



Government of Karnataka

ENGLISH

THIRD LANGUAGE

(REVISED)

8

EIGHTH STANDARD

KARNATAKA TEXTBOOK SOCIETY (R)

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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 and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of 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 is 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, masters 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.

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

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Note to the Readers

- English text book for VIII Std (Third Language) is designed and prepared as per the syllabus framed, based on National curriculum framework 2005

- The main objective of the course material is to enable the students to use English for effective communication and to develop language skills- listening, Speaking, Reading and Writing.

- There are 8 Prose lessons and 8 Poems and 2 Supplementary reading passages in this text. All the lessons and poems and Supplementary reading passages have been selected keeping in mind the core elements suggested in NCF 2005.

- Language activities have been given at the end of each prose and poetry lessons focusing on the development of language skills and acquisition of language elements. Very simple passages and poems have been chosen as this text is meant for VIII Std III language.

- A sincere attempt has been made to select pieces which would interest a child of 13 to 14 years old as such there are pieces highlighting adventure, wit and humour. The book also aims at developing values and attitudes like compassion, caring for others, Preservation of the environment. Learning through use, learning through speech, learning through communication, learning through doing have been emphasized.

Strategies for using the course book

- The pre reading introduction may be read aloud by the teachers to motivate the students.
- Detailed study of the text should be done through question and answer technique.
- Questions on reading comprehension should first be done orally.
- Let's talk and listening. activities should be done in pairs and groups.
- Exercises on composition are given with pictorial or verbal clues. Written composition should be preceded by oral work in the class.

It is sincerely hoped that this text will make the teaching and learning of English an exciting experience and will prepare the learners to improve their English language further.

Dr. S. Vijayalakshmi

Chair person

Textbook Committee

VIII Std, English - III Language

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

TENALI RAMA

PRE-READING

- a) Do you like stories? Why?
- b) What type of stories do you like ?
- c) Which stories of Tenali Rama have you read ?
- d) Have you read any stories of Tenali Rama?

Laughter makes every one happy. All people laugh, but only a few can make others laugh. One such person was Tenali Rama. He was a jester in the court of Krishnadevaraya. Tenali Rama was known for his immense wit and humour. His love for humanity and justice made immortal. Many a time he made Krishnadevaraya realize his mistake without hurting his feelings. There are many stories which tell us about Tenali Rama's cleverness.

Now, let us read one of the Tenali Rama's famous stories:

One day, a stranger came to Tenali Rama's house. He met Tenali Rama and said, "I come from a far off village. I am very tired. Will you give me shelter for two days? I will stay here for two days and then go away." Tenali Rama readily agreed.

This man had been sent by the king of a neighbouring kingdom. He wanted to kill King Krishnadevaraya. How could Tenali Rama even suspect such a conspiracy? The following day, Tenali Rama had to go to his village on some personal work.

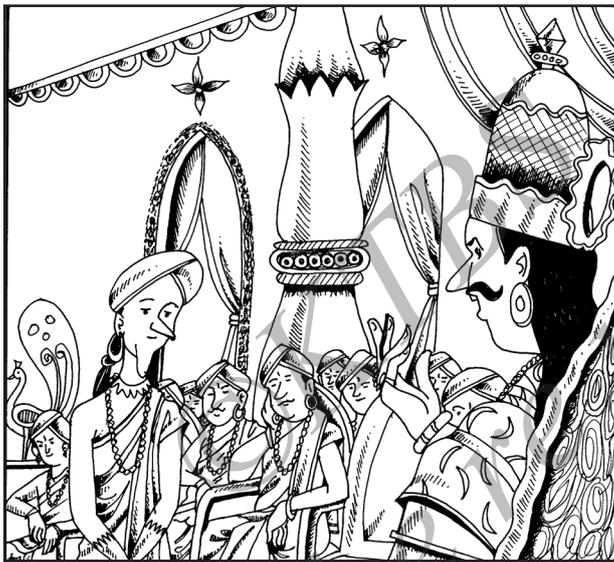
The stranger got the opportunity he had been waiting for. He sent a letter to the king: "Tenali Rama's wife is ill. She needs immediate medical help."

The king had a lot of respect for Tenali Rama. He said to himself, "Let me personally go to see Tenali Rama's wife. If necessary, I will take her to the Royal doctor (*Rajvaidya*) for special medical treatment."

Thinking thus, the king sat on his horse and reached Tenali Rama's house. The stranger was hiding himself behind the main door. He had

a sharp dagger in his hand. The moment he raised his hand to stab the king, the king saw his reflection in the mirror hanging on the wall. Showing great presence of mind and agility, the king quickly moved aside and he struck the stranger hard on his hand. And the dagger fell from the stranger's hand. When the guards heard the loud thud, they rushed inside the house and caught the stranger.

Soon, a big crowd gathered outside Tenali Rama's house. Just then, Tenali Rama also came.



There he came to know that the stranger whom he had given shelter, had tried to kill the king. When Tenali Rama, went to the court, the king was burning with rage. He began to shout at Tenali Rama, "How could you give shelter to a stranger? Shouldn't you have tried to find out something about him? How could an intelligent man like you make such a grave mistake?" Tenali Rama did not say a word. The king said, "It is because of you that an attempt

was made to kill me. And so you must be punished. And the punishment will be nothing less than death sentence. But considering your long service, I let you choose the way you wish to die." Tenali Rama still did not say a word.

The king continued, "Do you want to be sent to the gallows? Why don't you say something? Tell me... How would you like to die?"

"Of old age," said Tenali Rama calmly.

The King burst out laughing. He was pleased with Tenali Rama's quick wit. He cooled down. But when he realized what mistake he was about to make in his great anger, he shuddered. He quickly sought Tenali Rama's forgiveness.

Tenali Rama said, "We are human beings after all, your majesty. We all make mistakes sometimes. But I promise that I do not repeat this mistake."



GLOSSARY

meek	-	quiet and obedient, gentle
conspiracy	-	plotting for evil doing
spy	-	a person who collects information secretly
agility	-	quickness of motion
dagger	-	a short edged stabbing weapon
grave	-	serious
gallows	-	structure for hanging criminals
fury	-	extreme anger
shudder	-	tremble or shake in fear

I VOCABULARY

A. Dictionary work/ spelling :

In each of the following group of words only one word is correctly spelt. Find the correct word and check the spelling from your dictionary.

Share your answer with your partner.

- 1) shelter, shaltar, shalltar
- 2) suddan, sudden, suddin
- 3) fargive, forgive, fargeve
- 4) oportunity, oppartunity, opportunity
- 5) cought, caught, caugt

B. Write the opposites of the following - Choose the words from the box and write them appropriately in the blanks-

remember, near, depart, absence, front, soft.

- | | | | |
|----|----------|---|-------|
| 1) | far | X | |
| 2) | behind | X | |
| 3) | presence | X | |
| 4) | hard | X | |
| 5) | arrive | X | |
| 6) | forget | X | |



II COMPREHENSION

A. Answer the following questions in a word, a phrase or a sentence each:

- 1) Who came to Tenali Rama's house one day?
- 2) What did he ask for?
- 3) Why did he want to stay there?
- 4) Who wrote the letter to the king?
- 5) How did Tenali Rama express his wish to die?

B. Answer the following questions in two or three sentences each:

- 1) What did the stranger request Tenali Rama?
- 2) What did the stranger write in the letter?
- 3) Why did the king become angry with Tenali Rama?

C. Read the following extracts taken from the lesson and answer the questions that follow:

1) "It is because of you that an attempt was made to kill me."

- a) Who does 'me' refer to?
- b) Who made an attempt to kill the king?
- c) Who does 'you' refer to?

2) "How could an intelligent man like you make such a grave mistake?"

- a) Who asked this question?
- b) Who was this intelligent man here?
- c) What was the grave mistake?

III LANGUAGE

A. Fill in the blanks choosing appropriate prepositions given in brackets:

[with, at, to, off, on, behind]

- 1) The king was sitting ----- the throne
- 2) He was hiding himself ----- the main door
- 3) His mission was ----- kill the king
- 4) Rohini went to the market ----- her mother
- 5) Father began to shout ----- Rama
- 6) I come from a far ----- village

B. The words in the following sentences are mixed up. Rearrange them into meaningful sentences:

Example: to king/a / sent/He/letter/ the

He sent a letter to the king

- 1) had /to/He/ bag/ his/take/forgotten
- 2) did/utter/He/word/a/not
- 3) big/gathered/A/outside/house/his/crowd
- 4) not/say/word/a/did/He
- 5) kites/have/They/beautiful/made

C. Frame questions to get the underlined words as answers:

Use **what, where, whose, why**

Example: The king sat in his chariot

Where did the king sit ?

- 1) Tenali Rama's wife was ill
- 2) The stranger was hiding behind the main door
- 3) She asked for a glass of water
- 4) My bag is on the book case
- 5) He went to market to buy some fruits

IV SPOKEN ENGLISH

A. Your teacher will read this dialogue. Listen carefully and then practise dialogue in pairs:

Naresh : Hello Mahesh, have you seen the film Harry Pzotter?

Mahesh : No. I haven't. I'm planning to see it this week.

Naresh : In that case, shall we go together? I'll invite some of my friends too.

Mahesh : Oh, yes. I don't mind. Shall we go on Friday.?

Naresh : Fine. I'm going to M.G.Road this evening. I'll book the tickets.

B. Word game—word making (Group work)

Make as many words as possible from the following words. One example is given for you-

TEACHER:- teach, her, tear, tea, reach,ache, cheat etc....

1. OPPORTUNITY
2. NEIGHBOUR
3. TREATMENT

V WRITING

A. Read the following story and answer the questions given below:

Once Akbar wanted to test his courtiers. He put a question to all of them. Akbar asked, "What is the thing that travels fastest in the world?" One of the courtiers said, "Bullock cart."

Another said "Wind." Yet another said, "Light." Akbar was waiting for Birbal's answer. Birbal said, "Your majesty! The thoughts in the mind travel the fastest. In a moment you are in the court and your next thought can be any where else. So, thought is the fastest thing in the world."

Everyone was surprised at Birbal's wisdom. Akbar was proud of Birbal and rewarded him suitably.

Answer the following questions:

- 1) Who asked the courtiers a question?
- 2) What was the question?
- 3) What were the different answers given by the courtiers?
- 4) What was Birbal's answer?
- 5) Why was Birbal rewarded?

B. Find the answers to these riddles. One is done for you.

1. What is it that dies when it drinks water?

Ans: fire

2. It has no wings to fly
It has no ladder to climb
but it climbs up to the sky

Ans: s _____ ke

3. It gets beating even if it does not do anything wrong.

Ans: d _____ u _____

4. It is yours, but people use it more than you use

Ans: n _____ m _____

5. You see the world with these to windows

Ans: e _____ s

VI ACTIVITY

- a) Imagine you are king Krishnadevaraya. What punishment would you give to Tenali Rama?

LESSON -2

SANDALWOOD TREES

PRE-READING

Deforestation means cutting down trees in forests. Cutting trees turns rich and fertile lands into dry, barren tracts. Even in early times, wise men were worried about the spoiling of nature. Socrates warned the Greeks against cutting down trees for timber and grazing too many animals on the Greek mountains.



Look at the picture. What happens if trees are cut? Discuss with your friends the result of cutting down trees. Write at least three ways to save trees.

- 1 _____

- 2 _____

- 3 _____

My parents and I lived near Karimunai village in the Eastern Ghats. My father owned a piece of land on the hill slopes and my mother tended our goats. I helped both of them. I also studied in the village school. Gugu the dog, was my companion.

The day I was thirteen, a terrible thing happened. It was well after sunrise. My parents and I heard a low, rumbling sound. The goats and Gugu felt uneasy. Within minutes, there was an explosion and a stone hit my head.

When I opened my eyes, I found it was dark around me. I had lost my eyes. Gugu stood by my side, licking my hand.

Raogaru, the headmaster of the village school had brought me to his house. My parents and the goats had been killed in the land slide.

He and his wife, whom I called Mami, were very good to me. But I missed my parents and my world was dark. But Gugu was a great comfort.

Raogaru wanted to send me back to school. But I refused to go. "I'm so different from other girls now. Everyone will make fun of me." I wept.

I began to get used to my dark world. The land slides haunted me and I asked Raogaru one day "Tell me uncle, why do land slides occur"?

"Man has started spoiling nature thoughtlessly," he explained. "He is denuding the hillsides by cutting down trees. The trees actually help to keep the mountain mass together. Without them any stray disturbance under the earth's surface causes chunks of the land to slide down."

"Why then, this de.... de....."

"Denudation. Trees are cut down legally for various reasons. For example, industrial development. But there is illegal felling of trees too."

"So it's this denudation that has deprived me of my Amma...."

As days passed, I gained confidence. I went for afternoon walks with Gugu.

My favorite place was a cluster of shady trees. There I would sit, leaning, against a tree trunk.

A cuckoo on the tree always greeted me "Aa....Koo...." If answered back, she would call out louder still.



One day, as I came to my usual resting place, a gust of wind with a familiar smell blew. I also noticed that my bird-friend was silent. "Aa... Koo...." I called out, but there was no answer.

I sat down and tried to lean against the tree. I realized that there was no tree. Just a short stump. I quickly bent down and smelt the stump. 'Sandalwood' I thought. I walked around and found three more such stumps. Then I remembered Raogaru's words.

I went home and told Raogaru, "Uncle Some sandalwood trees have been felled on that side. Who has cut them?"

"I don't know, Sunanda. I must check with Mudaliar," said Raogaru. Mudaliar was

the head constable at the village police station.

The next day, I had fresh news for Raogaru. More sandalwood trees had been cut.

But Raogaru said confidently. "Sunanda, I have enquired Mudaliar about this. He says the area and the sandalwood trees are well protected and no one can break a single twig."

"Surely," said Mami, supporting me. "Sunanda couldn't be imagining all this." she said.

"Infact" continued Raogaru, "Mudaliar was quite upset and asked me to tell Sunanda that she should not spread such rumours any more."

But I was sure that valuable sandalwood was being stolen.

The following night, I quietly slipped out of the house with Gugu. Long before we reached the sandalwood trees, I heard a low whirring noise.

We walked on, and the noise became louder and louder. There was also the sound of moving vehicles. Soon, the whirring stopped and I could hear men speaking to one another.

“Enough for today, Ramesh It’s two o’clock . And remember, ten percent of the money you earn by selling this sandalwood is mine. Otherwise the authorities would be alerted and you would be behind bars for the rest of your life.”

My heart skipped a beat, for the voice I heard was that of Mudaliar. I held my breath, gripping Gugu’s collar tight.

“Of course sir,” replied another voice.

Soon, all was quite. I rushed back home and quietly got into bed.

In the morning, as soon as Raogaru was awake, I told him everything. “Are you sure, Sunanda?,” he asked me.

“Sure, uncle.”

“Then, I must take this up with the police headquarters at Ootacamund”. Said Raogaru.

Mami stroked my head gently. “Brave girl,” she said.

After a few days, I was called to police head quarters with Raogaru. There, I was asked several questions. On the way home, I asked Raogaru what would happen to Mudaliar.

“If there’s enough evidence against him, he will be arrested,” he said.

A month later, one morning, Raogaru took my hands in his and said warmly, “My dear Sunanda! You have been given a reward by the police department since you helped them unravel a sandalwood racket.”

“What is more,” said Raogaru, “I have decided to admit Sunanda in the National School for the Blind. Sunanda, there you will learn a useful vocation. I’ll put your reward money in the bank. It will help you to get a good start in life.

I wanted to thank Raogaru, but words failed me.

GLOSSARY

to tend	-	to take care of
explosion	-	something blowing up or bursting
landslide	-	A natural fall of earth in hill and mountain ranges
denudation	-	making something bare, strip off.
stump	-	the bottom part of the cut tree fixed to the ground
rumour	-	false information which spreads from one person to another
whirring	-	the sound made by a machine. <i>The whir of the electric fan woke the baby up.</i>
evidence	-	something that supports or proves a statement.
racket	-	a dishonest way of making money. <i>Many start computer courses for making money. This has become a racket.</i>
haunt	-	a place that creates feeling of worry or fear that you cannot easily overcome.

I VOCABULARY

A. Add 'un' 'in' 'dis' 'il' 'im' to form the opposites of the following words:

1. legal
2. comfort
3. curable
4. steady
5. possible

B. Underline the two words which have the same or nearly the same meaning:

1. buy, receive, purchase, desire, reward
2. learn, remember, memory, recollect, recite
3. clean, gather, create, arrange, collect
4. easy, cheat, false, confuse, incorrect
5. show, describe, secret, reveal, order

C. Write the other genders:

Follow the example: man _ woman

1. father - _____
2. uncle - _____
3. sir - _____
4. headmaster - _____
5. husband - _____

II COMPREHENSION

A. Answer the following questions in a word, a phrase or a sentence each:

1. Where did Sunanda live?
2. Who looked after Sunanda when she lost her parents?
3. Why are trees cut down by man?
4. What did Sunanda hear in the forest at night?
5. Why did Sundanda have to go to Ootacamund?
6. Where did Raogaru want to admit Sunanda?

B. Answer the following questions in two to three sentences each:

1. How did Sunanda lose her eye-sight?
2. What was happening in the forest?
3. How was Sunanda rewarded by the police department?

C. Read the following extracts and answer the questions that follow:

1. "I'm so different from the other girls now"

- a. Who said this ?
- b. Why is the speaker different ?
- c. When was it said ?

2. "He says no one can break a single twig"

- a. Who does 'he' refer to ?
- b. To whom was this said ?
- c. Why did 'he' say so ?

III LANGUAGE

A. Make nouns from the words given below by adding -ness or -ity, {for some words we need to add just -ty-or-y }-

1. honest
2. equal
3. active
4. weak
5. able

B. Use of 'one another' and each other':

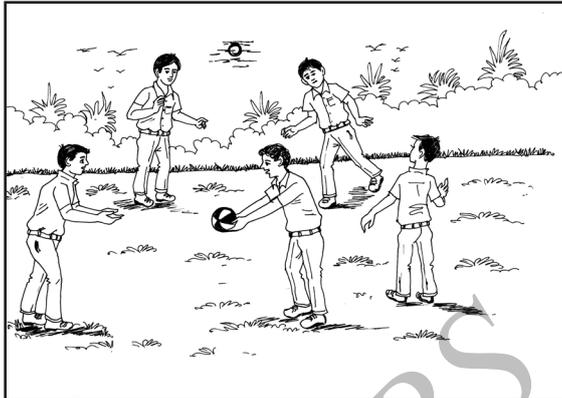
When we speak of more than two persons or things we should use the phrase 'one another'. The phrase 'each other' is used when we speak of two persons or things.

Fill in the blanks appropriately with 'one another' and 'each other':



Example

1.



The boys are passing the ball to one another

2.

The girls are smiling at each other



3. The books are distributed among one another

Ramu and Somu took care of each other

1. The brothers had a strange dislike for _____
2. True religion teaches us to love _____
3. Karna and Arjuna hated _____
4. We must always help _____



C. Study the following words carefully that stand for a group or a collection of something:

A cluster of trees

An army of soldiers

A class of students

Now, discuss with your partner. Fill in the blank with the most appropriate words from the given below.

books, stamps, players, rain , keys, ships, shoes, stones

1. a fleet of _____
2. a library of _____
3. a shower of _____
4. a team of _____
5. a collection of _____
6. a bunch of _____
7. a pair of _____
8. a heap of _____

D. Choose the correct word given in the bracket to complete each sentence:

1. Anand, can you see _____ (yourself, himself) ?
2. Alice and _____ (her, she) friend danced together
3. _____ (these, this) are teachers of our school
4. _____ (who, which) of the girls is Amala?
5. _____ (they, that) is your book
6. That car belongs to _____ (them, they)

E. Use suitable question words and complete the following sentences:

Who, whom, what, which, whose, when, where, how, why –are some of the words that are used to make questions.

1. _____ is your birthday ? _____ old are you ?
2. _____ are you ? _____ do you want ?
3. _____ is your house?
4. _____ are you going? With _____ are you going ?
5. _____ pen is this ?

IV. SPOKEN ENGLISH

POLITE QUESTIONS

A. Questions must always be asked politely. Listen and repeat:

1. Can you please tell me the time ?
2. Will you please tell me how to reach the Kalakshetra ?
3. May I know why you didn't call me yesterday ?

How would you ask

1. a stranger to show you the way to the post office ?
2. your sister for her pen ?
3. your father for some money ?
4. for another piece of cake ?

V. WRITING

Activity

1. Ask four of your friends whom they admire and what they want to become when they grow up. Then fill in this table. One is done for you.

Name	Person admired	Want to become
1. Suma	Salumarada Thimmakka	Social worker
2.		
3.		
4.		
5.		

LESSON -3

GURU NANAK

PRE-READING

Here are sayings of some great personalities. Read and discuss.

- * *“If you want to achieve your goal, go in the path of Dhamma.” - Gautama Buddha*
- * *“ Do not harm animals and creatures.” - Mahavira*
- * *Always speak the truth - Mahatma Gandhi*
- * *“If you have faith, you can change your destiny- Abdul Kalam*

Guru Nanak is a great Sikh saint. Let us read about how he influenced people with his noble thoughts.

Guru Nanak was the first guru of Sikhs. He was born on 15th April 1469 in a village Talavandi near Lahore. This place is called Nanak Sahib which is now in Pakistan.

Even as a child, Nanak was different from other children. He did not play with friends. He was always thinking about God.

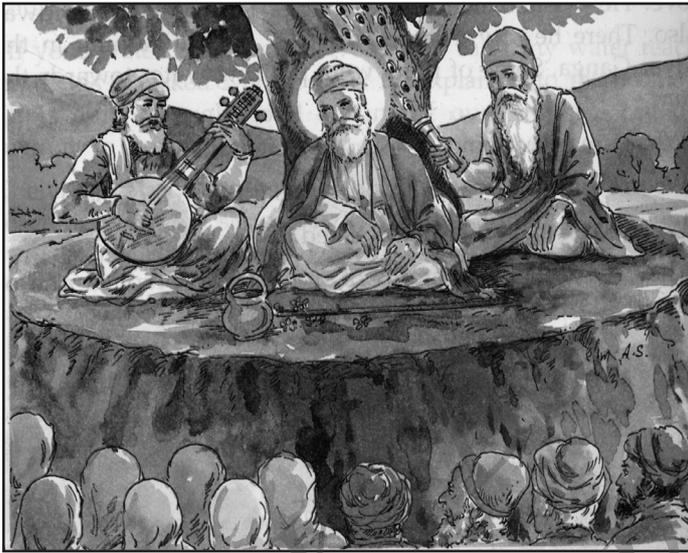
When Nanak was fourteen, his father Metha Kalu found a wife for him thinking that it would bring a change in the boy. But he did not take any interest in the worldly pleasures. He used to go to the forest and sit for hours thinking about God.

One day Nanak's father gave him some money and said, "Take this money, buy some goods and sell them and get good profit." Nanak agreed and left the house to buy goods. On the way he saw some sanyasis. They were starving. They looked pale and weak. Nanak spoke to them and came to know that they had not eaten anything for many days. Nanak gave the money which his father gave, to the sanyasis. They blessed him and moved on.

Nanak came back home. He told his father what he had done with the money.

His father was fed up with his strange behaviour. He sent him away to his sister Nanaki who was living with her husband at Sultanpur in Punjab.

Nanaki found a job for Nanak and he did his job well. Everyone was pleased with him. After sometime, Nanak requested his father to send their servant Mardana to his place.



Mardana was a Muslim. He was a good singer. Nanak used to write songs in praise of God. Every morning, he and Mardana sang these hymns together. Bala a Hindu peasant, became Nanak's follower. He too joined them in singing hymns. Many men and women came to listen to them.

Nanak put all his ideas in his poetry. Soon his *Songs of God* became

very popular. People sang them as their daily prayers.

Nanak travelled far and wide to preach his message of love. He visited many holy places. At Haridwar, he saw a large crowd of people bathing in the river Ganges. Some of them were pouring water towards the Sun.

“What are you doing?” Nanak asked them.

“We are offering water to our forefathers,” they replied.

“Where are they?” asked Nanak.

“They are in the heaven” replied one of them.

“Where is heaven?” asked Nanak.

“Crores of miles away.” replied an old man in the crowd.

On hearing this, Nanak turned his back and started pouring water in the other direction.

“What are you doing?” asked the people in surprise.

“I have my fields in Punjab” replied Nanak.

“I am watering those fields”.

People began to laugh “How can this water reach your field far away ?,” they asked.

“If the water you throw up can reach heaven, why can’t water I throw reach my fields?,” asked Nanak. Then he explained to the people, “It is only through good actions of ours, that we can do honour to our forefathers.”

There are many such stories about Nanak. His method of teaching was very simple. People could follow his teachings very easily.

GLOSSARY

worldly pleasures	:	happiness derived from materialistic life
strange	:	surprising, unfamiliar
hymns	:	songs praising god,
holy	:	religiously important
forefathers	:	ancestors

I VOCABULARY

A. Choose the appropriate words and phrases given in brackets and complete the following sentences . One is done for you.

(worldly pleasures, forefathers, strange, humourous, poisonous, fierce, pleased)

Example : Buddha renounced the worldly pleasures and left home in search of truth.

1. There was a _____ battle between Rani Lakshmibai of Jhansi and the British.
2. This property belongs to our _____ .
3. Not all snakes, but only some are _____ .
4. Sneha enjoys _____ stories.
5. The man looked very _____ because of the dress he was wearing.

B. Who am I ? Find the words and fill in the missing letters to get the right answer. Follow the example.

Example: I argue in the court to get justice to people
L a w y e r

1. I entertain people in the circus. j _ _ e r
2. I perform on stage. a _ t _ s _
3. I write novels. n _ v _ l _ _ t
4. I till the land and grow crops. f _ _ m _ r
5. I teach in a college. p _ of _ _ s _ r

C. Complete the sentences using words given below (You may have to repeat some words).

herself, ourselves, themselves, himself, itself, myself.

Example: The children enjoyed themselves.

1. We solved the problems _____. No one helped us.
2. He _____ went to the police station to give a complaint.
3. The old lady got up _____ and crossed the road slowly.
4. The cat licked _____ clean.
5. Rohini took the trouble to finish the work all by _____.

II COMPREHENSION

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

1. Where was Guru Nanak born ?
2. How was Nanak different from the other children ?
3. Why did his father find a wife for him ?
4. What did Nanak do with the money that his father gave him ?
5. Where did Nanak's father send him?
6. What was Nanak's routine after Mardana joined him ?
7. What was the daily prayers of people after Nanak came to their town ?

B. Describe the incident that happened at Haridwar.

The following sentences are not in right order. Arrange them in a sequential order and write a paragraph.

- ___ Some of them were pouring water towards the sun.
- ___ Nanak explained to them that we can honour our forefathers through our good actions.
- ___ At Haridwar, Nanak saw large crowd of people bathing in river Ganges.
- ___ They were offering water to their forefathers.

C. Match the words given in **A with the words given in **B** list.**

A

B

- | | |
|--------------|----------------------------|
| 1. Bala | a. a singer |
| 2. Mardana | b. Nanak's sister |
| 3. Mehtakalu | c. a peasant |
| 4. Nanak | d. Nanak's father |
| 5. Nanaki | e. Nanak's brother |
| | f. the first guru of Sikhs |

III LANGUAGE

A. Compound words.

hand-bag, sun-light, fool-proof

These words are formed by joining two words.

(hand +bag, sun+light , fool+ proof)

They are called compound words. There may be one or more compound words for one word.

Eg: Motor-boat, motorcar , motorbike etc.

Now use the following words and make as many compound words as possible. (Work in groups)

pen _____ moon _____ man _____
book _____ sun _____ steam _____
machine _____ head _____ house _____

B. Fill in the blanks using 'must' or 'mustn't' suitably (One is done for you).

1. You mustn't play in the sun. You will feel sick.
2. You. _____ eat fresh fruits. It is good for health.
3. You _____ make noise the library
4. You _____ be late for school
5. You _____ read this book, if it is very interesting
6. Leela _____ apologize to her parents ; she was rude with them.

IV SPOKEN ENGLISH

A. Role play

Role play the following conversation between Nanak and people.

- People : What are you doing ?
Nanak : I' m watering those fields that are in Punjab.
People : How can this water reach your field so far way?
Nanak : If the water you throw can reach heavens,
Why can't the water I throw reach my fields?

B. Read the following and role play the conversation:

- Sam : Mother, I'm hungry. Could you serve me food?

Mother : I'm sorry dear, lunch is not ready.
I'll finish it in ten minutes.

Sam : In that case, can I have something else to eat?

Mother : Sure, you may have some biscuits.

Sam : Thank you mother.

Mother : You're welcome my son.

In the above dialogue, you find polite requests and polite responses.

V WRITING

There are some sentences in the box. Arrange them in order to make a story. (Sit with your friends, discuss and then do the task).

Carefully she put the kitten in the bag and climbed down.

Anju saw this. She wanted to help the kitten. She took a bag and a ladder.

A kitten climbed up a tree. It could not climb down. It was crying *meow meow*—

She took the kitten home and gave milk to it.

Then she climbed up the ladder with the bag in her hand.

The kitten looked very happy. It jumped and turned round and round.

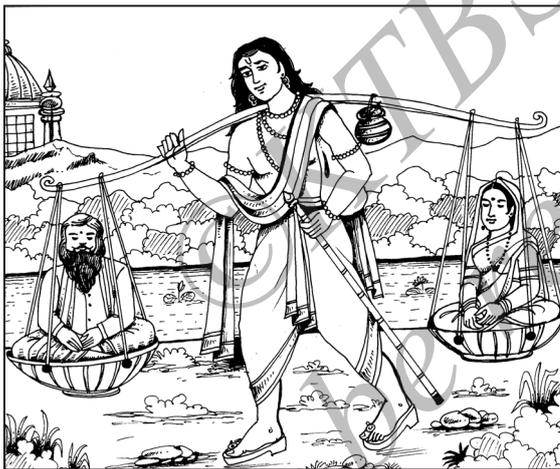
LESSON - 4

SHRAVANA KUMARA

PRE-READING

There was a person called Shravana who dedicated his life to his parents. Let us read and understand how dutiful Shravana was.

Shravana Kumara belonged to the time when Dasharatha ruled Ayodhya. Shravana Kumara's parents were blind and poor. Shravana took care of them. Whenever they wanted to go any where, he would carry them in two baskets (*kavadi*).



As time passed, Shravana Kumara's parents became old. Once they asked Shravana to take them on a pilgrimage. He took them to many places carrying them in a *Kavadi*. While he was going around holy places, he came to a river bank. Shravana's parents loved that place as it was very pleasant to live. They decided to rest there for a few days. Shravana built a small hut for their stay.

One night, Shravana found that there was no drinking water in their hut. Since his parents were thirsty, he told them that he would go and fetch some water from the river. He ran to the river in the darkness with a pot in his hand. He dipped the pot to fill it with water.

Just at that time, king Dasharatha arrived at the other side of the river. He was such an expert in archery that he could hit the animals in any direction, by merely listening to the sound caused by the movements. When he heard the sound of water filling the pot, he mistook it for the sound of an animal drinking water. He took his arrow and aimed in the direction of the sound and shot it. His aim was very accurate and the arrow struck Shravana Kumara straight in the chest. The poor boy fell back with a cry of pain.

Dasharatha was shocked when he heard the cry. He realized that he had made a mistake and that a human being had been hurt. He rushed to the other side of the river and found a wounded boy crying in pain. Even in such a painful condition, Shravana was only worried about his thirsty parents. Dasharatha came near the boy and begged for Shravana's forgiveness.

Shravana cried out. "Oh king, I do not mind dying. But who will look after my blind, old parents? I came here to fetch water for them. Please carry this water to them and satisfy their thirst." With these words, Shravana died.

Dasharatha was horrified by his mistake. He had killed the young man causing misery to his helpless parents. He took the water pot and slowly reached the hut. The parents were anxiously waiting for their son. As they heard the sound of foot steps, they were happy. Dasharatha came near them and silently handed over the pot. As they drank water, Dasharatha stood nearby waiting to inform them of the sad news of their son's death.

Shravana's parents quenched their thirst and enquired why he was so late. Dasharatha told them what had happened. They were filled with grief and asked Dasharatha to take them to the place where their son had died. They embraced Shravana's body and cried. Then they asked the king to arrange a funeral pyre for their son and for them too. They did not want to live without their son.

Shedding tears, Dasharatha made a pyre. The old parents sat on it with the body of their son and told Dasharatha to light the fire. As they sat weeping, they cursed Dasharatha. "Oh king, you are responsible for our sorrow. May you also die like us one day suffering the pain of separation from your son."

The curse had its effect long afterwards, when Shri Rama left his parents in Ayodhya and went to live in the forest.

GLOSSARY :

<i>kavadi</i>	-	a sling to carry weight on both the ends
pilgrimage	-	a journey to holy places
thirsty	-	want of water, feeling of thirst
archery	-	the act of shooting with bow and arrow
accurate	-	without error, perfect
funeral pyre	-	a pile of wood for burning a dead body
quench	-	to satisfy one's thirst
anxiously	-	eagerly

VOCABULARY

A. Let us understand the meanings of the following words and use them in sentences of our own-

1. Suma always works hard. She solves sums effortlessly. She also draws geometrical figures accurately.
Teacher always appreciates her
2. The boy was very thirsty after doing some exercise. He could not find water nearby. As soon as he reached home, he ran to the kitchen to quench his thirst.
3. The results of my brother was expected. All of us were waiting anxiously for the result.

B. Choose the right word that is spelt correctly among the group of words and underline them (One is done for you. Work in groups using a dictionary).

1. pillgrimage, pilgrimage, piligremage, Piligramage, pilegrimage
2. forgiveness, firgiveness, forgivenes, foregiviness, fargiveness
3. fetch, fecht, fech, fetche, fatch,
4. thrist, therst, thisty, thirts, thirst
5. anxiousli, anxiously, anxiously, anxusly, anciously
- 6 . suffering, sufering, seffering, surfering, saffering

C. Give one word for the following. The answers are hidden in the puzzle. Find those words. Discuss and complete the puzzle. (The first one is done for you)

1. Going to religious places Pilgrimage
2. A small house built of mud with thatched roof
3. A strong feeling to drink water
4. This is a place where patients are treated
5. This is a place where books and magazines are kept for reading
6. This is a man who fights for the country.....
7. Noise made by monkeys

H	F	Q	O	P	N	M	R	S	U
O	V	S	R	Y	Z	H	U	T	X
S	L	O	U	R	I	E	A	O	B
P	I	L	G	R	I	M	A	G	E
I	O	D	C	F	H	L	O	M	P
T	M	I	C	H	A	T	T	E	R
A	A	E	M	N	Q	P	S	T	L
L	S	R	A	E	I	O	U	T	O
P	Y	O	T	H	I	R	S	T	Y
C	L	I	B	R	A	R	Y	O	V

Discuss with your partner:

D. Form new words by adding one letter to the words or changing the letter of the words underlined (One example is given).

1. Add a letter to lass to make it a thing from which we drink water.

Answer: glass

2. Add one letter to lack to make it a colour.

Answer : _____

3. Add one letter to cold to blame some one.

Answer : _____

4. Add one letter to room to make a thing used for sweeping.

Answer : _____

5. Change one letter from call to make it a young one of a cow.

Answer : _____

6. Change one letter from heal to mean something we eat in the afternoon.

Answer : _____

II COMPREHENSION

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

1. How would Shravana carry his parents?

2. Where did Shravana's parents want their son to take them?

3. Where did they want to rest on the way?

4. Why did Shravana go out in the night?

5. Who killed Shravana ?

6. What did Dasharatha realize later on?

7. Who took a pot of water to the old couple?

8. Who cursed Dasharatha? What was the curse?

9. How did the old parent's curse come true?

B. Read the statements and answer the questions that follow.

1. "He took his arrow and aimed in the direction of the sound."
 - a. Who took his arrow ?
 - b. What was the sound?
 - c. What happened when he shot the arrow?
2. "He rushed to the other side of the river and found a wounded boy crying in pain."
 - a. Who rushed to the other side of the river ?
 - b. Why did he rush to the other side ?
 - c. Who was the wounded boy?
3. "Oh King, you are responsible for our sorrow."
 - a. Who said this?
 - b. What was their sorrow?
 - c. What was the effect of their sorrow on the king?

III LANGUAGE

A. Fill in the blanks using the words / phrases doing, to do, and done. Use the correct tense form.

Yesterday, mother asked me, "Have you -----the homework?"

I answered that I was ----- it and going to finish it soon.

"What are you going -----after completing the homework?," asked the mother.

I said, "I am going to watch TV"

B. Pick out the nouns and verbs from the following sentences and write them in their respective columns (One is done for you. Sit in group of two and do the task).

1. Shravana's parents quenched their thirst.
2. Shravana kumara was shot by Dasharatha.
3. The customer complained to the manager.

4. Children enjoy watching television.
5. Mother is cooking delicious food for the guests.
6. The sailors landed on the island.

	Noun	Verb
1.	Shravana	quench
2.		
3.		
4.		
5.		
6.		

C. “As you sow, so shall you reap.” This is a proverb. Such proverbs are given below. But they are incomplete. Fill in the other half which is given in brackets choosing them appropriately.

(is a friend indeed, is worth two in the bush, you leap,
the best policy, is not gold, at home)

1. All that glitters _____
2. A friend in need _____
3. Honesty is _____
4. A bird in hand _____
5. Look before _____
6. Charity begins _____



IV SPOKEN ENGLISH



A ROLE PLAY

Practise the following conversation: (speaking politely)

Suma : Hello, is it 98674390?

Ragini : Yes, it is

Suma : I'm Suma speaking. Could I speak to Vani?

Ragini : Oh, Sorry. She is not at home. Could I take the message?

Suma : Will you please ask her to call me back as soon as she returns?

Ragini : Sure.

Suma : Thanks.

Ragini : You are welcome.



V WRITING/COMPOSITION

- A. Read the *informal letter* that Neela has written to her uncle. They are in bits and scattered. Arrange the bits to make a complete letter.

Convey my regards to aunt and wishes to Moni. Waiting for your arrival.

Luckily, I have holidays during your stay with us. Please bring aunt also with you so that we can go round the city, and have fun. By the by I am happy to say that the weather is fine to move about.

I am extremely happy to note that you are coming to Bengaluru.

Yours lovingly, Neela

Neela
92, 4th cross
J.P. Nagar, Bengaluru

To
Raghavendra
No.36, Rohini Appartments
Adyar, Chennai.34

LESSON -5

A SURVIVOR'S STORY

PRE-READING

Erik Weihenmayer, exmayor became blind at the age of thirteen. But he never thought that he was handicapped. "My other senses are strong and powerful," He would say.

Erik began climbing mountains at an early age. He finally climbed Mt. Everest, at the age of 33. It was not easy to achieve this feat. He faced bravely the weather conditions and steep slopes. He gave the team, some anxious moments. But Erik's spirit and confidence remained unbeaten. He was the first blind man to reach Mt. Everest. Isn't that a great achievement? Discuss Erik's achievements in groups.

Here is another great person who would not lose his self confidence. He got name and fame only by his positive attitude and determination.



Lance Armstrong was born on September 18, 1971 in Plano Texas. Since his younger days, he had been interested in athletics. He began running and swimming at the age of ten. By thirteen, he began competing in adult athletic triathlons. At the age of sixteen, he won national sprint course Triathlon championship. The next year, he became number one Triathlon under nineteen year age group.

Lance soon chose to concentrate on cycling. He became the US National Amateur Champion.

Bicycling and sports world felt stunned at Lance Armstrong's performance. But unfortunately in October 1996, he suffered from testicular cancer. It had spread to the lungs and the brain. Doctors had to perform a surgery, but his condition was too bad to take up this operation.

Lance was a man who would not give up easily. After months of chemotherapy, his bones got weakened and he was not able to pedal his bicycle even for a short distance around his house. His illness weakened him physically. However, mentally he was getting stronger. He determined not only to survive but also to return to cycling. At the end of chemotherapy treatment, he found his cancer had miraculously gone! In February 1997, he was declared cancer-free. His bicycle now became the symbol of his magic spell. His contention was:

“If I still can move, it means I'm not sick.”

Lance was recognized earlier as a great one day racer, but he could not take up the race which lasted for days or weeks. It demanded great strength to race along the mountainous area. It was a true test for those hoping to be the world class racers. He had done *Tour-de-France* only once. He had to drop off on other occasions because of fatigue or accidents. Coaches and friends advised him not to take up the race. But he took up the race and won. He reached the finish line in Paris 7 Minutes and 37 seconds earlier than the other competitors. This was really commendable.

Lance won *Tour-de-France* successfully in 2000, 2001, 2002 and 2003.

While fighting his cancer, he defeated his life's greatest enemy cancer. He brought hopes to many people who were suffering from cancer. He set up Lance Armstrong Foundation only to help these people.

GLOSSARY

- | | | |
|-----------|---|---|
| athletic | - | one who is fit and able to perform energetic movements easily |
| triathlon | - | an athletic competition in which each competitor, takes part in three events- swimming, cycling and running |

stunned	-	shocked
chemotherapy	-	chemical treatment of a disease
sprint	-	run for short distance at utmost speed
miraculously	-	extraordinarily
fatigue	-	exhaustion
commendable	-	praiseworthy

I VOCABULARY

A. Write down opposites of the following words, choosing from the words given in brackets (One is done for you).

- weaken x strengthen
- incapable x
- superior x
- failure x
- reject x
- immediate x

(success, accept, gradual, strengthen, inferior, capable)

B. Replace the underlined words with appropriate words choosing from those given below in bracket (make necessary changes).

(accurate, forgive, embraced, quench, arrive)

- The train came to the station on time.
- His aim was so perfect that the bird died immediately.
- The students went to the teacher to ask for pardon.
- The poor boy drank the whole bottle of water to satisfy his thirst.
- Mother held her son tightly to her bosom when she met him after a long time.

II COMPREHENSION

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

1. Where was Lance Armstrong born?
2. What was Armstrong's ranking under nineteen category Triathlon?
3. What disease was Lance Armstrong diagnosed with?
4. What was Lance's condition when doctors decided to do the surgery?
5. What was commendable in Armstrong's performance in the *Tour-de-France*?
6. How many times did he win the *Tour-de-France*?
7. When was he declared to have been cured of cancer?

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

1. Lance Armstrong was born on September 18, 1970 in France

2. Lance Armstrong won the *Tour-de-France* five times in total ---

3. He underwent radiotherapy for his cancer _____
4. Lance Armstrong never lost hope and kept trying to survive and win _____
5. Lance displayed great superiority with his timing in the 1999 *Tour-de-France* _____

III LANGUAGE

A. Ask questions on these statements. Begin the questions with words given in bracket (Work in groups).

Example : 1. Rama lived in the forest (where)

Where did Rama live?

2. Rama and Lakshmana were hungry

They came to a small hut (why)

3. Shabari lived there (who)
4. She gave them berries (what)
5. They left the place as soon as they finished eating (when)
6. Raj and Ravi lived in this house for four years (how long)

B. Fill in the blanks with correct forms of to be, am, is, was, are, were.

1. Galileo-----born in 1564 in Pisa.
2. I-----studying in the 8th standard.
3. Dr. Ambedkar-----the first law Minister of independent India.
4. Babu and his pet dog-----good friends.
5. Home----where the heart is.

C. Write the following sentences using helping verbs given within brackets.

1. Lance predicted that he (would/should) survive
2. I (will/would) Plant saplings on the road-side
3. (shall/will) I carry the box?
4. I (will/won't) complain to the headmaster if you tell the truth
5. (shall / will/ would) I help you?
6. You (would/should) help the blind and the wounded

IV SPOKEN ENGLISH

Role play

Work in pairs

One poses a problem and the other gives suggestion.

Use you/she/ sh'd better

Problem

Suggestion



My stomach
is aching



You sh'd better
go to a doctor



Geetha's
uniform is dirty.



She sh'd
better wash it.



Sohan is weak
in English.

He sh'd better
improve it.



Now role play the following situations from column A choosing the appropriate answer from the column B.

	A	B
1.	She has grown her finger nail	take a taxi
2.	He is tired	cut them

3.	I want to go to a movie	wash it
4.	My dress is dirty	ask your father
5.	I missed my school bus	throw them into the dust bin
6.	These fruits are rotten	take rest

V WRITING

Read the following and answer the questions that follow:

I'm one of the trees in this forest. I am living here for more than a hundred years along with my other friends. I feel happy to think of my olden days. There were many varieties of trees and plants around me. We used to live happily. There was no fear of enemies. We gave shelter to lots of birds, animals and insects. Birds used to entertain us with their melodious songs. Flowers and fruits used to sway when the birds sang. Even human beings used to make use of us but they never harmed us.

As years passed, man became greedy. He started cutting trees and even started hunting animals.

Now the forest has become thin. Our friends are all gone.... There is no rain. Air and water have become polluted. We are not getting sufficient water for us to live The forest area is going to become barren if man interferes with us. Man is responsible for our destruction. Oh God ! Do something.

Match the words given in A with appropriate answers given in B.

- | A | B |
|------------------------------|----------------|
| 1. Man became | a. melodiously |
| 2. Flowers and trees used to | b. sway |
| 3. Land is going to become | c. greedy |
| 4. Birds used to sing | d. barren |
| | e. fertile |

LESSON - 6

BEAUTY AND THE BEAST

PRE-READING

You must have heard your grand parents telling you bed time stories, They are very interesting, aren't they? There are stories of Tenali Rama, Jataka tales, Panchatantra Tales, Tales from Arabia, etc, which entertain you very much.

Will any one of you narrate a story?

Here is a story that you will enjoy



There was a rich merchant who had three daughters. He loved them equally. The youngest daughter was the most beautiful of the three sisters.

One day he called his daughters and said,

“I am going to a distant city on business. Tell me what you would like me to bring for you.”

“A pearl necklace !,” said the eldest daughter.

“A gold bracelet for me,” said the second one.

Beauty, the younger daughter said, “Father, I don't want anything. I wish that you return safely.”

But father insisted her to ask for something.

“Then bring me a red rose,” said Beauty.

The rich man left the city. After finishing his work, he bought all the things that his daughters had asked for. On his way back he was caught in a storm. He was swept away to an unknown place. While searching for shelter, he came across a big house.

“Come inside.” He heard a voice.

As he went in, he saw a big table. Fruits and delicious meals were kept on the table. He was hungry. He ate the food and spent that night in the house.

Next morning, he was ready to go back to his city. He wanted to thank the person for giving him food and shelter, but he did not find any one.

While coming out of the house, he found lots of roses in the compound. He thought, “Let me pick one flower for my daughter.”

As he picked the flower, he heard a loud cry.

“How dare you steal my roses?”

The rich man saw the creature with the body of a man and the head of a beast. He looked fearful.

“I can give you anything for this red rose”, said the rich man.

“Then bring me the first thing you see on reaching your home, roared the beast in a rage.

The rich man agreed and left. When he reached home, at first, he saw Beauty, his dearest daughter. He was very sad. How could he give his beautiful daughter to the beast.

The rich man told about his problem. Beauty said, “Father, the beast cannot be a terrible being. He showed you kindness. I will go to him for your sake.”

So, the father took Beauty to the beast. The beast was scary and ugly. But she decided to live with him. She looked after him very well. The beast also did everything to keep her happy.

One day Beauty asked, "Would you let me go to see my father?"

"You can go any day you like." Said the beast.

That evening, she saw the beast sitting alone in the garden. He was sad. Tears were rolling down his cheeks. Beauty took pity on him. She went running to him in the garden. "Don't cry! dear beast, don't cry" said lovingly, "I shall never leave you alone."

Then she put her arms round the beast and kissed him. At once the beast jumped up in great joy. Beauty looked at him in surprise. O God! The beast had completely changed! His ugly head had changed into a charming face. He looked tall and handsome like a prince.

"You have broken the spell." Said the prince. "A witch had changed me into a beast. She said that only a kiss from a young girl would give me back my true shape."

Now Beauty married the prince. The two lived happily forever in their great house.

GLOSSARY

bracelet	-	ornamental band or chain tied round the wrist
insist	-	emphasize, demand
rage	-	anger
delicious	-	tasty
spell	-	enchantment, fascination

I VOCABULARY

(Work in Groups)

A. Complete the words filling in the right letters (the words are found in the text) -

(One is done for you: daughter)

1. d a u g h t e r

2. n _ c k _ a _ e

3. _ e a - h

4. c _ m _ o _

5. c _ n _ r _

6. de _ _ ci _ us

B. We can make a new word by rearranging letters of a word.

Example: rose: sore, acres: cares.

Now make new words by rearranging the following words

1. hear _____

2. left _____

3. dear _____

4. earth _____

5. post _____

C. Find the words which are pronounced in the same way. Clues are given in brackets. One is done for you.

1. sight (a vacant plot), _____

2. steel (thieves do this), _____

3. meet (non-vegetarian food) meat

4. grate (large, big) _____

5. year (an organ of a body) _____

6. hair (an animal) _____

D. Give one word for the following.

Example : That which flies from flower to flower. butterfly

1. Children fly this- k _____
2. A young one of a cow- c _____
3. One who makes furniture using wood- c _____
4. Life history written by himself- a _____
5. One who teaches- t _____

II COMPREHENSION

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

1. Why did the merchant go to the distant city?
2. What did the third daughter ask for?
3. Who welcomed him to the big house?
4. How did the rich man help himself in the big house?
5. On what condition did the beast let the merchant go?
6. Why did Beauty agree to live with the beast?
7. How was Beauty looked after in the big house?

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

1. Why was the beast sad one day?
2. How did the beast turn into a prince?

C. Read the statement and answer the questions that follow.

1. "You can go any day, you like."

- a) Who said this?
- b) Where did he want her to go?
- c) Did he really want her to go? Why?

2. "You have broken the spell."

- a) What was the spell?
- b) Who has broken the spell?
- c) How was the spell broken?

III LANGUAGE

A. Read the following paragraphs and change the underlined words into past tense and rewrite it (Work in groups).

Some children are playing in a garden. They are playing with a ball. Sundar throws the ball, and it falls in a hole. Every one puts his hands to get the ball. No one can reach it. They are disappointed.

A boy who is walking in the garden takes a bucket of water and pours it into the hole. The ball comes up and all the children feel happy. They jump with joy and thank the boy.

B. Fill in the blanks using 'why', 'what' or 'where' (First one is done for you).

Ram : Where is my bag?

Sham : It's on the table

Ram : _____ day is today?

Sham : _____ don't you look into the calendar?

Ram : It is Monday.

Sham : _____ is your bicycle?

Ram : It is in the cycle stand.

Sham : Where did you buy this shirt?

Ram : I don't know. Father got me this.

C. The words in column 'A' are incomplete. Complete them choosing words given in 'B' and write them in the space provided.

1. bundle of	a. people
2. crowd of	b. stones
3. class of	c. keys
4. bunch of	d. cattle
5. herd of	e. students
6. heap of	f. sticks

Example :

1. a bundle of sticks
2. -----
3. -----
4. -----
5. -----
6. -----

IV. SPOKEN ENGLISH

Listening and speaking

(One asks Questions and the other answers)

- A. What is your name?
B. My name is -----
- A. How old are you ?
B. I am -----
- A. What is your father ?
B. My father is
- A. What is your mother ?
B. My mother is
- A. Where do you live ?
B. I live in -----
- A. How do you come to school ?
B. I come to school

Do so with at least six of your friends

IV WRITING

Read the following passage and answer the questions that follow.

Some boys were aiming at an egg floating on water. No one could shoot the egg and break it. Swami Vivekananda was observing the boys. One of the boys asked Vivekananda .“Do you want to try”? “Yes, I’d like to”, answered Vivekananda. He took the gun, and concentrated on the egg. He continuously shot twelve times and broke twelve eggs. The boys wondered how he could do that! Vivekananda told them, “You have to practise concentrating on the work you do. Pay complete attention to the work you are doing. Don’t think of anything else when you are doing a work. If you do so, you are sure to get success.”

1. Why do you think the boys could not shoot the egg?
2. “Do you want to try ?”
 - a) Who asked this ?
 - b) What did he want to try ?
 - c) Was he successful ?
 - d) What was the reason for his success ?
3. Do you think we should practise what Vivekananda said? Why?

LESSON - 7

THE WONDERFUL WORLD OF PLANTS

PRE-READING

- *Human beings eat rice, wheat, fruits, vegetables, meat etc.*
- *Animals eat leaves, plants and animal flesh.*
- *Do you know what some plants take as food ?*
- *Have you heard of plants which live on insects ? Discuss these points in the class.*

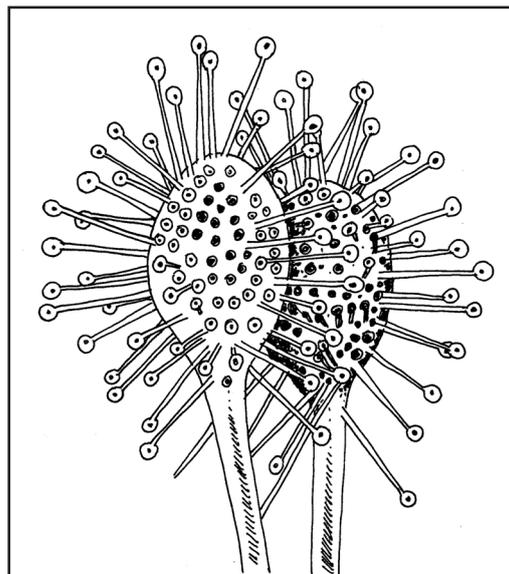
You know that animals live on plants. Cows and buffaloes eat grass, goats eat leaves, bees suck honey from flowers.

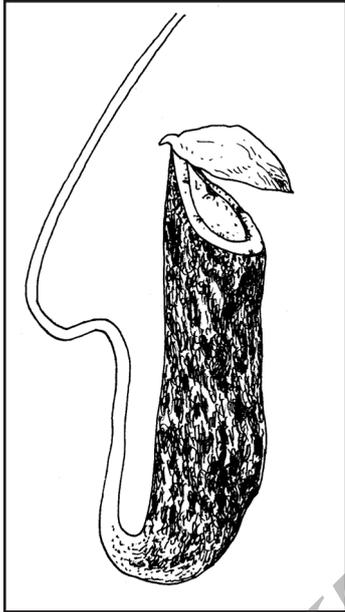
Have you heard of plants which eat small flies and insects ?

Most plants make their own food. They get water, salts and other things from the soil. They mix all these things in their leaves and prepare their food when the sun shines. This process is called photosynthesis.

Some plants which grow on poor soil cannot make food for themselves. Some of these plants catch insects and eat them.

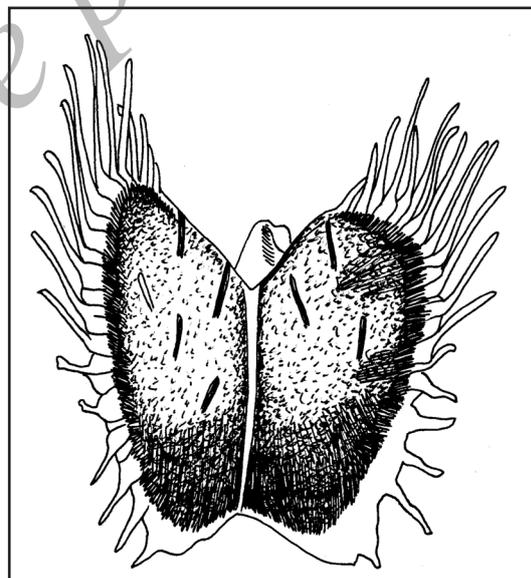
The sundew is one such plant. Its leaves look like clubs. On each one of these leaves there are long hair-like parts drooping outwards. At the end of each of these hair-like parts is a tiny drop of a sticky liquid. It shines like a bead in the bright sun. It attracts butterflies. When a butterfly sits on these hair-like parts, its body gets stuck in the sticky liquid. These parts slowly close on the butterfly. Then the sundew eats up the butterfly.





The pitcher plant is another insect eater. The end of the plant's leaves are shaped like a jug or a pitcher. There are small hair-like things inside the jug-shaped leaves. At the bottom, there is a liquid. The smell of this liquid attracts bees. When a bee sits on the top and slips down the jug like leaf, the bee cannot climb up because the hair-like structure does not allow it to climb up. The plant slowly eats up the bee.

There is another plant which eats up insects. It is called the venus fly trap. Its long leaves have two flaps at the top. These flaps can open and close. When a fly sits on a leaf, the flaps close and the poor fly is caught inside. The flaps close so hard that the fly is squeezed inside. When the flaps open we can see only the wings of the fly. The wind blows the wings away and the plant is ready for its next victim.



There are hundreds of plants which live on small animals and insects. Don't you think that we live in a wonderful world !

GLOSSARY

- | | | |
|--------|---|--------------------------------|
| suck | - | to draw into the mouth |
| insect | - | a small creature with no bones |

droop	-	to bend downwards
outward	-	away from the centre
sticky	-	gluish, gum-like
tiny	-	small
bead	-	a small round thing made of glass with a hole through it
get stuck	-	not able to move from a point
close on	-	surround
pitcher	-	pot
club	-	a thick stick
alight	-	come down and sit on
trap	-	being caught / an apparatus for catching and holding animals
flap	-	wave or move slowly up and down
squeeze	-	to press firmly
victim	-	a person or thing tricked and caught

I. COMPREHENSION

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

1. Where do most plants get food from ?
2. When do plants make food ? (Sit in groups, discuss, and get the correct answer)
3. How does the pitcher-plant hunt bees ?
4. Why do butterflies come and sit on the hair-like parts of the sundew ?

B. Answer the following questions in three or four sentences each.

1. Describe the sundew.
2. Why do some plants live on other living beings ?
3. What is venus fly trap ?

II All of us have some habits. Some of them are good, some are not so good and some are bad. Ten common habits are given below. Classify them under three different heads. Discuss in groups and classify them.

Good habits	Not so good habits	Bad habits

1. Eating food items now and then
2. Working according to a plan
3. Getting up early in the morning
4. Playing games in the evening
5. Watching TV till late in the night
6. Biting nails
7. Respecting elders
8. Reading books
9. Eating food sold on road sides
10. Expecting others to do what you should
11. Throwing stones at street dogs
12. Cleaning the house when you are expected to be studying

III. Use the following in sentences of your own.

- eat up
- get stuck
- close on

IV. VOCABULARY

1. Make as many words you can using the letters in the following words.

- a) wonderful
- b) outwards
- c) insect

2. Give one word for each of the following.

- a) I fly but I am not a bird. I have a long tail but I am not an animal. People enjoy looking at me flying. who am I ?
- b) I am always at the dining table. Dishes will not be tasty without me, but you use me very little. Who am I ?
- c) I bring you variety of news every morning. You begin your day in my company. I live for only one day. Who am I ?
- d) Children love me and they run after me. I have colourful and attractive wings. I am a friend of flowers. Who am I ?

V. ASSIGNMENT

Study one of the three insects you have read in the lesson. Collect information from the internet and write five sentences on it.

VI. PROJECT (Do it in pairs)

Study the plants you see around you.

- a) Where they grow?
- b) Their use to man
- c) The places where they grow
- d) The seasons in which you find them

LESSON -8

THE MONKEYS AND THE FRUIT TREES

PRE-READING

Lazy Jack found work at a farm. Jack planted wheat all day and earned a lot of money. However he lost it on his way home. 'Oh! Jack!' said his mother, "Always keep things safely in your pocket"

Next day, Jack worked for the farmer who gave him some butter.

"I will do as my mother told me," said Jack. So he put the butter in his pocket and started home. When Jack got home, the butter had fully melted and spilled all over his clothes.

- *Why do you think Jack was foolish? Discuss with your partner.*
- *Have you ever committed a blunder by oversight anytime? If so, when did it happen and why did it happen? Narrate it to the class.*

There was going to be a big parade in the city. The king gave all the people the day off to go to see it. Just one man could not go. He was the king's gardener. The gardener thought, "I too, could go to the parade if I did not have to water the new trees in this garden." He thought and thought at length. Then he said, "I know! I will get the monkeys to water the trees for me. That's what I will do." At that time many monkeys lived in the king's garden. The king's gardener went to talk to the monkeys. He said, "You are happy here in this garden. You have nuts and fruits to eat. You have a good place to play. And you have no work at all to do." "Yes," said the big monkey. "We are very happy here in this garden. It is a wonderful place to play."

“All my friends are going to a parade today,” said the gardener. “I want to go too. But the new fruit trees must be watered. If I go, will you water them for me?” “Oh, yes,” said the big monkey. “We will water the new trees for you.” “They must be watered when the sun is going down,” said the king’s gardener, “and take care. See that they have enough water, but not too much.” The gardener told the monkeys where to get water. Then he went with his friends to see the parade. When the sun was going down, the monkeys started to water the fruit trees. “See that each tree has enough water but not too much,” said the big monkey. “How shall we know when each tree has enough?,” asked a little monkey. The big monkey sat very still. He thought and thought. At last he said, “Pull up each tree and look at its roots. If the tree has long roots, give it much water. If the roots are not long, give it just a little water.”



So the monkeys pulled up all the new trees and looked at their roots. They gave much water to the trees with long roots. They gave little water to the trees without long roots. The gardener had a very good time with his friends that day. The next morning he went to the garden to thank

the monkeys. But first he went to look at the new fruit trees. He saw that every tree had been pulled up by the roots. And not a tree was living ! Not one !

GLOSSARY

- parade : a ceremony in which people march together in front of people who are watching them
- sit still : without movement. eg : *The child is so restless that it cannot sit still even for a minute.*
- pull up : to remove something out of its usual place
- day off : leave

I VOCABULARY

A. Complete the following words by adding 'ance' 'ence' or 'ense' at the end (You may look up the dictionary to get the right answer and make necessary changes. Do the exercise in groups).

1. resist ance
2. attend _____
3. confide _____
4. exist _____
5. susp _____
6. exp _____
7. guid _____
8. ambul _____

B. Complete each sentence below with a word opposite in meaning to the underlined word (First one is done for you).

- a) A victory sometimes is worse than defeat
- b) The construction of new buildings takes a long time; their _____ takes little time
- c) This cloth is not inferior but _____ to that
- d) Life is full of comforts and _____

C. Express what would your reaction be (Write the correct word next to each sentence choosing from the answers given in brackets).

[happy, bored, excited, worried, irritated]

Example: a) You forget to do your homework : worried

b) Someone loses your pen : _____

c) You have nothing to do : _____

d) Your favorite actor is coming to your city : _____

e) You have done well in your test : _____

D. Rewrite the following sentences, using a single word for each group of words underlined (One is done for you).

1. A person who reports events for a newspaper was present at the meeting

Example : A reporter was present at the meeting.

2. The people who were watching the show cheered loudly.
3. The people who were listening to the speaker sat quietly.
4. After the attack, there were very few people who survived.

5. Every year India is visited by many foreign people who travel for pleasure.

(tourists, spectators, survivors, audience)

II COMPREHENSION

A. Answer the following questions briefly.

1. Why were the people given a day off by their king?
2. What prevented the gardener from going to the parade?
3. Whose help did the gardener plan to take?
4. How did the monkeys spend their time in the king's garden?
5. What were the gardener's instructions to water the trees?
6. How did the big monkey instruct the little monkey to water the trees?
7. Did the little monkey follow the big monkey's instructions? Why?
8. What sight greeted the gardener the next morning?

B. Write whether the following statements are true or false. Write 'T' or 'F' in the brackets accordingly.

- a) The king's cook could not go to the parade. [___]
- b) The gardener planned to ask the monkeys to water the trees. [___]
- c) The monkeys refused to help the gardener. [___]
- d) Trees with long roots were to be given less water [___]
- e) The gardener saw that every tree had been pulled up by the roots. [___]

III LANGUAGE

A. Write the following sentences, changing the nouns in brackets into the plural number- (Follow the example. Work in groups).

1. The thieves (thief) stole our watches (watch)
2. The _____ (valley) were full of _____ (monkey)
3. The _____ (hero) rode on their _____ (pony)
4. The _____ (wolf) attacked the _____ (calf)
5. The _____ (woman) hid their _____ (baby) and _____ (child) in the _____ (bush).

B. Complete the following using 'has' and 'have' appropriately.

1. Our school _____ twelve classrooms. Our headmistress _____ a separate room for herself.

The teachers _____ a staff room. We _____ a brown and white uniform. Our school also _____ a big playground.

2. Do you _____ a library in your school?

How many students does your school _____ ?

Do the classrooms _____ ceiling fans?

Yes, all classrooms _____ ceiling fans.

C. Fill in the blanks with 'has been / have been' appropriately.

- a. Using this system, a book _____ written by Stephan Hawking.
- b. Dozens of scientific papers _____ presented.

c. Soumya _____ staying with me for two weeks.

d. The lawyers _____ on strike since May 28th.

IV SPOKEN ENGLISH

ROLE PLAY

Gardener : All my friends are going to the
(talking to parade but I can't go. I have to
himself) water the plants.

(The gardener goes to the monkeys)

Gardener : Hello, you look so happy, eating, playing and enjoy
ing !

Monkeys : Yes, we're happy in this wonderful garden.

Gardener : Well, all my friends are going to the parade. I want
to go too.....can you help me? Will you water the
plants for me?

Monkeys : Oh sure. Tell us how to do it.

Gardener : OK. Water the plants when the sun goes down. See
that they have enough water....not more, not less.
(Monkeys nod their heads)

(The gardener goes away. At the sun set, the monkeys get ready to
water the plants.)

Little monkey 1: How do we know that each tree gets enough
water?

(Monkeys start talking, but end up with no answer)

Big monkey (after a lot of thinking) : Lets pull up the trees. If the roots are long we pour more water, if the roots are short, we pour little water.

(All the monkeys pull out all the trees)

V. WRITING

You have found a bunch of keys in the class room.

Write out a notice to be pinned up on the notice-board asking the owner to contact you.

FOUND!!
A Bunch of Keys
.....
.....
Contact.....

ACTIVITY

With the help of your partner, make lists of five plants and five animals, which you see at home or school.

Plants

Animals

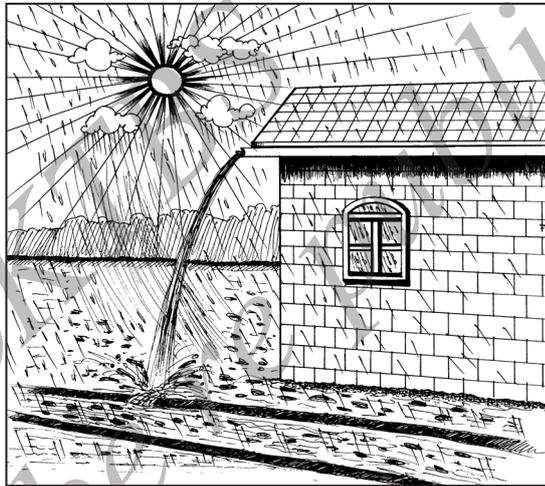
- 1
- 2
- 3
- 4
- 5

POEM -1

RAIN IN SUMMER

PRE-READING

Usually, children like to enjoy when it rains. Some like to get wet. Some like to make paper boats and watch them float on flowing water. Some stay inside and watch the rain through the window. How would you like to play in the rain?



How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window pane,

It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars,
The rain, the welcome rain!

-H.W. Longfellow

ABOUT THE POET

Henry Wadsworth Longfellow (1807-1882) was an eminent American poet. When Longfellow was thirteen years old, he began to publish his own poems. He became professor of modern languages. In 1854, Longfellow gave up his job of professor and devoted all his time to writing poetry. He has published a big collection of sonnets and ballads.

The poem 'Rain in Summer' describes how it rains after a hot day in summer. The poem is full of rhythm and beauty.

GLOSSARY

fiery	-	intensely hot
clatter	-	rattling noise
tramp	-	walk heavily
hoof	-	horny casing of horse's foot
gush	-	flow out suddenly
spout	-	narrow opening
pane	-	single piece of glass in a window
pour	-	rain heavily
swift	-	quick
gutter	-	a drain through which rain water or dirty water flows
roar	-	a loud sound produced when water rushes through



COMPREHENSION



A. Answer the following questions.

1. How does the street look?
2. When does it rain?
3. Where is the rain making clattering sound?
4. The poet compares the rain to the tramp of hoofs. Pick out the lines of comparison.
5. Where does the rain pour down?
6. How does the water look when it comes down the gutter?

B.

1. The word 'pane' rhymes with 'lane'. Similarly 'heat' rhymes with 'street'. Can you pick out other **rhyming pairs** of words from the poem?
2. Pick out the words that indicate different sounds made by the rain.

Example :- Clatters

Just for fun- Tongue Twisters.

Read aloud these sentences quickly pronounce each word distinctly.

- a. Six Slim slick slender saplings.
- b. Peter bought some butter that was bitter. So to make the bitter butter better, he bought some better butter.



POEM -2

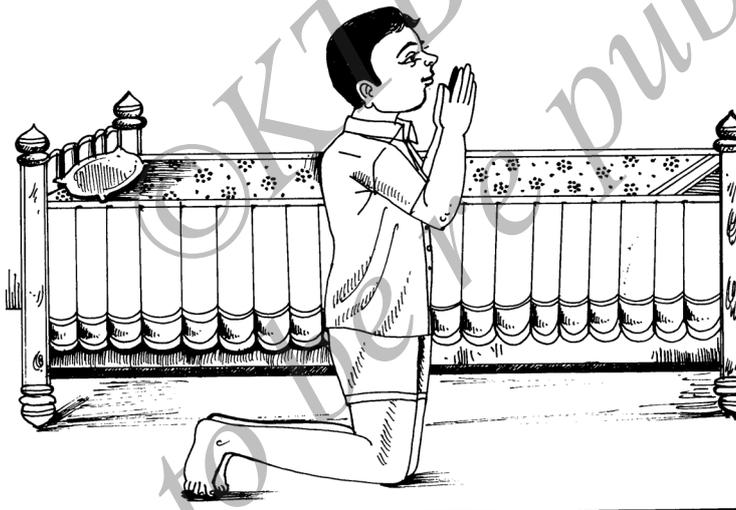
A CHILD'S EVENING PRAYER

(MEMORIZATION)

PRE-READING

Usually our mother teaches us to pray to God before we begin our activities and before going to bed. Prayer can be said silently or aloud. Sincere prayer reaches God. He grants what you ask for.

I believe you pray to God everyday. If so, what do you ask for in your prayer? Discuss in pairs and exchange your responses with your partner.



Ere on my bed my limbs I lay,
God grant me grace my prayers say;
O God! Preserve my mother dear
In health and strength for many a year.
And, O! preserve my father too,
And may I pay him reverence due;
And may I my best thoughts employ
To be my parent's hope and joy !

And O! preserve my brothers both
From evil doings and from sloth,
And may we always love each other,
Our friends, our father, and our mother.

And still, O Lord, to me impart
An innocent and grateful heart,
That after my last sleep I may
Awake to thy eternal day.

-Samuel Taylor Coleridge

ABOUT THE POET

Samuel Taylor Coleridge (1772-1834) was an English poet, philosopher and critic. His knowledge of philosophy, science and literature was wide and deep. His powers of conversation was unique. He is best known for his poems, 'The Rime of the Ancient Mariner' and 'Kubla Khan', as well as for his major prose work 'Biographia Literaria'. His poems directly and deeply influenced all the major poets of the age.

In 'Child's Evening Prayer', the child is praying for its parents and brothers. The child wants to be a source of joy to its parents. It is praying to God to grant him an innocent and a grateful heart.

GLOSSARY

grace	-	charm
reverence	-	respect
evil	-	bad, harmful
sloth	-	laziness, idle
ere	-	before
impart	-	bestow
last sleep	-	death
eternal	-	everlasting
grateful	-	thankful



COMPREHENSION



A. Answer the following questions.

1. Who does the child pray for?
2. What does the child pray for its mother?
3. What does the child pray for its father?
4. Pick out the lines in the poem which show that the child is praying for its brothers.
5. The child wants to be a source of joy to its parents. Which lines in the poem show this?
6. "O Lord, to me impart an innocent and grateful heart"
 - a) Who does 'me' refer to?
 - b) What is the child asking for?
 - c) What is the meaning of the word 'grateful'?

- 7) **Fill in the boxes below with correct rhyming words from the poem. Then add one rhyming word of your own. Ask your teacher for help (One example is given).**

Example :

day
say
may

dear

joy

both

other

impart

lay





ACTIVITY



- 1) **Collect prayer songs in your mother tongue and recite them in the class.**
- 2) **Read and enjoy the poem.**

“ Before I close my eyes tonight
I thank you lord with all my might
For my friends and neighbours, too
For everyone that’s in my school
And keep my family in your heart
And may I remember
We’re never apart.”



POEM - 3

THE SHEPHERD BOY AND THE WOLF

PRE-READING

There lived a monkey in the forest. It was very naughty. It used to tell lies and was making fun of others. One day a bear came there. The monkey said, "There is a big snake. Don't go that way." Hearing this, the bear ran away. A big snake was watching all this and wanted to teach the monkey a lesson. When the monkey was planning the same trick on a deer, suddenly the snake came there. The monkey got frightened and ran away.

Answer the following questions.

1. Where did the monkey live?
2. How did it make fun of others?
3. What did the monkey tell the bear?
4. Who taught a lesson to the monkey?



A Shepherd-boy beside a stream
“The wolf, the wolf ,” used to scream
And when the villagers appeared,
He’d laugh and call them silly eared.
A wolf at last came down the steep
“The wolf, the wolf, my legs, my sheep”
The wolf, had a jolly feast,
Quite undisturbed, on boy and beast
For none believes a liar
Even when the liar speaks the truth.

- **Aesop**

ABOUT THE POET

“Aesop Fables” are the collection of fables credited to Aesop, a slave and a story teller. He lived in ancient Greece. The fables are instructive and intended to teach a moral. Each moral is made clear with an example or story.

This poem tells us about a shepherd boy who used to tell lies and was punished for the same.

GLOSSARY

stream	-	a small, narrow river
scream	-	to cry out loudly, a screaming cry or sound
steep	-	having a sharp slope, incline
feast	-	large meal
beast	-	cruel animal
liar	-	a person who tells lies



COMPREHENSION



A. Answer the following questions.

1. Where was the shepherd boy?
2. What did the shepherd boy use to do?
3. What did he do when the villagers appeared?
4. Who are silly eared?
5. What did he do when a wolf really came?
6. Why did the villagers not come to his help?
7. Who had a jolly feast?
8. What do you learn from this poem?

B. Write the poem in the form of the a story in your own words with the help of the following outlines (Discuss and do).

- 1) Once a shepherd boy was asked to look after the sheep by the side of a stream.....told to cry 'wolf' if he saw one.....One day he shouted wolf! it was a jokevillagers rushed to his helpthey found no wolfthe boy laughed and enjoyedVillagers became angryAt last wolf really came. The boy shouted 'wolf'.....Villagers took no noticewolf killed several sheep. No one believes a liar. Speak truth always.

C. Match the following rhyming words .

stream	appeared
eared	beast
steep	scream
feast	sheep



ACTIVITY

1. Read and enjoy the poem

Liar and their lies
Are not to be believed.

Take them not
At their word.
For their intent is to deceive.

One lie
Is all it takes

To cast doubt upon
Any words
Ever uttered

Perhaps next
Never to be regained
Trust is
Irreparably shattered

One lie can bring down
Even the sturdiest home.
Built upon the firmest
Foundation of trust.

-F. Mayv Quinn Amaia

POEM - 4

IF MICE COULD ROAR

PRE-READING

Imagination makes us feel happy and keeps our mind healthy.

Have you ever imagined something funny? Share with your teacher.

You must have watched the movies of Batman and Spiderman. You must have observed how they climb buildings and fly from one place to the other. You get thrilled to watch such programmes. Do you think this is possible in real life? But by watching this, you feel happy and get entertained. Here is a poem which makes you enjoy. You can also make use of your creative power and say such stories.



If mice could roar
And elephants soar
And trees grow up in the sky;
If tigers could dine
On biscuits and wine,
And the fattest of men could fly;

If pebbles could sing
And bells never ring
And teachers get lost in the post;
If a tortoise could run
And losses be won,
And bullies be buttered on toast;
If a song brought a shower,
And a gun grew a flower,
This world would be nicer than most!

- **Ruskin Bond**

ABOUT THE POEM

This poem written by Ruskin Bond is full of imagination. This poem tells us how the world looks when normal things are being imagined as something different. His imagination looks so funny. Children enjoy this poem thoroughly.

GLOSSARY

roar	:	to make loud sound
soar	:	to fly high
pebbles	:	small stones
bullies	:	a person who uses his strength to hurt weaker people

COMPREHENSION

A. Answer the following questions.

1. Where does the poet imagine the trees to grow?
2. What does the poet want the tigers to have as food?
3. How do you feel if flowers come out of a gun? Discuss
4. Do you think the things mentioned by the poet are true? Why?

5. Imagine how the world would look if the poet's dream come true?
Discuss with your friends.
6. How do you think the bullies to be treated?

B. How does the poet like the following to do?

- a) pebbles.... sing
- b) tortoise....
- c) men ...
- d) tigers.....

C. What do the following animals normally do?

- a) mice.....
- b) the elephants.....

D. Match the rhyming words

A	B
roar	wine
sky	soar
dine	fly
sing	post
run	flower
toast	won
shower	ring

ACTIVITY

- 1) Draw a picture of your imagination which is normal but some thing that looks funny.

POEM- 5

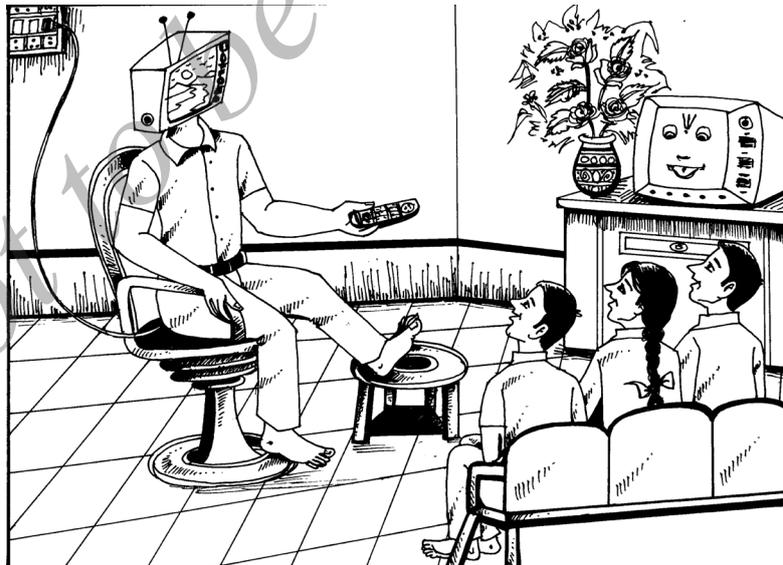
JIMMY JET AND HIS TV SET

PRE-READING

Mohan loved to watch TV. His mother used to tell him, "Mohan, don't watch for so long. Do your homework first and study for some time." Mohan would answer. "One last programme mother. Then I will listen to you." He always postponed his work, but when the exams were near, he started worrying. There was so much to study. He could not remember the answers in the examination. All his friends had done very well and got good marks. Mohan had got poor marks. He could not face his parents and his friends. He was also guilty of not listening to his parents.

Now answer the following.

1. Do you love to watch TV?
2. Was Mohan right in watching TV day and night? Discuss in groups
3. What would you do if you were Mohan?



I'll tell you the story of Jimmy Jet____
 And you know what I tell you is true.
 He loved to watch his TV set
 Almost as much as you. 4
 He watched all day, he watched all night
 Till he grew pale and lean.
 From 'the Late Late show'
 And all the shows between. 8
 He watched till his eyes were frozen wide,
 And his bottom grew into his chair
 And his chin turned into a tuning dial,
 And antennae grew out of his hair. 12
 And his brains turned into TV tubes,
 And his face to a TV Screen,
 And two knobs saying 'VERT' and 'HORIZ'
 Grew where his ears had been. 16
 And he grew a plug that looked like a tail
 So we plugged in little Jim.
 And now instead of him watching TV
 We all sit around watch him. 20

- Shel Silverstein

ABOUT THE POEM

This poem is written by Shel Silverstein. The poem is about a boy who loved to watch TV all through the day. This is a funny and humorous poem. The poet says that as Jimmy Jet was watching TV day and night, he started developing himself as a TV with a TV screen and all the other parts of a TV. Everyone at home started watching him instead of watching TV. Although the poem is for reading and enjoying, there is a message for all. (especially for children)



GLOSSARY

pale	-	weak to look at
lean	-	becoming thin
show	-	performance (programme on TV)
frozen	-	become still (without moving)
bottom	-	bottom part that supports the body to sit
antennae	-	it is put on top of a house to receive the television signals
tubes	-	picture tube of a TV set
plug	-	one which is used to make electrical connection
knob	-	the round button to switch on or off

COMPREHENSION

A. As Jimmy Jet watched TV continuously, he developed parts of television in place of organs of his body. Match the organs with the parts of TV.

A	B
chin	TV tubes
hair	TV Screen
brains	tuning dial
face	knobs
ears	antennae

B. Tick the right answer.

- Jimmy Jet...
 - always watched TV
 - Watched only 'the Early Show' and 'the Late Show'
 - From morning till night.



2. 'His eyes were frozen wide' means....
- a. his eyes were closed
 - b. his eyes were stuck to the TV
 - c. his eyes became drowsy.

C. Answer the following questions.

1. What happened to Jimmy when he watched TV day and night?
2. According to the poet the TV makes a sound when knobs are turned on or off. Pick out the two sound words.
3. Do you think watching TV like Jimmy is good? Discuss with your friends.
4. Which lines do you like very much? Why?
5. Pick out the rhyming words from the poem and add one more word of your own to rhyme with every pair

Example : jet – set – yet

ACTIVITY

Can you write this poem in the form of a short story? Or you may form a group and construct a story.

Begin the story like this.

Jimmy was a boy who always loved to watch TV

.....

.....

.....

.....

.....

.....

.....

POEM- 6

INDIAN WEAVERS

PRE-READING

Remember your last birthday, the colour of the dress you wore, the nicely wrapped presents you received and the chocolates you distributed to your friends. Try composing a poem on it or write a short paragraph.



Weavers, weaving at break of day,

Why do you weave a garment so gay?

Blue as the wing of a halcyon wild,

We weave the robes of a new-born child. 4

Weavers, weaving at fall of night,

Why do you weave a garment so bright?

Like the plumes of a peacock, purple and green,

We weave the marriage - veils of a queen. 8

Weavers, weaving solemn and still,

What do you weave in the moonlight chill?

White as a feather and white as a cloud,
We weave a dead man's funeral shroud. 12

- **Sarojini Naidu**

ABOUT THE POET

Sarojini Naidu (1879-1949) was born in Hyderabad and educated in London and Cambridge. She began writing poems in English very early in life. She has been aptly called the 'Nightingale of India'. Her patriotic poems and the musical quality of her poetry inspired readers not only in India but all over the world. Responding to the call of Mahatma Gandhi, she threw herself into the struggle for independence of India. Among the several volumes of poems she published, 'The Golden Threshold', 'The Bird of Time' and 'The Broken wing' have been received with great appreciation.

The present poem is in the form of a dialogue. It says again and again that life has everything in it – joy of birth, celebration of youth and marriage and sorrow and stillness of death.

GLOSSARY

break of day	–	early in the morning
garment	–	dress
gay	–	(here) bright
halcyon	–	(pronounced: hal – sien) a bright coloured bird
robe	–	long, loose garment
plumes	–	feathers
veils	–	fine net to cover head and face
solemn	–	serious, calm and dignified
funeral	–	a ceremony at which a dead person is buried or cremated.
shroud	–	a white sheet of cloth to cover a dead body

COMPREHENSION

Answer the following questions.

1. How many questions does the poet ask? Who listens to the questions and answers them?
2. Name the three stages of man's life as mentioned in this poem.
3. The weavers are busy all day and have no time to rest. Do you agree with this statement?
4. Blue, purple and green suggest childhood and youth. What colour suggests old age and death?
5. What does a garment of a new-born child look like?
6. Describe the garment of the bride.
7. What different words in the third stanza suggest the occasion for using the white cloth?
8. Apart from the title, which lines tell you that this poem is Indian?

ACTIVITY

1. Have you heard about.

- a) Kolhapuri chappals
- b) Chennapatna toys
- c) Bidri work

Try to collect information about them.

POEM- 7

AUTHORSHIP

PRE-READING

Do you remember being scolded by your parents when you did certain things as a child and you wondered why adults got away with the same things that you did? At that moment, you would have thought that your parents were unfair. Here is a tender poem that shows the innocence of a child to whom this world is full of wonder.



You say that father writes a lot of books, but what he
Writes I don't understand.

He was reading to you all the evening, but could you
Really make out what he meant?

What nice stories, mother, you can tell us! Why can't
Father write like that, I wonder?

Did he never hear from his own mother stories of
Giants and fairies and princesses?

Has he forgotten them all?

Often when he gets late for his bath you have to go
And call him a hundred times.
You wait and keep his dishes warm for him, but he
Goes on writing and forgets.
Father always plays at making books.

If ever I go to play in father's room, you come and
Call me, "What a naughty child!"
If I make the slightest noise you say, "Don't you see
That father's at his work?
What's the fun of always writing and writing ?

When I take up father's pen or pencil and write upon
His book just as he does, -a, b, c, d, e, f, g, h, i, - why
Do you get cross with me then, mother?
You never say a word when father writes.

When my father wastes such heaps of paper, mother,
You don't seem to mind at all.
But if I take only one sheet to make a boat with, you
Say, "Child, how troublesome you are!"
What do you think of father's spoiling sheets and
Sheets of paper with black marks all over on both sides?

- **Rabindranath Tagore**

ABOUT THE POET

Rabindranath Tagore (1861 – 1941), poet, novelist, dramatist, short-story writer, patriot and philosopher was born in Calcutta. He was educated at home because the school education of the day was unsatisfactory. This led him to found a university of his own idea- "Shantiniketan". He was also a social reformer, a political activist, an educationist, a painter and a translator. He is known for his collection of songs 'Gitanjali' for which he was awarded the Nobel Prize for literature in 1913.

GLOSSARY

giants	-	huge imaginary creatures found in children's stories
fairies	-	small imaginary creatures with wings and magical powers
dishes	-	food
slightest	-	inconsiderable
cross	-	slightly angry
heap	-	an untidy pile of things. E.g. The books lay in a heap on the table

COMPREHENSION

1. Who is the speaker in the poem?
2. What does the child want the father to write about?
3. The father forgets to have his bath and food. Why does this happen?
4. Why does the mother keep scolding the child?
5. When does the mother get cross with the child?
6. The father wastes heaps of paper but the mother keeps quiet but scolds the child when he takes one sheet to make a boat. Why is that?
7. Is the mother right in suppressing the enthusiasm of the child?

ACTIVITY

1. Write down instances from your childhood when you were prevented from doing what you wanted to.

POEM- 8

SILVER

(FOR MEMORIZATION)

Slowly, silently now the moon
Walks the night in her silver shoon;
This way and that she peers and sees
Silver fruits upon silver trees.
One by one the casements catch
Her beams beneath the silvery thatch;
Crouched in his kennel, like a log
With paws of silver sleeps the dog.
From their shadowy cote the white breasts peep
Of doves in a silver feathered sleep.
A harvest mouse goes scampering by,
With silver claws and silver eye.
A moveless fish in the water gleam
By silver reeds in a silver stream.

- **Walter de la Mare**

GLOSSARY

shoon	-	shoes (old use)
casement	-	window
thatch	-	roof covering of straw
crouch	-	bend the body closer to the ground
kennel	-	a small house for a dog
cote	-	shelter of birds
scamper	-	run quickly taking short steps
gleam	-	shine
reeds	-	grass like plants that grow in wet places

I. COMPREHENSION

A. Answer the following questions in a sentences each.

1. What time of the day is described in the poem ?
2. How is the moon described ?
3. What is the major colour referred to in the poem ?
4. Why has the poet used the colour ?
5. Why do trees and fruits appear silvery ?
6. 'One by one the casements catch', why do the windows catch the moon one by one ? (sit in groups, discuss and then answer the question)
7. Why is the dog compared to a log ?
8. What is the meaning of 'silver feathered sleep' ?
9. What makes everything in the poem look silvery ?
10. Why is the fish moveless ?

B. Divide the class into seven groups. Let each group take two lines each 1-2, 3-4, 5-6, 7-8, 9-10, 11-12 and 13-14. Discuss the pictures you see in these lines.

1. Draw the pictures you see in these pairs of lines
2. Moon and shoon rhyme with each other. Write these rhyming pairs of words. Add one more pair to each

e.g. **l** by-eye; **my**-high.

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



II PROJECT



Observe the sky and the place around you on a full moon night.

Write five sentences on what you see, compare what you have written with what four of your friends have written.

Make a list of similar and different pictures the five of you have seen.

Similar	Different

III. Memorize the poem.



SUPPLEMENTARY READING SECTION

1. SAVITRIBAI PHULE

Savitribai was born on 3, January 1831. She was the first female teacher of the first women's school in India. In 1852 she opened a school for Untouchable girls. She was also a social reformer who along with her husband Mahatma Jotiba Phule played an important role in improving women's rights in India during the British Rule.



Mahatma Jotiba is regarded as one of the most important figures in social reform movement in Maharashtra and India. He is most known for his efforts to educate women and the lower castes.

Under his influence Savitribai had taken women's education and their liberation from the cultural patterns of the male-dominated society as mission of her life. She worked towards tackling some of the then major social problems including women's liberation, widow remarriages and removal of untouchability.

However, apart from all the oppositions, Savitribai continued to teach the girls. Whenever Savitribai went out of her house, groups of orthodox men would follow her and abuse her in obscene language. They would throw rotten eggs, cow dung, tomatoes and stones at her. She would walk meekly and arrive at her school. Fed up with the treatment meted out to her, she even decided to give up. But it was because of her husband that she continued with her efforts.

Jotiba educated and trained Savitribai, his first and ideal candidate for this job of a teacher. Savitribai and Jotiba faced fierce resistance from

the orthodox elements of society for this. When Savitribai completed her studies, she, along with her husband, started a school for girls in Pune in 1848. Nine girls, belonging to different castes enrolled themselves as students. Slowly and steadily, she established herself. Jotiba and Savitribai managed to open 5 more schools in the year 1848 itself. In 1852 Jotiba and Savitribai were ultimately honoured by the British for their educational work.

The next step was equally revolutionary. During those days marriages were arranged between young girls and old men. Men used to die of old age or some sickness and the girls they had married were left widows. Thus, widows were not expected to use cosmetics or to look beautiful. Their heads were shaved and the widows were compelled by society to lead an ascetic life.

Savitribai and Jotiba were moved by the plight of such widows. They organized a strike against the shaving the heads of widows. This was the first strike of its kind. They also fought against all forms of social prejudices. They were moved to see the untouchables who were refused drinking water meant for the upper caste. Both Jotiba and Savitribai opened up their reservoir of water to the Untouchables in the precincts of their house.

Savitribai was not only involved in educational activities but also in every social struggle that Jotirao launched. Once Jotiba stopped a pregnant lady from committing suicide, promising her to give her child his name after it was born. Savitribai readily accepted the lady in her house and willingly assured to help her deliver the child. Savitribai and Jotiba later on adopted this child who then grew up to become a doctor and after Jotiba's death, lit his pyre and completed his duties as a rightful son. This incident opened new horizons for the couple. They

thought of the plight of widows in Hindu society. Many women were driven to commit suicide by men who had exploited them. Therefore, Savitribai and Jotiba put boards on streets about the “Delivery Home” to help such abandoned for women and to look after the new born.

They faced social isolation and vicious attacks from people whom they questioned. After his demise, Savitribai took over the responsibility of *Satya Shodhak Samaj*, founded by Jotiba. Jotiba and Savitribai championed the cause of peasants and workers as well.

In 1868 she welcomed untouchables to take water from her well. She worked relentlessly for the victims of plague, where she organized camps for poor children. It is said that she used to feed two thousand children every day during the epidemic. She herself was struck by the disease while nursing a sick child and died on 10 March 1897.

“Every Indian woman who is educated today owes Savitribai a debt of gratitude,” says Sushama Deshpande, a renowned Marathi playwright.

Source : *Savithribai The Mother of Modern Girl’s Education in India*

GLOSSARY

Tackle	:	to deal with
fed up	:	annoyed, tired of
resistance	:	opposition
orthodox	:	conventional, not open to change
precincts	:	area
abandoned	:	to give up
obscene	:	indecent, vulgar

COMPREHENSION

1. Who opened the first women's school in India ?
2. What were the major problems she tried hard to tackle ?
- 3 How was Savitribai treated by orthodox men ?
4. When and where was the first school for girls started?
5. Why were Jotiba and Savitribai Phule honoured?
6. What was the condition of widows during their time?
7. How did the couple help Untouchables to get drinking water?
8. What does Sushma Deshpande say about Savitribai Phule?

2. CAT AND THE MOUSE

There was a big tree in a dense forest, in one of whose branches there lived a cat. In the same tree, in a hole near the root, there lived a mouse. They seldom crossed each other's path and therefore could live happily. One day a hunter saw the cat and immediately thought, "I could catch the cat and have a nice dinner." He laid a net for the cat on the ground and left. The cat, unaware of the peril that was awaiting him, fell into the net. Struggling in vain to free himself, he spied the mouse scampering nearby. He called his little neighbour and appealed for help. The mouse was wary of helping the cat, but the cat reassured him, "I give my word that I would not harm you in any way if I come out of this net." The mouse was of a generous nature. So he cut the net with his teeth and set the cat free. When the hunter returned he saw that his prey had escaped. He went away disappointed. The cat thanked the mouse profusely and proposed that the two of them should be friends. The mouse replied, "I am honoured by what you say. But a person in my station cannot be friends with the cat-king. So please let me go my way and you go your way." The cat saw the wisdom in the mouse's words. He left that part of the forest and took up residence elsewhere.



Source: (SHORT STORIES FROM THE MAHABHARATA)

<http://kasturis.lazyreader.com/content/shortstories-mahabharata>

GLOSSARY

Dense	:	thick
Seldom	:	rarely, not often
Peril	:	danger
Scampering	:	move in quick steps
Wary	:	watchful, cautious
Prey	:	animal hunted for food
Profusely	:	plentifully
Station	:	dwelling place

COMPREHENSION

1. What made the cat and the mouse live happily?
2. Who is the cat's little neighbor?
3. How was the cat set free?
4. Why did the mouse turn down the proposal to be friends?
5. What nature of the cat is revealed in the story?
