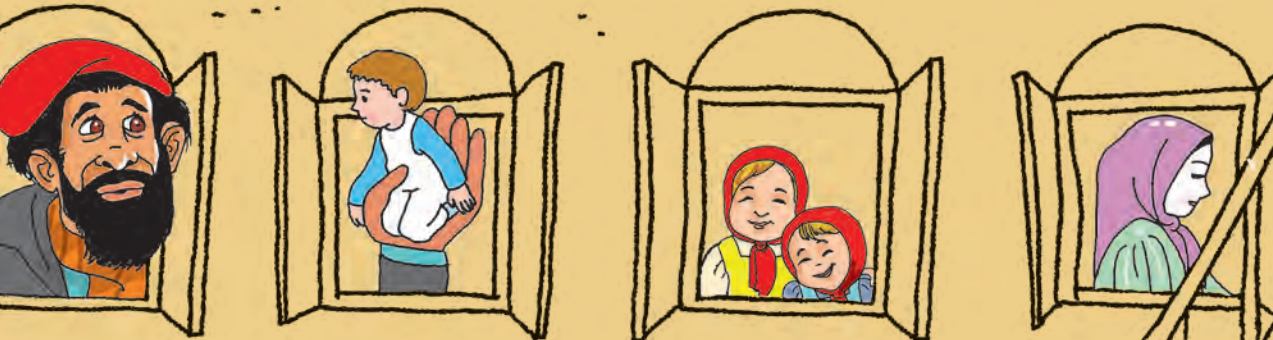
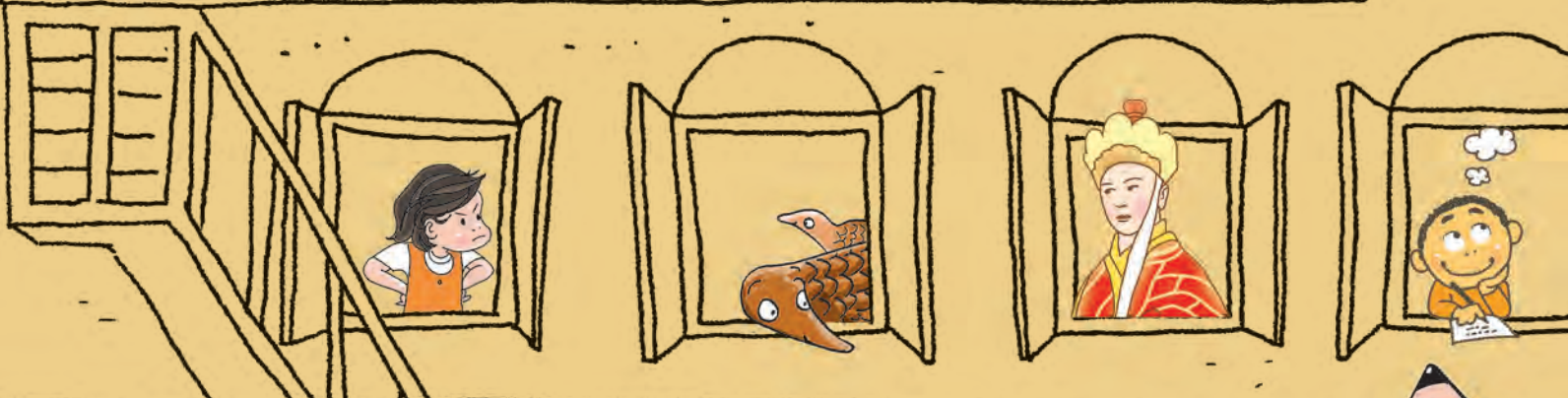




MY ENGLISH BOOK SEVEN



STANDARD SEVEN

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 3.3.2017



MY ENGLISH BOOK SEVEN

STANDARD SEVEN



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



XIGQ9J

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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Member-Secretary

Cover and Illustrations :

Reshma Barve

Co-ordination :

Dhanavanti Hardikar
Academic Secretary for Languages
Santosh J. Pawar
Assistant Special Officer, English

English Language Study Group :

Shri. Akhil Bhosale	Shri. Balkrishna Shinde
Dr Jyotimani Rocque	Shri. Bhuvnesh Kumbhar
Smt. Manjusha Sagrolkar	Shri. Dagdu Garkar
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Shri. Mohan Bapat	

Production :

Sachchitanand Aphale
Chief Production Officer
Vinod Gawde
Production Officer
Mitali Shitap
Assistant Production Officer

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

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 my parents, teachers
and all elders respect, and treat
everyone with courtesy.

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

Preface

Dear Students,

A most hearty welcome to Std VII. We are happy to place this textbook '**My English Book Seven**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt many English songs and poems. You can read and understand the English seen in your surroundings. You can use English for communication in everyday situations. You have enjoyed some interesting stories and passages in the previous textbooks. Now that you are in Std VII, you will do all this and also learn to use English with a better understanding of the language and the way it is used. You will also get to read the works of some well-known authors.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warm up' and 'English Workshop' sections without feeling shy. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies !

Pune

Date : 28 March 2017

Gudi Padwa

Indian Solar Year :

Chaitra 7, 1939



(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Compulsory English : Learning Outcomes : Standard VII

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/individually and encouraged to–

- consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment
- participate in different events/ activities in English in the classroom, school assembly; and organised by different institutions
- listen to English news and debates (TV, Radio) as input for discussion and debating skills
- watch and listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from materials and eminent speakers
- share their experiences such as journeys, travelogues visits, etc. in pairs /groups
- introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers
- summarise orally and in writing a given text, stories, or an event
- learn vocabulary associated with various professions (for example, cook, cobbler, farmer, blacksmith, doctor etc)
- read stories/plays (from books/other sources in English) and locate details, sequence of ideas and events and identify main idea
- use material from various sources in English and other languages to facilitate comprehension and co-relation
- understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.
- interpret tables, charts, diagrams and maps, and incorporate the information in writing
- think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts)
- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
- take dictation of a paragraph with a variety of sentence structures.
- draft, revise and write with appropriate beginning, middle and end, along with punctuation marks
- know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
- attempt creative writing, like stories, poems, dialogues, skits etc.
- visit a language laboratory
- read/write a book review.

Learning Outcomes

The learner–

- 07.17.01 Listens attentively in the classroom.
- 07.17.02 Responds to different kinds of instructions, requests, and directions in varied contexts.
- 07.17.03 Understands announcements and speeches on familiar topics.
- 07.17.04 Finds specific details/facts/information in the form of a speech, dialogue or story.
- 07.17.05 Recalls specific facts/details/main points after listening to a programme.
- 07.17.06 Predicts the remaining part of a sentence, the next sentence, etc.
- 07.17.07 Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- 07.17.08 Notes the difficult /unfamiliar bits while listening so as to ask questions later.
- 07.17.09 Carries out a complex /long process with the help of oral instructions.
- 07.17.10 Participates in different activities in English such as role play, poetry recitation, skit, drama, speech, quiz etc. organized by school and other such organisations.
- 07.17.11 Engages in conversations in English with family, friends, and people from different professions using appropriate vocabulary.
- 07.17.12 Uses appropriate body language, gestures and facial expressions while speaking.
- 07.17.13 Responds to questions and instructions appropriately and politely.
- 07.17.14 Co-operates with partners during practice sessions/drills.
- 07.17.15 Tries to report an incident in some detail.
- 07.17.16 Communicates one's feelings/emotions appropriately in one or two lines.
- 07.17.17 Presents information with the help of posters or other visual aids.
- 07.17.18 Demonstrates a process/activity clearly.
- 07.17.19 Describes things, people, situations, emotions etc broadly.
- 07.17.20 Creates a dialogue /story/skit as a pair/group activity.
- 07.17.21 Reads familiar words/phrases at a glance. Reads different handwritings, scripts, fonts etc.
- 07.17.22 Reads/writes a book review.
- 07.17.23 Reads aloud meaningful chunks, stories and recites poems with appropriate pauses, intonations and pronunciations.
- 07.17.24 Understands the English text seen in the surroundings.
- 07.17.25 Follows simple, written instructions in a step by step manner.
- 07.17.26 Reads simple passages on familiar topics with comprehension.
- 07.17.27 Identifies details, characters, main idea and sequence of ideas and events in textual material.
- 07.17.28 Reads to seek information in print, notice board, sign boards in public places, newspaper, hoardings.

Learning Outcomes

- 07.17.29 Infers the meaning of unfamiliar words by reading them in context.
- 07.17.30 Understands the literal as well as the suggested/ implied meaning.
- 07.17.31 Refers dictionary, encyclopedia to find meaning/ spelling of words while reading and writing for reference work.
- 07.17.32 Takes notes of different types of communications such as a public notice, formal/informal letter, personal note, diary entry, essay, blog, reviews.
- 07.17.33 Remembers a set of written instructions.
- 07.17.34 Reads a variety of texts for pleasure, for example, adventure stories and science fiction, fairy tales, biography, autobiography etc.
- 07.17.35 Develops respect for one's identity as an Indian.
- 07.17.36 Writes neatly and legibly (proportion of letters, spaces between words, appropriate strokes above and below the base line etc) Uses proper punctuation marks.
- 07.17.37 Attempts calligraphy and decorative writing.
- 07.17.38 Reviews and if necessary corrects his/her own work as a matter of habit.
- 07.17.39 Writes as directed – one word answers, choosing only one correct option, writing in complete sentences, writing no fewer/more lines than expected, etc.
- 07.17.40 Fills forms by writing in appropriate boxes/ columns/spaces.
- 07.17.41 Writes/prepares greeting cards on various occasions.
- 07.17.42 Asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- 07.17.43 Reads textual/non-textual materials in English with comprehension.
- 07.17.44 Prepares posters on various themes.
- 07.17.45 Writes formal letters and informal communications- SMS, notes, diary, list etc.
- 07.17.46 Writes a conversation/dialogue as a group activity or individually.
- 07.17.47 Prepares outlines for an essay, a short note, a short story etc. (Arrange the major and minor points coherently and systematically.)
- 07.17.48 Describes a process / the working device in a step by step and to the point manner.
- 07.17.49 Reports an event/happening using an appropriate format- a news item, a personal observation (diary) etc.
- 07.17.50 Describes people, places, objects, landscapes etc effectively.
- 07.17.51 Attempts creative writing in different forms– stories, poems, skits, dialogues, cartoons, jokes, playlets etc.
- 07.17.52 Uses first person/third person appropriately in narratives.
- 07.17.53 Uses appropriate grammatically forms in communication (for example, noun, pronoun, verb, determines, time and tense).
- 07.17.54 Labels various diagrams neatly and appropriately.

Learning Outcomes

- 07.17.55 Understands the organisation of graphic presentations.
- 07.17.56 Compiles lists of useful words, expressions, idioms, definitions and formulas.
- 07.17.57 Classifies given information using different criteria.
- 07.17.58 Transfers verbal information to graphic format such as a chart, table, graph, flow charts web, map etc.
- 07.17.59 Writes appropriate captions to photographs, pictures and diagrams.
- 07.17.60 Makes notes for personal reference while listening/ reading.
- 07.17.61 Frames appropriate questions to seek information, guidance.
- 07.17.62 Prepares questionnaires to interview people, to take a survey as a part of a project.
- 07.17.63 Provides English/ mother tongue equivalents for certain terms correctly while speaking/writing English.
- 07.17.64 Prepare/compile bilingual glossaries and other study tools.
- 07.17.65 Translates literary and non-literary pieces from mother tongue into English and English into mother tongue.
- 07.17.66 Enriches vocabulary through reading.
- 07.17.67 Finds required information, pictures, video clips, films etc on the computer/internet.
- 07.17.68 Handles various forms of digital material.
- 07.17.69 Understands the features available on a website and uses them properly, understands computer etiquettes (regarding passwords, email).
- 07.17.70 Identifies and uses verbs (main/auxiliary /transitive / intransitive/singular and plural forms).
- 07.17.71 Learns sentence structure, subject and predicate, subject, object (direct/indirect), subject and verb agreement (person, number).
- 07.17.72 Enriches vocabulary through word-building such as root words, prefix, and suffix.
- 07.17.73 Uses punctuation marks – full stop, comma, question mark, exclamation mark, apostrophe, Capitalization.

Language Study

Be aware of the following concepts to understand how language is used.

Parts of speech :

- * Nouns : Types of nouns : countable and uncountable; singular/plural, irregular, common/proper; concrete/abstract
- * Verbs : main / auxiliary / transitive and intransitive verbs; time, tense and aspect, singular and plural forms

Sentence structure : * subject and predicate

- * subject, object (direct / indirect)
- * subject and verb agreement (person, number)

Vocabulary and word-building :

- * root word - prefix - suffix

- #### Punctuation :
- * full stop
 - * comma
 - * question mark
 - * exclamation mark
 - * apostrophe
 - * Capitalization

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For the Teacher

- * Different types of comprehension questions and exercises have been included in the book, though each text carries only a few comprehension questions with it. Note and use these different types when you design your own questions.

* Questions given in the margin are meant for oral work accompanying the reading of the text. Please do not use them for written evaluation.

* The preparatory activities introduce the theme of the text and relate the text with the world outside the classroom. They acquaint the students with ways of understanding informative and literary pieces.

* Grammar terms given in the book should NOT be used for evaluation, but for explaining the rules and conventions of usage to the students.
- * TOW (Two minutes of Oral Work) : This activity aims at developing fluency in students' speech and writing by facilitating easy and quick recall of English words and constructions. Please use these activities regularly, using your own variations.

* Use a bilingual approach while dealing with thought-provoking activities. Students may use their mother tongue in the course of discussions. But make sure that you recapitulate the gist of the activities in English at the end, and get the students to do the same.

* In the 'Live English' activities, students can experience the joy of using English in 'lifelike' situations. Ensure that all students get a chance to participate in these.

1.1 It's a small world ...

It's a world of laughter,
A world of tears.
It's a world of hopes,
And a world of fears.
There's so much that we share
That it's time we're aware
It's a small world after all ...
It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.
There is just one moon
And one golden sun
And a smile means
Friendship to every one.
Though the mountains divide
And the oceans are wide
It's a small world after all ...
It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.

– Richard M. Sherman and
Robert B. Sherman

It's a small world : Sometimes you meet the same people in an unexpected place or find out that they are connected to people you know. The words 'It's small world', are used to show your surprise on such an occasion. In this poem, the words are used to tell us that all human beings are alike.

'It's a small world'... is a very popular song, translated into many languages. This song is played on a ride of the same title in Disneyland.



ENGLISH WORKSHOP



1. Sing the song.
2. Note down pairs of rhyming words from the poem.
Add one more rhyming word to each pair.
3. Guess and discuss the meaning of the following lines.
 - It's a world of laughter
 - A world of tears
 - It's a world of hopes
 - And a world of fears
4. The poem says 'And a smile means friendship to everyone'. Give examples of other actions or gestures that mean the same in all parts of the world. Give three examples of gestures or actions that have a specific meaning only in certain regions. One such example would be the 'Thumbs up' sign.
5. The following sentences were heard in a school on the first day. Use these expressions to prepare simple conversations between two or more speakers. You may use the same expressions more than once, and add your own lines. Form pairs or groups and present the conversations in the classroom.

Allow the students to use their mother tongue if necessary when they talk about the implied meaning and give examples during the discussion.

Hello!

Hi!

I'm

How was your journey to...?

How are you?

It's nice to be back in school.

Meet my friends and

We had so much fun together!

So nice to see you again.

This is

We went to in the vacation.

How was your holiday?

I spent my holiday at

How did you spend your holiday?

I'm new here. My name's what's yours?

I am so glad to see you all!

- Write down three of the conversations you have prepared / presented / heard.

1.2 Warm up with Tara and Friends



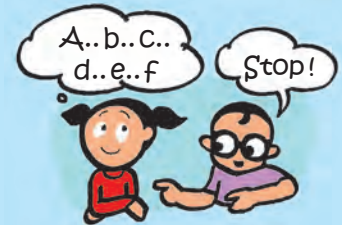
Game
1

The games on this page will help the students to recall what they have learnt earlier; and the teacher to assess how much they know.

One - Two - Three !

- **Step One : Letters**

Form pairs. One person says the alphabet from A to Z in his mind till the other person stops him. Write down the letter you get.



F

- **Step Two : Words**

Both partners write 3 words each beginning with that letter.



- **Step Three : Phrases**

Exchange the words you write. Then use the words you get to write meaningful phrases.



Be quick!

Form groups of 5. Choose one of the following tables at a time. Each one in the group reads aloud the words from the table as fast as possible. Who can read all the words in one table within 15 seconds? Practise reading these words aloud correctly till you can do so in 15 seconds.

the	a	it	he	this
be	in	for	as	but
to	that	not	you	his
of	have	on	do	by
and	I	with	at	from

they	an	would	up	which
we	will	there	out	me
her	my	their	if	when
she	one	what	about	can
or	all	so	who	no



say	take	use	time	way
get	see	work	people	new
make	look	want	year	day
like	come	give	good	two
know	think	go	well	first

just	could	now	how	any
him	them	its	our	these
into	other	over	back	only
your	than	also	even	most
some	then	after	because	us



Who scores the most?

- Fill in the above table within 2 minutes using words of at least 3 letters each. Words ending with plural s/es, -ing, -ed, -en are not allowed. Use the following chart to calculate the score.

Number of letters in the words	3-letter words	4-letter words	5-letter words	6-letter words	7-letter words	Words with 8 or more letters
Marks you get for one such word	-	1	2	3	4	5
Number of words you write	×.....	×.....	×.....	×.....	×.....	×.....
Score
+ Add 5 more marks for writing 25 words within 2 minutes.					Total :	

Form pairs. Exchange your notebooks and cross-check your scores.



Unbelievable...
interesting...
surprising...

In case of arguments about correct spelling, get the children to refer to a good dictionary.

Activity : Word Art

- Prepare attractive English labels for your notebooks. Make a bookmark for your textbook by writing the letters in your name/the title of the textbook one below the other. **TRY to use decorative shapes for THE letters.**

Scenes out of the hat!

- Write the following titles of different scenes on slips of paper. Fold the slips and put them in an upturned hat. Form pairs. Draw lots. Each pair should enact the scene written on their slip. Each speaker should get a chance to speak at least 2-3 times.

- * Asking a friend for his postal address.
- * Asking a friend for his telephone number.
- * Talking to a friend only in exclamations, while you are walking around in a garden.
- * Inviting a friend to your birthday party.
- * Asking a friend to lend you her notebook.
- * Saying sorry to someone for trodding on his/her foot.
- * Offering a glass of water to a guest.
- * Asking your teacher's permission to enter/leave the class.
- * Answering the phone.
- * Thanking your neighbour for giving you sweets.
- * Interrupt your friends twice while he/she is telling you something.
- * Asking your teacher about the meaning or pronunciation of a word.
- * Asking your teacher to explain something to you again.



A friendly challenge!

Form pairs. Write a wrong sentence and ask your partner to correct it. If necessary, refer to the following tables, but feel free to frame your own sentences. But remember, you must be able to correct your own 'wrong sentence'.

Use of 'be'	I am	You are	He/She/It is
	We are	You are	They are
	I was	You were	He/She/It was
	We were	You were	They were

Use of 'do'	I do/don't	You do/don't	He/She/It does/doesn't
	We do/don't	You do/don't	They do/don't
	I did/didn't	You did/didn't	He/She/It did/didn't
	We did/didn't	You did/didn't	They did/didn't


Use of 'have'	I have	You have	He/She/It has
	We have	You have	They have

Adding '-s' to verbs	I like mangoes.	You like mangoes.	He likes mangoes.
	We like mangoes.	You like mangoes.	She likes mangoes.
			It likes mangoes.
			They like mangoes.


'a' or 'an'	• an apple	• a mango
	• a red apple	• a golden mango
		• an overripe mango

- milk
- a drop of milk
- some milk
- two cups of milk


I ~~is~~ a parrot.




My teacher ~~are~~ very nice.




I like milks.




You ~~doesn't~~ study hard.




They ~~red apple~~ eat.



I like play ball.



Please correct their sentences.



Game
6

Questions Race

- Write one meaningful question each beginning with the following words. The first one to do so is the winner! You must use new ideas in each question.

Who?
 What?
 Where?
 When?
 Why?
 How?

Are?
 Is?
 Have?
 Has?
 Do?
 Does?

Aren't they?
 Isn't he?
 Don't you?
 Doesn't she.....?
 Can't we?
 Won't you?

Can?
 Will?
 May?
 Could.....?
 Did?

Game
7

Mirror, mirror, on the wall.

- Within five minutes, write down as many sentences as you can, replacing the words in the boxes with those given below each box. Translate your sentences into your mother tongue and have fun!

I am watching my face in my mirror.

We are
 You are
 He is
 She is
 It is
 They are

our faces
 your face/s
 his face
 her face
 its face
 their faces

our
 your
 his
 her
 its
 their

The teacher should get the students to demonstrate their sentences with the help of mirrors to add to the fun.

The Parts of Speech



Every name is called a **noun**,
As *field* and *fountain*, *street* and *town*,
In place of noun the **pronoun** stands,
As *he* and *she* can clap their hands.

The **adjective** describes a thing,
As *magic* wand or *bridal* ring.

The **verb** means action, something done,
To *read* and *write*, to *jump* and *run*.

How things are done the **adverbs** tell,
As *quickly*, *slowly*, *badly*, *well*.

The **preposition** shows relation,
As *in* the street or *at* the station.

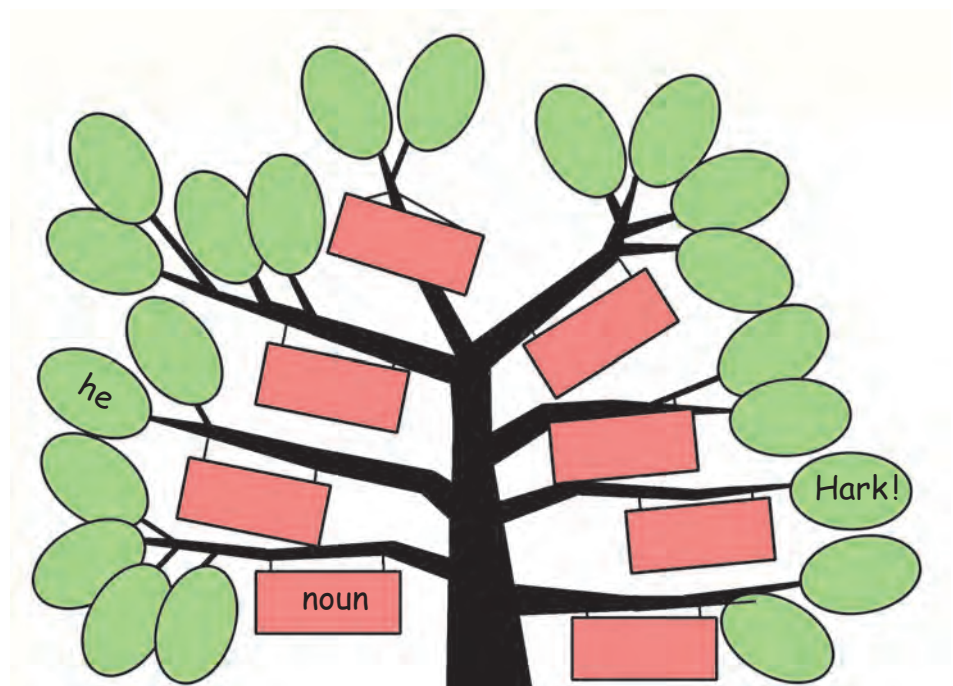
Conjunctions join, in many ways,
Sentences, words, *or* phrase *and* phrase.

The **interjection** cries out, "*Hark!*"
I need an exclamation mark!

Through poetry, we learn how each
of these make up **THE PARTS OF SPEECH**.

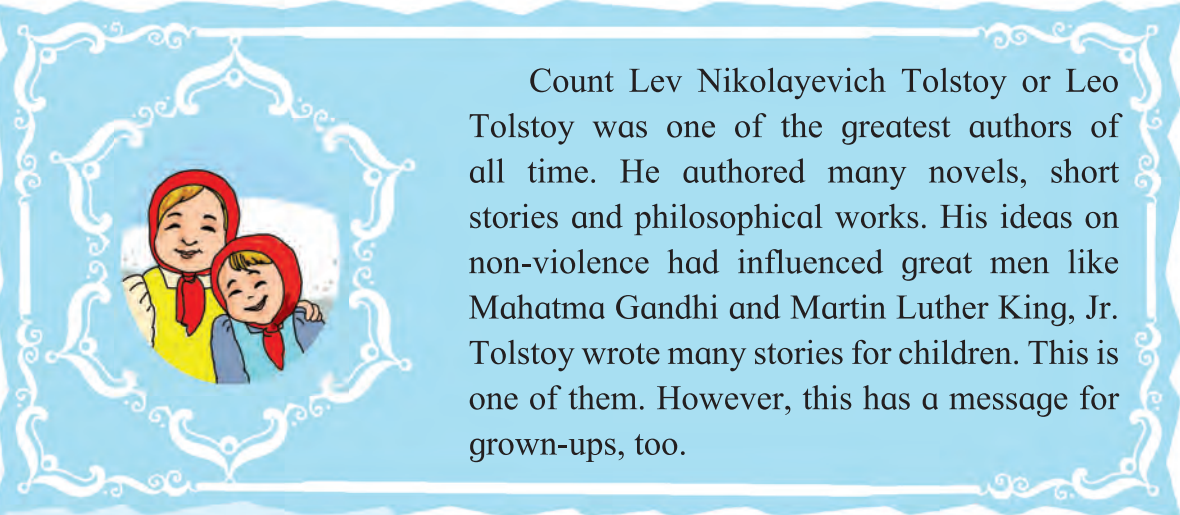
- Author Unknown

- The tree figure shows the different parts of speech and their examples given in the poem. Write appropriate labels in the tree figure with the help of the poem.



Parts of Speech

1.3 Little Girls Wiser than Old People



Count Lev Nikolayevich Tolstoy or Leo Tolstoy was one of the greatest authors of all time. He authored many novels, short stories and philosophical works. His ideas on non-violence had influenced great men like Mahatma Gandhi and Martin Luther King, Jr. Tolstoy wrote many stories for children. This is one of them. However, this has a message for grown-ups, too.

Warming up!



Children may discuss the reasons in English as well as their mother tongue. But the lists should be in English.

* Form groups of 4-6. Each member should write at least five reasons why fights occur. (Example : Two children want the same toy.) Put together the different reasons written by all group members to make a longer list.

Now, Group 1 will read out their list while other groups compare it with their list, mark the common items, and note down the new ones.

Repeat the procedure with all other groups reading out their lists. Now you will have a fairly long list of reasons.

Classify the reasons into 'trivial' and 'serious' ones using the table below.

Reasons	Trivial	Serious
.....		
.....		
.....		
.....		
.....		



LITTLE GIRLS WISER THAN OLD PEOPLE

It was an early Easter. In the yards lay snow, and rills ran down the village. A large puddle had run down from a manure pile into a lane between two farms. And at this puddle two girls, one older than the other, had met. Both of them had been dressed by their mothers in new clothes. The little girl had a blue dress, and the elder a yellow one with a design. Both had their heads wrapped in red kerchiefs.

After prayers in the Church, the two girls went to the puddle, where they showed their new garments to each other, and began to play. They wanted to splash in the water. The little girl started to go into the puddle with her shoes on, but the older girl said to her:

“Don’t go, Malasha, your mother will scold you. I will take off my shoes, and you do the same.”

The girls took off their shoes, raised their skirts, and walked through the puddle toward each other. Malasha stepped in up to her ankles, and said:

“It is deep, Akulka, I am afraid.”

“Never mind,” she replied, “it will not be any deeper. Come straight toward me !”

They came closer to each other. Akulka said: “Malasha, look out, and do not splash it up, but walk softly.”

She had barely said that when Malasha plumped her foot into the water and bespattered

- Easter : a Christian festival and holiday that is celebrated in many countries. Easter is always a Sunday.
- rills : small streams of water
- pile : heap

Guess the meaning of :

- ⊗ puddle
- ⊗ kerchiefs
- ⊗ bespattered

Things to do :

- ⊗ Draw a map of the village using your imagination and the description given here.
- ⊗ Draw the new dress of any one of the two girls.
- ⊗ Find out how Easter is celebrated.

Listen and answer :

- ❁ Why did Akulka want to strike Malasha?
- ❁ Why did Malasha run home?



Akulka’s new dress, and not only her dress, but also her nose and eyes. When Akulka saw the spots on her dress, she grew angry at Malasha, and scolded her, and ran after her, and wanted to strike her. Malasha was frightened and, seeing what trouble she had caused, jumped out of the puddle and ran home.

Akulka’s mother passed by; she saw her daughter’s dress bespattered and soiled.

“Where, accursed one, did you get yourself so dirty?”

“Malasha has purposely splashed it on me.”

Akulka’s mother grasped Malasha and gave her a knock on the nape of her neck. Malasha began to howl, and her mother ran out of the house.

“Why do you strike my daughter?” she began to scold her neighbour.

- accursed one : bad child. A word used in informal speech to show anger
- nape of her neck : the back of the neck

List all the words that refer to ‘speaking’ in the story.

Examples : said, scold/scolded, replied



One word brought back another, and the women began to quarrel. The men, too, ran out, and a big crowd gathered in the street. All were crying, and nobody could hear his neighbour. They scolded and cursed each other; one man gave another man a push, and a fight had begun, when Akulka's grandmother came out. She stepped in the midst of the peasants, and began to talk to them:

“What are you doing, dear ones? Consider the holiday. This is a time for rejoicing. And see what sin you are doing!”

They paid no attention to the old woman, and almost knocked her off her feet. She would never have stopped them, if it had not been for Akulka and Malasha.

While the women exchanged words, Akulka wiped off her dress, and went back to the puddle in the lane. She picked up a pebble and began to scratch the ground so as to let the water off into the street. While she was scratching, Malasha came up and began to help her. She picked up a chip and widened the rill.

Guess the meaning of :

- ⊗ ‘One word brought back another.’

In what sense are the words used here ?

- ⊗ crying
- ⊗ holiday
- ⊗ knocked her off her feet

Listen and answer :

- ⊗ Did the people stop fighting?
- ⊗ What did Akulka do?
- ⊗ What did Malasha do?
- ⊗ What was the old woman trying to do?

Listen and answer :

- ⊗ Did the girls forget their quarrel?
- ⊗ How can we say that?
- ⊗ Why did the men feel ashamed?

Things to do :

- ⊗ Enact the whole story without using words.

Discuss :

- ⊗ Are children wiser than grown ups? In what ways?
- ⊗ Should grownup people get involved in children's quarrels? If yes, when? If not, why?

The peasants had begun to fight, just as the water went down the rill toward the place where the old woman was trying to separate the men. The girls ran, one from one side of the rill, the other from the other side.

“Look out, Malasha, look out !” shouted Akulka.

Malasha wanted to say something herself, but could not speak for laughter. The girls were running and laughing at a chip which was bobbing up and down the rill. They ran straight into the crowd of the peasants. The old woman saw them and said to the peasants:

“Shame on you before God, men ! You have started fighting on account of these two girls, and they have long ago forgotten it: the dear children have been playing nicely together. They are wiser than you.”

The men looked at the girls, and they felt ashamed. Then they laughed at themselves, and scattered to their farms.

- *Count Leo N. Tolstoy*
(Adapted from a translation
by *Leo Wiener*)



ENGLISH WORKSHOP

1. Read aloud with proper intonation.

- Don't go.
- I am afraid.
- Never mind!
- Look out!
- Shame on you!

2. Spot the names of body parts from the story. Add three other names on your own.
3. List the characters in the story and write their approximate ages.

Characters :					
Approximate age					

4. Write the stages in which the fight began and got worse. (You may show as many stages as you like.) Then write how and when the people stopped fighting.

The fight :

- Akulka’s mother hit Malasha.
-
-
-
-

How the fight came to an end :

-
-

5. Now choose any one of the reasons you have listed in the activity on page 10. Write down and enact a quarrel based on that reason and also show how it was resolved.
6. Change the words in the coloured boxes to make other meaningful sentences.
 - I’ll take off my shoes and you do the same.
 - This is a time for rejoicing .
7. Read, remember and write :

(a)

dress - dressed	start - started	want - wanted
walk - walked	jump - jumped	pass - passed
grasp -	pick -	gather -
laugh -	look -	scatter -

(b)

run – ran

say – said

get – got

begin – began

reply – replied

bring – brought

sing –

try –

fight –

meet –

come –

give –

take –

see –

eat –

- Use any two of these pairs in a pair of sentences.

Example : Run – ran : My dog runs very fast. Yesterday, it ran after a cat.

Language Study

Types of Nouns

We have seen earlier that a noun is a word that is used to name a person, an animal, a place, a thing, an idea etc. The names given to particular persons, animals, places etc. are known as proper nouns and the rest are common nouns.

Nouns

Common Nouns

girl boy city mountain
table river book building
ruler table etc.

Proper Nouns

Akulka Malasha Sangeeta
Anand London Mumbai
Sahyadri Narmada etc.

- * Write at least 5 common nouns and 5 proper nouns each.
Note that proper nouns always begin with a capital letter.

When you choose a name for your pet dog or cat,
you are giving a proper noun to a common noun!

- * Choose any 5 suitable common nouns and invent interesting names for them.
Examples : a river – River Speedy, a magazine for children – Mitra (Friend),
a building : Ace Towers.



TOW

Two minutes of Oral Work

Give as many examples of the following as possible within two minutes.

- Animals
- Birds
- Vegetables
- Body parts
- Musical instruments

(Use two minutes per word.)

1.4 Journey to the West



Much of the world's literature has been translated into English. In this passage, we learn about an epic novel with the title 'Journey to the West' and its most popular character – Sun Wukong or 'Monkey King'. This novel is a classic of Chinese literature. It was written in the sixteenth century by Wu Cheng'en. Does the passage remind you of a few things you read in your history textbook last year?

- epic : a long poem that tells a story of a hero.
- classic : excellent example
- historical : based on history
- fictional : not real, belonging to an imaginary story

Warming up!



1. How do people find their way through deserts, forests, mountains, oceans, etc. today? How did they do it in the past? Discuss.
2. Read the following statements and say whether each one is historical or fictional.
 - * Indian merchants used to travel across the seas many centuries ago.
 - * Sindbad the sailor completed seven voyages.
 - * Neil Armstrong landed on the moon in the 20th century.
 - * Alladdin could fly on his magic carpet.
 - * Alexander the Great conquered a number of countries before he came to India.
 - * Gulliver met very tiny people in Lilliput and giants in the country of Brobdingnag.
 - * There's a man in the moon who watches what's going on on the earth.
 - * Emperor Ashoka's empire stretched from the modern day Afghanistan to Bangladesh.

The teacher should add other familiar examples to help the children decide what is real and what is imaginary.

JOURNEY TO THE WEST

Discuss the meaning of the following sentences :

- ✧ But 'west' is a relative term.
- ✧ Yuan Chwang undertook the long and difficult journey to follow his dream.

The teacher may allow the use of mother tongue during the discussion but later on, the meaning should be stated/ written in English.

Guess the meaning of :

- ✧ horseback
- ✧ snow-clad.
- scriptures : holy, sacred books or writings.
- ✧ What was Yuan Chwang's dream ?

Things to do :

Find / Prepare a map of Yuan Chwang's travel route -

- ✧ from China to India
- ✧ in India
- ✧ from India back to China.

When we read the words 'journey to the west', we naturally start thinking about a journey to western countries like England and America. But 'west' is a relative term. For countries to our east, WE are the west! This particular journey that we are going to read about was actually a journey from China to our own country! It was made by the famous seventh century traveller Yuan Chwang.

In those days, travelling from China to India was not an easy task – one had to travel thousands of miles on foot or horseback, crossing deserts, crossing snow-clad mountains, crossing strange, unfamiliar regions, using roads where bandits and robbers roamed – who would do it? But Yuan Chwang had a dream. He wanted to take Buddhist scriptures from India to his homeland in China. It was like a pilgrimage to him.

Yuan Chwang undertook the long and difficult journey to follow his dream. For seventeen long years, he kept on travelling, suffering many hardships on the way. He travelled across the Gobi Desert, then along the Tian Shan mountain range, and on and on along the Silk Road, through regions that are now Kyrgyzstan, Uzbekistan, Afghanistan and Pakistan before he came to India. In India, he travelled to many parts and gathered many important manuscripts.

The way back home was also equally difficult. But Yuan Chwang managed to reach China safely along with the scriptures. This was a great achievement. It was almost unbelievable. So much so, that people thought that the gods and



supernatural powers had helped Yuan Chwang in his quest. This gave rise to many interesting folk tales. Centuries later, an epic novel called 'Journey to the West' was written about this famous pilgrimage. The novel made use of many of the folk tales. The novel and the stories in it are still very popular.

The novel tells us that there are many demons and evil powers who are eager to kill and gobble up the holy monk. Who would save him? Who would vanquish the demons? Well, the Guanyin deity, who is the goddess of mercy, has seen to that. She has assigned this task to three special people – Sun Wukong or the Monkey King, Zu Bajji or Pigsy, and Sha Wujing or Sand Priest.

Now, these three characters are no saints. In fact, though they all have supernatural powers, they are known trouble makers. So the gods have thrown them out of heaven. However, the kind deity Guanyin has offered each of them one

Listen and answer :

- ✧ Why did people think that gods and supernatural powers had helped Yuan Chwang?
- ✧ What is the novel about?
- ✧ Can you think of other pairs of words starting with 'folk'?

- pilgrimage : a journey for a religious purpose.
- demons : evil spirits
- vanquish : conquer, defeat

Listen and answer :

- ✳ Why have the three characters agreed to help Yuan Chwang?
- ✳ Who's the most powerful among the three disciples?

- cudgel : a short heavy stick



- a somersault

- at will : whenever one wants or likes as one likes
- x-ray vision : the ability to see through something
- trickster : one who plays tricks.

Things to do :

If you were to undertake Yuan Chwang's journey today, how will you travel? Describe it using a map or 'Google map'. State which modes and means of transport you will use.

more chance. 'If you help the holy monk in his pilgrimage to India, if you use your powers for this good work, then you may return to heaven.' That is why the three characters have agreed to be Yuan Chwang's disciples and to help Yuan Chwang in his difficult journey. And sure enough, they have many thrilling, exciting and sometimes humorous adventures on the way to the holy land – India!

The most powerful among the three disciples is Sun Wukong. Everything about him is extraordinary. He was born when winds blew over a huge stone egg on the Flower Fruit Mountain. He is able to transform himself in 72 different ways. Not only that but he can also transform each of his hair strands into any living or non-living thing of his choice. His 'As-you-wish-gold-banded cudgel' is also magical. It can grow as big as a pillar supporting the sky, but at other times, it becomes as tiny as a needle. Then the Monkey King just tucks it away behind his ear. Sun Wukong can travel thousands of kilometres in just one somersault. He can walk through fire, travel under water and fly to any place at will. His body is as hard as a diamond. So no one and nothing can injure him. His 'golden-gaze-fiery eyes' have x-ray vision. No one can deceive him.

Sun Wukong is brave and intelligent but he is also a trickster. He loves to have fun. And some of his superpowers help him to just that. He has a vase which can suck in anything or anyone. He can simply point at a lock and open it. He is very very quick and can grow very big and very tiny at a blink. You can imagine how he must have teased his enemies using these tricks.

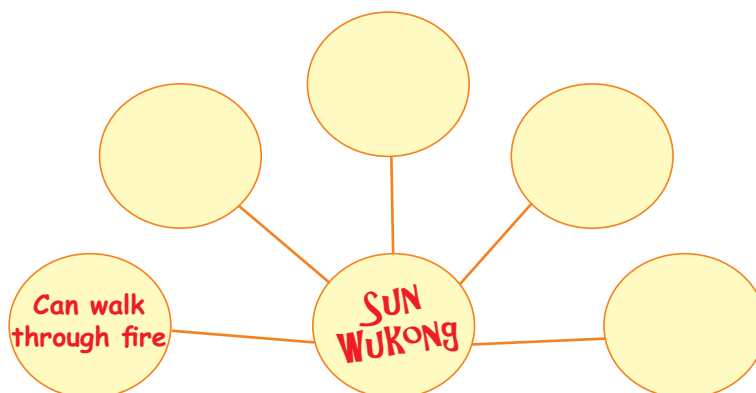
If you want to read about the adventures that Sun Wukong and his companions had on the way, you will find the stories in the English translation of 'Journey to the West'. Some of the stories have also been turned into films. What would you like better – to read the historical account of Yuan Chwang's travels, or to read the fantastic stories of Sun Wukong? Maybe you should read both to find out what you like better! Happy reading!

✿ Write other expressions like 'Happy reading!'



ENGLISH WORKSHOP

1. List all the persons and characters mentioned in the story.
Which of them are real? Which are imaginary?
2. Say whether the following sentences are right or wrong.
 - * The novel 'Journey to the West' is about a journey to western countries like England and America.
 - * In the days of Yuan Chwang travelling from China to India was not an easy task.
 - * Yuan Chwang travelled to many parts of India.
 - * Yuan Chwang's way back home was relatively easy.
 - * Gods and supernatural powers had helped Yuan Chwang in his quest.
 - * The three disciples of Yuan Chwang were three saints.
 - * The three disciples have supernatural powers.
3. Write any five features of Sun Wukong's character that you like best.



4. Read : ● As big as a pillar ● As tiny as a needle

Now write more such phrases using your imagination.

- As big as a ● As tiny as a ● As hard as a
 ● As soft as a ● As sweet as a ● As sharp as a

5. You know that many times a letter or a group of letters is added before or after a word to make new words. A letter/a group of letters that is added **before** a word is called a **prefix**. A letter/group of letters that is added after a word is called a **suffix**.

The word to which a prefix or suffix is added is called a **root** or **root word**.

Let us look at some examples of roots, prefixes and suffixes.

6. Guess the meaning of : unfamiliar, unbelievable.

Now write the opposites of the following :

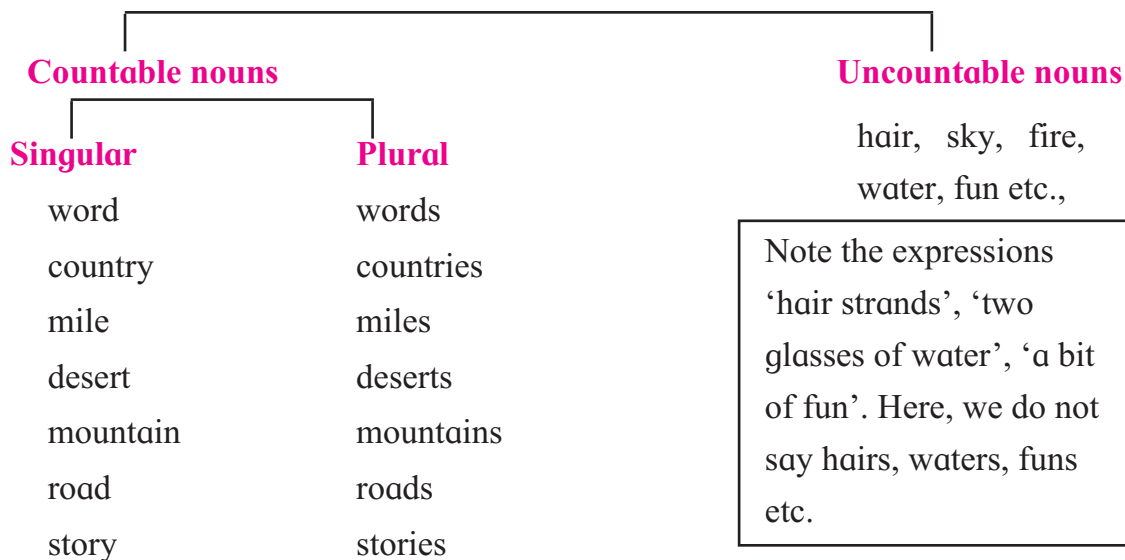
unsafe, unimportant, uninteresting, unknown, unkind, unintelligent

Language Study

Common Nouns - 1

You know that some things, animals etc., that is, some common nouns can be counted. They are countable nouns. Some common nouns stand for something that cannot be counted. They are uncountable nouns. Countable nouns have two forms – singular and plural. Let us look at some examples.

Common nouns

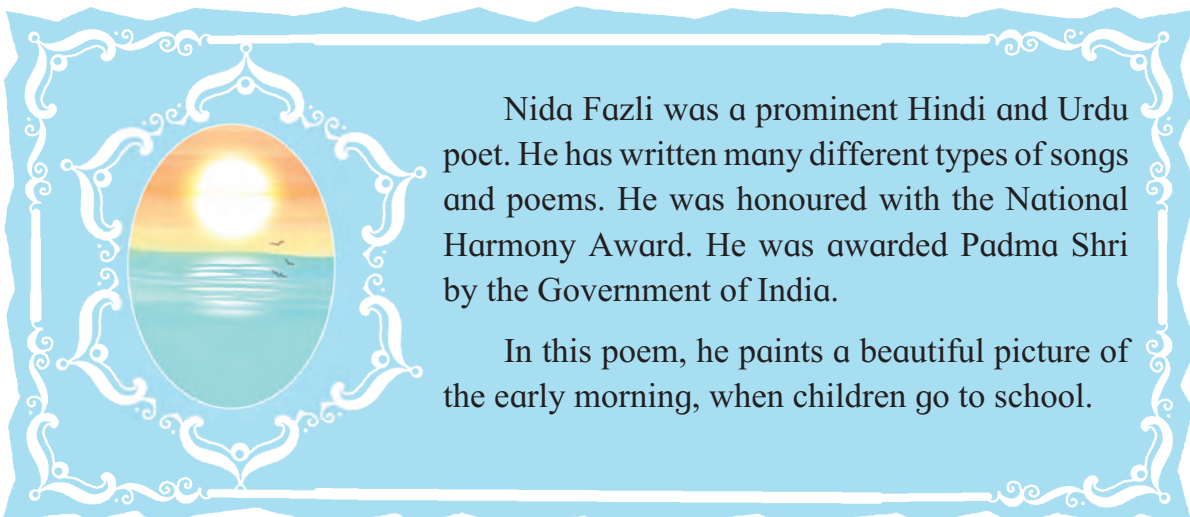


Note the expressions 'hair strands', 'two glasses of water', 'a bit of fun'. Here, we do not say hairs, waters, funs etc.

- * Find five countable nouns from the passage and write their singular and plural forms.
- * List the units that we use to measure the following :
 water, milk, distance, weight.



1.5 Children are going to school ...



1. Think of the following everyday occasions. Describe what you experience in your surroundings using at least two of your five senses.

Describe your emotions/feelings along with your sensory experience.

Occasions

- * Very early morning - before sunrise.
- * Early morning - at or a little after sunrise.
- * At the time of School Prayer and Assembly.
- * Lunch time - at home or at a function.
- * On the playground - before sunset, at sunset.
- * Bed time.



Some useful words :

- strong wind • light breeze • bright sunlight • hot sun • dark
- pitch dark • pleasant • cool • cold • hot • warm
- birds chirping • bells • horns • whistles • sweet sounds
- noise • quiet • serene • nice • noble • free • delicious, etc.

Warming up!



2. What do you see on your way to school every day?
List at least five of the places or people.

CHILDREN ARE GOING TO SCHOOL ...

Morning light spreads
over the earth.

Once again, the Sky bows his head in respect,
For children are going to school.



The Sun, after his morning dip in the river
dressed up in his golden muslin turban
waits and smiles on one side of the road,
For children are going to school.

Through the green-topped branches,
Breezes sing their songs of blessings.
Fragrant Flowers awaken the sleepy roads
with their melodies.

At the corner of the lane,
the Peepal in his lush deep foliage
waves his hands
For children are going to school.

Angels of light have set out ...

Every road is a-gleam.

At this hour,

every particle of the Earth
throbs like a mother's heart.

Time, sitting on an old roof,
flies pigeons in the sky.

For children are going to school.

- Translated from 'Bachche school ja rahe hain' By Nida Fazli

- **muslin** : a kind of soft cotton fabric
- **foliage** : greenery; leafy cover
- **a-gleam** : shining brightly



ENGLISH WORKSHOP

1. Read the poem aloud.
2. Find at least two things from the poem that show the following:
 - (a) It is early morning.
 - (b) The atmosphere is pleasant.
3. Apart from the children, no other human beings are mentioned in the poem. However, many natural elements are shown to act like persons. Write what each of them does:

The Sky

The Sun

Breezes

Fragrant Flowers

The Peepal

Every particle of the Earth

- Why are these written with a capital letter at the beginning?

4. What does Time do? What do we understand from his action?
5. The whole world is happy because children are going to school. Why is it so? Discuss it in the classroom.
6. If you were to draw a picture of the scene described here, what colours will you use? Mention the objects and the colours using lines from the poem and your imagination.
7. Try to translate a few lines of your favourite song or poem from your mother tongue into English.
8. List all the verbs in the poem that have the suffix ‘-s’.
9. Write in two minutes, at least twenty words related to the given word.
 - * school * road * tree

TOW

Two minutes of Oral Work

Tell words beginning with each letter of the following words.

- Example : TIME - tea, ice cream, mouse, engine
- light • earth • turban • sleepy • pigeons



1.6 In a Class Of Their Own !



An Opinion Poll

Use any one of the topics given below to carry out a quick opinion poll. For your opinion poll, talk to any five of your friends. Note down their responses : Agree - Disagree - Not sure.

Form three groups – one for each topic. Discuss the findings of your opinion poll in the groups. Each group should select a group leader to put together the findings and to make a presentation to the class.

Follow the presentations with a discussion on the most important characteristic of a good friend, a good student and a good teacher. You may also consider characteristics not mentioned in the tables below.

What makes a good friend - Characteristics	Agree	Disagree	Not Sure
A good friend -			
* shows you the answer sheets at the time of exam.			
* points it out when you are doing something wrong.			
* sides with you in all fights and quarrels.			
* keeps a secret.			
* tells you all the gossip.			

What makes a good student - Characteristics	Agree	Disagree	Not Sure
A good student -			
* keeps quiet in the classroom all the time.			
* often brings gifts for the teacher.			
* takes efforts to learn something on his/her own.			
* is punctual and regular.			
* learns all answers by heart.			
* participates in all classroom activities.			

What makes a good teacher - Characteristics	Agree	Disagree	Not Sure
A good teacher -			
* provides readymade answers.			
* is friendly with all the students.			
* brings in a lot of fun and humour in the classroom.			
* gives challenging tasks and makes the students work on them.			
* understands students' problems.			

IN A CLASS OF THEIR OWN !

Part I

We are a class of sixty girls and boys and we are ALL friends.

Of course it's true that there are camps amongst us and sometimes we do have quarrels, arguments, fights – everything! But when it comes to facing others, even the teachers, we are all one. We face them together.

If you see a whole class being made to make three rounds of the school ground or copy a hundred lines from the book as a punishment, it is most probably us. But we do not tell tales about anyone – girl or boy. We take the punishment as a class.

And guess what happened this year ...

We were used to teachers shouting at us for poor marks, shabby work, incomplete homework, not attending school regularly and all the other things that teachers worry about. But we didn't mind it. It made no difference to us. We all liked our class the way it was. We were, in fact, quite proud of our class.

- And so was our new Class Teacher, Mrs Desai. She said so in the very first period. She said, "I have heard about you people from your last year's teachers, and I am proud of you. Unity is a very important quality and you must always maintain it. I am very happy to be your Class Teacher."

Did you notice what she called us ? It's very interesting. It's never 'children'. It's always 'girls', 'boys', 'you young people' or 'my dear', or 'young man', or 'young lady'. You feel so nice when she says, 'Now this young lady will show us how to do it.'

We all liked her very much.

- camps : A camp is a group of people who think alike
- facing others : Talking to others or meeting them when they are likely to scold you or punish you.
- tell tales : talk to other people about someone's faults, mistakes, secrets, etc.
- shabby : untidy
- ⊗ Why did the teachers punish the students?
- unity : When there's unity among a group of people, they stay together, work together, etc. without fights or quarrels.

Things to do :

- ⊗ Write three weaknesses and three strengths of your class.

- ⊗ 'In a class of one's/ its own' is an idiom. It means unique, better than all others.
- ⊗ Do you think this class in this story is unique?

Listen and answer :

- ⊗ Was Mrs Desai angry with her class?
- ⊗ What were her feelings?
How do we know that?
- ⊗ Why did the students talk about what Mrs Desai said?

Discuss and answer :

- ⊗ Why are some words printed here in bold type?

Soon it was time for the first unit test. After the test, we all got ready to receive our usual share of scolding and punishments. But when Mrs Desai came with the progress report cards, she didn't look angry. She was rather quiet. She smiled as usual, but her eyes didn't look happy.

She handed out the cards one by one. Many of us had failed in one subject or the other. Some had not appeared for the test. A few had got good marks in some of the subjects. Very few had done well in all the subjects.

“So that's that !” she said after handing out all the cards. Suddenly, her eyes were filled with tears. She didn't let the tears fall, of course. She just blinked them away and turned to the blackboard.

“Are you angry with us, Madam?” someone asked.

“No, not at all.”

“But, you don't feel proud of us any more” Sushmita said in a low, soft voice.

“No, Sushmita, you are **my** class and I will always want to be proud of you. Come on, now, let us go back to our studies. Take out your books.”

We waited after school and talked about this.

“Did you notice what Desai Ma'am said, Asmita?” asked Snehal, “She said I will always **want** to be proud of you. She didn't say I **am** proud of you.”

“What do you expect?” I said, “So many of us fail. So many miss the test. How do you expect her to be proud of us ?”





ENGLISH WORKSHOP

- Read aloud the two conversations in this part.
 - Between Mrs Desai and her students.
 - Between Asmita and Snehal.
- Say whether the following sentences are right or wrong . Correct the wrong ones and write them down.
 - There are both boys and girls in this class.
 - They never quarrel.
 - Their teachers never shout at them.
 - There was no unity among the students in the class.
 - Sushmita spoke to the teacher in a low, soft voice.
 - Asmita is telling us their story.
- Discuss the following questions :
 - Why does Mrs Desai's class like her?
 - Should Mrs Desai have been angry or unhappy?
- Use the information to make meaningful sentences using the following adverbs.
 - always
 - regularly
 - sometimes
 - never
 You may also make any other sentences using these adverbs.
- Write the following words in the appropriate places to complete the following tables : itself, herself, myself, yourselves, ourselves, yourself, himself.

I		you	
we		you	

he		it	
she		they	
- Say the alphabet from 'a' to 'z'. There are 26 letters in the alphabet. Divide them into groups of rhyming letters, for example, 'q', 'u', 'w' are rhyming letters that end with the 'yu' sound. Did you find a rhyming letter for each of the 26 letters?

Language Study

Common Nouns - 2

Some nouns stand for groups of things or people. Such nouns are called **collective nouns**. Examples : class (a class of sixty girls and boys), people, a herd of cattle, a flock of birds, a team of players, a set of cards, lists of names.

Note that collective nouns also have singular and plural forms.
Examples : class - classes, herd - herds, flock - flocks

- * Make a collection of collective nouns.

Part II

“But this is really too sad,” said Akash. “We must **make** her proud of us.”

“But how ? What can we do ?” asked Sunil. She won’t be happy unless we all do well. Do you think that’s possible ?”

And then suddenly it clicked.

“Yes!” I said, “Why not ? We will make it possible. If we all work together, we can do it!”

“Right!” said Akash. “Let’s do it.”

So the next day, we (the whole class) sat together to discuss the ‘Plan of Action’.

We all agreed that those who get good marks should help others.

“That is all very well,” said Niyati. She is the maths genius in our class. “I have tried to help before. But no one is interested. They don’t want me to help them.”

“Perhaps you are too bossy,” suggested Soli.

“We have better things to do after school. Who wants to sit and do maths!” said Nilesh. “You can help by giving us the answers.”

“See what I mean!” said Niyati. “And they are both way behind the class in maths.”

“This will not do,” said Akash. “Do you think Desai Madam will be proud of a class of copycats? You must study till you understand your maths well. It’s a rule, and you have to follow it.”

“And what if they don’t ? And there are many like them,” said Niyati.

“I have an idea,” said Soli. “Let some of the students work as our ‘Searchlights’. They will visit us at home, talk to us every day to see that we study.”

- clicked : became clear.

- way behind : An informal way of saying not making progress (as other students in the class.)

Guess the meaning of :

- ⊗ ‘copycats’.

- ⊗ What is meant by ‘Searchlights’ here?

“And what if we have difficulties ?” asked Nilesh.

“Let us also have ‘Study Guards’ like Niyati who will help us out of our difficulties.”

“That’s a great idea,” said Sunil. “Let’s have Study Guards for every subject.”

It didn’t take very long to identify the SL’s and SG’s. We put the PoA in motion immediately. We did this without letting any of the teachers in the secret. We wanted to give Mrs Desai a surprise. But she is really too good. She spotted the change within a week.

“Something is at work in this class, I am sure,” she said, “No one is ever absent. Everyone pays attention during lessons. And I see a different look in your eyes. Something has happened.”

So then we had to tell her. She was really impressed. “You people are really amazing ! What wonderful ideas! Such determination ! There’s no other class like yours.”

We felt so happy we were on cloud nine! Every one of us began to try hard, honestly. And you will not believe this, but we were actually all quite eager to take the second test and get the results.

This time when Mrs Desai walked in with the report cards, she was all smiles. She congratulated each one of us, personally.

However, there is one last thing which I must tell. We had hoped that we would all do well. Many of us did do well, but alas, there were still some who got poor marks, and some had even failed. So then we all began to feel crushed. Naina, who had got a red mark in her card couldn’t bear it.

“I have let the whole class down,” she sobbed.

⊗ What is meant by ‘Study Guards’?

⊗ What do these short forms stand for?

⊗ SL’s ⊗ SG’s ⊗ PoA

⊗ What changes did Mrs Desai observe in the class?

⊗ When you are ‘on cloud nine’, you feel great happiness.

Find the meaning of the following and use them in your own sentences.

⊗ take a test ⊗ give a test

Discuss :

⊗ What qualities did the students develop in their efforts to do well?

❁ Why did the Teacher appreciate Naina?

But our dear dear Class Teacher went to her and hugged her.

“No, Naina, you haven’t let anyone down. Look at your card. Last time you had got only two out of fifty in Science and this time, it’s sixteen. That’s quite a leap. You have started off in the right direction and I know you will keep it up. I am proud of you, each one of you.”

Can you guess what happened in the next test ?



ENGLISH WORKSHOP

1. Discuss the meaning of the following statements and translate them into your mother tongue.
 - (a) We must make her proud of us.
 - (b) We will make it possible.
 - (c) See what I mean !
 - (d) This will not do.
 - (e) Something is at work in this class, I am sure.
 - (f) She was all smiles.
 - (g) Many of us did do well.
 - (h) I have let the whole class down.
 - (i) That’s quite a leap.
2. Write any one of the following dialogues.
 - (a) A dialogue between two friends about their studies.
 - (b) A dialogue between a teacher and a student about studies.
 - (c) A dialogue between a parent and a child about studies.
3. What rules would you like to make for : (a) yourself (b) your class ?
4. Prepare a card for your friend wishing him/her the best of luck/all the best in an examination.
5. Find and write three examples each of the past, present and future tenses from the story.

Common Nouns - 3

Common nouns can be classified in one more way – **concrete** nouns and **abstract** nouns.

Concrete nouns stand for things that you can actually touch or see.

Examples : school, home, cards, butterflies, child.

Abstract nouns stand for ideas, qualities, feelings, actions, etc.,

Examples : life, time, unity, progress, happiness, childhood, movement, mathematics.

Can you spot at least three abstract nouns in the following paragraph?

‘We put the plan of action in motion immediately. We did this without letting any of the teachers in the secret. We wanted to give Mrs Desai a surprise. But she is really too good. She spotted the change within a week.’

Common Nouns - 4

Now you know that plural forms of nouns have -s, -es or -ies at the end. But the plurals of some nouns are formed differently. They are called irregular plurals.

Look at the following forms -

- child - children
- man - men
- woman - women
- mouse - mice
- foot - feet
- leaf - leaves

* Collect examples of regular and irregular plurals. (At least 20 each)

TOW

Two minutes of Oral Work

Tell as many words as possible related to the given words, within two minutes.

- light
- earth
- turban
- sleepy
- pigeons

Example : light – bright, star, day, bulb.





2.1 We shall overcome ...

We shall overcome, we shall overcome,
we shall overcome some day;
Oh! Deep in my heart I do believe,
we shall overcome some day.

We'll walk hand in hand, we'll walk hand in hand,
We'll walk hand in hand some day;
Oh! Deep in my heart I do believe,
we shall overcome some day.

We are not afraid, We are not afraid,
We are not afraid today.
Oh! Deep in my heart I do believe,
we shall overcome some day.

The truth shall make us free, the truth shall make us free,
The truth shall make us free someday;
Oh! Deep in my heart I do believe,
we shall overcome some day.

We shall live in peace, we shall live in peace,
We shall live in peace some day;
Oh! Deep in my heart I do believe,
we shall overcome some day.



‘We shall overcome’ was used as a protest song in the Civil Rights movement in the USA. The song expresses unity, determination to fight injustice, and hope. This song has many versions. The well-known Hindi inspirational song ‘होंगे कामयाब’ was based on ‘We shall overcome’



ENGLISH WORKSHOP



1. Sing the song.
2. Each line in the poem tells you something about the people singing it.
Read the sentences in column A and write the appropriate lines in column B.

What the line tells us	The line
<ul style="list-style-type: none"> • The people have to suffer many hardships today.
<ul style="list-style-type: none"> • They do not have equal status and friendly relations with other people in society today.
<ul style="list-style-type: none"> • Other powerful people are trying to frighten the people singing the poem.
<ul style="list-style-type: none"> • The people singing the song are not free today.
<ul style="list-style-type: none"> • The people singing the song have no peace today.

3. Find out more about the Civil Rights movement in the USA. Use the internet to gather the information.
4. Find other inspiring songs associated with people’s movements.
You may list famous inspiring songs from your mother tongue / Hindi.
5. Note that many times ‘do’ is used to show emphasis.
Example : I **do** believe.
Write 3 more sentences using ‘do’ for emphasis.
6. The words ‘We shall....’ show firm resolve to do something. Read the ‘Pledge’ given in your textbook.
Using your own ideas, write a few sentences beginning with ‘I shall’/‘We shall’.

2.2 Two Fables



A fable is a very short story, usually with animal characters or even inanimate things that speak. A fable usually ends with a message or a moral. It tells you about the ways of the world and how one should behave in society. These two fables come from Aesop, the famous Greek story-teller. His stories were told and retold in many countries according to their own local conditions. Here, the story of the town mouse and country mouse is retold in the English style.

Allow the students time to list their stories. Write the titles of 25-30 of them on the blackboard. If the stories are in other languages, encourage students to translate their titles in English. Then hold a discussion on story types and the special feature of each type. Students may add other story types to these given here.

Do you like to read stories? List 5 of your favourite stories. You may list stories from any language. Now use one or more of the following story types, to describe your favourite stories.

- Folk tale
- Parable
- Horror story
- Fairy tale
- Detective story
- Mythology
- Realistic
- Anecdote
- Childhood stories
- Political
- Comedy
- Satire
- Inspiring/Inspirational/Motivational
- Comics
- Fables
- Science fiction
- Fantasy
- Historical
- Adventure
- Wit and Humour
- Romantic
- School stories
- Social
- Story with a twist
- Tragedy
- Moral stories

**Warming
up!**



TOW

Two minutes of Oral Work

Within two minutes, tell as many words as possible, related to the following :

- village
- city
- forest

THE TWO FRIENDS AND THE BEAR

Listen and answer :

- ⊗ Who rushed out upon the friends? Where were they at that time?

Note that we do not use the apostrophe in 'its' in phrases like 'its head'.

- slouched : walked away with its shoulders bent forward
- comrade : friend, companion.
- Master Bruin : Mr Bear
- desert : leave behind
- at a pinch : in an emergency

Discuss :

- ⊗ Why did the other traveller lie with his face in the dust?
- ⊗ Did the bear really whisper to the traveller?
- ⊗ Use the phrase 'be good at something' in your own sentence. Find the sentence in which it is used in this story.

Two friends were travelling together through a wood, when suddenly they came across a bear. The bear saw the travellers and rushed out upon them.

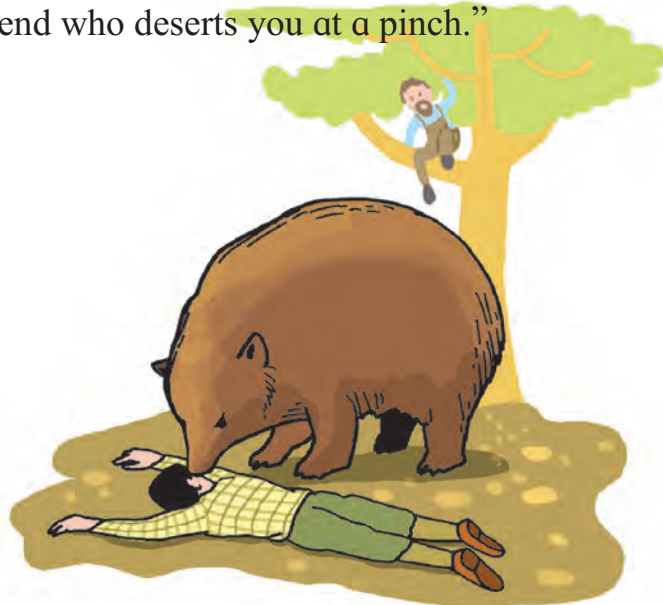
One of the travellers was good at climbing trees. Without waiting for his friend, he caught hold of the branch of a nearby tree, and hid himself among the leaves.

The other did not know what to do. He had heard that bears do not bother with dead animals. So he threw himself flat down upon the ground, with his face in the dust.

The bear, coming up to him, put its muzzle close to his ear, and sniffed and sniffed. But the man lay very quietly on the ground and did not even breathe. At last with a growl it shook its head and slouched off.

Then the fellow in the tree came down to his comrade, and laughing, said, "What was it that Master Bruin whispered to you?"

"He told me," said the other, "Never trust a friend who deserts you at a pinch."



THE TOWN MOUSE AND THE COUNTRY MOUSE

Once upon a time, a Town Mouse went on a visit to his cousin in the country. The Country Mouse was a simple, rustic fellow, he loved his town friend. He gave him a hearty welcome. Beans, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this simple country fare, and said;

“I cannot understand, Cousin, how you can put up with this poor food! But of course you cannot expect anything better in the country. Come with me and I will show you how to live. When you see town life, you will wonder how you could ever live in the country.”

No sooner said than done. The two mice set off for the town and arrived at the big house where the Town Mouse lived in a hole.

“You will want some refreshment after our long journey,” said the polite Town Mouse, and took his friend into a grand dining room. There they found the remains of a fine feast. Soon the two mice were eating up jellies and cakes and all that was nice.



- cousin : a relative
- country : rural area, an area outside a city or town
- rustic : rural, living in a village
- fare : food

- remains : left over parts

Guess the meaning of :

- ✳ turned up his long nose
- ✳ put up with
- ✳ set off
- ✳ refreshment

Things to do :

- ✳ Describe some features of country life and town life.
- ✳ Rewrite the story using human characters and making other appropriate changes.
- ✳ What is the meaning of ‘only’?

⊗ What does the country mouse mean by ‘only!’?

- huge : very big
- mastiffs : big dogs of a special breed.

Discuss :

⊗ What is better – country life or town life? Why?

Suddenly they heard growling and barking.

“What is that?” said the Country Mouse.

“It is only the dogs of the house,” answered the other.

“Only!” said the Country Mouse. “I do not like that music at my dinner!”

Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off.

“Good-bye, Cousin,” said the Country Mouse.

“What! Going so soon?” said the other.

“Yes,” he replied; “Better beans and bread in peace than cakes and jellies in fear.”

- Adapted from Aesop’s Fables.



ENGLISH WORKSHOP

1. This story has two parts. Write what happened in each part.

In the country

- The Town Mouse went to visit his country cousin.
-
- The Town Mouse did not like the food.

At the big house

-
- The Town Mouse offered his cousin jellies and cakes.
-

2. Translate the following into your mother tongue :

- I do not like that music at my dinner!
- Better beans and bread in peace than cakes and jellies in fear.

3. Try to write more sentences on the pattern of ‘Better beans and bread in peace than cakes and jellies in fear.’ Example : Better late than never.

4. Write the moral of the story in your mother tongue using your own words.

Language Study

You have learnt in Std VI that verbs (action words) have different forms to show the time at which the action happens –

Past - He **lived** in a hole.

Present - He **lives** in a hole.

Future - He **will live** in a hole.

You also know that the past tense forms usually have ‘-d’, ‘-ed’, or ‘-ied’ at the end.

It will come out of the hole.



It comes out of the hole.



It came out of the hole and lost its life!



Some present tense forms (third person singular) have -s, -es or -ies at the end. Present tense forms used with I, we, you and they do not have ‘-s’, ‘-es’ or ‘-ies’ after them, there is no change in them.

The future is indicated by ‘will’ and ‘shall’.

- * Use any 5 of the following verbs in your own sentences to show the past, present and future tenses –
like, love, answer, scamper, wait, sniff, laugh.

Last year I wrote poems.

Now I write short stories.

In future, I will write novels.



Past	Present	Future
..... liked like / likes will like
.....
.....
.....

- * Can you complete the following table? Note that these verbs have ‘irregular’ past tense forms.

Past	Present	Future
went	go/goes	will go
.....	come/comes
.....	eat/eats
gave
flew	fly / flies

- Keep adding more verbs to this table of tenses.

5. Activity: **Live English !**

(1) Read this menu card carefully and answer the questions given below the card.

Regular Thali 160/-
[Plain rice, Masala Bhat, Chapati, Jawar/Bajra Bhakri, Dal, 2 Vegetables, Kadhi, Koshimbir, Papad, Bhaji (Fritters), Dahi]

Delux Thali 230/-
[Soup, Jeera rice, Masala Bhat, Chapati, Jawar/Bajra/Rice, Bhakri, 3 Vegetables, Dal, Solkadhi, Bhaji/Fritters, Alu Wadi, Kothimbir Wadi/Surali Wadi, Koshimbir, Papad, dahi, 1 sweet]

Sweets

Shrikhand/Amrakhand	30/-
Basundi	40/-
Gulab jamun	30/-
Aamras (Seasonal)	40/-
Puran Poli	30/-
Ukadiche Modak	40/-

Marathi Zatka

Zunka Bhakar with Thecha	90/-
Matki Usal	40/-
Bharali Wangi	40/-
Butter	10/-
Dahi Wati	20/-

Upwas Special

Sabudana Wada	50/-
Sabudana Khichadi	40/-
Upwas Kachori	50/-



- Guess the meaning of 'menu card'.
- What is the purpose of a 'menu card'?
- Is this 'menu card' in English or Marathi? Discuss.
- List at least 5 English and 5 Marathi words from the card separately.

(2) Imagine that you have opened a hotel in the following places.

- Dahiwadi
- Nagpur
- Bengaluru
- London

(a) Which language/languages and script/scripts will you use on your card at each of these places?

(b) You want to appoint staff in your hotel. What languages do they need to know?

(c) Design a menu card for your hotel, offering food items of your choice. Invent fancy names for your dishes.

(3) Use the menu card given on page 42 and prepare dialogues for the following situations.

Hotel Staff welcomes the customers and tells them about the specialities of the hotel.

Hotel Staff : Good evening Sir.
Can I help you?

Customer : We need a table for six.

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

An Australian family talks to the hotel manager about the items on the menu card.

Hotel Manager : A very good morning, Madam.

Australian Customer : Good morning.
Can you tell us something about the items here?
What is ?

Hotel Manager : It's a kind of

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

A Maharashtra family discusses what they want to order. The family includes Grandpa, Grandma, Great Grandma, Father, Mother, Uncle, Aunt and four children.

Mother : What would you like to have, Aai?

Great Grandma : Something soft for me.

Grandma : And not very spicy. What about you, Son?

Father :



2.3 Teeny-tiny



Here's a traditional English story that creates horror and fun at the same time. The words teeny-tiny repeated throughout the story add to the fun. The story takes you to the world of fantasy where ordinary things also appear mysterious. Stories of old women are common in traditional tales of many regions.

- Teeny-tiny : very small

1. You know that adjectives are used to describe nouns. They describe many aspects of a noun. Find more examples that will fit in each of the boxes below:

Size

small,

a small stone

Age

young,

a young man

Shape

square,

a square box

Colour

pink,

a pink dress

Origin

Chinese,

Chinese rice

Quality

kind, wise,

a wise king

Material

plastic,

a plastic toy

Use

swimming,

a swimming tank

Warming
up!



2. See what other single adjective or pair of adjectives you can use in place of 'teeny-tiny' in the story that follows. Do the adjectives fit well in all places? Do you have to make any other changes in the story if you change the adjective? Listen/Read carefully and decide.

TEENY-TINY

ONCE upon a time there was a teeny-tiny woman who lived in a teeny-tiny house in a teeny-tiny village. Now, one day this teeny-tiny woman tied her teeny-tiny scarf, and went out of her teeny-tiny house to take a teeny-tiny walk. And when this teeny-tiny woman had gone a teeny-tiny way, she came to a teeny-tiny gate; so the teeny-tiny woman opened the teeny-tiny gate, and went into a teeny-tiny churchyard.

And when this teeny-tiny woman had got into the teeny-tiny churchyard, she saw a teeny-tiny bone on a teeny-tiny grave, and the teeny-tiny woman said to her teeny-tiny self :

‘This teeny-tiny bone will make me some teeny-tiny soup for my teeny-tiny supper.’

So the teeny-tiny woman put the teeny-tiny bone into her teeny-tiny pocket, and went home to her teeny-tiny house.

Now, when the teeny-tiny woman got home to her teeny-tiny house, she was a teeny-tiny bit tired; so she went up her teeny-tiny stairs to her

- churchyard : an enclosed area around a church, where people are buried.
- grave : a place where a person is buried
- supper : ‘last meal of the day’



teeny-tiny bed, and put the teeny-tiny bone into a teeny-tiny cupboard. And when this teeny-tiny woman had been to sleep a teeny-tiny time, she was awakened by a teeny-tiny voice from the teeny-tiny cupboard, which said:

‘Give me my bone!’

And this teeny-tiny woman was a teeny-tiny bit frightened, so she hid her teeny-tiny head under the teeny-tiny clothes and went to sleep again. And when she had been to sleep again a teeny-tiny time, the teeny-tiny voice again cried out from the teeny-tiny cupboard a teeny-tiny louder,

‘Give me my bone!’

This made the teeny-tiny woman a teeny-tiny more frightened, so she hid her teeny-tiny head a teeny-tiny further under the teeny-tiny clothes. And when the teeny-tiny woman had been to sleep again a teeny-tiny time, the teeny-tiny voice from the teeny-tiny cupboard said again a teeny-tiny louder,

‘Give me my bone!’

And this teeny-tiny woman was a teeny-tiny bit more frightened, but she put her teeny-tiny head out of the teeny tiny clothes, and said in her loudest teeny-tiny voice,

‘TAKE IT!’



Think and answer :

- ⊗ Why is the teeny-tiny voice's speech given in a larger type every time?



ENGLISH WORKSHOP

1. Describe the teeny-tiny woman's house using details from the story and your imagination.

2. Read the following sentences and fill in the blanks.
 - The teeny-tiny woman lived in a teeny-tiny
 - The teeny-tiny woman went out to take a
 - The teeny-tiny woman went into a teeny-tiny
 - The teeny-tiny woman found a teeny-tiny on a teeny-tiny
 - The teeny-tiny woman put the teeny-tiny into her teeny-tiny
 - The teeny-tiny woman went home and put the teeny-tiny into a teeny-tiny
 - The teeny-tiny woman was awaked by a teeny-tiny from the teeny-tiny
 - The teeny-tiny woman was
 - The teeny-tiny woman said in her teeny-tiny voice.

3. The word 'teeny-tiny' is a compound word, that is, a word made of two words. Words like teeny-tiny are mostly used in informal language, children's stories and songs, folk tales etc. Write other words like teeny-tiny.
 incy tick flip hickary
 chit criss ding bow.....

4. Use the list of adjectives you have made in the activity on page 44. See if you can write funny/meaningful sentences using one or more of these adjectives. For example :
 - * A big red ant found a big red grain of corn in a big red house.
 - * The little silver fairy cut the little silver paper with little silver scissors.

5. Think of a repetitive story about an old woman from your mother tongue. Try to translate it into English.

6. Discuss and write briefly.
 - * What you should do when you find something in the street.
 - * What could have happened when the old woman said, 'TAKE IT' ?



Main verbs and auxiliary (helping) verbs



- Read the following sentences.
 1. She came to a teeny-tiny gate.
 2. The teeny-tiny woman opened the teeny-tiny gate.
 3. She was a teeny-tiny bit tired.
 4. She had a dog.
 5. She does all the work.

Here in 3, 4 and 5 respectively, the verbs ‘be’ (was), ‘have’ (had) and ‘do’ (does) are used as **main verbs**. But ‘be’, ‘have’ and ‘do’ are also used with other main verbs to show certain things. Then they are called **helping** or **auxiliary verbs**. Let us see some of these uses.

Auxiliary Verb : Do

- ‘Do’ is used with the main verb –

(a) **To form questions : Yes/no questions**

Wh- questions

Do you know the answer?

What did she say?

Did you see the bird?

What does he want?

- * Underline the main verb in the above questions.

Can we drop/remove the main verb from the questions?



(b) **To form negative sentences :**

- We did not eat it.
- She does not like flowers.
- They did not do it.

They are not serious about their studies.

TOW
Two minutes of Oral Work
Tell as many negative sentences as possible within two minutes.

They don't know what they are missing.

She does not play.

We don't like to study.

Don't be so negative.



2.4 Putting together a Class Magazine



You must have seen that many people read magazines. Many of them are for grown-up people, but some of them are also for children. But, instead of buying a magazine from a shop, would you like to make your own magazine? Read to find out how Tara and her friends prepare the magazine of their class.

Collect specimens of children's magazines, and children's sections in other periodicals, newspapers, etc. See which of the following materials are included in the magazines.

- stories
- poems
- word puzzles
- picture puzzles
- riddles
- craft ideas
- informative articles
- jokes
- board games
- photographs
- quizzes
- recipes
- tips on how to study
- interviews
- plays
- news items
- collection of interesting facts
- picture stories
- friendly advice
- other type of materials

**Warming
up!**



- Which of these do you like to read the most? Collect specimens of three of your favourite materials.
- Collect one specimen of each of the above as a class project.

Tara and friends are busy producing their 'Class Magazine'. Many children have sent their contributions to the magazine. Others have helped to write it in a beautiful hand and decorate it with colours, photos, pictures and designs. They want to display it on the classroom walls in the form of a collage. That is why they have cut out pieces of the articles. They will arrange them on coloured paper with appropriate illustrations. But sadly, the pieces have all got mixed up. Can you help Tara to sort out the pieces?

Paper Penguin

I've been getting so much homework that I barely have time to play. What should I do?

- Needy Student

Green Chutney

Cut out a head and body shape and two wings from black craft paper.

Draw a proper background to show the sky and the ice.

Paste the different parts together on card paper.

Ingredients : A medium piece of coconut, 2 green chillies, coriander leaves, salt to taste and a 1/2 spoonful of sugar.

Method :

1. Wash the guava and cut it into big pieces.
2. Put all the ingredients in a glass bowl.
3. Sprinkle chat masala and mix the ingredients well.

Fruit Chat

To give yourself the most time to play, it's important to use your time wisely. If you're given time to do your homework during school hours, try your best to finish it as much as you can

- Didi.

Decorate it with coloured paper, markers and stickers.

My best friend and I are no longer friends, and I lost another friendship a few months ago. I don't want to lose more friendships.

- Needy Friend

Teacher : Jay, why are you doing your math multiplication on the floor?

The names of the sections of the magazine are given in blue boxes below. Find the names of the items and the remaining pieces from those shown on the board. Put them in a proper sequence.

Laughter in the Classroom

Craft Corner

Advice for Friends in Need

Mouth-watering Recipes for Hungry Kids

Getting so much home work!

On losing friendships...

Talk to your friends about what you feel. Your parents know you well and are also likely to know your friends. They may tell you what you should do
- Didi

Ingredients :1 big guava, 1 big piece of papaya, 1 big apple, 1 big slice of pineapple, sweet lemon segments, lemon juice-1 teaspoon, 1 tablespoon of pomegranate seeds, chat masala, salt to taste.

Jay : That depends on how many people are standing there in the yard.

Put all the ingredients together and grind them in a mixer or on the grinding stone.

Jay studies Maths-1

Cut out a beak, a hat, a bow tie, and feet from different coloured craft paper.

Teacher : Jay, how many feet are there in a yard?

Jay studies Maths-2

Jay : You told me to do it without using the tables.

1. Wash the chillies and coriander leaves.
2. Cut the coconut into pieces.
3. Add salt and sugar.

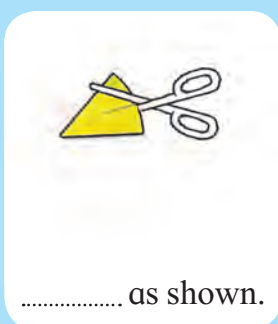
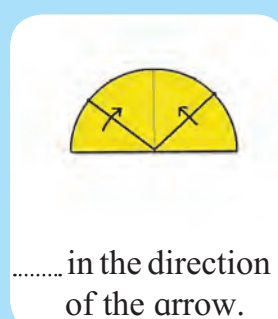
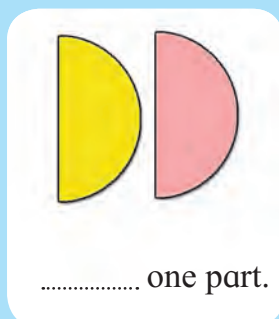
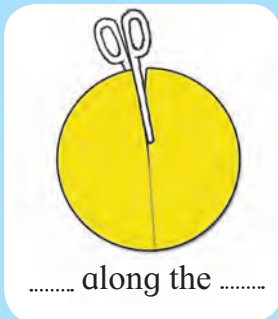
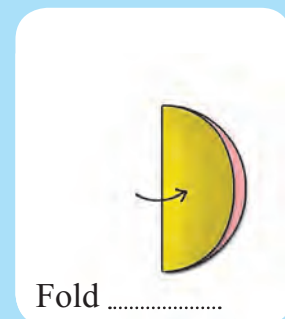
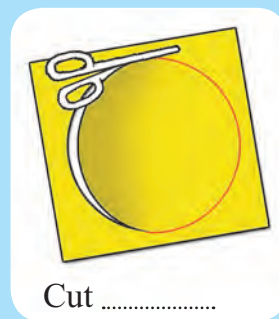
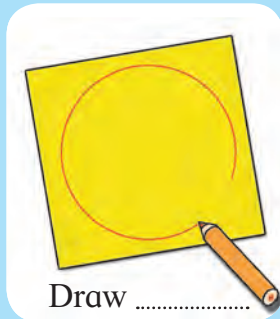
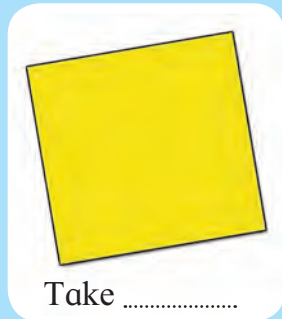
Have you helped Tara and friends to clear the confusion? Now plan a Class Magazine for your own class. You may add other interesting sections to it. All the friends and especially Tara would love to read your Magazine. If you want the others to read it, be sure to add interesting stuff.



ENGLISH WORKSHOP

1. Write to a friend, cousin or relative about a problem that you have to face. Ask for his/her advice.
2. Activity : **Pretty Paper Birds**

Look at the pictures given below. Write the instructions for making this pretty paper bird using the clues given with the pictures.



2. Write instructions for making a paper article of your choice. For example, a pin-wheel or a boat or a mask. You may find some of the words / phrases given here useful : fold, turn, join, crease, upward, downward, upside down, right side up, middle, sides, corner, half, quarter, etc.

Language Study

You have seen last year that there are four types of sentences - statements, questions, commands and exclamations. Some sentences contain negative words like not, no, never and have a negative meaning.

- Can you turn the following commands / orders into negative ones?

Example : Put all the ingredients together.

Negative : Don't put all the ingredients together.

- Fold the paper in half again. • Wash the guava.
 - Mix the ingredients. • Grind them in a mixer.
- Can you turn the following negative statements into positive (affirmative) ones?

Example : I cannot understand.

Positive : I can understand.

- I do not like that music at my dinner.
 - The other did not know what to do. (Use 'knew'.)
 - Travelling from China to India was not an easy task.
 - It made no difference to us. (Use 'a difference')
 - Never trust a friend who deserts you at a pinch.
- Can you make the statements positive without changing the meaning?
What do you have to do? Can all the above sentences be rewritten in this way?
Discuss. Write down any two sentences you could rewrite without changing the meaning.

TOW

Two minutes of Oral Work

Think of as many commands as possible within two minutes, that begin with the following verbs.

- cross • help • wash • study • take

TOW

Two minutes of Oral Work

Think of as many negative words as possible within two minutes.

Example - no one.



2.5 Windy Lines

This is a collection of quotations from famous authors on the subject of wind.

With the help of the internet, and your teacher, you can make similar collections of famous or memorable lines on different topics such as rain, rainbow, the moon, the sun, morning, night, home, school, etc.

You can put them against beautiful background and greeting cards.

*No one can tell me,
Nobody knows,
Where the wind comes from,
Where the wind goes.*

*From 'A Wind on the Hill'
by A.A. Milne*

*Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.*

*Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.*

– Christina Rossetti

*Rise, brothers, rise; the wakening skies
pray to the morning light,
The wind lies asleep in the arms of the dawn
like a child that has cried all night.*

*– From 'The Coromandel Fisher'
by Sarojini Naidu*

*You throw the sand against the wind,
And the wind blows it back again.*

– William Blake

*O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?*

*O wind, a-blowing all day long,
O wind, that sings so loud a song!*

*– From 'The Wind'
by R. L. Stevenson*

*... O Wind,
If winter comes,
can spring be far behind?*

– P. B. Shelley



2.6 Great scientists have a questioning mind



Dr A. P. J. Abdul Kalam was the President of India from 2002 to 2007. He was awarded Bharat Ratna for his contribution to the scientific research and modernisation of defence technology in India. He loved children. His books and ideas have inspired many young Indians. In this passage, he talks about another great Indian scientist, C.V.Raman.

Leaders have to understand people's problems. They work hard. I want to be a political leader.



Teachers are so knowledgeable. I want to be a teacher.



Warming up!



List 3 of your favourite people. To which of the following categories do they belong? Add a new category if necessary.

- scientist
- cricket player
- actor/actress
- teacher
- singer
- dancer
- sportsperson
- musician
- artist
- social worker
- political leader
- progressive farmer
- soldier
- housewife
- doctor
- policeman
- lawyer
- engineer
- architect
- businessman
- journalist

Describe orally in a sentence or two, what each of the above do, and the special requirements of their profession.

Form groups of 4-5. Discuss what you want to be and what you have to do to achieve your objective.

Farmers grow food crops for all. I will use new methods. I will be a progressive farmer.



Cooking is an art. I want to be a Chef.

Chefs do so many experiments in the kitchen.

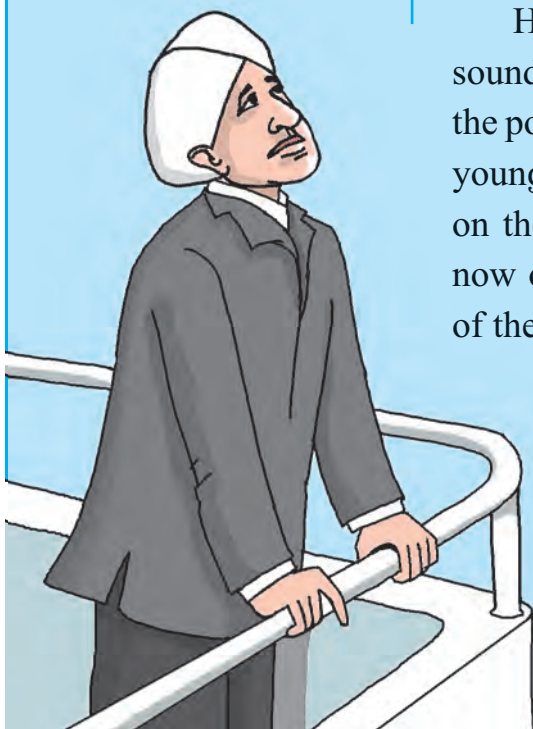


GREAT SCIENTISTS HAVE A QUESTIONING MIND

Think and answer :

- ✧ Why are great scientific minds restless?
- ✧ Was Raman interested in arts?

- melodious : producing pleasant musical sounds
- percussion : musical instruments played by striking, beating or tapping



Great scientific minds are restless with questions. They keep asking, ‘Why does this happen?’, ‘Can I make it better?’ or ‘What more can this do?’

Let us study the life of a great scientist, who lived in the same era as Einstein but about 5000 kilometres east of Germany, in India.

Born in Tiruchirapalli in southern India, in the year 1888, Raman grew up to be one of the greatest scientists in India. He was a bright student right from the start and was deeply interested in optical science and acoustics. This is what perhaps led him to discover that the mridangam and the tabla produced more melodious sounds than any other percussion instrument. He was fascinated by colourful things, be it a flower, butterfly or gem. He kept seeking knowledge about everything around him.

He became a scholar in sound and sound-related physics. One day, a ship sailed from the port of London towards Calcutta. On board was young C. V. Raman, who had delivered a lecture on the acoustics of the violin in London. He was now on the ship’s deck, gazing at the blue waters of the ocean.

As he glanced up at the sky, which was of the same shade as the ocean, a series of questions popped up in his head. ‘Why are both the sea and the sky blue in colour? What is the science behind this occurrence?’

His mind seemed to suggest that the reason could be the scattering of light by water molecules. However, his theory was yet to be proved scientifically.

When the ship anchored at Calcutta, the young man immediately went on to conduct experiments to prove his theory. His research in optics, the science of light, resulted in the discovery of the Raman Effect. He announced it to the scientific world in March 1928. The discovery won him the Nobel Prize for Physics in 1930. It was the first time this prize was awarded to an Asian! The day he discovered the Raman Effect, 28 February, was later declared as National Science Day.

Even before this, his contribution to the science of optics had been acknowledged and he was elected Fellow of the Royal Society in 1924.

You would have learnt about the 'Raman Effect' in detail at school. But do you know the discovery subsequently helped in determining the internal structures of some 2000 chemical compounds?

And can you guess what the cost of the equipment that Raman used to prove his theory was? A measly two hundred rupees!

Raman strongly felt that scientists should not be confined to laboratories to solve scientific problems. They should search around themselves and find those answers in accordance with nature. For the essence of science lies in independent thinking and hard work and not in equipment. How true! Though the oceans and the sky have always been blue in colour, it needed a questioning mind with a scientific outlook to find the reason behind it!

- Dr A. P. J. Abdul Kalam



Find out :

- ⊗ What does one have to do to prove a theory scientifically?

Listen and answer :

- ⊗ What won Raman the Nobel prize for physics in 1930?
- ⊗ Why was 28 February declared as National Science Day?
- ⊗ According to Raman, what are the qualities of a good scientist?
- ⊗ measly : a word used to indicate a very small amount

Things to do :

- ⊗ Find out more about the 'Raman Effect.'
- ⊗ Find more information about Einstein.
- ⊗ Do you have any questions like Raman? Note them down and discuss them with others.



ENGLISH WORKSHOP

1. Prepare a life sketch of Dr C. V. Raman based on this lesson.

Dr C.V. Raman : A Life Sketch

- Dr C. V. Raman was born in in the year
- He was a a student right from the
- He was fascinated by
- He was interested in
- He delivered a lecture at
- He began to wonder about the colour of the sky.
- He was elected fellow of the Royal Society in for his contribution to the science of optics.
- He announced the Raman effect in
- He won the Nobel Prize for physics in

2. Find the musical instrument mentioned in the passage.
3. List the scientific terms used in this passage.
4. Google the information about any five Indian scientists using the following points. Arrange it in a tabular form.

- Name
- Place of birth
- Discovery / Invention
- Awards and Honours

Language Study

A sentence is a group of words that expresses a complete idea. A sentence has two components – subject and predicate. The subject of a sentence is the part which names the person, thing, etc. that we speak about (in that sentence). The remaining part of the sentence tells us more about the subject. This remaining part is called predicate. Note the subject and predicate in each of the following sentences. Also note that the verb form in each sentence depends on the subject.

Subject

The sky

Great scientific minds

She

They

Predicate

is blue.

are restless with question.

goes to school every day.

go home in the evening.



3.1 Sleep, Baby, Sleep!



Sleep, baby, sleep !
Your father herds his sheep:
Your mother shakes the little tree
From which fall pretty dreams on thee;
Sleep, baby, sleep !

Sleep, baby, sleep !
The heavens are white with sheep :
For they are lambs - those stars so bright :
And the moon's shepherd of the night;
Sleep, baby, sleep !

Sleep, baby, sleep !
And I'll give thee a sheep,
Which, with its golden bell, shall be
A little play-fellow for thee;
Sleep, baby, sleep !

Sleep, baby, sleep !
And bleat not like a sheep,
Or else the shepherd's angry dog
Will come and bite my naughty rogue;
Sleep, baby, sleep !

Sleep, baby, sleep !
Go out and herd the sheep,
Go out, you barking black dog, go,
And waken not my baby so;
Sleep, baby, sleep !

- Anonymous



‘Sleep Baby, Sleep!’ is a traditional lullaby. A lullaby is a quick, soothing song that is used to ‘lull’ a child to sleep.

● **herds** : looks after the sheep. ● **thee** : you ● **heavens** : sky ● **bleat** : make a whinnying sound ● **rogue** : Here, it mean a child who does not do what is asked.



ENGLISH WORKSHOP



1. Sing the song.
2. Find the rhyming words used in the song.
 - sleep ● trees ● bright
 - be ● dog ● go

3. The mother in this poem uses various ideas to make the child close its eyes and sleep. Find the stanzas where the following ideas are used.

Ideas

- Threaten in a loving manner
- Create a pleasant picture
- Remove the threat and make the child feel safe.
- Describe a night in a beautiful manner
- Promise a gift

Stanzas

- Stanza ...4.....
- Stanza
- Stanza
- Stanza
- Stanza

4. Activity :

Form groups of 6 to 8. List the favourite songs/poems of all group members. Make a long list by putting together all lists prepared by the different groups. You may choose songs or poems from any language. Now describe your favourite songs with the help of the labels given below. Note that you can select more than one label for a poem.

For example, 'The Duck and the Kangaroo' by Edward Lear is a funny poem as well as a narrative poem.

- patriotic song ● prayer ● inspirational song ● folk song
- lullaby ● ballad ● marching song ● nursery rhyme
- romantic song ● nature poem ● welcome song
- funny song/poem ● sad song/poem ● song for a special occasion
- title song ● jingle ● narrative poem ● religious song.

- Translate the labels into your mother tongue.

3.2 The Welcome

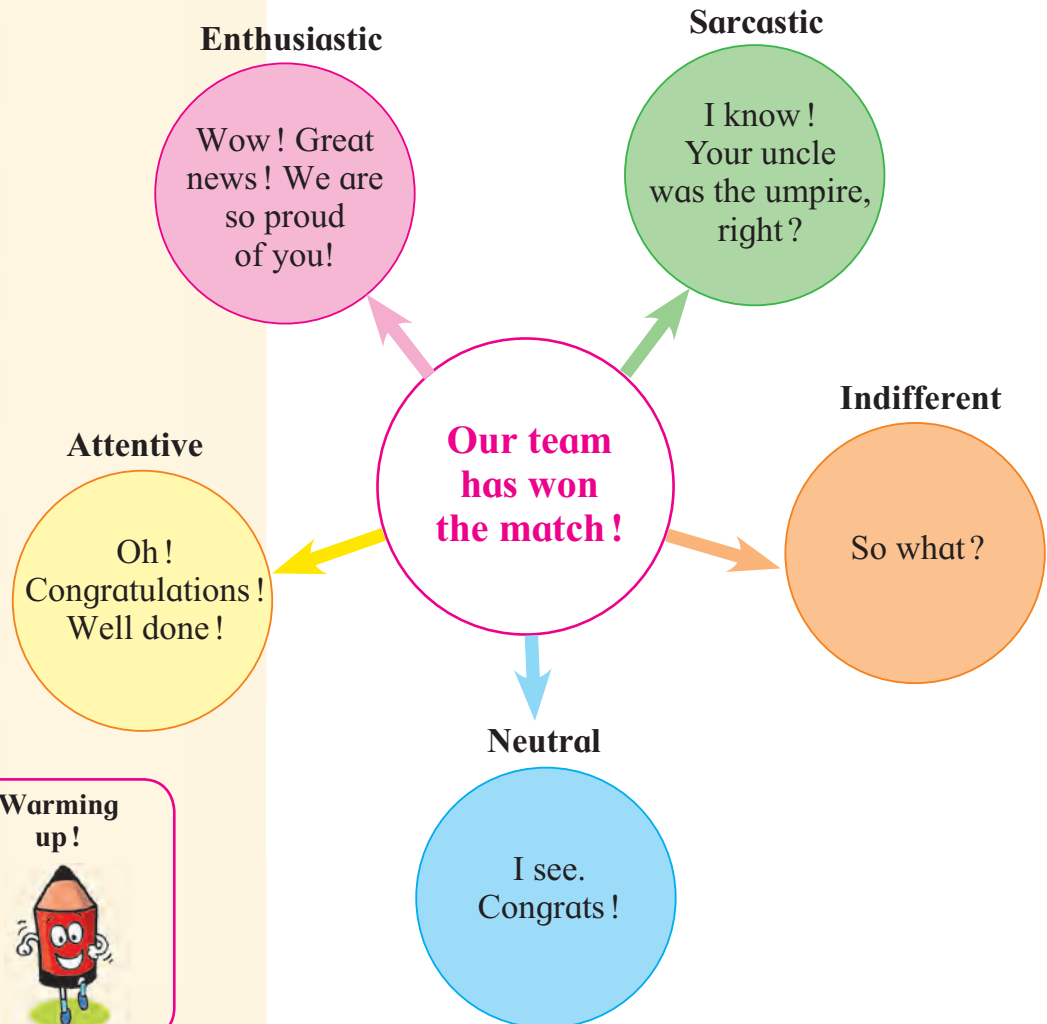


Gurudev Rabindranath Tagore was a great writer, musician and thinker. He is known for his songs, poems, novels, short stories, plays, etc.

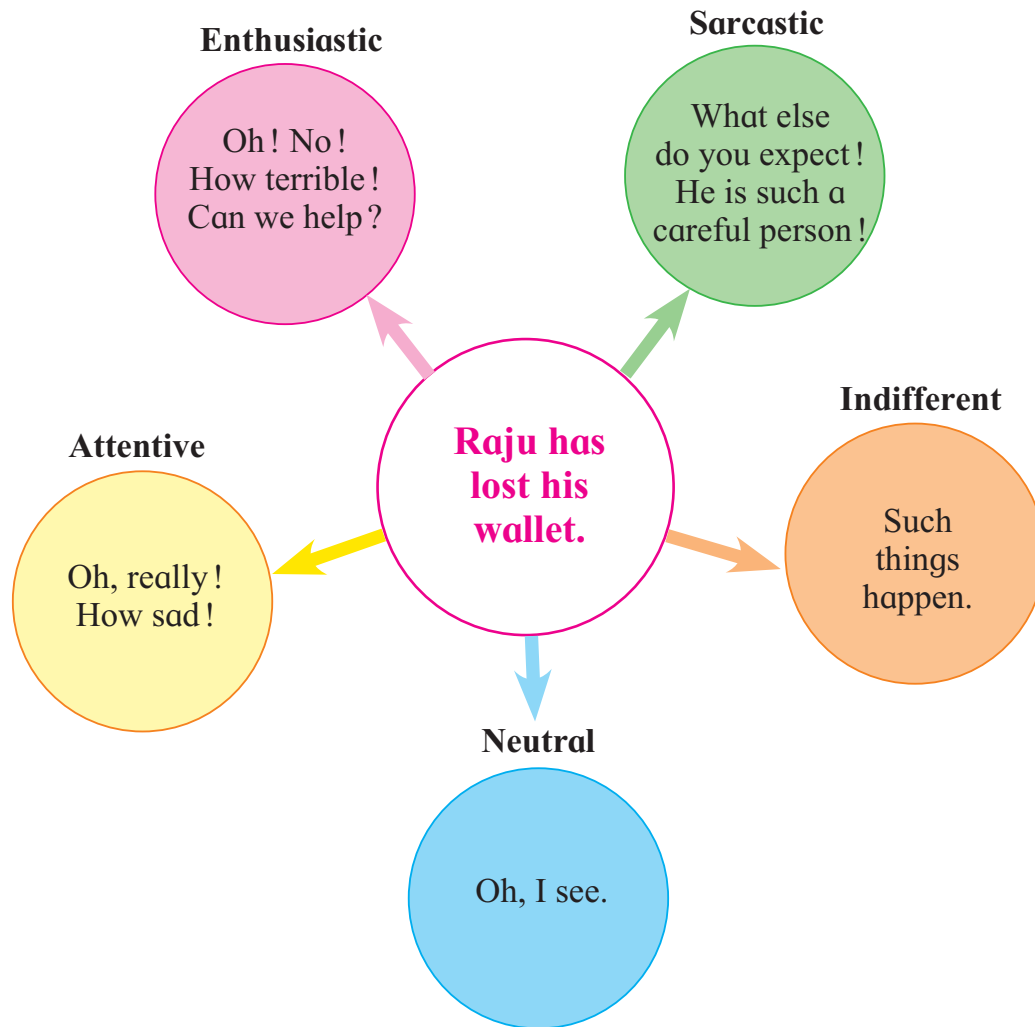
‘The Welcome’ is a funny one-act play, in which a young man wants to tell the people in his village that he has passed M.A. But everybody talks to him about his cat! Have you ever had such an experience?

- Read aloud the central statement and the responses in A and B.

(A)



(B)



Now you have five conversations each for both 'A' and 'B'. Play a guessing game using these conversations. Different pairs of students should present these different conversations in the class. Others rate the response in each conversation using the following table, by putting a tick mark (✓) in the appropriate box.

	Enthusiastic	Attentive	Neutral	Indifferent	Sarcastic
Words					
Gestures					
Tone					

See that all types of response are presented in the activity.

THE WELCOME

Scene I

(A village road. Chaturbhuj Babu has come back to the village after passing his MA examinations, hoping that everyone will make a great fuss over him. There is a plump Afghan cat with him. Enter Nilratan.)

Nilratan : Hello there, Chatur Babu. When did you arrive ?

Chaturbhuj : Directly after the MA exams were over. I –

Nilratan : Ah, you've got a fine cat there !

Chaturbhuj : This year the exams were very –

Nilratan : Tell me, where did you find that cat ?

Chaturbhuj : Bought it. The subjects I'd offered –

Nilratan : How much did you pay for it ?

Chaturbhuj : I don't remember. Nilratan Babu, has anybody passed any exams in our village ?

Nilratan : Oh, lots of them. But you won't see a cat like that in these parts.

Chaturbhuj : (to himself) Confound him, he can't talk about anything but the cat ! It doesn't seem to matter that I've just passed my MA !
(Enter the Zamindar.)



- **make a great fuss over him** :
give him a lot of respect, praise, attention
- **plump** : fat
- **Confound him** : Words used to show anger.

Listen and answer :

- ⊗ Where does this scene take place ?
- ⊗ What examination has Chaturbhuj passed ?
- ⊗ What does Chaturbhuj have with him ?

Zamindar : Ah, Chaturbhuj – what have you been doing in Calcutta all this time?

Chaturbhuj : I’ve just finished my MA, sir.

Zamindar : Oh, this cat of yours is a stunner, I must say. Why don’t you drop by my place with your cat some time this evening? The boys would be delighted.

Chaturbhuj : Of course – I quite understand. They haven’t seen me for a long time.

Zamindar : Yes, I suppose so ... but what I mean is, even if you can’t come yourself, send Beni round with the cat – I want the boys to see it. (Exit Zamindar)

(Enter Uncle Satu.)

Satu : How are you, my boy? Been away a long time, haven’t you?

Chaturbhuj : That’s right. There were so many examinations –

Satu : This cat of yours –

Chaturbhuj : (furiously) I’m going home. (About to leave–)

Satu : Hey, wait a minute – this cat –

Chaturbhuj : No, Sir, I’ve got work to do.

Satu : Oh come on, now, answer a civil question. This cat –

(Chaturbhuj strides away without another word.)

Just look at that. It’s education that’s ruining these young people. We know what they’re worth, but they’re stuffed full of conceit!

- **drop by my place** : visit my house
- **furiously** : angrily
- **stunner** : very beautiful
- **delighted** : very happy
- **We know what they are worth** :
We know that they don’t have merit or good qualities.
- **a civil question** : a polite question
- **stuffed full of conceit** : very very proud of oneself

Think and answer :

- ⊗ Who is Beni?
- ⊗ Do you think Uncle Satu is highly educated?
- ⊗ What is the meaning of ‘strides away’?

Scene II

(Inside Chaturbhuj's house.)

- Maid** : Mother, Dada Babu has come home in a blazing temper.
- Mother** : Why, what's the matter?
- Maid** : I don't know. (Enter Chaturbhuj.)
- Little Boy** : Dada, can I have this cat?
- Chaturbhuj** : (slaps him hard.) Cat, cat, cat the whole day long, is it?
- Mother** : No wonder the poor boy's angry! He comes home after such a long time and these brats start annoying him at once. (To Chaturbhuj) Let me have the cat, son. I'll give it some rice and milk that I've put by.



- Chaturbhuj** : (furiously) Here, mother, you can have the cat and feed it all you want. I shan't stop to eat – I'm leaving at once.
- Mother** : (plaintively) What makes you say such a thing? – Your meal's ready and waiting, dear. You can sit down to it as soon as you've had your bath!

- **in a blazing temper** : very angry
- **brats** : naughty kids
- **plaintively** : in a sad, complaining way

Think and answer :

- ⊗ Who is Dada Babu?
- ⊗ Why does Chaturbhuj get angry with his mother?

Chaturbhuj : No, I'm leaving. You're all crazy about cats in these parts. No one cares for men of worth. *(Kicks out at the cat.)*

Aunt : Don't hurt the cat – she hasn't done any harm.

Chaturbhuj : When it comes to a cat you're all heart, but you have no pity for human beings! *(Exit)*

Little Girl : *(looking out)* Come and see, Uncle Hari – what a big fat tail!

Hari : Whose tail – Chaturbhuj's?

Girl : No, the cat's!

Scene III

(On the road. Enter Chaturbhuj, bag in hand, without the cat.)

Sadhucharan : Sir, where's that cat of yours?

Chaturbhuj : It's dead.

Sadhucharan : How sad! How did it happen?

Chaturbhuj : *(irritably)* I don't know!

Paran : Hello! What's happened to your cat?

Chaturbhuj : It's dead.

Paran : No, really! How?

Chaturbhuj : The same way all of you'll die – by swinging at the end of a rope!

Paran : Good God, he's positively furious!

(A swarm of urchins run after Chaturbhuj, clapping and teasing him with cries of 'Pussy cat, Pussy cat'.)

- Curtain -

I pity Chaturbhuj. His family and friends know the true worth of things!



- Adapted from the translation of a play

by Rabindranath Tagore



- **men of worth** : great, valuable men
- **you're all heart** : you're very kind.
- **positively** : very
- **swarm** : a noisy group
- **urchins** : kids in the street.

Think and answer :

- ⊗ Is the cat really dead?
- ⊗ Why do the urchins tease Chaturbhuj?



ENGLISH WORKSHOP

- List the characters in this play. Write how each is related to Chaturbhuj.
- Find and list the incomplete sentences of Chaturbhuj.
- Form groups. Discuss and write what Chaturbhuj would like to hear from the following people :

Chaturbhuj : I have passed my MA examination.

- **Nilratan :**
- **Zamindar :**
- **Uncle Satu :**
- **Mother :**
- **Aunt :**
- **Sadhucharan :**
- **Paran :**

- Enact the play.
- Form pairs. Each person in the pair writes down a simple story, news item, report, etc. Then one of the partners tries to tell it to the other person. The other person shows through gestures that he is not interested – by yawning, looking away, frowning, doing something else, etc.

Repeat the activity after changing the roles of the listener and the speaker. Then prepare two tables.

- How to be a good listener.
 - How NOT to be a good listener.
- Play the game of **Right question, wrong answer :**
Form pairs : One person puts any one question to the other.
The other person has to give a wrong answer QUICKLY.
He / She is out if he / she gives the relevant / correct answer, or waits too long to give an answer.

Example :

A : How much water do you need?

B : Near S. P. College.

A : Where's S. P. College?

B : At two o'clock.

A : Who was there?

B : I don't know.

A : Out!

What do you eat?

Three books.



Which books?

On the tree.



Can you climb trees?

Of course!



Out!



Auxiliary Verb : Be

• ‘Be + main verb (v + -ing)’ shows that the action is/was not complete; it goes on. This is known as the **progressive** or **continuous** tense.

Present Progressive be + main verb (v + -ing)	Past Progressive be + main verb (v + -ing)
I am writing.	I was writing.
You are reading.	You were reading.
They are playing.	They were playing.
She is singing.	She was singing.



Auxiliary Verb : Have

• ‘Have + main verb (v + -ed /-en)’ shows that the action about which we are talking now is / was complete. This is known as the **perfect** tense.

Present Perfect have / has + main verb (v + -ed /-en)	Past Perfect had + main verb (v + -ed /-en)
I have seen the film.	I had seen the film.
He has passed the examination.	He had passed the examination.
They have gone back.	They had gone back.

Many verbs have separate forms for the past and the perfect. For example, the past and perfect of the verb ‘see’ is ‘saw’ and ‘seen’ respectively.

Note some more examples given alongside and keep adding to the table. Look up the forms in a good dictionary.

Verb	Past	Perfect
see	saw	seen
do	did	done
go	went	gone
write	wrote	written
sing	sang	sung

TOW

Two minutes of Oral Work

1. Try to think of as many words ending in ‘-ing’ as possible within two minutes.
2. Select any ten of the words ending in ‘-ing’ that you have come up with. Try to make a meaningful sentence using one or more of them, till you have a sentence for all ten words. Do it within two minutes. Write down the sentences.

3.3 News Analysis



Many people believe that all that is printed on paper must be true and reliable. But we also come across bits of information or news items that do not match, or do not tally with facts, our own experiences, ideas, etc. It is necessary to think well and carefully about what we read or hear before we form our opinion. Of course, you must do it with an open mind.

- with feeling : in a way that shows how they feel about it – angry, happy, etc.
- authorities : people who are in control.
- eye witness : An eye witness is someone who has seen something with his / her own eyes.
- account : report, story

You may have heard phrases like ‘breaking’ news etc. What other adjectives do people use for news?

Warming up!



Do you read newspapers every day? Do you listen to the news bulletins on radio or TV? You may have seen your elders or friends reading news items and discussing them with feeling.

Do you think about the news that you read or hear? If a piece of news makes you happy, you will say it is **good** news. If it makes you angry or sad, you will say it is **bad** news.

You may find some news items **interesting** and some others **uninteresting** or even **boring**.

You also have to consider whether a piece of news is **reliable** or **unreliable**. Many news items have phrases like ‘according to our sources’, ‘authorities say that’, ‘an eye witness account’, etc. to convince the readers or viewers that the news is reliable. Or the reporter may simply say ‘It is learnt that...’. ‘It has come to light that....’, etc.

Read the news items given in (a), (b), (c) and (d). You may have heard phrases like ‘breaking news’, ‘shocking news’, etc. In what other ways can we describe a piece of news? Suggest suitable adjectives. Then form groups of four or five and discuss the questions given with each piece of news.

NEWS ANALYSIS

(a)

CLOSED SHOES NOT ALLOWED IN EXAMINATION HALLS

Bengaluru : Shivam Institute of Innovative Technology, Bengaluru has recently issued a list of DO's and DON'Ts for candidates taking the Entrance Test to the prestigious institute this year.

The candidates will not be allowed to enter the examination hall

wearing closed shoes, boots, even socks. Other items which will not be allowed inside include mobile phones, microphones, earplugs, calculators and other electronic gadgets, pouches, printed or blank papers and even pens. The pens will be provided in the hall by the invigilators.

1. What is the meaning of 'issued', 'candidates' and 'invigilators'?
2. Who is conducting the test?
3. Discuss the following in groups of four or five :
 - (a) Why is closed footwear (shoes, socks) not allowed in the examination hall?
 - (b) Why has the institute not allowed electronic gadgets in the hall?
 - (c) What other measures can be taken to prevent 'copy'?
4. Why is this news published in newspapers?

(b)

RITIKA TAKES A BREAK FROM ACTING

Mumbai, Sept.9 : Famous actress Ritika who is believed to be the most highly paid star in Bollywood is all set to break the hearts of her fans. In an informal chat with journalists, she revealed that she will not sign any

more films, after completing the big-budget movie 'Ant' next month. She refused to give any reasons for her decision. However, sources close to her reveal that now she wants to make a career in politics.

1. Guess the meaning of 'most highly paid', 'revealed', 'sign films'.
2. What words are used for the following in the news item :
 - (a) Film Industry
 - (b) Something on which a lot of money is spent.
3. Guess why 'Ant' is a big-budget movie.
4. Can you think of other reasons for Ritika's decision?
5. What will be Ritika's reaction to this news?

MOST DANGEROUS TIME IN HISTORY



London : The famous physics professor Stephen Hawking has warned that mankind is facing the most dangerous time in its history today. He said that the world today is facing huge challenges like climate change, overpopulation, epidemic diseases. 'We have the technology to destroy the planet on which we live and have not yet developed the ability to escape it. Perhaps in a few hundred years from now, we will have built colonies amid the stars, but right now, we have only one planet and we need to work together to protect it.' Hawking wrote recently in the Guardian newspaper.

(c)

1. Guess the meaning of 'mankind'.
2. Which words or phrases in the news refer to the earth?
3. Which of the following problems do you believe is the most serious?

- (a) climate change
- (b) overpopulation
- (c) epidemic diseases.

Discuss this in groups of four or five using your mother tongue and English.

4. Discuss the following statements with the help of your teacher.
 - (a) We have the technology to destroy the planet on which we live.
 - (b) We will have built colonies amid the stars.
 - (c) Right now, we have only one planet.

5. Prof. Hawking wrote about the problem in the Guardian.
Why is it given as 'news' in other papers?

TOW

Two minutes of Oral Work

Tell as many words as possible, related to the following words :

- news
- TV
- radio
- mobile

Activity

1. Go through a few specimens of any major newspaper. You will see that each page usually carries only a certain type of news. The types are decided according to region - city, state, nation, world, etc; and also according to the nature of the news - political, cultural, science related, financial, sports, related, etc. Read all the news items given on pages 70 to 72 and decide the types to which each belongs.
2. What other items do you find in a newspaper besides news?

(d)

QUICK CURE FOR ALL AILMENTS?

Staff Reporter: Kavathe:
Hundreds of people flock every hour to Ralewadi, a tiny settlement near Ambegaon. They wait in long winding queues in the hot sun to get a 'special' powder from Miribaba who claims that it cures all sorts of diseases. According to him, he has developed this powder from a special herb in the Himalayas. Unwilling to give the exact name and

source of the herb, he only says that it was revealed to him. He offers it at Rs 25 a packet. Each packet is specially 'blessed' by him. Some of his followers claim that they have seen him curing thousands of people with his powder. However, Dr Karnik of Ambegaon Civil Hospital says that the number of patients in their hospital has in fact increased in the last few weeks.

1. Guess the meaning of 'flock' and 'followers'.
2. Why is there a question mark in the heading?
3. Which part of the news is reliable? Which part may not be reliable? How do we learn that?
4. Will Miribaba and his followers like the news?
5. What should you do when you fall ill?
6. Imagine how this news item helped people understand the truth – that Miribaba's powder cannot cure diseases. Write the story about it in short, in your mother tongue.



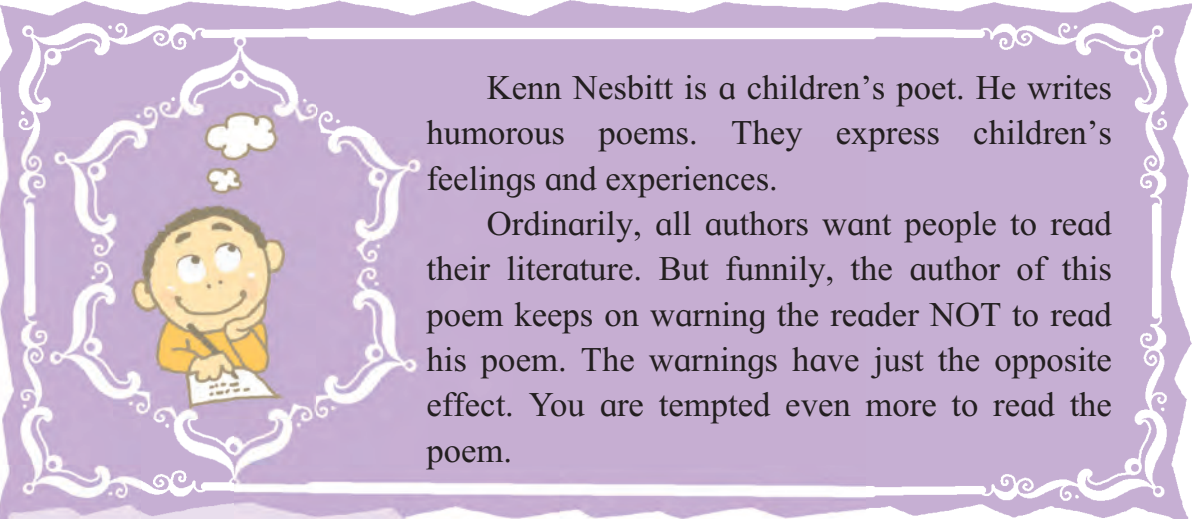
ENGLISH WORKSHOP

- Write your own impressions about the news items given in (a), (b), (c) and (d) in the table below.



News item	Good news	Reliable	Interesting	Others
	Bad news	Unreliable	Uninteresting Boring	
a				
b				
c				
d				

3.4 Please don't read this poem!



Kenn Nesbitt is a children's poet. He writes humorous poems. They express children's feelings and experiences.

Ordinarily, all authors want people to read their literature. But funnily, the author of this poem keeps on warning the reader NOT to read his poem. The warnings have just the opposite effect. You are tempted even more to read the poem.

Mia : Please don't bark so loudly.
 Toto : Please don't give me instructions.

Paddy : Don't watch so much TV.

Bittu : Don't eat junk food.

Kuku : Don't use fairness creams.



- * Have you ever been told not to do certain things? Did you stop doing that immediately? Or did you continue to do same any way?

Make a list of your 'don'ts in groups of five, discuss the list and complete the following table.

List of Don'ts	Stopped doing it	Tried it / Did it anyway
1.		
2.		
3.		
4.		
5.		
6.		

- * When you write something, or paint something, or make something, do you want others to see it? Discuss the reasons for your answer.

PLEASE DON'T READ THIS POEM

Please don't read this poem.
It's only meant for me.
That's it. Just move along now.
There's nothing here to see.

Besides, I'm sure you'd rather
just go outside and play.
So put the poem down now
and slowly back away.

Hey, why are you still reading?
That isn't very nice.
I've asked you once politely.
Don't make me ask you twice.



I'm telling you, it's private.
Do not read one more line.
Hey! That's one more. Now stop
it.
This isn't yours; it's mine.

You're not allowed to read this.
You really have to stop.
If you don't quit this instant,
I swear I'll call a cop.

He'll drag you off in handcuffs.
He'll lock you up in jail,
and leave you there forever
until you're old and frail.

Your friends will all forget you.
You won't be even missed.
Your family, too, will likely
forget that you exist.



And all because you read this
instead of having fun.
It's too late now, amigo;
the poem's nearly done.

There's only one solution.
Here's what you'll have to do :
Tell all your friends and family
they shouldn't read it too.

- Kenn Nesbitt

• cop : policemen • frail : weak • amigo : friend



ENGLISH WORKSHOP

1. Present any two stanzas of the poem using proper intonation.
2. Find the pairs of rhyming words used in each stanza.
3. Think and answer :
 - (a) The poet is telling someone not to read the poem. Who is that someone?
 - (b) What did you feel when you read the line 'Please don't read this poem'?
 - (c) Does the poet really want you to stop reading the poem?
 - (d) What does the poet mean when he says, "Tell all your friends and family they shouldn't read it too."
 - (e) What situation the following lines remind you of -
'Put the poem down now and slowly back away'.
4. Decide whether the following things are right or wrong.
Give reasons for your answer :
 - (a) Reading someone else's letter
 - (b) Reading someone else's diary
 - (c) Looking at the keyboard when someone is typing a password.
 - (d) Eavesdropping - Listening to other people's conversation without their knowledge.
 - (e) Trying to get someone's address, phone number, email ID without their knowledge.

'Please Don't Read This Poem' copyright © 2012 Kenn Nesbitt. All rights reserved.
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5. Read the lines given in the table. Discuss what they mean and when they might be used. Then use your imagination and name situations which these lines may be used by different speaker.

Lines	Situation	Speaker
* Just move along now. There's nothing here to see.	People gathering to watch a fight between two brothers.	A friend of the two brothers, who is trying to stop the fight tells the people.
* I've asked you once politely. Don't make me ask you twice.		
* This isn't yours, it's mine.		
* If you don't quit this instant, I swear I'll call a cop.		
* It is too late now.		
* Here's what you'll have to do.		

6. Add one or two lines before or after the lines given below to prepare a short dialogue.

- It's only meant for me.
- You really have to stop.
- That isn't very nice.
- There's only one solution.



7. Find all contracted forms used in the poem.

Language Study

Questions with 'be' and 'have'

The auxiliary verbs 'be' and 'have' form questions without the help of 'do'.

Be

- Are you writing a story?
- Is she going home?
- Were they reading their homework?

Yes/No
questions

Have


- Have I made a mistake?
- Have you written this?
- Has he given you a book?

- Where are you going?
- What is she painting?
- Why are you laughing?

Wh-
questions

- What have you drawn?
- Why has he come?
- Where have you put it?

3.5 The Red-headed League



Sherlock Holmes is a probably the most famous and most popular private detective in the world of detective stories and novels. He is known for his keen observation, knowledge of many fields and ability to make accurate guesses. Sir Arthur Conan Doyle was a doctor by profession but he is best known for his crime fiction. The Red-headed League was one of his favourite stories.

1. Be a writer!

We come to know about many types of crime through the mass media. We hear/read about theft, burglary, robbery, murder, kidnapping, blackmailing – the list can be very long. It is important to detect crime, find the criminal and prove that he/she is guilty so that justice is done. People of all ages like to read about stories of crime and detection – how a daring, intelligent policeman or detective catches a criminal. Have you read such stories or seen such programmes on TV? Would you like to write such a story?

- Think of interesting titles for mystery stories such as : ‘The Case of’. ‘The Mystery of’, ‘The Adventure of’.
- Form groups and try to write an outline of a detective story in English as a group activity. Discuss and note down the characters, the events, and how your hero/heroine who is detective solved the mystery.

The students may use their mother tongue in the course of the discussion, but the written presentation should be in English.

Encourage the students to ask different questions in English. The focus here is on ‘ideas’ rather than on ‘accuracy’.

2. Divide the class into two groups. Each group writes the description of a crime. Exchange your descriptions. Then prepare a set of ‘probing’ questions to make inquiries about (investigate) the crime. Demonstrate the questions and answers in the classroom.

THE RED-HEADED LEAGUE

Part I : Mr Wilson's Story

When I called upon my friend, Mr Sherlock Holmes, he was conversing with a visitor, who was an elderly man with fiery red hair.

Holmes introduced me to the visitor, Mr Jabez Wilson. He was a pawn-broker. Holmes asked him to repeat his story for me. He began by showing us an advertisement in a newspaper. It read as follows –

TO THE RED-HEADED LEAGUE

There is a vacancy for a member of the League, and the salary is four pounds a week for nominal services. Red-headed men may apply in person on Monday, at eleven o'clock, to Duncan Ross, at the office of the League, 7 Fleet Street.

The advertisement had appeared in newspaper two months ago. Mr Wilson's assistant, Vincent Spaulding, had shown it to him. Mr Wilson liked his assistant Spaulding. He was smart, efficient and worked for only half the normal wages! But, the assistant also had his faults. Every now and then, he left work and went down into the cellar to develop photographs. Photography was his hobby.

Like other Sherlock Holmes stories, this story, too, is told by his friend, Dr Watson.

- league : an association or a formal group of people
- elderly : old, past his middle age
- fiery : like fire, bright red
- pawn - broker : a person who lends money at interest when valuable things are kept with him till the loan is repaid.
- Red-headed : a person with red hair.
- nominal : easy, simple

Things to do :

- ✦ Find samples of 'classified ads' from an English newspaper. Where will this advertisement (the one given here) be seen in the classified?
- ✦ Find out what you have to do when you are told to 'apply in person'.
- ✦ Find out how photographs were developed in those days.



Spaulding showed the advertisement to Mr Wilson and explained to him that an American millionaire, Mr Ezekiah Hopkins, had founded the famous Red-headed League, to help all red-heads like himself. Spaulding urged Mr Wilson to apply for the job. So, the two of them went to the address given in the advertisement.

Fleet Street was full of red-headed people. Mr Wilson thought that with so much competition he would not get the job. He wanted to go back, but Spaulding pushed through the crowd and took Mr Wilson to the office.

There was nothing in the office but a couple of chairs and a table. A red-headed man sat behind the table. He was Mr Duncan Ross, a representative of Red-headed League. He was very pleased to see Mr Wilson, and announced immediately that he was well suited for the job. He shook hands with Mr Wilson, congratulated him, and told all other candidates to go back.

Mr Duncan Ross explained that Mr Wilson would have to be in the office from ten to two. If he left the office, he would lose the job. Spaulding assured Mr Wilson that he would look after Mr Wilson's business in his absence. The pay was fixed at four pounds a week.

“And the work?” said Mr Wilson.

“You have to copy out the Encyclopedia Britannica.”

The pay was very good, and the work was light. Mr Wilson accepted the job and began his work the very next day. Mr Duncan Ross was there in the office to see that Mr Wilson did his work properly and did not leave the office. He told Mr Wilson to start with the letter 'A'. Mr Wilson wrote diligently for four hours without leaving his place. Mr Ross would drop in from time to time to see that all was right with Mr Wilson. At two o'clock, he bade Mr Wilson good-day, and locked the door of the office.

- founded : started
- red-head : a red-headed person

Listen and answer :

- ⊗ Why was Fleet Street full of red-headed people?
- ⊗ Who was well suited for the job?
- ⊗ Why did Mr Wilson accept the job?
- ⊗ Would you like to do such a job? Why?

“This went on day after day, Mr Holmes,” said Mr Wilson, “and on Saturday I got my salary. It was the same next week, and the same the week after. After a few days, Mr Duncan Ross came in only once in a while and after a time, he did not come in at all”.

Mr Wilson continued “Eight weeks had passed like this, and I had written about Abbots, Archery etc. and hoped that I might get on to ‘B’ soon. And then suddenly the whole business came to an end.”

“To an end?” Holmes asked.

“Yes, sir. This morning, I went to my work as usual at ten o’clock, but the door was shut and locked with a little note nailed on it. It said –

The Red-headed League is dissolved.

Oct 9, 1880.

I was shocked. I did not know what to do”.

Mr Wilson went on with his story, “I made enquiries at the nearby offices, but none of them knew anything about the League. The rooms had been rented under a false name.

“I went home and asked my assistant Spaulding for advice. But he could not help me in any way. I want to find out about the League, Mr Holmes, who they are and why they played this prank upon me. The whole thing is a mystery. That is why I came to you. I have heard a lot about you”.

Holmes found Mr Wilson’s story very unusual. He asked, “Mr Wilson, this assistant of yours who first called your attention to the advertisement – what is he like?”

“Small, stout, with no hair on his face. He has a white splash of acid on his forehead.”

“I thought as much,” said Mr Holmes. “Is he still with you?”

“Oh, yes, sir.”

“That will do, Mr Wilson. I can give you my opinion on this subject in a day or two. Today is Saturday, and by Monday we may come to a conclusion.”

Things to do :

- ⊗ What is the difference between a dictionary and an encyclopedia? Find out.
- ⊗ Suggest a few words that may appear under ‘A’ after Archery in an encyclopedia.

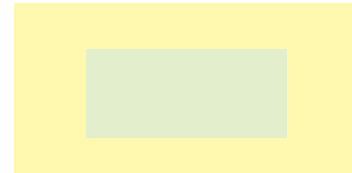


ENGLISH WORKSHOP

1. Find and write the descriptions of different people given in this story.
2. Present Mr Wilson's story as it would be shown in a comic strip. (You may write the description of the picture in your mother tongue.) Write the dialogue in English with the help of the story given here. Examples :

Mr Wilson's shop.	Mr Wilson's shop.	Mr Wilson's shop.
Spaulding to Wilson: Will you take me as your assistant? I'll work for half the wages.	Spaulding : Sir, there's no work here. I'll go down to the cellar to develop my photos.	Spaulding to Wilson: Spaulding, Sir, look at this ad. It is for red-headed people.
Frame 1	Frame 2	Frame 3

3. This is a story within a story. Show it in the diagram.
 - Dr Watson's story
 - Mr Wilson's story.



Language Study

Auxiliary 'be' and 'have': Negatives

The auxiliary verbs 'be' and 'have' form negatives without the help of 'do'.

Be

- I **am not** going.
- She **was not** sleeping./ She **wasn't** sleeping.

Have

- I have not seen it. / I **haven't** seen it.
- He has not finished./He **hasn't** finished.

Note that 'not' is used with the forms of 'be' or 'have'. Without a form of 'be' or 'have', the sentence will be incorrect.

Main verb 'be' and 'have'

When 'be' and 'have' are used as main verbs, do is not needed to form questions and negatives. With the main verb 'have', auxiliary 'do' can be used.

Be

- Are you hungry?
- Why is he so sad?

Have

- Have you a pen?
- Have you got a pen?
- Do you have a pen?

- I am not angry.

- I haven't any money.
- I don't have money.



Part II : What happened next –

Dr Watson's Account

- I make nothing of it :
I do not understand it.

- square : a place where
two city roads cross
each other

- Strand : a famous
place in London.

Listen and answer :

- ⊗ Tell the name of the
young man who opened
the door to Mr Holmes.
- ⊗ What did Holmes want
to see?
- ⊗ Guess where
Mr Merryweather
took the others.

- cellar : a room used
for storage under a
building

“Well, Watson, what do you think of it all?” asked Mr Holmes, after Mr Wilson had left.

“I make nothing of it,” I answered frankly. Holmes sat silently for some time, and then invited me to go out with him. We went to the square where Mr Wilson had his shop. Holmes observed the area carefully. There were many shops and offices in the square, and a bank just behind Mr Wilson's shop. Holmes spent some time outside the shop and thumped upon the pavement two or three times. Finally, he knocked on Mr Wilson's door. A young man opened the door. Mr Holmes asked him the way to the Strand. The Assistant answered the question, and quickly closed the door.

I said, “I am sure that you enquired your way only in order to see him.”

“Not him,” Holmes said, “but the knees of his trousers.”

“And what did you see?”

“What I expected to see. This matter of Wilson's is serious. A crime is being planned. But I hope that we can stop it. Today is Friday. The offices and banks will be closed on the weekend. Now I've to go and make some arrangements, but I shall want your help tonight. Come to Baker Street at 10.00 and bring your revolver.”

I arrived at Holmes' residence in time. There were two other men with him – Mr Jones of Scotland Yard and Mr Merryweather, a banker. Holmes announced, “Tonight we are going to hunt one of the smartest criminals in London!”

We left together in a carriage and reached the road we had visited in the morning. Holmes told us to follow Mr Merryweather who led us through an iron gate. We followed him down a narrow passage. After going down some stone steps, he led us down a dark, earth-smelling passage and into a huge cellar, full of

big boxes. We all sat on the boxes.

“We are in the cellar of the City branch of one of the main banks in London. Mr Merryweather is the chairman of the bank, and he will tell you why a criminal should take an interest in this cellar at present.” said Holmes. Mr Merryweather explained that the bank had borrowed a huge quantity of gold from the Bank of France and the boxes in the cellar were full of gold.

Holmes expected the criminals to act that very night. We had to wait there in total darkness without making any noise to take the criminals by surprise.

“They have but one escape route,” whispered Holmes. “That is back through Mr Wilson’s house. I hope that some men are waiting at Mr Wilson’s door, Mr Jones?”

“I have an inspector and two officers waiting at his door.”

“Then we have stopped all the holes. Now we must be silent and wait.”



- take the criminals by surprise : catch the criminals without giving them a warning.
- stopped all the holes : closed all the routes by which (the criminal) may escape / run away.

Think, discuss and guess the answer :

- ❁ How did Mr Merryweather come to know about the crime ?
- ❁ Why did Mr Holmes think the criminals would act that night ?

Listen and answer :

- ⊗ How did the criminals enter the cellar?
- ⊗ Who were the two criminals?
- ⊗ Who tried to get away? Do you think he was able to escape? Why?

- sprang out : jumped
- seized : caught
- foiled : laid waste, prevented

- grateful : thankful

- object : purpose, reason
- peculiar : strange

Things to do :

- ⊗ Guess the meaning of 'tunnel'.
- ⊗ Explain the trick of the 'Red-headed League'. How was it related to Mr Wilson's hair?

We waited silently for more than an hour. It was pitch dark in the cellar. Then suddenly, a point of bright light appeared in the floor of the cellar, then a line, and a gash seemed to open, and a hand appeared. A broad stone turned over upon its side, and left a square hole. A boyish face emerged. The man looked about and came out of the hole. He had a companion with him, a man with very red hair. The pair was none other than Spaulding the assistant alias the criminal Clay and the red-headed Mr Duncan Ross! As soon as they climbed out of the hole, Sherlock Holmes sprang out and seized Clay by the collar. The other dived down the hole and disappeared. Clay took out a revolver. But Holmes hit him on his wrist, and the revolver fell on the floor.

"It's no use, John Clay," said Holmes, "we have caught you."

"So I see. But my friend has escaped."

Holmes replied, "He cannot escape. There are three men waiting for him at the other end!"

Then Holmes handed over Mr Clay to the policemen.

Mr Merryweather said, "Really, Mr Holmes, I do not know how to thank you. You have foiled one of the most cunning attempts at bank robbery. The bank is grateful to you."

"You see, Watson," Holmes said, after we reached his home, "it was obvious from the first that the only possible object of the strange advertisement and the peculiar job was to get Mr Wilson away from his shop for some hours every day. The Red-headed League was a clever idea. In Mr Wilson's absence, Clay and his red-headed companion wanted to dig an underground tunnel from Mr Wilson's house to the bank. Then, they would be able to enter the bank and steal the gold without breaking open the doors of the bank. Using the tunnel, they entered the cellar. They planned to steal the gold, and go back to Mr Wilson's house, again through the tunnel, and then get away.

“But how could you guess what their motive was?”

“When I heard that the assistant worked for half the wages, I became suspicious. Using Mr Wilson’s description of his assistant, I made enquiries. I found that he was the criminal Clay. Why was he working in Mr Wilson’s shop? And his habit of going into the cellar every now and then! I inferred that he must be digging a tunnel to some other building. When we visited the shop, I beat upon the pavement with my stick to find out whether the cellar stretched out in front or behind. It was not in front. I saw the bank on the other side of the house and guessed what the criminals had in mind. When Clay answered the bell, the knees of his trousers were wrinkled and stained! It confirmed my suspicion that he was digging. You know the rest of the story.

“You reasoned it out beautifully!” I exclaimed in admiration.

- Adapted from ‘The Red-headed League’
by Sir Arthur Conan Doyle

Listen and answer :

- ⊗ Why did Holmes become suspicious?
- ⊗ How did Holmes find out that the assistant was a criminal?
- ⊗ How did Holmes guess that he was digging a tunnel?



ENGLISH WORKSHOP

1. Put the following events in proper order.

- Holmes and others go to the bank.
- Clay digs a tunnel.
- Ross closes the office of the ‘Red-headed League’
- Holmes catches the criminal Clay.
- Clay and Ross enter the cellar to steal the gold.
- The bank received a lot of gold from the Bank of France.
- Holmes visit the area around Mr Wilson’s shop.

I am so quick
and noiseless!



2. Find the adverbs from this part of the story that end with ‘-ly’. Find the adjective in each of the adverb.



Who stole my
biscuits so quickly
and noiselessly?

3. Activity: **Live English !**

(a) Do you ride a bicycle? Read and follow the Bicycle User's Manual.

A Bicycle User's Manual

Safety First

Routinely check the condition of your bicycle before every ride - Nuts, bolts, screws and other fasteners.

Familiarize yourself with the braking action of the bicycle. Test the brakes at slow speed.

Always wear footwear that will stay on your feet and will grip the pedals.

Riding Safety

Be predictable. Ride so that other drivers can see you and predict your movements.

Never hitch a ride by holding on to another vehicle.

Obey all traffic rules.

Be alert - Look out for unexpected events / obstacles.

Ride on familiar routes.

To fill in air into the bicycle tyre Procedure / Steps

- (1) Check the air pressure in the tyre by pressing it with your hand.
- (2) Check how much air is needed and fill in air accordingly.
- (3) Check the air pressure again by pressing tyre with your hand.
- (4) Fill in the air only as much as required. Otherwise the tube may burst.
- (5) If the air is more than necessary, reduce it.

Servicing / Maintenance (Monthly)

- Clean the bicycle frame with a cloth.
- Check tyre pressure.
- Wipe the chain and lube (lubricate) the brake and chain.

Note that the word 'tire' is spelt as 'tyre' in British and Indian English.

How to mend a puncture

- (1) Get the tube out of the tyre.
- (2) Pump air into the tube with the air-pump.
- (3) Dip the air-filled tube in the water tub. Don't forget to dip every part of the tube. The air bubbles will come on the surface right from the puncture-point.
- (4) Mark the puncture-point with a pen.
- (5) Now remove air from the tube.
- (6) Clean up the puncture-point area and rub it hard with a file.
- (7) Apply rubber solution on the puncture-point.
- (8) Cut a small patch from a scrap tube and paste it to cover the puncture point.
- (9) Press it hard to ensure the patch has been pasted well.
- (10) Set the tube in tyre. Pump air in the tyre.



4.1 Double Standards

When I wake up late,
I'm getting very lazy.
When you wake up late,
it's the alarm that's crazy.

When I say 'No' to something,
I'm being stubborn.
When you say 'No' to something,
you are being firm.

When I raise my voice,
it is shocking and rude.
When you raise your voice,
you're teaching me to be good.

When I break something,
I am clumsy or careless.
When you break something,
it slipped; you were helpless.

When I do something wrong,
I am such a terror
When you do something wrong,
it's a forgivable error.



- stubborn : A stubborn person does not change the way he acts or thinks though it may not be nice.
- firm : A firm person takes a good decision and does not change it.
- clumsy : without skill or neatness
- terror : Here, it means a person who gives great trouble.
- forgivable : If something is forgivable it is not serious and one can stop being angry about it.
- error : a mistake.

When I quarrel with a friend,
I am wild and naughty.
When you quarrel with a neighbour,
you're only doing your duty.

So, I am always wrong
and you are always right.
Oh, why do people grow up
and spoil a child's delight?

- delight : joy



ENGLISH WORKSHOP

1. List all the words that the grown-ups in the poem use for the child.
2. List all the situations described in the poem. For example, waking up late.
3. Find the antonyms of : lazy, rude, firm, careless, wrong.
4. Translate the following into your mother tongue.
stubborn, firm, careless, helpless, clumsy, naughty.
5. Use any one situation in the poem and write two short speeches using words and ideas from the poem.
 - (a) a speech in which the grown-up scolds the child.
 - (b) a speech in which the grown-up explains why his / her own actions are right.For example, Situation : Raising one's voice.
 - (a) **Grown-up** : Don't shout. It's rude to shout. How dare you raise your voice !
It's shocking.
 - (b) **Grown-up** : I have told you again and again. You don't listen to me. I don't like to shout, but you make me shout at you.
6. Form two groups and discuss the following statements. One group should support the statement and the other group should oppose it. You may use English or your mother tongue wherever necessary in the discussion.
Statement One : A grown-up is always right.
Statement Two : A child is always right.



4.2 Baby Pangolin's Night Out



Bhau Katdare is a nature lover and an eminent activist. He has won many honours and awards for substantial contribution towards the protection and conservation of various endangered species. Since 1992, he has striven through Sahyadri Nisarg Mitra Organisation, Chiplun to make the concept of 'Conservation of Nature through Livelihood' a reality.

⊗ You are visiting a nearby hill with your Aunt. Think of 5-8 questions you would like to ask about the hill. (in English!)

1. What instructions does a human mother give to her two year old baby in the course of the day?

Write five to eight of those in English, using your imagination.

2. Imagine yourself in the following situations :

- You have gone to a local tourist spot with your school friends. There you meet someone from another country who wants to know more about you and your school. Introduce yourself to that person and provide information about your school.
- You and your schoolmates have gone to visit a famous organisation / institute to get more information about their work. Introduce yourself to the authorities there.
- You and your team have lost your way in another school where you have gone for a competition. Introduce yourself to the students of that school and enquire about the way.

3. From your science textbook and the internet, find the names of at least 10 rare animals that are seen in Maharashtra State.

**Warming
up!**



BABY PANGOLIN'S NIGHT OUT

“Come, Baby, Wake up! We will go ant-eating today!” Mama Pangolin gave a gentle loving push to her one-month old baby, with her long tapering mouth. Baby was still drowsy after a day’s sleep. Mother tried to persuade him, “You keep asking me to take you out; you say you are tired of drinking milk all the time. Now get up, get ready.”

“No! Won’t!” said Baby, stretching his long tail lazily, “I don’t want to walk all the way!”

“Don’t worry,” said Mama, “I’ll carry you on my tail. Good boy, come on, it’s time!”

Mama set him on her tail and finally brought him out of the home. Their home was a snug hole in the earth, nine inches wide and more than a metre long. Mama cautioned Baby to sit tight and hold on to her scales with his claws. She began to walk steadily and cautiously. Just then, a porcupine went past them.

“Who’s that?” Baby wondered.

“Oh, that! That’s a porcupine!”

“And who are we?”

“Hmm,” Mama began to explain as she walked. “We are pangolins. We have many cousins. Four of them are in Africa and four are in Asia. We live in India, so people call us Indian Pangolins. In the northern part of India, our cousins Chinese Pangolins are also seen.”

Listen and answer :

- ⊗ What did Mama Pangolin do? Why?
- ⊗ How did Mama Pangolin carry her baby?
- ⊗ What did Mama and Baby see on their way?
- ⊗ Guess where they live.

- cautioned : warned,
- cautiously : carefully



⊗ Guess the meaning of anthill.

● devour : eat quickly and a lot at a time

⊗ What do human babies eat as their first solid meal? Discuss.

● In a trice : quickly

● belly : stomach

● diminished : reduced

● beyond measure : without limit

● loads and loads of : a lot of

By now, Mama and Baby had reached the anthill. Mama used her strong, sharp and curved front claws to quickly demolish the anthill. The termites inside began to run helter-skelter. In and out, in and out went Mother's one and a half foot long sticky tongue. She began to devour the termites.

“Look, Baby, they're delicious! Eat them up! Quickly! This is how we pangolins gobble up termites!”

Baby watched Mother and tried to follow her example. Slowly, slowly, Yes! Baby could do it too! In and out, in and out went his tiny tongue. This was his first solid meal after being nursed on mother's milk for a month. And he found the termites truly delicious! Just like Mother had said they would be! She, too, was happy.

“Good! Baby, remember, this is the proper food for us pangolins. We don't have teeth like other animals, so this is what we eat!”

Just then, Mama smelled something. In a trice, she pulled her Baby to herself and held him close to her belly. She hid behind a rock and pulled her long body together into a tight ball. Anyone would think she was just another piece of rock. After a while, the smell diminished. It seemed to come from a safe distance. Mama loosened her tail a bit and listened carefully. She sensed a bright light passing on, and with it, some sounds. She uncurled herself very very cautiously and let the Baby go.

“Did you note the smell just now? Remember it better than anything else. This is the smell of man. Some of them are wicked beyond measure. They search for our holes/nests and dig them up. They kill us, eat our flesh and sell our scales to earn loads and loads of money. Humans think our scales are medicinal.

“Long ago, when only tribal people living in the jungles knew about us, the situation was not so bad. They too killed animals but not for greed. Now you have to be on your guard against greedy people such as those we smelled just now. When we step out for our nighttime wandering, they flash harsh torch lights to spot us and then shoot us with their guns. These very same wicked people have destroyed our habitats and cleared away jungles. There’s no room for us to build our homes and to roam around anymore. Life is now full of hardships. You can never tell when someone lurking around might kill you. Be warned, Baby, be careful!

“These men don’t realize we are their helpers - we remove millions of ants and termites for them. They will spend huge amounts to do that themselves but will not spare us. May God give them good sense!

“Baby, one more thing. There are some good people, too. They know our importance in the food chains in nature. They strive to make our life easier, to help us grow in numbers. Sahyadri Nisarg Mitra and other organizations in Maharashtra run awareness campaigns with the help of the Forest Department. They hold meetings in villages and urge people to protect us. They put up posters with these messages everywhere and hand out pamphlets. They try hard to put a stop to international smuggling. They set up modern trap cameras to get our photographs and study us.

“I do hope these good people will succeed in their work. Our life will be easier and our kith and kin will flourish. Come, Baby, that’s enough for today. It’s getting late. Did my love relish the termites? We’ll return here tomorrow night. Now we must reach home before the day breaks.”

– *Bhau Katdare*

- ☼ Guess the meaning of
 - medicinal
 - tribal

- habitats : natural homes

- spare us : let us go

- urge : request

- relish : enjoy eating.

Things to do :

- ☼ Find out more about
 - food chains
 - trap camera

Pangolin Fact Sheet

1. Indian Pangolin is included in Schedule I as per Indian Wild Life Protection Act 1972. That means they enjoy the same protection that tigers do.
2. They are included in the Red List of endangered species published by International Union for Conservation of Nature (IUCN).
3. This is the only mammal to have scales on the body. The scales are made of a protein called Keratin. Our nails, hair, a rhino's horn all consist of Keratin. The scales on a pangolin's body comprise as much as 20% of its total body weight.
4. Pangolin scales are used in Chinese medicine and are in great demand.
5. Indian pangolins weigh from 10 to 20 kg. Females are smaller than the males. Their total length is 60 to 75 cm and the tail is 40 to 45 cm long.
6. One pangolin eats up as many as 7 crore ants/termites in a year.
7. Even tigers and lions find it difficult to crack/eat a pangolin that has curled itself into a tight ball.
8. A pangolin uses its strong claws and tail to climb up a tree.
9. Pangolins have a weak eyesight but a strong sense of smell.



ENGLISH WORKSHOP

1. Make other meaningful sentences by using other words in place of the words in the boxes.

- We will go **ant-eating** today.
- This is how we **pangolins gobble up termites** .
- You have to be on your guard against **greedy people** .
- Life is now full of **hardships** .



2. List all the references in the story that tell you that it is nighttime.

Translate the phrases into your mother tongue.

3. Use the Pangolin Fact Sheet to make a collage giving interesting information on Pangolins.

4. Write what Mama Pangolin told her Baby about the following topics.

- Pangolins as animal species – their habitat, food, habits, etc.
- Threats to pangolins
- Good people’s efforts to save pangolin

5. Say whether the following sentences are true or false :

- (a) The pangolin’s home was a snug hole in the earth.
- (b) Mama pangolin used her claws to eat ants and termites.
- (c) Baby pangolin did not like termites.
- (d) Mama pangolin pulled her long body together into a tight ball.
- (e) Pangolin scales are medicinal.
- (f) Human beings have destroyed pangolin habitats.

- Now, use the sentences in the passage to frame a similar ‘true / false’ exercise. Remember, you must know the correct answer yourself.



Language Study

Consider the following sentences :

- She began to devour the termites. ● Baby watched mother.
- Mama smelled something. ● They flash harsh torchlights.
- * Underline the verbs in the sentences.

These verbs show action. There is someone who does / did the action. In grammar, a word or phrase that shows who or what does / did the action (stated by the verb) is called ‘subject’. Note that non-living things can also be the ‘subject’ in a sentence. For example, ‘The ball hit the window’. Here, ‘The ball’ is the subject.

A word or phrase that refers to the person, thing, etc. affected by the action of the verb is known as ‘object’. The word in the coloured box in each of the following sentences is the object of that sentence.

- She began to devour the **termites** . ● Baby watched **mother** .
- Mama smelled **something** . ● They flash harsh **torchlights** .

Now, can you spot the subjects and objects in the following sentences ?

- * They search for our holes. * They kill us.
- * They will spend huge amount. * They hold meetings.

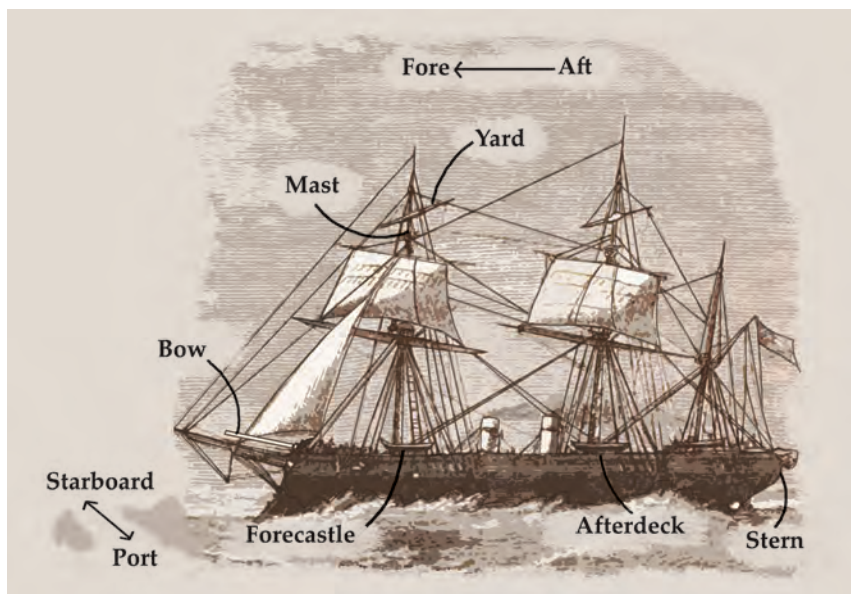
4.3 Chasing the Sea Monster



Jules Verne, a French writer is known as the ‘Father of Science Fiction’. He wrote about rockets, space travel and submarines when such things were unknown.

In this passage, from his novel **Twenty Thousand Leagues under the Sea**, he describes how people on a ship think of the submarine as an animal and try to chase and hunt it.

Certain special words are used to refer to the locations on a ship and to its parts. Read the meanings given below and find the word and the location / part in the picture given below.



Warming
up!



- **yard** : a pole slung across a ship’s mast. A sail hangs from a yard.
- **mast** : tall, upright pole on a ship
- **bow** : the forward part of the main body of a ship
- **deck** : a floor, flat area built on a ship
- **forecastle** : the forward part of a deck
- **starboard** : the right-hand side of a ship as one faces forward
- **stern** : the rearmost (back) part of a ship
- **afterdeck** : an open deck near the back
- **fore** : the part which is always at the front while the ship is sailing.

CHASING THE SEA MONSTER

Our frigate wanted to go back, but the unearthly animal came at us with a speed double our own. We gasped. More stunned than afraid, we stood mute and motionless. The animal caught up with us, played with us. It made a full circle around the frigate and wrapped us in sheets of electricity that were like luminous dust. At any instant it could have dashed against our ship.

Meanwhile I was surprised to see that our warship was fleeing, not fighting. I commented on this to Commander Farragut. His face, ordinarily so emotionless, showed great astonishment.

“Professor Aronnax,” he answered me, “I don’t know what kind of fearsome creature I’m up against, and I don’t want my frigate running foolish risks in all this darkness. Besides, how should we attack this unknown creature, how should we defend ourselves against it? Let’s wait for daylight and then we’ll play a different role.”

The whole crew stayed on their feet all night long. No one even thought of sleeping. Unable to compete with the monster’s speed, our frigate, the Abraham Lincoln slowed down. For its part, the animal mimicked the frigate, simply rode with the waves, but did not leave the field of battle.

However, near midnight it disappeared, or to use a more appropriate expression, ‘it went out,’ like a huge glowworm. Had it fled from us? We didn’t know and were filled with fear and hope at the same time. But at 12:53 a deafening hiss could be heard, resembling the sound made by a water spout expelled with tremendous intensity.

- Monster : big, scary animal
- frigate : small, speedy ship used in war
- unearthly : strange, not like those found on earth
- stunned : shocked
- mute : unable to speak
- luminous : bright, full of light
- fearsome : scary, frightening
- crew : people working on the ship
- mimicked : imitated

Think and answer :

- ⊗ What is the name of the narrator?
- ⊗ What is the name of the ship?
- ⊗ At what time is this event taking place?

- peering : looking for

- cetaceans : marine animal like a whale

- lurking : hiding

- on the alert : ready, on the lookout

- whaling gear : equipment used to hunt whales.

Guess the meaning of :

- ⊕ astern to port : Use the picture on page 96.

- emerged : came out

By then Commander Farragut, Ned Land, and I were on the afterdeck, peering eagerly into the darkness.

“Tell me, Ned Land, isn’t that the noise cetaceans make when they spurt water from their blowholes?”

“The very noise, sir, but this one’s way louder. So there can be no mistake. There’s definitely a whale lurking in our waters.”

Near two o’clock in the morning, the core of light reappeared, five miles away from the Abraham Lincoln.

We stayed on the alert until daylight, getting ready for action. Whaling gear was set up along the railings. Our chief officer loaded the blunderbusses, which can launch harpoons as far as a mile, and long duck guns with exploding bullets that can wound and kill even the most powerful animals. Ned Land was content to sharpen his harpoon, a dreadful weapon in his hands.

At six o’clock day began to break, and with the dawn’s early light, the animal’s electric glow disappeared. At seven o’clock a very dense morning mist spread around us. Our best spyglasses were unable to pierce it. The outcome: disappointment and anger.

At eight o’clock the mist rolled away, and the horizon grew wider and clearer.

Suddenly, Ned Land’s voice could be heard. “There’s the thing in question, astern to port!” the harpooner shouted. Every eye looked toward the point indicated.

There, a mile and a half from the frigate, a long blackish body emerged a meter above the waves. Quivering violently, its tail was creating a considerable current.

The crew were waiting impatiently for orders from their leader. The latter, after carefully observing the animal, ordered the engineer to sail full steam towards the animal.

Three cheers greeted this order. The hour of battle had sounded.

A few moments later, the Abraham Lincoln headed straight for the animal. Unconcerned, the latter let us come nearer, it got up a little speed, and kept its distance.

This chase dragged on for about three-quarters of an hour without the frigate getting any closer to the sea animal. At this rate, it was obvious that we would never catch up with it.

The Abraham Lincoln gathered speed but so did the animal. This went on for the next hour. The Abraham Lincoln was now speeding so much that its masts trembled down to their blocks.

What a chase! No, I can't describe the excitement that shook my very being. Ned Land stayed at his post, harpoon in hand. Several times the animal let us approach. Then, just as the harpooner was about to strike, the cetacean would steal off swiftly.

Commander Farragut then decided to use more direct methods.

“Bah!” he said. “So that animal is faster than the Abraham Lincoln. All right, Mate, man the gun in the bow!”

Our forecastle cannon was immediately loaded and levelled. The cannoneer fired a shot, but his shell passed some feet above the cetacean, which stayed half a mile off.

“Over to somebody with better aim!” the Commander shouted. “And \$500.00 to the man who can pierce that infernal beast!”

- sail full steam : sail at full speed.

- steal off : move away

- mate : assistant

Guess the meaning of :

- ⊗ ‘cannoneer’.

- armour : metal covering

Guess what order the commander must have given.

- profound : deep

Calm of eye, cool of feature, an old gray-bearded gunner – I can see him to this day – approached the cannon, put it in position, and took aim for a good while. There was a mighty explosion, mingled with cheers from the crew.

The shell reached its target; it hit the animal, but bounced off its rounded surface and vanished into the sea two miles out.

“Oh drat!” said the old gunner in his anger. “That monster must be covered with six-inch armour plate!”

The hunt was on again. Hour after hour went by without the animal showing the least sign of weariness. However, it must be said that we, too, struggled on tirelessly.

At 10:50 in the evening, that electric light reappeared three miles away from the frigate, just as clear and intense as the night before.

The monster seemed motionless. Was it asleep perhaps, weary from its workday, just riding with the waves? This was our chance, and Commander Farragut decided to take full advantage of it. He gave his orders.

The frigate approached without making a sound, stopped two cable lengths from the animal. A profound silence reigned over the deck. We were not 100 feet from the blazing core of light, whose glow grew stronger and dazzled the eyes.



Just then, leaning over the forecastle railing, I saw Ned Land below me, brandishing his dreadful harpoon. Barely twenty feet separated him from the motionless animal.

All at once his arm shot forward and the harpoon was launched. I heard the weapon make a ringing sound as if it had hit some hard substance.

The electric light suddenly went out, and two enormous waterspouts crashed onto the deck of the frigate, racing like a torrent from one end of the ship to the other, toppling crewmen, breaking spare masts and yardarms from their lashings.

A hideous collision occurred, and thrown over the rail with no time to catch hold of it, I was hurled into the sea.

- Adapted from **20,000 Leagues under the Sea** by Jules Verne

• brandishing : moving to and fro

• torrent : huge speedy stream of water

• hurled : thrown



ENGLISH WORKSHOP

1. From the passage, find all the words and phrases used to describe the 'monster'.
2. How long does the whole event described in this passage take? Work it out by reading the passage.
3. How did the battle between the ship and the monster end? Find and copy the lines where you find the answer to this question.
4. What attempts did the ship make to defeat the 'monster'? Find and copy lines from the passage describing at least two of the attempts.
5. Find the different units of measurement mentioned in the passage and get more information about them from the internet.
6. Find all the words ending with the suffix '-less'.

TOW

Two minutes of Oral Work

Think of as many words as possible, related to : • the sea • a ship • a battle.

7. Activity : Live English !

रोहा से प्रमार्ग दूरी Changeable distance from Roha		 कोंकण रेलवे Konkan Railway							
km	Station स्टेशन	मांडवी एक्सप्रेस Mandavi Exp IA,2A,3A,SL,II,P	मांडवी एक्सप्रेस Mandavi Exp IA,2A,3A,SL,II,P	कोंकण कन्या एक्सप्रेस Konkan Kanya Exp IA,2A,3A,SL,II,P	कोंकण कन्या एक्सप्रेस Konkan Kanya Exp IA,2A,3A,SL,II,P	नेत्रावती एक्सप्रेस Netravati Exp 2A,3A,SL,II,P	नेत्रावती एक्सप्रेस Netravati Exp 2A,3A,SL,II,P	मत्स्यगंधा एक्सप्रेस Matsyagandha Exp 2A,3A,SL,II	मत्स्यगंधा एक्सप्रेस Matsyagandha Exp 2A,3A,SL,II
	ह. निजामुद्दीन / H.Nizamuddin	↓	↑	↓	↑	↓	↑	↓	↑
	जयपुर / Jaipur								
	ओखा / Okha								
	गांधीधाम / Gandhidham								
	हाप्पा / Hapa								
	पुणे / Pune								
	मुंबई छ. शि.म.ट./Mumbai CSMT	7.05	21.45	22.50	6.05				
	दादर / Dadar	7.19	21.20	23.05	5.35				
	लोकमान्य ति. ट./LokmanyaTT					11.45	18.25	14.20	6.40
	थाना / Thane	7.45	20.50	23.30	5.00	12.20	17.40	14.45	6.00
	पनवेल / Panvel	8.30	20.05	0.20	4.10	13.05	16.50	15.35	5.15
44	माणगांव / Mangaon			2.38	1.50			17.43	3.10
139	खेड / Khed	11.40	16.08	3.40	0.15			18.58	1.46
180	चिपलून / Chiplun	12.10	15.35	4.12	23.40	17.15	12.40	19.27	1.10
240	संगमेश्वर / Sangmeshwar			4.53	22.54				
286	रत्नागिरी / Ratnagiri	13.50	14.30	5.50	22.20	18.45	11.15	21.02	24.00
331	अडवली / Adavali	14.15	13.47						
376	राजापुर / Rajapur Road			6.45	20.55				
398	वैभववाडी / Vaibhavwadi Rd			7.00	20.35				
441	कणकवली / Kankavali	15.36	12.35	7.29	20.05				
467	सिंधुदुर्ग / Sindhudurg	15.52	12.20	7.45	19.51				
482	कुडाल / Kudal	16.02	12.08	7.58	19.40	21.00	8.50	22.58	21.40
510	सावंतवाडी / Sawantwadi Rd	16.22	11.40	8.24	19.20				
541	पेरणे / Pernem			9.12	18.59				
556	थिविम / Thivim	16.50	11.13	9.24	18.46	21.52	7.47		
580	करमाली / Karmali	17.16	10.57	9.48	18.29	22.10	7.32		
621	मडगांव / Madgaon	18.15	10.30	10.45	18.00	22.55	6.40	0.35	19.55
667	काणकोण / Canacona					23.25	5.48	1.05	19.10
703	कारवार / Karwar					23.50	5.18	1.30	18.45
742	अंकोला / Ankola								
752	गोकर्न / Gokarna Rd								
780	कुमठा / Kumta					0.38	4.25	2.30	17.58
798	होन्नावर / Honnavar							2.46	17.42
836	मुर्डेश्वर / Murdeshwar					1.10	3.48	3.12	17.17
856	भटकल / Bhatkal					1.43	3.22	3.28	17.01
924	कुंदापुरा / Kundapura					2.34	2.40	4.15	16.21
969	उडुपि / Udupi					3.14	2.07	4.46	15.55
993	पादुविद्री / Padubidri								
1015	मुल्की / Mulki							5.21	15.28
1028	सुरतकल / Suratkal					4.04	1.26	5.46	15.16
	कंकनाडी / Kanknadi					4.50	0.55		
	मंगलूर / Mangalore							6.30	14.50
	एर्नाकुलम / Ernakulam					14.20	14.15		
	तिरुअनंतपुरम् / Trivandrum					19.10	10.00		
	नागरकोईल / Nagercoil								

हमारे यहाँ आने वाला सर्वाधिक महत्वपूर्ण व्यक्ति है हमारा ग्राहक

Please note that this specimen timetable is given only for the purpose of study, not actual use.

1. Look at the timetable on Page 102. Where do we find such timetables displayed? What information do they give?
2. Form pairs and quiz your partner with the help of the timetable using the following question types.
 - * Name the train no up / down.
 - * Find a station that begins with (P/M/.....)
 - * Find a train that leaves at
 - * Find a train that arrives at
 - * Which trains have odd numbers? Which have even numbers?
 - * Find a station with a tea-stall.
 - * Find a station not reachable by Express.
 - * Find a train leaving from CSMT.
 - * Find the number of train.....
3. Ahmed lives in Panvel. He invites his cousin Saurabh. Saurabh doesn't know Marathi too well. He lives in Murdeshwar. So they discuss Saurabh's travel plans in English. Write their conversation using the timetable on page 102.
4. List words related to railway / bus journey, for example, passengers, advance booking, boarding, etc.
5. Write the opposite word / phrase in the following pairs.
 - * arrival : * reserved :
 - * board : * current booking :
 - * get on : * up :
6. Download the train timetable app on your parents' mobile, with their permission, from Play Store. Find the trains, the fare, stations, time taken for the journey, distance, the departure and arrival time etc. with the help of the app.
 - * Plan a railway journey for your family / friends using the app.



Let's go on a long journey. I want to see what the sleeper coach looks like. I want to travel in a two-tier compartment.



Language Study

Consider the following sentences.

- We gasped.
- We stood mute and motionless.
- I was surprised.
- I was observing this phenomenal creature.
- The cannoneer fired a shot.
- The shell hit the animal.

If you try to find the subject and object in these sentences, you will notice that all these sentences have subjects, but there are no objects in some sentences.

Some verbs do not need objects. For example, consider these sentences.

- Birds **fly**.
- The egg **fell** down.
- The balloon **rose** in the sky.
- The baby **smiles** all the time.

The verbs fly, fell (fall), rose (rise), smiles (smile) in these sentences do not have any objects.

They are known as **intransitive** verbs.

Now read the following sentences.

- He is writing a book.
subject verb object
- She answers all the questions.
subject verb object
- The dog ate the biscuit.
subject verb object

Thus, all these verbs have an object.

They are known as **transitive** verbs.

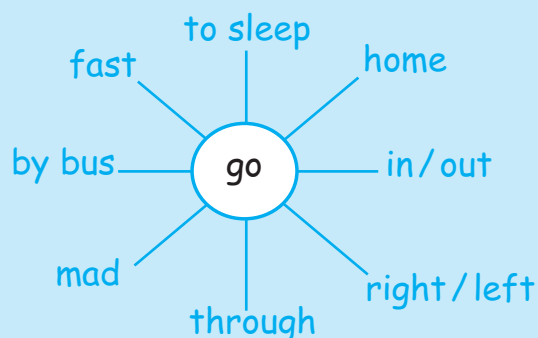


TOW

Two minutes of Oral Work

Write as many words as possible, that go with the following verbs :

- make • catch • grow • reach
- take • get • go • keep.



4.4 A Parody

How doth the little busy bee ...



How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower.

How skilfully she builds her cell;
How neat she spreads her wax,
And labours hard to store it well
With the sweet food she makes.

- Isaac Watts

How doth the little crocodile ...

How doth the little crocodile
Improve his shining tail;
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!

- Lewis Carroll



Parody : A parody is a playful, comic imitation of a writer's style. It's like a verbal cartoon.

doth : Old form of 'does'.



ENGLISH WORKSHOP

1. Translate the poems into your mother tongue.
2. Find an example of a parody (along with the original) from your mother tongue.

Language Study

Some transitive verbs can have two objects, for example,

- They gave him a book.
subject verb object₂ object₁
- Grandmother told us a story.
subject verb object₂ object₁
- Asmita wrote a letter to her Aunt.
subject verb object₁ object₂

Object 1 (O₁) is the **direct object** and Object 2 (O₂) is the **indirect object**.

- Underline and label the direct and indirect objects in the following sentences.

1. Mrs Desai teaches us English.
2. He brought some water for the old man.
3. She paid fifty rupees to the shopkeeper.
4. Arpita mailed her photographs to her sister.
5. Abhay sold his car to his neighbour.



- Read the following sentences.
 - Birds fly. ● The saucer broke. ● The water boiled.
 - We fly kites. ● Neha broke the saucer. ● She boiled the water.

From these sentences, we learn that the same verb can be intransitive in some sentences but transitive in some other sentences.

- Find the transitive and intransitive verbs in the following sentences.
 - I woke up late. ● The cat smelled a rat. ● The loud noise woke him.
 - A rose smells sweet. ● The mist rolled away. ● They rolled up the carpet.
 - It rained heavily. ● Pour the milk. ● The bell rang.
 - I filled the bucket. ● Ring the bell twice. ● Baby bounced the ball.
 - Baby jumped up and down. ● The glass was full. ● Baby caught the ball.

TOW

Two minutes of Oral Work

Choose one word each both from 'A' and 'B' and make as many sentences as possible, within two minutes, using both the words.

- | 'A' | | 'B' | |
|---------|--------|-------|----------|
| ● give | ● pay | ● me | ● you |
| ● show | ● sell | ● her | ● him |
| ● teach | ● send | ● us | ● them |
| ● read | ● tell | ● it | ● Asmita |

4.5 From The Selfish Giant



Oscar Wilde was an Irish playwright, novelist, essayist and a poet.

‘The Selfish Giant’ is a short fantasy story for children which revolves around a giant who builds a wall to keep children out of his garden, but learns compassion from the innocence of the children.



Form pairs. Make a list of things that you usually share with others and another of things which you do not usually share. Now write how you feel when –

- You share your tiffin with others.

You eat all by yourself.

- You play in a team.

You practise alone.

- You hear a piece of news.

You tell the news to others.



- You read something nice but don't tell others about it.

You tell others about the interesting things you've read.

- You learn to make something new.

You teach it to others.



**Warming
up!**



FROM THE SELFISH GIANT

Every afternoon, as they were coming from school, the children used to go and play in the giant's garden.

It was a large lovely garden with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach trees that in the springtime broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are!" they cried to each other.

One day the giant came back. He had been to visit his friend the Cornish Ogre, and had stayed with him for seven years. After the seven years he determined to return to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing here?" he cried in a very gruff voice, and the children ran away.

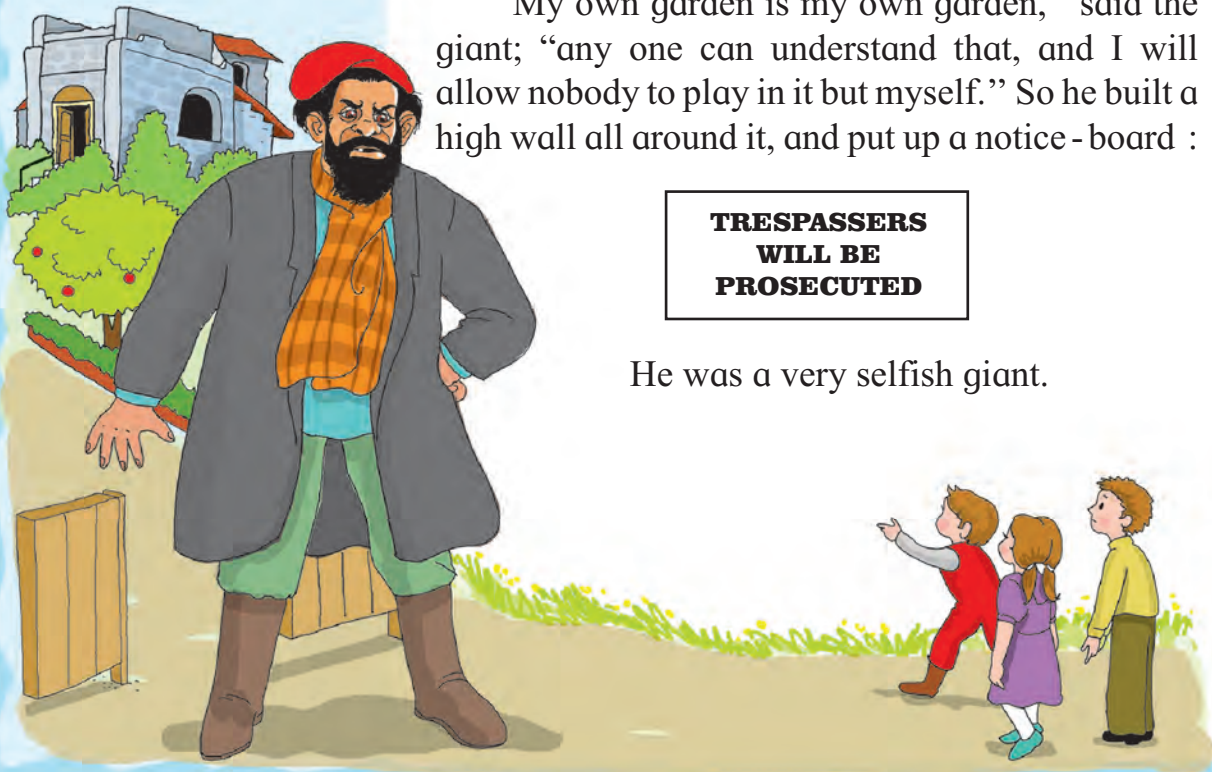
"My own garden is my own garden," said the giant; "any one can understand that, and I will allow nobody to play in it but myself." So he built a high wall all around it, and put up a notice-board :

**TRESPASSERS
WILL BE
PROSECUTED**

He was a very selfish giant.

Guess the meaning of:

'Trespassers will be prosecuted.'



The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high walls when their lessons were over, and talk about the beautiful garden inside. "How happy we were there!" they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the selfish giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep.

The only people who were pleased were the Snow and the Frost. "Spring has forgotten this-garden," they cried, "so we will live here all the year round." The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down. "This is a delightful spot," he said, "we must ask the Hail to visit." So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

"I cannot understand why the Spring is so late in coming," said the selfish giant, as he sat at the window and looked out at his cold, white garden; "I hope there will be a change in the weather."

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the giant's garden she gave none. "He is too selfish," she said. So it was always winter there,

Think and answer :

The author describes the Seasons and Natural elements as though they were persons. This is known as personification.

Name the elements which are personified here and tell whether each is shown as a good or bad person.

- linnet : bird
- perfume : pleasant smell

Discuss :

What do you prefer summer or winter?
Why?

What do the characters in the story prefer?

What could be the reason behind their choice?

and the North Wind and the Hail and the Snow danced about through the trees.

One morning the giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the king's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring and a delicious perfume came to him through the open casement. "I believe the Spring has come at last," said the giant; and he jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all around it, crying bitterly. The poor tree was still covered with frost and snow and the North Wind was blowing and roaring above it. "Climb up! little boy," said the tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the giant's heart melted as he looked out, "How selfish I have been!" he said; "now I know why the Spring would not come here. I will put



that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever." He was really very sorry for what he had done.

So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run for his eyes were so full of tears that he did not see the giant coming. And the giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the giant's neck, and kissed him. And the other children, when they saw that the giant was not wicked any longer, came running back, and with them came the Spring. "It is your garden now, little children," said the giant, and he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the giant playing with the children in the most beautiful garden they had ever seen.

From 'The Selfish Giant' by Oscar Wilde

Things to do:

- Find and read the rest of the story.



ENGLISH WORKSHOP

1. List all the words related to weather and seasons from the story.
2. Form groups of 5. Turn the story into a play as an activity. Use the following scenes and characters. Write appropriate speeches / dialogues for them. Also write stage directions in brackets. Each group can write one or two scenes. Then put the scenes together to make a whole play. Read your play aloud.

Scene 1 : In the giant's garden

Characters : Narrator, children, birds, etc.

Scene 2 : In the giant's garden (The giant returns.)

Characters : Narrator, giant, children

Scene 3 : On the dusty road

Characters : Children

Scene 4 : In the giant's garden

Characters : Spring, winter, beautiful flowers, snow, frost, North Wind, Hail

Scene 5 : The giant sitting at the window

Characters : Giant, autumn, winter, North wind, Hail, snow, narrator

Scene 6 : The giant in his bed

Characters : Giant, Linnet, Hail, North Wind

Scene 7 : The giant at the window

Characters : Children, trees, birds, flowers, winter, little boy

Scene 8 : The giant in his garden

Characters : Giant, children, tree, birds, little boy, Spring, Narrator

3. Write a note of thanks from the children to the Giant who is now their friend.
4. The story given here is a part of a longer story. Read the entire story of the Selfish Giant.

Discuss with the children, the advantage of having a narrator in the play, and of turning the natural elements into persons.



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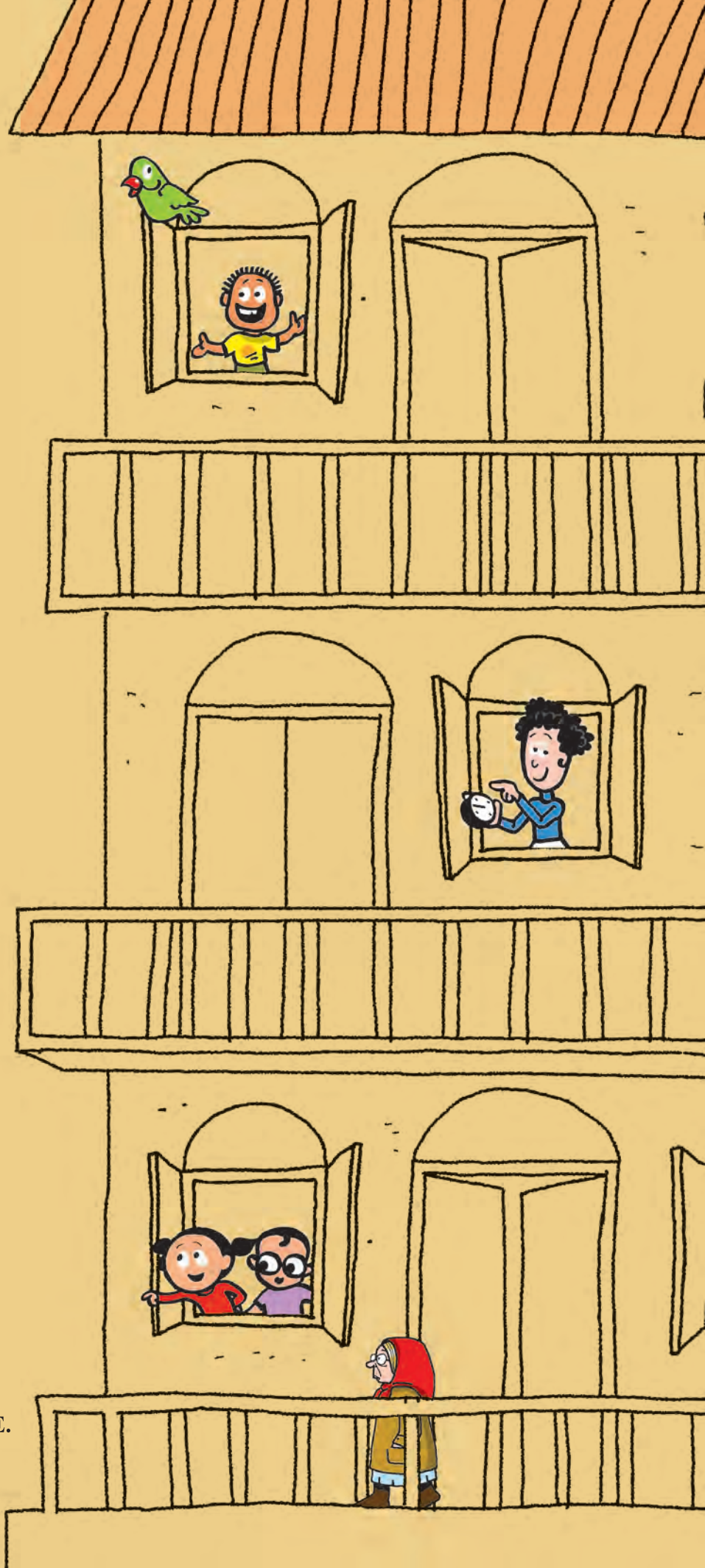
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