

**Before you read**

*This is a story about a thoughtful and loving son. He works hard to fulfil his parents' wishes and gets some unexpected help.*



0647CH03

**Taro's Reward**

1. A YOUNG woodcutter named Taro lived with his mother and father on a lonely hillside. All day long he chopped wood in the forest. Though he worked very hard, he earned very little money. This

*chopped: cut into pieces*



made him sad, for he was a thoughtful son and wanted to give his old parents everything they needed.

2. One evening, when Taro and his parents were sitting in a corner of their hut, a strong wind began to blow. It whistled through the cracks of the hut and everyone felt very cold. Suddenly Taro's father said, "I wish I had a cup of saké; it would warm me and do my old heart good."
3. This made Taro sadder than ever, for the heart-warming drink called saké was very expensive. 'How do I earn more money?' he asked himself. 'How do I get a little saké for my poor old father?' He decided to work harder than before.
4. Next morning, Taro jumped out of bed earlier than usual and made his way to the forest. He chopped and cut, chopped and cut as the sun climbed, and soon he was so warm that he had to take off his jacket. His mouth was dry, and his face was wet with sweat. 'My poor old father!' he thought. 'If only he was as warm as I!'  
And with that he began to chop even faster, thinking of the extra money he must earn to buy the saké to warm the old man's bones.
5. Then suddenly Taro stopped chopping. What was that sound he

*whistled through:* passed through with a whistling sound

*cracks:* narrow gaps/openings

*saké :* a popular Japanese drink ('sa' is pronounced like 'fa' in 'father' and 'ke' rhymes with 'way')

*expensive:* costly

*made his way to:* went to

heard? Could it be, could it possibly be rushing water?

Taro could not remember ever seeing or hearing a rushing stream in that part of the forest. He was thirsty. The axe dropped out of his hands and he ran in the direction of the sound.

6. Taro saw a beautiful little waterfall hidden behind a rock. Kneeling at a place where the water flowed quietly, he cupped a little in his hands and put it to his lips. Was it water? Or was it saké? He tasted it again and again, and always it was the delicious saké instead of cold water.
7. Taro quickly filled the pitcher he had with him and hurried home. The old man was delighted with the saké. After

*cupped a little in his hands:* took some water in his hands (as if in a cup)

*delicious:* very tasty

*pitcher:* a pot usually made of mud



only one swallow of the liquid he stopped shivering and did a little dance in the middle of the floor.

8. That afternoon, a neighbour stopped by for a visit. Taro's father politely offered her a cup of the saké. The lady drank it greedily, and thanked the old man. Then Taro told her the story of the magic waterfall. Thanking them for the delicious drink, she left in a hurry. By nightfall she had spread the story throughout the whole village.
9. That evening there was a long procession of visitors to the woodcutter's house. Each man heard the story of the waterfall, and took a sip of the saké. In less than an hour the pitcher was empty.
10. Next morning, Taro started for work even earlier than the morning before. He carried with him the largest pitcher he owned, for he intended first of all to go to the waterfall. When he reached it, he found to his great surprise all his neighbours there. They were carrying pitchers, jars, buckets — anything they could find to hold the magic saké. Then one villager knelt and held his mouth under the waterfall to drink. He drank again and again, and then shouted angrily, "Water! Nothing but water!" Others also tried, but there was no saké, only cold water.

*greedily*: as if desiring more and more

*intended*: planned



11. “We have been tricked!” shouted the villagers. “Where is Taro? Let us drown him in this waterfall.” But Taro had been wise enough to slip behind a rock when he saw how things were going. He was nowhere to be found.
12. Muttering their anger and disappointment, the villagers left the place one by one. Taro came out from his hiding place. Was it true, he wondered? Was the saké a dream? Once more he caught a little liquid in his hand and put it to his lips. It was the same fine saké. To the thoughtful son, the magic waterfall gave the delicious saké. To everyone else, it gave only cold water.

*tricked:* deceived

*muttering:* speaking unclearly

13. The story of Taro and his magic waterfall reached the Emperor of Japan. He sent for the young woodcutter, and rewarded him with twenty pieces of gold for having been so good and kind. Then he named the most beautiful fountain in the city after Taro. This, said the Emperor, was to encourage all children to honour and obey their parents.

*[a Japanese story retold]*

*sent for: called*

### WORKING WITH THE TEXT

- A. Answer the following questions.
1. Why did Taro run in the direction of the stream? (5)
  2. How did Taro's father show his happiness after drinking saké?(7)
  3. Why did the waterfall give Taro saké and others water? (12)
  4. Why did the villagers want to drown Taro? (10, 11)
  5. Why did the Emperor reward Taro? (13)
- B. Mark the right item.
1. Taro earned very little money because
    - (i) he didn't work hard enough.
    - (ii) the villagers didn't need wood.
    - (iii) the price of wood was very low.
  2. Taro decided to earn extra money
    - (i) to live a more comfortable life.
    - (ii) to buy his old father some saké.
    - (iii) to repair the cracks in the hut.

3. The neighbour left Taro's hut in a hurry because
- (i) she was delighted with the drink.
  - (ii) she was astonished to hear Taro's story.
  - (iii) she wanted to tell the whole village about the waterfall.

### WORKING WITH LANGUAGE

- A. Strike off the words in the box below that are not suitable.

Taro wanted to give his old parents everything they needed.  
This shows that he was ...

thoughtful	hardworking	loving	honest
considerate	trustworthy	efficient	kind

- B. 1. "This made Taro sadder than ever."  
'This' refers to
- (i) a strong wind that began to blow.
  - (ii) Taro's father's old age.
  - (iii) Taro's inability to buy expensive saké for his father.
- (Mark the right item.)
2. "This, said the emperor, was to encourage all children to honour and obey their parents."  
'This' refers to
- (i) the most beautiful fountain in the city.
  - (ii) rewarding Taro with gold and giving the fountain his name.
  - (iii) sending for Taro to hear his story.
- (Mark the right item.)

- C. Arrange the words below in pairs that rhyme.

*Example:* young – lung  
money – sunny

young	sad	money	chop	lung	last
wax	could	bad	sound	axe	wood
way	stop	sunny	fast	round	day

D. 1. Fill in the blanks with words from the box.

lonely little hard young  
thoughtful delicious beautiful

A \_\_\_\_\_ woodcutter lived on a \_\_\_\_\_ hillside. He was a \_\_\_\_\_ son who worked \_\_\_\_\_ but earned \_\_\_\_\_ money. One day he saw a \_\_\_\_\_ waterfall hidden behind a rock. He tasted the water and found it \_\_\_\_\_.

2. Find these sentences in the story and fill in the blanks.

- (i) This made Taro \_\_\_\_\_ than ever. (3)
- (ii) He decided to work \_\_\_\_\_ than before. (3)
- (iii) Next morning, Taro jumped out of bed \_\_\_\_\_ than usual. (4)
- (iv) He began to chop even \_\_\_\_\_. (4)
- (v) Next morning, Taro started for work even \_\_\_\_\_ than the morning before. (10)

### SPEAKING AND WRITING

A. Speak the following sentences clearly but as quickly as you can. Learn them by heart.

- (i) How much wood would a woodchuck chuck if a woodchuck would chuck wood.
- (ii) Betty bought a bit of butter, but the bit of butter was a little bitter so she bought some better butter to make the bitter butter better.

B 1. The story 'Taro's Reward' shows that Taro is thoughtful, hardworking and also wise. Read aloud the parts of story that show these qualities in Taro.

2. (i) Like Patrick in the story 'Who Did Patrick's Homework', Taro is helped by magic. Do you believe in magic? What are the magical things that happen in these stories?
- (ii) Which story do you like better, and why? Do you know such stories in other languages? Discuss these questions in class.
3. Now write a paragraph or two about these two stories, comparing them.
- C. 1. Listen to these children. What are they talking about?



2. Work in groups. Come to some agreement on each of the activities given below. Decide which is the most interesting, duller, most dangerous, safest, most rewarding, most exciting.

cooking	fishing	playing football
knitting	dancing	listening to music
reading	sewing	mountain climbing
walking	swimming	learning languages
painting	watching TV	stamp collecting

**DICTION**

1. Your teacher will speak the words given below. Write against each two new words that rhyme with it.

1. bed      \_\_\_\_\_      \_\_\_\_\_
2. wax      \_\_\_\_\_      \_\_\_\_\_
3. fast      \_\_\_\_\_      \_\_\_\_\_
4. chop      \_\_\_\_\_      \_\_\_\_\_
5. young      \_\_\_\_\_      \_\_\_\_\_

**Know Your Country**

1. Which are the two states that flank New Delhi's borders?
2. Name the states through which the Narmada flows.

*Answers on page 40*

## The Quarrel

It is common for brothers and sisters to quarrel, although sometimes they may not even be able to say why they quarrel. But how long do such quarrels last? How do they end?

*I quarrelled with my brother  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!*

*We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night —  
I was in the wrong."  
So he was in the right.*

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**WORKING WITH THE POEM**

1. With your partner try to guess the meaning of the underlined phrases.
  - (i) And somehow we fell out.
  - (ii) The afternoon turned black.
2. Read these lines from the poem:
  - (i) One thing led to another
  - (ii) The start of it was slight
  - (iii) The end of it was strong
  - (iv) The afternoon turned black
  - (v) Thumped me on the backDiscuss with your partner what these lines mean.
3. Describe a recent quarrel that you have had with your brother, sister or friend. How did it start? What did you quarrel about? How did it end?

*Know Your Country**Answers*

1. Haryana, Uttar Pradesh.

*Built on the banks of the Yamuna river, Delhi is bordered on the west by Haryana and on the east by Uttar Pradesh.*

2. Madhya Pradesh, Maharashtra and Gujarat.

*Rising from Amarkantak and flowing through Beraghat in Madhya Pradesh, the Narmada flows westwards across Madhya Pradesh, Maharashtra and Gujarat into the Gulf of Khambhat.*

# Notes for the Teacher

## UNITS 4–7

### 4. An Indian–American Woman in Space: Kalpana Chawla

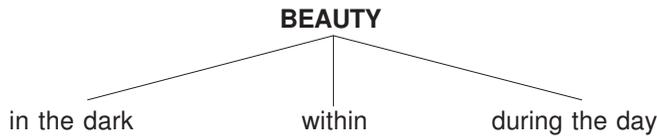


- Let children speak what they know about space and spaceships. They may also be asked to bring pictures of these, if they have any. Let them say how an aeroplane is different from a spaceship.
- There are some words of American spelling in the text. Use this opportunity to discuss the Englishes that exist around the world. Explain in simple words how writing does not adequately represent the spoken language.
- In 'Working with Language', help children by giving clues as they discuss and match the items using phrases in sentences of their own.
- In the Speaking activity, encourage children to collect examples of greetings in other languages, or to visit the post office or look at a telephone directory to find some examples. They may even wish to send greetings to each other by post.
- In the writing activity, brainstorm children to inspire them to imagine, dream and then write. Have a stimulating discussion before doing the activity.

### *Beauty*

- The teacher reads the first stanza, and learners repeat each line. Pauses are indicated below:  
Beauty is seen  
in the sunlight./  
The trees,/the birds,/   
Corn growing/ and people working/  
Or dancing for their harvest./  
Cover the whole poem in the same way.

- Mark stanzas as A B C or 1 2 3. Let children indicate the relevant mark in the appropriate place in the following diagram.



## 5. A Different Kind of School

- This lesson addresses an important social concern for the differently-abled. Sensitise learners to problems faced by these persons. You can also give examples of differently-abled persons who have reached the heights of success.
- In 'Working with the Text', let children work in pairs to rearrange sentences. They may take time to arrange them in order. If there is more than one ordering, tell them why one is better than the other.
- Exercise 3, in 'Working with Language', is to acquaint children with the use of the dictionary. Let them create their own dictionary by arranging words and their meanings covering a few pages of the textbook, to begin with.
- In this lesson, speaking and writing are given together. Create parallel activities enabling children to talk to one another and also write.



### *Where Do All the Teachers Go?*

- Let children read out the poem in groups of five. The first and last verse should be read out by the same person. The remaining four verses should be read out in turn by others in the group.
- Let children interview some teachers and ask them what they do at home and elsewhere. This may be attempted as a mini project.
- Tell children about your school and the English class when you were at school.

## 6. Who I Am

- This lesson is slightly different: do not “teach” it (by reading and explaining it); let children read it on their own, and then interact. It matters little if they cannot understand every word of it. The lesson is about personality and confidence building. Children will understand the idea of multiple intelligences, and how every child is different and unique. As they read and ‘hear’ voices of children describing themselves, and see the varied typefaces, they will appreciate differences among themselves. Draw children’s attention to the informal style of talking about oneself.
- a. ‘Visual’ is concerned with ‘seeing’. Painting, cinema, theatre are the visual arts. A person who enjoys looking at pictures, videos and movies and can create mental images of ideas can be said to have visual intelligence.
- b. ‘Verbal’ is concerned with ‘speaking’. A person who is good at language — speaking, reading, writing, etc. — can be said to have verbal intelligence.
- c. ‘Interpersonal’ is concerned with relationships among people. Understanding others and their points of view, and being cooperative are indicators of interpersonal intelligence.
- Use this opportunity to initiate an extended writing activity — describing persons, their physical and behavioural characteristics: (a) describing one of your neighbours, (b) writing what your brother/sister likes and you don’t.
- Most activities in this lesson will lend themselves to group discussions and open-ended responses to questions. Let children talk freely and frankly about themselves and others, and in the process discover their interests and talents.

## *The Wonderful Words*

- Someone said that Pandit Nehru was doing with India what a poet does with words. Let children discuss this idea in small groups.
- Words are all we have. Write this sentence on the blackboard and highlight the importance of words and language in day-to-day life.
- Play a word game in class.

### **7. Fair Play**

- Premchand translation — this is a story about relationships. The story can be read aloud in groups. Parts of the story may be done through role-play.
- The activity “Who says this to whom and when?” to be attempted without referring to the text. Help children recall the context in which the given utterance was made.
- Exercise B in ‘Working with Language’ exemplifies some common phrasal verbs. Extend it to include new items with ‘put’ ‘take’ ‘get’, etc. Let children use the dictionary for new items and their meaning and use.
- The activity under ‘Speaking’ involves the use of responses such as ‘Yes, I do’ ‘No, I don’t’, ‘Yes, I would, certainly’, ‘No, I wouldn’t, really’. Provide these responses and let children use them freely.

