </ol>	pronunciation— <b>thing, think</b>	while- and post-listening: song—rhyming words and comprehension	pair-work—express disagreement	life skills—interpersonal relationships
	<i>When do Hippos Play?</i>	<ol style="list-style-type: none"> <li>wh- questions</li> <li>higher order thinking skills</li> <li>activity—draw pictures</li> </ol>							

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Projects
7.	Boat Races around the World	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values — <b>nurturing nature</b></li> </ol>	<p>the past perfect tense</p> <ol style="list-style-type: none"> <li>transformation of sentences</li> <li>question tags</li> </ol>	heteronyms	paragraphs with visual clues	<p>punctuation—apostrophe</p> <ol style="list-style-type: none"> <li>possession (revision)</li> <li>contraction</li> </ol>	while-listening: announcement at a railway station—key information	group discussion—festivals	life skills—teamwork
8.	The Diary of a Space Traveller	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>courage</b></li> </ol>	<ol style="list-style-type: none"> <li>transformation of sentences</li> <li>question tags</li> </ol>	phrasal verbs with <b>set</b>	role-play from short story	dictionary work—commonly confused words	while-listening: conversation with person from community—details	role-play—conversation with person from community	project—model


#### Theme 4: Growing Up

	<i>Shopping for Time</i>	<ol style="list-style-type: none"> <li><b>wh-</b> questions</li> <li>higher order thinking skills</li> </ol>						read aloud—poem	
9.	Memories are Made of Buttermilk	<ol style="list-style-type: none"> <li>sentence completion</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values — <b>respecting our heritage</b></li> </ol>	subject-verb agreement	fixed expressions— <b>peace and quiet, short and sweet,</b> etc.	poster	<p>spelling—</p> <ol style="list-style-type: none"> <li><b>-tion, -sion</b></li> <li><b>-ous, -ious</b></li> </ol>	post-listening: words related to specific field—key information	pair-work—compare proverbs and idioms	project—class magazine
10.	Smriti at the Wicket	<ol style="list-style-type: none"> <li>short answers</li> <li>long answers</li> <li>higher order thinking skills</li> <li>values—<b>doing your best</b></li> </ol>	reported speech	<ol style="list-style-type: none"> <li>reporting words</li> <li>homonyms</li> </ol>	<ol style="list-style-type: none"> <li>email</li> <li>sms</li> </ol>	pronunciation— <b>turf, player</b>	post-listening: rules of a game—comprehension	pair-work—ask questions to role-model	life skills—stress management
	<i>How the Little Kite Learned to Fly</i>	<ol style="list-style-type: none"> <li><b>wh-</b> questions</li> <li>higher order thinking skills</li> </ol>			cinquain poem				



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# Theme

1



How do birds and animals survive?

- A.** 1. Where do you think these birds are?  
2. Where could they be going?
- B.** 3. What is unusual about the birds in the picture?  
4. Why do you think some birds and animals prefer living in groups?
- C.** 5. Watch this video—<https://www.youtube.com/watch?v=vkO3yjZ1zy0>.  
Have a class debate on the topic—‘Humans! The only animal in the world to fear.’ You can support your argument with stories and examples from real life.



## 1

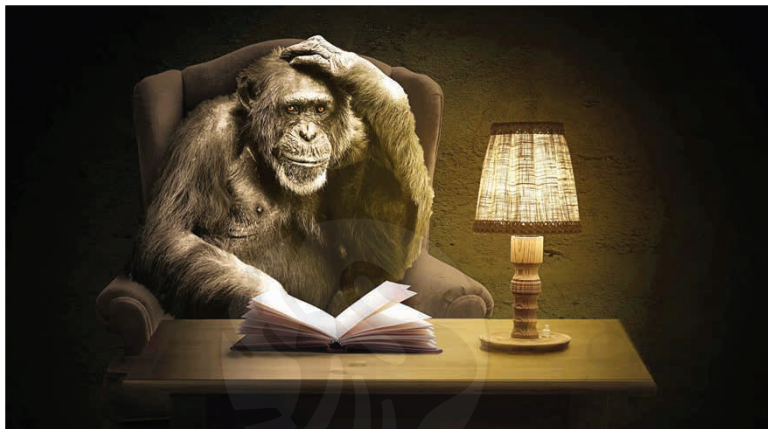
## Monkey Trouble



## Warm Up



Look at this picture.



Discuss with your friend and come up with a small story about the picture.

Grandfather bought Tutu from a **street entertainer** for ten rupees. The man had three monkeys. Tutu was the smallest, but the most mischievous. She was tied up most of the time. The little monkey looked so miserable with a collar and a chain that Grandfather thought she would be much happier in our home. Grandfather liked to keep unusual pets.

At first, Grandmother refused to have a monkey in the house. “You have enough pets as it is,” she said, referring to Grandfather’s goat, several white mice, and a small tortoise.

- 🌀 How is Tutu different from the other monkeys?
- 🌀 Which other pets does Grandfather have?

**street entertainer:** someone who goes around the streets singing, playing an instrument or making monkeys dance for money

“But I don’t have any,” I said.

“You’re mischievous enough for two monkeys. One boy in the house is all I can take.”

“Ah, but Tutu isn’t a boy,” said Grandfather. “This is a little girl monkey!”

Grandmother **gave in**. She had always wanted a little girl in the house. She believed girls were less mischievous than boys. Tutu was going to prove her wrong.

She was a pretty little monkey. Her bright eyes sparkled with mischief. She had a wide **grin** which showed her pearly white teeth and **terrified** Aunt Ruby.

One of the first things I taught Tutu was to shake hands, and she insisted on doing this with all who visited the house. Major Malik would have to shake hands with Tutu before he could enter the drawing room, otherwise Tutu would climb onto his shoulder and stay there, playing with his hair and moustache. Her tail worked as a third hand and added to her good looks. Grandfather believed a tail would add to anyone’s good looks!



- How do you know that Tutu likes shaking hands?
- What are the two uses of Tutu’s tail?

Aunt Ruby had not been informed of Tutu’s arrival. We heard loud shrieks from her bedroom and went running to see what was wrong. It was Tutu trying on Aunt Ruby’s petticoats! They were much too large, of course, and when Aunt Ruby entered the room, all she saw was a white bundle, with no face, jumping up and down on the bed.



**gave in:** accepted something she had not agreed to at first

**grin:** big smile, usually baring the teeth  
**terrified:** frightened very much

Then Uncle Benji complained that his hairbrush was missing. We found Tutu **sunning herself** on the back veranda, using the hairbrush to scratch her armpits.

I took it from her and gave it back to Uncle Benji. I also said sorry to him, but he threw the brush away.

“Tutu doesn’t have **fleas!**” I said.

“No, and she bathes more often than Benji,” said Grandfather, who had borrowed Aunt Ruby’s shampoo to give Tutu a bath.

**Say true or not true.**

Grandfather is angry with Tutu for taking the hairbrush.

The day Grandfather had to visit Meerut to collect his railway pension, he decided to take Tutu and me along. To prevent Tutu from moving about on the train, she was carried inside a large black travelling bag. Grandfather and I paid for our seats, and we took Tutu along as hand baggage.

There was enough space for Tutu to look out of the bag, and to be fed bananas and biscuits. But she could not get her hands through the opening or bite open the bag.

Tutu stayed in the bag as far as Meerut. But while Grandfather was showing our tickets at the **turnstile**, she suddenly poked her head out of the bag and grinned widely at the ticket collector.

The poor man was **taken aback**. He said, “Sir, you have a dog with you. You’ll have to buy a ticket for it.”

**Complete this sentence.**

The speaker calls the ticket collector ‘poor man’ because...



“It’s not a dog!” said Grandfather **indignantly**. “This is a baby monkey! And there is no charge for babies!”

**sunning herself:** sitting or lying in the sun

**fleas:** small insects which drink the blood of animals and can spread diseases

**turnstile:** a gate with arms which can move and let only one person pass at a time

**taken aback:** surprised or shocked

**indignantly:** angrily or with shock because of something unfair

“It’s as big as a cat,” said the ticket collector.

“Cats and dogs have to be paid for.”

Grandfather took Tutu out of the bag. He tried to argue that a young monkey was not the same as a dog or a cat. But all of it was **in vain**. To the ticket collector, Tutu was the same as a dog, so Grandfather had to give up and pay five rupees as her fare.



Then Grandfather, just **to get his own back**, took from his pocket the small tortoise that he sometimes carried about, and said, “And what must I pay for this?”

The ticket collector looked closely at the tortoise and pushed it with his forefinger. Then he gave Grandfather a **triumphant** look, and said, “No charge, sir. It is not a dog!”

*Ruskin Bond*

**in vain:** useless

**to get his own back:** to teach the ticket collector a lesson for being unfair

**triumphant:** happy and proud (because he knows he is right)



**Ruskin Bond** (1934–) is one of India’s best-loved storytellers. He has spent most of his life in Dehradun and loves writing about the hills, his childhood and the different animals he has known. Some of his most popular works are *The Room on the Roof* and *Our Trees Still Grow in Dehra*. ‘Monkey Trouble’ is one of his many stories about an unusual pet. Bond now lives in Landour, Mussoorie.

# Comprehension

## A. Answer in brief.

1. Why didn't Grandmother want to keep Tutu?
2. Why did Grandmother change her mind about keeping Tutu?
3. *Tutu would climb onto his shoulder and stay there, playing with his hair and moustache.*
  - a. Whose shoulder would Tutu climb onto?
  - b. When would Tutu do this?
4. How was Tutu carried in the train?
5. Why did the ticket collector want a ticket for Tutu?
6. Which other pet was Grandfather carrying with him on the train?

## B. Answer in detail.

1. How does the speaker describe Tutu?
2. Why was Aunt Ruby shocked?
3. *"Tutu doesn't have fleas!"*
  - a. Who said this to whom?
  - b. Why did the speaker say this?
4. What were the advantages of the way Tutu was carried in the train?
5. What were the ticket collector and Grandfather arguing about?  
What happened in the end?
6. *Then he gave Grandfather a triumphant look.*  
Who gave Grandfather a triumphant look and why?



## C. Think and answer.

1. How do you know that Grandfather liked animals and was kind to them?
2. Why did Grandfather want to get his own back? Do you think he managed to do that?



#### D. Know your values.

Grandfather adopted Tutu because he felt that Tutu was unhappy with a collar and a chain.

You see a thin and dirty-looking cat looking for food near a market. Some people shout at it and shoo it away. What will you do?

It is important to be kind towards animals because they need love and care just as we do.

## Grammar

We know that a **proper noun** is the special name given to a particular person, place or thing. A **collective noun** is a special name for a group of people, animals or things of the same kind. An **abstract noun** is the name given to a quality, an idea or a condition—not a thing.

#### A. Identify the underlined words as common, proper, collective or abstract noun.

1. The little monkey's eyes sparkled with mischief (<sup>✓</sup>abstract / collective).
2. I saw a flock (proper / collective) of sheep on my way to the village.
3. She loves white daisies (common / proper), so she named her daughter Daisy (common / proper).
4. Rimjhim had a lovely surprise (abstract / collective) today.
5. Sudha sent her a beautiful bunch (abstract / collective) of flowers (common / proper).
6. This picture shows a pride (abstract / collective) of lions playing together.
7. My heart filled with pride (abstract / collective) when my brother won the competition.

We also know that a **countable noun** is the name of something we can count. An **uncountable noun** is the name of something we cannot count.

**B. Mark the highlighted words as countable (C) or uncountable (UC) nouns.**

1. Sudhir needs to buy some **furniture** for his new house. UC
2. He really wants a large writing **desk**. \_\_\_\_\_
3. We cannot carry so many books in one **bag**. \_\_\_\_\_
4. How much **luggage** will you carry for the trip? \_\_\_\_\_
5. Do you still have a lot of **work** to do? \_\_\_\_\_
6. Let us finish the **letter** tomorrow. \_\_\_\_\_

**Now, read these sentences.**

- ∞ Grandfather bought Tutu.  
subject                      object
- ∞ Tutu welcomed Major Malik.  
subject                      object
- ∞ The ticket collector looked at the tortoise.  
subject                      object

In a sentence, the **subject** is the person or animal who is performing an action. The **object** is the person, animal or thing which receives the action.

The subject usually comes before the verb in a sentence. The object usually comes after the verb.

**C. Underline the subject and circle the object in these sentences.**

1. She has found the earring.
2. Mita is cooking dinner.
3. I am going for a swim.
4. Vijay loves motorbikes.
5. The kitten followed Alisha.
6. You will see the result.



# Vocabulary

**Read these sentences.**

- ∞ Grandmother **gave in**.
- ∞ I **gave back** the hairbrush to Uncle Benji.
- ∞ Grandfather had to **give up** and pay five rupees as her fare.

The words in bold are **phrasal verbs with give**. Read some more phrases with **give**.

phrase	meaning
give away	tell a secret
give back	return
give in	accept something after refusing at first
give off	produce noise, light or smell
give out	come to an end; all used up
give up	stop trying

**Complete these sentences with the correct forms of the phrasal verbs from the table.**

1. Father \_\_\_\_\_ to our wishes and went to the zoo instead of a film.
2. German is difficult, but I will not \_\_\_\_\_ trying to learn it.
3. If I tell you a secret, can you promise not to \_\_\_\_\_ it \_\_\_\_\_?
4. This candle \_\_\_\_\_ a lovely smell when it burns.
5. Jatin has to \_\_\_\_\_ the book today or there will be a fine.
6. By the time they reached the top of the hill, their strength \_\_\_\_\_.



## Writing



**In your notebook, write a few paragraphs on an hour spent with a pet. You can use these clues in the box.**

- ☞ whose pet
- ☞ what kind of pet
- ☞ name and description
- ☞ what did it do
- ☞ how was it—funny, sweet or clever
- ☞ what did the people around the pet do

## Listening

**Listen to a phone conversation.**

**Now, choose the correct answers.**

1. Grandfather wants Rusty to \_\_\_\_\_.  
a. take away the pets                      b. take care of the pets
2. The goat should be kept \_\_\_\_\_.  
a. outside the shed                      b. inside the shed
3. Tutu should be kept in the shed if she is not \_\_\_\_\_.  
a. sleeping                      b. eating
4. The mice will eat \_\_\_\_\_.  
a. sunflower seeds                      b. a slice of bread
5. Rusty should not give chocolate to the \_\_\_\_\_.  
a. parrot                      b. tortoise
6. The tortoise will be fed by \_\_\_\_\_.  
a. Rusty                      b. Grandfather

# Speaking

## Read this conversation.

**Grandfather:** Can you please give me the directions from the railway station to the pension office?

**Ticket collector:** Sure. When you leave the station, take a right turn. Walk to the vegetable market. It will be on your right. Then take a left turn.

**Grandfather:** The first left turn after crossing the market?

**Ticket collector:** Yes. That road is called West Avenue. You'll see a hospital on your left. The pension office is at the end of West Avenue, on your right.

**Grandfather:** Thank you.

## Work in pairs. Take turns to give directions to your house from the nearest bus stop. Remember to—

- ∞ Describe in one or two sentences the place where you live.
- ∞ Mention the important landmarks on the way.
- ∞ Be sure about the right and left sides.

## Pronunciation

### A. Listen and repeat.

grin	green	bin	been
chick	cheek	fill	feel
ship	sheep	did	deed

### B. Listen and repeat.

hill and heel	I cannot climb the hill wearing high heels.
fit and feet	These shoes are a perfect fit for my feet.
slip and sleep	I found a slip of paper where I sleep.



# 7

# Boat Races around the World



## Warm Up

Match the pictures of these boats with their names.

a.



i. motorboat

b.



ii. sailing boat

c.



iii. rowing boat

d.



iv. houseboat

Veena and Rajesh had recently been to Kerala to spend Onam with their aunt and uncle. There, they had seen the amazing Vallam Kalli boat race. Their friends Alice and Sam wanted to know all about it.

“The Vallam Kalli is all about speed,” said Veena. “Boat races are held in Kerala during Onam, the harvest festival. The boats are called snake boats because they look like snakes with raised hoods—with a **towering rear** and a narrow front.

What is a snake boat?

“These are not ordinary boats. A snake boat is usually about a hundred feet long and is made of a special kind of wood. It takes a lot of patience and hard work to make a snake boat. Specially trained craftspeople work for months to make a boat ready for the races.”

“How many people does it take to row such a long boat?” asked Sam.

“At least a hundred oarsmen,” said Veena. “Then there are four **helmsmen** and twenty-five singers. The singers stand in the boats and sing the *vanchipattu*—the song of a boatman. The fast rhythm of the songs encourages the oarsmen to row the boats faster.”



**towering:** very tall  
**rear:** the back part of something

**helmsmen:** people who guide or control a boat

“Thousands of people **throng** the banks of the river or the lake to watch the races!” said Rajesh. “The boats are colourfully decorated. As we were watching a race, the boats seemed like fast-moving snakes heading towards the finishing line. The **rhythmic** splashing of oars along with the songs and drumbeats made it even more exciting.

“What we really liked about the boat race is that it is not about winning a trophy. It is about unity and the spirit of friendship among the people of Kerala.”

“That reminds me of another festival I was reading about,” said Alice.

“The Dragon Boat Festival of China. More than 2,000 years ago, a Chinese poet called Qu Yuan **drowned** in a river. The local people loved him. When they saw what had happened, they took out their boats and raced to save him. But they could not find his body. People celebrate the Dragon Boat Festival in his memory every summer.

They race boats, beat drums and eat **rice dumplings**.”

- Which festival do you love to celebrate?
- What do you eat during the festival?



“Is it celebrated only in China?” asked Veena.

“Oh, no,” replied Alice. “It is celebrated in quite a few countries, like Hong Kong, Taiwan, Singapore and Great Britain. The big event of the festival is a colourful boat race. The front part of each boat is shaped like a dragon and painted in bright colours. The boats can be as long as the snake boats. Sometimes, one person sits inside the boat, beating a drum, encouraging the



**throng:** fill up or crowd a place

**rhythmic:** moving by a pattern or beat

**drowned:** died by sinking into water and being unable to breathe

**rice dumplings:** small balls of rice cooked with vegetables or nuts inside it

boatmen to row faster and faster. It must look as if dragons are racing on the water!”

“I wish I could see it!” sighed Rajesh.

“I wish I could watch the Regata Storica—live!” said Sam. “I watched a video about it, and it was thrilling.”

“What’s Regata Storica?” asked Alice.

“It’s a boat festival,” said Sam. “A very famous boat festival that takes place in Venice, Italy, on the first Sunday of every September. The boats sail on the **canals** of the city. In Venice, canals pass through the city in such a way that the buildings stand right beside the water. And people have to travel around the city by boats. The Regata Storica begins with a historical **parade** of boats. The crowd cheers from the banks and the bridges.”

“Is there a story behind this festival, too?” asked Alice.

Name five countries where the Dragon Boat Festival is celebrated.



**canals:** streams made for carrying water to fields where crops are grown or to let boats pass through the land

**parade:** a ceremony in which a number of people or vehicles walk or move slowly



“Oh, yes,” said Sam. “The parade is held in memory of a day way back in 1489, when the Queen of Cyprus arrived in Venice. Most of the boats are **gondolas**, and are decorated in sixteenth-century style. The crew wears traditional costume. I also saw wider boats decorated in white, red and gold, which looked absolutely grand!”

“Four races take place after the parade. The races are divided according to the age of the rowers and the type of the boats. The boats race down the Grand Canal. The winning post is a floating stage. Hundreds of people gather all along the Grand Canal to watch the parade and the races. Many people watch the races from their windows.”

**Give reasons for the following.**

- ☞ People in Venice travel by boats.
- ☞ The Regata Storica begins with a historical parade.



“When I grow up, I will travel the world and see all these wonderful festivals,” said Alice.

“I’ll come with you,” said Veena. “I’ll be a photographer and take photos of all these races.”

“And I’ll write about them in newspapers,” said Sam. “What about you, Rajesh?”

“I know what I’ll do,” said Rajesh. “I’ll be a champion boatman.”

**gondolas:** long, narrow boats used in Venice

# Comprehension

## A. Answer in brief.

1. What is *Vallam Kalli*? Where is it held and when?
2. What is the *vanchipattu*?
3. Why is the Chinese boat festival called the 'Dragon' Boat Festival?
4. How is music a part of the Dragon Boat Festival?
5. Where is the Regata Storica celebrated?
6. "Four races take place after the parade."
  - a. Which event is being referred to here?
  - b. Where do the races take place?

## B. Answer in detail.

1. "These are not ordinary boats."
  - a. Which boats are being referred to?
  - b. How are these boats special?
2. Describe the Kerala boat race. Who are the different people who take part in it?
3. "The Vallam Kalli is not about winning a trophy, but about unity and friendship." What does this statement mean?
4. Why do people celebrate the Dragon Boat Festival?
5. What happens during the Regata Storica? How does this event celebrate history?



6. Which features are common between these different boat races?



## C. Think and answer.

Think of a festival you celebrate. Who are the people who take part in it? How does it bring different people together?

## D. Know your values.

Onam is a harvest festival. It is an occasion to celebrate our bond with nature.





**Think of the ways in which we depend on nature. List three ways in which you and your friends can protect nature.**

We need to take care of nature by keeping our surroundings clean, by planting trees and being kind to animals.

## Grammar

**Read these sentences.**

- ∞ When people saw that the poet **had fallen** into the water, they raced to save him.
- ∞ By the time they reached the river, the boat race **had started**.

The words in bold are in **the past perfect tense**. We use the past perfect tense to describe an action that happened in the past before another action. In the first sentence, the poet fell into the water *before* the people saw him and tried to save him. In the second sentence, the boat race started *before* they reached the river.

- ∞ He **had** just **started** washing when the water ran out.
- ∞ We **had** always **lived** in Safdar Park before moving to Elgin Square.

### **A. Complete these sentences with the past perfect tense forms of the verbs in brackets.**

1. I **had left** the house before she called. (leave)
2. They \_\_\_\_\_ an hour ago, but they still felt hungry. (eat)
3. The shop \_\_\_\_\_ for the day when Sujata reached it. (close)
4. Rishabh \_\_\_\_\_ a card a week before Mother's birthday. (made)
5. By the time they returned home, the baby \_\_\_\_\_ asleep. (fell)
6. She \_\_\_\_\_ just \_\_\_\_\_ down to watch the movie when the doorbell rang. (sit)

**B. Rewrite these sentences in your notebook using the past perfect tense.**

1. We started watching the match at 4 p.m. Sourav Ganguly scored a century at 3:30 p.m.

When we started watching the match, Sourav Ganguly had already scored a century.

2. We packed our bags yesterday. The trip was cancelled today.
3. They changed the tyres in the morning. They took the car out in the evening.
4. I met Gaurav in 2012. He became famous in 2015.
5. The clothes dried in the sun. Five minutes later, it started raining.
6. She used crayons till Class 4. She bought her first water colours in Class 5.

## Vocabulary

**Read these sentences.**

- ∞ I want to watch the Regata Storica **live**.
- ∞ The poet used to **live** in China.

The words in bold have the same spellings, but different sounds and different meanings.

**Choose the correct words from the box to complete these sentences. Then, tick (✓) the correct meanings of the words in these sentences.**

bow	minute	dove	wind	row	lead
-----	--------	------	------	-----	------

1. We do not have a **minute** to spare.
  - a. tiny
  - b. a unit of time ✓
2. Please remember to \_\_\_\_\_ the watch.
  - a. moving air
  - b. turn a handle round and round to make something work

3. Paroma \_\_\_\_\_ into the swimming pool.
  - a. jumped
  - b. a kind of bird
4. I saw a \_\_\_\_\_ of pretty dolls in the toy shop.
  - a. a line of people or things
  - b. an angry, noisy quarrel
5. After wrapping the gift, let's tie the ribbon in a \_\_\_\_\_.
  - a. to bend to show respect
  - b. a knot with two curved pieces and two loose ends
6. Tina will \_\_\_\_\_ the Class 5 quiz team.
  - a. be in command of a group
  - b. a kind of soft metal

## Writing

Look at this picture of a floating market.





Imagine that you have gone on a trip and visited this place. Write a few paragraphs in your notebook describing your day. You can use these clues—

- ☞ the name of the place
- ☞ who were with you
- ☞ the boats and the people
- ☞ the things being sold (what you bought)

## Listening

Read these sentences. Then, listen to the announcements at Chennai railway station. Complete the sentences as you listen.

1. Veena wants to go to Patna. Her train number is \_\_\_\_\_ and it will depart at \_\_\_\_\_.
2. Sam's aunt is arriving at 10 p.m. Her train is \_\_\_\_\_ and it will come to platform number \_\_\_\_\_.
3. Alice's class is going on a trip to Trivandrum. Their train number is \_\_\_\_\_. They should go to platform number \_\_\_\_\_.
4. Rajesh is returning to Chennai on train number 12422. His train is \_\_\_\_\_ and it will arrive at \_\_\_\_\_.

## Speaking

**Read this discussion.**

**Anil:** I have never seen Onam, but I have seen a different harvest festival, called Bhogali Bihu. I wonder if the two festivals are similar.

**Supriya:** Where is Bhogali Bihu celebrated, Anil?

**Anil:** It is celebrated in Assam. We eat delicious *pithas* during Bhogali Bihu.

**Veena:** Onam also includes some delicious things to eat, like *payasam*. I think every festival has its share of special food.



**Work in groups of four. Have a discussion about the things you have read in this text.**

- ∞ You can talk about something similar that you have experienced. (Have you ever seen a boat race? Have you watched a similar festival on TV?)
- ∞ You can ask about something that you find interesting. (What kind of clothes is worn in these festivals? How have these festivals changed over the years?)
- ∞ Listen to each other, ask questions and try to answer your friends' questions. You can ask your teacher to help you.



## Punctuation

We know that a **possessive apostrophe** is used to show that something belongs to a person or animal.

### A. Place apostrophes in the correct places in these sentences.

1. Harrys cloak is missing.
2. My rabbits tail is short and fluffy.
3. I found different birds feathers in the garden.
4. Elenas brother studies with me.
5. These artists exhibition is on at National Art Gallery.
6. The sisters shoes were of the same size.

**Now, read these sentences.**

- ∞ What's Regata Storica?
- ∞ I'll come with you.

In these sentences, the apostrophe is used for **contraction**—to shorten two words into one. **What's** is short for **what is**, and **I'll** is short for **I will**. The **apostrophe for contraction** is also used to make a negative.

- ∞ Don't forget to take photos of the boat race.

**B. Rewrite these sentences using the apostrophe for contraction.**

1. Have you not seen this film?  
Haven't you seen this film?
2. I am going to buy a bag.
3. She would recognise the player.
4. Should they not reach by seven?
5. The letter has not arrived yet.
6. Vicky is the nicest person I know.
7. You did not give me the address.
8. He will know where to find the book.



## Life Skills

A single boat in the *Vallam Kalli* has a hundred oarsmen, four helmsmen and twenty-five singers. All these people have to work together as a team the whole time.

**Tick (✓) the qualities that you think are required to make a good team.**

loyalty

cooperation

courage

imagination

beauty

pride

politeness

helpfulness

**Answers for Warm Up:**

- a. iii
- b. i
- c. iv
- d. ii



Orient BlackSwan

# RAINTREE ENGLISH

## Class 5

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy.

The Raintree English series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

The Raintree English series is mapped perfectly to the National Education Policy 2020.

### 21<sup>st</sup> Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21<sup>st</sup> century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Speaking	11, 84
Critical Thinking	Think and Answer	16, 118
Creativity	Comprehension	128
Social and Emotional Learning	Think and Answer	80
Multiple Intelligences	Theme 1	1

### Experiential/Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Project	98

### Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Text (EVS)	12
Art Integration	Comprehension	74
Health and Wellness	Text	105
Values	Know Your Values	7, 43, 57
Life Skills	Life Skills	35, 71, 125

## Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Theme 1	1

The NEP parameters	Features	Page nos.
Know more about India	Text	76, 102

## India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

## Digital Integration

The use of digital tools to enhance and support the teaching-learning process

### ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio and Interactive Tasks for practice and revision  
 Teachers' Smart Book - Full Text Animations (for all poems and select texts), Presentations, Picture Gallery, Embedded Questions, Interactive Tasks, Question-paper Generator, Weblinks, Our Heritage, Summary, Audio Tracks, Students' Corner, On-page Teachers' Resource section

### Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts  
 TRP CD: Lesson Plans, Comprehension Passages with Questions, Listening and Speaking (Subject Enrichment Activities), Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key, Coursebook Answer Key and Listening Texts, Worksheets with Answer Key  
 Teachers' Portal - Lesson Plans, Listening Texts Question Bank with Answers for Coursebook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions, Listening and Speaking (Tasks for Subject Enrichment), Listening and Speaking, E-chapters, Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key



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