

ENGLISH

[Reader and Supplementary Reader]

Standard VI

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Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

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THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’ is the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto ‘You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.

PREFACE

The Government of Tamil Nadu has revised the syllabus to make the learning of English a pleasant, joyful and interesting experience resulting towards the mastery of the capacity to communicate in the English language.

In order to achieve this laudable objective this book has endeavoured to include within it features such as dialogues, discussion and emphasis on strategic, occupational and creative competencies. The topics for the text have mostly been drawn from themes most relevant, interesting and appealing to the imagination of young learners.

As developing communication skills in English remains the focus of attention of current trends in language teaching, activities in this book have been prepared to include contextual cues. Learners are provided with text and not sentences even while dealing with grammar and writing.

The supplementary reader contains six stories drawn from themes most interesting and appealing to the imagination of learners. Some of the questions in them and in the main course book as well, are open ended and they are intended to encourage learners to express their opinion and points of view leading to opportunities for communication.

It is hoped that this book, its limitations inherent or otherwise notwithstanding, will be received well. It would have served its purpose even if it serves as a trend setter in Government's attempt to make education for all a reality.

NOTE TO THE TEACHER

This book has been prepared in accordance with the revised syllabus which has specified the various competencies to be completed in the sixth standard. The list of competencies handled in a unit has been elaborately enunciated at the beginning of each unit.

Sections A to D of each unit help learners to acquire the competencies in diverse ways. Section E of each unit contains a poem, with questions on understanding the figures of speech, which, it is hoped, will help learners enhance their appreciation skills.

The phonemic transcription against words in the glossary of the reader is intended to stimulate teachers to use the English pronouncing dictionary exhaustively. The content and skills promoted by this book are intended to enrich the quality of communication in the class room.

PART- I

UNIT – I

COMPETENCIES:

- 1.1 Giving the meaning of unfamiliar words.
- 1.2 Identifying these words in different written/spoken contexts.
- 2.1 Identifying the types of sentences.
- 2.2 Changing declarative into interrogative and vice-versa.
- 2.3 Using simple imperatives in classroom conversations.
- 2.4 Asking/Answering questions.
- 3.1 Articulating consonants properly / Discriminating between problem sounds-consonants.
- 4.1 Greeting people using appropriate expressions.
- 4.2 Introducing oneself/ others.
- 5.1 Skimming a text to get the general idea.
- 6.1 Writing connected sentences.
- 7.1 Referring to a dictionary for meaning and spelling.
- 8.1 Presenting raw data in a systematic form.

SECTION - A

LISTENING / SPEAKING / DISCUSSION

(4.1, 4.2, 3.1)

- I. *The teacher will read the following dialogue. Listen carefully.*

AVVAIYAR'S ACHIEVEMENT



- Velu : Hai Ranga, how are you?
Rangan : Hai Velu. Fine, thank you. It is early on Sunday.
What makes you come, here?
Velu : You know, I am going to talk on 'Unity is
Strength' in the inter school competition.
Rangan: So what?
Velu : I know something already but I need some more
information. I need some incident from ancient
literature.
Rangan : Well, I know my brother's friend, a research scholar in
Tamil Literature. Let us ask him.
Velu : Can't we meet him now?
Rangan : Yes, indeed. He is here with us today. Let us go
in and meet him in the room.
(They enter the room. Mr. Nathan is reading a
paper.)
Rangan : Mr. Nathan.

Nathan : Yes, what can I do for you?
Rangan : This is Velu, my friend.
Nathan : Hello!
Velu : Pleased to meet you, sir.
Rangan: Velu is taking part in a speech competition on ‘Unity is Strength’. Could you give a few tips from ancient literature?
Nathan : You know how divided the Tamil kings were among themselves.
Velu : They were usually at war with one another, weren’t they?
Nathan : Yes, they were more at war than in peace. Here is an incident of how the great poetess ‘Avvaiyar’ brought about unity among the three kings.
Rangan : She must have been very popular
Nathan : She was a zealous poetess and humane too. Once the ancient Chera, Chola and Pandya kings attended a wedding arranged by her.
Velu : It must have been a unique event.
Nathan : All the three kings attended the wedding.
Rangan : Where was it?
Nathan : At Selaram, now known as Salem. After the wedding Avvaiyar suggested that they stayed back for a few days.
Velu : Where did they stay?
Nathan : The Chera king stayed at Salem, the Pandya king at Veerapandi and the Chola king at Uthamacholapuram. Probably you can build on this incident in your speech. Avvaiyar worked for the unity among these Kings. Her songs are full of humanism.
Velu : I have read ‘Athichudi’ and ‘Nalvazhi’
Nathan : That’s good. Please read more about Avvaiyar and also practise the values found in her poems.

For example, remember this adage.

***“Know thee, there are only two castes or classes
Benefactors are the noble and others ignoble “.***

Rangan : Thank you, Sir.

Glossary:

unique	-	/ju:'ni:k/	only one of its kind
humane	-	/hju:'mein/	kind hearted
humanism	-	/hju:mənizm/	respect for human interests
ancient	-	/einʃənt/	of the past
values	-	/vælju:z/	ideals and principles

II. Now practise the dialogue in groups taking roles. Then the teacher will ask you the following questions. Answer them orally.

1. Who is the poetess referred to in the dialogue?
2. Where did the three kings meet?
3. Can you think of another such event from history?
4. Describe a song of Avvaiyar you have read on humanism.

III. The following phrase is used by Velu when he was introduced to Mr.Nathan.

“Pleased to meet you, sir.”

There are different ways of introducing. Karim introduces his friend Ram to his cousin.

Karim : Ram, meet my cousin Abdul

Ram : Glad to meet you.

Abdul : So am I.

Practise the above dialogue taking roles.

IV. a. Listen to the teacher saying the following pairs:

she see
full pull
zealous jealous

b. Listen to the teacher and repeat the pairs of words after her'

/s/	/ʃ/	/f/	/p/	/z/	/dʒ/
save	shave	fan	pan	zoo	jew
seat	sheet	fail	pail	zest	jest
sign	shine	fill	pill	zinc	jink
sort	short	fin	pin	zap	jap

V. Group work:

1. Name four religions you know.
2. List the holy places and the festivals of these religions.
3. Sit in groups of five, compare your answers and tabulate them as follows:

Student	Religion	Holy Place	Festival

SECTION - B

READING AND WRITING

(1.1, 1.2, 5.1, 6.1)

SWAMI VIVEKANANDA SPEAKS



Sisters and Brothers of America,

You have given us a warm and cordial welcome. It fills my heart with great joy to rise in response to your kind words. I thank you in the name of the most ancient order of monks in the world.

I am proud to belong to a land which has taught the world both tolerance and universal acceptance. We believe in universal toleration. We accept all religions as true.

I will quote to you, brethren, a few lines from a hymn. I remember to have repeated it from my earliest boyhood. It is repeated everyday by millions of people: "As the different streams mingle their water in the sea, so, Lord, the different paths which men take, all lead to Thee".

You have heard the speaker who has just finished say, "Let us cease from abusing each other." He was very sorry that there should always be so many differences among us. But I think I should tell you a story now. It would illustrate the cause of these differences.

A frog lived in a well. It had lived there for a long time. It was born there and brought up there, and yet was a little frog. It cleaned the water everyday of all the worms that lived in it. In this way it went on and became a little sleek and fat. Well, one day, another frog that lived in the sea came and fell into the well.

"Where are you from?"

"I am from the sea".

"The sea! How big is that? Is it as big as my well?" And he took a leap from one side of the well to the other.

"My friend," said the frog of the sea, "how do you compare the sea with your little well?"

Then the frog took another leap and asked, "Is your sea so big?"

"What nonsense you speak, to compare the sea with your well!"

"Well, then", said the frog of the well, "nothing can be bigger than my well, there can be nothing bigger than this; this fellow is a liar, so turn him out."

That has been the difficulty all the while. We sit in our well thinking that the whole world is the little well.

Glossary:

Cordial	-	/kə:diəl/	friendly
response	-	/ris'pɒns/	reply
monk	-	/mʌŋk/	saint
tolerance	-	/tɒərəns/	accept without protest
universal	-	/ju:ni'vɜ:sl/	relating to all
acceptance	-	/ək'septəns/	agreeing
hymn	-	/him/	a song of praise to God
mingle	-	/miŋgl/	mix with
cease	-	/si:s/	come to a stop
abusing	-	/ə'bjuziŋ/	wrong treatment
sleek	-	/sli:k/	soft
leap	-	/li:p/	jump
liar	-	/laɪə/	one who tells lies

I. Comprehension

a. Answer each of the following questions in one or two sentences.

1. What is the main idea presented in the lesson “Swami Vivekananda speaks”?
2. What are streams and the sea compared to?
3. Did the frog of the sea come to the well willingly?
How do you know?
4. Which of the two frogs has seen both the well and the sea?
5. What is great about India according to Swami Vivekananda?
6. Mention at least two things great about India not given in the lesson.

II. Writing

Your sister has written a day's events in her diary. They are not separated into what happened at school and what happened at home. The sentences are also jumbled. Help her to tabulate them and then rewrite them in two separate paragraphs.

- The first period was English.
- I played chess with my classmates.
- I had a bath.
- We learnt some new words from that.
- I went to bed at 9 p.m.
- After study I had breakfast.
- I reached the school at 8:30 in the morning.
- I got up at 5 in the morning.
- I had lunch at 1 o' clock.
- I finished my home work.
- I watched a film on TV at night.
- We played a language game.

SECTION-C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.1,1.2,2.1,2.2,2.3,2.4,7.1)

I *Vocabulary*

Read the dialogue in Section A and write the words which mean the following:

happiness	-
happening	-
being united	-
enthusiasm	-
known widely	-
propose	-
marriage ceremony	-

II. *Grammar*

Read the following sentences taken from the text.

1. A frog lived in a well.
2. How big is the sea?
3. Turn him out.
4. What nonsense you speak!

Sentence 1 is a declarative sentence. It is usually used to give information.

Sentence 2 is an interrogative sentence. It is usually used to ask for information.

Sentence 3 is an imperative sentence. It is usually used to get things done.

Sentence 4 is an exclamatory sentence. It is usually used to express strong feelings.

Note:

1. An interrogative sentence is followed by a question mark (?)
2. An exclamatory sentence is followed by an exclamation mark(!)
3. The subject is implied in an imperative sentence.

a) *Here is a conversation between two students in the class. The sentences are in a jumbled order. Rewrite them in the correct order.*

Pradeesh : Why are you waiting outside? Come in. When did you return from Chennai?
Prasanna : Fine, thank you. How are you?
Pradeesh : Then go home and take rest.
Prasanna : Oh, it was horrible. In fact I am not well because of this. But how pleasant it is here!
Pradeesh : Hai, Prasanna, how are you?
Prasanna : Yes, I think, I should excuse myself from the class today. I'll meet the teacher and seek permission to go home.
Pradeesh : Did you have good weather on your trip?
Prasanna : Just this morning.

b) *The following is a conversation between a teacher and Shyam. Correct the sentences of Shyam.*

Shyam : Good morning. I can come in, sir?
Teacher : Please do. How was your picnic yesterday?
Shyam : How nice was it!
Teacher : So you had a good time. All right. I hope you have done your home work.

SECTION - D

ADDITIONAL ACTIVITIES

(1.1, 1.2, 8.1)

I. Vocabulary:

The following are the words taken from the text “Swami Vivekananda Speaks” under Section B. Find out the word / words from the same text with the same meaning and write them down.

Kind -

Say -

Small -

Paths -

You -

II. Writing:

Sit in groups of six. Discuss with your friends the annual expenditure of Thiru Naveen last year as given in the table:

Month	Grocery (Rs.)	Education (Rs.)	House Rent (Rs.)	Books (Rs.)	Dress (Rs.)	Travel (Rs.)
Jan.	6,000	1,000	1,000	-	8,000	1,000
Feb.	3,000	1,000	1,000	-	-	-
Mar.	2,000	4,000	1,000	-	-	-
Apr.	4,000	1,000	1,000	-	-	-
May	5,000	1,000	1,000	2,000	-	7,000
June	3,000	6,000	1,000	2,000	2,000	-
July	1,000	4,000	1,000	-	-	-
Aug.	5,000	1,000	1,000	-	-	-
Sept.	2,000	2,000	1,000	1,000	-	1,000
Oct.	1,000	1,000	1,000	-	-	-
Nov.	2,000	1,000	1,000	-	-	-
Dec.	1,000	2,000	1,000	-	3,000	-

Write a sentence each on the following. Then the group leader can rewrite them as a paragraph.

1. The money spent by Naveen for the whole year.
2. The month when he spent most.
3. The month when he spent least.
4. Did he spend more on grocery or education?
5. The item on which he spent most.

6. The item on which he spent least.
7. When did he travel a lot?
8. Why do you think he spent more in June?
9. When do you think his children were the happiest?
10. What would you suggest to Naveen about his expenditure and budget?

SECTION - E

O God Beautiful ‘*



O God beautiful, O God beautiful,
At Thy feet, O I do bow!
O God beautiful, O God beautiful,
In the forest Thou art green;
In the mountain Thou art high;
In the river Thou art restless;
In the ocean Thou art grave.
O God beautiful, O God beautiful,
At Thy feet, O I do bow!
To the serviceful Thou art service;
To the lover Thou art love;
To the sorrowful Thou art sympathy;
To the yogi Thou art bliss.
O God beautiful, O God beautiful,
At Thy feet, O I do bow!
O God beautiful, O God beautiful!

-Guru Nanak

*Translated by Paramahansa Yogananda and taken from Words
of Cosmic Chants'*

Glossary:

bow	- /bau/	bending the head or body as a sign of respect
grave	- /greiv/	serious
sympathy	- /simpəθi/	feeling of pity
bliss	- /blis/	great joy

I. Answer each of the following questions in a sentence or two:

1. Is God at rest in the river? Give a reason or two for your answer.
2. Who does he show sympathy?
3. Who enjoys bliss?
4. God is Love. What else is He?
5. Does the poet see himself as a lover and a yogi? Why?
6. Where does the poet find God?

II. Match the following words with their suitable qualities.

mountain	-	restless
ocean	-	service
serviceful	-	love
forest	-	green
lover	-	grave
sorrowful	-	high
yogi	-	sympathy
river	-	bliss

UNIT - II

COMPETENCIES:

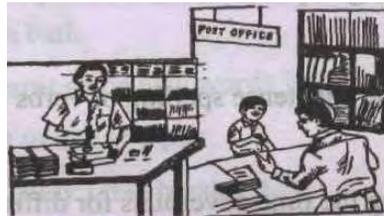
- 1.8 Spelling of mono/disyllabic words in their base/lexical form; to write correct spelling.
- 1.9 The spelling of plural nouns with - s, - es and -ies ending.
- 1.10 To give the past tense spelling of verbs (with 'ed' ending).
- 2.13 Identifying the time adverbials for different tenses.
- 2.14 Asking for permission to do something.
- 2.15 Suggesting probability of the occurrence of an activity.
- 2.16 Suggesting politely.
- 3.4 Listening to announcements in school.
- 4.6 Giving directions / instructions.
- 5.2 Understanding the meaning of unfamiliar words.
- 6.4 Leave Letters.
- 7.4 Locating books in a library.
- 9.2 Copying a text without errors.

SECTION-A

LISTENING / SPEAKING / DISCUSSION

(2.13-2.16,1.6)

I. *The Teacher will read the following dialogue. Listen carefully.*



- Balu : May I come in, sir?
Post Master : Please do, what can I do for you?
Balu : My father is in Mumbai. He sent a mail last week. But I haven't received it so far. Would you please check it up?
Post Master : You see, the letters from the West are delayed due to the train accident.
Balu : Is that so? Can I get some information regarding my mail?
Post Master : You may try with the Sorting Office.
Balu : Could you tell me the way?
Post Master : I am a little busy. Could I ask the attendant to help you?
[Balu meets the attendant]
Attendant : Well. As you go out of the Post Office, turn left.
Balu : O.K. sir.
Attendant : Keep walking.
Balu : How far is it, sir?

Attendant : Just half a kilometer. Take the right turn.
 Balu : I know now. Thank you very much.
 Attendant : Cross the road carefully.

I. Glossary:

delayed	-	/dɪˈleɪd/	late
happened	-	/'hæpənd/	occurred
information	-	/ɪnfə'meɪʃn/	news

II. Now practise the dialogue in groups taking roles. Then the teacher will ask you the following questions. Answer them orally.

1. What is this dialogue about?
2. What does Balu expect from the Post Master?
3. What is the reason for the delay of the letter from Mumbai?
4. Did Balu reach the Sorting Office?
5. Complete the sentence -
 Balu's father is in

III. Group work:

1. Have you ever been to a countryside or town?
2. If yes, answer the following. If no, find out.
3. What do you see there?
4. Do you like the place?
5. Do you like to shift to that place? Why?

Sit down in groups of six and discuss your answers.

SECTION - B

READING AND WRITING

(5.2)

THE TOWN MOUSE AND THE COUNTRYMOUSE



The Town Mouse and the Country Mouse were cousins. They often wrote to each other. One day, the Country Mouse got this letter from his cousin.

Kitchen Cupboard
Mouse Town
11 March 2150

Dear Cousin,

I have been ill with a cough and my doctor feels I need a holiday. He has asked me to spend a week in the countryside.

May I please stay with you?

With warm regards,

Yours affectionately,
Town Cousin

To
The Mouse Hole
Mouse Country

The Town Mouse packed his bags and caught the next train to the countryside. The day was bright and sunny and soon the Town Mouse began to feel hot in the train.

“I wish there was an air-conditioned coach.” he said to himself. “I feel very uncomfortable here”.

However, there was nothing he could do about it. So, he grumbled to himself while the train chugged slowly into the country. The Country Mouse was waiting at the station.

“Oh, Cousin,” the Town Mouse said as soon as he got off the train. “The train was dreadful, I feel terribly hot and thirsty. I hope you have something ice-cold for me to drink at home.”

“Well, I have some water,” said the Country Mouse. “But I can look around for some coconut water if you like.”

“Coconut water?” asked the Town Mouse in horror. “Don’t you have any orange juice or lemonade?”.

“I am afraid not,” replied his cousin. “But I found a very nice piece of root today and a tender bit of sugar-cane. I’m sure you will enjoy that.”

“Root? Sugar-cane?” the Town Mouse exclaimed. “But I don’t eat raw food like that.”

The Country Mouse said, “This is what we eat in the country. So, I’m afraid you too have to eat this. Try it. It’s not bad.”

The Town Mouse did not enjoy his dinner at all. He nibbled at the root and the sugar-cane and then said he wanted to sleep. The Country Mouse showed a corner in the mouse hole and said, “There you are; you can sleep there.”

“On the ground?” asked the Town Mouse. “Do I have to sleep on the ground?”

“Yes, this is how we sleep in the country,” his cousin answered.

As the Town Mouse lay down on the hard, cold ground, he suddenly thought of something. “Cousin,” he called out.

“Yes, what is it?” the Country Mouse asked.

“Why is it so quiet here? Where are all the cars and lorries? Where are the radios and the televisions? Where are all the lights?”

“This is how it is in the country,” his cousin replied. “It’s always quiet in the country.”

‘The country is a strange place,’ said the Town Mouse to himself. ‘I don’t think I like here.’

Next morning, the Town Mouse found that there was no breakfast ready. His cousin told him that they had to go to the nearby farm to hunt for food.

‘We are sure to find something there,’ he said. ‘A nice piece of root or a tender bit of sugar-cane.’

But the Town Mouse had enough. ‘Thank you, Cousin,’ he said. ‘But I think I’ll catch the next train home. I have suddenly remembered that I have forgotten something.’

A few days later, the Country Mouse wrote to his cousin, the Town Mouse, Here is the letter.

Mouse Hole
Mouse Country
22 March 2150

My dear Cousin,

I hope you are well. I am worried about you. I would like to visit you and make sure you are alright.

With love,

Your Cousin,
Country Mouse

The Town Mouse read this letter four times. Here is his telegram.

OVERJOYED (.) COME SOON (.)

TOWN MOUSE

A few days later, the Country Mouse arrived in town. He was surprised by the noise and the lights.

“Why are there lights even in the middle of the day?” he asked.

“This is the town,” his cousin replied. “Here there are lights even in the middle of the night.”

“And what is this dreadful noise that never stops?” asked the Country Mouse.

“That is the traffic,” the Town Mouse replied. “That is the noise made by thousands of buses and lorries and cars and even aeroplanes.”

But the Country Mouse did not like it at all. “All this noise has made my head ache,” he said. “Could I have some water to drink?”

“Why only water?” said the Town Mouse. “Look at what there is for you - ice cold lemonade, orange juice ... which one do you want?”

“Just some water,” answered the Country Mouse. “Some water and a little bit of food.”

“I have plenty of food, Cousin,” said the Town Mouse proudly. “You can eat as much as you like.”

Sure enough, the house of the Town Mouse at the back of a kitchen cupboard was full of the most delicious food. There was bread and jam, different kinds of fruits, slabs of chocolate and huge piece of lovely cheese.

“Eat, Cousin, eat,” said the Town Mouse. But just then, there was a sound like thunder and the Town Mouse shouted. “Run, Cousin, run, run.”

The Town Mouse pushed the Country Mouse out through a hole in the back of the cupboard. The country Mouse felt his heart beating very fast, “But what is it?” he asked.

“Sssh” whispered the Town Mouse. “Wait”.

When everything was silent again, the Town Mouse crept out of the hole. He was quite cheerful again.

“Come out now, Cousin,” he said. “That was only somebody opening the cupboard door. We are safe now.”

But they were not safe for very long. Twice more, they had to run for safety when somebody opened the cupboard door.

The Country Mouse got quite tired of the running and hiding. “I want to go back to the country,” he said. “We may not get much food there, but at least we can eat in peace.”

So, the next day, the Country Mouse went back to his house in the country and the Town Mouse stayed on in his cupboard in the town. And as far as I know, they did not visit each other again.

Glossary:

countryside	-/kʌntrisaɪd/	village
grumbled	-/grʌmbld/	complained in a low voice
chugged	-/tʃʌgd/	the slow movement of an engine
dreadful	-/dredfl/	unbearable

terrible	-/tɪrəbl/	unpleasant
lemonade	-/leməneɪd/	lemon juice
nibbled	-/nɪblɪd /	took small bites of food
strange	-/streɪndʒ/	not familiar
delicious	-/dɪlɪʃəs/	tasty
slab	-/slæb/	flat piece
huge	-/hju:dʒ/	big
cheese	-/tʃi:z/	a food item made of milk
thunder	-/θʌndə/	loud noise heard after lightning
whispered	-/ˈwɪspəd/	murmured
quite	-/kwaɪt/	completely

I. Comprehension

a. Answer the following questions.

1. How did the Town Mouse go to the country?
2. Did he enjoy the journey? Why?
3. Could he sleep well in the hole?
4. Why did the Country Mouse feel his heart beating very fast?
5. Where did his cousin take him for breakfast?

b. List at least five items of food and drink mentioned in the story.

1. Lemonade
- 2.
- 3.
- 4.
- 5.

- c. **There are many words which describe low noise and loud noise of various kinds in the lesson. List them in the table below.**

low noise	loud noise
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

II. *Letter Writing*

1. Informal or personal letters
2. Formal or official letters

Informal letters are written to our relatives, friends and others. We use friendly and conversational style.

You have read a model of an informal letter in the lesson “The Town Mouse and the Country Mouse”.

Note below the different parts of an informal letter :

1

Kitchen Cupboard Mouse Town 11th March 2150

Dear Cousin

2

I have been ill with a cough and my doctor feels I need a holiday. He has asked me to spend a week in the country side. May I please stay with you?

With warm regards,

3

4

Yours affectionately,
Town Cousin

To
The Mouse Hole
Mouse Country

5

The different parts of an informal letter are

1. The Heading
2. Greeting or Salutation
3. Body of the letter
4. Leave taking or subscription
5. Address on the envelope or the superscription

III. ***Formal Letters are business letters, invitations, applications, etc. We use polite and serious style.
Note below the parts of a formal letter***

From
G.Elizabeth
14, Anna Salai
Chennai-2

->1<-

Chennai
9th August 1998

To
The Headmistress
Govt. Girls Hr.Sec.School
Chennai -5.

Madam,

My parents have planned to go to Shrine Velankanni at Nagapattinam. Please grant me leave for three days from 10.8.1998.

Thanking you,

4

5

Yours obediently
G.Elizabeth

To

The Headmistress,
Govt. Girls Hr. Sec. School,
Chennai - 5.

6

1. The date and the heading
2. Address of the receiver
3. Greeting or salutation
4. Body of the letter
5. Leave taking or subscription
6. Address on the envelope or superscription

1. Read the following invitation.

Mrs. Rajammal Arjunan and Mr. Arjunan cordially invite you to the wedding of their son A. Prabhu with Priya, the daughter of Mrs and Mr. Thirunavakkarasu at Ananda Mahal, Rajapalayam on the 27th of January 2004 at 9.00 a.m.

With best compliments from
Friends and relatives

Your uncle has invited you for his son's wedding. Write a letter informing him that you will reach his place, a week ahead of the wedding and take part in the arrangements also. Use the letter of The Town Mouse as a model.

2. The Town Mouse does not get a ticket to reach the Country side. It decides to take a flight. It wants to reserve a ticket by the Indian Airlines to a town nearest to the Country side. As the telephone lines don't work, it sends a letter to the branch manager, Indian Airlines for reservation. Write the letter of the Town Mouse.

SECTION C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.8,1.9,1.10)

I. *Vocabulary*

- a. Divide the class into groups of five or six. Dictate monosyllabic and disyllabic words and ask the students to write them. At the end of the dictation make the leader of each group write the dictated words on the black board. Ask the other groups to tick the correct spelling and correct the wrong ones.

Examples

Monosyllabic	- mouse
	- Field
	- coach
Disyllabic	- country
	- letter
	- thunder

Read the monosyllabic and disyllabic words from the letter of the town mouse in this lesson and make the students underline those words. Ask them to memorise the spelling for a dictation exercise the next day.

b. Look at the following singular and plural form

Singular	Plural
pen	pens
girl	girls
glass	glasses
mango	mangoes
baby	babies

The plural of nouns are formed by adding -s or -es, or -ies to the singular form.

Write the plural forms of the words given.

book, enemy, match, tax, road, brush, army, desk

c. Read the following sentences.

1. I *finished* my homework very early.
2. We *shifted* to Delhi last year.
3. The girls *played* kabbadi yesterday.

The past forms of some verbs are formed by adding-ed. Such verbs are called regular verbs.

Add -ed to the following verbs and fill in the blanks.

listen, return, switch, watch, repeat

Mohan _____ from school at 5:00 pm yesterday. He _____ T.V. for some time. Later he _____ on the tape and _____ to some songs.

II. Grammar

I. Read the following sentences

1. I attended the marriage *last month*.
2. We shall go on a trip *in the morning*.
3. The President will meet the press *at 10:00 am*.

'Last month', 'in the morning', 'at 10.00 am' are *adverbials of time*.

1. Read the following sentences and underline the 'adverbials of time'. The first answer is done for you.

1. Hassan left home at dawn.
2. Sekar met his friend two days ago.
3. The doctor arrives this morning.
4. Wake me up at five o' clock.
5. Priya attends the special class in the evening.

2. Read the following dialogue.

- Gopal : May I come in, sir?
Headmaster : Yes, of course. What do you want?
Gopal : Sir, May I get an application form for scholarship?
Headmaster : We have not yet received them from the office. You may come after a week.
Gopal : But my parents are leaving for Varanasi in two days.
Headmaster : In that case you might try to get it from the office.
Gopal : Thank you, sir.

Note:

1. 'May' is the expression used in asking for permission.
2. 'May' is also used for suggesting probability.
3. 'Might' is used for polite suggestion.

III. Study Skills

You are interested in locating a few books on Tamil Literature in the Library. When you reach the library, the librarian merely gives the following:-

1. All books are arranged according to the name of the first three letters of the author, (eg. B H A for Bharathiyar)
2. If the first three letters are the same for two authors, books will be arranged as in the order given in a dictionary.

Rearrange the books given below as per the Librarian's direction.

S.No.	Name of the book	Author
1.	Collected songs	Bharathiyar
2.	Thevaram	Appar
3.	Puratchikavi	Bharathidasan
4.	Thirupugazh	Arunagirinathar
5.	Thiruvacakam	Manickavasakar
6.	Thembavani	Veeramamunivar

IV. Strategic Skill

1. Write the poem 'O God Beautiful' in the note book. Don't make mistakes while copying.
2. Your teacher will dictate the poem 'The Post Man'. Then the same poem will be written on the black board. Exchange your note books for correction.

SECTION - D

ADDITIONAL ACTIVITIES

(1,9,2,13,3,4,6,4)

I. Write the plural forms of the following nouns.

1. story
2. cake
3. class
4. torch
5. desk
6. company

II. Underline the adverbials of time in the following passage.

The tourists from Japan are arriving at 7 O' clock in the morning. They are leaving for Kancheepuram in the afternoon. They are leaving for Madurai tonight.

III. a. Your class teacher reads the following announcement.

Listen to her.

The half yearly examination will start on 16th December. The following time table will be followed. Note down the dates and subjects carefully.

You will have Christmas holidays from 24th December to 1st January 2002.

16.12.2001	Language	2:00 pm to 4:30 pm
17.12.2001	English	2:00 pm to 4:30 pm
18.12.2001	Mathematics	2:00 pm to 4:30 pm
19.12.2001	Holiday	
20.12.2001	Holiday	
21.12.2001	Science	2:00 pm to 4:30 pm
22.12.2001	Holiday	
23.12.2001	Social Science	2:00 pm to 4:30 pm

Answer the following questions:

1. Do you have a holiday for Mathematics?
2. What subject do you have on 22nd December?
3. What is the duration of the examination?
4. How many days will you get for Christmas holidays?
5. When does the examination start and end?

b. Your class teacher has planned for an educational trip to Munnar, Thekkadi, Suruli falls and Vaigai dam during the Dassara holidays from 2.10.2001 to 10.10.2001. A sum of Rs. 750/- is the fee for the tour.

How will you make an announcement of this tour programme to the class.

- III.** *Write a letter to your friend inviting him / her to join you on a trip to Andaman Islands between the 10th and 20th of next month.*
- IV.** *Your mother is sick. You want to take her to hospital. Write a letter to your class teacher requesting her to grant you leave for one day to take your mother to hospital.*

SECTION - E

LONE DOG



I am a lean dog, a keen dog,
A wild dog, and lone;
I'm a rough dog, a tough dog,
Hunting on my own;
I'm a bad dog, a mad dog,
Teasing silly sheep;
I love to sit and bay the moon
To keep fat souls from sleep.

- *Irene R. McLeod*

Glossary:

lone	- /ləʊn/	- single, without a partner
testing	- /ti:zɪŋ/	- provoke, to make a person or an animal angry
bay	- /beɪ/	- bark
fat souls	- /fætsəʊlz/	- fat dogs

EXERCISES

I. Answer each of the following questions in a sentence or two:

1. What is the poem about?
2. What does the dog look like?
3. What are the qualities of the dog?
4. What is the connection between the dog barking at the moon and fat dogs keeping awake?

II. 1. Fill in the blanks with suitable words or phrases from the poem.

Qualities	Actions
Rough and tough	
	Teasing
Likes most	

2. Write down the words from the poem in the respective columns which have the same sound as underlined in the word given.

	<u>L</u> ean	R <u>o</u> ugh	B <u>a</u> d	L <u>o</u> ne
1.				
2.				
3.				
4.				
5.				

UNIT – III

COMPETENCIES:

- 1.6 Identifying parts of the human body.
- 1.7 Syllabification for reading and spelling purposes for -
disyllabic and trisyllabic words.
- 2.9 Using present tense for habitual actions.
- 2.10 Using present tense for universal truth.
- 2.11 Using past tense for completed past actions with time
adverbials.
- 3.3 Using future tense for planned future actions.
Listening and doing.
Dictation: Five or six simple sentences on a familiar
theme.
- 4.4 Asking for information.
- 4.5 Giving information.
- 5.3 Looking for the gist of a text.
- 6.3 Greeting cards / Different types of greetings.
- 7.1 Be able to refer to a dictionary for meaning and spelling.
- 8.2 Reading and understanding the content of tables / charts.

SECTION A

LISTENING / SPEAKING / DISCUSSION

(3.3, 2.9, 2.10, 2.11, 2.12)

1. The teacher will read the following dialogue. Listen carefully.

WAR AND PEACE



- Sundar : Chandar, wake up. It's already 5.30
Chandar : mmm ... is it so?
Sundar : Why are you late today? It's time for our morning parade.
Chandar : Don't you know that I always get up at 5.00 in the morning to be ready for the parade?
I have a severe headache.
Sundar : Oh, I see.
Chandar : Last night, I lay awake all night and was thinking about the impending war with our neighbour.
Sundar : So what?
Chandar : That disturbed my sleep. Can't we avoid this war?

- Sundar : We are a peace loving nation. This war is forced on us. Anyhow it's our duty to fight for the nation.
- Chandar : Of course, I know. I am prepared to lay down my life for my mother land yet
- Sundar : A world without war is still a dream. (Sundar touches Chandar's head and takes the temperature.)
Oh, you're running a temperature. We will see the camp doctor.
- Chandar : What about meeting the captain?
- Sundar : We will meet the captain as planned in the evening.
- Chandar : Before that, let me go up to the terrace and watch the Sunrise as I usually do.
- Sundar : Can you climb the stairs?
- Chandar : ... mmm ... Don't you know that I start my day only after worshipping the Sun God.
(in the terrace)
- Sundar : Why do you look to the west? After all, the sun rises in the east.
- Chandar : You're right, I'm confused.
- Sundar : What do you pray?
- Chandar : I always pray for a world without war.

Glossary :

- parade - /pə'reid/ military exercise
- impending - /im'pendiŋ/ an unpleasant event to happen very soon
- disturb - /dis'tɜ:b/ to break the calm of

II. Practise the dialogue in groups taking roles.

Teacher will ask you the following questions. Answer them orally.

1. When does Chander get up in the morning?

2. What disturbed his sleep?
2. Did he dream lying in the bed?
3. Who will the soldiers meet as planned?
4. What does Chandar pray to the Sun God?

II. Collect some coins and currency notes (Re. 1, Rs. 5, Rs. 10).

Sit in groups of five. Look at the pictures and words in them. Discuss why they are printed there. Complete the table.

Pictures	Why they are important

SECTION -B

READING AND WRITING

(5.3, 6.3, 3.3)

THE HUMANE MONARCH

Ashoka is unique among the Eastern Monarchs. He started as an incomparable warrior and ended up as the noblest human being. He was the third emperor of the Mauryan dynasty and one of the greatest rulers of ancient India. He was an emperor from 273 BC until his death. He was the son of Bindusara and the grandson of Chandragupta Maurya. As the crown prince, he was the Viceroy of Ujjain. He was inhuman and brutal during the early years of his rule. He killed his brothers and ascended the throne.



He conquered Kalinga after a fierce battle. The resulting bloodshed made him aware of the futility of warfare. This battle proved to be the turning point of his life. He was the only military monarch who abandoned warfare after victory. He decided to win people's heart through love and compassion. He conquered men's heart by the Law of Duty and Dharma and embraced Buddhism and became an ardent Buddhist. He made

Buddhism the state religion. He faithfully followed Buddhism and tried his best to spread the Dharma. He sent missionaries to Ceylon and several other countries to spread the religion. He set up a number of monasteries. He built as many as 8,400 Buddhist Vihars during his life time.

After becoming a Buddhist, he led an austere life. He gave up eating meat and his favourite sport hunting. He introduced several welfare measures for the benefit of the people. He built hospitals, dug wells and planted trees. He loved all beings. So he opened animal sanctuaries. He banned the killing of birds and the slaughtering of animals.

Asoka inscribed the Buddha's teachings on rocks, pillars and cave walls. They are called edicts. He lived up to the teachings of the Buddha. He instructed his Governors and officials to be just and merciful in their governance. He gave comfort and solace to his subjects through his words and deeds. He disapproved and condemned the meaningless rituals prevalent in the society. He became a Buddhist monk and the people saw in him a saintly father.

“All men are my children. I will work for the welfare of all folk”. - These are the words of Asoka.

Glossary:

incomparable	- /ɪn'kɒmpərəəbl/	that nothing can be compared to
dynasty	- /dɪ'næsti/	succession of rulers belonging to one family
ascended	- /ə'sendɪd/	became a king
conquer	- /kɒŋkə/	to defeat enemies
embrace	- /em'breɪs/	to accent a set of beliefs

sanctuary	- / 'sæŋktʃuəri/	an area where animals are protected
prevalent	- / 'prevələnt/	that exists at a particular time or place
ardent	- /a:dənt/	enthusiastic

I. Comprehension

a. Answer each of the following questions in one or two sentences.

1. How did Asoka become the king?
2. How did he win people's heart?
3. Why did he send missionaries to several countries?
4. Did he love animals?

b. Say 'True' or 'False'.

Give word or words from the text in support of your choice.

1. He introduced welfare measures only for the benefit of his relatives and friends.
2. Chandragupta Maurya was the grandfather of Asoka.

c. Complete the sentences choosing the correct answer from the options given.

1. People loved him because _____

-
- a) he was a great ruler
 - b) he was full of love and compassion

2. He inscribed the Buddha's teachings on rocks because

-
- a) he was a Buddhist monk.
 - b) he built hospitals and sanctuaries.

II. Writing

Read the following dialogue.

Murugan : Uncle, please have a piece of cake.
Uncle : Oh, thank you. What's special today?
Murugan : Today is my birthday.
Uncle : Good. Very many happy returns of the day.

On special occasions, we greet our friends and relatives.
New Year is one such occasion. We have many more such special occasions.
(eg). New Year

<p>Wish you a happy new year</p> <p style="text-align: right;">(Signature)</p>
--

**Fill in the cards to convey your greetings:
Christmas/Deepavali /Ramzan**

<p>.....</p> <p>.....</p> <p>.....</p>
--

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

Think of any other such occasion and write the greetings.

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

SECTION - C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.7, 2.9, 2.10, 2.11, 2.12, 7.1, 8.2)

I. Vocabulary

Read the following sentences taken from the text. The disyllabic and trisyllabic words are underlined.

(Note: Each syllable should have a vowel sound)

Eg: disyllabic - attack - at tack
trisyllabic - property - prop erty

Asoka was the third emperor³ of the Mauryan dynasty³ and one of the greatest² rulers² of ancient² India².

a. Read the following and pick out the disyllabic and trisyllabic words and tabulate them as shown.

There was a magic show at the school yesterday. It began at five o' clock and ended at six. It was comical and amusing.

Disyllabic Words	Trisyllabic Words

b. The following words have been spelt differently. Refer to a dictionary and tick the right spelling of the words.

1. fulfil, fulfell, fulfill, fullfil.
2. prevelant, prevalent, privebant, prevalent
3. sanctuary, sanctuari, sanctuary, sancteary
4. missionary, missionery, missionary, misseniry

c. Note: The teacher gives the pupils an assignment asking them to write a short note on Kalinga War. (after 10 minutes) He/She opens up a class discussion.

- Teacher : Have you all done the assignment I gave you a few minutes ago?
- Pupils : Yes, Sir.
- Teacher : Shankar, come to the black board. Look at what you have written and write it on the blackboard.
(Shankar writes it on the blackboard)
- Teacher : (Turning to the class) It seems Shankar is not sure about the spelling of a few words. Now, sit in pairs and refer to the dictionary. Find out the correct spelling of the words and copy them in your note book.

II. Grammar

a Tense: Present Simple

Simple present tense is usually used to refer to habitual actions.

Write a paragraph of all that usually happens and all things you do in your school (Use the words given). The first sentence is given for you.

Reach (8.20) / clean / ring (8:30) / move in a line / start
 (8:40) / learn / have lunch / afternoon sessions (12:10) / begin /
 play / close (3:30) / reach (4:30)

I reach school at 8: 20

.....

.....

.....

b Look at the following sentences. Some of them refer to the cries of animals. Others refer to unchangeable truths and facts

- Dogs *bark*
- The sun *rises* in the east
- Elephants *trumpet*
- Foxes *howl*
- Water *boils* at 100°C
- The earth *moves* round the sun
- The cat *mews*.
- Ice *melts* when heated.
- Metals *expand* when heated.
- The Lion *roars*.

Discuss in groups of five and tabulate them as given in the example.

Noise of animals	Unchangeable facts
1. The cats mew	1. Ice melts when heated
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

c Tense: Past

Past simple tense is usually used to refer to past actions.

Read the following dialogue

- Praveena : Where did you go yesterday?
Gayathri : I went to the zoo yesterday.
Praveena : What did you see there?
Gayathri : I saw a number of wild animals in their cages
Praveena : Which animal looked ferocious?
Gayathri : The Tiger was ferocious to look at.

(i) Read the following humorous verse and answer the questions:

The lady of Niger

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

1. Where did the lady live?
2. Who rode on a tiger?
3. Where was the lady when the tiger and the lady returned from the ride?
4. Why was there a smile on the face of the tiger?

(ii) Read the conversation between two friends Vijay and Karthik.

- Vijay : Hello, Vijay! I visited your house yesterday.
You weren't there. Where did you go?

- Karthik : I went to see the football match between our school and Brindavan school. I left home very early.
- Vijay : How was the match? Was it interesting yesterday?
- Karthik : The match started exactly at 5 pm. Our school played well and scored the first goal before half time immediately after, Brindavan School scored the equalizer. Our school scored the winning goal in the last minute and won the match.
- Vijay : Oh! When did you reach home?
- Karthik : I reached home very late.
- Vijay : By the way who won the match last year?
- Karthik : Even last year, our school won the match

Pick out the verbs in past tense and the adverbials. Tabulate them below:

Verbs in past tense	Adverbials

(iii) Tense: Future time reference using 'will'

Here is a letter from Kandan to Arjun. Read the letter and write a reply to Kandan giving the information required by him. Use the table given below.

Salem,
08.12.2002

My dear Arjun,

I am fine. How are you? I am writing this letter to ask you about our plan for a picnic from 15 December to 26th December. Please inform me the places we would visit and how long we would stay in each of the places.

Your loving friend,

(Kandan)

Sl. No.	Date	Town	Places that will be visited
1	15 th Dec	Arrival Tanjore	Thanjai Periakoil, Sarfoji Library
2	16 th Dec	Arrival at Kumbeswarar	Kumbakonam temple
3	17 th Dec	Arrival at Thirunallar	Saneeswarar Temple
4	18 th Dec	Arrival at Pondicherry	Aurobindo's Ashram,, Auroville
5	19 th Dec	Arrival at Chidambaram	Natarajar Temple, Annamalai University
6	20 th Dec	Departure to Chennai	—
7	21 st Dec	Arrival at Chennai	—

III. Study skills:

Read the following paragraph : Some words are incomplete in spelling. Refer to the dictionary and rewrite all these words with correct spelling and meaning.

Once a king was there in his palace. A gatekeeper was walking up and down in front of the gate. A farmer came there with a basket of fruits on his head. He wanted to talk to the king.

IV. Occupational Skills

Read the following railway timetable and answer the questions given below:

<i>Train Name</i>	<i>Chennai Mysore Shatabdi</i>	<i>Chennai Bangalore Brindavan</i>	<i>Guwahati Bangalore</i>
	<i>Express</i>	<i>Express</i>	<i>Express</i>
<i>Train Number</i>	<i>2007</i>	<i>2639</i>	<i>5626</i>
<i>Class of accommodation</i>	<i>1A</i>	<i>CC</i>	<i>2A 3A</i>
<i>Days of operation from originating station and time</i>	<i>CC</i>	<i>2SII</i>	<i>3SL II</i>
	<i>Except Tuesday</i>	<i>Daily</i>	<i>Tuesday, Sunday</i>
Chennai KM a			11:40
Central O d	06:00	07:15	12:05
Arakaonam a			
JN 69 d			
Katpadi JN a		08:57	14:10
d		09:00	14:15
Jolarpaettai JN 214 a		10:25	15:45
d		10:30	15:50
Bangalore 361 a		12:58	19:15
Cantonment d		13:00	19:20
Bangalore 361 a	10:50	13:20	19:50
City d	11:00		

1. When does the train Chennai - Brindavan Express leave Chennai Central?
2. When does it arrive at Katpadi?
3. When does it leave Katpadi?
4. When does the train Guwahati- Bangalore Express arrive at Central?
5. How many trains start from Chennai and terminate at Bangalore?
6. How long does Chennai Mysore Shatabdi Express take to reach Bangalore from Chennai?
7. Which is the fastest train between Chennai and Bangalore?

SECTION - D
ADDITIONAL ACTIVITIES
(4.4, 4.5, 1.6, 2.9)

I. Listening

The teacher dictates the following dialogue. The students write down in their note book.

- Customer : Waiter, there are some coins in my soup
Waiter : Well, you said you wanted some change in your meal.
Customer : I have got a piece of meat.
Waiter : All right. I will cut it into two for you.
Customer : There is a fly in my soup.
Waiter : Don't worry sir. He won't drink much.

II. Speaking

For asking information politely, we use modals like can and could.

Your school has decided to send you for a competition on Subramaniya Bharathiyar. You go to the library and talk to the Librarian.

- Student : Can you tell me if our library has a book on Bharathiyar's Poems?
Librarian : Yes, we have.
Student : Could I borrow it for a few days?
Librarian : Yes, of course. But someone has borrowed it.
Student : Can I borrow it on Friday?
Librarian : Yes.
Student : Can I xerox. a few pages from the book? Could you permit me?

Librarian : By all means.
Student : Could you suggest some more books for
reference?
Librarian : Yes, I will.

***Recall the sentences in the dialogue above using can/ could.
Frame similar questions for the following situations.***

1. Asking someone the way to the Railway Station.

2. A son asking his father about computers

3. A patient asking a doctor about by-pass surgery

III. Vocabulary

***(A boy in the class plays the role of Robust, who is adjudged
'Mr.School'. He comes to the front of the class and says...)***

Robust : My name is Robust.
Anand : Mr. Robust, you look robust and healthy.
What is the secret?
Robust : I'm Robust because my internal organs function well.
Now I request some of my internal organs who keep
me healthy and cheerful to talk to you about their
functions.

- brain - I control movement, thoughts, memory and feelings.
- spinal cord - I connect all parts of the body to the brain.
- lungs - My function is to breathe.
- heart - My function is to pump blood to all parts of the body.
- spleen - I control the quality of the blood.
- Robust: Friends, can you tell me now how the other internal organs function to keep you fit?

Match the following

- 1. liver - a long tube between the stomach and the anus.
- 2. gall bladder - an organ that removes waste from the blood and produces urine.
- 3. intestines - used for biting and chewing food.
- 4. kidneys - an organ attached to the liver.
- 5. teeth - an organ that cleans the blood.

IV. Grammar

The teacher gives the class the name of an animal and asks them what they know about its habits.

Example: Rabbit

It lives in a hole. It eats plants and vegetables. It runs very fast.

Sit in groups of six.

Choose the name of an animal.

Discuss and write down as many habits of the animal as possible.

SECTION - E

EIGHT BALLOONS



Eight balloons no one was buyin'
All broke loose one afternoon.
Eight balloons with strings a flyin',
Free to do what they wanted to.
One flew up to touch the sun - POP!
One thought highways might be fun - POP!
One took a nap in a cactus pile - POP!
One stayed to play with a careless child POP!
One tried to taste some bacon fryin' - POP!
One fell in love with a porcupine - POP!
One looked close in a crocodile's mouth - POP!
One sat around till his air ran out - WHOOSH!
Eight balloons no one was buyin'
They broke loose and away they flew,
Free to float and free to fly
And free to pop where they wanted to.

Glossary:

strings	- /striŋz /	thread for tying things
pop	- /pɒp /	short, sharp bursting sound
highways	- /'haɪweɪz/	main roads
nap	- /næp /	short rest; in this poem, it means 'caught'.
cactus	- /kæktəs/	a desert plant with thorny stems.
pile	- /paɪl /	one on top of the other
bacon	- /'beɪkən/	meat of a pig
porcupine	- /'spɔ:kjʊpaɪn/	a small animal covered with thorns

Answer each of the following questions in a sentence or two:

1. How did the balloons become free?
2. How many balloons got burst?
3. Why did one balloon go on the highways?
4. What were the thorny surfaces?
5. How many balloons fell on thorny surfaces.
6. How many balloons burst due to heat?

Do you like to fly kites?

Well, here is a poem on kite-flying. Enjoy reading the poem.

WHAT SHALL YOU BUY?

What shall you buy?
A kite that will fly
Up to the moon,
All through the sky!

But if, when it gets there,
It should stay in the air,
Or the man in the moon
Should open the door,
And take it in with his long, long paw
We should sing to another tune, oh!

UNIT - IV

COMPETENCIES:

- 1.3 Using unfamiliar words in speech/writing.
- 1.4 Locate words and meanings in the dictionary.
- 1.5 Identifying words related to the home and immediate surroundings.
- 2.5 Identifying the elements in a sentence.
- 2.6 Differentiating transitive and intransitive verbs,
- 2.7 Defining the elements of a sentence.
- 2.8 Generating more sentences in each pattern
(SV/SVC/SVO)
- 3.2 Listening to the teacher's instructions and carrying them out.
- 4.3 Answering common questions in the classroom/from real life.
- 5.4 Scanning a text for specific information.
- 6.2 Writing a parallel paragraph.
- 7.2 Abstracting the given information.
- 9.1 Preparing for a lesson in advance

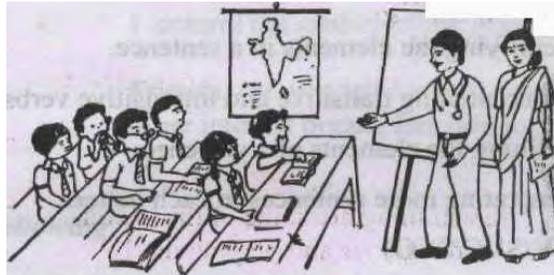
SECTION - A

LISTENING / SPEAKING / DISCUSSION

(3.2,4.3)

I. *The teacher will read the following dialogue. Listen carefully.*

KEEP CLEAN



- Teacher : Children, Good morning. Do I hear some noise from the corner? Don't make so much of noise.
- Children : Sorry, Madam.
- Teacher : Haven't you cleaned the board yet? Rani, clean the board.
(A boy comes late).
- Teacher : Try to be on time. Don't come late.
(The Headmaster enters the class with a tail man)
- Headmaster: Here he is.
- Teacher : Good morning doctor. How are you? Let me introduce Dr.Sathya Seelan to you. He has come to talk to you on personal cleanliness. Just sit down and be quiet. Close your books and note books. Listen to him carefully.

Doctor : Those who know me, put up your hands.
 One...two...twelve hands are up. Oh!
 That is nice. Do you keep your hands clean?

Priya : I always wash my hands after playing.

Doctor : Wash them before you eat. Wash them after
 you've been to the toilet.

Sharon : My little brother puts his fingers into his mouth.

Doctor : Yes, babies do that.

Sharon : My mother cuts his nails every week.

Nithya : I brush my teeth every morning.

Doctor : But that's not enough. Brush your teeth every
 night also.

Nithya : At night?

Doctor : Yes, at night, before you go to bed.

Preethi : Thank you doctor for your advice.

Swarna : What exercise do you suggest to keep fit? :

Doctor : Exercise? Good. Cycling, jogging and
 swimming are some of the exercises. Take to
 some games and play regularly.

Glossary:

clinic	-	/klinik/	hospital
dirty	-	/dɜ:ti/	not clean
toilet	-	/tɔilit/	lavatory

II. a. Now practise the dialogue in groups taking roles. Then the teacher will ask you the following questions. Answer them orally.

1. What is the dialogue about?
2. What does the doctor want us to keep clean?
3. Who introduces the doctor?
4. Mention two other exercises which will keep you fit.

5. Why does the doctor want us to brush our teeth before going to bed?
 6. What would happen if we don't follow the doctor's advice?
- b. Write down at least two other habits which keep you neat and tidy.**

III. Group work
Answer the following.

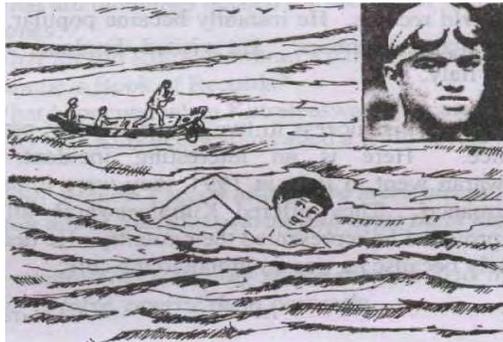
1. Name four sports persons from Tamil Nadu.
2. What games do they represent?
3. When did they represent the state or the country?
4. How did you come to know of him/her?
5. Do you admire him/her? Why?

Sit down in groups of five, tabulate your answers and compare them.

	<i>Sports person</i>	<i>Games/ Sports</i>	<i>Representation (Country/State)</i>	<i>I admire her/ him because....</i>
Pupil-1				
Pupil-2				
Pupil-3				
Pupil-4				

SECTION - B
READING AND WRITING
(5.4, 6.2, 3.2)

THE YOUNG ACHIEVER



Some are born great. Some achieve greatness. Some have greatness thrust upon them. We can at least think of two youngsters who have achieved greatness. One is Sachin Tendulkar. He made his debut for India in test cricket when he was sixteen. He is hailed as the boy wonder of Mumbai. The other is Kutraleeswaran, the child prodigy from Chennai who created waves as a swimmer. He was born in the year 1981.

Kutraleeswaran took to swimming when he was in Standard II. He was drawn towards Marina. He started practising in the sea. He used to swim for hours together. The first event he participated was known as the “Rippon Meet”. He won his first medal and moved to higher levels of competition. Soon he started participating in various long distance swimming competitions across the world.

Kutraleeswaran swam across the English Channel. That was his first cross country swimming. He swam the Palk Straits at a very young age in record time. He reached the pinnacle when he swam six water ways in the same calendar year. That was a record of sorts.

That was how his name and picture got into the Guinness Book of World records. He instantly became popular. He was invited by many countries. He visited England, Australia, Turkey and Italy.

He owes his success to two things, namely, practice and perseverance. Here is an interesting incident. When Kutraleeswaran went to Italy in 1994, they were impressed by his performance. They offered Kutraleeswaran all training facilities, provided he represented their country. He declined the offer politely because he was an Indian to the core.

Glossary:

debut	- /deɪbjʊ:/	the first appearance in sports
hailed	- /heɪld/	praised and called
prodigy	- /prɒdədʒi/	person with a remarkable ability
pinnacle	- /ˈpɪnəkl/	the highest point
Guinness	- /ˈɡɪnɪs/	book of world records
instantly	- /ɪnstəntli/	immediately
perseverance	- /pəːsɪˈvɪərəns/	continuous effort for an achievement
performance	- /pəˈfɔːməns/	notable action
core	- /kɔː/	totally

I. Comprehension

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

1. How did Kutraleeswaran become great?
2. What are the things needed for success in sports and games?
3. What for did Kutraleeswaran's name find a place in the Guinness Book of Records?
4. What happened when Kutraleeswaran became popular?
5. Why was Kutraleeswaran called a child prodigy?

Consult your friends. Collect atleast two more pieces of information about Kutraleeswaran and write them down.

b. State whether the following statements are True or False. If false, rewrite them correctly.

1. Kutraleeswaran was born great.

2. Kutraleeswaran was good only at long distance swimming.

3. Kutraleeswaran became popular in 1994.

4. England is the only foreign country, Kutraleeswaran has visited.

5. Kutraleeswaran is a child prodigy.

II. WRITING

Look at the following hints and the paragraph below. It is on the early achievements of Kutraleeswaran.

Hints:

Kutraleeswaran - young boy - interested in swimming -
- goes to Marina - had practice - swimming in the sea - many
hours - swims across - Palk Strait - 1994 - Italy name included
in Guinness Book of Records.

Paragraph:

Kutraleeswaran was a young boy. He was interested in swimming. He went to the Marina. He practised swimming in the sea. He swam for many hours. He swam across the Palk Strait. He visited Italy in 1994. His name was included in the Guinness Book of Records.

Read the following hints and write similar paragraphs...

Hints:

1. Viswanathan Anand - Chess Player -age 18 – first Grandmaster of India -the World Junior title - 1987 - practises a lot - first non white player to complete the world final.
2. Harikrishna - Chess Player -age 15 – youngest grandmaster of India

SECTION - C

ACTIVITIES BASED ON SPECIFIC COMPETENCIES

(1.5, 2.5, 2.6, 2.7, 2.8, 7.2, 9.1)

I. Vocabulary;

Circle the odd word in each of the following sets.

- a. stove, table, grinder, tree
- b. sunlight, book, window, sofa
- c. refrigerator, lamp, road, umbrella
- d. plant, bed, street, sand
- e. temple, shop, clinic, bath
- f. market, verandah, gate, hall
- g. bus, car, soap, cycle
- h. shelf, dress, lorry, tap
- i. flower, leaf, bud, radio
- j. television, ground, fan, light

II. Grammar:

Look at the following sentences taken from the Section B.

1. Kutraleeswaran swam in the sea. (Kutraleeswaran
S
swam in the sea.)
V A
2. He was twelve. (He was twelve.)
S V C
3. He bagged gold medals. (He bagged gold medals)
S V O

The naming words/word which represents the person / thing that performs the action is called Subject, (*eg.* Sent. 1 - Kutraleeswaran)

The action words/word is called Verb. (*eg.* Sent.1 - swam)

The action word may complete the meaning of the sentence or may need more words to complete the meaning. If the verb phrase ends the meaning of the sentence, it is called the intransitive verb(*vi*) and the words following them usually answer the questions - when, where, why and how. These words are referred to as Adjuncts, (*eg.* Sent.1 - in the sea)

If the verb phrase requires another word/words to complete the meaning, it is a Complement or an Object as the case may be.

In English, the 'be' verbs (am, is, are, was, were) and the verbs to seem, to appear, to become' always take a complement, (*eg.* Sent.2 - twelve)

If the action verb is other than those mentioned above and requires a word to complete the meaning, it is said to be a transitive verb (*vt*) . (Some verbs can be either transitive or intransitive *eg.* fly, smoke) The words following it may be an Object - direct or indirect, (*eg.* Sent.3 gold medals)

NOTE: In "She is a girl," 'is' is a verb.

In "She is reading a letter," 'is' is a part of the verbal phrase 'is reading' and the verb is 'read'. 'Is' is the auxiliary.

- a. *Your friend wants to identify the underlined elements of the sentences in the following paragraph. Help her to do it.*

I went home late. My father was angry. My mother gave me food. I could not study. I felt sleepy. I went to bed.

- b. *Look at the following dialogue. The verbs in them have been marked transitive (vt) or intransitive (vi). Tick (✓) them if they are right and correct them if they are wrong.*

(HM's room)

- Headmistress : Good morning. Please come in
vi
and sit down.
vt
- Teacher : Thank you, Miss Sumathi has won the
vt
gold medal.
- Headmistress : Good. Give her a scholarship. Inform
vi vi
her parents about it.
- Teacher : Yes, I will. Thank you, Madam. Let
me go to my class.
vi

- c. Your younger sister has been asked to write a paragraph describing your mother. She has the following words about your mother.*

kind, affectionate, helpful, beautiful.

Help her to write a sentence using each of them.

- d. She has also been asked to write about what she does every day. She has the following action words on what your mother does every day.*

cooks, washes, teaches, sweeps.

Help her to write four more sentences using them.

III. Study Skills

a. Look at the following extract.

“You know that what is Afghanistan today was then, and for a long time afterwards, a part of India. The north-west of India was called Gandhara. All over the north, in the plains of the Indus and the Ganges, there were big settlements of the Aryans.”

The basic information in this extract includes the following three things.

1. Afghanistan was known as Gandhara.
2. Afghanistan was a part of India.
3. There were Aryan settlements all over North India.

The abstract of this basic information could be rewritten in the following way.

“There were Aryan settlements all over ancient North India including Gandhara, the presentt Afghanistan”.

NOTE : In abstracting information, the details not relevant to the basic idea may be omitted. For example, the mention of the plains of the Indus and Ganges is not relevant to the basic idea. So such details are left out.

Read the following extract. Rewrite the abstrat of it.

A considerable trade flourished between South India and Europe. All this trade, or most of it, was carried in Indian ships, manned byDravidians. This will enable you to realize what an advanced position South India occupied in the ancient world. Large numbers of Roman coins have been discovered in the South.

b. Look at your history book. Write down the names of any four kings of ancient India.

Find out the following.

1. The period of their rule
(From to)
2. Their capitals.
3. Their major wars.
4. Their work for the people of India.

Keep it ready for the next lesson.

SECTION - D
ADDITIONAL ACTIVITIES
(1.4, 1.5, 2.5, 2.6, 6.2, 7.2)

I. Listening:

**The teacher will read the following instructions.
Follow them and draw accordingly in your note books.**

1. Draw a line.
2. Mark A at the left end.
3. Mark B at the right end.
4. Draw a vertical line upwards from B.
5. Mark it 'C'
6. Extend BC and mark it D.
7. Join AC and extend it.
8. Mark E at the end.

II. VOCABULARY:

- a. Use the cues to fill in the blanks and make the words.
Then write them down in the order in which they would
appear in the dictionary.***

A person who teaches is a teacher.

Similarly a person who drives a vehicle is a driver.

But there are many people whose job cannot be formed
by adding 'er'.

1. One who stitches a cloth is a _____ .
2. One who steers a ship is a _____ .
3. One who flies an aircraft is a _____ .
4. One who cures the people of their illness is a _____ .
5. One who assists the patients in the hospital is a
_____ .

- eg. 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

b. Look at the word “beautiful”. Write a word beginning with each letter in it Refer to the dictionary for their meaning. Write the words in the alphabetical order along with the meaning.

- eg. 1. army - military fighting on land
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

III. GRAMMAR:

a. Your teacher has given the following paragraph to identify the elements (S, V,C,O,A). Your classmates have answered it. Look at the answer. If your classmate’s answer is correct, tick (✓) it If it is wrong, correct it.

I am a teacher. I live in Ambattur. I teach English and Maths.
 S V A S V C V S O
I like my students. They do their homework regularly.
 O V S S C V A

b. Read the following paragraph. Identify the transitive (vt) and intransitive (vi) verbs in them and list them in the table.

The crow is a beautiful bird. It is black. It eats grains and nuts. It also likes meat. It flies high. It cries “Caw.... Caw....”,

transitive verbs (vt)	intransitive verbs (vi)

c. You can describe a person using ‘be’ verbs.

eg. Raja is a doctor. He is tall. He is also fat. Yet, he is handsome.

Write a paragraph describing your father. You may use some of the following words.

short/tall, fat/slim, busy, affectionate, rich/poor.

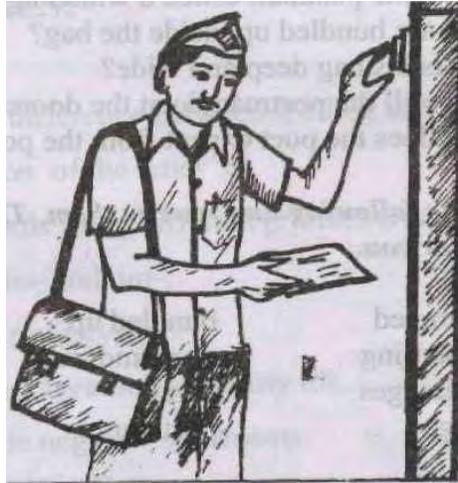
IV. WRITING

Have you heard of Rakesh Sharma? He was the first Indian to go into space. Write a short paragraph about him using the words given below.

born in Patiala - pilot in Indian Air Force - goes into space in 1984 - spends seven days in space - becomes popular in India.

SECTION – E

The Postman



The whistling postman swings along
His bag is deep and wide,
And messages from all the world
Are bundled up inside.
The postman's walking up our street,
Soon now he'll ring my bell.
Perhaps there'll be a letter stamped
In Asia. Who can tell?

- *Anon*

Glossary:

swings	- /swɪŋz/	moves forward and backward
message	- /ˈmesɪdʒ/	information
stamped	- /stæmpt/	having an official mark
anon	- /əˈnɒn/	not known

I. Answer each of the following questions in a sentence or two:

1. Why is the postman called a whistling postman?
2. What are bundled up inside the bag?
3. Why is his bag deep and wide?
4. What will the postman do at the doorstep?
5. What does the poet expect from the postman?

II. Match the following and rewrite them. The first answer is done for you.

- | | |
|--------------|---------------|
| 1. stamped | bundled up |
| 2. whistling | deep and wide |
| 3. messages | letter |
| 4. bag | postman |

Example: 1. stamped letter

UNIT-V

COMPETENCIES:

- 1.11 To give the difference between spelling and pronunciation of the letter 'a'
- 1.12 To form words using different prefixes from the base words un-,dis- and im-.
- 2.17 Requesting politely.
- 2.18 Using polite expressions in daily life.
- 2.19 Using simple negative statements.
- 2.20 Using shortened forms of negatives.
- 2.21 Using negatives in dialogues.
- 3.5 Listening to advertisements on Radio/T.V.
- 4.7 Seeking permission.
- 5.5 Understanding the elements of sentence structure.
- 6.5 Developing hints.
- 7.1 Be able to refer to a dictionary for meaning and spelling.
- 8.3 Describing jobs.

SECTION - A

LISTENING / SPEAKING / DISCUSSION (2.17-2.21, 4.7)

The teacher will read the following dialogue. Listen carefully.

THE VALUE OF HUMAN LOVE



(John's father sends him to the bank to deposit Rs.500/-. He goes to the bank and seeks the help of the clerk).

John : Sir, I want to deposit Rs.500/- in my father's account.

Clerk : Fill in the challan and give it at the counter.

John : Can I make use of this yellow slip?

Clerk : No, that's for withdrawal. Please use the blue one.

John : May I seek your help in filling this?

Clerk : I'm sorry. I'm a little busy. Can you wait for some time?
I shall ask the attendant to help you.

John : Thank you sir.

(The attendant helps John. Then John gives the challan and the money to the cashier.)

Cashier : This ten rupee note is very soiled. I can't accept it.

John : Sir, I don't have any other note. Anyway the value is the same. It is not like human love which changes with appearance.

Cashier : I see your point. I'll take the note.

I. Glossary:

deposit	-	/di'pɒsɪt/	a sum of money paid into a bank account.
soiled	-	/sɔɪld/	dirty
appearance	-	/ə'piərəns/	the way that somebody looks.

II. Now practise the dialogue in groups taking roles. Then the teacher will ask you the following questions. Answer them orally.

1. Where does John go? Why?
2. What is the colour of the challan used to deposit money?
3. Does the clerk help him?
4. Do you agree that human love changes with appearance?
5. Complete the sentence.

The colour challan is used for withdrawal of money.

III. Discussion:

a. Answer the following questions:

1. Have you seen a snake?
(If yes, continue answering the other questions. If no, find out from others).
2. What was its colour?
3. How long was it?
4. Where was it seen?
5. How did it move?
6. Name the types of snakes you have seen.
7. Where does a snake live?
8. Is the snake our friend or foe? Why?
9. Give some interesting qualities of the snake.
10. Are you afraid of snakes? Why?

6. Sit in groups and tabulate your answers as shown below and compare them.

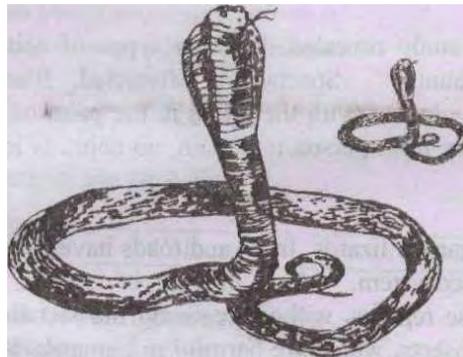
<i>Details</i>	<i>Student-1</i>	<i>Student-2</i>	<i>Student-3</i>	<i>Student-4</i>
<i>Name of the Snake</i>				
<i>Colour of the Snake</i>				
<i>Length</i>				
<i>Habitat</i>				
<i>Quality</i>				

SECTION B

READING AND WRITING

(5.5)

SNAKES



Though India is a nation with a long history of co-existence with snakes, it is a mixed bag for the fortunes of the reptiles. They are worshipped, feared and as the proverb goes their very sight could make an army panic.

Some villagers might fear an ill omen and harm the reptiles. While passing through a village in Maharashtra, Mr. Whitaker saw a snake being burnt by a group of people. He stopped his vehicle and wanted to know why the villagers were killing the reptile thus. One of them came forward and told him that he was the last person that the snake set its eyes upon, and if it died later, it would 'remember' him. As the myth goes, its mate would get the same image and kill him. To eliminate it immediately, he had burnt it, the villager replied. Laughing at

the explanation, Mr. Whitaker pointed out that several such myths surround these reptiles, which are not at all true.

Today, snakes are not the stuff of lore and mysticism. Their place in nature is understood by many, and fear has given way to respect for their ecological importance. A slithering snake attracts everyone's attention and tempts some playful youth to pick them up.

A recent study revealed that four types of cobras are found in the country - Spectacled, Monacled, Black and Andaman Cobra. Just as with the prints in the palm of human beings, which vary from person to person, no cobra is identical to another.

Geckos, garden lizards, frogs and toads have a vital role to play in the ecosystem. Many in a fit of rage or due to aversion kill these reptiles, without realizing the fact that they eat away many insects, which are harmful to humans. Sighting a snake in a jungle could be difficult, but if you visited paddy fields in the rural areas, you could find hundreds of them. Rats are found in large numbers in and around paddy fields and the snakes are attracted towards them. There, one can see a large number of snakes. Sadly, even some misinformed farmers look at the snakes as their enemies and kill them, while the intelligent ones realize their role in pest control.

During the early 1970s, many of the Irula tribals killed lakhs of snakes, as there was a good demand for their skin, which was used for making wallets and belts. But, when they were educated and told about their importance in the food chain, the killing was brought down to a great extent.

Glossary:

co-existence	- /kəʊɪgˈzɪstəns/	live together
fortunes	- /fɔːtʃuːnz/	chance or luck
reptiles	- /reptailz/	creeping creatures
panic	- /pˈænik/	great fear
illomen	- /ɪl əʊmən/	a bad sign
set its eyes	- /set its ɒɪz/	attacked
myth	- /miθ/	stories of olden times
mate	- /meɪt/	partner
stuff of lore	- /stʌf əv lɔː/	subject matter for stories
mysticism	- /mɪstɪsɪzəm/	belief in God through prayer
ecological	- /iːkəˈlɒdʒɪkəl/	connection between the plants and the animals and surroundings
slithering	- /slɪðərɪŋ/	moving smoothly close to the ground
fit of rage	- /fɪt əv reɪdʒ/	anger
aversion	- /əvˈɜːʃn/	strong dislike
pest control	- /pest kənˈtrəʊl/	control of insects or animals that destroy plants, food etc.
misinformed	- /mɪsɪnˈfɔːmd/	wrongly informed
Geckos	- /gekəʊz/	a kind of lizard

I. COMPREHENSION:

a. Answer each of the following questions in one or more sentences:

1. Write the proverb about snakes?
2. What did Mr. Whitaker see when he passed through the village?
3. What does the myth say about the mate of a snake?

4. Name the types of Cobras found in the country.
5. Which animals play a vital role in the ecosystem?
6. Why do the misinformed farmers kill the snakes?
7. What is the vital role played by the snakes in pest control?
8. Why did the Irula tribals kill the snakes?

b. Say whether the following sentences are true or false. Give word or words from the text in support of your choice.

1. Some of the myths about snakes are true.
2. The ecological importance of snakes makes us respect them.
3. Cobras are identical to one another.
4. Rats attract snakes.
5. You can see a large number of snakes in a jungle.

c. Choose the best answer and write it in the space provided:

A _____ snake attracts everyone's attention
a) hidden b) moving c) climbing d) flying

Rats are found in large numbers in _____
a) paddy fields b) jungles c) play fields
d) mountains

The snakes were killed for their _____
a) poison b) bone c) skin d) flesh

Mr. Whitaker saw a snake being _____ by
villagers.
a) worshipped b) killed c) fed d) burnt

II. WRITING

a) Developing Hints

Develop the following hints into a paragraph. Suggest a suitable title. The following exercise is done for you.

Sea snakes - marine reptiles - most poisonous creatures - big blue ocean - not attack divers – have short fangs - they live - coral reefs.

THE SEA SNAKES

The sea snakes are marine reptiles. They are the most poisonous creatures in the big blue ocean. They do not attack divers. They have short fangs. They live among the coral reefs.

b) Develop the following hints into a story. Suggest a suitable title.

Forest - bent and crooked tree - felt sad - other trees - tall and straight - wood cutter - cut tall trees - crooked tree saved – felt happy.

SECTION - C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.12, 2.17, 2.21, 2.4, 7.1, 8.3)

I. VOCABULARY

a. *Read the following words loudly.*

man, father, ball, table.

How many sounds of 'a' are there?

Read the following words taken from the lesson and arrange them in the order of the sound of 'a' as given below:

snakes, black, place, last, paddy, rats, nature, panic,
farmers, palm, passing, mate, large, fact, all, army.

<i>Bag</i>	<i>harm</i>	<i>saw</i>	<i>nation</i>

b. The opposites of some of the words can be formed by adding *un*, *im* and *dis* at the beginning of the word.

Read the examples given below:

cover	uncover
educated	uneducated
moral	immoral
movable	immovable
order	disorder
obedient	disobedient

NOTE: In English, the use of *un*, *im* and *dis* is not according to a specific rule. It is highly particular to each word.

Example

satisfied	-	unsatisfied x
		dissatisfied ✓
educated	-	uneducated ✓
		diseducated x
obedient	-	disobedient ✓
		unobedient x

- c. Your younger sister took part in a speech competition held in her school. She narrates her experience to you. As she does not know the proper use of *un*, *im* and *dis*, she uses them sometimes correctly and sometimes wrongly. Tick the correct ones and correct the wrong ones.

“Sister, you know what happened in the school today? I completely forgot that I had given my name for the English speech competition. So I was disprepared. As soon as I stood on the stage, I was unmobile and speechless. Though it was dispossible for me, I made an attempt. But I was unhappy and felt diseasy that my teachers will unlike me for my ‘on the spot’ speech. Do you believe I got a certificate? It is disbelievable! All of us were given certificates of excellence for participation”.

II. GRAMMAR

- a. When you make a negative sentence the subject is followed by *do not*, *does not* or *did not*. Its short forms are *don’t*, *doesn’t* or *didn’t*.

The following table gives the forms of *don’t*, *doesn’t*, *didn’t* for various subjects.

<i>Subject</i>	<i>Negative forms</i>	
	<i>Present</i>	<i>Past</i>
I We (Prabhu, Vidya and I)	don't don't	didn't didn't
You (singular and plural)	don't	didn't
He (Shabin) She (Shoba) It (The Cow)	doesn't	didn't
They	don't	didn't

- b. When suggesting or requesting, the usual expression in formal context is

*May I / Could I / Could you,
You, He, She, They may / might / could.*

Example: Suggestion: You may try again.
Request : May I seek your help?

Read the dialogue in Section A again and locate how these forms / expressions are used.

- c. The following is a conversation between you and the Railway ticket reservation clerk over the telephone. Here, some of the negatives, polite requests and suggestions are wrong. Tick the right use and correct the wrong ones.

Student : Is it the Reservation Section?
Clerk : Yes, what do you want?
Student : Do you accept students' concession?.
Clerk : Yes, only if it is authorised by the Head of the institution.

- Student : Sir, do you please reserve a ticket for me by Howrah
mail for 5th January?
Clerk : No, it does not available.
Student : You should try again
Clerk : No chance. The tickets are full till 10th.
Student : Why don't you suggest some other train to
Howrah?
Clerk : I am busy. You might approach the enquiry counter.
Student : Oh, I don't know that. I shall find out from the
enquiry. Thank you.

III. STUDY SKILLS

Look up the following words in your dictionary and write the meaning.

image, eliminate, identical, vital, revealed,

IV. OCCUPATIONAL SKILLS

Describing jobs:

The following paragraph is about the job of two persons – a gardener and a carpenter. Classify the sentences said by the gardener and the carpenter in the table. An example is given in the table.

I pick one or two flowers for pooja. I make furniture and other wooden articles. I am a gardener. I give shape and life to wooden articles. The plants are like children to me. I am a carpenter. I water the plants every day in the morning. I cut the wood with a saw. I keep the garden neat and clean. I make beautiful designs out of it.

GARDENER	CARPENTER
1. I water the plants everyday in the morning	1. I cut the wood with a saw.
2.	2.
3.	3.
4.	4.
5.	5.

SECTION - D

ADDITIONAL ACTIVITIES

(2.17-2.21,3.5,6.5,8.3)

I. Listening

- a. The teacher will read the following advertisement. Listen carefully. Questions will be asked at the end.*

WATER

Water is the source of life. Worship of water has been at the heart of most Indian cultures. Water nourishes forests And forests help us harvest water. This is why you will see a shrine at the source of all major rivers in India.

We at KMP respect water.
We are foremost in PUMPS and PIPES manufacture
KMP puts your needs first.
Shouldn't you put KMP first?
KMP PUMPS LIMITED
MUMBAI - PUNE ROAD
PUNE-411 018.

Answer the following questions.

1. What is this advertisement about?
2. Give an aspect of Indian culture as stated in the given paragraph.
3. What does KMP deal with?
4. Where is the company located?
5. Complete the following sentence:
The source of all major rivers in India has a_____.

b. The teacher will read the following advertisement. Listen carefully. Questions will be asked at the end.

Attractive, Alluring!
Goosy, Boosy, Balloons and Kites
Buy ten; take two free.
Balloons from China and Singapore
Kites from Japan and Thailand
Young and old, all like them
Once sold, you'll ne'er get hold again

A lucky draw will take you to Singapore and Thailand Contact: Classic Fashions,
Mahatma Gandhi Road.

Offer Valid upto 31st December.

Answer the following questions:

1. What is this advertisement about?
2. How many balloons and kites will you get free, if you buy five of them?
3. Where are the balloons and kites from?
4. What are sold at Classic Fashions?
5. Can you get free offer on 5th January?
6. Do you like balloons and kites?
7. Will you get a chance to go to Singapore and Thailand?

II. Vocabulary

Look at Section C -1 a. Four different sounds of the letter 'a' are listed there. Apart from this, letter 'a' has the sound as in attractive, China. (Note the sound of letter 'a' that is underlined). Make a list of words from the advertisement and underline the letter 'a' which has this sound.

II. Writing - Developing Hints

Develop the following hints into a story. Suggest a suitable title.

Merchant - donkey - bag of salt - crossing a river – donkey slipped - learnt the trick - next day - used the trick cleverly - Merchant - teach a lesson - bundle of clothes - heavy - donkey's trick failed.

III. Grammar

The following is a conversation between you and your teacher. Match the utterances in box A with those in box B and rewrite the dialogue in the proper order.

A	B
I am listening	the poem
I don't understand	at your book
Now you might read	carefully
Why didn't you look	it again
Yes, listen	to you
Would you please read	the poem loudly

IV. Occupational Skills

The following paragraph is about the job of a doctor and a teacher. Write separately the sentences said by the doctor and the teacher.

I work in a hospital. I teach English to my students. I am a doctor. I love teaching. The villagers are benefited by the hospital. My students like to speak, read and write English. I check up my patients and give them medicine. I teach in a school. My hospital is located in a village. I am a teacher.

SECTION - E

*COLORS**



My skin is kind of sort of brownish
Pinkish yellowish white.
My eyes are greyish blueish green,
But I'm told they look orange in the night.
My hair is reddish blondish brown,
But it's silver when it's wet.
And all the colors I am inside
Have not been invented yet.

- *Shel Silverstein*

*Colors – The spelling is in American English.

Glossary :

sort	-	/sɔ:t/	type
blondish	-	/blɒndɪʃ/	pale golden colour
invented	-	/ɪn'ventɪd/	found

I. Answer each of the following questions in a sentence or two:

1. Name the parts of the body given in the poem.
2. How do the eyes look during the day?
3. What is the colour of the dry hair?
4. Does the poet know the colours inside him?
5. What is the colour of your skin, eyes and hair?
6. The word 'colors' in the 7th line has a different meaning. Can you guess what it is?
7. Do you know your true colours?

II. 1. Match the following:

<i>Parts</i>	<i>Colours</i>
skin	orange
eyes-day time	blondish brown
eyes-night	silver
dry hair	brownish, pinkish, yellowish white
wet hair	true nature
inside	greyish, blueish green

2. Your younger brother has heard you read the poem aloud. He started saying brownish, pinkish for the fun of the sound 'sh'. But he could not say all the words. Tell him the words that end with this sound.
3. There was a vendor who earned his livelihood selling balloons in the market place. He had different colours of balloons - red, blue, green, yellow, etc. To attract the children he would release a helium-filled balloon. Children would watch with fun and wonder, the balloons going up.

Once, a boy asked the vendor hesitantly, “Would you release a black balloon. Would it also go up like the other balloon?”

The wise vendor replied with empathy, “Dear child, it is not the colour of the balloon that matters. It is what is inside that makes it go up.”

What is the moral of this anecdote?

There is a poem by Bharathiyar which talks about kittens of different colours. Consult your Tamil teacher / refer to books in the library, and try to appreciate the moral and message of the beautiful poem.

UNIT - IV

COMPETENCIES:

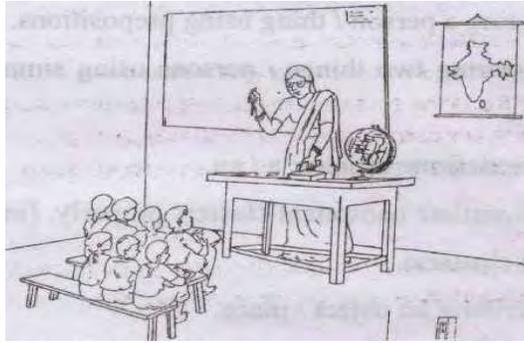
- 1.13 To form words using suffixes.
- 1.14 Expansion of abbreviations - most common.
- 1.15 To use compound words in speech / writing.
- 2.22 Giving short negative answers.
- 2.23 Locating a person / thing using prepositions.
- 2.24 Comparing two things / persons using simple adjectival forms.
- 2.25 The indefinite articles: a / an.
- 3.6 Differentiate consonant clusters properly, (initial and final clusters).
- 4.8 Describing an object / place.
- 5.6 Understanding cohesive devices and consolidation of all the reading skills.
- 6.6 Using punctuation marks.
- 6.7 Using cohesive devices.
- 7.1 Referring to a dictionary for meaning and spelling.
- 8.4 Listing different vocations.
- 9.3 Oral repetitions ... structures / if clause.

SECTION A

LISTENING / SPEAKING / DISCUSSION (4.8)

I. *The teacher will read the following dialogue. Listen carefully.*

A Fair with a Difference



- Pupils : Good morning, teacher!
Teacher : Good morning children. Please sit down.
 How did you enjoy the science fair yesterday?
Pupils : (in chorus) It was wonderful.
Teacher : Malar, which stall impressed you most?
Malar : The one put up by the agriculture department.
Teacher : What about you, Kamal?
Kamal : I liked the stall wherein there were portraits of
 Indian scientists.
Teacher : Can you name a few scientists?
Kamal : Sir, C.V. Raman, Jagdish Chandra Bose.
Rahman : G.D. Naidu
Teacher : Good. G.D. Naidu was an inventor with a
 difference. He belongs to Tamil Nadu.

Glossary:

fair	-/feə/	an exhibition
impressed	-/im'prest/	liked most, to fix deeply in the mind
put up	-/put ʌp/	arranged/erect
preference	-/'prefrəns/	choice
portrait	-/'pɔ:trɪt/	picture

II.a. Now practice the dialogue in groups taking roles. Then the teacher will ask you the following questions. Answer them orally.

1. Which stall did Malar like most?
2. What was Kamal attracted to?
3. Can you tell us about a science fair which you have visited?
4. Identify the portraits in the book: (Teacher displays a book containing the pictures of scientists).
5. Why should we visit science fair at all?

I.b. Read the names given and arrange them as shown in the example.

Kamaraj, Madam Curie, Jhansi Rani, Bill Gates, Marconi, Abraham Lincoln, Graham Bell, Bharathiar, M.S. Swaminathan, Thomas Alva Edison, Abdul Kalam.

Scientists	Others
Thomas Alva Edison	Kamaraj

III. Group work

a. Discuss the following questions in groups:

1. How does science help us in our daily life?
2. Name four famous people you know.
3. Rameshwaram is famous for two things - 1) temple
2) birth place of Abdul Kalam.

b. Look at the column of scientists in II - b.

Sit down in groups of six and tabulate your answers as shown below.

Name of Scientist	Invention / Area of work	Nationality
M.S. Swaminathan	Agriculture	India

IV. The teacher will read the following passage. Listen to her.

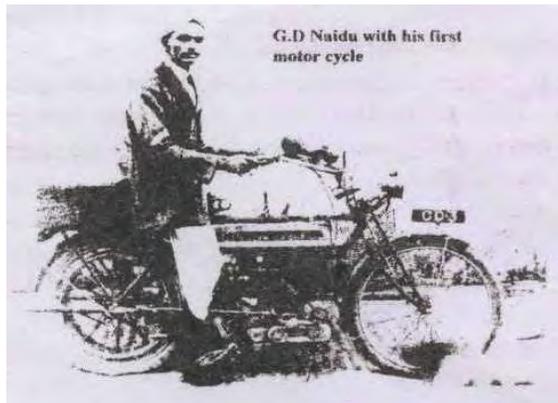
“I am studying in Std. VI. I live in a village. The distance between my house and the school is 5 kms. There is a garden in front of my house. At the back there is a vast stretch of paddy fields.”

Sit in groups and read the following hints. Discuss and the leader will report the situation orally.

1. My school - in a town - 2 kms. - front - big play ground
– back - a small hill.
2. I live - apartment - second floor - 4 kms. - front –
Marina Beach - back - railway track.

SECTION - B
READING AND WRITING
(5.6, 6.6, 6.7)

THE INVENTOR WITH A DIFFERENCE



G. Duraisamy Naidu popularly known as G.D. Naidu was born on 23rd of March, 1893 in Kalangal, a hamlet in Coimbatore district in Tamil Nadu. As Naidu lost his mother when he was just 'one', he was brought up by his maternal uncle. In school, Naidu showed little promise. The school did not hold him long. He was irresponsible and naughty and therefore dropped out of school. Even as a youth he was unruly and turbulent.

After some time he started a business, selling 'pain balm' imported from the USA. When he was 20, he married Chellamal.

Spurred by curiosity for a more challenging life, Naidu left his village for Coimbatore. He worked as a waiter in a hotel for a monthly sum of three rupees, a fairly decent salary at that

time. But Naidu's real interests lay elsewhere. He was fascinated by machines. He quit his job as waiter and with his savings bought an old motorcycle from a Britisher. As he was eager to learn the mechanism of the motor cycle, he dismantled and reassembled its parts. He learnt about its structure. He repeated this process several times until he was thorough with its mechanism.

Though he was greatly interested in machines, Naidu had to wait for some more years before he could design machines on his own. His interests were varied. So he started a small ginning factory in Tirupur, now famous for manufacturing hosiery. Naidu's business flourished. Very soon he earned a large amount of money and as a result he extended his business to Mumbai. Unfortunately, in Mumbai, he suffered heavy losses. But Naidu remained unfazed and returned to Coimbatore.

In Coimbatore, Naidu sought the job of a mechanic in a motor company owned by Sir Robert Stanes, a wealthy Britisher. Instead, the kind-hearted Sir Stanes gave him some money and encouraged him to buy a bus and run a bus service. Accepting his advice, Naidu started a transport company. He himself drove the vehicle. This was the first phase in his glorious career as an inventor and industrialist. More buses were added to Naidu's fleet and very soon he became a leading bus-transport owner in South India. He founded United Motors, a Co-operative Society of bus owners which became famous. Today Coimbatore is a leading industrial centre, thanks mainly to his pioneering efforts.

Making money was not Naidu's sole aim in life. He believed in providing quality service to his passengers and providing his workers with the basic amenities. He was an amiable person and treated his workers with dignity. So,

naturally he expected total commitment and discipline among his workers.

Without a formal education, Naidu attained greatness because of his inborn talent. He had inventive brains. He was a born technocrat. The many mechanical and electronic gadgets that he invented are proof of this fact. Some of his inventions were weighing machines, testing machines and sheet-making machines. He also designed new cost effective models of radios and clocks and conducted interesting experiments in agriculture. He sought to improve upon nature's creations in the plant world. He developed pumpkin-sized chillis and coconut-sized brinjals!

Unfortunately for Naidu, the world of science failed to recognize his achievements and contributions. But Naidu being the dignified person that he was, did not care and crave for recognition. But he did not give up his efforts to make the fruits of his labour available to the common man. Until his death on 4th of January, 1974, he continued with his experiments. He remained the first and last authentic and down to earth scientist to bring science and technology to the common man. A permanent industrial exhibition has been set up in memory of the industrialist and visionary in Coimbatore. It attracts visitors from all over India. His life is not only an example but an inspiration to the youth of India. He was a legend in his own life time.

Glossary:

imported	- /im'pɔ:tɪd/	buy goods from another country to sell in your country
fascinated	- /fæsineɪtɪd/	very interested
dismantled	- /dɪsmæntlɪd/	take apart a machine into separate pieces

mechanism	- /mekənɪzəm/	how a machine and its parts work.
flourished	- /flʌrɪʃt/	was very successful
fleet	- /fli:t/	a group of buses, taxis, etc.
amenities	- /əmi:nətɪz/	basic comforts
crave	- /kreɪv/	longing for

I. Comprehension

a. Answer each of the following questions in two or three sentences.

1. Where did G.D. Naidu spend his childhood? Was he an intelligent student in school?
2. What did G.D. Naidu do with the motorcycle he bought? Why did he do it?
3. What advice did Sir Stanes give G.D. Naidu? Did Naidu take his advice?
4. What are some of G.D. Naidu's inventions? Are they useful?
5. Was Naidu recognised for his technological contributions? What did he feel about his work?
6. Do you agree with Naidu that the benefits of science and technology should reach the common man? Why?
7. Do you think that one should have formal education to become a genius? Why?

b. Say whether the following statements are TRUE or FALSE. Give words from the text to support your answer.

1. Naidu's textile business in Mumbai was a failure.
2. Sir Robert Stanes gave Naidu a mechanic's job in his motor company.

3. United Motors was the name of Naidu's bus-transport company.
4. Naidu's main aim in life was to become rich.
5. Naidu lost interest in technology in the later year of his life.

II. Writing

Ia. The sentences given below form a paragraph. But they are not in the correct order. Rearrange them to make a coherent paragraph.

1. The ginning factory was a big success.
2. But Naidu remained unfazed and returned to Coimbatore.
3. As a result he extended his business to Mumbai.
4. G.D. Naidu started a small ginning factory in Tirupur.
5. He earned large amount of money.
6. Unfortunately, in Mumbai, he incurred heavy losses.

Underline the words or phrases which helped you sequence the sentences correctly.

b. Arrange yourselves in groups. Choose one famous person who the group feels, has contributed greatly to India's progress. Then discuss and jot down the most important events of his or her life. Finally using the points you have taken down write a short biographical note, say in six sentences, on the famous person you have chosen.

II. Read the following dialogue

- Kala : You are very happy today. What is the matter?
Sheela : My father has planned to take us to our village in Thanjavur.
Kala : But you can't take leave from the school.

Sheela : We are not going now. We will be going to our village during the holidays.

Note that there is a full stop at the end of each sentence. The new sentence starts with a capital letter. Full stop and capital letter are a part of punctuation marks.

Sit in groups and read the following passage. The punctuation marks are missing. Supply them.

ooty is a hill station it is very cold there my uncle is living in the town the vegetables and fruits are fresh in ooty due to the cold climate they remain fresh for sometime

SECTION C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.13, 1.15, 2.22, 2.23, 2.24, 2.25, 8.4)

I. Vocabulary

- a. In English, words can be formed by adding the suffix — ful, -ness, and -dom to the base word. Read the examples given below:*

care	careful
faith	faithful
dark	darkness
bright	brightness
king	kingdom
free	freedom

Note: In English, the use of suffix -ful, -ness and -dom is not according to a specific rule. It is highly particular to each word.

Example:

Duty	dutiful	✓
	dutyness	×
Sad	sadness	✓
	sadful	×
Wise	wiseness	×
	Wisdom	✓

Note the change of spelling too, at the end of the base word where the suffix -ful, -ness, or -dom is added.

Read the passage. List out the words with the suffixes: -ful, -ness and -dom.

(Suresh is a cricket player in his school team. His team participated at the district level match. He narrates his experiences to his sister.)

“Our school cricket team played the district level finals yesterday. Our rival team was powerful. Our games teacher had already selected our boys on the basis of physical fitness, quickness in running and force in throwing the ball. Our wicket keeper was a careful guy. We started bowling first. In the beginning, it was full of boredom. But, it was very exciting when they were all out for 125 runs. When we started to bat, our rivals were very watchful. But, our boys’ alertness could not be beaten. The last batsman hit a sixer and we scored 130. We were so joyful.

b. Read the following sentences:

1. I go to school at 8:00 a.m?
2. My father leaves his office at 6:00 p.m.
3. Our HM is a strict person.
4. The great Pyramid was built in 2600 B.C.
5. India will be a developed country in 2015 A.D.

The underlined letters are in short forms. We use these forms in daily conversation.

The expansion of the short forms are given below:

- | | | |
|----|---|---|
| am | - | ante meridian (from midnight twelve o’clock to twelve noon) |
| pm | - | post meridian (from twelve noon to midnight twelve) |
| HM | - | Headmaster / Headmistress |

- BC - Before Christ
AD - Anno Domini (since the year of the birth of Christ)

Find out the full form of the abbreviations given below:

1. MLA
2. DEO
3. AEO
4. PM
5. VIP
6. CM

c. The underlined words are compound words. They consist of two or more words

1. noun + noun

Example: school girl, text book

2. Adjective noun

Example: big bag, back seat

Match the words under A with their corresponding words under B.

A	B
1. tea	1. pages
2. baby	2. room
3. yellow	3. sitter
4. gold	4. pot
5. class	5. smith

II. Grammar

a Read the following dialogue.

- Teacher : Kalyani has kept her pen hidden somewhere in the classroom. Ask her questions and find out where it is hidden.
- Student 1 : Do you have it in the bag?
- Kalyani : No, I don't
- Student 2 : Did you keep it in the drawer?
- Kalyani : No, I didn't
- Student 3 : Does Malini know where you have kept it?
- Kalyani : No, she doesn't
- Student 4 : Do you have it at all?
- Kalyani : Yes, I do
- Teacher : I think it is in your hand.
- Kalyani : There you are!

Note : While giving short negative answers, the short forms of *don't*, *doesn't* and *didn't* are used.

Write the answer for the following questions.

1. Do rabbits live in nets?
2. Did Naidu get the Nobel Prize?
3. Does the tiger eat grass?
4. Did Ashoka die in the Kalinga war?

b. A preposition is a linking word. It usually comes before a noun or pronoun. Prepositions say where someone or something is located.

Read this conversation. The prepositions have been underline.

Teacher : Meena, where is the picture I gave you?
Student : It is on the table, sir.
Teacher : It isn't here. Did you put it in the cupboard?
Student : It isn't there, Sir, Oh..... it is under your table sir.

There are other prepositions too, which you can use for showing the positions of something. They are *at, near, beside, between, above, over, in front of, below, etc.*

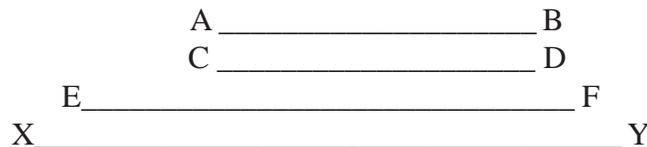
Your friend is writing a description of her classroom. She is not sure what prepositions to use. Can you help her?

My classroom is big. The teacher's table is _____ black board. The teacher has put a table cloth _____ it.

There is a box of chalk _____ the table. There are pieces of coloured chalk _____ the box. There is a waste paper basket _____ the table.

There is a map of India _____ the wall. There are forty desks and chairs arranged _____ rows. The teacher stands _____ the class and teaches.

c. Look at the lines drawn below.



Read the following sentences that describe the lines drawn above.

The line AB is as long as the line CD

The line EF is longer than the line AB.

The line XY is the longest line.

The words, 'as long as', 'longer than', are used to compare two things / persons and 'longest' is used to compare more than two or more things / persons.

Fill in the blanks with the correct form of comparison given below.

(as big as, bigger than, biggest)

1. The elephant is the _____ animal
2. The cow is _____ a dog
3. The bull is _____ a cow

d. An 'article' is a kind of determiner.

'a' and 'an' are indefinite articles.

The article 'a' is always used before words beginning with a consonant sound.

Example: a house, a cat

The article 'an' is always used before words beginning with a vowel sound (and not the vowel letters - a, e, i, o, u)

Example: an elephant, an MLA

Here is a paragraph. The use of articles in it are not always correct. Tick them if they are correct and correct them if they are wrong.

My sister is an engineer in Chennai. She stays in an hostel. She has a American friend and an European friend. She wrote a letter to me last week. She says they would like to spend at least a evening in our village.

III. Occupational Skill

- a. In the prose lesson in this unit you came across the word 'waiter'. A waiter is a person who waits on customers and attends to their needs. Match the following persons with their work. Ask them to learn the spelling too.**

A	B
tailor	treats sick people
carpenter	grows crops
mason	drives a car, lorry or van
farmer	stitches clothes
driver	builds houses
doctor	makes furniture and fittings out of wood

- b. Here is a brief description of an incident written by your sister. As the names of the professions have not been mentioned correctly, in some cases. Tick them wherever they are right and correct the wrong ones.**

The *plane driver* suddenly brought the plane down and the passengers were shaken. The *doctor* came into the plane with the *helper in a white dress* to see the passengers. The *lady assistants* of the plane also helped the passengers. Everything was okay in a few minutes.

SECTION D

ADDITIONAL ACTIVITIES

(1.13, 2.23, 2.24, 3.6, 7.1, 8.4, 9.3)

I. *Listening*

a. Listen to the teacher saying the following words and repeat after her / him.

- | | |
|------------|--------------|
| 1. school | 6. states |
| 2. clean | 7. fleet |
| 3. drop | 8. transport |
| 4. start | 9. practical |
| 5. process | 10. proof |

b. Listen to the teacher saying the following words and repeat after her/him.

- | | |
|-------------|-----------|
| 1. text | 6. script |
| 2. strict | 7. thirst |
| 3. district | 8. post |
| 4. jump | 9. next |
| 5. prompt | 10. wrist |

II. *Vocabulary*

Form new words using the correct suffixes given in the brackets:

(-ness, -ful, -dom)

- | | |
|----------|---------|
| 1. truth | 4. king |
| 2. star | 5. lust |
| 3. smart | 6. calm |

III. Grammar

a. *Fill in the blanks choosing the correct prepositions from the list given below:*

(from, between, in, by, in front of, at)

Rani is a nurse. She is working _____ the government hospital _____ Chennai. She is _____ Arakonam. The distance _____ Arakonam and Chennai is quite long. She travels _____ train. The Railway Station is just _____ the hospital.

b. *Fill in the blanks with the correct forms of comparison given below.*

(as fast as, faster than, fastest)

1. A train is a bus _____ a bus
2. A motor car is _____ a bus
3. A plane is the _____ vehicle

c. *Make the students repeat the following sentences after you.*

1. If you study well, you will get good marks.
2. If you go to market, get me some green vegetables.
3. If you play well, you can become a champion.
4. If it rains, take an umbrella.
5. If you can, help the needy,

IV. Study Skills

Divide the class into 5 or 6 groups. Supply a dictionary to each group. Ask the students to refer to a dictionary and find out the meaning of the following words.

hamlet
turbulent
curiosity
quit
achievement
invention
gadgets
amenities
career
amiable

V. Occupational Skill

Divide the class into groups of 5 or 6. Ask the students to write five sentences about the activities of the following persons.

1. Farmer

2. Artist

Supply the following cues:

Farmer

plough
sow
water
harvest

Artist

mix - paints
use - brush
draw - pictures
paint - beautiful

An example is given for you:

A farmer ploughs the field.

SECTION – E

*A NIGHT IN JUNE**



The sun has long been set,
The stars are out by twos and threes,
The little birds are piping yet
Among the bushes and trees;
There's a cuckoo, and one or two thrushes,
And a far-off wind that rushes,
And a sound of water that gushes,
And the cuckoo's sovereign cry
Fills all the hollow of the sky.

- *William Wordsworth*

Glossary:

bushes	- /'bʊʃiz/	plant with thick and woody stems
thrushes	- /'θrʌʃiz/	singing birds
gushes	- /gʌʃiz/	rushing flow
sovereign cry	- /'sɒvrɪn krai/	heard above all other sounds
hollow	- /'hɒləu/	empty space

I. Answer each of the following questions in a sentence or two.

1. Why are there only two or three stars in the sky?
2. Where are the little birds seen?
3. Is the sky empty? How do you know?
4. Describe the night in June in your place.

II. a. The poet describes objects in nature with the use of action words. Look at the table below and fill in the missing words.

Objects	Action
Sun	Set
Stars	
Birds	
Wind	
	Gushes
Cuckoo	

b. Write the words from the poem that rhyme with the following words:

set
three
thrushes
cry

Read the following lines from a well-known Nursery rhyme. This rhyme too describes the night sky. See if you can guess the rhyme from the lines given below.

When the blazing sun is gone,
When he nothing shines upon,

Then you show your little light,
Twinkle, twinkle all the night.

The dark blue sky you keep
And often thro' my curtain peep,
For you never shut your eye
Till the sun is in the sky.

'Tis your bright and tiny spark
Lights the traveler in the dark;
Though I know not what you are,
.....

*Have you guessed the rhyme? These are the 2nd, 3rd and 4^h
stanzas of 'Twinkle, twinkle, little star!'*

UNIT - VII

COMPETENCIES:

- 1.16 Young ones of animals/birds.
- 1.17 Feminine of nouns: animals/birds and human beings.
- 2.26 Using the correct verb agreeing with the subject.
- 2.27 Identifying a phrase.
- 2.28 Identifying a clause.
- 2.29 Using phrases and clauses in speech and writing.
- 4.9 Receiving/making phone calls.
- 5.7 Understanding cohesive devices consolidations of all the reading skills.
- 6.7 Using co-hesive devices.
- 7.3 Reading maps.
- 9.4 Appeals: asking a speaker to speak more clearly/slowly.
- 10.1 Writing about one's family / school / pet, etc.

SECTION - A

LISTENING / SPEAKING / DISCUSSION

(4.9)

- I. *The teacher will read the following dialogue. Listen carefully*

PRAYERS BEAR FRUITS



- Balan : Why was yesterday a holiday for us?
Arul : There was a festival in the local temple
Balan : Ask our 'pious man' if you want to know more about it.
Arul : Hey! Kandan, come here.
(Kandan comes. He is wearing torn shoes; students laugh at him)
Kandan : What do you want?
Arul : Did you attend the temple festival yesterday?
Kandan : Yes. I was there. I also offered my prayers.
Arul : Do you pray regularly?
Kandan : I pray twice a day.

Balan : Didn't God answer your prayers?
Didn't He tell any one to help you?
Kandan : God has been telling every one. But, it seems nobody
is listening to Him.

(Kandan reaches home thinking about his poor condition. His neighbour tells him that his friend Jamal wants him to call him up immediately.)

Telephonic conversation between Kandan and Jamal.

Jamal : Hello!
Kandan : Is it Jamal?
Jamal : Yes, Kandan. I have a surprise for you.
Kandan : Surprise ?
Jamal : I have been wanting to gift you a pair of shoes.
Kandan : It is so nice of you.
Jamal : Can I meet you at 5 in the evening today and give the
pair of shoes?
Kandan : What's the hurry?
Jamal : Today is my birthday.
Kandan : Very many happy returns of the day.
Jamal : You are most welcome. See you at 5 O' clock. Bye.
Kandan : Bye.

(Kandan wonders how great things are wrought by prayers than the world ever dreams of).

Glossary:

1. pious	-	/paɪəs/	believe in God
2. torn	-	/tɔ:n/	damaged
3. offered	-	/ɒfəd/	worshipped
4. wrought	-	/rɔ:t/	made it happen

II. COMPREHENSION

I a. Now read the dialogue silently. The teacher will ask you the following questions. Answer them orally.

1. What was the special occasion in the town?
2. What was Balan's attitude about God?
3. Is Balan a non-believer of God?
4. How do you know?
5. Why did Arul call Kandan?
6. Did Kandan believe in his prayer? How do you know about that?
7. How did Jamal want to celebrate his birthday?

b. Read the following sentences and fill in the blanks using the words given below;

(naughty, poor, pious, kind, eager)

1. Kandan was _____ and _____ .
2. Balan was _____ to know the reason for the holiday.
3. Arul was _____.
4. Jamal was _____.

II. Teacher will read the following dialogue. Listen carefully.

- Vimali : It seems you are munching something.
Meenakshi : It is nothing but gooseberry.
Vimali : ooseberry! It is rich in Vitamin C.
Meenakshi : ou are right. Do you know the story about the golden gooseberries?
Meenakshi : I know about gold ornaments, but not golden gooseberries.

Vimali : I'll tell you. I heard it from my mother. When Adi Shankara was a young boy in Kaladi he went begging for his food.

Meenakshi : Did he?

Vimali : He went to a poor woman's house. But she didn't have anything to offer.

Meenakshi : What a pity!

Vimali : She didn't want to send the young boy empty-handed.

Meenakshi : Then what did she do?

Vimali : She searched thoroughly and at last got only one piece of dry gooseberry. She gave it to him.

Meenakshi : Quite interesting.

Vimali : What happened afterwards, is more interesting.

Meenakshi : Please continue. I'm curious to know about it.

Vimali : The boy felt very much moved by the poor woman's kind heart. He prayed sincerely.

Meenakshi : What happened next?

Vimali : There was a shower of golden gooseberries on her house.

Meenakshi : My God! What a miracle! Will it happen to me, if I say the same prayer?

Vimali : There you are! I asked my mother the same question.

Meenakshi : What did she say?

Vimali : It is not only the mere song that makes the miracle happen. Rather our faith and sincere prayer works wonders.

Meenakshi : I see. Thank you for the interesting story. It shows the force and power behind prayer.

Read the dialogue silently. Then the teacher will ask you the following question.

a. Answer the following questions.

1. What is this discussion about?
2. Why did the boy Shankara go to a poor woman's house?
3. Was the boy given enough food?
4. What quality of the woman moved Shankara?
5. How was the woman blessed with?

b. Complete the sentence.

The law of miracle is _____ and _____.

c. Name three sages or prophets. Write down the place of their birth. How long did each live? List a miracle they performed.

SECTION B

READING AND WRITING

(5.7, 6.7)

THE THREE HERMITS



On an island, at the mouth of the Dvian river in Russia, there lived three old hermits. They were simple men who were unaware of the customs of the church. The only prayer they said was “We are three. Thou art three. Have mercy on us!” Though simple, this prayer of the hermits brought about many miracles. The news of this simple prayer and the miracles it manifested spread far and wide and a bishop in a neighbouring island came to hear about the three hermits and their prayer. The bishop felt that the hermits’ prayer was too naive and it could not be permitted. So, he decided to meet the hermits and teach them the invocations that were prescribed by the church.

One day, the bishop set sail for the island where the hermits lived. He met the hermits and told them that their prayer was too simple and undignified. They needed to learn to address God with grand words. The bishop taught the hermits

the customary prayers like “Father, Thou art in Heaven, Hallowed be thy name Give us our daily bread”. The humble hermits accepted the bishop’s advice and learnt the prayers he taught them.

Happy that he had educated the three simple men on how to pray, the bishop left the island on his ship. No sooner did his ship leave the shore than he saw a radiant light following his ship. As the light approached his ship, he discerned that it was none other than the three hermits who were holding hands and running on the water. They were trying to reach his ship. What did they want? “Oh, revered one, we have forgotten the prayers you taught us,” they cried as they reached the bishop, “and we have hastened to ask you to repeat them. Please teach us the prayers once again.”

But the bishop was dumbfounded by the sight of the three men running on the water. He shook his head and humbly answered: “Dear ones, continue to live with your old prayer!”

- A short story of Leo Tolstoy taken from Autobiography of a Yogi by Paramahansa Yogananda.

Glossary:

Hermit	- /hɜːmit /	- a holy person
unaware of	- /ʌnə'hwɛər əv/	- not knowing
customs	- /kʌstəmz/	- age old habits
miracles	- /'mɪrəklz/	- wonders
manifested	- /'mænɪfɛstɪd/	- shown
naive	- /naɪ 'iːv/	- simple
invocation	- /ɪnvəʊ'keɪʃn/	- prayer
prescribed	- /prɪ'skraɪbd /	- ordered
undignified	- /ʌn'dɪgnɪfaɪd/	- without respect
radiant	- /'reɪdɪənt/	- bright

discerned	- /dɪsɜːnd/	- understood
revered	- /rɪˈviəd/	- respected
hastened	- /heɪsnd/	- hurried
dumbfounded	- /dʌmˈfaʊndɪd/	- surprised

I. a. Comprehension

1. Where did the hermits live?
2. What didn't they know?
3. Was their prayer powerful? How do you know?
4. How did the bishop come to hear about the hermits?
5. Why did the bishop decide to teach them the prayers of the church?
6. Did the bishop approve their prayers? Show proof from the passage.
7. What was the radiant light that followed the bishop's ship?
8. What do you think of the Three Hermits?

b. Say whether the following statements are TRUE or FALSE. Give word / words from the text in support of your answer.

1. The hermits reached the ship.
2. The bishop did not teach the prayer once again to the hermits.
3. The hermits' prayer brought forth miracles.
4. The simplest prayer pleases God most.

II. Writing

Many words are used to connect sentences and those words give the passage the much needed emphasis.

Eg. I reached the station.
The train left.
I reached the station *but* the train had left

The word 'but' emphasizes the point that the train had left before I reached the station and also enriches the text.

Similarly...

1. Jenifer has answered the question.
2. Beulah has answered the question.
3. Both are not very clear about the answers.

'Both' in sentence 3 emphasizes the fact that Jenifer and Beulah have not answered properly and the word 'both' enriches the sentence.

The words '*but*' and '*both*' connect the sentences and enrich the meaning.

A few more conjunctions are *and, or, because, etc.*

Read the following passage and underline the conjunctions:

Malliga, a village girl wanted to get admission in a college in the city. She went to the bank to get a loan. But the manager was not there. She waited for him and met him. He refused to sanction the loan because she had no account in the bank. She immediately went home. But neither her mother nor her father was at home. Both had left for the fields. She was not only shocked but also disappointed. She decided to go to the bank the next day.

SECTION C

OTHER ACTIVITIES ON SPECIFIC COMPETENCIES

(1.16, 1.17, 2.26, 2.27, 2.28, 2.29, 7.3, 9.4, 10.1)

I. Vocabulary

a. Read the following sentences:

The young one of a cow is a calf.

The young one of a lion is a cub.

The young one of a pig is a piglet.

The different names of young ones of different animals are given below: Arrange them in order.

1. deer
2. cat
3. dog
4. hen
5. duck

1. duckling
2. fawn
3. chick
4. puppy
5. kitten

Read the following sentences:

The feminine form of a lion is a lioness.

The feminine form of an ox is a cow.

The feminine form of a goose is a gander.

Write the feminine form of the following. Choose from the list given.

queen, duchess, princess, mother, mare, sister, woman

1. duke -
2. king -
3. man -
4. prince -
5. father -
6. brother -
7. horse -

II. Grammar

a. Read the following sentence:

1. The book is open.
The books are open.
2. The kite is beautiful.
The kites are beautiful.
3. The bird is in the sky.
The birds are in the sky.

In the first sentence the singular verb is used for the singular noun. In the second sentence the plural verb is used for the plural noun.

Fill in the blanks with the correct noun or verb forms.

1. The bird _____ in the sky.
2. The _____ are in the sky.
3. The doors _____ open.
4. The buses _____ full.
5. The train _____ long.

III. Study skills

Read the following dialogue. Mr. John and Mr. James are at the tourist counter in the Central Railway Station. They are seeking some information regarding the location of the Airport in Chennai.

- John : Can I have a map of Chennai?
Clerk : Here you are.
(John and James study the map).
John : This is Central Railway Station. We are here now.
James : From here the opposite road leads to Anna salai.
John : Please note down the land marks. Anna salai
Spencer Plaza
James : And Gemini Fly Over further down Nehru
Statue.
John : Are we on the right track?
James : Of course Look here. It is just 5 kms from here.
You see, here we are.

Make the students sit in groups of five. Give a map of Chennai to each group. Ask them to locate the following landmarks: temples, Railway Stations, hospitals and educational institutions in the map of Chennai.

IV. Strategic and Creative Skills

a. Teacher reads. Pupils listen carefully.

- Teacher : We shall do a write-up describing a pet.
Mani : pardon me.
Teacher : Which shall we describe, a cat or a dog?
Rani : Cat.
Teacher : Mani, why do you want a cat to be described?
Mani : We have one at home.

Teacher : Good.
Sheela : Excuse me. Will you please speak a little louder?
Teacher : Certainly.
 Why do people keep the cat as a pet?
Mani : Cats are cute.
Teacher : Good. . . any other reason?
Sheela : Cats are lovely animals. They are very friendly.
Teacher : They are harmless too.
Rani : They are attached to their living places.
Teacher : Nice! Are they useful to us in any way?
Mani : Yes... rats are scared away when there is a cat.
Sheela : In that way cats help us.
Teacher : Wonderful!

b. Divide the class into groups of 5 or 6. Ask the students to discuss among themselves and write a short paragraph about a dog. At the end of the discussion, ask the leader of each group to read it out to the class. Select the best write-up and ask the leader of that group to write it on the blackboard.

c. Read the following passage and fill in the blanks using the words given below:

(but, and, because)

Yesterday my uncle came from Thirunelveli. I decided to go to market to buy some fresh vegetables _____ fruits for lunch. _____ to my urprise, my uncle said that he did not want lunch at all _____ he had already had his lunch in a marriage.

SECTION D

ADDITIONAL EXERCISES

(2.25, 2.29, 4.9, 10.1)

I. *Listening*

Try to read the following sentences without any mistake.

1. Peter Piper picked a peck of pickled pepper.
2. Betty bought some butter. The butter was bitter.
3. She sells sea shells on the sea shore.

II. *Grammar*

a. In the previous unit you learnt how to use a and an:

Your classmate is describing a story book that she has got. Is she using the articles correctly? Tick the correct ones and correct the wrong ones:

“My parents gave me an new story book. It has stories from all over the world. There is a story about two children and a old witch. There is a beautiful picture of the two children in an forest. I shall give this book to you after I finish reading it.”

b. Study the following advertisement and list out the phrases and clauses:

TLM - Cycles
Cycle of the day

Buy now and avail huge discount
In case of a small deposit
Easy instalments are available
In spite of riding for miles,
you are not tired
When you buy ours,
fat becomes your purse

III. Speaking

Read the following conversation and fill up the format given below to record your message.

A reporter from the 'Sports Monthly' wants to interview Karnam Malleswari, a gold medalist in weight lifting in the Asiad Games. He rings up to her house. But she is not at home. Her mother receives the call. Listen to the telephone conversation.

Mother : Hello !
Reporter : I am a reporter from 'Sports Monthly'.
Mother : O.K. What can I do for you?
Reporter : Could I please talk to Karnam Malleswari?
Mother : I am afraid, she is not at home. Please leave your message. I'll convey it to her.
Reporter : I would like to meet her for an interview for our magazine.
Mother : That's fine. I'll tell her. Can I have your number please

Reporter : My number is 28586591. Thank you Madam.

Mother : Not at all.

Telephone Message Slip

To.....

Date Time

While you were out

Mr. of.....

Telephoned		Will call again	
'Returned to your call		Wants to meet you	

Caller's No.

Message

.....

Received by :

SECTION E

PIPPA'S SONG



The year's at the spring,
And day's at the morn;
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in His heaven -
All's right with the world!

- *Robert Browning*

Taken from Robert Browning's Play 'Pippa Passes'.
Pippa is a young, innocent Italian girl. She had to work hard in a silk-mill. But she was always cheerful and carefree. You can note this from the bright spirit of her holiday song.

Glossary:

dew-pearled	-	/dju: pɜ:lɪd/	dew drops are compared with pearls.
lark	-	/la:k /	a small song bird
snail	-	/sneɪl /	a small soft animal with a round shell on its back
heaven	-	/hevɪn/	the place of god

I. Answer each of the following questions in a sentence or two:

1. How do you know it is day time?
2. What is the season of the year?
3. What is the dew compared to?
4. Why does the poet think that all is right with the world?
5. What is your view of the world?

II. Answer the following:-

1. The word 'at' in the sentence 'Morning's at seven' means a specific time.
What is the meaning of 'at' in the following sentences?
The year's at the spring.
And day's at the morn;
2. The word 'on' in the phrase 'on the thorn' means just above the thorn.
Does it mean the same in the phrase 'on the wing'?
3. What examples does Browning give to show that God is in heaven?
4. Write the words from the second stanza that rhyme with the following words.

Spring moon seven dew-pearled

5. Though Pippa had to work hard, she was always cheerful.
Are you always cheerful like Pippa? When you feel sad
think of this song-

Pack up your troubles in your old kit bag
And smile, smile, smile
What's the use of worrying
It never was worthwhile
So pack up your troubles in your old kit bag
And smile, smile, smile

PART II

SUPPLEMENTARY

READER

(STORIES FOR THE YOUNG)

1. GOKHALE'S HONESTY



We live in an independent country. Our country became independent on 15th August 1947. It is because of great leaders and patriots who suffered, lost their wealth and went to jail that we achieved this independence.

One of the great patriots of India is Gopal Krishna Gokhale. He was a noble leader. Mahatma Gandhi himself refers to him: "Gokhale is my teacher, he taught me politics."

Gopal Krishna Gokhale, known as Gopal in his family and among his friends, was born in a small village in Maharashtra. His parents Krishnarao and Sathyabhama bai were very poor. Gokhale had a brother. His name was Govind.

When Gopal was thirteen and Govind was eighteen Krishna Rao died suddenly. As the family was very poor and Govind loved his brother very much, he discontinued his studies and went to work to enable Gopal to go to Kolhapur for his higher studies.

Gopal Krishna Gokhale studied hard reading his lessons under the street lamp. For many years he had only one meal a day. On completing his studies he worked as a teacher for a long time for a meagre salary.

He was very honest. He always spoke the truth. Even as a boy he was truthful and honest.

One day his teacher gave some homework in Arithmetic. During the correction of the home work of students he noticed that almost all the boys had gone wrong in answering one of the sums. Gokhale alone had managed to answer the sum correctly. Hence, the teacher felt very happy and said, “Gopal, there are no mistakes in your work. I like you. Come to the front and sit on the first bench”.

Gokhale did not move from his seat. He stood up and began to sob, surprising the teacher and the students in the class. The teacher asked him, “Why do you sob? You ought to be happy. You have after all done all the sums correctly. Come to the front seat.”

Gokhale stood there weeping and said, “Sir, I did not do it myself. This reply made the teacher and the students appreciate Gokhale’s honesty. Indeed Gokhale remained an honest man throughout his life.

Gokhale did not keep anything for himself or for his family. He worked for our country and the people. He died on 19th February 1915.

Glossary:

- independent - free
- patriot - one who loves his/her country

discontinued - stopped
meagre - Small
honest - True
sob - to cry noisily

I. Answer the following questions in a sentence or two:-

1. What did the teacher give his class as home work?
2. Were Gokhale's friends able to do the work?
3. How did Gokhale manage to do the sum correctly?
4. Find the name of another patriot mentioned in this lesson.

II. Say whether the following statements are true or false. Write 'T' if it is true and 'F' if it is false in the box provided. Give word or words from the text in support of your answer.

1. Gokhale did not love his country. ()
2. Gandhiji learnt politics from Gokhale. ()
3. Gokhale took up a job after his father's death. ()
4. Gokhale worked as a teacher in Kolhapur. ()
5. Gokhale was honest. ()

III. Choose the most appropriate answer and complete the following sentences.

1. Gokhale was born in a small village in _____.
a) Uttar Pradesh b) Maharashtra c) West Bengal
2. When Krishna Rao died Gopal and Govind were _____.
a) thirteen and eighteen b) eighteen and thirteen
c) thirteen and thirty one
3. Gopal had to go to Kolhapur for his higher studies because _____.
a) his parents wanted him to go there.
b) his brother wanted him to go.
c) there was no college in his village.
4. Govind discontinued his studies because _____.

- a) he was not interested in his studies
 - b) he loved his brother
 - c) he wanted Gopal to go for higher studies
5. Govind was_____.
- a) loving b) selfish c) indifferent
6. Gokhale was _____.
- a) hardworking and not trustworthy
 - b) true and honest c) shy and honest
7. Gokhale could do the sum correctly because
- a) he was good at Arithmetic
 - b) some-one else helped him
 - c) the sum was not very difficult.

IV. Fill in the blanks in the following table:-

GOKHALE

(1)

a. Place of birth	
b. Parents	
c. Brother's name	
d. Good qualities he had	
e. The place where he had his higher studies	
f. Worked as	
g. Died	Year:

(2) What happened at school

a. teacher gave a sum as
home work.

b. _____

c. _____

d. _____

e. _____

f. _____

2. REKHA AND HER JEWELS



Rekha was seventeen years old. As she was very beautiful, many men wanted to marry her. She did not want to marry the men in her village. Rekha said to her father, “I am very beautiful and I have many jewels. I want to live in a large house and I don’t want to do any work in the house”.

Rekha’s father replied “We don’t know any one who is rich. I am sure you wouldn’t like living in a town. You will be better off in the village. Why don’t you marry Ajay? He is indeed a very good bridegroom”. But Rekha remained firm and said, “I will marry only a rich man.”

One day an artist reached that village. He drew many pictures and painted them in colours. On seeing Rekha the artist observed to her father; “Your daughter is very beautiful. I want to draw her picture and colour it.” Rekha’s father obliged the artist’s request.

Hence the artist began drawing Rekha’s picture and colouring it. The artist visited Rekha’s house everyday to do his

job. One day he said to her, “Your eyes in the picture look very beautiful. If you adorn those eyes with jewellery they will look even better.” These comments made Rekha part with two of her jewels to adorn her eyes in the picture.

The next day the artist continued to make a few more comments, “Your lips in the picture are simply charming. A few pieces of jewellery on them will make the picture even more charming.” Rekha gladly parted with two more of her jewels to adorn the lips in the picture.

On the third day the artist observed, “You have beautiful jewels on your ears and your fingers. If you adorn your picture with those jewels, the portrait will simply be graceful.”

Immediately Rekha took the jewels out of her ears and fingers and gave them to the artist. The artist said, “It will take me some time to place those pieces of jewellery perfectly on this picture. So I will take them home and do it there. Tomorrow I will bring you back your picture which will be the most beautiful picture in the world”. Then he went away.

Some days later, Rekha’s father wanted to know where her jewels were. Rekha admitted to having given them to the artist for adorning her picture. Rekha’s father was enraged and said, “We do not know where he lives. What will you do if he doesn’t come back at all?”

Rekha’s father was quite correct. The artist never came back. Rekha lost all her jewels owing to her folly.

Then Rekha married Ajay and lived happily in the village. Whenever Ajay insisted that they should visit the town, she always observed, “I’m happier in the village and I don’t want to visit the town”.

Glossary:

oblige	- perform a service of favour for
adorn	- make more attractive or beautiful, decorate
charming	- attractive
portrait	- a painting, drawing
graceful	- beautiful

I. Answer the following questions in a sentence or two:-

1. Did Rekha want to marry any man in her village? Why?
2. Who did her father want her to marry? Did Rekha marry him? Why?
3. Do you think Rekha wanted to be idle all the time doing no work? How do you know?
4. What did the artist want to draw?
5. How was Rekha's father helpful to the artist?

6. What kind of a man was the artist?

7. What made Rekha lose all her jewels?

8. Did she marry Ajay at the end?

II. Say whether the following statements are true or false. Write 'T' if it is true and 'F' if it is false in the box provided. Give word or words from the text in support of your answer.

1. Rekha did not want to marry Ajay because he was not handsome. ()

2. Rekha's father was very happy when he learnt that she had given all her jewels to the artist. ()

3. The artist was true and honest. ()

4. Rekha wanted to lead an idle life. ()

5. Rekha sold all her jewels for a price. ()

III. Rearrange the following sentences in the most appropriate order:-

1. One day an artist came to the village.
2. Rekha and her father lived in a village.
3. On the first day Rekha gave two of her jewels to adorn her eyes in the picture.
4. She wanted to marry a rich man and live in a big house.
5. He wanted to draw the picture of Rekha.
6. On the second day she had to part with two more of her jewels.
7. He did not come back at all.
8. He permitted him to draw her picture.
9. Then she gladly gave two more of her jewels to adorn her ears and fingers.
10. Her father scolded her when he came to know this.
11. Then the artist went away with the jewels saying that he would do the work at home.
12. Rekha realised her folly and married Ajay and lived happily thereafter.

IV. Fill in the blanks.

1. Rekha was _____ years old.
2. Rekha said, "I will marry only a _____ man".
3. Immediately Rekha took the _____ out of her ears and fingers.
4. The artist said, "Tomorrow I will bring you back your picture which will be the most _____ picture in the world".
5. Rekha lost all her jewels owing to her _____.

V. Can you match the piece of jewellery with the part of the body where it is worn?

- | | |
|-------------|--------|
| 1. bracelet | hand |
| 2. earring | finger |
| 3. anklet | ear |
| 4. ring | wrist |
| 5. bangle | neck |
| 6. chain | ankle |

VI. Imagine you are Rekha's brother. What would you do to the artist, if you come across him now? Give Reasons.

3. FATHER'S LOVE



Babar the Moghul Emperor was very kind to his subjects. If he loved anyone more it was his son Humayun.

One day when Humayun fell ill, Babar became very sad. He wanted the best doctor to attend on his son. So the best doctor in his empire was called in to attend on Humayun. The doctor treated his patient with utmost care. However Humayun's condition did not improve at all. The doctor finally said, "His condition is now fatal. God only can save him." This made Babar lose his hope on the doctor.

Filled with tears Babar knelt down and prayed. "God, please save my son." Just at that time he heard the Queen weeping. He went near her and said, "Have faith in God. He alone can save our son."

The Queen stopped weeping. "Is Abdul Baka, the most pious man in town?" she asked. "Yes indeed", said the Emperor. "He is there near our beloved son and is praying to God for his life".

“You also go there and pray for Humayun’s recovery”, said the Queen. Babar returned to the room where Humayun lay sick. “How is he now?” he asked Abdul Baka.

“Medicines have failed,” said Abdul Baka. “Still I believe Humayun will be alright. Pray to God and offer him the most valuable thing in your house”. “What’s the most valuable thing in my house?” asked Babar.

“You have the most valuable diamond with you. Sell that diamond and you will get lakhs of rupees. You may give the money to the poor. God may then save the life of your son,” said Abdul Baka.

“The diamond is no doubt very valuable, but my life is more valuable than the diamond,” the King said to the pious man. “I offer my life”. Saying this Babar walked round the bed of Humayun. He knelt down and said, “God, take my life and give life to my son”.

Suddenly the doctor saw Humayun uttering a few words. ”Oh Emperor! I can see his pulse beat”. Your son will be normal soon, cried the pious man.

“God has answered my prayer”. So saying Babar fell down and died a little later.

Glossary:

fatal	-	causing death
valuable	-	worth a great deal of money
pious	-	deeply religious

I. Answer the following questions in a sentence or two in the space provided.

1. What made Babar become sad?

2. Did Humayun show any improvement with the treatment given by the doctor?

3. What did the pious man want Babar to offer?

4. What was valuable to Babar? Did he offer that?

5. What happened to Babar at the end?

6. Who saved the life of Humayun?
(Babar/the doctor/the pious man/God)

7. Why did the pious man want Babar to give money to the poor?

II. Say whether the following statements are true or false. Write 'T' if it is true and 'F' if it is false in the box provided. Give word or words from the text in support of your answer.

- a. Babar loved his son more than his subjects . ()
- b. The pious man did not want Babar to offer his life. ()

- c. Babar died because of a serious illness. ()
- d. Babar found the diamond more valuable than his life. ()
- e. The doctor was successful in treating Humayun. ()
- f. The queen did not have any concern for her son. ()

III. Rearrange the following sentences in the most appropriate order:-

1. The emperor called in a doctor to treat Humayun.
2. When Babar offered his life Humayun was saved.
3. Once Humayun the son of Babar was seriously ill.
4. A little later Babar died.
5. But there was no improvement in his condition.
6. He then asked the emperor to sell the diamond and give the money to the poor to save Humayun's life.
7. Humayun's life was saved.
8. He prayed God and asked Babar to offer the most valuable thing in his house.
9. He gave the best medicines.
10. Abdul Baka, the pious man, was called in.

4. THE SHREWD BOY



In the forests on both sides of the river Chambal in Madhya Pradesh there lived a gang of dacoits. During the day the dacoits used to hide themselves in the forest and at night they went out with arms attacking the villagers, burning their houses, looting their property and killing them. Therefore the villagers led a fear-stricken life.

In the neighbourhood of Chambal there lived a wealthy land-lord Ramsingh. One morning a Police Officer visited him and said “I have news that a gang of dacoits remain sheltered in the neighbouring forest. They are likely to attack your house tonight. You must be careful. I have also alerted my officers to take care of you and the village”. So saying the police officer went away.

“Shut all the doors and windows before it gets dark”, shouted Ramsingh to his servants. In the evening when the servants were getting ready to shut the doors and windows of the house there came a hungry boy and he stood in front of the

house. "I am very hungry, give me some food and shelter for the night," pleaded the boy.

"We won't give you anything," shouted the servants. "We suspect you to have been sent by the gang of dacoits. Go away or else we will kill you", said the servants angrily.

Ramsingh heard the noise of his servants and came out. "What's the noise here?" he asked them. "This boy wants food and shelter," replied the servants. "Dear boy, I will give you food but you can't stay here," said the landlord. The boy ate the food and went away. As it had turned dark he could not find his way. Hence he located a small tree, climbed it and sat on one of its branches. He decided to spend the rest of the night there.

When it was midnight the boy heard the voice of some men under the tree. He listened carefully. One of the men said, "The police men are not here, we can go and attack Ramsingh's house".

After a few minutes he heard the commotion in Ramsingh's house. "The landlord is kind-hearted. He fed me when I was hungry. I must save him and his property now. Let me run to the policemen and inform them about this," said the boy to himself.

Quickly he came down the tree and found the policemen and told them how the dacoits had been attacking the house of the land lord. The policemen and the boy ran to the house of the land lord as fast as they could. In the meantime the dacoits tried to break open the main door of the house. The policemen overpowered them. "You have saved our lives and property," said Ramsingh thankfully. "You don't need to thank us. You must thank this young boy. It is he who informed us of the dacoits," said the police officer and then left.

Looking at the boy cheerfully, Ramsingh said, “I gave you only food but in return you have saved not only my life and property but the entire village. I am not going to ask you to go away. You can be with us and work in my house”. The boy lived there happily ever after.

Glossary:

shrewd	-	clever
fear-stricken	-	full of fear
gathered	-	came together
alerted	-	warn of a danger
shelter	-	a place to stay
overpowered	-	use stronger force

I. Answer the following questions in a sentence or two:

1. How did the dacoits earn their living?
2. Why were the villagers grief-stricken?
3. Who alerted Ramsingh? How?
4. Why did the young boy come to the house of the landlord?
How was he treated?

5. Where did he seek shelter for the night? How did he spend the night?
6. How did the boy tackle the situation?
7. How was the boy rewarded?
8. Do you like the way the dacoits lived?
9. How do you think you can make them become good?

II. Read the following statements and choose the correct answers:-

1. The villagers were living in fear because _____.
 - a) the landlord was cruel.
 - b) they were frequently attacked by the dacoits.
 - c) they lived near the forest.

2. The servants ordered the boy to go out because they thought that _____.
 a) he was a member of the gang.
 b) he would also be attacked.
 c) the landlord would not like the boy.
3. In the beginning the landlord was _____ to the boy.
 a) considerate b) adamant c) cruel
4. The Landlord and the villagers were saved by _____.
 a) the timely action of the policemen.
 b) the shrewd boy's timely report to the police.
 c) the servants of the landlord.
5. The boy wanted to save the landlord because he _____.
 a) wanted to go to the landlord's house again.
 b) wanted more food.
 c) thought it was his duty.

III. Match the persons given in Column A with the corresponding word in column B that describes best each of them.

Column A	Column B
1. the landlord	cruel
2. policemen	grateful
3. servants	brave
4. dacoits	dutiful
5. the young boy	loving and kind patriotic

IV. Answer whether the following are true or false.

1. During the day the dacoits attacked the
villagers. (True / False)
2. Ramsingh was a poor man. (True / False)
3. The boy located a small tree and decided to
spend the night there. (True / False)
4. The policemen overpowered the dacoits. (True / False)
5. The boy saved Ramsingh's life and property. (True / False)

5. THE CLEVER CARPENTER



Once there lived a carpenter and his wife in a forest. A lion with his two greedy and lazy friends - a cunning jackal and a crow also lived in the same forest. The carpenter cut the wood in the forest and his wife did the cooking.

One day when the lion saw them he growled. The clever carpenter bowed low and said, “O great king, thank you for visiting us. My wife has cooked a fine meal. We will be happy if you join us at dinner.”

The lion was pleased and joined them for dinner. He relished the food. The carpenter said, “You are welcome to share our meal every day. Please come alone and don’t bring your friends”. The lion agreed and assured them that nobody would harm them. The lion came every day to eat with his new friends. The lion gave up hunting and therefore stopped eating meat. This made his friends - the lazy jackal and the crow to starve without food.

One day the jackal asked the lion why he had stopped hunting. The lion said, "I have found two new friends. They give me very nice food every day. So I don't hunt".

When the jackal and the crow heard this they were angry but did not show it.

They said, "We are eager to meet your new friends". The lion said that he could not take them as he had promised his new friends that he would always meet them alone.

The jackal and the crow cried and begged the lion to take them to his new friends' house.

The lion agreed at last on condition that they would not harm his new friends.

Next morning the jackal and the crow set out with the lion to meet the carpenter and his wife. Secretly the jackal and the crow had a plan to kill the lion's new friends. The carpenter saw the lion, the jackal and the crow together at a distance.

He said to his wife, "We are in for trouble. Let's hurry. Look there they are. They may attack us. Go and climb a tree." Saying so, both the carpenter and his wife climbed the tree. "Hi, why are you running? They are also my friends. Don't be afraid. They won't harm you", roared the lion, on seeing the carpenter and his wife running for life. "Oh, king of forests! We like you. We know you will not harm us. But your friends are greedy. They may kill us. We are safe here," cried the carpenter sitting on the tree. The lion looked back. He saw the yearning eyes of the jackal and the hungry eyes of the crow and understood that the carpenter was right.

So the lion angrily pounced on the cunning and greedy jackal and the crow and drove them away. In the meantime the carpenter and his wife left the forest for ever.

Glossary

yearning - longing; strong desire for something
pounce - attack

1. Answer the following questions in a sentence or two:s

1. Name the animals in this story.
2. How did the carpenter's wife help him?
3. How did the carpenter win the lion's friendship?
4. Did the other animals like the lion visiting his new friends?
5. Who starved? Why?

6. Who was wise? The carpenter or the lion.
7. What kind of a woman was the carpenter's wife?
8. Why did the carpenter want the lion to come alone to see him?
9. Did the jackal and the crow succeed in their plan?

II. Choose the most appropriate answer to complete the following sentences:-

1. The carpenter and his wife lived in a forest because _____.
 - a. they liked life in the forest
 - b. they earned their livelihood by cutting the wood in the forest.
 - c. Wanted to live with the animals in the forest.
2. The lion visited them everyday because he _____.
 - a. liked the food served by them.
 - b. didn't want to live with the jackal and the crow.
 - c. wanted the jackal and the crow to starve.

3. The crow and the jackal did not succeed in their plan because _____.
- the carpenter was more cunning than them.
 - the carpenter's wife was very kind to them.
 - the lion was mightier than them.

III. Say whether the following statements are true or false. Write 'T' if it is true and 'F' if it is false in the box provided. Give word or words from the text in support of your answer.

- A lion cannot be friendly with other animals. ()
- The carpenter was right in what he said about the jackal and the crow. ()
- The jackal was not cunning enough to succeed in their plan. ()
- The carpenter and his wife ran for their life because they were afraid of the lion. ()
- The carpenter and his wife left the forest at the end for fear of animals. ()
- The lion was very kind to the carpenter and his wife. ()
- The lion did not take the jackal and the crow to the carpenter's house because he knew their plan. ()
- The jackal and the crow were greedy. ()
- The lion gave up hunting and therefore stopped eating meat. This made his friends - the lazy jackal and the crow to starve without food. ()

10. After the carpenter and his wife left the forest, the lion became friends with the greedy jackal and the crow once again. ()

IV. Complete the story of the fox and the crow from the following outline.

Old lady - selling vadais - crow snatched vadai - sat on a tree - fox came along - said crow sang beautifully - asked crow to sing - crow opened mouth - vadai fell - fox took it and ran away.

V. Narrate how the carpenter escaped from the lion. Give your answer in 5-10 lines.

6. SEVENTEEN CAMELS



Once there was a man who owned seventeen camels. He was very proud of them. One day he called his three sons and said, "I am too old to look after my camels. So I shall divide my seventeen camels among the three of you. My eldest son will get half the camels, my second son will get one-third and my youngest son will get one-ninth. Now take the camels and look after them."

The youngest son said, "If I divide seventeen by nine the answer is one and eight-ninths." The second son said one-third of seventeen is five and two-thirds. The eldest son said half of seventeen is eight and a half. "So I shall take nine camels". "Then I should get six" said the second son. The youngest son said, "I want two whole camels".

The three brothers quarrelled among themselves. Their father was angry and said, "None of you are good at mathematics. You must look for some one who can help you".

The three sons took the seventeen camels and walked down the road in search of a man who could help them. They first met a trader. The trader offered a good price for the camels and asked them to share the money among themselves. The three brothers were not willing to sell the camels.

They then met a butcher in his shop. He said, "I will solve your problem. I can cut your camels exactly into half, two-thirds and eight-ninths". The brothers did not like the idea either.

Then on the way they met a little boy and a girl returning home from school. They saw the camels and said, "Seventeen camels". The brothers told them the whole story and asked if they could help them. The little boy and the girl said, "This is a very easy problem. We'll solve it for you."

The boy went and stood near the seventeen camels. "Pretend that I am a camel too. Then how many camels are there altogether?"

"Eighteen", the brothers answered.

"Right", the girl said, "What is half of eighteen?"

"Nine," replied the eldest.

"So take away your nine camels," said the boy.

"Now what is one third of eighteen?"

"Six", said the second. "That's my share".

"Correct", said the girl. "Now what is one-ninth of eighteen?"

"Two," shouted the youngest joyfully.

"I've got two whole camels".

Thus the eldest brother could own nine camels, the second six and the youngest two. "But what about the pretended camel?" The youngest asked.

“Oh! Now I’m a boy again,” replied the boy. “I don’t need to be a camel any more.”

The three brothers were very happy. They took the little boy and the girl, with them to meet their father. Of course none walked, each of them rode a camel.

Glossary:

butcher - a person who cuts and sells meat
solve - find an answer to

1. Answer the following questions in a sentence or two.

1. What did the old man tell his three sons?
2. Why did the youngest son and the second son get so angry?
3. Why did the three brothers start fighting?
4. What did their father say to them?
5. Who was the first person the brothers met on the road?
What did he say to them?
6. What did the butcher say to the brothers?
7. How did seventeen camels become eighteen camels?

8. How did the children solve the problem?
9. Do you think the three brothers were foolish. Why?

II. Say whether the following statements are true or false. Write 'T' if it is true and 'F' if it is false in the box provided. Give word or words from the text in support of your answer.

1. The old man was too old to take care of the camels. ()
2. The butcher cut the camels exactly into half, two-thirds and eight-ninths. ()
3. The little boy and girl could not solve the problem. ()
4. The little boy was to be a pretended camel. ()
5. The brothers were good at mathematics. ()

III. Rearrange the following sentences in the most appropriate order:

1. He asked them to look for a person who could help them.
2. On the way they met a trader.
3. One day an aged father wanted his three sons to share the seventeen camels he owned.
4. They went out.
5. He said that he would be able to cut the camels accordingly.
6. They all returned home happily.

7. He was not happy with their quarrelling.
8. The little boy and girl finally solved their problem.
9. Then they met a butcher.
10. He also announced the share for each of them.
11. He wanted them to sell the camels to him.
12. All the three found it difficult to divide them accordingly.
13. They started quarrelling.
