

Our World through English

Class VII

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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 has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practicing teachers have been 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 introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. 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 VII, 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 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

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The Council also thanks the following authors, copyright holders for permission to use stories, articles, and poems included in this book.

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OUR NATIONAL ANTHEM

- Rabindranath Tagore

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



Note to the students

Dear Student,

- As you all know, your English textbook is student-friendly and interactive in nature.
- The new teaching methods and the activities given in the textbook demand your active participation.
- The questions the teacher asks at various stages of learning may have more than one answer;
- you are expected to express your ideas and thoughts freely.

What you have to do

- You learn most of the things through interactions, discussions and sharing; better learning takes place when you participate in them actively.
- Try to understand the main ideas by guessing the meaning of words and sentences. You may use the glossary given at the end of the text or use a dictionary.
- Try to identify the features of the text (such as story, essay, poem, etc.) you are reading and share them with your classmates.
- While working in groups, take turns to share what you could understand, what you could not understand and the parts you liked the most.
- Think critically (offer multiple points of view) to answer the questions the teacher asks you.
- Your teacher will give you a possible writing task (conversation, description, narrative, etc.) after reading a part of the text. Brainstorm the task in the whole class and then attempt it individually and present it before the group /class.
- After getting further inputs/feedback from your teacher / group, work individually to improve your writing. Share your writing with your group to refine it.
- The project work and the study skills are as important as the other components in a unit.
- Most of the examination will be text independent. You will get unseen texts to answer writing tasks relating to language.
- At the end of each unit you will find a page meant for self assessment. You are expected to read the statements and respond to them.
- Since most of the examination will be text independent, the guides and question banks may not be of much use to you for your examinations.
- You can improve your language by interacting in English with your friends and teachers and by reading stories, newspapers, etc. and by listening to and watching, English programmes on TV.
- If you are not able to express your ideas in English, you can share them in your mother tongue. Later, collectively decide how to say it in English.

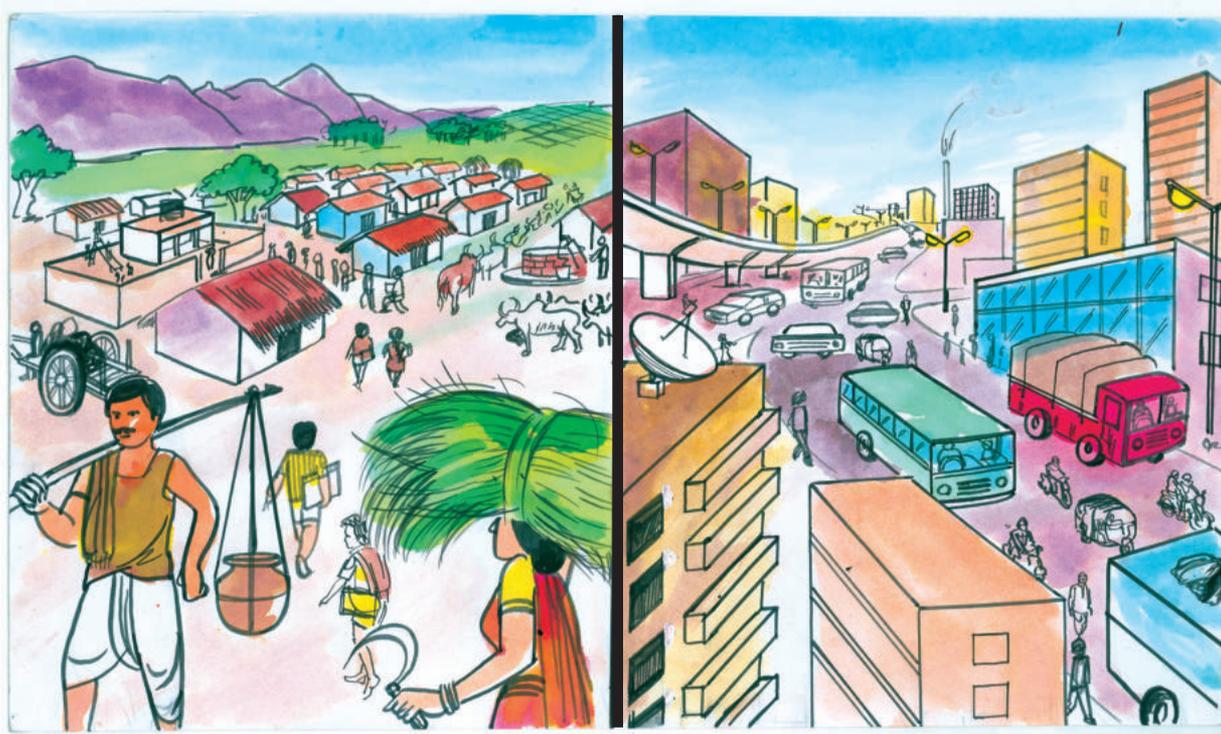
Wish you happy learning!



1

The Town Mouse and the Country Mouse

Look at these two pictures and answer the questions that follow:



1. Write the differences you notice between the things you see in the two pictures.
2. Where would you like to live, in a town or in a village?
3. Where do you think life is peaceful? Why?
4. Do animals feel the same like you?

Here is the story of “*The Town Mouse and the Country Mouse.*” Would you like to know how the Town Mouse feels when he visits the countryside?



A. Reading

Read the following story and answer the questions that follow:

The Town Mouse and the Country Mouse

The town mouse and the country mouse were cousins. They often wrote to each other. One day, the country mouse got this letter from his cousin.



*Kitchen Cupboard,
Mouse Town.
11 March 2012.*

Dear Cousin,

I have been ill with a cough and my doctor feels I need a holiday. He has asked me to spend a week in the countryside. May I stay with you? Please give me an early reply.

With warm regards,

*Yours affectionately,
Town Mouse*

To

*Country Mouse,
The Mouse Hole,
Mouse Country.*



Receiving the invitation from the country mouse, the town mouse packed his bags and caught the next train to the countryside. The day was bright and sunny and soon the town mouse began to feel hot in the train.

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



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

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

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

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

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

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

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

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



“On the ground?” asked the town mouse. “Do I have to sleep on the ground?”

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

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

“Yes, what is it?” the country mouse asked.

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

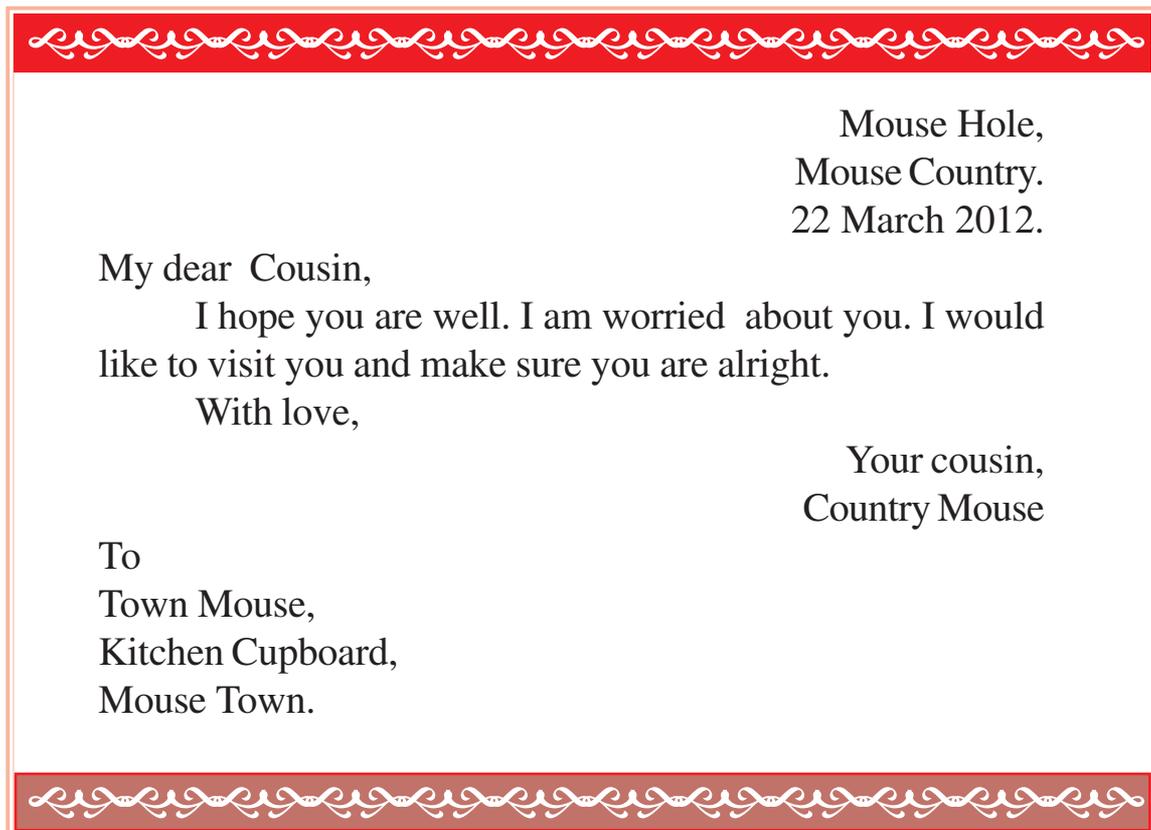
“This is how it is in the country,” his cousin replied. “It’s always quiet in the country. Sometimes it is quieter than today. My grandfather says that our village is the quietest among all the villages in our district.” “Oh! Is it? The country is a strange place,” said the town mouse. But he said to himself, “I don’t think I like this place.”

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

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

But the town mouse had enough. “Thank you, cousin,” he said. “But I think I’ll catch the next train home. I have suddenly remembered that I have forgotten something.”

A few days later, the country mouse wrote to his cousin, the town mouse. Here is the letter.



The town mouse received the letter and read it. Since he was in a hurry, he sent a telegram to the country mouse. Here is his telegram.

**OVERJOYED (.) COME SOON (.)
TOWN MOUSE**

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

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

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

“And what is this dreadful noise that never stops?” asked the country mouse.

“That is the traffic,” the town mouse replied. “That is the noise made by buses, lorries, cars and aeroplanes.”

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

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

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



“I have plenty of food, cousin,” said the town mouse proudly. “You can eat as much as you like.”

Sure enough, the house of the town mouse at the back of a kitchen cupboard was full of most delicious food.

There was bread and jam, different kinds of fruits, slabs of chocolate and a huge piece of lovely cheese.

“Eat, cousin, eat,” said the town mouse. But just then, there was a sound like a thunder and the town mouse shouted. “Run, cousin, run, run.”

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

“Sssh....” whispered the town mouse. “Wait”.



When everything was silent again, the town mouse crept out of the hole. He was quite cheerful again.

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

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

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

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

Glossary

country (n):	village/an area outside towns or cities with fields and farms.
affectionately (adv):	lovingly / showing caring feelings and love
pack(v):	to put clothes etc. into a bag in preparation for a trip away from home
uncomfortable (adj):	unpleasant
grumble (v):	to complain about something in a bad-tempered way
chug (v):	to move making the sound of an engine
dreadful (adj):	very bad / unpleasant

I. Answer the following questions:

1. Why did the town mouse want to go to the countryside?
2. Describe the town mouse's experience at the countryside.
3. What differences do you find between the country and the town?
4. How can you say that the town mouse could not enjoy the dinner offered by the country mouse?
- *5. What would happen if the person who opened the cupboard found any of the mice?
6. Why did the town mouse travel in an ordinary train?
7. Why did the country mouse go back to his house in the country?
8. How can you say that the town mouse was not comfortable in the country?
9. How are the streets of a town different from those of a village?
11. Describe the life style of the country mouse in two or three sentences.
- *12. “The town mouse and the country mouse did not visit each other again.” Why? Give reasons for your answer.





II. Choose the best answer from the choices given to complete each sentence.

1. The town mouse and the country mouse are ... ()
 (a) friends (b) cousins (c) classmates
2. The house of the town mouse was ... ()
 (a) a field in a village
 (b) a building in a village
 (c) a kitchen cupboard in a town
3. The house of the town mouse was ... ()
 (a) full of most delicious food
 (b) full of sugar-canes and roots
 (c) full of coconut water
4. At the end of the story the country mouse... ()
 (a) went back to his country
 (b) stayed in the town
 (c) visited the town mouse

III. Say whether the following statements are TRUE / FALSE. Correct the wrong statements.

1. The country mouse lives in a town. ()
2. The town mouse feels very comfortable in the train. ()
3. It was hot when the town mouse travelled to the countryside. ()
4. The town mouse liked to eat cooked food. ()
5. There are more lights, cars and lorries in the town than in the village. ()

Vocabulary

I. The following sentences are from your lesson. Read them carefully and tick (✓) the correct meaning of the underlined word in each sentence.

1. He has asked me to spend a week in the countryside.
 (a) a land with towns and cities.
 (b) a neighbouring country.
 (c) a land outside towns and cities with fields, woods etc.
2. The town mouse packed his bags.
 (a) put something in a container so that it can be stored
 (b) put clothes etc., into a bag in preparation for a trip away from home
 (c) put expensive things in a bag so as to keep them safe





3. The day was bright and sunny.
- (a) with a lot of bright light from the sun
 - (b) with a cool wind from the east
 - (c) without rain
4. He nibbled at the root and the sugar-cane.
- (a) took a large quantity of food
 - (b) took a small quantity of food showing a slight interest
 - (c) took food with a great interest
5. The country mouse arrived in town.
- (a) left for a place
 - (b) got to a place
 - (c) left a place

II. Fill in the blanks using appropriate phrases given below.

looked around, plenty of, full of, piece of, got off

Rambabu started his journey to his grandfather's village in Prakasam District. He caught a train to reach the village. The train arrived at the station. At that time, he was hungry and thirsty. As soon as he _____ the train, he wanted to drink and eat something. So he _____ but found nothing to eat or drink. He started walking towards his grandfather's house. On the way he found a shop which was _____ cool drinks. He had _____ money. So he bought a cool drink and a _____ bread.

III. Read the following sentence from your lesson and identify the underlined expression.

He nibbled at the root and the sugar-cane. The expression *sugar-cane* is a compound noun. It is a combination of two nouns.

sugar + cane = sugar-cane

Now read your lesson and pick out at least two compound nouns.

Let's form some compound nouns now.

Join each word in column –A with a suitable word in column – B to form compound nouns. The first one is done for you.





Column – A

birth
door
fire
hand
moon
motor
sun
gate

Column – B

cycle
bell
kerchief
light
shine
way
wood
day

Compound Word

birthday

Grammar

I. Read the following sentences and notice the underlined words.

It's always quiet in the country. Sometimes it is quieter than today. My grandfather says that our village is the quietest among all the villages in our district.

The underlined words are adjectives. But they are in different degrees of comparison. The first one is in positive degree. The second and the third are in comparative and superlative degrees respectively.

Positive Degree

quiet

Comparative Degree

quieter

Superlative Degree

quietest

Here is a list of adjectives. Write the other degrees of them. The first one is done for you. (Use a dictionary and check your work.)

Note: Usually short words take 'er' and 'est' as suffixes to form other degrees.

Positive Degree

dark

small

rich

safe

clever

tall

bright

Comparative Degree

darker

Superlative Degree

darkest





Note: Words with two or more than two syllables take ‘more’ and ‘most’ respectively in comparative degree and superlative degree.

Positive Degree	Comparative Degree	Superlative Degree
useful	<i>more useful</i>	<i>most useful</i>
beautiful	_____	_____
interested	_____	_____
doubtful	_____	_____
precious	_____	_____
delicious	_____	_____
dreadful	_____	_____
cheerful	_____	_____

Note: Unlike the above some words change completely in other degrees.

Positive Degree	Comparative Degree	Superlative Degree
much	<i>more</i>	<i>most</i>
good	_____	_____
bad	_____	_____
far	_____	_____

II. Read the following sentence from your lesson and notice the underlined word.

May I stay with you?

The underlined word ‘*may*’ is a helping verb. It is used to take or give permission in a formal way.

But ‘*can*’ is used to take or give permission in an informal way.

* Can I leave this place? (*Taking permission*)

* You can go now. (*Giving permission*)

‘*May*’ has another use also. It is used to *express possibility*.

e.g. It may rain today.

1. Read the following sentences and say what they mean. Choose the right answer from the choices given.

- May I come in, Sir? ()
 - giving permission
 - taking permission
 - expressing possibility





2. Sindhu may come to India next month. ()
 (a) giving permission
 (b) taking permission
 (c) expressing possibility
3. You may use my cell phone if you need. ()
 (a) giving permission
 (b) taking permission
 (c) expressing possibility
4. Can I take leave of you? ()
 (a) taking permission in a formal way
 (b) taking permission in an informal way
 (c) expressing possibility
5. The dog may attack you if you run. ()
 (a) giving permission
 (b) taking permission
 (c) expressing possibility

2. Rewrite the following sentences as directed.

1. The boy seems to cry if you do not buy an ice-cream for him.
 (Express this using 'may'.)

Answer: *The boy may cry if you do not buy an ice-cream for him.*

2. You can use my camera if you need. (Give permission using 'may'.)

A: _____

3. He seems to be a nice man. (Express this possibility using 'may'.)

A: _____

4. You want to leave the class now. (Take permission using 'may'.)

A: _____

5. Raju wants to use your water bottle. (Give permission using 'may'.)

A: You _____

III. Read the following sentence from your lesson.

I wish there was an air-conditioned coach.

The above sentence expresses *unreal past*.

We use “*wish + subject + past tense*” to express *unreal past*. This sentence means...

I am sorry there is no air- conditioned coach.





Now express the wishes of the people mentioned below using unreal past (*wish + subject + past tense*). The first one is done for you.

1. Sindhu has missed her school bus. She has to go to school urgently. She wishes to have a car. How would Sindhu express her wish?

A: I wish I had a car.

2. Anita wants to abolish the system of exams. She wishes to be the Prime Minister. How would Anita express her wish?

A: _____

3. Srinu's father has a car. He wishes to drive that car. But he doesn't know how to drive a car. How would Srinu express his wish?

A: _____

4. Sharmila wants to play tennis. But she doesn't have a tennis racket. How would Sharmila express her wish?

A: _____

5. Mahendra wants to get first rank in the class. But he can't. How would Mahendra express his wish?

A: _____

Writing

I. Write a letter to your friend inviting him / her to your village to spend summer holidays. Write about your family and the places where you will take him/her.

II. Imagine you were the town mouse / country mouse and write a paragraph describing your visit.

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.	

Study Skills

- I. Study the table given below and observe the changing patterns of unemployment in some advanced countries. Answer the questions that follow.

UNEMPLOYMENT RATES (IN PER CENT) IN ADVANCED COUNTRIES

COUNTRY	2000	2001	2002	2003	2004	2005	2006
U.S.A	4.0	4.8	5.8	6.0	5.5	5.2	5.2
GERMANY	7.8	7.9	8.7	9.6	9.2	9.5	9.3
FRANCE	9.1	8.4	8.9	9.5	9.7	9.8	9.6
ITALY	10.6	9.5	9.0	8.7	8.5	8.1	7.8
SPAIN	13.9	10.6	11.5	11.5	11	9.1	8.0
JAPAN	4.7	5.0	5.4	5.3	4.7	4.3	4.1
U.K.	5.5	5.1	5.2	5.0	4.8	4.7	4.8
CANADA	6.9	7.2	7.7	7.6	7.2	6.8	6.7

(Source : IMF)

1. How many countries are compared in the given table?
2. What period does the table represent?
3. Which country has the least unemployment rate in 2005?
4. Which country has a decrease of nearly 6% in unemployment rate between 2000 and 2006?
5. In the case of every country we can notice that (*Choose the correct answer.*)
 - (a) The unemployment rate is steadily increasing.
 - (b) The unemployment rate is steadily decreasing.
 - (c) The unemployment rate is fluctuating i.e., sometimes it rises and sometimes it falls.
6. Which year recorded the highest unemployment rate for many countries?
7. Which country recorded the least fluctuations in the unemployment rate?

Listening and Speaking

I. An old student of your school visits your school. Your teacher introduces her to your class like this. (Now the teacher has to read the following information.)



My dear students! Look, who is here! This is Kumari Nithya. I am very happy to introduce her to you. She was my student; I mean, a student of this school. You know, she is now working as a software engineer in a big company. When I remember Nithya, I see a pretty little girl with two plaits sitting in the first row eagerly waiting for a chance to speak. She would answer any question at the drop of a hat.

When I talked to others, she would become restless and went on saying ma'am, ma'am, thrusting her hand into air. No wonder she passed S.S.C. in first class and scored more than 550 marks. I hope you have seen her name in our H.M.'s room, haven't you?

Going by her marks, don't think she is just a bookworm. She did equally well in sports and games. She led our school kabaddi team to state level competitions. There are many other things that I would like to share with you, but I'm leaving them, especially the naughty things, for her to share with you.

Now Nithya will address you. Nithya!



Imagine that your eldest brother has come to your school. Introduce him to your class and your teachers.

II. Listen to the conversation between Sulochana and Madhavi. (Now the teacher has to read the conversation given in Annexure - 1, Unit - 1)

***Now, work in pairs and talk about your experience of living in a town / village.**

***III. In groups, read the story once again. Decide on a scene from the story and perform a short play.**

(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.

V. You have already written the script for one scene. Develop the other scenes in the same manner and make it a complete script for the play.

How well did I write the drama?

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

B. Reading

Read the following poem:

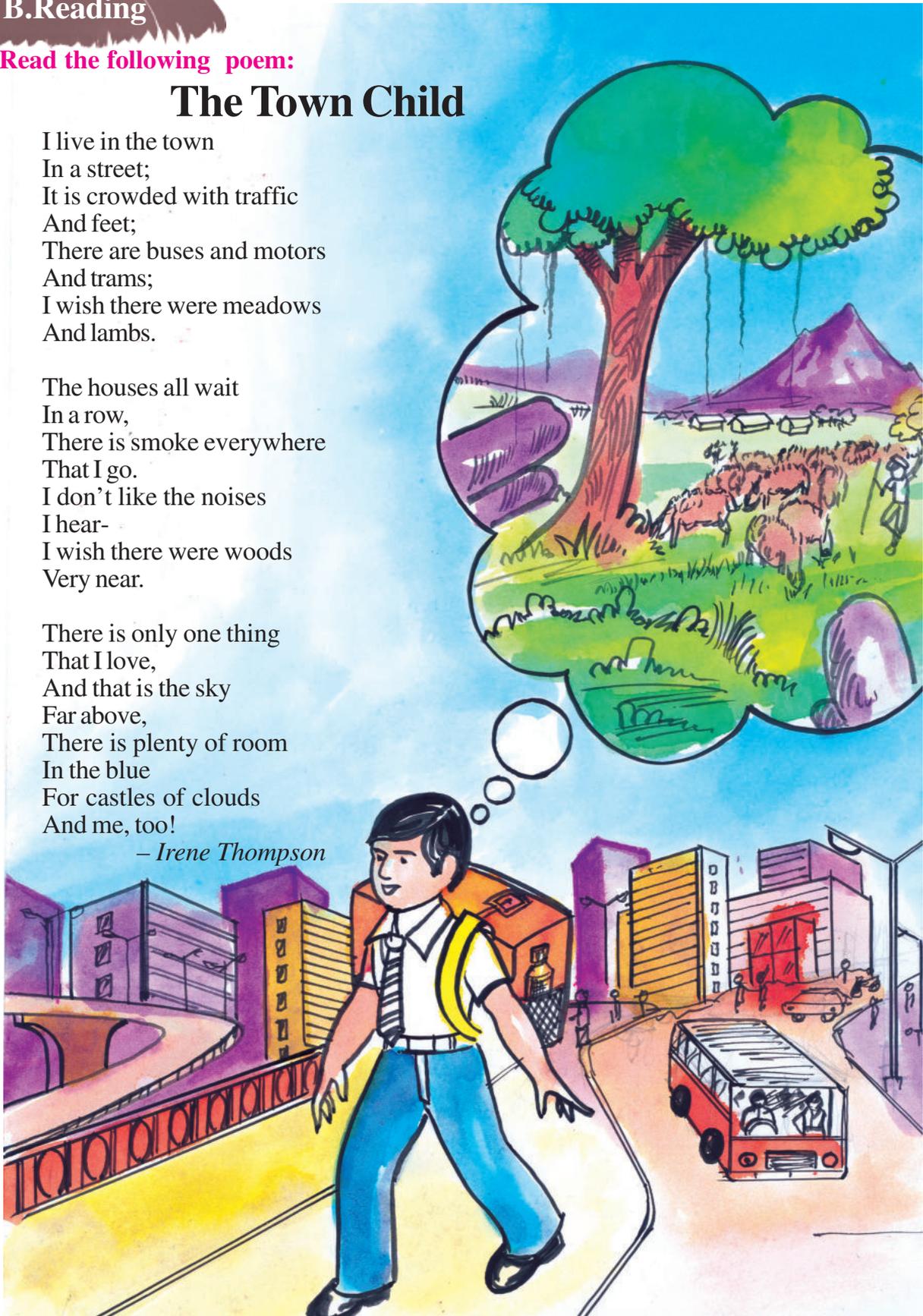
The Town Child

I live in the town
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams;
I wish there were meadows
And lambs.

The houses all wait
In a row,
There is smoke everywhere
That I go.
I don't like the noises
I hear-
I wish there were woods
Very near.

There is only one thing
That I love,
And that is the sky
Far above,
There is plenty of room
In the blue
For castles of clouds
And me, too!

— Irene Thompson



Read the following poem:

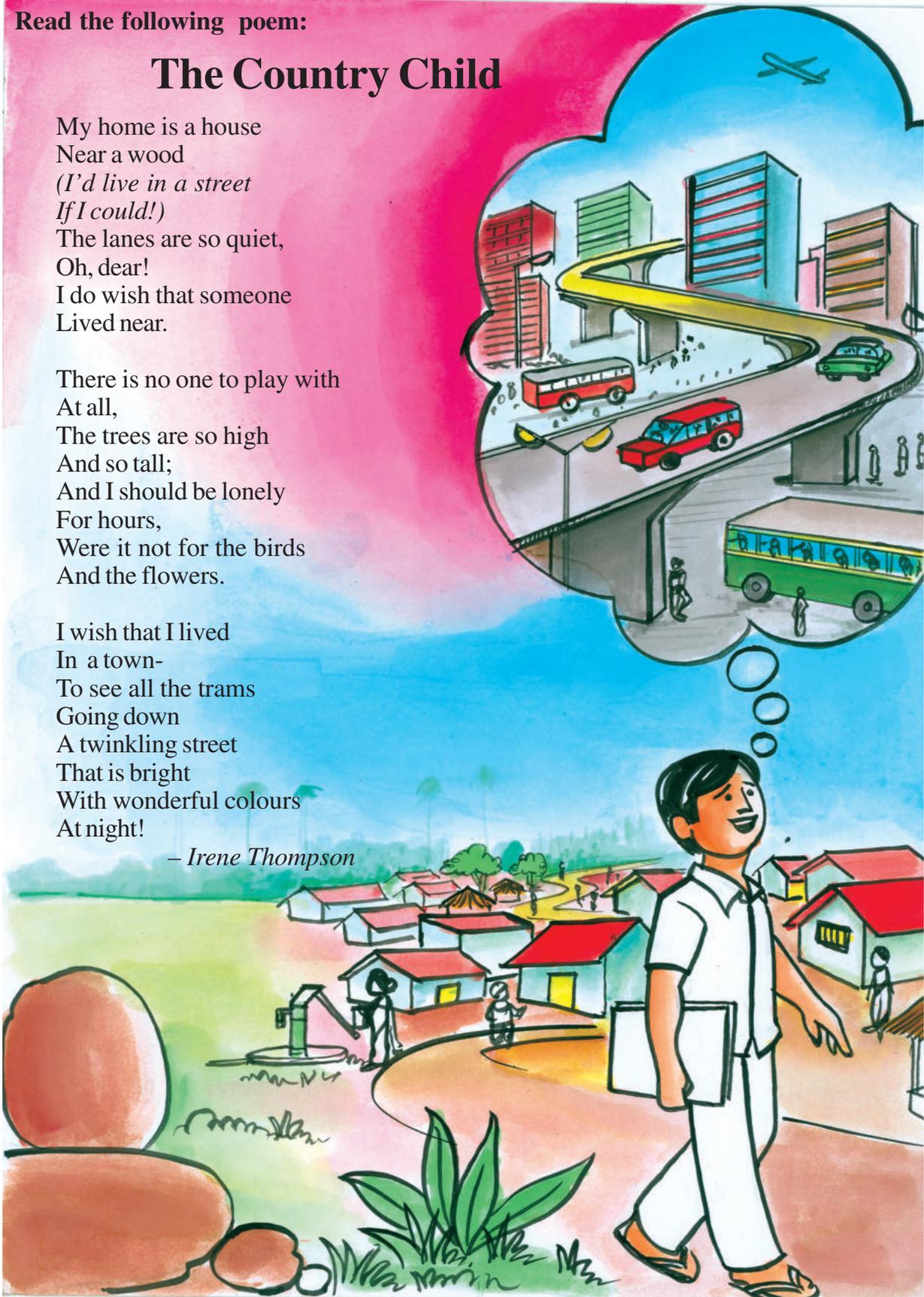
The Country Child

My home is a house
Near a wood
*(I'd live in a street
If I could!)*
The lanes are so quiet,
Oh, dear!
I do wish that someone
Lived near.

There is no one to play with
At all,
The trees are so high
And so tall;
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

I wish that I lived
In a town-
To see all the trams
Going down
A twinkling street
That is bright
With wonderful colours
At night!

– Irene Thompson



Glossary

feet (n):	(here) people who walk in streets
tram (s):	an electric vehicle that transports people in cities
meadow (n):	a field with grass and often wild flowers
castle (n):	a large strong building
lane (n):	a narrow road in the countryside or in a town
twinkling (adj):	shining strongly and then weakly

I. Answer the following questions:

1. Where does the town child want to live?
2. Why is there smoke in the towns?
3. There is one thing that the town child loves. What is it?
4. "There is no one to play with at all." This sentence means.....
 - (a) There are no people in villages.
 - (b) There are no players in villages.
 - (c) The villages have lesser population than the towns.
5. What is the wish of the country child?
6. Which child is able to watch meadows and lambs?
7. Why are the lanes in the country so quiet?
8. Why are nights colourful in towns?
9. Pick out the rhyming words from both the poems.

The first one is done for you.

go	row
hear	
bright	
blue	
hours	
near	

- *10. If you were given an option to live in a town or a country, where would you prefer to live? Give reasons for your option.



Project

Conduct a Survey

Study the following questionnaire and discuss the points in small groups.

Is home a place where	Yes	No	Don't know
you feel secure and happy?			
you can be alone?			
you can keep all your things?			
you can bring up a family?			
you can invite friends / relatives?			
you can make a noise if you want to?			
you can do whatever you like?			
you are in peace?			
you can look after your parents?			
you give and receive love?			

Contact people in your school / your locality and put these questions to them. Collect information by ticking in the relevant column.

Analyse the results in the group and write a brief report on the result of your survey.

Use phrases such as the following:

Most people think that _____ .

A few people think that _____ .

Hardly anyone thinks that _____ .

No one thinks that _____ .

C. Reading

Read the following story:

The New Blue Dress

When spring came to the city of Cleveland in 1909, it did not change Gates Avenue. People who lived on the pretty streets near Gates Avenue were making gardens and painting their houses. But Gates Avenue continued to look dirty and ugly.

Gates Avenue was a short street, but it seemed longer because it was so ugly. Most of the families who lived there had very little money. They never expected to have any more.

Their houses had not been painted in many years, and they did not even have running water. The street itself was ugly too. There was no pavement, there was no streetlight; and the railroad at the end of Gates Avenue added noise and dirt.

The other girls in the school near Gates Avenue wore new and pretty clothes that spring. But the little girl from Gates Avenue still wore the dirty dress that she had worn all winter. Probably that was the only dress she owned.

Her teacher was very unhappy. The little girl was so nice! She always worked hard in school; she was always friendly and polite. Her face was dirty and her hair was untidy, but anyone could see that she was pretty under the dirt.

One day the teacher said, "Won't you wash your face before you come to school tomorrow morning? Please do that, just for me."

The next morning the child's pretty face was clean, and her hair tidy. Before the little girl went home that afternoon, the teacher said, "Now, dear, please ask your mother to wash your dress."



But the girl continued to wear the same dirty dress, "Her mother is probably not interested in her" the teacher thought. So she bought a bright blue dress and gave it to the little girl. The child took the gift eagerly and rushed home.





The next morning she came to school in the new blue dress, and she was very clean and tidy. She told her teacher, “My mother couldn’t believe her eyes when she saw me this morning in my new dress. My father wasn’t at home, but he’ll see me at supper tonight.” She was full of excitement.

When her father saw her in her new blue dress, he was amazed to find that he had a very pretty little girl. When the family ate supper, he was even more amazed to see a cloth on the kitchen table. The family had never used a table cloth before. “We’re going to begin to be tidier here,” his wife said. “I’m ashamed to be dirty when our daughter is so clean.”

After supper, the mother began to wash the kitchen floor. Her husband watched silently for several moments. Then he went outside and began to repair the fence. The next evening, with the family’s help, he began to make a garden.

During the following week, the man in the next house watched what his neighbour was doing. And by the end of the week, the man began to paint his house — for the first time in ten years. A few days later, the young minister of a church near Gates Avenue passed these two houses and saw two men working. For the first time he noticed that there was no pavement on Gates Avenue, and no streetlight, and no running water. “People who are trying so hard to make decent homes here deserve help,” the minister thought. He asked some important citizens in the city to help them.

A few months later, because of the young minister, there was a pavement on Gates Avenue. There was a streetlight on the corner, and the houses had running water. Six months after the little girl got her new blue dress, Gates Avenue had become a tidy street where respectable citizens lived.

When people in other places heard the story of Gates Avenue, they began to organise their own ‘clean up’ campaigns. Since 1913, more than seven thousand towns and cities have organised campaigns for painting and repairing homes and making better lives for the people who live in them.

Who knows what will happen when a teacher gives a little girl a new blue dress?

Glossary

running water (phr):	water coming from the main supply when taps are turned on
pavement (n):	footpath
excitement (n):	strong feeling
amazed (adj):	filled with great wonder
decent (adj):	respectable
community (n):	people living in the same locality, who are considered as a unit
organise (v):	to arrange / to make preparation
campaigns (n):	a series of planned activities to do 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.	

I. Answer the following questions:

1. What kind of street was Gates Avenue at the beginning of the story?
2. What happened to it by the end of the story?
3. Why do you think the teacher gave the blue dress to the little girl?
4. What change did the new blue dress bring in the little girl's house?
5. How did the change in the little girl's house influence the neighbours?

Breakfast Is Important

Breakfast is an important meal, particularly for children, as it breaks the fast of the sleep hours and prepares them for school and increases their attention span. Recent research provides compelling evidence that malnutrition even in its milder forms can have a detrimental effect on the cognitive development of children. Even short-term nutritional deficiencies influence the child's behaviour, ability to concentrate and to perform complex tasks. Skipping a meal or eating a hurried breakfast can adversely affect the child's problem solving ability.

Among the children who had breakfast, the type of breakfast they had, again made a big difference. Children who had curd rice, dhal rice with a side dish for breakfast scored the maximum in concentration and memory. Children who drank coffee or energy drink or porridge alone for breakfast scored less than the children who had both breakfast and an energy drink. Children who had idli or dosai with sambar performed better than children who had it with sugar or chutney as the former had both protein and carbohydrate and is a well-balanced meal.

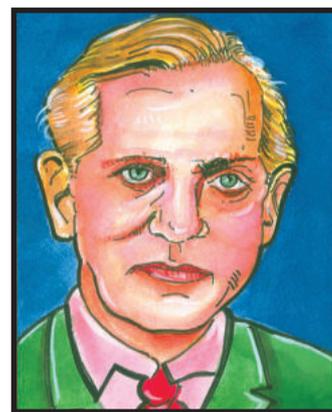
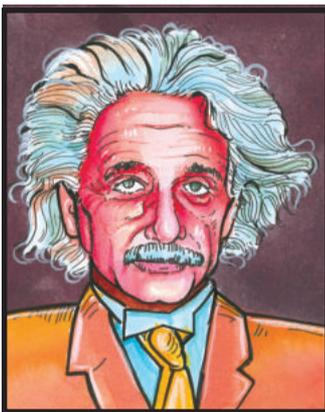
The best breakfast is one which has a combination of carbohydrate, protein and fat like idli and sambar; rice and dhal or curd; chapatti with dhal egg curry; egg sandwiches; poori and potato, and a glass of milk. Breakfast, which provides only carbohydrates like idli and sugar, idiappam and sugar, gives immediate energy but it does not last long. Say 'no' to junk food.



2

C.V. Raman, the Pride of India

Look at the pictures and answer the questions that follow:



1. Can you name these scientists?
2. Tell your class what you know about them.
3. Are scientists special people? How?
4. Do you want to be a scientist? Why?
5. How many of them received the Nobel Prize?
6. Who was the first Indian scientist that received the Nobel Prize?
Talk about him/her and his/her field of science.

A. Reading

Read the following passage and answer the questions that follow:

On the busy Bowbazaar Street in Calcutta there was an old building. It was the headquarters of the Indian Association for Cultivation of Science. In December, on a fine evening in 1927, there was much excitement in one of its laboratories. Chandrasekhar Venkata Raman was showing a visitor some of his instruments when a young man, K.S.Krishnan, rushed in and announced, "Professor Compton has won the Nobel Prize."

Raman was equally delighted. "Excellent news," he said, smiling at the visitor and then he was lost in thought. "But look here, Krishnan," he said turning to the young man, "if this Compton Effect is true of X-rays, it must be true of light too."



A few years earlier, A.H.Compton had shown that the nature of X-rays changes when passed through matter. The change was dependent on the kind of matter. This effect was called the 'Compton Effect.'

Could light also change its nature when passed through a transparent medium? That was the question that Raman asked himself. For five years he had been doing research in optics, the science of light. No sophisticated equipment was available in his laboratory, but Raman was confident that he could find the answer with some modifications in his equipment.

Four months later, on March 16, 1928, Raman announced his discovery of 'new radiation' (describing the behaviour of a beam of light passing through a liquid chemical) to an assembly of scientists at Bangalore (now called Bengaluru).

The world hailed the discovery as the 'Raman Effect'. For scientific research in this country, it was a red-letter day. His discovery caught the attention of the world. With equipment worth hardly Rs. 200/- and limited facilities, Raman was able to make a discovery which won him the Nobel Prize in physics in 1930.



Raman was born on November 7, 1888, at Tiruchirapalli in Tamil Nadu. His father was a college physics teacher. He was a brilliant student right from the start. When Raman passed his matriculation, his parents were keen to send him abroad for higher studies. But on medical grounds, a British surgeon advised them against it



and Raman stayed in the country to do the M.A. course at Presidency College in Madras (now called Chennai).

Science had already made an impression on him and he began to write research papers for science journals. When he was only 19, he became a member of the Indian Association for Cultivation of Science. Meanwhile, respecting his parents' wishes, he took up an administrative job in the Finance Ministry in Calcutta. His interest in science, however, did not flag. He used to spend his hours after office in the lab of the Association working throughout the night.

In his youth, Raman was mainly interested in acoustics, the science of sound. He studied how stringed instruments like the violin and the sitar could produce harmonious music.

He was elected to the Royal Society of London in 1924 and the British Government made him a knight of the British Empire in 1929. It was a high honour for any great scientist.

His advice to young scientists was to look at the world around them and not to confine themselves to their laboratories. "The essence of science," he said, "is independent thinking and hard work, not equipment."

C.V.Raman was the first Indian scholar who studied wholly in India and received the Nobel Prize. He was the first Asian and the first non-white to win such a great award in science. He passed away in 1970 on November 21. But his memories are with us. February 28, the day on which he discovered the 'Raman Effect', is celebrated as National Science Day to commemorate his remarkable achievement in science.

(Adapted from SCIENTISTS OF INDIA published by Children's Book Trust, New Delhi)

Glossary

lost in thought:	giving all your attention to something so that you do not notice what is happening around you
transparent (adj):	allowing you to see through it
sophisticated (adj):	advanced and capable
equipment (n):	the things that are needed for a particular activity
modification(n):	change
discovery (n):	the process of finding something that was not known about before
red-letter day (idiom):	an important day
surgeon (n):	a doctor who is trained to perform surgery
abroad (adv):	in or to a foreign country
flag (v):	decline, become less
stringed instrument (n):	any musical instrument with strings (eg. the violin, the sitar etc.)
harmonious (adj):	very pleasant
knight (n):	a man of high social rank / a person with the title
confine (v):	to restrict



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 was Raman happy when he learnt that Professor Compton had won the Nobel Prize?
2. What does the “Compton Effect” tell us?
3. What was Raman’s advice to young scientists?
4. Which paragraph tells about the ill health of C.V. Raman?
5. What was the challenging situation when Raman started his experiment on light?
6. What was the unseen force working behind Raman for reaching great heights?
7. What was “Raman Effect”?
- *8. If A.H. Compton had not discovered the Compton Effect, do you think Raman would have discovered the Raman Effect? Give your reasons.
9. In what way was Raman different from other Indian scientists? List them and justify your answer.
- *10. If you were a scientist, what would you like to invent / discover?

II. Say whether the following statements are true or false. Correct the false statements.

1. C.V. Raman was born in Calcutta. ()
2. The Compton Effect was a discovery made by C.V.Raman. ()
3. Raman’s mother was a college physics teacher. ()
4. Raman was an average student at school. ()
5. Raman studied how the drum could produce music. ()
6. Raman spent only two hundred rupees to win the Nobel Prize. ()
7. Raman was only 42 when he won the Nobel Prize. ()



Vocabulary

I. The following sentences are from your lesson. Read them carefully and tick (✓) the correct meaning of the underlined word in each sentence.

- His parents were keen to send him abroad for higher studies.
(a) particular (b) eager (c) worried
- The world hailed the discovery as the 'Raman Effect'.
(a) admired (b) called (c) thought
- In his youth Raman was mainly interested in acoustics.
(a) primarily (b) simply (c) certainly
- The British made Raman a knight of the British Empire.
(a) appointed (b) managed (c) placed
- Raman passed away on November 21, 1970.
(a) was killed (b) died (c) left

II. Read the following sentence.

Raman was equally delighted.

The underlined word '*delighted*' is a verb and has been used to express a feeling of joy or happiness. Its noun form is '*delight*.' Now, look at the following verbs and write their corresponding noun forms.

S.No.	Verb	Noun or the feeling expressed
1.	enjoyed	enjoyment
2.	surprised	_____
3.	disappointed	_____
4.	worried	_____
5.	satisfied	_____

Now fill in the blanks with the suitable noun forms of the underlined words in each sentence.

- He was shocked to see a snake in his room but he recovered from his _____ in no time.
- He pretended to look relieved but, in fact, he did not have any _____.
- I can understand your _____. But do not be so excited that you have health problems.
- Raju, an auto driver, was very honest. His _____ was known to everybody when he returned the bag of jewellery a passenger had left in his auto.



III. (1) Read the following sentence and notice the underlined part.

Raman stayed in the country to do the M.A. course.

The underlined letters in capitals denote an abbreviation. The full form of this abbreviation is ‘Master of Arts’.

Here is a list of some common abbreviations. Write their full forms.

Abbreviation	Full form
B.A.	_____
A.D.	_____
B.C.	_____
C.M.	_____
C.D.	_____
D.V.D.	_____
a.m.	_____
p.m.	_____

(2) Read the following sentence and notice the underlined word.

He used to spend his hours after office in the lab.

The underlined word “lab” is the short form of “laboratory.”

Look at the following list of short forms and write their full forms. The first one is done for you. (Use a dictionary)

Short form of the word	Full form of the word
plane	aeroplane
kilo	_____
para	_____
specs	_____
photo	_____
bike	_____
mike	_____

IV. In the paragraph 4 you have learnt that ‘optics’ is the study of light. Do you know the word for the *study of living beings*? It is ‘biology’. It comes from ‘bio’ (means ‘life’) + ‘logus’ / ‘logy’ (means ‘study or science’). So the suffix ‘-logy’ adds the meaning ‘the study of’.



Guess the meanings of the words under Column A and match them with the phrases under Column B.

A		B
1. Archaeology	()	(a) the study of the mind
2. Physiology	()	(b) the study of animals
3. Psychology	()	(c) the study of earth
4. Geology	()	(d) the study of the cultures of the past
5. Zoology	()	(e) the study of the bodies of living things.

Grammar

I. Read the following sentences from your lesson and observe how the underlined words are used before dates, years and the names of places.

1. Raman was born on November 7, 1888. (Para 6)
2. Raman passed away in 1970 on November 21. (Para 11)
3. Raman did his M.A. course at Presidency College in Madras. (Para 6)
4. In December, on a fine evening in 1927, there was much excitement. (Para 1)

Note: 'on', 'in' and 'at' are prepositions of time and place. In sentence 1 & 2 'on' is used before a date. In sentence 2, 3 & 4 'in' is used before a year (in 1970), before the name of a big city (in Madras) and before the name of a month (In December). In sentence 3 'at' is used before the name of a small place / area.

Now fill in the blanks with 'in', 'on' and 'at'.

Sarathchandra and Keerthana are brother and sister. Sarathchandra was born _____ 25th April _____ 2000. Keerthana was born _____ December 2, 2001. They are with their parents. They live _____ Kondamudusupalem, a small village _____ Prakasam District. They play games _____ school. It is usually very hot _____ May _____ their village. So they spend their summer _____ Hyderabad _____ their uncle's house. Mr. Srisailam is their uncle. He resides _____ High Court Colony _____ Hyderabad with his wife, Jagadeeswari and his daughter, Vishnu Priya.



II. Revision of 'Articles'.

1. 'a' is used *before singular common nouns /in noun phrases* beginning with *consonant sounds*.
2. 'an' is used *before singular common nouns / in noun phrases* beginning with *vowel sounds*.
3. 'the' is used
 - (a) before words / phrases that indicate unique things ("It was the headquarters of **the Indian Association ...** ")
 - (b) in situations where the sentence itself contains a clue to identity of the thing or the person referred to (e.g. His advice to young scientists was also to look at **the world around them**)
 - (c) in social situations where the identity of the person / object is understood ("But ... look here, Krishnan," he said turning to **the young man ...**").
 - (d) before the names of 'musical instruments (" He studied how stringed instruments like **the violin ...**")

III. List 20 phrases from the text that begin with 'a' / 'an' or 'the'. Then put 1,2, 3(a), 3(b), 3(c), or 3(d) against them depending on how 'a' / 'an' or 'the' is used. One is done for you.

an old building – 2

Now fill in the blanks with 'a', 'an' or 'the'.

1. In 1987, M.S. Swaminathan was awarded _____ Ramon Magsaysay Award.
2. We dined yesterday at _____ Maurya Sherton hotel.
3. Tejaswini lent me _____ interesting book.
4. My father is _____ school teacher.
5. M.S.Swaminathan worked at _____ Indian Agricultural Research Institute.
6. Rekha bought _____ long notebook yesterday.
7. Sravani is eating _____ mango now.
8. Ganesh always carries _____ umbrella with him.
9. Rambabu is _____ English teacher in a high school.
10. Manjula and Sruthi play _____ guitar well.





Writing

- I. Write a paragraph on J.C. Bose using the hints given below. You must use the right linkers to join the sentences.**

J.C. Bose – Indian scientist – born 30-09-1858 – St. Xavier’s School, Calcutta – abroad for higher studies – returned in 1885 – published a monograph, Response in the Living and Non-living – became famous – Fellow of the Royal Society in 1920 – wireless telegraphy in 1895 – the Crescograph – plants have life – the Bose Institute in Calcutta – devoted to the study of plants – died 23-11- 1937.

Share your draft with your partner and refine your draft in the light of the suggestions offered by him.

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.	

- II. The passage given below has some errors in the use of capital letters, verbs, prepositions and articles. Edit the passage by underlining the incorrect parts and writing them correctly over the space available. The first one is done for you.**

Raman was ^{born}borne on November 7, 1888, in tiruchirapalli at tamil nadu. He finishes his m.a. course at Presidency college in chennai. He became member of the indian association for cultivation of science. He took up a administrative job in the finance

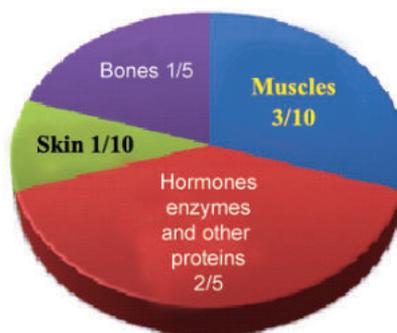
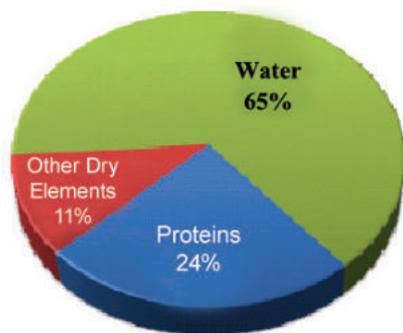


ministry in Calcutta. He was elected to the royal society of London in 1924 and the british government made him a knight of the british empire in 1929. He was first indian scholar who studied wholly in india and received the nobel prize.

Study Skills

I. Study the pie charts and answer the questions given below them.

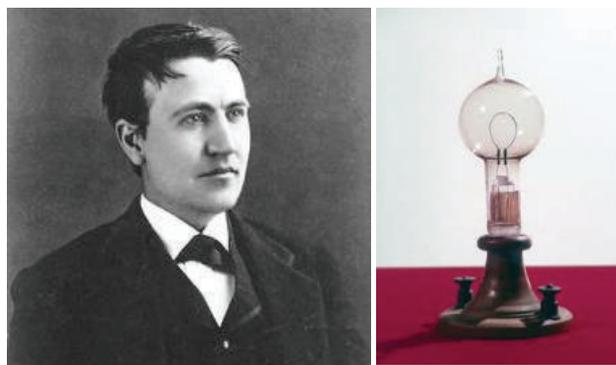
Distribution of Weight in Human Body

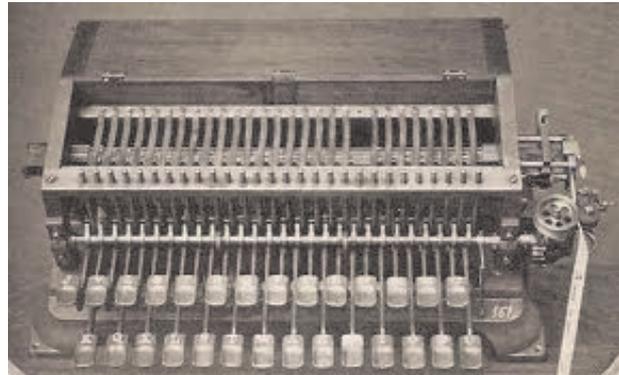
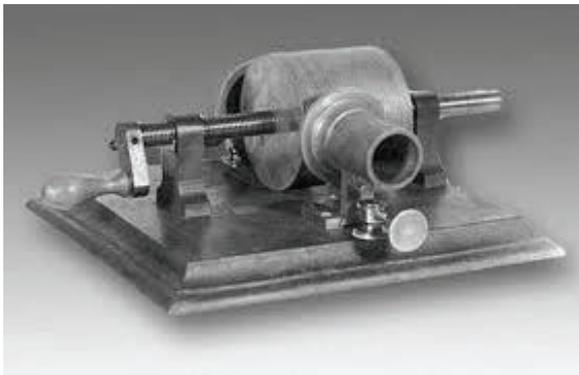


- Which of the following constitute most of the weight in the human body? ()
 (a) water (b) proteins (c) dry elements (d) bones
- Which of the following statements is correct? ()
 (a) Proteins constitute 11 per cent of the human body.
 (b) Dry elements constitute 15 per cent of the human body.
 (c) Hormones, enzymes and other proteins constitute 2/5 of the human body.
- If a person's weight is 100 kilograms, how much do his bones weigh?
- If the proteins in a person weigh 12 kilograms, what will be his weight?
- Are the bones in our body heavier than the water in our body? Support your answer.

Listening and Speaking

Your teacher will read the passage 'The Inventor of Inventors.' Listen carefully and answer the questions given below:





I. Say whether the following statements are true or false.

1. When Edison was twelve, he established a school. ()
2. Edison discovered an important scientific principle known as the Edison Effect. ()
3. Edison was a poor observer. ()
4. Edison's father was a school teacher. ()
5. Edison loved to mix liquids and powders to observe the reaction. ()

II. Here is a list of inventions. Put a (✓) against them if it was invented by Edison.

Name of the Invention	
light bulb	✓
aeroplane	
electric engine	
watermark pen	
phonograph	
pedestal fan	
printing machine	
radio	
kinetograph	
computer	
power generator	





III. Group work

1. Thomas Alva Edison invented electric bulb. If there were no electric bulbs, how would be our life?
2. **Debate the following proposition:**
'Science has proved to be more a curse than a blessing.' Divide the groups into two sets. One set of students speak in favour of the motion and the other against it. They may use the words / expressions listed in the box.

at the outset	may I begin by saying that	in his speech Mr. X said that
first of all	I look at it this way	I now draw your attention to
secondly	I'd like to explain	on the one hand / on the other hand
thirdly	the subject before us today	now because of this we have to support
lastly	I must add that	and for all these reasons, I propose
to conclude	I must take strong exception to	and there are similar cases such as

IV. Listen to the conversation between Sindhu and Mary.

- Sindhu : Mary, where have you been all the week?
 Mary : Um...I have been to Hyderabad.
 Sindhu : Hyderabad? Why? Why did you go there?
 Mary : You know, my uncle lives there. I went there to visit him.
 Sindhu : That's nice. But did you visit any place?
 Mary : Oh! Yes, I visited a museum . It's wonderful.
 Sindhu : Really! What kind of museum is it?
 Mary : It's a science museum.
 Sindhu : Science museum? But it should be boring.
 Mary : Not a bit. I learnt a lot about many interesting things. You must see it.
 Sindhu : Is it that much interesting? Could you tell me something more about it?
 Mary : Oh! It takes a long time. Now I am in a hurry. I will talk about it later.

Now work with your partner and ask and answer questions about the science fair that might have been organised in your school or district. Use the following questions too.

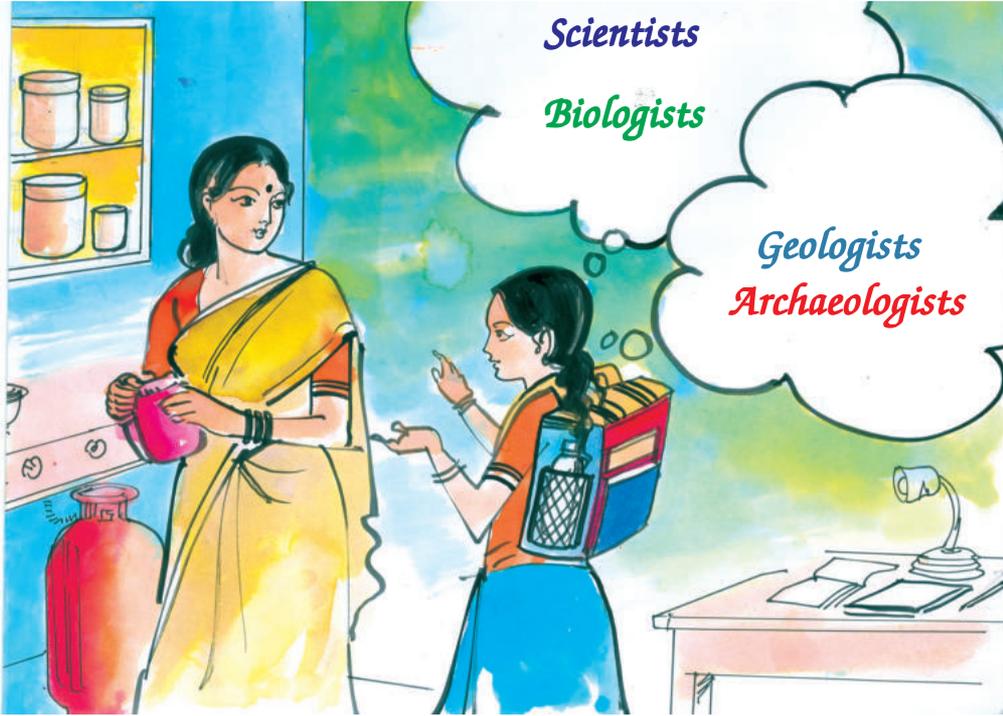
1. When did you go to the science fair?
2. What things did you see there?
3. Which was the most interesting thing you noticed there?



B. Reading

Read the following poem:

It's Change.....



Mum, I don't want to go to school today,
'Cause I fear our world is in decay.

I feel my teachers are part of the plot,
I'm the only one who sees through the rot.

Scientists are cloning pigs and sheep,
Saying, it's change — a quantum leap.

Biologists are making stem cells grow,
Saying, it's change — the way to go.

Geologists are finding cracks in our earth,
Saying, it's change — predicting its birth.

Archaeologists are digging up fossils and bones,
Saying, it's change — time for clones.

Yes, scientists are causing me great concern,
Giving us kids too much to learn!

- Emma Gorrie

Glossary

plot (n):	a secret plan made to do something wrong
see through (phrasal v):	understand
the rot (n):	(here) the situation is getting worse
cloning (v):	producing an exact copy of an animal
quantum leap (n):	a sudden, great and important change
stem cell (n):	a basic type of cell from which all other cells develop
fossil (n):	the remains of an animal or a plant which have become hard and turned into rock
concern (n):	worry

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.	

I. Answer the following questions:

1. Who is the speaker of this poem? Guess her age. Support your answer.
2. What is the speaker's complaint?
- *3. How would you feel if a scientist cloned you?
4. What is the speaker's concern? Which line in the poem shows it?
- *5. 'Yes, scientists are causing me great concern.' –
How is this statement true in view of the speaker's view? What is your view?
6. Pick out the word that describes the person who studies the life of plants and animals.
7. What does an archaeologist do?

II. Read the following lines from your poem and notice that the underlined words end with the same sound. Such words are called rhyming words.

Mum, I don't want to go to school today,

'Cause I fear our world is in decay.

Now match the following words that rhyme. One is done for you. Add two more words to each pair that rhyme with them.

Part –A	Part – B	Correct Pair of Words	
plot	go	<i>plot</i>	<i>rot</i>
sheep	rot	_____	_____
grow	leap	_____	_____
earth	birth	_____	_____
bones	learn	_____	_____
concern	clones	_____	_____
		<i>cot</i>	<i>lot</i>

Project

I. Collect information about ten world famous Indian scientists and write it in your notebooks in the format given below:

Sl. No.	Name of the Scientist	Indian State	Discovery / Invention	Award
1				

*II. Now talk to other members of your group about one scientist whose discovery /invention has changed our life.

C. Reading

Read the following story:

Susruta, an Ancient Plastic Surgeon

It was midnight when Susruta was awakened by a frantic knocking at the door.

“Who’s out there?” asked the aged doctor, taking a lighted torch from its socket in the wall and approaching the door.

“I’m a traveller, my revered Susruta,” was the anguished reply. “A tragedy has befallen me. I need your help....”

Susruta opened the door. What he saw was a man kneeling before him, tears flowing from his eyes and blood from his disfigured nose.

“Get up, my son, and come in,” said Susruta. “Everything will be all right. But be quiet, now.”

He led the stranger to a neat and clean room, with surgical instruments on its walls. He washed his face with water and the juice of a medicinal plant. He then offered him a mug of wine and began preparing for the operation.

With a large leaf of a creeper brought from the garden, he measured the size of the stranger's nose. Taking a knife and forceps from the wall, he held them over a flame and cut a strip of flesh from the stranger's cheek. The man moaned, but the wine had numbed his senses.

After bandaging the cut in the cheek, Susruta cautiously inserted two pipes into the stranger's nostrils and transplanted the flesh to the disfigured nose. Moulding the flesh into shape he dusted the nose with powdered liquorice, red sandalwood and an extract of Indian barberry. He then enveloped the nose in cotton, sprinkled some refined oil of sesame on it and finally put a bandage.

Before the traveller left, he was given instructions on what to do and what not to and a list of medicines and herbs he was to take regularly. He was also asked to come back after a few weeks to be examined.

In this manner Susruta mended a nose some 26 centuries ago. And what he did is not greatly different from what a plastic surgeon would do today. In fact, Susruta is today recognised as the father of plastic surgery all over the world. His treatise, *Susrutasamhita*, has considerable medical knowledge of relevance even today. It indicates that India was far ahead of the rest of the world in medical knowledge.

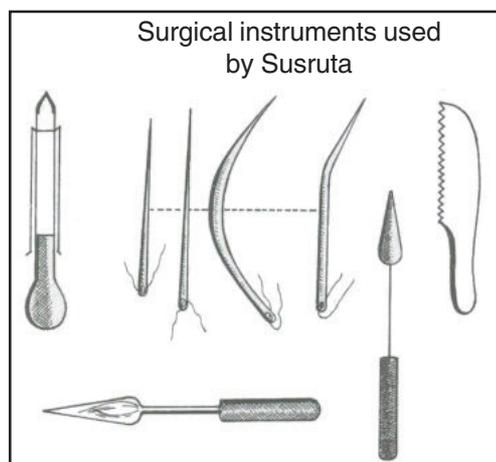
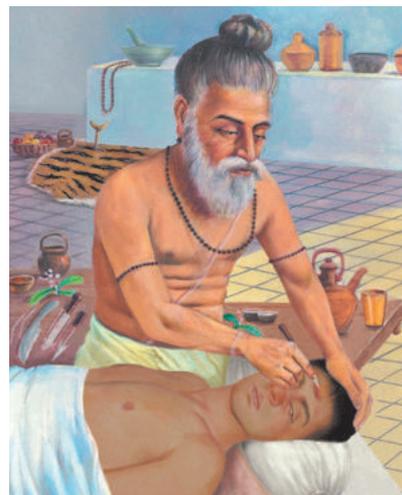
Born in the sixth century B.C., Susruta was a descendant of the Vedic sage Viswamitra. He learnt surgery and medicine at the feet of *Divodasa Dhanvantari* in his hermitage at Varanasi. Later, he became an authority in not only surgery but also in other branches of medicine.

He was the first physician to advocate what is today known as the 'caesarean' operation. He was also an expert in removing urinary stones, locating and treating fractures and doing eye operations for cataract. His suggestion to give wine to patients about to be operated upon makes him also the father of anaesthesia.

In his treatise, Susruta lists 101 types of instruments. His *Samdamsa Yantras* are the first forms of the modern surgeon's spring forceps and dissection and dressing forceps. In fact, his system of naming surgical tools after the animals or birds they resemble in shape, for example crocodile forceps, hawkbill forceps, is adopted even today.

Susruta was also an excellent teacher. He told his pupils that one could become a good physician only if one knew both theory and practice. He advised his pupils to use carcasses and models for practice before surgery.

(Adapted from *SCIENTISTS OF INDIA* published by Children's Book Trust, New Delhi)



I. Answer the following questions:

1. Why did Susruta offer the traveller a mug of wine?
2. Why was Susruta recognized as the father of plastic surgery today?
3. What made him the father of anaesthesia?
4. Who could become a good physician according to Susruta?
5. What was his advice to his pupils?

Do You Know?

1. It takes about 20 seconds for a red blood cell to circle the whole body.
2. It has been proven that people can lessen reactions to allergies by laughing.
3. Six-year-olds laugh on an average of 300 times but adults laugh only 15-100 times a day.
4. Water freezes at 32°F and boils at 212°F. There are 180 degrees between freezing and boiling because there are 180 degrees between the north and the south.

Share This Joke

The surgeon told his patient who woke up after having been operated: "I'm afraid we're going to have to operate on you again. Because, you see, I forgot my rubber gloves inside you."

"Well, if it's just because of them, I'd rather pay for them if you just leave me alone."

Do You Know?

1. The average human body contains enough Sulphur to kill all fleas on an average dog, Carbon to make 900 pencils, Potassium to fire a toy cannon, Fat to make 7 bars of soap, Phosphorus to make 2,200 matchheads, and enough Water to fill a ten gallon tank.
2. Your fingernails grow four times as fast as your toenails.
3. Babies are born with 300 bones and adults have 206.
4. The smallest bone in your body is in your ears.
5. A sneeze blows air out of your nose at 100 miles per hour.
6. Children have more taste buds than adults.
7. Bones are 4 times stronger than concrete.
8. The human body has approximately 37,000 miles of capillaries.
9. A square of human skin has 32 million bacteria on it!
10. The liver is the body's chemical factory. It has over 500 functions!

Look at the picture and answer the questions that follow:



1. Talk about what is happening in the picture?
2. What do you think may be the cause of this war?
3. Who is Puru? What do you know about him?



A. Reading

Read the following playlet and answer the questions that follow:

Puru, the Brave

Characters

Alexander : the King of Macedonia
who conquered Greece, Persia, etc.

Puru : a King of northern India

Four Greek generals and six soldiers

The camp of Alexander on the banks of the Jhelum. Alexander is sitting on a high chair and his four generals are sitting on low chairs. Two Greek soldiers are standing at the door. Alexander is having a talk with his generals.



Alexander : The battle of Jhelum will go down in the history of our country.

First general : It'll go down in the history of India, too.

Second general : It'll go down in the history of the world.

Third general : I've never fought such a battle before.

Fourth general : I haven't either. Until the last moment, I couldn't believe that we would be able to defeat the army of Puru.

Alexander : Yes, it has been a great battle—perhaps the greatest of my life. I must say every Indian soldier fought like a tiger.

First general : They fought like devils, Your Majesty.

Alexander : The Indians are good soldiers. They know how to fight. They fight better than our men.

Second general : But their generals aren't so good as ours.

Alexander : If you mean they aren't so brave as the Greek generals, I don't agree with you.

Second general : But they aren't very skilful, Your Highness.

Alexander : I see what you mean, and here I agree with you. The Indian generals are still following the old methods of warfare. Their battle plans are faulty and they depend too much upon their elephants. But as fighters they are wonderful. I have the highest respect for them.

Third general : I was amazed to see how Puru fought in the battle of Jhelum.





- Fourth general : He continued to fight even when others had left the field. I think he killed at least a hundred of our men with his sword.
- Second general : And injured many more.
- First general : He was badly injured himself.
- Second general : That's why we were able to capture him.
- Alexander : Oh! He is a brave man and a great soldier. I wish he were one of my generals.
- Second general : He is a proud man, Your Majesty.
- Alexander : A soldier is not a soldier if he is not proud. I'm not angry with him at all. He was not frightened by the news of my victories and refused to bow before me.
- First general : He will be brought to Your Majesty soon. Let us see how he behaves.
- Alexander : I'm sure he will not behave like a coward.
- (A soldier enters and bows to Alexander.)*
- Soldier : Sir, Puru has been brought to the camp.
- Alexander : Has he been put in chains?
- Soldier : Yes, Your Majesty.
- Alexander : Go and remove the chains, and bring him in. I don't want to see a brave man in chains.
- (The soldier bows and goes out.)*
- Alexander : They should not have put him in chains. He is a king besides being a great soldier.

(Puru enters with four Greek soldiers following him. Alexander and the generals stand up to greet him. Puru joins the palms of his hands and raises them to his forehead to return the greeting.)





- Alexander : (to the soldiers) You may go.
(The soldiers bow and go out.)
- Alexander : (to Puru) Well, how are you, king?
- Puru : My name is Puru.
- Alexander : All right. Are you sorry for the mistake you made, Puru?
- Puru : I made no mistake, sir.
- Alexander : Didn't you reject my proposal?
- Puru : I did. I refused to be your vassal.
- Alexander : Do you know that many kings have gladly agreed to be my vassals?
- Puru : I know that, and I also know that none of them is Puru.
- First general : (softly to the second General) He is, indeed, a very proud man.
- Alexander : Don't you realize that you are my prisoner?
- Puru : I do, but that doesn't make any difference to me. I'm still the lawful king of my country.
- Alexander : How shall I treat you?
- Puru : As a king should treat another king.
- Alexander : Puru, you are a brave man. I'm pleased with you. I want to make friends with you. Will you be a friend to me?
- Puru : On one condition.
- Alexander : What is that condition?
- Puru : My kingdom should remain independent and you should treat me as your equal.
- Alexander : Agreed. (after a pause) I'm proud of your friendship, my brother.
- Puru : I'll do my best to be worthy of the friendship of Alexander the Great.

(The generals bow to Alexander and Puru.)

Glossary

- go down (phr.v): to be recorded
- Your Highness (n): a title of respect used when talking to or about a member of the Royal family
- warfare (n): the act of fighting a war
- Your Majesty: the way of addressing Royal people
- vassal (n): a man promising to fight for a king in return for the right to hold land





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. Who is Alexander?
2. Why did the generals and Alexander think that the battle of Jhelum would go down in the history of the world?
3. What do you think is the reason for Indian soldiers' defeat?
4. Do you think that Indian generals were not as brave as the Greek generals?
- *5. Do you believe that Puru was really proud? Give reasons.
Do you justify his pride? How?
- *6. If you were Alexander, what would you do with Puru?

II. Tick (✓) the correct answers.

1. Alexander asked his soldiers to remove the chains of Puru because ()
 - a) he was sympathetic to Puru.
 - b) he did not like a brave man like Puru in chains.
 - c) Puru requested Alexander to remove his chains.
 - d) Alexander did not dare see Puru in chains.
2. Puru did not accept Alexander's proposal to be a vassal because ()
 - a) he was very proud.
 - b) he was very brave and patriotic.
 - c) he was not very wise.
 - d) he did not have respect for Alexander.
3. Alexander made friends with Puru because, ()
 - a) Puru accepted that Alexander was really great.
 - b) Alexander wanted to make use of Puru's services.
 - c) Alexander liked Puru's bravery and self-respect.
 - d) Alexander was very kind.
4. Alexander was really great because, ()
 - a) he defeated Puru.
 - b) he made friends with a brave king like Puru.
 - c) he defeated Puru, set him free, respected him, and made friends with him.
 - d) he was the conqueror of the world.



Vocabulary

I. Pick out the antonyms from the text for the words given below.

victory timid humble accept dependent

II. Fill in the blanks in the following paragraph with the words given in the box.

respect skilful proposal lawful capture
worthy amazed conquered frightened remain

I know that you are very and of the position you hold. But I am really to know that you feel as though you have the world. These days nobody is being by the other. I would like to make a so that you will humble and I hope my words your imagination and you me as your teacher.

III. Look at the following words from the text: 1. independent 2. difference

The word 'precaution' consists of two parts – 'in-' and 'dependent' (prefix+root).

The word 'dangerous' consists of two parts 'differ' and '-ence' (root+suffix).

Add appropriate prefixes / suffixes to the following roots to make new words. The first one is done for you.

Prefix	Root	New Word	Root	Suffix	New Word
dis-	courage	discourage	king	-dom	kingdom
	active		rich		
	legal		brave		
	able		fame		
	believe		boy		

Fill in the blanks in the following sentences with suitable forms (after adding a prefix/suffix) of the words in brackets.

1. He was acting in a very _____ way. (child)
2. This word is very difficult to spell, and even worse, its _____. (pronounce)
3. You shouldn't have done that! It was very _____ of you. (think)



4. He didn't pass his exam. He was _____ in the second attempt. (succeed)
5. Some of the Indian cities are dreadfully _____. (crowd)
6. The team won the _____. (champion)
7. There is a very high _____ that they will be late. (likely)
8. I couldn't find any _____ in his theory. (weak)
9. There was a three-hour _____ because of the strike. (stop)
10. You need a _____ of motivation, organization and revision to learn English. (combine)

Grammar

I. Let's have a look at the following sentences from the text.

1. My kingdom should remain independent.
2. You should treat me as your equal.
3. I must say every Indian soldier fought like a tiger.

In sentence 1, **should** indicates obligation whereas in 2, it indicates condition.

In sentence 3 '**must**' is used to indicate insistence on the part of the speaker / necessity. It is also used when the speaker has authority over the listener.

It is important to understand how the modals '**should**' and '**must**' are used.

(People sometimes use **should** to indicate something that is desirable and **must** to indicate obligation. However, some people use them interchangeably.)

Now fill in the blanks in the following paragraph with 'should' or 'must'.

I say that you come to school regularly because you cannot miss important lessons. You attend extra classes in time tomorrow. Otherwise I will punish you. You return my book which I gave you a month ago. You change your habits otherwise you will not come up in life.

Now read the conversation between a doctor and a patient and fill in the blanks with should (should not) and must(must not).

- Doctor : Mr. Rao, what exactly is your problem?
 Patient : I've been suffering from gastric problem for a long time.





- Doctor : Mr. Rao, I say you eat non-vegetarian or spicy food for some time.
- Patient : Can I eat boiled eggs or omelettes, doctor?
- Doctor : Isn't an egg non-vegetarian? You eat any non-vegetarian food for quite some time. In fact, you have stopped eating it long ago. Youconsult me in a week.
- Patient : I am sorry, doctor. I won't eat non-vegetarian food any longer. You are quite correct, doctor. I take your advice and avoid eating non-vegetarian and spicy food. Thank you very much, doctor.
- Doctor : You are welcome. I think you remember my advice.

II. Look at the following sentences from the text:

1. But their generals are not so good as ours.
2. The Indian generals are not so skilful as the Greek generals.
3. It has been a great battle – perhaps the greatest of my life.

In the above sentences 1&2, the Indian generals are compared with Greek generals. The third sentence means that it was the greatest or the best battle of all his (Alexander's) battles. When we want to compare one thing with the other, we use degrees of comparison – positive, comparative and superlative forms of adjectives.

If we compare two things or two sets of things, we use positive or comparative forms of adjectives. If we compare more than two things or two sets of things, we use the superlative form of adjectives. We can transform positive degree into comparative and superlative and vice versa.

Let us observe the sentences 1 and 2 above.

1. Their generals are not so good as ours.
2. The Indian generals are not so skilful as the Greek generals.

The underlined words in the above sentences are adjectives. These are the positive forms of adjectives. The other forms of these adjectives are given below.

Positive

good
skilful

Comparative

better
more skilful

Superlative

best
most skilful

The two sentences are said to be in the positive degree since the adjectives are in the positive degree.





They can be transformed into comparative degree by changing the adjectives into comparative degree and making certain other changes.

Sentences 1 and 2 can be changed into comparative forms as shown below:

1. Our generals are better than their generals.
2. The Greek generals are more skilful than the Indian generals.

Now look at the third sentence.

It is the greatest battle of my life.

The above sentence can be turned into the comparative and positive degrees as shown below.

It is greater than any other battle of my life.

No other battle of my life is so great as this.

Now look at the following sentence in the superlative degree of comparison:

Puru is one of the bravest kings in the world.

This sentence means that there are a few kings in the world who are as brave as Puru. It also means that Puru is not the only bravest king in the world. Let's see how the above sentence can be transformed into comparative and positive degrees of comparison.

Puru is braver than many other/ most other kings in the world. (Comparative)

Very few kings in the world are as brave as Puru. (Positive Degree)

Observe the following forms of comparison of some adjectives.

Positive Degree	Comparative Degree	Superlative Degree
nice	nicer	nicest
short	shorter	shortest
big	bigger	biggest
great	greater	greatest
fast	faster	fastest
worthy	worthier	worthiest
frightened	more frightened	most frightened
lawful	more lawful	most lawful





Change the following sentences into other forms of comparison as indicated in brackets.

1. Rahul Dravid is one of the greatest batsmen in the world.(comparative degree)
2. Alexander was the greatest soldier in the world.(positive degree)
3. India is one of the fastest developing countries in the world.(comparative degree)
4. No other river in the world is so long as the Nile.(superlative degree)
5. Hindi is one of the most popular languages in India.(positive degree)
6. Lara is not so great as Tendulkar.(comparative degree)
7. Rekha is one of the most beautiful girls in the class.(positive degree)
8. Very few metals are as expensive as platinum.(comparative degree)
9. Shimla is colder than all other hill stations in the Himachal Pradesh.(superlative degree)
10. Delhi is one of the most crowded cities of India.(positive degree)

Writing

I. Given below are some jumbled sentences. Rearrange them in the right order and write a meaningful paragraph by using appropriate connectives.

1. Alexander asked Puru why he had rejected his offer.
2. Alexander defeated many kings besides Puru, became the world conqueror, and was called Alexander the Great.
3. Alexander was born in Greek and he was the disciple of the greatest Greek philosopher, Aristotle.
4. Puru lost the battle though his generals and soldiers fought very bravely.
5. Alexander asked his soldiers to remove the chains and bring Puru to him.
6. Puru killed more than one hundred soldiers but he was gravely injured and chained in the battle.
7. Puru lost the battle as he had used the oldest methods of warfare and elephants.
8. Puru said that he was the lawful owner of his kingdom.
9. Puru was a brave king and a great soldier of Northern India.
10. Alexander liked Puru's bravery and self-respect, so he became his best friend.
11. There was a great battle between Alexander and Puru on the banks of Jhelum.
12. Alexander asked Puru to be his vassal but he refused.



**II. Rewrite the playlet as a short story. You may follow the steps given below:
Read the drama script as many times as necessary**

1. Identify the major events depicted in the drama.
2. Take turns and share the major events in the order they occur.
3. Expand each event in terms of
 - the location where it takes place.
 - the characters involved.
 - what they say / think / feel.
4. Write the first draft.
5. Edit and refine the draft.

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.	

Study skills

There are many words which can function as more than one part of speech. *For instance 'talk' can be used as a verb as well as a noun.*

She talks at length about her dress.

Her talk is boring.

- I. Refer to a dictionary and say whether the following words can be used as different parts of speech like a noun, a verb, an adjective, etc. The first one is done for you.**

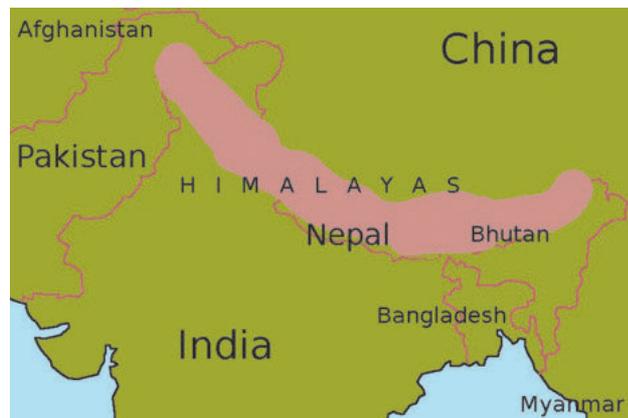


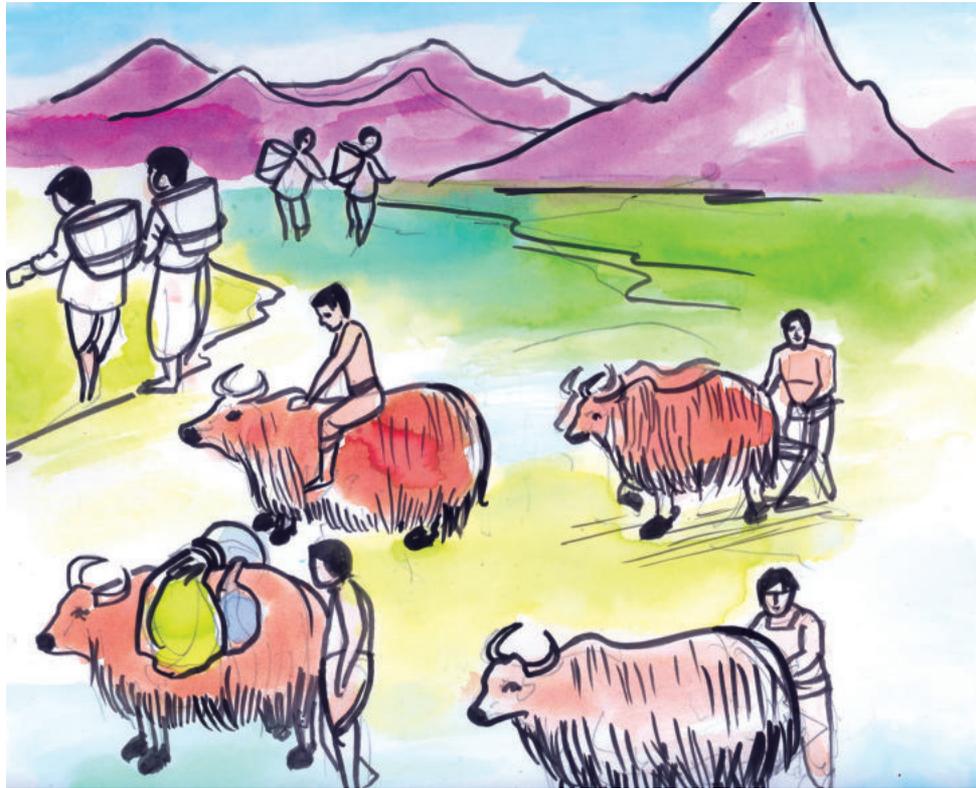


Word	Noun	Verb	Adjective
battle	✓	✓	✓
chain			
conquer			
fight			
like			
refuse			
reject			
respect			
talk			
treat			

Listening and Speaking

Your teacher will read the passage “Nepal and the Himalayas.” Listen carefully and answer the questions given below:





I. Choose the right answer from the choices given below:

1. The passage is about ()
 - a) Nepal.
 - b) the Himalayas.
 - c) the Himalayas and the Sherpas.
 - d) none of these.
2. The Sherpas came from ()
 - a) Nepal.
 - b) Tibet.
 - c) China.
 - d) none of these.
3. Lower down the Himalayas we can see ()
 - a) colourful butterflies.
 - b) kites.
 - c) eagles.
 - d) all of these.
4. The most useful animals for Sherpas are ()
 - a) cows.
 - b) buffaloes.
 - c) yaks.
 - d) none of these.





II. Read the following sentences and say whether they are true or false.

1. Mount Everest is in India. ()
2. There are many roads in the Himalayas. ()
3. Even the children of Sherpas carry heavy loads. ()
4. One can find flowers on the tops of the Himalayas. ()

III. Work in groups. Ask and answer the following questions:

1. What are the modes of transport in the Himalayas?
2. Why do Sherpas look like the people of Tibet?
3. What interesting things would you find in the Himalayas?

Listen to the following conversation:

Teacher : Meghana! Have you ever been to the Himalayas?

Meghana : No, sir. I have never been to the Himalayas.

Teacher : Do you have any idea about the Himalayas?

Meghana : Yes, I do.

Teacher : Tell me whatever you know about it.

Meghana : Sir, the Himalayas are the highest mountains in the world.

Teacher : Oh! Are they? Then tell me which is the highest peak among them?

Meghana : Mount Everest, sir.

Teacher : What sort of help is available to the climbers in the Himalayas?

Meghana : Sir, there are plenty of Sherpas.

Teacher : Who are these Sherpas?

Meghana : Sir, they are helpers in the mountains .
They carry our luggage to earn their living.

Teacher : Good, Meghana.

Meghana : Thank you, sir.

Work in groups and share your experiences of going to the hills. You may talk about the following:

- The hill station you visited
- How you travelled
- When was it? Where did you stay?
- Who went with you?
- The places you visited. The places you liked and disliked.
- Any memorable experience or anecdote.



B. Reading

Read the following poem:

Home They Brought Her Warrior Dead

Home they brought her warrior dead
She nor swooned, nor uttered a cry:
All her maidens, watching, said,
'She must weep or she will die'.

Then they praised him, soft and low,
Called him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.

Stole a maiden from her place,
Lightly to the warrior stepped,
Took the face-cloth from the face;
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee –
Like summer tempest came her tears –
'Sweet my child, I live for thee'.

—Alfred Lord Tennyson



Glossary

warrior(n):	a soldier good at fighting
swooned(v):	became unconscious
stole(v):	moved silently
foe(n):	enemy
tempest(n):	storm in the ocean

I. Answer the following questions:

1. How do you think the warrior lost his life?
2. What was unnatural with the warrior's wife?
3. What did the maidens do to make her cry?
4. Why did they want her to cry?
5. Who succeeded in making the woman cry?
- *6. Look at the word order in the title. Normally we say "They brought her dead warrior home." Why do you think the poet changed the word order? Is it beautiful? Discuss. Find other lines with a similar order in the poem.



Project

- I. Here is a list of India's neighbouring countries. Collect the information about the heads mentioned below in the table. After collecting this information display it in "Our Reading Corner" (ORC).

Country	Famous leader	Famous cricketer/ Sports person	Famous dance	Famous food
Nepal				
Srilanka				
Pakistan				
Bangladesh				
China				
Afghanistan				
Bhutan				

C. Reading

Read the following story:

The Magic of Silk

This is a story from China. A long, long time ago, there lived an old woman in a hut in the forest. Her husband had been killed by a tiger some years ago. She was old and weak. Life was difficult for her and her daughter, Siew Mei.

Siew Mei did all the cooking and cleaning herself. She also looked after the silkworms in their garden. The worms gave them fine thread to make beautiful silk. Siew Mei sold the silk to travellers in the village market. In this way, she got enough money to buy food and other things.

One day as Siew Mei was returning home, it started to rain heavily. It was getting dark, too. Siew Mei ran into the first hut she saw. The door was open and there was no one inside.

"Is anybody in?" she called loudly, again and again. But there was no reply.

Siew Mei looked around the hut. The floor was very dirty. Bowls and pots were left unwashed. Siew Mei swept the floor and washed all the bowls and pots.



By the time she had finished, the hut was as clean as a new one. By then the rain had stopped too. "I had better go home," she said to herself. "Mother will be worried."



As she walked out of the hut, she saw a strange old man. His long beard reached down to his waist. He looked about a hundred years old. The old man looked at Siew Mei and smiled.

"Uncle," she said, "I went into the hut because it was raining. I hope you don't mind."

"Not at all, young girl," replied the old man. His eyes fell on the clean floor and on the bowls and pots. "Did you clean the hut for me?"

"Yes," answered Siew Mei. "Let me help you into the hut." The old man was very happy. "You're a very kind girl," he said. "I must give you a present."

He took out a pair of scissors and cut off a little of his long white beard. He put it in a piece of old cloth, tied it up, and gave the bundle to her.

"Do not give it to anyone," said the old man. "Open it when you get home."

Siew Mei thanked him and went home. Her mother was very glad to see Siew Mei safe. Siew Mei told her mother about the old man.





Siew Mei opened the bundle to show her mother the old man's white beard. To their surprise, they saw the finest silk thread in the whole of China. They began to weave with the silk thread. When they had finished weaving, they had made the finest silk they had ever seen. They noticed that the bundle of silk thread still remained exactly the same size as before.



News of their wonderful silk spread far and wide. The old woman and her daughter became famous and lived happily ever after.

I. Answer the following questions:

1. Who do you think the old man is? Justify your reasons.
- *2. Do you believe in miracles?
Do you think that magic and miracles are the same?
If not, give your reasons.
- *3. If you were Siew Mei, how would you feel?

What is an anagram?

An anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. But **ALL** the letters of the name or phrase must be used **ONCE** and only **ONCE**. This is the basic rule of anagramming. The best anagrams are meaningful and relate in some way to the original subject. Example: if we take the word 'the classroom' and rearrange the letters in it, we get 'school master'. So, 'school master' is an anagram of 'the classroom' and vice versa. Here are some other anagrams: mother-in-law _ woman Hitler; debit card _ bad credit; dormitory _ dirty room; eleven plus two _ twelve plus one.

Write some anagrams and display them on the wall magazine.



4

Tenali Paints a Horse

Look at the picture and answer the questions that follow.



1. Look at the title and guess what you are going to read about.
2. Who do you think is the person with the turban?
3. Can you name the person sitting on the throne?
4. What do you think Tenali Raman will do in the story?
5. Can you share a story about Tenali Raman?

A. Reading

Read the following playlet and answer the questions that follow:

Tenali Raman was a poet and jester in the court of King Krishnadevaraya of Vijayanagar. He was famous for his wit and intelligence. This interesting play provides an example of his wit. Read the drama and answer the questions that follow.

Characters:

Raja Krishnadevaraya: King of Vijayanagar
 Tenali Raman: Poet and jester in the court
 1st courtier
 2nd courtier
 3rd courtier
 4th courtier

SCENE 1

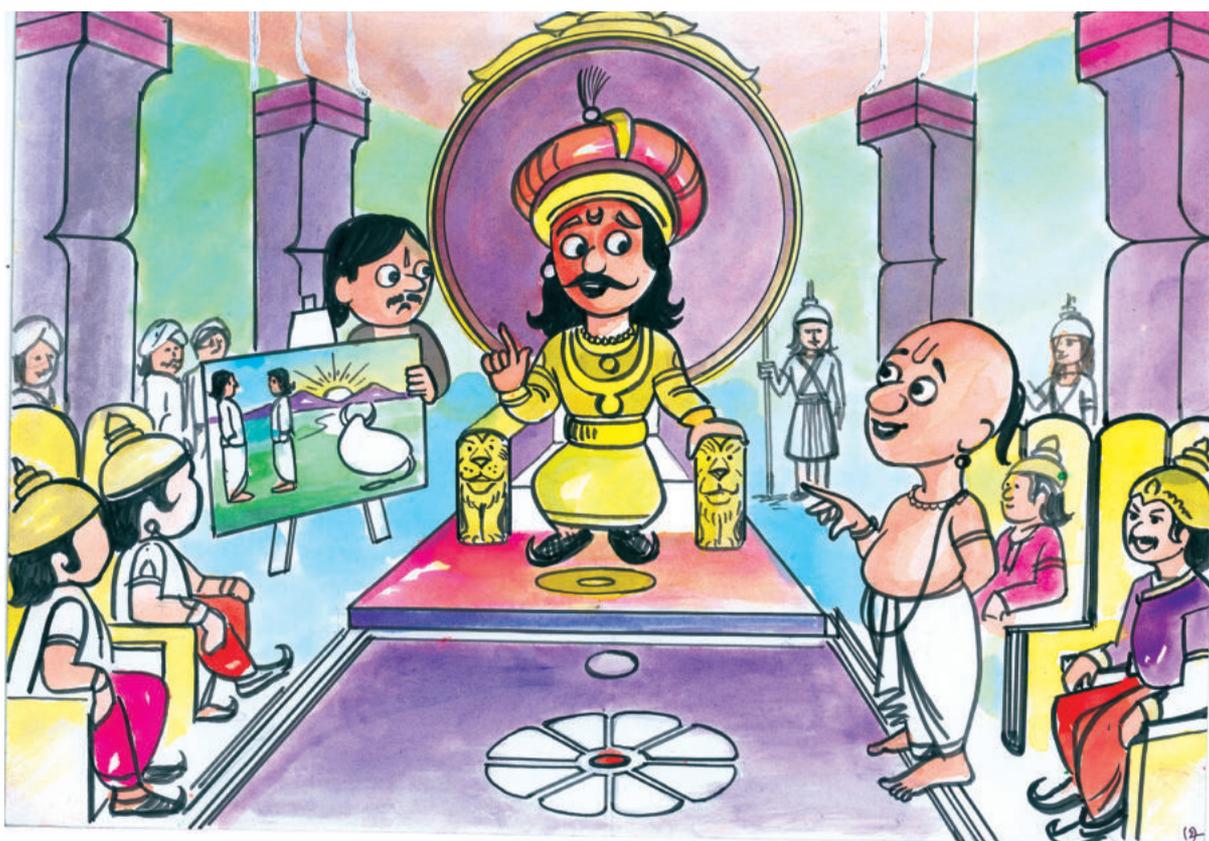
One day, Raja Krishnadevaraya and his courtiers watch as an artist shows his paintings to the king. The king and most of his courtiers are impressed with the paintings. However, one of the courtiers, Tenali Raman, looks displeased.

Raja : That is really a beautiful painting. I can almost feel the peace of the village scene. You are a very talented artist. Here is a bag of gold for you. We shall be very pleased if you can stay on at our court and make more beautiful paintings like these.

Artist : Your Highness is very kind. It will be an honour to paint for Your Majesty.

Tenali : I do not think they are such good paintings at all!

Raja : How can you say that? I think they are perfectly lovely.



Tenali : For one thing, where is the other side of these two men? You can only see their one side. For another, where is the face of that cow?

Raja : What an ignorant fool you are! Everything cannot be painted. You must imagine the bits that are missing.

Tenali : I bet I can paint better than that. Well, I could if I had the paints.



Raja : I bet a bag of gold that you can't. I'll give you the paints and the paper. You may also take leave from the court for a month. If at the end of the month you bring me a painting that is half as good as the ones we saw today, I promise you a bag of gold and the title 'King of Artists!'

Tenali : I agree. After a month, I will show you a better painting than that one.

(The courtiers start smiling thinking that he would lose the bet. They know Tenali Raman cannot paint at all. Tenali looks at the giggling courtiers angrily and walks out.)

1st Courtier : You have really caught him out, Sir. He thinks he's the smartest person in the world.

2nd Courtier : He has really painted himself into a corner. I'd like to see him get out of that one.

Raja : I wouldn't be too certain of that. He really is very clever.

SCENE 2

(A month is over. The courtiers are waiting eagerly for Tenali to bring in his painting. They are smiling and whispering to each other.)

Raja : So, what do we do today?

1st Courtier : Sir, the day has arrived when Tenali Raman shows you his painting.

Raja : Where's he? It's late and almost time for my lunch.

2nd Courtier : Perhaps he's so busy with his painting that he has lost track of the days.

3rd Courtier : Perhaps his painting is so good that he can't bear to part with it.

Raja : Well, I can't wait anymore. Somebody should go to his house and tell him that he has lost his bet and the bag of gold.

4th Courtier : It's only fair that if he doesn't make good his boast, he should pay a penalty. I feel he should pay the court a bag of gold.

1st Courtier : Indeed, yes. I agree, Sir, that he should.

3rd Courtier : Ah, there he is. He seems to have brought it. But it is covered with cloth.

(Tenali comes in with two men carrying a painting covered with a sheet of cloth. When Tenali gestures, the men lift the cloth to display an empty canvas. The painting has only a few curved strokes of black on the right-hand edge and a few lines of green at the bottom below it.)

Tenali : Good afternoon, Sir. See what a beautiful horse I have drawn. It's a magnificent black stallion with a white star on its forehead. Look at the polished leather saddle on it. Hmm, I wonder if I should have the reins trail like that.





- Raja : What's this? I cannot see a horse! This is very insulting. You're trying to make a fool of me. There's nothing on this canvas.
- Tenali : Well, you were the one who told me that we had to use our imagination when we looked at paintings. Imagine that the rest of the horse is just outside the canvas grazing at some lush green grass. Look, you can see the edge of its tail in that corner.
- Raja : You old rascal, you have got the better of me. Minister, where is that bag of gold? Give it to Tenali Raman, the cleverest man in my kingdom!

Glossary

- wit(n): the ability to say clever and amusing things
- jester(n): a man who tells jokes and funny stories
- gestures(v): signals with hand
- stallion(n): an adult male horse

How well have 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 Tenali Raman look displeased?
2. How did the King reward the artist? What would you have done if you had been in the king's place?
3. Why did the King call Tenali Raman an ignorant fool?
4. What do you think is the reason for the courtiers' giggling?
5. What was the bet between the king and Tenali Raman?
- *6. If you were Tenali Raman, would you accept the bet?
7. How did Tenali Raman win the bet?
8. Could you predict that Tenali Raman would win the bag of gold?
- *9. If you were Tenali Raman, what would you do?
- *10. Can you suggest a different ending to the play? Discuss it in your group.

Vocabulary

I. Fill in the blanks with suitable words given below.

covered imagination jester pleased penalty

1. Birbal was a _____ in the court of Akbar.
2. The teacher was _____ with the nice work done by his pupils.
3. Sarada paid a _____ for not paying the fees on time.
4. When I visited Kashmir, the mountains were _____ with snow.
5. You should use your _____ when you look at a painting.

II. Phrasal verbs

A phrasal verb is a phrase which consists of a verb and a preposition or an adverb or both, the meaning of which is different from the meaning of its separate parts.

You have really **caught him out**, Sir.

Perhaps his painting is so good that he can't bear to **part with** it.

The words in bold are phrasal words. The phrase 'caught out' means 'showed that somebody does not know much.' The phrase 'part with' means 'to give something to somebody else, especially something that you would prefer to keep.'



1. Consult a dictionary and list other phrasal verbs beginning with 'catch' and 'part'. Write some sentences of your own for each phrasal verb.
2. Read the following passages, circle the phrasal verbs, and guess their meanings. You may choose the meanings from the list given in the box. Write the phrasal verbs and their meanings in your notebook. Write one sentence of your own for each phrasal verb.

managing, investigating, compensated for, avoid or escape, taking care of, notice someone, succeed.

- i. Ramana Rao's house was robbed of. Venkateswara Rao, the inspector of police who was looking into the case released the picture of the suspect and asked the people to look out for him. In a press release, he said that he had some clues and that the robber could not get out of the case.
- ii. Bhanu joined a new company. In the beginning, she had problems with her manager. But now she is getting on with her new boss very well. Initially, she had problems with her paying-guest accommodation too. But the superb food her host served made up for the uncomfortable room. Now the problem is with looking after the host's children. They are like little devils. God only knows how she would get through this.

III. Idioms

Read the following sentence from the play:

It's only fair that if he doesn't make good his boast...

The underlined phrase is an idiom. What is an idiom? An idiom is a phrase similar to the phrasal verbs you have just learnt. It is difficult to guess the meaning of an idiom by looking at the individual words. Here 'make good' means 'to carry out a promise'. Some other idioms that begin with make are: *make merry*, *make do*, *make it*, *make the most of something*, *make something of yourself*, and *make like*.

Look up these idioms in a dictionary and find out what they mean.

Here are some more idioms. Guess their meanings and use them in your own sentences:

1. once in a blue moon
2. bury the hatchet
3. to make both ends meet
4. to burn the midnight oil

Grammar

I. Short forms

You have already learnt that an apostrophe shows that something belongs to someone or something before it. It has another use. When one or more letters are omitted in a phrase, an apostrophe is put where they have been left out; thus making it a short form of the original word. Short forms are used when we write a conversation, as it was done in the play you read. However, when these elements are used as main verbs, (Kamala is a lawyer.) or used for emphasis (I will do it.), they are not contracted.

Full form	Short form	Full form	Short form
cannot	- can't	will not	- won't
we have	- we've	I would	- I'd
I am	- I'm	you will	- you'll

1. Pick out some short forms(contracted forms) used in the play and write their full forms in your notebook as shown above.
2. Read the conversation between Sarada and Usha and rewrite it in your notebook using the short forms.

Sarada : What are you going to do after school?

Usha : I will go home and take rest for an hour.

Sarada : Then, when will you cook supper for your children?

Usha : I need not cook today. I have made some *Pulihora* in the morning. We will eat it for supper too.

Sarada : Forgot to tell you this. I planned a quiz for 6th class children. Are you coming tomorrow?

Usha : I will not. I am taking leave for two days.

Sarada : Why? Are you going somewhere?

Usha : I would love to do that. But my mother-in-law is visiting us tomorrow.

Sarada : Then you will have a hard time, I suppose.

Usha : I do not think so.

II Adverbs of manner

Revision:

Adjectives describe nouns. Eg. Mani is a safe driver.



Adverbs describe verbs. Eg. Mani drives safely.



We can make adverbs from adjectives by adding -ly as shown below:

Adjective	+ ly	=	adverb
safe	+ ly	=	safely
eager	+ ly	=	eagerly

However, you should remember that all adverbs are not formed in the same way. For example you can't add -ly to the following adjectives to make adverbs: good, fast.

Adverbs of manner tell us the manner in which something happens. They are usually placed after the main verb or after the object.

Look at the following sentences from the play you have read

1. The courtiers are waiting eagerly for Tenali to bring in his painting.
2. Tenali looks at the giggling courtiers angrily and walks out.

In the first sentence the adverb 'eagerly' comes after the main verb 'waiting'.

In the second sentence the adverb 'angrily' comes after the object 'courtiers'.

Complete the following sentences with the correct form of the words in brackets. Tick (✓) the sentences where the adverb of manner is put after the object and put a cross(x) against the sentences where the adverb of manner is put immediately after the main verb.

1. Sriram speaks _____ English. He speaks English _____. (correct)
2. Saleem is a _____ tailor. He makes dresses _____. (careless)
3. You always speak _____. Please speak _____. (loud, quiet)
4. Be _____ and do your homework _____. (careful, correct)
5. Nandu is a _____ reader. He reads books very _____. (slow)
6. Please be _____ or do your work _____. I want to sleep. (quiet)
7. My mother shouted _____ when I showed my progress card.(loud)
8. Please listen _____.(careful)
9. P.T.Usha is a _____ runner. She runs very _____. (fast)
10. Raghavathi is a _____ teacher. She teaches very _____. (good, well)



Writing

I. Imagine that you were the King Krishnadevaraya. Now give an account of what had happened in your court. You can start like this:

One day, an artist came to my court and showed me some paintings. They were very beautiful. I liked them very much. Everyone in the court liked them except Tenali Raman...

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.	

Study Skills

Jesters used to entertain people with their wit and humour. Now we have comedians in films doing that job. Here is an interesting passage about one such comedian Mr. Rajababu. Read on:

Sri Rajababu was a famous comedian in Tollywood. He was born in Rajahmundry, East Godavari District in Andhra Pradesh on 20 October 1937. He entered Tollywood in 1960 and acted until 1981. In his 21 year film career, he acted in more than 550 movies.

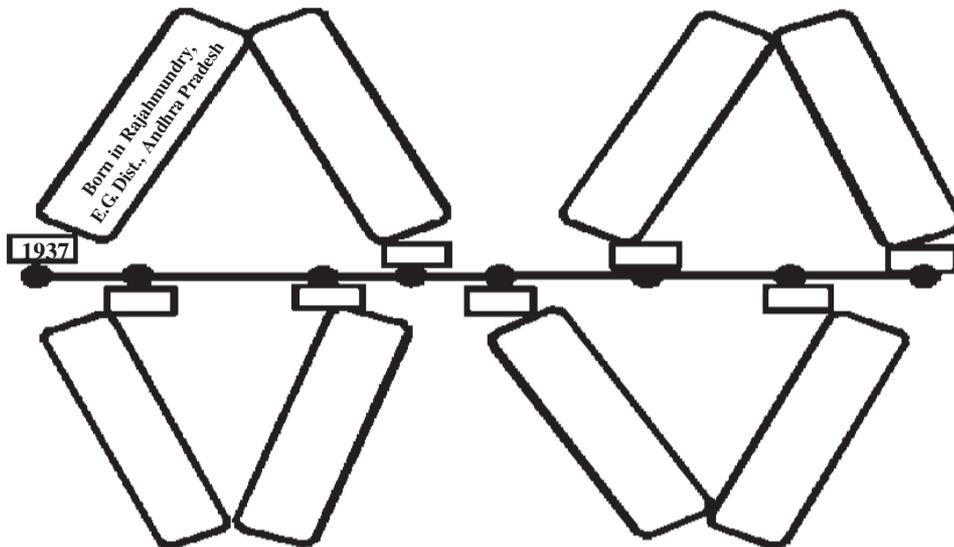
Can you imagine what he was doing before entering the Telugu Film Industry? Believe it or not, he was working as a Telugu teacher! Imagine how much fun his students might have had. Between 1955 and 60 he acted in many dramas. 1960 was a milestone in his life because that was the year in which he had his first chance to act in a film called 'Samajam'. From that time onwards he never looked back. He married Lakshmi Ammalu in 1965. In 70's, he had become a very popular comedian and won many Filmfare Awards. His combination with Ramaprabha was a super hit and they were considered the best comedy pair.





In 1972 he acted as a hero for the first time in the movie 'Tata Manavadu.' He acted as a hero in four more films. He produced films too. In 1974 he produced the film 'Evariki Vare Yamuna Theree'. His film career came to an end in 1981 with the film 'Gadasari Atta Sogasari Kodalu'. He could not act because of his ill health. This wonderful comedian, who was fondly called 'Haasya Nata Chakravarthi' passed away on 7 February, 1983.

Now, show the important events in the life of Mr. Rajababu on the timeline given below:



Listening and Speaking

Your teacher will read the story 'The Miser'. Listen carefully and answer the following questions:

1. Why did the rich man eat cheap food?
2. Did the rich man like the smell of fish? Do you think he likes eating fish too?
- *3. If you had a lot of money, would you be a miser? Give reasons.
4. "Please cook it every day. I like the smell very much." Who said this?
- *5. Do you think the watchman is honest? Support your answer.

I. Work in groups. Some groups can work on scene 1 and the others on scene 2. Rehearse and then present it before the class.

II. Put yourself in the shoes of Tenali Raman and narrate what had happened in the court.

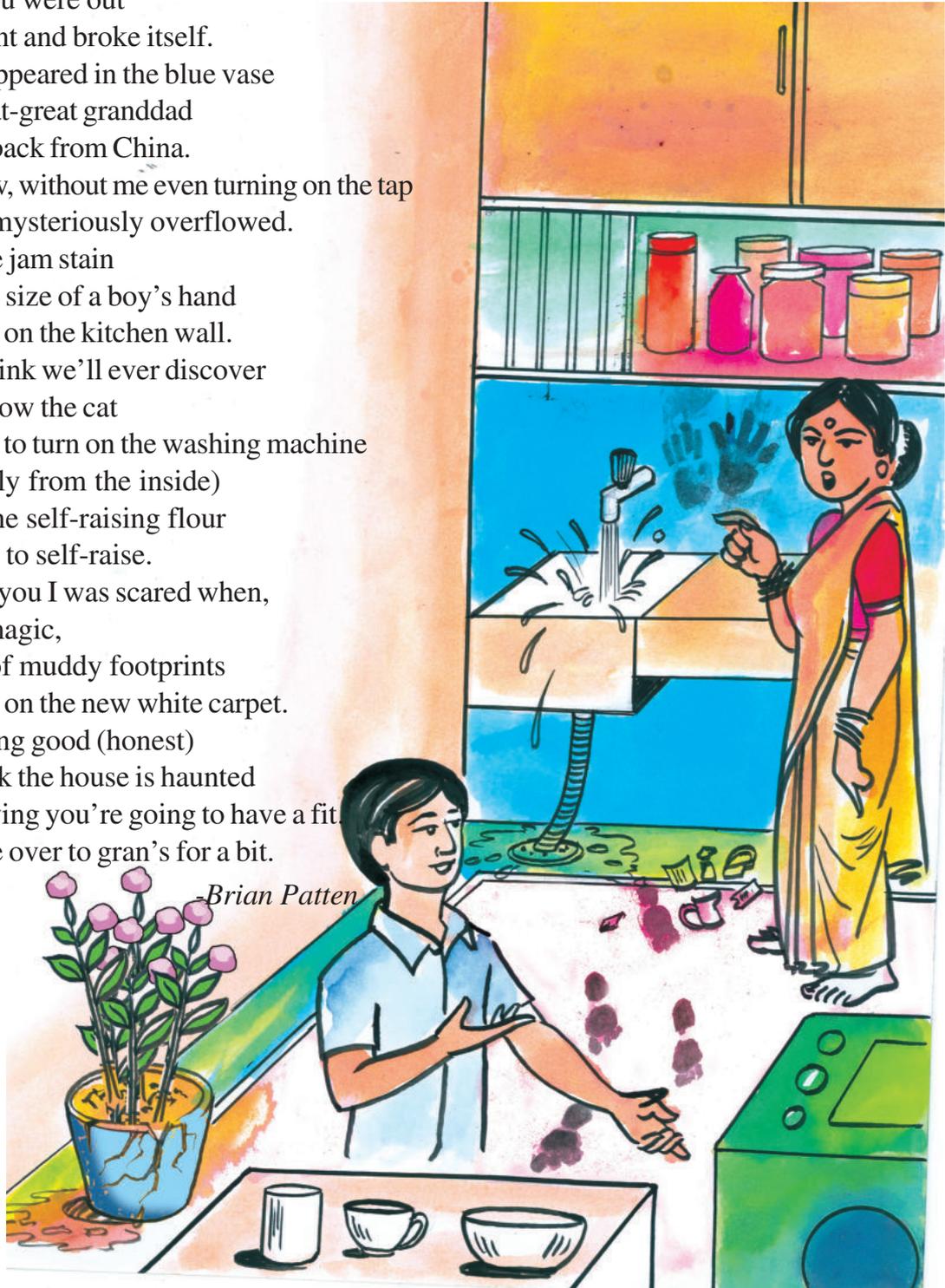
B. Reading

Read the following poem:

Dear Mum

While you were out
a cup went and broke itself.
a crack appeared in the blue vase
your great-great granddad
brought back from China.
Somehow, without me even turning on the tap
the sink mysteriously overflowed.
A strange jam stain
about the size of a boy's hand
appeared on the kitchen wall.
I don't think we'll ever discover
exactly how the cat
managed to turn on the washing machine
(especially from the inside)
or how the self-raising flour
managed to self-raise.
I can tell you I was scared when,
as if by magic,
a series of muddy footprints
appeared on the new white carpet.
I was being good (honest)
but I think the house is haunted
So, knowing you're going to have a fit
I've gone over to gran's for a bit.

Brian Patten



Glossary

- mysteriously (adv): strangely
scared (adj): frightened of something
haunted (adj): (of a building) believed to be visited by ghosts
have a fit (idm): to be very shocked, upset or angry
self-raising flour (n): flour that contains a substance which makes cakes swell when they are cooked
gran (n): grandmother

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I was able to interpret 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.	

I. Answer the following questions:

1. Who do you think is responsible for all the mischievous deeds?
2. Why was there a strange jam stain on the kitchen wall?
How do you think did it happen?
3. Did the boy play only indoors? Support your answer?
4. What do the muddy foot prints on the carpet suggest?

II. Work in pairs and discuss.

1. Have you ever been mischievous? Share with your partner some mischievous deeds that you have done in the past.
2. If you were mischievous like the boy in the poem, how would your mother react?

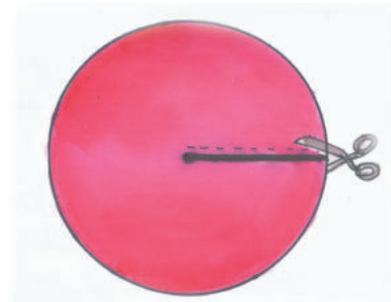
Project

I. Read one or two stories about Tenali Raman and share them in your groups.

II. Make a fun cap.

Kings have gone. Jesters have gone. Now, we have only jokers in circuses or comedy shows. They wear fancy dresses and a round cap on their heads. If you follow the directions given below, you can make one for you.

1. Take a round colour drawing sheet and cut it along the dotted lines.





2. Hold both the corners of the sheet and overlap the cut parts to fit like a cap. Use two paper clips to hold the shape or apply gum along the edge to fix.
3. Decorate your cap by pasting shapes of different colours. (e.g. triangles, flowers, squares, circles, etc.)
4. Cut long strips of different colours.
5. Make a small cut on the top of your cap and push the ends of the long strips inside through the hole and paste them inside.



C. Reading

Read the following story :

The Emperor's New Clothes

Many years ago there was an Emperor who was so fond of new clothes that he spent all his money on them. One day, two men came to the Emperor's court. "We're weavers," they said. "We can make the most beautiful cloth in the world." The Emperor was very happy.

"Our cloth is also very special," said the men. "Only wise men can see it, fools cannot."

"That's very good," thought the Emperor. "When I wear the clothes made with it, I will know who is wise and who is foolish."

The Emperor gave the men a lot of money. "Start weaving at once," he told them.

They set up two looms, and pretended to be very busy, though they had nothing at all on the looms. They asked for the finest silk and the purest gold thread. They put these in their own bags, and they worked at the empty looms until late at night.

"I should like to know how those weavers are getting on with my cloth," thought the Emperor. "Only wise men can see the cloth. I'll send my old minister, who is the wisest man in the court." So the good old minister went into the room in which the men were working at the empty looms. "What can be the meaning of this?" thought the old man, opening his eyes very wide. "I cannot see anything on the looms!"



“Come a little nearer,” said the men to the minister. “Isn’t the cloth beautiful?”

They pointed to the empty looms. The poor old minister looked hard; he could see nothing on the looms, for nothing was there.

“What!” he thought. “Is it possible that I am a fool?” “Well, Sir,” said one of the men, “how do you like the cloth?”

“Oh, it’s splendid!” said the minister.

Now the Emperor thought he would like to see the cloth. So he called his officers and went with them to the weavers’ room. “Isn’t the cloth beautiful!” said the old minister, pointing to the empty looms. “How is this?” said the Emperor to himself. “I can see nothing at all. Am I a fool?” “Oh, it’s beautiful!” said the Emperor aloud.

All the officers looked keenly. They saw nothing on the looms. But they all said, “It’s very beautiful!” “For the great procession next week,” said the old minister, “kindly wear robes made of this cloth.” The Emperor agreed.

The weavers worked harder than ever. At last they said the cloth was ready. They cut in the air with a huge pair of scissors; they stitched the clothes with needles without any thread in them.

“See!” they cried at last. “The Emperor’s new clothes are ready.”

The Emperor went to the weavers with his officers. The weavers raised their arms in the air, and said, “These are the trousers. And this is the coat.”

“It’s so light,” said one of them. “You won’t even feel the cloth,” said the other.





“That’s the beauty of it,” said one officer. “Yes,” said all the others. “That’s the beauty of it.” But they couldn’t see anything; there was nothing to see.

“Will Your Majesty take off your clothes?” said the men. “Then you can put on your new clothes.” The Emperor took off all his clothes. The men made a show of putting new clothes on him. The Emperor stood in front of a mirror and turned round and round. “How well his Majesty looks in his new clothes!” cried all his officers.

Then the Emperor walked along in the procession. People in the streets cried, “How beautiful the Emperor’s new clothes are!” “But he’s got nothing on at all!” said a little child. And one person said to the other, “He has nothing on at all. He has nothing on.” “He has nothing on!” cried all the people. The Emperor felt unhappy. He knew that the people were right; he had nothing on. But the procession had to go on.

Answer the following questions:

1. Was the King wise?
2. What would have happened if the old minister had told the King the truth?
3. Why did everyone pretend that they could see the cloth?
4. There are people who cheat as the weavers did. Share with your classmates what you know about such cheats.

If everything you touched became gold, would you be happy?

King Midas was a very greedy king. Even though he was very rich, he always craved for more and more. Every day he prayed God for more and more. One day, God appeared before him and granted him a wish. Midas asked, “Give me golden touch – everything I touch should become gold.” God smiled and granted him the golden touch saying, “Anything that you touch will turn into gold.” The King was delighted with his good fortune. Everything he touched turned into gold. He turned trees, grass, tables, chairs, flowers, and vases into gold. He thought that he must be the richest man in the world.

But in the evening, when he sat down for supper, King Midas was not so happy. His food turned into gold the moment he touched it and he had to go to bed without any food! However, King Midas was too greedy to be sad about it.

The next morning, the King’s daughter ran to hug her father. But alas! The minute she kissed him, she turned into a gold statue! King Midas, who loved his daughter very much, was very sad and he ran to the temple for help. He cried, “God, please help me, I don’t want to be rich anymore. I only want my beloved daughter back.” God changed everything back to normal. King Midas had learnt his lesson and was never greedy again.





5

A Trip to Andaman

Look at the picture and answer the following questions:



1. What do you see in the picture?
2. Have you ever been to a sea beach? If yes, which beach did you go to?
3. What do you guess this lesson is going to talk about?
4. What does the word Andaman bring to your mind?

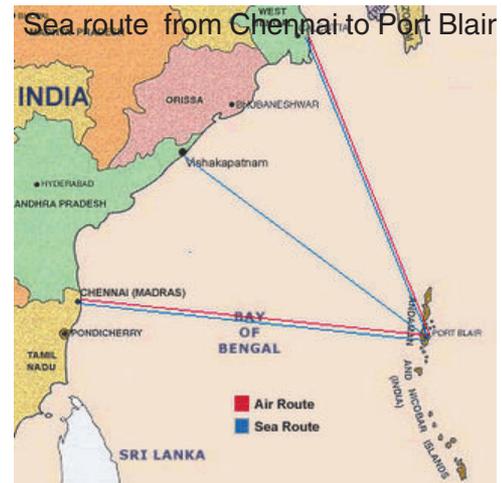
Share your thoughts with your classmates.



A. Reading

Read the following essay and answer the questions that follow:

We had been longing to make a trip to Andaman; and Dad made it possible for us during the last summer holidays. Soon after the examinations were over, Mom made preparations for the trip. On the 25th of April, we took the Pinakini Express from Vijayawada and reached Chennai Central by 1 p.m. After lunch, we hired a taxi for the port.



In the evening, we boarded a ship for Port Blair, the capital of the Andaman and Nicobar Islands. The ship looked much bigger than our school building. It had four storeys. It set out after sounding a loud horn. People who had come to see off their friends and relatives cheered them up by waving their hands. My sister Amala and I too waved our hands while Mom and Dad smiled at us.

Tall buildings, cell towers and factory chimneys began to vanish gradually. After a while, the twinkling lights of Chennai bade us farewell. Soon everything around us began to look dark and calm but inside the ship it was all bright and beautiful. When we closed the windows and doors of our cabin, we did not feel the movement of the ship.

On the second day, we came to know that we were in the middle of the sea. The weather was pleasant on the sea. The day was sunny and the sea was reflecting the clouds like a flat mirror. We saw Dolphins swimming along the ship. They sprang and dived again and again. It was quite amusing.

I was curious to know what other people were doing on the ship. So I went around. I saw some watching films and some others eating and drinking in the restaurants. A few were buying things in the fancy stores. I was surprised to see some in a saloon getting their hair cut.

The medical staff was busy treating the patients suffering mostly from sea-sickness. The sanitary workers were on their job of keeping the cabins, corridors and toilets neat and clean. The crew of the ship was very friendly and courteous. They gladly answered all my queries about the ship.



It was the third day. Early in the morning, Mom woke us up to show us the magnificent spectacle of the dawn at the sea. After two days, we reached Port Blair.

“Dad, do you have any idea about these islands and the people who live there?” I asked.

Dad said, “I know a little. There are about six hundred islands. They are located between India’s coast and Myanmar. Only 37 of them are inhabited. They have plant, animal and marine life in abundance.”



We learnt that the inhabitants of the islands were the aboriginal tribes. Some of them lived far away from the civilized society. Despite this, the islands today look like a miniature India. We saw people of different languages, cultures, and faiths living together happily.

We visited a famous national monument, the Cellular jail. We learnt that the Cellular jail was built by the British. It was no longer a jail. It had been converted into a big hospital.

Mahatma Gandhi Marine National Park

After a while, we reached an exciting place, the Mahatma Gandhi Marine National Park. The park was spread over a wide area of 15 islands. Open creeks running through the park area were a special attraction. We watched coral reefs, fishes of different colours and sea turtles through glass-bottomed boats. For some time, we felt ourselves as a part of them. Amala and I cheered the fish and turtles.



We travelled by a ferry from Port Blair to a place called Havelock island. The ferries carry people, vehicles and goods. We enjoyed *panipuri*, *samosas* and *gharam chai* during the ferry journey.





Havelock Island

A majestic lighthouse greeted us on our arrival at the Havelock Island. We felt as if the sandy beaches and greenish-blue sea were warmly welcoming us.



Some foreign tourists on the beaches were basking in the sun and enjoying themselves. We saw tourists enjoying swimming in the sea, and riding on elephants. Silky sands, foaming tides and cool breeze of the sea attracted us very much. We took lots of pictures of the beautiful scenery.

Scuba diving

We visited the beach called Elephant beach. To our amazement, we saw some swimmers diving into the sea from the motor boats. They were dressed in a different way. They put masks on their faces and carried air cylinders on their backs.



I asked Dad “Why are the swimmers diving into the sea?”

Dad replied, “They want to watch the coral reefs and beautiful coloured fishes and sea turtles. They stay for a long time beneath the sea and swim along with them. It is called Scuba diving.” The Scuba diving filled my heart with a spirit of adventure. I wished I could do it.

Elephant ride on the beach

Lastly, we visited Radhanagar beach. It was a beautiful place with white sand and thick green forests along the coastline. We saw a man riding an elephant. He offered rides on payment. My sister Amala and I enjoyed a jolly ride on the elephant. We tasted delicious Tandoori fish and other seafoods on the islands. My mouth still waters when I remember those moments. I cherish the memory of the great fun we had. I’ll never forget my trip to Andaman.



Glossary

longing (n):	strong feeling or desire
vanish (v):	disappear
treating (v):	curing an illness or injury
inhabited (v):	lived
aboriginal (adj):	original people belonging to a place





- creek (n): a narrow area of water where the sea flows into the land
- coral reefs (n): a hard substance that is red, pink or white in colour and that forms on the bottom of the sea
- ferry (n): a boat or a ship that carries people, goods, vehicles across a river

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:

- Based on your reading of the passage, list the tourist attractions of Andaman Island. Which one of them has fascinated you the most? Why?
- *2. Would you like to go to Andaman during holidays? Give reasons for your answer.
- *3. Which means of transport is, in your opinion, more enjoyable for visiting a place like Andaman? Give reasons for your answer.
- *4. The Andaman and Nicobar Islands have been called a miniature India. Do you agree with this view? Give reasons for your answer.
5. What does 'I' refer to in the passage?
6. The writer saw many interesting things on the ship. But which one surprised him the most? Why?
7. How did the tourists enjoy on the beach?
8. Who guided the family on the Islands?
9. Why do you think the Scuba divers need air cylinders?
- *10. Have you ever visited any tourist place? Share your experience.

II. Tick the correct answer

- How did the author feel, when the windows and doors of their cabin were closed.
 - The author felt the ship sinking. ()
 - The author felt uncomfortable. ()
 - The author did not feel the movement of the ship. ()
 - The author felt the fast movement of the ship. ()





2. The most favourable time to visit Andaman is the.....
- A) winter. ()
- B) spring. ()
- C) summer. ()
- D) monsoon. ()
3. Why did the family go to Andaman?
- A) to learn about the aborigines ()
- B) to watch how foreigners enjoy themselves ()
- C) to explore a tourist spot ()
- D) to view only the sea beaches. ()

Vocabulary

- I. Find the antonyms of the following words from the text and write them in your notebooks. Also, write one sentence each for the word and its antonym.

impossible	suddenly	ugly	bright	tasteless
dim	above	hostile	cloudy	notorious

- II. Read the following sentences and notice how the word 'wave' has been used differently:

1. My sister Amala and I too waved our hands while Mom and Dad smiled at us.
2. Silky sands, foaming waves and cool breeze of the sea attracted us very much.

In Sentence 1 'wave' is used as a verb in the past tense and in Sentence 2, it is used as a noun in its plural form. As a verb, it means 'to move hand or arm from side to side' and as a noun, it refers to 'raised lines of water that move across the surface of the sea or ocean.'

Fill in the blanks with appropriate forms of the words given in the brackets. They can be used both as nouns and verbs.

1. The volleyball team of our school _____ four matches. The fourth day _____ was excellent. (play)
2. Latha is _____ a lot of problems. I am sorry to see tears on her lovely _____. (face)
3. My grand-daughter said, "Grandpa, you look very sweet when I see a _____ on your face." On hearing this Grandpa _____ at once. (smile)
4. Suresh _____ that he would pass the examination. But his.... disappeared when he saw the question paper. (hope)



5. When I answered a question correctly, the English teacher _____ me on my back and said, "Well done, Smarty." Her _____ made me feel very happy and proud. (pat)

III. Read the following sentences from the passage.

1. The ship set out after sounding a loud horn.
2. People who came to see off their friends and relatives cheered them up by waving their hands.

The sets of words underlined are 'phrasal verbs'.

Pick out from a dictionary more phrasal verbs beginning with the word 'set', find out their meanings, and use them in sentences of your own.

Grammar

I. Simple Past Tense

Read the following lines taken from the lesson:

Soon after the examinations were over, Mom made preparations for the trip. On the 25th of April, we took the Pinakini Express from Vijayawada and reached Chennai at 1 p.m.

The underlined words are verbs in the simple past tense and refer to actions that took place in the past. The Simple Past Tense is used here to talk of completed actions in the past.

Given below is the action plan prepared by the Headmaster of Mahatma Gandhi Zilla Parishad High School, Dosakayalapalli for a tour to Nagarjuna Sagar Project. They finished the tour on 15-10-2011. Describe the tour in the past tense by making appropriate changes in the verbs given in the action plan.

6.00 a.m.	board the bus at the school
8.30 a.m.	stop at Eluru for breakfast
12.00 noon	reach the spot
1.00 p.m.	take lunch
1.30 to 3.30 p.m.	visit the Nagarjuna Sagar project
3.30 to 4.30 p.m.	visit the museum
4.40 p.m.	visit Ettipothala falls
5.00 p.m.	board the bus
8.30 p.m.	take supper at Eluru
10.30 p.m.	reach the school



You can start like this:

On 15-10-2011, the students of MGZPH school, Dosakayalapalli started their tour to Nagarjuna Sagar Project. They boarded the bus at the school at 6.00 a.m...

II. Past Continuous Tense

Read the following lines taken from the lesson:

Some foreign tourists on the beaches were basking in the sun and enjoying themselves. *The underlined verbs 'were basking' and '(were) enjoying' are in the Past Continuous Tense. The Past Continuous Tense is used to talk about or describe an action which someone was doing or an event which was happening at a particular time in the past.*

I. Fill in the blanks with appropriate forms of the verbs given in the brackets.

1. They _____ with each other when the police _____.(fight, arrive)
2. When Rajesh _____, he _____ down and _____ his leg.(run, fall, injure)
3. While he _____ it _____ to rain.(play, begin)
4. The children _____ a film when the lights _____ off.(watch, go off)
5. My mother was _____ when the guests _____. (still cook, arrive)
6. The teacher _____ when the principal _____ the room.(teach, enter)
7. Father was _____ the T.V. when the telephone bell _____. (watch, ring)
8. We _____ ready for our journey when the power _____ off. (get, go)

Work in pairs

***II. Narrate what your family members were doing yesterday when you reached home after school.**

Writing

I. Arrange the following sentences in proper sequence using appropriate connectors and replacing 'we' with 'they'. You can add some more information you may have liked in the passage.

1. We visited a beach called Elephant beach.
2. We reached Port Blair.
3. We travelled by a ferry from Port Blair to a place called Havelock island.
4. In the evening we boarded a ship for Port Blair.





5. We visited Radhanagar beach.
6. After a while, we reached an exciting place, the Mahatma Gandhi Marine National Park.
7. We had been longing to make a trip to Andaman.
8. We visited a famous national monument, the Cellular jail.

II. Describing a place

You have read about a famous tourist place, Andaman. After reading the description don't you feel that you have actually visited the place? This is because the author has given a vivid picture of the place through the description of the place and the activities. When you want to describe a place you need to find answers for the following questions:

1. Where is the place located? What is it famous for?
2. How can one reach there? How is the weather during the time of the visit? What is the best time to visit? What things to carry? What sort of accommodation is available?
3. What places and things can be seen on the way to the place?
4. What are the major tourist attractions?

One of your friends wishes to visit the place you have visited recently. Write a letter to your friend describing the details mentioned above to help him make his/her trip successful.

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.	



Study Skills

This table shows the climate of Port Blair

Climate	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperature high (°C)	27	28	29	30	29	28	27	27	27	28	28	27
Temperature low (°C)	23	23	24	26	26	26	25	25	25	25	25	25
Precipitation(mm) (Rain, snow, etc. that falls)	46	27	29	69	360	501	424	425	463	301	235	155

* Write briefly in your own words the best and the most uncomfortable time to visit Port Blair. Give reasons.

Listening and Speaking

I. Your teacher will read the story 'Gulliver in Lilliput'. Listen carefully and answer the following questions:

1. Why did Gulliver go to Lilliput?
2. Why did the little people shoot arrows at Gulliver?
3. What do you think is the size of the Lilliputian's house?
4. How many Lilliputians can you carry in your bag?
- *5. Would you like to live among such strange people?
6. Pigmies are also very small people. Find out who is smaller?
A Pygmy or a Lilliputian?
7. Why did the king like Gulliver?

II. Work in pairs.

Ask and answer the following questions:

- *1. If you were the king, how would you use Gulliver?
- *2. If you lived in Lilliput, what problems would you face?
- *3. In stories, we often come across very small people like elves and dwarfs.
How are they different from Lilliputians?

*III. Here is a list of places of South India Tourism. Tell your group about the city you would like to visit and why. What is special about the city? What should visitors do there?

Tirupati

Araku Valley

Amaravathi

Hyderabad

Nagarjuna Sagar

Warangal

Kerala

Kanyakumari

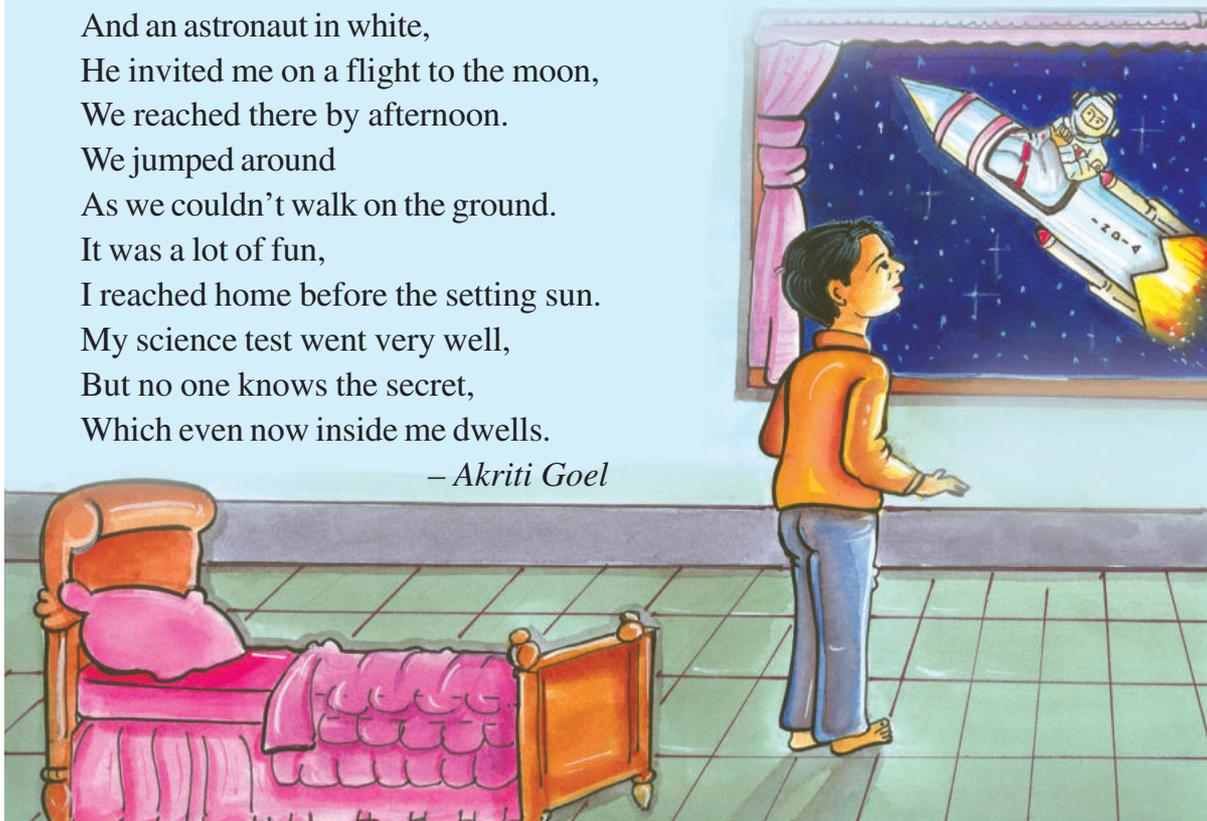
B. Reading

Read the following poem:

My Trip to the Moon

I was sitting alone in my house,
Studying the structure of a mouse,
My exams were going on,
And science I hadn't done.
Suddenly the lights went out,
Then I heard a loud burst,
Someone was there, outside,
I went out to look, full of fright.
I saw a huge rocket,
And an astronaut in white,
He invited me on a flight to the moon,
We reached there by afternoon.
We jumped around
As we couldn't walk on the ground.
It was a lot of fun,
I reached home before the setting sun.
My science test went very well,
But no one knows the secret,
Which even now inside me dwells.

– Akriti Goel





Answer the following questions:

1. Do you think the child really went to the moon?
2. What was the child's feeling about his trip to the moon?
3. Why couldn't the astronaut and the child walk on the moon?
4. How would you feel if you were in his place?
5. If you were given a chance, which planet would you visit?
6. Can you guess the secret that dwells inside the child's mind?

Project

***Take a few important tourist places in your district / state, collect a few pictures and paste them on a big chart with a small write up under each picture. Display this in your classroom. The write up should include the following.**

The name of the place

Its importance

Salient features of the place

C. Reading

Read the following story:

Sindbad, the Sailor

I bought a substantial stock of goods to trade, and sailed on a ship with a number of my merchant friends. We placed ourselves in the care of Allah and set off. Soon we reached an island.

We decided to go ashore. My friends went to gather fruits and flowers, but I took my food packet to a place in the shade. I had a good meal and lay down to sleep under the trees. I don't know how long I slept, but when I awoke and looked out to sea, the ship had gone. I was all alone. Not knowing what to do, I climbed up to the top of a tall tree and looked over the island on all sides. In the distance I could see something white, and decided to find out what it was.

Soon, I came to what seemed like a huge white ball. When I touched it, it felt very smooth. It was so high that I could not see the top of it, and it was more than fifty paces round. There was no door on any side, and it was too smooth to climb.

Suddenly, the sky above me became dark, as if a huge cloud was covering it. Looking up, I saw that the darkness was caused by the shadow of a huge bird that was flying towards me. I had often heard sailors talk of a great and wonderful bird, called a 'roc'. This must be a roc, I thought, and this huge ball must be its egg!





The bird came nearer and sat on its egg. I soon crept close to the egg. Near me was one of the bird's legs, which was as big as a tree. I decided to tie myself to the leg of this bird with my turban so that when it flew away from the island, it would carry me with it.

At day break, the bird flew up so high that I was carried out of sight of the island. Then it came down again so fast that I lost my senses. When I found myself on the ground, I quickly untied the turban. The bird caught up a snake and flew away.

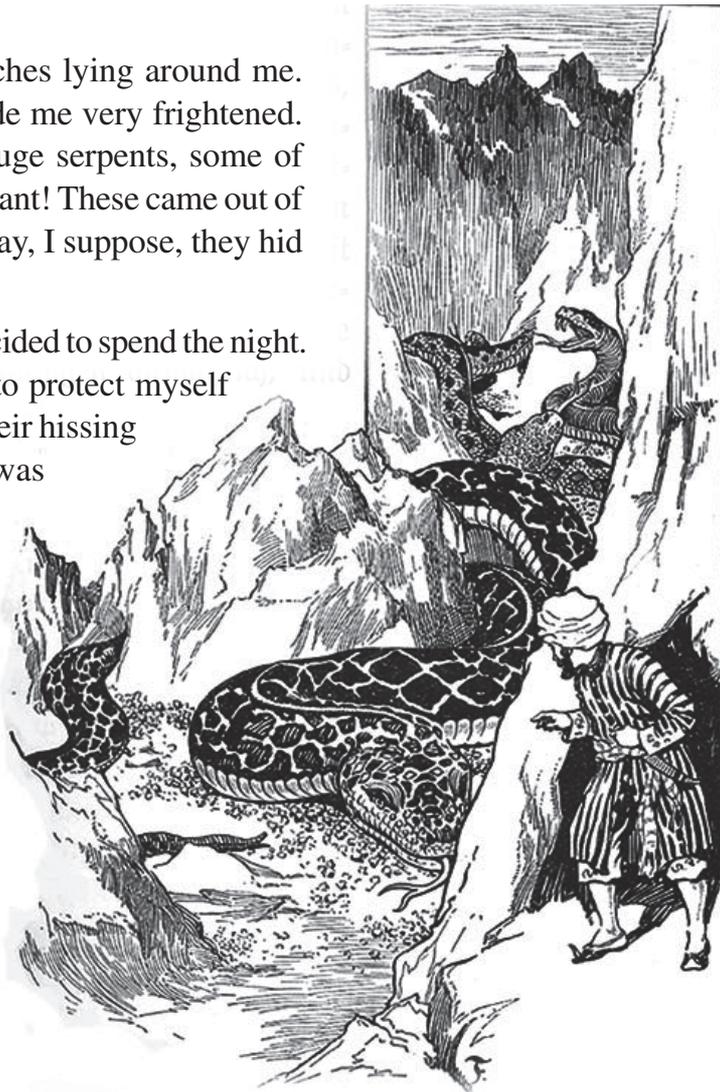
This time I found myself surrounded on all sides by immense mountains that seemed to reach above the clouds.

The sides of the valley looked so steep that there was no possibility of climbing them. When I began to look around the valley, I found that there were large diamonds lying on the ground.

I was excited to find such riches lying around me. Then I saw something else that made me very frightened. All around the valley there were huge serpents, some of them big enough to even eat an elephant! These came out of their holes at nightfall. During the day, I suppose, they hid themselves from the rocs.

I found a small cave where I decided to spend the night. At the entrance I put a large stone to protect myself from the serpents, but the noise of their hissing outside made sleep impossible. I was glad that they went to their holes as daylight came on, and I was able to come out again. But I was still frightened - in fact, I found myself walking upon diamonds without a thought of their value! At last, being very tired, I decided to eat a little of my food, and then to have a short sleep in the sun.

I was suddenly awakened by something which fell near me. I sat up, and found that it was a huge piece of raw meat! At the same time, more





pieces fell down from the rocks above the valley. I had heard stories in the past about this valley of diamonds, but had not believed them. Now I saw with my own eyes what the local merchants did to obtain the jewels; they used huge eagles to carry up the diamonds for them!

When the eagles have young ones in their nests among the rocks, they fly down into the valley to get food for them. So, the merchants would throw down large pieces of raw meat; the diamonds stick to the meat, and in this way get carried to the eagles nests. Each merchant has his own nest, and considers its jewels his. The idea came to me that I too could use these eagles – I myself could be lifted up from this deep valley, and thus escape from it! The eagles were so big and strong that my weight would seem little.

First, I collected a number of large diamonds. These I put in my wallet and tied the wallet to my waist. Next, I tied one of the large pieces of meat to the middle of my back with my turban. I then lay down with my face to the ground, and waited there. There was the sound of huge wings around me. Then I felt myself lifted up and carried to the top of the rocky walls of the valley.

Soon I was in one of the nests. The merchants were surprised to see me there, and when they heard my story, they helped me to find a ship to go home. When I got back to Baghdad, I was a very wealthy man. I gave large amounts of money to the poor and lived peacefully in my own home.

Answer the following questions:

1. Who changed the fate of Sindbad? How?
- *2. What would you want to become in your life? Would you like to become a sailor? Why? Why not?
- *3. How would you have handled the encounter with a roc?
- *4. What factors would you change to make the story more adventurous and thrilling?
5. Describe Sindbad's preparations for his journey.

What is a palindrome?

A palindrome is a word (or a number), phrase or sentence which reads the same backwards or forwards. Look at the following examples and try to discover some more palindromes.

WORDS : madam, bib, level, Malayalam

PHRASES : dog's god, lion oil, too hot to hoot

SENTENCES : Madam, I'm Adam; Was it a cat I saw? Rise to vote, Sir.



6

A Hero

Read the following proverb and answer the questions that follow:

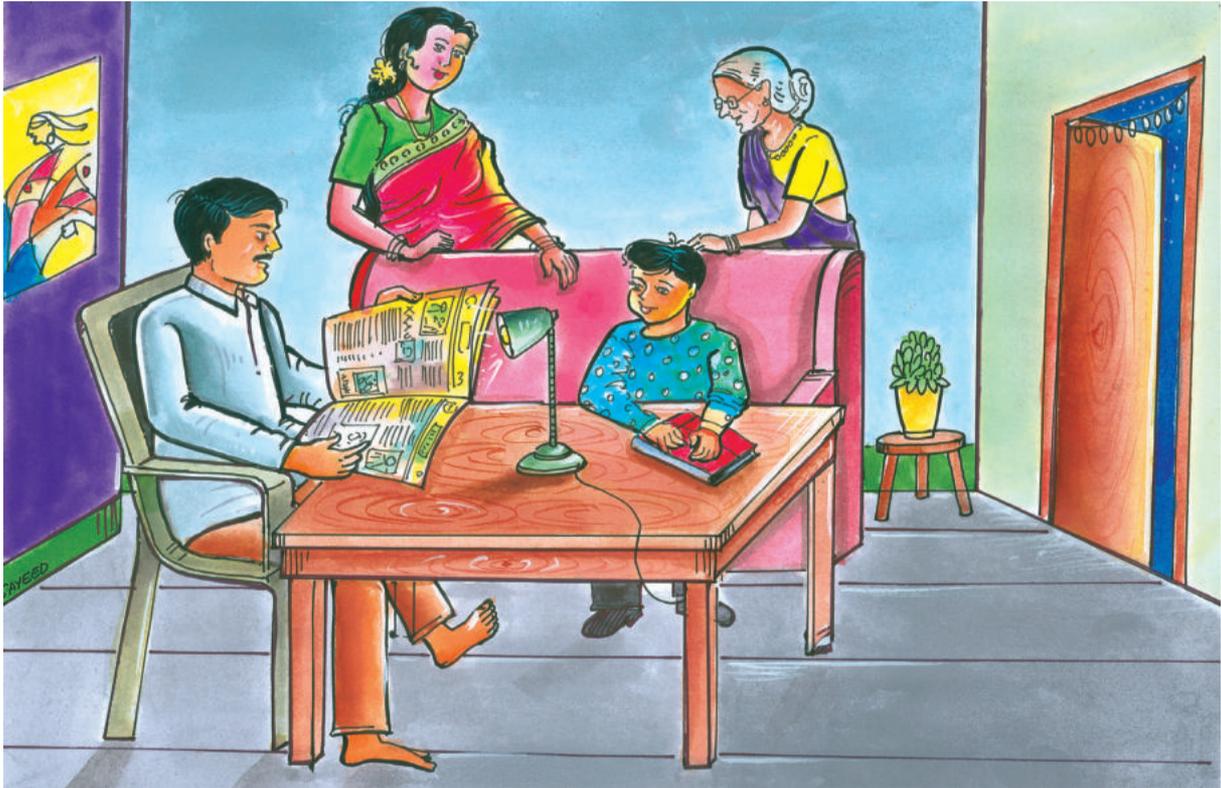
‘Fortune
favours
the brave.’

1. You may have heard of this proverb before. Do you know what it means?
2. Tell the class why the government rewards the brave and adventurous children.
3. Are you aware of any brave boy or girl who may have shown an act of bravery? Talk about his/her bravery to the class.

A. Reading

Read the following story and answer the questions that follow:

Father was sitting under the hall lamp and reading the newspaper. He looked over the newspaper and said, “Swami, listen to this: News has been received about the bravery of a village lad who was returning home by the jungle path. While he was in the middle of the jungle, he came face to face with a tiger.” The newspaper gave a detailed account of the boy’s fight with the tiger. It also described how the boy flew up a tree where he stayed half a day. At last some people came that way and killed the tiger.



After reading it through, Father looked at Swami fixedly and asked, “What do you say to that?” “I think he must have been a very strong and grown-up person, not a boy at all,” said Swami. “How could a boy fight a tiger?”

“You think you know better than the newspaper?” Father said crossly. “A man may have the strength of an elephant and yet be a coward. “Another may be a mere skeleton; but if he has real courage, he can do anything. Courage is everything; strength and age don’t matter much.” “How can that be?” said Swami. “Suppose I had a lot of courage, but what could I do if a tiger attacked me?”

“Can you prove you have courage?” said Father with a scowl. “Let me see if you can sleep alone tonight in my office room.”

Swami had always slept beside his granny in the porch. The two always had their beds side by side. Any change in this arrangement kept him trembling and awake all night.



He hoped at first that Father was only joking. He tried to change the topic by saying, “Father, our captain says we shall have some elders also in our cricket club. He has asked me to tell you.” “We’ll see about that later,” Father cut in. “Hereafter you must sleep alone.”

“From the first of next month, I’ll sleep alone,” Swami said very humbly, trying to please Father. “No, you must do it right from today,” Father said sternly. “Sleeping beside Granny or Mother like a baby is disgraceful. You are now in the Fifth Standard and I don’t like the way you are being brought up.”

Father lifted the newspaper to his face and started reading it again. Swami rose quietly from his place and tiptoed to his bed in the porch. Granny was sitting up in her bed, and she said, “Boy, are you already feeling sleepy today? Don’t you want to hear a story?”

Swami made no reply. He threw himself on the bed and pulled the blanket over his face.

“Don’t cover your face,” said Granny. “Are you really so sleepy?”

Swami uncovered his face a little and whispered, “Please, please, Granny! Don’t talk to me, and don’t let anyone disturb me even if the house is on fire. I shall perhaps die if I don’t sleep at once.”

Then he turned over and curled under the blanket. He started snoring but soon found his blanket pulled away. Father was standing over him.

“Get up, Swami,” Father commanded. He looked like a ghost in the semi-darkness of the porch. Swami stirred and groaned as if in sleep. “Get up, Swami,” said Father a second time. “Why do you disturb him?” Granny pleaded.

“Get up, Swami,” said Father for the third time and Swami got up.

Father rolled up his bed, took it under his arm and said, “Come with me.”

Swami looked at Granny, hesitated for a moment, and then followed his father into the office room. “Let me sleep in the hall, Father,” Swami pleaded. “Your office room is very dusty and there may be scorpions behind your law books.”

“There are no scorpions, boy. You can sleep on the bench if you like.”

“Can I have a lamp burning in the room?”

“No. You must learn to be brave. You must not be afraid of darkness; it is only a question of habit.” “Will you at least leave the door open?” Swami said very humbly.

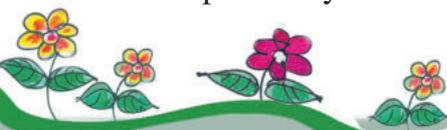
“All right,” said Father. “But promise you won’t roll up your bed and go to your granny’s side at night. If you do it, I’ll tell your teacher and make you the laughing-stock of the whole school.”

Swami was pained and angry. He did not like the cruelty his father was showing. He cursed the newspaper that had printed the tiger’s story. He wished that the tiger had not spared the boy.

The night advanced and the silence in the house deepened. Swami’s heart began to beat faster. He remembered all the stories of devils and ghosts he had heard. He was almost faint with fear.

Swami hurriedly got up and spread his bed under the bench and crouched there. It seemed to be a much safer place. He shut his eyes tight and encased himself in his blanket. Unknown to himself, Swami fell asleep. In his sleep he had a terrible dream.

A tiger was chasing him. Swami tried hard to escape but his feet would not move. He tried to open his eyes but his eyelids would not open. He groaned in despair.





At last, using utmost effort he opened his eyes. He put his hand out to feel his granny's presence, as was his habit. But he only touched the wooden leg of the bench! At once his lonely state came back to him. He shook in fear and closed his eyes. He heard a little rustling noise in the room.

'What can this be?' thought Swami and slowly opened his eyes.

Something was moving in the darkness. Swami lay gazing at it in horror. He was certain that his end had come. The devil would soon pull him out and tear him to pieces!

"So what is the use of waiting?" Swami thought.



As it came nearer, Swami crawled out from under the bench. At once he clutched its leg and dug his teeth in.

There was a painful cry: "Aiyo! Something has bitten me." Then there was heavy tumbling and falling amidst furniture. Everyone in the house was awakened by the loud noise. In a moment, Father and a servant came running with a light.

Both of them fell on the burglar who lay amidst the furniture with a bleeding knee.

The next day was a day of congratulations for Swami. His classmates looked at him with respect. His teacher patted his back for his courage and bravery. The headmaster said that he was a true scout. Swami had bitten into the knee of a notorious house-breaker and the police were grateful to him.





When Father returned home from the club that night, he asked, “Where is the boy?”

“He is asleep.”

“So early!”

“He didn’t have a wink of sleep the whole of last night,” said Swami’s mother.

“Where is he sleeping?”

“In his usual place.”

“Sleeping beside his granny again !” Father exclaimed. “That is why he wanted to be asleep before I returned home. Clever boy!”

“Let him sleep where he likes,” Mother said angrily. “You needn’t risk his life again.”

“All right, pamper him and spoil him as much as you like,” Father mumbled as he walked away to his room.

Swami was following the whole conversation from under the blanket. He felt a great relief to hear his father giving him up.

-R.K. Narayan

Glossary

crossly (adv):	a little angrily
scowl (n):	an angry look or expression
porch (n):	a covered entrance to a building; a verandah
sternly (adv):	seriously and strictly
disgraceful (adj):	very bad; shameful
tiptoed (v):	walked quietly on the tips of his toes
curled (v):	drew up his legs close to the body and curved his back
snoring (v):	breathing roughly and noisily while sleeping
stirred (v):	moved slightly
groaned (v):	made a deep sad sound
pleaded (v):	requested
scorpions (n) :	small creatures with a poisonous sting in the long tail
laughing-stock:	someone or something which seems stupid
tumbling (v):	falling helplessly
scout (n):	one who is trained in doing acts of public service
notorious (adj):	well-known for some bad quality or act
faint (v):	likely to lose consciousness
crouched (v):	bent the knees close to the body in fear
encased (v):	covered himself completely
crawled (v):	moved slowly, keeping the body close to the ground





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) According to the newspaper's report who fought with the tiger?
- *2) Can you say why Swami's father read the news to his son?
- *3) Did Swami believe the story? Give reasons for your answer.
- 4) What did Swami's father ask him to prove?
- 5) Why did Swami try to change the topic when his father asked him to sleep alone?

II. Read the following sentences and say whether they are true or false. Write T for true and F for false statements in the brackets. Correct the false statements.

1. Swami said that he would sleep alone from the following week. ()
2. Swami's father looked like a ghost in darkness. ()
3. When Swami was snoring, his grandmother pulled the blanket away. ()
4. Swami was really afraid of darkness. ()
5. Swami wished that the tiger had killed the boy. ()

III. Tick the correct option to make the sentence true.

- 1) Swami was almost faint with fear because
 - a) his father would beat him.
 - b) he was afraid of ghosts.
 - c) a ghost entered his room.
 - d) he had a terrible dream.
- 2) Swami clutched the leg of
 - a) his father.
 - b) his grandmother.
 - c) a chair.
 - d) the thief.

Vocabulary

I. Pick out synonyms from the story for each of the following words.

- | | | | | |
|-----------|------------|---------------|-----------|------------|
| 1. clear | 2. bravery | 3. shameful | 4. hide | 5. upset |
| 6. argued | 7. swore | 8. unpleasant | 9. tapped | 10. damage |





IV. Proverbs

A proverb is a short sentence, usually known to many people, stating something commonly experienced or giving advice. Here are some English proverbs:

- Tit for tat.
- Where there is a will there is a way.
- A bad workman always blames his tools.

Every language has proverbs. In Telugu we call them 'saamethalu'. Here is one example from Telugu:

'kukka kaatuki cheppu debba'. It is important to know the meaning of a proverb before you use it.

Match the parts under A and B to make some proverbs. You can use the clues given within the brackets.

- | A | | B |
|--------------------------------------------|-----|-----------------------------------|
| 1. An apple a day(search for a profession) | [] | a. is a friend indeed. |
| 2. A friend in need (rhymes with need) | [] | b. saves nine. |
| 3. Failure is (search for 'achievement') | [] | c. mightier than the sword. |
| 4. A stitch in time (search for a number) | [] | d. keeps the doctor away. |
| 5. The pen is (search for a weapon) | [] | e. the stepping stone to success. |
| 6. Empty vessels (search for noise) | [] | f. the mighty ocean. |
| 7. Little drops of water make | [] | g. seldom bite. |
| 8. Honesty (ends with 'cy') | [] | h. while the sun shines. |
| 9. Make hay (search for a star) | [] | i. is the best policy. |
| 10. Barking dogs (search for what dogs do) | [] | j. make much noise. |

Grammar

Look at the following sentences from the text.

1. Father was sitting under the lamp and reading the newspaper.
2. He looked over the newspaper.

Sentence 1 is in the Past Continuous Tense form. It conveys that the action was in progress at a particular point of time in the past. In sentence 2, the verb *looked* is in the Simple Past Tense. It shows that the action was complete in the past.

I. Pick out 5 sentences from the story that use the Simple Past Tense and 5 sentences that use the Past Continuous Tense. Write them down into your notebook.





II. Read the following paragraph and fill in the blanks with the simple past or past continuous forms.

While Swami's father (read) the newspaper, Swami(listen) to it. His father (ask) him to sleep alone. But he (be) afraid of ghosts. He(want) to sleep in his grandmother's room. While he(sleep), he(have) a terrible dream. A tiger (chase) him and he(try) to escape.

Writing

I. Summarize the story using the following hints.

Swami ___ the news report ___ about a boy's fight ___ father's advice ___ sleeps in his grandmother's room ___ father insists on sleeping alone ___ a terrible dream ___ catches a thief ___ becomes a hero.

II. Write about an act of bravery that you or your family member or any one of your friends may have shown at some stage in your life.

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.	





III. Change the story of “A Hero” into a drama and enact it.

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

- Read Swami’s 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.	

Can you solve these letter riddles?

1. What letter of the alphabet is an insect?
2. What letter is a part of the head?
3. What letter is a drink?
4. What letter is a body of water?
5. What letter is a pronoun like “you”?
6. What letter is an exclamation?
7. What letter is looking for causes ?
8. Why is the letter “T” like an island ?



Study Skills

Change the words given in the box into different parts of speech. Some words may not have all the forms given in the table. You may use a dictionary if you like.

strong	courage	grace	sleep	disturb	hesitate
dark	try	wake	notorious	heavy	

Noun	Verb	Adjective	Adverb
courage	discourage encourage	courageous	courageously
	wake		
		strong	
grace			
sleep			
	disturb		
	hesitate		
		dark	
	try		
		notorious	
		heavy	

Try these tongue twisters

Three grey geese in a green field grazing.

Double bubble gum bubbles double.

Selfish Sal sells shell-fish.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?



Listening and Speaking

- I. Your teacher will read the story 'Carried Away by an Eagle'. Listen carefully and answer the questions that follow.



1. How old was the child when she was picked up by the eagle?
2. In which country did the child live when she was picked up by the eagle?
3. Why did the eagle leave the child on a rock?
4. Why did the eagle fly round and round over the rock?
5. Why do you think that the girl was lucky?
6. Why do you think Svenhild still keeps the torn dress?

- II. Work in groups and retell the story 'Carried Away by an Eagle' in your own words.



B. Reading

Read the following poem:

My Nasty Adventure

My plane was just about to crash.
So, I grabbed my bag and
Took out my big blue parachute
to glide me down and land.
At last, I found a spot to land.
But there was a big breeze.
And so, I had to painfully
land on these sharp pine trees.
I was then filled with bruises as
a pine fell on my ear.
I sat down on the ground to rest.
A thorn then poked me.
I slept on the ground frantically.
Mosquitoes bit my nose.
Bugs crept all over me
and tickled my body.
I scratched myself when I woke up,
appearing like a fool.
And after the whole thing I thought
I'd rather go to school.



Glossary

crash(v):	fall or come down violently
bruises(n):	dark marks left on the skin when one has been hit
breeze(n):	a gentle wind
poked(v):	pushed a pointed object into something or someone
frantically(adv):	very anxiously
bugs(n):	small insects
tickled(v):	touched lightly in a sensitive part of the body causing laughter
scratch(v):	to cut or damage a surface with something sharp or rough



How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I was able to interpret 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.	

I. Answer the following questions:

1. Who do you think is the speaker in the poem?
2. Which line in the poem suggests that the speaker was only dreaming?
3. Why did the speaker feel like a fool?
4. What did the speaker finally want to do?
- *5. Have you ever experienced any adventure in your life? If yes, share it with your classmates.
- *6. Do you think the title 'My Nasty Adventure' is suitable for this poem? Give reasons. Give your own title and tell the class why you have chosen it.
7. Why is the poem titled 'My Nasty Adventure'?
8. List all the rhyming words in the poem.

II. Add lines to the following poem, write it on a sheet of paper, and display it in the poetry corner.

My boat was about to sink
 I had a lot to think

Project

Go to a nearby library and collect stories of adventure from the newspapers, magazines and story books. Narrate one of them to the members of your group. Paste a good story with pictures on the wall magazine.



C. Reading

Read the following story:

Learn How to Climb Trees

(Many tigers roamed about in the thick forests in the Kumaon and Garhwal hills till the beginning of the 20th Century. Jim Corbett was brought up in this region. He loved mountains, forests and animals. He was an excellent shooter. He killed many man-eaters and saved the lives of countless people.)

Kunwar Singh was the first to visit me the day I was given my first gun. I was eight then. He came early, and I put the old double-barrelled gun into his hands with great pride. He laid the gun aside and said to me, “You are no longer a boy, but a man; and with this good gun you can go anywhere you like in the jungles and never be afraid provided you learn how to climb trees. I’ll now tell you a story to show how necessary it is for us, who shoot in the jungles, to know how to climb trees.

Har Singh and I went to shoot one day last April. We started when the stars were paling. Since we found nothing to shoot, we started for home towards evening. While we were taking a sandy nullah that ran through dense scrub and thorn-bamboo jungle, a tiger was looking at us. It stared at us for some time but went back.

We continued on our way and the tiger came out again and it was growling and twitching its tail. We stood still and luckily, the tiger left the nullah. Being disturbed by the tiger, a number of jungle fowl rose cackling out of the dense scrub. One of them alighted on a branch and Har Singh fired at it.

The tiger came towards us with a terrifying roar. I had climbed up a *runi* tree but Har Singh could not climb up a tree as he had not learnt to climb trees when he was a boy.

The tiger sprang at him and he was screaming. Now I fired the gun off into the air. The tiger went away and Har Singh collapsed at the foot of the tree. I climbed down very silently and went to Har Singh. I found that one of the tiger’s claws had entered his stomach and torn the lining from his navel to within a few fingers’ breadth of the back-bone. All his inside had fallen out. I could not know what to do. Har Singh told me to put his intestines back into his stomach. I stuffed them all back along with the dry leaves, grass and twigs that stuck to them.



Later I wound my *pugree* (turban) round his stomach and knitted it tight to keep everything from falling out again. We started for home walking for seven miles. I led the way and Har Singh followed me. Holding the *pugree* in position Har Singh told me that he wanted to meet the doctor. We walked for the extra three miles to the hospital. It was night and the hospital was closed. But the doctor-babu who lived nearby was awake. He asked me to call Aladia, the tobacco-seller. When I returned, the doctor had laid Har Singh on a string bed. Aladia held the lantern and I held the two pieces of flesh together. The doctor was very kind. He sewed up the hole in Har Singh's stomach. I offered him two rupees but he refused to take it. When we went home, the woman folk were crying.

-Jim Corbett

Glossary

paling (v):	appearing less bright
nullah(n):	a water course, especially a dry one
scrub (n):	an area of dry land covered with small bushes and trees
cackling (v):	making a loud unpleasant noise
collapse (v):	to fall down suddenly because of loss of strength/support
sew (ed)(v):	to join / attach something using a needle and thread

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 do you think is the main reason for the tiger's attack on Har Singh?
2. What kind of person was the doctor? Justify your answer.
3. What would you have done if you were in the narrator's place when the tiger attacked Har Singh?
4. What do you think the narrator wants to convey through this story?

Answers to riddles

- 1.B. (bee), 2. I. (eye), 3. T. (tea), 4.C. (sea), 5.The letter "I", 6.O. (oh!), 7.Y. (why)
8. Because it is in the middle of waTer.



Appendix - I

Texts for Listening

Unit-1

Conversation

- Sulochana : Hi! Madhavi, welcome to city. How are you?
- Madhavi : I am fine. Thank you. How about you?
- Sulochana : Pretty well. Why are you waiting outside? Come in. When did you return from your village?
- Madhavi : Just this morning.
- Sulochana : How was Pongal?
- Madhavi : It was great fun. I really enjoyed every moment in the village. I wish I could spend some more time there.
- Sulochana : Oh! Did the village life impress you that much?
- Madhavi : Yes, it was wonderful.
- Sulochana : What fascinated you so much there?
- Madhavi : Well! It was pollution free. Fresh air, fresh water, clear sky... and what not? Everything there.
- Sulochana : Was there anything else?
- Madhavi : Yes, I liked green fields, strange birds, sheep, cows, bulls etc.,
- Sulochana : Oh! That's interesting. Why don't you take me with you the next time you go to your village?
- Madhavi : Done.



Unit – 2

The Inventor of Inventors

‘Genius is one percent inspiration and ninety-nine percent perspiration.’

- Thomas Alva Edison

Thomas Alva Edison, the greatest inventor of all times, is the most suitable example of his own saying. This great, outstanding US inventor had the credit of making 1001 inventions. Can you imagine a world without electric light, recorded music, cinema etc., which are the contributions of this great genius?

Edison was born on February 11, 1847 at Milan, Ohio. His father was in-charge of a light house at Lake Huron. Although he could not continue his studies in his school, he was very inquisitive from his boyhood to learn by understanding. When he was only ten years old, he set up a laboratory in the basement of his father’s work place. He loved to mix liquids and powders to observe the reactions.

At the age of 12, he began selling newspapers and candy in trains. As a very keen observer, he learnt some preliminary techniques of telegraphy from the station master, which led him later to work as a roving telegrapher. During his stint as a supervisor in a Telegraph company, he created a stock printer. With the money received from it, he set up a laboratory for carrying out his experiments and research work. In subsequent years he invented phonograph — the machine for recording and reproducing sound. Edison thus made man’s voice immortal. In 1878, he demonstrated the light bulb — a carbon filament electric bulb.

While experimenting on electric lamp, he discovered an important scientific principle known as ‘Edison Effect’. This discovery led to the invention of electron valves and the modern electronics industry rests on this principle. In 1882, he set up a power generating station which supplied power to a few residents of New York City. Later he developed the kinetograph which was the first step towards motion picture camera. Cinema houses are here today because of the inventive genius of Edison. His other inventions include the spheres of X-rays, telephone and other electronic items. His inventions made him one of the richest men in America.

This great genius passed away on 18 October, 1931.



Unit – 3

Nepal and the Himalayas

Nepal lies between India and Tibet, among the Himalayan mountains. It is a country of mountains and valleys. The tallest mountain in the world, Mount Everest, is in Nepal. And there are several other mountains nearly as high. When mountaineers try to climb Mount Everest, they take the help of the Sherpas, who live in these mountains, to carry heavy loads and to act as guides.

A long time ago, the Sherpas crossed over the mountains from Tibet and made their homes along the slopes of the Himalayas in Nepal. So, they are rather like the people of Tibet to look at. Here, life is hard, and the entire family, including the children, have to work to get enough to eat.

The Sherpas grow potatoes, barley, garlic, and other vegetables. They also graze their yaks on the higher mountain slopes in the summer and on the lower slopes in the winter. The Sherpas use them for almost everything they need. They ride them, plough with them, and use them to carry their goods. The hairy wool of these animals is made into cloth and their skins into leather boots and tents. The yaks also provide milk, fat and meat. Their dung is dried and used as a fuel instead of wood or coal.

There are hardly any roads in the Himalayas, and everything has to be carried either on animals like yaks and donkeys or on human backs. Even children learn to carry heavy loads in large baskets which are tied to them. The baskets are big enough to carry a person.

The highest mountain tops of the Himalayas are cold, cheerless and covered with snow, but lower down one can find flowers in the spring and summer, and fir trees too. There are colourful butterflies, kites and eagles in the skies, and black and red Himalayan bears hiding in the rocks.

Though the Sherpas lead a tough life in their beautiful country, these small, dark-haired people are always cheerful, and like most Buddhist people, they are friendly and kind.



Unit – 4

The Miser

Once there was a very rich man. He was a miser. He ate cheap food and spent very little money. He lent money to small shopkeepers at a high rate of interest. In this way, he earned a lot of money.

Every morning he went out to see the shopkeepers and came home at midday. The miser had a watchman to look after his house. The watchman lived in a hut near the gate. He liked fish, and his wife cooked it for him every day. The watchman told his wife, “Cook the fish before midday. Our master will be out then. He doesn’t eat meat or fish, and he will not like the smell of fish.”

One day the master came home early. He walked past the watchman’s hut and caught the smell of fish. It was a nice smell and he liked it very much.

That afternoon, he called the watchman and asked him, “What were you cooking today?”

The watchman said quickly, “I won’t do it again, sir. Please forgive me.”

The miser said, “Don’t be afraid. I am not angry. What was your wife cooking? Please tell me.”

The watchman said, “We were cooking fish.”

The miser said, “Please cook it every day. I like the smell very much.”

The watchman and his wife thought, “Our master is mad.” But they cooked fish every day.

After a month, one evening, the watchman and his wife came to see their master.

“Sir, you like the smell of fish,” the watchman said to his master, “so we cook it every day. But fish is not cheap. It is very expensive. It costs us a lot of money. I earn only thirty rupees a month. You ordered us to cook fish even though we cannot afford it. So please give us money for the fish.”

The miser thought for a while. Then he said, “Oh, all right. Wait here.” He went into his room and shut the door behind him. He took out some silver coins from a bag. He dropped them one by one on the floor. The watchman and his wife heard the tinkle of the coins and were very happy. They said, “He is going to give us all that money!”



After some time their master came out and sat down on a chair. He then asked the watchman and his wife, “Did you hear the tinkle of the coins?”

“Yes, sir, we did,” said the watchman.

“Did you enjoy it?” asked the miser.

“Yes, sir,” said the watchman and his wife.

The miser then said, “All right. I enjoyed the smell of your fish and you enjoyed the sound of my coins. I didn’t ask for your fish, so don’t ask me for my money. Now go away.”

Unit – 5

Gulliver in Lilliput

Gulliver was a doctor on a ship. He was an Englishman. There was a bad storm and the ship hit a rock and broke into two pieces. It was night time. However, Gulliver swam forward and at last reached an island called Lilliput. The people were called Lilliputians. Gulliver was too tired. He could not open his eyes. He soon went to sleep. Next morning when he woke up he could not move. He was held down by some ropes. His long hair was also pinned to the ground. Then something climbed on to his leg and came up to his chin. It was a little man about fifteen centimetres high. He carried a bow and an arrow in his hand.

Then forty more little people climbed onto Gulliver’s body. He was very surprised and gave a loud shout. Immediately all the little men ran away. But they came back soon.

At first the ropes were too strong for him to break. But somehow, after a long struggle Gulliver broke some of them. He could move one of his arms. When they saw this, the little people shouted and shot their little arrows into him. But the arrows did not hurt Gulliver very much. They were like little pins.

Gulliver lay still. He did not move. After some time the little people stopped shooting arrows at him. Gulliver asked for some food. Over a hundred people brought baskets full of meat and loaves of bread. Gulliver ate them and fell asleep.

The little men took Gulliver to their king. The king liked Gulliver very much. He told his officers to take Gulliver to the biggest building in the land. No house was big enough for Gulliver to live in, but he was able to creep inside the building and lie down.



The beds were too small for Gulliver, so they took hundreds of beds and joined them together!

Gulliver lived among the little people for some time. He wanted to go home. Fortunately, one day Gulliver found a boat floating near the seashore. He sailed out to sea in that boat. Later a big ship found him and took him back to England.

Unit – 6

Carried Away by an Eagle

We often speak in fun about a bird carrying away a child. A mother might say to her little one, “Don’t be naughty, or a crow will carry you away.” But do such things really happen?

The following story however, is from real life. The place was a farmhouse near Trondheim in Norway. It was June 1932. A four-year-old child, Svenhild Hansen, was playing in the yard in front of the farmhouse. Suddenly a large eagle came down. It caught hold of the child in its claws and flew up. Luckily, only the child’s dress was held in his claws, so the child was not hurt.

The big bird carried the child for more than a kilometre. It was flying towards its nest. Eagles build their nests on high rocks. This one’s nest was on the side of a mountain. Growing tired, the bird put the child down on a flat rock. This rock was eight hundred feet high on the side of the mountain. The bird’s nest was just fifty feet away.

But by this time, the child’s mother and father, and a large party of men had set out to look for the child. They noticed the eagle flying round and round over a rock in the mountain. They thought that the child might be there, and climbed quickly to the place. But they did not have much hope that they would find her alive.

When they finally reached there, the little Svenhild was fast asleep. She was not even hurt except for a few scratches.

People say that usually, an eagle kills the animal it catches, before taking it to its nest. Why didn’t the eagle kill the child? We do not know. We can only say that the child was very, very lucky.

Svenhild is now a grown-up woman. She is married. But she still keeps the torn dress she wore during this amazing adventure.

Appendix II

A Note to the Teacher

‘Our World through English’ Class VII has been prepared in accordance with the syllabus for a ten-year course in English as a second language. We hope you would supplement this textbook with some other material of your choice for effective classroom transaction.

Teachers should promote interactive mode while transacting the language activities in each unit. They should act as facilitators and encourage children to do individual and group work, thus making them autonomous users of the language.

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 use,
- to develop his/her linguistic competence for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary, plays, script writing, profile writing, dramas, posters, slogans, letters, etc.

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

1. Listening and Speaking
2. Reading Comprehension
3. Vocabulary
4. Grammar
5. Conventions of Writing
6. Creative Expression (Oral and Written Discourses)

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

You may have noticed that this textbook has a few features which make it different from the ones that we used earlier.



- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

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

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some



other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few 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.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

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 a language is different from information about a language, and that every child constructs this knowledge through interpreting the world around her/him, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

The general design of classroom transaction shall be as suggested below:

The Pre-Reading

1. The teacher interacts with the learners in an informal way in order to instil 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 (say a photograph, a visual clipping, a news report, etc.) that will work as 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.

2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
3. This is followed by a few more analytical questions eliciting free responses of the learners. These questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent predictions on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne out true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
2. 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.
3. 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.
4. 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, and so on.

These questions help the learners assimilate the text by virtue of personalising and localising it.

5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage with proper voice modulation. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulatory features(eg.stress, pause, etc).
6. A mind mapping activity may be carried out as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.



The Post Reading Session

The major activity of the post-reading session is 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-processes of discourse construction are:

- interaction /brainstorming to sensitize the learners towards the features / ideas of a discourse;
- individual construction
- presentation by a few individuals
- constructive feedback by the facilitator and other learners
- sharing in groups for refinement
- presentation by groups
- presentation of the facilitator's version of the targeted discourse and
- sensitizing the learners in the the discourse features of the ideal version

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-formedness* which works as a guiding indicator. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

After the process of editing, children will refine their individual products with the help of the inputs they received and the ideal version of the discourses. Finally, the teacher edits the children's version and gives a constructive feedback.

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

The Assessment

Language learning is a continuous process. 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 pairs 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.

CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has



learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So ‘mugging up’ by the student will not be of any use to him or her.

NCF 2005, SCF 2011 and RTE 2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.

The thrust is on the 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.

A truly professional teacher needs to be patient, innovative and assess his / her pupils’ progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

Types of Assessment

There are two types of assessment i.e

1. Formative Assessment
2. Summative Assessment

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation (children’s participation and responses during classroom transaction)
2. Written Work
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. This is not a single day activity; it is a cumulative account of what has happened in day- to-day classroom transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards /learning outcomes (listening and speaking, reading comprehension and oral discourses) and their indicators should be considered while awarding marks.



Written Work: The written performance of children related to conventions of writing, vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

Projects: The oral and written performance of children which cover all the academic standards / learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / four targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully.

The following will provide the evidences for awarding marks in formative assessment:

- Teacher's unit cum period plan that reflect children's performance.
- Self - Assessment tools given in the TB for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children (written discourses and homework)
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20% of marks are allotted to oral test and 80% of marks are allotted for written test.

Under Oral test, 10% of marks are allotted to listening and speaking and remaining 10% of marks allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on assessment day.

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

The Test Items:

The test items should be holistic and cover different genres. They should include the discourses like conversations, , stories, paragraphs, narratives, letters, descriptions, reports, speeches, autobiographical accounts, notices, tables, charts, posters and adds.

While preparing a question paper, take a different text for each question. Don't use long narratives. Don't split a single narrative and use the same to frame questions under all Academic Standards. Give all questions belonging to one Academic Standard at one place. The texts chosen should be in the comprehensive level of the child's knowledge domain. Sufficient inputs should be provided for the questions focussed on writing discourses so as to promote thinking and presenting the ideas in a desirable manner.



The questions to be given under comprehension and creative expression should lead to the production of language.

Note: Teachers should refer to their Handbooks for comprehensive information to prepare the summative question papers.

The Plan

I. Year Plan

Class:

Subject: English

No. of Periods required:

Expected outcomes at the end of the year including Discourses targeted:

- 1.
- 2.
- .
- .

Unit No.	Theme of the Unit	No. of Periods Required	Month	Strategies and Activities	TLM/ Resources Required	Remarks

II. Unit cum Period Plan

Class:

Subject: English

1. Name of the unit:
2. No. of periods required: (this includes no. of periods required to transact all the reading passages and the activities given till the end of the unit)
3. Expected outcomes:
 - i
 - ii
 - iii



Period	Description of content / discourses / activities	Strategy	Resource /TLM	Remarks

4. Period wise notes and interactive questions:

5. Period wise reflections and notes on children’s performance:

In an academic year, we get at least 180- 190 periods for teaching English. Since there are 8 units, each unit can be taught in 20 to 25 periods. You can further distribute these periods among the components of the unit. Here is an approximate scheme of work.

Each reading passage should be divided into meaningful segments. Each segment should be taught in three periods i.e., reading, discourse construction and editing. The teacher may skip the discourse construction and editing activities in case of non-availability of periods and less scope for discourse construction. But the teacher should ensure that all the targeted discourses of the class are practised three or four times in an academic year. The number of periods for each section can be increased or decreased based on the length of the reading passage. All the reading passages should be treated with equal importance in transactional process.

The tasks, given under **oral activity** and **writing** sections, should be treated as discourses and covered during the transaction of reading segments contextually (discourse construction and editing periods). Hence there is no need for separate periods for such activities.

The teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan as per the table given above. He /she should prepare period wise interactive questions in advance. Children responses should be elicited and to be written in the board. This activity should help the children in generating the language. Hence the teacher has to prepare 10-15 questions per each period. After completion of teaching, he / she has to note the reflections in the plan. The reflections should include the performance of the children. Teachers should follow the transactional process suggested.

The same period plan can be used for successive years by adding more information if necessary.



Targeted discourses with indicators/ features

Conversations: contains dialogues with five to ten exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Play/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..



Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative / persuasive / interactive language to substantiate views and ideas – use of discourse markers – citation of examples, quotations, etc - coherence, voice modulation and body language.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

NOTE: Use Teacher's Handbook for Effective Classroom Transaction and Continuing Professional Development.

Happy Teaching!

Mid Day Meal Scheme

Upper Primary Classes (VI - VIII)

I. Menu :

<i>Day</i>	<i>Menu</i>
Monday	Egg and Sambar
Tuesday	Vegetables
Wednesday	Dal and Green leaves
Thursday	Egg and Sambar
Friday	Vegetables
Saturday	Dal and Green leaves

II. Food Norms :

<i>Sl. No.</i>	<i>Food item</i>	Upper Primary (VI - VIII)		
		<i>Quantity (in gms.)</i>	<i>Calories</i>	<i>Protein content (in gms.)</i>
1	Food Grains (Wheat/Rice)	150	510	12
2	Pulses	30	100	4
3	Vegetables	75	30	–
4	Oil & Fat	7.5	55	4
5	Any other item [Egg/Banana]	Twice a Week	160	12

III. Cooking cost w.e.f. 01-04-2012 :

Upper Primary		
<i>Central</i>	<i>State</i>	<i>Total</i>
3.49	1.16	4.65

IV. Age-wise Height and Weight for Boys and Girls :

<i>Sl. No.</i>	<i>Class</i>	<i>Girls</i>		<i>Age in years</i>	<i>Boys</i>	
		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>
1	VI	137.5	31.4	11	138.3	32.5
2	VII	140.0	32.2	12	142.2	33.5
2	VIII	147.0	37.0	13	148.0	38.7