

RADIANCE

Part - 1
For Class - VI



**(Developed by S.C.E.R.T., Bihar, Patna
with support from UNICEF , Bihar, Patna)
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Foreword

Education Department, Government of Bihar introduced new syllabus from April, 2009 for class IX. Subsequently, for the Academic Session 2010-11, the books of language and non-language for classes I, III, VI and X were introduced. It is necessary to point out that the books of Science and Mathematics for class X were developed by N.C.E.R.T., New Delhi whereas all other books for classes I, III, VI and X were developed by S.C.E.R.T., Bihar, Patna and printed with new cover designs by the Bihar State Textbook Publishing Corporation Ltd.

In continuation of this chain the books for classes II, IV and VII in Academic Session 2011-12 and for classes V and VIII in Academic Session 2012-13. Moreover, S.C.E.R.T., Bihar, Patna has revised the books for classes I to VIII in the light of feedback and suggestions received and they are also being introduced from the current Academic Session 2013-14.

We are grateful to Shri Nitish Kumar, Hon'ble Chief Minister, Bihar, Shri P.K. Shahi, Education Minister, Bihar and Shri Amarjeet Sinha, Principal Secretary, Education Development, Bihar for their leadership and guidance in not only quantitative but qualitative strengthening of education system in the State of Bihar.

We are grateful to the Directors of N.C.E.R.T., New Delhi and S.C.E.R.T., Bihar, Patna for their co-operation.

B.S.T.B.P.C., as an organization, is committed towards systematic up-gradation and continuous improvement of its products. Valuable suggestions from students, guardians, teachers and educationists will be appreciated.

J. K. P. SINGH, L.R.P.S.

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Preface

This revised edition of **Radiance Part-I** is the fruition of the long-drawn out process that began in 2006 with the designing of the new syllabuses under the inspiring guidance of late Madan Mohan Jha, the then Principal Secretary, HRD, GOB. In consonance with the spirit of the NCF - 2005, the State Council of Educational Research and Training (SCERT), Bihar, Patna, developed BCF 2008 and the new syllabuses in English together with new instructional materials for different school stages. The new **series** of instructional materials in English (core course) for the **Elementary Stage** comprises a textbook.

Radiance Part-I has been in trial for a year. During the field test, we received a number of suggestions and **feedback from different** quarters such as the school teachers, students, **educationalists and subject** experts. Keeping these feedback and suggestions **in mind**, a team of teachers and subject experts was constituted. **The team went through** the original book and the feedback received to revise **the instructional** material.

Radiance Part-I caters to the need of a composite course at the secondary level. **It can be used** effectively in the actual classroom situation. The objective **is to inculcate** language skills as well as the skill of thinking in the learners **so that they** can effectively compete with any one in any field of life **where we need** to use language.

A conscious effort, therefore, has been made to provide interesting reading materials on different themes and to link each theme with the general problems of people and society as well as contemporary issues. Special emphasis has been laid on developing the ability to communicate in a variety of situations. For this, various language functions have been included through a variety of exercises at the end of every lesson.

The brief introduction of the language/ grammatical items followed by extensive examples to illuminate the topic under discussion is the added strength of the book and this has increased its usefulness.

The entire course has been devised to facilitate maximum participation of the learners. The work that went into the preparation of the present course will be amply rewarded if the book proves to be a useful tool in the hands of the teachers in helping the vast majority of learners of English at the secondary level in Bihar. We feel that there is always room for improvement. We, therefore, are open to suggestions and will be pleased to entertain any suggestions in the subsequent editions.

We are grateful to the Textbook Development Committee for preparing the textbook at such a short notice. We are also thankful to the Bihar State Textbook Publishing Corporation Ltd. for making best efforts to ensure the publication of the textbook as flawless as possible.

We are grateful to the copyright owners of the texts we have reproduced or used otherwise in **Radiance Part-1**. Every endeavour has been made to contact copyright owners to seek their permission to reproduce text and apologies are expressed for any omissions.

It is hoped that the book will cater to the needs of the learners and provide for them a stimulating and enjoyable language learning experience. The Council is thankful to the teachers, students, subject experts and educationists who spared time to send their feedback and suggestions. The Council welcomes further suggestions and comments on any aspect of the book for improvement, in subsequent editions.

Hasan Waris

Director

SCERT, Bihar, Patna

A Word to the Users

Radiance Part-I, the core textbook for class VI, is based on the new syllabus framed in the light of the recommendations suggested in NCF - 2005 and the feedback received during the trial of the draft book. This anthology of prose and poetry firmly believes that the 'learners are the constructors of knowledge'. As such, it seeks to provide as much opportunity as possible to the learners to analyse, interpret and most importantly to apply their learning to life. This is to help students in applying their learning of English in everyday life that each lesson has been linked to contemporary issues and universal human values.

The textbook follows a communicative approach to English language teaching and learning. The lessons are less structural and grammar based. They are based on the themes taken from the immediate environment and socio-cultural background of the learners. They attempt to provide the learners with an opportunity to acquire the essential language abilities of listening, speaking, reading and writing in an integrated manner. They also aim at developing in them a sense of awareness towards their social and natural surroundings.

The book contains 15 lessons. They are in the form of poems, short stories and essays have been incorporated to make the teaching and learning of English joyful and interesting for the learners. Stories intend to develop in learners the ability to read English with comprehension. Teachers are advised to tell them the stories in simple English with proper actions and gestures. They may ask the students to read the stories on their own and answer the questions given at the end of the stories.

In teaching prose and other lessons, the four basic skills of language

(L.S.R.W.) should be given due importance. The structures and rules of grammar, language games and other activities introduced in the lessons should be taught inductively. Their presentation should always be meaningful to students.

The illustrations given in each and every lesson will not only excite the imagination of the learners but also sustain their interest. Teachers are expected to make proper use of them while teaching English in the classroom. Ample exercises given at the end of the lessons have to be done by the students individually, in pairs, or in groups. Instructions given in the lessons are meant for teachers as well as learners. Instructions, where necessary for students, are to be given in the mother tongue. Conversations, role-play, dialogues, dramatisation, group work and problem solving activities should be organised regularly. Learners should always be encouraged to ask questions and give answers in English.

Text Book Development Committee

State Council of Educational Research and Training

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Lesson - 1

1. MY MOTHER

A. WARMER

Whenever in trouble or pain, the word 'Maa' comes naturally to us. Can you explain why it is so?

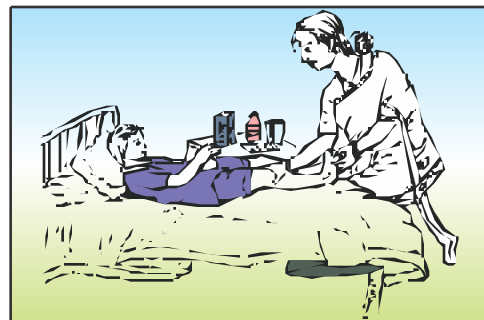
◆ *Now read and enjoy this poem :*

Who sat and watched my infant head
When sleeping on my cradle bed,
And tears of sweet affection shed?
My mother.



When pain and sickness made me cry,
Who gazed upon my heavy eye?
And wept for fear that I should die?
My mother.

Who ran to help me when I fell
And would some pretty story tell,
Or kiss the place to make it well?
My mother.



And can I ever cease to be
Affectionate and kind to thee,
Who was so very kind to me?
My mother?

Ah, no! the thought I cannot bear,
 And if God please my life to spare,
 I hope I shall reward thy care,
 My mother!



When thou art old, feeble and grey,
 My healthy arm shall be thy stay,
 And I'll soothe thy pains away,
 My mother!

ANNTAYLOR

GLOSSARY AND NOTES

watched	:	(वाचड), निह रती अं	looked, noticed
infant	:	(इन्फेन्ट), बच्चा, शिशु	young baby
cradle	:	(क्रैडल), पालना	a device to swing the baby
sickness	:	(सिकनेस), बीमारी	illness
gaze	:	(गेज), ताकना	look without a blink, stare
pretty	:	(प्रीटी), सुन्दर	beautiful
cease	:	(सीस), बन्द होना	stop
bear	:	(बीयर), सहना	tolerate
spare	:	(स्प्यर), बचाना	survive
feeble	:	(फीबल), दुबला	weak

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Who cares for the infants?
2. Why does the mother weep when her child falls ill?
3. What does she do when her child falls down?
4. What will you do for your mother when she is old?

B.2 Think and Write

B.2.1 Answer in a word or sentence :

1. Who wrote this poem?
2. What does a mother do when her child is very young?
3. The mother wept when her child was ill. What fear did she have?

B.2.2 Answer in not more than 50 words :

1. How can you say that a mother loves her child very much?
2. Why should we not be unkind to our mother?
3. Can you ever be unkind to your mother? Give reasons for your answer.
4. Write any incident of your life which shows your mother's intimate affection towards you.

C. WORD POWER

C.1 Go through the text again and again and find out in the text the words that have the same meaning as given below:

- I. love
- II. illness
- III. lovely

D. TRANSLATION

D.1 Translate the following lines from the poem into your mother tongue :

When pain and sickness made me cry,
Who gazed upon my heavy eye?
And wept for fear that I should die?
My mother.



Lesson - 2

THE BOY WHO LOST HIS APPETITE

A. WARMER

What food do you find tasty? If you are told to sit at home and enjoy yourself tasty food without any activity, would you enjoy it? Give reasons.

Sham was a rich young man. When his father passed away early, he became the owner of all his father had. He now started living a luxurious life. He ate rich food and lay in bed all day. As a result, he did not find any food tasty.

Months passed. One day, in spite of laziness, he agreed to take part in a hunt. He was not used to riding fast so he found himself lagging behind other friends. He got lost and wandered



away in the woods. Six to seven hours passed with him roaming around like this. He felt tired and hungry.

Suddenly he saw a peasant's hut. He rode up to it and asked for a little food.

"I am a poor man, I have only *roti* and *dal*, sir," said the peasant "but you are most welcome to have these."



The young man was very hungry and he really loved the food. He liked it more than all the rich food he had been eating earlier. He thanked the peasant who also gave him directions back to his home. He got back to return home and rested. He went back to his rich food and lazy ways. The food was again tasteless. He wondered why the simple *dal roti* tasted so nice.

GLOSSARY AND NOTES

appetite	(एपेटाइट) मूख,	natural desire to satisfy one's hunger.
luxurious	(लक्सरियस), शान-शौकत,	very comfortable and expensive.
lagging	(लैगिंग), पीछे छूट जाना.	to fall behind others.
wandered	(वैण्डरड), ऊपर-ऊपर घूमना.	moved about aimlessly, roamed.
peasant	(पेसैन्ट), किसान.	farmer, farm labourer.
wondered	(वैण्डरड), गहरी सोचना से मतलब.	to thought deeply of something.

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Why did Sham lag behind other friends?
2. What kind of life did he live after his father's death?

B.2 Think and Write

B.2.1 True or False

1. Based on the story write 'true' or 'false' next to each sentence given below:

- (a) Sham was a young boy.
- (b) Sham lay in bed all day because he became sick.
- (c) Sham rode very slowly.
- (d) The peasant offered Sham roti and vegetables.
- (e) Sham was lost in the woods when he was returning home from the peasant's house.

B.2.2 Tick (✓) the answers to each of the questions given below:

1. Why did Sham find the food tasteless?

- (a) The food was prepared badly.
- (b) He felt sad for his father.
- (c) He did not feel much hungry because he passed his day without any activity.
- (d) He was sleeping.

2. Why did Sham like the dal and roti?

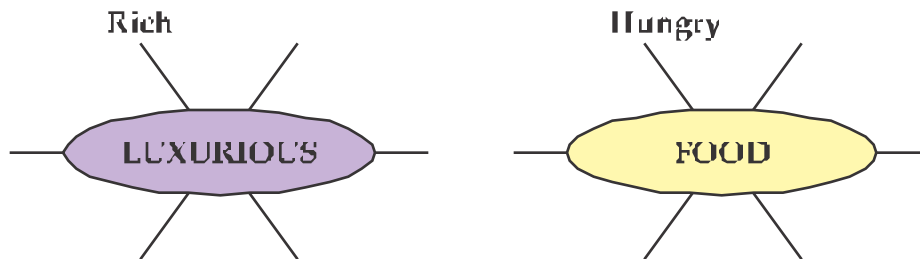
- (a) It was cooked in a special way.
- (b) Sham had not eaten roti and dal for many days.
- (c) Sham was tired and hungry.
- (d) Sham liked the huts.

B.2.3 Answer the following questions in not more than 50 words:

- 1. How did Sham spend his life after his father died?
- 2. What made Sham lose his way in the woods?
- 3. Who helped Sham when he lost his way? How?
- 4. What made the food tasty or tasteless for Sham. Give reasons for your answer.

C. VOCABULARY

Think of words related to 'luxurious' and 'food'. Now complete the web chart with those words.



D. GRAMMAR

D.1 Conjunctions

Read the following sentence:

He ate rich food and lay in bed all day.

We can break this sentence into two sentences.

1. He ate rich food,
2. He lay in bed all day.

We use 'and' to join two or more words or group of words.

We also use 'but', 'when', 'because' and 'or' to join two or more words or group of words.

Now break the following sentences into two sentences as shown in the example above:

1. He rode up to it and asked for a little food.
2. I have only roti and dal, sir.
3. He went back to his rich food and lazy ways.

Fill in the blanks with the words given in the box:

But, when, because, and, so, or

1. The boy opened his umbrella _____ it started raining.
2. Mukul _____ Arti will bring the book to school.

3. Rahim had high fever _____ he could not come to school.
4. Munna ran very fast _____ could not win the race.
5. Ram _____ Pawan went to see a film yesterday.
6. Lalit had high fever _____ he got wet in the rain.

E. Let's Talk and Write

E.1.1 Discuss your daily routine in groups. Also, share your food habits with your friends.

E.1.2 Write 6 sentences about the food you like to eat and **why** you like it:

1. I like to eat _____
2. It is made of _____
3. _____
4. _____
5. _____
6. _____

F. TRANSLATION

Translate the following joke into your mother tongue/Hindi.

A little Bit of Nonsense.

There was an old man with a beard
Who said, 'It is just as I feared'
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard.



Lesson - 3

LATA MANGESHKAR : THE MELODY QUEEN

A. WARMER

Have you ever heard any song sung by Lata?
What do you like about her voice?

'AEI MERE VATAN KE LOGON ZARA AAKH MEIN BHAR LO PAANI
JOSHAAHEED HUE HAIN UNKI ZARA YAAD KARO QURBANI.'

Tears rolled down unchecked and Nehru wept like a child to hear the patriotic song. It was soon after the Chinese aggression in 1962, Lata's song immortalised the heroic deeds of our soldiers who sacrificed their lives for the country. Since then, this song has become the epitome of the patriotic songs.



Lata Mangeshkar, the singer of 'Aei Mere Vatan.....' is nicknamed 'Swar Samraajya' (melody queen) and 'Swar Kokila'. She was born on 28th September 1929 in a Maharastrian family residing in Indore in Madhya Pradesh. Her father Deenanath Mangeshkar was himself a noted classical singer and Theatre artist. Her mother's name was Shudhamati. The family's last name used to be Hardikar but Deenanath changed it to Mangeshkar in order to identify his family with his native town, Mangeshi in Goa. Lata was named Hridaya at her birth. Her parents later renamed her Lata after a female character Latika in one of her father's plays. The famous singers Asha Bhonsle and Usha Mangeshkar are her

younger sisters. Her younger brother Hridayanath is a well-known music director. Meena is the youngest sister.

Lata Mangeshkar has won several awards and honours including Padma Bhushan, Padma Vibhushan, Dada Sahab Phalke Award, Maharashtra Bhushan Award, NTR National Award in addition to three National Film Awards, 12 Bengal Film Journalist Association Award and Film Fare Best Female Playback Singer Award. In 1969, she made the unusual gesture of giving up the Filmfare Best Female Playback Singer Award in order to promote fresh talent. She was later awarded filmfare lifetime achievement Award in 1993.

She has also won the highest civilian award of the country Bharat Ratna (2001). Our country is proud of her and she stands as guiding Principle for our young budding vocalist.

GLOSSARY AND NOTLS

patriotic	(पैट्रियोटिक), देशपक्ति	having love for the country
aggression	(एग्रेशन), आक्रमण	attack
immortalised	(इमोर्टलाइज्ड), अमर किया	made immortal
sacrificed	(सेक्रिफाइड), त्याग किया	gave away
epitome	(एपिटोमि), साक्षर रूप, प्रतीक	embodiment
residing	(रिजाइडिंग), बस हुआ था	living, situated
classical	(क्लासिकल), क्लासिकल	standard
identify	(आइडेन्टीफाई) चिह्नित करना	recognise
native	(नेटिव), जन्म स्थान से संबंधित	belonging to birth place
artist	(आर्टिस्ट), कलाकार	performer
award	(अवार्ड) पुरस्कार	prize
honour	(ऑनर), सम्मान	respect
association	(एसोसिएशन), संघ	federation
unusual	(अनयूजुअल), असधारण	uncommon
gesture	(जेस्चर), लक्ष्य, सहृदयता	kindness, posture
promote	(प्रोमोट), बढ़ाना वगैरे	encourage
guiding principle	(गाइडिंग प्रिन्सिपल), गुरु आत्मा	controlling spirit

COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Who is called Swar Samragyi?
2. Which award she gave up?
3. Why did she give up that award?

B.2 Think and Write

Answer in not more than 50 words:

1. What was the earlier name of Lata? Why was it changed?
2. Lataji refused to accept the filmfare award. Why did she do so? What light does it throw on her personality?
3. Pt. Nehru could not control his tears. What does it suggest about Lata's art of singing?

C. VOCABULARY

C.1 Go through the text again and again and give the meanings of the following words:

sacrifice, patriotic, native, gesture.

C.2 Find out the opposite of the following words from the text:

dishonour, usual, protection, mortal

D. GRAMMAR

Conjunctions

Read the following:

1. Her father was a classical singer and a theater artist. Here we see two traits of the same person joined by using 'and'.

2. The family's last name used to be Hardikar but Deenanath changed it to Mangeshkar.

Here 'but' is used to join two opposite things or things contrasting in nature.

Now insert either 'and' or 'but' to complete the following sentences:

1. He is a naughty boy good in studies.
2. He is a player a singer.
3. Raju shouts loudly in the playground speaks very slowly in the class.

E. Let's Talk and Write

E.1 Every body has a hobby. What is yours?

Discuss in groups your hobbies and then complete the sentences given below:

- (a) I am a [boy/girl]
- (b) I study in class [five/six]
- (c) I am fond of [playing, singing, dancing, reading, watching T.V.]
- (d) I in the evening after I finish my homework. [take sleep/take bath]
- (e) I lot of time to my hobby. [give/take]
- (f) I want to grow big and become a [singer/dancer]

F. TRANSLATION

F.1 Translate the following into English:

1. मुझे गाना गाना अच्छा लगता है।
2. मुझे कहानियाँ पढ़ना अच्छा लगता है।
3. मैं बड़ हो कर क्रेकटर बनना चाहता हूँ।

F.2 Translate the following into Hindi:

1. I am fond of watching T.V.
2. I want to become Lata Mangeskar.
3. I want to fight for my country.
4. I am a brave boy.

G. LET'S PLAY

Fun with words denoting sounds.

Some interesting words sound like the noises for which they stand. You use a different tone of voice when you say these words. The voice become louder and more forceful.

For example:

Zoom! went the Car

Bang! went the door

Pip! Pop! flippely Flop!

Say the following and write the names of things that would make these sounds or actions:

Click!

Chirp!

Whisper!

Oh!

Ah!

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Lesson - 4

DO ANIMALS SHARE IDEAS?

A. WARMER

Have you ever thought of how animals communicate with one another? List them.

We know that human beings can share feelings and ideas with each other. We talk and express our thoughts. Do animals talk?

Animals cannot use words and sentences the way human beings do, still they show their feelings and share information.

Many animals have a strong sense of smell. They use it to send messages. They leave a scent so that enemies can be frightened. They also use their sense of smell to find partners. Some animals can smell their partner from kilometers away. Animals also use sounds to give information. They use special sound to share their emotions including fear. Some of them also serve as warning to others.

Another way of sending messages is through body posture. Animals can raise their hair or bare their teeth. This is to frighten both enemies and prey. They also come close to each other to show friendship.

None of this is as complex as the human



language. The human language can produce infinite sentences. It can construct and communicate new ideas.

GLOSSARY AND NOTES

express	(एक्सप्रेस), व्यक्त करना	state clearly
information	(इन्फॉर्मेशन), जानकारी	a message received and understood
message	(सेज), संदेश	spoken or written communication
partner	(पार्टनर), जोड़ीदार	either of two people doing something as pair
including	(इन्क्लूडिंग), सम्मिलित करते हुए	have or contain as part of a whole
warning	(वॉनिंग), पहले से सतर्कगी	information of a possible danger or warning
posture	(पेष्टर), हावभाव, मुद्रा	a particular position of the body
raise	(रेज), रींगने चला होना	lift or move upwards or into an upright position
bare	(बेयर), दिखाना	to show
complex	(कॉम्प्लेक्स), जटिल	consisting of many different and connected parts , hard to understand.
infinite	(इन्फाईनेट), अपरिमित	limitless , very great in amount
communicate	(कॉम्युनिकेट), बतलाना	transmit information

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. What do we express?
2. What do animals do with their sense of smell?
3. Tell any three ways the animals send messages.

B.2 Think and Write

B.2.1 True or False

1. Based on the story write true or false next to each sentence given below :
 - (a) Animals show their feelings and share information.

- (b) No animal can smell their partner from a distance.
- (c) Body posture is one of the ways by which animals send messages.
- (d) The way animals show their feelings and share information is more complex than human language.

B.2.2 Tick the answers to each of the questions given below :

1. What do animals not use to send message?

- (a) words
- (b) sounds
- (c) smells
- (d) body movements

2. If an animal raises its hair what do we know?

- (a) It's angry
- (b) It's sad
- (c) It's happy
- (d) It's afraid

3. What do animals do to show friendship?

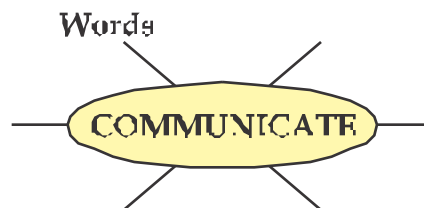
- (a) They raise their hair
- (b) They bare their teeth
- (c) They come close to each other

B.2.3 Answer the following questions :

1. How do animals use their sense of smell to send messages?
2. Why is human language complex compared to the way animals communicate?

C. WORD POWER

C.1 'Think of words related to 'communicate'. Now complete the web chart with these words.



C.2 Find the odd one out in each list. Explain why it is out of place.

1. feeling, idea, thought, table, emotion
2. teeth, mouth, mobile, nose, ear
3. dance, sing, talk, book, laugh
4. smell, hear, friend, see, taste

D. GRAMMAR

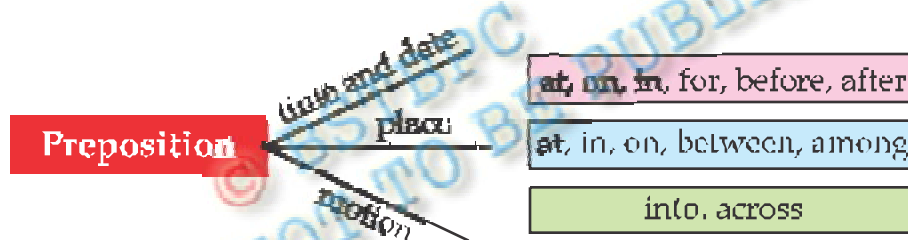
D.1 Prepositions

Read the following sentences :

They also use their sense 'of' smell to find partners.

'Of' in this sentence is a preposition.

Some commonly used prepositions are given below;



These words are normally placed before a noun/noun phrase.

D.2 Tick (✓) the correct prepositions :

1. Rita is going to/for school.
2. I bought this pen of/ for Rs. 10.
3. My mother is not at/in home.
4. The frog jumped in/into the pond.
5. India became independent on/in 15th August, 1947.
6. The school bus will come on/at 7.30 am.
7. A fat man was sitting among/between my friend and me in the train.

8. The police man ran after/ before the thief.

Fill in the blanks with suitable prepositions :

1. Rounak is throwing the ball the playground to his sister.
2. Rounak jumped the water.
3. Rounak went the tunnel.
4. Rounak is sitting his parents.
5. Rounak has an umbrella his head.
6. Rounak walked the river to come out of the jungle.

E. Think and Write

E.1 What do you do to show that you are angry, happy, sad or afraid? What kind of messages do you send with your hands or other parts of your body?

E.2 Describe some of important similarities and differences between the ways people talk to each other and the ways in which animals send messages to each other.

F. TRANSLATION

Translate the paragraph beginning with 'Many Animals others' into Hindi.

Lesson - 5

BANGLE – SELLERS

A. WARMER

Girls and women are very fond of bangles. Can you give reasons for their liking?

- ◆ "Enjoy this poem about bangles. It has been composed by Sarojini Naidu, the nightingale of India."

Bangle - sellers are we who bear
Our shining loads to the temple fair...
Who will buy this delicate, bright,
Rainbow - tinted circles of light?
Lustrous tokens of radiant lives
For happy daughters and happy wives,
Some are meant for a maiden's wrist,
Silver and blue as the mountain mist,
Some are flushed like the buds that dream
On the tranquil brow of a woodland stream;
Some are aglow with the bloom that cleaves
To the limpid glory of new-born leaves.



SAROJINI NAIDU

GLOSSARY AND NOTES

tint	: (टिन्ट), रंग	hue
lustrous	: (लुस्ट्रस), चमकदार	bright
tokens	: (टोकन), प्रतीक	symbols, signs
flush	: (फ्लश), लज्जा	shy
bud	: (बुड), कली	blossom
tranquil	: (ट्रैन्किल), प्रसन्न, शान्त	calm
cleave	: (क्लीव), ले जाता है	leads
limpid	: (लिम्पिड), सफ़ा, पारदर्शी	transparent

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Who brings the load of bangles to the fair?
2. What is called delicate, bright, rainbow-tinted circles of light?
3. Who will buy the bangles?

B.2 Think and Write

B.2.1 True or False

1. Based on the story write true or false next to each sentence given below:
 - (a) Bangles are circles of light.
 - (b) Bangles are worn on the wrist.
 - (c) Bangles are silver and blue in colour.
 - (d) We can buy bangles from the temple fair.

B.2.2 Tick (✓) the correct option for each of the following:

1. "Lustrous tokens of radiant lives." What do lustrous tokens signify?
 - (a) The bright and happy lives of the daughters and wives

- who wear bangles.
- (b) Married ladies
 - (c) Mountain mist

2. On the tranquil brow of a woodland stream means :

- (a) Our eyebrow
- (b) The eyebrow of the maidens, daughters and wives who wear bangles.
- (c) On the side of a stream quietly flowing in the forest.

3. Complete the following sentences by choosing the correct expression from the box :

buds that dream, mountain mist, bloom that cleaves

- 1. Silver and blue bangles are compared with _____
- 2. The flush of the bangles is compared with _____
- 3. The glow of the bangles is compared with _____

B.2.3 Answer in not more than 50 words :

- 1. What are the different colours of the bangles?
- 2. Where are the bangles sold?

C. WORD POWER

C.1 Colour expressions

eg. Silver and blue as the mountain mist

We use colour to compare one thing with another thing.

Some common colour expressions are as follows :

- (a) As red as rose / blood / beet
- (b) As white as snow / sheet

- (c) As black as night/ coal
- (d) As blue as the sky

Now fill in the blanks. You can take help from the help box.

orange, wood, leaf, coal, sky, snow

- (a) Her hair is as black as _____
- (b) His shirt is as green as _____
- (c) The ball is as blue as _____
- (d) The paper is as white as _____
- (e) Her frock is as orange as _____
- (f) His bag is as brown as _____

C.2 The different sellers we see around us.

We know that a **bangle seller** is one who sells bangles.

Now write what the following persons sell. You can add names of other sellers to this list:

- (a) Vegetable seller _____
- (b) Furniture seller _____
- (c) Sweet seller _____
- (d) Toy seller _____
- (e) Utensil seller _____
- (f) Book seller _____
- (g) Cloth seller _____
- (h) Flower seller _____

D. LET'S RHYME

Find out rhyming words from the poem.

E. Let's Talk and Write

- E.1 Work in pairs and talk about bangle sellers.
- E.2 Write 5-6 sentences about the bangle seller.

F. TRANSLATION

Translate the following into English :

चाय कैसे बनाई जाती है?
पानी उबाला जाता है।
चीनी मिलाई जाती है।
चायपत्ती डली जाती है।
फिर दूध डला जाता है।

G. LANGUAGE GAMES

G.1 Riddles

Group Work

Children enjoy asking riddles. Here are some riddles and brain teasers. Solve them and ask your friends to do the same.

1. What starts with an 'E', ends with an 'E' and has only one letter in it?
2. I look at you, you look at me, I raise my right, you raise your left. What's the object?
3. What has to be broken before it is used.
4. Remove the outside, cook the inside, eat the outside, and throw away inside. (corn)
5. What do you throw when you want to use it but take in when you don't need it?



Lesson - 6

SAINA NEHWAL : The Badminton Star

A. WARMER

Name the women players who have won laurels for India?
Which play/game they are famous for?

It was a historical moment. Indian Badminton star Saina Nehwal became the first Indian woman to reach the semi-final of 2010 All - England super series. She lost to eventual champion Tina Rasmussen. But she won many admirers with her performance.



Saina with her feats has become the symbol of pride for the nation.

The best Indian woman player in badminton, Saina was born on 17th March 1990 at Hisar in Haryana. Nahi Prasad, the coach of Lal Bahadur Shastri Stadium in Haryana, recognised her talent when Saina was only eight years old. It was at his advice that Saina was enrolled as a summer trainee. As a trainee, she travelled nearly 50 km a day in order to accommodate the training schedule from her house to the stadium. This was richly awarded.

Saina won International recognition when she became the first Indian woman to win a 4-star tournament 'the Philippines Open in 2006.' The same year also saw Saina as runner up at the 2006 BWF World Junior Championship. She became the first

Indian woman to reach the Quarter Finals at the Olympic Games when she upset world number five and fourth Seed Wang Chen of Hong Kong.

Saina has been renamed the most Promising player in 2008, the first Indian to win a BWF super series title, the most prominent badminton series of the world. In August 2009, she reached the Quarterfinals of World Championship. Saina Nehwal was awarded Arjuna Award the same year. She has been signed up by Olympic Gold Quest to support her in fulfilling her dream of winning the Olympic Gold medal. Saina has been awarded with Padma Shri Award in January 2010. Still India has a lot of hope from Saina Nehwal.

Before Saina, only two players have won International prestige. They are Prakash Padukone and Syed Modi. They won laurels for India in badminton.

GLOSSARY AND NOTES

moment	: (निमेष-नू), क्षण, पल	lime
eventual	: (इतिवृत्त), अन्तिम, अंतिम	final
admirers	: (अवलोकक), प्रशंसा करने	fans
performance	: (प्रदर्शन), प्रदर्शन	feat
recognise	: (सिक्कित्वाङ्ग), पहचान	identity
enroll	: (एनरोल), न - पिल	take admission
laurel	: (ल'रेल), प्रतिष्ठा	glory

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Who is Saina Nehwal?
2. Who was her coach?

3. Where did she practise as summer trainee?
4. At what age did she summer practice?
5. Where was Saina born?

B.2 Think and Write

Answer in a word or a sentence :

1. At which stadium Saina made her summer trainee?
2. What is the name of Ratna, Saina received?
3. When did Saina become the most promising player?

B.2.1 Answer in not more than 50 words :

1. Write in brief Saina's performance in badminton.
2. Write about two famous badminton players before Saina.

C. Match the words in Column 'A' with their meanings in Column 'B' :

Column-'A'

Admire

Advice

Tournament

Shuttlecock

Prominent

Column-'B'

Competition

Important

Praise

Counsel

Feathered shape

D. GRAMMAR

Change the following into interrogative sentences. One is done for you:

Example:

Mohun went to market with his mother.

Did Mohun go to market with his mother?

1. Saina is a girl of nineteen years.
2. Rakesh reads in class VII at Danapur High School.
3. Everyday he walks 3 km in the morning.
4. He likes to play cricket.
5. His brother admires him.

E. LET'S TALK AND WRITE

Group Work

Discuss 'Your favourite game' and then write a paragraph on it individually.

F. TRANSLATION

F.1 Translate the following into English:

1. मेरा प्रिय खेल बैडमिन्टन है।
2. यह दो दलों के बीच खेला जाता है।
3. बैडमिन्टन एक इनडोर खेल है।
5. इस खेल में गेट, रैकेट एवं बाल का प्रयोग होता है।
6. यह खेल शरीर को सक्रिय रखता है।

F.2 Translate the following into Hindi:

1. Playing is an important exercise.
2. I like to play cricket.
3. My favourite player in Cricket is Sachin Tendulkar.
4. I play cricket with my friend.
5. I am the captain of my cricket team.

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Lesson - 7

A MOTHER'S LOVE

A. WARMER

1. What does your mother do for you?
2. How will you take care of her when she grows old?

- ◆ *Can a mother ever think bad for her son? Read this story and find out yourself.*

Mahua is a small village on the bank of the Punpun River. There lived a poor widow. Her name was Sita. She had only one son named Ratan. Sita was very poor. But she loved her son very much. She wanted him to study and become a great man. She used to work as a housemaid and grow vegetables in her backyard to pay for her son's studies. It was a hard work, but she never complained. Unfortunately, Ratan was never interested in his studies. He left school midway. Sita was very sad. She had



some silver bangles. She sold them and opened a small shop for Ratan.

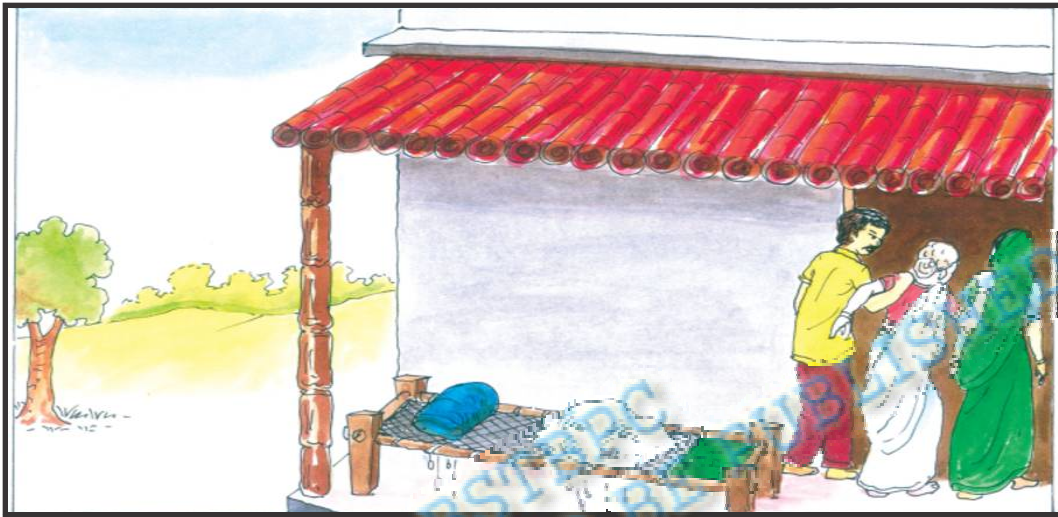
Ratan was good at business and sold many things of general use. Gradually, he was able to

save some money. When Sita saw that his business had grown, she got him married. Ratan was very happy with his wife, Bela. But he started neglecting his mother. Sita helped Bela with cooking, washing and other household work. After a year Bela gave birth to a son. Sita was very happy to have a grandson. She doted on the child and sang many songs to him everyday. But Sita's health began to fail day by day. Ratan had no time for her. He did not take her to any doctor.

Once, it rained heavily. The water of the Punpun River entered the village. The flood washed away many animals, trees and houses. The people were forced to leave the village. Ratan's house was on high land, but it was surrounded by water. His shop was damaged and the roof of his house leaked. After his marriage, Ratan had given Sita a small cot outside the house to sleep and he lived inside with his wife. One night when he came back to his house, he found Sita shivering and coughing, but he remained



silent. He went inside his small room and found that Bela was sleeping with the child in her arms. The bed was wet. Suddenly it thundered and it began to rain. The roof leaked and the child started crying. Bela got up and covered the child with her sari.



Her clothes were wet. Ratan had a strange feeling. He was moved deeply to see this sight. This reminded him of his childhood days. He instantly went to his mother.

“Ma! Please forgive me. I’ve been very unkind to you. I forgot my duty. I don’t know what to say.” Ratan said sobbing.

On hearing Ratan’s voice, Bela came out on to the verandah. She saw Ratan in Sita’s arms. Both were weeping. Sita said, “Don’t cry my child. How can a mother be angry with her own son? You have all my blessings and love.”

At this, Bela’s eyes were also filled with tears. She went near them and sat down. It was a happy family reunion.

GLOSSARY AND NOTES

bank	: (बैंक), किनारा	the land alongside a river
widow	: (विधवा), विधवा	a woman whose husband is dead
housemaid	: (हाउसमेड), घरेलू दाई	a female domestic help
backyard	: (बकिंगार्ड), पीछागा	open space behind a house
complain	: (कॉम्प्लेन), शिकायत	to bring a formal charge
unfortunately	: (अनफॉरटुनेटली), ख़तरा के लगे से	unlucky
midway	: (मिडवे), बीच में	in the middle
gradually	: (ग्रेजुअली), धीरे-धीरे	slowly
dote	: (डोट), प्रेम करना	show excessive love
surround	: (सर्राउण्ड), के चारों ओर घेरना	encircle
remained	: (रिमेन्ड), शेष या बची रहना	did not speak
shiver	: (शिवर), ठिठुरना	tremble
thunder	: (थंडर), गरजना	shouted
forgive	: (फॉरगिव), क्षमा करना	pardon
sob	: (सॉब), रोना	cry
reunion	: (रियूनिन), दोबारा एक होना	unite again

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following questions :

1. Who was Sita?
2. Where did she live?
3. When did Sita get Ratan married?
4. Who wanted Ratan to become a great man?
5. What was the name of Ratan's wife?

B.2 Think and Write

B.2.1 True or False

1. Based on the story write 'true' or 'false' next to each sentence given below:

1. Sita wanted her son to open a shop.
2. Ratan left her school mid way.

3. Sita sold her gold bangles and helped Ratan to open a shop.
4. Sita did not help Bela in any household job.
5. The flood washed away Ratan's house.
6. Sita forgave Ratan for his mistakes.

B.2.2 Tick (✓) the option for each of the following:

1. **It was a hard work, but she never complained. Why?**
 - (a) She enjoyed doing it.
 - (b) She was not of complaining nature.
 - (c) She knew she had to do the hard work in order to pay for her son's studies.
2. **Ratan was able to save money because**
 - (a) He received money from his mother.
 - (b) He was good at business.
 - (c) He was a miser.
3. **During the flood**
 - (a) Sita got wet, and started crying.
 - (b) Bela got wet, and started crying.
 - (c) The roof leaked and the child began to cry.

B.2.3 Answer in not more than 50 words :

1. How can you say that Sita loved her son very much?
2. What shows that Ratan became unkind to his mother after his marriage?
3. What made Ratan and Bela realise that they had been very unfair to their mother?

C. VOCABULARY

- C.1 Go through the text again and find out the words that mean the following:**

- I. A woman whose husband has died
.....
- II. Jewellery worn around the wrist
.....
- III. A situation in which people meet each other after a long time
.....
- IV. A loud noise that we sometimes hear in the sky during a storm
.....
- V. A woman servant whose job is to keep someone's house clean
.....

C.2 Rearrange the letters to find out words that make sense. Use these words in sentences of your own.

Thnudre rian foled werta revir

D. GRAMMAR

D.1 Determiners

Read the following sentences from the lesson:

- (a) Mahua is a small village.
 (b) Her name was Sita.
 (c) She had some silver bangles.

Mark the use of 'a', 'her' and 'some' in the sentences given above. These words determine or specify the meaning of the words (noun) which they precede. Such words are called determiners. In other words, a determiner is a word that comes before a noun and shows its limits.

Examples:

a, an, the, two, both, this, that, my, your, some, any, each, every, little, few, many, much, a lot of etc.

'Some' is normally used in affirmative sentence; 'any' in negative and questions.

I have some money.

I have not any money.

Do you have any money?

Not any = No

I have not any pen = I have no pen.

D.1.1 Use a/an/the/ some/any wherever necessary:

I have cow. Cow is black. One day I needed milk. I went to cow and asked her, "I want milk. Do you have milk?" Cow said, "Yes, I have milk but I cannot give you milk."

D.2 Few/A Few/The Few

'Few', 'a few' and 'the few' are used with countable nouns. 'Few' means not a bit. 'A few' means 'some', 'the few' means 'what so ever it is'. 'We made few mistakes' means 'we made not many mistakes'. 'We made a few mistakes' means 'we made some mistakes.'

'We were punished for the few mistakes we made' means the number of mistakes was not very large but whatever it was, we were punished for it.

D.2.1 Correct the following sentences:

1. I have the few rupees to buy books.
2. Can you give me few apples to eat?
3. I have not many but I will give you few apples I have.
4. Only a little students are lazy.
5. Make few mistake.

E. LET'S TALK AND WRITE

E.1 Discuss in pairs the role of your father.

E.2 Write a paragraph on the tasks you do to help your mother.

F. TRANSLATION

E.1 Translate the following into your mother tongue :

I can eat some more mangoes.

I cannot eat any more bananas.

Are there any birds in the cage?

There are some birds in the cage.

I have a few mangoes and a little milk.

E.2 Translate the following into English :

बर्तन नें थोड़ा दही है।

मेरे पास कुछ किताबें हैं।

तुम्हारे पास थोड़ा दूध है

उसके पास कोई किताब नहीं है।

क्या आपके पास थोड़ा समय है?

G. LET'S PLAY

G.1 Mother Word Game:

All students of the class may play this game at a time.

Write any long word such as, 'POSTMAN' on the

blackboard and ask students to write down all the words

they can make with the letters of the given word. You

will get words such as **pot** , **mat**, **stamp**, **stop** etc. from

Postman. Each letter should be used only once in a word.

The student who makes the highest number of words is

the winner.

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Lesson - 8

MADHUBANI ART

A. WARMER

Bihar is famous for many things. Can you name some of them? Have you ever seen Madhubani Paintings? If so, discuss them with your friends.

One of the things Bihar is famous for is its Madhubani paintings. These paintings are generally seen on walls, papers, clothes, decorative pots and wood. Till about 50-60 years ago, it was used for decorating the house walls in the villages. In the last fifty years, village artists have started painting on paper and



clothes. They now paint on sarees, dupattas, rumals (head-wears), table clothes, wood, pots and other bases.

The raw materials used by artists for these paintings are coloured from natural colours made by flowers and other natural materials. But on walls and cloth, they use fabric colours.

The themes of these paintings are natural scenes of the villages, flora and fauna or from religion. Many of the Madhubani people depend on this art for their living. There have been many great artists who have participated both in the national and international programmes. Many of the artists are women. Some of the artists are household names in their regions and considered to be exceptional at the national forums as well.

At present many centres conduct training programmes on Madhubani paintings. Many people other than village artist are also take keen interest in this traditional art. However, in the villages children as young as five year old learn this art with their mothers.

GLOSSARY AND NOTES

decorating	: (डेकोरेटिंग), सजावट	make more attractive by adding ornamentation.
raw	: (रॉ), कच्चा	in its natural state
flora and fauna	: (फ्लोरा एंड फाउना), पौधे-पौधे एवं जन्तु	plants and animals of a particular region.
household	: (हाउसहोल्ड), घर एवं परिवार	home and family
exceptional	: (एक्सेप्शनल), जन श्ला	remarkable

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Where are Madhubani paintings seen?
2. What are the raw materials used for this painting?

B.2 Think and Write

B.2.1 True or False

1. Based on the story write 'true' or 'false' next to each sentence given below. Also, correct the false sentences:

- (a) Bihar is famous only for Madhubani paintings.
- (b) Around 50-60 years ago, Madhubani paintings were used for decorating the house walls in the villages.
- (c) The raw materials used by artists for their paintings are both natural and fabric colours.
- (d) A few of the Madhubani people depend on their art for living.
- (e) All Madhubani artists are women.

B.2.2 Tick (✓) the correct option for each of the following;

1. 'Many of the Madhubani people depend on this art for their living' means

- (a) The Madhubani people cannot live without painting.
- (b) The Madhubani people paint only because they love doing it.
- (c) The Madhubani people sell their paintings to earn money.

2. 'Some of the artists are household names in their regions and considered to be exceptional at the national forums as well' means

- (a) Some of the artists are famous only in their regions.
- (b) Some of the artists are famous in their regions and also at the national level.
- (c) Some of the artists are famous in their own houses.

B.2.3 Answer each of the following questions in not more than 50 words.

- (a) What was the use of the Madhubani paintings around 50-60 years ago?

- (b) What are the bases on which artists now paint Madhubani?
- (c) What is the theme of Madhubani paintings?
- (d) How can one say that people are interested in the Madhubani paintings?

C. WORD POWER

C.1 Making new words

Match occupations on the left with their descriptions on the right:

- | | |
|---------------|---|
| 1. architect | (a) is concerned with politics, especially as an elected member of parliament |
| 2. politician | (b) composes music, especially classical music |
| 3. engineer | (c) designs buildings. |
| 4. teacher | (d) completes in outdoor sports and games. |
| 5. athlete | (e) designs and builds engines, machines, roads, bridges etc. |
| 6. composer | (f) paints and draws pictures. |
| 7. artist | (g) teaches students. |

C.2 Make as many words as possible from the word INTERNATIONAL.

- 1. Nation
- 2.
- 3.
- 4.
- 5.
- 6.

7.
8.
9.
10.

D. GRAMMAR

Read the following sentences carefully :

- (a) These paintings are generally seen on walls.
 - (b) It was used for decorating the house walls in the village.
- These sentences are in the passive voice.

Mark how auxiliary verbs (are/was) in these sentences are followed by verbs in the past participle (seen/used). These sentences can be written as :

- (i) People generally see these paintings on walls.
- (ii) People in the village use it for decorating the house walls.

These sentences **are in the active** voice.

D.1 Change the voice of the following sentences :

- (a) Sonu **is taught** English.
- (b) Pragya **is** reading a book.
- (c) Ankita **called** her mother.
- (d) Rinjhim **told** everything.
- (e) Aman **was given** a prize.

E. LET'S TALK AND WRITE

E.1 Class Activity

Does anyone in your class do the activities listed in the box on the next page? :

How often and how well do they do them? Go around the

class and find one person for each activity. Then fill in the blanks:

You may ask and answer as shown below:

Model question answer:

- A. Do you dance?
- B. Yes, I do.
- A. How often do you go dancing?
- B. Every weekend.
- A. And how well do you dance?
- B. Very well.

	Name	How often?	How well?
dance	_____	_____	_____
use computer	_____	_____	_____
swim	_____	_____	_____
paint	_____	_____	_____
football	_____	_____	_____
cricket	_____	_____	_____

E.2 Group Work

Tell your group what you found out.

F. Translate the following into English:

- (a) बिहार में प्रतिगा की कमी नहीं।
- (b) यहाँ के लोग निहन्ती भी हैं।
- (c) लगन और समर्पण से काम करना कोई बिहारियों से सीखे।
- (d) जरूरत है रिफॉर्म उचित गाहौल बनाने की
- (e) जरूरत है अपनी विरसत को बढ़ाने की भी है।

Lesson - 9

DISCRIMINATION

A. WARMER

All of us are equal. But some people think they are superior to others on the basis of nation, religion, caste or gender. How would you feel if you are discriminated on these grounds?

- ◆ Read this poem and find out the pain that the poet feels.

Walk through the hall
With every eye on me
Surrounded by four walls
As far as I can see
Snickers, sneers, and laughter
Discrimination too
I aunted from ~~in~~ on after
Because I'm not like you
I'm different so you shun me



Leave me standing in the rain
 You hurt me though you see
 That I am in pain
 I hate discrimination
 Among the world I see
 If we are all one nation
 Why discriminate against me?

JANET S. WATFORD

GLOSSARY AND NOTES

surround	: (सराइ-इ), घेरना	to be around somebody or something
snicker	: (सि कैं), उपहास करना	to laugh or shout rude comments at somebody, jeer
sneer	: (सि कैं), की हसी उड़ाना	make fun of somebody or something
discrimination	: (डिस्क्रिमिनेशन), भेदभाव	treating one person or group worse than others
taunt	: (टॉन्ट), ताना	to try to make somebody angry or upset
shun	: (शन्), से दूर रहना	to avoid somebody or something not like them?

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Why is a person discriminated?
2. Why should we not discriminate between man and man?

B.2 Think and Write

B.2.1 Answer briefly:

1. How did the discriminated person feel when he walked through the hall?

2. Why does the poet feel hurt?

B.2.2 Answer in not more than 50 words :

1. How do some people treat others who are not like them?
2. Why does the poet hate discrimination?
3. What do you feel when you experience discrimination?

C. WORDPOWER

C.1 Go through the text again and guess the meanings of the following words:

surrounded, snickers, sneers, taunt, hurt

C.2 Use the following words in the sentences of your own:

as far as, discrimination, different, nation, shun

D. LET'S RHYME

In this poem there are rhyming words which end with the same sound; e.g. *acc, me*

Think of rhyming words for the following and write them in the space below :

too	moo	.....	.....	.....
see	fee	.....	.....	.....
hall	call	.....	.....	.....
shun	fun	.....	.....	.....
rain	pain	.....	.....	.....
so	go	.....	.....	.....

D. LET'S TALK AND WRITE

D.1 Prepare a two minute speech on the topic : 'Untouchability is a crime against humanity'.

(**Hints:** all men equal favouring one bad ... bias against one also bad ... all should live in harmony ... wrong to look down upon)

E. TRANSLATION

E.1 Translate the following into your mother tongue:

I hate discrimination.

I'm not like you.

I am in pain.

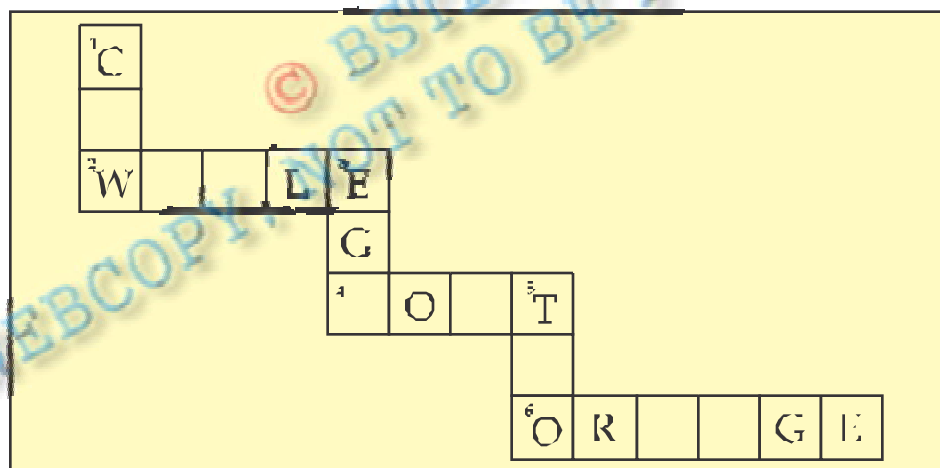
We are all one nation.

Why do you discriminate against me?

G. LANGUAGE GAME

G.1 Cross-Word Puzzle

Solve the following cross-word taking help from the hints given under the box:



Hints: 1. An animal that gives milk. 2. The largest animal in the sea. 3. Hens give it. 4. An animal that gives us kids. 5. One plus one. 6. A fruit

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Lesson - 10

BAMBOO CURRY

A. WARMER

Have you ever eaten a dish made of bamboo?
Let's read this story and find out which part of bamboo
can be cooked and eaten.

One day the mother-in-law of a Santhal bridegroom cooked a special dish for him when he visited her.

"This curry is delicious. What is it?" The mother-in-law pointed at the bamboo door.

Next morning, just as he was about to leave, he remembered that there was no bamboo in his village.

So he removed the bamboo door and carrying it with him left for his home.

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On reaching his village, he told his wife, "Make curry with this bamboo door."

She was shocked. "How can I make curry out of a bamboo door?"

"Come, I'll help you by chopping up the bamboo," he said.

His wife boiled it and boiled it. Later when her husband tasted it he said, "It's too hard to eat. You don't know how to cook."

His wife added more water and boiled it and boiled it.

"It's still too hard. I can't eat it."

The in-laws came to visit the young couple that evening. They all laughed at his foolishness. The mother-in-law said, "Didn't you know the curry was made from bamboo shoot and not from a bamboo door?"

(A Santhal folk tale)

GLOSSARY AND NOTES

bridegroom	:	(श्रीइच्छुभ)	दुल्हा
mother-in-law	:	(मदर इन लॉ)	चास, मदीया -ति की नौ
special	:	(स्पेशल)	विशेष
delicious	:	(डेलिशियस)	स्वदिष्ट
pointed	:	(पॉइंट डीड)	इशारा किया
remembered	:	(रिमेम्बरड)	याद किया
shocked	:	(शॉकड)	रतना लगा, रतना हुआ
chopping	:	(चॉपिंग)	काटते हुए
couple	:	(कपल)	जोड़ा, युगल
foolishness	:	(फुलिशनेस)	नृषणता
santhal	:	(सांथल)	एक जनजाति

B. COMPOSITION

B.1 Think and Tell

B.1.1 Answer the following:

1. He was the bridegroom of which tribe?
2. From what was the curry made?
3. Why did the in-laws laugh at the young couple?

B.2 Think and Write

B.2.1 Answer in a word or sentence:

1. What did the mother-in-law cook for his son-in-law?
2. Why did the Santhal bridegroom believe that the dish is made of the bamboo door?
3. Why did he carry the bamboo door to his village?
4. Why was the dish made by his wife so hard?

C. WORD POWER

C.1 Complete the sentences meaningfully:

- (i) The bridegroom left with the door of his in-laws' house because it was made of _____ and there was no bamboo in his _____.

- (ii) The bridegroom was unable to have bamboo curry in the end because _____.

C.2 Fill in the blanks with words from the story :

- (i) The bridegroom went to visit his _____
(ii) The mother-in-law pointed _____ the bamboo door.
(iii) He stayed at the night _____ his in-laws.
(iv) He carried the _____ back with him.
(v) The curry was made _____ bamboo shoots.

D. GRAMMAR

Read the following sentences carefully :

- (a) He said, "It's too hard to eat."
(b) He said, "I can't eat it."
(c) He told his wife, "Make curry with this bamboo door."
(d) "What is it?" he asked.
(e) The mother-in-law said, "Didn't you know the curry was made from bamboo shoot?"

Notice that each sentence given above consists of two parts, one within the inverted commas and another outside it. The part within inverted commas is called reported speech and part outside it is called reporting clause. Reported speech is also called direct speech. We can change the direct speeches into the indirect ones as follows :

- (a) He said that it was too hard to eat.
(b) He said that he couldn't eat that.
(c) He asked his wife to make curry with the bamboo door.
(d) He asked what it was.

- (c) The mother-in-law asked if he didn't know the curry was made from bamboo shoot.

Notice the differences between the sentences in direct speech and indirect speech. Then do the following exercises.

D.1 Write Direct speech or Indirect speech against the sentences given below :

- (a) "This curry is delicious", he said.
(b) She said, "How can I make curry out of a bamboo shoot?"
(c) She asked him to post the letter.
(d) "Come, I'll help you by chopping up the bamboo," he said.
(e) The mother-in-law told him how to make bamboo curry.

D.2 Change the speech of the following sentences :

- (a) "I am writing a letter," he said to his mother.
(b) She said, "I'll help you."
(c) "Can you show me the way?" he said.
(d) The teacher said to me, "Post the letter."
(e) "Are you serious?" She said.

D.3 Answer each of the following in not more than 50 words :

- (i) Why did the son-in-law commit the mistake?
(ii) Why and how did the wife of Santhal tribe try to make the dish soft?

E. LET'S TALK AND WRITE

1. Name the food that is made in your home on the following occasion :

- (i) For a feast/festival
- (ii) When you are well
- (iii) Everyday

2. Do you have a similar dish in your area made from a mix of many vegetables?

- (a) What is it called?
- (b) Note down the ingredients used to make it.
- (c) Write down the recipe
- (d) Present the recipe attractively and display it on your class board.

You can draw it or stick its picture.

F. TRANSLATION

Translate the following into English.

- 1. तुम्हारा प्रिय भोजन क्या है?
- 2. मुझे मेवाइं खाना बहुत पसंद है।
- 3. मछली मांसाहारी भोजन है।
- 4. मैं शाकाहारी हूँ।



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Lesson - 11

AKBAR AND BIRBAL

A. WARMER

Tenaliraman, Mulla Nasruddin, Gonu Jha and Birbal are some famous characters from the folk tales of India. Do you know any folk tale? Tell it to your class.

◆ *Here you will enjoy Birbal's wisdom.*

There was a Mughal Emperor in India named Akbar, the Great. His full name was Jalaluddin Muhammad Akbar. He himself was illiterate, but he invited several learned people to his court. Among these people, nine were very famous. They were called 'Nav Ratna' or nine jewels of his court. Birbal was one of them.

Birbal is one of the most popular figures in the Indian history among children as well as adults. He was Akbar's minister and Akbar loved him for his wisdom, wit and humour. He was a poet and author, too. The stories of Akbar and Birbal have been recorded in many books. Many of these stories have become folk stories in the Indian tradition.

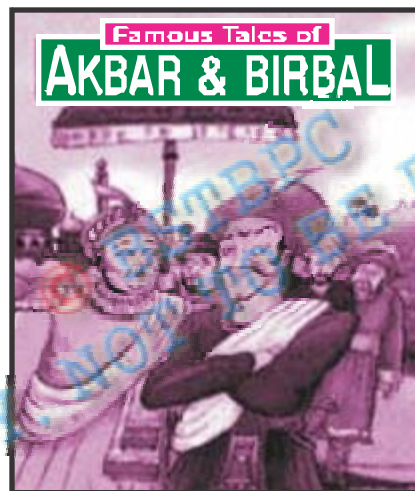
Here is an interesting story of Akbar and Birbal.

Once a Pandit visited Akbar's court. He was very learned and could speak many languages. He challenged everybody in the court saying that he could answer any question in any language. The courtiers asked him questions in different languages and he replied all of them in that very language. He

was so expert in all these languages that no one was able to guess his mother tongue.

Then he said to the king "If your courtiers find out my mother tongue by tomorrow, I will accept them wise. But if they fail to do so, you should accept me superior to all of them."

Emperor Akbar agreed. He asked all the courtiers to judge the Pandit's mother tongue. All of them failed. Now Akbar turned to Birbal and asked him to solve this problem. Birbal accepted the challenge.



That night Birbal went to the Pandit's bedroom when he was fast asleep. Birbal tickled his ear with a dry grass. The Pandit's sleep was disturbed. He turned to other side and slept. Birbal tickled his ear again. Now the Pandit's sleep was disturbed, he woke up and said loudly, 'Yevvurura adi' (Who is it?) Birbal hid himself. When the Pandit saw there was no one, he slept again. Birbal came back.

The next morning, the court assembled. The Pandit

repeated his question what his mother tongue was. Birbal finally replied "Telugu is the Pandit's mother tongue."

The Pandit was very much surprised at Birbal's correct answer and accepted his defeat.

Akbar asked Birbal how he found out the answer. Birbal said that a man in distress always talks in his mother tongue in sleep. Then he narrated the whole story of the previous night. Akbar praised him for his timely wisdom.

GLOSSARY AND NOTES

folk tales	: (फोक टेल्स), लोक गीत	local song followed by tradition
wisdom	: (विजडन), बुद्धिमान	the quality of having experience and knowledge
emperor	: (एम्पारर), राजा	a great king
illiterate	: (इल्लिटेरेट), अनापठ	not educated
court	: (कोर्ट), न्यायालय	a place for legal trials
jewel	: (जेवेल), रत्न	gems , precious stone
tradition	: (ट्रडिशन), परम्परा	convention
adult	: (एडल्ट), बालिन	fully grown person
poet	: (पोएट), कवि	one who composes a poem
humour	: (ह्यूमर), विनोद	fun
accept	: (एक्सेप्ट), स्वीकार करना	acknowledge
courtier	: (कोर्टियर), दरबारी	a person related to the court
judge	: (जज), न्यायाधीश	a person who conducts the legal trials
tickle	: (टिकल), गुदगुदान	to touch lightly

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. Who was Akbar?

2. Who were 'Nav Ratnas'?
3. Why did Akbar love Birbal?
4. What was the Pandit's challenge?
5. Why was the Pandit surprised at Birbal's answers?

B.2 Think and Write

B.2.1 Answer each of the following in word or sentence :

1. What was Akbar's full name?
2. Who was Birbal?
3. Where did Birbal go at night?
4. Who answered the Pandit's question?
5. Why did Akbar praise Birbal?

B.2.2 Answer each of the following in not more than 50 words :

1. How can you say that Akbar was a patron of learned people?
2. How did Birbal find out the Pandit's mother tongue?
3. Wisdom is applying one's mind to the problem and finding out solution. How does it apply to Birbal?

C. WORD POWER

C.1 Go through the text again and again guess the meaning of the following words :

pale, still, burry, faintly, wrapped, sneezed

C.2 Find out the words that are opposite in meaning :

Friend, death, wet, awake, unhappy

D. WORDSTRESS

In English if a word has more than one syllable, one of the

syllables is pronounced more strongly than others. In the following words, the stress is shown by a vertical stroke (ˈ) before the stressed syllable.

Stress on the first syllable	Stress on the second syllable
ˈarmy	aˈbout
ˈbaby	beˈcause
ˈteacher	toˈday
ˈpaper	enˈjoy
ˈnation	numˈber

E. LET'S TALK AND WRITE

- (A) Discuss in your group what you will do if you were a king.
- (B) Write a short essay on 'If I were a King'.

F. TRANSLATION

F.1 Translate the following into English:

एक गाँव था।
गाँव के पास एक नदी थी।
नदी में पानी था।
नदी में एक नाव भी था।
गाँव में कोई नहीं था।

F.2 Translate the following into your mother tongue:

There was a town.
There were many muhallas at the town.
There were many houses in the muhallas.
There were many rooms in the houses.
There were many doors and windows in the rooms.



Lesson - 12

THE TALKING POTATO

A. WARMER

What would be your reaction if a flower started talking to you? Will you be glad or sad?

◆ Now read this story:

There was a farmer. He lived in a village. He had sown potatoes in his field, But he hadn't taken time to weed and water the potatoes. After two months he went to dig up the potatoes.

As he started digging, a voice said, "Why have you waited so long to come to me? You have not watered or cared for me. Go away and leave me alone!"

"Who's speaking?" The farmer asked looking around him.

"It's a potato" answered the dog. And he is right, you know. You were lazy."



The farmer was frightened. He could not believe his dog was speaking. He decided to tie the dog with a vine. He cut a vine sticking to a tree. "Hang me back on the tree," said the vine.

The farmer became pale with fear when he heard the vine talking. He threw the vine on a rock. "Get the vine away from me", said the rock. The farmer was terribly afraid. He ran to the village as fast as he could. He wanted to tell the Mukhiya what he had heard.

Soon he came to a fisherman who was catching fish with a



net. "Why are you running, farmer? Is any lion chasing you?" asked the fisherman. "It is not that at all," explained the farmer. "This morning a potato said: 'Leave me alone.' My dog said: 'He is right.' When I cut a vine, the vine said: 'Hang me back on the tree.' I threw the vine on the rock and the rock said: 'Get the vine away from me.' Now I am going to tell the Mukhiya what I have heard."

"Can any potato talk?" said the fisherman. He could not believe the story.

"You must be joking."

The fisherman's net spoke up: "Did the farmer get the vine

away?" The fisherman was afraid. He dropped the net and ran to the village with the farmer. Soon they came to a tailor who was sewing a shirt.

"Why are you running, so fast? Is any tiger chasing you?" asked the tailor.



"It is not that at all," explained the farmer. "This morning a potato said : Leave me alone.' My dog said: 'He is right.' When I cut a vine, the vine said : 'Hang me back on the tree.' I threw the vine on the rock and the rock said: 'Get the vine away from me.' "And then," said the fisherman, "my net said, 'Did the farmer get the vine away?"

"You must have been dreaming." said the tailor. "You are right," said the tailor's shirt. Now the tailor was afraid. He also ran with the farmer and the fisherman.

They went to the Mukhiya. He was sitting in a chair.

"Speak," said the Mukhiya. " Mukhiya Ji," said the farmer , " This morning a potato said : ' Leave me alone .' My dog said: ' He is right.' When I cut a vine ,the vine said : ' I hang me back on the tree.' I threw the vine on the rock and the rock said : ' Get the vine

away from me.'

"And then," added the fisherman, "my net said, 'Did the farmer get the vine away?' "And my shirt said to me ' You are right.'" said the tailor.



"You fools!" said the Mukhiya angrily, "How dare you talk such nonsense to me. Go back to your work or I'll punish you." At once all the three men ran back. "Imagine!" said the Mukhiya's chair. "A potato that talks!"

Now what do you think the Mukhiya would have done?

GLOSSARY AND NOTES

to sow	: (बुझो), बोना	plant
to weed	: (हलना), हलना	remove or get rid of grass etc.
water	: (पानी), सिंचाई करना	irrigate
dig up	: (खनना), खोदना	break up and turn over or move soil
cared	: (करीब), ध्यान रख	looked after
alone	: (अकेले), अकेला	lonely
lazy	: (लेजी), आलसी	unwilling to work
frightened	: (फ्राइटेड), डरावा	full of fear, afraid

pale	: (पैले), पीका	lose in colour
vine	: (वाइन), अंगूर की लता	plants which grow grapes
terribly	: (तेरिबली), भयानक	very badly, extremely
explain	: (इक्स्प्लेन), स्पष्ट करना समझाना	to make something clear or easy to understand
believe	: (बिलीव), विश्वास	feel that somebody is telling the truth
joking	: (जाकिंग), मजाक	to say something to make people laugh
sewing	: (सिउइंग), सिलाई	join pieces of cloth using a needle and thread
chase	: (चेस), पीछे पड़ना	run after
dreaming	: (ड्रीमिंग), सपना	a series of pictures of events which happen in our mind while we are asleep
dare	: (देअर), हिम्मत	enough courage to do something.
imagine	: (इमेजिन), कल्पना करना	to think that something is probably true

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. What does a farmer do?
2. Where did the farmer live?
3. Was the farmer lazy? How?
4. What did the vine say to the farmer?
5. Who said 'A potato that talks!'?

B.2 Think and Write

B.2.1 True or False

Based on the story write 'true' or 'false' next to each sentence given below :

- (a) The farmer had sown potatoes in his garden.
- (b) The farmer became frightened when his dog spoke to him?

- (c) The farmer wanted to tell the fisherman what he had heard.
- (d) The tailor was sewing a pant.
- (e) The Mukhiya believed what the three men told him.

B.2.2 Tick (✓) the right option for each of the following :

1. The farmer became pale with fear when he heard the vine talking. What happened just after that?

- (a) He ran back home.
- (b) He wanted to tell the Mukhiya what he had heard.
- (c) He threw the vine on the rock and the rock said 'Get the vine away from me.'

2. The fisherman dropped the net and ran to the village with the farmer because

- (a) He became afraid after hearing the farmer's story.
- (b) The fisherman's net spoke up.
- (c) He was a ghost.

3. 'You fools!' said the Mukhiya angrily because

- (a) The Mukhiya did not believe the story of the farmer, fisherman and the tailor.
- (b) They must have heard the potato, vine, rock, net and the shirt speaking.

B.2.3 Answer each of the following in not more than 50 words :

- (a) Why was the farmer frightened?
- (b) Why did the tailor run with the farmer?
- (c) Why was the Mukhiya angry?
- (d) Which six things spoke that frightened the farmer, the fisherman, the tailor and the Mukhiya?
- (e) Why did the potato complain to the farmer?

(f) What would have the Mukhiya done hearing the chair's voice?

C. WORD POWER

C.1 Match the persons with the instruments they use:

farmer	saw
fisherman	awl
tailor	net
cobbler	sewing machine
carpenter	sickle

C.2 Find out the words that have meanings opposite to the following:

town wrong pick wish evening

D. GRAMMAR

Question Making

Example : "Why are you running, farmer? Is any lion chasing you?" asked the fisherman.

You have noticed the words like 'who', 'why', 'what' and 'when' in your text.

They are called 'wh' words and are used to ask questions.

Some other 'wh' words are given below:

whose, whom, which, how, where

Now use the words given in the box to complete the following dialogue:

What, When, Where, Why, Who, Which, How

Soham as student of class VI of Delhi meets Pankaj another student of Class of VI while travelling by train to Patna.

Soham: is your name?

Pankaj: My name is Pankaj Kumar.

Soham: class do you study?

Pankaj: I study in class VI.

Soham: far is your school from home?

Pankaj: My school is 1 km. away from my house.

Soham: are you going?

Pankaj: I am going to Patna.

Soham: are you travelling with?

Pankaj: I am travelling with my parents.

Soham: is your hometown?

Pankaj: My hometown is in Patna.

Soham: will you reach Patna?

Pankaj: I will reach Patna by 5.30 in the morning.

Soham: else stays in Patna along with you?

Pankaj: My grand parents and uncles stay along with us.

Soham: Nice to meet you.

E. LET'S TALK AND WRITE

Discuss in your group how you will feel and behave if the desk in your classroom started talking to you. Then write a paragraph on it.

E.1 Discuss in pairs. What would you do if your book started talking to you?

E.2 "Imagine!" said the Mukhiya's chair. "A potato that talks!"

Now what do you think the Mukhiya would have done? Imagine and write a few sentences on what the Mukhiya would have done after his chair had started speaking.

F. TRANSLATION

F.1 Transtale the following into English :

- (a) तुम आज देर से क्यों आये? कुत्ते ने रामू से पूछा ।
- (b) छुत्ते ज्ञा प्रश्न सुनकर रामू डर गया ।
- (c) क्या कुत्ता भी हमारी आवाज में दोल सकता है?
- (d) रामू डरकर वहाँ से जाने लगा
- (e) छुत्ते ने उसे फिर पुकारा 'मत ज ओ ।' नेरी बात सुनो ।

G. LANGUAGE GAME

G.1 Hidden Sentence Game :

This is a very interesting game which you can play with your partner. Write a sentence and hide it by adding an unwanted letter at as many places as you like. For example, you write "I LOVE MY INDIA." Now hide it by adding an unwanted letter D. The sentence will now look like this:

"DIDLOVEDMYDINDIAD". Write a sentence, hide it, and ask your partner to find out the word.



Developed by:  www.absol.in

Lesson - 13

LAUGHING SONG

A. WARMER

Different people laugh in different ways. Can you do a mimicry showing different ways of laughing?

◆ *Now enjoy this poem.*

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;
When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene;
When Mary, and Susan, and Emily



With their sweet round mouth sing, 'ha, ha, he'
 When the painted birds laugh in the shade,
 Where our table with cherries and nuts is spread:
 Come live, and be merry, and join with me,
 To sing the sweet chorus of 'ha, ha, he'

William Blake

GLOSSARY AND NOTES

green woods	:	(ग्रीन वुड्स), जंगल	jungle, forests
stream	:	(स्ट्रीम), नदी, झर	dimpling
merry	:	(मेरी), आनन्दित	happiness
wit	:	(विट), बुद्धि, समझ	understanding
meadows	:	(मीडोज), घास का मैदान	field of grass
shade	:	(शेड), छाया	image
chorus	:	(कोरस), गीतक वल	group of singers

B. COMPREHENSION

B.1 Think and Tell

B.1.1 Answer the following:

1. How do the green woods laugh?
2. Where do the painted birds laugh?
3. How does the green hill laugh?

B.2 Think and Write

B.2.1 Fill in the blanks:

The greenwood laughs with the voice of

The air laughs with our wit.

Mary, Susan and Emily 'ha, ha, he'

The painted birds laugh in the

Our table is spread with cherries and

B.2.2 Tick (✓) the right option to each of the following :

1. When the air does laugh with our merry wit. "Our merry wit" means :

- (a) Our laughing
- (b) Our natural aptitude for using our words and ideas in a quick and inventive way to create humour
- (c) The air laughing

2. When the painted birds laugh in the shade. Here painted birds means :

- (a) Birds painted by an artist
- (b) Colourful birds.

3. Whom does the poet invite to sing the sweet chorus of 'ha, ha, he'?

- (a) Everyone
- (b) Mary, Susan and Emily
- (c) The painted birds

B.2.3 Answer each of the following in not more than 50 words.

- 1. Why is laughter called a sweet chorus?
- 2. Describe the scene around the poet.
- 3. Write the theme of the poem in your own words.

C. WORD POWER

C.1 Match words in column 'A' with those in column 'B' :

'A'	'B'
Woods	fields of grass
Stream	river
Meadows	densely grown trees

Merry a song sung by many people together
 Chorus happy

C.2 Use the following words in sentences of your own :

joy, voice, wit, noise, shade

D. LETS' RHYME

Can you find out the rhyming words for the following :

- Wit
- joy
- green
- shade

E. LET'S TALK AND WRITE

Discuss in pairs the theme of the poem and then write a paragraph on it.

F. COMPOSITION

F.1 What do you see in the picture? Describe it in six sentences.



G. TRANSLATION

Translate the following into your mother tongue :

The green woods laugh.

The dimpling stream runs.

The moon shines in the sky.

The stars twinkle.

The trees sing a beautiful song.

H. LET'S PLAY

H.1 Word Search Puzzle

Find out the names of the natural objects in the following Word Search Puzzle :

(Could you search out tree, meadows, star, river, sun, moon, flower, woods, stream, cloud, sky, earth?)

p	c	m	e	a	d	o	w	s	h
e	l	h	s	n	s	v	m	f	i
a	o	l	t	r	u	v	o	g	j
r	u	r	a	i	n	b	o	w	k
t	d	e	r	v	q	w	n	o	l
h	d	e	k	e	r	x	b	o	m
a	e	s	t	r	e	a	m	d	n
f	l	o	w	e	r	y	e	s	o
b	f	i	l	o	s	z	d	k	p
c	g	j	m	p	t	a	e	y	q



Lesson - 14

RIKKI TIKKI TAWI

A. WARMER

Animals are our friends. Man has been domesticating animals for a long time. Which animals are pet animals? How are they useful?

- ◆ Read this story of a pet mongoose and see how he helped his master.

It had rained heavily all night. The sunlight was a little pale. Teddy, a young boy of ten, ran out into the garden. He saw a mongoose lying wet and still on the grass.

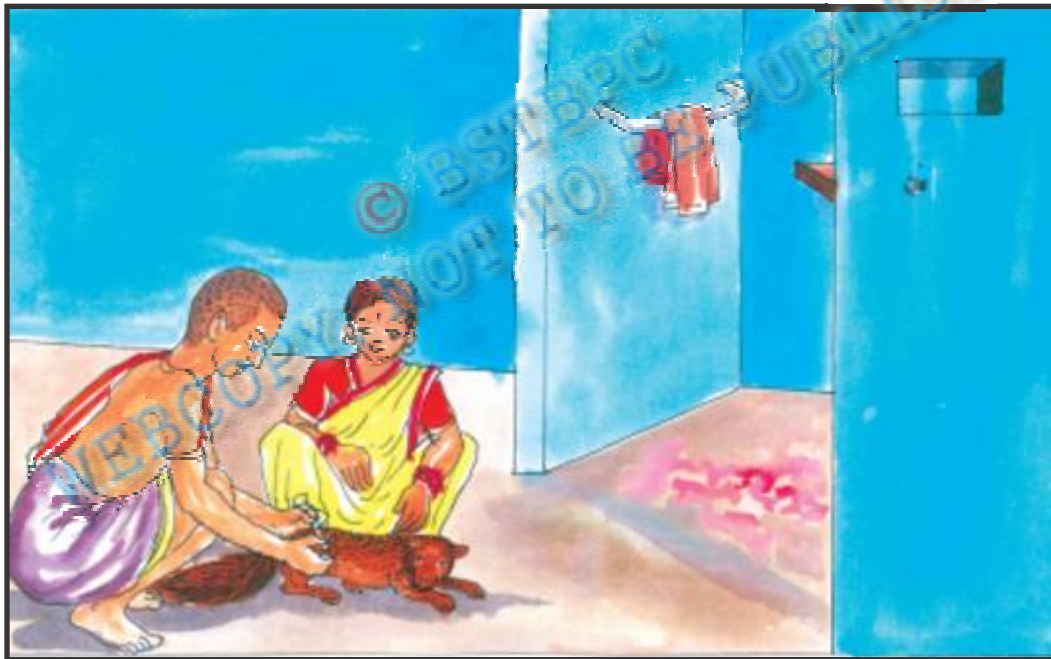
'There's a dead mongoose, Teddy called out to his mother. Let's bury him.'



'No', said 'Teddy's mother. His heart is beating faintly. Perhaps he will live. Let's take him inside and dry him.'

Teddy's father wrapped him up in an old woolen muffler and placed him near the fire. The mongoose sneezed. Teddy and his parents were delighted. They gave him some meal and then took him outside. He sat in the sun and shook his fur till it was quite dry. He then shook his long, fluffy tail till it looked like a bottle brush.

He started taking interest in Teddy and the things around him. He followed Teddy around the house and into the garden. At night he slept in Teddy's room.



In the morning he came to breakfast sitting on 'Teddy's shoulder. Teddy gave him a banana and a boiled egg. The mongoose enjoyed his breakfast.

Soon Teddy and the little mongoose became very good friends. The mongoose would run through the tall grass crying Rikki-tikki-tikki-tikki'. Teddy used to laugh at him and started calling him Rikki Tikki Tawi.

One morning, Rikki Tikki was wandering about in the garden. There he saw Nag, the big cobra and his wife, Nagin. Cobras and mongooses are old enemies. Although Rikki Tikki was young he knew that the main purpose of a mongoose's life is to fight and kill snakes. Nag also knew that a mongoose in the garden meant death for him and his family. He was a full grown snake and measured five feet from the tip of his tongue to the end of his tail. Rikki Tikki was still a baby. He told himself, 'I won't fight Nag and Nagin when they are together.' So he jumped up high in the air and ran away.

It was night. Teddy carried Rikki to bed. As soon as the boy was asleep Rikki went off for his nightly walk round the house. Suddenly the silence was disturbed by a faint noise; it was coming from the bathroom of Teddy's parents.

Rikki Tikki quickly entered the bathroom. He could hear Nag and Nagin talking on the other side of the bathroom drain.

Nagin was telling her husband, 'Bite and kill all three people in the house. The mongoose will go away when there is no one left in the house. We will then have the garden to ourselves.'

Then Rikki Tikki saw Nag slithering into the bathroom through the drain. Although Rikki Tikki was very angry, he was also a little scared. Nag was so big and poisonous.

Nag waited for Teddy's father to come to the bathroom. He

knew he would come at midnight. So he coiled himself up till he looked like a length of rope arranged in the shape of a circle. Then he went to sleep. Rikki Tikki was hiding behind the door and watching Nag.

When Nag was fast asleep, Rikki Tikki jumped on his head and dug his teeth into the snake's flesh. Nag was furious. He threw his head from side to side and poor Rikki Tikki was thrown against the wall again and again. He was hurt and bleeding but he did not let go his hold of Nag's head.

During this struggle Nag's tail upset the mug and soap dish. They fell to the ground with a loud thud. Rikki Tikki thought he was going to die. Suddenly, the wild struggling stopped. Nag's head dropped down and did not move again. Teddy's father, who had entered the bathroom on hearing the loud thud, had shot him with a gun.

He picked up the bleeding Rikki Tikki and went back to his bedroom. He asked his wife to put some medicine on Rikki's wounds.

'I have shot the snake,' he said, 'but it is Rikki Tikki that has saved our lives.'

Teddy's mother washed Rikki's wounds with medicine. She petted his poor, sore head and gave him some toffees. Rikki Tikki was happy. He fluffed up his tail and ran off to Teddy's room.

RUDYARD KIPLING

GLOSSARY AND NOTES

wrap	: (रेप), लपेटना	to put paper or cloth around something
fluff	: (फ्लफ), चोंचें	the soft new fur on young animals
measured	: (मेजर्ड), मापना	to find size weight, quantity
faint	: (फेइन्ट), कमजोर	not strong or clear
slither	: (स्लीदर), फिसलते हुए आगे गठन	to move by sliding
scare	: (स्केयर), डराना	to frighten
upset	: (अपसेट), नरेशा	feel unhappy
thud	: (थड), धमाका	the low sound that is made when a heavy object hits something else
pet	: (पेट), पालतू या दुलारा	an animal or bird that we keep for pleasure

B. COMPREHENSION

B.1 'Think and Tell'

B.1.1 Answer the following question:

1. How old was Teddy?
2. How did the mother know that the mongoose was not dead?
3. Why were Teddy and his parents delighted?
4. Where did the mongoose sleep?

B.2 Think and Write

B.2.1 Answer the following questions in a word or a sentence:

1. Why did Teddy's father wrap the mongoose in an old woolen muffler and placed him near fire?
2. What did the mongoose eat in breakfast?
3. What is the main purpose of a mongoose's life?
4. Where did Rikki Tikki see Nag and Nagin?

B.2.2 Answer each of the following in not more than 50 words.

1. Why did Teddy name the mongoose 'Rikki Tikky Tawi'?

2. What were Nag and Nagin talking?
3. Why did Rikki Tikki enter the bathroom of Teddy's parents?
4. Why did Nag and Nagin want to bite Teddy and his parents?
5. What made Rikki Tikki fight against Nag?

C. WORD POWER

C.1 Go through the text again and again and guess the meaning of the following words:

pale, still, bury, faintly, wrapped, sneezed

C.2 Find out words that are opposite in meaning to the following:

friends, death, wet, awake, unhappy

D. GRAMMAR

D.1 Perfect Tenses

Read the following sentences from the lesson:

- (a) I have shot the snake.
- (b) It had rained heavily all night.

Mark the use of 'have shot' and 'had rained' in the sentences above. The first sentence is in the Present Perfect Tense which suggests a completed action with the results still noticeable. The second sentence, which is in the Past Perfect Tense, suggests a completed action in the past with results to be noticed in the immediate past.

We use the Present Perfect (has/have+V3) for an action in the past with a result seen now.

D.1.1 Complete each sentence with the correct form of verb in the box:

1. Look, somebody that window.
2. I cannot find my pen. Somebody it.
3. Where is Mamta? you her?
4. My house Where shall we go?
5. I am looking for Khushboo. Where..... she?

steal, break, see, go, fall, down

E. LET'S TALK AND WRITE

Work in Groups

- (a) Talk about pet animals.
- (b) Write a paragraph on your pet animal.

F. TRANSLATION

F.1 Translate the following into English:

क्या तुम्हने गालघर देखा है?

नहीं मैंने गोलघर नहीं देखा है।

क्या आप पटना जा चुके हैं?

हाँ, मैं पटना जा चुका हूँ।

अपने वहाँ क्या देखा है?

मैंने वहाँ चिड़ियाघर देखा है

F.2 Translate the following into your mother tongue:

Has he ever come to you?

No, he has never come to me.

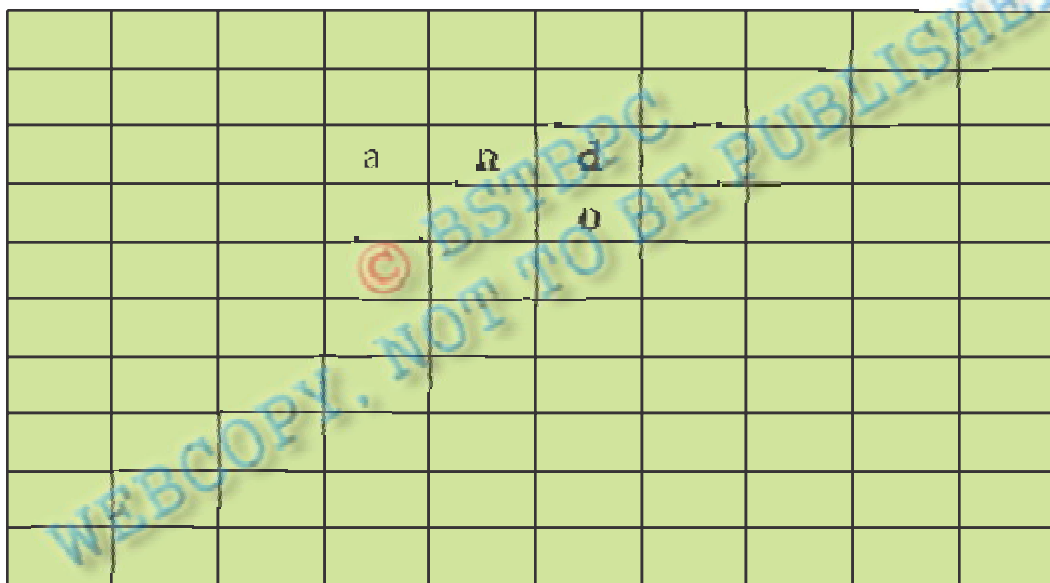
Who has told you about him?

Where have they gone?
Why have they come?

G. LANGUAGE GAME

H.1 Cross Word :

This cross word can be played between two teams. One player of each team writes a letter in the box at a time. If the letter makes a meaningful word, the team gets as many points as the number of letters in the word. At last, the team that gets more points is the winning team :



Points: TEAM 1 ...
TEAM 2 ...

Lesson - 15

EXCUSES, EXCUSES!

A. WARMER

What excuses do you make for being late or absent or not doing home work? Discuss some readymade excuses children often make?

Late again, Blenkinsopp?

What's the excuse this time?

Not my fault, Sir.

All dead, sir.

Whose fault is it then?

Grandma's sir.

Grandma's? What did she do?

She died, sir.

Died?

She is seriously dead all right, sir.

That makes four grandmothers this term, Blenkinsopp?

And all on P. E. days,

I know, It's very upsetting, sir,

How many grandmothers have you got, Blenkinsopp?

Grandmothers, sir? None, sir.

You said you had four?

All dead, sir.

And what about yesterday, Blenkinsopp?

What about yesterday, sir?

You were absent yesterday.

That was the dentist, sir?

The dentist died?

No sir, one teeth, sir.

You missed the math test, Blenkinsopp.

I'd been looking forward to it, sir.

Right. Line up for P. E.

Can't, sir.

No such word as 'can't' Blenkinsopp.

No ~~it~~, sir

Where is it?

Home, sir.

What's it doing at home?

Can't sir,

Why not?

Bad hand, sir.

Who usually does it?

Grandma, sir.

Why couldn't she do it?

Dead, sir.

GARETH OWEN

GLOSSARY AND NOTES

excuse	: (एक्साक्यूज), नांफो	pardon
fault	: (फॉल्ट), दोष	vice, defect.
serious	: (सीरियस), गंभीर	grave, big
upset	: (अपसाइड), घबराया	perturbed, perplexed
physical education	: (फिजिकल एडुकेशन) शारीरिक शिक्षा	education related to the growth of body
dentist	: (डेंटिस्ट), दाँत चिकित्सक	one who cures the problems related to teeth
usual	: (युजुअली), सामान्य	common, general

B. COMPREHENSION

B.1 'Think and Tell'

B.1.1 Answer the following:

1. Why was Blenkinsopp late?
2. Why was Blenkinsopp absent?
3. Why was Blenkinsopp unable to line up for Physical Education?
4. Why did Blenkinsopp not put on kit for Physical Education?
5. Who helped Blenkinsopp to put on Physical Education kit?

B.2 Think and Write

B.2.1 True or False :

1. Based on the story write 'true' or 'false' next to each sentence given below :

- (a) Blenkinsopp was late because of his fault.
- (b) The excuse Blenkinsopp made for being absent for his maths test was his grandmother's death.
- (c) Blenkinsopp really wanted to miss the Maths test.
- (d) Blenkinsopp agreed to line up for P. E.
- (e) Blenkinsopp used the words "can't, sir" thrice in the poem.

B.2.2 Tick (✓) the correct option for each of the following:

1. What's the excuse this time? The teacher asked this question because

- (a) It was not the first time Blenkinsopp was late.
- (b) Blenkinsopp was late for the first time.
- (c) Blenkinsopp's teacher felt sorry for him.

2. Blenkinsopp's kit was at home because he wanted to prove that

- (a) It was dirty
- (b) Not ironed
- (c) Her grandmother was dead.

B.2.3 Answer the following questions :

- 1. How was the grandmother responsible for Blenkinsopp's coming late?
- 2. Why was Blenkinsopp's P. E. kit at home?
- 3. What excuses did Blenkinsopp make for his mistakes and negligence?
- 4. What is your opinion about Blenkinsopp?

C. WORD POWER

C.1 Go through the text again and guess the meaning of the following words :

excuse, fault, term, absent, missed, usually

C.2 Abbreviation

eg. P. E. - Physical education

An abbreviation is a shortened or contracted form of a word or phrase used to represent the whole.

Find out what these short forms stand for.

- | | | | |
|----------|-------|----------|-------|
| 1. Mr. | ..... | 6. No. | ..... |
| 2. Dr. | ..... | 7. Min. | ..... |
| 3. Md. | ..... | 8. Kg. | ..... |
| 4. Govt. | ..... | 9. etc. | ..... |
| 5. Ltd. | ..... | 10. Max. | ..... |

D. GRAMMAR

D.1 Comma and Inverted Commas:

Comma is used to separate words from each other and to separate a reporting verb from the reported speech.

Example:

I have pens, pencils and books.

She says, "I am a girl."

Inverted Commas are used to show the actual words of a speaker.

Example:

The boy said, "I am a student."

Titles of songs, books, stories etc. are also put within Inverted Commas.

Example:

I am reading "India Today".

We may use single commas in the place of double commas.

Have you read 'Panchtantra'?

D.1.1 Use Commas or Inverted Commas wherever necessary :

1. He said I want to buy books note books pencils and pens.
2. There were lions elephants tigers and bears in the zoo.
3. Tanzim said I have eaten mangoes oranges grapes papayas and bananas.
4. Tufail Monu Farhan Rajesh Shivam and Ravi are friends.
5. He asked What is your father?

E. Let's Talk and Write

E.1 Role play the conversation between the teacher and Blenkinsopp.

E.2 You are sick. Write an application to your Headmaster requesting him to grant you leave for two days.

G. TRANSLATION

Translate the following into English :

यह गलती किराकी है?

वह किताब किसकी है?

अप किन्के बेटे हैं?

यह किन् लोगों का देश है?

हमलोग किन्के छात्र हैं?





READ THINK AND ENJOY

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WEBCOPY, NOT TO BE PUBLISHED

Developed by:  www.absol.in

THE SELFISH GIANT

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

It was a large lovely garden with green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach trees that in the spring time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them.

"How happy we are here!" they cried to each other.

One day, the Giant came back. When he arrived, he saw the children in the garden. "What are you doing here?" He cried in a very gruff voice, and the children ran away.

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

He was a very selfish Giant. The poor children had nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to

wander around the high walls when their lessons were over, and talk about the beautiful garden inside.

“How happy we were there!” they said to each other. Then the spring came, and all over the country there were little blossoms and little birds. Only in the garden of the selfish giant it was still winter. The birds did not care to sing in it as there were no children and the trees forgot to blossom.

“I cannot understand why the spring is so late in coming,” said the Selfish Giant, as he sat at the window and looked out his cold white garden. “I hope there will be a change in the weather.”

But the spring never came, nor the summer. It was always winter there. One morning, the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought that it must be the king’s musicians passing by. It was really only a little linnnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world.

“I believe the spring has come at last,” said the Giant, and he jumped out of his bed and looked out. What did he see? He saw the most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see, there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children’s heads. The birds were flying

about and twittering with delight, and the flowers were looking up through the green grass and lagging. It was a lovely scene; only in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all around it, trying bitterly.

“Climb up, little boy!” said the tree, and it bent its branches down and low as it could; but the boy was too tiny. And the Giant’s heart melted as he looked out. “How selfish I have been!” he said. “Now I know why the spring would not come here. I will put that poor little boy on top of the tree, and then I will knock down the wall, and my garden shall be the children’s playground for ever and ever.” He was really very sorry for what he had done. So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him, they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. And the Giant stood up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them around the Giant’s neck, and kissed him. And the other children, when they saw that the Giant was not wicked any longer, came running back, and with them came the spring.

“It is your garden now, little children,” said the Giant, and he took a great axe and knocked down the wall. And when the people were going to the market at twelve o’ clock they found the Giant playing with the children and the most beautiful garden they had ever seen.

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ROSTAM AND SOHRAB

Rostam and Sohrab is a tragedy from the Persian epic Shahnameh. It tells the tragic story of the heroes Rostam and his son, Sohrab.

Rostam of Iran decided to go hunting near Turan, near the city of Samangan on his horse Rakhsh. While he was napping, seven knights of Turan discovered Rakhsh and decided to take him for themselves. Rakhsh killed one and trampled another, but in the end was captured.

When Rostam awoke, he discovered that his horse was missing and followed Rakhsh's hoofprints to the city of Samangan. The King and the nobles went out to meet Rostam, asking him why he was on foot. After hearing Rostam's explanation, the King of Samangan asked Rostam to stay with him until Rakhsh could be found. That night, Tahmina, daughter of the King of Samangan (Afghanistan) came to Rostam's bedroom and swore her love for him. She told him that she had heard of him, saying 'Desire destroys my mind, I long to bear within my woman's womb your son and heir;' Rostam slept with her and gave her a 'Clasp which he wore on his upper arm', telling her to give it to her child to wear. The next day Rostam found his horse, and after thanking the king he departed. Nine

months later, Tahmina gave birth to a son whom she named Sohrab. When he was one month old, he looked like a one-year old. At 3, he could play polo and by the time he was five, he had become skilled in archery and the javelin. One day, Sohrab came to his mother, demanding that she tell him who his father was. She showed him a letter that Rostam had sent, then warned him to tell no one of his heritage, for if Afrasiab-King of Turan and Rostam's greatest enemy-were to learn of it, he would have Sohrab killed, and if Rostam knew how well his son had grown, he would summon Sohrab to his court. Either of these prospects would have left Tahmineh heartbroken.

Sohrab was not content to let his name be left in obscurity and decided to raise an army of Turks and march conquer Iran, dethroning Kai Kawaous (whom Rostam grudgingly served) and making Rostam King in his stead. Then, he and Rostam would invade Turan together and seize the throne from Afrasiab. Riding the foal of Rakhsh, Sohrab gathered an army and set forth. Meanwhile, Afrasiab had learnt of Sohrab's plans to invade Iran. He called two of his followers, Hooman and Barman, and asked them to join Sohrab. He had learned that Sohrab was Rostam's son, and saw the invasion as a perfect opportunity to pit the two against each other. If Sohrab were to kill Rostam, then Afrasiab would be free to conquer Iran, and perhaps the rest of the world. If Rostam were to kill Sohrab, he would surely die of grief when he learned what he had done. So Afrasiab sent Hooman and Barman to Samangan with gifts and a letter pledging his support.

Sohrab lead his army into Iran untill they reached the fortress of White Castle. Hujir, guardian of the castle, saw the army coming and went to meet them. Sohrab promptly challenged him to fight, beat him, and took him captive. Gurdafid, daughter of Gustahem, was trained in warfare, and so she put on armour and went to challenge Sohrab to single combat. They fought and after severing Sohrab's lance, Gurdafid saw that she had gotten the upper hand. She mounted her horse and made to return to the castle, but an angry Sohrab followed her on his own mount. He wanted to see the face of the man who had bested him, and so he seized her and managed to remove her helmet. He was surprised to discover that his opponent was a woman, but lost no time in tying her up. In response, Gurdafid said that it would be unwise for Sohrab to bring her back as a captive, because then all of his men would know that he had been bested by a woman. Instead, she offered to surrender the castle to him if he would tell no one he had captured her. He agreed and followed her to the fortress, but as Gurdafid entered the castle she locked the door behind her, and so she thwarted Sohrab twice that day. The next morning, Sohrab's force invades the castle only to find that Gurdafid, Gustahem, and its other inhabitants have escaped through a hidden passageway.

Gustahem, advisor of Hujir and father of Gurdafid, wrote to Kai Kawous telling him of the mysterious young invader and his army. Kai Kawous ordered Rostam killed until an aged nobleman named Goodarz convinced him otherwise. After

convincing Rostam to fight for them, the court feasted. Rostam travels to the white castle the next day.

Rostam sneaks into the castle to see Sohrab. Zindeh, brother of Tahmina, whom she had sent to identify Rostam for Sohrab, sees Rostam and asks him who he is. Rostam kills Zindeh. Sohrab takes Hujir to the top of the castle and asks him whom various tents in the Iranian camp belong to. Hujir tells him all except for the tent of Rostam because he is afraid he would seek to kill Rostam. Sohrab asks him where the tent of Rostam is, he tells him that Rostam is not there. Sohrab tells him that he will kill him if he does not tell him where Rostam's tent is. Hujir refuses to tell, because the boy might kill Rostam, and Iran is more important than his life. Sohrab kills him.

Sohrab rides to the camp and challenges the kings. The nobles send Rostam to fight. Rostam tells Sohrab not to fight. Sohrab asks him if he is Rostam. Rostam tells Sohrab that he is just a slave. Sohrab hits Rostam with a club and hurts him, Rostam tells him he can not fight a youth. They separate and kill many men of their opposing armies. Rostam challenges Sohrab again, they agree to fight the next day. Hooman tells Sohrab that the man he has been fighting does not look like Rostam, but Sohrab is not convinced.

The next day, Sohrab asks Rostam if he is Rostam. Rostam does not answer. They fight until night. Sohrab throws Rostam to the ground, and is about to decapitate him but Rostam deceives

him by asking if he was trained by a woman. Because Sohrab was trained by his mother, his response was yes my trainer was a woman then Rostam tells him that if his trainer was a man he would know that the law of war dictates that he should let him go the first time and he must let him go even second time he can not kill him. To kill him he must throw him to the ground three times. Then Sohrab lets him go. Hooman feigns that Rostam lied. Rostam prays to God, Ormuzd, to give him the strength to defeat Sohrab. The ground would not support his new strength, so he asks that a part be taken away from him. They fight, Rostam picks him up from the ground and in the middle of the air breaks his back. Sohrab tells Rostam for he deceived and killed him in the middle of the air, Rostam his father will avenge his death. Rostam asks him for a token, and Sohrab shows him the onyx.

Rostam sends a message to Hooman, asking him to go home, and declaring that he will go to war no more. Rostam asks Goodarz to go to Kai Kawous to ask him for his healing balm. Kai Kawous is angry with Rostam again and refuses to give the balm. Goodarz returns and tells Rostam to go ask himself. He leaves, but is overtaken by a messenger and told that his son is dead.

Rostam burns his armour. He goes home and builds Sohrab a golden tomb. News of Sohrab's death comes to Iuran. The King mourns. Tahmina burns Sohrab's house, gives his money to the poor, and dies of grief.

