HONEYSUCKLE

Textbook in English for Class VI

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MIZORAM:AIZAWL

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[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 [2][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.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

FOREWORD

The State Council of Educational Research & Training, Mizoram has always been committed to fulfilling its role as an academic think–tank to provide critical inputs to ensure quality education. With our role and responsibilities as the Academic Authority for Elementary Education in Mizoram as mandated by the Right to Education Act 2009, the task of developing the curriculum, textbooks and evaluation procedures following the principle and methodology of Continuous and Comprehensive Evaluation has assumed greater importance and significance.

I am grateful to the National Council of Educational Research & Training (NCERT), New Delhi for sharing the copyrights of the textbooks for necessary adaptations to make the books more meaningful for students in Mizoram.

I extend my sincere gratitude to eminent scholars, educationists, dedicated teachers and my colleagues who have contributed significantly in developing these set of textbooks.

I am confident that the mandates of the RTE Act, fundamentals of education and the recommendations of the National Curriculum Framework 2005 are realised in good measure through such endeavour.

It is, therefore, my proud privilege to hand over these books to teachers and students of Mizoram. I am sure that the selection of child friendly materials will ensure that learning becomes a pleasurable journey for the child.

Aizawl
7th November, 2025

(CAROLINE ZORAMTHANGI)
Director, SCERT
Mizoram:Aizawl

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CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

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, wildlife 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.

Notes for the Teacher

GENERAL

- Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- Build on the exercises given in the textbook and design more tasks/ activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- Promote reading habits through story reading (not merely teaching stories as texts), story retelling, choral reading, shared reading, etc.
- Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.
- Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.

- Encourage learners to tell new stories, narrate anecdotes, compose short poems in English or their own language, talk about pictures, illustrations in the book and cartoons in newspapers/magazines. Don't get anxious about the errors they will make. Constant exposure, practice and correction in the form of feedback will help them improve themselves by and by.
- Every page has a column for words and meanings. Encourage children to write down other words they find difficult, along with their meanings, in this column.

UNITS 1–3

1. Who Did Patrick's Homework?

- Magical Realism — there is no magic here, only make-believe. It's Patrick's own inspiration personified. He does his homework himself. Self-help is the best help.
- Children will be keenly interested to talk about homework, and whether they like or don't like it. Discussion may take place in small groups before the entire class is engaged in arriving at a set of common points. Teacher to monitor and moderate the discussion.
- Discussion about homework may be enlivened by taking a close look at the cartoon under 'Speaking.'
- Comprehension questions to be taken up orally before well formulated answers are put down on paper.
- Crossword puzzle to be attempted by learners independently. Provide additional clues, if necessary.

A House, A Home

- Draw children's attention to the following:
  - There is no place like ***home***
  - Charity begins at ***home***

- The difference between 'home' and 'house' may be exemplified by using 'house' or 'home' appropriately to fill the blanks.

  (i) He lives in a rented _____

  (ii) Rana worked in Singapore for five years. Then he returned _____

  (iii) _____ is where the heart is.

  (iv) The red _____ in front of us belongs to Mr Lal.

2. How the Dog Found Himself a New Master!

- Folk tale — folk tales are popular stories passed on generally in spoken form from one generation to the next.
- Tell the story before asking children to read the text.
- Divide it into three or four parts, each part ending where the listener wonders what comes next.
- 'Wordsearch' clues to be explained at length before it is attempted. All 'hidden' words are adjectives. Another 'wordsearch' for nouns or verbs can easily be prepared in class.
- Under 'Working with Language' items B and C will lend themselves to formation of connected sentences.

  – *There was once a peasant who owned a flock of sheep. He loved his sheep like members of the family.*

  – *What would you prefer — a bunch of flowers or a story book? Remember, tomorrow is your birthday.*

  – *Cruelty to animals is a sin. Stop it by all means.*

  – *Kindness doesn't cost anything. Why are people not kind to one another?*
- 'The Dog Family' activity will need time and patience. Complete the family tree of dogs yourself before taking it up in class. Pronounce 'coyote' like this: 'coy' rhymes with 'boy'; 'ote' rhymes with 'boat' with 'i' at the end (sound as in 'see').

The Kite

- Let children cull out pairs of rhyming words, additionally. They may also pick up other words like 'kite' 'breeze' 'dive', etc. and form new pairs.
- Ask children to look for words that are associated with a bird — 'tail', for example.
- Words of action can be emphasised by lingering a little on *dive, dip, soars, climbs and flaps*.
- After a few readings, children will become familiar with words/ phrases. Ask for volunteers to recite the poem with appropriate gestures.
- 'Kite making' is a productive activity. Ensure its performance by involving groups of children and helping them put the materials into shape. Invite the art/craft teacher to join in. Words and action to go together in the activity.

3. Taro's Reward

- Asian values, a hint of magic
- While telling the story, draw children's attention to situations in which they can see themselves.
- Elicit their comments on, and reactions to, hard work, sincerity, care and respect for the elderly, especially one's parents.
- Let learners read and re-read relevant portions of the text to answer comprehension questions.
- In 'Working with Language', give them enough time and let them work together, discuss and arrive at appropriate responses to the items.
- There is a tongue-twister in the Speaking activity. This is sure to interest every child. You may find more tongue-twisters, or ask children to collect more including some in their own language. This may be taken up as a group project.

Here is one tongue-twister for you:

She sells sea-shells on the sea shore,
The shells she sells are sea-shells, I'm sure,
For if she sells sea-shells on the sea shore,
Then I'm sure she sells sea-shore shells.

The Quarrel

- Discuss the points provided at the beginning of the poem.
- After reading and re-reading of the text and completion of exercises, try the following activity.

  Ask children to rearrange the lines below (write them on the blackboard first) so that it reads like a poem. The first line is the opening line.

  I quarrelled with my brother.
  The only one I have, no other.
  Was there a fight?
  What was the quarrel about?
  No, he was actually right.
  Which one?
  I don't remember, but we fell out.

- Draw their attention to the rhyming words in rearranging lines.
- Can they re-do the second stanza in the same way? Encourage them to try it. Help them do it.

For the Teacher

Have a discussion in the class on the advertisement given below. Sensitise the learners towards cleanliness.

For the Students

Prepare a poster on cleanliness for your locality/school.
Work with your friend.
You may add a poem or picture...
Discuss in the class.

1

Before you read

***Discuss in class**: Do you like homework? Do you do it yourself, or do you get help? What homework do you usually have?*

Who Did Patrick's Homework?

1. PATRICK never did homework. "Too boring," he said. He played hockey and basketball and Nintendo instead. His teachers told him, "Patrick! Do your homework or you won't learn a thing." And it's true, sometimes he did feel like an ignoramus. But what could he do? He hated homework.
2. Then one day he found his cat playing with a little doll and he grabbed it away. To his surprise it wasn't a doll at all,

Nintendo: a video game

***ignoramus*:** an ignorant person, who lacks education

but a man of the tiniest size. He had a little wool shirt with old-fashioned britches and a high tall hat much like a witch's. He yelled, "Save me! Don't give me back to that cat. I'll grant you a wish, I promise you that."

3. Patrick couldn't believe how lucky he was! Here was the answer to all of his problems. So he said, "Only if you do all my homework till the end of the semester, that's 35 days. If you do a good enough job, I could even get A's."

4. The little man's face wrinkled like a dishcloth thrown in the hamper. He kicked his legs and doubled his fists and he grimaced and scowled and pursed his lips, "Oh, am I cursed! But I'll do it."

britches: breeches, or short trousers. The writer here spells it, for fun, to rhyme with the word 'witch's'.

dishcloth: a cloth used for washing dishes

hamper: a basket with a lid

grimaced,scowled, pursed his lips: his face had these expressions, showing disgust, anger and disapproval

5. And true to his word, that little elf began to do Patrick's homework. Except there was one glitch. The elf didn't always know what to do and he needed help. "Help me! Help me!" he'd say. And Patrick would have to help—in whatever way.

"I don't know this word," the elf squeaked while reading Patrick's homework. "Get me a dictionary. No, what's even better, look up the word and sound it out by each letter."

6. When it came to maths, Patrick was out of luck. "What are times tables?" the elf shrieked. "We elves never need

glitch (an informal word): a fault in a machine that prevents it from working properly; here, hitch or problem

shrieked: gave a short, high-pitched cry

that. And addition and subtraction and division and fractions? Here, sit down beside me, you simply must guide me." Elves know nothing of human history, to them it's a mystery. So the little elf, already a shouter, just got louder. "Go to the library, I need books. More and more books. And you can help me read them too."

7. As a matter of fact, every day in every way that little elf was a nag! Patrick was working harder than ever and was it a drag! He was staying up nights, had never felt so weary, was going to school with his eyes puffed and bleary.

8. Finally, the last day of school arrived and the elf was free to go. As for homework, there was no more, so he quietly and slyly slipped out the back door.

9. Patrick got his A's; his classmates were amazed; his teachers smiled and were full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude.

10. You see, in the end, Patrick still thought he'd made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Patrick had done it himself!

CAROL MOORE

nag: one who troubles someone all the time by complaining or asking them to do something

drag (an informal word): something dull and uninteresting

slyly: secretively

kid (an informal word): a child

chores: work that must be done everyday, often boring

attitude: a feeling about someone or something

WORKING WITH THE TEXT

Answer the following questions. (Refer to that part of the text whose number is given against the question. This applies to the comprehension questions throughout the book.)

1. What did Patrick think his cat was playing with?
   What was it really? (2)
2. Why did the little man grant Patrick a wish? (2)
3. What was Patrick's wish? (3)
4. In what subjects did the little man need help, to do Patrick's homework? (5,6)
5. How did Patrick help him? (7)
6. Who do you think did Patrick's homework— the little man, or Patrick himself? Give reasons for your answer. (9, 10)

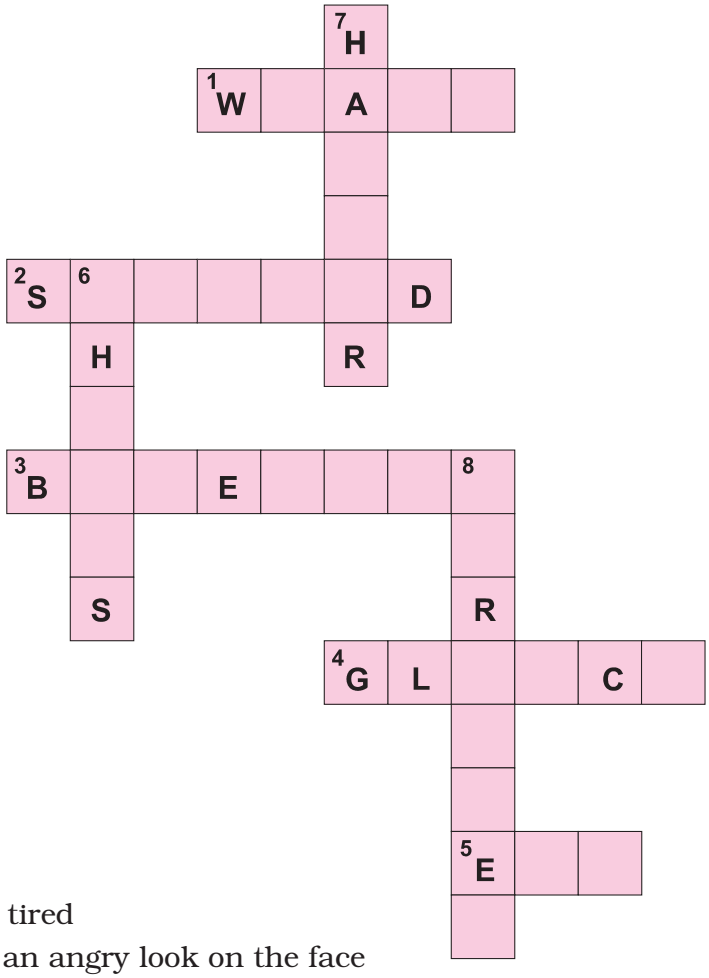
WORKING WITH LANGUAGE

A. Fill in the blanks in the sentences below with the words or phrases from the box. (You may not know the meaning of all the words. Look such words up in a dictionary, or ask your teacher.)

out of luck	mystery	true to his word	chores
semester	between you and me	look up	

1. Some people find household _____ a bore, but I like to help at home.
2. Who stole the diamond is still a _____ .
3. This _____ we are going to have a class exhibition.
4. _____, the elf began to help Patrick.
5. Can you _____ this word in the dictionary?
6. I started early to be on time, but I was _____. There was a traffic jam!
7. She says she's got a lot of books, but _____ I think most of them are borrowed.

B. Use the clues given below to complete this crossword puzzle.



Across

1. very tired
2. had an angry look on the face
3. short trousers
4. a fault in a machine that prevents it from working properly
5. a small and naughty boy-fairy

Down

6. work that must be done everyday, often boring
7. a basket with a lid
8. gave a short, high-pitched cry

SPEAKING

A. In the story Patrick does difficult things he hates to do, because the elf pretends he needs help. Have you ever done something difficult or frightening, by pretending about it in some way? Tell your classmates about it.

Or

Say what you feel about homework. (The words and phrases in the boxes may help you.) Do you think it is useful, even though you may not like it? Form pairs, and speak to each other.

For example:

You may say, "I am not fond of homework."

Your partner may reply, "But my sister helps me with my lessons at home, and that gives a boost to my marks."

(not) be fond of	(not) take to	(not) develop a liking for
(not) appeal to	(not) be keen on	(not) have a taste for

support	assist	with the aid of
help	be a boon	give a boost to

WRITING

A. This story has a lot of rhyming words, as a poem does. Can you write out some parts of it like a poem, so that the rhymes come at the end of separate lines?

For example:

Patrick never did homework. "Too boring," he said.
He played baseball and hockey and Nintendo instead.

B. Look at these sentences.

1. "Too boring," he said.
2. Cleaned his room, did his chores.

When we speak, we often leave out words that can easily be guessed. We do not do this when we write, unless we are trying to write as we speak (as in the story).

So, if we were to write carefully, we would say:

- "Homework is too boring," he said.
- He cleaned his room and did his chores.

C. Rewrite the following incomplete sentences carefully, so that the reader does not have to guess what is left out.

1. more and more books
2. too difficult
3. got up late, missed the bus
4. solved the mystery

D. Look at this cartoon by R.K.Laxman. Read the sentence given below the cartoon. Discuss the following questions with your partner.

- What is it about?
- Do you find it funny? If so, why?
- Do you think a cartoon is a serious drawing? Why or why not?

Get on with your homework — the sums, the composition, history, geography, chemistry, physics — and stop reading *The Laws Against Child Labour*!

A House, A Home

What is the difference between a house and a home? Discuss it with your partner. Then read the poem.

What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.

Lorraine M. Halli

WORKING WITH THE POEM

1. Do you agree with what the poet says? Talk to your partner and complete these sentences.

   (i) A house is made of _____ .

   (ii) It has _____ .

   (iii) A home is made by _____ .

   (iv) It has _____ .

2. Now complete these sentences about your house and home.

   (i) My house is _____

   _____ .

   (ii) The best thing about my home is _____

   _____ .

Lengthy Process

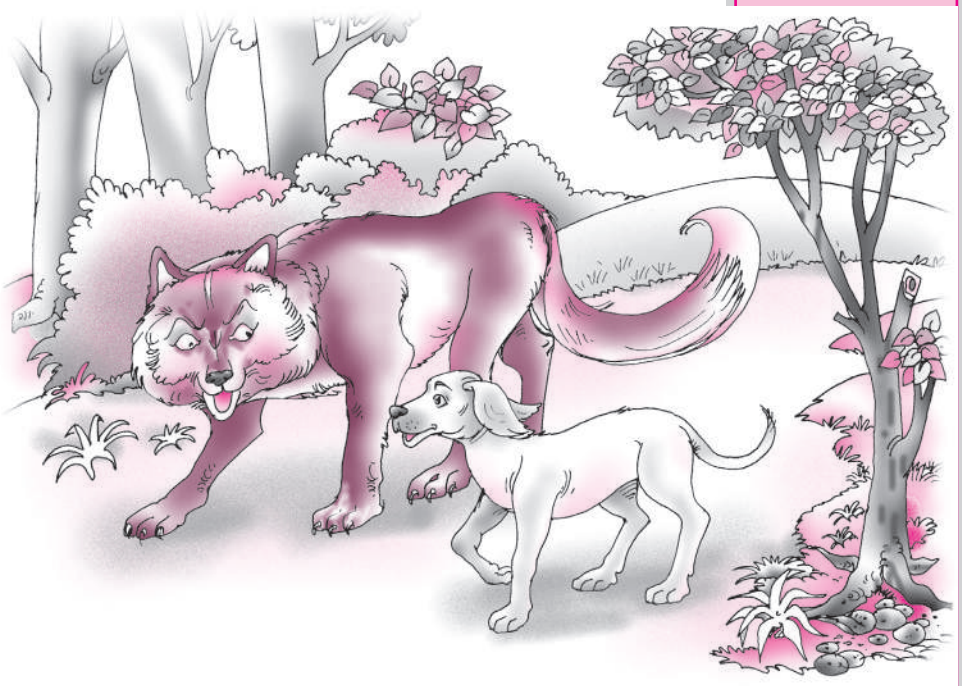
"So, your son is still going to college," a man remarked to another. "What is he going to be when he finally graduates?" Replied the second: "Old".

2

Before you read

You may know that the dog and the wolf are closely related. You may also know something about how over the centuries, human beings have domesticated and tamed wild animals. Here is a story about how the dog became a tame animal.

How the Dog Found Himself a New Master!



1. Dogs were once their own masters and lived the way wolves do, in freedom, until a dog was born who was ill pleased with this way of life. He was sick and tired of wandering about by himself

ill pleased: (old-fashioned way of saying) not happy

looking for food and being frightened of those who were stronger than he.

2. He thought it over and decided that the best thing for him to do was to become the servant of one who was stronger than anyone on earth, and he set out to find such a master.

3. He walked and he walked and he met a kinsman of his, a big wolf who was as strong as he was fierce.

"Where are you going, Dog?" the Wolf asked.

"I am looking for someone to take up service with. Would you like to be my master, Wolf?"

"I don't see why not!" the Wolf said, and this agreed upon, the two of them went on together.

4. They walked and they walked, and all of a sudden the Wolf lifted his nose, sniffed, darted quickly off the path and into the bushes and crept deeper into the forest. The Dog was much surprised.

"What's come over you, master?" he asked. "What has frightened you so?"

"Can't you see? There's a Bear out there, and he might eat up both of us—you and me."

5. Seeing that the Bear was stronger than the Wolf, the Dog decided to take up service with him, and he left the Wolf and asked the Bear to be his master. The Bear agreed to this readily

kinsman: (old-fashioned word for) a relative
fierce: violent; frightening

take up service with: become the servant of

darted: moved quickly, suddenly

come over you: affected you

and said, "Let us go and find a herd of cows. I'll kill a cow and then we can both eat our fill."

6. They walked on and soon saw a herd of cows, but just as they were about to come up to it they were stopped by a terrible noise. The cows were mooing loudly and running in a panic in all directions.

7. The Bear looked out from behind a tree, and then he too ran hastily deeper into the forest.

"Now, why did I have to come here!" said he to the Dog. "It is the Lion who rules the forest in these parts."

"The Lion? Who's he?"

"Don't you know? He is the strongest beast on earth!"

"Well, then, I'll say goodbye to you, Bear. I want a master who is stronger than anyone on earth!"

8. And off the Dog went to ask the Lion to be his master.

The Lion agreed to it, and the Dog stayed with him and served him for a long, long time. It was a good life, and he had nothing to complain of, for there was no stronger beast in the forest than the Lion, and no one dared touch the Dog or offend him in any way.

9. But one day the two of them were walking side by side along a path that ran amid bare cliffs when all of a sudden the Lion stopped. He gave a great roar and struck the ground angrily with his paw with such force that a hole formed there. Then he began to back away very quietly.

"What is it, Master, is anything wrong?" asked the Dog, surprised.

"I smell a man coming this way," the Lion said. "We'd better run for it or we'll be in trouble."

"Oh, well, then I'll say goodbye to you, Lion. I want a master who is stronger than anyone on earth!"

dared: to be brave enough to do something

cliff: a steep, high rock (often at the edge of the sea)

10. And off the Dog went to join the man and he stayed with him and served him faithfully. This happened long, long ago, but to this day the dog is man's most loyal servant and knows no other master.

Working with the Text

A. Discuss these questions in pairs before you write the answers.

1. Why did the dog feel the need for a master? (1, 2)
2. Who did he first choose as his master? Why did he leave that master? (3)
3. Who did he choose next? (5)
4. Why did he serve the Lion for a long time? (8)
5. Who did he finally choose as his master and why? (9, 10)

B. A summary of the story is given below. Fill in the blanks to complete it taking appropriate phrases from the box.

a dog	stronger than anyone else	
the strongest of all	a wolf	the bear
afraid of man	his own master	a lion

This is the story of _____, who used to be _____ . He decided to find a master _____. First he found _____, but the wolf

was afraid of _____ . The dog thought that the bear was _____ . After some time the dog met _____ , who seemed the strongest. He stayed with the lion for a long time. One day he realised that the lion was _____ . To this day, the dog remains man's best friend.

WORKING WITH LANGUAGE

A. Each word in the box given below indicates *a large number of*... For example,'a herd of cows' refers to many cows.

Complete each of the following phrases with a suitable word from the box.

school	fleet	brood	bundle	bunch	pack	flock	herd

1. a _____ of ships
2. a _____ of flowers
3. a _____ of chicks
4. a _____ of cattle
5. a _____ of sticks
6. a _____ of sheep
7. a _____ of fish
8. a _____ of wolves

B. Make nouns from the words given below by adding –ness or –ity. (For some words we need to add just –ty, or –y.)

1. honest _____
2. kind _____
3. cruel _____
4. calm _____
5. sad _____
6. active _____
7. creative _____
8. sincere _____
9. cheerful _____
10. bitter _____
11. sensitive _____
12. great _____

C. Wordsearch

- There are twelve words hidden in this table.
- Six can be found horizontally and the remaining six vertically.
- All of them are *describing* words like 'good', 'happy', etc.
- The first letters of the words are given below:

Horizontal: H R F F S G

Vertical: A W S F L Q

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

D. Read the following passage and do the exercises that follow. Then complete the family tree of dogs given on the facing page.

The Dog Family

The dog family is one of the 11 families that make up the Carnivores, a large group of intelligent, flesh-eating, backboned animals. In this group are such varied animals as bears, pandas, raccoons, cats, hyenas, and even seal. The dog or canine family has many wild species like wolves, foxes, coyotes, jackals, and wild dogs.

The dog is the only domesticated member of the canine family though now and then someone tames a wolf, fox or coyote as a pet. All members of the dog family are descendants of a wolf-like animal which lived about 15 million years ago. From this distant ancestor, the true dogs gradually developed. But nobody knows the exact ancestor of the modern domestic dog.

Several wild dogs look and behave like domestic dogs. The dingo or wild dog of Australia is one of these. It is possible that the dingo was a tamed dog brought to Australia long ago which then ran wild.

Dogs were the first animals tamed by humans— perhaps 20,000 years ago. Tamed dogs were brought from Asia to the New World 5,000 or more years ago. Dogs were first used for hunting.

1. Find the opposites of these words in the text above.

   (i) ancestor __ __ __ __ __ __ __ __ __ __

   (ii) wild t __ m __

   (iii) ancient __ __ __ __ __ __

   (iv) near d __ __ __ __ __ t

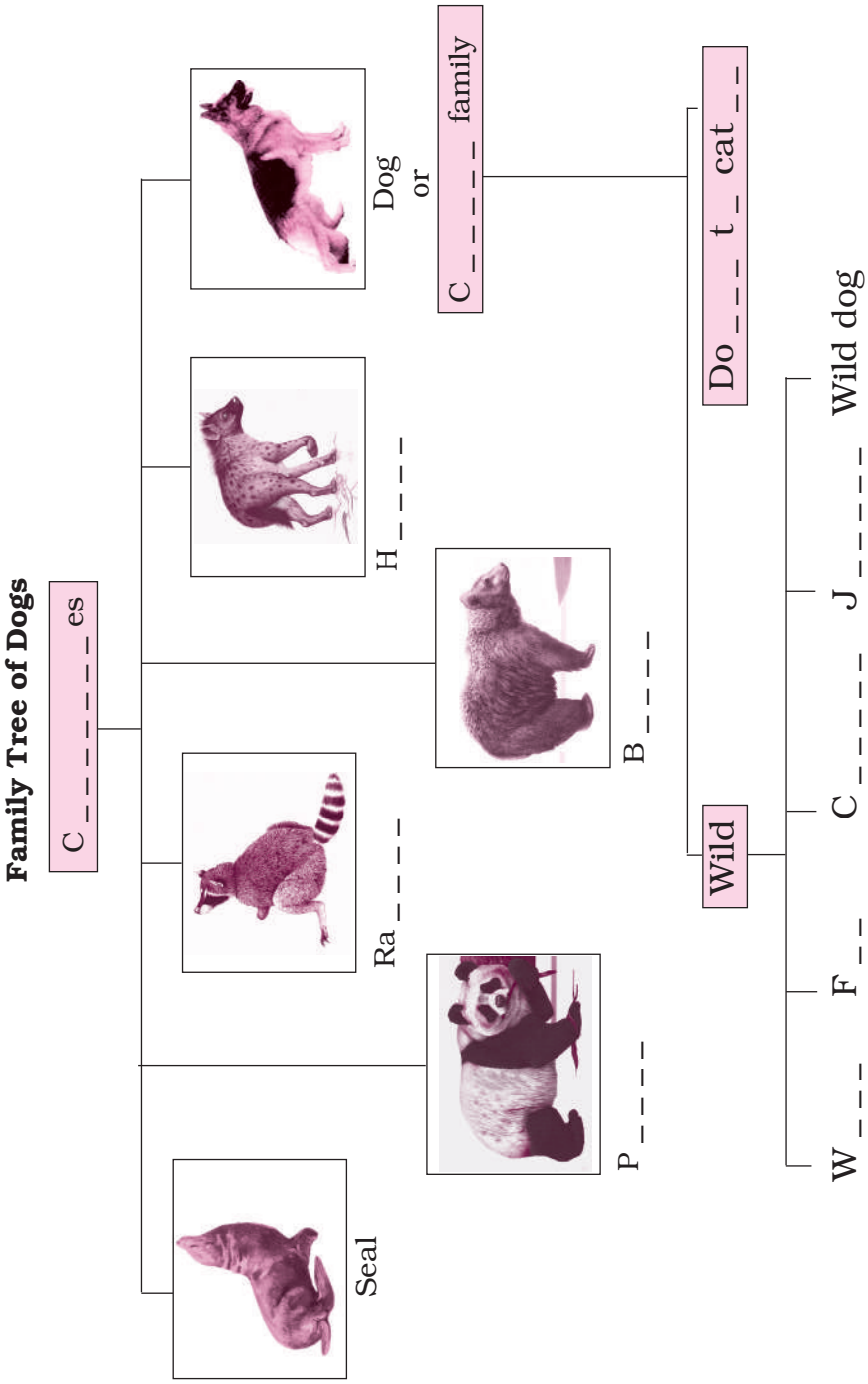
   (v) suddenly gr __ __ __ __ __ __ __

2. Complete the following sentences.

   (i) The dingo is _____.

   (ii) Dogs were the _____animals tamed by humans. The other animals tamed by humans are _____
   (Think and name some other such animals.)

   (iii) The New World refers to _____.
   Dogs were brought there from _____.


Family Tree of Dogs
C _ _ _ _ _ _ _ _ es
Seal
Ra _ _ _ _
P _ _ _ _
H _ _ _ _
B _ _ _ _
Dog
or
C _ _ _ _ _ family
Do _ _ _ t _ cat _ _
Wild
W _ _ _
F _ _
C _ _ _ _ _
J _ _ _ _ _
Wild dog

SPEAKING

Here are some points from a similar story that you might have heard in another language. Dividing the class into two groups try and tell the story in English. One person from each group can speak alternately. Your teacher will help you. As you tell it, one of you may write it down on the board.

A Mouse Maiden

- mouse changed into a girl by a magician...
- wants to marry the strongest person...
- asks whether sun or cloud stronger (why?)...
- but mountain stronger than clouds (how?)...
- but mouse stronger than mountain (how?)...
- girl asks to marry mouse, becomes a mouse again.

The Last Ride Together

There was a young man of Niger
Who went for a ride on a tiger.
They returned from their ride, With
the man inside,
And a smile on the face of the tiger.

The Kite

All of us like to fly kites. Have you ever tried to fly one? Read this poem about a kite as it flies in the sky.

How bright on the blue
Is a kite when it's new!

With a dive and a dip
It snaps its tail

Then soars like a ship
With only a sail

As over tides
Of wind it rides,

Climbs to the crest
Of a gust and pulls,

Then seems to rest
As wind falls.

When string goes slack
You wind it back

And run until
A new breeze blows

And its wings fill
And up it goes!

How bright on the blue
Is a kite when it's new!

But a raggeder thing
You never will see

When it flaps on a string
In the top of a tree.

HARRY BEHN

WORKING WITH THE POEM

1. List out the action words in the poem.

   dive, dip, snaps, _____, _____, _____,

   _____, _____

   Find out the meanings of these words.

2. Read these lines from the poem:

   Then soars like a ship
   With only a sail

   The movement of the tailless kite is compared to a ship with a sail. This is called a **simile**. Can you suggest what or who the following actions may be compared to?

   He runs like _____

   He eats like _____

   She sings like _____

   It shines like _____

   It flies like _____

3. Try to make a kite with your friends. Collect the things required such as colour paper/newspaper, thread, glue, a thin stick that can be bent. After making the kite see if you can fly it.

3

Before you read

This is a story about a thoughtful and loving son. He works hard to fulfil his parents' wishes and gets some unexpected help.

Taro's Reward

1. A YOUNG woodcutter named Taro lived with his mother and father on a lonely hillside. All day long he chopped wood in the forest. Though he worked very hard, he earned very little money. This

chopped: cut into pieces

made him sad, for he was a thoughtful son and wanted to give his old parents everything they needed.

2. One evening, when Taro and his parents were sitting in a corner of their hut, a strong wind began to blow. It whistled through the cracks of the hut and everyone felt very cold. Suddenly Taro's father said, "I wish I had a cup of saké; it would warm me and do my old heart good."

3. This made Taro sadder than ever, for the heart-warming drink called saké was very expensive. 'How do I earn more money?' he asked himself. 'How do I get a little saké for my poor old father?' He decided to work harder than before.

4. Next morning, Taro jumped out of bed earlier than usual and made his way to the forest. He chopped and cut, chopped and cut as the sun climbed, and soon he was so warm that he had to take off his jacket. His mouth was dry, and his face was wet with sweat. 'My poor old father!' he thought. 'If only he was as warm as I!'

   And with that he began to chop even faster, thinking of the extra money he must earn to buy the saké to warm the old man's bones.

5. Then suddenly Taro stopped chopping. What was that sound he

whistled through: passed through with a whistling sound

cracks: narrow gaps/openings

saké : a popular Japanese drink ('sa' is pronounced like 'fa' in 'father' and 'ke' rhymes with 'way')

expensive: costly

made his way to: went to

heard? Could it be, could it possibly be rushing water?

Taro could not remember ever seeing or hearing a rushing stream in that part of the forest. He was thirsty. The axe dropped out of his hands and he ran in the direction of the sound.

6. Taro saw a beautiful little waterfall hidden behind a rock. Kneeling at a place where the water flowed quietly, he cupped a little in his hands and put it to his lips. Was it water? Or was it saké? He tasted it again and again, and always it was the delicious saké instead of cold water.

7. Taro quickly filled the pitcher he had with him and hurried home. The old man was delighted with the saké.

cupped a little in his hands: took some water in his hands (as if in a cup)

delicious: very tasty

pitcher: a pot usually made of mud

After only one swallow of the liquid he stopped shivering and did a little dance in the middle of the floor.

8. That afternoon, a neighbour stopped by for a visit. Taro's father politely offered her a cup of the saké. The lady drank it greedily, and thanked the old man. Then Taro told her the story of the magic waterfall. Thanking them for the delicious drink, she left in a hurry. By nightfall she had spread the story throughout the whole village.

9. That evening there was a long procession of visitors to the woodcutter's house. Each man heard the story of the waterfall, and took a sip of the saké. In less than an hour the pitcher was empty.

10. Next morning, Taro started for work even earlier than the morning before. He carried with him the largest pitcher he owned, for he intended first of all to go to the waterfall. When he reached it, he found to his great surprise all his neighbours there. They were carrying pitchers, jars, buckets — anything they could find to hold the magic saké. Then one villager knelt and held his mouth under the waterfall to drink. He drank again and again, and then shouted angrily, "Water! Nothing but water!" Others also tried, but there was no saké, only cold water.

greedily: as if desiring more and more

intended: planned

11. "We have been tricked!" shouted the villagers. "Where is Taro? Let us drown him in this waterfall." But Taro had been wise enough to slip behind a rock when he saw how things were going. He was nowhere to be found.

12. Muttering their anger and disappointment, the villagers left the place one by one. Taro came out from his hiding place. Was it true, he wondered? Was the saké a dream? Once more he caught a little liquid in his hand and put it to his lips. It was the same fine saké. To the thoughtful son, the magic waterfall gave the delicious saké. To everyone else, it gave only cold water.

tricked: deceived

muttering: speaking unclearly

13. The story of Taro and his magic waterfall reached the Emperor of Japan. He sent for the young woodcutter, and rewarded him with twenty pieces of gold for having been so good and kind. Then he named the most beautiful fountain in the city after Taro. This, said the Emperor, was to encourage all children to honour and obey their parents.

[a Japanese story retold]

sent for: called

WORKING WITH THE TEXT

A. Answer the following questions.

1. Why did Taro run in the direction of the stream? (5)
2. How did Taro's father show his happiness after drinking saké?(7)
3. Why did the waterfall give Taro saké and others water? (12)
4. Why did the villagers want to drown Taro? (10, 11)
5. Why did the Emperor reward Taro? (13)

B. Mark the right item.

1. Taro earned very little money because
   (i) he didn't work hard enough.
   (ii) the villagers didn't need wood.
   (iii) the price of wood was very low.
2. Taro decided to earn extra money
   (i) to live a more comfortable life.
   (ii) to buy his old father some saké.
   (iii) to repair the cracks in the hut.

3. The neighbour left Taro's hut in a hurry because
   (i) she was delighted with the drink.
   (ii) she was astonished to hear Taro's story.
   (iii) she wanted to tell the whole village about the waterfall.

WORKING WITH LANGUAGE

A. Strike off the words in the box below that are not suitable.

Taro wanted to give his old parents everything they needed. This shows that he was ...

thoughtful	hardworking	loving	honest
considerate	trustworthy	efficient	kind

B. 1. "This made Taro sadder than ever."
   'This' refers to
   (i) a strong wind that began to blow.
   (ii) Taro's father's old age.
   (iii) Taro's inability to buy expensive saké for his father.
   (Mark the right item.)

2. "This, said the emperor, was to encourage all children to honour and obey their parents."
   'This' refers to
   (i) the most beautiful fountain in the city.
   (ii) rewarding Taro with gold and giving the fountain his name.
   (iii) sending for Taro to hear his story.
   (Mark the right item.)

C. Arrange the words below in pairs that rhyme.

Example: young – lung
money – sunny

young	sad	money	chop	lung	last
wax	could	bad	sound	axe	wood
way	stop	sunny	fast	round	day

D. 1. Fill in the blanks with words from the box.

lonely	little	hard	young
thoughtful	delicious	beautiful	

A _____ woodcutter lived on a _____ hillside. He was a _____ son who worked _____ but earned _____ money. One day he saw a _____ waterfall hidden behind a rock. He tasted the water and found it _____.

2. Find these sentences in the story and fill in the blanks.

(i) This made Taro _____ than ever. (3)

(ii) He decided to work _____ than before. (3)

(iii) Next morning, Taro jumped out of bed _____ than usual.(4)

(iv) He began to chop even _____. (4)

(v) Next morning, Taro started for work even _____ than the morning before. (10)

SPEAKING AND WRITING

A. Speak the following sentences clearly but as quickly as you can. Learn them by heart.

(i) How much wood would a woodchuck chuck if a woodchuck would chuck wood.

(ii) Betty bought a bit of butter, but the bit of butter was a little bitter so she bought some better butter to make the bitter butter better.

B 1. The story 'Taro's Reward' shows that Taro is thoughtful, hardworking and also wise. Read aloud the parts of story that show these qualities in Taro.

2. (i) Like Patrick in the story 'Who Did Patrick's Homework', Taro is helped by magic. Do you believe in magic? What are the magical things that happen in these stories?

   (ii) Which story do you like better, and why? Do you know such stories in other languages? Discuss these questions in class.

3. Now write a paragraph or two about these two stories, comparing them.

C. 1. Listen to these children. What are they talking about?

2. Work in groups. Come to some agreement on each of the activities given below. Decide which is the most interesting, dullest, most dangerous, safest, most rewarding, most exciting.

cooking	fishing	playing football
knitting	dancing	listening to music
reading	sewing	mountain climbing
walking	swimming	learning languages
painting	watching TV	stamp collecting

DICTATION

1. Your teacher will speak the words given below. Write against each two new words that rhyme with it.

   1. bed _____ _____
   2. wax _____ _____
   3. fast _____ _____
   4. chop _____ _____
   5. young _____ _____

Know Your Country

1. Which are the two states that flank New Delhi's borders?
2. Name the states through which the Narmada flows.

Answers on page 40

The Quarrel

It is common for brothers and sisters to quarrel, although sometimes they may not even be able to say why they quarrel. But how long do such quarrels last? How do they end?

I quarrelled with my brother
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!

We hated one another.
The afternoon turned black.
Then suddenly my brother
Thumped me on the back,
And said, "Oh, come along!
We can't go on all night—
I was in the wrong."
So he was in the right.

ELEANOR FARJEON

WORKING WITH THE POEM

1. With your partner try to guess the meaning of the underlined phrases.

   (i) And somehow we fell out.

   (ii) The afternoon turned black.

2. Read these lines from the poem:

   (i) One thing led to another

   (ii) The start of it was slight

   (iii) The end of it was strong

   (iv) The afternoon turned black

   (v) Thumped me on the back

   Discuss with your partner what these lines mean.

3. Describe a recent quarrel that you have had with your brother, sister or friend. How did it start? What did you quarrel about? How did it end?

Know Your Country

Answers

1. Haryana, Uttar Pradesh.

   Built on the banks of the Yamuna river, Delhi is bordered on the west by Haryana and on the east by Uttar Pradesh.

2. Madhya Pradesh, Maharashtra and Gujarat.

   Rising from Amarkantak and flowing through Beraghat in Madhya Pradesh, the Narmada flows westwards across Madhya Pradesh, Maharashtra and Gujarat into the Gulf of Khambhat.

Notes for the Teacher

UNITS 4–6

4. An Indian–American Woman in Space: Kalpana Chawla

- Let children speak what they know about space and spaceships. They may also be asked to bring pictures of these, if they have any. Let them say how an aeroplane is different from a spaceship.
- There are some words of American spelling in the text. Use this opportunity to discuss the English that exist around the world. Explain in simple words how writing does not adequately represent the spoken language.
- In 'Working with Language', help children by giving clues as they discuss and match the items using phrases in sentences of their own.
- In the Speaking activity, encourage children to collect examples of greetings in other languages, or to visit the post office or look at a telephone directory to find some examples. They may even wish to send greetings to each other by post.
- In the writing activity, brainstorm children to inspire them to imagine, dream and then write. Have a stimulating discussion before doing the activity.

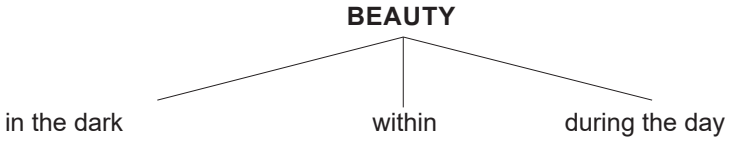
Beauty

- The teacher reads the first stanza, and learners repeat each line. Pauses are indicated below:

  Beauty is seen
  in the sunlight./
  The trees,/the birds,/
  Corn growing/ and people working/
  Or dancing for their harvest./

  Cover the whole poem in the same way.

- Mark stanzas as A B C or 1 2 3. Let children indicate the relevant mark in the appropriate place in the following diagram.



5. A Different Kind of School

- This lesson addresses an important social concern for the differently-abled. Sensitise learners to problems faced by these persons. You can also give examples of differently-abled persons who have reached the heights of success.
- In 'Working with the Text', let children work in pairs to rearrange sentences. They may take time to arrange them in order. If there is more than one ordering, tell them why one is better than the other.
- Exercise 3, in 'Working with Language', is to acquaint children with the use of the dictionary. Let them create their own dictionary by arranging words and their meanings covering a few pages of the textbook, to begin with.
- In this lesson, speaking and writing are given together. Create parallel activities enabling children to talk to one another and also write.

Where Do All the Teachers Go?

- Let children read out the poem in groups of five. The first and last verse should be read out by the same person. The remaining four verses should be read out in turn by others in the group.
- Let children interview some teachers and ask them what they do at home and elsewhere. This may be attempted as a mini project.
- Tell children about your school and the English class when you were at school.

6. Who I Am

- This lesson is slightly different: do not "teach" it (by reading and explaining it); let children read it on their own, and then interact. It matters little if they cannot understand every word of it. The lesson is about personality and confidence building. Children will understand the idea of multiple intelligences, and how every child is different and unique. As they read and 'hear' voices of children describing themselves, and see the varied typefaces, they will appreciate differences among themselves. Draw children's attention to the informal style of talking about oneself.

  a. 'Visual' is concerned with 'seeing'. Painting, cinema, theatre are the visual arts. A person who enjoys looking at pictures, videos and movies and can create mental images of ideas can be said to have visual intelligence.

  b. 'Verbal' is concerned with 'speaking'. A person who is good at language — speaking, reading, writing, etc. — can be said to have verbal intelligence.

  c. 'Interpersonal' is concerned with relationships among people. Understanding others and their points of view. and being cooperative are indicators of interpersonal intelligence.

- Use this opportunity to initiate an extended writing activity — describing persons, their physical and behavioural characteristics: (a) describing one of your neighbours, (b) writing what your brother/sister likes and you don't.

- Most activities in this lesson will lend themselves to group discussions and open-ended responses to questions. Let children talk freely and frankly about themselves and others, and in the process discover their interests and talents.

The Wonderful Words

- Someone said that Pandit Nehru was doing with India what a poet does with words. Let children discuss this idea in small groups.
- Words are all we have. Write this sentence on the blackboard and highlight the importance of words and language in day-to-day life.
- Play a word game in class.

4

Before you read

In 1997, an Indian–American, Kalpana Chawla, was part of the international crew aboard the U.S. Space Shuttle, Columbia, *becoming the first woman born in India to go into space. Sadly, the second mission in* Columbia *ended in tragedy.*

An Indian–American Woman in Space: Kalpana Chawla

1. A space shuttle is a spacecraft that is made for repeated space travel (unlike a rocket), for example, between earth and a space station.
2. Use a dictionary to do the tasks below.
   (i) Find out the meanings of the following words and phrases (look up the words underlined in the phrases).
   (a) naturalised U.S. citizen _____
   (b) space _____
   (c) frontiers of space _____
   (d) aboard _____
   (e) lift off (How is it different from 'take off'?)
   _____
   (f) crew _____
   (ii) Notice the spellings of these words in this lesson: *airplane*, *program*. This is how these words are spelt in American English. How are they spelt in British English?

A News Report

Tragedy in Space
U.S. Space Shuttle Columbia *breaks into flames*

In an unprecedented space tragedy, U.S. Space Shuttle *Columbia*, carrying India-born American astronaut Kalpana Chawla and six others, broke apart in flames as it streaked over Texas towards its landing strip on Saturday, 1 February 2003, killing all seven on board.

The shuttle lost contact with NASA at about 9 a.m. (19.30 hrs 1ST) as it came in for landing. It was flying at an altitude of over 200,000 feet and travelling at over 20,000 km. per hour when ground control lost contact with the shuttle.

Columbia had lifted off on 16 January 2003, from the Kennedy Space Center, Florida. It had stayed in orbit for 16 days and the seven-member crew conducted 80 experiments before it began its downward journey, which ended in tragedy. This was *Columbia's* 28th space flight and the shuttle was said to be good for 100 flights.

1. KALPANA Chawla said that she never dreamed, as a child in Karnal, that she would cross the frontiers of space. It was enough that her parents allowed her to attend engineering college after she graduated from Tagore School.
2. After a Bachelor of Science degree in aeronautical engineering, against great opposition from her father, she went for a master's degree to the United States of America. She later earned her Ph.D. in aerospace engineering. Kalpana Chawla was the first Indian–American woman astronaut to blast off from the

launch pad at Cape Canaveral, Florida, and participate in a successful mission in space. Her family from India cheered along with staff at the Kennedy Space Center as they watched the *Columbia* lift off.

3. Kalpana was born in Karnal, Haryana, but was a naturalised U.S. citizen, married to flight instructor Jean-Pierre Harrison. Besides being an astronaut, she was licensed to fly single and multi-engine land airplanes, single-engine seaplanes and gliders. She was also a certified flight instructor. After

qualifying as a pilot, Kalpana began to consider another challenge: applying to NASA's space shuttle program. She was first hired as a research scientist at NASA. In 1994 she was selected by NASA for training as an astronaut.

4. When asked what it was like being a woman in her field she replied, "I really never, ever thought, while pursuing my studies or doing anything else, that I was a woman, or a person from a small city, or a different country. I pretty much had my dreams like anyone else and I followed them. And people who were around me, fortunately, always encouraged me and said, 'If that's what you want to do, carry on'."

5. Kalpana's first space mission in the space shuttle, *Columbia*, was 15 days, 16 hours and 34 minutes long. During this time she went around the earth 252 times, travelling 10.45 million kilometres! The crew included a Japanese and a Ukranian astronaut. The crew performed experiments such as pollinating plants to observe food growth in space, and tests for making stronger metals and faster computer chips — all for a price tag of about 56 million dollars.

6. On the Saturday night when the news about the *Columbia* disaster broke, there was shock and disbelief.

The town of Karnal spent a sleepless night as thousands of households stayed glued to their television sets in the hope that Kalpana and the crew had somehow survived. A journalist wrote:

> She was a heroine. It takes enormous ability to become an astronaut. You need to know a lot about everything, from biology to astrophysics to aeronautical engineering. In this age of super-specialisation, you must have encyclopaedic knowledge to be an astronaut. Her achievement is awe-inspiring.

7. For millions of young Indians, the story of Kalpana Chawla, a girl from a small town who touched the skies, had become an inspiration. In a message that she sent from aboard the space shuttle, *Columbia*, to students of her college in Chandigarh, Kalpana said, "The path from dreams to success does exist. May you have the vision to find it, the courage to get onto it… . Wishing you a great journey." There will surely be many who start off on this journey to fulfil their dreams.

[adapted from Span *January/February 1998]*

WORKING WITH THE TEXT

A. Answer the following questions.

1. Where was Kalpana Chawla born? Why is she called an Indian–American? (3)
2. When and why did she go to the U.S.? Who did she marry? (2, 3)
3. How did she become an astronaut? What gave her the idea that she could be an astronaut? (3)
4. What abilities must an astronaut have, according to the journalist? (6)
5. Describe Kalpana Chawla's first mission in space. (5)
6. What does Kalpana Chawla say about pursuing a dream? Do you agree with her that success is possible? (7)

B. Read the newspaper report to find the following facts about the *Columbia's* ill-fated voyage.

1. Date and place of lift off: _____
2. Number of astronauts on board: _____
3. Number of days it stayed in space: _____
4. Number of experiments done by scientists: _____
5. Date of return journey: _____
6. Height at which it lost contact: _____

WORKING WITH LANGUAGE

A. Match the following.

1. unprecedented space tragedy	• something that causes feelings of respect and wonder
2. certified flight instructor	• having knowledge of a wide variety of subjects
3. space mission	• nowadays, in these times
4. super specialisation	• a set of jobs to be done in space by a group
5. encyclopaedic knowledge	• a person with the correct qualification to teach people to fly planes
6. awe-inspiring	• a sad accident of a kind that has never happened before in space
7. in this age	• great expertise in a limited field or a particular subject

B. Use these phrases in sentences of your own, after finding out their meanings.

1. broke apart
2. streaked over
3. spread across
4. lifted off
5. blast off
6. went on
7. cheered along
8. on board
9. carry on

C. We add 'un-' to make opposites.

For example, true — untrue.

Add 'un'– to the words below to make their opposites. Then look up the meanings of the words you have formed in the dictionary.

1. identified _____
2. controlled _____
3. attended _____
4. successful _____
5. important _____
6. educated _____
7. interesting_____
8. qualified_____
9. trained _____
10. answerable_____

SPEAKING

In her message to students of her college, Kalpana Chawla said, "May you have the vision to find the path from dreams to success... Wishing you a great journey."

Form pairs. Use "May you..." and "I wish you/Wishing you" to wish your partner good luck and success in

(i) a sports event,
(ii) a quiz or a competition, and
(iii) a test or examination.

Be sure to thank your partner when she/he wishes you in turn. You may also look up a telephone directory, or go to a post office, and get a list in English and Hindi of standard phrases that can be sent in greeting telegrams anywhere in India. Discuss which of these you might use, and when. Compare the English and Hindi phrases for expressing good wishes. Do you know such phrases in any other language?

WRITING

A. Do you have a 'dream', or something you very much wish to do? Write a paragraph saying what you want or wish to do. Then say (in another paragraph) how you think you can make your dream come true.

B. Given below are some words that are spelt differently in British and American English. Fill in the blanks accordingly.

British	*American*
1. colour	_____
2. _____	labor
3. _____	traveler
4. counsellor	_____
5. centre	_____
6. _____	theater
7. _____	organize
8. realise	_____
9. _____	defense
10. offence	_____

Beauty

What is beauty? Try to describe what beauty is, or list some of the things or persons you think are beautiful.

Now let us read a poem on beauty.

Beauty is seen
In the sunlight,
The trees, the birds,
Corn growing and people working
Or dancing for their harvest.

Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.

Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
And even in your rest.

E-YEH-SHURE

WORKING WITH THE POEM

1. The poet says, "Beauty is heard in ..."

   Can you hear beauty? Add a sound that you think is beautiful to the sounds the poet thinks are beautiful.

   The poet, Keats, said:

   > Heard melodies are sweet,
   > But those unheard are sweeter.

   What do you think this means? Have you ever 'heard' a song in your head, long after the song was sung or played?

2. Read the first and second stanzas of the poem again. Note the following phrases.

   corn growing, people working or dancing, wind sighing,
   rain falling, a singer chanting

   These could be written as

   - corn that is growing
   - people who are working or dancing

   Can you rewrite the other phrases like this? Why do you think the poet uses the shorter phrases?

3. Find pictures of beautiful things you have seen or heard of.

4. Write a paragraph about beauty. Use your own ideas along with the ideas in the poem. (You may discuss your ideas with your partner.)

5

Before you read

- *Do you know these words? If you don't, find out their meanings: bandage, crutch, cripple, honour, misfortune, system.*
- *Look at the pictures in this unit and guess in what way this school may be different from other schools.*

A Different Kind of School

1. I HAD heard a great deal about Miss Beam's school, but not till last week did the chance come to visit it.
2. When I arrived there was no one in sight but a girl of about twelve. Her eyes were covered with a bandage and

in sight: to be seen

she was being led carefully between the flower-beds by a little boy, who was about four years younger. She stopped, and it looked like she asked him who had come. He seemed to be describing me to her. Then they passed on.

3. Miss Beam was all that I had expected—middle-aged, full of authority, yet kindly and understanding. Her hair was beginning to turn grey, and she had the kind of plump figure that is likely to be comforting to a homesick child. I asked her some questions about her teaching methods, which I had heard were simple.

4. "No more than is needed to help them to learn how to do things—simple spelling, adding, subtracting, multiplying and writing. The rest is done by reading to them and by interesting talks, during which they have to sit still and keep their hands quiet. There are practically no other lessons."

5. "The real aim of this school is not so much to teach thought as to teach *thoughtfulness* — kindness to others, and being responsible citizens. Look out of the window a minute, will you?"

6. I went to the window which overlooked a large garden and a playground at the back. "What do you see?" Miss Beam asked.

kindly: friendly

plump: stout, pleasantly fat

responsible: aware of their duties

7. "I see some very beautiful grounds," I said, "and a lot of jolly children. It pains me, though, to see that they are not all so healthy and active-looking. When I came in, I saw one poor little girl being led about. She has some trouble with her eyes. Now I can see two more with the same difficulty. And there's a girl with a crutch watching the others at play. She seems to be a hopeless cripple."

8. Miss Beam laughed. "Oh, no!" she said. "She's not really lame. This is only her lame day. The others are not blind either. It is only their blind day."

I must have looked very surprised, for she laughed again.

9. "This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. During the blind day their eyes are bandaged absolutely and they are on their honour not to peep. The bandage is put on overnight so they wake blind. This means that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way—both the blind and the helpers.

at play: playing

hopeless: unfortunate; without hope

lame day: day on which she acts as if she was lame

misfortune: unfortunate condition; bad luck

their eyes are bandaged: they are blindfolded

are on their honour: have promised

10. "There is no misery about it," Miss Beam continued. "Everyone is very kind, and it is really something of a game. Before the day is over, though, even the most thoughtless child realises what misfortune is.

11. "The blind day is, of course, really the worst, but some of the children tell me that the dumb day is the most difficult. We cannot bandage the children's mouth, so they really have to exercise their will-power. Come into the garden and see for yourself how the children feel about it."

12. Miss Beam led me to one of the bandaged girls. "Here's a gentleman come to talk to you," said Miss Beam, and left us.

13. "Don't you ever peep?" I asked the girl.

"Oh, no!" she exclaimed. "That would be cheating! But I had no idea it was so awful to be blind. You can't see a thing. You feel you are going to be hit by something every moment. It's such a relief just to sit down."

"Are your helpers kind to you?" I asked.

14. "Fairly. But they are not as careful as I shall be when it is my turn. Those that have been blind already are the best helpers. It's perfectly ghastly not to see. I wish you'd try."

"Shall I lead you anywhere?" I asked.

misery: difficulty; unpleasantness

thoughtless: careless

come to talk: who has come to talk

awful: bad

ghastly: unpleasant

15. "Oh, yes", she said. "Let's go for a little walk. Only you must tell me about things. I shall be so glad when today is over. The other bad days can't be half as bad as this. Having a leg tied up and hopping about on a crutch is almost fun, I guess. Having an arm tied up is a bit more troublesome, because you can't eat without help, and things like that. I don't think I'll mind being deaf for a day—at least not much. But being blind is so frightening. My head aches all the time just from worrying that I'll get hurt. Where are we now?"

16. "In the playground," I said. "We're walking towards the house. Miss Beam

troublesome: difficult

is walking up and down the garden with a tall girl."

"What is the girl wearing?" my little friend asked.

"A blue cotton skirt and a pink blouse."

"I think it's Millie?" she said. "What colour is her hair?"

"Very light," I said.

"Yes, that's Millie. She's the Head Girl."

"There's an old man tying up roses," I said.

"Yes, that's Peter. He's the gardener. He's hundreds of years old!"

"And here comes a girl with curly red hair. She's on crutches."

"That's Anita," she said.

17. And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be. I also realised that if I had to describe people and things to someone else, it made them more interesting to me. When I finally had to leave, I told Miss Beam that I was very sorry to go.

"Ah!" she replied, "then there is something in my system after all."

E.V. LUCAS
(*abridged and simplified*)

gradually: slowly

WORKING WITH THE TEXT

A. Put these sentences from the story in the right order and write them out in a paragraph. Don't refer to the text.

- I shall be so glad when today is over.
- Having a leg tied up and hopping about on a crutch is almost fun, I guess.
- I don't think I'll mind being deaf for a day — at least not much.
- But being blind is so frightening.
- Only you must tell me about things.
- Let's go for a little walk.
- The other bad days can't be half as bad as this.

B. Answer the following questions

1. Why do you think the writer visited Miss Beam's school? (1)

2. What was the 'game' that every child in the school had to play? (9)
3. "Each term every child has one blind day, one lame day..." Complete the line. Which day was the hardest? Why was it the hardest? (9, 11, 15)
4. What was the purpose of these special days? (5, 9)

Working with Language

A. Match the words and phrases with their meanings in the box below.

		paragraph numbers
1.	homesick	(3)
2.	practically	(4)
3.	it pains me	(7)
4.	appreciate	(9)
5.	thoughtless	(10)
6.	exercise	(11)
7.	relief	(13)
8.	ghastly	(14)

almost	it hurts me	terrible	test the strength of
understanding the difficulties		wanting to be home	
a welcome change	not very caring		

B. Re-word these lines from the story:
1. I had heard a great deal about Miss Beam's school.
2. Miss Beam was all that I had expected — middle-aged, full of authority.
3. I went to the window which overlooked a large garden.
4. "We cannot bandage the children's mouths, so they really have to exercise their will-power."

C. 1. Given below is a page from a dictionary. Look at it carefully and

(i) find a word which means the same as *ghastly*. Write down the word and its two meanings.

(ii) find a word meaning *a part of the school year*.

(iii) find a word that means *examination*.

term *noun*
1 a fixed length of time: *He was made captain of the football team for a* **term** *of one year.*
2 a part of the school year: *There are three* **terms** *in a school year.*
terms *plural noun* the things you are asking for: *If you agree to my* **terms**—*free meals and good wages—I will work for you.*
terrace *noun*
1 a level area cut out from the side of a hill
2 a flat area outside a house: *We sat on the* **terrace** *in the evening.*
3 a row of houses joined together
terraced *adjective*: a **terraced** *house*
terrible *adjective*
1 causing fear: *We saw a* **terrible** *storm.*
2 very bad: *Your writing is* **terrible.**
terribly *adverb*: *It is* **terribly** (= very) hot.
terrify *verb*
(*present participle* **terrifying**, *past* **terrified**)
to fill with fear: *The animals were* **terrified** *by the storm.*
terror *noun* (*no plural*)
great fear: *a feeling of* **terror**
territory *noun*
(*plural* **territories**)
1 land ruled by one government: *This island is British* **territory**.
2 an area belonging to one person or animal: *Wild animals will not allow other animals to enter their* **territory**.
test[1] *verb*
1 to look at something to see if it is correct or will work properly: *Before he bought the car, he drove it to* **test** *it.*
2 to ask someone questions: *The teacher* **tested** *the children on their homework.*

test[2] *noun*
an examination: *I passed my driving* **test** *today.*
test tube *noun* small thin glass tube: We put *chemicals in* **test tubes** in our *chemistry class.*
text *noun*
1 the words used in a book
2 a few words from a book
textbook *noun*: A **textbook** *is a book we use to learn about something.*
than
(used when we compare things, in sentences like these): *My brother is older* **than** *me. Mary sings better* **than** *anyone else in the class.*
thank *verb*
to say we are grateful to someone: I **thanked** *her for the present she sent me.* **Thank you** *for the present you sent me.* **No, thank you**, *I don't want any more tea.*
thankful *adjective* very glad; grateful
thanks *plural noun* word used to show that we are grateful: **Thanks** *for helping me. It was* **thanks to** *John* (= because of him) *that we won the game.*
that
1 (*plural* **those**) the one over there; the one further away than this one: *This is my bowl*; **that** *bowl is yours.*
2 (*plural* **those**) (used to point out someone or something; used to mean the one known or mentioned already): *Did you bring* **that** *photograph? We played football and* **after that** (= next) *we went home.*
3 (used instead of **who, whom**)

2. Now make lists of
   (i) all the words on the page (plus any more that you can think of) that begin with *terr-*
   (ii) five words that may follow the last word on the page, *that*.
   (iii) write down your own meaning of the word *thank*. Then write down the meaning given in the dictionary.

D. A poem for you to read

All but Blind*

All but blind
In his chambered hole
Gropes for worms
The four-clawed Mole.

All but blind
In the evening sky
The hooded Bat
Twirls softly by.

All but blind
In the burning day
The Barn Owl blunders
On her way.

And blind as are
These three to me,
So, blind to Someone
I must be.

Walter de la Mare

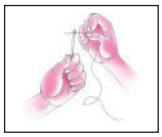
* as good as blind

SPEAKING AND WRITING

A. Make a short list of things you find difficult to do.

For example:

turning a somersault

 threading a needle

Compare your list with the others' in the class. Can you explain why you find these things difficult to do?

B. Look at your hands carefully. Now, write down for each finger one action for which that finger is particularly important. For example, the second (or index) finger helps to hold the knife down firmly when cutting.

Know Your Country

1. Which states border Andhra Pradesh?
2. Which is India's largest island?

Answers on page 123

Where Do All the Teachers Go?

For a little child a teacher is special. It is difficult for a small child to think of his/her teacher as an ordinary person.

Where do all the teachers go
When it's four o'clock?
Do they live in houses
And do they wash their socks?

Do they wear pyjamas
And do they watch TV?
And do they pick their noses
The same as you and me?

Do they live with other people
Have they mums and dads?
And were they ever children
And were they ever bad?

Did they ever, never spell right
Did they ever make mistakes?
Were they punished in the corner
If they pinched the chocolate flakes?

Did they ever lose their hymn books
Did they ever leave their greens?
Did they scribble on the desk tops
Did they wear old dirty jeans?

I'll follow one back home today
I'll find out what they do
Then I'll put it in a poem
That they can read to you.

PETER DIXON

WORKING WITH THE POEM

1. Answer these questions.
   (i) Why does the poet want to know where the teachers go at four o'clock?
   (ii) What are the things normal people do that the poet talks about?
   (iii) What does he imagine about
      (a) where teachers live?
      (b) what they do at home?
      (c) the people with whom they live?
      (d) their activities when they were children in school?
   (iv) Why does the poet wonder if teachers also do things that other people do?
   (v) How does the poet plan to find out? What will he do once he finds out?
2. What do you think these phrases from the poem mean?
   (i) punished in the corner
   (ii) leave their greens

6

Before you read

In this lesson we look at what we are like and how each of us is different. We are all interesting people in different ways and we are all good at different things. As you read this, think about what you are like and what you enjoy doing.

Who I Am

MANY VOICES

RADHA

My favourite activity is climbing trees. Just outside our house, there is a mango tree which I love to go up. Its branches spread out, so it is simple to climb up the tree, and I can sit comfortably in the fork of two branches. My mother tells me it is not sensible for girls to climb trees, but one afternoon she climbed up too, and both of us sat there talking and eating raw mangoes. When I am high up in the tree, I feel like I can rule the whole world.

NASIR

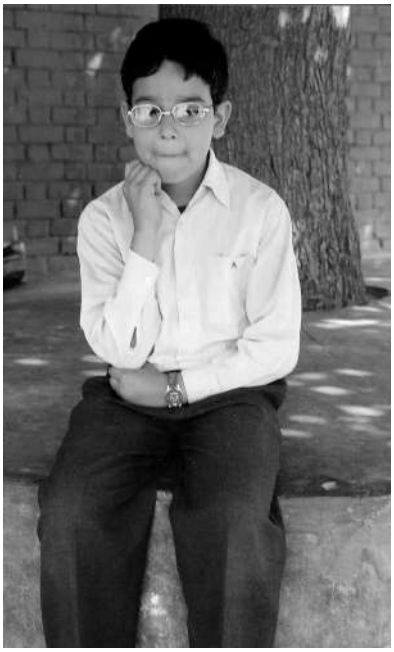
When I grow up, I want to become a seed collector. We have cotton fields in our village and every year, my father spends a lot of money on buying new seeds to grow on our cotton plants. My grandfather told me that many years ago, he could collect the seeds from his own plants which could be sown to grow new plants during the next year. But today that doesn't work so we have to spend money to buy new seeds every single year. I want to find out why that is so. I want to learn how to preserve seeds so that we can use them again and not spend money every year.

ROHIT

If I had a huge amount of money I would travel and travel. I want to see the mountains of New Zealand because they looked beautiful in a magazine picture. I wish I could sail down the Amazon river in South America on a raft. I want to live on

the beaches of Lakshadweep, swim in the sea and dive down to see coral. I suppose I should go to the Konark temple in Orissa or the old city in Beijing in China and the Pyramids in Egypt too, but what I actually enjoy is seeing nature more than old buildings.

SERBJIT



What makes me very angry is when people don't believe me when I am telling the truth. For example, if I tell my teacher that I couldn't do my homework because Ravi borrowed my book and forgot to return it. Or I tell my parents that it wasn't me but my little brother who started the fight. Or if I tell my teacher that I really did study for the test even if I have got bad marks. They all look at me as if they think I am telling lies. The look on their faces really angers me. Sometimes I have to look down at my shoes and count to ten so that I do not show that I am angry.

DOLMA

When I grow up, I am going to be the Prime Minister of India. People always laugh when I say that, but I am sure that I will do it. Everyone in my class asks me what to do when they have a problem, and my teacher always trusts me when something needs to be done in school. I want to make things better for everyone. I want us to have good hospitals and roads and schools. I want to make sure that there are many good scientists in India who will invent cures for diseases and send a spaceship to Mars.

PETER

My favourite day is the second Sunday of every month. On this day our whole family always goes to the cinema hall to see a film. My father gets the tickets in advance and all of us—my grandmother, my parents, my two brothers and I—take the bus there. In the interval my father

buys us peanuts and I love to sit in the darkness of the hall eating and watching the film. Afterwards we always stop to eat ice cream. Everyone is in a good mood and we all feel very lucky that we are such a happy family.

WORKING WITH THE TEXT

A. Answer the following questions.

1. Peter's favourite day of the week is Sunday because _____

   _____

2. Nasir wants to learn _____

   _____

   _____

3. Dolma believes that she can make a good Prime Minister because _____

   _____

   _____

B. Write True or False against each of the following statements.

1. Peter is an only child. _____
2. When Serbjit gets angry he shouts at people. _____
3. Nasir lives in the city. _____
4. Radha's mother enjoys doing things with her. _____

SPEAKING

A. Why does Radha's mother tell her that it is not suitable for girls to climb trees? Find points to agree with Radha or her mother.

Plan what you will say by making notes like this:

- *Girls should be able to climb trees if they wish*

  1. _____

  2. _____

  3. _____

- *Girls should not be allowed to climb trees*

  1. _____

  2. _____

  3. _____

Now divide the class into two groups. Present to the rest of the class the opinion of Radha who thinks there is no harm in girls climbing trees and of her mother who thinks girls should not do this.

B. Sit in a circle so that you can see each other. Each one must talk to complete the following sentence in your own way.

"What makes me very angry is ..."

Remember to listen with respect and without comment to each person as he/she speaks.

Know Your Country

1. The Hirakud Dam is built on a major river. Name it.
2. In which state is Kanyakumari, the southernmost tip of the mainland?
3. Name the channel that separates the Andaman and Nicobar Islands.

Answers on page 104

The Wonderful Words

Imagine a world without language. All humans speak at least one language. The words we speak bring out our thoughts. Read the following poem on words.

Never let a thought shrivel and die
For want of a way to say it
For English is a wonderful game
And all of you can play it.
All that you do is match the words
To the brightest thoughts in your head
So that they come out clear and true
And handsomely groomed and fed—
For many of the loveliest things
Have never yet been said.

Words are the food and dress of thought
They give it its body and swing
And everyone's longing today to hear
Some fresh and beautiful thing;
But only words can free a thought
From its prison behind your eyes
May be your mind is holding now
A marvellous new surprise!

MARY O'NEILL

WORKING WITH THE POEM

1. With your partner, complete the following sentences in your own words using the ideas in the poem.

   (i) Do not let a thought shrivel and die because _____

   _____

   (ii) English is a _____ with words that everyone can play.

   (iii) One has to match _____

   (iv) Words are the _____ of thought.

2. In groups of four discuss the following lines and their meanings.

   (i) All that you do is match the words
   To the brightest thoughts in your head

   (ii) For many of the loveliest things
   Have never yet been said

   (iii) And everyone's longing today to hear
   Some fresh and beautiful thing

   (iv) But only words can free a thought
   From its prison behind your eyes

Notes for the Teacher

UNITS 7–8

7. Fair Play

- Premchand translation — this is a story about relationships. The story can be read aloud in groups. Parts of the story may be done through role-play.
- The activity "Who says this to whom and when?" to be attempted without referring to the text. Help children recall the context in which the given utterance was made.
- Exercise B in 'Working with Language' exemplifies some common phrasal verbs. Extend it to include new items with 'put' 'take' 'get', etc. Let children use the dictionary for new items and their meaning and use.
- The activity under 'Speaking' involves the use of responses such as 'Yes, I do' 'No, I don't', 'Yes, I would, certainly', 'No, I wouldn't, really'. Provide these responses and let children use them freely.

8. The Banyan Tree

- Adventure, wildlife — the photographs at the beginning are crucial to understanding the text. Help children deal with the text that goes with the photographs.
- Any reason children can think of why the mongoose should always be so keen on fighting the cobra!
- Read aloud short excerpts from *Treasure Island, Tom Sawyer* and *Huckleberry Finn* in story reading sessions.

7

Before you read

Has your best friend ever done something you thought was wrong? What did you do then? Did you keep quiet or did you tell your friend what you thought?

Read this story about two friends who had to decide what was more important — friendship and enmity, or a sense of what is right and what is wrong.

Fair Play

Part I

1. JUMMAN Shaikh and Algu Chowdhry were good friends. So strong was their bond of friendship that when either of them went away from the village, the other looked after his family. Both were greatly respected in the village.
2. Jumman had an old aunt who had some property. This she transferred to him on the understanding that she would stay with him and he would look after her. The arrangement worked well for a couple of years. Then the situation changed. Jumman and his family were tired of the old relative. Jumman became as indifferent to her as his wife, who grudged even the little food that the old lady wanted every day. She swallowed these insults along with her food for a few months. But patience has its limits.

became indifferent: lost interest in or did not care for

grudged: gave unwillingly; felt angry/unhappy about giving

swallowed these insults: tolerated them

3. One day she spoke to Jumman, "My son, it is now obvious that I am not wanted in your house. Kindly give me a monthly allowance so that I can set up a separate kitchen."

"My wife knows best how to run the house. Be patient," said Jumman shamelessly. This made his aunt very angry and she decided to take her case to the village *panchayat*.

4. For many days, the old lady was seen talking to the villagers explaining her case and seeking their support. Some sympathised with her, others laughed at her and a few others advised her to

make it up with her nephew and his wife. At last she came to Algu Chowdhry and spoke to him. "You know, Chachi, Jumman is my best friend. How can I go against him?" Algu said. "But is it right, my son, to keep mum and not say what you consider just and fair?" pleaded the old lady. "Come to the *panchayat* and speak the truth," she said. Algu didn't reply, but her words kept ringing in his ears.

make it up: stop quarreling; come to an agreement with

mum: quiet/ silent

the panch: members of the panchayat

Part II

5. The *panchayat* was held the same evening under an old banyan tree. Jumman stood up and said, "The voice of the *Panch* is the voice of God. Let my

aunt nominate the head *Panch*. I will abide by her decision."

6. "The *Panch* knows neither friend nor enemy. What do you say to Algu Chowdhry?" the old lady announced.

"Fine," replied Jumman hiding his joy over this unexpected piece of luck.

"Chachi, you are aware of my friendship with Jumman," said Algu.

"I know that," replied the aunt, "but I also know that you will not kill your conscience for the sake of friendship. God lives in the heart of the *Panch*, and his voice is the voice of God." And the old lady explained her case.

"Jumman," said Algu, "you and I are old friends. Your aunt is as dear to me as you. Now I am a *Panch*. You and your aunt are equal before me. What have you to say in your defence?"

"Three years ago," began Jumman, "my aunt transferred her property to me. I promised to support her as long as she lived. I have done all I could. There have been a couple of quarrels between my wife and her but I can't stop it. Now my aunt is claiming a monthly allowance from me. This is not possible. That's all I have to say."

7. Jumman was cross-examined by Algu and others. Then Algu announced, "We have gone into the matter carefully. In our opinion, Jumman must pay his

nominate: propose/ suggest someone's name for something

abide by: accept

aunt a monthly allowance, or else the property goes back to her."

8. Now, the two friends were seldom seen together. The bond of friendship between them was broken. In fact, Jumman was Algu's enemy and wanted his revenge.

seldom: rarely

Part III

9. Days passed and, as ill luck would have it, Algu Chowdhry found himself in a tight spot. One of his fine pair of bullocks died, and he sold the other to Samjhu Sahu, a cart driver of the village. The understanding was that Sahu would pay the price of the bullock in a month's time. It so happened that the bullock died within a month.

tight spot: difficult situation

10. Several months after the bullock's death, Algu reminded Sahu of the money he hadn't yet paid. Sahu got very annoyed. "I can't pay you a penny for the wretched beast you sold me. He brought us nothing but ruin. I have a bullock. Use it for a month and then return it to me. No money for the dead bullock," he said angrily.

11. Algu decided to refer the case to the *panchayat*. For a second time in a few months, preparations for holding the *panchayat* were made, and both the parties started meeting people seeking their support.

12. The *panchayat* was held under the old banyan tree. Algu stood up and said, "The voice of the *Panch* is the voice of God. Let Sahu nominate the head *Panch*. I will abide by his decision."
13. Sahu saw his chance and proposed the name of Jumman. Algu's heart sank and he turned pale. But what could he do?
14. The moment Jumman became head *Panch*, he realised his responsibility as judge and the dignity of his office. Could he, seated in that high place, have his revenge now? He thought and thought. No, he must not

allow his personal feelings to come in the way of speaking the truth and doing justice.

15. Both Algu and Sahu stated their cases. They were cross-examined and the case was considered deeply. Then Jumman stood up and announced, "It is our opinion that Sahu should pay Algu the price of the bullock. When Sahu bought the bullock, it suffered from no disability or disease. The death of the bullock was unfortunate, but Algu cannot be blamed for it." Algu could not contain his feelings. He stood up and said loudly over and over again, "Victory to the *panchayat*. This is justice. God lives in the voice of the *Panch*."

16. Soon after, Jumman came to Algu, embraced him and said, "Since the last *panchayat*, I had become your enemy. Today I realised what it meant to be a *Panch*. A *Panch* has no friend nor enemy. He knows only justice. Let no one deviate from the path of justice and truth for friendship or enmity."

Algu embraced his friend and wept. And his tears washed away all the dirt of misunderstanding between them.

PREMCHAND
[*retold*]

deviate: move away from; leave

WORKING WITH THE TEXT

A. Match the sentences under I with those under II.

I	II
1. Jumman and Algu were the best of friends.	1. He believed that his friend would never go against him.
2. Jumman's aunt transferred her property to him.	2. She wanted justice.
3. The aunt decided to appeal to the *panchayat*.	3. In the absence of one, the other took care of his family.
4. Algu was unwilling to support the aunt.	4. The condition was that he would be responsible for her welfare.
5. Jumman was very happy to hear Algu's name as head *Panch*.	5. The bond of friendship between him and Jumman was very strong.

B. Who says this to whom and why?

1. "My wife knows best how to run the house."
2. "But is it right, my son, to keep mum and not say what you consider just and fair?"
3. "What have you to say in your defence?"
4. "I can't pay you a penny for the wretched beast you sold me."
5. "Victory to the *panchayat*. This is justice."

C. Answer the following questions.

1. "Then the situation changed." What is being referred to? (2)
2. When Jumman's aunt realised that she was not welcome in his house, what arrangement did she suggest? (3)

3. What was the villagers' reaction when the aunt explained her case to them? (4)
4. Why was Jumman happy over Algu's nomination as head *Panch*? (6)
5. "God lives in the heart of the *Panch*." the aunt said. What did she mean? (6)
6. What was Algu's verdict as head *Panch*? How did Jumman take it? (7, 8)
7. Algu found himself in a tight spot. What was his problem? (9)
8. Why was Algu upset over Jumman's nomination as head *Panch*? (12, 13)
9. What was Jumman's verdict as head *Panch*? How did Algu take it? (14, 15)
10. Which of the following sums up the story best?

    (i) "I also know that you will not kill your conscience for the sake of friendship."

    (ii) "Let no one deviate from the path of justice and truth for friendship or enmity."

    (iii) "The voice of the *Panch* is the voice of God."

    Give a reason for your choice.

WORKING WITH LANGUAGE

A. Replace the italicised portion of each sentence below with a suitable phrase from the box. Make necessary changes, wherever required.

look after	swallow	make it up	keep mum	go into
ease one's conscience		as ill luck would have it		
a tight spot	take chances	my heart sank		

1. The best way to avoid an unnecessary argument is to *remain silent*.
2. *Unfortunately*, the train I was trying to catch was cancelled.

3. He has been told not to *take risks* while driving a car through a crowded street.
4. The patient needs to be properly *taken care of*.
5. Why don't the two of you *end your quarrel* by shaking hands?
6. I was in *a difficult situation* till my friends came to my rescue.
7. When I saw a pile of dirty dishes, *I felt very disappointed*.
8. I will *examine* the matter carefully before commenting on it.
9. They criticised him in the meeting but he *accepted without protest* all the criticism.
10. It will *free me from worry* to know that I had done nothing wrong.

B. Look at the following phrases and their meanings. Use the phrases to fill in the blanks in the sentences given below.

set up	—	put in place or start
set aside	—	save or keep for a particular purpose
set down	—	write or record
set out	—	start on a journey
set in	—	begin and seem likely to continue

1. Why don't you _____ your ideas on paper?
2. A fund has been _____ for the soldiers' families.
3. We should _____ a little money every month.
4. You should buy some woollens before winter _____ .
5. They _____ on the last stage of their journey.

SPEAKING AND WRITING

A. Look at the following picture. One asks a question, the other answers it. Then the answer is noted in a form as shown below.

Questions	*Yes/No*	*Additional Response*
1. Do you like to meet people?	Yes I do, but not always.	I do have some close friends, though.
2. Do you like the area you live in?	No, I don't.	But I have no choice.

B. Work in small groups. Ask your partner the questions given below. If possible, ask him/her a reason for saying Yes or No. Then tick Yes/No, whichever is proper.

1. Do you have a separate room for sleep and study? Yes/No
2. Would you prefer to live in a joint family? Yes/No
3. Do you get on with people? Yes/No
4. Do you like the area you live in? Yes/No

5. Do you find the place overcrowded? Yes/No
6. Do you use public transport? Yes/No
7. Would you like a vehicle of your own? Yes/No
8. Do you like reading? Yes/No
9. Would you like to be a teacher/doctor/engineer/architect? Yes/No

C. Now that you have completed the above project, write a brief report stating what you did, how you did it and the conclusion.

DICTATION

Your teacher will speak the words listed below. Write against each a word of opposite meaning.

Examples: liquid *solid*
hard *soft*

1. old _____
2. wet _____
3. open _____
4. blunt _____
5. forget _____

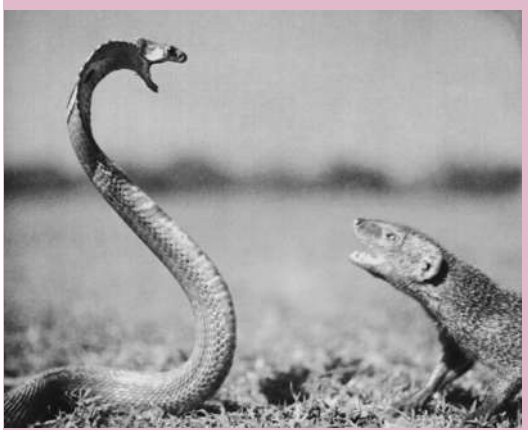
8

Before you read

- *Have you seen a mongoose? You have read in Lesson 9 that a mongoose can fight with and kill a snake. Look at the pictures and read the lines given along with them.*

The Banyan Tree

The fight of the cobra and the mongoose is a classic drama often seen in India, and the outcome is largely the same. The mongoose is not immune to the venomous bite, but is faster and quicker in motion than the snake. The cobra assumes a posture of defence and attempts to reach the animal by a sweeping strike, but the quick-moving mongoose jumps out of reach and comes at the snake from another



direction, before the snake can get into striking position again. This constant movement tires and discourages the snake, and the mongoose is finally able to leap in close and bury its teeth in the snake's neck, usually severing the joints of its vertebrae.

- *You must have seen a banyan tree. This is a story about what the author saw, as a young boy, when he was sitting in an old banyan tree in his grandfather's house.*

Part I

1. THOUGH the house and grounds belonged to my grandparents, the magnificent old banyan tree was mine — chiefly because Grandfather, at sixty-five, could no longer climb it.
2. Its spreading branches, which hung to the ground and took root again, forming a number of twisting passages, gave me endless pleasure. Among them were squirrels and snails and butterflies. The tree was older than the house, older than Grandfather, as old as Dehra Dun itself. I could hide myself in its branches, behind thick green leaves, and spy on the world below.
3. My first friend was a small grey squirrel. Arching his back and sniffing into the air, he seemed at first to resent my invasion of his privacy. But when he found that I did not arm myself with catapult or air gun, he became friendly, and when I started bringing him pieces of cake and biscuit he grew quite bold and was soon taking morsels from hand. Before long, he was delving into my pockets and helping himself to whatever he could find. He was a very young squirrel, and his friends and

spy: watch secretly

resent: dislike; feel angry about

morsels: small pieces of food

delving: going deep into

relatives probably thought him foolish and headstrong for trusting a human.

4. In the spring, when the banyan tree was full of small red figs, birds of all kinds would flock into its branches: the red-bottomed bulbul, cheerful and greedy; parrots, myna and crows squabbling with one another. During the fig season, the banyan tree was the noisiest place in the garden.

5. Halfway up the tree I had built a crude platform where I would spend the afternoons when it was not too hot. I could read there propping myself up against the tree with a cushion from the living room. *Treasure Island*, *Huckleberry Finn* and *The Story of Dr*

during the fig season: the time when figs appeared

propping myself up: leaning against

Dolittle were some of the books that made up my banyan tree library.

6. When I did not feel like reading, I could look down through the leaves at the world below. And on one particular afternoon I had a grandstand view of that classic of the Indian wilds, a fight between a mongoose and a cobra.

grandstand view: a clear view from the best position (a grandstand is a large covered space with rows of seats for people to watch sports)

Part II

7. The warm breezes of approaching summer had sent everyone, including the gardener, into the house. I was feeling drowsy myself, wondering if I should go to the pond and have a swim with Ramu and the buffaloes, when I saw a huge black cobra gliding out of a clump of cactus. At the same time a mongoose emerged from the bushes and went straight for the cobra.

gliding: moving smoothly

clump: group (of bushes or trees)

emerged: came out

8. In a clearing beneath the banyan tree, in bright sunshine, they came face to face. The cobra knew only too well that the grey mongoose, three feet long, was a superb fighter, clever and aggressive. But the cobra, too, was a skilful and experienced fighter. He could move swiftly and strike with the speed of light; and the sacs behind his long sharp fangs were full of deadly poison. It was to be a battle of champions.

clearing: an open space in a forest where there are no trees

sacs: a part (of an animal or plant) shaped like a bag

fangs: long sharp teeth (of a snake or dog)

9. Hissing defiance, his forked tongue darting in and out, the cobra raised three of his six feet off the ground, and spread his broad, spectacled hood. The mongoose bushed his tail. The long hair on his spine stood up.

10. Though the combatants were unaware of my presence in the tree, they were soon made aware of the arrival of two other spectators. One was a myna, the other a jungle crow. They had seen these preparations for battle, and had settled on the cactus to watch the outcome. Had they been content only to watch, all would have been well with both of them.

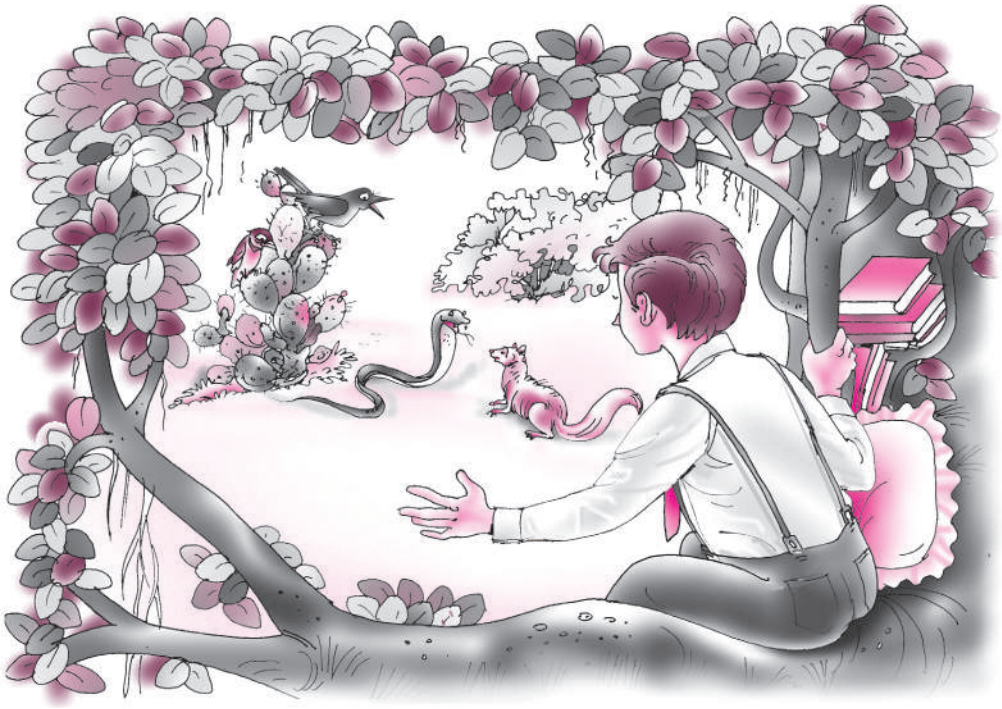
defiance: rebellion; resistance

dart: move quickly, suddenly

combatants: participants in a fight

spectators: those who watch a show, a game, etc.

outcome: result



11. The cobra stood on the defensive, swaying slowly from side to side, trying to mesmerise the mongoose into making a false move. But the mongoose knew the power of his opponent's glassy, unwinking eyes, and refused to meet them. Instead he fixed his gaze at a point just below the cobra's hood, and opened the attack.

12. Moving forward quickly until he was just within the cobra's reach, the mongoose made a pretended move to one side. Immediately the cobra struck. His great hood came down so swiftly that I thought nothing could save the mongoose. But the little fellow jumped neatly to one side, and darted in as swiftly as the cobra, biting the snake on the back and darting away again out of reach.

13. At the same moment that the cobra struck, the crow and the myna hurled themselves at him, only to collide heavily in mid-air. Shrieking insults at each other they returned to the cactus plant. A few drops of blood glistened on the cobra's back.

14. The cobra struck and missed. Again the mongoose sprang aside, jumped in and bit. Again the birds dived at the snake, bumped into each other instead, and returned shrieking to the safety of the cactus.

mesmerise: here, magically persuade

a false move: an unwise action

glistened: shone

15. The third round followed the same course as the first but with one dramatic difference. The crow and the myna, still determined to take part in the proceedings, dived at the cobra; but this time they missed each other as well as their mark. The myna flew on and reached its perch, but the crow tried to pull up in mid-air and turn back. In the second that it took the bird to do this the cobra whipped his head back and struck with great force, his snout thudding against the crow's body.

16. I saw the bird flung nearly twenty feet across the garden. It fluttered about for a while, then lay still. The myna remained on the cactus plant,

round: here, a stage in a fight or competition

pull up: here, stop

whipped...back: moved...back suddenly

snout: the nose and mouth of an animal

and when the snake and the mongoose returned to the fight, very wisely decided not to interfere again! The cobra was weakening, and the mongoose, walking fearlessly up to it, raised himself on his short legs and with a lightning snap had the big snake by the snout. The cobra writhed and lashed about in a frightening manner, and even coiled itself about the mongoose, but to no avail. The little fellow hung grimly on, until the snake had ceased to struggle. He then smelt along its quivering length, gripped it round the hood, and dragged it into the bushes.

17. The myna dropped cautiously to the ground, hopped about, peered into the bushes from a safe distance, and then, with a shrill cry of congratulation, flew away.

to no avail: with no success

RUSKIN BOND
[*slightly abridged*]

WORKING WITH THE TEXT

A. Complete the following sentences.

1. The old banyan tree "did not belong" to grandfather, but only to the boy, because

_____

_____

2. The small gray squirrel became friendly when _____

_____

3. When the boy started to bring him pieces of cake and biscuit, the squirrel _____

_____

4. In the spring, the banyan tree _____, and _____ would come there.

5. The banyan tree served the boy as a _____

_____

6. The young boy spent his afternoons in the tree _____

_____

B. Answer the following questions.

1. "It was to be a battle of champions."(8)

(i) What qualities did the two champions have? Pick out words and phrases from the paragraph above this line in the text and write them down.

Mongoose	*Cobra*
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____

(ii) What did the cobra and the mongoose do, to show their readiness for the fight?

2. Who were the other two spectators? What did they do? (Did they watch, or did they join in the fight?) (10)

3. Read the descriptions below of what the snake did and what the mongoose did. Arrange their actions in the proper order. (11, 16)

(i) ceased to struggle	• grabbed the snake by the snout
(ii) tried to mesmerise the mongoose	• dragged the snake into the bushes
(iii) coiled itself around the mongoose	• darted away and bit the cobra on the back
(iv) struck the crow	• pretended to attack the cobra on one side
(v) struck again and missed	• refused to look into the snake's eyes
(vi) struck on the side that the mongoose pretended to attack	• sprang aside, jumped in and bit

4. (i)What happened to the crow in the end? (16)

(ii)What did the myna do finally? (17)

WORKING WITH LANGUAGE

A. 1. The word 'round' usually means a kind of shape. What is its meaning in the story?

2. Find five words in the following paragraph, which are generally associated with trees. But here, they have been used differently. Underline the words.

Hari leaves for work at nine every morning. He works in the local branch of the firm of which his uncle is the owner. Hari's success is really the fruit of his own labour. He is happy, but he has a small problem. The root cause of his problem is a stray dog near his office. The dog welcomes Hari with a loud bark every day.

B. The words in the box are all words that describe movement. Use them to fill in the blanks in the sentences below.

dived	gliding	sprang	darting
whipped...back	delving		

1. When he began to trust me, the squirrel began _____ into my pockets for morsels of cake.

2. I saw a cobra _____ out of a clump of cactus.

3. The snake hissed, his forked tongue _____ in and out.

4. When the cobra tried to bite it, the mongoose _____ aside.

5. The snake _____ his head _____to strike at the crow.

6. The birds _____ at the snake.

C. Find words in the story, which show things striking violently against each other.

1. The cobra struck the crow, his snout th __ __ __ ing against its body. (15)

2. The crow and the myna c __ ll __ __ __ __ in mid-air. (13)

3. The birds dived at the snake, but b __ __ __ __ d into each other instead. (14)

D. Look at these sentences.

• In the spring, birds of all kinds *would* flock into the banyan tree's branches. • I *would* spend the afternoons there.	• Grandfather, at sixty-five, *could* no longer climb the banyan tree. • I *could* hide myself in its branches. • I *could* look down through the leaves at the world below. • I *could* read there.
'Would' tells us what the author *used to do*, or what *used to happen*.	'Could' tells us what the author was *usually able to do*, or grandfather is *now not able to do*.

Choose *would* and *could* to replace the italicised words in the following sentences.

Grandfather says, in the old days,

1. elephants *were able to fly* in the sky, like clouds. They *were* also *able* to change their shapes. They *used to* fly behind clouds and frighten them. People *used to* look up at the sky in wonder.
2. because there was no electricity, he *used to* get up with the sun, and he *used to* go to bed with the sun, like the birds.
3. like the owl, he *was able to* see quite well in the dark. He *was able to* tell who was coming by listening to their footsteps.

SPEAKING

Look at these sentences.

- The tree was older than Grandfather.
- Grandfather was sixty-five years old.

How old was the tree? Can you guess?

- The tree was as old as Dehra Dun itself.

Suppose Dehra Dun is 300 years old. How old is the tree?

When two things are the same in some way, we use *as...as*.

Here is another set of examples.

- Mr Sinha is 160 centimetres tall.
- Mr Gupta is 180 centimetres tall.
- Mrs Gupta is 160 centimetres tall.

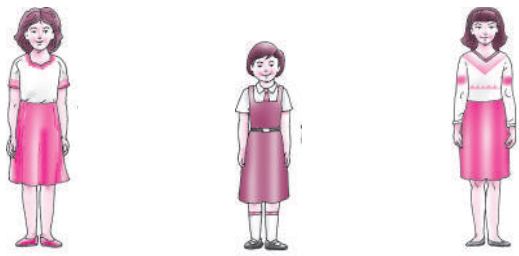
Mrs Gupta is *as tall as* Mr Sinha.

Use the words in the box to speak about the people and the things below, using *as...as* or *-er than*

tall – taller	cold – colder	hot – hotter
strong – stronger	short – shorter	

(Notice that in the word 'hot', the letter 't' is doubled when -er is added.)

1. Heights



Zeba (155cm) *Ruby (150cm)* *Rani (155cm)*

_____

_____

2. Weight Lifters

Vijay (50kg) *Akshay (50kg)* *Anwar (65kg)*

_____

_____

3. City Temperatures

Shimla (6^0)

Gangtok (6^0)

Srinagar (2^0)

4. Lengths

Romi's pencil (3 inches long)

Mona's pencil (5 inches long)

Raja's pencil (3 inches long)

5. City Temperatures

Delhi (43^0)

Chennai (39^0)

Nagpur (43^0)

WRITING

'My Favourite Place'

Read again the paragraphs of the story in which the author describes the banyan tree, and what he used to do there. Is there a place in your house, or in your grandparents' or uncles' or aunts' houses, that you specially like? Write a short paragraph about it, saying

- where it is
- what you do there
- why you like it

You may instead write about a place you dislike, or are afraid of.

Know Your Country

Answers

1. The Mahanadi.
   Measuring 4800 metres, the Hirakud Dam is the largest in the country.
2. Tamil Nadu.
   The merger of the Arabian sea, the Bay of Bengal and the Indian ocean at this point is an unforgettable spectacle.
3. Ten Degree Channel.

Project Work

Exploring community craftsperson

0647CH10

Objectives

i) To be aware about local crafts.

ii) To appreciate the skills of the craftsperson.

Background

Pottery, woodcarving, glass work, metal work, weaving are some examples of crafts which require specific skills. A craft is a skilled trade. India has a wide variety of traditional crafts. A large number of persons are engaged in various crafts.

Methodology

1. With the help of elders and teachers identify some crafts popular in your city or village.
2. Select any one of the crafts that interests you and locate a person skilled in that particular craft.
3. Collect the following information about the craftsperson and his or her craft by asking questions such as:
   a. How did he or she learn the craft?
   b. How long has he or she been practising the craft?
   c. Write the step by step processes involved in making the finished items. If you have a camera, take photographs of the entire process.

d. Collect information about the tools and the materials used for the craft.

To collect more information about the craft you can look for learning material in the school library, newspapers, magazines, etc.

Conclusion

Prepare a brief report preferably along with paintings/diagrams/ photographs.

Follow-up

1. Try your hand in the chosen craft to get a better idea of the skills required.
2. Try to find out whether the families involved in that craft are now going for other occupations. If so, why?