



Government of Karnataka

English

First Language

(Revised)

5

Fifth Standard

Karnataka Textbook Society (R.)

100 Feet Ring Road, Banashankari
3rd Stage, Bengaluru - 85

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF – 2005 since June 2010. Textbooks are prepared in 11 languages, seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS from 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF- 2005 has a number special features and they are:

- Connecting knowledge to life activities
- Learning to shift from rote methods
- Enriching the curriculum beyond textbooks
- Learning experiences for the construction of knowledge
- Making examinations flexible and integrating them with classroom experiences
- Caring concerns within the democratic policy of the country
- Make education relevant to the present and future needs
- Softening the subject boundaries integrated knowledge and the joy of learning
- The child the constructor of knowledge

The New books are produced based on three fundamental approaches namely,

Constructive approach, Spiral Approach and Integrated approach.

The Learner is encouraged to think, engage in activities and master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination - oriented in their nature. On the other hand they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country India.

Language textbooks are designed to help learners master communicative competencies, excellent comprehension, meaningful expression and efficient reference skills.

English is studied by most students as the second language. Teachers have to keep in mind the three fundamental approaches based on which the readers have been designed and adapt their teaching methods and help learners master language skills and competencies and help them become excellent users of English.

Schools in Karnataka offer seven languages as media of instruction and eight as first languages and ten languages are offered as third language. The objective is to help the learners to use these languages efficiently at the communicative level. It is hoped that at least a cross section of learners achieve competencies to use these languages at the creative level.

Teachers are expected to adapt their teaching methods not to make these textbooks just feed materials for examinations, but help learners master language competencies such as communication, comprehension, expression in writing and necessary reference skills. There is going to be a source book for teachers in Kannada 1st language, English 2nd Language and Hindi 3rd Language. Please make use of these source books and make teaching very effective.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board in helping the Text Book Society in producing these textbooks.

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Preface

This textbook has been prepared in accordance with the curricular requirements stated in NCF 2005 and Karnataka Curricular Reforms Committee's observations. Accordingly, the contents of the textbook cater to the development of core ethics and values such as commitment to one's environment, awareness of the need to imbibe social and personal values for quality life, etc. The issues and values dealt with include bravery, courage, determination, will power, patriotism, concern for the challenged and understanding the potentials of nature.

This book has ten units. Each unit has content for developing language skills namely Listening and Speaking, Reading and Writing and for developing aesthetic values which will include appreciation and enjoyment. Each unit thus includes a poem which borders on the theme discussed in the content meant for developing language skills. Thus the focus of the textbook is on developing language competence in terms of developing skills and competence in language use and usage through the development of vocabulary and grammar. Each unit has activities and tasks at different levels to cater to the heterogeneity prevailing in our classrooms.

The activities are different in types with varied objectives. They also allow space for developing divergent and critical thinking skills. Wherever verbal explanations may not help the learner they are complemented with pictorial illustrations. The activities focus more on the development of communicative ability in the learners. The textbook is based on whole language approach to teaching English and thus the activities suggested focus more on constructing and extracting meaning through language.

Suggestions if any are welcome for the improvement of the textbook.

Dr. S. Venkateshwaran
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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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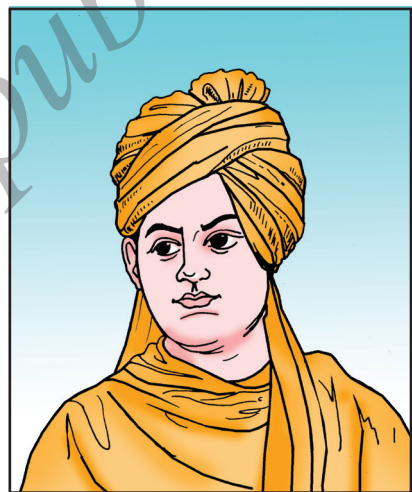
LESSON -1

SWAMI VIVEKANANDA

Pre-reading activity:

- Name a few leaders you look up to and say why you do so.
- What qualities does one need to become a good leader?
- “Give me a few men and women who are pure and selfless, and I shall shake the world”.
- Do you know who said so? It is Swami Vivekananda.

India is a land of many religions and cultures. People here take both pleasure and pain alike. They are dedicated and duty-bound. In this land, many well known religious leaders have been born. One such leader has been Swami Vivekananda.



One day a small boy jumped out of the coach in which he was travelling and ran to his mother with a smiling face. He pointed at the coachman and told his mother. “I want to be a coachman. How nice it is to drive a coach!”

The mother could not say anything at that time. Later she showed him the picture of “Geethopadesha” and patted him saying, “Dear Naren, if you want, you can be

a coachman. But you should be a coachman like Krishna who taught Arjuna.” Though the boy did not understand it clearly, he became later, what his mother wanted him to be. The little boy Naren later came to be known as Swami Vivekananda, a great spiritual leader and India’s pride.

Narendra was born on 12th January, 1863 to Vishwanatha Dutta and Bhuvaneshwari Devi in Kolkata (Calcutta). They considered the child the boon of God Vireshwara Shiva, and named him Vireshwara. Later they gave him the name Narendranath Dutta. At the age of six, Narendra was sent to a primary school and later to a private tutor. He studied Sanskrit grammar, long passages from the Ramayana and the Mahabharata. He had a strong desire to study more and he wanted to see god. He met many people but he was not able to get a satisfactory answer.

The desire to see god grew day by day. Finally one day he became successful when he could meet his guru from whom he got the answer to his desire. He could see god. The Guru who made this possible for Naren was Sri Ramakrishna Paramahansa. Sri Ramakrishna Paramahansa could help him experience god. Thus Sri Ramakrishna Paramahansa became Naren’s spiritual guru. Swami Vivekananda did not stop with this. He went on and on, walked miles, travelled all over the country to discover truth. Naren was kind to all. He had sympathy for the poor, he was courageous too. These qualities helped him become a wandering monk travelling alone to all places to help the needy. He often expressed his ideas on education. According to him, education should develop a complete human being.

He made a speech in the Great Hall of Columbus, in the Parliament of Religions at Chicago on 11 September 1893. He began his address with the words “Sisters and Brothers of America”. Immediately, there was thunderous applause from the vast audience and it lasted for two minutes. The Swami spoke of the religion that was very vast as the sky and deep as the ocean. Further, he thanked all those who had assembled there. He referred to the Indians of all classes and sects. He said about the Hindu religion that in the true sense, it embraced all humanity. And declared, “I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal tolerance, but we accept all religions as true”. These words were very impressive. He observed that the divisions in society based on religion has resulted in human hatred.

He felt that human society would be far more advanced when there were no divisions. Swami Vivekananda expressed his hope saying that the time for driving away these evil forces in society had come. He told them that everybody should develop a sense of brotherhood and love for each other. There was great respect and appreciation from the people of America.

After his return to India, he spent his time preaching religious tolerance and worked for the upliftment of the poor. He established Belur Math in 1898 which became the centre of Ramakrishna Mission with the motto “Work is Worship.”

Though he had only a short span of life on earth, the essence of his words have been inspiring men and women throughout the world.

Glossary :

spirituality	:	the concept of being a good human being
dedicate	:	devote
desire	:	wish
earnest	:	serious
wandering	:	going from one place to another

Comprehension :

I. Choose the most appropriate answer.

- Swami Vivekananda established the Belur Math to
 - make people remember his speech in the Parliament of Religions.
 - spread the principles of Sri Ramakrishna Paramahansa.
 - develop human values.
 - promote social divisions.
- Swami Vivekananda acquired the knowledge of human values
 - from his parents
 - through his spiritual experience
 - visiting countries
 - all of the above

3. Narendra was born on
 - a. September 11, 1893
 - b. January 12, 1863
 - c. September 11, 1863
 - d. January 12, 1893
4. The audience in the Parliament of Religions applauded Swami's speech because
 - a. he spoke well
 - b. he addressed them as "Sisters and Brothers of America"
 - c. he spoke in English
 - d. his speech conveyed humanism

II. Say whether the following statements are true or false.

1. Swami Vivekananda was a wandering monk because he wanted to spread Hinduism. ()
2. The audience in the Parliament of Religions did not accept the speech of Swami Vivekananda. ()
3. Swami Vivekananda worked for universal brotherhood. ()
4. The words of Narendra's mother made him become a wandering monk. ()
5. Swami Vivekananda went to Chicago as a political leader. ()
6. The Belur Math was established before Swami Vivekananda went to Chicago. ()

III. Answer the following questions in one or two sentences each.

1. How is India described by the writer?
2. What kind of a coachman did Narendra's mother want him to become?
3. Why did Narendra want to be a coachman?
4. Why was Narendra named Vireshwara?
5. Why was Narendra considered a "wandering monk"?
6. What kind of education did Narendra advocate?
7. What made the audience in the Parliament of Religions give a thunderous applause to Narendra?
8. What helped Narendra earn respect and appreciation from the people of America?
9. Did Narendra believe in superstitions?

IV. Writing :

Complete the following table using the details given in the lesson on Swami Vivekananda.

Date of birth	
Name given by parents	
Parent's Name	Mother Father
Characteristic traits	
Life mission	
Unique achievements	a) founded the Belur Math b) c)

Now using the information given in the above table, write a paragraph in 50 words on the life of Swami Vivekananda.

Language exercise :

I. Vocabulary

Fill in the blanks choosing the right word given in the box :

spiritual, superstitions, earnest, despair, preach

Ramakrishna Paramahansa is a very well known _____ leader. Whenever people in _____ approached him, he would say that they must be _____ in their belief in the Divine. He also used to _____ that belief in _____ may not take anyone forward.

II. Substitute the following with one word. You can take the help of the choices given in the box below.

1. A man who drives a coach.
2. One who believes in the existence of God.
3. One who does not believe in the existence of God.
4. One who doubts the existence of God.
5. One who believes in serving mankind.

philanthropist
coachman

theist
agnostic

atheist

III. Use the following words in meaningful sentences.

- | | | |
|-------------|--------------|---------------|
| a. pride | b. accept | c. experience |
| d. dedicate | e. tolerance | |

IV. Match the words in list "A" with their opposites in list "B".

- | A | | B |
|-------------|---|----------|
| 1. strong | - | hope |
| 2. despair | - | evil |
| 3. good | - | weak |
| 4. love (n) | - | death |
| 5. life | - | hatred |

Grammar :

Read the following sentences carefully. You will find them expressing different functions :

- i) The school begins everyday at 9 am.
- ii) Why are you late?
- iii) a) Go to the post office and get me some stamps.
b) Please, keep quiet.
- iv) What a lovely picture!

Sentence (i) above expresses a fact. It is a statement.

Sentence (ii) above seeks an answer or a piece of information. It also does the function of asking. It is thus a question or an interrogative sentence. It has a question mark (?) at the end.

Sentence (iii) gives directions or instructions or makes a request. Such sentences are called imperative sentences.

Sentence (iv) expresses an appreciation. Sentences like this may be used to express surprise, shock, pain, grief and so on. Such sentences are called exclamatory sentences, and they have exclamatory mark (!) at the end.

Ah !, Oh !, Alas !, Hurrah ! are some expressions or words used to express surprise or shock.

I. Now read the following sentences carefully. Identify their kind / type. Write your answer in the space provided. The first one has been done for you.

- (i) The earth revolves round the sunStatement.
- (ii) Animals can be either wild or domestic
- (iii) When did you come back from Hubballi ?
- (iv) Pass the ball, please
- (v) Ah! How cruel he is!
- (vi) Oh! What a wonderful game!
- (vii) Are you prepared for the examination?

II. Read the following dialogue carefully.

- a) Imagine that you are on a visit to Bengaluru. you ask for direction to go to St. Martha's Hospital. Read the dialogue.

A : Hello, good morning. Where do you come from?

B : I'm Srikrishna and I'm from Chikkodi.

A : Is it your first visit to Bengaluru?

B : No. It's my second visit.

A : What can I do for you?

B : How do I go to St. Martha's Hospital?

A : From here, go to Majestic, take the bus that goes to Market from Majestic. Ask for St. Martha's Hospital stop. On the opposite side you will see the hospital.

B : How kind of you! Thank you.

- b) Imagine that you are near the market in your town. Complete the following dialogue :

A : ?

B : The post office is near the railway station.

A : How do I go to the railway station from here ?

B : ?

A : ?

B : You can board the bus from here and ask for M.G. Road.

A : When does your school re-open?

B : ?

A : Thank you very much.

Further reading :

1. Read the life of Dr. A.P.J. Abdul Kalam and understand what he tells young people to do.
2. Read the autobiography of Lance Armstrong. What do you think made him win against cancer and become a champion again?
3. Read books on people who promoted religious harmony like Sant Kabir, Bulleh shah, Vivekananda, Shishunala Sharif and others.



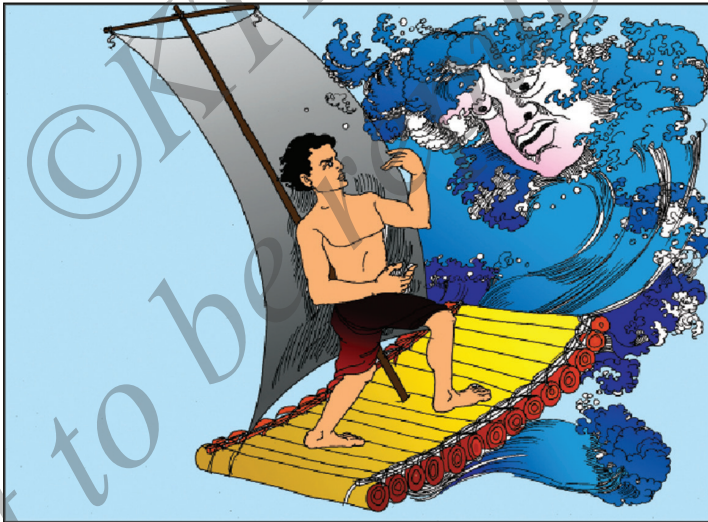
POEM – 1

HE DID IT

Pre-reading activity:

- Have you ever stood on the seashore and watched the waves dancing and moving with high/low ebbs? Recollect your experiences if any and share the same with your friends. Have you ever thought of how waves break? Do you think you can conquer the waves?

Now read the following poem.



Said the dangerous sea,
“You’ll not conquer me,
Try as hard as you can.
You are not a whale,
You are not a shark,
You cannot walk
On the waves, young man.”

7

So he made a boat
That was able to float
“Ho, ho!” said his foe,
“It floats all right
And it’s watertight,
But you can’t make it go.” 13

“Oh yes I can,”
Replied the young man.
And he made some oars
And learned how to row. 17

When the sea saw
The boats and the oars
And all the rowers,
He said, “Young man,
They make a fine show,
But what will you do
When they venture out 22

Where the deep sea swells
Can take them up
And toss them about
Like cockshells”? 28

“You can’t stump me”,
Said the bright young man,
And cut down a tree

And made a tall mast
And rigged it with sails
To catch the high winds
And weather the gales. 35

When the ships set out
With their sails unfurled
To cross the Atlantic
And discover the world,
The sea looked them over. 40

From stern to stern
And when he saw,
With considerable awe,
That Columbus himself
Was on one of them,
He said, with a show
Of humility,
“I admit, young man,
You have conquered me.” 50

-MARY BRITTON MILLER

Glossary :

- conquer : overcome, win over
venture : undertaking, risky job
unfurl : spread out

humility : humbleness

rigged : provided

stump (v) : to give someone a very difficult problem

foe : enemy

oars : paddle

Understanding the poem

1. Answer the following questions.

1. Why is the sea so confident that the young man will not be able to conquer him?
2. What did the young man do on listening to the challenge of the sea?
3. Did the sea think that the young man would be able to make his boat go? How did the young man prove that he could make it go?
4. What did the sea want to know when the young man was all set to go? [read lines 22-28]
5. Why did the young man make the mast?
6. Was the sea angry to see ships cross the Atlantic?
7. How did the sea show its greatness of heart?
8. Do you think the poet is telling a story? Or Would you take the poem as a reflection on man's conquest of the sea?

III. He said, with a show

Of humility,

“I admit, young man,

You have conquered me.”

- a. Who does the word “you” refer to?
- b. What aspect of man is described in the poem?
- c. When did the speaker say these words?

Appreciation :

IV. a. *Pick out the questions posed by the sea to the man.*

Who do you think is mightier, ‘The sea or the man’? Discuss in groups.

- b. Pick out the pairs of rhyming words from the poem.

Further Reading :

Read about Columbus and his discoveries. Also find out how discoveries later led to the Europeans conquering foreign lands and oppressing the people of those lands.



LESSON - 2

“THE NUCLEAR TEST”

Pre-reading Activity :

Do you enjoy your grandparents' company? Do your grandparents stay with you or do they stay in a different place? Do you visit them often? Do they help you in your school work?

Discuss these questions with your friends and collect their opinions.

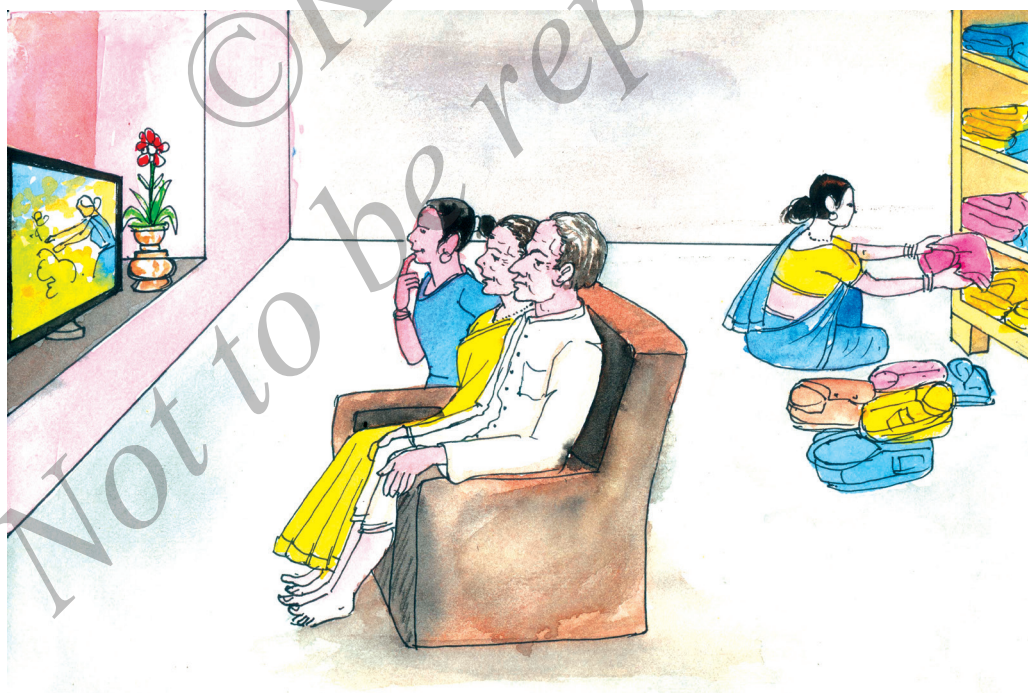
“*Amma*, why are you removing all my things from the cupboard?” Anjali asked in a voice which sounded like she was ready for a fight.

“You already know, Anjali. *Dada* and *dadi* are going to need some place for keeping their things,” her mother replied firmly.

“But, Ma, where will my things go? This has been my room since I was a baby. Why should I give up everything just because *dada* and *dadi* are coming to live with us?” cried Anjali.

“Come on, Anju. You are not giving up everything. You are only going to sleep on the couch in the hall instead of in this room. And your things can be accommodated elsewhere,” replied her mother, trying to be sensitive but feeling rather exasperated with her daughter's endless objections.

This is how it had been ever since Anjali had been told that her grandparents would be living with them from now on. They had recently sold off all their land in the little village where they had lived most of their life. *Dada* was nudging seventy now and was too old to be able to run the farm all by himself. He had promised he would not leave his beloved land till he dies, but he was finding it more and more difficult to live there alone. All his children had migrated to the cities. Two of Anjali's *chachajis* were abroad. Only Papa lived in Pune, while Rita *bua* was in Delhi. *Dada* had been persuaded by Anjali's father to come and live with them. Papa wanted all of them to be together as a "joint" family. He could then take care of his ageing parents.



Of course, Anjali enjoyed meeting her grandparents during her holidays, but that did not mean she was going to be happy giving up her room for them! Anjali was an only child. Never in her life had she liked sharing anything, and she wasn't ready to change now!

And so it was that when her grandparents came, Anjali was fussy, irritating, and brattish worst. She made a big hue and cry over how she had lost her room. When she wasn't making rude comments, she would not talk much and pretended to be glued to her favourite programme on the TV. She was not very polite and complained, though not directly, for she was afraid of her father's wrath.

It was true having grandparents living with them needed adjusting to a new routine. They were used to a different way of life. They woke up much before anyone else did and that made things awkward. *Dadi* was forever doing some puja or the other, and if there was objection to onions in the food one day, it was eggs the next. They would not go with them to eat out in restaurants. They would not watch movies in theatres. They would not enjoy shopping just for fun. They thought strap dresses were too foreign and short skirts totally avoidable. Pop music was "noise" and ice-creams were "not good for health."

The one thing they did share was an addiction to television, but the programmes they watched put Anjali to sleep. Anjali felt as if she had suddenly been imprisoned. The house, all eight hundred and fifty feet of compact space planning, suddenly looked too small.

As the days passed, Anjali's anger mellowed into a guarded truce. It was impossible to remain angry with someone who was so kind. *Dadi* stopped commenting on her clothes and even bought her a pretty T-shirt when they went sightseeing. T.V became a divided schedule of the most favourite programme on each individual list. *Dada* helped Anjali with her projects and he was a big help with the Math syllabus. He also got Anjali into the habit of reading the newspaper and they would exchange world views when he walked with her to the bus-stop every morning.

Anjali's mother worked in an office and she left along with her father every morning. Breakfast was always cornflakes, and it was usually sandwiches for Anju's lunch box. And when her mother got back in the evening, she was so exhausted herself that cooking was never a great activity.

But now *Dadi* had taken over the kitchen – she actually said she was getting bored of doing nothing! *Dadi* was a fantastic cook. Suddenly, they were being pampered with the most divine parathas and *subzi*, *mithai* and *pakor*as, salads and pickles. Anjali's mother could now slow down a little and rest her feet. She even had more time for her daughter. She was also immeasurably reassured that her child was in the most caring hands possible.... till one day when the grandparents announced, "We are thinking of going to Rita's place for a while."

Before anyone could say anything, Anjali burst out, “Oh! Can I have my room back then? *Dada-Dadi*, when are you going?”

The silence that followed was terrible and only *Dadi* had some kind and general words to fill it with. Later, apart from her room, Anjali got the worst scolding she deserved and, in two days time, they were a nuclear family again. But it was a lonely achievement. There was no one to come home to, but the silly TV. There was none to talk to. Her mother was again overworked with no time for anything, or anybody. But most of all, the noise and bustle of one big happy family had faded into silence. The house, all eight hundred and fifty feet of compact space planning, suddenly looked too big.

When the phone rang the following night, just like they had expected it would, it was Anjali who ran and picked it up to say, “*Dada-Dadi*, When are you coming back?”



Glossary :

couch	: a long, comfortable seat (sofa)
exasperated	: irritated
nudging	: push gently
migrate	: move from one place to another
abroad	: a foreign country
persuaded	: urged
fussy	: difficult to please
brattish	: badly-behaved child
wrath	: anger
awkward	: lacking in grace
imprisoned	: caged
addiction	: (here) strong attraction
mellowed	: (here) softened
truce	: temporary deal
hint of apology	: feeling sorry
hue and cry	: loud fuss
immeasurably assured	: very certain

Comprehension :

1. Choose the most appropriate answer.

1. Anjali's father persuaded Dada to come to Pune because
 - a) Dada was too old to run the farm
 - b) Anjali's chachajis were abroad

- c) Dada's children had migrated to cities
- d) he wanted to take care of his aged parents

2. Anjali enjoyed meeting her grandparents

- a) everyday
- b) during holidays
- c) during weekends
- d) during her visits to their village

II. Say whether the following statements are true or false.

- 1. Anjali always disliked sharing her things with others. ()
- 2. Anjali's mother was a fantastic cook. ()
- 3. Dada and Dadi enjoyed shopping for fun. ()
- 4. Anjali was extremely happy when her grandparents decided to go to Rita's place. ()

III. Pick out the word that best describes

- a) Anjali b) Dada c) Dadi
- d) Anjali's father e) Anjali's mother.

pious

possessive

caring

strict

busy

IV. In the table given below, list out the various ways in which Anjali's grandparents rendered help.

	Grandfather	Grandmother
1		
2		
3		
4		

V. Answer the following questions in two or three sentences each.

1. Why did Anjali's mother remove all her things from the cupboard?
2. How old was Anjali's grandfather? Why was it difficult for him to live in the village?

Writing.

VI. Answer the following in a paragraph (six – eight sentences) each.

1. The family became “a nuclear family” again. What brought about this change?
2. Anjali was too eager to have her grandparents back. What does this tell you about Anjali?
3. Is the title of the story suitable to the context? Give your opinion.

Language Exercise :

Vocabulary :

I. Give one-word substitutes for the following.

1. One who resides temporarily outside the country
2. One who is only concerned with oneself
3. A state of perfect balance
4. One who is a hundred years old
5. A person in his sixties.

equilibrium

egocentric

expatriate

centenarian

sexagenarian

Grammar :

Nouns are naming words which are used to express names of animals or objects or places.

Nouns can either be singular or plural. Plurals are used to express more than one. Certain nouns do not have plurals for which the singular and plural are the same.

The plurals are usually formed by adding “s”, “es”, “ves” or “ies” to the singular.

e.g : boy – boys
bench – benches
leaf – leaves
story – stories

I. Now form the plurals of the following words.

- | | | |
|-------------|--------------|-------------|
| (i) house | (ii) student | (iii) toy |
| (iv) flower | (v) knife | (vi) cloth |
| (vii) berry | (viii) eye | (ix) table |
| (x) piece | (xi) company | (xii) lorry |

II. Identify the errors in the following words and write them correctly.

- | | | |
|---------------|-----------------|-----------------|
| (i) Buss | (ii) machineses | (iii) bullockes |
| (iv) vehical | (v) photoes | (vi) halves |
| (vii) tomatos | (viii) potatos | (ix) calves |

There are some irregular plurals.

- e.g: man – men
child – children
ox – oxen

Using a dictionary find a few more irregular plurals.

III. Write a paragraph on “A day in your school”.

You can use the following as hints.

The time you left for school - The number of classes you had - Time when your classes began - The different activities - The games that you played in school - The time you returned home - Other activities in school.



GREAT GRANDMOTHER

Pre-reading activity:

- Find a photograph of your great grandparents. Write a description of the same.
- Why do you think knowing about our grandparents and great grandparents is necessary?
- Have you looked at old photographs and have remembered people? Have you begun speaking to your family members about them?

She looks out at me,
From the yellowing photograph
Misted over by time.
It is a frank and serious look.

Her eyes are stern
But they can laugh too.
Her hair is pulled back
Tightly in a bun,
And on her black dress
She wears no jewelry.

I never knew her,
Yet I recognize myself in her
Three generations later.
May my great grandchildren
Feel as close to me
As I now do to her.



- Alan Maley

Glossary :

- yellowing : discoloured/getting old. White paper turns yellow after a long period
- misted : dimmed
- stern : strict
- frank : straightforward
- recognize : understand, identify, find

Comprehension :

I. Answer the following questions in two or three sentences each.

1. What has happened to the photograph? Why?
2. What expression does the poet read in the eyes of his great grandmother?
3. Describe the poet's great grandmother as she appears in the photograph.
4. Did the poet know her personally? Why? Which line suggests this?
5. "She looks out at me" – What does this opening line of the poem mean?
6. Pick out the word from the poem which means that the photograph is old?
7. What were the feelings that the poet experienced when he looked at the photograph of his great grandmother?

II. Answer the following questions.

1. “Yet I recognize myself in her, three generations later”
 - a. What does the word “recognise” mean in this context?
 - b. Explain the term “three generations”.
2. What feelings/thoughts run in the poet’s mind as he looks at the photograph of his great grandmother?
3. What picture do you get about the great grandmother of the poet?

III. Appreciation.

1. Which line in the poem do you like? Say why.
2. Attempt a description of your mother or grandmother or great grandmother.

Further reading and activity :

“My Grandmother’s House” by Kamala Das. Compare the poems.



LESSON – 3

THE GRATEFUL TENANT

Pre-reading activity:

- Name some people whom you would love to remember all through your life.
 - What makes you remember them?
- Share your answers with your friends.

(A settled homelife gives everyone a chance to shine. Read how one man remembers with affection the help that an elderly couple gave him when he was a penniless student).

I went for morning walks everyday. I enjoyed the stroll because of the scented breeze that blew from nearby gardens and also the mild warmth of the early sun. On one such day, I noticed a plaque on the wall near the gate entrance. It had the name of the house, “Shyamkamal”, engraved on polished black granite. I asked Ramesh why he had chosen this name for his home. “It is a combination of



the names of the two people who changed my life - the ones I remember and thank each day,” said Ramesh. “Shyamkamal stands for Shyama Rao and Kamala. Do you remember, when I was in Dharwad, I used to stay with an old couple?”

And I remembered there was an elderly couple in Dharwad who used to rent out their outhouse to college students. Ramesh had stayed there for six years.

Ramesh went on, “At that time, they supported me whole heartedly in my decision to study in a bigger town. Shyama Rao was a retired postmaster and my father’s friend. He gave me a place to stay in. Kamala Bai was so selfless that she would share her meals with me. I enjoyed the meals so much and felt like I was having these meals with my mother. As Dharwad was very famous for the Peda, Mr. Shyama Rao always brought pedas. They did not let me go hungry for a single day and treated me like their son. If I was late in paying my college fees, he would lend some money from his meager pension and help me out.”

“But you used to run errands for them and do odd jobs like going to the post office, buying fruit and vegetables, watering the plants and pumping the water out of the tank. In fact, we used to call you their Man Friday behind your back,” I replied.

“I don’t agree with that,” said Ramesh. “Think of the old couple. They were not well off, but they went out of their way to help me. Without their help, I do not know where I would have been today.”

“But why did you name the house after them?” I went back to my original question.

“It was my father’s suggestion. He said there are some people who do things out of affection and not just out of duty, and they change your life with love and generosity. Even my children should know their origins of my success. I also want them to understand the gratitude I feel towards Shyama Rao and Kamala Bai, not through mere words, but through actions.”

It is people like Ramesh who reaffirm our faith in humanity.

- SUDHA MURTHY
(Edited)

Glossary :

plaque	:	a name-plate fixed to the wall.
engraved	:	cut words on wood, stone, metal, etc.
outhouse	:	a small building in the ground floor, usually at the back of the main house.
whole heartedly	:	completely and sincerely
selfless	:	caring about others, not about oneself
meagre	:	small quantity
Man Friday	:	a trustworthy character in the novel <i>Robinson Crusoe</i>
run errands	:	do petty jobs
reaffirm	:	prove again

Comprehension :

1. Answer the following questions in two or three sentences each.

1. Why did Ramesh name his home “Shyamkamal”?
2. Whom did Ramesh stay with when he was in Dharwad?
3. Was Kamala Bai selfish?
4. How did Shyama Rao help Ramesh?
5. Why did Ramesh’s friends call him “the couple’s Man Friday”?
6. What kind of person, do you think, was Ramesh?
7. Describe Kamala Bai and Shyama Rao.
8. How can you make old people happy?

Writing :

Describe an elderly person in your house (It may be your grandfather, grandmother, father or mother) and say why you like him/her.

* His/her name :

* Age :

* Physique - looks - height, weight :

* Admirable qualities

* Abilities and shortcomings

Language Exercise :

Vocabulary

I. Match the words in list A with their opposites in list B.

A

- i. remember
- ii. selfless
- iii. agree
- iv. success
- v. grateful
- vi. late

B

- a) selfish
- b) forget
- c) early
- d) disagree
- e) thankless
- f) failure
- g) unkind

II. The word “notice” has two meanings as an action word. It means “to see, observe or keep in one’s mind”.

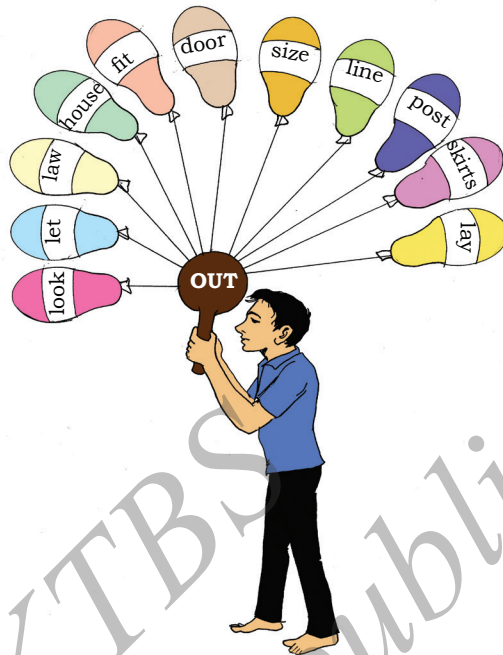
Eg: I noticed a book on the table.

The same word “notice”, as a naming word. means “a written or printed statement to announce something in public”.

Eg: He displayed a notice on the door saying that he had gone to his village.

Use the following words in sentences, first as action words, and then as naming words :

Change, share, love, name, question



III. Look at the words given in the balloons above. Join each one of them with the word “out”. Write the newly formed words against their meanings given below:

- a) _____ : money spent on something
- b) _____ : line showing the shape of something
- c) _____ : something that exists outside the main
- d) _____ : set of things especially clothes for a particular purpose
- e) _____ : declare someone an outsider or expelled
- f) _____ : way out for liquid or gas

- g) _____ : views or perception
- h) _____ : group of people or settlement far from the main group or settlement
- i) _____ : outer areas or limits of a town
- j) _____ : small building near a larger main building

IV. Substitute the sentences with one word, using the words given in the box below.

1. Short account of an amusing or interesting event
2. One who has no money
3. Name shared by all the members of the family
4. A laudatory speech or written tribute, especially praising someone who has died; high praise or commendation; praise, acclamation.
5. A quality that means greatness of heart.

surname eulogy anecdote generosity pauper

Grammar

Verbs are action words. No sentence can be complete without a verb or an action word that expresses the action.

eg.: I run fast.

They sit quietly.

She learns well.

He listens attentively.

The words underlined in the above sentences denote actions.

I. Now identify the action words in the following sentences.

- i) They sing well.
- ii) We play in the evening.
- iii) He works in a hospital.
- iv) Our parents guide us in our work.
- v) Dog jumped into the well.
- vi) Cow eats grass.
- vii) They attended a meeting yesterday.
- viii) Ramu walked to the school.
- ix) She painted all the pictures.
- x) They danced together.



Pre-reading activity:

- Have you ever felt weak?
- Do you think your forefathers were stronger than you are?
- Compare yourself to your grandfather or grandmother. List out some of their strengths.

(In this poem you will learn how old people are stronger than the youth. Here, the poet talks about her grandmothers and asks why she is not able to be like them)



My grandmothers were strong,
They followed ploughs and bent to toil
They moved through fields sowing seed.
They touched earth and grain grew.
They were full of sturdiness and singing.
My grandmothers were strong.



My grandmothers were full of memories
Smelling of soap and onions and wet clay
With veins roughly over quick hands.
They have many clean words to say.
Why am I not as they?

- Margaret Walker

Glossary :

plough	:	a large tool used by farmers to turn over the soil before planting crops (plow-North American spelling)
sturdiness	:	strength
quick	:	busy

Comprehension:

I. Answer the following.

1. What kind of life did the poet's grandmother lead?
2. List the different types of work the grandmothers of yesteryears could do.
3. List the different qualities they possessed.
4. Is the poem an admiration of the grandmother of the poet, or the elderly women in general?
5. Why do you think the poet is not as strong as her grandmother?
6. What aspects of the elderly people are appealing to the poet?

II. Look at the second stanza of the poem. Read it carefully. The last two lines are in the present tense. Compare these with the first stanza, which is in the past tense.

Why do you think the poet has used the past and the present tenses in this way?

Further reading :

Read the story "My First Student" by Sudha Murthy. In this story, she tells us about how she taught her grandmother, aged 65, how to read and write.

Read from "Kalakanni Jataka" the story of "Kanni, The Unlucky."

Read the poem "Women" by Alice Walker.



LESSON – 4

BIRD MIGRATION

Human beings move from their birthplace to other place for jobs or work. They also visit different places. Moving from one place to another for some purpose is migrating. Birds, like human beings, move from their native lands to other lands in search of food or shelter when the climate is not suitable for them to survive in their native lands.

Activity:

Before reading the text, work with a partner and answer the following questions. Base your answers on your knowledge of the topic:

- What words would you use to describe animals and birds?
- What are the birds commonly seen in your locality?
- Why do you think birds migrate?
- How do you think birds warn us of climate changes?

Birds are a man's and the environment's best friends. They could be kept as pets. They can perform marvellous feats. Like human beings who go in search of job opportunities to earn their living, birds travel from place to place for different reasons. Their movement is seasonal. There are surprising facts about their movement.

The “migration” of birds is as old as the history of mankind. Yet it’s a surprise. Why do birds keep migrating from place to place? [There is no satisfactory answer.] However, there are many facts related to the amazing phenomenon called “bird migration”.



The word “migration” refers to the movement of birds from one place to another, from low lands to high lands and from the interior to the sea-coast.

Birds migrate for various reasons. For instance, it is observed that during winter birds go to warmer places because some of them cannot survive.

The birds that feed on insects will not be able to find their food in winter. Weather conditions alone would not make birds migrate. Birds migrate depending on the seasons. How do the birds identify the seasonal changes? It is said that birds can find the seasonal changes by knowing the length of the day. It is also believed that birds can understand it, when days get shorter and when they get longer. This ability in birds functions like an alarm clock.

Birds breed in summer and this is also connected with migration. During this season, birds migrate northward. The change in the length of days and the lack of food tell the bird to migrate to suitable places. The breeding instinct helps them migrate up north. In late summer many birds fly down south. Sometimes, they travel to different continents and return to their nests in their own country in spring. Their ability to find their home is as amazing as their readiness to migrate.

How do birds find their way home? There is a belief that birds can understand the magnetic fields that surround the earth. These magnetic fields run from the north to south poles. Perhaps the birds are directed themselves by these lines of force. However, this theory has not been proved.



Birds migrate for many reasons and may have their instinct to find their way home. They are the champions

among all migrating animals. The Arctic Terns are the champions among the birds. These travel an average of 22,000 miles a year. During its flight, the Tern nests at different places and takes about 20 weeks to make its trip down to the Antarctic region. Its average speed is 1000 miles a week.

Most land-birds make short hops during their migration. The American Golden Plover is an exception. It makes a long non-stop flight and can fly a distance of about 2400 miles over water without food or stopping.



Birds do not actually begin their migration the same day every year. For instance, the famous Swallows of California are supposed to leave on October 23rd and return on March 19th. But their dates of departure and return have been found to be varying from year to year. Birds migrate for satisfying their needs as human beings do.

Impact of Cell Towers on birds.

Ever wondered about vanishing house sparrows, declining number of peacocks and other birds in the city?

A study “A possible impact of communication tower on wildlife, birds, and bees” - conducted by the expert committee of Union Ministry of Environment and Forest - attributes the drop in number of birds in Indore, Bhopal, Jabalpur, Ujjain and other cities to increased use of mobile phones and electro-magnetic radiation (EMR) emitted from communication towers.

Concerned over the increasing number of mobile towers in the city, a city based animal activist Sudhir Khetawat has written a letter to the Animal Welfare Board, urging them to take necessary action in the matter. “It is dangerous for birds and even the forest department, in its letters dated May 5, 2015 and May 12, 2015, has accepted that mobile-tower radiation is affecting the health of birds and peacocks in particular,” said Khetawat. Girish Kumar from Electrical Engineering department of IIT-Mumbai, who has done extensive work on harmful effects of mobile tower radiation on humans, birds, and animals, has said that birds, including sparrows, honeybees, and peacocks are severely affected by cell tower radiation as their surface area is more (so radiation absorbed is also more) compared to their body-weight.

He added that the effects on the peacocks is much more pronounced as their wings/feather occupy more

surface area resulting in large absorption of radiation, hence creating more health-hazards, and leading to various ailments and even death.

Source : The Times of India

(May 22nd 2015)

Glossary :

lowland	: flat land
highland	: mountainous area
marvelous	: astonishing
feat	: achievement
phenomenon	: fact
departure	: leaving
exception	: not included / unusual
nests (v)	: stays, halts

Comprehension :

I. Answer the following questions in a sentence or two each.

1. What does migration mean?
2. Is migration of birds seasonal?
3. Do birds migrate only in search of food?
4. How do birds identify seasonal changes?
5. Why do birds migrate?
6. Is migration a necessity?
7. State one theory which helps us understand how birds find their way home.

8. Give an example to show that birds do not migrate at the same time.
9. How are the Arctic Terns the champions among migrating birds?
10. Describe the movement of birds during their migration.
11. What is the characteristic feature of American Golden Plovers in relation to migration?
12. Name the birds mentioned in the lesson.

II. Choose the appropriate answer.

1. Birds migrate to warmer places because they
 - a. like warmer places
 - b. can't survive in winter
 - c. breed in winter
 - d. migrate for a change
2. Birds are directed to their homes by
 - a. magnetic lines
 - b. seasons
 - c. direction of the sun
 - d. changes in the colour

III. Say whether the following statements are true or false.

1. Birds are the enemies of man. ()
2. The breeding instinct helps birds to migrate to the east. ()
3. All birds migrate at the same time. ()

4. Birds can find the seasonal changes by knowing the length of the day. ()
5. Magnetic lines stretch from north to south poles. ()

Writing :

- 1. Write a paragraph on the migrating habits of**
 - a. Arctic Tern.
 - b. American Golden Plover.
 - c. Swallows of California.
- 2. Imagine you are a parrot. Write in hundred words describing your appearance, food habits, places where you can be found, your speed of movement and migrating habits.**
- 3. Write a letter to your friend on your visit to a zoo nearby.**

Language Exercise :

Vocabulary

- 1. Substitute the following with one word each. Choose from the list of words given in the box below.**
 1. The study of birds
 2. Fear of flying in an aircraft
 3. Large area of high and fairly flat land

4. The study or practice of travelling through the air
5. A strong rush of air, rain, smoke carried by wind

gust

aeronautics

aerophobia

ornithology

plateau

II. Circle the names of 10 animals/ birds hidden in the following square. One is done for you.

o	k	m	o	n	k	e	y	a	d
w	s	x	y	z	m	a	c	k	u
l	w	p	q	r	s	g	h	i	c
n	r	n	m	f	q	l	j	h	k
o	w	q	a	b	h	e	n	c	x
c	p	a	r	r	o	t	p	i	e
i	f	c	d	e	f	e	t	r	p
l	e	g	h	i	j	t	s	t	f
e	j	k	l	m	n	i	m	s	a
p	e	a	c	o	c	k	n	o	r

Grammar :

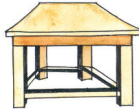
Read the sentences given below. The words underlined in them either describe or say something about the person or the object or the thing in the sentence. Such words are called descriptive words or adjectives.

- (i) The table is round.
- (ii) Raju is an intelligent boy.
- (iii) They are all good workers.
- (iv) Their garden has well-grown trees.

Words like round, intelligent, good and well-grown are some of the adjectives.

I. Look at the pictures and complete the phrases.

i



..... table

ii



..... clock

iii



..... flower

iv



..... stream

v



..... neck

vi



..... bird

vii



..... trunk

viii



..... child

- II. Now using the describing words, describe the objects in your classroom.
- III. Using appropriate words describe yourself.
- IV. Pick out the describing words in the lesson.

Further Activity :

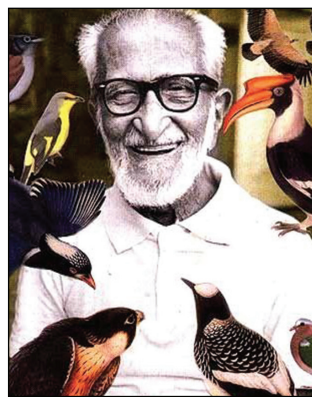
1. *Collect information on the famous bird sanctuary at Ranganathittu in Karnataka. Write a paragraph in 100 words and list the birds which migrate to Ranganathittu from other places during different seasons.*

Further reading :

1. The essay “Bird Life in the City” by Ruskin Bond.

Salim Ali

Salim Moizuddin Abdul Ali (12 November 1896-20 June 1987), best known as the Grand Old Man of Indian Ornithology and also referred to as the “Birdman of India”, was the first among many to conduct a systematic bird-survey in India. His research and findings have served as the basis for the modern specifications of Indian birds. He was awarded the Padma Bhushan in 1958 and the Padma Vibhushan in 1976, India’s third and second highest civilian honours respectively. Several species of birds and a couple of bird sanctuaries and institutions have been named after him.



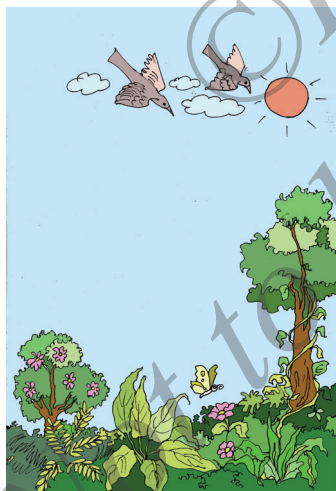
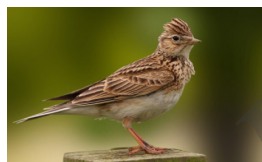
POEM – 4

THE SKYLARK

Pre-reading activity:

- Do you get a chance to listen to birds singing?
- Have you ever listened to birds singing? Or have you watched birds flying?
- When does a Koel sing?
- How do you feel when you hear a Koel?

Now, read the poem.



The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn;
A stage below, in gay accord,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank, and soared to sing.
The cornfield stretched a tender green
To right and left beside my walks:
I knew he had a nest unseen
Somewhere among the million stalks.
And as I paused to hear his song,
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

- Christina Rossetti

Glossary :

skylark	: a small singing bird
speck	: tiny shape of the bird
soar	: to fly high
swift	: quick
stalk	: a long and narrow part of a plant

I. Answer the following questions.

1. Where did the poet see the skylark?
 - a. on the ground
 - b. flying in the sky
 - c. in the nest
 - d. between the earth and sky
2. Why is the skylark described as a “singing speck”?
3. How are the butterflies described?
4. Explain the meaning of these two lines in your own words:

“And still the singing skylark soared,
And silent sank and soared to sing.”
5. What part of the day is mentioned in the poem?
6. What is the mood of the poet?
7. Why does the poet say “I knew he had a nest unseen”?
8. What kind of a field “does the poet talk about in the poem?”

9. Which one does the poet enjoy most: the dancing of the butterflies, or the flight of the skylark? Why?
10. Read the following lines aloud. You will notice the end rhymes:

The earth was green, the sky was blue
I saw and heard one sunny morn
A skylark hang between the two
A singing speck above the corn.

Say the pairs of words aloud

blue-two; morn- corn

The rhyme-scheme, you learn is as follows

a

b

a

b

Now find the rhyme-scheme in the following lines:

And tell me now what makes thee sing

With voice so loud and free,

While I am sad, though I'm the king,

Beside the river Dee?

Further Reading :

1. "Maples" by Judith Pordon
2. "I know Why the caged Bird Sings" by Maya Angelou
3. "Lift Every Voice and Sing" by James Weldon Johnson.

LESSON – 5

THE GREAT SPIRIT OF THE SAL TREE

Pre-reading activity:

- Have you climbed a tree? Have you observed the trees around you? Do you have a garden at home?
- List out the names of the trees/plants you are familiar with.
- “Destruction of forests has caused problems for humanity Do you agree with this? Discuss with your friends.

Once upon a time, a king of a north Indian kingdom wanted to build a palace more remarkable than any other in the country. He could not make it richer, taller, stronger or more beautiful without great expense and trouble. So he decided to make it special in another way, by setting the whole palace upon a single wooden column, a column carved from one of the biggest trees in his kingdom.

He sent for his minister and said, “Send men to my forests far and near, and tell them to cut down and bring to the city without delay, the mightiest tree they can find.”

Thirty foresters were dispatched, but they soon returned saying that though there were many trees equally strong and gigantic in the king’s forests, they

could never carry or drag them over the difficult terrain that lay between the forests and the city.

The king heard this. But later he sent for the foresters again. "By means of horses, one of these trees must be brought here," he said. "It is not possible", they said. "No horse could move such a tree even an inch."



"By means of bullocks then," he said.

"The bullocks could not possibly force their way through miles of such dense forest."

"By means of elephants, then!"

"It is hardly possible for the ground is so marshy that the elephants would sink to their knees in it."

"Very well," said the king angrily. "If you cannot bring me such a tree from the forests, then you must find it

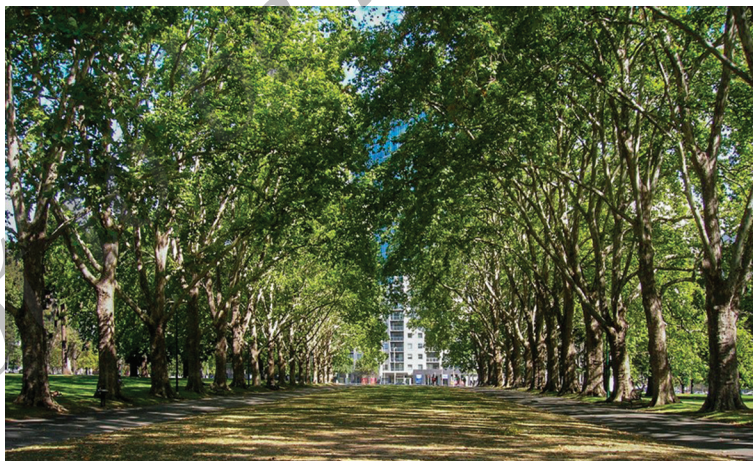
within one of my village parks. Bring it here within a week!”

The foresters left and went directly to a splendid sal tree which grew not far from the palace. It was worshipped by the people of many villages around because within it dwelt a tree-spirit who gave the tree its great strength, size and beauty.

The foresters decided with much reluctance that the king’s column must be made from this lordly sal tree and from no other.

They returned to it with garlands, lamps and music to offer them to the spirit inside, and to warn him that he must leave his abode, for within seven days it would be cut to the ground.

The tree-spirit heard and understood well enough what was about to happen. It remained quiet as a resting



breeze blew for a few moments. Then, all his leaves began to whisper, and his topmost branches bowed; and the

foresters went away satisfied that he had answered their plea. But this was what the leaves were whispering to each other :

“Should the king’s decision hold, not only shall we perish, we and our spirit-for the sal-spirit cannot exist anywhere else, but our fall will crush all the little sal trees that have sprung up and thrive under our protection. For ourselves we care not, but for the children’s sake we wish that the king had not wished it so”

The spirit within the tree thought, “This must not be allowed. I must visit the king and persuade him.”

That night, while the king was asleep, a shining figure appeared to him in his dreams and spoke in a voice that was like a rustle: “I am the spirit of the sal tree, O King, your foresters this day have told me of your decision to fell me. I have come to beg you to change your mind”.

“No, I cannot,” grumbled the king. “Yours is the only tree in all my parks strong enough to support a palace building, and therefore I must have it.”

“Consider, O King! For a thousand years I have been worshipped by the people of many villages and never has anything but good come out to them. The birds nest in me. I send a vast and lovely shade upon the grass beneath me. Against my trunk people rest, and wild creatures too, glad of the coolness. The earth blesses me.

“All true enough, good tree-spirit,” spoke the king, “but for all this I cannot spare you. I have made up my mind.”



“Then grant me one last request,” said the tree-spirit. “Let me be felled in three parts. First, my head, with its crown of waving greenery. Next my middle, with its hundred strong arms and hands. Last my base, which bears the heaviest and knottiest of my limbs upon it.”

“This is a strange request,” said the king, “never before did I hear of one who desired three times to suffer the death stroke. Why not endure the agony but once, and have it over?”

“It is like this, O King, around me have grown up my family. Dozens of young sal trees have sprung from me and thrived in my generous shadow. Should you fell me with one mighty stroke, my weight would certainly crush all my children to death. But if three times I suffer the stroke, and fall in three pieces, some of the little ones may escape. Is my prayer granted?”

“Indeed it is,” said the king, whereupon the tree-spirit faded away.

The next morning, the king called his minister and his foresters and told them that he had changed his mind. The column for the new palace should be built of stone,

not wood. “For,” said he, “within the sal tree dwells a spirit nobler than my own.” And he told them of his vision and they all marvelled.

The Chipko Movement – a protest by villagers who embrace the tree to prevent it from being felled. A prominent leader who has contributed significantly to this movement is Sundarlal Bahuguna, a Gandhian.

Glossary :

column	:	pillar
terrain	:	stretch of land
spirit	:	ghost; super natural being
abode	:	home
felled	:	cut down
thrive	:	live
agony	:	great pain

Comprehension :

I. Choose the most appropriate answer from the four alternatives given below each statement.

1. The foresters could never drag the huge trees to the city because
 - a) only thirty foresters were dispatched.
 - b) the trees were very heavy.
 - c) the foresters were lazy.
 - d) there was a difficult terrain between the forest and the city.

2. The foresters worshipped the tree-spirit because
 - a) they were afraid of it.
 - b) it commanded them to do so.
 - c) it gave the tree great strength, size and beauty.
 - d) it was just a custom.
3. The tree-spirit requested the king that it be felled
 - a) in one stroke all at once.
 - b) in three strokes.
 - c) in two strokes.
 - d) branch by branch.

II. Say whether the following statements are True or false.

1. The king sent his men to the forest to cut down and bring the mightiest tree. ()
2. Only elephants could be used to move the tree. ()
3. The leaves of the sal tree were concerned only about themselves. ()
4. The king was very pleased to change his mind at the tree's first request. ()
5. The king decided that the column for the new palace should be built of stone. ()

III. Answer the following questions in two or three sentences each.

1. How did the king want to make his palace special?
2. Name the animals suggested by the king for pulling the tree.
3. How did the tree-spirit describe itself to the king?

IV. Match column A with column B. Column A has the animals suggested by the king. Column B has the reasons for not being able to use the animals to drag the tree.

A

B

- | | |
|--------------|--|
| 1. Horses | a) Legs could sink in the marshy ground |
| 2. Bullocks | b) Would not be able to move the tree even an inch |
| 3. Elephants | c) Would not be able to force their way in the dense forest. |

Writing

I. Answer the following questions in a paragraph (six to eight sentences each).

1. What did the foresters warn the tree-spirit about? How did they know that he had answered their plea?
2. "Some of the little ones may escape" – What quality of the tree-spirit does this statement convey?
3. The king felt that the spirit of the sal tree was nobler than his own. Why did he feel so?

II. Write an imaginary dialogue between you and a tree which is getting cut down.

Language Exercise :

I. Vocabulary :

Substitute the sentences with one word. Choose from the choices given in the box below.

1. Government by kings and queens
2. A feeling of pain
3. Cutting down trees in a forest
4. Plants in a particular region.

Deforestation abode monarchy spirit flora agony

II. Pick out the opposites of the following words from the text.

- | | | |
|-------------|-------------|-------------|
| a. true | b. accept | c. dissuade |
| d. domestic | e. rejected | f. liking |

Grammar

English language uses a few words to describe actions or give extra information to a verb.

- e.g: (i) Deer runs fast.
(ii) Snails move slowly.
(iii) Some people rarely work.
(iv) She sings well.
(v) They fought bravely.
(vi) He is seriously ill.

The words underlined in the sentences above describe the manner of action in each of them. They are called adverbs.

Adverbs are usually formed by adding -ly to the describing words.

- e.g : careful - carefully plain - plainly
 serious - seriously deep - deeply
 brave - bravely

I. Now identify the adverbs in the following sentences.

- 1) The child listened patiently to his mother.
- 2) The horse rode as quickly as possible.
- 3) Students answered correctly.
- 4) I read silently.
- 5) The farmer told the hiker plainly.
- 6) Joe cried bitterly when he broke his new glasses.

II. List different actions that you do between 10 am and 1 pm at school everyday and say how you do them.

e.g.: 1) I listen carefully.

2) I sit

3) I read

4) I speak

III. There are a few adverbs which are used to express the frequency of the action done.

e.g.: I often read the newspaper.

They never play in the evening.

Rekha usually goes to school with her brother.

Lankesh sometimes drinks coffee.

The words underlined are adverbs of frequency. They express how often one does the work (reading, playing, going, drinking and so on)

IV. Correct the following sentences.

i) I ate quick.

ii) Unfortunate everyone was injured in the accident.

iii) He spoke to her gentle.

iv) They all spoke loud.

v) It rained heavy.

vi) He shut the door quiet.

Now, imagine you need to tell your friend how often you do the following. Fill in the table below using a tick (✓) mark and construct sentences as shown in the example.

I always obey my parents.

	Actions	sometimes	always	often	never	usually
a.	pray in the evening					
b.	read books in English					
c.	obey teachers					
d.	walk in the school park					
e.	watch TV					
f.	visit relatives					
g.	read the newspapers					
h.	play hockey					
i.	quarrel with friends					

Further reading:

- “The Cherry Tree” by Ruskin Bond
- Read the story of the third edition of Zen monk Tetsugen’s Sutras (Japanese). These sutras can be seen in Okaku Monastery in Kyoto, Japan.



WHAT THE LEAVES SAID

Pre-reading activity:

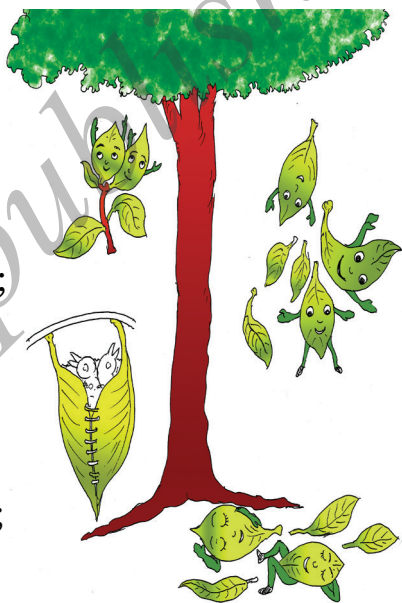
- Do you think the colour of the leaves in a tree remain the same through the year?
- Have you ever wondered how leaves appear on trees and why they wither and fall?

The leaves said, “it’s spring;
And here are we,
Opening and stretching
on every tree.”

The leaves said, “it’s summer;
Each bird has a nest;
We make the shadow
Where they can rest.”

The leaves said, “it’s autumn;
Aren’t we all gay?”
Scarlet and golden
And russet were they.

The leaves said, “it’s winter;
Weary are we.”
So they lay down and slept
Under the tree.



-Anon

Glossary :

shadow : shade

gay : cheerful/happy

russet : reddish-brown

Comprehension :

I. Answer the following questions in two or three sentences each.

1. What are the leaves described as doing in the first stanza?
2. Which stanza tells us that the leaves are happy? Pick out the line that conveys this.
3. In which season do leaves give shade for the nest of the birds?
4. Why are the leaves described as lying down to sleep in winter?

II. Answer the following questions in a paragraph each (six-eight sentences).

1. What do the words scarlet, golden and russet in stanza three suggest?
2. Which season do you like the most? Why?
3. A day has four distinct parts - morning, afternoon, evening and night. How do you usually feel during these periods of the day?
4. Which part of the day do you like the most?

III. Pick out the rhyming words in each stanza.

Write a suitable rhyming word for each of the following words : spring, summer, slept.

Personification: Poets use this figure of speech for emphasis. To “personify” means to give human characteristics to abstract ideas or non-living things.

For example:

1. Fear knocked on my door.
2. Pride goes before a fall.
3. A picture speaks.
4. The telephone shrieked loudly.

The poem personifies “leaves.” The poet has given a voice to the leaves by saying “the leaves said.....”

Also the poet has given other descriptions that personify “leaves.” Can you pick out a few.

3. Identify the season each picture depicts.



**4. List out the festivals that you celebrate during :
Spring, Summer, Autumn, Winter.**

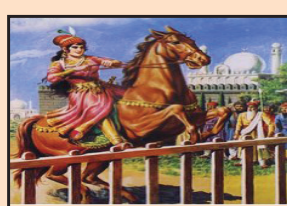


LESSON – 6

THE WARRIOR WHO BROUGHT GLORY

Pre-reading activity:

- Look at the pictures of great warriors. Identify them and talk about their uniqueness.
- If you participate in a fancy-dress competition, which role will you take and why? Mention the colour/type of the dress you would wear.



(India has been the land of many rivers and legends, where people with different cultures, traditions, and beliefs live together. This vast country, with many different religions, languages, has seen many wars and battles. It has a glorious past. Great writers, patriots and courageous men and women have worked for the country. One such courageous man is Sam Manekshaw, the great warrior. Read the following to know more about Sam Manekshaw).

Sam Harmuzji Pramji Jamshedji Manekshaw or Sam

Manekshaw as he is better known, was born in Amritsar on 3 April 1914. Even as a child he displayed his ambition to join the army. Out from Sherwood College in Nainital after completing his class XI (Senior Cambridge), Manekshaw appeared for the army entrance examination in 1932. There were 1200 applicants along with him for 15 vacancies. He was not sure if he could make it. However, he was successful. In 1934, he passed out from the Indian Military Academy at Dehra Dun.



Manekshaw took part in World War II. He was defending Burma against the Japanese attack. History has recorded some of his memorable experiences. One day, as he moved forward with his men against the Japanese army, he got shot by a Japanese soldier which seriously wounded him. Major General, David Cowan thought that Manekshaw would lose his life, and he immediately pinned his own Military Cross ribbon on Manekshaw saying, "A dead person cannot be awarded a Military Cross."

This incident shows how Manekshaw had the unique distinction of having got honoured for his bravery on the battlefield itself. To everyone's surprise, Manekshaw soon recovered from his injury, not to rest, but to take more active part in challenging battles and to

shoulder responsible assignments. In all these, Manekshaw was highly successful and victorious. Manekshaw was very cordial with his fellow-soldiers. He was so warm and kind-hearted that the warriors in the



Gurkha Regiment would compose and sing songs in praise of his humaneness. His superiors too had an appreciation for his service and sense of duty, devotion and commitment. General Sir Roy Bucher, the British Commander-in-chief of the Indian Army, described Manekshaw as the very best staff officer he ever had.

In June 1969, he succeeded General Kumaramangalam as the eighth chief of the Army Staff. As a commander, he served the nation with dedication and within two years of his promotion to this highest rank, he had to lead the Indian Army to confront the designs of the neighbouring Pakistan in 1971. The entire nation stood united to salute its illustrious and brave children. In recognition of his services to the nation, he was conferred with a lot of titles, honours and was awarded many medals. These include Padma Vibhushan in 1972 and the title Field Marshal in 1973. Retiring from service in 1973, Manekshaw settled in Coonoor in Nilgiris. His contribution to the nation

continued till his death in June 2008 at the Military Hospital in Nilgiris in Tamil Nadu.



A man known for his distinguished service, untiring selfless struggle, he felt that there should be no reason to stop working until one has to. Field Marshal Sam Manekshaw is a war-hero. It is certain that he will dwell in the hearts of millions of Indians because he made the nation proud by his dedicated service.

Glossary :

display : show
make it : achieve

passed out	:	came out successfully
dedication	:	commitment
confront	:	face (v)
conferred	:	awarded
distinguished	:	excellent
defend	:	guard against
assignment	:	any piece of work
humaneness	:	kindness

Comprehension :

I. Answer the following questions.

- When was Sam Manekshaw born?
 - Where was Sam Manekshaw born?
- Name the college from where Sam Manekshaw passed out.
- What made Sam Manekshaw get selected to the IMA?
 - hard work
 - ambition
 - ambition combined with hard work
 - recommendation
- When did Sam Manekshaw join the IMA?
- Did his fellow soldiers like him? why?
- What kind of relation did Sam Manekshaw have with his fellow soldiers?
- What made General Cowan honour Sam Manekshaw on the battlefield?

8. How do you think one can exhibit one's dedication to work?
9. Would you consider Sam Manekshaw an "ever-prepared" soldier?
10. What happened to Sam Manekshaw during World War II?
11. What made General Sir Roy describe Sam Manekshaw as "the very best staff officer he ever had"?
12. Which nation did Sam Manekshaw defend in World War II?
13. Pick out the lines/sentences from the passage which describe Sam Manekshaw's dedication to his work.

II. The following is a list of important dates/years in the life of Sam Manekshaw. Write their importance in the space provided.

- a) 1932 : _____
- b) 1934 : _____
- c) 1971 : _____
- d) 1972 : _____
- e) 2008 : _____

Writing :

a. Write five sentences on why one should be patriotic.

Language Exercises.

I. Vocabulary :

Observe the words in the first column and see the changes in them in the second column.

I	II
devote	devotion
distinct	distinction
appreciate	appreciation

Some naming words (Nouns) are formed by adding - ion/ tion to the action words (Verbs).

Now write the noun-forms of the following words :

- i. contribute : _____
- ii. examine : _____
- iii. promote : _____
- iv. recognize : _____
- v. act : _____
- vi. complete : _____
- vii. dedicate : _____
- viii. admire : _____

II. Here are some “army” related words. Find them using the clues given below.

C			T			
C					R	
	N	F				Y
B						S
	R			E		

Clues :

- A part of the army that uses large gun.
- Soldiers on foot
- A young person training in the armed forces
- Soldiers on horseback
- Buildings where soldiers live
- Place where weapons and ammunitions are kept

Grammar :

Prepositions are words such as in, of, to, at, for, between etc. These words are used to express location, time, position, duration, place and so on.

Some of the prepositions can be used to express many of these functions. Prepositions like in, on, and at can be used to express place and time.

e.g : I was born in the year 2001. (time)
My house is in Bengaluru. (place)
Vegetables are purchased at the market
We waited for them at the bus stop.

Rehman celebrates his birthday on 10th October.
The monkey is on the tree.

I. Fill in the blanks in the following sentences using the words given in brackets. (in, on, at)

- (i) The bus leaves _____ 8 a.m.
- (ii) Between 9 a.m. and 1 p.m., they will be _____ the school.
- (iii) My brother works _____ the office.
- (iv) _____ 18th November 2010, they all visited the zoo.
- (v) There was an earthquake _____ Gujarat _____ 2004.
- (vi) The children were watching T.V. _____ the hall.
- (vii) My parents were living _____ Chennai _____ 1988.
- (viii) I was born _____ 19th August 1992 _____
Junnar _____ 10 a.m.
- (ix) Shall we travel _____ your car?
- (x) We stayed _____ a very nice hotel when we were
_____ New Delhi
- (xi) I haven't seen him for sometime. I last saw him
_____ Rahul's birthday party.
- (xii) We can see stars _____ the sky _____ night.

II. Now ask your friend the following questions and write his/her reply in the space provided.

1. When do you get up?

2. When were you born?

3. Where do you park your cycle?

4. When do you help your sister/brother in doing homework?

5. When does your school begin?

6. When do you reach home after school?

7. Where do you sit and watch T.V. at home?

8. Where do you keep your books?

9. When do your examinations usually begin?

10. When do you play?



POEM – 6

THE PATRIOT

Pre-reading activity:

- How do you show your love for your country?
- Name some of the great patriots and talk about them.

(The poem describes the plight of a person who does not possess any love or patriotic feelings towards his motherland).



Breathes there the man with soul so dead,
Who never to himself hath said,
“This is my own, my native land!”
Whose heart hath ne’er within him burn’d
As home his footsteps he hath turn’d
From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,

Boundless his wealth as wish can claim;
 Despite those titles, power, and pelf,
 The wretch, concentrated all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down,
 To the vile dust, from whence he sprung,
 Unwept, unhonour'd, and unsung.

- Sir Walter Scott

Glossary :

breathes	: lives
hath	: has (old usage)
burn'd	: feel excited
strand	: shore
minstrel	: poet
no raptures swell	: no poet would sing about him
pelf	: money, wealth
wretch	: unfortunate or annoying person
forfeit	: lose
renown	: fame
vile	: worthless
whence	: where (old usage)

Comprehension :

1. What are the characteristic features of a patriot?
2. What characterizes a person who is not patriotic?
3. “For him no minstrel raptures swell”
 - a) Who does the word “him” refer to?
 - b) Why is the poet unhappy with such a person?
 - c) Explain “ no minstrel raptures swell.”
4. “..... shall go down
To the vile dust from whence he sprung
Unwept, unhonoured and unsung”.
 - a) Why does the poet say, he shall go down?
5. Make a list of the rhyming words in the poem.
6. Which line in the poem do you like the most? Why?
7. Who, according to you, is a patriot?



THE PARABLE OF TALENTS

Pre-reading activity:

- Human beings are different from animals in that they have the ability to think. If this ability is not used wisely, one can land in serious trouble.
- This story is about a competition between physical strength and thinking ability. Read on to find out more.

The Parable Of the Talents

“For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. The one who had received the five talents went off at once and traded with them, and made five more talents. In the same way, the one who had the two talents made two more talents. But the one who had received the one talent went off and dug a hole in the ground and hid his master’s money. After a long time the master of those slaves came and settled accounts with them. Then the one who had received the five talents came forward, bringing five more talents, saying, ‘Master, you handed over to me five talents; see, I have made five more talents.’ His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.’ And the one with the two talents also came forward, saying, ‘Master, Master, you handed over to me two talents; see, I have made two more talents.’ His master said to him,

‘Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.’ Then the one who had received the one talent also came forward, saying, ‘Master, I knew that you were a harsh man, reaping where you did not sow, and gathering where you did not scatter seed; so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.’ But his master replied, ‘You wicked and lazy slave! You knew, did you, that I reap where I did not sow, and gather where I did not scatter? Then you ought to have invested my money with the bankers, and on my return I would have received what was my own with interest. So take the talent from him, and give it to the one with the ten talents. For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away.’

Source. Bible. (NRSV) Matthew 25:14-30.

New Revised Standard Version (NRSV)

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Glossary :

talent	:	ability. Here a talent is worth more than the wages of a labourer for fifteen years
entrust	:	to trust to the care of
slave	:	a person whose labour and life is subject to the owner's will
trustworthy	:	reliable, deserving of trust
scatter	:	separate, to disperse
wicked	:	evil or mischievous by nature

comprehension :

I. Choose the most appropriate answer.

- The man entrusted his property to his slaves because
 - he was generous
 - he wanted to test them
 - he was going on a journey
 - he loved them very much
- The slave who got five talents decided to
 - hide the talents
 - trade with them
 - invest them with bankers
 - earn two more talents.
- The slave who got one talent hid it in a hole because
 - he wanted to earn one more talent
 - he wanted to receive interest
 - he thought that his master was generous
 - he thought that his master was a harsh man

II. Answer the following questions in two-three sentences each.

1. Why did the man give talents to his slaves?
2. What did the slaves do with the talents?
3. How did the master appreciate the first slave?
4. How was the third slave punished?

Writing :

I. Answer the following in a paragraph each. (six-eight sentences)

1. What did the second slave do with the talents and how was he rewarded?
2. How did the first and the second slaves impress their master?
3. Why do you think that the master got angry with the third slave?
4. Do you find any difference between the attitudes of the three slaves in the parable? Discuss.
5. What would you have done if you are in the place of the third slave?
6. The master took the one talent from the third slave and gave it to the one who already had five. Do you find it a strange thing?
7. "Reaping where you did not sow, and gathering where you did not scatter seed." What do you understand by this statement?

Language Exercise :

Grammar

You learnt in the previous lesson that verbs are action words. Verbs indicate time and express tense. Different forms of verbs are used to express time and tense. Verbs have the present form, the past form and the past participle form. The past form is usually formed by adding “ed” or “d” to the present form.

e.g. walk - walked
talk - talked
decide - decided
move - moved

There are some verbs whose past form cannot be formed by adding “d” or “ed” to their present forms. Such verbs are called irregular verbs.

e.g. learn - learnt
go - went
come - came
buy - bought

I. Using a dictionary write the past forms of the following verbs.

- | | | | |
|-----------|---|--------------|---|
| i) eat | - | xii) watch | - |
| ii) fly | - | xiii) bring | - |
| iii) move | - | xiv) know | - |
| iv) leave | - | xv) listen | - |
| v) live | - | xvi) write | - |
| vi) go | - | xvii) listen | - |
| vii) read | - | xviii) walk | - |

- | | |
|----------------|-------------|
| viii) attend - | xix) pray - |
| ix) prepare - | xx) enjoy - |
| x) visit - | xxi) See - |
| xi) play - | |

II. Here is a letter written by Sneha to her father on her trip to the Nandi Hills with her friends. Read the letter and correct the errors in the letter.

Dear father,

We go to the Nandi hills yesterday. There are thirty students in the party. We travel by bus. We leave the school at 9 a.m. We reach there at 10 a.m. On the way we saw on both the sides, tall trees and thick bushes and monkeys too. The road was nice. We play games and rest for three hours. We return at 5 p.m. All of us enjoy the trip.

Yours lovingly

Sneha

III. Rewrite the following sentences using the past form of the verbs underlined.

- e.g. a) The cobbler mends the shoes.
The cobbler mended the shoes.
- b) My English teacher teaches me the letters of the alphabet.
- c) Raghu paints the pictures.
- d) They keep their pet animals in a separate place.
- e) Those men enjoy watching T.V. always.

IV. Write in 7 or 8 sentences all that you do everyday at home before you leave for school.

I get up at 5 O'clock

I brush my teeth

.....

V. Write in five or six sentences how your mother usually prepares coffee or tea.

You may begin writing

My mother boils the water.

VI. This is what Shankar of class IX did in his school. Read it completely and write in full sentences the actions of Shankar.

- a. attends English class
- b. visits the science lab
- c. reads book in English
- d. listens to the science teacher
- e. has lunch
- f. does problems in arithmetic
- g. writes practical records
- h. plays in the ground
- i. talks to friends in groups
- j. discusses with the geography teacher about project-work

You can begin with the sentence given below.

Yesterday, Shankar attended the English class. He

.....

THE KITTEN AT PLAY

Pre-reading Activity :

- Have you ever seen animals play?
- Discuss your experiences with your friends and describe the same.
- Do you like watching animals at play?
- Have you seen a bullfight or a cockfight?

See the kitten on the wall,
Sporting with the leaves that fall,
Withered leaves, one, two and three
Falling from the elder tree,
Through the calm and frosty air
Of the morning bright and fair.
See the kitten, how she starts,
Crouches, stretches, paws and darts;
With a tiger-leap half way
Now she meets her coming prey
Let it go as fast and then
Has it in her power again.
Now she works with three and four,
Like an Indian conjuror;
Quick as he in feats of art;
Gracefully she plays her part;
Yet were gazing thousands there,
What would little Tabby care?



- *William Wordsworth*

Glossary :

conjuror : juggler (here)

feats : accomplishments, stunts (here)

Comprehension :

I. Answer the following questions in two-three sentences each.

1. What is the kitten's name in the poem? What is the kitten doing?
2. What does "elder tree" refer to?
3. How is the morning, according to the poet?
4. What is the kitten's "prey"?
5. In what way is the kitten like an Indian conjuror?

II. Answer the following questions in a paragraph (Six-eight sentences) each.

1. In what way is the kitten compared to the tiger?
2. "Yet were thousands gazing there" – Who does this line refer to? What were "they" gazing at?
3. What does the last line tell us about the kitten?
4. The kitten can be compared to a playful child. List out the things that you would like to play with. Do you enjoy being mischievous and playing pranks sometimes?

III. Look at these words.

Prey-pray; way-weigh; fair-fare

These words sound the same but have a different meaning and spelling. They are called 'Homophones'. Write the appropriate word below the picture.

1.



2.



3.



LESSON – 8

THE DINNER PARTY

Mona Gardner

Pre-reading activity:

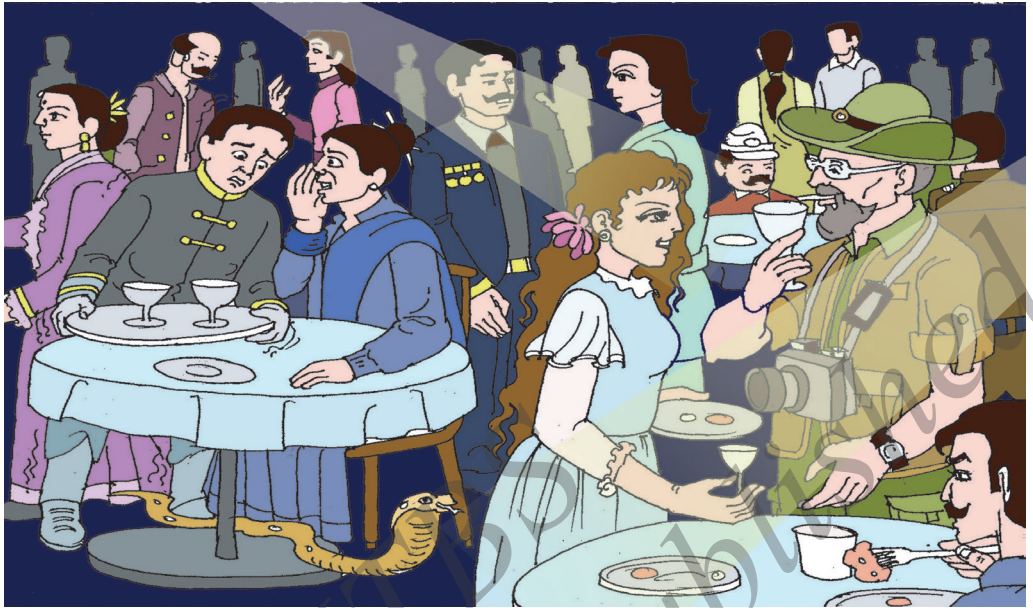
- Do you ever get angry?
- Can you think of an event in which you lost your control and put the blame on others?
- Who do you think has more self-control - Men or women?
- Is it right to say that only men or women have self-control?

Now read the story, “The Dinner Party”.

The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests – army officers and government officials and their wives, and a visiting American naturalist – in their spacious dining room, which has a bare marble floor, open rafters and wide glass doors opening onto a veranda.

A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven't.

“A woman's unfailing reaction in any crisis,” the colonel says, “is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce is what counts.”



The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture she summons the servant standing behind her chair and whispers to him. The servant's eyes widen, and he quickly leaves the room.

Of the guests, none except the American notices this or sees the servant place a bowl of milk on the veranda just outside the open doors.

The American comes to with a start. In India, milk in a bowl means only one thing - bait for a snake. He realizes there must be a cobra in the room. He looks up at the rafters - the likeliest place - but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left - under the table.

His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

“I want to know just what control everyone at this table has. I will count three hundred – that’s five minutes – and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!”

The twenty people sit like stone images while he counts. He is saying “. .. two hundred and eight . . . “ when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.



“You were right, Colonel!” the host exclaims. “A man has just shown us an example of perfect control.”

“Just a minute,” the American says, turning to his hostess. “Mrs. Wynnes, how did you know that a cobra was in the room?”

A faint smile lights up the woman’s face as she replies: “Because it was crawling across my foot.”

Glossary :

naturalist	-	one who studies animals and plants
crisis	-	extremely dangerous time
summons	-	orders
impulse	-	a sudden feeling to act
slam	-	close with great force
forfeit	-	lose
sober	-	serious and sensible
gesture (v)	-	signal
ounce	-	a unit for measuring weight
commotion	-	noise and confusion
screams	-	shouts
rafter	-	a long wooden beam
veranda	-	an open room
staring	-	looking at something for a long time
bare	-	empty
bait	-	food used to attract some animal

Comprehension :

I. Answer the following questions.

1. Who are the hosts and guests in the story?
2. Describe the place where the dinner is hosted.
3. What is the young girl discussing with the colonel?
4. According to the colonel, who has greater self-control, the man or the woman?
5. Why do you think that the American did not join in the discussion?
6. What did the hostess want her servants to do? Why?
7. Do you think this action was a routine one?
8. What made the naturalist think that there must be a cobra in the room?
9. Where did the American search for the cobra?
10. What did the American do to test the self-control of the people at the dinner party?
11. Who shows greater self-control in the story: The American guest or the hostess?
12. How does the American figure out that there is a cobra under the table?
13. The Colonel believes that women behave very differently from men in a crisis. Do you agree with the colonel's belief?

14. How would you describe the following:

- a. The American Naturalist
- b. Mrs. Wynnes
- c. The Colonel
- d. The Servants?

Language Exercise :

Vocabulary:

I. Use the following words in sentences of your own.

- a. forfeit b. sober c. gesture d. stare.

Grammar

In one of the earlier lessons, you learnt the functions of adjectives. In this lesson, let's learn how the three different forms or the degrees of the adjective are formed.

The three different forms / degrees of adjectives are

- (i) The Positive degree
- (ii) The Comparative degree
- (iii) The Superlative degree.

Usually the comparative degree is formed by the addition of "er" to the positive degree form.

e.g : tall - taller

short - shorter

near - nearer

The superlative degree is usually formed by the addition of “est.”

ex : strong	stronger	strong <u>est</u>
broad	broader	broad <u>est</u>
near	nearer	near <u>est</u>

Now, form the comparative and superlative degrees of the adjectives given below :

	Positive	Comparative	Superlative
(1)	fine	.....	.....
(2)	sweet	.....	.....
(3)	dear	.....	.....
(4)	high	.....	.....
(5)	fat	.....	.....
(6)	long	.....	.....
(7)	weak	.....	.....
(8)	fair	.....	.....
(9)	cool	.....	.....
(10)	low	.....	.....
(11)	bold	.....	.....
(12)	few	.....	.....

There are however, certain adjectives which do not take “er” or “est” either in the comparative or superlative forms respectively.

e.g : intelligent - more intelligent - most intelligent

difficult - difficult - most difficult

There are a few more adjectives which take irregular forms in the different degrees.

much / many - more - most

good better best

bad worse worst

Such adjectives are called irregular adjectives.

II. Match the adjectives given in column A with the words given in B :

A

1. brilliant

2. sharp

3. loud

4. juicy

5. heavy

6. busy

7. rough

B

sea

light

shower

knife

fruit

noise

cut

street

III. Complete the phrases below using appropriate adjectives.

1. a meal
2. a sea
3. a child
4. a ring
5. a accident
6. a dog
7. a story
8. a task
9. a friend
10. a hat

IV. Write five sentences of your own using any of the completed phrases above.

1. Nazir read a thrilling story about pirates.



POEM – 8

ANOTHER CHANCE

Pre-reading activity:

- How do you feel if you succeed after many attempts?
- What makes one look for chances?
- Do you think we should always be thinking of our past?

How often we wish for another chance
To make a fresh beginning
A chance to blot out our mistakes
And change failure into winning.

It does not take a new day
To make a brand new start,
It only takes a deep desire
To try with all our heart.

To live a little better
And to always be forgiving
And to add a little sunshine
To the world in which we're living.

So never give up in despair
And think that you are through
For there's always a tomorrow
And the hope of starting new.

-Helen Steiner Rice

Glossary :

blot out	: purposely try to forget an unpleasant memory
brand new	: completely new
despair	: the state of having lost all hope
you are through	: (here) you have lost something forever.

Comprehension:

1. Should individuals make attempts in their life for success?
2. Does the poet say that one should be contented with one attempt in life?
3. What helps one to take another chance?
4. Why does the poet say, “never give up in despair”?
5. What should we do to make a new start?
6. What is not stated but implied in the poem?
 - a. We must have the quality of forgiving others.
 - b. We must always be hopeful of a better tomorrow.
 - c. Forget the past to live in the present for a better future.
 - d. Accept all the challenges in life.

7. Complete the following:

We should wish for another chance,

a. to _____

b. to _____

8. Identify the rhyme-scheme in the poem.

9. Recall an instance in your class when you turned your failure into success?

10. What does the poet want us to do?

a. to be hopeful

b. to be in gloom

c. to think of alternatives

d. to analyse our failures.

11. What are the desires mentioned in the poem to live a little better?



LESSON – 9

THE CHALLENGED CONQUEROR Pt. Dr. PUTTARAJ GAWAI



Look at the photograph. He is a person without eyesight, attired in a plain dhoti and spotless clean khadi full-shirt with a laced turban adorning his head, vibhuti (sacred ash) on his forehead, a sandal tilak between the eyebrows, and a Braille wrist-watch on the left hand. He has a rosary of rudrakshi round his neck. He is playing on the veena.

Can you guess who the person is? Yes, you have guessed it right. It is none other than the legendary musician Pt. Dr. Puttaraj Gawai, a picture of deep simplicity.

The word ‘Gawai’ means a great singer. Puttaraj Gawai is Vaggeyakara (a composer). He has created and contributed new ragas to the world of music. He

is a legendary musician, a vocalist, a gifted writer, a playwright, an instrumentalist, an ardent lover of music, a proprietor and director and a poet all rolled into one. He dedicated his entire life for educating the visually - challenged and destitute children. Though he was an embodiment of knowledge, he considered himself “putta” (small in everything). His dedication to his guru was great and it speaks of his great humility.

Devarahospet, a village in Hangal Taluk in Dharwad district, is a place of pilgrimage for devotees of Shiva. There lived a pious couple named Revanayya and Siddamma.

A boy was born to them on 3rd March, 1914 in his mother's native place, Devagiri, near Karajagi in Haveri District. They named him “Puttayya”. The child was very attractive with bright eyes. The parents were very happy and their joy knew no bounds.

But providence had a different game to play. When Puttayya was not even six months old, his eyes became infected. The condition of the child aggravated and the mother tried various medicines suggested by native doctors. One such suggestion proved to be deadly in his losing the eyesight at an early age. This was a big blow to the family.

Misfortunes struck him in succession. Puttayya lost his father when he was just two.

His maternal uncle, Chandrasekharayya, took him under his care. Then came a turning point in the life of Puttayya. One day, Chandrasekharayya had been to his fields. The boy Puttayya was very sure that nobody was nearby and took his uncle's harmonium and sat

down to play on it. After sometime, returning home, Chandrasekharayya heard from a distance someone playing his harmonium. He instantly flew into a rage. He could not tolerate others handling his harmonium. He came closer. He was filled with wonder and delight when he heard the sweet melody on the harmonium. It was his nephew Puttayya! Tears of joy rolled down his cheeks and he embraced the boy.

Puttayya's grasping power was a matter of wonder to Chandrasekharayya. He learnt everything about music within a short time from his maternal uncle. But it was evident that there was in him an unquenchable thirst for knowledge. The uncle thought of a competent teacher to teach him.

He took him to Pt. Panchakshara Gawai, the pontiff of Veereshwara Punyashrama. Under the paternal care and expert guidance of Panchakshara Gawai, Puttayya mastered both Hindustani and Carnatic music and soon became UBHAYA GANA VISHARAD. Puttayya also learnt to play many musical instruments such as the Veena, the Tabla, the Mridangam, the Dilruba, the Shehnai and the Sarangi and was recognized as an outstanding musician. He attained a high degree of mastery over all of them.

His Guru Pt. Panchakshara Gawai also initiated him into the study of literature. He arranged for the teaching of the celebrated works like *Shabara-Shankara Vilasa*, *Rajasekhara Vilasa* and the *Jaimini Bharata*. Puttayya also learnt Braille - the script for the visually challenged.

Having mastered Kannada, Hindi and Sanskrit, Pt. Puttaraj authored over 80 outstanding works which include puranas, biographies, drama, commentaries and texts on music.

Notable among them are the plays, *Sree Kumareshwara Kavya*, *Akkamahadevi Purana*, *Satisukanya*, *Puratanara Puraba*, *Sharanara Basaveshwara Purana*, *Guru Sudha* and *Sangeeta Shastra jnana* are his works on music.

His translation of Siddanta Sikhamani from Sanskrit and Basava Purana from Kannada to Hindi are commendable. His Basava Purana in Hindi won the appreciation of the then President of India, Dr. Rajendra Prasad. On learning that the author was blind, the President invited him to his residence and honoured him.

They say, “Pen is mightier than the sword.” It is true of Dr. Puttaraj Gawai. In spite of his physical disability, Pt. Puttaraj Gawai achieved wonders as the editor of *Panchakshara Vani*, a monthly magazine. It is a great contribution in the field of Kannada and Veerashaiva literature.

Pt. Puttaraj set up Sri Guru Kumareswara Poshita Natya Company and from the money he earned, provided free food, shelter, and education to the disabled and the orphans. This theatre company has given innumerable performances throughout Karnataka. *Sri Shivayogi Siddharama*, a play written and directed by him earned him both fame and money. *Hema Reddi Mallamma* and *Nellura Nimbekka* have been, till date, his most successful plays. One can assess the popularity of the play *Hema Reddi Mallamma* from the fact that it had uninterrupted 376 performances in Gadag. With the profit from these plays, the company became very stable financially. With this, he purchased a 36 acre plot of land in Gadag which

has now come to be referred to as “Mallammana Hola.” This has become a permanent source of income to the Veereshwara Punyashrama.

Today, this institution has become highly renowned and runs on a secular approach. It admits students from all sections of the society without any discrimination. It has been contributing thousands of nationally and internationally famous musicians, radio artists, music teachers, stage-artists, keertana karas and professionals to the field of music and fine art in the country.

The music maestro, Puttaraj Gawai, became the successor of the ashram “Veereshwara Punyashrama” after his Guru Panchakshara Gawai died on June 11th 1994. This ashram is specially dedicated to imparting musical knowledge to people who are differently-abled, especially the visually challenged drawn from all castes, religions, and sections of the society. Today, the ashram is a place of musical pilgrimage for lovers of music.

At the age of 97, the leading light of music, Pt. Puttaraj Gawai passed away on 17th September, 2010 at the Veereshwara Punyashrama in Gadag in north Karnataka. More than 10 lakh devotees attended his funeral ceremony. He was buried at the ashram as per the tradition and with government honours.

Dr. Puttaraj Gawai has led a legendary life. His life is a saga rich with music, literature, shivapuja, shivanubhava and other divine experiences. Every moment of his life was rewarding.

Dr. Puttaraj Gawai has been conferred with many titles and awards by many institutions that promote art and culture, recognize talent and service to humanity.

These titles and awards include: President Award for “Basava Purana” in Hindi, Honorary Doctorate by Kannada University, Nadoja Prashasti, Kanaka Purandara Prashasti, Kendra Sangeet Nataka Academy Award, Rajya Sangeeta Vidwan by Government of Karnataka, National Award (for the betterment of disabilities) by Government of India, Nadoja Award from Karnataka University, Basavashree Award, Kalidasa Samman by Government of Madhya Pradesh and Padma Bhushan.

The story of the life of Dr. Puttaraj Gawai is a lesson to all those who are physically challenged, for he could overcome his disability and reach such unimaginable heights. This physically-challenged individual was a sublime ideal soul in word, thought and deed.

Glossary :

attired	- dressed
legendary	- well-known for long
humility	- being humble
pious	- religious, deeply devoted
aggravated	- increased
know no bounds	- unlimited, without any boundary
evident	- observable / noticeable
unquenchable	- unappeasable, that which cannot be satisfied
renowned	- famous / well-known
sublime	- great/magnificent

Comprehension :

I. Answer the following questions:

1. What does the word “Gawai” mean?

2. a. When was Puttaraj Gawai born ?
b. Where was Puttaraj Gawai born?
3. Make a list of the different honours that Puttaraj Gawai received from the society.
4. How is Puttaraj Gawai different from other musicians?
5. Did Puttaraj Gawai get all the honours only for his music?
6. "The life-story of Puttaraj Gawai is a lesson to all." Do you agree with this view?
7. What are the features of the schools run by Veereshwara Punyashrama?
8. Name a few plays written by Puttaraj Gawai.

II. Say whether the following statements are True or False:

1. Gawai was only a singer.
2. Gawai's greatness is only in his singing ability.
3. Gawai was a great philanthropist.
4. Puttaraj Gawai's concern was only for the disabled.
5. Puttaraj Gawai stands as a shining example for those who are disabled.

Writing

I. Write in a paragraph (100 words)

- a) The early childhood days of Puttaraj
- b) The achievements of Puttaraj
- c) The qualities you admire in Puttaraj Gawai.

Language Exercise :

Vocabulary :

I. Write the opposites of the following words.

- | | |
|------------|-------------|
| a. ability | b. popular |
| c. few | d. changing |
| e. reduce | f. later |

II. Use the following words in sentences of your own.

legendary, pious, evident, devoted, instantly, outstanding, competent.

Grammar

Articles

Articles are language units/words used to express quantity and specificity. There are three articles in English. They are **a**, **an** and **the**. In this lesson, you will learn to use a and an.

“a” is always used to express a single unit.

“an” is also always used to express a single unit but before the words that begin with the vowels **a**, **e**, **i**, **o**, **u** or vowel sounds too.

- | | |
|----------------|----------------|
| e.g. : a mango | an old student |
| an orange | a village |
| a university | an umbrella |
| an MLA | an MP |
| an ink bottle | |

I. Fill in the blanks using a or an :

1. I lived in _____ village for 10 years.
2. My friend has _____ shop of his own.
3. I have _____ brother and _____ sister.
4. This is _____ chair (that is) made of teak wood.
5. The doctor has advised me to take _____ apple
_____ day to be healthy.
6. They work for _____ hour in the garden.
7. She has _____ house in Mysuru.
8. Ranjani has _____ yellow bag.
9. Jack is _____ honest boy.
10. They removed the bush using _____ axe.

II. Correct the errors if any in the following passage:

- a. I am an student in class V. I live in an village which does not have even an hospital. The people there lead a simple and a honest life. They usually work for more than a hour in the fields.
- b. In my house we have a almirah to keep my books and dresses. It is very hard to find a empty place or an box in my house because we have a lot of things to store or to keep.



POEM – 9

THE OUTSIDER

Pre-reading activity:

- Do you know anybody who is physically challenged? In what ways are these people different from others? In what ways are they the same?
- Can you guess the names of the people shown in the picture below who are physically challenged?



I'm handicapped and wheelchair bound
Expected to sit and not make a sound
Just to smile and let the world go by
With saintly patience and never sigh.
Inside my head thoughts come and go
Ideas are born which long to flow
Flow from my lips and link me with others
But words sound strange so no one bothers.
My tongue and lips do not as I ask
I cannot perform the simplest task



But I have a mind and I'm still there
Don't lock me out in your ignorance there.

Talk though I seem not to understand
Touch me, include me, hold my hand
I am alive and I have time to give
Let me share in the life I was given to live.

- **Anonymous**

Glossary :

handicapped

: a term used to describe people who have a permanent injury or illness which makes it difficult for them to use a part of their body easily or fully (a differently abled or physically challenged person).

wheelchair bound : Unable to move without a wheelchair.

saintly patience : the ability to stay calm without complaining even when it is very difficult to do so (others expect physically challenged people to behave like saints – they forget that they are just like everybody else)

ignorance : (here) people do not understand differently abled people; that their physical difference does not affect their mind

I. Answer the following questions.

1. What are the disabilities of the speaker in the poem?
2. Why are the words of the speaker described as strange?
3. Is the speaker in the poem able to relate himself to the outside world?
4. What makes the speaker say that no one is bothered about him?
5. What does the speaker want the outside world to do?
6. Why does the speaker consider himself/herself as an outsider?

7. Have the disabilities in the speaker affected his/her thinking?
8. Is the poem a request, or an acceptance, or affirmation, or a description of the poet's helplessness?
9. Do you think the poem has a universal appeal? If so, what is the appeal built in the poem?
10. What impression do you get about the speaker in the poem?
11. In two or three sentences describe the speaker in the poem.
12. Explain : Saintly patience.
13. Who is described as an outsider in the poem - The speaker or the others or both?
14. What do you think can be done to make the outsiders feel inclusive?



LESSON – 10

MOVING PICTURES

Pre-reading activity:

- List some inventions of mankind and their inventors.

The movie industry might be very well known and honoured today. It will be interesting to know how this media originated.

In 1872, the Californian rail road tycoon and racehorse breeder Stanford had an argument over whether a galloping horse ever has all four hooves off the ground or not.

Experts and artists alike agreed that the hooves of horses always kept at least some contact with the ground, but Stanford decided to know better. So he got into a bet with others saying that horses sometimes left the ground completely.

As horses' legs move too quickly for anyone to see exactly what happens, Stanford hired an English photographer named Edward Maybridge with the intention of capturing the truth on a photographic plate. He had to wait five years for an answer.

Maybridge was an eccentric because of serious head injuries sustained in a stage-coach accident. He emigrated to America in the 1850s. In 1875, after being tried and acquitted of the murder of an individual, he stayed in central America for a short while. But his determination persisted.

On his return in 1877, Maybridge set up a battery of 16 cameras parallel to a race track in Sacramento with each camera's shutter connected to a wire stretched

across the race track. As the horse galloped past, its legs tipped the shutters in an order, creating a series of photographs, showing the portion of the horse at each instant.

Maybridge stuck the images on a rotating disc and sent a ray of light through them.

The flickering images proved that Stanford was right: the horse did, in fact, sometimes have all four hooves off the ground.

Maybridge carried out many studies with Etienne Jules Marey, a French scientist, who in 1882 invented a single camera capable of taking many exposures in quick succession.

Thomas Edison, in 1887, asked one of his assistants William Dickson, to devise a suitable camera as a means for projecting the resulting images. This resulted in the invention of Kinetograph, a camera which could capture images at 40 frames a second, allowing individuals to watch the resulting film.

The first kinetoscope booth operated for business in 1894. Antoine Lumiere, a French photographic materials manufacturer, was the first to visit this booth. Impressed by this, Lumiere instructed his sons to develop a light weight camera and projection systems capable of making movies that could be viewed by an audience.

In March 1895, they gave the first demonstration of their cinematograph systems; a one-minute film of workers emerging from Lumiere's factories in Lyon.

It was the beginning of what we call now the motion picture. This was the beginning of something that has become more than merely a form of entertainment. It has also become an important medium of social change.

Glossary :

tycoon	: a powerful businessman
breeder	: one who keeps (animals) for the purpose of breeding animals
galloping	: moving swiftly
hooves	: the horny covering encasing the foot in certain animals, as the horse and ox.
hired	: paid for services
capture	: catch
eccentric	: abnormal
sustained	: suffered
acquitted	: declared innocent
emigrate	: move from one country to another to reside there

Comprehension :

I. Answer the following questions in a sentence or two each.

1. What was Stanford's contention of a galloping horse?
2. What was "the truth" that Stanford wanted to capture on a photographic plate?
3. Why did Maybridge set up a battery of sixteen cameras parallel to the race track?
4. Who helped Stanford to prove himself right?
5. What was the special feature of the lightweight camera?

II. Read the extracts and answer the questions that follow.

1. "He had to wait five years for an answer."
 - a. Who does "he" refer to?
 - b. What "answer" was he waiting for?
 - c. Why had he to wait five years?

2. "They gave the first demonstration of their cinematograph system."
 - a. Who does "they" refer to?
 - b. When was the first demonstration given?
 - c. What is a cinematograph system?

III. Say whether the following statements are True or False.

1. Stanford was a racehorse jockey.
2. Experts and artists agreed that hooves of horses always kept some contact with the ground.
3. The images proved all of them wrong.
4. Stanford believed that sometimes the hooves of horses don't have any contact with the ground.
5. Thomas Edison and his assistant invented the Kinetograph.

Writing

I. Stanford was the pioneer in the motion picture industry.

Do you agree? Write five sentences in support of your answer.

Language exercise

I. Vocabulary

One word substitution (look into the dictionary for help) :

1. Part of the earth where life is found
2. A person with strange habits
3. A book giving information on all branches of knowledge
4. A painting, drawing or photograph of a person especially of the head and shoulders
5. Skillful in inventing.

Ingenious

Encyclopaedia

Portrait

Biosphere

Eccentric

Grammar (revision) :

I. Make a list of actions that you did last week, and read it to your partner.

II. List out the items in your home and form the plurals. Read the same to your class.

III. Describe the manner in which you do the following usually :

- | | | |
|--------------------|-----------------------------|-------------|
| (i) read books | (ii) listen to your teacher | |
| (iii) wash clothes | (iv) ride on bicycle | |
| (v) walk | (vi) eat | (vii) write |

Share your answer with your friend or the whole class.

IV. Make a list of objects in your classroom and describe them in sentences. Begin your sentences with “There is / are”

e.g. : There is a big wall clock in my classroom.

V. Talk to your friend about your everyday routine.

VI. Write a paragraph on one of the following topics. You can use the hints.

1. Media and its importance
 - meaning of the word “media”
 - kinds of media, uses of media
 - advantages and disadvantages of the different kinds of media.

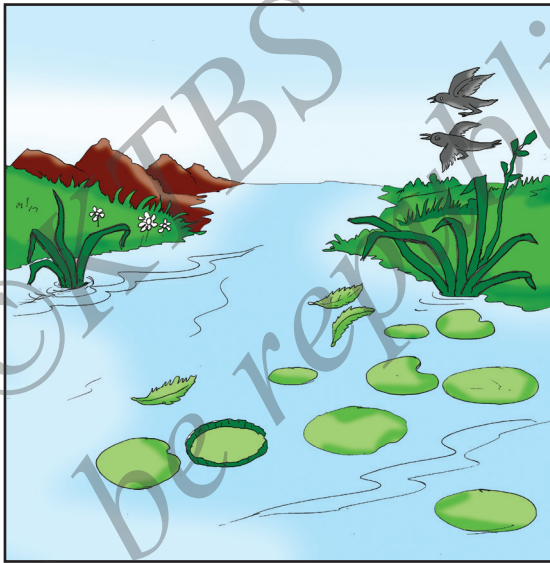


POEM – 10

ROADWAYS

Pre-reading activity:

- Why do people travel?
- Do you like travelling? Why?
- One must travel all through one's life. Do you agree?



One road leads to London,
One road leads to Wales,
My road leads me seawards
To the white dipping sails.

One road leads to the river,
And it goes singing slow;
My road leads to shipping,
Where the bronzed sailors go.

Leads me, lures me, calls me
To salt green tossing sea;
A road without earth's road-dust
Is the right road for me.

A wet road heaving, shining,
And wild with seagulls' cries,
A mad salt sea-wind blowing
The salt spray in my eyes.

My road calls me, lures me
West, east, south, and north;
Most roads lead men homewards,
My road leads me forth.

To add more miles to the tally
Of grey miles left behind,
In quest of that one beauty
God put me here to find.

- John Masefield

Glossary :

bronzed : tanned (of skin)

forth : forwards

lures : attracts

homewards : towards home

quest of : in search of / seeking

Comprehension :

I. Answer the following questions :

1. What do the words “heaving” and “shining” refer to?
2. The word “road” means a track for moving. Is the word “road” used to mean this in the poem? What are the other possible meanings of the word?
3. Is the poem an expression of the poet’s liking for a journey by sea?
4. What is the significance of all the “directions” in the poem?
5. Why does the poet say the road that leads to shipping, is the right road for him?
6. “In quest of that one beauty
God put me here to fail.”
What does “that one beauty” refer to?
7. How is the poet’s road different from the road of the other men?
8. Why is the wind described as salt sea wind?
9. Describe the road that the poet would like to take.
Example : bronzed sailors go.
10. Why do you think the poet wants to sail all the time?
11. Do you think the poet loves travelling? Justify your answer.

II. Appreciation :

- a) The river in the poem refers to the journey of life. Can you describe the journey of life you want to have? What would you like to become in your life?