KERALA READER

ENGLISH

Standard VII

Part - I



Government of Kerala

DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT); Kerala

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THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give respect to my parents, teachers and all elders and treat everyone with courtesy.

I pledge my devotion to my country and my people. In their well-being and prosperity alone lies my happiness.

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Foreword

Dear learners

This is the First Volume of the English Textbook for Standard VII.

The book contains many interesting stories, passages, descriptions and poems. It also provides you with a number of learning activities, which will be equally interesting. You can enjoy doing the activities either on your own or with the help of your teacher.

I hope that you will make use of all the resources available and make language learning a pleasurable and valuable experience.

The SCERT is grateful to the team of practising teachers and subject experts who joined us in preparing the textbook.

Creative criticism and suggestions for improvement of this book are most welcome.

Wish you all success.

Dr.P.A.Fathima
Director
SCERT, Kerala

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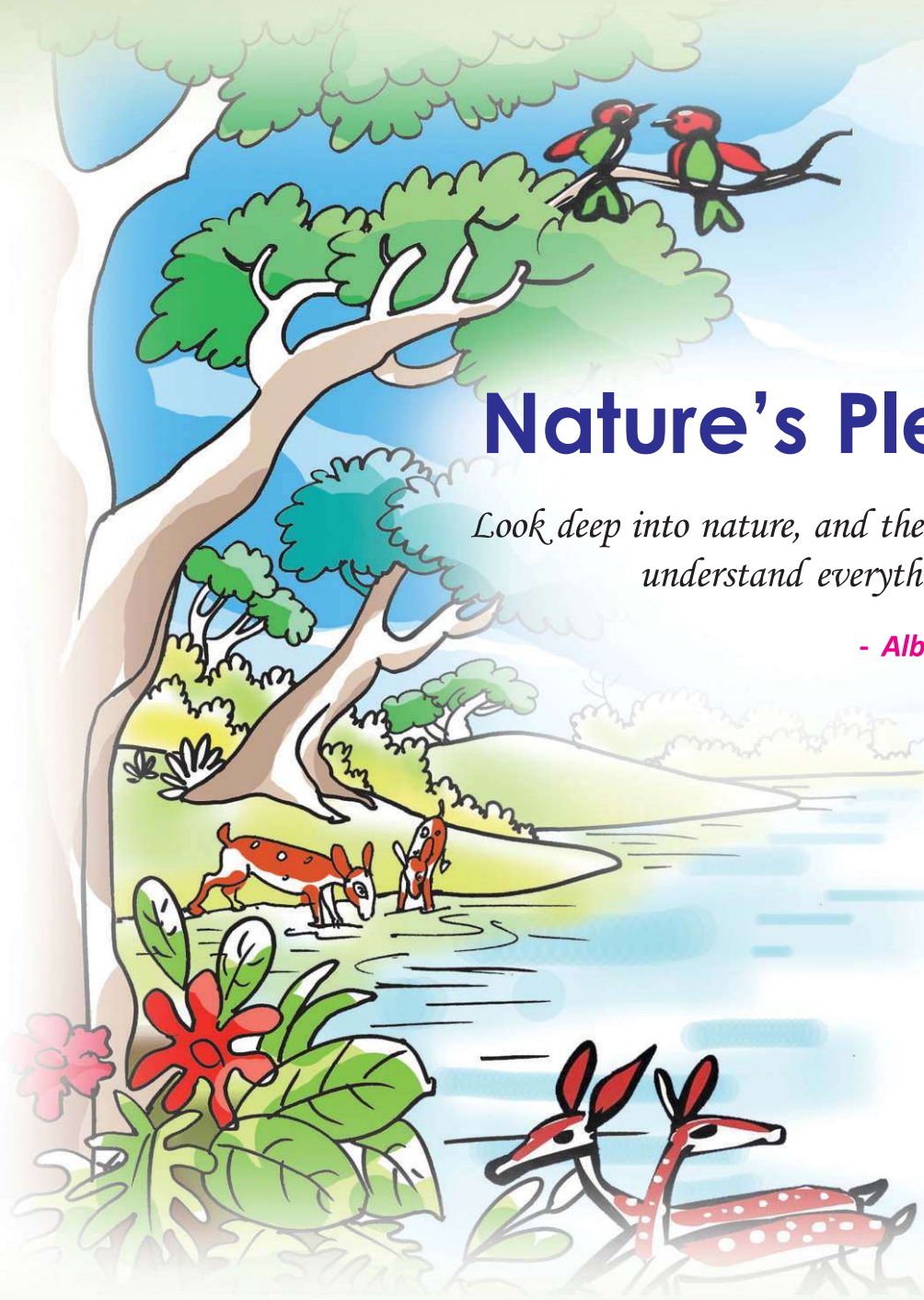
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Unit
1

Nature's Plenty

Look deep into nature, and then you will understand everything better.

- Albert Einstein

Let's begin:

I. Here is a newspaper clipping. Read it carefully.

Nature's Daughter

Jharkhand: Living close to nature is living life in full. Suryamani's story will definitely be an eye-opener to those who deliberately walk away from nature.

Suryamani is a tribal nature activist who loves the forest and considers it as her own.

She loved the forest and knew that she could do something to save it.

In college, she became a part of the 'Save the Forest Movement'. She went on nature walks with children on weekends, explaining that our survival is linked with the survival of the forest.

Discuss this with your friend and answer the following questions.

- What is this news item about?
- Suryamani works hard to save the forest. Have you ever made any attempt to save nature?
- 'Our survival is linked with the survival of the forest.' Do you agree? Discuss this with your friend.



- **Imagine you are going on a nature walk with your teacher. How would that experience be? List them below in appropriate columns. You may seek the help of your teacher.**

I could see	I could hear	I could sense
• *big trees*	• *the chirping of birds*	• *the fragrance of flowers*
•	•	• . . . . .
•	•	• . . . . .
•	•	• . . . . .
•	•	• . . . . .

- **Now, write in a paragraph what you would see/hear/sense in a forest. Your teacher will help you.**

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Let's read:

Here is a boy who sets out on a trip to appreciate the beauty of nature. Where does he go? What does he see there? How does he feel? Let's find out.

How Far is the River?

Ruskin Bond

Between the boy and the river stood a mountain. The boy was young and the river was small, but the mountain was big.

The thickly forested mountain hid the river, but the boy knew it was there. He had never seen the river with his own eyes, but from the villagers he had heard of it, of the fish in its waters and of its rocks. He wished to touch the water and know it personally.

1. What prevented the boy from seeing the river?

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He stood in front of his house on the hill opposite the mountain, and gazed across the valley, dreaming of the river. He was about twelve years old, a sturdy boy, with untidy black hair and shining black eyes; he had fine features and a clear brown skin, but his hands and feet were rough and scratched. He was barefooted; not because he couldn't afford shoes, but because he liked the feel of warm stones and cool grass.

2. What did the boy hear about the river from the villagers?

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3. Why did the boy like to walk barefooted?

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It was eleven o'clock and he knew his parents wouldn't return home till evening. There was a loaf of bread he could take with him, and on the way, he might find some fruits. Here was

the opportunity he had waited for. His mother and father had gone to visit relatives for the entire day and had left him on his own. If he came home before dark - before they returned - they wouldn't know where he'd been.

He went into the house and wrapped the loaf in a newspaper. Then, he closed all the doors and windows.

The path to the river dropped steeply into the valley, then rose and went round the big mountain. It was frequently used by the villagers, the woodcutters, milkmen and mule-drivers; but there were no villages beyond the mountain, or near the river.

The boy passed a woodcutter and asked him how far it was to the river. The woodcutter was a short but powerful man, with a creased and weathered face, and muscles that stood out in hard, ugly lumps.

'Seven miles,' he said, which was fairly accurate. 'Why do you want to know?'

'I am going to the river,' said the boy.

'Alone?'

'Of course.'

'But it is too far. It will take you three hours to reach there, and then you have to come back. It will be getting dark. Besides, it is not an easy road.'

'But I'm a good walker,' said the boy, though he had never walked further than the mile from his house to his school.

The path was steep, and the boy had to run most of the time. It was a dizzy, winding path, and he slipped once or twice. The hill was covered with lush green ferns, the trees were wound in creepers, and a great wild dahlia suddenly reared its golden head from the leaves and ferns.

Soon, the boy was in the valley, and the path straightened out and rose. He met a girl who was coming from the opposite direction. She held a long

4. How did the boy get a chance to see the river?

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5. Did the woodcutter encourage the boy to go to the river?

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6. Was the boy a good walker? Pick out the sentence that justify your answer.

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curved knife with which she had been cutting grass. The bangles she wore made music when she moved her hands, and it was as though the hands spoke a language of their own.

'How far is it to the river?' asked the boy.

The girl had obviously never been to the river, or she may have been thinking of another one, because she said 'Twenty miles' without any hesitation.

The boy laughed and ran down the path. A parrot suddenly screeched, flew low over his head, a flash of red and green. The bird disappeared amongst the trees.

A trickle of water came from the hillside, and the boy stopped to drink. The water was cold and sharp, but very refreshing. However, it seemed to have the effect of making him more thirsty. The sun was striking his side of the hill, and the dusty path became hotter, the stones scorching the boy's feet. He was sure he had gone halfway; he had walked for over an hour.

Presently he saw another boy ahead of him, driving a few goats down the path.

'How far is the river?' he asked.

The village boy smiled in a friendly way and said, 'Oh, not far, just round the next hill and straight down.'

The boy, feeling hungry, unwrapped his loaf of bread and broke it in halves, offering one portion to the village boy. They sat on the hillside and ate in silence.

When they had finished, they walked on together and began talking and talking; the boy did not notice the smarting of his feet, and the heat of the sun, and the distance he had covered, and the distance he had yet to cover. But after some time, his companion had to diverge along another path, and the boy was once more on his own.

7. 'The hands spoke a language of their own.' What does the expression mean?

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8. Identify the expression used by the author to describe the flow of water.

9. Was the boy really thirsty? What made the boy thirsty?

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10. Why was the boy sure that he had covered half the way?

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11. 'The boy unwrapped his loaf of bread and broke it in halves, offering one portion to the village boy.'

a. What attitude of the boy is revealed here?

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b. Have you ever shared your food with the needy? Describe such experiences, if any.

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He missed the village boy; he could not be seen. His own home was also hidden from view by the side of the mountain. The river was not in sight either. He began to feel discouraged. He was sorry he had finished the bread; he might want it later.

He was determined to see the river. He walked on, along the hot, dusty, stony path, past mud-huts and terraced fields, until there were no more fields or huts; only forest and sun and loneliness. Now there was no man or any sign of man's influence - only trees and rocks and bramble and flowers - only silence...

The silence was impressive and a little frightening. It was different from the silence of a room or street, it was the silence of space, of the unknown, the silence of God....

Then, as the boy rounded a sharp bend, the silence broke into sound.

A sudden roaring sound. The sound of the river.

Far down in the valley, the river tumbled over rocks. The boy gasped, and began to run. He slipped and stumbled, but still he ran. Then he was ankle-deep in the painfully cold mountain water. And the water was blue and white, and wonderful.

(Slightly adapted)

The Writer



Ruskin Bond (1934 -) is an Indian writer who writes in English. He has written novels and poems and is known mostly for his contribution to children's literature. He has more than five hundred short stories to his credit.

12. Why did the boy feel discouraged?

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13. The boy found the silence impressive but frightening. Why?

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14. What broke the silence of space?

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15. 'The boy slipped and stumbled, but still he ran.' Why?

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16. a. Identify the words used to describe the water.

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b. The water in this river is clean and bright. Are our rivers the same? If not, why?

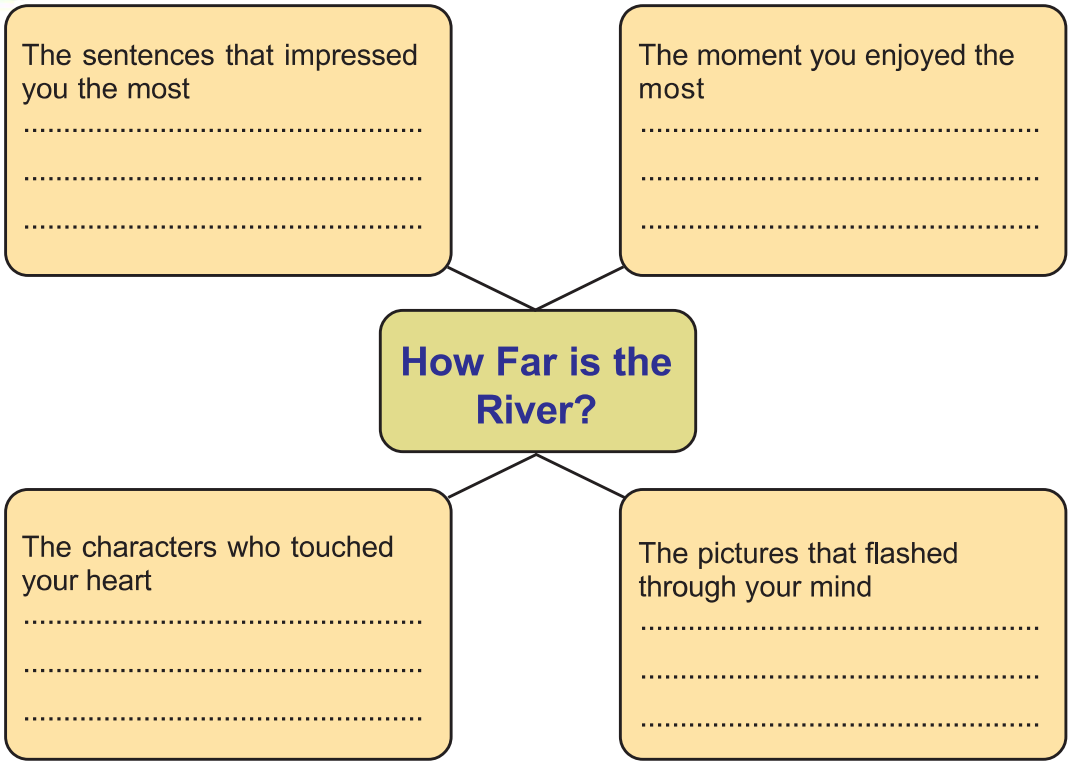
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1. You've read the story *How Far is the River?* haven't you? Now, try to remember the story and complete the following suitably.





2. Here are the thoughts of a boy after his nature walk. Read it.

Recently, I visited a mountain valley, the magnificent Valley of Kashmir. It was surrounded by snow-capped lofty mountains which made it a land of springs and beautiful lakes. For a moment, I wondered whether I was in heaven. Really ! Kashmir is a land of paradise.

a. Identify the words/phrases he uses to express his thoughts. Write them below.

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.....



3. The boy who goes in search of the river feels discouraged when he misses the village boy. He looks up and down the mountain path, but sees no one. His own home is hidden from view by the side of the mountain, and the river is not in sight either. He wishes someone were with him.

What would be his thoughts at the time? Write them below.

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4. The following are the descriptions of a path to the hill. Read them.

A

The path was steep. It was a dizzy, winding one. The hill was covered with lush green ferns, the trees were wound in creepers, and a great wild dahlia would suddenly rear its golden head from the leaves and ferns. A trickle of water came from the hillside. The water was cold and sharp, but very refreshing.

B

The path was steep. The hill was covered with ferns, trees and dahlias. Water came from the hillside. The water was refreshing.

1. Which description is more interesting?
2. List the words which add greater effect to the description.
3. Find out the words that describe the place.



5. Imagine that after several years, the boy visits the place again. He notices that the place has changed a lot. It has become a tourist spot now. What could be the changes? Describe the changes in the place, in your own words.

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6. The boy notices a few placards and posters, with slogans written by lovers of nature. Read the slogans.

O	SAVE TREES; SAVE WATER	O
O	SAVE TREES; HELP US BREATHE	O

- What is the message conveyed in the above slogans?

a. Now, write two other slogans on the need to conserve nature.





b. Look at the poster against deforestation.

LEND A HELPING HAND

Stop deforestation
save nature



Do not cut trees



NO TREES; NO MAN

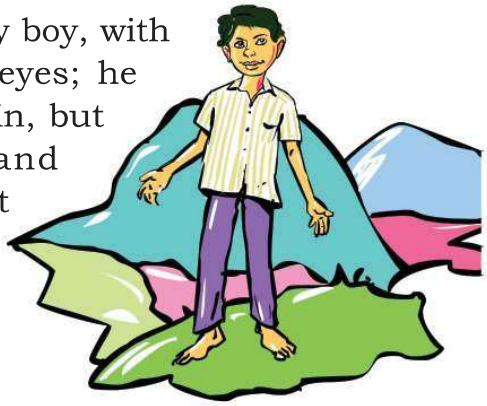
What do you see in this poster? Write in the boxes given below.

Title	:	
Illustration	:	
Slogan	:	
Instruction	:	
Message	:	

7. Imagine that the Nature Club of your school is going to conduct a poster-making competition in connection with the 'World Environment Day.' Prepare a poster for the competition.



8. Read the description about the boy in the story *How Far is the River*?



'He was about twelve years old, a sturdy boy, with untidy black hair and shining black eyes; he had fine features and a clear brown skin, but his hands and feet were rough and scratched. He was barefooted; not because he couldn't afford shoes, but because he liked the feel of warm stones and cool grass.'

a. What are the words used to describe the boy?

- physique : .....
- hair : .....
- eyes : .....
- skin : .....
- hands and feet: .....

b. The boy meets a girl on his way to the river. Describe the girl with reference to the following. Write it below:

- appearance
- attitude
- behaviour
-

.....
.....
.....
.....



9. Here is a letter written by Anushka. Read and find how Anushka has organised her letter.

sender's address

Anushka
Golden Hills, Press Road
Goa.

June 16, 2014

salutation

Dear Ammu,

body of the letter

Hope you are doing well. I reached Goa with my parents. We are staying in a resort. The weather here is really good. We are planning to go to the beach and the church today. I will send you the snaps after visiting all the places. I wish you were also with me. Regards to all our friends there. See you soon. Take care.

closing

With regards,

Anushka

The boy in the story *How Far is the River?* is thrilled after visiting the river. He decides to write a letter to his friend to share his experience. What would be the letter like? Write it below.

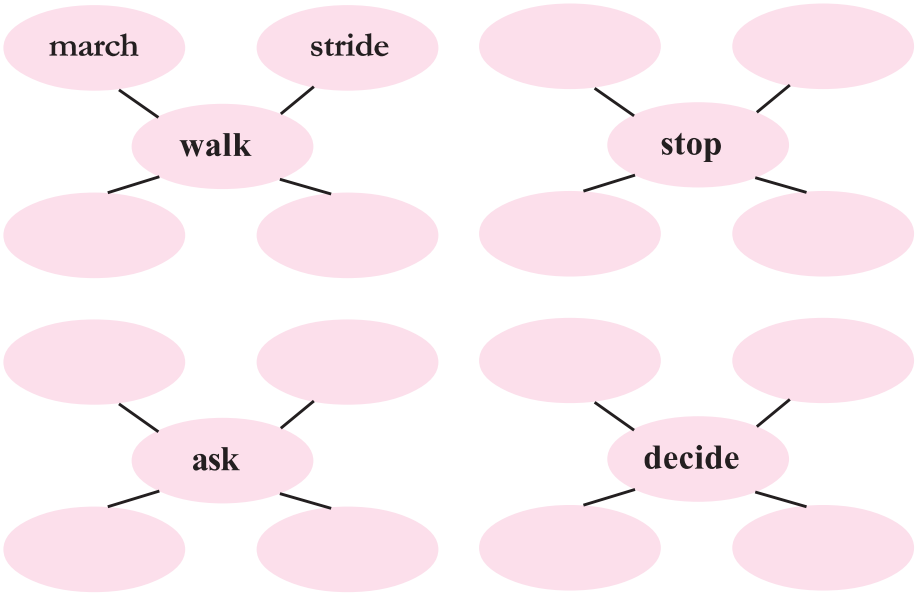


10. Prepare a Magazine on the topic 'Save Planet Earth'. You can include the following items in your magazine.



11. Find the words that convey the same idea and write them in the space provided.

Synonym: A word or phrase which has the same or nearly the same meaning as that of another word.



12 (a) Look at the following sentences.

a. The boy walked along the path.

b. The (sturdy) boy walked along the stony path.

c. The young barefooted sturdy boy walked along the stony path.

1) Which sentence tells you more about the place and the boy?

2) Circle the words that give more information.

*Words which describe nouns or pronouns are termed as describing words or **adjectives**.*

(b) Here is an extract from the story *How Far is the River?* Read it carefully.

> A trickle of water came from the hillside, and the boy stopped to drink. The water was cold and sharp, but very refreshing. However, it seemed to have the effect of making him more thirsty. The sun was striking his side of the hill, and the dusty path became hotter, the stones scorching the boy's feet. He was sure he had gone halfway; he had walked for over an hour.

Now, pick out the describing words and naming words from the extract and stick them on the bags given below. One each has been done for you.





13 (a) Read the description of the path and take note of the words in bold.

The path **to** the river dropped steeply **into** the valley, then rose and went **round** the big mountain. It was frequently used **by** the villagers - the woodcutters, milkmen and mule-drivers; but there were no villages **beyond** the mountain, or **near** the river.

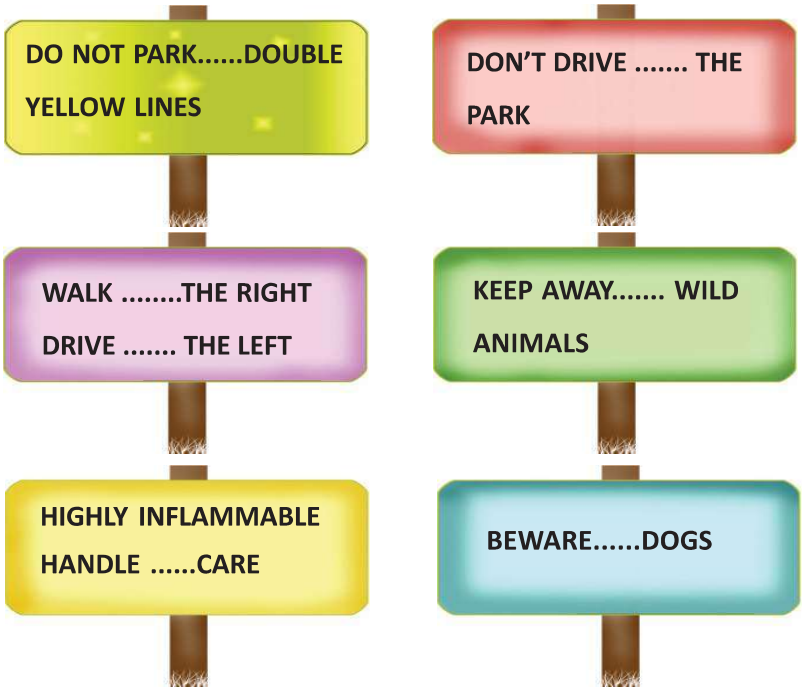
Look at the sentence *'The path to the river dropped steeply ....'*

- Which word shows the relation between the path and the river?

  The word 'to'.

  Words like 'to', 'into', 'beyond' etc., are ***prepositions***.

(b) Supply the missing prepositions on the signboards.



ACTIVITY

(c) Look at the picture and write a paragraph using prepositions. The first sentence is given for you.



An old man is sitting ***on*** *a bench.* .....

.....

.....

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Read and enjoy:



You have noticed the happiness of the boy when he was on the lap of nature, haven't you? Of course, nature makes everyone happy. Here is a poem on nature's plenty. Enjoy reading it.

The Echoing Green

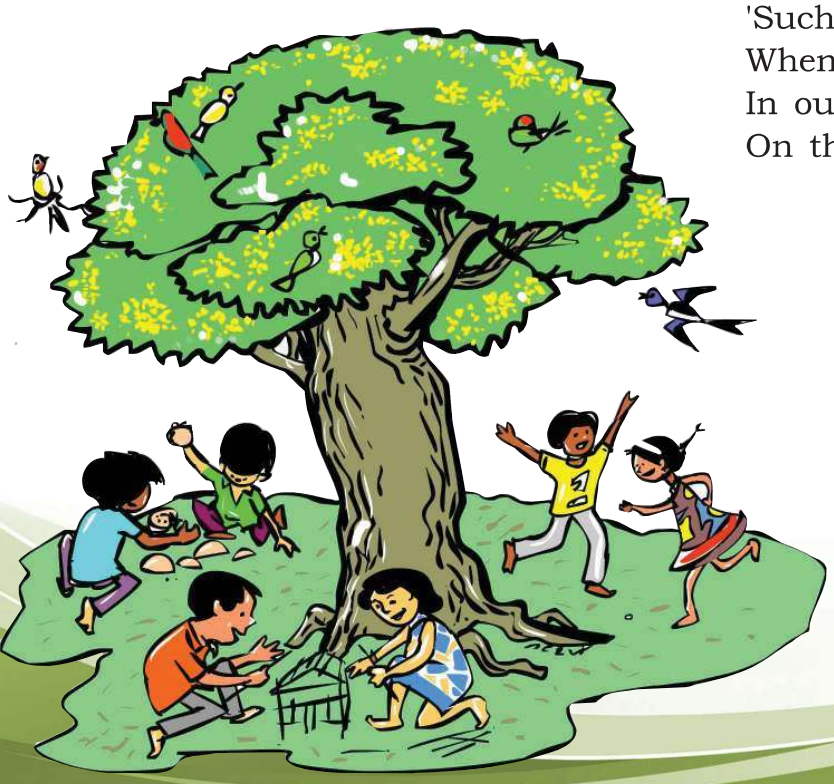
William Blake

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the spring.
The skylark and thrush,
The birds of the bush,
Sing louder around,
To the bells' cheerful sound,
While our sports shall be seen
On the echoing green.



William Blake (1757-1827) is an English poet and painter. His works include *Songs of Innocence* and *Songs of Experience*. The poem 'The Echoing Green' appears in his *Songs of Innocence.*

Old John with white hair
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all, girls and boys,
In our youth-time were seen
On the echoing green.'



Till the little ones weary
No more can be merry;
The sun does descend,
And our sports have an end.
Round the laps of their mother
Many sisters and brothers,
Like birds in their nest,
Are ready for rest;
And sport no more seen
On the darkening green.

Answer the following questions.

1. What does the expression 'the echoing green' suggest?
   .....
   .....
2. Is Old John happy? Pick out the line to support your answer.
   .....
   .....
3. Why are the little ones 'no more merry?'
   .....
   .....
4. What effect does the descending sun have on sports?
   .....
   .....
5. Where do the sisters and the brothers take rest?
   .....
   .....
6. What does the speaker mean by 'the darkening green?'
   .....
   .....



1. Read the following lines from the poem 'The Echoing Green'.

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the spring.
The skylark and thrush,
The birds of the bush,
Sing louder around,
To the bells' cheerful sound,
While our sports shall be seen
On the echoing green.

***Alliteration**: the use of the same sound(consonants)at the beginning of adjacent or closely connected words.*

- *In line six, the sound of the letter 'b' is repeated.*
- *In line nine, the sound of the letter 's' is repeated.*
- *Such a repetition is termed alliteration.*

Now, identify the instances of alliteration in the lines given below, and write them in the space provided.

The swimmers swam and searched the sea,
Special sea shells hid beneath the sand.
Children catch small creatures and set them free,
Screaming, splashing and skipping to the land.

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2. Read the following lines from the poem 'The Echoing Green.'

Old John with white **hair**
Does laugh away **care**,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all, girls and boys,
In our youth-time were seen
On the echoing green.'

***Rhyme**: the use of words in a poem/song that have the same sound/s, especially at the end of lines.*

- The two words 'hair' and 'care' end with the same sound. They are rhyming words.
- Identify the other rhyming words and circle them.



3. *An old man with white hair sitting under the oak tree, young girls and boys at play, etc.*, are the visual images that come to our mind when we read the second stanza of the poem.

Now, find out the visual images in the following lines. Write them below.

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The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the spring.
The skylark and thrush,
The birds of the bush,
Sing louder around,
To the bells' cheerful sound,
While our sports shall be seen
On the echoing green.

Let's read:

Nature abounds with plants, trees, birds, insects, animals, etc. Aren't the animals and birds also 'the inheritors' of the earth, like us? Don't they have the right to live on this earth as we have? If you find a snake in your garden or premises, what will you do? Here is an interesting story. Read on.

A Snake in the Grass

R. K. Narayan

It was a sunny afternoon. The inmates of the bungalow were at their siesta. A cyclist rang his bell at the gate frantically and shouted, 'A big cobra has got into your compound. It crossed my wheel.' He pointed to its track under the gate, and resumed his journey.

The family consisted of the mother and her four sons. They were greatly agitated to hear the news. Soon they assembled at the gate. Their old servant Dasa was sleeping in the shed. They shook him out of his sleep, and told him about the arrival of the cobra.

'There isn't any cobra here,' he replied, and tried to dismiss the matter. They swore at him, and wanted him to be serious. 'The thing is somewhere here. If it is not found before the evening, we will dismiss you. You don't seem to care for the garden.'

Some neighbours dropped in. They looked accusingly at Dasa. 'You have the laziest servant on earth,' they said. 'You ought to keep the surroundings tidy.' 'I have been asking for a grass cutter for months,' Dasa said. In one voice, they ordered him to manage with the available things, and learn not to make demands. Meanwhile, more neighbours

1. Identify the references to time, locale (scene) and the character, in the first part of the story.

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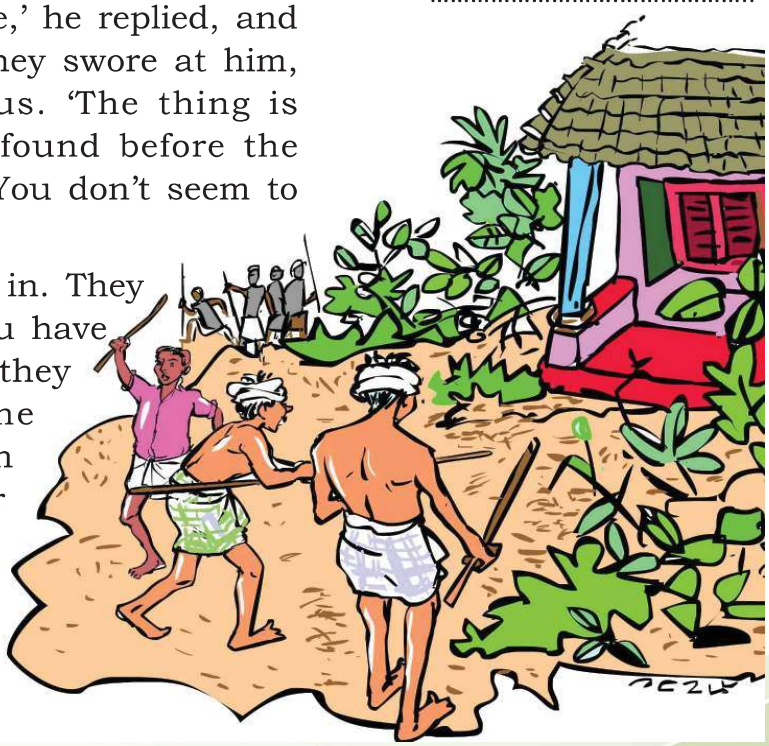
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2. Why did the cyclist ring the bell and shout?

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   .....



assembled. They began discussing snake menace, and the dangers of snake bite. They began helping the neighbour in every possible way. They tucked up their dhoties, seized every available knife and crowbar, and began to hack the garden. Creepers, bushes and lawns were laid low. What could not be trimmed was cut to the root. The inner walls of the house brightened, with unobstructed glare streaking in. When there was nothing more to be done, Dasa asked triumphantly, 'Where is the snake?'

An old beggar cried for alms at the gate. They told her that they were busy with a snake-hunt. On hearing it, the old woman became happy. 'You are fortunate. It is God himself who has come to visit you. Don't kill the snake.' Mother was in hearty agreement. 'You are right. I forgot all about the promised 'abhishekam'. This is the reminder.' She gave a coin to the beggar, who promised to send a snake-charmer as she went.

Presently, an old man appeared at the gate, and announced himself as the snake charmer. They gathered around him. He spoke to them of his life and activities, and his power over snakes. They asked admiringly,' How do you catch them?' 'Thus,' he said, pouncing upon an imaginary snake on the ground. They pointed at the direction in which the cobra had gone, and asked him to go ahead. He looked helplessly and said, 'If you show me the snake, I'll catch it at once. Otherwise what can I do? The moment you see it again, send for me. I live nearby.' He gave his name and departed.

At five in the evening, they threw away their sticks and implements, and retired to the veranda to rest. They had turned up every stone in the garden, and cut down every grass blade and shrub, so that the tiniest insect coming into the garden should have no cover. They were loudly discussing various measures they would take to protect themselves against reptiles in the future, when Dasa appeared before them

3. What did the members of the family accuse the gardener of?

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4. What do you mean by 'snake menace'? Have you heard of any other such menaces?

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.....

.....

5. Why did the mother give a coin to the beggar?

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6. What did the old man declare?

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carrying a water-pot whose mouth was sealed with a slab of stone. He put the pot down and said, 'I have caught him in this. I saw him peeping out of it. I saw him before he could see me.' He explained at length the strategy he had employed to catch and seal up the snake in the pot. They stood at a safe distance, and gazed on the pot. Dasa had the glow of a champion on his face. 'Don't call me an idler hereafter,' he said. Mother complimented him on his sharpness, and wished she had placed some milk in the pot as a sort of religious duty. He picked up the pot cautiously, and walked off saying that he would leave the pot and its contents with the snake charmer living nearby. He became the hero of the day. They watched him in great admiration, and decided to reward him adequately.

It was five minutes since Dasa had gone when the youngest son cried, ' See there!' Out of a hole in the compound wall, a cobra emerged. It glided along towards the gate, paused for a moment to look at the gathering in the veranda with its hood half-raised. It crawled under the gate, and disappeared along a drain. When they recovered from the shock, they asked, 'Does it mean there are two snakes here?' The college boy murmured, 'I wish I had taken the risk, and knocked the water-pot from Dasa's hand. We might have known what it contained.'

(Slightly adapted)

7. Why did the snake charmer say that he was helpless?

.....

.....

.....

8. How did Dasa become the hero of the day?

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9. Do you think there were two snakes in the premises? Give reasons for your answer.

.....

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The Writer



R. K. Narayan (1906-2001) is a well-known Indian writer in English. He wrote several novels and short stories that won him many awards. They deal with the peculiarities of human relationships and the realities of Indian life. Most of his novels are set in the imaginary South Indian town of Malgudi.



1. The major events of the story 'A Snake in the Grass' are given in jumbled order.

- Dasa's negligence of the garden and the lawns was responsible for all the dreadful things coming in.
- They watched him in admiration and decided to reward him.
- The family was greatly agitated to hear the news.
- The youngest son saw the snake coming out of the hole, and cried aloud.
- A big cobra entered the compound.
- The snakecharmer came, gave his name and departed.
- An old beggar promised to send a snakecharmer.
- When they recovered from the shock, they asked, 'Does it mean there are two snakes here?'
- Neighbours assembled and started searching for the snake.
- Dasa appeared before them carrying a water-pot and declared that he had caught the snake.

Now, sequence the events in the flow chart given below.

- *A big cobra entered the compound.*

- *When they recovered from the shock, they asked, 'Does it mean there are ...*

2. Imagine that the mother in the story 'A Snake in the Grass' happens to see the snake again. She rings up the snake charmer. But unfortunately, he is not there. She gets his wife on the phone. Read the telephonic conversation.



Mother : Hello! Could I speak to Mr Sankar, the snake charmer?

Wife : Sorry he's not here. I'm his wife. May I know who is speaking?



Mother : I'm Sudha from Malgudi North. When will he be back?

Wife : After an hour. Would you like to leave a message?

Mother : Yes, please. We are in a fearful situation. A snake has entered our premises, and we are urgently in need of some help. Please ask him to call me back. It's very urgent. He knows my number.

Wife : Sure. I'll try to contact him. If not, I'll tell him as soon as he is back.

Mother : Thank you.

The wife could not contact Sankar, the snake charmer. The moment he reaches the house, his wife conveys the message. He rings the mother immediately. Prepare the likely conversation between them.

Snake charmer : .....

Mother : .....

Snake charmer : .....

Mother : .....

Snake charmer : .....

Mother : .....

Snake charmer : .....

3. Given below are a few tongue twisters. Take turns to read them aloud.

1. A good cook could cook as much cookies as a good cook who could cook cookies.
2. Black bug bit a big black bear. But where is the big black bear that the big black bug bit?
3. The sixth sick sikh's sixth sheep is sick.

Now, collect a few other tongue twisters and say them aloud in the class.

4. The English Club in your school has decided to stage a play based on the story 'A Snake in the Grass.' You are asked to prepare a script based on the story. Can you complete it?

A Snake in the Grass

Characters : Mother
Four Sons
Neighbours
Old Beggar
Old Man

Setting : The courtyard of a house

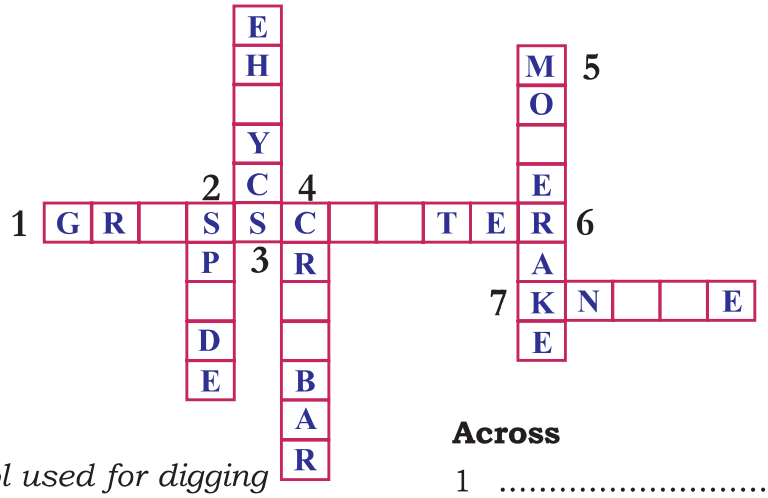
Curtain rises

(*The courtyard of the house. The mother, her four sons, and servant Dasa are obviously frightened and are searching for a snake. An old beggar enters....*)

Old beggar: .....

.....: .....

5. Given below is a Crossword Puzzle. Fill in the blank space with suitable letters to get the names of implements. Find out what these are used for, and fill in the blanks below.



Down

2 *A tool used for digging the soil.*

4 .....

5 .....

6 .....

Across

1 .....

7 .....

Up

3 .....



6. The boy in the story *How Far is the River?* comes to know that reaching the river is a *herculean task*. The words given in italics is the example of an idiom. Here, it means a work that requires a lot of effort, strength or determination. Now, read the conversation between Mohan and Govind.

*An **idiom** is a group of words whose meaning is different from the meaning of the individual words.*

e.g. to add fuel to the fire = to make a problem worse.

Mohan : Who won the match?

Govind : India played very well in the beginning. But then, Australia, you know, is a tough team. Michael Bevan turned the match in their favour. But our Harbhajan Singh then worked miracles...

Mohan : Stop beating about the bush, and tell me which team won. Hit the nail on the head, please.



7. Now, identify the idiomatic expressions from the conversation given above.

You can find a list of idioms in column A. Match them with their meanings in column B. You may refer to a dictionary.

A	B
the pros and cons	the secret is no longer a secret
a feather in one's cap	do as one promises
keep one's word	the arguments for and against
let the cat out of the bag	an achievement of which one can be proud of

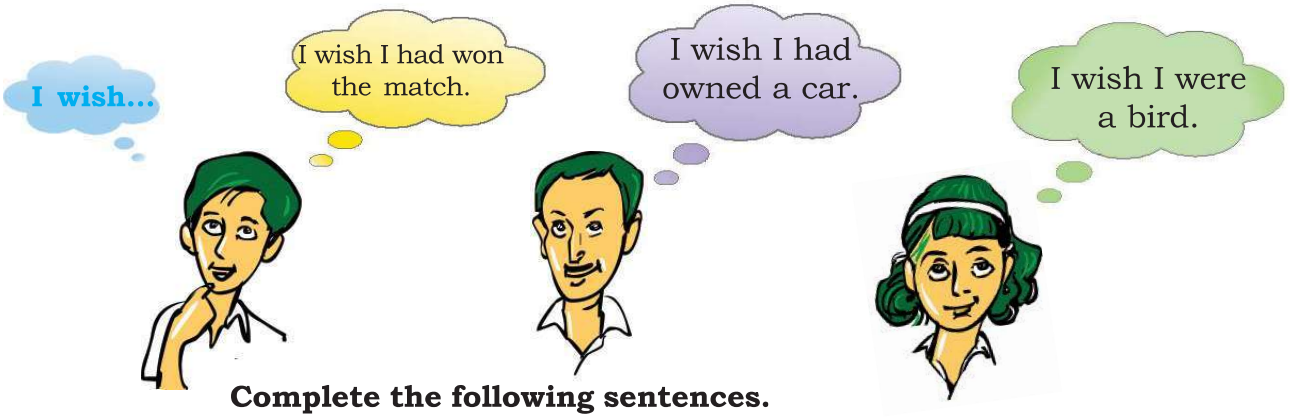
Fill in the blanks choosing suitable idioms from those given above.

1. When the thief was questioned, he ..... .
2. Our school has won the first prize in the State level Hockey competition. It is .....
3. Before we take a decision on an issue, we must examine the ..... of it.
4. Give promises only if one can.....

8. Read the following sentence from 'A Snake in the Grass.'

The college boy murmured, 'I wish I had taken the risk, and knocked the water-pot from Dasa's hand.'

Look at the people below. What do they wish for?



Complete the following sentences.

1. *I wish I had* .....
2. *I wish I* .....
3. *I wish* .....
4. .....
5. .....
6. .....

9. Read the following sentences and notice the words given in italics.

1. The family ***which*** consisted of the mother and her four sons were greatly agitated.
2. She gave a coin to the beggar, ***who*** promised to send a snake charmer soon.

The words given in italics are termed relative pronouns.

*A **relative pronoun** relates one part of a sentence to another and also stands in for a noun or pronoun.*

Join the pairs of sentences using a relative pronoun from the box given below.

1. This is the house. I purchased it from Peter.
2. He said something. It surprised me.
3. I saw a girl. She was carrying a basket on her head.

which	that	who



10. Read the passage given below. Certain words are missing in it. Rewrite the passage choosing the correct words from the circle.



A doctor had the habit of talking / the trees by the roadside, as he took his walk in the evening. He would bend to kiss / trees lovingly, and whisper kind words to them. This was an odd but / sight. It was indeed a noble act in this wicked world. One day, he / very upset to see one of the trees cut down. The nature lover was so upset / he started weeping, surprising the passers-by.

that to lovely the was



11. Read the following sentences from the story 'A Snake in the Grass.' Take note of the words in bold.

a. The members of the family were **greatly agitated** to hear the news.

b. A **heated debate** followed.

c. They ordered him not to **make demands**.

It is better to say:	It is better to avoid:
❍ heated debate	strong debate
❍ commit a mistake	did a mistake
❍ fast food	quick food
❍ high mountain	tall mountain
❍ make demands	ask demands

Match words in column 'A' with those in column 'B' and make suitable expressions.

A	B
❍ deeply	journey
❍ tiring	decisions
❍ hasty	opinion
❍ strong	ashamed

Certain words in English are often used together. Such natural pairing or grouping of words is known as ***Collocation****.*



Let's refer:

a loaf of bread (n) : a slice of bread
accusingly (adv) : blamingly
Betty pointed *accusingly* at her elder sister.
alms (n) : money, food, etc., given to poor people
barefoot (adj) : without any footwear
besides (adv) : in addition to
bramble (n) : prickly shrub or bush
cautiously (adv) : carefully
creased (adj) : wrinkled
crowbar (n) : a heavy iron bar used to lift something
descend (v) : to go down
employ (v) : to make use of
The manager *employed* new techniques to solve the problems.
falter(v) : to weaken
fatigue (n) : extreme tiredness
Owing to *fatigue* and fever, he was not able to walk a step further.
frantically (adv) : in an extreme state of fear or anxiety.
frequently (adv) : very often
Children should visit their grandparents *frequently*.
gasp (v) : to breathe heavily
hypothetical (adj) : not necessarily true
The lawyer brought up a *hypothetical* case to make his point.
idler (n) : a lazy person
implements (n) : tools
inmates (n) : people living together
The *inmates* of the hostel are strictly warned against going out after six in the evening.
keep an eye out : watch carefully
We must always *keep an eye out* when children are in a crowd.
menace (n) : threat
mule (n) : the crossbreed of a donkey and a horse
obviously (adv) : clearly
The boy was *obviously* happy to receive the award for bravery.
old folk (n) : old people
peep out (v) : to look secretly
pester (v) : to disturb with frequent requests
The kids started to *pester* their mother to take them to the circus.
pounce (v) : to make a sudden attack
The cat was hiding in the bushes, ready to *pounce*.
screech (v) : to cry in a high pitch
The person who met with the accident *screeched* with pain.
siesta (n) : a short sleep in the afternoon
smarting (adj) : to feel a sharp stinging pain
The captain's shoulder was still *smarting* when he came to play after his injury
sturdy (adj) : strong
swear (v) : to use rude or bad language
thrush (n) : a brown bird with spots on its chest
weary (adj) : very tired
wrap (v) : to cover
The gift was beautifully *wrapped* in coloured paper.



Let's check:

No.	What I can do	I can do it well	I can do it with the help of the teacher	I need improvement
1.	I can read and understand stories, news clippings, etc.			
2.	I can participate in discussions in the class, and express my opinion.			
3.	I can read and understand simple stories.			
4.	I can identify the 'sound words' in a story.			
5.	I can write simple descriptions of places and people.			
6.	I can write slogans on different themes.			
7.	I can prepare a poster.			
8.	I can write a personal letter.			
9.	I can use a dictionary and other books for reference, to enrich my vocabulary.			
10.	I can understand both the describing and naming words, and use them in various contexts.			
11.	I can understand the use of prepositions, and use them in various contexts.			
12.	I can enjoy listening to a poem read aloud, and recite it.			
13.	I can understand the central idea of a poem and appreciate it.			
14.	I can understand and identify alliteration, rhyming words, visual images, etc.			
15.	I can make use of the new words I have learned in writing tasks.			
16.	I can express in writing my feelings and opinions on a given topic, in a paragraph.			
17.	I can write a short paragraph, arranging ideas in a logical order.			
18.	I can write a telephonic conversation.			
19.	I can play language games, and attempt crossword puzzles which involve writing.			
20.	I can understand the use of relative pronouns, and use them to express my views.			



Unit
2

Tales and Tunes



Let's begin:

March 20 is the World Story Telling Day. Stories have come down to us from our elders and books. Stories once heard must be passed on. If we don't, the stories and the art of story telling will slowly disappear from the earth.

- Do you like to listen to stories?
- What kind of stories would you like to listen to?
- Who tells you stories?
- Do you tell stories?

Let's read:

Read what Vimal's grandmother has to tell him about stories.

Vimal is a lucky boy. He has a grandmother who tells him lots of stories. Every night, at bed time, there is a story for him. What fantastic stories grandmother has told Vimal — stories of animals and birds, of clever and senseless people, of magic and music, stars and sages, and many more.

One day, Vimal asked his grandmother if stories grew on trees.

She laughed and said, 'No, not on trees!'

'Then, where do we get the stories from?' Vimal asked.

'I got them from my grandmother. I, in turn, tell you. Vimal, remember to tell your friends these stories, so that they can also enjoy them.'

But Vimal said, 'No, I don't want to tell them any of these stories. They are my stories, my treasure. I don't want to give them away.'

'Don't be silly, my boy. Stories are meant to be told. Listen and tell–that's the law of the story kingdom,' his grandmother said.

The Hindu - Young World



1. What is your opinion about grandma's statement?

.....

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Stories go beyond the boundaries of time and space. They lead us to wisdom.

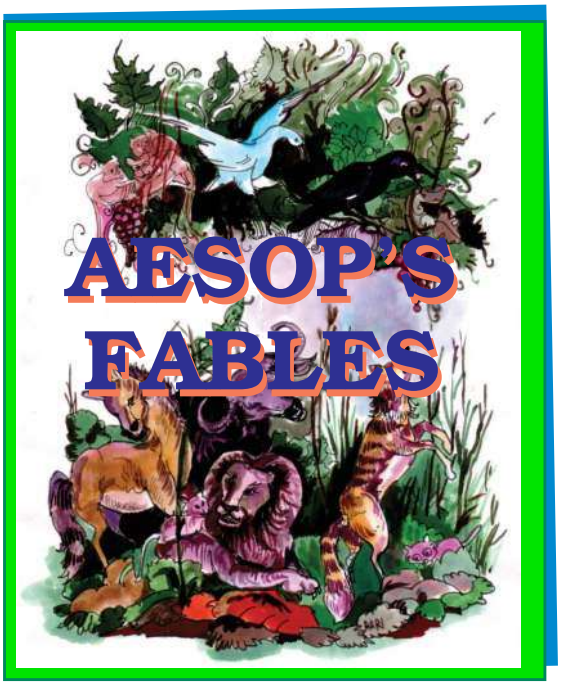
Can you tell a story that you have heard from your grandparents/elders/friends?

Have you heard of the famous story teller, Aesop?

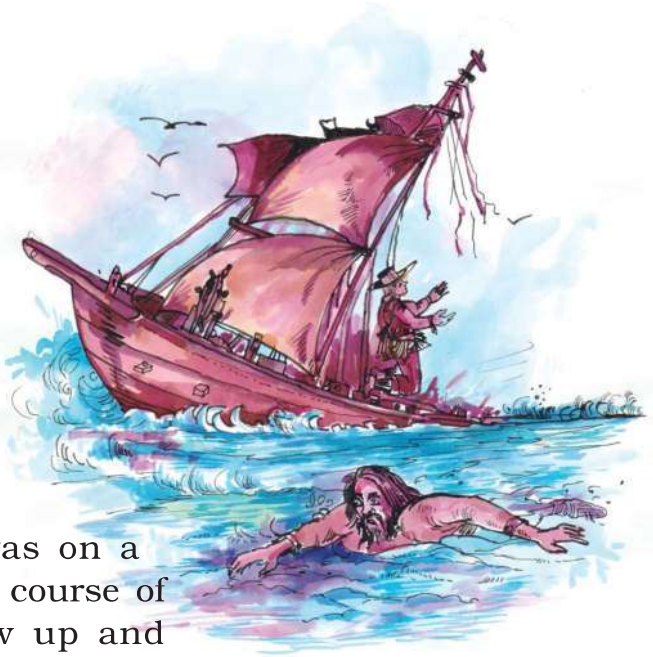
He was a Greek slave who lived in 600 BC.

Aesop did not, in fact, write the fables he told. They have been orally passed on, from generation to generation. They still live in the minds of people.

Let's read one of Aesop's fables.



*A **fable** is a traditional short story that teaches a moral; especially one with animals as characters.*



A rich voyager from Athens was on a voyage with two companions. In the course of their voyage, a violent storm blew up and capsized the ship. The companions tried to swim ashore. But the rich voyager kept calling on Athena, the Goddess of Athens, and promised her lavish offerings if he escaped. One of his shipwrecked companions, as he swam past, shouted to him: 'Don't leave it all to Athena; use your arms as well.'

- What message does the fable convey?

.....

.....

1(a) Given below are some proverbs and sayings. Which of these can be taken as the moral of the story? Why?

Don't cry over spilt milk.	....
God helps those who help themselves.	....
The early bird catches the worm.	....
Barking dogs seldom bite.	.....

(b) Look at the proverbs* given below. What message do they convey? Discuss.

A friend in need is a friend indeed.

God helps those who help themselves.

Now, match each of the proverbs on the left with its meaning on the right. The first one is done for you.

Proverb	Meaning
1. A bird in the hand is worth two in the bush.	• You can't be sure about something until you try it.
2. An apple a day keeps the doctor away.	• If you eat the right food, you will be healthy.
3. A stitch in time saves nine.	• One good person can get the job done quicker.
4. The proof of the pudding is in the eating.	• Don't put off doing or dealing with something, or else, it will become worse and cause extra work.
5. Too many cooks spoil the broth.	• Don't take the chance of losing something you have, in search of something better.

(c) Your teacher will help you visit the website *www.aesopfables.com* and read the stories. Match them with the morals they convey.

Story	Moral
a. Father and his Sons	• Familiarity breeds contempt.
b. The Fox and the Lion	• United we stand, divided we fall.
c. The Fox and the Goat	• Union is strength.
d. The Lion and the Bulls	• Look before you leap.
e. Mercury and the Workmen	• Honesty is the best policy.

* A proverb is a short sentence that people often quote, which gives advice or tells something about life.

The fable you have just read is very short. Yet, it has a beginning, a middle, and an end.

Stories generally have a beginning, a middle, and an end.

Now, read the story given below.

Keep Your Eyes Open

Once upon a time, there was a lion that grew so old that he was unable to kill any prey for his food. So, he said to himself, 'I must do something, or else, I will die of starvation.' He kept thinking, and at last an idea struck him. He decided to lie down inside the cave, pretending to be ill. Those who came to enquire about his health would become his prey. He put his wicked plan into practice, and it started working. Many of his well-wishers got killed.

But, evil is short lived.

One day, a clever fox came to visit the lion. He stood at the mouth of the cave. He looked around and understood the reality. So, he called out to the lion from outside, and said, 'How are you, sir?'

The lion replied, 'I am not feeling well. Why don't you come inside?'

Then the fox replied, 'I would love to come in, sir! But I see all the footprints as going in to your cave, but none as coming out. I would be foolish enough to come in.' Saying so, the fox went to alert the other animals.



1. Now, let's analyse the story given above. What are the essential aspects of the story?

Essential elements of the story

BEGINNING	DEVELOPMENT	SOMETHING HAPPENS	THINGS COME TO AN END	CONCLU-SION
Once upon a time, there was a lion that grew so old that he was unable to kill any prey for his food.	So, he said to himself, 'I must do something, or else, I will die of starvation.' He kept thinking ..... came to enquire about his health, would become his prey. He put his wicked plan into practice, and it started working.	One day, a clever fox came to visit the lion. He stood at the mouth of the cave. He looked ..... and said, 'How are you, sir?' The lion replied, 'I am not feeling well. Why don't you come inside?'	Then the fox replied, 'I would love to come in, sir! But I see, all the footprints as going into your cave, but none as coming out. I would be foolish enough to come in.'	Saying so, the fox went to alert the other animals.

Let's study.

The story **'Keep your Eyes Open'** begins with the sentence 'Once upon a time there was a lion .....' Different stories may have different beginnings. Here are a few beginnings of stories. Go through them.

A few beginnings of stories

On the twentieth of May, in the evening...

On the far side of green trees...

It was a very hot day...

One fine day...

Long ago....

There was a desert wind blowing that night.

- Which one do you think is the most interesting beginning?
- Read a few folk tales and fables, and make a collection of the beginnings of stories.
- Write the beginnings you have collected on a chart and display it in your classroom.
- Try to write a few beginnings of stories.



2. Now, let's examine the ending of the story. Can you think of a different ending to the story? Here are two different endings. Add a few more endings in the space provided.

The fox and the other animals lived happily ever after.	The lion did not ever play any more trick on others.
....	....
....	....

Along with the different beginnings of the stories you have collected, you may collect a few endings also.



3. A story can be developed collectively. Let's participate in the act of developing a story based on the answers to a few questions.

1) The story is about a king and a queen. Where did they live?
(*in a castle/in a palace/in a mansion/in a stately home*)

2) The king and the queen had a daughter.
a. What was her name?
(*Jane/Kalyani/Gauri/Rabia/Teena*)
b. How did she look like?
(*beautiful/pretty/ugly/gorgeous/slim*)

3) What was the attitude of the princess?
(*always sad /happy/gloomy/lively*)

4) The queen offered something as a reward. What was it?
(*a ring/gold coins/a sack of rice/…*)

5) What did the musician play on?
(*a flute/a guitar/a harmonium/a piano*)

6) What did the fairy and the joker do?
(*The fairy cast a magic spell/blessed her/…*)
The joker told jokes/did a somersault/…)

7) There was a young man in the story. What was he?
(*a teacher/a musician / a wrestler*)

8) The boy in the story had a pet. What was it?
(*a cat/a dog/a squirrel / a parrot / a bear*)

9) What happened when the princess saw the pet?
(*happy/sad/frightened/excited*)

10) Who won the prize?
(*the cat/the dog/the squirrel/the parrot/the bear/no one*)

4. Now, write a story and give it a suitable title. The beginning of the story is given.

Once upon a time, there was a king and a queen. .....

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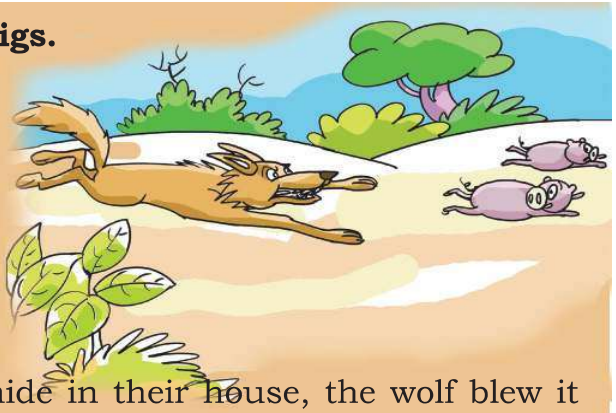
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5. A story is given in a jumbled order. Rewrite the story in the correct sequence.

Once, there lived three little pigs.



- A big bad wolf saw the first and second pigs, and decided to make a meal of them.
- Now, the two little pigs were terrified, and they ran to the third pig's house.
- Even though the pigs tried to hide in their house, the wolf blew it down in minutes.
- The wolf tried to huff and puff the house down, but he could not, and he died in the attempt.
- The third pig worked hard all day, and built his house strong with bricks.
- The first and the second pigs were lazy, and they built their houses very quickly with straw.

The two little pigs, now, felt sorry for being so lazy. They too built their houses with bricks, and lived happily ever after.



6. Look at the picture and complete the story given below.



One morning, a fox was walking through the woods. He was looking for something tasty to eat. Soon, his nose picked up a scent: a scent of something very sweet. He stood still and sniffed the air. The fox didn't have to wait long to find out what it was. A crow was sitting on a branch high up in a tree, and, in its beak, was the biggest piece of cheese he'd ever seen.

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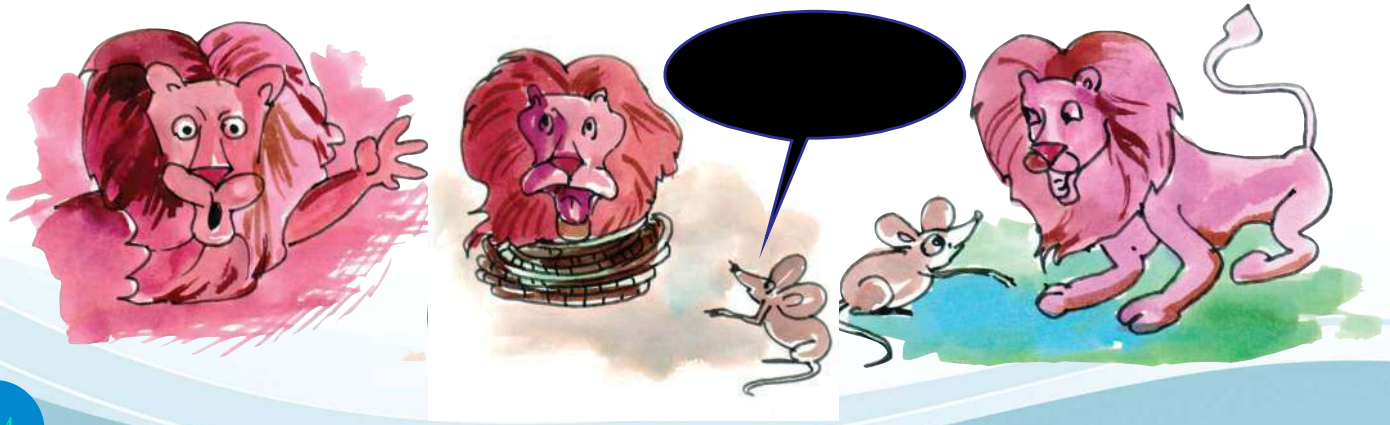
7. Look at the cartoons. Fill in the bubbles and frame a story. The beginning of the story is given.

Long ago, a lion lived in a forest.	One day, he felt very tired and fell asleep.	A mouse came there, and started disturbing the lion.





Days passed. One day, the lion fell into a trap. He called out for help.		





Read and enjoy:

Stories can also be in the form of songs and poems. Now, listen to a poem that tells the story of an owl and a pussy-cat.



- What do you think the cat and the owl are going to do?
- Where are they going? Why?

The Owl and the Pussy-Cat

Edward Lear

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Kitty, O Kitty, my love,
What a beautiful Kitty you are,
You are,
You are!
What a beautiful Kitty you are!"



Edward Lear (1812 – 1888) is an English artist, illustrator, author and poet. He is known mostly for his limericks, a form he popularised. (Limericks are short humorous poems, with rhymes.)

The Kitty said to the Owl, "You elegant fowl,
How charmingly sweet you sing!
Oh! Let us be married; too long we have tarried:*
But what shall we do for a ring?"
They sailed away, for a year and a day,
To the land where the bong-tree grows;
And there in a wood a Piggy-wig stood,
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

* tarried (old use) - waited
* shilling (n) - a unit of money used in Britian until 1971.

"Dear Pig, are you willing to sell for one shilling*
Your ring?" Said the Piggy, "I will."
So they took it away, and were married next day
By the turkey who lives on the hill.
They dined on mince and slices of quince,
Which they ate with a runcible spoon*;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Now, let's answer the following questions.

1. Where did the Owl and the Pussy-Cat go?
   .....
2. What did they take with them?
   .....
3. How do the characters in the poem behave? (as animals or as human beings)
   .....
   .....
4. What did the owl do:
   a) to express his love?
      .....
      .....
   b) to emphasise it?
      .....
      .....
5. How long did the Owl and the Pussy Cat sail?
   .....
   .....
6. Where did they sail to? Why?
   .....
   .....
7. How much did they pay for the ring?
   .....
   .....
8. Identify the expression which suggests that the poem has a happy ending.
   .....
   .....

* runcible spoon (n) - (coined by Edward Lear) - A three pronged fork curved like a spoon and having a cutting edge.



1(a) The poet makes use of repetition and made-up words in the poem. Identify them.

Lines repeated	Made-up Words
What a beautiful Kitty you are!	bong – tree

(b) Say the words 'boat' and 'note'. (lines 2 and 4). They are rhyming words.

Now, pick out the rhyming words from stanzas 1, 2 and 3 and write them below.

.....

.....

(c) Look at the third line in the second stanza.

'Oh! Let us be married; too long we have tarried'

'Married' and 'tarried' are rhyming words within the same line. They are called internal rhymes. Pick out the lines from other stanzas that have internal rhyme, and write them below.

.....

.....

(d) You may collect a few poems like the one you have read. Write their titles below.

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Internal rhyme is a rhyme that occurs within the lines of a poem.



2. Look at the following line from the poem 'The Wind' by James Stephens.

'The wind stood up and gave a shout.'

Can the wind stand up and give a shout?

Here, the poet gives a human quality to the wind. It is an example of personification.

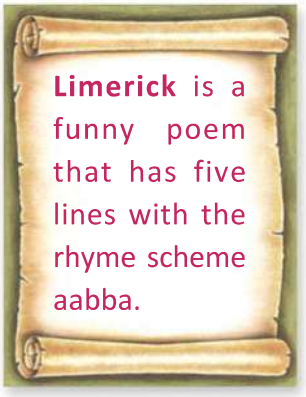
a) Pick out the expressions from the poem that give a human element to the Owl and the Pussy Cat.

e.g. They took some honey and plenty of money.

.....



3. Edward Lear is also famous for his limericks. Let's read two of his limericks.



There was an Old Man on a hill,
Who seldom, if ever, stood still;
He ran up and down,
In his Grandmother's gown,
Which adorned that Old Man on a hill.

There once lived a boy called Joe
Who developed an enormous big toe,
On it there sat
A contented cat,
A granny, a toad and a crow.

Write a limerick of your own. Below are some first lines to start with.

A wonderful bird is the peacock

.....

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.....

.....

There once was an ape in a zoo

.....

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.....

There was an old man with a beard

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Let's read:

Certain stories help us learn some important lessons in our life. Here is one such story. Read on:

The Song of Songs

— Swapna Dutta

Slowly, gently, the exhausted musician laid his tanpura* on the carpet. The exquisite strains of raag darbari* still vibrated within the hall. Emperor Akbar looked up, his eyes lit with admiration. 'Wonderful!' he said. 'Superb! I listen to you every day, but I can't seem to have enough!'

Tansen, the musician, bowed in silent gratitude.

'I think you have the most wonderful voice in the world!' said Akbar.

'But I don't, Shahenshah!' said Tansen with a smile. "There is someone who sings far better than I do.'

'Really?' cried the disbelieving Akbar. 'Then I must have him sing in my court. Can you arrange it?'

Tansen shook his head. 'I'm afraid he will not come, Sire*.'

'What! Not even if he hears that the emperor himself summoned him?'

'No, not even then.'

This reply would have enraged any other emperor. But Akbar was different. 'Very well, Ustadji*,' said Akbar, smiling into Tansen's half-scared eyes. 'If he doesn't come, I shall go to him myself. Will you take me to him?'

'Yes, Sire, provided you do not come as the

1. Pick out the expression that shows that the musician was exhausted, but not the effect of the music.

   .....

   .....

2. 'I listen to you every day, but I can't seem to have enough!'. What does the Emperor mean by this?

   .....

   .....

3. What quality of Tansen is revealed when he says: 'There is someone who sings far better than I do?'

   .....

   .....

4. 'I'm afraid he will not come, Sire.'

   a. What impression do you get about the man from this comment?

   .....



* Tanpura (n) : The tanpura or tamburu is a musical instrument.
* Raag darbari (n) : It is a very popular raga in Karnatic music. It was brought into North Indian music by Miyan Tansen, the legendary 16th century composer in Emperor Akbar's court.
* Ustad: a skilled person, especially a musician.
* Sire (old usage) : a respectful form of address to a king.

Emperor of Hindustan.'

'I shall go as a humble lover of music.'

Sant Haridas was the man Tansen had spoken of. He had been Tansen's music teacher, and he lived the austere life of a hermit. When Tansen and the emperor reached his hut, he was busy with his daily chores. When they asked him to sing, he smiled but said firmly, 'I am long past the age for singing.' Even his favourite pupil could not persuade him to change his mind.

But Tansen knew how to get round him. He offered to sing before his guru. And he made a deliberate mistake. 'That's not the right note, Tansen,' cried his teacher, amazed. 'What has happened to you?'

Tansen did not seem to understand his teacher, and he made the same mistake again. Exasperated, Sant Haridas took the tanpura from Tansen's hands, and sang the right note. Then, he went on to the next and the next!

The melody of his voice spread across the forest, like the first glimmer of dawn or the fragrance of jasmine. Both Akbar and Tansen listened to him as if they were hypnotised, and the emperor realised that Tansen had spoken the truth. He had not known that music could be like this! He had certainly never heard anything like it before.

As they walked back, the emperor suddenly broke the silence to ask Tansen, 'Why can't you sing like him, Ustadji?'

Tansen smiled. 'Shahenshah, I sing at your command - the command of the Emperor of Hindustan. But Guruji sings for one who is the king of kings! His music springs from the depths of his soul, free and unasked for. How can my music hope to reach those heights?'

b. If you were the emperor, how would you react to the comment?

.....

.....

c. What was Akbar's reaction to it?

.....

.....

5. Why did Tansen ask Akbar to come as an ordinary man?

.....

.....

6. Why was the guru amazed when Tansen committed a mistake?

.....

.....

7. Why did Tansen make a mistake?

.....

.....

8. What effect did the song of Sant Haridas have :

a. on nature?

.....

.....

b. on Akbar and Tansen?

.....

.....

9. Why couldn't Tansen reach the heights of his Guru's music?

.....

.....

10. Identify expressions from the story that show Tansen's respect to his Guru.

.....

.....



1(a) Here are a few words generally used to describe a person. Refer to a good dictionary, and find out the meaning of the unfamiliar words given in the list.

friendly, curious, short, humble, dark, brave, shy, lazy, caring, responsible, helpful, energetic, stubborn, funny, loving, cool, gentle, impatient, calm, quiet, cruel, supportive, faithful, wise, patient, kind, determined, slim, smart, honest, mischievous, weak, foolish, wild, unhappy, serious

Work in pairs, and find out the words that describe your partner. Then, ask your partner to describe you, and you can, in turn, describe him/her.

Consider the following traits while you prepare a character sketch:

- appearance
- physical and personal strength/weakness
- likes and dislikes
- how the characters feel about him/her
- personality at the beginning of the story
- changes in personality as the story progresses
- your opinion about the character

Let's try to make a sample character sketch. Look at the hints and develop them.

- Ramu is a twelve year old boy.
- He is tall and lean. (appearance)
- He is always sleepy and people make fun of him, but he is honest. (personal strength and weakness)
- He likes listening to music, but he doesn't like sports. (likes and dislikes)
- Ramu is a weakling, and he is looked down upon by others. (personality in the beginning)
- He becomes brave after an encounter with a tiger. (change in personality)
- I think he deserves to be treated with respect. (my opinion)

(b) You have read the story 'The Song of Songs'. What do you feel about the character of Tansen? Let's develop the hints given, and make a brief character sketch of Tansen.

Hints:

- Tansen bowed in silent gratitude.

  Which aspect of Tansen's behaviour is seen here? Select a word from those given below.

  (*reverent, arrogant, crafty, scornful*)

- Tansen says, 'There is someone who sings better than I do.' Choose the word which best describes his attitude.

  (*proud, diffident, egoistic, humble*)

- 'Very well, Ustadji,' said Akbar, smiling into Tansen's half–scared eyes.

  Tansen is afraid of the Emperor. Which word tells us this?
  (.....)

- Tansen knew how to get round him. He made a deliberate mistake.

  Which word best describes his attitude?

  (*clever, kind, shy*)

Now write:

Tansen is the court musician of Emperor Akbar. He holds his emperor in high reverence.

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(c) Sketch the character of Sant Haridas.

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2(a) Many stories have been converted into films and plays. Let's try to convert this short story into a one-act play. Prepare the script and then perform it in the school auditorium.

ONE-ACT PLAY

(The Song of Songs)

(*Tansen enters the court of Emperor Akbar*)

Tansen : Long live Emperor Akbar!

Other Courtiers : Long live Emperor Akbar!

Akbar : I have been eagerly waiting to listen to your music, dear Tansen.

Tansen : At your command, your Majesty.

(*He takes his tanpura in his hand and starts singing. Everybody listens to the music in rapt attention. After some time he gets tired, and places his tanpura on the carpet.*)

Akbar : (*embraces Tansen*) Wonderful, superb! I listen to you every day, but I can't seem to have enough.

(*Tansen bows in gratitude*)

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(*Akbar and Tansen reach Sant Haridas' hut. The Sant is quite busy with his daily chores.*)

Akbar and Tansen (*together*) - Guruji, we have come to listen to your enchanting music.

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(b) Record the one-act play, while you enact it in the school auditorium. Edit and upload the video in the school blog or Youtube, with the help of your teacher.

(c) Tansen shows absolute reverence to his Guru, Sant Haridas. In the light of the reading of the story, conduct a discussion in the class on the topic : The need to respect our parents, teachers and elders.



3(a) Let's now analyse a diary entry.

6 January

Today I was very sad. My best friend, Jyothi did not speak to me. Felt she was rude. Wanted to talk to her when we met at the library. She refused. Asked about it, anything she said was a yes or no answer. Tried to crack jokes and cheer her up. But she remained silent. Something had gone wrong with her. Mathematics teacher even scolded her for not answering her questions...found out the reason in the evening, her dogs had attacked her favourite kitty. Poor thing!

Let's discuss the important elements of a diary entry.

1) Is there a date mentioned in the diary entry?
2) How does the diary entry open?
3) What can you say about the sentences used in the diary?
4) What are the feelings expressed in the diary? (sorrow, happiness, excitement)
5) What indication of time do you get from the diary entry? (something has happened, is happening, will happen)

A **diary entry** is a record of the personal thoughts and feelings of a person. We usually write short simple sentences, including fragments.

A diary may include:

Date: e.g. 7th June, 2015 or 7 June, or Monday, 7 June. Include the time, if you wish, in a personal diary.

Opening: (Not all diarists use an opening on each entry.)

Introduction: It could be a general comment on how the day was. e.g. Today was a memorable day. Or today was a boring/ sad day.

Body: It is the main part of the diary entry. You could describe what happened to you, or your personal feelings about something or someone.

(b) Study the following diary entry carefully. Identify its features and write them down in the table given below.

SAMUEL PEPYS'* DIARY

5th

Up, it being very cold and great snow. To the office, and there all the morning. At noon dined at home, troubled at my wife's being simply angry with Jane, our cook (a good servant, though perhaps has faults and is cunning), and given her warning to be gone. So to the office again, where we sat late, and then I to my office, and there very late doing business. Home to supper and to the office again, and then late home to bed.

Date	5th
Opening	.....
Feelings expressed	.....
Closing	.....

After returning home, Tansen writes about the ecstatic moments he had enjoyed that day. He records his feelings in his diary. What would his diary entry be?

(c) Now, write the likely diary entry Tansen would make, considering the features you have learned.

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* Pronounced as 'Peeps'

4(a) Tansen was one of the greatest Hindustani classical singers in India. Music has always charmed and inspired millions.

Have you heard of Michael Jackson, a popular musician of our time? Let's read about him.

An excerpt from Moon Walk

(*The memoir of Michael Jackson*)



I have always wanted to be able to tell stories, you know, stories that came from my soul. I'd like to sit by a fire and tell people stories – make them see pictures, make them cry and laugh, take them anywhere emotionally with something as deceptively simple as words. I'd like to tell tales to move their souls and transform them. I have always wanted to be able to do that. Imagine how the great writers must feel, knowing they have that power. I sometimes feel I could do it. It's something I'd like to develop. In a way, song writing uses the same skills, creates the emotional highs and lows, but the story is a sketch. It's quicksilver. There are very few books written on the art of story telling, how to grip listeners, how to get a group of people together, and amuse them. No costumes, no makeup, no nothing, just you and your voice, and your powerful ability to take them anywhere, to transform their lives, if only for minutes.

Let's discuss

- Who has written the excerpt?
- The author himself has written it. It is his **memoir**.

If you write about Michael Jackson, how will it be?

When Michael Jackson writes about himself.	When you write about Michael Jackson.
• I have always wanted to be able to tell stories, you know, stories that came from my soul.	• He had always wanted to be able to tell stories, stories that came from his soul.
• I'd like to sit by a fire and tell people stories.	• He would like to sit by the fire and tell people stories.

Find out the main differences between the sentences given above.

- .....
- .....

When a person writes about himself 'I' is used, i.e., the first person.
When someone writes about others, 'he' is used, i.e., the third person.
When 'he' is used, it becomes a **profile**.

Now, rewrite the memoir of Michael Jackson into a profile.

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(b) Like Michael Jackson, A.R. Rahman is a popular musician of our country. Let's read about him.

A.R. Rahman



A.R. Rahman is popularly known as the man who has redefined contemporary Indian music. He is hailed by the *Time Magazine* as the 'Mozart of Madras.'

Rahman pursued music as a career from a very young age. In 1991, the noted film maker Mani Ratnam offered Rahman a movie called 'Roja', which brought him nation-wide fame and many awards.

Rahman has won the National Award three times.

In 2008, Rahman's work gained global prominence with his score for the film 'Slumdog Millionaire'. Rahman has been bestowed with the '*Padma Bhushan*' and the '*Padma Shri*', two of India's highest national civilian honours, in recognition of his contribution to music. He was also named by *the Time* as one of the 100 most influential people in the world, in 2009.

1. Read the profile of A.R. Rahman. Imagine that you are A.R. Rahman and rewrite the profile into a memoir.

I'm popularly known as the man who has redefined contemporary Indian music. I was hailed by the Time Magazine as the 'Mozart of Madras.'

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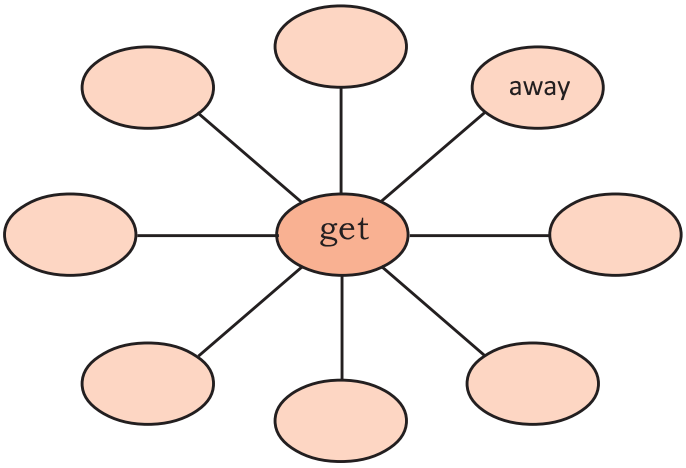
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5(a) Read the sentence given below.

'But Tansen knew how to **get round** him.'

Here, **get round** means persuade someone to do something. When the word 'get' combines with 'around', we get a different meaning. Such combinations are called **phrasal verbs**.



Refer to a dictionary, and find out other phrasal verbs beginning with 'get' and their meanings.

e.g. get away - escape

.....

.....

.....

.....

(b) Now, you may complete the following sentences, choosing from the phrasal verbs you have listed above.

1. What time do you ..... in the morning?
2. The security sounded the alarm and the robbers were not able to ..... from the place.
3. Good friends ..... with each other quite well.
4. As soon as I know the results, I will ..... to you.

6. Look at the sentence given below.

'I **can't** seem to have enough.' Here **'can't'** is the contracted form of **'cannot'**.

Write the contracted forms of the expressions given below.

Expression	Contracted form
do not	
I am	
does not	
that is	
will not	
It is	
I would/ I had	

7(a) Read the sentence from the story 'The Song of Songs.'

'Slowly, gently, the exhausted musician laid his **tanpura** on the carpet.' **The Tanpura or Tamburu** is a musical instrument.

Look at the pictures of musical instruments given below.


violin


saxophone


cello


guitar


trumpet


piano


flute

Word Study

Composer	:	a person who writes music
Band	:	a number of people who play music together
Lead singer	:	the main singer in the band
Orchestra	:	a large group of people who play music together
Conductor	:	a person in the orchestra who directs the musicians

(b) Identify the person who plays the musical instrument.

Musical instrument	One who plays it
• *piano*	• *pianist*
•	• .....
•	• .....
•	• .....

(c) Complete the sentences using appropriate words. The first letter is given for you.

1. John and Tom play in a rock b_____.
2. My friend plays the violin in an o _____ .
3. Arun plays the g_____ in the rock b_____ 'Canaries', and his brother Aravind is the l_____ singer.
4. Do you play any musical i_____?
5. Tom is playing the guitar, but who is the keyboard p_____?

6. There are five in the band, and they're all good m_____.

7. James was the c_____ in several orchestras.



8(a) Read the passage given below.

Akbar listens to Tansen every day. He thinks Tansen has the most wonderful voice in the whole world. But according to Tansen there is someone who sings better than he does. Akbar enquires about the person. Tansen replies that it is his guru - Sant Haridas. Akbar wants to listen to him. They go in search of the guru. When Tansen and the emperor reach his hut, they find him busy with his daily chores. The guru refuses to sing before Akbar. Tansen sings before the guru and makes a deliberate mistake. Sant Haridas corrects Tansen and sings a raga. The melody of his voice spreads across the forest.

(b) Identify the subject of each sentence in the above paragraph and write whether they are singular or plural.

Subject	Singular	Plural
Akbar	yes	
They		yes
.....		
.....		

(c) Now, identify the verbs from the passage and write whether they are singular or plural.

Verb	Singular	Plural
listens	yes	
go		yes
find		yes
.....		
.....		

Note: Singular subjects take singular verbs and plural subjects take plural verbs.

1) Akbar listens to Tansen every day.

2) They go in search of the guru.

(d) Replace the subject of the sentence with the words given in brackets, and rewrite the sentence.

1) e.g. Akbar **listens** to Tansen every day (Akbar and the courtiers)
Answer: Akbar and the courtiers **listen** to Tansen every day.

1) He thinks Tansen has the most wonderful voice in the whole world. (They.....)
2) Akbar enquires about the person. (The courtiers.....)
3) They find him busy with his daily chores. (Tansen.....)
4) Tansen and the emperor reach his hut. (The emperor.....)



9(a) Read the following sentence from the story 'The Song of Songs'.

'Very well, Ustadji,' said Akbar, smiling into Tansen's half-scared eyes. 'If he doesn't come, I shall go to him myself.'

'If he doesn't come, I shall go to him myself,' is a conditional sentence.

Read the conversation given below.

(Anil and Joy are both fans of music. They are talking about a music competition, which they are going to watch.

Let us listen to their conversation.)



(b) Identify the 'if clauses' in the conversation above, and write them down. Examine them carefully.

- If he wins, he will get an opportunity to sing in films.
-

Arun and Joy are on the way to the stadium. They miss the bus. The next bus is only after an hour. Their friend Rita talks to them.

Language note

To express a possible future action or situation, the simple present is used in the if clause, and 'will' or 'won't' or any appropriate modal auxiliary is used in the main clause.

If he wins, he will get an opportunity to sing in films.

We can place the ***if clause*** *at the beginning or at the end of such conditional sentences.*





(c) Let's choose two conditional sentences and compare them with the *first type of conditional* that you have already learned.

1st type of conditional	***2nd type of conditional***
If we walk, it will take us an hour to reach there.	If we walked, it would take us an hour to reach there.
If it rains, the match will be put off.	If it rained, the match would be put off.
(Real condition)	*(Imaginary condition)*

(d) Complete the answers using the word or words in capitals. One has been done for you.

a. What happens when we heat water to 100°C? BOIL

Ans : If we heat water to 100°C, it will boil.

b. What does water turn into when we boil it? STEAM

If we.....

c. What happens when we cool the steam? TURN BACK

If we.....

d. What happens when we heat a piece of metal? EXPAND

If we.....

e. What happens when we cool a piece of metal? CONTRACT

If we.....

f. What happens when we freeze water? EXPAND

If we.....



10(a) Read the following sentence from the story 'The Song of Songs'.

Both Akbar and Tansen listened to him ***as if*** they were hypnotised.

Read the sentences below, and answer the questions that follow.

The teacher asked Rahul a question. Rahul got up from his place. He looked **as if** he knew the answer. But he did not say a word.

❑ Did Rahul know the answer?

Arun woke up at ten in the morning. He slowly put on his dress to go out for a walk. He looked **as if** he hadn't slept for days.

❑ Did Arun have a good sleep?

John treats Mary **as if** she were his servant.

❑ Is Mary John's servant?

Anil behaves **as if** he owned the house.

❑ Is Anil the owner of the house?

(b) Study the following sentences.

1. He looked **as if** he knew the answer.
2. He looked **as if** he hadn't slept for days.
3. John treats Mary **as if** she were his servant.
4. Anil behaves **as if** he owned the house.

Language note:

- We use the past tense after **as if** to indicate improbability or doubt.
- Both **As if** and **as though** mean the same.
- Clauses that start with **as if/ as though** describe an unreal or improbable situation, if they are followed by a past tense.
- **As if/ as though** is used to describe how a situation seems to be.

e.g.

1. She looked **as if** she knew the answer.

(c) Complete the following sentences using <u>as if</u>.

1. He is rich. But he walked _____ (poor).
2. Raju treats Roy_____ (servant).
3. We laughed _____ (joke).
4. He lay on the floor _____(dead).



Listening task - 1

11. Listen to the songs. Choose the appropriate word from the box below and fill in the gaps.

Lucy in the Sky with Diamonds — Beatles

Picture yourself — a boat — a river,
——tangerine trees and marmalade skies
Somebody calls you, you answer quite slowly,

A girl —— kaleidoscope eyes.
Cellophane flowers —— yellow and green,
Towering —— your head.
Look —— the girl ——— the sun —— her eyes,
And she's gone.
Lucy in the sky —— diamonds
Lucy in the sky —— diamonds
Lucy in the sky —— diamonds
Aaaaahhhhh...

Follow her down —— a bridge —— a fountain
Where rocking horse people eat marshmallow pies,
Everyone smiles as you drift past the flowers,
That grow so incredibly high.
Newspaper taxis appear —— the shore,
Waiting —— take you away.
Climb —— the back —— your head —— the clouds,
And you're gone.
Lucy —— the sky —— diamonds
Lucy —— the sky ——diamonds
Lucy —— the sky —— diamonds
Aaaaahhhhh...

over	down	on	to	in	for	with	by	of



Listening Task - 2

Somewhere over the Rainbow

Somewhere —— the rainbow
Way —— high,
There's a land that I heard of
Once —— a lullaby.
Somewhere —— the rainbow
Skies are blue,
And the dreams that you dare — dream
Really do come true.
Someday I'll wish —— a star
And wake —— where the clouds are far
Behind me.
Where troubles melt like lemon drops
Away ——— the chimney tops

That's where you'll find me.
Somewhere —— the rainbow
Bluebirds fly.
Birds fly —— the rainbow.
Why then, oh why can't I?
If happy little bluebirds fly
———— the rainbow
Why, oh why can't I?

up	in	upon	to	over	above	beyond

12. Read the passage carefully. There are a few errors in it which are underlined. Edit and rewrite it.

Kalyani decide to take part in a payasam-making contest. Her dogs also goes with her. 'If I won the first prize, I will give them a good gift,' she thinks. Many womens have assembled there. The payasam-making contest begin and everybody eagerly participates. Finally, the judges announces the results. Kalyani win the first prize. With the money, she buys some biscuits and return home.

13. Some words with their letters scrambled, are given in the brackets. You have to unscramble them, and fill in the blanks. The first one is done for you.

1) Many _____ make light _____ (nasdh, rokw)
Ans: Many hands make light work.
2. Out of the _____ pan, into the _____ (ignryf, rife)
3. Don't _____your chickens before they are _____ (nuoct, edhacht)
4. _____ is the best _____ (esnothy, colipy)
5 _____ speak louder than _____ (notacis, sordw)

14. Prepare a Story Book. You may include stories of your own and the fables/folk tales you have collected from other sources.





Let's refer:

adornment (n) : something decorative
ailing (adj) : suffering from illness
alert (v) : to warn
The sound of gunfire alerted us to danger.
austere (adj) : very simple and without comfort
Mahatma Gandhi led an *austere* life.
capsize (v) : to turn upside down
A huge wave *capsized* the ship.
charm (n) : attraction
Arunima is a girl of great *charm*.
chore (n) : (here) a job or a piece of work that needs to be done regularly
I'll go for a picnic when I've done my *chores*.
deceit (n) : keeping the truth hidden
The story of the film is about theft and *deceit* on a large scale.
deceptive (adj) : likely to make you believe something that is not true
Appearances may be *deceptive*.
deliberate (adj) : Intentional
There was a *deliberate* attempt to stop the game.
elegant (adj) : attractive in appearance .
John wore a very *elegant* suit on his wedding day.
enormous (adj) : very large
enrage (v) : to make angry
The leader was *enraged* at the slogans shouted against him.
exasperate (v) : to make someone very angry or irritated
Raju has become increasingly *exasperated* with the situation.
exhaust (v) : to make someone extremely tired
The long journey *exhausted* the children.
exquisite (adj) : very beautiful
The painting on the wall is *exquisite*.
fragrance (n) : a sweet or pleasant smell
The *fragrance* of roses filled the garden.
get round something : to succeed in solving a problem (phrasal verb)
We can *get round* our problems, if we think positively.
grateful (adj) : showing or expressing thanks
I'm so *grateful* (to you) for all that you've done.
gratitude (n) : the feeling of being grateful
She sent them a present to show her *gratitude*.
hermit (n) : a person who lives alone and away from society
mince (n) : meat, usually beef, which has been cut up into very small pieces
mince (v) : to cut food, especially meat, into very small pieces.
note (n) : in music, a single sound of a particular length and pitch.
She played three long *notes* on the piano.

offering (n) : something that you give

pioneer (n) : the first person
Einstein is one of the *pioneers* of modern science.

pretend (v) : to behave as if something is true
The children *pretended* that they knew the answer.

prey (n) : an animal that is hunted
The lion pounced on its *prey*.

quicksilver : something that changes very quickly

quince (n) : a hard bitter yellow fruit that is used for making jam.

sage (n) : a wise old man

scent (n) : a pleasant natural smell
The Jasmine flower has a delightful *scent*.

shipwreck (n) : an accident in which a ship is destroyed
The danger of *shipwreck* is much greater in a fog.

sniff (v) : to smell something
Dogs love *sniffing* at each other.

starvation (n) : the state of having no food for a long period
The animals in the zoo died of *starvation*.

summon (v) : to order someone to come
The commander *summoned* the soldier to his room.

transform (v) : to change completely
Radha *transformed* her kitchen into a beautiful drawing room.

voyager (n) : a person who goes on a long journey

wicked (adj) : (old-fashioned) morally wrong and bad.
At the end of the story, the *wicked* witch gets killed.



Let's check:

No.	What I can do	I can do it well	I can do it with the help of the teacher	I need improvement
1.	I have understood the essential elements of a short story.			
2.	I can write a simple short story using the hints provided.			
3.	I can read fables and understand the moral.			
4.	I can read pictures and develop them into a story.			
5.	I can use conditional sentences in real life situations.			
6.	I can read a poem and appreciate it.			
7.	I can understand the agreement between a subject and a verb.			
8.	I have learned new words related to music.			
9.	I have understood what a limerick is.			
10.	I can understand the difference between a profile and a memoir.			
11.	I can write a profile and a memoir using the hints provided.			
12.	I can understand the features of a character sketch and make a sketch.			
13.	I have understood the features of diary entry and I can make a diary entry.			
14.	I can actively participate in discussions and voice my opinions.			
15.	I can visit different websites to find additional information.			
16.	I can listen to and enjoy English songs.			
17.	I can understand various phrasal verbs with 'get', and know how to use them.			
18.	I can understand contracted forms and their use.			
19.	I can write sentences using 'as if'.			

Unit
3

Man and Media



Let's begin:

■ **Look at the pictures shown below.**



1. What do these pictures tell us about?
2. Do you remember stories in which birds and animals carried messages?
3. How are messages conveyed nowadays?

Here is a passage that shows the evolution of messages.

Let's read:

The Story of Messages

Nowadays, when we want to communicate, we either e-mail a person or send an SMS*. Everything happens by the clicking of a mouse, or the pressing of a few buttons. It was not so in the near past. Most people wrote letters, put them in an envelope, got them stamped, dropped them in a postbox, and waited patiently to hear from the other person.

Way back in the 1850s, letters went on horseback from the east to the west of America. One freight company decided to speed things up by hiring 80 men to take the mail to the west on horseback. In 1860, the Pony Express was

1. Everything happens by the click of a mouse, or the pressing of a few buttons.

   What does the writer mean by this?

   .....

   .....

   .....

   .....

*Abbreviation for Short Message Service

formed. The riders for the Pony Express were chosen for their light weight as well as their riding ability. Most of them were young boys. The route they undertook was a rugged one. It went from St. Joseph Missouri to Sacramento, California, a distance of over 1,800 miles! Each rider rode a total of 75 miles, changing ponies at different stations.

The mail was carried in four leather boxes, which were attached to a special saddle blanket, thrown over the saddle. The changing of ponies was done in two minutes.

The speed was a bonus, because it cut the average delivery time from several weeks to about 10 days. The fastest trip was made in seven days and seventeen hours. This record was set by the rider carrying President Abraham Lincoln's first message to the US Congress*.

The poor riders had to ride through unknown terrains. Some routes exposed them to attacks from Red Indians and led them through dangerous territories. Newspaper advertisements for riders listed one important requirement - "Orphans preferred". Though exciting, the Pony Express was a short-lived experiment. It lasted for only 19 months. By then, there was a telegraph line from coast to coast. This was definitely a faster way of sending messages. But the invention of the radio brought in a great revolutionary change in the field of communication.

- The Hindu - Young World

2. Under what circumstance was the Pony Express formed?

.....

.....

3. List the modern ways of communication.

a. .....

b. .....

c. .....

d. .....

4. In what sense was speed a bonus?

.....

.....

5. What were the difficulties experienced by the riders?

.....

.....

6. Why was the Pony Express a short-lived experiment?

.....

.....

*Law-making body in the US



Do you want to know how messages were conveyed in the past in your locality? You can ask your elders about it. What questions would you ask? Frame at least five such questions.

.....

.....

.....

The Radio

The radio is just over a hundred years old. It was Marconi who invented an instrument to send the wireless message. He sent the first radio message in 1895. This marked the birth of the radio.

It was, infact, developed from the telegraph, which was invented by Cooke and Wheatstone in 1835. Later, it was perfected by Morse. The word telegraph is derived from the two Greek words 'telos' which means 'distant' and 'grapho' which means 'to write'. The invention of the telephone by Alexander Graham Bell in the year 1876 was another revolutionary step in the field of communication. It became more popular because the person at the other end could hear the speaker's voice.

1. What are the advantages of the radio over the television? Discuss. Write down your points.

.....

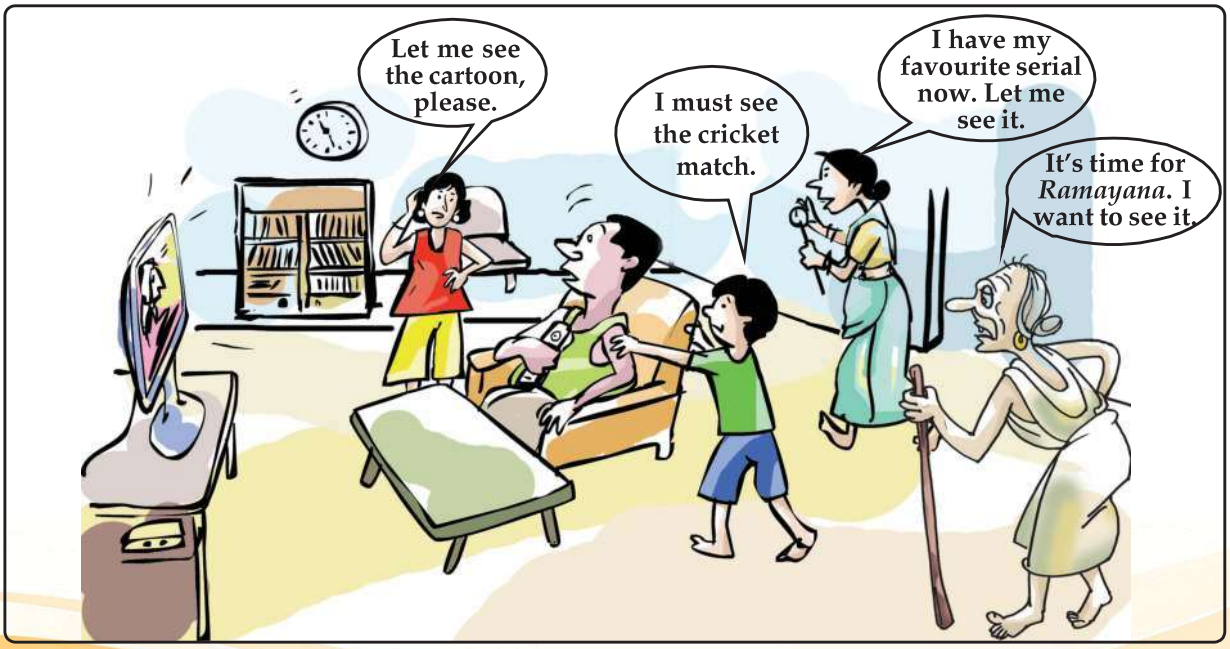
.....

.....

.....

We surely live in a better world, don't we? Imagine waiting for a fortnight or more, for a message to reach us.

Look at the cartoon below. What idea do you get?



Let's discuss:

1. What does the grandmother like to watch?
2. What is the boy's preference?
3. Do all the people have the same taste in watching the TV programmes?
4. Whom do you support? Why?

The television brings the world in front of us. Everybody likes to watch it. Do you like to know something more about the TV? Now, read on:

The Television



The television is one of the miracles of science. It is not an 'idiot box', but a 'magic carpet'.

Do you know who invented the television? It was a Scotsman named J.L. Baird.

Baird made it possible to present moving and living pictures of men and events on the screen. In those days, it was only in monochrome (black and white). The colour television became popular in the 1970s. Its vast potentialities as a powerful medium of mass communication cannot be underestimated. It is, indeed, one of the best sources of entertainment and enlightenment for all. Programmes on subjects like health and hygiene, nutrition, family planning and agriculture are of immense help to men and women, especially in rural areas.

The television plays a very significant role in educating the farmers on the use of different kinds of fertilizers and pesticides, and new methods of cultivation. In addition to giving villagers professional guidance, the television can present a whole variety of cultural programmes as well.

Man is born in the stream of culture. The invention of the television has enabled him to enjoy and see with his own eyes the cultures of different people living in different communities.

1. Why do we say that the TV is a magic carpet?

   .....

   .....

2. How is the TV helpful to the people in rural areas?

   .....

   .....

3. How is the TV helpful to the farmers?

   .....

   .....

4. In what way is the TV helpful to propagate culture?

   .....

   .....

This medium of audio-visual communication has a very powerful appeal. It can, therefore, be used for educational purposes also. Lessons on science, mathematics, geography and other disciplines are often telecast. In order to educate the public, more programmes on traffic rules, health and hygiene, law and order problems, etc. are also to be included. The TV programmes usually deal with many other subjects and topics of current importance.

A man, after a day's hard work, may switch on his television set and derive immense pleasure. He feels greatly relieved after the day's fatigue.

5. In the field of education, the TV plays a dominant role. How?

   .....

   .....

6. How does the TV entertain people?

   .....

   .....

The television mainly does four things.

entertain		**educate**
influence		**inform**



1. Now, list a few television programmes, and write them in appropriate columns.

Types of TV programmes	Purpose of the programmes
Films, ...	*entertainment*
National Geographic, ...	*education*
Advertisements, ...	*influence*
News, ...	*information*

2. A few advantages and disadvantages of the TV are given in the columns below. Analyse them, and add more ideas of your own.

Advantages	Disadvantages
• provides instant access to news and other information • reduces stress • ..... • ..... • ..... • ..... • ..... • ..... •	• discourages outdoor activities among children. • promotes violence • reduces good relationship among the members of the family. • sub-standard programmes • ..... • ..... • .....

3. A short description of J.L. Baird's life, work, career, etc., is given below.


J.L.Baird

Born : August 13, 1888

Place : Helensburgh, Scotland

Education : Lomond School, University of Strathclyde, First World War interrupted his studies

Occupation : Superintendent Engineer - Cyde Valley Electrical Power Company

Invention : In February, 1924, First Transmission of a semi-mechanical analogue television system. In 1927 set up the wired Television Development Company Ltd. From 1929 to 1935, the BBC telecast programmes using the thirty line Baird system.

Death : : 1946

Write a profile of J.L. Baird, the inventor of the television, using the hints given above.

You have seen that the TV is one of the most popular mass media. By mass media, we mean 'the ways in which information can be passed on to a large number of people very quickly.'

Look at the newspaper collage. What do you notice here?



- Do you have the habit of reading the newspaper regularly?
- What kind of news items do you read first when you get a newspaper?
- Do you make a collection of news items?

Let's read:

The Newspaper

The world moves very fast and events happen very quickly in every sphere of life. People keep in close touch with the latest developments by reading newspapers. The newspaper is the pioneer in the field of mass media. The first newspaper was published in Britain in 1702. It became popular only in the 1890s. Nowadays, the newspaper has become almost as necessary as food and clothing.

The primary function of the newspaper is to provide news of all kinds. Millions of copies are printed, read and discussed every day in our country. The statesman is anxious to know the latest developments in the political sphere. The businessman wants correct information about market conditions. The common man has a natural curiosity to know about almost everything in general. A successful newspaper caters to the needs of all kinds of readers-scientists, sportsmen, politicians, businessmen, lawyers and job seekers.

1. How is the newspaper helpful to .....?
   a. students
   b. businessmen
   c. politicians
   d. common men
   e. sportsmen
   f. scientists



Besides being informative, newspapers possess literary value too. They contain articles, commentaries, book reviews, stories, poems, biographies, etc. The editorials and lead articles in a newspaper exert much influence on its readers. They form and mould public opinion. Businessmen can advertise in the newspapers and thus, reach their customers.

The press has a sacred responsibility. Its news and views should be true and impartial. The press also serves as a platform where the reader can express his individual and independent views on any burning issue of the day.

The newspaper updates our knowledge of the world around us. But we should not blindly believe everything that is printed in the newspapers. News stories may at times be exaggerated or distorted. Yet, the newspaper has a very significant role in promoting national integration.

2. Why do firms advertise their products in a newspaper?

.....

.....

3 Why is it said that the press should remain true and impartial?

.....

.....



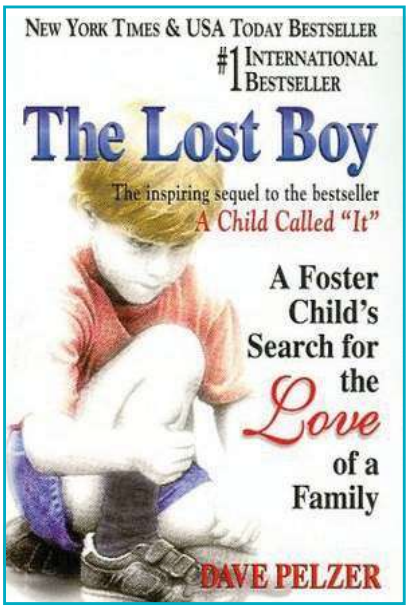
1. While reading newspapers, you might have come across very interesting and informative headlines. You may now collect some newspaper headlines, and examine their important features.

Fill in the columns given below. You may use some of the words given in brackets: **(catchy, informative, simple, humorous, impressive, accurate, emotional, touching, etc)**.

Name of the Newspaper	Headlines	Features
•	• Flash Flood - Village Isolated	Informative
•	•	.....
•	•	.....
•	•	.....
•	•	.....



2. Several advertisements are seen in newspapers. We come to know about various products through them.



Look at the features of an advertisement.

- Catchy title
- Emotional language
- Limited words



2. Imagine that you have an old bicycle. You would like to sell it. Prepare an advertisement to be given in a newspaper. Make use of the hints given below.



Humour | Merits highlighted | Creativity

Appropriate lay out | Variety | Pictures

Persuasive language | Advanced technology | Emotional language

Examine whether your advertisement agrees with the above features. What are your findings?

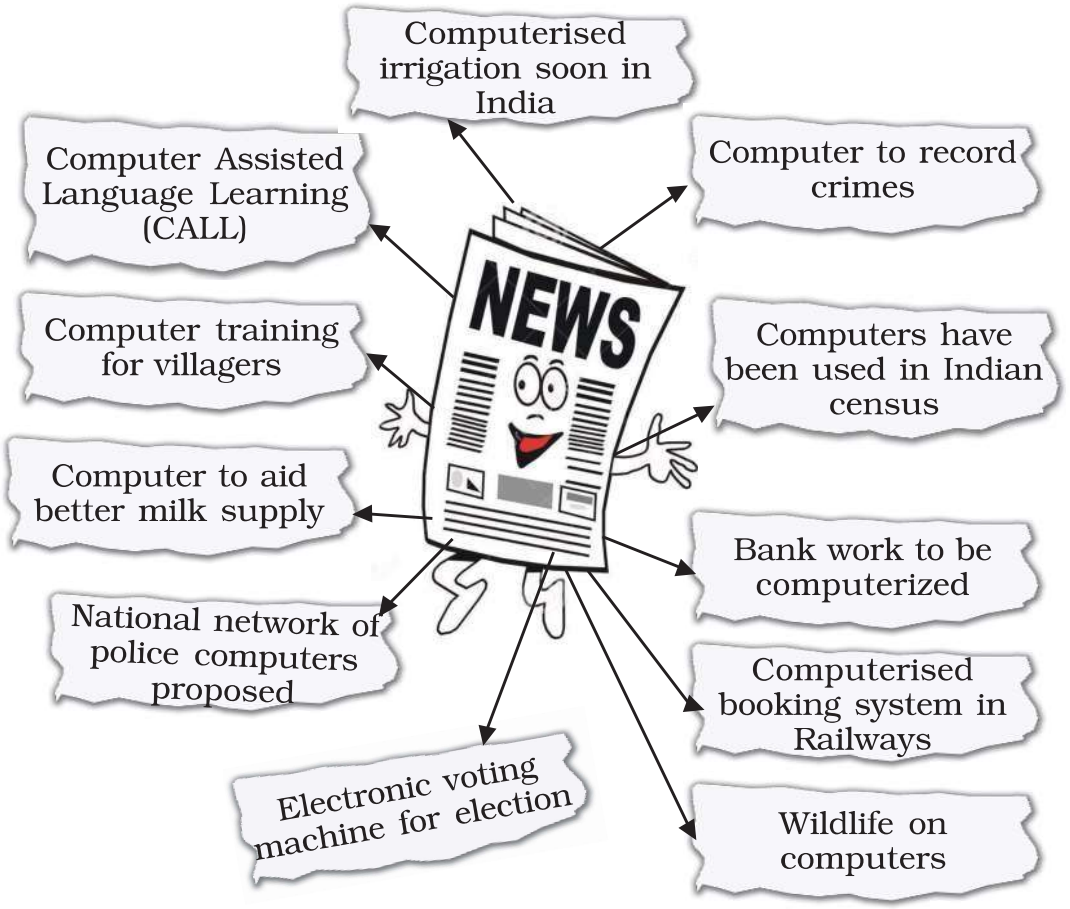
My findings.

- *My advertisement has a picture in it.*
- .....
- .....

Let's read:

The limitations of the TV and the newspaper are mostly compensated for by the computer. The computer as well as the Internet has brought the world closer.

Here are a few headlines. Read them.



How do computers help us? Discuss.

The Computer

The computer has become a part of the media only in recent years. In the 1960s and '70s, computers were mostly used by big companies and businessmen. Very few people could buy a computer to be used at home.

In the 1980s and '90s, there was an incredible growth in computer sales. The popularity of the Internet, the World Wide Web and the e-mail have made computers inevitable in the modern world. Have you ever thought about the advantages of the



1. Why is the computer inevitable in the modern world?

   .....

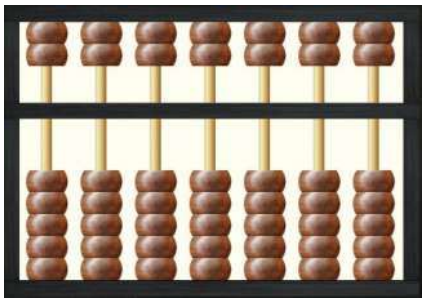
   .....

2. What are the advantages of the Internet?

   .....

   .....

Internet? It helps millions of people to communicate with each other quickly and cheaply. Moreover, it enables quick access to knowledge.



How did man come to invent the computer? Man learnt to count long ago, but the first calculating device he invented seems to have been the abacus. It is a wooden frame with horizontal rods/ wires carrying beads. The counting is done by moving the beads, one by one, along the rods/wires.

The first mechanical adding machine was made by Pascal in France, and improved upon by Leibniz in Germany. But it was Charles Babbage of England who made the first calculating machine, called the 'difference engine,' in 1822. Later, he designed the even more powerful 'analytical engine', but could not get it made. Its basic design is remarkably similar to the modern electronic computer.

The processing of data with mechanical machines started with the 1890 U.S. census. It was done with punched cards and tabulating machines, designed and made by Herman Hollerith. Later, these machines came to be used in business, industry and the government for processing data. The first electronic computers were made in the late forties in the USA, Germany and England. ENIAC, made in the USA, is the best known among these first generation computers.

The invention of the transistor in 1948 led to the making of the second generation machines in the fifties. Then, came the third generation in the sixties, with the machines using integrated circuits. The invention of the microprocessor in 1971 brought the fourth generation. With each new generation, computers have become more powerful, more reliable, smaller in size and cheaper. The fifth generation, promised by the Japanese, is yet to come.

3. Why is the invention of the first calculating machine by Charles Babbage considered a remarkable one?

   .....

   .....

4. What is the role of Herman Hollerith in improving the design of the computer?

   .....

   .....

5. What are the developments that helped to improve upon the first generation computers?

   .....

   .....

ENIAC : Electronic Numeric Integrated and Calculator



1. The fifth generation computers will be capable of reasoning and decision making, just like human beings. What are your expectations about them? Note them below.

- *The communication between man and machine will become easy.*
- .....
- .....
- .....
- .....



Books play a very important role as mass media. They are treasure houses of knowledge. Books are the most faithful of friends. Some books are read only for pleasure and amusement.

Here is a poem on books. Enjoy reading it.

Books

Eleanor Farjeon



Eleanor Farjeon (1881–1965) was an English author of children's stories and plays, poetry, biography, history and satire. She won many literary awards. The Eleanor Farjeon Award for children's literature is presented annually in her memory.

What worlds of wonder are our books!
As one opens them and looks,
New ideas and people rise
In our fancies and our eyes.

The room we sit in melts away
And we find ourselves at play
With someone who, before the end
May become our chosen friend.

Or we sail along the page
To some other land or age,
Here's our body in the chair,
But our mind is over there.

Each book is a magic box
Which with a touch a child unlocks.
In between their outside covers
Books hold all things for their lovers.





Answer the following questions.

1. How do books become 'worlds of wonder?'

   .....

   .....

2. What does the poet mean when she says 'the room melts away?'

   .....

   .....

3. Why is a book referred to as a 'chosen friend?'

   .....

   .....

4. In what way is a book a 'magic box?'

   .....

   .....

5. Pick out the rhyming words and discuss how they add beauty to the poem.

   .....

   .....



1. Examine the first line of the last stanza.

'Each book is a magic box.' The figure of speech used here is the **metaphor**.

Here are a few examples of metaphor.

1. He was a lion in the battle.
2. My love is a red rose.

Now, you may collect examples of metaphor from other poems.

Metaphor *is a figure of speech used to describe something by referring to something else. It does not assert a comparison.*



2. Do you think books are preferable to the TV and the radio? Why? Write your views in a short paragraph.

.....

.....

.....

.....

Let's read:

In this fast growing world, literacy is quite essential. But we know there are a lot of people who cannot even read and write. We must think of ways to help them.

Here is a story that tells you about the importance of being literate.

Read on:

POLYA

Mikhail Zoschenko

Polya was an illiterate woman. She couldn't even write her name.

Polya's husband, however, was a responsible government official. He had once been a simple peasant, but five years in the city had taught him a lot – not only how to write his name, but also how to be a successful officer.

However, he was not very happy to have an illiterate wife.

'Polya, you ought to at least learn how to write your name,' he used to say to his wife. 'My last name is an easy one. Two syllables – Kuch-kin. And still you can't write it. I wish you'd learn.'

Polya used to wave it aside. 'There's no use in my trying to learn it now, Ivan,' she would answer. 'I'm getting old. My fingers are getting stiff. Why should I try to write now? Let the young ones learn how to read and write.'

Polya's husband was a terribly busy man and did not have the time to argue with his wife. So he kept his mouth shut.

But one day, Ivan Nikolaevich Kuchkin did bring home a special little book.

'Here, Polya,' he said, 'is the latest *Teach-Yourself-Russian* which is based on up-to-date methods. I'm going to show you how to use it.'

Polya gave a quiet laugh, took the book in her hands, turned it over, and hid it in the cupboard, as if to say, 'Let it be there. Maybe our grandchildren will have some use for it.'

One day, Polya sat down to work. She had to



Mikhail Zoschenko (1895 -1958) was a Soviet author and satirist.

He was a member of the famous group of writers calling themselves the Serapion Brothers. Zoshchenko wrote a series of children's short stories.

1. How did life in the city change Polya's husband?

   .....

   .....

2. What was Polya's response when her husband asked her to learn to read and write?

   .....

   .....

3. Do you think the book will be of any help? Explain.

   .....

   .....

4. What do you think about Polya's attitude? Do you agree with her? Why?

   .....

   .....

mend a jacket for Ivan. The sleeve was torn. So, Polya sat down at the table, took up her needle, and put her hand under the jacket. She heard something rustling.

'Maybe, there's money in there,' Polya thought.

She looked inside and found a letter. It was a nice, clean one, with a neat handwriting. The paper smelled of perfume, and it was in a blue envelope. Polya became pale. Was Ivan in love with another woman? Was he exchanging love letters with well educated ladies and making fun of his poor, illiterate wife?

Polya looked at the envelope, took out the letter, and unfolded it, but since she was illiterate, how could she read it?

For the first time in her life, Polya was sorry that she had not learnt how to read and write.

'Even though it is somebody else's letter,' she thought, 'I have got to know what is in it. May be it will change my whole life. Maybe, Ivan loves another woman. Maybe, I will have to go back to the country and work as a peasant.'

Polya started to cry, and began thinking about how Ivan seemed to have changed lately. He seemed to be taking more care of his moustache and his clothes. Polya sat looking at the letter. She kept crying and sniffing. But she could not read it at all. To show it to someone else would be unthinkable.

Polya hid the letter in her cupboard, finished sewing the jacket, and waited for Ivan to come home.

When he returned, Polya did not let him know that anything had happened. On the contrary, in a calm and even voice, she told her husband that she had nothing against doing a little studying, and that she was fed up with being an ignorant, illiterate peasant.

Ivan Nikolaevich was overjoyed to hear it. 'That's just fine,' he said. 'I myself will teach you how to read and write.'

5. What made Polya conclude that her husband was in love with another woman? How did Polya react?

.....

.....

6. Why did she decide to learn to read and write?

.....

.....

7. Why didn't Polya tell her husband anything about the letter?

.....

.....

'All right, go ahead,' said Polya as she stared fixedly at Ivan's clipped little moustache.

For two silent months, Polya studied every day. She patiently put together the words, learnt to form the letters, and memorized sentences. Every evening, she took the treasured letter out of the cupboard, and tried to find out its secret meaning. But it was no easy job.

It was the third month before Polya learnt how to read. One morning, when Ivan Nikolaevich had gone off to work, Polya took the letter out of the cupboard and started reading it.

It was hard for her to understand the small handwriting, but the slight scent of perfume from the paper pushed her on. The letter was addressed to Ivan Nikolaevich:

Dear friend,

I am sending you the book I promised. I think that your wife should be able to learn how to read in two or three months. Promise me, old boy, that you will make her do it. Explain to her, make her feel how disgusting it is to be an illiterate woman.

Make sure you don't forget to teach her to read and write Ivan Nikolaevich!

With greetings,

Maria

Polya read this letter through twice. Then, pressing her lips together sadly, and feeling somehow secretly insulted, she burst into tears.

8. What made Nikolaevich overjoyed?

.....

.....

9. Describe how Polya learned to read.

.....

.....

10. What did Polya do after reading the letter? Why?

.....

.....

11. What do you think about the ending of the story? Discuss.

.....

.....



1. What do you think about Polya's character? Make a brief character sketch. Justify your points with examples.

Hints : innocent – illiterate – intelligent – sensible – clever – determined – sensitive – ambitious ...

.....

.....

.....

.....

2. **Do you think Polya would have ever become literate if she had not come across Maria's letter to her husband? Why do you think so? Discuss and write. Give reasons.**

- .....
- .....
- .....

3. **You have learned something about the media and communication.**

Now it's time for you to think about a *Media Lab* in your school. What might be the arrangements needed?

- Computers
- Internet
- .....
- .....
- .....

4. **As the first step, you can prepare a Wall Newspaper.**

What could be included in it?

- Editorial
- Articles
- .....
- .....
- .....



5. **Polya was *initially illiterate. Finally,* she became *literate.***

The word *illiterate* is opposite in meaning to the word *literate*, just as *finally* is the opposite in meaning to *initially*.

Illiterate and literate are antonyms.

(a) Here is a set of words and their antonyms. Match them.

Words	Antonym
arrive	awake
asleep	depart
forget	ancient
hate	remember
modern	love

*An **antonym** is a word that means the opposite of another word.*

(b) A few sentences are given in column A. Rewrite them in column B, substituting the words underlined with their antonyms.

A	B
1. The teacher likes students who come early to school.	*The teacher dislikes students who come late to school.*
2. The vessels are clean.	
3. Like him, I always finish my homework on time.	
4. She works as a temporary clerk in the company.	
5. There is order in the class when the teacher is present	

Antonyms are usually formed by adding *prefixes* such as *'mis-,' 'dis-,' 'un-,' 'im-,' 'ir-,' 'in-,' etc.* For example:

behave - misbehave, connect - disconnect, kind - unkind, etc.

(c) *A few prefixes* are given in column A. Using the prefixes in column A, write the antonyms of the words in column B. You may use a dictionary.

A	B
mis- ir- il- mal- dis- in- im- un-	• ..... regular • ..... perfect • ..... safe • ..... sufficient • ..... advantage • ..... interpret • ..... literate • ..... correct • ..... appear • ..... conscious • ..... legitimate • ..... human • ..... nutrition



6 (a) Read and analyse the following sentences from the passage 'The Television.'

'The radio was, in fact, developed from the telegraph which was invented by Cooke and Wheatstone in 1835.'

Let's split the sentence into two.

1. The radio was, in fact, developed from the telegraph.
2. It was invented by Cooke and Wheatstone in 1835.

See what happens when these two sentences are combined.

My findings :

- .....
- .....
- .....



(b) Examine the following sentences.

1. It was a Scotsman named J.L. Baird who invented the television.
2. Most of the pigeons that were used for carrying messages had a sense of right direction.
3. Long ago, birds used to carry messages which were clipped to their wings.

(c) Find out from the passages you have read, similar sentences with relative pronouns.

- .....
- .....

(d) Here is a list of statements. Elicit responses from your friends and fill in the columns.

1.	Someone who sleeps more than eight hours a night.	
2.	Name the one whose pet is a cat.	
3.	The boy/girl whom you like the most.	
4.	Someone who reads more than you do.	
5.	Someone who is more musical than you.	
6.	The colour which you like the most.	
7.	The subject which you like the most.	
8.	Someone to whom you gave a birthday gift.	
9.	A place where you would like to spend your holidays.	
10.	A movie which you recently watched.	

One of your answers may be like this.

Rahul is the one *who* sleeps for more than eight hours a night.

- .....
- .....
- .....
- .....

We use 'who' / 'whom' when we talk about people.

When we talk about things, we use 'that' or 'which' (not 'who')

(e) Complete the following sentences using the words 'who', 'which' or 'that.' The first one is done for you.

a. A teacher is a person **who** teaches.

b. A dictionary ..... (used for reference)

c. This is the house ..... (Jane built)

(f) Answer the following questions, using relative pronouns.

e.g. Periyar is the river that flows near my house.

a. Name the river that flows near your house.

b. Name the person whom you like the most.

c. Which is the story that you recently read?

d. Name the oldest person who lives in your neighborhood.



7(a) ***Read the following sentence.***

'Polya's husband learned *not only* how to write his name *but also* how to be a successful officer.'

We can split the above sentence into two.

a. Polya's husband learned how to write his name.

b. He also learned how to be a successful officer.

The sun gives us light. It also gives us heat. We can combine these two sentences using **not only... but also**.



The sun gives us **not only** light **but also** heat.

Look at these sentences:



The stars give us light at night.
The moon gives us light at night.

The moon gives us light at night. The stars also give light at night. Here, the subjects are 'the moon' and 'the stars.'

We can combine these sentences:

Not only the moon but also the stars give us light at night.

If the subject is the same, we use 'not only'... 'but also' to combine the qualities. If the subjects differ, 'not only'... 'but also' comes before the subjects.

Look at the pictures and the words given against them. Make sentences using **not only... but also**.

.....

.....



fruits to eat
firewood to burn



fruits

pulses

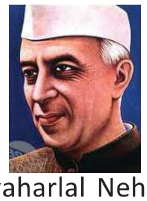
rich in vitamins

.....

.....

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Jawaharlal Nehru
the great Prime Minister, great writer.



Sarojini Naidu
poet
freedom fighter

.....

.....

.....

.....



TV
educate, entertain



Newspaper, local news
international news

.....

.....

(b) Here are some details about two great personalities. Write a few sentences about them. Use not only..... but also.



Abraham Lincoln

- lawyer
- politician
- helped the poor
- kind to animals
- orator
- put an end to slavery in America
- famous for honesty
- great President



Dr. S. Radhakrishnan

- educationist
- teacher
- writer
- scholar
- chairman of the UNESCO
- philosopher
- orator
- great President

- Abraham Lincoln was famous not only for his honesty but also for his kindness to animals.
- .....
- .....
- .....
- .....



8. In the following passage, some words are wrongly used. Underline the wrong words, and rewrite the passage using appropriate words.

The person which made a real impression on me was my best friend. I really like Shaji because he always helped me which things went wrong. He is like a strong wall to lean on where I have problems at home or at school. Shaji has dark hair and a beautiful smile who I can recognize from a distance.

Look at the first sentence from the passage 'The Story of Messages.'

Nowadays, when we want to communicate, we either e-mail the person or send an SMS.



Read the passage given below.

We know that the Internet is quite common today. But it can be either a blessing or a curse. It depends on how we use it. When we browse, we may find a lot of things. They may be either useful or abusive. Either restrict the use of the Internet or stop going online, and continue using the other sources of information. We must be discreet in our action.

Now, examine the use of 'either...or' in the sentences.
What do you notice? Discuss.
Write your ideas here.

'Either.....or' is used to combine two parts of a sentence or two sentences

My findings :

- .....
- .....
- .....

Here are a few problems. Suggest two solutions. Use 'either....or'.

Problem	Solution
• Your science teacher is on leave.	• We may either sit in the class and read or go to the library.
• A building catches fire.	• ....
• You find it difficult to solve a problem.	• ....
• You don't have a pen.	• ....
• You are alone at home.	• ....



9. Look at the sentence from the passage 'The Story of Messages.' (para - 2)

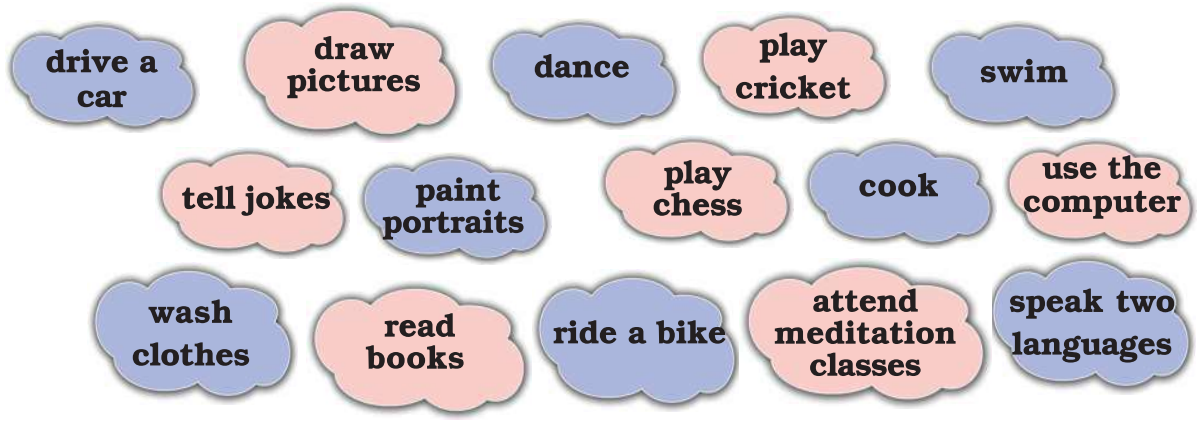
'The riders of the Pony Express were chosen **for their light weight as well as their riding ability**. Most of them were young boys.'

The above sentence is rather lengthy. Let's split it into two.

The riders of the Pony Express were chosen for their light weight.

They were also chosen for their riding ability.

Look at the words given in the bubbles. Using these words, make as many sentences as possible about what you and your friends can do. Use *as well as* in your sentences.



My friend Baby can draw pictures as well as paint portraits.

- .....
- .....
- .....
- .....

Examine the following sentence.

'The teachers as well as the headmaster are members of the club.' You may notice that the verb agrees with the first subject. Write more examples. One has been done for you.

- The moon as well as the stars gives us light.

10(a) Read the sentence from the story 'Polya'

'Here, Polya,' he said, 'is the latest Teach - Yourself - Russian which is based on up-to-date methods. I'm going to show you how to use it.'

Here, we use 'going to' to talk about what we intend to do in the near future. We use 'going to' when we have already decided to do something.

It's the first of January. How old are these people going to be on their next birthdays?

	Arun	Amala	Joy and Jamal	You
Age now	12	13	15	.....
Birthday	March 15th	July 27th	September 6th	

1. Arun is going to be twelve on March fifteenth.
2. .....
3. .....
4. .....

(b) Complete these sentences. Use the correct form of '*going* to' and the verbs given in the brackets.

1. This ...is going to be... (be) a very busy weekend.
2. On Friday, my friend Ben and I ..... (see) a movie. After the movie, we ..... (eat) dinner at our favourite Thai restaurant.

(c) Look at the report from a newspaper.

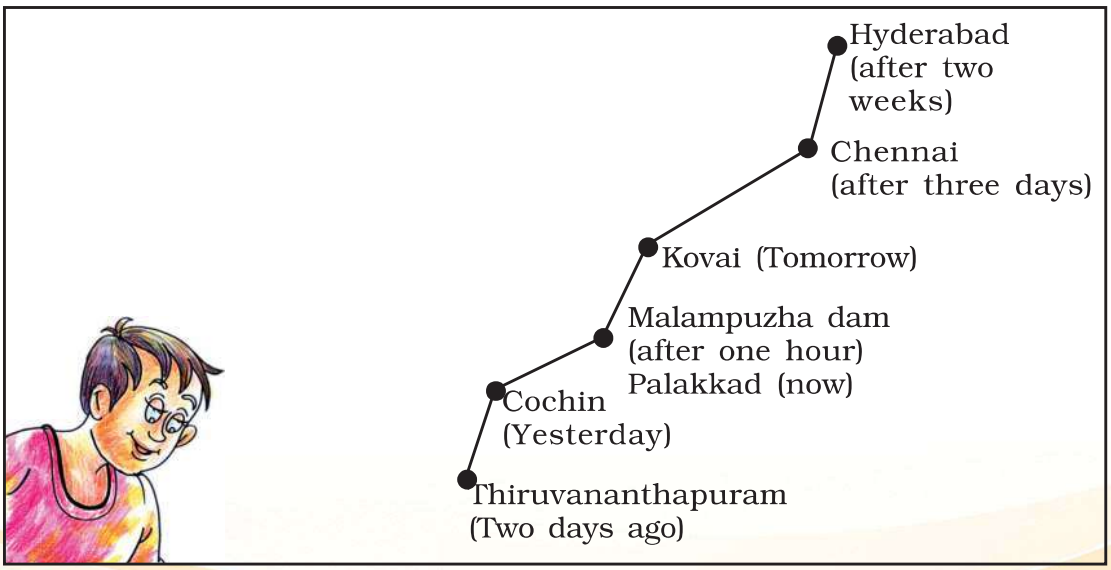


The US President will arrive in Delhi tomorrow. He will talk on the current financial crisis. He will not be here for long. You will watch live reports on T.V.

Here, **will** is used to denote a future course of action.

Now, you may examine the tour chart of Arif.

Arif is travelling through South India.



Complete the sentences with 'he was,' 'he is,' or 'he will be.' Note the time indicators.

1. Yesterday, he was in Cochin.
2. At the moment, ... in Palakkad.
3. After one hour, ...
4. Tomorrow, ...
5. After three days, ...
6. Two days ago, ...
7. After two weeks, ...

(b) Here are some situations. You may read them, and then write what you will do in these situations.

Use these verbs : 'answer,' 'carry,' 'have,' 'post,' 'shut' or any word of your choice.

You and your friend have come into the room. The window is open, and it is cold.

I will shut the window.



1. The phone is ringing. You are the person close to it.

   .....

2. The choice on the menu is fish and chicken. You hate fish.

   .....





3. You are meeting a friend at the railway station. He has two suitcases. There is a bag too.

   .....

4. Your friend wants to post a letter he has written. You are going to school, past the post office.

   .....





11. A Project

Conduct a survey on the TV viewing habits of your friends in the class. You may use the following table.

Name	Programme he/she likes	Time spent	Programme he/she doesn't like	Reason

Now, prepare a report on the TV viewing habits of your friends.

.....

.....

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Let's refer:

amusement (n) : the feeling of being entertained
Films are a source of *amusement*.

anxious (adj) : worried
We are *anxious* about your future.

appeal (v) : request
The boy *appealed* for pardon after doing something wrong.

cater (v) : to provide what is necessary
We produce films which *cater* to the general public.

contrary (adj) : opposite
The students behaved *contrary* to the expectations of the teacher.

derive : to get something
Many students *derived* great satisfaction from the training classes.

device (n) : an instrument
The company developed a *device* to pump water automatically from wells.

discard (v) : to give up
I cannot *discard* my traditions and belief, all of a sudden.

distorted (adj) : changed from the original form
His *distorted* face could not be recognised.

enlighten (v) : to provide information for better understanding
The speech of the chief guest was *enlightening*.

entertainment (n) : activities that entertain people

exaggerate (v) : to go beyond the truth in describing something
The report of the accident has been slightly *exaggerated*.

exert (v) : to use power, to affect

fatigue (n) : tiredness / weakness
He is suffering from mental and physical *fatigue*.

freight (n) : goods that are carried from one place to another
We will send your personal belongings by air *freight*.

hygiene (n) : cleanliness to preserve health

ignorant (adj.) : not having enough knowledge
Many people are *ignorant* about current affairs.

illiterate : someone who has not learnt how to read and write

immense (adj.) : great, large in size
He is a man of *immense* wealth.

impartial (adj) : neutral
The Speaker of the Assembly must be *impartial*.

incredible (adj) : difficult to believe
It was *incredible* that the magician disappeared suddenly from the stage.

inevitable (adj) : unavoidable

lately (adv) : recently

mould (n) : to shape

nutrition (n) : the right type of food for good health
Poor *nutrition* can cause anaemia.

peasant : someone who works on the land

pesticide (n) : chemical substance used to kill harmful insects
potentiality : ability
rigging : dishonest way of influencing to get desired results (e.g., in elections)
rugged (adj) : wild and not even
rustle (v) : slight sound made by something rubbing together
We heard the *rustling* of the leaves in the breeze.
sacred (adj.) : deserving respect
Certain animals and trees are considered *sacred*.
saddle (n) : a seat, often made of leather, used on horseback.
significant : having an important effect or influence
terrain (n) : an area of land
treasured (v) : valued highly
Jim *treasured* the gold pocket watch that his grandfather had given him.
underestimate : to fail to guess or understand the real cost or value
We should never *underestimate* our fellow beings.



Let's check:

No.	What I can do	I can do it well	I can do it with the help of my teacher	I need improvement
1.	I can speak about/explain a cartoon/picture.			
2.	I can prepare and ask questions about things around me.			
3.	I can understand a variety of words associated with fields like the media and communication.			
4.	I can write paragraphs with the help of visual and verbal clues.			
5.	I can express in writing, my feelings and opinions on a given topic, in a paragraph.			
6.	I can write in an organized way, taking care of the sequencing of ideas logical presentation of ideas and coherence.			
7.	I can contribute for the school magazine.			
8.	I can write descriptions and messages.			
9.	I can write notices.			
10.	I can grasp the ideas of different items in a newspaper.			
11.	I can understand the important features of good headlines in a newspaper. I can prepare it as well.			
12.	I can prepare advertisements.			
13.	I can understand the central idea of a poem, passage or story that I read, and follow the sequence of ideas and events in the text.			
14.	I can interpret tables, charts, diagrams and maps.			
15.	I can prepare a wall news paper.			
17.	I can understand what an 'antonym' is.			
18.	I can understand the following grammatical items. • relative pronoun, • relative clause • not only..... but also, either.... or, as well as, etc.			
19.	I can understand the use of 'going to' and 'will'.			
20.	I can prepare a project and write a report.			
21.	I can identify the errors in my writing.			