KERALA READER

ENGLISH

Standard VII

Part - 2



Government of Kerala

DEPARTMENT OF EDUCATION

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

2016

KT-495-1/English-7- Vol-2

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.

Prepared by :
State Council of Educational Research and Training (SCERT)
Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in
e-mail : scertkerala@gmail.com
Phone : 0471 - 2341883, Fax : 0471 - 2341869
Typesetting and Layout : SCERT
First Edition:2014, Reprint:2016
Printed at : KBPS, Kakkanad, Kochi - 30
© Department of Education, Government of Kerala

Foreword

Dear learners,

This is the second volume of the English Textbook for Standard VII and is the continuation of the first volume.

This book also contains many interesting stories, descriptive passages and poems. It provides you with a number of learning activities, which are 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 find 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 the improvement of this book are most welcome.

Wish you all success.

Dr. J. Prasad
Director
SCERT, Kerala

Textbook Development Team

Textbook Development Committee

Members

Sri. Haridas O.K. , HSA (English), Govt. HS., Plavoor, Neyyattinkara

Sri. Jamal, HSA (English), HS Vandithavalam, Idukki

Sri. Mohanan P., HSA (English), KHS Kuthuparamba, Kannur

Sri. Rajeesh T., HSA (English), Govt. HSS Elampa, Attingal

Smt. Rakhi Radhakrishnan , HSA (English), RRV BV HSS, Kilimanoor

Smt. Rathi S. Nair, HSA (English), Govt. VHSS, Vattiyoorkavu, Thiruvananthapuram

Sri. Ravindran R., Headmaster (Rtd.), BEM HSS, Palakkadu

Sri. Santhosh Kumar A.V. , Teacher, Udinoor Central AUPS, Kasaragod.

Sri. Satheesan V.P., Tutor, District Centre for English, Kozhikkode

Sri. Vasanthakumaran Nair K., HSST (English), GHSS Cotton Hill, Thiruvananthapuram

Experts

Dr K. Reghunathan Pillai, Professor of English (Rtd.), University College, Thiruvananthapuram

Dr Thomas Kuruvilla, Principal, University College, Thiruvananthapuram

Dr Beena Gopinath, Principal (Rtd.), Govt. College, Attingal

Dr D. Radharamanan Pillai, Professor of English (Rtd.), NSS College, Nilamel

Prof. Bindu Sasibhooshan, Professor of English (Rtd.), University College, Thiruvananthapuram

Artist

Sri. Noushad, Vellalasseri, Art Teacher, Ganapath AUPS Kizhisser, Malappuram

Sri. Ramesan, Art Teacher, Iringannur HSS, Kozhikodu

Sri. Haridasan N.K., Art Teacher, GHSS Azhiyoor, Kozhikodu

Academic Coordinator

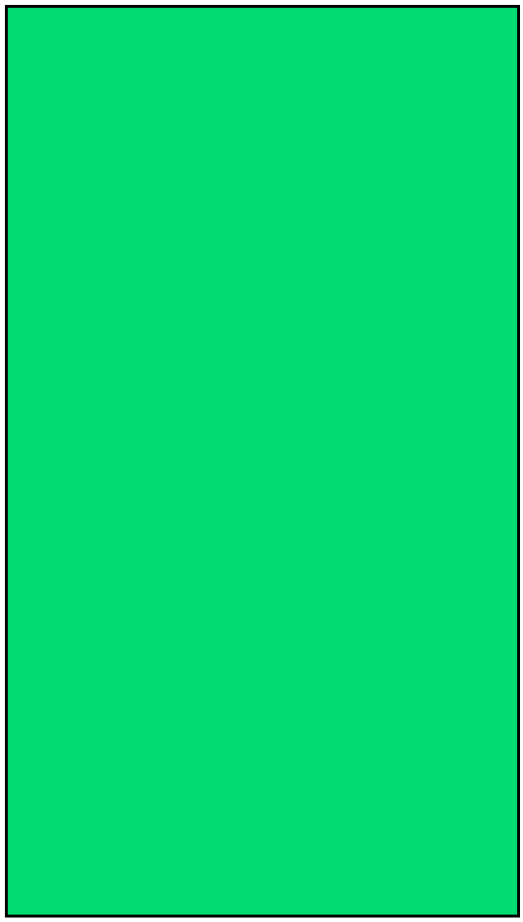
Dr S. Raveendran Nair, Head, Curriculum Department, SCERT, Kerala

Contents

Unit 4
Rhythms of Life 107

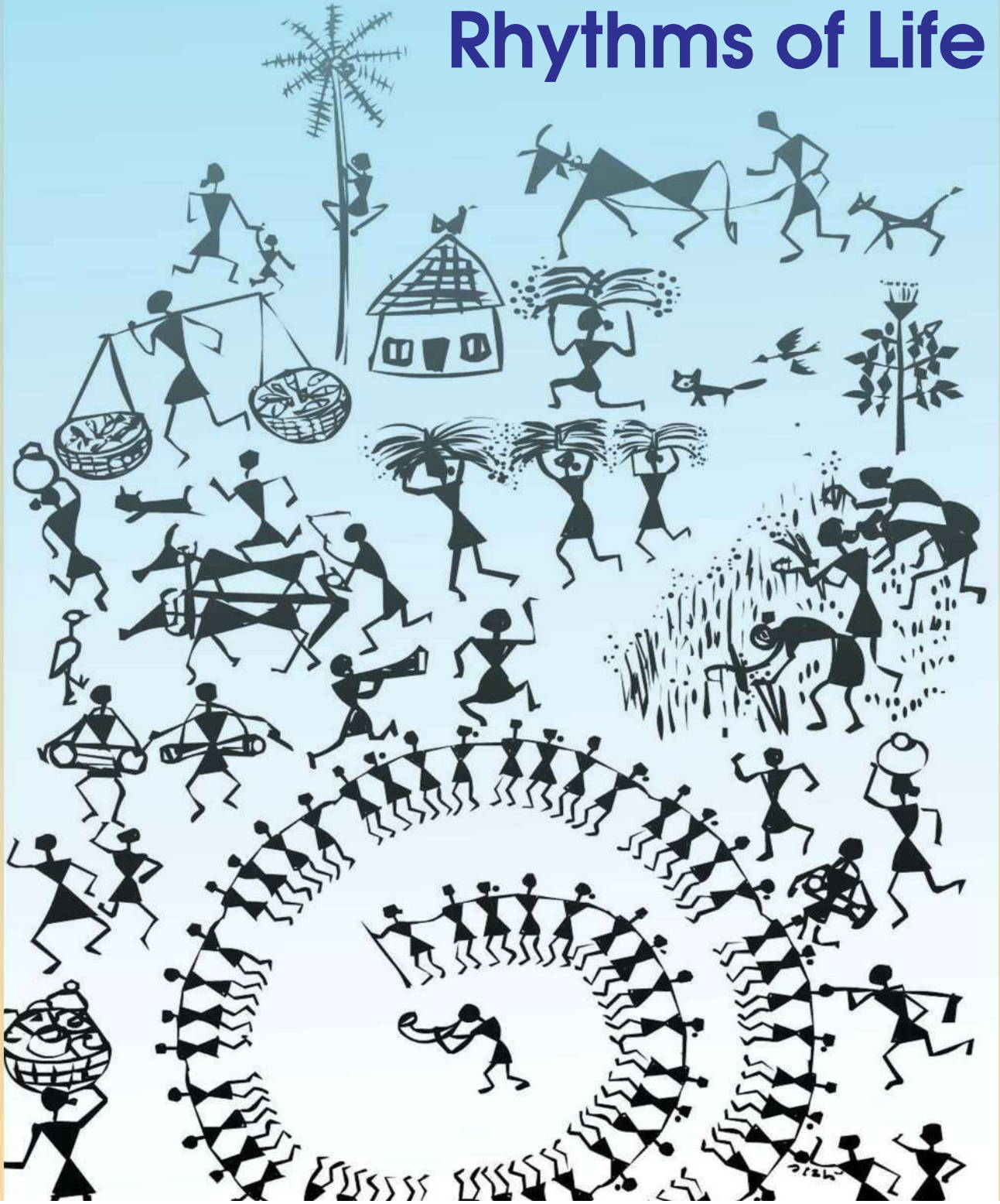
Unit 5
Light and Shade 137

Unit 6
Moments of Humour 162



Unit
4

Rhythms of Life



'I like to be loved, and loved by all' - Coleridge*

We are all social beings. Together, we have to strengthen our society. Mutual love is the force that binds us. But do we really understand the value of true love?



Where does a child learn the first lessons of love? Of course, from its mother. Don't you love your mother? Why?

Here is a poem. Enjoy reading it.

To My Mother

Christina Rossetti

To-day's your natal day
Sweet flowers I bring;
Mother, accept, I pray,
My offering.

And may you happy live,
And long us bless;
Receiving as you give
Great happiness.



- Did you enjoy reading these lines? Why?
- What is the child's offering to the mother?
- What does the child get from the mother?

Now, collect similar lines about mother.



Christina Rossetti (1830-1894) is best known for her ballads and religious poems. 'To My Mother' is Rossetti's first poem, written when she was 11 years old.

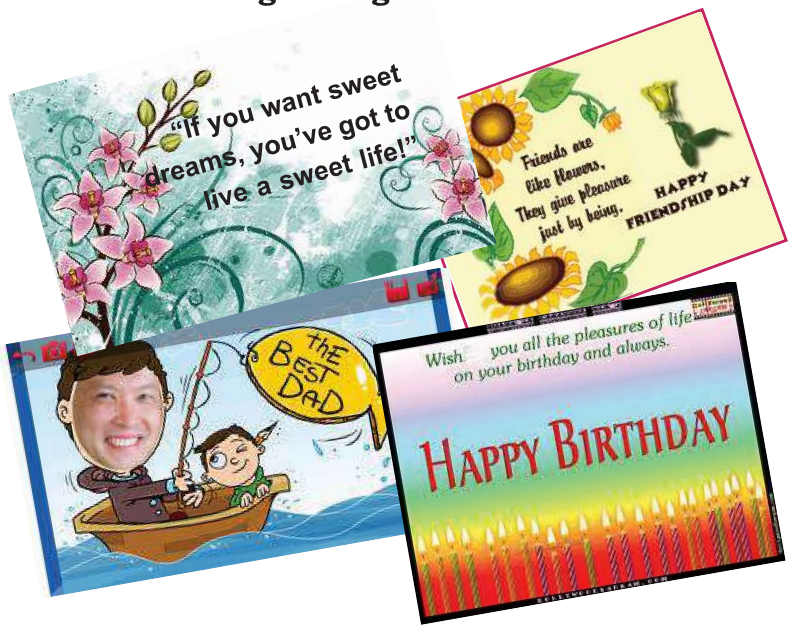
* Samuel Taylor Coleridge was an English poet, a literary critic and a philosopher.

1. **The saying 'God could not be everywhere, so he created mothers' shows the significant role of the mother in our lives. You may feel like writing something about your mother. Attempt a few sentences.**

.....

.....

2. **Here are a few greeting cards. Have a look at them.**



What are the features that you notice in these cards? Discuss.

Now, prepare a *Thank you card* for your mother, to be given on 'Mother's Day' or on her birthday.

How do you prepare a *Thank you card*? Make use of the following hints.

- ❑ simple and expressive language
- ❑ appeal
- ❑ layout
- ❑ pictures
- ❑ creativity
- ❑
- ❑

Every year we celebrate September 5 as *Teachers' Day*. Prepare *Thank you cards* for your teachers.

.....

.....

.....

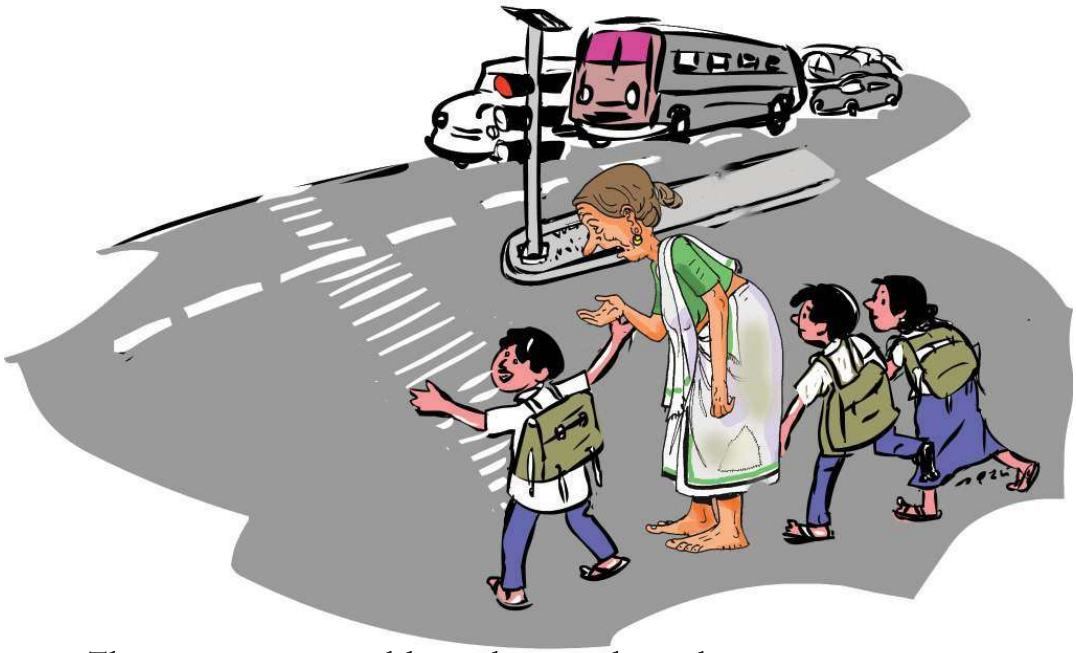
.....



Read and enjoy:

We love our parents very much, don't we?
Is it not our duty to love all mothers?
Here is a poem which tells us about a boy's kindness and care for an old woman.
Read on:

Somebody's Mother



The woman was old, and ragged, and grey,
And bent with the chill of the winter's day.

The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long
Alone, uncared for, amid the throng

Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
Glad in the freedom of school let out,

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and grey,
Hastened the children on their way,

Nor offered a helping hand to her,
So meek, so timid, afraid to stir,



Mary Dow Brine (1816-1913) was an American poet and lyricist. This poem is included in the collection 'The Best Loved Poems of the American People.'

Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest lad of all the group;

He paused beside her, and whispered low,
'I'll help you across, if you wish to go'.

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,

He guided her trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went.
His young heart happy and well content.

She's somebody's mother, boys, you know,
For all she's old, and poor, and slow;

And I hope some fellow will lend a hand
To help my mother, you understand,

If ever so poor, and old and grey,
When her own dear boy is far away.

And 'somebody's mother' bowed low her head
In her home that night, and the prayer she said
Was - 'God be kind to the noble boy,
Who is somebody's son, and pride, and joy!'

Answer the following questions.

1. What was the woman's condition? Pick out the words in support of your answer.

   .....

   .....

2. What did she want to do? Why did she find it difficult?

   .....

   .....

3. How did the passers-by behave? Why were the boys merry?

   .....

   .....

4. Why was the old woman afraid to cross the street?

   .....

   .....

5. What did the boy do to help her?

.....

.....

.....

6. What was the boy proud of? Why?

.....

.....

.....

7. How did he explain his deed?

.....

.....

.....

8. What did the old woman pray that night?

.....

.....

.....



Read the poem once again and answer the following questions.

1. Identify from the poem the lines or expressions that suggest the following.

- The woman was very weak.
- The attitude of the people.
- The boy as a contrast to the other boys.
- The noble character of the boy.
- The boy's concern for his own mother.
- The old woman's love for the boy.

2. Look at the line

'Nor offered a helping hand to her,'

The sound of the letter '**h**' is repeated in the words '**h**elping', '**h**and' and '**h**er'. This kind of repetition of consonantal sounds is called **alliteration**.

You have already come across alliteration in Volume I of the English Textbook.

Find out other examples of alliteration from the poem 'Somebody's Mother.'

3. **Look at the last words in line 1 and line 2. They sound alike. They are rhyming words.**

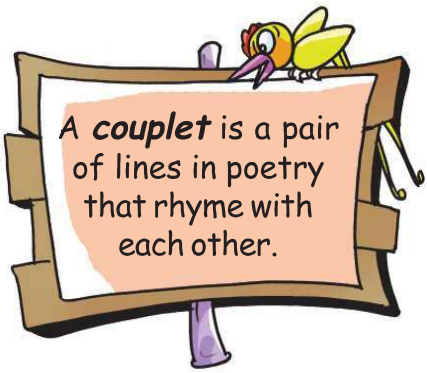
Find out the other rhyming pairs of words in the poem.

Here is a list of rhyming words.

see – bee	bows – toes	pig – jig	nine – fine	heart – smart
lose – shoes	day – pray	cats – rats	mail – pail	blue – true
ants – pants	door – snore	fire – wire	crab – grab	dead – bed
spread – bread	lane – gain	sleep – keep	found – round	twice – rice
tight – bite	wish – fish	place – face	way – hay	few – mew

Write a few lines of your own using some of these words or other rhyming words of your choice.

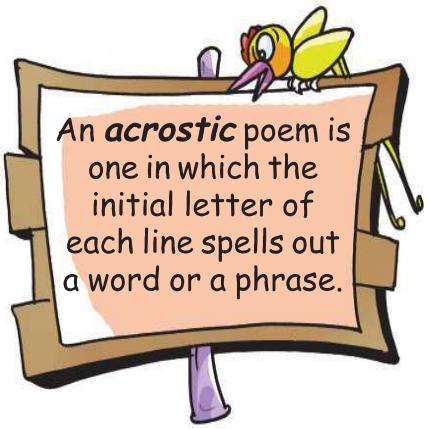
e.g. *For days I keep a true wish*
That I should learn to catch fish



4. **Using the *couplets* you have created, write a poem on any topic of your choice.**

5. **Read an *acrostic poem* about 'mother.'**

Mother is a precious jewel
O mother, your love is deeper than oceans
True love and affection in full
Having a heart of gold inside
Every day your blessings save me
Repay it, I can never.





Can't you write a similar poem about your mother? Attempt one.

.....

.....

.....

.....

.....

We all love our parents.
Don't you also love your grandparents?
What do they do for you?
What do you do for them?

Domenico Vittorini

The Wooden Cup

Once upon a time, in far-off Italy, there was a little boy whose name was Robertino. He loved his grandfather very much. The little boy and the old man were good friends. They spent much time together. Robertino loved to sit on his grandfather's knee and listen to the stories he told him. Grandfather was a wonderful storyteller. And oh, the stories he told! Fairy tales and exciting hunting stories, like the one in which grandfather himself had once caught an eagle. There was a strong bond of love between the two.

Grandfather had come to live with Robertino's parents when grandmother died, three years before. Robertino's mother did not understand the loneliness of the old man. Sometimes she was very impatient with him, especially on those days when his hands shook and he would drop what he was holding.

One night, at dinner, grandfather lifted his cup to drink his coffee. His poor old hands shook so much that the coffee spilled on the clean white tablecloth. The cup, falling from his hands, broke into many pieces. Robertino's mother spoke angrily to the old man. Grandfather never said a word in reply, but only looked at her with sadness in his eyes. Robertino was also very unhappy. Poor, dear grandfather!



Domenico Vittorini (1892-1958) was an Italian author and professor.

He was born in Italy and later, went to the U.S.A., and taught at the Temple University and the University of Pennsylvania. His most famous book is *The Thread of Life*.

1. How did the grandfather entertain the boy? What does it show?

   .....

   .....

2. Why did the mother speak angrily? What was the grandfather's reaction?

   .....

   .....

After that, grandfather had to eat all alone at a little table in the kitchen. There was sadness in his eyes when he heard about this new arrangement. There was sadness in the gentle smile he gave his grandchild. As soon as Robertino finished his dinner, he would run into the kitchen to be with the old man he loved so much. And the kitchen became a beautiful land where there was no pain and no sadness. There, the old man and the little child could move about happily, hand in hand.

Time went on. Grandfather grew older and weaker. His hands shook more and more. One night, as he sat all alone in the kitchen, his hands shook and he dropped his cup of soup. The cup broke into many pieces. Robertino's parents rushed to the kitchen and saw the spilt soup on the clean floor.

Robertino was upset. His mother spoke more angrily than she had ever done before. The only thing to do, she said, was to give the old man a wooden cup. She didn't want her dishes broken just because he had become so careless.

Suddenly, the child went over to the fireplace where his mother had swept the pieces of the cup. He picked the pieces carefully, and began to put them together. Soon, the cup seemed to be whole. Then, he took a small piece of wood from the fireplace, and began to chip it. He kept his eye on the earthen cup, as though it were a model.

'What are you making, Robertino?' asked his mother fondly.

'I'm making a wooden cup for you to have when you grow old,' answered Robertino. Robertino's mother and father were too ashamed to look into Robertino's eyes. They took grandfather's arm and led him back to the dining room, and stood near him, and helped him as he ate.

3. What made the kitchen a beautiful land?

.....

.....

4. Is the mother right in thinking of giving the old man a wooden cup? Justify your answer.

.....

.....

5. Pick out the expressions that show the boy's love for his grandfather.

-
-
-

6. How did the boy teach his parents the lesson of love?

.....

.....

7. Do you like Robertino? Why?

.....

.....

From that time, grandfather never ate all alone in the kitchen. He sat in his usual place, next to Robertino, in the dining room.

Robertino was happy again. His grandfather was loved and cared for. Robertino realized that his parents too were experiencing the true happiness that love and kindness bring.





1. You have noticed that Robertino loved his grandfather very much. Don't you love your grandparents? How would you care for your grandparents? Write in a paragraph.
2. Don't you remember the stories your parents and grandparents told you? How did you feel then? Recollect a story and present it in the class. You may also describe the feelings you had, when you listened to it.
3. Describe any memorable incident that happened when you were with your grandparents. Role play it in the classroom.
4. See how happy Robertino and his grandfather were in the kitchen.

   Imagine how they spent time with each other. Describe such a scene.

   You may write about:
   - their friendship
   - their deep love for each other
   - the conversation between them
   - the activities they engaged in

5. You have seen how love binds all members of the family together. No wonder, love is the string of a necklace, the beads of which are the members of the family. You must have had a lot of happy occasions when your family and relatives got together. Describe any such occasion in your own words. (Birthdays, weddings, etc.)
6. **Grandparents' Day** is celebrated in many countries for honouring grandparents.

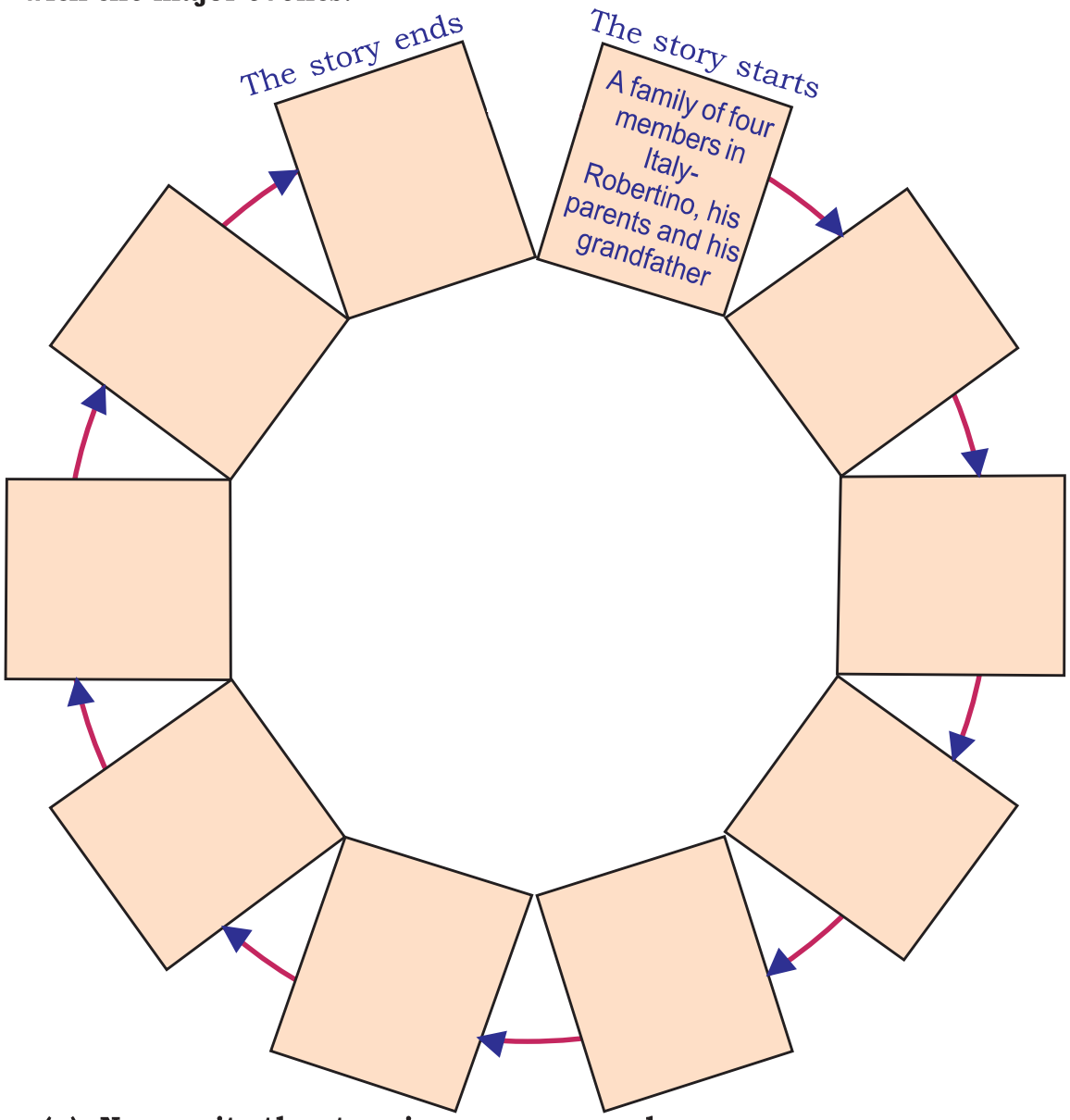
   Do your grandparents live with you?

   Prepare a greeting card expressing your love and care for your grandparents.

7. **Answer the questions based on the reading of the story, 'The Wooden Cup.'**

	Questions	Answers	Comments/Remarks
1	How many characters are there?		Robertino and his grandfather loved each other. The mother did not care for the grandfather.
2	Do you find such characters in real life? Share your experience with the class.		
3	Have you come across any new expressions in the story?		
4	What is your opinion about the story?		
5	How does this story help you to understand yourself better?		
6	What are the words you like the most?		
7	What do you like the most in the story?		
8	What personal experiences does the story remind you of?		
9	What message does the story convey?		

8. **Can you retell the story 'The Wooden Cup'? As a first step, fill in the boxes with the major events.**



(a) Now, write the story in your own words.

.....

.....

.....

.....

.....

.....

(b) Write a story of your own arranging the events in proper sequence. Use a storywheel as given above.

9. How did Robertino bring back love and happiness to his home?

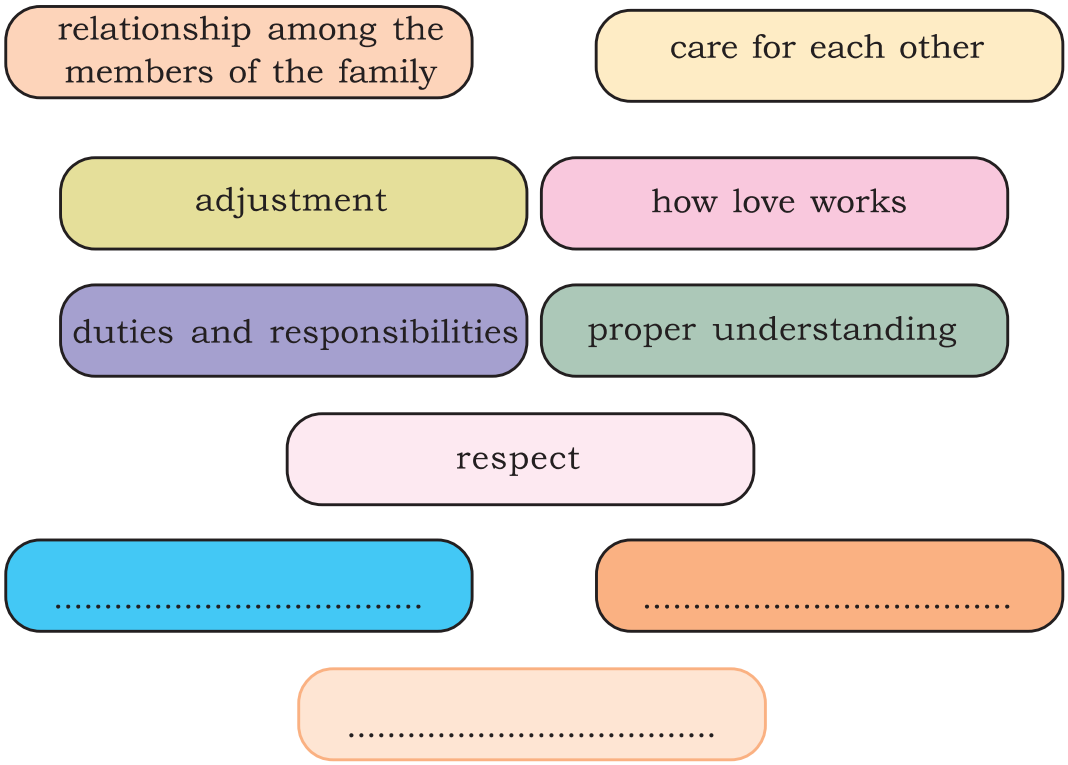
Write a paragraph.

10. a) "A house is built by hands, but a home is built by hearts."

What are the things that make a house a happy place to live in?

- ----------
- ----------
- ----------
- ----------

b) Now, write about a happy home, using the hints given.



11. As we grow older, our health declines. We often become prey to several illnesses such as loss of memory, shivering, indigestion, sleeplessness, etc.

You may form groups, and conduct a survey on the problems and illnesses of the aged people. Prepare a report on the basis of the data collected.

Every society consists of a group of several families/ individuals. A society has its culture established over the years. The festivals, rituals and social activities reveal the culture of a society. Here is a beautiful description of a Pooram, a representative festival of Kerala, that shows an aspect of its culture.

A Village Pooram

... Mountains of bananas, hillocks of paddy, yards of jasmine, rows of glinting glass bangles, shimmery satin ribbons in rainbow hues, trinkets, toys. The call of the vendors. The mouth-watering aroma of *murukku*. The beat of the drums. The stamp of feet. The acrid smell of gunpowder. The heat. The dust. This is the lure of the pooram. And, it is to feed this memory that I go home, again and again, to the pooram at the *Muthassi kavu*.

In the old house, we wait anxiously. A heap of paddy in a *para*, and a lit bronze lamp is kept ready. As the distant throb of drums comes closer, the children scamper down the mango trees and rush to hide behind the adults. The gate creaks open and the *Thira* and *Poothan* saunter in with a jangling and clanging that would awaken even the dead. I feel the familiar feel of dread wash over me as the grotesque masks come closer. These are the faces nightmares are made of. The *Thira* and *Poothan* are symbolic representations of the goddess who visit each home to chase away the evil spirits and bless the family.

The drummers begin to beat their *chendas*, cymbals clash and the *Thira* and *Poothan* begin to dance. With the vigour of supernatural beings, they twist and turn, gyrate and twirl, raising clouds of dust with their swirling feet. When they stop abruptly, there is an eerie silence until once again the drums come alive with a pagan rhythm. In the olden days,

Anita Nair



Anita Nair, who was born in Shornur in the state of Kerala on January 26, 1966, is an Indian English writer. Her novels *The Better Man* and *Ladies Coupe'* were translated into 21 languages.

1. What makes the pooram attractive?

   .....

   .....

   .....

2. Why do children hide behind the adults?

   .....

   .....

   .....



measures of paddy were given as an offering of thanks; today, it is money. The *Poothan* tucks the cash into the sash at his waist and turns to go to the next house to announce the coming of the *pooram*...

The *pooram* ground sees the blossoming of many art forms–be it classical, folk or contemporary. From Kathakali to Carnatic vocal concerts, to mimicry, to ballet which is the local term for a musical performance involving many costumes, songs and dancing, with a thin plot line woven to hold it all together. Artists are invited from all parts of Kerala and each year, the temple committee tries to outwit the previous committee's performance...

It is the day of the *kaala-vela.* One of the typical sights of a North Kerala temple pooram is the *kaala* (oxen). Made of straw, built around a bamboo frame, and dressed ostentatiously with sequins, mirrors and brilliant colours, each pair is created to outshine the rest. More than 25 to 30 *kaalas* come from various villages and wait at the *kaala parambu* (oxen ground). We walk around each pair examining its exquisite handiwork. When we stop to admire one pair, the group responsible for it preens in delight. For the moment, they have scored a victory over the rest...

And then starts the pyrotechnics. Rows of iron cylinders are kept on the ground, filled with gunpowder. And as one is lit, the spark from it sets the other one off. The explosions rock the ground, fill your ears and rock within your heart. And by the time you recover from it, the drums begin their thunderous music...

For once, each of us is lost in individual worlds. The older folk remember poorams from the past, and as always, compare this one to those in their memories, now further enriched by age.

(An extract from 'A Village Pooram' by Anita Nair)

3. What do the *thira* and *poothan* represent?

.....

.....

.....

4. Find out the words that describe the movement of the *thira* and *poothan*.

.....

.....

.....

5. What are the many art forms which one can find in the pooram ground? Answer in your own words.

.....

.....

.....

6. Describe *kaala-vela* in your words.

.....

.....

.....

7. How does the writer describe the effect of the pyrotechnics?

.....

.....

.....

8. How do the old people view *poorams*?

.....

.....



a) There are several expressions in 'A Village Pooram' associated with sights (visual) and sounds (auditory). Classify them as shown below:

Visual	Auditory
• mountains of bananas	• drummers beating their *chendas*
•	•
•	•
•	•

b) Now, describe in your own words the various sights and sounds you have noticed in a market place / school.

Collect pictures/stills on festivals. Write a short description of each picture. Then, present a picture show of festivals using multimedia.



1. Read the line 'Came the boys like a flock of sheep' from the poem 'Somebody's Mother.'

The word 'flock' stands for a group.

a) Read the following passage and identify such words.

Once, there was a custom in a university. If a professor was late by ten minutes, the class was suspended. One day, a professor arrived early for a 9 a.m. class. He could see only a stack of chairs. He had a pile of books with him. He wanted to take them to the library. He kept his bunch of keys on the table and walked to the library. By the time he got back to the class, it was 9.10. The room was empty. The next day he told his students, "When my keys are here, I'm here." He kept the keys in the chest of drawers and walked down the flight of steps. The following day, he arrived at 9. He saw 28 keys on the desks —and no students.

Expressions / words that refer to a group	
• a bunch of keys	•
•	•
•	•
•	•
•	•
•	•

b) Fill in the blanks using appropriate words from those given in the box.

a ..... of ladies
a ..... of players
a ..... of steps
a ..... of thieves
a ..... of dogs
a ..... of bananas
a ..... of islands
a ..... of trees
a ..... of hay
a ..... of flowers
an ..... of soldiers

flight	clump
pack	gang
group	stack
team	regiment
bunch	bevy

bouquet



2. Look at the underlined words in the following expressions:



'The call of the vendors, ... the beat of the drums, the stamp of the feet.'
'The gate creaks open...'
What do these words refer to ?
What are the other sounds that you are familiar with? Make a list of such sounds.

a) Read 'A Village Pooram' once again, and find out the words that refer to sound.

b) Find out the meaning of the following words from the dictionary, and fill in the boxes.

creak	short high-pitched sound heard when something moves (e.g. door, stairs, etc.)
rustle	soft sounds made when things like paper, leaves, etc., move or rub together
jingle	
splash	
click	
rattle	
squeak	
bang	
whistle	
crash	
drip	
screech	
tick	



3. Read the following sentence from the story 'The Wooden Cup.'

'Suddenly the child went over to the fireplace where his mother had swept the pieces of the cup.'

Sweeping is an everyday action. What are some of the everyday actions that you do?

List them

- Wash clothes.
-
-
-



4. Imagine that your mother goes out when you are not at home. She leaves the following instructions for you. Fill in the blanks, choosing the appropriate words from the box.

beat, tidy, make, wash, scrub, dust,
clean out, empty, change, cook.

Dear son/daughter,

I am going out and will be back only in the evening. Here are the jobs for the day. ..... the floors, ... the carpets, ... the furniture, ... the beds, ... the sheets, ... the house, ... the rubbish, ... the supper, ... the laundry and ..... the fire place.

5. Read this sentence : 'The *pooram* ground 'sees' the blossoming of many art forms....' ('A Village Pooram')

What does the word 'sees' suggest here?

Now, read the following short poems.

Fog

The fog comes
On little cat feet.
It sits looking over harbor and city
On silent haunches and then moves on.

- Carl Sandburg

The Eagle



He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

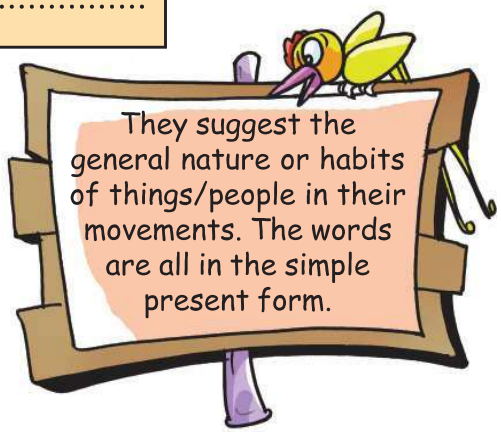
- Alfred, Lord Tennyson

a) Say what the fog, the eagle and the sea do:

fog	comes, ...
eagle	.....
sea	.....

b) What do the following words suggest?

comes sits moves
clasps crawls falls
watches

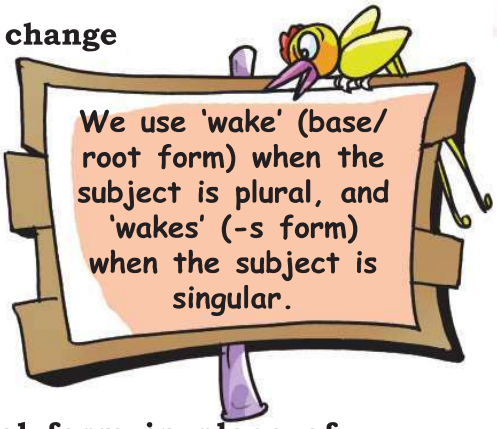


6. Now, read the following passages.

Passage 1

The sun rises very late in this part. People wake up very late. My next door neighbour wakes up very early. Usually, he gets up before 6 a.m. Then he goes to the newsagent's and buys the morning paper. Then he goes to the cafe', orders a cup of black coffee and reads the paper. After that, he goes for a walk round the park and then returns home.

a) Read the passage again and note how the verbs change when the subject is singular or plural.



Write your findings.

My findings :

-
-
-



b) Rewrite Passage 1 using the plural form in place of 'neighbour' and 'they' in place of 'he'. Make necessary changes in the verb forms.

.....

.....

.....

.....

c) Study the sentences given in Passage 1 again, and say whether they express habits or general (universal) truths. Write habit / general truth in column B.

Add more sentences in column A and answers/comments in column B.

A	B
The sun **rises** late in this part. People **wake** up late. He **gets up** before 6 a.m. • • •	general truth

d) Passage 2

Here is a lady who talks about some of her habits.

I never wear churidar. I always use make-up when I go out. I wear a hat when it is cold. I wear gloves only when I wash dishes. I usually wear glasses while driving and while watching television. I don't wear jeans very often.



Find out the verbs in the simple present. List them.

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

You may have noted that the words 'always,' 'never,' 'usually,' etc., help us to know that the actions are regular or habitual. Such words are called **Adverbs of Frequency**. The other words of such category are 'sometimes,' 'generally,' 'occasionally,' 'often', 'hardly ever, 'once a week/year', etc.



e) Read Passage 1 once again. You have read the daily routine of the neighbour.

Now, can you say what he did yesterday?

Rewrite the passage.

- He got up at 6 a.m.
- Then he went to the newsagent's and bought the morning paper.
-
-



7. Now, read the first paragraph of the story 'The Wooden Cup' again.

Here are a few sentences:

- Robertino loved his grandfather very much.
- They spent much time together.
- Robertino loved to sit on his grandfather's knee and listen.

The sentences refer to some habits that they had in the past.

The simple past form is used here.

Read another passage from the same story.

One night, at dinner, grandfather lifted his cup to drink his coffee, but his poor old hands shook so much that the coffee spilled on the clean white tablecloth.

Look at the words underlined. Do they suggest past habits? (These words do not refer to past habit, but show what happened at a particular point of time in the past.)

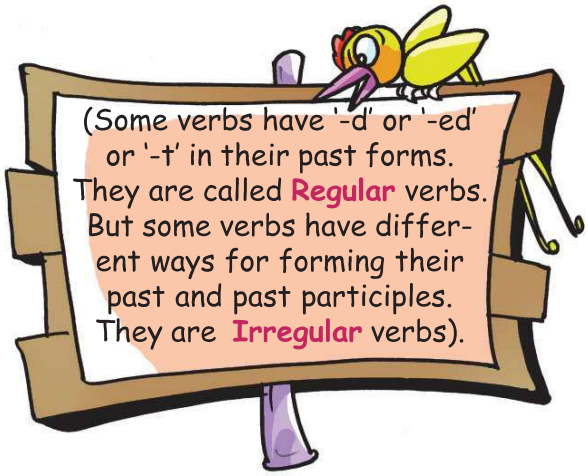
a. Pick out from the story 'The Wooden Cup' the verbs that show habits, and the verbs that show the things that happened at a specific point of time in the past.

Past habit	Happened in the past
• Robertino loved	• the cup broke
•	•
•	•
•	•

b. Look at the words 'lifted' and 'shook' - What do you notice about them? How are they formed?

c. Read the poem 'Somebody's Mother' and the story 'The Wooden Cup' once again and pick out the verbs in the past. Classify them as Regular Verbs or Irregular Verbs.

Regular Verbs	Irregular Verbs
• waited	• stood
•	•
•	•
•	•





8. Here is a poem for you to sing. Fill in the blanks using the correct form of the words given in brackets.



The little girl put on her coat
she picked up her heavy basket
she ..... out of the cottage (go)
and walked along the path
she looked up at the green trees
she listened to the birds singing
she whistled happily.

Suddenly she ..... a beautiful flower (see)
she smiled and ..... down (kneel)
then she picked up the flower
she looked up
and saw a big bad wolf with long ears and long teeth
she ..... and ran away (scream).

She walked and walked and walked
she walked and walked and walked
she ..... very tired and very hungry (get)
then she saw her grandmother's cottage
she knocked three times on the door
a deep voice said '..... in, my dear!' (come)
she opened the door and went in.



The little girl saw an old lady in bed
the old lady had a bonnet on her head
but she had long ears and long teeth.

a) List the words used in the past.

b) Rewrite the poem in the form of a story.



9. What were your activities yesterday? Make a detailed diary entry. Use the past forms.

.....

.....

.....



10. Complete the conversation using the correct forms of the verbs given below.

get, work, graduate, look, plan

Swapna : Hi, Diana, I haven't seen you for ages. How have you been?

Diana : Pretty good, thanks.

Swapna : Are you still in college?

Diana : No, not any more. I ..... last year. And I ..... a job at the Punjab Bank.

Swapna : That's great news. You know, you ..... different. Have you changed your hair style?

Diana : Yes, it's shorter. Oh, and I've lost weight.

Swapna : Well, you look fantastic!

Diana : Thanks, so do you. And there's one more thing. I got engaged.

Swapna : Congratulations. Where ..... he .....?

Diana : In Australia.

Swapna : ..... you ..... to go with him after the marriage?

Diana : After a year, perhaps.



11. Read the following sentence from 'The Wooden Cup.'

'I am making a wooden cup,' answered Robertino.

What idea do you get about the action 'make'?

Is the action complete or going on?

Discuss in groups and write your findings here.

My findings:

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

You may have noted that the action is going on at the time of speaking. In such situations, the '- ing' form of the verb is used along with 'am / is/ are.'

a) Read the following passage and identify the actions going on at the present time.

John lives in Mumbai. He is working in a restaurant. He works six days a week. After work, he plays soccer or baseball with his sons. He tries to play every day, but sometimes he cannot. John's wife works too. She is working as a teacher. Their children are studying in her school. So, she is very happy.

b) Complete the table with sentences from the passage given above. One has been done for you.

Actions that are continuing	Actions that happen regularly
He is working in a restaurant. • • • •	*He works six days a week.* • • • •

c) Think of a place where you would like to be. Close your eyes and imagine this place in great detail.

What are you doing? How is the weather? What do you see? Where are you sitting or standing? Who is with you?

Now, take a piece of paper and write a description of what you have just imagined.

(You may begin, 'I am sitting on a quiet beach.')

.....

.....

.....

.....

d) Present it in the class. Let your friends identify the sentences in the present continuous form.



12. Here is a diary entry of a girl describing the experience she had during her stay in Mumbai. There are some errors in it. Edit them. (The errors are underlined.)

I <u>am meeting</u> a really interesting girl in my neighbourhood cafe this morning. I was writing a letter to my mother, and she <u>ask</u> me what language I was writing in. We <u>end</u> up talking for about an hour! People in Mumbai <u>were seeming</u> very comfortable with each other. It <u>seem</u> quite natural for two people to just <u>started</u> talking in a cafe. This is something that <u>don't happen</u> in my place. At home, I would never start chatting with a stranger. I see that it's easy to <u>met</u> new people here.



13. Read the sentence given below.

'What are you making, Robertino?' asked his mother fondly.

What are the other ways of asking the same question? Discuss and write.

Now, read the imaginary conversation between Robertino and his grand father and identify different ways of asking questions.

Robertino : Could you please tell me a story, grandpa?
Grandpa : I should be interested to know what story you would like to hear.
Robertino : Can you tell me why angels live in heaven?
Grandpa : Have you got any idea about what angels do for us?
Robertino : I am afraid I don't know anything about it.
Grandpa : If you like, I could tell you a story about it.
Robertino : Thank you very much, grandpa.

a) You may have noted that each utterance in the above conversation serves a function. Discuss. Now, complete the table given below.

Function	Utterance
1. Asking for information	I should be interested to know what story you would like to hear.
	• .....
	• .....
2. Making a request	• .....
3. Offering help	• .....
4. Accepting help	• .....
5. Saying you do not know	• .....

b) Here are a few situations. How can you ask for information? Use the expressions in the box.

Situations

1. At the reception table in a company office
2. At the Railway Information desk
3. When you are not sure who has the information about bus timings
4. At the bank

- Excuse me, do you know.....?
- Could anyone tell me.....?
- I wonder if you could tell me.....
- Can you please give me any information about.....?

Now, let's think about organising a documentary show in your school. Collect pictures and document visuals related to various cultural activities like festivals, celebrations, etc. Prepare notes on the visuals.

Conduct a formal programme, preparing notices and inviting guests. Your teacher will help you.



Let's refer

abruptly (adv) : in a sudden and unexpected manner. *The bus came to a halt quite abruptly.*

acrid (adj) : strong and unpleasant (smell or taste)

aroma (adj) : a strong pleasant smell. *Freshly baked bread has a wonderful aroma.*

bestow (v) : to give someone something of great value or importance. *Honours were bestowed upon him by the Queen.*

bold (adj) : not afraid

bow (v) : to bend the top part of the body forward to show respect

chip : (here) to chop or cut with a chisel

deny (v) : to say that something is not true, or that you do not believe something. I can't *deny* his remarks.

diligence (n) : carefulness

eerie (adj) : strange and frightening. *I heard the eerie sound of an owl at night.*

exquisite (adj) : extremely beautiful. *The statue is exquisitely carved.*

glance (v) : to have a quick look at someone or something

glinting (adj) : giving out small flashes of light. *His spectacles have glinting gold rims.*

grotesque (adj) : strangely ugly. *The picture appears grotesque.*

gyrate (v) : to turn around fast in circles. *The dancers gyrated wildly to the beat of the drums.*

hailing the snow (v) : welcoming the snow

hasten (v) : to make something happen faster or sooner

heed (v) : to pay attention to (advice or warning)

indissoluble (adj) : unable to be destroyed. *My friendship with him is indissoluble.*

jangling (n) : the sound of metals striking against metals. *It is pleasant to hear the jangling of the bracelets.*

lend (v) : to let someone borrow something for a short time

lure (n) : something that attracts people. *Few people can resist the lure of adventure.*

merry (adj) : happy and cheerful

natal (adj) : relating to birth

ostentatiously (adv) : looking very expensive and impressive. *She likes to dress ostentatiously.*

outwit (v) : (here) to compete very hard and win

preen (v) : to spend time making one look tidier and more attractive. *A bird preens itself using its beak*.

pyrotechnics (n) : public show of fireworks

ragged (adj) : (of clothes) torn and in a bad condition. *She spread the ragged blankets on the bed.*

recent (adj) : having happened or started only a short time ago

sash (n) : a long piece of cloth that is worn around the waist like a belt

saunter (v) : to walk slowly. *The children were sauntering into the stadium.*

scamper (v) : to run with quick, short steps

sequin (n)	:	small shiny flat piece of metal, sewn on to clothes for decoration
shimmery (adj)	:	shining with a soft light that looks as if it shakes slightly
supernatural (adj)	:	beyond the natural
swirl (v)	:	to turn around quickly in a circular movement. *She smiled, swirling the milk in her hand.*
timid (adj)	:	not having courage (or confidence). *I was a timid child.*
tranquility (n)	:	quiet and peaceful condition
tremble (v)	:	to shiver slightly out of fear. *His lips were trembling when his father scolded him*.
trinket (n)	:	a pretty piece of jewellery or ornament that is not expensive
tuck (v)	:	to push something into or behind something so that it stays in place. *She tucked her hair behind her ears.*
twirl (v)	:	to turn round and round. *He twirled the empty glass with his fingers.*
unabating (adj)	:	continuing, without becoming weaker
vendor (n)	:	someone who sells things, especially on the street



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 identify and use English words suitable to my immediate surroundings.			
2.	I can enjoy listening to English poems and stories.			
3.	I have understood the essential elements of poems and stories.			
4.	I can listen to, understand and respond to the different experiences of my peers.			
5.	I can read, understand and appreciate poems.			
6.	I have understood and can use the elements of poetry like 'alliteration', 'rhyme', etc.			
7.	I can draw conclusions and make predictions using the hints provided.			
8.	I can use a dictionary and other materials for reference and enrich my vocabulary.			
9.	I can interpret tables, charts, diagrams and graphs.			
10.	I can talk and write about personal opinions and support them with examples.			
11.	I can talk and write about different aspects of culture like festivals, functions, celebrations, customs and traditions.			
12.	I can express in writing, my feelings and opinions on a given topic, with proper sequencing of ideas.			
13.	I can write simple stories using my imagination.			
14.	I can prepare slides for a presentation.			
15.	I have understood the elements of greeting cards and can prepare greetings for various situations.			
16.	I can write an acrostic poem.			
17.	I can describe a scene and a setting using appropriate language.			

No.	What I can do	I can do it well	I can do it with the help of my teacher	I need improvement
18.	I have understood the use of images like 'visual' and 'auditory' for effective narration. I can use them in my writing.			
19.	I can prepare for a picture show and exhibitions.			
20.	I have understood the words that stand for a group.			
21.	I have learned the use of words for sounds.			
22.	I can express general truths and habits using simple present.			
23.	I can talk about past events and past habits using simple past.			
24.	I can talk about things going on at the time of speaking using present continuous.			
25.	I can use multimedia equipment to document visuals of festivals, celebrations, etc., and conduct a documentary show.			
26.	I can write captions and notes on the visuals.			

Unit
5

Light and Shade



Look at the boy in the picture.



- Don't you think that the boy looks lonely? Why?
- Have you ever felt lonely?
- What do you do when you are left alone?

Here is a lonely boy. Let's learn more about him.
Read the script and present it.

You may follow the points given below while presenting it.

- Form groups of seven members.
- Read the script in the group.
- Identify the characters and analyse their dialogue.
- Choose your roles and practise the dialogue.
- Present it before the class. Your teacher will help you.

The Lonely Child and the Puppy

Narrator 1 : Once upon a time in a big, big city there lived a little boy, a little boy was he.
Narrator 2 : He had no joy, no fun.
Narrator 3 : He lived with his father and mother.
Narrator 1 : Still, he was lonely, a lonely boy was he.
Narrator 2 : The days were long and tedious.
Narrator 3 : The nights were dark and dull.
Narrator 1 : He longed for a good friend.
Narrator 2 : He tried and tried but all in vain.
Boy : I'm just a lonely lad,
Amidst the hue and cry,
My heart lost and sad.
I'm just a lonely boy,
Lost somewhere in time.

Narrator 1 : One day, he was coming back from school.

Narrator 2 : He saw a small puppy on the pavement of the street.



Boy : Ah! A cute puppy, a lovely puppy.

Narrator 3 : He went near the puppy and caressed it.

Boy : My dear puppy, are you lonely too?

Narrator 1 : Some passers-by asked,

Passer-by 1 : Where is its mother?

Passer-by 2 : Oh! It has lost its mother.

Boy : Lost its mother! But how?

Passer-by 1 : I don't know. It's always alone.

Passer-by 2 : No mother to feed it. Poor puppy!

Boy : Oh dear! Are you hungry? I've some biscuits in my snack box. Would you like it?

Narrator 1 : He gave the puppy some biscuits.

Narrator 2 : The puppy has been starving for some days.

Boy : Puppy, my biscuits are over. Don't worry. I'll give you more, tomorrow. Now, I'll leave you. Bye, bye, my little puppy.



Narrator 1 : The boy left the puppy there and walked away.

Narrator 2 : But, will the puppy leave him?

Narrator 3 : Oh, no ! Never, never.

Narrator 1 : It followed the boy.

Narrator 2 : It followed the boy all the way home.

Narrator 1 : At home, his mother was there at the door.

Mother : Stop, you naughty boy. Where did you get this dirty puppy?

Boy : I got it from the street, mom. A poor cute puppy!

Mother : Why did you bring it here?

Boy : Mom, I love this puppy very much and I want to keep it as my pet.

Mother : To keep a street dog as your pet? No...no...no. Throw it away, I say.

Narrator 1 : And the boy became sad.

Narrator 2 : Misunderstood and afraid,
The lonely boy sits with grey-
Cloud above his head, silently
Sniffling to hold the tears.

Narrator 1 : And can anybody be sad forever?

Narrator 2 : Won't there be rain after a scorching summer?

Narrator 3 : And won't there be dawn after a mournful night?

Narrator 1, 2 and 3 : Yes, the boy will get a friend one day
A friend for him to love and play.



Let's assess the presentations.

We have watched the presentation of 'The Lonely Child and the Puppy' by different groups.

Now, let's evaluate their performance. You can use the following table. You may give scores (out of 5) for each of the following features. Find out the winners.

Features	Group 1	Group 2	Group 3	Group 4
Dialogue delivery				
Tone variations				
Audibility				
Expressions				
Total Score				



Think and respond.

1. **The boy loved the puppy very much. Cite instances from the script.**

.....

.....

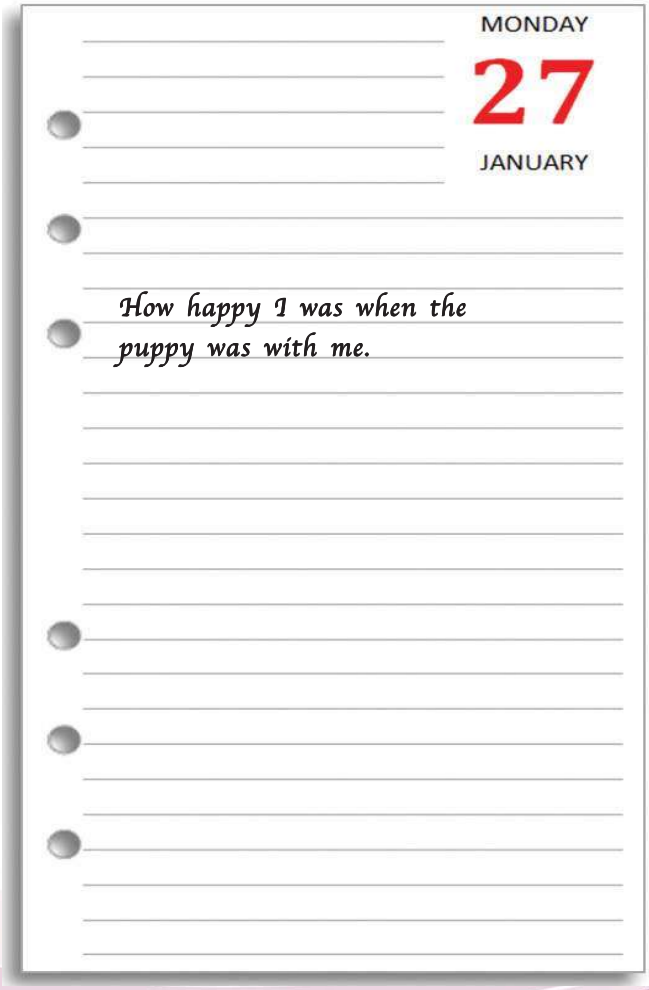
.....

.....

.....

.....

2. **The boy was extremely sad when he had to leave the puppy forever. He expressed his feelings in his diary that night. What would he write?**



Let's read about another lonely boy who appears in the film 'The Red Balloon.'

The Boy and the Balloon

Scene 1

A street.

A boy of about seven years is seen walking. There is a dog on the pavement. The boy bends down and pets the dog. He then goes down a flight of steps and disappears from view.

Now the boy is seen coming down the long flight of steps, holding a small bag. Something catches his attention and he looks up. He stops by a lamp post, looks up again, looks to the right and the left to make sure there is nobody around. He puts down the bag and quickly climbs the post. On the top of the post, caught in the rod that holds the lamp is a big balloon. The boy frees it. Holding the string of the balloon between his teeth, and the bag in his right hand, he walks down the steps.

1. 'The boy loves animals.' Pick out an instance from the passage to support the statement.

   .....

   .....

2. How do you show your love for your pets?

   .....

   .....

3. Why does the boy make sure that nobody was around before climbing up the lamp post?

   .....

   .....

Scene 2

Another part of the street.

The boy walks along the footpath of a busy street, with the balloon string in his left hand and



the bag in his right. An old woman turns to look at him amused.



The boy stands amidst a group of people waiting for a bus. When the bus comes, the passengers board through the small door at the rear and the boy tries to get in with them. But the conductor points to the balloon in the boy's hand and prevents him from getting in. The boy is disappointed. He stares at the bus moving away as the balloon on the string swings like a pendulum in his hand.

The boy breaks into a run, holding the balloon in his right hand and the bag in his left. Two pedestrians turn to look at him. The boy runs along the pavement and stops before a thick, polished door on the street. He knocks at the door and then reaches for a calling bell on the wall. When the door opens, he goes in. A signboard says it is a public school for boys.

4. Why doesn't the conductor allow the boy to get into the bus?

   .....

   .....

5. Comment on the attitude of the conductor.

   .....

   .....

6. The boy has to walk all the way to school because he is not ready to leave the balloon. What do you think is the reason for the boy's hesitation to leave the balloon?

   .....

   .....

7. Is the sweeper friendly with the boy? Pick out the sentence to support your answer.

   .....

   .....

Scene 3

The school yard.

A man is seen sweeping the yard. Holding the balloon by the string, the boy walks up to him.

The boy: Could you hold my balloon?

The sweeper obligingly takes the balloon and holds it.

The boy: Please don't let it go.

He starts running towards his classroom.

A teacher appears at the window on the upper floor of the building. He looks at the boy and the sweeper, and jots down something in his notebook.



The boy runs towards the classroom. He pushes open the door and goes in.

8. What may have the teacher jotted down in his notebook?

.....

.....

9. Do you think the boy will be punished by the teacher?

.....

.....

Scene 4

The street in front of the school.

A woman holding an open umbrella is seen waiting before the school door. The door opens and children rush out. One of the boys takes her hand and they walk away. The boy with the balloon comes out after a few moments and runs into the street. It's drizzling.

The boy does not want the balloon to get wet. He sees an old man with an open umbrella held above his head. The boy runs after him and talks to him. The man allows the boy to share his umbrella. The umbrella is too small to shelter the three of them. So the boy moves out of the shade of the umbrella and holds the balloon under it. Now, the boy gets wet but the balloon is sheltered. They walk on till the old man reaches his destination. He goes in through an open door. The boy looks to the left and the right in search of someone else with an umbrella.



10. '....the boy moves out of the shade of the umbrella and holds the balloon under it.' Why does the boy do so? Comment on his attitude towards the balloon.

.....

.....

Scene 5

Another street.

It is still drizzling. The boy is seen running after a woman who has an umbrella with her. He reaches her, holds the balloon under her umbrella and walks with her.

Then, the boy walks up to two nuns with umbrellas. One of them allows him to hold the balloon under her umbrella.

After that, the boy is seen walking with a man across a bridge, holding the balloon under the man's umbrella.

Next, the boy watches as a group of mounted soldiers pass by. The last soldier in the group turns to look at the boy, amused.

He stands by the side wall of an over-bridge and watches a train passing underneath. The boy then runs away and disappears.

11. How do the people in the street help the boy to protect the balloon from the rain?

.....

.....

12. Why do you think the last soldier looks at the boy amused?

.....

.....

Scene 6

Another part of the street.



The boy reaches home. His mother is seen watching him from behind the glass pane of a

French window* above. She shakes her head in disapproval, draws the curtain and disappears. After some time, she opens the window, throws out the balloon, and closes the window.

The balloon bobs up and down, but does not go away. It hovers around the window of the boy's home. The boy looks through the glass panes of the window at the balloon. He opens the window, walks out into the balcony, and grabs the string of the balloon. Then he goes in with it and closes the window.

13. The boy's mother shakes her head in disapproval. Why?

.....

.....

.....

.....

14. Why does the boy's mother throw the balloon out?

.....

.....

Scene 7

The street.

The next morning. A shopkeeper opening the shutters of his shop, a postman delivering mail to a woman on a balcony and a hawker selling his wares in the street are seen. A row of cars is seen parked on the street.

15. Why does the balloon hover around the window?

.....

.....

Scene 8

The street before the boy's house. The next morning.

The boy opens the window of his house and releases the balloon into the air.

The Boy: Balloon, you must obey me and be good.



16. The boy says something to the balloon. Do you talk to your toys? Share your experience.

.....

.....

* French window – a window which also functions as a door

He points his finger at the balloon, in a warning gesture, and closes the window.

The boy comes out. He is on his way to school. He looks up at the balloon, hovering above.

The Boy: Balloon, balloon, come down.

The balloon floats down to the boy gently. When the boy raises his hand to catch hold of the string, the balloon playfully evades him. He finally leaves the balloon and starts walking along the pavement. The balloon follows him, always keeping itself out of the boy's reach.

The boy comes down a flight of steps. There is a black dog at the bottom of the steps, which starts barking as it sees the balloon following the boy. The dog leaps up and tries to catch it. The balloon just manages to escape.

(Screenplay reconstructed by Dr K. M. Sheriff)

17. Why does the boy leave the balloon and start walking along the pavement?

.....

.....

18. Do you think the dog will attack the boy ?

.....

.....

Movie Time

Now, let's watch the movie 'The Red Balloon' and know more about the lonely boy.

Your teacher will help you watch the visualisation of the story.





Albert Lamorisse (1922-1950) was a French filmmaker, producer and writer. He first came into prominence for directing and producing the award winning short film 'White Mane' (1953). His important works include 'The Red Balloon', 'Stowaway in the Sky' and 'Circus Angel'. He won the Oscar Award for the best original screenplay in 1956.



1. Let's reflect.

a. Now, you are familiar with the characters in the screenplay 'The Boy and the Balloon.' Among these characters, who do you like the most? Why?

.....

.....

b. The balloon shows certain human characteristics in some of the scenes. Find them out.

.....

.....

c. What do you think about the attitude of the boy's mother towards the balloon?

.....

.....

d. You may have noticed that while going to school and on returning home, the boy feels lonely. What may be the reason for this?

.....

.....

e. Do you go to school alone? Compare your experience with that of the boy.

.....

.....

f. Suggest suitable titles for each scene of the screenplay.

.....

.....



2. Some of the characters favour the balloon and the boy, but some others do not. Find them out and write in the following table.

Those who favour	Those who do not
The sweeper	The conductor
.....	.....
.....	.....
.....	.....



3. The mother does not allow the boy to keep the balloon inside the house. She takes the balloon and throws it out. The boy might have protested. The following is the likely conversation between them. Complete it.

Mother : *Where did you get this balloon from?*
Boy : *I got it from the street.*
Mother : .....
Boy : .....
Mother : .....
Boy : .....
Mother : .....
Boy : .....
Mother : .....
Boy : .....



4. The boy feels deeply hurt by the attitude of his mother and the conductor towards the balloon. He expresses his feelings in a letter addressed to his friend. Draft the likely letter.

.....

.....

.....

.....

.....



5. Where do the events of the film take place? Go through the screenplay and find them out.

Scene	Location
1	
2	
3	
4	
5	
6	Another part of the street
7	
8	

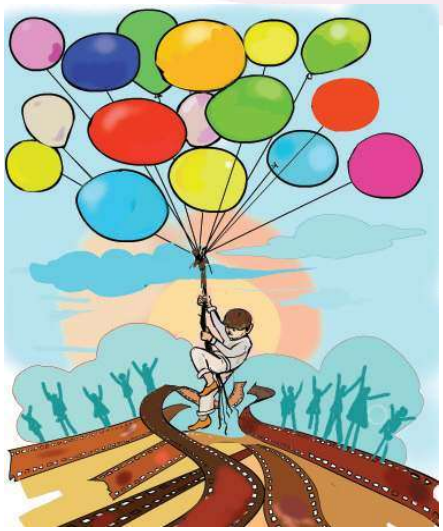
6. Look at the following shot from the movie 'The Red Balloon' and read the description given below. Certain words are missing in it. Choose the correct words from the box and complete the description.



Morning. A street corner. A wall which is ..... is seen in the background. A ..... window is seen on one side of the wall. The ..... of the wall is almost broken. The ruins of the wall are seen on the pavement. A ten-year-old boy is standing ..... near the shattered wall. He is in ..... trousers and a full sleeve T-shirt. He holds the balloon in his left hand and talks to it, pointing his left hand towards the balloon.

• on the pavement	• grey
• almost shattered	• mortar plastering
• closed wooden	

7. Here is another shot from the film 'The Red Balloon.' Circle the words in the box given below which can be used to describe the shot.



standing	walking	lifting	dead	beast	wind	hanging	forest
colourful	city	books	red	hungry	plenty	fallen	thick
green	trees	shadow	rain	fence	lightning	grass	road
shoe	water	house	rock	sand	strings	river	blue
sea	pink	black	sand	grey	storm	sunshine	sky

Now, classify the circled words and write in the following table.

Naming words (Nouns)	Words describing Nouns (Adjectives)	Words describing Verbs (Adverbs)

Now, using the words in the table above, try to describe the picture. Write your descriptions in the space provided.

.....

.....

.....

.....



8. **When the boy was alone, the balloon saved him from his loneliness and when the balloon was in danger, the boy saved it. The friendship between them was strong. Now, let's try to write the screenplay of the next scene of the film.**

.....

.....

.....

.....

Read and enjoy:



We have watched the film 'The Red Balloon.' You know that a movie camera is necessary for making a film. Before the emergence of movie cameras, there were only still cameras to capture a scene. But now, we have cameras even in mobile phones. Let's read a poem and see how a camera is used.

Daddy Fell into the Pond

Alfred Noyes

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,
THEN
Daddy fell into the pond!
And everyone's face grew merry and bright,
And Timothy danced for sheer delight.
"Give me the camera, quick, oh quick!
He's crawling out of the duckweed."
Click!
Then the gardener suddenly slapped his knee,
And doubled up, shaking silently,
And the ducks all quacked as if they were daft
And it sounded as if the old drake laughed.
O, there wasn't a thing that didn't respond
WHEN
Daddy fell into the pond!



Alfred Noyes (1850-1958), the renowned English poet, short story writer and playwright was born in Wolverhampton, England. His well-known works include 'The Highwayman' and 'The Barrel Organ'. He was honoured with D.Litt by Yale University in 1913.



1. Let's answer.

a. Why did everybody enjoy the fall of the father?

b. Comment on the gardener's response to the fall.

c. Everybody laughed when father fell into the pond. Comment on the attitude of the people.

d. What might be the feeling of the father when everybody laughed at him?

e. Instead of making an attempt to save his father, Timothy tried to take a snap. What do you think about this attitude?

f. Do you have any experience like the one described in the poem? Share it.

g. The first and second lines of the poem end in the words 'grey' and 'say'. These words end in the same sound. Find out other such pairs from the poem.

Your teacher will help you watch the visualisation of the poem 'Daddy Fell into the Pond.'



2. Look at the lines given.

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,

The author uses words like 'grey', 'dismal', etc., to evoke a particular tone. What mood do these words create? Happy or sad?



3. Now, read the following lines:

And everyone's face grew merry and bright,
And Timothy danced for sheer delight.
"Give me the camera, quick, oh quick!
He's crawling out of the duckweed."

Analyse these lines and find out the poetic tone.

Pick out the words that express the tone of the poem.

.....

.....

.....



4. Look at the following passages:

A

In a big, big city, there **lived** a little boy, a little boy **was** he. He **was** having no fun and no joy. He **lived** with his father and mother. Still he **was** lonely, a lonely boy **was** he. The days **were** long and tedious. The nights **were** dark and dull.

B

In a big, big city, there **lives** a little boy, a little boy **is** he. He **is** having no fun and no joy. He **lives** with his father and mother. Still he **is** lonely, a lonely boy **is** he. The days **are** long and tedious. The nights **are** dark and dull.

C

It **was** still drizzling. The boy **was** seen running after a woman who had an umbrella with her. He **reached** her, **held** the balloon under her umbrella and **walked** with her. Then the boy **walked** up to two nuns with umbrellas. One of them **allowed** him to hold the balloon under her umbrella.

D

It **is** still drizzling. The boy **is** seen running after a woman who has an umbrella with her. He **reaches** her, **holds** the balloon under her umbrella and **walks** with her. Then the boy **walks** up to two nuns with umbrellas. One of them **allows** him to hold the balloon under her umbrella.

Let's analyse.

- Read the sentences in column A and in column B.
- Some words are underlined in both the columns.

  They show an action. The word 'lived' in column A has become 'lives' in column B.
- What difference in meaning is indicated by this change?
- Which of the two columns denote completed actions and which column denotes the actions happening at present?

  The changes in the action words denote the change in time.
- Compare the words underlined in column A with those in column B.
- Now, compare the sentences in column C with those in column D.



5. Let's complete the table below taking words from columns A, B, C and D.

Words denoting the actions completed	Words denoting the actions happening at present



6. Here is the part of a screenplay. There are certain errors in it. Correct them.

Morning. The boy is seen walking along the pavement holding the string of the balloon in his hand. Some passengers are also see walking. The boy reaches a closed door. He knocks at the door and waits. But the door is not opens. He moves towards the calling bell on the wall. He presses the bell. The door was opened. He goes in. The door is close behind him.



7. Read the following.

Boy : Ah ! A cute puppy, a lovely puppy.

Here, the word 'Ah' is used to express great joy. Have you noticed any such words/expressions in the script 'The Lonely Child and the Puppy' which convey intense feelings? List them.

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

Look at the list of words below. How would you express these feelings? You may choose from those given in the box.

- surprise : .....
- fright : .....
- disappointment : .....
- anger : .....

- pain : .....
- being impressed : .....
- sympathy : .....
- lack of interest : .....
- disbelief : .....
- nervousness : .....
- encouragement : .....
- interest : .....

- I see!
- Fancy that!
- What a nuisance!
- Well done!
- Congratulations!
- My goodness!
- My God!
- Oh, no!
- What a shame!
- Oh dear!
- Good heavens!

8. Let's play a game.

You can play this game in pairs using dice. All the questions given here are asked by the balloon and answered by the boy. You can start from the first question. The answers are given in the succeeding boxes. Find your answers according to the number you get when tossing the dice. Then copy down each question and the answer that you get, in your notebook. The one who reaches the finishing point first will be the winner.

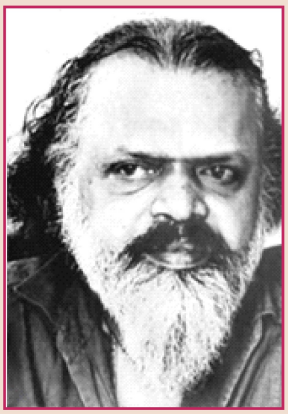
4. There are fifteen girls and ten boys.	**5.** There are many students.	**6.** There are about thirty children.	**FINISH** **OK. BYE..BYE SEE YOU.**	
6. Late in the evening.	**D.** How many children are there in your class?	**1.** There are thirty.	**2.** Only thirty children.	**3.** There are fifteen boys and fifteen girls.
1. In the evening.	**2.** After the class.	**3.** I'll come back in the evening.	**4.** I'll come back at 4 o' clock.	**5.** I'll come back when the class is over.
3. I want to study.	**4.** I want to learn Mathematics.	**5.** I've to study Mathematics and Science.	**6.** I'm going to my class to study.	**C.** When will you come back?
5. Hey! You know, I've to attend the class.	**6.** To the class.	**B.** Why are you going there?	**1.** To study.	**2.** I've to study a lot of things from there.
START **A.** Where are you going?	**1.** To the class.	**2.** I've classes now.	**3.** I'm going to my class.	**4.** To the classroom



9. Ask similar questions to your classmates using 'what', 'where', 'when', 'why', 'how', or 'which'. Write down the questions and their responses below.

_ _ _ _

Govindan Aravindan



G. Aravindan, the renowned Malayalam film director, screen writer, musician and cartoonist, was born on 21 January, 1935, in Kottayam. He experimented in story telling without regular narrative styles. Before entering the world of films, he was an established cartoonist. His cartoon series 'Cheriya Manushyarum Valiya Lokavum' won the hearts of Malayalees. His well known films are 'Utharayanam', 'Kanchanasita', 'Kummatty', 'Pokkuveyil', 'Chidambaram', 'Oridathu' and 'Vasthuhara'. He was honoured with the national and state film awards. He also worked in documentary and theatre productions. He left the world on 15 March, 1991.

Akira Kurosawa



Akira Kurosawa, one of the most important and influential of Japanese filmmakers, was born on 23 March, 1910. He contributed much to the development of world cinema. He was a director, screenwriter, producer, and editor. He directed 30 films in a career spanning 57 years. He made his debut as a director in 1943, during World War II, with the popular action film ‘Sanshiro Sugata’. His other ventures are 'Rashomon', 'Golden Lion', 'Ikiru', 'Seven Samurai', 'Throne of Blood' and 'Dreams'. He died in 1998.

Satyajit Ray

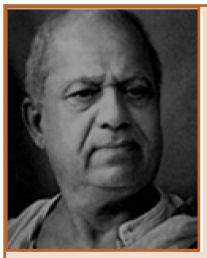


One of the greatest masters of world cinema, Satyajit Ray was born on 2 May, 1921, in the city of Calcutta. He belonged to a Bengali family prominent in the fields of art and literature. Starting his career as a commercial artist, Ray was drawn into independent filmmaking after meeting the French filmmaker Jean Renoir and viewing the Italian film 'Bicycle Thieves' during a visit to London. Ray directed 36 films, including feature films, documentaries and short films. 'Pather Panchali', 'Aparajito', 'Apur Sansar', 'Jalsaghar', 'Charulata', and 'Teen Kanya' are some of his important works. He was also a writer of fiction, publisher, illustrator, graphic designer and film critic. He wrote several short stories and novels. They were primarily aimed at children and adolescents. He passed away in 1992.



You have gone through the profiles of some of the masters of world cinema. Now, let's prepare the profile of Dhundiraj Govind Phalke, 'The Father of Indian Cinema.' You may use the following hints.

Full name	:	Dhundiraj Govind Phalke
Born	:	30 April, 1870
Place of birth	:	Tryambakeshwar, Nashik, Maharashtra
Known	:	film director, screenwriter, producer
Important works	:	'Raja Harischandra', 'Mohini Bhasmasur', 'Satyavan Savitri', 'Setu Bandhan'
Death	:	16 February, 1944



.....

.....

.....

.....

.....

.....



Let's refer

amidst (adv)	-	in the middle of
bob (v)	-	to bounce
caress (v)	-	to touch somebody affectionately
crawl (v)	-	to move forward on one's hands and knees
daft (adj)	-	crazy
dawn (n)	-	early morning
deny (v)	-	to refuse
destination (n)	-	place to reach
determined (v)	-	made a firm decision
disapproval (n)	-	a feeling that something is not suitable
dismal (adj)	-	sad
drake (n)	-	a male duck
drizzle (v)	-	to rain lightly
duckweed (n)	-	a very small plant that grows on the surface of still water
dull (adj)	-	uninteresting
equipment (n)	-	things that are needed for a particular purpose
establish (v)	-	to start
established (adj)	-	respected, recognised
evade (v)	-	to escape /slip away
flight (of steps) (n)	-	a series (of steps)
fulfil (v)	-	to achieve what was expected
futile (adj)	-	vain, having no result
grab (v)	-	to take or hold
grumble (v)	-	to make a deep continuous complaining sound
hawker (n)	-	a person who sells things going from place to place
hover around (v)	-	to stay in the air
hue and cry (n)	-	uproar, outcry
indebted (adj)	-	owing money (or other favours) to
influential (adj)	-	having a lot of influence
jot down (v)	-	to write down
lean (v)	-	to bend from a vertical position
leap up (v)	-	to jump high
leisurely (adv)	-	comfortable, relaxed
merry (adj)	-	happy
mounted soldiers (n)	-	soldiers on horseback
mournful (adj)	-	sorrowful
obtain (v)	-	to get
pavement (n)	-	sidewalk
pedestrian (n)	-	traveller on foot
pile (n)	-	heap
profile (n)	-	shape
prominent (adj)	-	important or well known
pursue (v)	-	to try to achieve
rear (adj)	-	back
renowned (adj)	-	famous
rod (n)	-	stick
sheer (adj)	-	complete / extreme
strive (v)	-	to make a great effort
tedious (adj)	-	boring



Let's check

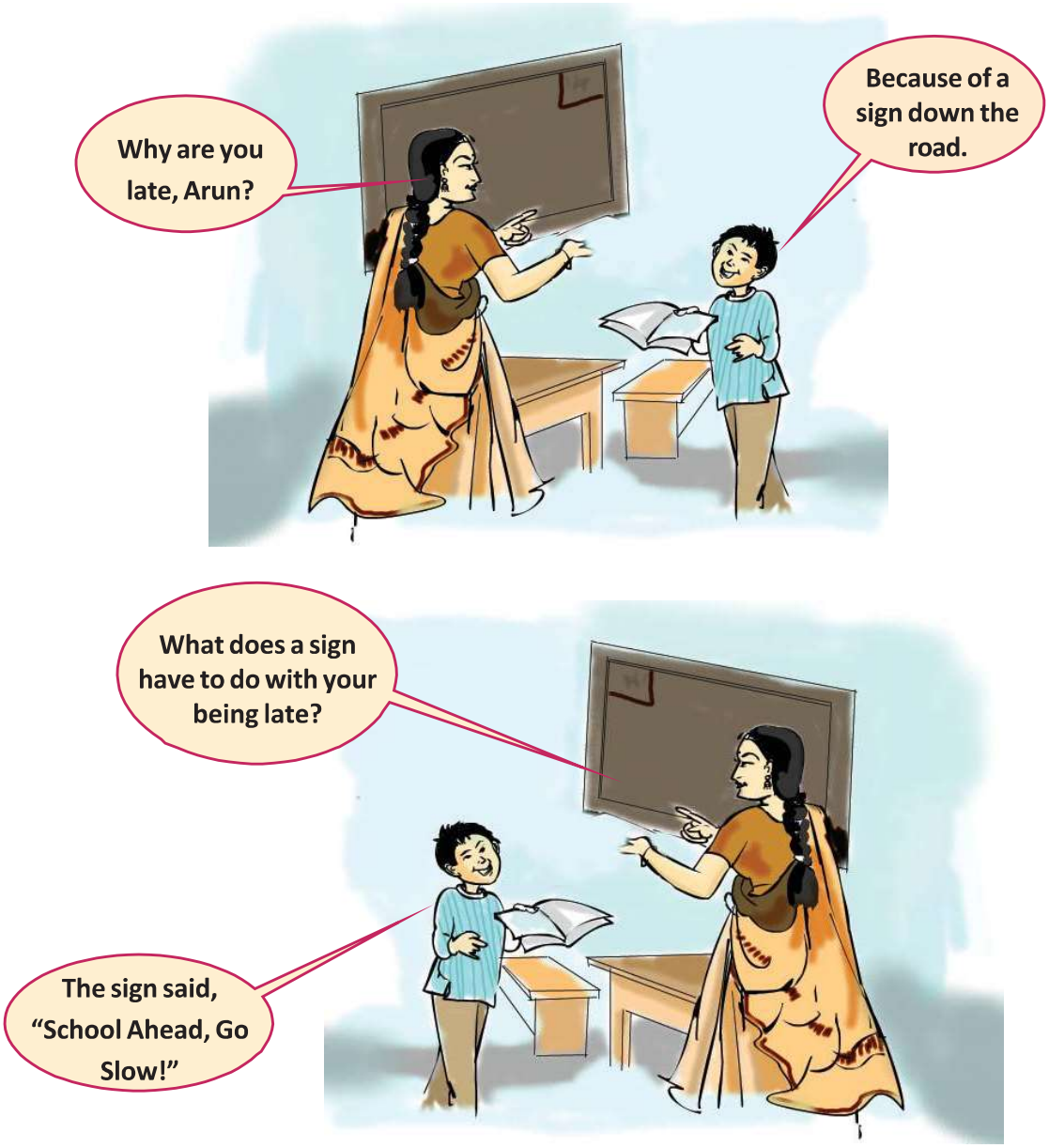
No.	What I can do	I can do it well	I can do it with the help of my teacher	I need improvement
1.	I can present my role well in the Reader's Theatre.			
2.	I can write the thoughts (diary) of people.			
3.	I can enjoy listening to English poems.			
4.	I can classify the characters in a story on the basis of their attitude.			
5.	I can write the conversation between persons.			
6.	I can identify the locations used in different scenes.			
7.	I can describe an event using the given words.			
8.	I can classify nouns/adjectives/adverbs on the basis of their functions.			
9.	I can describe a given picture.			
10.	I can pick out the rhyming pairs of words.			
11.	I can write simple descriptions.			
12.	I can grasp ideas and draw conclusions on the use of different tenses: simple past/present.			
13.	I can draw conclusions on time-related activities.			
14.	I can understand the central idea of a poem.			
15.	I can infer meanings of unfamiliar words.			
16.	I can write a simple screen play.			
17.	I can form the mental pictures of events described in poems.			
18.	I can play the 'language game' using dice.			
19.	I can frame and use 'wh' questions in different contexts.			
20.	I can read and appreciate the profiles of eminent film makers.			
21.	I can make short profiles of important personalities.			

Unit 6

Moments of Humour



Study the cartoon given below:



Do you like the cartoon? Why? Discuss.

Do you remember any such humorous anecdotes from your school life? Describe some of them.

Name some cartoonists/ poets/ writers who are famous for humorous works.

Kerala is home to many a great humorous poet. Let's read about one of them.

Kunjan Nambiar, the great poet and story teller, made literary wit and humour understandable to the common man. His art form *Ottanthullal* reflects his sense of social responsibility.

Let's read an anecdote from his life.

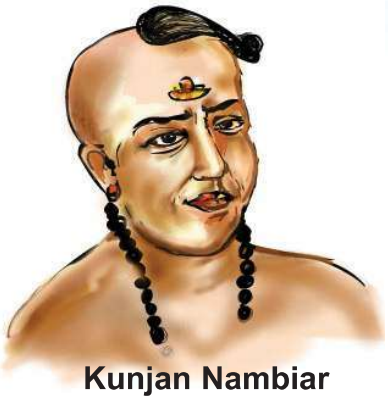
Kunjan Nambiar was very poor. He used to eat at an *Ootupura* maintained by the King. Those in charge of the *Ootupura* used to serve stale food. One day, the King and Nambiar were walking along the main road. They came across a cow passing loose dung.

Nambiar went near the cow and enquired, 'Are you also served food from the King's *Ootupura*?'

The king heard this remark. He made enquiries and gave orders to dismiss the corrupt officials. Never more was stale food served at the King's *Ootupura*.

We have seen how *Kunjan Nambiar* used his innate sense of humour to solve a crisis.

Do you want to know more about the quality of humour? Now, let's read something about humour.



Kunjan Nambiar

1. Do you read funny/humorous stories? Name some of the characters.

.....

.....

.....

.....

What is Humour?

Humour can be simply defined as a quality in something that makes it funny. Humour leads to laughter. When laughter is shared, it brings people together and increases happiness and intimacy among them. It is interesting to note that people of all ages and cultures can respond to humour instantly. Most people are able to laugh or smile at something funny, and are therefore considered to have a **sense of humour**.

Humour and laughter, it is said, strengthen one's immune system, enhance one's energy and protect one from the damaging effects of stress. In fact, humour is a priceless medicine. This medicine is free, quite easy to use, and available everywhere.

When we crack a joke, it must be remembered that it should not hurt the feelings of anyone.

Humour is present in the daily activities of our life. Even in very serious situations, there can be instances of humour. Here is an example. Read on:

My Financial Career

Stephen Leacock



Stephen Butler Leacock (1869-1944) is an English-born Canadian teacher, writer, and humorist. He is known for his light humour and criticism of people's follies. His notable works are *Sunshine Sketches of a Little Town*, *Arcadian Adventures with the Idle Rich*, etc. The Stephen Leacock Memorial Medal for Humour was instituted in his honour.

When I go into a bank I get nervous. The clerks make me nervous. The little windows at the counters make me nervous. The sight of the money makes me nervous. Everything makes me nervous. Nevertheless, I had to go to the bank.

There was a fair increase in my salary. I wanted to deposit the money with the bank. I felt that the bank was the only place for it.

I walked in with dragging feet and looked shyly round at the clerks. I had an idea that a person about to open an account must consult the manager.

I went up to a counter marked 'Accountant.' The accountant was a tall, cool fellow. The very sight of him made me nervous. My voice was deep and hollow.

'Can I see the manager?' I said, and added solemnly, 'alone.' I don't know why I said 'alone.'

'Certainly,' said the accountant.

The manager was a grave, calm man.

'Are you the manager?' I asked.

'Yes,' he said.

'Can I see you,' I asked, 'alone?' I didn't want to say 'alone' again, but I couldn't help it.

The manager looked at me in some alarm. He felt that I had a terrible secret to reveal.

1. How does Leacock feel before going to the bank?

   .....

   .....

2. Why did the author go to the bank?

   .....

   .....

3. What did the author tell the accountant?

   .....

   .....

4. 'Are you the manager?' Do you think it is proper to ask such a question?

   .....

   .....

5. Why did the manager look at him in alarm?

   .....

   .....

'Come in here,' he said, and led the way to a private room. He turned the key in the lock.

'We are safe from interruption here,' he said. 'Sit down.'

We both sat down and looked at each other. I found no voice to speak.

'You are a detective, I suppose,' he said.



'I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.'

The manager looked relieved but still serious; he concluded now that I was a millionaire.

'A large account, I suppose,' he said.

'Fairly large,' I whispered. 'I propose to deposit fifty-six dollars now and fifty dollars a month regularly.'

I could see the manager trying to suppress a laugh. He got up and opened the door. He called to the accountant.

'Mr. Montgomery,' he said unkindly loud, 'this gentleman is opening an account. He will deposit fifty-six dollars. Good morning.'

6. What did the manager guess about the author? Why?

.....

.....

7. Why did the manager look relieved?

.....

.....

.....

I rose. The manager showed me the way to the accountant.

I went up to the accountant's counter and pushed the money at him with a sudden, quick movement as if I were doing a conjuring trick.

My face was pale as death.

'Here,' I said, 'deposit it.' The tone of the words seemed to mean, 'Let us do this painful thing.'

He took the money and gave it to another clerk.

He made me write the sum on a piece of paper and sign my name in a book. I no longer knew what I was doing. The bank was going round and round before my eyes.

'Is it deposited?' I asked nervously.

'It is,' said the accountant.

'Then I want to draw a cheque. I want to get back some money.'

My idea was to draw out six dollars of it for present use. Someone gave me a cheque-book through a little window and someone else began telling me how to write it out. The people in the bank thought that I was a millionaire who had something wrong with him. I wrote something on the cheque and thrust it in at the clerk. He looked at it.

'What! Are you drawing it all out again?' he asked in surprise. Then I realized that I had written fifty-six instead of six, the entire money I deposited. I felt that I was doing something unreasonable. All the clerks had stopped writing to look at me.

'Yes, the whole thing.'

'You withdraw all your money from the bank?'

'Yes, every cent of it.'

'Are you not going to deposit any more?' asked the clerk, astonished.

'Never.'

I had no explanation for my foolish behaviour. Since I had nothing to do, I acted like a man with a fearfully quick temper.

8. What mistake did he commit while writing the cheque?

.....

.....

.....

Your teacher will help you watch the video at www.youtube.com

The clerk gave the money to me and I rushed out.



As the big door swung behind me, I could hear the echo of a roar of laughter that went up to the ceiling of the bank. Since then, I bank no more. I keep my money in cash in my trousers' pocket and my savings in silver dollars in a sock.

(Adapted)



1. **Leacock rushed out with the money. Since then, he has never gone to the bank. Can you suggest another ending to the story?**

   .....

   .....

   .....

2. **Dictionary work**

   A few words from the story are given below. Rearrange them as they appear in a dictionary. Also, write their meanings.

Accountant	Cheque
Manager	Withdraw
Clerk	Cash
Deposit	Savings
Money	Counter
Dollar	Bank



3. Think that you would like to open an account in a bank. What are the formalities for opening an account?

- Fill in the application form.
- Produce your ID.
- Give a copy of your photograph.

The following is a sample of an application form for opening an account. Fill in the form properly.

ABC BANK

Cochin Branch

Photo

First Name :

Middle Name :

Last Name :

Name of Parent/Guardian :

If minor, specify the name of the nominee :

Address with Telephone No :

Age & Date of birth :

Sex : F ☐ M ☐

Marital Status : Single ☐ Married ☐

Signature

Can you think of any other personal information to be included in the form? You may collect copies of such application forms from various sources and try to fill in.



4. The words *Accountant*, *Clerk* and *Manager* in the story 'My Financial Career' are job titles.

Accountant - a person who keeps or inspects financial accounts.

Clerk - a person who keeps records and undertakes administrative duties.

Manager - a person responsible for controlling or administering an organization or group of staff.

What do we call a man who:

a. writes books : .....

b. does clever tricks which appear magical : .....

c. is in charge of a museum or an art gallery : .....

d. collects fares on a bus : .....

e. breaks into a house in order to steal : .....

f. investigates crimes and obtains evidence or information : .....



5. Here is the conversation between the Author and the Manager.

Author	:	Are you the Bank Manager?
Manager	:	Yes, what can I do for you?
Author	:	Can I see you alone?
Manager	:	Of course. Come in here.
Author	:	I would like to open an account. Could you please mention the formalities?
Manager	:	Sure, Sir.

(a) Pick out the questions from the piece of conversation and write them below.

.....

.....

(b) Write the question words used in the conversation.

.....

.....

(c) Examine the responses to the questions. Think of other alternatives. Write them down.

.....

.....



6. The author in the story wants to deposit his/some money in the bank. He goes to the bank and asks permission to see the manager.

Look at the way he seeks permission.

Can I see the manager?

a) Are there other ways to ask permission? Write them below.

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

Read the conversion below and identify such expressions:

Boy : May I go out to play?
Mom : No dear, it's very hot outside.
Boy : Would you mind if I watch TV?
Mom : You've a lot to study.
Boy : I've already finished my homework. Is it okay if I draw some pictures?
Mom : That's fine.

b) Expressions to seek permission:

a. .....
b. .....
c. .....

Ways of seeking permission:

Can I .....?
Could I.....?
May I .....?
Do you mind if .....?
Would it be all right/okay if .....?
Is it okay if .....?
Would you mind if I .....?
With your permission I should like to .....
I was wondering if I could .....

c) Use the expressions in the box above to make sentences of your own to suit the situations given below.

1. You forgot to bring your pen. You want to borrow one from your friend.

.....

2. You are travelling on a train. You would like to borrow the newspaper from the passenger who is sitting near to you.

.....

3. You are buying a shirt in a shop.

You want to see if it fits you before you buy it.

.....



7. Read the sentence underlined in the following extract from 'My Financial Career.' 'Here,' I said, 'deposit it,' The tone of the words seemed to mean, 'Let us do this painful thing.'

Let's is normally used to suggest something.

e.g. Let's walk to the school.

Let's have soup before dinner.

(a) Can you think of a few suggestions to make to your friend when you both feel bored during the weekend.

Begin with *Let's*.....

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

(b) Read the conversation given below.

Sidhik	:	Did you have a good weekend?
Jacob	:	Yes, I did. But I am not feeling well today.
Sidhik	:	Shall we consult a doctor then?
Jacob	:	Oh, no. I'll be all right in a few minutes.
Sidhik	:	How about having a cup of tea?
Jacob	:	That's a good idea.
Sidhik	:	Do you think we could go to a restaurant?
Jacob	:	Why don't we make tea here?
Sidhik	:	Wonderful!

You may have noted the expressions used to make suggestions in the conversation above. Write them down.

.....

.....

.....

.....

8. Here are a few more expressions generally used to make suggestions. Use them to make sentences to suit the situations given below.

Shall we...?
Do you think it would be a good idea to ...?
What about ...?
How about...?
Why don't we...?
May I suggest...?
Why not...?

Situations

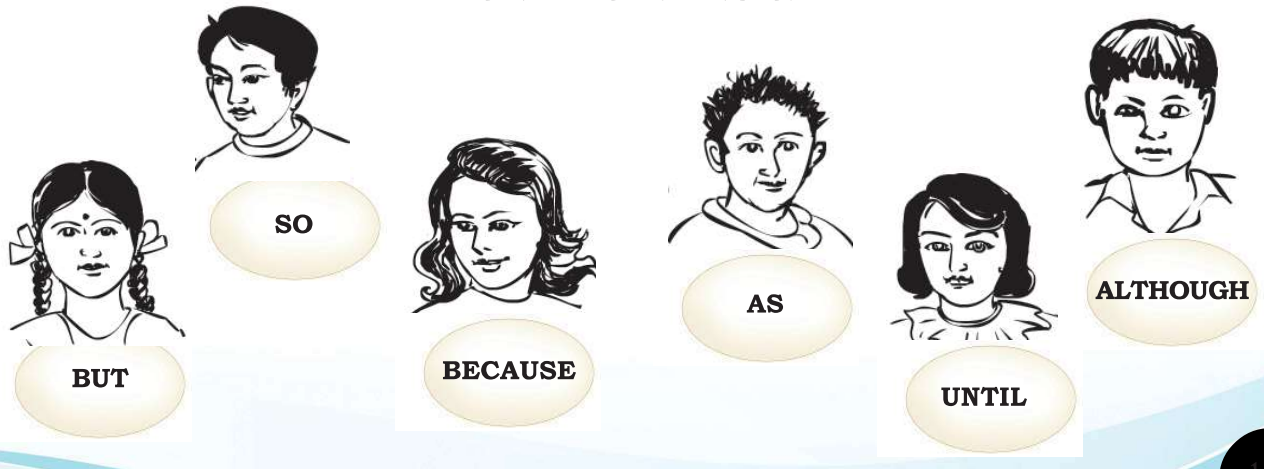
1. Your friend wishes to go out on a sunny afternoon.
   .....
2. A girl is standing by her bike which has broken down.
   .....
3. An old man has fallen down in the street.
   .....
4. A friend has lost his keys.
   .....
5. A friend wishes to dine out.
   .....

9. Read the sentence :

The clerk gave the money to me and I rushed out.

- How can you split the sentence into two?
- Identify the word used to connect/join the two parts of the sentence.
- Do you know any connecting words other than 'and'?

WITHOUT US CONNECTIVES, YOU'D JUST BE SIMPLE SENTENCES.



Now, pick out sentences with connecting words from the story 'My Financial Career.' One has been done for you.

a) I wrote something on the cheque and thrust it in at the clerk.

b) .....

c) .....

d) .....

Read and enjoy:

Even fear can create instances of humour in our daily life.

1. Are you afraid of anything? If so, list them.

   a.
   b.
   c.
   d.

2. What will you do if you see something that causes fear?

   a. Scream
   b. Call your mother/ brother/ grandparent
   c. Run away

3. Is your mother / father/ grandparent afraid of something? What do you think they will do if they see something frightening?



Now, read the poem and find out the cause of a mother's fear.

Mother and the Mouse

Faith Trekson

My Mother is not the sort of Mum
who'll squeal and faint and shiver,
Darkness doesn't scare her,
When it thunders she won't quiver!

When I decide to play up
she fixes me with a stare,
One flashing look from her big eyes,
and I just don't care to dare!

So it was with shock, one morning,
when I woke up from a dream,
To hear my valiant, mighty Mum,
let out a high-pitched scream!

I raced to see her perched up high,
upon the kitchen sink,
Squealing like a baby bat,
Right on the edge, the brink.

I asked her what the matter was,
Had the pressure cooker burst?
Or had the oven scorched her hand?
I did expect the worst!



She whimpered like a baby,
And pointed to a mouse,
That had the gall and temerity,
to enter into our house!
I picked a broom and shooed at it,
I chased it to the hall,
I almost whacked it sharply,
for driving Mummy up that wall.

But it was quick and cunning
and soon gave me the slip,
It vanished in the hallway,
into the garden skip.

I ran into the kitchen,
and helped my Mummy down,
Trembling like an autumn leaf,
She wore a frightened frown...

“I don’t like mice”, she whispered,
Her big eyes round with fear,
I felt like superheroes do,
so glad that I was near!

I told her not to worry,
With the mice I was at war
I promised her that she’d be safe,
For that’s what sons are for!

Your teacher will help you visit the internet for similar poems.



Let's answer.

1. Does your mother 'squeal, faint or shiver' when she sees and hears something? Describe the character of your mother, explaining whether she is scared of anything.

   .....

   .....

2. How does the boy describe his mother's courage?

   .....

   .....

3. What made the mother perch up high on the kitchen sink?

   .....

4. Some kitchen appliances are mentioned in the poem. What are they? What are they used for?

   .....

5. What was the mother scared of?

   .....

6. What did the boy do to the mouse?

   .....

7. Pick out the rhyming words from the poem.

   .....

8. Do you think that the son is a real 'superhero'? Why?

   .....

9. 'Squealing like a baby bat' is one instance of simile. Pick out other such instances from the poem.

   .....

10. Pick out examples of alliteration from the poem.

    .....

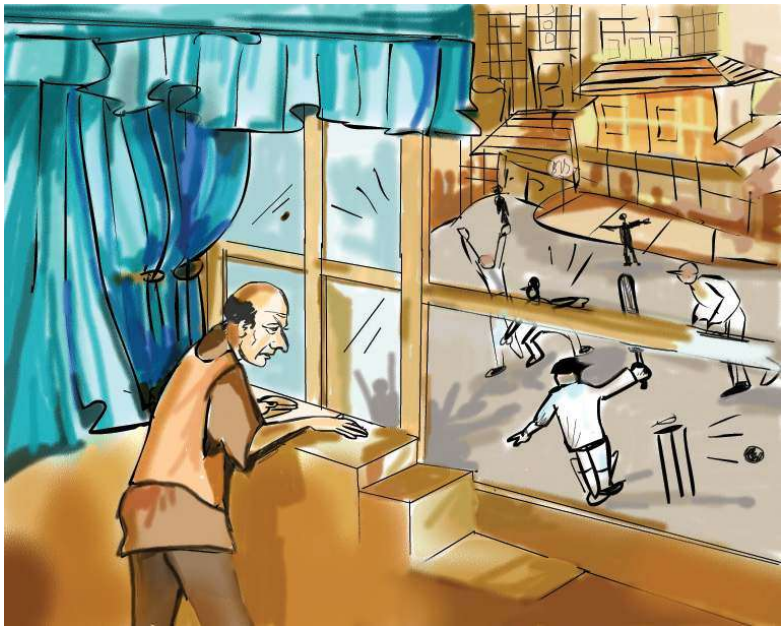
11. Children, and even some grown-ups, are scared of darkness, thunder and harmless creatures. Are you scared of anything? Explain why you fear it.

People with a good sense of humour think sensibly. They can easily solve their problems without offending anyone. Here is such an instance.

Read on:

Master of the Game

An old man, who lived in a small side street in the city of Mumbai, had to put up with the nuisance of having boys play cricket outside his house, at night.



One evening, when the noise rose high, he went out to talk to the boys.

He explained that he was a pensioner who was happy to see or hear boys playing his favourite game, cricket. He said he would give them 25 rupees each week to play in the street, at night.

The boys were thrilled.

They were being paid to do something they enjoyed!

At the end of the first week, they knocked at the old man's house and asked to be paid.

He did so.

1. What did the old man have to put up with?

   .....

   .....

2. How did he present himself before the boys?

   .....

   .....

3. What was his offer to them?

   .....

   .....

4. How did he win the confidence of the boys?

   .....

   .....

The second week, when they asked for payment he said he had run out of money, and sent them away with only 15 rupees.

The third week, the man said he had not yet received his pension and gave them only 10 rupees.

The boys were very disappointed but there was not much they could do about it.

The fourth week, the man said he could not afford to pay them 25 rupees as he had promised, but would give them 5 rupees each week, without fail.

This was too much for the boys.

"You expect us to play seven days a week for just 5 rupees!" they yelled.

They stormed away, and never played on the street again.

5. What did he do in the second and third week? Why?

.....

.....

6. Why do you think the old man is a master of the game?

.....

.....

Your teacher will help you watch the video at www.youtube.com



1. Do you like humorous riddles and puzzles? Read the following questions and find out answers to them, from the box on the right.

1. What kind of umbrella does a man carry on a rainy day?	❍ So he could be on time!
2. Why did the student sit on his watch?	❍ They swim in schools.
3. Which fish have their eyes closest together?	❍ A person on a horse.
4. Why are fish smart?	❍ A roof.
5. What are the two things you shouldn't have before breakfast?	❍ May (it has only three letters)
6. What has six legs, two arms and two heads?	❍ A wet one!
7. What goes up but never comes down?	❍ The smallest ones
8. What do you find all over a house?	❍ Lunch and Dinner
9. Why do white sheep eat more than black sheep?	❍ Your age
10. Which is the shortest month?	❍ There are more of them!



2. Collect jokes, stories of wit and wisdom from the life of Tenali Raman, Mulla Nazarudeen, Birbal... and prepare a **Class Magazine**.



Let's refer

brink (n)	:	the edge
conjuring trick (n)	:	a clever trick which appears magical, especially by quick movements of the hands
crack a joke (v)	:	to tell a joke
drag one's feet (idiom)	:	do something slowly because you do not want to do it *I suspect the police are dragging their feet in the case.*
gall (n)	:	rude behaviour
immune system (n)	:	the system in your body that protects you against diseases
innate (adj)	:	a quality or ability that one has from birth *His innate sense of humour made him popular.*
millionaire (n)	:	an extremely rich man
perch (v)	:	to sit on something high *The pigeons perched upon the roof of the house.*
play up (v)	:	to cause trouble or pain, especially by not working or behaving in the expected way
quiver (v)	:	to tremble *Her lips quivered and tears rolled down her cheeks when she heard the news.*
ridicule (v)	:	to make fun of *Rahul felt that he was being ridiculed by others.*
run out of	:	to come to an end *We are running out of sand because of the uncontrolled sand-mining.*
satire (n)	:	the use of humour to criticize someone or something and make them seem silly *His latest book is a biting satire on corruption.*
scorch (v)	:	to burn the surface of something by dry heat *The long, hot summer scorched the grass.*
shoo (v)	:	to drive away somebody/ something by crying 'shoo' *He shooed the cat out of the house.*
skip (n)	:	a large metal container into which people put unwanted objects, building or garden waste
solemnly (adv)	:	seriously
squeal (n)	:	a high-pitched cry *The girl squealed on seeing a snake in the courtyard.*
stale (adj)	:	old and no longer fresh *We should not eat stale food.*
temerity (n)	:	extremely confident behaviour that is likely to be considered rude *He was punished for his temerity.*
valiant (adj)	:	courageous *The valiant never taste of death but once.*
whack (v)	:	to hit someone/something with great force *The old man lifted his cane and whacked the thief on the head.*
whimper (v)	:	to make a quiet crying sound. *She whimpered about having to get up early.*



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 read and appreciate cartoons and give captions to them.			
2.	I can understand the importance of having a sense of humour in daily life.			
3.	I can make use of suitable expressions to seek permission.			
4.	I can use apt expressions to make suggestions.			
5.	I can understand the use of connectives in sentences.			
6.	I can read, enjoy and appreciate a poem.			
7.	I can rewrite the ending of a story using my imagination.			
8.	I can use humour to solve problems in my daily life.			
9.	I can fill in an application form.			
10.	I can infer meanings of unfamiliar words from the context.			