

Our World Through English

F

Class VI



The State Council of Educational Research and Training (SCERT)
Andhra Pradesh

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Help is just a phone call away.**

Teach my son...

Abraham Lincoln wrote this letter to his son's teacher.

...He will have to learn, I know, that men are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that every selfish politician, there is a dedicated leader. Teach him that every enemy there is a friend. It will take time, I know, but teach him if you can, that a dollar earned is of far more value than five found.

Teach him to learn to lose and also to enjoy winning. Steer him away from envy. If you can, teach him the secret of quiet laughter. Let him learn early that bullies are the easiest to lick.

Teach him if you can, the wonder of books; but also give him quiet some time to ponder the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hillside. In school, teach him it is far more honourable to fall than to cheat. Teach him to have faith in his own ideas, even if everyone tells him they are wrong. Teach him to be gentle with gentle people and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon.

Teach him to listen to all men but teach him also to filter all he hears on a screen of truth and take only the good that comes through.

Teach him if you can, how to laugh when he is sad.

Teach him there is no shame in tears. Teach him to scoff at cynics and beware of too much sweetness..

Teach him to sell his brawn and brain to highest bidders, but never to put a price on his heart and soul. Teach him to close his ears to a howling mob and stand up and fight if he thinks he is right.

Treat him gently, but do not cuddle fine steel. Let him have the courage to be impatient. Let him have the patience to be brave. Teach him always to have sublime faith in mankind.

This is a big order, but see what you can do. He is such a fine little fellow, my son!

Our World Through English

Class VI

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks have been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks have been developed for classes I, II, III, VI, and VII. Practicing teachers are involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The Government of Andhra Pradesh has introduced English for the first time in class - I in 2011-12 in all Non-English Medium Schools also. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non- English medium students, a common English Textbook is introduced in all media from June 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non- English medium child to learn English as effectively as the child in English medium does. This single textbook norm is already in practice in many states including Tamil Nadu, Bihar, and Kerala. Further, students of all media have a common English Textbook at Intermediate level in our state.

This textbook, “**Our World through English**” class VI, is an integrated one in the sense it has The Main Reader component, The Supplementary Reader component and The Workbook component interwoven into a single textbook. Hence, these components are found in each and every unit. The language skills like listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in the NCF - 2005. The activities are so designed as to ensure the holistic treatment of language.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

I thank all the institutions and experts at the state and national level, the members of the textbook Production and Development Committees, the staff members of the SCERT, AP, Hyderabad and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012
Hyderabad

Smt. B.Seshu Kumari
Director, SCERT, A.P, Hyderabad

CONTENTS

Unit	Contents	Syllabus Coverage	Page No.		
1. Reading Poem Extensive Reading	Peace and Harmony I Want Peace Grand Contest in the Forest	} June-July	1-15		
2. Reading Poem Extensive Reading	The Lost Casket In the Bazaars of Hyderabad Tyagaraja, the Immortal Musician			} Aug	16-29
3. Reading Poem Extensive Reading	What Can a Dollar and Eleven Cents Do? A Nation's Strength Wilma Rudolph				
4. Reading Poem Extensive Reading	An Adventure The Naughty Boy Robinson Crusoe	} Oct-Nov	47-59		
5. Reading Poem Extensive Reading	Plant a Tree If a Tree Could Talk Children, Speak Up!			} Nov-Dec	60-75
6. Reading Poem Extensive Reading	Rip Van Winkle My Shadow Gulliver's Travels	} Dec-Jan	76-89		
7. Reading Poem Extensive Reading	P.T.Usha, the Golden Girl Indian Cricket Team Ranji's Wonderful Bat			} Feb	90-107
8. Reading Extensive Reading	Half the Price The Sheik's White Donkey	} Mar	108-126		
APPENDIXES					
Appendix-I	Texts for Listening		127-133		
Appendix-II	A Note to the Teacher		134-139		
Appendix-III	Expected outcomes at the end of class VI		140		

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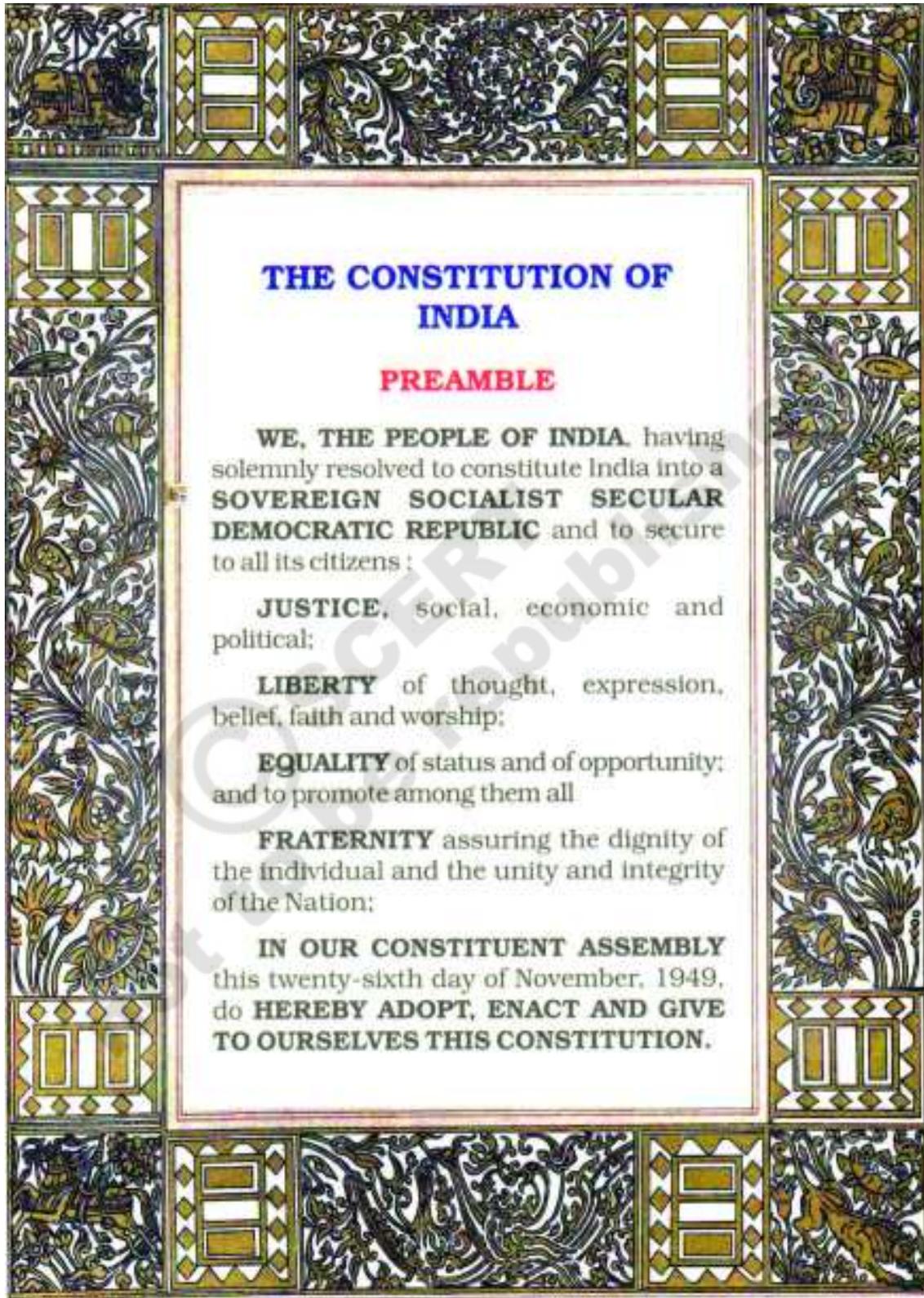
OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha 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!

PLEDGE

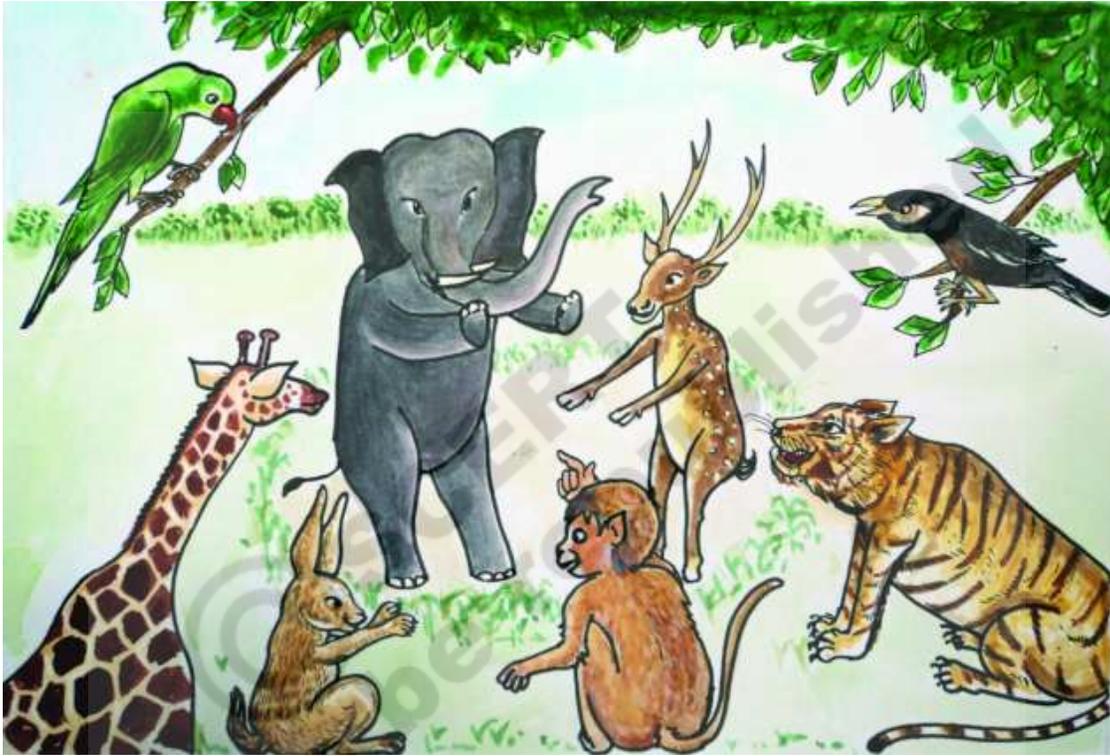
“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.”



1

Peace and Harmony

Look at the picture and discuss the questions that follow:



1. What does this picture tell you about the animals?
2. Are they happy or unhappy? How do you know?

A. Reading

Read the following story and answer the questions that follow:

Once upon a time, in a very thick forest lived many animals, birds, snakes and insects. They all lived together happily. They roamed about the jungle, and played together in the open fields without any fear. The peacocks were very proud of their dances but admired the melodious songs of the cuckoos. The elephants enjoyed watching the fish swimming in the pool. The pythons that were blessed with long bodies, spoke well of the fine fur of the flat-footed rabbits. The tiny ants, which were always busy, tickled the dark buffaloes.

They often held musical evenings in a large open field. The elephant and the deer danced. The mynahs and the parrots sang. The tiger and the bear exhibited gymnastics. They called the moon and his friends, the stars, to be the guests of honour at their musical evenings.

One day a jackal entered the forest. He was dirty, dangerous, and very cunning too. He told the elephants, “You are the biggest animals in the forest. Why do you want to play with the squirrels and the rabbits?” He poisoned the minds of the peacocks saying, “You are the loveliest birds in the forest. Why do you want to praise the mynahs?” The jackal then approached the deer and whispered that the tiger was waiting for a chance to kill them.



Gradually, all the animals began suspecting one another. Earlier they had lived together, slept together and roamed around the forest together. Now they started to put up boundaries and build fences around their properties. They moved about individually or with their own group.

Now it was easy for the jackal to hunt the smaller animals and the birds. And when the smaller ones cried out for help, no one came to help them. One by one, the little ones disappeared. The forest slept as the animals were afraid. There were no more musical evenings. The moon was sad. He cried.

The moon thought for a while and decided to come down among the animals and the birds as a sadhu. As soon as the sadhu appeared in the forest, the animals and the birds approached him to narrate their tales of woe. They cried, sobbed and blamed each other for disturbing the peace in the forest. And the sadhu listened to them.

The sadhu brought together the lions and the rabbits for a common meal. He visited the python and the viper, and had a long chat with them. He advised the eagle not to attack the little chicks that had lost their mother. The sadhu accompanied the tiger and the wild bear to the nearest market. He played with the bulbul, the owl and the monkeys.

But the jackal was very angry with what the sadhu was doing. He did not want the animals to live in peace and harmony. So he was waiting for an opportunity to attack the sadhu.

One day, the animals, insects and birds held an emergency meeting and they unanimously decided to approach the sadhu and pleaded with him to kill the jackal. The sadhu said, "I will not kill the jackal but will help you in a different way."

When the sun went to sleep, the jackal came to the house of the hens to take a few of them for his supper. The sadhu, who had been lodging nearby, came out of the house and spoke to the jackal. "Take me today for your meal."

The jackal who had been waiting for this opportunity, dragged the sadhu and ran into the jungle. He took the sadhu to a lonely place, tore him into pieces and ate him up. The animals were very sad, angry and disappointed with what had happened to the sadhu. They were afraid that the hungry jackal would appear again the next day. Then they heard a strange noise. All of them ran in that direction. What they saw surprised them. They saw the stomach of the jackal growing bigger and bigger. It continued to bloat until it burst. Then they heard a soft voice: "May my animals, birds and insects live in peace and harmony! May there be no fences around you! May you sing and dance once again! Remember me and be not afraid."

When they looked up at the sky, they saw the moon shining brilliantly, spreading milky brightness over the earth. The animals once again started to roam, sing, and sleep in peace. They broke down the fences which they had built. They invited the moon and the stars for their cultural evenings.

Glossary

gymnastics (n)	:	physical exercises
property (n)	:	objects or things owned by somebody
woe (n)	:	extreme sadness
harmony (n)	:	a state of living together peacefully
unanimously (adv)	:	unitedly
bloat (v)	:	become bigger and bigger (swell unpleasantly)

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. How were the animals before the jackal joined them? Pick out the words which describe their mood.
2. What happened to the animals after the jackal came to the forest?
3. What was the jackal's plan? How did it succeed?
4. What did the animals do to check the jackal's evil design?
5. How was the moon disguised? Why did he choose that form?
- *6. Why did the sadhu ask the jackal to take him for his meal? Would you do the same if you were in his place?
7. What did the sadhu teach the animals in the forest?
- *8. Do you think the sadhu sacrificed his life for the sake of animals in the forest? Give reasons for your answer.

II. Read the following paragraph and analyse it in terms of cause and effect / consequence. One has been done for you.

The animals in the forest were friendly, so the jackal could not eat any animal. The jackal then thought of a plan and implemented it. The animals started suspecting each other as the jackal's plan worked. The life in the forest became dull because there were no musical evenings. All the animals requested the sadhu for help, so he talked to the animals and the birds and solved their problem. However, the sadhu didn't want to kill the jackal, but preferred to teach a lesson to it.

Cause	Consequence
All the animals in the forest were friendly.	The jackal couldn't eat any animal.

III. Rearrange the following sentences in the order of their occurrence in the story. Then rewrite them into a meaningful coherent paragraph using appropriate linkers.

1. The animals and the birds requested the moon to help them.
2. The moon came in the form of a sadhu.
3. The jackal created an unfriendly atmosphere.
4. The peace and harmony in the forest was disturbed.
5. The jackal entered the forest.
6. The peace and harmony in the forest was restored.
7. The jackal did not like this, so it killed the sadhu.
8. The sadhu talked to everyone in the forest and tried to restore peace.
9. They often held musical evenings.
10. The animals and the birds began suspecting each other.
11. The animals and the birds were living happily together.
12. The stomach of the jackal bloated and then burst.

Here is the first sentence: The animals and the birds were living happily together.

B. Vocabulary

I. Read the following sentences from the story:

They heard a soft voice.

The pythons have long bodies.

It was easy for the jackal to hunt the smaller animals and birds.

The jackal told the elephant, "You are the biggest animal in the forest."

He said to the peacock, "You are the loveliest bird in the forest."

*The underlined words are called **Adjectives**.*

1. They come either before or after the noun (a tall boy)
2. They take intensifiers like very, quite, etc. (a very tall boy)
3. They have degrees of comparasion - Positive, Comparative and Superlative.

Here are the three forms of a few adjectives.

Positive	Comparative	Superlative
dark	darker	darkest
small	smaller	smallest
near	nearer	nearest
big	bigger	biggest
lovely	lovelier	loveliest
dirty	dirtier	dirtiest
melodious	more melodious	most melodious

Read the following paragraph carefully, underline all adjectives and write the other degrees of comparison for them.

Yesterday we went for a picnic to Nehru Zoological Park which is one of the biggest zoos in the country. The climate was cool and pleasant. We saw many animals, birds, reptiles etc. We also saw a very large elephant. After that, we saw a tall giraffe with a long neck. There were also some small birds which sang sweet songs. There was a beautiful peacock which danced majestically. We went very close to the brown cobra. We felt very happy. We reached home late in the evening

II. Read the following words. Each pair has one word and the other word is its opposite in meaning:

big	X	small	near	X	far
dark	X	light	open	X	close
happy	X	unhappy	start	X	stop
large	X	small	thick	X	thin
live	X	die	appear	X	disappear
long	X	short	common	X	uncommon

Now fill in the blanks in the sentences given below with the word opposite in meaning to the one in bold letters.

1. The elephant's eyes are **small** but its body is _____
2. The animals were **happy** in the beginning. After the jackal entered the forest, they became _____
3. The giraffe's neck is very **long** but its tail is _____
4. Mangoes are **sweet** but lemons are _____
5. The coconut is a **tall** tree but the guava is a _____ tree.

III. The following pairs of words are similar in meaning. Pick out such pairs from the story you have just read.

animals	–	creatures	small	–	tiny
build	–	construct	talk	–	speak
large	–	big, huge			

C. Grammar

I. Read the following sentences.

The elephant is bigger than the donkey.

The donkey is not so big as the elephant.

In the above sentences the elephant and the donkey are compared with respect to their size. The words “**big**” and “**bigger**” are adjectives that are used to compare their size.

Here is some information about a group of pupils in 6th class.

Name of the Student	Age in Years	Height in Ft.	Weight in Kgs.
Harini	11	4.9	27
Seshagiri	12	5.1	30
Akhila	12	4.8	28
Bhaskar Raju	10	4.5	24
Siddu	13	5.3	35
Rajesh	11	5.1	28
Raghava	12	4.9	28
Vamsi	13	4.5	27
Manoj	12	5.1	30
Gopi	10	4.5	25

Now make 20 sentences comparing the ages, heights and weights of the students as shown in the examples given below:

Harini is as tall as Raghava.

Harini is not so heavy as Raghava.

Harini is older than Gopi.

Siddu is the heaviest boy in the group.

II. Look at the following sentences paying special attention to the underlined words.

The tiny ants, which were always busy, tickled the dark buffaloes.

They often held musical evenings in a large open field.

The underlined words are adverbs, which tell us how often something happens.

They are called adverbs of frequency.

Read the following passage and underline the adverbs of frequency.

Sekhar is a busy taxi driver. He never finds time to read books. He often takes food outside. He reaches home early in the evening. But he seldom goes to bed early. So, his children always ask him for a bed time story. Sometimes he takes his children for picnics and buys toys and gifts.

Look at the conversation between two friends, Murthy and Krishna. Fill in the blanks with always, never, often, seldom, sometimes.

- Murthy : Do you like to watch films?
Krishna : Yes, very much. I _____ watch films, a film a day. How about you?
Murthy : I like films too. But I _____ watch films, not always.
Krishna : How _____ do you watch films?
Murthy : Once or twice a month.
Krishna : Oh, that's fine. Have you watched *Sri Ramarajyam*?
Murthy : No, I haven't. I'll watch it next month. How _____ does your wife watch films?
Krishna : She _____ watches films. She watched one 10 years ago.

D. Writing

I. Here is an invitation card from the animals about a musical programme in the forest. Read it carefully.

Invitation

Peace and Harmony Programme

Venue : Greenwood Forest
Guests of honour : 1) Moon 2) Stars
Welcome Address : Peacock
Cultural Programmes

1. Dance	Made for Each Other by Elephant and Deer
2. Song	Victory over the Jackal by Parrots and Mynahs
3. Gymnastics show	Health Tips for All Animals by Tiger and Deer
4. Skit	Fine Fur of Rabbit by Cuckoo and friends
5. Vote of thanks	Wild Buffalo

All are welcome.

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The Lost Casket

Look at the pictures and discuss the questions that follow:



Akbar



Shah Jahan



Shivaji

1. What do you know about the persons in the pictures?
2. One of the above was a brave Maratha king, also known as Chatrapathi. Can you name him?
3. There are many stories about his acts of bravery and generosity. Talk about one of them.

A. Reading

Read the following story and answer the questions that follow:

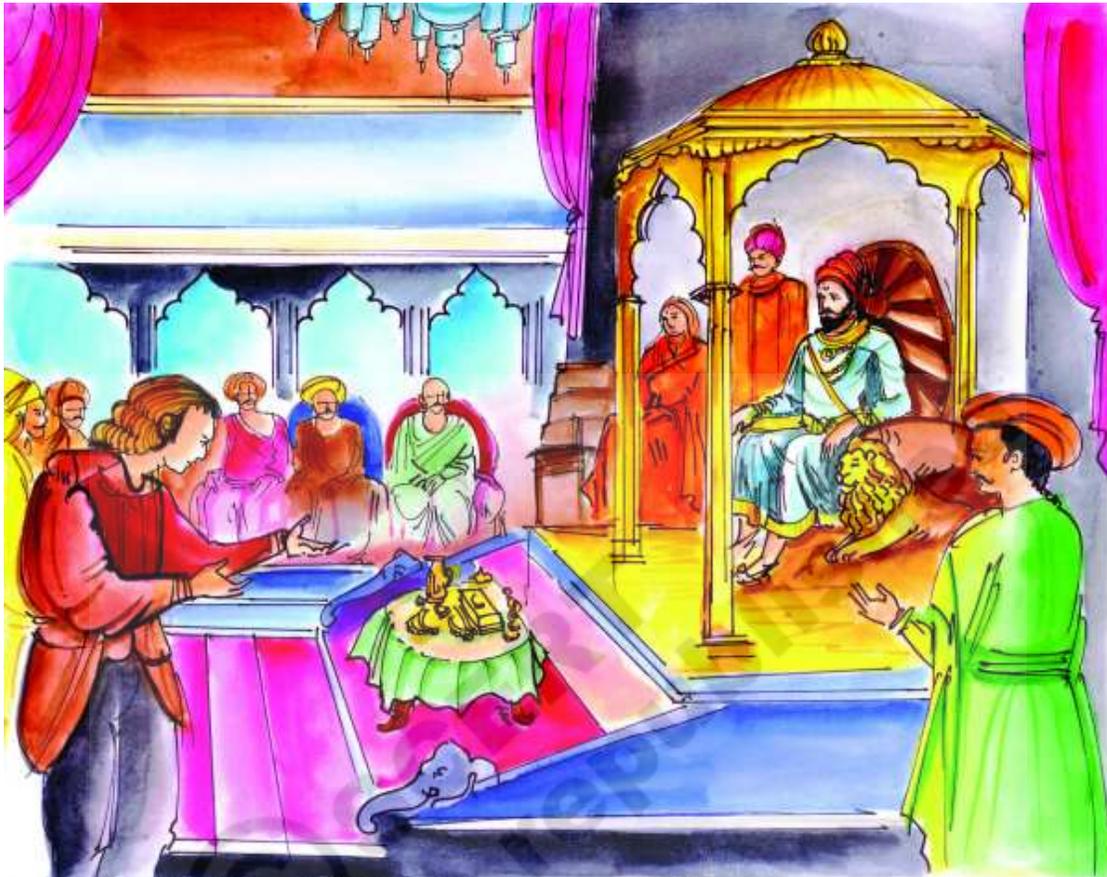
Shivaji once attacked the city of Surat, which was under the Mughals then. The Englishmen who lived in Surat fled for safety. Though they escaped, their belongings were taken away.

The attack shook Adam Smith and his nephew John. Adam Smith was particularly upset because he had lost what he valued most - a small gold casket, containing a beautiful picture of his dead wife, inlaid with rubies and diamonds.

John came up with a plan to recover the casket. He decided to go into the Maratha country secretly, along with a companion.

Many days later, they overtook a train of bullock carts carrying all the the spoils of war to Raigarh. John and his companion were taken prisoners.

At the durbar, the spoils of Surat had been spread out. A rich carpet was piled high with gold, silver, diamonds, rubies and emeralds.



There, along with the rest of the loot, stood the casket. Now, John saw Shivaji for the first time. He wondered how to get a private audience with the king. Luckily for him, Shivaji was curious about the Englishman in his court.

“What brings you to Raigarh?” asked Shivaji. John told him the whole story. Shivaji listened. He explained that everything was now the property of the State and it would be unfair to his people to give away even a part of it. He added that he was freeing John but that he would have to leave Raigarh within three days.

The next evening, John went to a lonely part of the fort, which overlooked the surrounding country. After watching the sunset, he turned to go back. Ahead of him, he saw a single Maratha soldier walking, head down, as if lost in thought. The next minute, John realised with shock that the soldier was being stalked by three men! All at once the three men drew their swords and rushed upon the solitary figure. But the soldier with remarkable swiftness threw off his heavy shawl, drew his sword and ran to a narrow passage between two blocks of stone. In that position, he waited and was ready for his attackers.

John had no weapon except a stout walking stick, but he struck the last attacker with it and knocked him to the ground. The next man turned savagely on John and thrust his sword under his arm, but it only plunged into his thick overcoat. As he withdrew the sword, John fell upon him, and using all his strength, threw him down and pinned him to the ground. He then turned to the remaining two men.

To his surprise, he found that the lone Maratha soldier was none other than the great Shivaji himself. Though his enemy was taller and stronger, Shivaji more than made up for this by the quickness of his movements and his wonderful skill with his sword, the famous Bhawani. It flashed like lightning and he soon drove it through the heart of the attacker.

Shivaji turned to John who rose to his feet to greet him. The man beneath John took advantage of this, leapt to his feet, and attacked Shivaji. But he lost his balance and fell over the parapet to the rocks below. A smile lit up Shivaji's face as he looked at John. "You have saved my life today and thereby prevented a tragedy. Ask what you will, for there is nothing I can refuse to one who has done so much for the Maratha people." At the durbar next morning, the casket was waiting for John. Shivaji also gave him a necklace of precious pearls, and arranged to send him back to Surat.

Glossary

casket (n):	a small, decorated box for keeping jewellery and valuables
spoils (n):	the benefits that someone gets when they win something, for example a war
audience with:	a formal meeting with a very important person
stalk (v):	follow and watch in a threatening way
savagely (adv):	violently
plunge (v):	to move or fall suddenly
assassin (n):	someone who kills an important person for political reasons

I. Answer the following questions:

1. Why was Adam Smith so possessive about the casket?
2. How did John reach Shivaji's durbar?
3. Why did John wish to have a private audience with the king?
4. Why do you think Shivaji disguised himself as a soldier?
5. What did John do to save the soldier?
6. What surprised John in the fight?
- * 7. What would have happened, if John had not saved Shivaji?

- * 8. Do you agree that John was as brave as Shivaji? Justify your answer.
- 9. How did Shivaji repay John?
- 10. Which line in the last paragraph tells us about Shivaji's generosity?
- *11. What qualities of Shivaji impress you / inspire you most?
- *12. If you were John, would you save Shivaji? Justify your answer.

II. Say whether the following statements are True or False. Correct the false statements.

1. Surat was under the control of Englishmen at the time of Shivaji's attack.
2. The casket was one among the spoils of Surat displayed at the durbar.
3. Shivaji agreed to give back the casket when he listened to the whole story in the durbar.
4. John did not know before the fight that the lone soldier was Shivaji.
5. Adam Smith was not worried about the loss of the small casket.
6. All the three men who attacked Shivaji got killed in the fight.
7. Shivaji was pleased with the heroic fight of John.

III. Rearrange the following sentences in the order as they occur in the text.

1. One evening when a Maratha soldier was walking in the fort, three men attacked him violently.
2. At the end, the casket was returned to John.
3. Shivaji expressed his gratitude to John by presenting him precious necklace.
4. John was shocked to know that the Maratha soldier was none other than Shivaji.
5. Shivaji killed the assassin with his sword, the Bhawani.
6. Shivaji refused to give away the casket to John because it belonged to his people.
7. When Shivaji attacked the city of Surat, the Englishmen fled for safety.

B. Vocabulary

I. Look at the following words,

quickness swiftness

The above words are nouns, but they are formed when the suffix “-ness” is added to the adjectives “quick” and “swift.”

Read the passage again, pick out adjectives, and see if they take the suffix ‘-ness’ to form nouns. Check your work using a dictionary. Then write them in your notebook.

C. Grammar

Read the following passage. Observe the underlined words.

It was the New Year’s Day. It was celebrated by people all over the world. Sushma wanted to buy a bunch of flowers for her teacher. She rushed to the florist. But there was a huge crowd. With great difficulty, she bought one and quickly reached her school. When she entered the class, there were already a heap of greetings and bouquets on the teacher’s table. But the teacher accepted Sushma’s flowers as if they were special. Then she distributed a packet of sweets to all the children. It was a wonderful day for them.

The above underlined words refer to a group of people or things. Such words are called “collective nouns”.

I. Write sentences of your own using these collective nouns.

army group herd pile fleet flock bunch

II. Look at the words “secretly”, “luckily”, and “savagely”. They are formed by adding the suffix “-ly” to the adjectives “secret”, “lucky” and “savage”. They are adverbs of manner. They tell us how an action happens.

Read the following passage about Rohini and circle the adverbs of manner. Then pick out the verbs of action that refer to.

Rohini was seriously preparing for the state level dance competition at Ravindra Bharathi. I went along with her mother to see the programme. We were comfortably seated in the first row of the auditorium. She appeared to be an angel on the stage, and danced wonderfully. We watched the programme enthusiastically. Though Rohini performed excellently, her mother was nervous as she waited for the announcement of the winner. After all the participants had finished, the judges took the stage. The results were announced. Unfortunately, Rohini missed the first prize. However, she accepted the second prize, a cheque for Rs.50,000, with tears in her eyes. She voluntarily donated the sum to an orphanage. The audience stood up and loudly applauded her saying “Rohini, you are really generous.”

III. Fill in the blanks in the following conversation between Rohit and his father. Change the words in brackets into adverbs.

Father : Your exams are approaching. Are you studying _____? (serious)

Rohit : Yes dad, I'm studying all the subjects _____.(careful)

Father : Last time you failed in Maths. Are you working _____ (thorough) on the exercises?

Rohit : I've revised them several times. Now I can do them _____(confident)

Father : I hope you'll do the exam_____. (excellent)

Rohit : Sure, dad.

D. Writing

***I. Write a paragraph on John focussing on his character. Also, talk about the reversal in the attitude of John and Shivaji about each other.**

II. Given below is a brief biographical sketch of Shivaji.

Shivaji was born in Shivneri on 10th April, 1627 to Jijabai and Shahaji Bhosle. His father Shahaji was a nobleman in the royal court of Bijapur. Shivaji was named so after Lord Shiva of the Hindu mythology as his mother was an ardent Hindu devotee. Since childhood, Shivaji was brave and never feared anything. There were many instances in his childhood that showed he was a born ruler. At the young age of fourteen, he had the dream of building his kingdom. At the age of 20, he took out his very first military attack and captured the Torna Fort of the kingdom of Bijapur.

After that, there was no stopping for him and he had a series of triumphs. Shivaji was known for his protective and fatherly attitude towards his citizens. He is remembered till date as a hero who worked for the welfare of his subjects and state. Shivaji breathed his last in 1680 after suffering from fever for three whole weeks.

Based on the information given above and the information you already have, write a brief speech about Shivaji, which you are to deliver on the occasion of naming one of the Houses in the school as "Shivaji House." You may begin like this:

Dear friends,

It's a matter of great pride and pleasure for me to talk about Shivaji, a brave Maratha king, also known as Chatrapathi.

Shivaji was a born ruler.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

Study the following results.

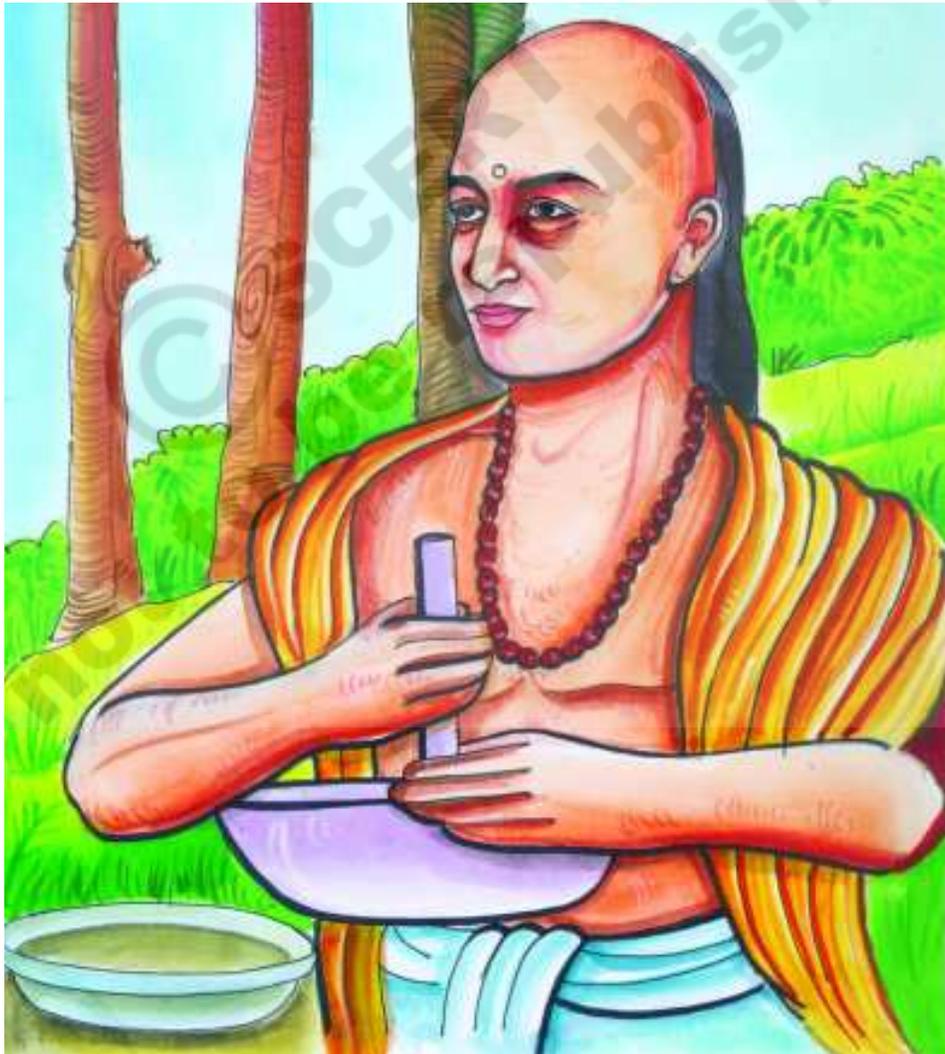
Notice Board			
Z.P. High School, Jillelaguda, Ranga Reddy Dist. (A.P)			
Percentage of marks of students in S.S.C. Examination in 2011.			
Girls	Percentage	Boys	Percentage
Swathi	86	Abhilash	85.6
Swetha	82	Farooq	85
Naga Rani	78	Sai Krishna	79.6
Hemalatha	69	Bhanu Prasad	67.6
Mamatha	68	Uday Kumar	76
Sruthi Geetha	68	Vinod Kumar	76.8
Manjula	67.6	Masanna	71

Answer the following questions:

1. Name the school topper.
2. Which two students scored equal percentage?
3. Who got the lowest percentage?
4. How many have scored eighty percent and above?
5. Comment on the overall performance of the students.
6. Who performed well, boys or girls? Support your answer.

F. Listening and Speaking

Your teacher will tell you an interesting story about a great person “Charaka.”
Listen carefully and do the following exercises.



I. Fill in the blanks after your teacher has finished reading the story.

1. Prevention is better than _____.
2. Charaka presented the concept of digestion _____ and immunity.
3. Charaka _____ the anatomy of human body.
4. Charaka gave the number of _____ present in the human body including _____.
5. Charakasamhita is a great contribution in the field of _____.
6. Charaka said that the heart is the controlling _____.
7. The two ancient physicians who guided Charaka were _____ and _____.

II. Tick the correct answer.

1. A physician should have...
a) impatience. c) arrogance.
b) sense. d) patience.
2. The first person to find out the cause of human sickness was...
a) Susruta. c) Charaka.
b) Dharmapada. d) Charakasamhita.
3. Charaka was a great...
a) surgeon. c) philosopher.
b) physician. d) translator.
4. Charakasamhita was written...
a) nearly twenty years ago. c) nearly twenty decades ago.
b) nearly twenty centuries ago. d) nearly twenty five years ago.

III.* Group work

Have you ever been to a historic place? Talk about it in your group. Describe the things that you liked / disliked.

G. Poem

Read the following poem.

In the Bazaars of Hyderabad



What do you sell, O ye merchants?
Richly your wares are displayed.
Turbans of crimson and silver,
Tunics of purple brocade,
Mirror with panels of amber,
Daggers with handles of jade.

What do you weigh, O ye vendors?
Saffron and lentil and rice
What do you grind, O ye maidens?
Sandalwood, henna, and spice.
What do you call, O ye peddlers?
Chessman and ivory dice.

What do you make, O ye goldsmiths?
Wristlets and anklets and ring,
Bells for the feet of blue pigeons
Frail as a dragonfly's wing,
Girdles of gold for dancers,
Scabbards of gold for the king.

What do you cry, O ye fruitmen?
Citron, pomegranate, and plum.
What do you play, O ye magicians?
Spells for aeons to come.

What do you weave, O ye flowergirls
With tassels of azure and red?
Crowns for the brow of a bridegroom,
Chaplets to garland his bed,
Sheets of white blossoms new-garnered
To perfume the sleep of the dead.

- Sarojini Naidu



Glossary

O ye:	a meaning “you” used in the past especially to address more than one person
wares (n):	goods that someone sells in a market or on the street
brocade (n):	expensive thick cloth with a pattern woven into it
amber (n):	a hard yellow-brown substance used for making jewellery
jade (n):	a precious stone used for making jewellery and art objects
vendor (s):	someone who sells something
peddler (s):	someone who goes from one place to another selling things
ivory (n):	the yellowish white bone that an elephant’s tusk is made of
dice (n):	a small block with six sides marked with spots
frail (v):	thin and delicate
scabbards (n):	a cover for the blade of a sword or dagger
aeon (s):	an extremely long period of time
tassels (n):	a group of strings tied together at one end and fastened to clothing or objects for decoration
azure (n):	bright blue
chaplets (n):	a circle of flowers and leaves that you wear on your head

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What is the poet talking about in the first stanza?
2. What is that you like most about the poem?
3. Which words or images describe the grandeur of the market?
4. What impression do you form about the market?
5. *When you happen to visit the bazaars of Hyderabad, what things in the poem come to your mind?

H. Project

Collect details about some historical persons like Srikrishna Devaraya, Harsha, Ashoka, and write a biographical sketch. Display it on the wall magazine or publish it in the school magazine. Talk about the significance of their rule.

I. Extensive Reading

Read this biographical sketch of a famous musician.

Tyagaraja, the Immortal Musician

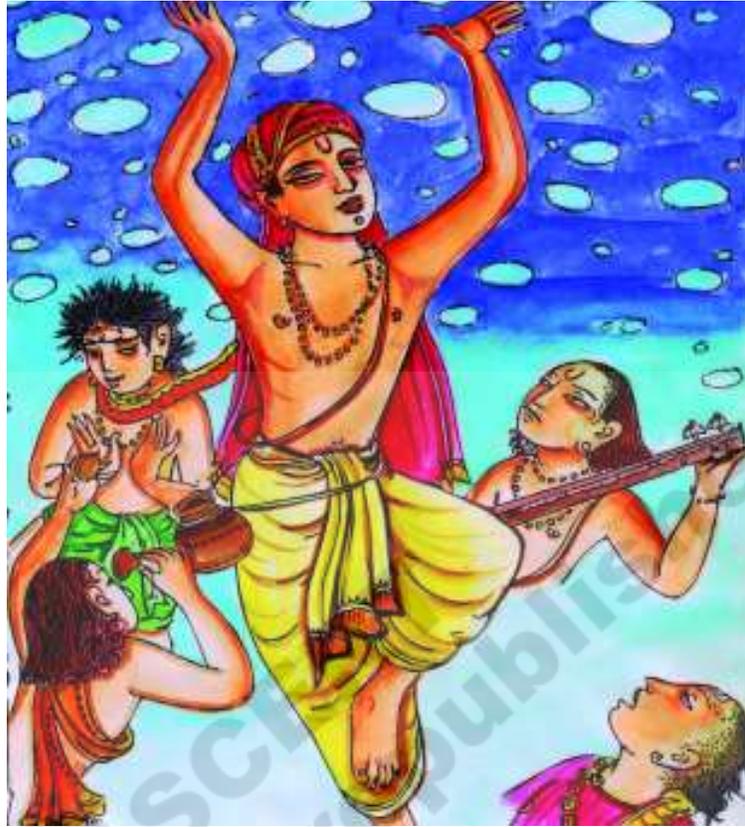
Tyagaraja was a gifted musician. He was also a great composer of songs. He composed as many as seven hundred songs in Telugu. There were three great composers in Carnatic music. They were, Tyagaraja, Shyama Sastri and Muthuswami Dikshitar. Among them Tyagaraja was the greatest and most famous. Tyagaraja was also a great saint. He was a great devotee of Lord Rama, whom he worshipped in his house every day. He even had “darshan” of the Lord, people say.

Tyagaraja was born at Tiruvarur in Tanjavur District of Tamil Nadu on May 4, 1767. He was the third child of his parents, Ramabrahmam and Sitamma. They spoke Telugu at home. Tyagaraja had an elder brother named Panchapakesan or Jalpesan.

There was music in Tyagaraja’s blood. His mother was a good singer. He had his first lessons in music from her. His father was a good scholar in Telugu and Sanskrit. He learnt both the languages from him. When he was seven years old, the family moved to a village called Thiruvaiyaru.

Tyagaraja was interested in music from his childhood. Even as a young boy he used to compose songs and write them on the walls of his house. Noticing his son’s interest in music, his father took him to Sonti Venkataramayya, a musician at the court of King Sarabhoji of Tanjavur. Tyagaraja became his disciple and learnt music from him.





When he grew up, he spent most of his time composing songs and singing them in front of the idol of Lord Rama in his house. He married at the age of eighteen. He had only one child, a daughter named Sitalakshmi. Once a week, he went along the streets singing songs in praise of God and maintained his family with what people gave him. He never cared for wealth. He did not want to join the royal court. But his elder brother, Jalpesan, wanted him to earn money through his music.

One day the Raja of Tanjavur invited Tyagaraja to sing in his court. He offered him a gift of fifty acres of land and a lot of gold coins. But Tyagaraja refused to sing in the King's Court. Jalpesan, his elder brother was wild with anger. "Your Rama is not going to give you food. Why don't you sing in the king's court? We can be rich and live a happy life." he said to Tyagaraja. But Tyagaraja did not heed his brother's words. Jalpesan took the idol of Lord Rama and threw it into the river Kaveri.

Not finding his deity at home, Tyagaraja was in a great sorrow. He composed many songs in praise of Lord Rama and sang them with great feeling. After two months he had a dream. In his dream, he saw the place where his idol of Lord Rama was lying. The next morning he went to the place, found the idol and brought it back home. In a joyful mood, he sang many fine songs in praise of his deity.

In his old age, Tyagaraja set out on a pilgrimage. He went to Tirupathi to have “darshan” of Lord Venkateshwara. In the temple he saw a curtain in front of the image of Lord Venkateshwara. He could not see the Lord’s image. He was disappointed. Then he sang a song expressing a strong desire to see the Lord. As he sang, the curtain parted and he had ‘darshan’ of Lord Venkateshwara.

After his pilgrimage, Tyagaraja returned to Thiruvaiyaru and spent the rest of his days there. He composed songs in praise of his deity and sang them with great devotion. One day, when he was eighty years old, he said to his disciples, “I am going to join my Lord Rama tomorrow.” The next day he passed away.

But Tyagaraja lives through his music. He is as popular today as he was two hundred years ago. Today Thiruvaiyaru is a place of pilgrimage for musicians. In the month of January every year, musicians from all over South India gather at Tiruvaiyur to sing his songs and show their regard to the great saint musician.

Glossary

composer (n):	a person who makes songs
grief (n):	a great sorrow
pilgrimage (n):	a journey to a holy place
heed (v):	to pay attention to something

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

Answer the following questions:

1. Why does the writer say that Tyagaraja was an immortal musician?
- *2. Which part of the passage is appealing to you? Why?
- *3. Does this remind you of any other eminent musicians like Bhaktha Ramadasu? Who are they? How are they similar to or different from Tyagaraja?

3

What Can a Dollar and Eleven Cents Do?

Look at the picture and discuss the questions that follow:

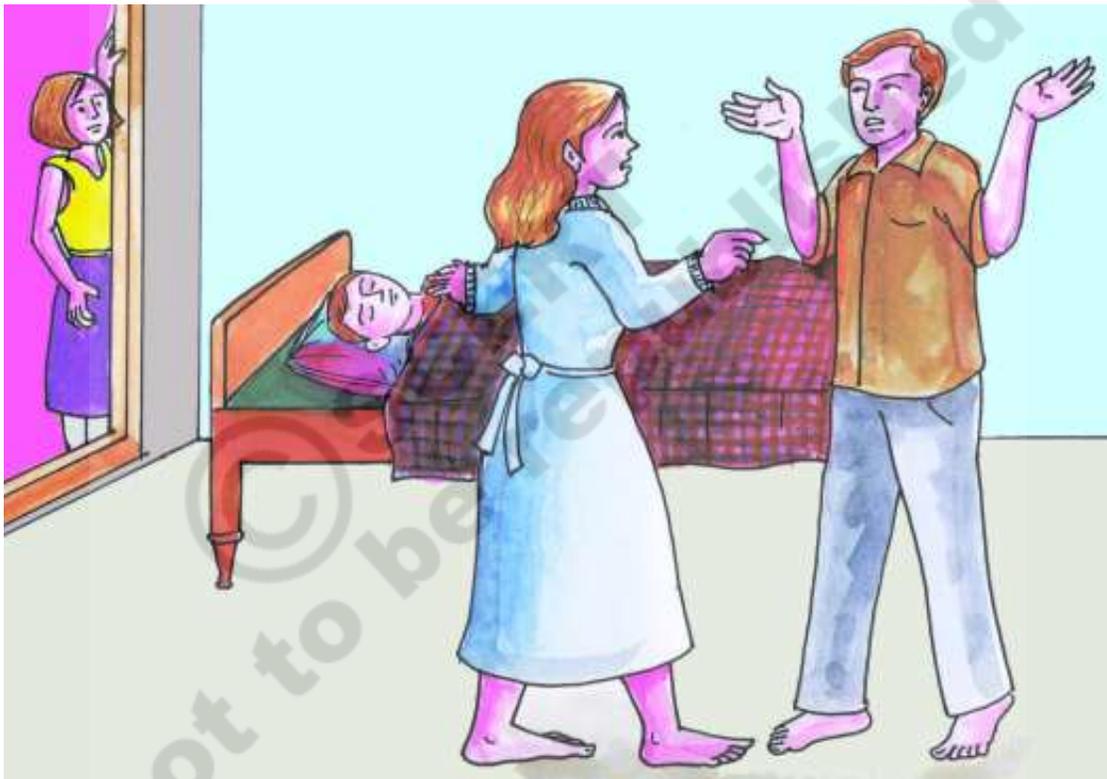


1. What can you say about the shop?
2. When does one go to such shops?
3. Why do you think the girl has come to the shop?
4. What do you think is the girl saying to the shopkeeper?
5. Does she look happy? What makes you think so?
6. Who might be ill?

A. Reading

Read the following story and answer the questions that follow:

An eight-year-old child, Tess, heard her parents talking about her little brother, Andrew. All she knew was that Andrew was very sick and her parents did not have enough money for the treatment. They were moving into a smaller house because they could not afford to stay in the present house after paying the doctor's bills. He needed a costly surgery now and there was no one to loan them the money, so her parents lost their hope and gave up their efforts.



When Tess heard her daddy say to her tearful mother, “Only a miracle can save him now,” she went to her room and pulled a jar of coins from a cupboard. She poured all the money out on the floor and counted it carefully. Holding the jar tightly, she made her way to the medical store and placed it on the glass table.

“What do you want?” asked the chemist. “It’s for my little brother,” Tess answered, “He’s really, really sick and I want to buy a miracle.”

“We don’t sell miracles here, child. I’m sorry,” the chemist said, smiling sadly at the little girl. “Listen, I have the money to pay for it. If it isn’t enough, I can try and get some more. Just tell me how much it costs.”

At the shop there was a well-dressed customer. He bent down and asked the little girl, "What kind of a miracle does your brother need?" "I don't know," she replied with her eyes welling up. "He's really sick and Mummy says he needs an operation. But my Daddy can't pay for it, so I have brought my savings." "How much do you have?" asked the man. "One dollar and eleven cents, but I can try and get some more," she answered barely audible.

"Wonderful," smiled the man. "A dollar and eleven cents, the exact price of a miracle for little brother!" He took her money in one hand and held her hand with the other. He said, "Take me to your home. I want to see your brother and meet your parents. Let's see if I have the kind of miracle he needs."

That well-dressed man was Dr. Carlton Armstrong, a famous neurosurgeon. He had Andrew admitted to hospital where he operated on him without any charges. Within a few weeks Andrew was back at home and doing well.

"That surgery," her Mum whispered, "was a real miracle. I wonder how much it would have cost."



Tess smiled. She knew exactly how much the miracle cost - one dollar and eleven cents.....plus the love of a little child.

Glossary

miracle (n):	a wonderful event that seems impossible and that is believed to be caused by god
chemist (n):	a person who is qualified to prepare and sell medicine
whisper (v):	murmur (or) to speak very softly to somebody so that people cannot hear what you are saying
audible (adj):	able to be heard
neurosurgeon (n) :	a doctor who performs operations on the nervous system especially on the brain

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

- Do you think Tess can buy the miracle with her savings? Why?
- Why did the mother say that the surgery was a real miracle?
- What did the little girl understand by the word “miracle”?
- What kind of a man was Dr. Armstrong?
- *5. Why did the doctor say that one dollar and eleven cents was the exact price of the miracle?
6. Find out the words that have been used to describe Tess. Would you like to add some from your side?
- *7. Can you suggest another title for the story? Give reasons.

II. Say whether the following statements are True or False. Give reasons for your answer. Correct the false statements.

- Andrew’s parents had very little money. ()
- Tess’s parents were very poor. ()
- Tess’s parents were not interested to take her little brother, Andrew, to the hospital. ()
- Andrew was seriously ill. ()
- Tess thought that “a miracle” was the medicine that was available in a medical store. ()

III. Tick the correct answer.

1. "I'm sorry," the chemist said, because the miracle the girl had asked for
 - a) was not available in his shop.
 - b) was very costly.
 - c) was not a medicine.
2. Dr. Armstrong wanted
 - a) to help the child.
 - b) to collect a lot of money.
 - c) to make fun of the child.

B. Vocabulary

- I. Given below is a paragraph written by a 6th class student. Some words are spelt wrongly in it. Circle them and write the correct spellings.

Food and Nutrition

We need a balanced diet to be healthy. Balanced diet provides us major nutrients such as carbohydrates, fats, vitamins, minerals, and proteins. There are two different types of source of proteins – animal sources and plant sources. Animal sources include fish, eggs, meat, etc. Peas and beans are important sources of protein.

- II. In each group of words below, find the odd one out and circle it. Give justification for your answer. The first one is done for you.

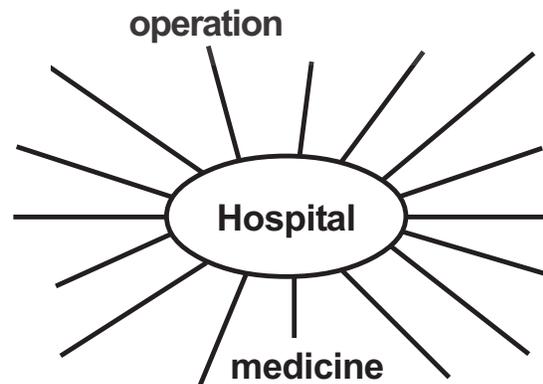
1. hospital, nurse, patient, passenger.

Hospital, nurse and patient are related to medical profession, whereas "passenger" is not related to the medical profession. So, passenger is the odd one out.

2. shop, customer, cost, temple
3. dollars, things, rupees, cents
4. treatment, operation, surgeon, blackboard
5. play, question, answer, chocolate

- III. Write words related to "Hospital".

Write as many words as possible.



C. Grammar

I. Question mark (?) and Exclamation mark (!)

Read the following conversation paying special attention to the use of question marks, and exclamation marks.

“Where’s the champion of Israel?” shouted Goliath.

Let him come and fight with me!”

“Who is this man?” said David.

“I’ll go and fight him.”

“How stupid you are!” Goliath exclaimed.

You understand from the above sentences that a question ends with a question mark (?) and an exclamatory sentence with an exclamatory mark (!)

Now read the following conversation and use question marks or exclamatory marks wherever necessary.

Tess : I want to buy a miracle. How much does it cost

The Shopkeeper : I am sorry.

Tess : Why

The shopkeeper : Because we don’t have any medicine like “a miracle”.

Tess : What a pity

II. Apostrophe in possessive case of nouns and contractions

Read the following passage.

Andrew’s disease worried **Tess’s parents** because they did not have enough money for the treatment. Tess heard her **father’s words**. She decided to buy a miracle to cure her **brother’s disease**. She went to the medical store to buy the medicine. The shopkeeper said, “**We don’t** sell miracles here. **I’m** sorry.”

As you can see from the words / expressions in bold, the apostrophe is used to indicate the following.

Possessive form	Contracted form
-----------------	-----------------

Andrew’s disease	don’t
------------------	-------

brother’s disease	I’m
-------------------	-----

Here, Tess’s parents means, the parents of Tess. Similarly, Andrew’s disease means the disease of Andrew.

The apostrophe is used here to talk about something that belongs to somebody or something. But it is also used to indicate the omission of a few letters, thus forming short forms or contractions. **Don't** is the short form of **do not**. Similarly, **I'm** is the short form of **I am**. June'09 is the short form of June 2009. In this case, apostrophe indicates that some letters/ numbers are omitted.

Read the following sentences and identify the contracted forms. Rewrite them in long form.

1. "I don't know" she replied. "He's really sick and Mummy says he needs an operation."
2. But Daddy can't pay for it.
3. Let's see if I've the kind of miracle he needs.

III. Read the following story:

Two rats fell into a milk pot. The first rat stopped making attempts to swim thinking that no one would save it. So, it drowned and lost its life. The other rat decided to continue swimming in the pot round and round. After some time, the milk turned into curd, the rat sat on it, and thus saved its life.

Look at the verbs underlined above. They fall into two categories as shown below.

Regular verbs		Irregular verbs	
Present Tense	Past Tense	Present Tense	Past Tense
decide	decided (d)	fall	fell
stop	stopped (ed)	lose	lost

Regular verbs are formed by adding 'd' or 'ed' to the present tense. Irregular verbs have different forms for the present and past tenses. Here are some irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
fall	fell	sing	sang
give	gave	leave	left
rise	rose	teach	taught
speak	spoke	drink	drank

Read the table given below and fill in the blanks with the correct form of the verbs. Write “regular” or ‘irregular’ in the third column.

Present tense	Past tense	Regular or Irregular
.....	bought	
clean	-----	
close	-----	
.....	danced	
.....	ate	
swim	-----	
take	-----	
.....	thought	

IV. Read the following sentences.

Andrew needed a costly surgery now and there was no one to loan them money. Dr.Armstrong operated on Andrew without any charges, and within a few weeks he was back at home doing well.

Observe the underlined words. They do not specify the exact amount or number but quantify things. They are called **quantifiers**. The words **no, none, any, a lot of, much, many, a little, a few**, etc. come under this category.

1. We use no or none of to indicate not or not any in order to emphasise the negative idea in a sentence.
2. We use a few and a little to talk about a small number and quantity.
3. Much is used with uncountable nouns like sugar, and many is used with countable nouns like pen, book, etc.

Examples:

1. Chandu has so much interest in English that he reads one book a week.
2. He has many friends in school.

V. Study the table of marks carefully. The minimum marks required to pass is 35.

Sl. No.	Name of the student	Marks scored in English	Sl. No.	Name of the student	Marks scored in English
1	Rani	65	16	Bhanu	67
2	Lata	60	17	Ramya	73
3	Kamala	73	18	Saleem	80
4	Lakshmi	80	19	Sai	71
5	Krishna	64	20	Ruchira	85
6	Bharat	75	21	Nandu	67
7	Ganesh	82	22	Mary	62
8	Meghana	63	23	Usha	64
9	Meenakshi	67	24	Sarada	75
10	Nithya	73	25	Bujji	82
11	Sindhu	80	26	Sandhya	63
12	Chandu	71	27	Sridhar	67
13	Mani	85	28	Jyothi	73
14	Chinni	67	29	Kumar	80
15	Ravi	62	30	Swarna	71

1. Answer the following questions using 'no', 'none', 'any', 'a few' and 'many'. Write them down in your notebook. The first one has been done for you.

1. How many students have scored more than 70 marks?

Ans. Many students have scored more than 70 marks.

2. Are there any students who have scored 90 marks?

3. How many students have failed in English?

4. How many students have scored below 60 marks?

5. How many students have scored between 64 and 75?

2. With the help of the information given in the above table, write a short paragraph about the performance of the class in English subject using no, none, any, a few and many.

D. Writing

I. Tess had the habit of writing a diary. On the day when she heard the news that her little brother Andrew had serious illness, she began writing the entry in her diary like this:

‘Today is a very bad day. What a terrible news! Mummy and Daddy are worrying so much about Andrew. My poor brother, Andrew! Why such big illness? Shocked to know that he was in a danger.

Continue the diary entry in your notebook.

II. Letter writing

Imagine that you were Tess and write a letter to Dr. Armstrong in your notebook thanking him for saving the life of the little boy.

***III. What would have happened to Andrew if Tess had not met Dr. Armstrong? Imagine this and write another ending to the story.**

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

Look up the word ‘miracle’ in the following two dictionary entries.

miracle /ˈmɪr.ə.kl̩/

► **noun** [C] **A** an unusual and mysterious event that is thought to have been caused by a god, or any very surprising and unexpected event: [+ (that)] *Looking at the state of his car, it's a miracle (that) he wasn't killed!* ○ *I can't promise a miracle cure, but I think we can improve things.*

Collins Cobuild Advanced Illustrated Dictionary, 2009

miracle /ˈmɪrəkəl/ (miracles) **1** N-COUNT If you say that a good event is a miracle, you mean that it is very surprising and unexpected. □ *It is a miracle no one was killed.* **2** ADJ [ADJ n] A miracle drug or product does something that was thought almost impossible. [JOURNALISM] □ *...a miracle drug that is said to be a cure for Aids and cancer.* **3** N-COUNT A miracle is a wonderful and surprising event that is believed to be caused by God. □ *...Jesus's ability to perform miracles.*

Cambridge Advanced Learner's Dictionary, Third Edition

1. What do you understand by the word ‘miracle’? Write a brief note.
2. Use the word “miracle” as a noun and an adjective in a few sentences.
3. What do N-COUNT and ADJ mean?

F. Listening and Speaking

Your teacher will read the story “Glenn Cunningham.” Listen carefully and answer the questions given below.

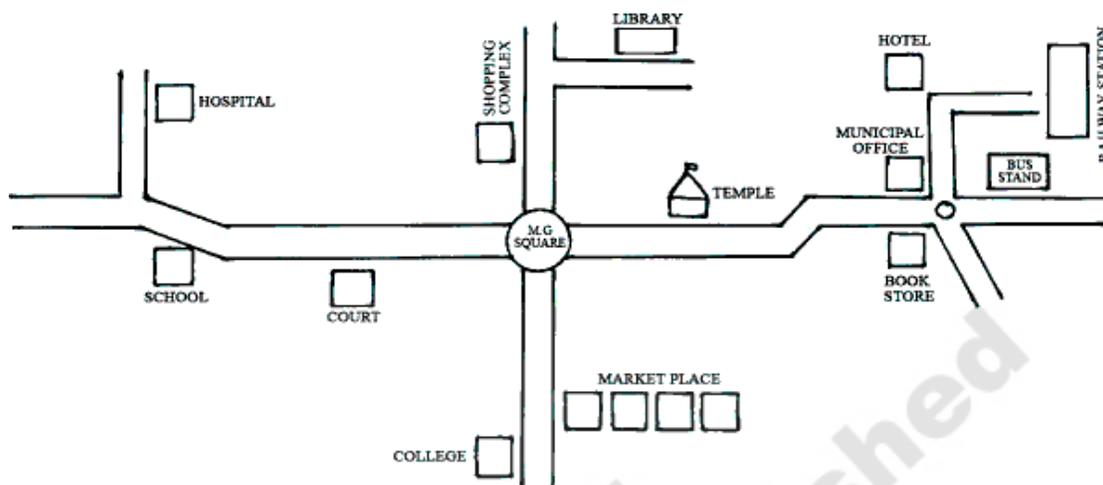
1. What was Glenn’s ambition?
2. Why was he burnt?
3. How did he shout?
4. How long was Glenn in bed?
5. What was Glenn’s achievement?
- *6. What qualities of Glenn do you like? Do you have them in you? Speak about them.
- *7. What would any normal child do if he/she were in Glenn’s place?



I. Tess wanted to buy a medicine for her brother, Andrew. But she didn’t know the way to reach the medical store. She approached the traffic policeman for help. Now read the following conversation between Tess and the Traffic Policeman:

- Tess : Excuse me, Sir. I want to buy some medicines. Could you please tell me the way to a medical stores nearby?
- Traffic Policeman : Sure, go straight up to the Municipal Office. Then turn left, and walk straight. You’ll find a medical stores there.
- Tess : How far is it from here?
- Traffic Policeman: Not very far. It’s just one kilometre away from here.
- Tess : Can I catch a city bus to reach there?
- Traffic Policeman : Oh, yes. Take the bus 17M. It’ll take you there.
- Tess : Thank you very much.
- Traffic Policeman : You’re welcome.

II. Study the route map given below:



You are at the court and want to go to the railway station. How do you ask for the way? Work in pairs and develop a conversation between you and a stranger.

You : Excuse me, _____ the railway station?

Stranger : Sure, _____

You : _____

Stranger : _____

You : _____

Stranger : _____

III. Enact the story “What Can a Dollar and Eleven Cents Do?” as a drama. Follow the procedure given below.

(Group work – Let the students form 3 or 4 groups)

- Read the story once again.
- Identify the characters.
- Pick out the dialogues of the characters.
- Identify the locations of the events.
- Decide scenes and setting accordingly.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

IV. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogues, costumes, action, settings, etc.

How well did I write the skit?

Fill in the boxes using yes/ somewhat/ no.	
I was able to fix the events of the skit well.	
I fixed the characters of the skit.	
I used appropriate dialogue in my skit.	
I was able to express the feelings of the characters.	
I concluded my skit well.	
I was able to express my ideas in apt words.	
The sentences I used were properly connected.	
I used proper punctuation and spacing.	

G. Poem

A Nation's Strength

Not gold, but only men, can make
A people great and strong
Men who for truth and honour's sake
Stand fast and suffer long.
Brave men who work while others sleep
Who dare while others fly-
They build a nation's pillars deep
And lift them to the sky.

-Ralph Waldo Emerson

Glossary

stand fast:

dare (v):

refuse to give up

face difficulty



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What kind of people can make a nation great and strong?
2. What do you think the word “men” refer to?
3. What does “sleep” mean here?
4. What does “fly” mean here?
- *5. In what sense can you call, for example, Gandhiji a pillar of the nation?

H. Project

Though Tess was a young girl and had a little money, she was able to save her brother.

* Collect a few success stories like Tess from magazines and newspapers. Talk about one of them in the class.

Why Third?

Gandhiji travelled a lot. He always travelled third class in trains. He did so because all poor people in India travelled third. (In those days there were three classes in trains.)

Once Gandhiji got off at Bombay from a third class railway compartment. Lots of people had come to meet him. Among them were some American men and women. They went into Gandhiji’s compartment. They saw that it was very small.

“Why doesn’t he travel first?” asked one of the ladies.

“I don’t know. Let’s go and ask him,” replied one of the gentlemen.

“Mr. Gandhi, we’ve come to ask you a question,” the gentleman said to Gandhiji. “You’re the leader of the Indian people, but you travel third. Please tell us why you travel third.”

Gandhiji laughed and said, “The answer is very simple. I travel third because there is no fourth.” He laughed again. And the American ladies and gentlemen laughed with him.

I. Extensive Reading

- I. We have seen how the little girl, Tess, with strong faith and determination saved her little brother, Andrew. Let's read a poem on faith.

Faith is the success in life
Faith is the catalyst within
Faith is the belief to begin
Faith is the foundation and the frame
Faith is the power that helps you win
Faith is the concentration of your brain
Faith is the power to know and to do
Faith is the cure for 'NO' and those that 'Lose'
Faith is your spirit, your sinews, your soul
Faith is the body that truly has all control
Faith is the beginning and the end
Faith is everything therein
Faith can move mountains and valleys and hills
But faith can do NOTHING...
Unless YOU are there.

- II. Can you imagine a disabled person winning a gold medal in Olympics? Let's read a story about an extraordinary girl who has done that.

Wilma Rudolph



Wilma Rudolph was born in a poor family in Tennessee. At the age of four, she had pneumonia with scarlet fever which left her paralyzed with polio. She had to wear a brace and the doctor said she would never put her foot on earth. But her mother encouraged her. She told Wilma that with God-given ability, persistence and faith she could do anything she wanted. Wilma said, "I want to be the fastest woman runner in the world." At the age of nine, against the advice of the doctor, she removed the brace and took the first step. At the age of 13, she entered her first race and came way, way last. And then she entered her second, and third, and fourth races, and came way, way, last until a day came when she came in first.

At the age of 15 she went to Tennessee State University where she met a coach by name of Ed Temple. She told him, “I want to be the fastest runner in the world.” Temple said, “With your spirit nobody can stop you and besides I’ll help you.”

The day came when she was at the Olympics – and at the Olympics, you are matched with the best of the best. Wilma was matched against a woman named Jutta Heine who had never been beaten. The first event was the 100-metre race. Wilma beat Jutta Heine and won her first gold medal. The second event was the 200-metre race and Wilma beat Jutta a second time and won her second gold medal. The third event was the 400-meter relay and she was racing against Jutta one more time. In the relay, the fastest person always runs the last lap and they both anchored their teams.

The first three people ran and changed the baton easily. When it came to Wilma’s turn, she dropped the baton. But Wilma saw Jutta shoot up at the other end; she picked up the baton, ran like a machine, beat Jutta a third time, and won her third gold medal. It became a history: that a paralytic woman became the fastest woman on this earth at the 1960 Olympics.



Answer the following questions:

1. What was Wilma’s dream?
2. What did the doctor advise Wilma?
3. Who won the gold medal in 100 metre race?
4. How was Jutta Heine matched with Wilma?
- *5. What qualities of Wilma helped her win the Olympic medals?

Golden Words

**A man who wants to do something will find a way;
a man who doesn’t will find an excuse.**

- Stephen Dolley

4

An Adventure

Look at the picture and discuss the questions that follow:



1. What is the man in the picture doing?
2. Where do you think he is going?
3. Can you imagine the dangers he is likely to face? Mention a few of them.
4. What is this type of activity called?
5. Have you ever participated in such an activity? If yes, share your experience with your classmates.

A. Reading

Read the following story and answer the questions that follow:

“Let’s go,” said Seema, “or it will be time for lunch before we know it.”

“Yes, let’s go towards the old temple,” said Arun, her cousin.

As always, they had come to *Vishnupur* on a vacation to their grandparents. It was a small, quiet town surrounded by green hills and some ancient ruins.

They particularly loved going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

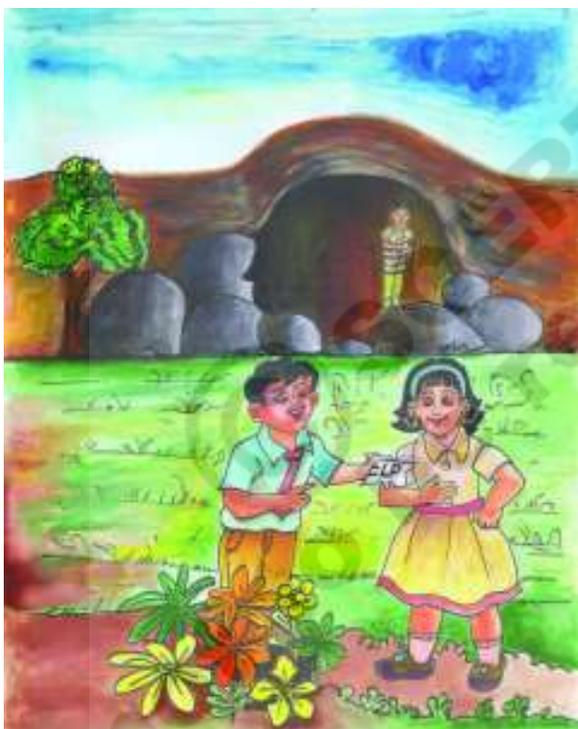
“Catch me if you can,” shouted Arun, and he ran ahead.

“I’ll catch you in a minute,” replied Seema, as she followed.

Arun was soon out of sight as he went round the corner. Seema knew his favourite hiding place and smiled to herself thinking, “He won’t escape me.”

She ran down the hill towards the old temple where she knew Arun would be hiding. But he wasn’t there!

‘He must have gone to the cave,’ she thought. This was another favourite place for them – a cave hidden behind some creepers.



“Arun... I’m here,” Seema called out as she reached the cave.

There was no reply. Seema could not see anyone. She was about to enter the cave when she caught sight of a piece of torn, crumpled paper on the ground. She picked it up and unfolded it out. How odd! It had letters CLP written on it!

Just then she heard Arun calling out, “Seema, where are you?”

“Here,” said Seema to Arun, who was standing at the entrance of the cave. “I was looking for you.”

“What have you got in your hand?” asked Arun.

“It’s nothing - just a piece of paper with CLP written on it,” said Seema.

“Don’t throw it. Let me see it,” said Arun, as he took the paper from her. He looked at it carefully and said, “See, if you look at the torn edge of the letter, which could be an E and not a C.”

“Do you think it could be HELP?” asked Seema.

“HELP... My goodness! Someone is in trouble. We must find him,” said Arun.

“Or her,” added Seema. “But where do we go? There is no one in the temple and there is no one in the cave too.”

“Let’s try the Meena Bazaar. There is a secret passage...” said Arun excitedly.

Meena Bazaar was once a popular market for royal ladies, but all that remained now was just a few crumbling walls. A secret passage was connected to the market. They ran towards it.

There they found a man with his hands and feet tied up. He had a gag on his mouth and was struggling to free himself. The children removed the gag and helped him free his hands and feet.

“Hurry!” the man said. “The smugglers will be back.”

They ran all the way through the secret passage. They were soon out of breath.

“Don’t... stop... yet,” panted the man. “They’ll be back any moment.”

Soon they reached home. Their grandparents were surprised to see them.

“Now tell us who you are,” Seema asked the man.

“And who tied you up,” added Arun.

“And why,” continued Seema.

“I’ll tell you the whole story... but first call the police,” said the man.

The police arrived in no time. The man they had freed was a police officer in plain clothes! He was following a gang of smugglers who had caught him and tied him up. Before that, he had managed to write HELP on a piece of paper and had thrown it, hoping that someone would find it.

“They were going to kill me, but thanks to you, I’m safe. We will now go and catch the smugglers,” said the man.

“What an adventure! Wait till I tell my friends about it,” said Seema.

“They’ll never believe us!” said Arun.

“That’s enough, children. It is time for lunch!” said Granny.

Glossary

ruins (n):	collapsed and decayed buildings
explore (v):	to search or travel through
crumbling (v):	breaking / cracking into pieces
passage (n):	a long narrow way through
gag (n):	a piece of cloth put in a person’s mouth to prevent him from speaking
smugglers (n):	persons involved in moving goods illegally in or out of a country
pant (v):	breathe with short quick breaths
gang (n):	an organized group of criminals

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. What kind of a town was Vishnupur?
2. What did Seema find?
3. How did the children know that someone was in trouble?
- * 4. What do you think is the turning point in the story? Give reasons.
5. Where was the secret passage?
- * 6. What would have happened if the police had not arrived on time?
- * 7. Do you think the children took a risk? If so, what could it be?

II. Write whether the following statements are TRUE or FALSE. Correct the false statements.

1. The man the children found near the secret passage was a smuggler. []
2. The man advised the children not to call the police. []
3. Seema and Arun rescued the man from danger. []
4. The children ran back to their grandparent's house with the man. []
5. The children are not brave. []

III. Tick the correct answer for the following questions:

1. Seema and Arun went to Vishnupur on... []
(a) a study tour. (b) a vacation. (c) an adventure.
2. At the entrance to the cave, Seema found... []
(a) Arun (b) a piece of paper (c) a man
3. The man Seema and Arun helped was... []
(a) their uncle. (b) a smuggler. (c) a police officer.

B. Vocabulary

I. Read the following:

He was following a **gang** of smugglers who had caught him and tied him up.

The word **gang** is a group noun. Here it refers to an organized group of criminals.

Match the group nouns in Column A with what they refer to in Column B

A		B
mob		1. a number of players
board		2. a number of people listening to a concert or lecture
troupe		3. a number of judges
army		4. people collected without any specific purpose
bench		5. some people gathered for destructive purpose
crowd		6. a number of people watching a match or something else
audience		7. a number of directors of a company
team		8. a number of soldiers
spectators		9. a number of artists, dancers, acrobats

II. Read the following :

They particularly loved going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

The underlined words in the above paragraph are “verbs.” Look at the nouns corresponding to these verbs.

Verbs

loved

pretended

played

Nouns

love

pretension

play

Supply the noun forms of the verbs underlined in the following sentences. The first one has been done for you.

1. I don't know what you are thinking about.
I don't know what your thoughts are.

2. I saw an old man who was begging in the street.
I saw an old _____ in the street.
3. It is not possible to succeed without hard work.
_____ without hard work is not possible.
4. You are not allowed to enter the theatre without a ticket .
Without a ticket your _____ into the theatre is not allowed.
5. I have corrected all your homework.
I have made all _____ in your homework.
6. Vishnumurthy knows everything. I wonder how he acquired that much _____.

C. Grammar

Read the following sentences from the story ‘An Adventure’.

“Children, it is time for lunch!” said Granny. When the actual words spoken by a person are placed within the inverted commas like this, it is called **direct speech**.

When the words of a speaker are told by another speaker as shown below, it is called **Indirect Speech**. Granny told the children that it was time for lunch.

Notice how the verb changes and how different connectors are added.

Direct Speech : Ram said to Sita, “I like swimming.”

Indirect Speech : Ram **told** Sita **that** he liked swimming.

The change in person is based on the person of the subject and object in direct speech.

Direct Speech : Ram said to Sita, “I like swimming and Gopal likes badminton.”

Indirect Speech : Ram told Sita that **he** liked swimming and **Gopal** liked badminton.

Change of tense: If the verb in the reporting clause is in the present tense, the verb between the quotes will remain unchanged.

Direct Speech : Ram says to Sita, “I like laddu.”

Indirect Speech : Ram tells Sita that he likes laddu. (present)

Direct Speech : They will again say, “We want more marks.”(future)

Indirect Speech: They will again say that they want more marks.

If the verb in the reporting clause is in the past tense, the verb between the quotes will also be in the past tense.

Direct Speech : Ram said to Sita, "I like swimming".

Indirect Speech: Ram told Sita that he liked swimming.

An exception to this past tense rule is when the reported clause is a universal truth or a scientific fact.

Direct Speech : Ram said, "Wood floats on water."

Indirect Speech: Ram said that wood floats on water.

Now change the following into Indirect Speech

1. "Sindhu is my daughter," said Ramakrishna Reddy.
2. "I'll catch you in a minute," replied Seema.
3. "Shyam has eaten my chocolate" says Arun.
4. "The smugglers will be back," the man said.
5. Seema will say, "It is a wonderful adventure!"

D. Writing

- I. If you were Seema, how would you narrate your adventure to your classmates? Write a paragraph about your adventure.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study skills

Read the following passage about the origin of the Bravery Awards and the courageous children who displayed their bravery at different situations.

The origin of the Bravery Award dates back to 2 October 1957. When India's first Prime minister, Jawaharlal Nehru, was watching a performance at Delhi's Ramlila grounds, at the Red Fort, a fire broke out in a shamiana (decorated tent) due to a short-circuit. Then Harish Chandra, a 14-year old scout, promptly took out his knife, and ripped open the burning shamiana, saving the lives of hundreds of trapped people. This incident inspired Pandit Nehru to initiate the awards. He asked the authorities to constitute an award to honour brave children from all over the country, and the tradition has continued since then. Harish Chandra became the first recipient of the award. In 2001, a commemorative book titled "Brave Hearts" was released featuring winners of the National Bravery Awards.

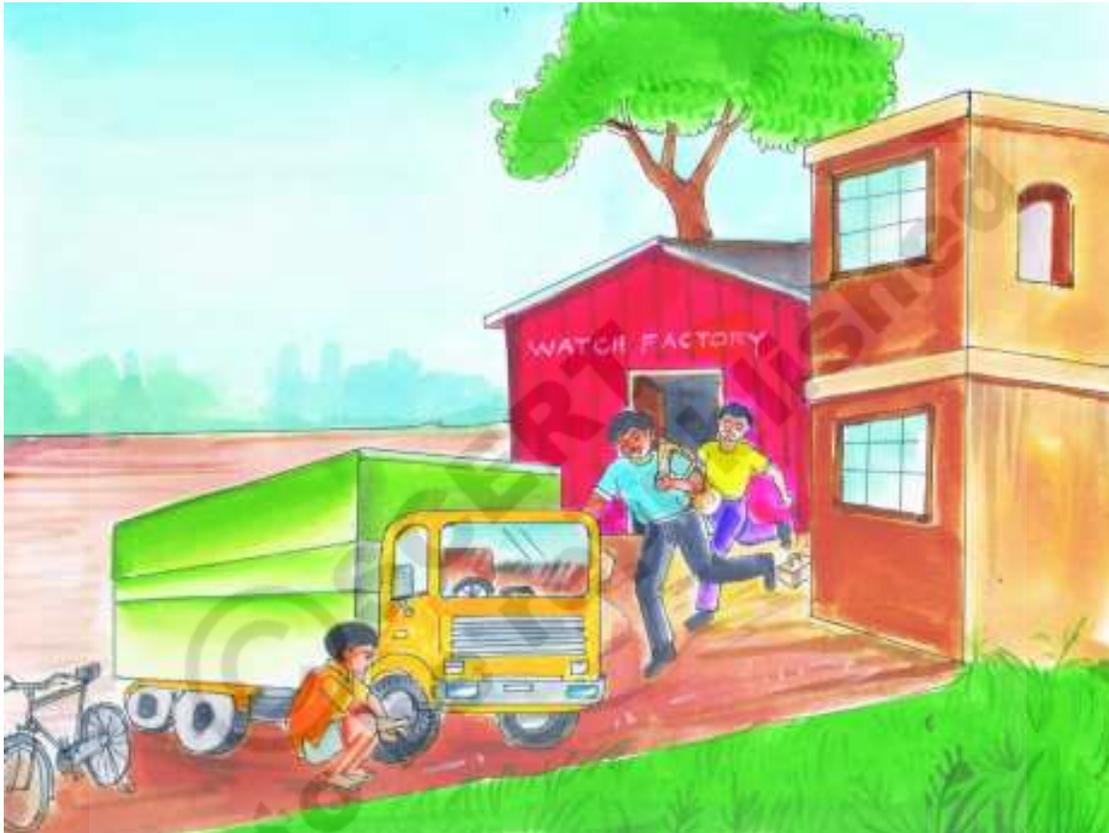
The 2008 Bravery Awards were given by the Vice-President, Mohammad Hamid Ansari instead of the Prime Minister. For the first time the real name of a 2008 award winner, 12-year-old Balloon seller, "Rahul" was withheld, as he had identified the men who planted bombs on Barakhamba Road in New Delhi, during 13 September 2008 Delhi bombings. He helped the police make sketches of the suspects. Amongst 21 bravery awards for 2009, two posthumous awards are included. These are the awards given to three girls, Rekha Kalindi (11), Sunita Mahato(11), and Afsana Khatun(12), who revolted against child marriage.

Work in groups. Transfer the information given above into a table. The following questions help you in deciding on what should go into the table.

- Who received the award?
- What are his/her personal details?
- When was it received?
- Who gave the award?
- What was the act of bravery?
- Also, include the details of the latest bravery awards.

F. Listening and Speaking

- I. Your teacher will read the story “To Catch Some Thieves.” Listen carefully and answer the following questions:



1. What did Ali do to get home soon?
 2. Whom did Ali see from behind the tree?
 3. “Ah! These watches will get us a lot of money for the coming year.” Who said this? What did Ali think they were?
 4. How did Ali feel, when he was taken in a police car with the siren on?
 5. What was the uncle’s gift to Ali on the New Year’s Day?
 - *6. Do you think Ali was a brave boy? Give your reasons.
- II. Collect an incident involving an adventure from newspapers and speak about it in your group.

G. Poem

Read the following poem.

The Naughty Boy

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland,
The people there to see.
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England.
So he stood in his shoes
And he wondered.
He wondered,
He stood in his shoes
And he wondered.

- John Keats



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the illustration to understand the poem.	

I. Answer the following questions:

1. In the above poem ‘as hard as a yard’ is a simile. Pick out other similes from the poem.
2. Find out the rhyming words from the poem. One is done for you.

found – ground

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

3. Why is the boy called naughty?
4. What did he find out in Scotland?
5. What did the boy wonder about?
- *6. What do you like about the boy?
7. What do you understand by “he stood in his shoes?”
- *8. Which lines are repeated? Why? What was its effect on the poem?
9. What was the boy’s opinion about Scotland before and after visiting it?
- *10. What do you think about countries or places you have never been to? which things there do you expect to be different? Talk about them in your group.

H. Project

- I. You often find interesting news about people who are doing adventurous deeds like going round India on a bicycle, going from Kashmir to Kanyakumari on foot, sailing across oceans in small boats, etc. Collect a few adventurous stories with beautiful pictures, paste them on a chart, talk about it in your class, and display it on the wall magazine.

II. Prepare a poster showing dos and don'ts to help a road accident victim.

How well did I prepare the poster?

Fill in the boxes using yes/ somewhat/ no.	
I used apt words.	
I used a good lay out.	
I was able to convey the message through my poster	
I used proper punctuation marks.	

1. Extensive Reading

Read the following story and answer the questions that follow :

Robinson Crusoe

Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years in a lonely island and longed for company. One day he discovered a footprint on the sand. Let's find out what he did then. It was narrated by him

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot - toes, heel, and every part of a foot. I could not imagine how it came there. I stayed for a long time thinking, but became more and more confused.

At last, I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle), I ran inside it as if I was being chased. I did not remember whether I used the ladder or went by the hole in the rock, which I called the door. I ran for cover faster than any animal could run.

I did not sleep that night. The more I thought about what I had seen, the more afraid I was. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what would have happened if he had seen my boat! If he had seen the boat, he would have realised that someone lived on the island and would soon return with others to kill and eat me up.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently because I was still very frightened.



However, as I went about for two or three days and saw nothing, I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

My fear returned! I went home again, believing that there was someone there. The island was inhabited!

(Adapted from Daniel Defoe's Robinson Crusoe)

Answer the following questions:

1. Why did Robinson Crusoe become confused?
- *2. What would you do if you were in a similar situation?
- *3. Do you know of any islands where primitive people live even today? Share what you know among the members of your group.

★ ★ ★

5

Plant a Tree

Look at the picture and discuss the questions that follow:



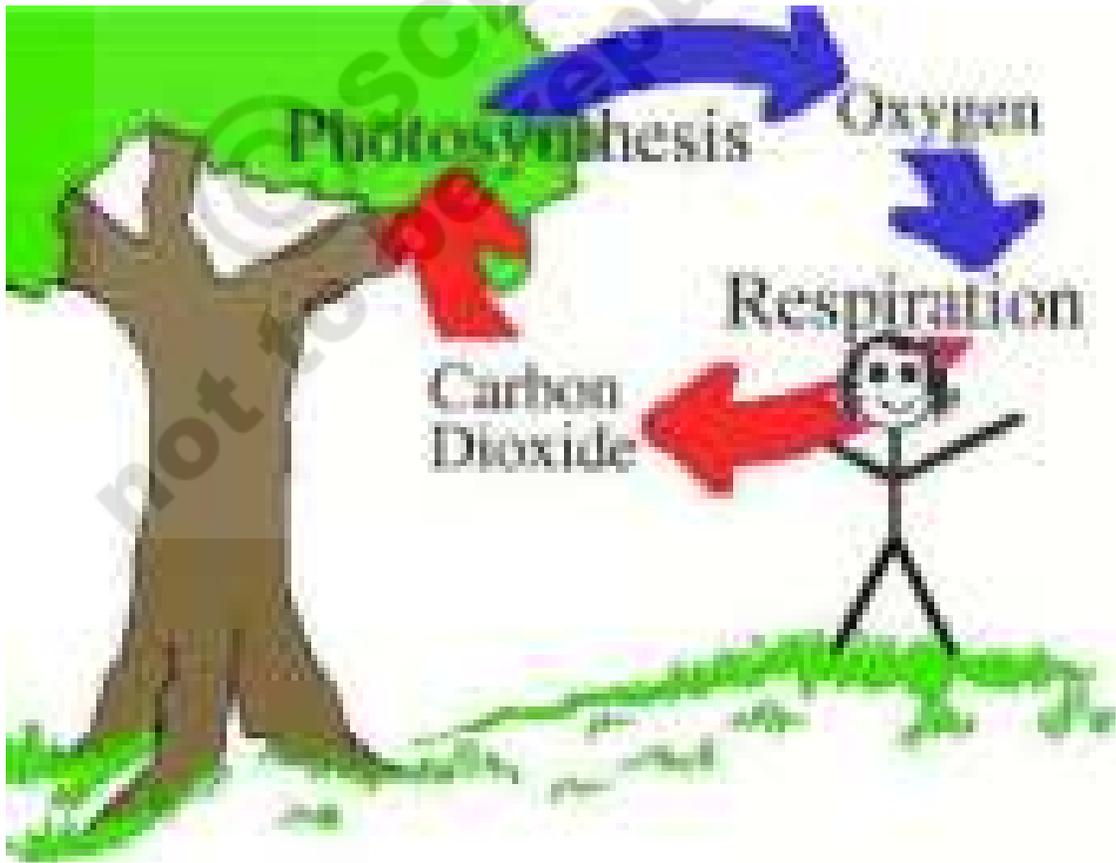
1. What do you see in the picture?
2. What do you like/dislike in it?
3. What would happen if all the trees were cut down?
4. How are trees helpful to everyone living on earth?

A. Reading

Read the following and answer the questions that follow:

Trees are the most useful things in the world. Children play under them. Travellers rest in their cool shade. Trees give us fruit to eat and firewood to burn. We build houses and make furniture with the wood of the trees. We need trees for our lives. If there were no trees, there would be no life on earth. Living things (people and animals) breathe in air. They breathe in oxygen from the air and breathe out carbon dioxide.

If all the oxygen in the air was used up leaving only carbon dioxide, what would happen to all of us? Everyone would die. But trees help us to live. They breathe in the carbon dioxide from the air and let oxygen out into the air. With the help of the sunlight, they break up carbon dioxide into carbon and oxygen. They use the carbon to make starch and let the oxygen out into the air.



Trees make all the starch in the world. Starch is the most important part of our food. Without trees we will not have any starch to eat.

Trees help us to get rain. The leaves of trees breathe out a lot of water vapour into the air. This makes the air cool. The cool air helps rainfall. Rain gives us water. No one can live without water. And we need trees to get water.

Trees have many more uses. The rubber tree grows in many parts of the world. From the sap of this tree we get rubber. Rubber is a very useful thing. Some trees like eucalyptus give us medicines. In South America there is a tree called the cow tree. People drink the sap of this tree instead of milk! It is less expensive than milk.

How long can a big tree live? Nobody knows. Some trees have already lived for more than four thousand years. They can live for five to six thousand years more. Some of them will live as long as ten thousand years. There is a tree called General Sherman in California in America. It is a huge evergreen tree. It is said to be several thousand years old.

How do we know the age of a tree? Do trees have birthdays? Yes, they do. They even get gifts on their birthdays. They get rings!



Every year a tree grows a little bigger. As it grows, the trunk gets another layer of wood; it gets another ring. You cannot see the rings because they are inside the tree. But if you look at the trunk of a cut down tree carefully, you will find the rings. One ring means one year. Some trees can live only for five to ten years. But some can live for hundreds or even thousands of years, like General Sherman.

Man cuts down hundreds of trees every year to build houses, to make furniture, to cook food, and to make paper. If this continues, one day there will be no more trees in the world. What will happen then? We will all die!

So what shall we do? We should avoid cutting trees as far as possible. Meanwhile, we must plant a lot of trees. Every one of us should plant at least one tree every year.

Glossary

- vapour (n): a mass of very small drops of water in the air
- eucalyptus (n) : a kind of tall tree

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. How are trees useful to us?
2. How is starch prepared by trees?
3. What are annual rings of a tree?
- *4. Do you think trees are enemies to people? Why do people cut down trees?
5. What will happen if we do not stop felling of trees?
6. How can we provide a better environment for the future generation?
7. What are the most useful things in the world?
- *8. Which piece of information do you find most interesting in the passage?

II. Read the following statements carefully and write TRUE or FALSE in the brackets. Correct the false statements.

1. Green leaves can split the carbon dioxide into carbon and oxygen. ()
2. We get our food mainly from trees. ()
3. Trees help us get rain. ()
4. It is usually cooler under the shade of a tree than in the Sun. ()
5. Trees are the shortest living things on earth. ()

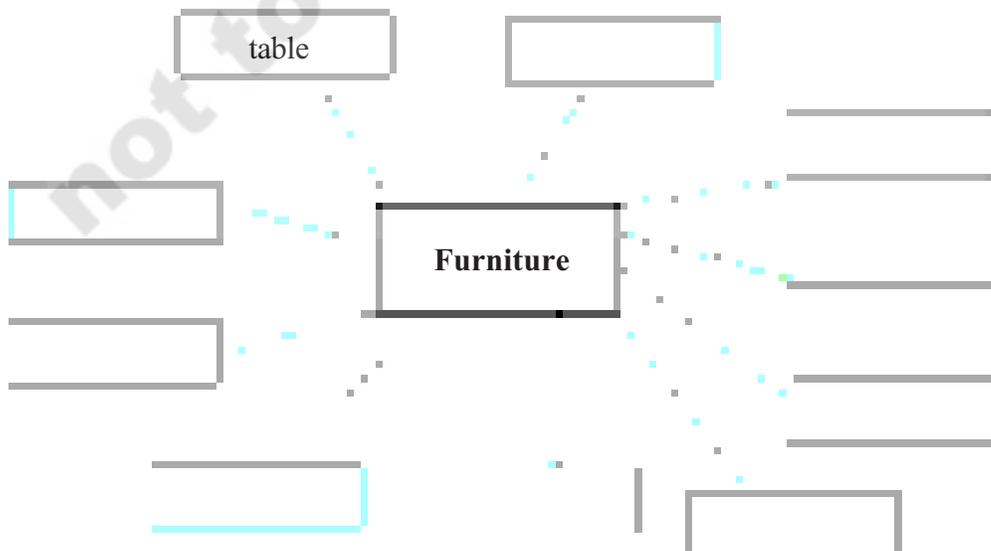
B. Vocabulary

I. Match things in part A with their uses or meanings in part B.

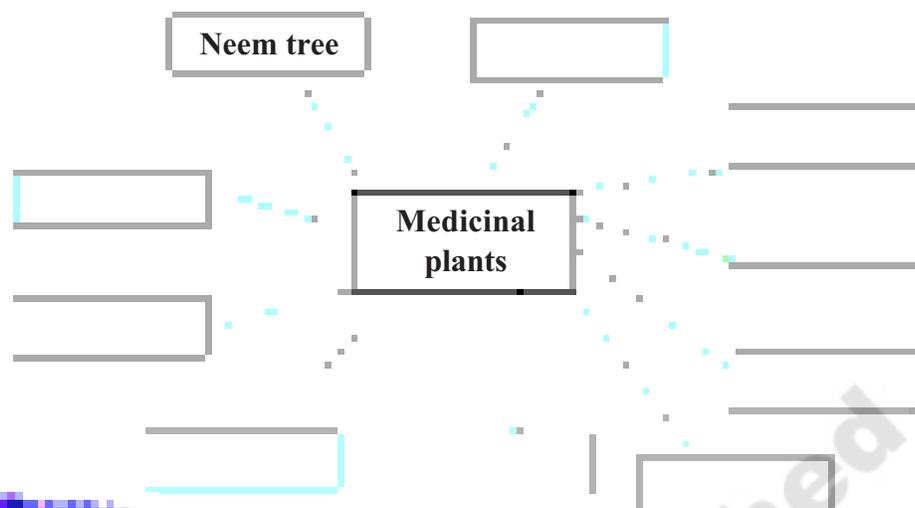
Part-A		Part-B
1. oxygen	()	important part of our food produced by trees
2. carbon dioxide	()	juice or milk from a tree
3. starch	()	useful for human life
4. sap	()	water drops in the air
5. vapour	()	useful for trees

II. Prepare a word map related to “furniture” and “medicinal plants.”

1.



2.



C. Grammar

If clause

I. Look at the following sentence from the lesson.

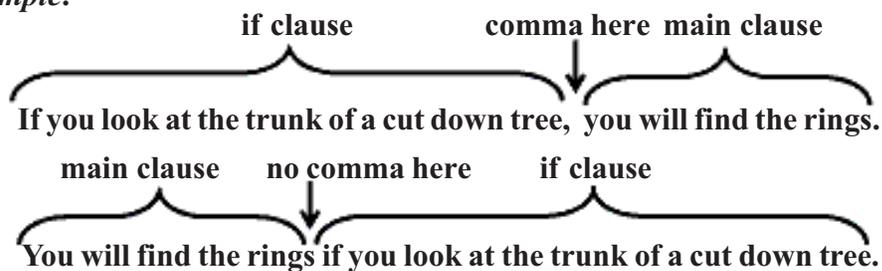
If you look at the trunk of a cut down tree carefully, you will find the rings.

The condition introduced by 'if' in this sentence expresses a real possibility whose result/effect is felt in the second part of the above sentence.

Note the following points about 'if clauses':

1. An 'if clause' is also known as a conditional clause. It expresses a condition or cause whose result/effect is expressed or felt in the second part of the sentence.
2. If the verb in the 'if clause' is in the present tense, the other clause (the main clause) normally uses will + verb.
3. An 'if clause' can be placed either at the beginning or at the end of the main clause. If it comes before the main clause, it is followed by a comma. However, if it follows the main clause, there will be no comma preceding the conditional clause.

Example:



Rewrite the following sentences as a single sentence. Use “if” at the beginning of the sentence. The first two have been done for you.

1. Work hard. You'll get success.
If you work hard, you will get success.

2. Don't tease the dog. It'll bite you.
If you tease the dog, it will bite you.

3. Walk fast. You'll catch the bus.

_____.

4. Study regularly. You will do well in the examination.

_____.

5. Give respect to others. They too will respect you.

_____.

6. It does not rain. I will come to your house.

_____.

7. Don't tire yourself now. You won't be able to work in the afternoon.

_____.

8. Stop eating sweets. You'll feel better.

_____.

9. Do as you are told. You'll get a prize.

_____.

10. Read regularly. You'll get more knowledge.

_____.

11. Do your exercises promptly. You'll not fail.

_____.

12. Go to bed early. You'll be healthy.

_____.

II. Supply a condition / a possible result to the following.

Condition	Result
If you do not water the plants,	
If you keep your surroundings clean,	
	you will pass with distinction.
If you quarrel with everybody,	
	you will be sick.
If you step on a snake,	

D. Writing

Read the following announcement made by the Headmaster of a Govt. High School.

NOTICE

Govt. High School, Hyderabad

Green India Survey

Date: 25-11-2012

This is to inform you that Green India Survey Group, Hyderabad have done a lot of work in raising awareness among the people living in Hyderabad about how all of us make our surroundings neat, clean and healthy. In order to make their efforts more focussed they wish to conduct a survey among the youth through a questionnaire. All of you are requested to cooperate with the Green India Survey Group and fill in the questionnaire distributed by them.

Sd/-

Headmaster

- I. **Imagine that you are the Secretary of the Environment Club of your school. Write an announcement suggesting that your school will organise a tree plantation week in the next month.**

- II. **Imagine that you have been asked by Green India Survey Group to complete the following questionnaire. Fill in the questionnaire giving all the details. Write a paragraph on how you will protect the forests.**

Green India Survey Form

1. Name :
2. Age :
3. Class/School :
4. Gender :
5. Contact Number :
6. E-mail ID :
7. Do you use plastic carry bags? Tick (Yes/No)
8. Are you a member of Green Club? Tick (Yes/No)
9. Do you organise NGC (Nations Green Corps) programme in your school? Tick (Yes/No)
10. Do you observe the Earth Day in your school? Tick (Yes/No)
11. Your local forest is very important to you. Because it provides you with
 - i. fodder (grass, green leaves, etc.) for your animals
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
 - vi. _____
12. What do you do to protect your local forest?
 - i. take turns to guard the forest with my classmates
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
13. When do you do this?

14. How do you develop greenery in your surroundings?

Signature

III. List the stages how a seed grows into a tree. List the steps that you took to plant a tree in your kitchen garden/school.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

The First Fruit

One morning, a king went on horseback to the countryside. He came to a village and saw an old man in a field. The old man was digging the earth and planting mango saplings. He was working very hard.

King : Good morning, my friend. You're planting these saplings. When will you get the fruit from them?

Old Man : These saplings will be big trees in ten or fifteen years. They'll bear fruit then.

King : But you're old and weak. You'll die in a few years. You'll not eat their fruit.

Old Man : You're right, Sir. I'll not eat the fruit of these trees. But others will eat it. I'm planting these saplings for them, and I'm happy.

King : I'm pleased with you, old man. You love other people. You're a good man. Please take this bag of money. It's for you.

Old Man : Thank you, Sir. This bag of money is the first fruit of my little trees.

E. Study Skills

Look at the picture and read the following text and the subscription form carefully.



Terra Green is a leading monthly environmental magazine. It promotes the concept of sustainable development. Launched in June 2004, this magazine from TERI is an effort to bring forth information and knowledge in the fields of energy, environment and sustainable development.

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	2	24	960	240	750	192	210	48	22
	3	36	1440	360	1000	252	440	108	30

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Darbari Seth Block, IHC Complex, Lodhi Road, New Delhi - 110003

Tel. 2468 2100 or 4150 4900, Fax 2468 2144 or 2468 2145. India-91 Delhi(O)11 www.terragreen.teri.in

Answer the following questions:

1. What is the name of the periodical?
2. What does "TERI" stand for?
3. What is the annual subscription rate of the magazine?
4. What is the website address of the periodical?
5. What bonus will you get if you subscribe to the magazine for three years?

F. Listening and Speaking

- I. Your teacher will tell you the story, “The Little Boy and a Kind Tree.” Listen carefully and answer the following questions:



Tick the correct answer.

- Who helped the little boy?
a) mother b) the animals c) a tree.
- “I am going to marry,” who said these words?
a) the captain b) the young man c) the old man
- What did the young man become?
a) a sailor b) a doctor c) a captain
- What does the story tell us?
a) selfish giving b) selfless giving c) humanity.

II Say whether the following are true or false.

- The young man helped the tree to grow well. ()
- The captain was a kind man. ()
- The tree helped the little boy till the end. ()
- The tree was loving and affectionate. ()

III. Pair work

Suppose you were the little boy in the story, how would you describe the kind tree to your classmate? You may use the following phrases.

- very kind, friendly
- caring, sympathetic
- self-less, cheerful
- loving, affectionate

G. Poem

Read the following poem.

If a Tree Could Talk

If a tree could talk, what would it say?

“Don’t chop me down, just walk away.”

If a river could talk, what would it say?

“Don’t dump in trash, throw it away.”

If the air could talk, what would it say?

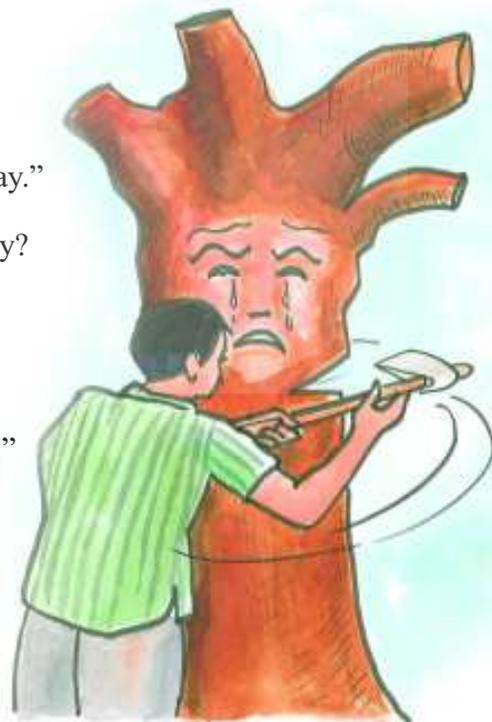
“The factories must learn to keep smoke away.”

If the animals could talk, what would they say?

“Help us to live, we wish to stay.”

If the Earth could talk, what would it say?

“Protect me by making every day Earth Day!”



Glossary

chop (v): to cut

trash (v): something that is worthless and of low quality

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. Who is being addressed in the poem?
- *2. What would animals say if they could talk? Prepare some slogans.
3. Pick out the rhyming words from the poem.
4. What does the tree wish for?
5. How are trees and animals useful to us?
6. Pick out all the bad things we do that make our surroundings unclean.
- *7. How are we responsible for the pollution on earth?
- *8. Write a poem based on what more a tree, air, river, and earth could pray for.

H. Project

Collect information about the common “shade giving,” “flower bearing” and “fruit bearing” trees and the medicinal plants. Share the information with your classmates.

S.No.	Name of the Tree	Useful Part	Brief Description	Other Information
1.	Neem tree	leaves, seeds, bark and roots	Leaves are smaller in size and pointed. Fruits are fleshy and sweet. The seeds are used for extracting oil.	Oil is extracted from neem seeds. Neem seeds are used as bio-pesticide. The oil and the extract of leaves, bark, and roots are used in preparation of Ayurvedic medicine

I. Extensive Reading

Children, Speak Up!

This is an extract from a speech given by Severn Suzuki, a 13-year-old girl from Canada, on June 11, 1992, at the Earth Summit in Rio de Janeiro.

Hello, I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organisation. We are a group of four 12 and 13-year-olds from Canada trying to make a difference—Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We raised all the money ourselves to come 6000 miles to tell you adults that you must change your ways.

I am here to speak for all future generations to come. I am here to speak on behalf of all the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.



I am afraid to go out in the sun now, because of the holes in the ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home town, with my Dad, until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day – vanishing every day.

In my life, I have dreamt of seeing the great herds of wild animals, jungles, and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were my age?

Here you may be delegates of your governments, business people, organisers, reporters or politicians. But really, you are mothers and fathers, sisters and brothers, aunts and uncles. And all of you are someone's child. I am only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil – borders and governments will never change that. I am only a child yet I know we are all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I'm not afraid to tell the world how I feel.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures, to share – not be greedy. Then why do you go out and do the things you tell us not to do?

Do not forget why you are attending these conferences, you are doing this for your own children. You are deciding what kind of a world we will grow up in.

Parents should be able to comfort their children by saying, "Everything is going to be alright. It's not the end of the world. We are doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities?

My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us. I challenge you, please, make your actions reflect your words. Thank you for listening.

source: <http://criticaldocs.wordpress.com>

I. Answer the following questions:

1. What kind of life does Suzuki want for herself and for all the children of the world?
2. What advice does Suzuki give to the adults?
3. "I wonder if they will even exist for my children to see." Why does the speaker say so?
4. My dad always says, "You are what you do, not what you say."
 - a. Who said these words?
 - b. Who did the speaker say these words to? What do they mean?
5. What is Suzuki's speech about?

★ ★ ★

Look at the picture and discuss the questions that follow:



1. Who do you think this old man is?
2. What does the creeper around his leg suggest?
3. What do his clothes convey?
4. Have you ever seen such a man? If yes, talk about your meeting with him.

A. Reading

Read the following story and answer the questions that follow:

Many years ago, at the foothills of the Kaatskill (Kat-skill) mountains, was a small village. In the village lived a simple, good-natured fellow named Rip Van Winkle. He was a kind neighbour, ready to help anyone. Everyone in the village liked him. The children of the village shouted with joy whenever they saw him because he played with them, he taught them to fly kites and shoot marbles, and told them long stories.

The only problem with Rip was that he was very lazy. He did no work on his own farm and just idled away his time. His fences were falling to pieces. His cow was going astray. Weeds grew on his farm. Rip's constant companion was his dog, named Wolf. To avoid work, he would walk away into the forest with his dog.

Suddenly, he heard a voice calling out, “Rip Van Winkle, Rip Van Winkle!” He looked around and saw a short, old man, with thick hair and a grizzled beard walking towards him with a barrel. He made signs to help him carry the barrel. Rip hurried to help the stranger who caught his hand tightly. Together they reached a place where there were some



more odd looking short men, playing ninepins. They were all dressed the same way and all of them had beards of various shapes and colours. Eventhough they were playing a game, their faces were serious and there was silence! The only sound was the noise of the balls, which echoed in the mountains like thunder. As Rip and his companion reached them, they stopped playing and stared at Rip with a fixed gaze. Rip was really frightened. His companion emptied the contents of the barrel into glasses and made Rip drink it. Rip obeyed as he was trembling with fear. Since he was thirsty he drank a few more glasses and slowly fell into a deep sleep.



On waking up, he found that he was at the place where he had first met the old man. He rubbed his eyes — it was a bright sunny morning. “Surely, I have not slept here all night,” thought Rip.

He looked around for Wolf, but he was nowhere.

Rip whistled for him. “Wolf! Wolf!” he then shouted.. No dog was to be seen. “Where has this dog gone?” he muttered to himself. He began to descend the mountain to go back to his village.

As he neared the village, he met a number of people but he didn't know any of them. The villagers also stared at him equally surprised. "Who is this man?" said one.

"I've never seen him before," said another, "look at his long white beard and his wrinkled face."

On hearing this, Rip stroked his chin and, to his astonishment, he found his beard had grown a foot long, and it was all white!



An old woman walked up to him and looked at his face for a moment. Then she exclaimed — "It is Rip Van Winkle! Welcome home again, old neighbour! Where have you been these twenty long years?"

(Adapted from *The Legend of Rip Van Winkle* by Washington Irving)

Glossary

astray (adv):	away from the correct path
weed (n):	any wild plant which grows in a garden
mutter (v):	to speak quietly in a low voice
wrinkled (adj):	with a lot of small lines in the skin caused by old age

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

- 1 Why did people like Rip Van Winkle?
- 2 How was Rip Van Winkle helpful to children?
- 3 List the things that suggest Rip Van Winkle was lazy?
- *4 What is daydreaming? What kind of people daydream?
- 5 Which lines in the story suggest that Rip Van Winkle went far away from the village?
- 6 What was strange about the men Rip met?
- 7 The short men stopped their play and gazed at Rip Van Winkle. Why?
- *8 What was it that Rip Van Winkle drank?
- *9 Rip Van Winkle drank more glasses than was offered. Was that a right thing to do? Why? What would you do if you were in his place?
- 10 When do you think Rip Van Winkle realized that he had slept for 20 years?

B. Vocabulary

I. Circle the correct meaning of the words as used in the story shown in bold print.

idled away	wasted	rested	admired
constant	continuous	construct	steady
companion	dog	stranger	partner
realise	understand	to set free	real
descend	not to send	be decent	to move down
barrel	a wooden container	a musical instrument	a bag
contents	to be happy	the ingredients	the index of a book

II. Match the words in the box with their meanings. Write the words in the blanks. You may take the help of a dictionary..

grizzled **astonished** **foothills** **stroked** **familiar**

1. near the lower part of a mountain _____
2. with grey hair _____
3. to rub gently _____
4. to be very surprised _____
5. known to you _____

III. Sometimes we join two words to make a describing word. For example, Rip was a good-natured man. Here are some more describing words. Use them to complete the given paragraph.

long-sleeved **high-heeled** **open-mouthed** **sweet-looking** **well-dressed**
odd-looking **part-time**

Mrs. Das has a _____ job in a clothes shop. Yesterday, an _____ woman walked into the shop. She was wearing _____ shoes. A _____ dog was with her. "I want a _____ shirt for my dog, please," she said. "For your dog?" asked Mrs. Das, _____ in surprise. "Yes," replied the woman. "I want him to be _____ for my next party."

C. Grammar

I. The Passive Voice

1. Everyone in the village liked Rip Van Winkle.
2. Rip Van Winkle was liked by everyone in the village.

Compare the two sentences. They convey the same message. In the first sentence, 'Everyone in the village' is the subject, 'liked' is the verb, and 'Rip Van Winkle' is the object. Here, the verb 'liked' is said to be in 'active voice.'

In the second sentence, the subject and the object have exchanged their positions and "by" is added to the object. The verb "liked" is changed into "was liked" (be + past participle of the verb). Here, the verb is said to be in passive voice.

Note i: When we transform a sentence in active voice into passive voice, we use by + the agent (if the agent is prominent). Otherwise, the agent is not mentioned.

eg. Someone has stolen my purse. (Active voice)
My purse has been stolen. (Passive voice)

Note ii: The tense of the verb does not change when we transform a sentence in active voice into passive voice or vice versa. (Observe the above examples and the ones given below.)

eg. Umesh is planting a tree. A tree is being planted by Umesh.
John paints portraits. Portraits are painted by John.

Note iii: If a verb has two objects, any one of the two objects may become the subject in the passive.

eg. I taught Ravi English.
English was taught to Ravi by me. / Ravi was taught English by me.

1. Read the following passage and underline all the verbs in passive voice.

We watched a film and returned home late yesterday. We unlocked the door and entered our apartment. We were shocked to find the whole place in disarray. Clothes were thrown everywhere. The cupboard was opened and my three new suits were missing. The handle of the iron safe was broken. We were surprised at how anyone could have got in when the door was locked. My wife found that the backdoor was left open. Evidently we had forgotten to close it when we left the house. An inventory of the missing property was prepared and a complaint was lodged with the Town Police Station. My wife and I were taught the lesson of our life.

2. Change the following sentences into their corresponding passive forms.

- i. Rip Van Winkle helped the short man.
- ii. The short men were playing ninepins.
- iii. Rip tells stories to children.
- iv. Rip has taught games.
- v. The children liked Rip.
- vi. Nobody recognised Rip.

II. Adverbs of frequency (revision)

1. Given below are the students' responses to the question "How often do you walk to school?" Read them carefully and write the names of the students in order, starting with the student who walks to school most often.

Narasimha Murthy: I don't usually walk to school. I often go on a cycle.
Apparao: I never walk to school. I live very far away.
Satyanarayana: I always walk to school. I live right opposite the school.
Krishna Murthy: I sometimes walk to school. At times I take the bus too.
Venkata Rao: I usually walk to school. It's a nice way to start the day.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. Write as many sentences as you can about yourself using the following adverbs of frequency:

always frequently usually often sometimes rarely

You may talk about how often you;

play in the park
go to bed late
fuss over food
study hard, etc.

Eg. I often play in the park.

D. Writing

- I. Imagine you are Rip Van Winkle and narrate what had happened to you 20 years ago.
- II. Imagine you are a villager thinking about the sudden disappearance of Rip Van Winkle. Guess what may have happened to Rip and tell the members of your group using one of the following expressions:

I think...	In my opinion ...	I'm sure...	I don't think ...
As far as I know...	I believe...	I feel...	I suspect...

- III. Then talk to your group members, pool up their guesses, and write a short paragraph about the disappearance of Rip Van Winkle and edit it.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

Rip Van Winkle was lazy. He did not like to do any work. What we like to do, what we are good at, and what we can become depends on the type of intelligence or intelligences we have. Read the descriptions, prepare a set of questions, collect information and find out which of the following types of intelligence best describes you and some of your group members. Write your findings as shown in the example.

VISUAL INTELLIGENCE	VERBAL INTELLIGENCE	MATHEMATICAL INTELLIGENCE
<p>You like to: think in pictures, create mental images to remember things. You enjoy looking at maps, charts, pictures, videos, and movies.</p> <p>You are good at: puzzle building, reading, writing, understanding maps, charts and graphs, a sense of direction, sketching, painting, fixing or making objects, understanding pictures.</p> <p>You can become a: navigator, sculptor, artist, inventor, architect, interior designer, mechanic, engineer.</p>	<p>You like to: use words and language. You speak well and think in words rather than pictures.</p> <p>You are good at: speaking, writing, story telling, listening, explaining, teaching, using humour, understanding the meaning of words, remembering information, convincing someone of your point of view.</p> <p>You can become a: poet, journalist, writer, teacher, lawyer, politician, translator.</p>	<p>You like to: use reason, logic and numbers. Always curious about the world around, you ask lots of questions and like to do experiments.</p> <p>You are good at: problem solving, solving puzzles, experimenting, questioning and wondering about natural events, doing mathematics calculations, working with geometric shapes.</p> <p>You can become a: scientist, engineer, computer programmer, researcher, accountant, mathematician.</p>

BODILY INTELLIGENCE	MUSICAL INTELLIGENCE	INTERPERSONAL INTELLIGENCE
<p>You like to: understand others. You control your body movements and handle objects skillfully. You have a good sense of balance and can catch or hit a ball well, and like to dance. You like to move around while learning.</p> <p>You are good at: dancing, physical coordination, sports, crafts, acting, miming, using your hands to create or build. You express emotions through your body.</p> <p>You can become a: dancer, athlete, physical education teacher, actor, firefighter, crafts-person.</p>	<p>You like to: play and enjoy music. You think about sounds, rhythms and patterns. You immediately respond to music either appreciating or criticising what you hear.</p> <p>You are good at: singing, whistling, playing musical instruments, recognising tunes, composing music, remembering melodies, understanding the structure and rhythm of music.</p> <p>You can become a: musician, disc jockey, singer, composer.</p>	<p>You like to: try to see things from other people's point of view in order to understand how they think or feel. You are a good organiser and manage to get other people to cooperate and work as a team.</p> <p>You are good at: seeing things from others' view, listening, understanding other people's moods and feelings, solving problems, cooperating with groups, noticing people's moods, communicating, building trust.</p> <p>You can become a: counsellor, salesperson, politician, business person, teacher.</p>

Example: I like to speak a lot and I enjoy music too. I am very good at telling a story. I am also good at remembering information as well as melodies. I understand the meaning of words, but I cannot understand maps and charts. Therefore, I have good verbal intelligence and musical intelligence though my visual intelligence is poor. I can become a writer, teacher, singer or a disc jockey.

F. Listening and Speaking

Work in groups.

I. Your teacher will read the story “The Magic Spring.” Listen carefully and answer the following questions:

1. Why did the old man go to the mountains?
2. Who touched his feet?
3. How did the old man turn into a young man? Who helped him?
4. The old woman could not recognise her husband. Why?
5. Why do you think the old woman went to the spring very early in the morning?
6. *Why did the old woman turn into a small baby? What would you do if you were in her place?
- *7. Do you believe in such magic pools? Talk about them to the members of your group.

Work in pairs.

***II. Lots of things may have happened in the village when Rip was away. Imagine you are the neighbour who greets Rip after 20 years. One student should act as Rip. Tell Rip about all that happened in the village after he had left.**

(Talk about what happened to his family, to his friends, to the other villagers, to the children he played with, the changes in the village...etc. Take the help of your teacher.)

***III. Imagine you are the old man in the story. While returning with your baby and wife, someone recognises you and makes enquiries. Make a skit and present it before your class.**

G. Poem

Read the following poem and answer the questions that follow:

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

- *Robert Louis Stevenson*



Glossary

- India-rubber ball (n): a ball that can bounce very high
buttercup (n): a small bright yellow wild flower
arrant (adj): complete
sleepyhead (n): a child who is tired and looks as if she wants to sleep

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. Which line in the first stanza tells that the speaker and the shadow are alike?
2. What does the shadow do when the speaker jumps into bed?
3. What is the funniest thing mentioned in the second stanza?
4. When does the shadow disappear? Why?
5. What does the shadow do when the speaker gets up before the Sun?
6. Why does the speaker call the shadow a lazy little fellow?
- * 7. How old do you think the speaker is? Is he/she playful, angry, or stupid?

H. Project

1. In twenty years of time a lot of changes come in any village. Collect information about these changes from your parents, old people, and prominent villagers. Then make a comparative statement showing the changes.

(You can focus on roads, houses, education, cost of things, family size, occupation, etc.)

I. Extensive Reading

Read the following story and answer the questions that follow.

Gulliver's Travels

When a person tells the story of his life in his own words, it is called an autobiography. Gulliver, a sailor, was once caught in the land of Giants. This is how he describes his experience.

On the 16th of June 1730 we discovered land. Our captain sent a dozen men with vessels for water, if any could be found. When we came to land we saw no river or spring nor any inhabitants. I went on to explore. The country was barren and rocky. I turned back to join the crew, only to see them getting into the boat and rowing for life to get to the ship.



Before I could reach them I observed a huge creature walking after them in the sea as fast as he could. The water of the ocean reached only up to his knees! However, the monster was unable to overtake the speeding boat. I turned back quickly and climbed up a steep hill with fields of barley on either side and the corn rising upto forty feet. There was a fence to pass from one field to the other.

It was impossible for me to climb because every step was six feet high. I was trying to find a gap in the hedge when I discovered one of the inhabitants in the next field walking towards the fence. He was of the same size as the creature chasing the boat. I was struck with utmost fear and astonishment and ran to hide myself. He called in a voice much louder than a trumpet. It sounded like thunder! Seven monsters like him came towards the field ready to reap the corn. They carried a reaping hook which was very big. When one of the reapers approached where I lay hidden I screamed as loud as I could. The creature stopped

reaping, picked me up between his thumb and forefinger and brought me close to his eyes, sixty feet above the ground. He looked at me with curiosity and blew my hair aside to get a better view of my face.



He called his friends and gently placed me on the ground. They all sat on the ground to take a good look at me. I walked slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the dining table which was thirty feet high from the floor.

Dinner was brought for the farmer in a dish which was ten feet in diameter. The farmer's wife crumbled some bread and placed it before me. In the middle of the dinner I heard a noise behind me. It was the purring of a cat that was ten times larger than an ox. The farmer's wife was stroking him. Then entered the farmer's one year-old son in the arms of a lady. On seeing me the child grabbed me from the table and put my head into his mouth. I shouted so loudly that the baby dropped me. I would have broken my neck if the mother had not held her apron under me. Later she put me on her own bed and covered me with a clean white handkerchief. I slept dreaming of my home, my wife and my children.

Glossary

inhabitant (n):	a person who lives in a particular place
monster (n):	a big, cruel and frightening person
hedge (n):	a row of closely planted low-growing trees forming a boundary
reaping hook (n):	a curved blade with a short handle used to cut grass or crops
scream (v):	to cry loudly because of fear or excitement or anger
apron (n):	a piece of cloth that is worn to protect our clothes

Answer the following questions:

1. Why was Gulliver left alone on the island?
2. What did the monster do?
3. How big are the monsters?
4. What did the baby do? How was he saved?
- *5. Have you ever lost your way? What did you do then? Share your experience.

★ ★ ★

7

P.T. Usha, the Golden Girl

Look at the picture and discuss the questions that follow:



1. Which sport is shown in the picture?
2. How many sports and games do you know?
3. Which sport/game do you play?
4. What is the difference between a sport and a game?
5. How important are sports/games for everyone?

A. Reading

Read the following story and answer the questions that follow.



“P.T. Usha, India.” This was the address on a letter from the Middle East. The letter was delivered by the postal department with no delay whatsoever. This was the status of PILAVULLAKANDI THEKKEPARAMBIL USHA who was born as the second daughter of Paithal and Lakshmi Amma on 20th May 1964 in the village of Payyoli, Kozhikode District, Kerala.

It was November 1973 when a dedicated physical education teacher called Balakrishnan discovered Usha while conversing with a parent. His eyes, ever watchful, kept drifting to a group of small girls playing blind man’s bluff just across the field. Was there a pair of feet that were moving extraordinarily fast? Was that tiny, dark girl in her blue skirt and white blouse moving like an instinctive athlete? Patient as ever, Balakrishnan waited for the game to be over. Calling the little girl, he gently enquired of her, “What’s your name, child?” The shy little girl hardly raised her eyes from the ground. “Usha,” she whispered and added, “from Class IV.”

Thus was made one of the greatest discoveries in the athletic arena of Asia, a simple question from an observant master, and an equally unassuming answer from a tiny village girl from a distant village in Malabar in Kerala. That same evening, at 4.15 p.m., Usha heard the magical words for the first time in her life – **On your Marks. Get set. Go.** The Master had explained to her what to do, and why. Confused, but very much aware of the ‘seriousness’ of the occasion, she ran for her life. The rest is history.

In 1975, Usha was 11 years old and was practising vigorously for the sub-junior District Meet – her first ever. With three days to go, Usha badly injured her heel, while practising for the long jump. The day of the event; all eyes were on her; she was so puny, so unbelievably tiny that she was the crowd’s favourite even before the race started. A white bandage on her heel won her even more sympathy. She came first in all the four events she participated in – 100m, 200m, long jump, and high jump. She was also the individual champion at the Meet.

Academically, Usha was an extremely bright student. She was always amongst the top three in her class and was popular with her teachers. She passed her standard VII exams with a first class grade. Just then, the government of Kerala announced a separate Sports Division for girls at Cannanore, a town with special facilities for sports in addition to regular studies.

Usha joined the Sports Division at Cannanore to improve her sport talent. She was left in the safe hands of C.H. Paithal, the headmaster of the school. It was at Cannanore that another great master fired her imagination so much that together they achieved the impossible. His name was Madhavan Nambiar.

By 1977, Usha and Nambiar were inseparable. Nambiar had found the ward he had been waiting for all his life and Usha had found her guru. Nambiar would, from now on, care for her like a father. Usha's meticulous, systematic training began in earnest.

Usha had a regular training run on the beach of Payyoli. She preferred to be trained alone, for the vastness of the beach gave her a sense of freedom. She ran joyfully and freely, and she derived her strength from the serenity and peace of her beloved Kerala surroundings. Nambiar introduced his sand training in her programme to enhance her performance in the athletics, just after the 1982 New Delhi Asian Games. Sand training had enhanced the performance of many great athletes, from Edwin Moses to top flight Indian athletes like Milkha Singh and Sriram Singh.



Usha's athletic achievements are well-known to almost all Indians – two silver medals in the 1982 New Delhi Asian Games; 4th place in the 400m at the 1984 Jakarta Asian Meet; and four Golds and one Silver at the 1986 Asian Games in Seoul.

P.T. Usha's story is that of a gifted child, from humble origins, achieving international success through sheer dedication and immense hard work. "Never, never in the history of independent India has a youngster from a remote background town of rural origin caught the imagination of youth in particular and the public in general as Usha has," said a Professor of English in Usha's home town.

Glossary

instinctive (<i>adj.</i>):	arising from natural ability
vigorously (<i>adv.</i>):	working with strength and energy
puny (<i>adj.</i>):	small and weak
earnest (<i>adj.</i>):	serious
serenity (<i>n.</i>):	happy and peaceful
enhance (<i>v.</i>):	to make appear greater or better

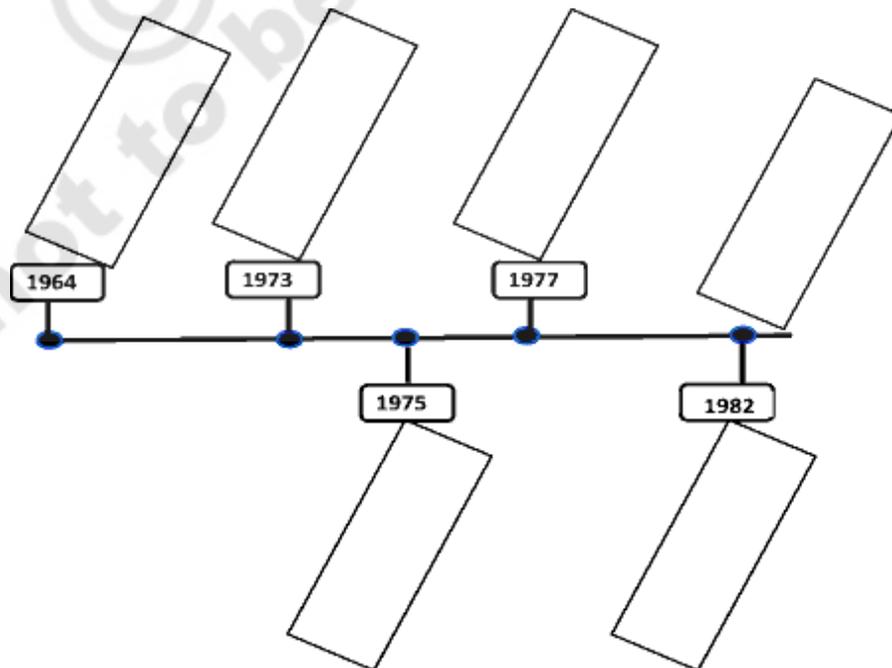
How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. At what age was Usha's sports talent recognized first? Who did it?
2. What quality do you notice in Usha while she practised athletics from a young age?
3. How was Usha in her studies?
4. How does Usha's life inspire the young girls of our country?
5. What qualities in Usha made her great in athletics?
- *6. Can you name some great Indian women athletes who may have been inspired by P.T.Usha?
7. List different events in athletics.

II. Write on "the time line" given below the important events from the life of P.T. Usha.



III. Write whether the following statements are True or False in the brackets.

1. P.T. Usha is also called the golden girl. []
2. She is the only daughter of her parents. []
3. Usha was the individual champion in the sub-junior District Meet. []
4. Usha was an average child in her studies. []
5. Madhavan Nambiar alone was responsible for her international fame. []

B. Vocabulary

I. The following is the list of some sports and games. Classify them into sports and games. Add some other games or sports you know to the list.

- | | |
|-------------|--------------|
| Volley ball | Cricket |
| Running | Chess |
| Badminton | Table tennis |
| Soccer | Skiing |
| Swimming | Motor racing |
| Baseball | Sailing |
| Carrom | Lawn tennis |

Sports	Games

II. Pick out from the reading passage the synonyms of the following words:

devoted	title-holder	attained	exceptional
small	happily	tranquility	increase
talented			

III. Look at the following sports goods. Write the number of the sports item and its name in your notebook. You may use the words from the box.

weights	goggles	shorts	a tennis racket	a volley ball
running shoes	a football	football socks	a football skirt	a basketball
a track suit	running shoes	a hockey stick	a cricket ball	a shuttle cock



C. Grammar

I. Adjectives and their order in a phrase

Look at the following sentences from the reading passage:

Usha was a tiny village girl. She was an extremely bright student.

The underlined words are adjectives. They describe Usha. We may use more than one adjective to describe a person, place or thing or an object. They may give us information about things like quality, colour, age, make, shape etc., of a person, place, thing or an object.

Quality	:	a pleasant day	Size	:	a small room
Age	:	a young man	Temperature	:	a hot day
Shape	:	a square table	Colour	:	a black cat

Word order of adjectives

When we use two or more adjectives to describe a noun, we have to take care of the word order. The position of the adjectives depends on how closely they are related to the noun. Though hard and fast rules cannot be given, the following guidelines will be of some help.

Adjectives : usual order						
determiners (articles, demonstratives, possessives)	quality	size/ age/	colour origin	past participle	material	noun
	beautiful	old	brown Indian	hand made	wooden	

Example: It is Rani's beautiful old brown Indian handmade wooden table.

I. Rewrite the following sentences with the correct order of adjectives:

1. Usha was born at farm mother's old her house.
2. Usha is dark little a shy girl.
3. There are flowers some beautiful rose white in our garden.
4. It is new my textbook English.
5. Sunitha was dressed in saree kancheepurm expensive an silk.

II. Look at the following sentences paying special attention to the underlined phrases:

1. Usha joined the Sports Division at Cannanore to improve her sport talent.
2. Nambiar introduced the sand training in her programme to enhance her performance in athletics.

The underlined phrases in the above sentences are used to talk about the purpose of activity and answer the question “why” as shown below.

Why did Usha join the Sports Division at Cannanore?

... **to improve her sports talent.**

Why did Nambiar introduce her sand training?

... **to enhance her performance.**

1. Ask and answer the following questions as shown in the example:

A: Why do people go to library?

B: They go to library to read books.

A: Why do people go to school / post-office / the cinema / hospital / market / bus-stand / railway station

B: Why do people use a watch / an umbrella / a toothbrush / a microscope / a mirror / shoes /...

2. Make sentences using the clues given. The first one is done for you.

Smt. Lakshmi Devi is an old woman.

eg. She / like / eat / sweets. - She likes to eat sweets.

She / like / eat / soft things - she / hate / eat / hard things - One day she / -want / eat / palkova - She / ask / her neighbour / buy / some palkova - The young woman / agree / get / some - She / promise / buy / a kilo - The old woman / promise / pay her later - In the market / the young woman / remember / buy / something for Lakshmi Devi. - She bought pakodis! - The old woman / refuse / pay.

3. Fill in the blank with the appropriate form of the verb in the brackets.

1. Reema is planning _____ admission in French classes from next year. (take)

2. She practised _____ with a pitcher on her head.(walk)

3. My grandfather has promised _____ care of Sheru, the dog, in our absence. (take)

4. I have no idea how they are planning _____ the New year’s Eve this year. (celebrate)

5. I have decided _____ the job in view of my financial position. (accept)

6. My mother dislikes _____ alone in the kitchen. (work)

D. Writing

- I. You have read about P.T.Usha . Using that information and any other information you may have, try to write a short profile of this great athlete. You can use the following skeleton if you like.

P.T. Usha - The Payyoli Express

Name : _____

Father's Name: _____

Date of Birth: _____

Place of Birth: _____

Name of the Coach: _____

Brief Biographical Sketch: _____

Achievements at Olympics:

1.

2.

Achievements at Asian Games:

1.

2.

Records Set / Broken:

1.

2.

Medals Won:

1.

2.

Awards and Honours:

1.

2.

- *II. Suppose you have Rs. 10,000 to spend on sports equipment. Write in your notebook the things you would want to buy. As the Secretary of The Sports Club in your school, write a letter to M/s India sports, Hyderabad for placing order for these sports goods. You should ask them to send you the price list of the goods before you place the final order.**
- *III. The A.P. Sports Club, Hyderabad has decided to collect data about the popularity of sports in schools in your locality. Prepare a notice about the A.P. Sports Club's visit to your school.**

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

Read this questionnaire and write your answers in the notebook. The points you get depend on your choice of answer, a, b, or c. Look at the table given below the questionnaire for points. For example, if your answer to question 1 is b, you will get 0 points. Mark your answers and calculate your score. Then you will know how sporty you are.

How sporty are you?

1. How often do you play sports per week?
a. Three times b. Never c. Every day
2. What do you like to do on a Sunday afternoon?
a. Watch television b. Study c. Play sports with friends
3. How often do you watch sports on television?
a. Never b. Sometimes c. Often
4. During the last world cricket cup
a. I watched some of the matches.
b. I watched most of the matches.
c. I didn't watch any of the matches.
5. What do you think of your physical education classes at school?
a. I hate them. b. I think they are O.K. c. I love them.
6. Which of these do you have?
a. A lot of sports books, magazines and equipment.
b. Some sports books, magazines and equipment.
c. No sports books, magazines and equipment.
7. Do you ever think of becoming a famous sports player?
a. Never b. Sometimes c. Often
8. Do you plan to participate in sports this weekend?
a. Yes b. May be c. No

Question No.	Points		
	a	b	c
1.	1	0	2
2	1	0	2
3	0	1	2
4	1	2	0

Question No.	Points		
	a	b	c
5	0	1	2
6	2	1	0
7	0	1	2
8	2	1	0

Score: Less than 5 points – you hate sports.

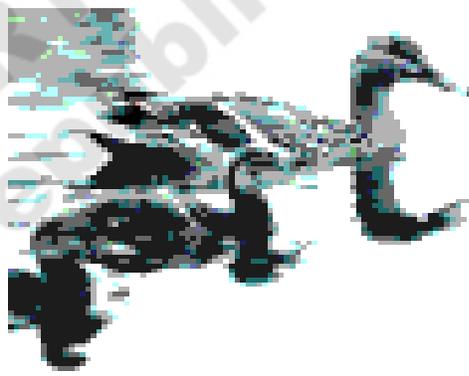
From 5 to 9 points – you like sports.

More than 9 points – you love sports.

***Give the questionnaire to the members of your group and tell them how sporty they are.**

F. Listening and Speaking

- I. Your teacher will read the story, “The Olympic Champion and the Ducks.” Listen carefully and say whether the following statements are True or False. Write T for True and F for false statements in the brackets.



1. The first Olympic Games were held in Olympia. []
2. Olympic Games are held once in a year. []
3. Bobby Pearce learnt sculling from his father. []
4. When Bobby won his first race, he was six year old. []
5. Myers slowed down the boat because he loves animals. []
6. People praised Bobby for his kindness towards the innocent creatures. []
7. He lost only a single race. []
8. He completed thirty three races in his life. []

Group work

- II. Given below are some statements expressing the views of some people about sports and games in schools. Discuss them in your group. Each member should either agree or disagree with the statement and give reasons. One member should record while the others give their opinions. After everyone has finished, the group leader can summarize and present before the class.

Sports/games slow down students' progress in their studies.

When school children participate in sports/games, they become tired.

Girls should not be encouraged to participate in sports/games

When girls take part in sports/games, they become masculine and insensitive.

Participating in sports/games is a mere waste of time.

Sports/games spoil the entire career of students.

The success rate is very low in sports/games.

G. Poem

Read the following poem:

Indian Cricket Team

When the umpire puts the toss,
Dhoni is the boss.
When Gambhir hits a century,
Bret Lee goes for a knee injury.
When Sehwag hits the ball to the fence,
Ponting becomes tense.
When Taylor's run out is taken
To the third umpire's decision,



He loses his batting position.
When India is in need of a run,
Down goes the blazing sun.
When India gets the cup,
They raise it up.

Glossary

fence (n): a line of wooden frame or rope

blazing (adj): burning brightly

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

1. Do you like the poem? Give reason for your answer.
2. Write a similar poem by changing the names of players of another cricket team.

H. Project

Collect the measurements of the courts of different games like volley ball badminton, Kabaddi, Kho-Kho, etc. and share them with your classmates. Also, draw the charts of the courts of some games/sports along with their measurement and display them in your class/sports room.

I. Extensive Reading

Ranji's Wonderful Bat



“How’s that!” shouted the wicket-keeper, holding the ball up in his gloves.

“How’s that!” echoed the fielders. “How?” growled the fast bowler, glaring at the umpire.

“Out!” said the umpire. And Suraj, the captain of the school team, was walking slowly back to the tool-shed at the far end of the field.

The score stood at fifty-three for four wickets. Another sixty runs had to be made for victory, and only one good batsman remained. All the rest were bowlers who could not make many runs.

It was Ranji's turn to bat. He was the youngest member of the team, only eleven but strong and bold. Ranji prepared to face the bowler. The hard, shiny, red ball came speeding towards him.

Ranji was going to leap forward and play the ball back to the bowler, but at the last moment he changed his mind and stepped back, planning to push the ball through the ring of fielders on his right, or off side. The ball swung in the air, shot off the grass, and came through sharply to strike Ranji on his pads.

The umpire raised a finger. "Out," he said. And it was Ranji's turn to walk back to the tool-shed. The match was won by the visiting team.

"Never mind," said Suraj, patting Ranji on the back. "You'll do better next time." But their cricket coach was more strict. "You'll have to make more runs in the next game," he told Ranji, "or you'll lose your place in the side!"

Avoiding the other players, Ranji walked slowly homewards. He was very upset. He had been trying so hard and practising so regularly, but when an important game came along, he failed to make a big score.

On his way home, he had to pass Mr. Kumar's Sports Shop. He liked to chat with the owner or look at all the things on the shelves—footballs, cricket balls, badminton rackets, hockey sticks and balls of various shapes and sizes. Mr. Kumar had been a state player once, and had scored a century in a match against Tanzania.



But this was one day when he did not feel like stopping. He looked the other way and was about to cross the road when Mr. Kumar's voice stopped him. "Hello, Ranji! Why are you looking so sad? Lost the game today?"

Ranji felt better as soon as he was inside the shop. "Yes, we lost the match."

"Never mind," said Mr. Kumar. "What would we do without losers? Anyway, how many runs did you make?"

"None. A big round egg. I haven't made a good score in my last three matches," said Ranji. "I'll be dropped from the team if I don't do something in the next game."

"Well, we can't have that happening," said Mr. Kumar. "Something will have to be done about it."

"I'm just unlucky," said Ranji.

"May be. But in that case, it's time your luck changed."

Mr. Kumar began looking closely at a number of old cricket bats, and after a few minutes he said, "Ah!" And he picked up one of the bats and held it out to Ranji. "This is it!" he said. "This is the luckiest of all my old bats. This is the bat I made a century with!"

He held it out to Ranji. "Here, take it! I'll lend it to you for the rest of the cricket season. You won't fail with it."

Ranji took the bat and gazed at it with awe and delight. "Is it really the bat you made a century with?" he asked.

"It is," said Mr. Kumar. "It may get you a hundred runs too!"

Ranji spent a nervous week waiting for Saturday's match. He asked Koki, the girl next door, to bowl to him in the garden. Koki bowled quite well.

At last Saturday arrived, bright and sunny. Just right for cricket. Suraj won the toss for the school and decided to bat first.

The opening batsmen put on thirty runs without being separated. The visiting fast bowlers couldn't do much. Then the spin bowlers came on, and immediately there was a change in the game. Two wickets fell in one over, and the score was thirty-three for two. Suraj made a few quick runs, and then he too was out to one of the spinners, caught behind the wicket. And it was Ranji's turn.

He walked slowly to the wicket. The bowler took a short run and then the ball was twirling towards Ranji. And then a thrill ran through Ranji's arm as he felt the ball meet the bat.

CRACK! The ball, hit firmly with the middle of Ranji's bat, streaked past the helpless bowler and sped towards the boundary. Four runs!

And that was only the beginning. Now Ranji began to play all the strokes he knew. He sent the fielders scampering to all corners of the field.

Twenty minutes after lunch, when Suraj closed the innings, Ranji was not out with fifty-eight and Ranji's school won the match. On his way home, Ranji stopped at Mr. Kumar's shop.

"We won!" he said, "And I made fifty-eight—my highest score so far. It really is a lucky bat!"

- Ruskin Bond

Answer the following questions:

1. What kind of inspiration do you get from this incident?
2. What role did Mr. Kumar play in making Ranji successful?
3. Have you been inspired by anyone in any field like the one above? If so, describe him/her.
4. Do you think that the bat was really a lucky one? Do you believe in such things? Share your ideas with your group.

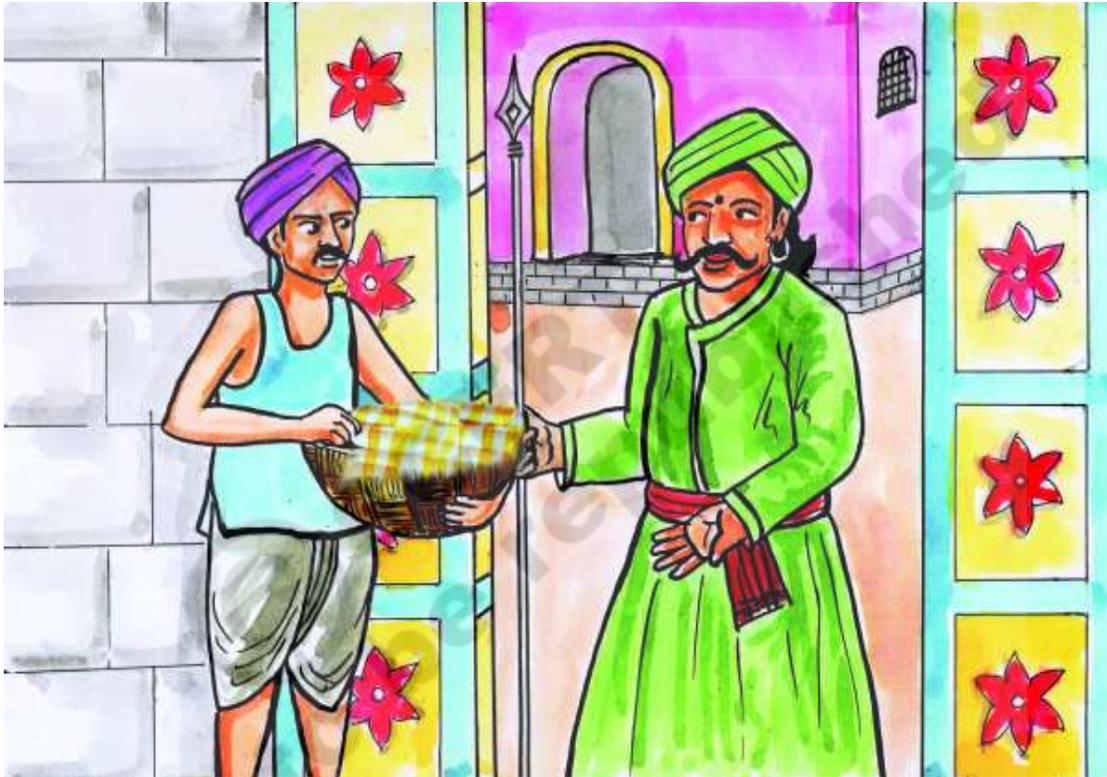
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Do not believe...

"Do not believe in anything simply because you have heard it. Do not believe in anything simply because it is spoken and rumored by many. Do not believe in anything simply because it is found written in your religious books. Do not believe in anything merely on the authority of your teachers and elders. Do not believe in traditions because they have been handed down for many generations. But after observation and analysis, when you find that anything agrees with reason and is conducive to the good and benefit of one and all, then accept it and live up to it."

-Buddha

Look at the picture and discuss the questions that follow:



1. Who do you think are the men at the gate?
2. What does the man have in the basket?
3. Why does the gatekeeper stop him at the gate?
4. Why does the man with the basket want to go into the fort?

A. Reading

Read the following play and answer the questions that follow:

Once there lived a fisherman in a town near the Arabian Sea. He was a wise old fisherman. Here is a story about him.

The fisherman had a daughter. She was seventeen years old. That was the age of marriage for girls in those days. So the fisherman was looking for a good bridegroom for his daughter. He found several young men, but he did not have enough money to get his daughter married to one of them. Some of his friends advised him to see the Raja who ruled the town and ask him for help. He was ready to take their advice, but he did not wish to go to the Raja without any gifts. He wished to take with him a gift that was good enough for the Raja.

What gift could a fisherman give except fish! But this fisherman was too old to go far out into the sea. Every day he saw several big fish in the sea and tried to catch one. But he failed. Then one day he was lucky. A very big fish fell into his net and he immediately set off for the Raja's palace with great joy. But, at the palace gate, the gate-keeper stopped him.

Gate-keeper : You cannot go in.

Fisherman : But I must see the Raja. I wish to give him this fish as a gift.



- Gate-keeper : You need not give him any fish. He has enough fish for several days.
- Fisherman : But I must speak to the Raja. I want to speak to him about an important matter.
- Gate-keeper : You need not speak to the Raja. You can speak to me instead.
- Fisherman : I do not wish to speak to you about it.
- Gate-keeper : Why can't you speak to me? Is it a secret? I can keep secrets.
- Fisherman : You need not keep my secret and you must not stop me here. Every one in the town can see the Raja at any time. The Raja himself said so, I hear.
- Gate-keeper : But I am sorry you are wrong. The Raja has ordered me not to let anyone in now. I must obey his order. I will not let you in.
- Fisherman : Please let me in. I must see the Raja and give him this fish.
- Gate-keeper : Do you want to sell him the fish? What is its price?
- Fisherman : I am not selling it. I am giving it to the Raja.
- Gate-keeper : But still he will certainly pay a good price for it. Now shall we divide the money between us? Will you give me half the price?
- Fisherman : How can I do that?
- Gate-keeper : You need not do that and you need not go in now.
- Fisherman : What shall I do now?
- Gate-keeper : You can do one of the two things. Either agree to give me half the price or leave this place and go home.
- (The fisherman stood there for some time thinking.)*
- Fisherman : Will you take half of anything that the Raja gives me?
- Gate-keeper : He will give you either gold or silver. What else will he give you?
- Fisherman : I don't know anything about that. Answer my question. Will you take half of anything I get from the Raja?
- Gate-keeper : Yes, I shall take anything. Now you can go in.
- Fisherman : Thank you very much. I shall certainly give you half the price I get for this fish.

(The fisherman appeared before the Raja with his big fish. He placed the fish with great respect at the Raja's feet.)

- Fisherman : I have long wished to see Your Highness and pay my respects to you. But I did not come till now because I was not able to find a gift that was good enough for you. Today, I was lucky enough to catch this.



- Raja : What is your name, my man?
- Fisherman : My name is Jalraj, Your Highness.
- Raja : I have heard of you. All fishermen respect you and say that you are the wisest among them. I respect all good and wise men among my people. So, please sit down and tell me everything about this fish.
- Fisherman : It is a fish that lives in deep sea far below the surface of the water. It sometimes comes up and jumps several feet above the water. It came up this morning and fell into my net. Now it is here before you. Send it to your cooks immediately and you will enjoy your dinner today.
- Raja : Stay for dinner and enjoy it with us, my man. I invite you to dine in the palace today. Now what shall I give you in return for this gift?
- Fisherman : Nothing, Your Highness. Your Highness and everybody in the palace must enjoy my gift. That is all I want.
- Raja : No, that is not enough. You must take something in return.
- Fisherman : Then, will Your Highness give me anything I ask for?
- Raja : Yes, anything.

- Fisherman : Then please order your men to give me two hundred lashes with a whip on my back.
- Raja : What a strange request this is! People say you are a wise man. But I don't think your request shows any wisdom. What fun will you get out of lashes on your back?
- Fisherman : You and your men can get some fun watching the man lashing me.
- Raja : But I don't want to have such fun. Ask me for something else.
- Fisherman : I do not wish for anything else, Your Highness.
- Raja : All right then. You will have your lashes. Are you ready for them?
- Fisherman : Yes, I am, Your Highness. But please call your gate-keeper in. The Raja sent his men to the gate-keeper and in a few moments he appeared.
- Fisherman : Your Highness, please give this man one hundred lashes out of the two hundred lashes that you have promised me.
- Gate-keeper : What! One hundred lashes! Why must I share this punishment with you?
- Fisherman : We agreed to divide the price of the fish between us. You wanted half of anything I got from the Raja in return for it. I am getting two hundred lashes from him. And half of two hundred is one hundred.
- Raja : Not one hundred. Give that gate-keeper all the two hundred lashes and dismiss him from my service. I feel ashamed because I kept such a bad servant all these days. You are indeed very wise, my good fisherman.



This man was trying to cheat you. You have very cleverly brought punishment on him. I wish to give you a good reward for your cleverness and wisdom. Ask me anything.

Fisherman : I have a daughter and I must soon give her away in marriage. I am very poor.

Raja : Bring here the bridegroom of your choice. I shall get her married.

Fisherman : I thank your Highness.

Glossary

set off : to begin a journey
 whip (n): a long thin piece of rope or leather
 lash (n): a hit with a whip

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the play.	
I got the idea of the play on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the play.	
I used the glossary given at the end of the play.	

I. Choose the correct option to answer each of the following. Write the letters a, b, c, or d in the brackets provided.

- What did the fisherman want for his daughter's marriage? []
 (a) time (b) money (c) clothes (d) jewellery
- What advice did the fisherman's friends give him? []
 (a) to see the Raja (b) to see the Queen
 (c) to see the Bank Manager (d) to see the money lender
- What did the fisherman want to take with him? []
 (a) his daughter (b) a gift (c) his wife (d) his friends
- Who stopped the fisherman at the palace? []
 (a) the guard (b) the soldier (c) the gatekeeper (d) the queen's attendant

5. Why did the gatekeeper stop the fisherman? []
(a) to get something from the fisherman (b) his duty was not to allow anyone
(c) fisherman was his enemy (d) fishermen were not allowed
6. The gatekeeper asked the fisherman to give him half the reward because..[]
(a) he was greedy (b) he was poor
(c) he loved money (d) he wanted to become rich
7. “Stay for the dinner and enjoy it with us.” Why did the speaker say so? []
(a) to honour the guest (b) to show his hospitality
(c) to show his royalty (d) to show humanity
8. “Everybody in the palace must enjoy my gift.” What does this show us of the speaker? []
(a) generosity (b) ambition (c) wisdom (d) selfishness

Problems of the Stomach

In Burma, in days gone by, a wealthy landlord decided to build a rest house for wandering monks. He invited, or rather, commanded the men of the village over which he held sway, to work on the project.

“You will earn merit by this work,” he announced, “so I will not pay you.”

Nobody wanted to displease him so all the able-bodied men of the village came to help all except the village simpleton. He sat on a log and watched the others work, marvelling at their industry. The landlord’s blood boiled when he spotted the idler.

“Why aren’t you working!” he hollered.

“I would have liked to work on this noble undertaking,” said the simpleton, rising to his feet, “but my stomach is empty. Who can work on an empty stomach?”

Seeing that the man was of robust build and capable of contributing massively to the task on hand, the landlord ordered his servants to feed him. This took a long time as the man kept on asking for second and third helpings of the food that was being served to him. But finally, he pushed his plate aside, belched loudly and went to wash. Then he returned to the site. Some time later the landlord went to inspect the work and was furious when he saw the simpleton again sitting idly on the log.

“Why aren’t you working!” he roared. “I would have liked to work,” said the simpleton, rising to his feet. “Indeed I want to work on this noble undertaking. But my stomach is full. Who can work on a full stomach?”

— *A tale from Myanmar*

II. Answer the following questions:

1. What are the characters in the story?
2. The fisherman's gift to the Raja was a big fish. Why was it not something else?
- *3. What is your opinion about the gatekeeper?
- *4. If you were the gatekeeper, would you let the fisherman into the palace?
5. Why did the fisherman ask for 200 lashes on his back?
6. What gift would you ask the king, if you were the fisherman?
7. Why did the King want to dismiss the gatekeeper?
8. The King was happy with the fisherman and angry with the gatekeeper at the same time. Why was this so?
- *9. If the Raja did not help the fisherman, what would be the end of the story?

III. Rearrange the words in each sentence to make sensible sentences. Then arrange them in the order of occurrence in the story. Make a good paragraph with these sentences using appropriate joining words like, 'but', 'however', 'then', 'after that', 'finally', etc.

1. went to the king's/ palace with a gift / the fisherman
2. did not have enough money / for his daughter's marriage/ the fisherman
3. stopped /the gatekeeper / him
4. two hundred lashes/the fisherman asked / the Raja to give him
5. promised to get / The Raja / the fisherman's daughter married
6. on condition / the gatekeeper / allowed / the fisherman / that he would get half the price
7. at the strange request of the fisherman / the Raja was surprised / and knew about the bad gatekeeper
8. from the service/ Raja gave / to the gatekeeper and dismissed him / two hundred lashes

B. Vocabulary

Read the following sentence carefully:

The fisherman placed the fish with great respect at the Raja's feet.

The underlined word can be replaced with 'politeness'. The word 'politeness' in the above context gives the same meaning as respect. Words which give the same or nearly the same meaning as other words are called Synonyms.

I. Now read the following passage carefully. Replace the underlined words with other words that have the same meaning.

The King felt ashamed to have a bad servant in his court. He dismissed the servant from the service as he was a cheat. But he praised the fisherman for his wisdom. Finally, the fisherman was successful to find a worthy young man for his daughter. He married off his daughter with the help of the King.

II. Read the following passage carefully. You find certain words have been left out. Fill in the blanks with words opposite in meaning for those underlined.

The King liked the fisherman but _____ the gatekeeper. The bad servant was _____ and the fisherman was rewarded. Thus, the wise fisherman taught a lesson to the _____ gatekeeper with his wisdom.

III. Suffix is a letter or a group of letters added at the end of a word to make new words.

eg. kind + ness – *kindness*, colour + ful - *colorful*.

Add suffix to the root word and form new words. Use the new words in sentences of your own.

Word	Suffix	New word
sweet	ful	
truth		truthful
require		
high		
move		
kind	ment	
clever		
faith		
thought	ness	
doubt		
calm		
use		
pay		

IV. Words with suffix, “-ing” (present participle)

Read the following sentence from the text and notice the underlined word.

I am getting two hundred lashes from him.

The underlined word in the above paragraph is present participles. It is formed by adding the suffix “-ing” to the verb.

Look at the following and observe the changes in the spellings

base verb form	suffix	present participle
get	-ing	getting
look		looking
tap		tapping
become		becoming
suspect		suspecting
go		going

Formulate the rules governing the changes/no changes in the spellings of the present participle for the following base forms of verbs:

1.	ask + ing =	9.	beg + ing =
2.	sit + ing =	10.	write + ing =
3.	move + ing =	11.	skip + ing =
4.	read + ing =	12.	close + ing =
5.	fight + ing =	13.	walk + ing =
6.	give + ing =	14.	travel + ing =
7.	shake + ing =	15.	advise + ing =
8.	dance + ing =	16.	sing + ing =

C. Grammar

Use of 'must'

I. Read the following sentence from the story.

Gatekeeper : I must obey the king's order. I will not let you in.

In the above sentence, 'must' shows some obligation and compulsion. It expresses that the work is to be done without fail.

Give sentences of your own where only must can be used.

Example : You must stop at the traffic light.

Use of the Simple Present

II. Study the routine of a class VI student, Rajesh.

S.No.	Time of the day	Activity
1.	5:00 a.m.	gets up from bed
2.	5:15 a.m.	brushes his teeth
3.	5:45 a.m.	takes his bath
4.	6:00 a.m. - 7:30 a.m.	attends to his homework
5.	7:30 a.m. - 7:45 a.m.	takes his breakfast
6.	8:00 a.m.	walks to the main road to board the school bus
7.	8:30 a.m.	reaches the school
8.	8:45 a.m. - 4:30 p.m.	attends classes at school

Now write answers to the following questions:

1. What time does Rajesh get up?
2. What does Rajesh do between 6:00 and 7:30 a.m.?
3. How does Rajesh reach his school?
4. When does Rajesh take his breakfast?
5. How long does Rajesh stay at school?

III. The Present Continuous Tense

Look at the underlined words in the following passage.

It is 4 pm now. All the children are at play. Raju and his friends are playing Volleyball. Sindu is practising running. The Physical Director (PD) is giving instructions to Kabaddi players. Some girls are watching Tennis. A few boys are drawing lines of Ball badminton court.

The underlined words in the passage above refer to an “action” in progress. That means, it gives an idea that the action is not completed yet, but, is still going on. This is called Present Continuous Tense.

Complete the following sentences using present continuous form.

1. The old man is silent. He _____ on what advice he has to give to the soldier. (think)
2. He has not done his homework. He _____ it now. (do)
3. My shirt is dirty. I _____ it. (wash)
4. You must carry your umbrella. It _____ heavily. (rain)
5. Don't disturb her. She _____ very seriously. (study)

IV. 'Wh-' question words.

Look at the underlined words in the following sentences taken from the text.

Why can't you speak to me?

What shall I do now?

What is your name, my man?

The underlined words are called 'wh-' words. The other 'wh-' words are 'where,' 'whom,' 'which,' 'when,' 'how' and 'who.' They are used to ask questions.

Read the following paragraph and make questions using appropriate wh-words
The first one is done for you.

Dileep and Sindhu are in the class. Sindhu is sitting in the front row. Chandu is reading English but Sindhu is doing exercises. Rajani is sitting in the second row. She is sharpening her pencil carefully. The English teacher is writing on the blackboard. The children in the front bench are taking down the notes. The children in the back bench are murmuring something. Sunita is going out to drink water.

eg: Where are Dileep and Sindhu?

D. Writing

Read the following letter carefully. You notice that it has five main components:
1. station and date 2. salutation 3. body of the letter 4. closing 5. signature
(subscription) 6. address on the Envelop

Thallada.

29th November, 2011.

Dear Raju,

I am fine here and hope the same with you. I have been to my uncle's place in Hyderabad during Dasara holidays.

In Hyderabad I visited Ramoji Film City, Nehru Zoological Park, Charminar and Salarjung Museum. I liked all the places very much. It was a thrilling experience for me. Make a trip to Hyderabad in the summer vacation. There are so many tourist places in Hyderabad that are worth visiting.

*Yours lovingly,
Kamalesh*

Address on the Envelop:

To

*Rakesh,
H.No. 10-51,
K.S.P. Road, Palvancha,
Pin code: 507115.*

*I Write a letter to your friend describing a place that you have visited recently.

II. Study the following passage carefully. Use capital letters wherever necessary.

rabindranath tagore was one of the greatest poets of 20th century. he was not only a great poet, an artist but also a musician and a reformer. he was the first indian to receive the nobel Prize.

III. Write a paragraph describing how you generally spend your leisure time.

E. Study Skills

Read the following extract from a newspaper.

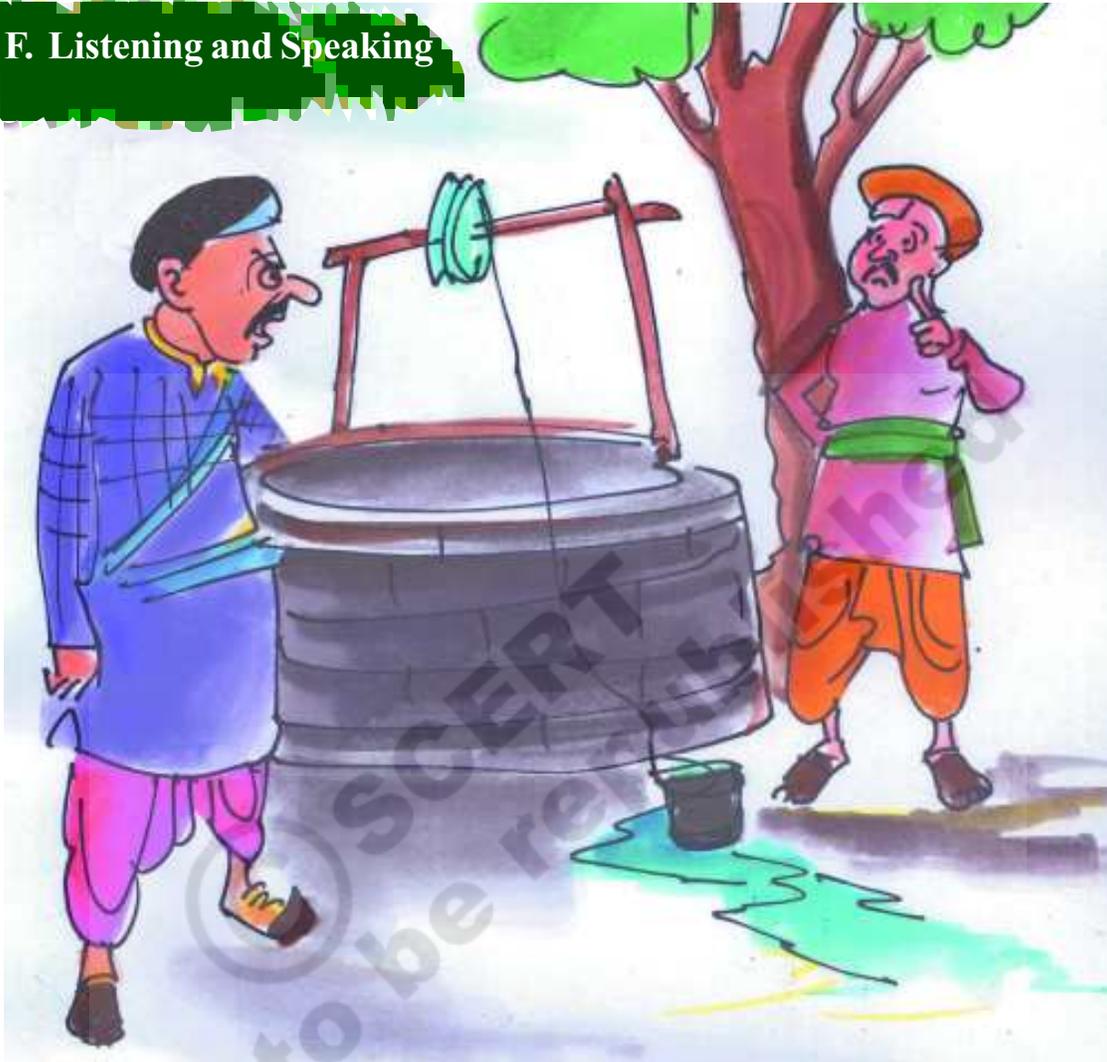
Green Heaver

My father took me to Wayanad in Kerala for a short trip. It is a wonderful place. This cool and green place is an extreme contrast to my hot and dry native town. Wayanad is a green heaven for me! It is a real feast to eyes!

Now look up a dictionary and list different meanings of the words underlined in the extract. The first one has been done for you.

Word	Meaning 1	Meaning 2	Meaning 3
hot	having high temperature	food which causes burning feeling in the mouth	a subject which causes a lot of discussion
cool			
extreme			
feast			
wonderful			

F. Listening and Speaking



I. Listen to the story 'The Clever Ramalinga' and answer the following questions: Choose the right option by writing 'a' or 'b' or 'c' or 'd' in the brackets provided.

1. Ramalinga's wife had a lot of things. What were they? []
(a) sarees (b) jewels (c) books (d) sweets
2. Where did Ramalinga's wife put the jewels at night? []
(a) in a box (b) in a iron safe
(c) in a purse (d) under the pillow
3. Who watered the plants? []
(a) Ramalinga's wife (b) the thieves
(c) Ramalinga himself (d) the servants.

II. Listen to the story again. Say whether the following statements are True or False

1. Ramalinga dropped the box of jewels into the well. ()
2. The servants began to draw the water out of the well. ()
3. The servants came again on the next day. ()
4. Ramalinga was angry at the servants. ()
5. The servants lost their jobs. ()

III. Listen to your teacher carefully. Now retell the story to your friend. You may use the following clues.

- great poet.....
- known for his wit.....
- very wise.....
- sharp to invent clever tricks.....
- quick to find answers to difficult problems.....
- beloved to the king.....
- loved and respected by everyone.....

G. Project

Collect stories and pictures that reflect wit and humour. Present them before the class. Prepare a grid of such stories for display on the wall magazine. Use the grid and review one or two stories. Use the following format to prepare the grid.

S.No.	Title of the Story	Collected from (source)	Main characters in the story	Brief description of the main characters	Other interesting details

H. Extensive Reading

Read the following story and answer the questions

The Sheik's White Donkey

I was travelling across the desert with Sheik Mahmoud Ibn Moosa and his caravan of ninety camels and nineteen men. The Sheik was a dignified old man with fierce dark eyes and a white beard. He rode a large white donkey, and his donkey was dignified too. The Sheik treated him as a friend and an equal. They were almost always together all day. They slept in the same tent every night.

I was carrying with me about eighty pieces of gold in a leather bag, I kept the bag in my tent at night and every morning I checked to see that the pieces of gold were safe. On the ninth morning the bag was not there.

I went at once to the Sheik and complained to him about the loss of my bag. He sat in silence for a few minutes stroking his beard. At last he said, "The caravan will not leave this camp today. Before evening comes, you will have your gold."

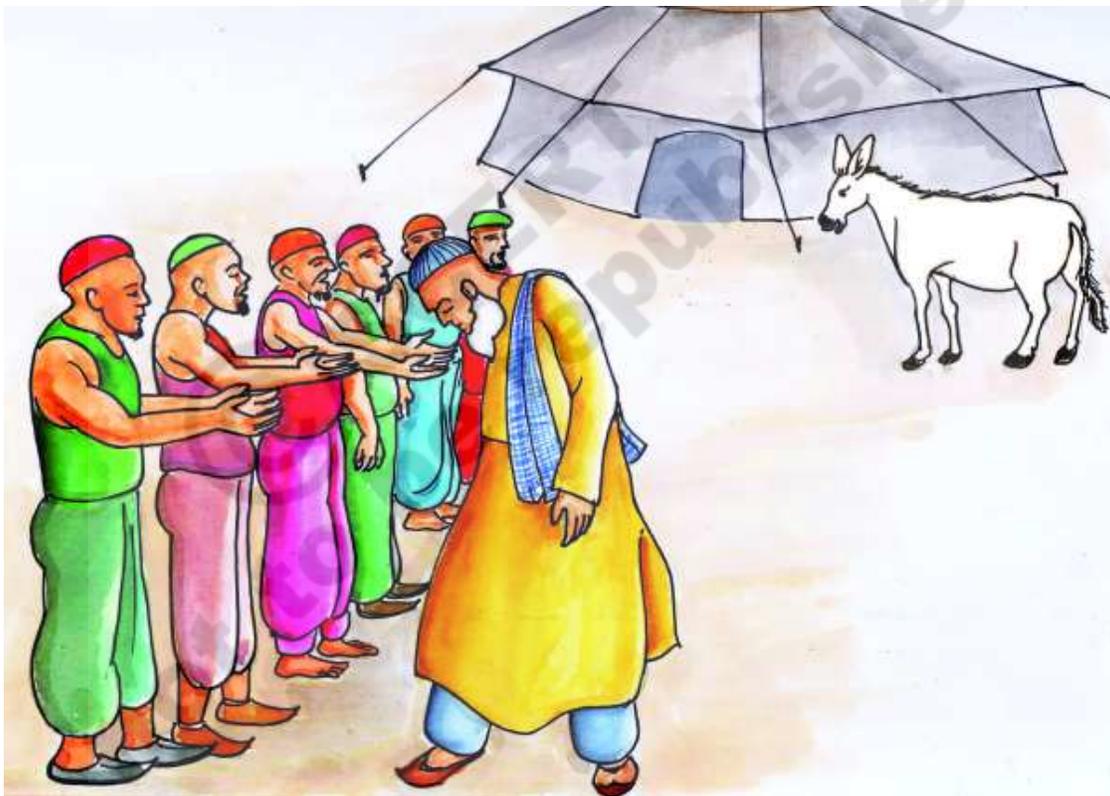
After lunch, the Sheik went into his tent and closed the flap of the tent behind him. After dinner my host slowly came out of his tent and sent for me. He told me to sit up near him in front of his tent. Then he said, "Bring me the men." All his men stood in a row in front of him.

When all the men were there, the Sheik spoke "Today some trouble has come to my guest, this traveller. Someone has stolen his bag of gold. Stealing is a crime and to steal from a guest is seven times worse. As no one from outside has been near our camp, the man who stole the bag is standing before me now. He thinks he can hide his crime, but I can find him out with the help of my wonderful donkey."

“My white donkey,” he continued, “is not an ordinary one. He is a wise animal. My donkey cannot speak our language. But I can understand his language. He will soon tell me who stole your bag.”

Then he looked at his men and said. “Now I order each of you to go into the tent alone. Close the flap of the tent so that no one can see you except the donkey and God. Pull my donkey’s tail. When an innocent hand touches his tail, he will be silent. But when the hand of the thief touches his tail, the donkey will speak to us all in his language. We will take the thief and kill him without mercy.”

As soon as he finished, he ordered the last man in the row to go into the tent first. He went in and came out. All the others went in and came out. Nothing happened. I thought that the donkey was not so wise, after all.



But Mahmoud Ibn Moosa said to me quietly, “Don’t worry. It is all right. You will get your gold soon.” I wondered how. Moosa asked all his men to stand in a line.” Hold your hands in front of you with the palms up,” he shouted. Each man held out his hands. The Sheik then walked slowly to the row. He bent down and laid his face on the palms of each one’s hands. I was amazed when he did this again and again. He came to the twelfth man and laid his face on the man’s palms. Suddenly he lifted his face, pulled out his sword and shouted, “You dirty thief! Get that gold, or I will kill you at once!”

The man fell on his feet begging for mercy. Then he jumped up and ran outside the circle of camels. He pulled up a stone and came back with my leather bag of gold.” Give it to the traveller,” shouted the Sheik. The man put the bag into my hands, and I found that all the eighty pieces were in it. Then the Sheik ordered two men to beat the thief. After a minute, I begged mercy for him; and, at my host’s command, the men let him go.

I was eager to know how the Sheik found the thief. The next day I asked him to explain. He looked at me and said, ” You must not tell my men.” “Certainly, not,” I said.

“Well, yesterday when I was in the tent I took some mint and put it in water. When the water began to smell like mint, I put the donkey’s tail into the water. The tail, too, smelled like mint. That evening, you remember, each man went into the tent and pulled the donkey’s tail. All of them, except the thief, pulled the tail. His hand alone had no smell of mint upon it.”

I was all praise for the Sheik’s wisdom.

Answer the following questions:

1. Can you suggest any other suitable title to the story?
2. How did the Sheik find out the thief?
- *3. If you were in the Sheik’s place, how would you solve the problem?
4. Do you think the donkey was a clever animal? How can you say?
- *5. The Sheik treated his donkey as a friend and an equal. What does this tell us about the Sheik?

Self Appraisal

One day Raju went to a Telephone booth which was at the cash counter of a store & dialed a number.

The store-Owner observed and listened to the Conversation:

Raju : Sir, Can you give me the job of cutting your lawn?

Man : (at the other end of the phone line) I already have someone to cut my lawn.

Raju : Sir, I will cut your lawn for half the price than the person who cuts your lawn now.

Man : I'm very satisfied with the person who is presently cutting my lawn.

Raju : (with more perseverance) Sir, I'll even sweep the floor & the stairs of your house for free.

Man : No, thank you.

With a smile on his face, Raju end call with thank you.

The Store-owner, who was listening to all this, walked over to Raju.

Store Owner : Son...I like your attitude; I like that positive spirit & would like to offer you a job.

Raju : No thanks,

Store Owner : But you were really pleading for one.

Raju : No Sir, I was just checking my performance at the job I already have.

I am the one who is working for that man was talking to!

This is called “Self Appraisal”

Appendix - I

Texts for Listening

UNIT - 1

The Friendly Mongoose

Once, a farmer and his wife lived in a village with their small son. They loved him very much. “We must have a pet,” the farmer said to his wife one day. “When our son grows up, he will need a companion. This pet will be our son’s companion.” His wife liked the idea.

One evening, the farmer brought with him a tiny mongoose. “It’s a baby mongoose,” said his wife, “but will soon be fully grown. He will be a friend to our son.”

Both the baby and the mongoose grew. In five or six months, the mongoose had grown to its full size — a lovely animal with two shining black eyes and a bushy tail. The farmer’s son was still a baby in the cradle, sleeping and crying alternately.

One day, the farmer’s wife wanted to go to the market. She fed the baby and rocked him to sleep in his little cradle. Picking up the basket, she said to her husband, “I’m off to the bazar. The baby is sleeping. Keep an eye on him. Frankly, I don’t like to leave the child alone with the mongoose.”

“You needn’t be afraid,” said the farmer. “The mongoose is a friendly animal. It’s as sweet as our baby and they are the best of friends, you know.”

The wife went away, and the farmer, having nothing to do in the house, decided to go out and take a look at his fields not far away. He ran into some friends on the way back and didn’t return for quite some time.

The farmer’s wife finished her shopping and came back home with a basket full of groceries. She saw the mongoose sitting outside as if waiting for her. On seeing her, he ran to welcome her, as it was customary. The farmer’s wife took one look at the mongoose and screamed. “Blood!” she cried. The face and paws of the mongoose were smeared with blood.

“You wicked animal! You have killed my baby,” she screamed hysterically. She was blind with rage. She hit the mongoose hard with a stick and ran inside to the child’s cradle.

The baby was fast asleep. But on the floor lay a black snake torn and bleeding. In a flash she realised what had happened. She ran out looking for the mongoose.

“Oh! You saved my child! You killed the snake! What have I done?” she cried touching the mongoose, who lay dead and still, unaware of her sobbing. The farmer’s wife, who had acted hastily and rashly, stared long at the dead mongoose. Then she heard the baby crying. Wiping her tears, she went in to feed him.

UNIT – 2

Charaka

“Prevention is better than cure” is the principle we follow today. But in ancient times people bothered about their health only when they fell ill. But now the physicians have discovered the factors responsible for patient’s diseases. A physician should have a thorough professional knowledge, patience and sympathy towards patients to cure diseases.

Nearly twenty centuries ago a great man named Charaka made certain remarks related to human health and diseases, in his famous Ayurvedic treatise *Charakasamhita*. This treatise contains many things related to human body which our doctors follow even today.

Charaka was the first person to find out what actually makes a human being fall sick. As a great physician, he presented the concept of digestion, metabolism, and immunity. He differentiated the body of one human being from the other by showing how the same quantity of food taken by different people make some fat, and some others thin and strong.

Charaka studied the anatomy of human body. He gave the number of bones present in the human body including teeth. He was right when he said that the heart is a controlling centre.

Charaka, under the guidance of the ancient physicians Atreya and Agnivesa wrote the treatise *Charakasamhita*. It remained a standard work on the subject and was translated into many languages of the world including Arabic and Latin.

In spite of his great contribution in the field of medicine, we know very little about Charaka as a person.

UNIT – 3

Glenn Cunningham

Glenn Cunningham was a good runner. In races at school, he ran faster than his friends. “I want to become the fastest runner in the world,” Glenn told himself.

One day, there was a big fire at Glenn’s school. He was burnt very badly. His legs were burnt more than any other part of his body. The doctors looked at his legs and said that he would not be able to run again.

“I want to run!” shouted the boy. “I want to run!”

“You will not be able to run,” said the doctors.

“You should be happy if you can walk.” But Glenn did not listen to the doctors. “I won’t give up,” he told himself. “I’ll run!”

Glenn was in bed for a year. When he got up, he tried to walk. He fell down. But Glenn did not give up. He kept trying. At last, Glenn was able to walk. The doctors were surprised. Then Glenn started to run. Soon he could run faster than his friends.

Later, Glenn became the fastest runner of his time. Glenn Cunningham showed that anything can be done if one tries hard.

UNIT – 4

To Catch Some Thieves

One evening Ali was cycling home after a cricket match. It was getting dark and there was no moonlight. He was in a hurry to get home. He took the shortest way home and happened to pass by his uncle's watch factory.

There was a lorry outside the factory and the gate was open. The night watchman was not there.

“This is very strange,” Ali thought to himself. “I must find out more.”

He got off his bicycle and hid it behind a big tree. As he did this, he heard heavy footsteps. He quickly went behind the tree and looked around. He saw four men carrying boxes to the lorry, “Ah, these watches will get all of us a lot of money for the coming New Year,” one of them said in a low voice.

Ali knew at once that the men were thieves. He kept very still and quiet. He was a little afraid and his heart went thud-thud-thud. He waited until the thieves had gone back into the factory to get some more watches. Then he ran to the lorry and let out the air from all the tyres. After that, he got on to his bicycle and cycled at top speed to the police station about a kilometre away.

When Ali reached the police station, he was out of breath. He told the police inspector, “Please, Sir, thieves! thieves!”

“Slow down, young man,” the inspector said with a smile. “Catch your breath first and then talk. Now, where?”

“My uncle's factory in Vikhroli,” answered Ali. “Four of them. I've let out the air from all the tyres of their lorry.”

“Very good,” said the inspector. “We'll go there at once. You can come with us if you like.” Ali got into the police car with the inspector. They drove off and another police car followed them. Ali was very excited. This was the first time he had travelled in a police car, and with the siren on!

Soon they reached the factory. The thieves were taken completely by surprise. They tried to run away but the policemen caught them and took them to the police station.

The inspector took Ali home in his car. He told Ali that his men would bring his bicycle to him later. Ali's father and mother were glad to see their son. They had been afraid that something had happened to him. When the inspector told them what Ali had done, they were very happy and proud.

On the New Year's Day, Ali's uncle presented him with a new bicycle.

UNIT – 5

A Little Boy and a Kind Tree

There is a story about a kind tree and a little boy. The little boy played in the shade of the tree every day. The tree loved him very much. One day the boy sat at the foot of the tree. There were tears in his eyes.

“Why are you crying?” asked the tree. “Because I'm hungry,” said the little boy.

“Eat my fruit,” said the kind tree, and bent down one of its branches. The boy ate the fruits and was happy. The boy grew up. One day he sat under the tree. He was sad. “Why are you sad?” asked the tree. “I'm going to marry,” said the young man. “But I have no house to live in.” “Cut down my branches,” said the tree. “And build a house.” The young man built a house with the branches of the tree. The young man became a sailor. One day he sat under the tree. He looked unhappy. “Why are you unhappy?” asked the tree.

“Because my captain is a bad man and cruel to me,” said the sailor. “I want to have my own ship.” “Cut down my trunk and build a ship,” said the tree. The sailor built a ship on his own. The tree was gone. Only the stump was there. In ten years, the sailor lost his ship. He came home. He was a helpless old man! One cold winter's day the old man stood near the stump of the old tree. He leaned on his stick and trembled with cold. “Make a fire out of me,” said the stump of the tree, “and warm yourself.” The stump of the kind tree burned in the fire.

UNIT – 6

The Magic Spring

Once in a small village near the mountains lived an old farmer and his wife. They had no children. They were very old. One morning the old farmer woke up early. He took his axe and went to the mountains. He wanted to cut some firewood. He climbed the mountain very slowly. The sun was up. It was hot. The old man felt tired and slept under a tree. A small animal touched the old man's right foot. He jumped up in fear and

looked around. He saw a squirrel running towards a small hole. "Please stop", cried the old man: "Please come back." But the squirrel had disappeared. The old man was afraid. Suddenly he felt thirsty. "Oh! How thirsty I am!" said the old man. "How I wish I could get a mouthful of cold water!" But there was no water anywhere. "Mr.Squirrel, my friend, I'm very thirsty," the old man cried out. "Give me something to drink. Please give me some water." Suddenly he heard a bubbling noise: a spring of water was coming from the squirrel's hole! "How wonderful!" said the old man. He knelt down by the spring, took some water in his hands, and drank it. "How sweet!" he said. "How cool!" Suddenly he felt very sleepy. He lay down on the grass. "What a strange place!" he said and soon fell asleep.

After some time the old man woke up. It was late in the evening. "What a long sleep it was!" said the old man. He jumped up and started running home. "Is the old woman worrying about me?" he asked himself. On his way he picked up the bundle of firewood. It was a heavy load. But he carried it easily. He felt young and strong. "How young I feel!" he said. He ran home quickly. His wife was waiting for him at the gate. "Hello, old woman," he called out to her. "I'm hungry. Give me some-thing to eat." But the old woman was puzzled. "Who is this young man speaking as if he was my husband?" she said to herself. "What's wrong with you?" he said. "Don't stare at me like that. I'm your husband." The old woman could not believe her eyes. It took some time for both the husband and the wife to understand what had happened. Then the wife said, "Tell me the exact place. I want to drink from the magic spring and be young like you."

The next day, the old woman got up early in the morning and set out for the spring. The farmer stayed at home. "Come back soon," he told his wife. "Don't be late." He was very happy. He was once again young and strong. "Now my wife is going to drink at the magic spring. How young she will be!" he said to himself. It was late afternoon. The wife did not come back. The farmer waited and waited. Still she did not come. So he too set out for the mountains. He ran as fast as he could. He called out her name. "Please answer me", he cried. "Come back to me." But there was no answer. "O, how unhappy I am!" cried the farmer.

At last he reached the magic spring. "Where are you?" he shouted. "Don't hide from me." Then he heard a tiny cry. He turned round. There, on the grass, he saw a tiny baby. It waved its tiny hands and made some baby noises. The farmer looked closely at the baby. His wife's clothes were wrapped around her. And she had his wife's face! Then he knew what had happened. She drank too much water from the spring. "What a pity!" he said. He took his baby-wife in his arms, carried her home, and looked after her lovingly.

UNIT -7

The Olympic Champion and the Ducks

The Greeks started the Olympic Games on the plains of Olympia. Their last Olympic Games were held in 261 A.D. These games were started again in 1896 and are being held once in every four years.

At the Olympic Games of 1928 in Amsterdam, Bobby Pearce won a gold medal for rowing race. He also won the hearts of all who saw him win.

Bobby Pearce was born in Sidney in Australia. His father was a great sculling champion. (Sculling means 'one man rowing with two oars', one in each hand). When Bobby was five, he was rowing around Sidney harbour in a small boat. A little later, he won his first race, competing against the olds. One of the judges asked him, "How old are you, Bobby?" And he replied proudly, "Six".

By the time he was twenty, Bobby was the sculling champion of Australia. The following year he went to Amsterdam to compete in the Olympic Games. In the finals he competed against Ken Myers of America. From the start of the race, Bobby was in the lead. At the half-way stage, he was still leading and very much ahead of Myers. It seemed that Bobby would easily win.

Then, suddenly, something happened. Bobby heard a shout from the bank and he looked over his shoulder. He saw a duck and her brood of ducklings swimming across the canal. They were swimming into the course of his boat and the boat was going to run into them. The poor birds had no idea that they were in the middle of an Olympic race!

Immediately Bobby slowed his boat down. Myers was catching up very fast. The people on the shore were shouting as if they were mad. But, Bobby waited patiently until all the ducklings were out of danger. Then he picked up speed again and went on to win the race easily.

Of all the Olympic heroes, it was he who won everybody's heart. A Dutch newspaper wrote, "He won the goodwill of the children of Amsterdam". His friends in the Australian Olympic team were not surprised by the incident of the ducks. "Bobby is that kind of man," they said.

From the age of six, Bobby Pearce competed in races for thirty three years and retired from sports in 1945. How many of these races do you think he lost? Not a single race!

UNIT – 8

The Clever Ramalinga

Many years ago, there was a poet in the court of Vijayanagar. His name was Ramalinga. He was a very clever man. There are many stories about him. Here is one of them.

Ramalinga's wife had a lot of jewels. She wore them in the day. At night she put them away, in a box. She kept the box in her bedroom. Ramalinga had two servants. They were rogues. One day, they decided to steal the jewels. One servant said, "We'll steal the jewels in the night." The other said, "Yes, in the night, they'll sleep. Then we'll take away the box." Ramalinga was standing behind them and overheard what they had said. It was dark, so they did not see him.

It was eleven o'clock in the night. The servants went to the bedroom and looked in. Ramalinga and his wife were not asleep. Ramalinga knew that the servants were near. He said loudly to his wife, "There are many thieves in the town. You have a lot of jewels. We must keep them safe. I have a plan. We shall put all the jewels in a box. Then we'll drop the box in the well. Nobody will look there for the jewels." The servants heard this. "We can now take the jewels easily," they thought.

Ramalinga quickly took out all the jewels from the box. Then he filled the box with stones. He and his wife took the box out, and dropped it into the well. It fell into the water with a loud noise. Then Ramalinga and his wife went back into the house.

After some time, the servants went to the well. "How will we take out the box?" one of them asked. "Let's draw all the water in the well," the other said. "Then we can take the box out." They got two buckets and ropes and began to draw the water out. It flowed into the garden. It was a very deep well. It was almost morning. But still there was a lot of water in the well. "Soon it's going to be morning," said one servant. "The master will get up soon. So let's stop working. We'll come back to the well again at night."

Ramalinga was watching all this. He saw the servants going away. He called them. Then he said, "Thank you for watering the garden. There are no jewels in the box. You are thieves. Get out of here!"

Appendix - II

A Note to the Teacher

'Our World Through English' has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes ;
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition ; and
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, dramas, posters, slogans, letters, etc.

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

B. Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find word puzzles, matching questions, finding synonym / antonym tasks, word-formation activities, etc.

C. Grammar: This section contains some grammar tasks/activities/exercises. You will find the tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

D. Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they help the students write a piece collaboratively.

E. Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

F. Listening & Speaking: This section contains one or two listening texts (given in Appendix-1), and some tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to. You will also find some activities that encourage the children to participate in the discussions, debates, seeking and giving information, etc.

G. Poem: This section contains one or two poems followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic

appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they learnt.

H. Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

I. Extensive Reading: This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Checklists: There are a few checklists given in each unit for helping the learner to assess his /her own learning. The self- assessment tools include those related to reading and constructing various discourses.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening, reading, reading for pleasure, and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.
- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units have been organised as listening, speaking, reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-reading Session:

- i. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (show a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
- ii. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
- iii. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

- i. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers caused by the unfamiliar words or structural complexities.
- ii. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and,
 - The parts that they liked most in the passage.
- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to

take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- Individual construction;
- Presentation by a few individuals;
- Sharing in group for refinement;
- Presentation by the groups; and,
- The presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is a rough scheme of work.

	SECTION	PERIODS
A.	Reading:	4 periods
B.	Vocabulary:	2 periods
C.	Grammar:	3 periods
D.	Writing:	3 periods
E.	Study Skills:	1 period
F.	Listening & Speaking:	2 periods
G.	Poem:	2 periods
H.	Project:	2 periods
I.	Extensive Reading:	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VII, VI) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?

2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.
- Encourage collaborative learning by dividing the class into mixed ability groups.
- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of “read a sentence and ask a question.”
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft, dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that.

Happy teaching!

Appendix - III

Expected outcomes at the end of the Class VI

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing.
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres.
6. The competence to appreciate the beauty of literature and to develop a taste for literature.
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development.
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom.
9. The competence to appreciate similarities and differences across languages in their classroom and in the society.
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm.
11. The competence to use language as a tool for knowledge acquisition and its sharing.
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment.