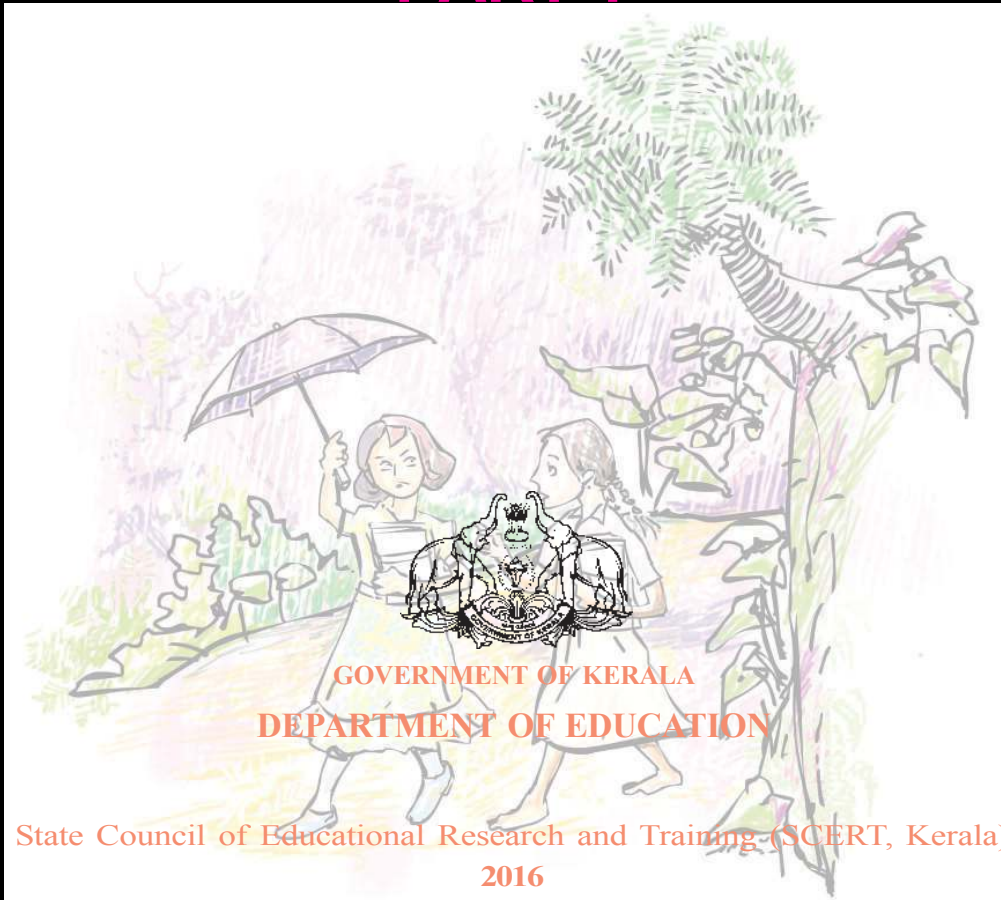


# KERALA READER ENGLISH STANDARD V PART 1



GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training-(SCERT, Kerala)  
2016

## PLEDGE

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

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

### **Kerala Reader - English Standard V Part 1**

Prepared by:

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**Government of Kerala**

**Department of Education**

Dear learners

This is your new English Textbook. There are interesting stories, poems, pictures and activities in this book. This book also provides you with opportunities for singing, dancing and acting. I hope you will enjoy the stories and poems given in this book. The activities, I am sure, will be challenging and interesting for you. You have to work in pairs and groups when the book is transacted in the classroom. Your teacher will help you whenever you feel it necessary.

Enjoy learning English.

Wish you all the best.

**Dr. P. A. Fathima**  
**Director**  
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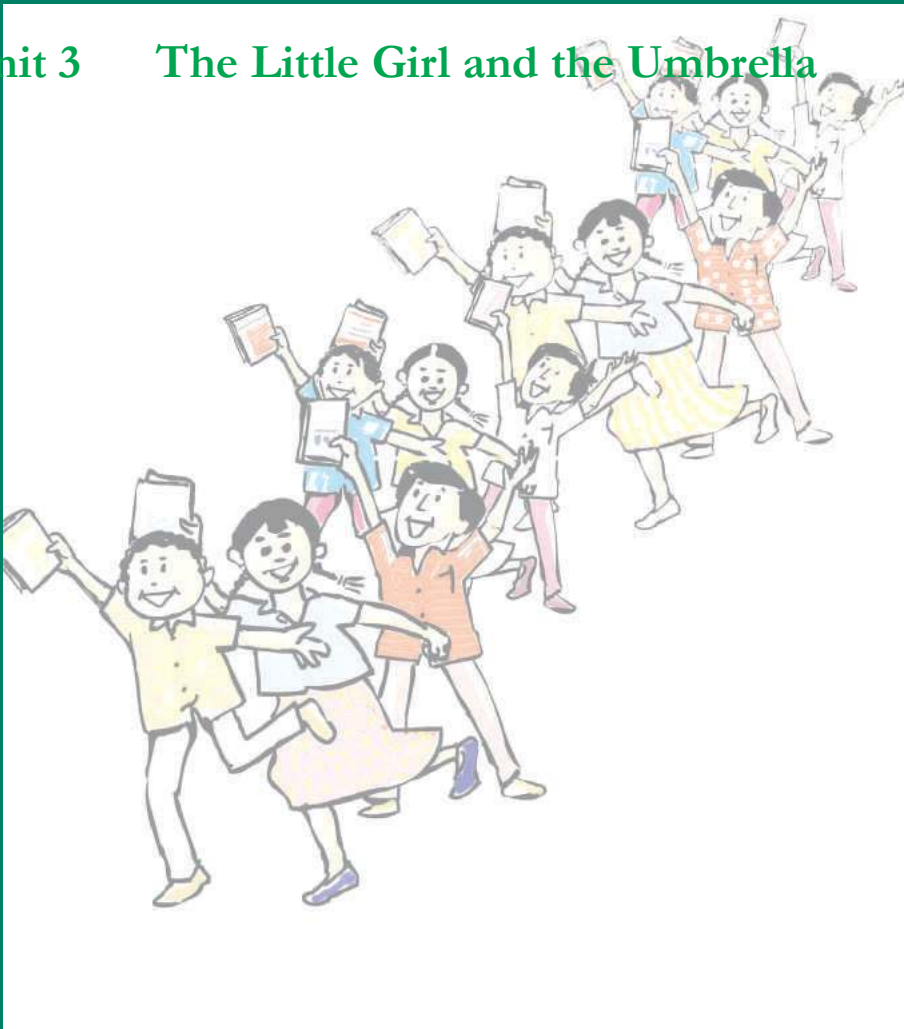
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## UNIT 1

# THE MIRROR

Look at the cartoon given below.



*This cartoon shows the reaction of the viewers when the first ever motion picture was shown in Paris. It was a 50 second long film directed by Lumiere brothers. (Jan 25, 1896)*

What do you see in the cartoon?  
What are the viewers doing?  
What did they expect to happen?

## THE ISLAND

*We have mobile phones, laptops, smart boards and many other gadgets today, which make our life easy and comfortable. But there was a time when people didn't have any of these.*

*The African folk tale you are about to read, describes a humorous incident that happened at a time when people hadn't even heard of many of the things that we use now.*

Long long ago, a fisherman and his wife lived on an island. It was a lonely island. The people of the island led a quiet and simple life. They had no electricity, no phone, no television, no newspaper. They had no hair brush nor mirrors either!

The only way the islanders came to know about the world outside was through the ships that passed the island.

The sailors in the ship threw old worn out toothbrushes, broken buckets, torn shoes etc. into the sea. When these things came ashore, the people of the island collected them.

1. Is the island a place like yours? How is it different?

2. How did the islanders know about the world outside?

3. Why did the islanders collect the things came ashore?





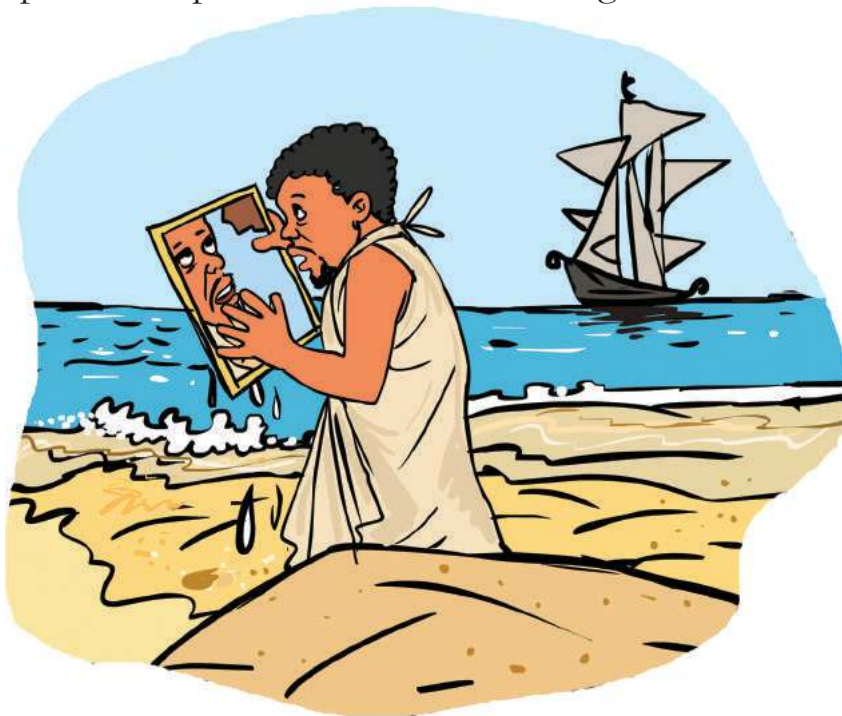
## FATHER COMES ALIVE

One day, the fisherman was walking along the seashore. After the death of his father, it was for the first time he was going out. 'Oh, my father! How loving he was...!' he thought. 'Never can I see him again.'

Suddenly, a flash of light fell on his eyes. Something shining was lying on the sand.

He picked it up and looked at it. He had never seen such a thing before. He saw a face in it. He was scared. He threw it away. But after a while, he walked towards it again. He picked it up and saw the face in it again.

4. Why did he think that the face in the mirror was his father's?



He had never seen his own face before. He thought it was his father's face.

He was very happy. He thanked God for sending his father's picture. He smiled at the picture. What a surprise! It smiled back!

5. What do you think the fisherman will do with the mirror?



He turned the mirror to see if his father was behind it. But he could not see anyone. Once more he turned it to his face. 'Ah, my loving father!' He spoke to his father. His father's lips moved but he heard nothing. He became sad. He cried. His father too seemed to cry. He held the mirror close to his heart and went home.

6. Where will he keep the mirror?  
Will he hang it on the wall?  
Will he keep it among his clothes?  
Or will he hide it somewhere?

## THE FIGHT

The fisherman reached home and called his wife in excitement. 'See, who's there in it!' He showed her the mirror.

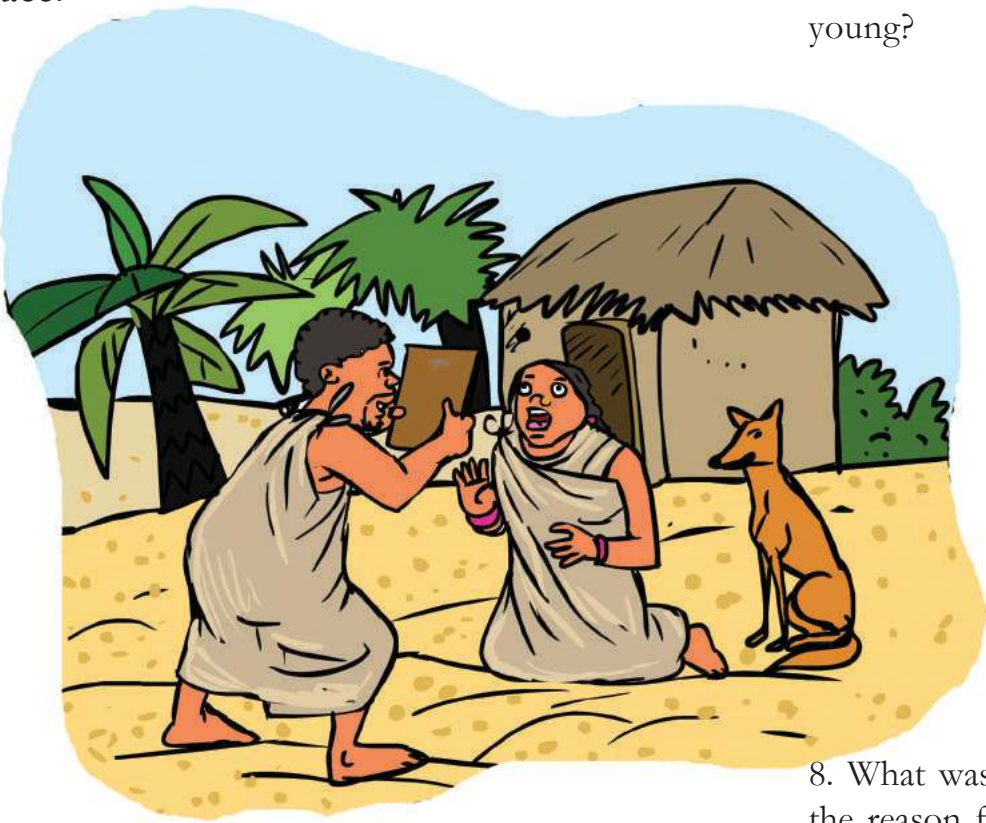
She looked eagerly into it. She saw the face of a woman in it.

'Oh, my mother! She looks so young!' She was thrilled. 'Where did you get this thing from?'

'Mother! Whose mother?'

The fisherman turned the mirror towards his face.

7. 'Oh, my mother! She looks so young!' She looks so young! Why did 'the mother' look young?



'It's my father.'

She grabbed the mirror from him and looked into it again.

'Are you joking? It's my mother!' she cried out.

The man was annoyed and snatched the mirror

8. What was the reason for the fight between the fisherman and his wife?





from her hands. He looked at it again to assure himself that it was his father.

‘There’s something wrong with you. You’re going crazy. I’ll never show you this again,’ he said. His wife tried to grab the mirror from him. The fisherman held on to it. They started battling for the mirror. The mirror fell down on the floor and broke into pieces. They stopped fighting and looked at the pieces. The pieces reflected their images.

9. What do you think the fisherman and his wife did when the mirror was broken into pieces?



**Let's review the story**

1. Why did the man throw the mirror away on seeing a face in it?
2. You can see six pictures along with the story. Pick out sentences from the story that match with each of the pictures.
3. We use many modern devices in our day-to-day life (laptops, mobile phones, i-pods etc.). Do you think that these devices are essential? Can we live without these? Conduct a debate on 'Are we dependent on modern devices too much?'

**Let's write**

1. The story ends with the sentence, 'The pieces reflected their images.'

The fisherman and his wife did not speak for some time. Then they started a conversation. Write the conversation between them.

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2. Let's enact the whole story in the form of a skit?

Discuss in groups and prepare the skit. Your teacher will help you.

What are the events in the story?

Where do the events take place?

Who are the characters?

What do they say?

Write them in the boxes below.

| Characters | Events |
|------------|--------|
|            |        |

| Dialogues |
|-----------|
|           |

While a group is presenting the skit, others may observe and assess the presentation.

Rate their performance as ‘excellent’, ‘good’ or ‘need improvement’ based on the following:

- Actions, movements and expressions
- Presentation of dialogues
- Acting
- Audibility
- Script

Describe your experience of presenting/watching the skit.

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## THE MAGIC MIRROR

On a rainy afternoon, having nothing to do, Ammu and her brother Arun were bored. So they sat looking out at the rain. To pass time, they decided to explore the attic of their home. The attic was dark and dusty. They came across a mirror which was surprisingly clean and shiny. While they looked at their reflection in it, the old grandfather clock in the attic struck five.

‘That’s weird,’ Arun said. ‘I thought the clock was junk.’ They felt the mirror was calling them. Arun stretched his hand towards the mirror. His hand went right through the mirror, as if it were water. He withdrew his hand hastily. They looked at each other in amazement. ‘Shall we step into the mirror?’ Arun asked. Ammu nodded. One, two, three... they stepped into the mirror.



Suddenly they found themselves in a forest. It was quite dark. The leaves of the trees overhead blocked the sunlight. 'It's just like in books where something magical happens,' said Arun, 'It's so exciting!'

They found their way out of the forest into fields of blue and red flowers. Butterflies were flitting from flower to flower. The fields were lit by the evening sun. Standing in the field was a white horse with silver wings. 'Wow, it's Pegasus, the winged horse!' exclaimed Ammu. They walked towards it and Pegasus raised its head. 'Who are you?' asked Pegasus. Arun answered shyly, 'I am Arun and this is Ammu.' Pegasus looked at them curiously. 'Where did you come from?' Pegasus asked. 'We came through a magic mirror,' said Ammu. 'Well, that would have been exciting!' said Pegasus. 'It will soon be dark. I had better go home,' said Pegasus. 'Can we come too?' asked the children. 'Of course, climb onto my back,' Pegasus said. They scrambled onto Pegasus' back. They soared through the air and finally landed on soft, warm grass under a big tree.

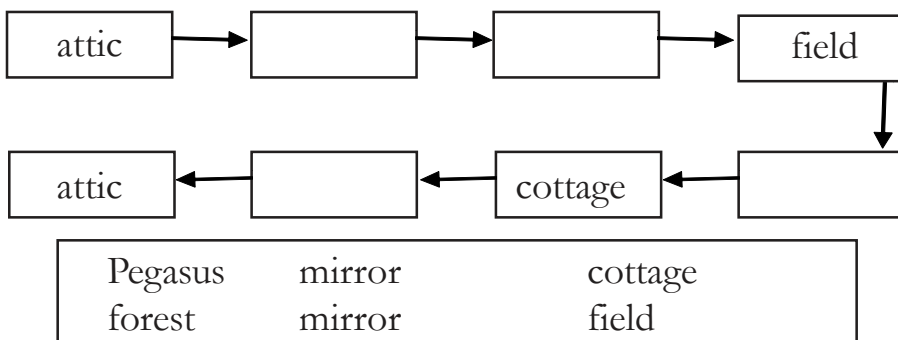
They then flew through a forest, a field and over a hill to a cottage. A man in a blue robe opened the door and asked them to follow him in. They followed him into a room where they saw a mirror. It looked exactly like the mirror in their attic. 'Step into the mirror and you'll be home,' said Pegasus. The children thanked Pegasus. They stepped into the mirror and found themselves back in the attic.

It was still raining. Arun looked at Ammu and said, 'That was the most exciting adventure we have ever had!' 'Yes, really!' Ammu said. They heard their mother calling them. They got down from the attic and walked into the kitchen

just in time for dinner. They told their mother about their adventure. But she did not believe it. When they went to bed they dreamed of going through the mirror and having more exciting adventures.

### Check how well you read

1. Arun and Ammu stepped into the magic mirror. Can you identify the places and things they saw? Write the names of places, beings and things in the boxes given below in proper order and complete the flow chart.



2. Here are the events of the story 'The Magic Mirror'. They are given in jumbled order. Arrange them in proper order and narrate the story.

- Pegasus took them for a flight.
- They entered the magic land.
- They stepped through the magic mirror again.
- It was a rainy afternoon.
- They saw a magic mirror.
- They found themselves back in the attic.
- They reached a cottage in a forest.
- Arun and Ammu decided to explore the attic.
- The kids thanked Pegasus.
- The grandfather clock struck five.



# MIRROR, MIRROR



Mirror, mirror  
Don't display my eyes,  
Don't display my hair,  
Don't display my teeth.

Mirror, mirror  
Display my courage  
Display my knowledge  
Display my voyage  
Display my message  
Display my passage  
To go in the right direction as you show.

**Madhuri Sawant**

What does the mirror usually reflect?  
Why doesn't the poet want the mirror to reflect her eyes, hair and teeth?  
What do you think is the message of the poem?

**Activity 1**

Complete the riddle about the mirror.

I'm plain, but I'm true.  
When you cry, I never laugh  
When you laugh, I never cry  
When you are cool, I'm not .....  
When you are hot, I'm not .....  
When you are happy, .....  
When ..... happy.

**Activity 2**

Frame three more riddles about the mirror. An example is given below.

I help see your face. Who am I?

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

**Activity 3**

Read the following sentence from the story.

He picked it up and looked at it.

This can be split into two sentences:

He picked it up.

He looked at it.

Similarly, some of the sentences from the story 'The Mirror' are combined using the word 'and'. Split them into two. One is done for you.

He picked it up and saw the face in it again.

He picked it up.

He saw the face in it again.

He held the mirror close to his heart and went home.

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Pick out two more sentences from the story and split them into two sentences.

a. ....  
.....  
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b.....  
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Look at these sentences. Combine them using 'and'.

She looked eagerly into it.

She saw the face of a woman in it.

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You have seen that the word 'and' connects two sentences. Is 'and' used to connect two sentences only? What else is 'and' used for? Give examples.

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**Activity 4**

Read the following lines aloud.

A sailor sailing through the sea  
Found his shoes torn and worn.  
Then he threw them into the sea.  
The waves brought them ashore  
And they rested on the shore.

A crab was crawling on the sand.  
Her eyes fell on the shoe.  
Then she peeped into the shoe  
To assure himself there was no one.  
And she made it her pretty home.

A crazy wave rushed to grab the shoe  
And took it back into the sea.  
The crab was scared and she screamed.  
She quickly crawled out of the shoe  
And swam back to the shore.

Certain words are underlined in the above lines. You can find the same words in the story 'The Mirror'. Refer to the glossary and find out the meaning of these words. Frame sentences of your own using these words.

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### Activity 5

Look at the following expressions from the story:

Oh, my father!

He had never seen his own face before.

The underlined words show ownership or relationship.

Now, study the picture given below.

### Everybody's Business



Look at the girl at the sweets counter. **Her** name is Vismaya.

Do you know who is at the toys counter? **His** name is Varun.

Who are the ones at the books counter? **Their** names are Fazil and Amala.

'**My** sweets' counter has the highest sales,' says Vismaya.

'**Our** books' counter is visited by many students,' say Fazil and Amala.

Who is the real owner of the shop?

All the children of the school are **its** owners. It is **their** co-operative store. You also can start **your** own shops in **your** schools.



Now, fill in the blanks with suitable words from the box.

**his, her, their, my, our, your**

Manu said, 'Mom, I'm going to wash \_\_\_\_\_ hands.' Mother said, 'You're a good boy'. She kissed Manu on \_\_\_\_\_ cheek. 'Manu, do you think all \_\_\_\_\_ friends wash \_\_\_\_\_ hands before eating?' Mother asked. 'Yes, they all wash \_\_\_\_\_ hands before they eat. 'Do your teachers ask you to develop good habits like this?' Mother asked. 'Yes, \_\_\_\_\_ Science teacher always tells us about the importance of developing good habits. She tells us the story of \_\_\_\_\_ son and daughter,' said Manu. 'That's interesting. I must congratulate \_\_\_\_\_,' Mother said. 'Everybody likes \_\_\_\_\_,' Manu said.

### Activity 6

Read the opening sentences in the story 'The Mirror'.

Long long ago, **a fisherman** and his wife lived on **an island**. It was **a lonely** island. **The** people of the island led **a quiet** and simple life.

In the above lines 'a' is used with certain words while 'an' with another word. 'The' is also used with a word. Where do you think 'a', 'an' and 'the' are used?

**Let's read a passage written by Rohan, one of your friends.**

Today we finished **a** very interesting story in our English class. It is about **a** fisherman and his wife who got **a** mirror. They did not understand what it was. They fought over it and it broke into pieces. Our teacher asked us to present **the** story as **a** skit. **The** setting of **the** story was **an** island. To make **the** island, our group piled up benches and desks. But our teacher said that it was **an** oversized platform. To show that **the** events happened on **a** seashore, we placed **an** umbrella. Arun said that it was **an** event that happened long ago and **the** big umbrella

we used did not match. We also needed two actors. Rahul agreed to play **the** fisherman. But we could not find **a** girl to play **the** part of **the** fisherman’s wife. So finally I played **the** fisherman’s wife. We needed **a** mirror. Our English teacher gave us one. Everyone said that our group’s performance was good. Unfortunately, **the** mirror fell from our hands and broke. Poor teacher! She has to buy **a** new one now.

Pick out from the above passage words that come after ‘a’, ‘an’ and ‘the’ and complete the table.

| words with ‘a’ | words with ‘an’ | words with ‘the’ |
|----------------|-----------------|------------------|
| a fisherman    | an island       | the story        |
|                |                 |                  |
|                |                 |                  |
|                |                 |                  |
|                |                 |                  |

Now, complete the following story with **a**, **an** or **the**.

One afternoon \_\_\_\_\_ ox was grazing in \_\_\_\_\_ field. A small frog in \_\_\_\_\_ field saw \_\_\_\_\_ ox. The frog thought, ‘I want to become big like \_\_\_\_\_ ox.’ The frog started puffing and swelling. ‘Am I as large as \_\_\_\_\_ ox?’ he asked his friends. ‘No, no,’ they replied. So, the frog puffed himself up more and more, trying to reach the size of \_\_\_\_\_ ox. ‘Now... now?’ asked the frog. ‘Please, don’t try anymore, you are only \_\_\_\_\_ frog, you can’t become \_\_\_\_\_ ox,’ pleaded his friends. But the frog continued to puff and swell, larger and larger until he finally burst.

Look at the picture and complete the description that follows.



A procession is in progress. \_\_\_\_\_ man is sitting on \_\_\_\_\_ elephant. \_\_\_\_\_ man is holding \_\_\_\_\_ umbrella in his hands. \_\_\_\_\_ umbrella is well decorated. Many men and children are following \_\_\_\_\_ elephant. \_\_\_\_\_ child is holding \_\_\_\_\_ aeroplane shaped balloon in his hands.

### Activity 7

Let's play a game. Form two groups. Each group can select one set of instructions from the table given below. Group A has to give the instructions aloud and Group B has to act accordingly. If the action is correct Group B will get 5 points. If the action is wrong Group A can do it correctly. Group A and Group B can give instructions alternately.

#### A

Keep the bat under the table.  
Throw the ball up in the air.  
Put the ball in the box.  
Hang the picture on the wall.  
Move your hands up and down four times.  
Go and stand beside the blackboard.

#### B

Keep the bag on the desk.  
Put the chalk in the box.  
Go and stand between the desk and the bench.  
Jump over the bench.  
Place the notebook on the shelf.  
Take the ball from the box.

Now, let's make a list of the words underlined in the instructions. Try to find out similar words from the story 'The Mirror' and add them to the list.

Let's complete the following instructions to prepare vegetable salad, choosing prepositions from the following.

in, with, on, into, from, to, of

- Take onions, tomatoes, chillies and cucumber \_\_\_\_\_ the vegetable basket.
- After washing them, keep them \_\_\_\_\_ a plate.
- Cut the vegetables \_\_\_\_\_ small pieces.
- Add salt and pepper \_\_\_\_\_ the salad.
- Garnish it \_\_\_\_\_ coriander leaves.
- Serve the salad \_\_\_\_\_ a bowl.

**Editing**

Read the passage given below. There are a few errors in it. They are underlined.

Anwar goes to meet him uncle yesterday. his uncle is a engineer. His apartment is between the post office at the city square. His uncle with his aunt are very friendly to Anwar. He to be loves with his uncle's family.

Edit the passage and rewrite it.

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**Project Work**

**Word Bouquet**

Read the following tongue-twister as fast as you can.

She sells seashells on the seashore.

Look at the underlined words.

Seashells are shells of beings in the sea.

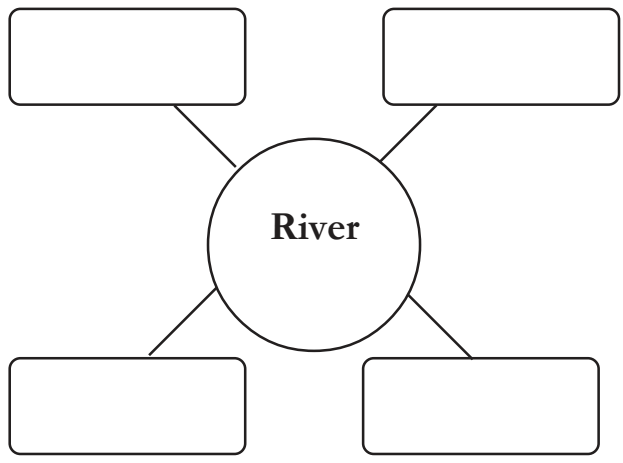
Seashore is the shore of the sea.

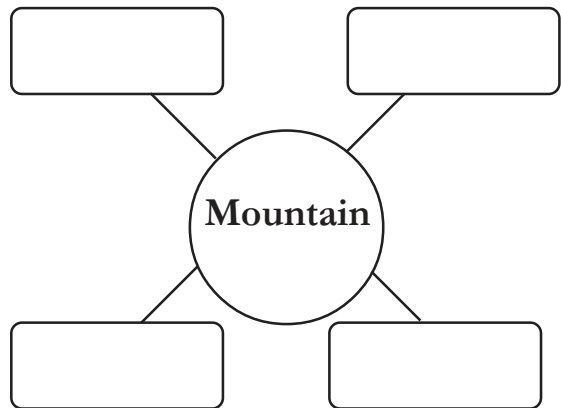
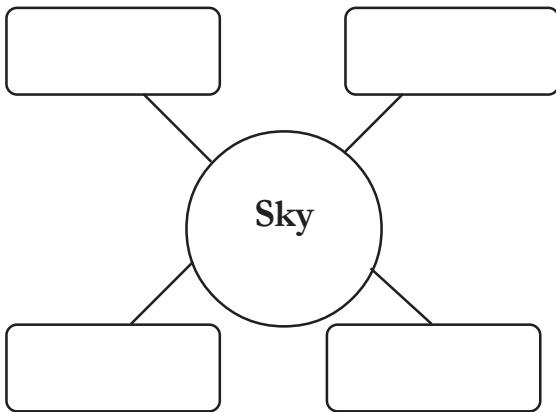
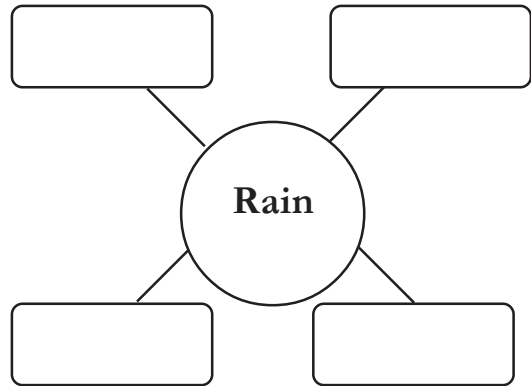
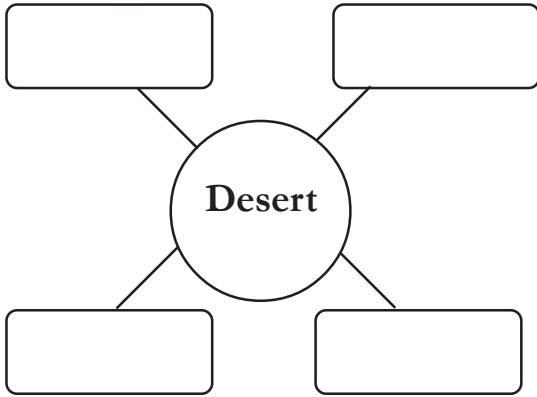
Can you find out some other words related to ‘sea’? List them out. Refer to a dictionary to find out the meaning of these words.

Collect pictures too and compile a picture glossary.

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You may also collect words related to river, desert, rain, sky and mountain.





I can



| What I can do  | I can do it well | I can do with the help of others | I need improvement |
|--|------------------|----------------------------------|--------------------|
| participate in conversations, discussions and debates.                     |                  |                                  |                    |
| make presentations in the class.   |                  |                                  |                    |
| follow the instructions given by the teacher.                              |                  |                                  |                    |
| involve in the interaction sessions led by the teacher.                    |                  |                                  |                    |
| read and enjoy the stories and poems given in the text.                    |                  |                                  |                    |
| understand the theme of the given story and poem.                          |                  |                                  |                    |
| retell the story in my own words.  |                  |                                  |                    |
| write dialogues relevant to the context.                                   |                  |                                  |                    |
| write a skit by fixing characters developing events and writing dialogues. |                  |                                  |                    |
| make simple riddles on a given theme.                                      |                  |                                  |                    |
| do vocabulary activities on my own.  |                  |                                  |                    |
| do language activities on my own.  |                  |                                  |                    |



My Learners



| My learner can   |  |
|--|--|
| use words such as 'scare', 'surprise', 'grab', 'reflect' etc. in their speech and writing. |  |
| understand simple questions starting with 'what', 'who', 'why' etc.                        |  |
| answer in English during classroom interaction.  |  |
| read and enjoy the given poem.   |  |
| read the extended reading passage and do the activities individually.                      |  |
| develop a skit.  |  |
| make simple riddles.   |  |
| combine sentences using 'and'.   |  |
| use possessive pronouns meaningfully.  |  |
| use articles in appropriate contexts.  |  |
| use prepositions meaningfully.   |  |
| undertake simple projects.   |  |





**annoy** (v): to feel slightly angry

The constant ringing of the bell *annoyed* me.

**ashore** (adv): to the shore from the sea

A fisherman caught a big fish and brought it *ashore*.

**assure** (v): to make sure

He turned back to *assure* himself no one was following.

**attic** (n): a room or space just below the roof of a house often used for storing things

The old furniture of our home is kept in the *attic*.

**battle** (v): to fight

The kids *battled* for the sweets.

**courage** (n): ability to face challenges

He showed the *courage* to jump into the river and save the child.

**crazy** (adj): stupid, foolish

Raj must be *crazy* to stand on the edge of the rock.

**explore** (v): to examine something completely or carefully in order to find out more about it.

Students *explored* the library for books on wildlife.

**eagerly** (adv): very interested and excited by something that is going to happen

The children waited *eagerly* for the results of the examination.

**ensure** (v): to make sure that something is definite

Please *ensure* that all the lights are switched off before you go to sleep.

**excitement** (n): a state of extreme happiness

The students jumped up in *excitement* when they got first place in the drama competition.

**flit** (v): to move lightly and quickly

The little bird *flitted* from plants to plants.

**grab** (v): to take something quickly by force.

Salman *grabbed* the cake from his sister.

**hastily** (adv): quickly

The boy pulled back his hand *hastily* when he touched the iron box.

**junk** (n): things that are considered useless or of little value

The large computer in father's room is *junk*.

**lonely** (adj) (of places): not visited by many people

Nobody goes there as it is a *lonely* island.

**nod** (v): to move the head up and down to show agreement

Ravi *noded* his head when his father asked him to go to the shop.

**passage** (n): way (here) a path of life

**reflect** (v): to show the image of somebody or something on mirror, water, glass etc.

Amal's face was *reflected* on the mirror.

**sailor** (n): a person who works on a ship or a boat.

Praveen worked as a *sailor* in a cargo ship.

**scare** (v): to become frightened

The little boy was *scared* when his sister jumped out from behind the door.

**scramble** (v): to climb quickly with difficulty, using your hands

The boys *scrambled* over the wall to watch the cricket match.

**snatch** (v): to take away suddenly

Ammu *snatched* my pen while I was writing.

**soar** (v): to fly high in the air

Eagles *soar* high in the sky.

**voyage** (n): (here) the journey of life

**wear out** (phr.v): damaged because of over use

My shoes are old and *worn out*.

**weird** (adj): strange

My little brother acts *weird* sometimes.



## TEACHER'S PAGE



### How to process the text

A good introduction to the units will generate interest in the learners. So, it is very important to introduce the units in a meaningful and interesting manner. Identifying the themes of the units will help you plan a good introduction. 'The confusion of people when exposed to new things' is the theme discussed in the first unit. 'Faith' or 'innocence of village folk' is the possible theme in the second unit. The third unit discusses 'poverty', 'orphaned children' or 'love and affection among siblings'. You may introduce the units by initiating a discussion, showing a related picture/video or by asking the learners to do an interesting activity based on the themes discussed. The stories are subdivided into smaller units and questions for interaction with the learners are given along with these sub-units. These questions mainly serve four purposes:

- they help to read the picture.
- to elicit the text.
- to connect the learners' own experiences with the events, persons, places or objects described in the story.
- to help learners predict what is going to happen next.

Let the learners read the text on their own. You may ask them to sit in groups and discuss what they have read. You may interact with the groups and initiate a discussion to help them understand difficult areas. Then you may read the text aloud pausing at the end of meaningful chunks.

### How to interact with children

Meaningful interaction with learners is the key to language acquisition. You may use simple English to interact with learners. Classroom interactions like:

*Why didn't you bring your pictures?*

*Please do the first two activities of the unit in pairs.*

*Why are you so silent?*

*When will you return the book?* etc. will be understood by the learners if asked in meaningful contexts. Encourage children to talk about their habits, likes, dislikes, favourite people/things/places etc.

### How to deal with language activities and theatre games

Simple theatre games and interesting language games can greatly help children acquire a second language easily. The activities given in each unit are not intended to be attempted at the end of the transaction of the unit only. If you feel that some of the activities can be done while processing the story, you are free to do so. You may first give these activities as individual tasks with clear instructions. If necessary you can assign the task as pair or group activity with clear instructions to the pairs/groups as to what they should do. Working and playing together in small groups will promote interaction, togetherness and team spirit. Theatre games also help language acquisition. They will also trigger learners' imagination and make learning a pleasurable experience. A simple theatre game like the following creates ample opportunities for the learners to use language meaningfully.

Divide the learners into two groups and ask them to stand in two lines face to face. Ask all the members of the groups to hold an object each in their hands. Let the members of the groups observe the positions of the members of the other group and the objects in their hands. Ask the members of one of the groups to turn and stand with their backs to the members of the other. Meanwhile the other group rearranges the positions of the members and the things they hold and form another line. The members of the other group are now asked to turn again and face their counterparts. Each one in the group has to come forward and give instructions to the members of the other group to form the line as they observed in the beginning. Instructions like the following can be given:

'Aneesh, please come and stand first in the line on the left end. Hold a pen in your hand. Please collect it from Athira.'



### How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You can assess your learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, association of pictures with the text, language activities and theatre games give you ample opportunities for assessing your learners. Apart from these, you can see two separate pages in the textbook

titled 'I can' and 'My Learners' meant especially for assessment. The former is for the unit end self-assessment of the learner and the latter is for your assessment of the learners.

### How to use information communication technology

It is always a challenging task for the teacher to catch the attention of very young learners. Learners are exposed to the world of high quality digital audio visual materials these days and attempting to teach them using the old 'chalk and talk' method alone may not turn out to be a fruitful exercise. So every teacher must think about bringing effective audio-visual texts to their classes. The internet is a rich source for such materials. Google Images, YouTube, TeacherTube etc. provide you with materials that can be used effectively in the classroom.



## UNIT 2

# LETTER TO GOD



White sheep, white sheep,  
On a blue hill,  
When the wind stops,  
You all stand still.  
When the wind blows,  
You walk away slow.  
White sheep, white sheep,  
Where do you go?

- Christina Rossetti

Who is the poet talking to?  
Who does the poet address as ‘white sheep’?



## THE PLEASURE OF RAIN

*Do you talk to the rain, flowers, birds and clouds? Here is the story of a man who talked to the rain.*



The house, the only one in the whole valley, sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with flowers that always promised a good harvest.

The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho had done nothing else but look at the sky towards the northeast. ‘Now we’re really going to get some rain, woman,’ he said.

The woman, who was preparing supper, replied, ‘Yes, God willing.’

During the meal, big drops of rain began to fall. Huge mountains of clouds could be seen approaching. The air was fresh and sweet.

Lencho went out to have the pleasure of feeling the rain on his body. ‘These aren’t raindrops falling from the sky, they are like new coins. The big drops are tens and the little ones are fives...’

1. How do you think Lencho knew that it was going to rain?

2. Throughout the morning Lencho had done nothing. Was he lazy? What do you think?

3. Have you watched the sky when it rains? How does it look?

4. The big drops are tens and the little ones are fives...? What does Lencho mean by this?



## A NIGHT OF SORROW

He looked at the field of ripe corn with its flowers draped in a curtain of rain. But suddenly a strong wind began to blow. Very large hailstones began to fall.

‘It’s really getting bad now!’ exclaimed Lencho. ‘I hope it passes quickly.’

It did not pass quickly. It hailed for an hour on the house, the garden, the hillside, the cornfield and the whole valley. The field was white, as if covered with salt. Not a leaf remained on the trees.



The corn was totally destroyed. The flowers had disappeared from the plants. Lencho’s soul was filled with sadness. That night was a sorrowful one.

‘This year we will have no corn.

There’s no one to help us.

We’ll all go hungry this year.’

But in the hearts of all who lived in that solitary house there was a single hope - help from God.

All through the night, Lencho thought only of his one hope - God.

5. Lencho was happy when it started raining. But the happiness didn’t last long. What was the reason?

6. Pick out the expressions which tell you that Lencho was sad.

7. What changes did the hailstorm bring to the valley?

## Letter to God

### AT THE POST OFFICE

Lencho was an ox of a man, working like an animal in the fields. Still, he knew how to write. The following Sunday, at daybreak, he began to write a letter.

It was nothing less than a letter to God.

*Dear God*

*If you don't help me, my family and I will go hungry this year.*

*I need a hundred pesos in order to sow my field again and to live until the crop comes. Because of the hailstorm you sent, everything is lost.*

*Hopefully waiting.*

*Lencho*

Lencho

He wrote, 'To God' on the envelope and went to the town. At the post office, he pasted a stamp on the letter and dropped it into the mailbox.



8. How does the author describe Lencho?

9. Which expression in the passage tells you that Lencho wrote the letter early in the morning?

10. Why did Lencho write the letter to none other than God?

## Letter to God

The postman went to his boss laughing heartily. He showed him the letter to God. The postmaster also broke into a laugh. But immediately he turned serious. 'What faith! I wish I had the faith of the man who wrote this letter. Imagine starting up a correspondence with God!'



The postmaster came up with an idea: send a reply to Lencho from God. But he needed something more than goodwill, ink and paper to answer the letter. He took a collection from the employees of the post office. He himself gave a part of his salary.

But it was impossible for him to put together a hundred pesos. He was able to send the farmer only seventy pesos. He put the money in an envelope addressed to Lencho. He sent a letter along with it. It contained only a signature - God.

11. Immediately after reading the letter the postmaster turned serious. Why?

12. Why did the postmaster take effort to collect money for Lencho?

13. Why was it difficult for the postmaster to collect hundred pesos?

14. What would you do if you were the postmaster?



## GOD REPLIES

The following day, Lencho went to the post office earlier than usual. He asked the postman if there was a letter for him. The postman handed a letter to him. The postmaster looked on from the doorway of his office.



15. Why didn't Lencho show any surprise when he got the money?

16. What was the expectation of the postmaster? Did it come true?

Lencho showed not the slightest surprise on seeing the money; such was his confidence, but he became angry when he counted the money. God could not have made a mistake.

Immediately, Lencho went up to the window to ask for paper and ink. He sat at the public writing-table, he started to write. When he finished, he went to the window to buy a stamp. He licked the stamp and then affixed it on the envelope with a thump of his fist.

The moment the letter fell into the mailbox the postmaster went to open it.

17. Why was Lencho angry?

## Letter to God



Merciful God,  
Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very badly. But don't send it to me through the mail, because the post office employees are a bunch of crooks.'

*Lencho*

Lencho

- Gregorio Lopez Fuentes

18. The actions of Lencho after counting the money are described in detail.

Narrate what he did in the correct order. You may begin like:

*First, he went to the window to ask for paper and ink.*

....

19. Was Lencho greedy? How do you describe him?

### Let's review the story

1. What would be the postmaster's feeling when he read Lencho's second letter?
2. Why did Lencho think that the post office employees are a bunch of crooks?
3. Pick out the sentences in the story that show Lencho's strong faith in God.
4. Usually we enjoy rain. There are times when we curse the rain too. Have you had any such experience? Share it with your friends.



**Let's write**

After posting the second letter to God, Lencho returned home and narrated all the events to his wife. Write them down.

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

The postmaster writes a reply to Lencho's second letter. Imagine and write down the letter.

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A hailstorm destroyed the crops in Lencho's village. The local newspaper reported it. Prepare the likely report. The headline is given for you.

**Hailstorm destroys crops**

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# BIRTHDAY LETTER

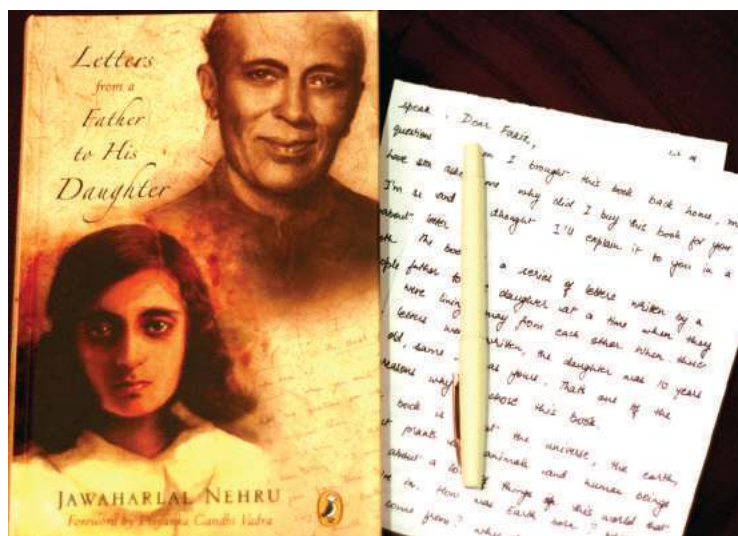
Central Prison,  
Naini.

October 26, 1930.

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can be of the mind and spirit.... Things that even the high walls of a prison cannot stop.

You know, sweetheart, how I dislike sermonising and doling out good advice.... I have always thought that the best way to find out what is right and what should be done is not by giving a sermon. It has to be done by talking and discussing. Out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things. But the world is wide and beyond our world lie other wonderful and mysterious worlds. None of us need ever be bored or imagine that we have learned everything worth



## Extended Reading

learning and become very wise.... But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair. Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

In history we read of great periods in the life of nations, of great men and women. Do you remember how fascinated you were when you first read the story of Jeanne d'Arc? Your ambition was to be something like her. Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great deeds.... In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the starving, the poor and the oppressed free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

What part shall we play in it?

If we are to be India's soldiers we have to respect India's honour, and that honour is a sacred trust..... It is no easy

matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt.... Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows....

You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly.. and if you do so, my dear you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you.

How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service. With all my love and good wishes.

Your loving father,



Jawaharlal Nehru

**Check how well you read**

1. Here are some statements based on the letter. Put a tick mark (✓) in the right column for the statements that are true. Mark (x) the ones which are false. Correct the false statements and write them in the space given below the table.

| Statements  | True/ False |
|---|-------------|
| Nehru was imprisoned for taking part in the freedom fight.                                |             |
| Indira never got any present as her birthday gift.  |             |
| Nehru always enjoyed advising his daughter.   |             |
| Writing a letter is not equal to a discussion as the former is one-sided.                 |             |
| In history we don't read of great periods in the life of nations, of great men and women. |             |
| The desire to hide anything shows that you are brave.                                     |             |
| Under Bapuji's leadership there is no scope for secrecy or hiding.                        |             |
| Nehru wrote a short letter to Indira.   |             |

**The statements I have corrected:**

.....

.....

.....

.....

.....



Extended Reading

2. Match the sentence parts in column A with those in column B to form meaningful sentences.

| A  | B   |
|--|---|
| The magic of Bapuji’s message                                  | sermonising and doling out good advice.             |
| Jawaharlal Nehru says that in our freedom movement             | inspire people to do great deeds.                   |
| When time comes ordinary men and women                         | we have to respect India’s honour.                  |
| Jawaharlal Nehru dislikes                                      | become interested in a great cause.                 |
| According to Nehru if we are to be India’s soldiers of freedom | there is no room for secrecy or hiding.             |
| Great leaders can  | has stolen the hearts of millions of men and women. |

Now, write the sentences below.

.....

.....

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## I WROTE MYSELF A LETTER

*Here's a poem that tells you about a man who wrote a letter to himself. What did he write in the letter? Read on...*



I wrote myself a letter.  
I mailed it right away.  
And, sure enough, the carrier,  
delivered it today.

I couldn't wait to get it.  
I nearly had to shout.  
I quickly tore the envelope  
and pulled the letter out.

I anxiously unfolded it  
but now I must concede,  
I'm clueless as to what it says.  
I haven't learned to read.

Who is the speaker in this poem?  
Usually one does not write a letter to oneself. What  
made the poet write a letter to himself?  
Which line in the poem shows that the poet is  
impatient to read the letter?  
Why could not the poet read his own letter?

**Activity 1**

In Lencho’s story, there are many expressions which appeal to our senses of sight, hearing, smell, taste and touch. For example:

‘Fresh and sweet air’ appeals to sense of smell.

‘The field was white’ appeals to sense of sight.

Find out from the story more expressions which appeal to your senses.

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**Activity 2**

Look at the following expressions from the story.

a good harvest

new coins

a strong wind

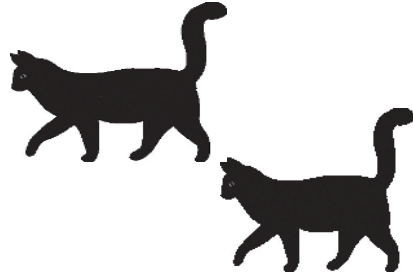
In the above expressions the underlined words tell us more about the headwords, ‘harvest’, ‘coins’ and ‘wind’. Here, the underlined words tell us about the number and quality of the headword.

Now, let’s look at a few more examples and find out how the headwords are described.

Look at the following.

**Cats**

- Two cats
- Two black cats.
- Two small black cats.



Certain words are added to the word 'cats'. These words tell us more about the cats, like their number, size and colour.

Look at the following.

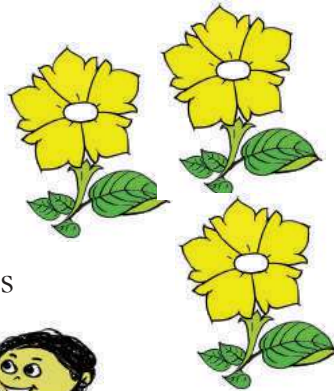
**Bag**

- A bag
- A leather bag
- A white leather bag
- A big white leather bag



**Flowers**

- Three flowers
- Three yellow flowers
- Three tiny yellow flowers
- Three beautiful tiny yellow flowers



**Boy**

- A boy
- A little boy
- A smart little boy



Identify the words in the above word pyramids which tell us about the number, quality, colour, shape, size, etc. of the objects/persons. Write them in the relevant columns of the table overleaf.

| Number/Quantity | Quality | Colour | Shape | Size | Headword |
|-----------------|---------|--------|-------|------|----------|
|                 |         |        |       |      |          |
|                 |         |        |       |      |          |
|                 |         |        |       |      |          |
|                 |         |        |       |      |          |
|                 |         |        |       |      |          |

You can also find such describing words from the story and list them in the columns.

Read the story given below. Some words are underlined. Make the story more interesting by adding describing words to them similar to the ones you have listed above in the columns.

A sparrow laid small eggs in her nest on a tree. An egg hatched. A chick peeped out. The sparrow brought worms for the birdie. The birdie ate them with its beak. Days passed by. One morning, the mother sparrow flew out of the nest. The chick opened its cute eyes and looked out . She saw flowers, leaves and fruits on plants and trees. She opened her wings and flapped them.

Add describing words before the underlined words and rewrite the story.

.....

.....

.....

.....



### Activity 3

You have met a farmer, a postman and a postmaster in the story 'Letter to God'. Read the following song and find out what the people of the town do.

## PEOPLE IN MY TOWN

I see a fire-fighter fighting fires,  
I see a car mechanic changing tyres,  
I see a pilot flying through the air,  
I see a barber cutting people's hair,  
I see the people in my town and I say... Hey brother!  
What's going on?

I see a postman with the mail,  
I see a policeman putting folk in jail,  
I see a lifeguard at the swimming pool,  
I see the teachers at the local schools,  
I see the people in my town and I say... Hey brother!  
What's going on?

Doctors, nurses, astronauts, judges, lawyers in the courts,  
I see an actor acting on the stage,  
I see a writer writing on a page,  
I see a chef working in a restaurant,  
And a waiter asking what you want,  
I see the people in my town and I say... Hey brother!  
What's going on?

Doctors, nurses, astronauts, judges, lawyers in the courts,  
I see the people in my town and I say... Hey brother!  
What's going on?  
I say... Hey brother!  
What's going on?

- What different occupations are mentioned in the song? Make a list of them.
- What do you want to be when you grow up? Why?

### Activity 4

Look at the following pictures, identify the occupations and write the names of the occupations in the boxes given below each picture.

fire-fighter, mechanic, pilot, hairdresser, postman, policewoman, lifeguard, teacher, doctor, musician, astronaut, artist, lawyer, nurse, actor, writer, chef, waiter, dentist, carpenter

|   |   |   |  |
|---|---|---|--|
| <br><input type="text"/>   | <br><input type="text"/>   | <br><input type="text"/>   | <br><input type="text"/>   |
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### Activity 5

We need help from other people on different occasions.  
Who will you approach on the following occasions?

- You want to make a table .....
- You want to get your hair cut .....
- You want to paint your house .....
- When you are ill .....
- When a thief breaks into your house .....
- When a fire breaks out .....
- When your bicycle needs repair .....
- You want to change a water tap .....

### Activity 6

The postmaster in the story said, 'I wish I had the faith of the man who wrote this letter.'

The postmaster expressed his strong wish here.

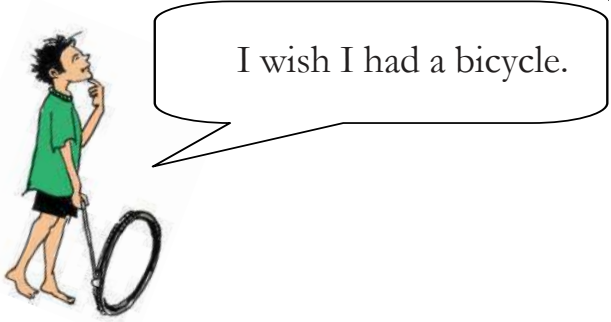
Now, look at the following.

Suja has to do a project on the topic 'Rivers of India'. But she can't find any books to refer to. There is no library near her house.

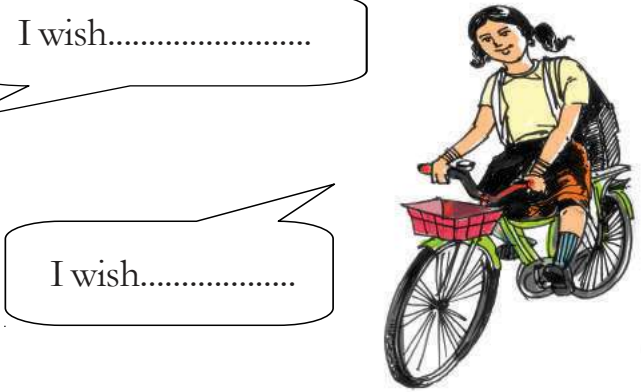
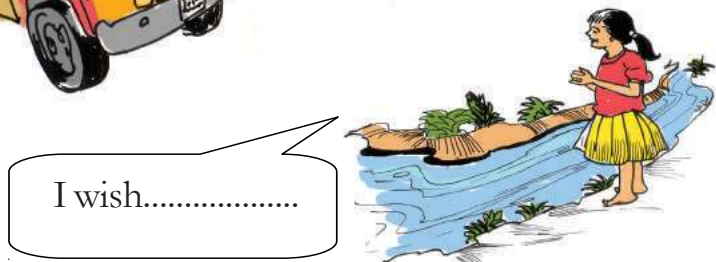
Look at how she expresses her wish.



Tom always thinks of buying a bicycle. But his father says he will buy a bicycle for him only after two years. He felt very disappointed.



Here, Suja and Tom express their feelings using 'I wish...?' Look at the pictures below. Complete the sentences beginning with 'I wish...?'










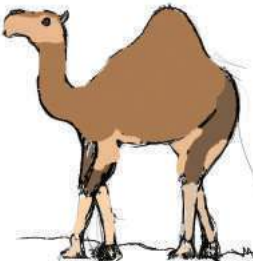

**Activity 7**

Look at the following sentence.

‘Lencho went to the post office **earlier** than usual.’

The word ‘early’ has two other degrees: ‘earlier’ and ‘earliest’.

Look at the pictures given below and fill in the blanks.

|   |   |  |
|---|---|--|
|    |    |    |
| young   | younger   | youngest   |
|   |   |   |
| .....   | slower  | .....  |
|  |  |  |
| .....   | .....   | tallest  |



Look at the vehicles shown in the pictures and compare them using the words in the box. One is done for you.



bigger, more expensive, faster, heavier,  
lighter, slower, smaller

1. A car is more expensive than an autorickshaw.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

### Activity 8

In the story you read the sentence, ‘Don’t send the letter to me through the mail, because the post office employees are a bunch of crooks.’ Lencho gives his reason to God for asking Him not to send the letter by post.

Here is a little boy Nikhil who always gives some reasons for his actions.

When late to school he would say, ‘I am late, because I missed the bus.’

You can see what happened to Nikhil in one column and why it happened in the other. Write in the space provided the reasons he gave using ‘because’.

My books got wet



I screamed



I ran



### Activity 9

Look at the pictures given below:



What do you see in the picture?  
*A woman is waiting for the bus.*



What do you see now?  
*The bus is coming.*



What did the woman do when the bus came?  
*When the bus came, the woman got into it.*

---

Now, look at the pictures below and answer the questions as shown in the example.



Are the signals turned on?  
*No, the signals are not turned on.*



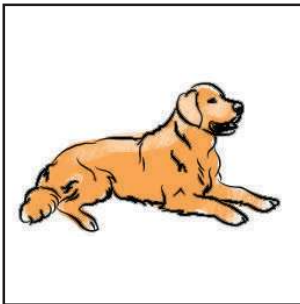
What do you see now?

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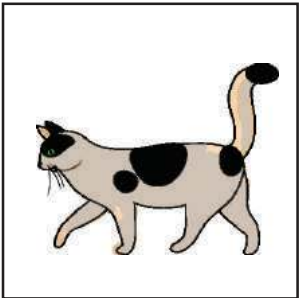
When did the vehicle move?

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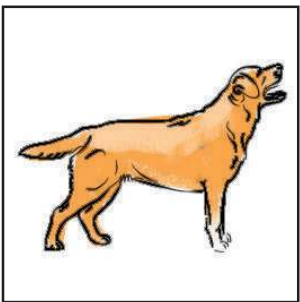
What is the dog doing?

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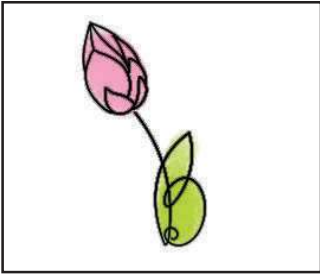
What did the dog see?

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When did the dog bark?

.....  
.....



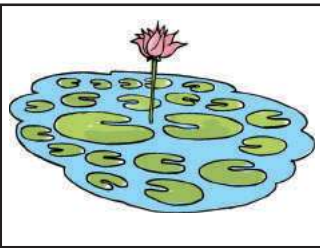
What do you see?

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.....



What do you see now?

.....  
.....



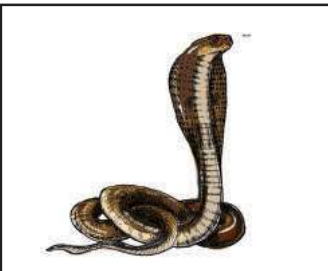
When did the lotus bud open?

.....  
.....



Who is seen in the picture?

.....  
.....



What did the girl see?

.....  
.....



When did the girl scream?

.....  
.....



**Activity 10**

**The School Post Office**

Visit a post office. What are the name boards and counters you see there? Who are the employees in the post office?

Let's set up a post office in the school. Prepare name boards and place them in the right counters. Don't forget to fix a post box.

Assign roles of postmaster, postmen, postal assistants, etc. to your classmates.

Let others write letters to their friends in the class and post them. The postman will collect the letters from the post box and deliver them to the addressees. Those who get letters may write replies and post them.

**Editing**

Here is a description of Lencho's village. There are certain errors in it. They are underlined. Edit them.

The morning sun rose up in the sky. The snow, covering the field, slowly begin to melt.

Leaves of grass peeped in clear water. The branches on the trees was free of snow. The birds flew in and on the branches sat. They dried their wing in the warm sun.

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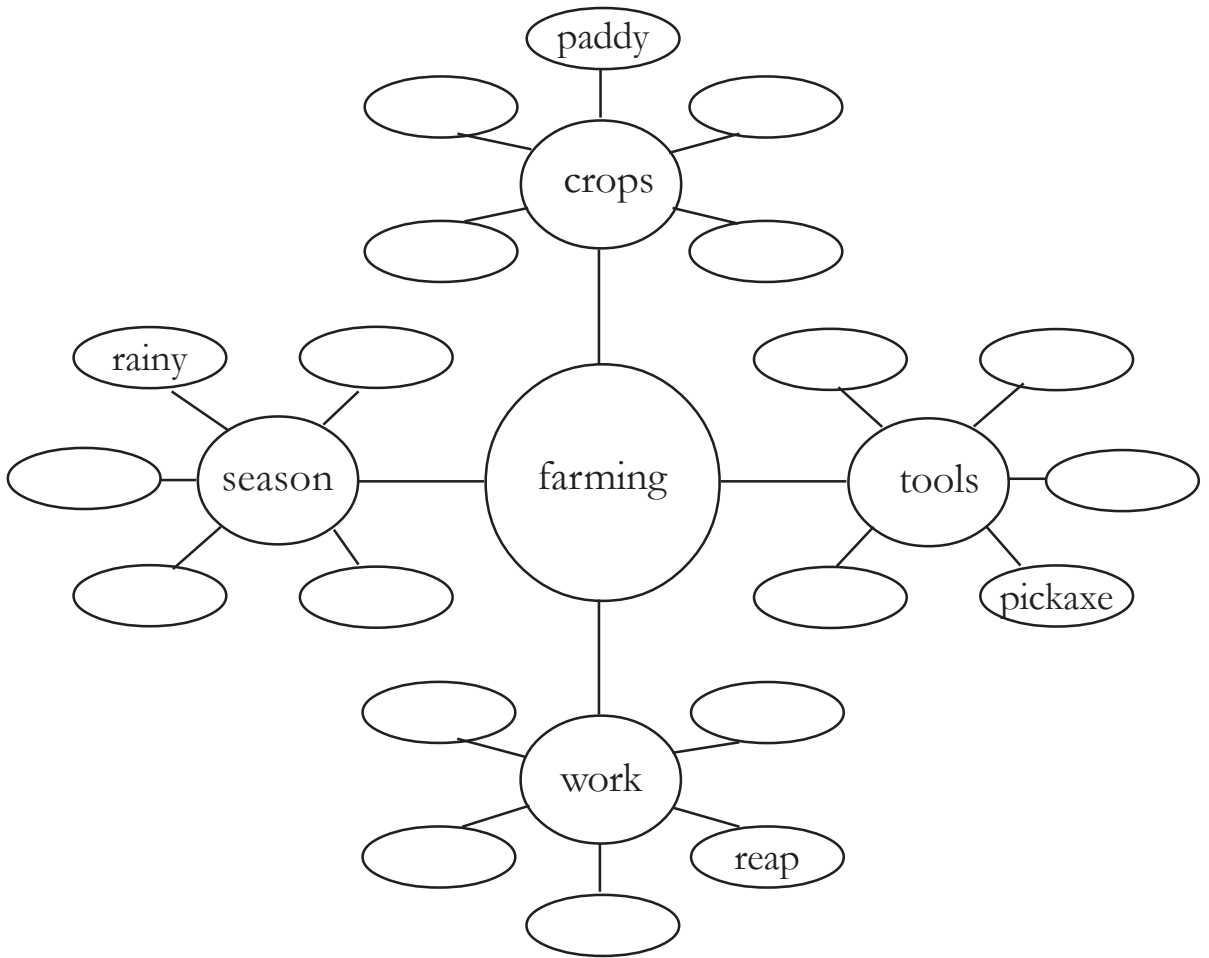
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**Project Work**

Lencho earned a living by farming. Let's make a word web on farming and related words.



Describe a farming activity that you have observed/heard of.

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I can



| What I can do   | I can do it well | I can do with the help of others | I need improvement |
|---|------------------|----------------------------------|--------------------|
| make formal presentations in the classroom.             |                  |                                  |                    |
| follow the instructions given by the teacher.           |                  |                                  |                    |
| involve in the interaction sessions led by the teacher. |                  |                                  |                    |
| read and enjoy the stories and poems given in the text. |                  |                                  |                    |
| understand the theme of the given story and poem.       |                  |                                  |                    |
| narrate the events and complete a given story.          |                  |                                  |                    |
| write a personal letter appropriate to the context.     |                  |                                  |                    |
| prepare a news report.                                  |                  |                                  |                    |
| identify and write the names of different occupations.  |                  |                                  |                    |
| do simple project work.                                 |                  |                                  |                    |
| do vocabulary activities on my own.                     |                  |                                  |                    |
| do language activities on my own.                       |                  |                                  |                    |



## My Learners



| My learner can  |  |
|---|--|
| identify different expressions used in a story/ poem.             |  |
| write a narrative to complete a story.                            |  |
| write a personal letter appropriate to the context.               |  |
| read and enjoy a story.   |  |
| read extended reading passage and do the activities individually. |  |
| read and enjoy a poem.  |  |
| identify describing words and use them before headwords.          |  |
| use 'I wish' to express a strong wish.                            |  |
| use degrees of describing words and compare two objects/ persons. |  |
| combine sentences using 'when' and 'because'.                     |  |
| edit a passage with errors.                                       |  |
| undertake simple projects.  |  |





**ambition** (n): something that you want to do or achieve very much

Anu's *ambition* in life is to become a dancer.

**anxiously** (adv): feeling worried or nervous

Students are waiting for their annual results *anxiously*.

**approach** (v): to come near to something in distance or time

The passengers got up from their seats when the train was *approaching* the station.

**bunch** (n): a number of things together

I presented a *bunch* of grapes to Ann on her birthday.

**carrier** (n): a person or thing that carries something

A postman is a *carrier* of letters.

**clueless** (adj): not having any idea about, not able to understand

He's completely *clueless* about computers.

**concede** (v): to admit that something is true, logical etc.

It took years to *concede* Galelio's argument that the earth is round.

**correspondence** (n): the letters a person sends and receives

**crest** (n): the top part of a hill

I decided to build a hut on the *crest* of the hill.

**crook** (n): a dishonest person

The shop owner is a real *crook*. He charges more than the actual rate for everything he sells.

**deliver** (v): to take goods, letters, etc. to a person/firm

The courier agency promised to *deliver* the parcel within 48 hours.

**dole out** (ph.v): to give out an amount of food, money, advice etc. to a number of people in a group

Our class teacher always *doles out* advice to us.

**downpour** (n): a heavy rainfall

**drape** (v): to hang clothes, materials, etc. loosely on something

She had a shawl *draped* around her shoulders.

**esteem** (n): great respect and admiration

Our headmistress is held in high *esteem* by all.

**fascinate** (v): to attract or interest somebody very much

Cartoon films *fascinate* children very much.

**goodwill** (n): friendly or helpful feelings towards other people or countries

India shows a spirit of *goodwill* in international relations with neighbouring countries.

**hailstones** (n): small balls of ice that fall like rain

**harvest** (n): crops

As there was plenty of rain this year, they got a good *harvest* from their paddy field.

**heartily** (adv): with strong feelings

I *heartily* congratulated her on her victory.

**inspire** (v): to give somebody the desire, confidence or enthusiasm to do something

Abdul Kalam's speech *inspired* me to read more about science.

**material** (adj): connected with money, possessions, etc.

Great saints avoided *material* comforts.

**peso** (n): the unit of money in many Latin American countries and the Philippines





**ripe** (adj): fully grown and ready to be eaten  
The *ripe* mangoes are sweet.

**sacred** (adj): very important and treated with great respect  
The Constitution of India is considered to be a *sacred* document.

**serene** (adj): calm and peaceful  
The lake appeared still and *serene* in the morning.

**sermonise** (v): to give moral advice, especially when it is boring or not wanted  
The teacher started to *sermonise*.

**slight** (adj): very small in degree  
Our class teacher does not allow even the *slightest* change in our seating arrangement.

**solitary** (adj): alone, with no other people around  
There was no one at his home. He led a *solitary* life.

**sow** (v): to plant seeds  
The farmers *sowed* paddy in their fields.

**spirit** (n): a person's feelings  
Jeevan helps everyone in his team. He shows great team *spirit*.

**tear** (v): to damage something by pulling it apart or into pieces  
He *tore* the letter into pieces.

**unfold** (v): to spread open something that had previously been folded  
When it began to rain he *unfolded* his umbrella.

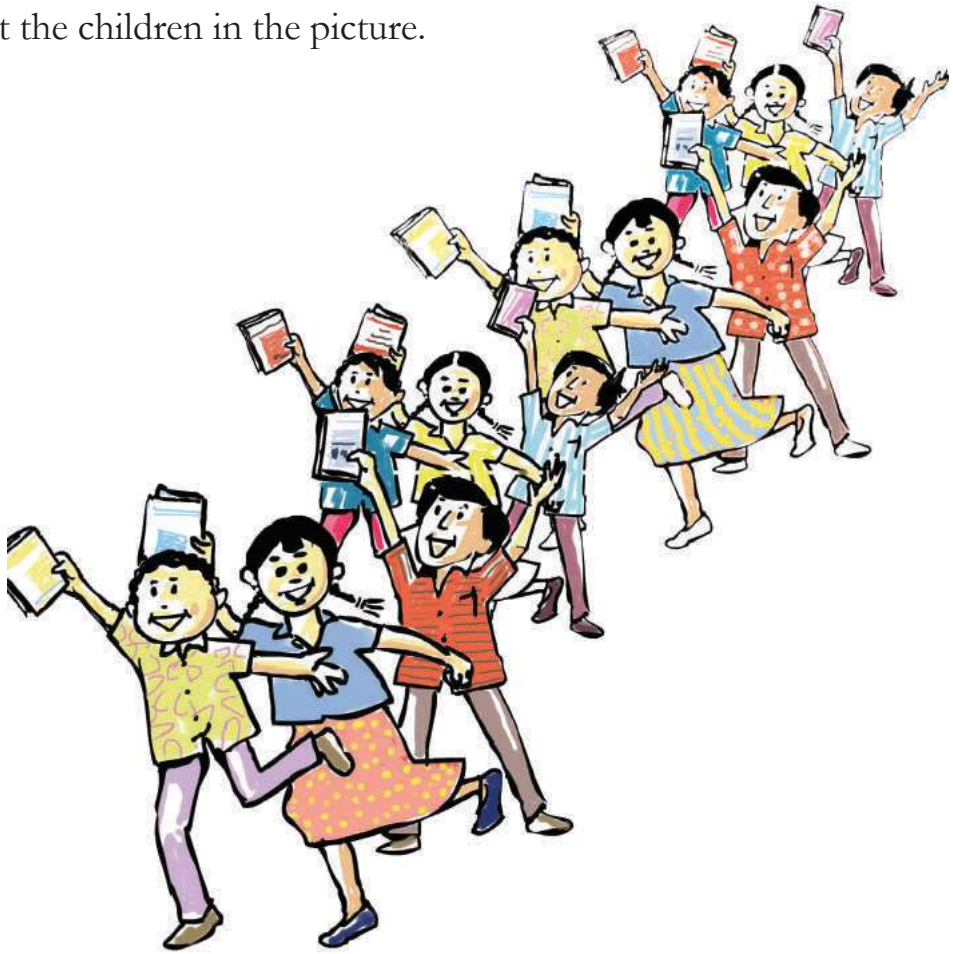
**unruffled** (adj): calm  
The passengers remained *unruffled* even when the driver lost control over the bus.



## UNIT 3

# THE LITTLE GIRL AND THE UMBRELLA

Look at the children in the picture.



Do all children get good food and clothing?  
Do all of them live in houses with basic facilities?  
Do all of them get education?  
Do children have rights for protection and care?  
Have you ever felt that your rights have been violated?  
How should parents and teachers behave towards children?  
How should children behave towards parents and teachers?

## The Little Girl and the Umbrella

### A GIRL IN THE RAIN

*Now, let's read the opening chapter of the famous novel 'Oru Kudayum Kunjupengalum' by Muttath Varkey and see if the rights of the little girl and her brother were violated or not.*

The sky was cloudy. A cold breeze was blowing languidly. The trees on both sides of the country road were swaying gently in the wind.

'Lily, it is going to rain. You go with Gracy.' Baby said pointing to the girl from the Poomangalam family, their rich neighbours.

'What about you?' Lily asked him.

'I'll run.' Baby started running.

The rain drops started falling. One, two, four....

The rain quickened.

1. 'Lily, you go with Gracy,' Baby said. Why did Baby say so?





## The Little Girl and the Umbrella

### THE RAIN

Lily also ran holding her slate and books against her chest. She felt the rain lashing her face. She placed the slate over her book. Even if the rain drops fell on the slate, nothing would happen. It would not get spoiled.

‘Gracy, can I too...?’ Lily begged and tried to get in under Gracy's umbrella.

But Gracy moved away from Lily. Gracy's neat clothes were made of fine silk. But Lily was clad in quite old and torn clothes.

2. Is it just a drizzle or a heavy downpour? How does the author describe rain in the passage?



## The Little Girl and the Umbrella



‘Gracy, please,’ Lily begged again.

‘Go away girl. I won’t let you in under my umbrella,’ Gracy said stubbornly.

Lily could not control her tears. She wept bitterly. The rain also was quite cruel to her. It came down heavily on her.

Lily ran on and on thoroughly wet. Heavy drops of rain fell on her face like pebbles falling from the sky. Muddy water ran against her little feet.

3. Why did Lily weep bitterly?



## The Little Girl and the Umbrella

### TEARS OF RAIN

Lily took shelter in the verandah of a small shop on the country road. Her clothes and books were wet. What really upset her was her books getting wet. Standing in a corner of the verandah she started sobbing. She saw Gracy passing by with her umbrella. The raindrops flowing down from Lily's hair blurred her eyes as they mixed with her tears. The bitter cold made her shiver and her teeth started to chatter. Her dress was now completely drenched in the rain. She placed her slate and books on the floor. She squeezed the edges of her skirt to wring water from it. The edges of the skirt split. It was a very old skirt, the only one she had. At home she always had to change into a bath towel.

4. Lily saw Gracy passing by holding her umbrella open. What might Lily's feelings be?

5. We usually enjoy playing in the rain. But Lily could not enjoy the rain. Why?



6. Cite an expression which suggests that Lily belongs to a poor family.

## The Little Girl and the Umbrella

### LOST CHILDHOOD

Lily and her brother Baby had lost both their parents. Their father died three years ago and their mother, about a year ago. They now lived with their aunt, their mother's elder sister. The fat dark aunt with a flat nose was a fifty year old widow.

She had a son in the army who sent her twenty rupees every month. She was known to be a tight-fisted woman. She had no land of her own. She lived in a hut on a plot owned by the Poomangalam family for whom she worked as a maid. The money sent by her son was deposited in a private bank. But after a few months the bank collapsed. The loss of money was unbearable to her and she started showing signs of insanity.

7. How does the author describe the aunt?



She took out all her anger on her niece Lily. She behaved like a devil to her niece and nephew and often beat them up. She hated the children going to school. She ordered them to draw water from well, wash clothes and do all the cooking.

Baby was eleven years old and was studying in class four. Lily, three years younger, was in class two. They were, perhaps, the poorest children in their school.

8. Do you think children should do such works? Why?





## The Little Girl and the Umbrella

### A BRUISE

Lily sighed as the second bell rang at school. The rain showed no sign of stopping or slowing down. The cold wind was still blowing.

If she was late for the classes, her teacher would scold her. At times she would beat her too. Lily started running to school. The rain drenched her clothes again.

She held her books and slate close to her chest. Suddenly she slipped and fell on the road. Her skirt was soiled and got torn. Her knees were bruised and blood oozed out. Still she felt no pain. A page of her book was torn; her slate was broken as well. She stood in the rain and cried bitterly.

9. Why did Lily feel no pain though blood oozed out of her bruise?



## The Little Girl and the Umbrella

When she reached school, some children began laughing at her. The teacher banged the cane on the table and everybody became silent. The teacher glared at Lily.

‘Why did you come drenched in the rain? Don’t you have an umbrella?’

‘No, teacher,’ said Lily wiping her tears with her hand.

‘Go and stand in the verandah. You’ll dirty the classroom,’ the teacher pointed to the verandah. Lily saw Gracy giggling. Her heart sank. The rain had stopped. But tears still rolled out of her cheeks.

10. The teacher did not allow Lily to enter the class.

What do you think about the teacher?

11. Lily saw Gracy giggling.

Why did Gracy giggle?

What was its effect on Lily?



*(Translated by K T Dinesh)*



### The Little Girl and the Umbrella

#### Let's review the story

1. How does the author describe the rainy season?
2. What do you think of Gracy's attitude towards Lily?
3. Describe the aunt's character in the story.
4. If you were Lily's friend, how would you help her?

#### Let's write

1. Lily was standing on the school verandah. The class teacher, Gracy and the other children were looking at her. Lily's face became pale. What would Lily's thoughts be?

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2. Lily told Baby everything that had happened at school. Baby consoled her. Write the likely conversation between Lily and Baby.

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The Little Girl and the Umbrella

3. 'Go and stand in the verandah.' The teacher didn't allow Lily to enter the classroom. What do you think about the teacher's behaviour? Write your views in a few sentences.

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4. Pick out the words and sentences from the story which tell you that Lily and Baby were very poor.

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5. Is rain a joyful experience to you? Write a brief paragraph on rain.

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## A SATURDAY MORNING

‘Tom!’

No answer.

‘Tom!’

No answer.

‘Where can he be?’ Aunt Polly asked herself. ‘He must be somewhere here!’

She went to the door, looked out into the garden and shouted again, ‘Tom! Tom!’

No answer.

The old lady stood there thoughtfully. Suddenly she heard a sound behind her. She turned round quickly. There was Tom near the cupboard door. He had jam all over his face. ‘What have you been doing?’ Aunt Polly asked angrily. When Tom did not answer, she went on, ‘You’ve been stealing jam again. Don’t tell me that you haven’t. Haven’t I told you a hundred times to keep away from that cupboard? Where’s the stick?’ Aunt Polly took her stick and raised it high. She was about to strike Tom hard.

‘Look behind you, Auntie!’ shouted Tom. Aunt Polly looked behind her. This was Tom’s chance. He rushed out of the house. He climbed over the fence. Soon he was far away. Aunt Polly was angry but she laughed. ‘He’s a bad boy,’ she said to herself. ‘But I love him. He’s my poor dead sister’s boy, and I must look after him. I don’t like to hit him, though I have to at times. If I don’t punish him, he’ll grow up lazy and wicked. Yes I must be strict.’ Aunt Polly sighed. ‘I’ll have to punish him for stealing the jam. But how? I know tomorrow is Saturday and there’s no school on Saturdays. The boys have a holiday. But I’ll make Tom work. That will punish him.’

The next day, Saturday, was a holiday for the school. All the boys in the village were free. It was a beautiful day. The sun was shining and the birds were singing. The trees and flowers looked fresh and lovely. Tom, of course, wanted to go swimming. All other boys were going swimming.

Tom came sadly out of the house. He held a long brush in one hand. In the other he carried a bucket full of whitewash. His aunt asked him to whitewash the fence. Tom looked sadly at the fence. 'How high it is! How long it is!' he thought. Indeed the height of the fence was nine feet and its length was thirty yards. Tom put his brush into the whitewash. He drew it slowly across the fence. It made a very small white mark. Tom tried again. Another very small white mark. Tom sat down and sighed heavily.

He took out all the things that he had in his pockets. He had some marbles, some pieces of string and two or three broken toys.

'No one will whitewash the fence for these,' he thought. 'No, I must think of a better plan.' He thought and thought. Soon he had an idea.

He picked up his brush again and began working hard. Ben Rogers was coming down the street. Tom pretended not to see him. He worked harder than ever. Ben was eating an apple. He looked very happy. He was pretending that he was a big ship and was rolling like one. He gave orders in a loud voice and the ship obeyed them. He came up to Tom. He rubbed his eyes. 'Why, Tom,' he cried in great surprise, 'you're working?'

Tom said nothing. He went on with his whitewashing. He seemed very much interested in his work.

'Tom, you're working,' Ben repeated.

Extended Reading

‘Oh, it’s you, Ben. I didn’t notice you.’

‘I’m just going for a swim. You don’t want to come, do you? You like working, don’t you?’

‘This isn’t work,’ Tom said quietly and went on painting.

‘Not work!’ Ben exclaimed.

‘Oh no, I like it. Whitewashing is fun. You’ve never whitewashed a fence, have you?’



‘Well, no I haven’t.’

For a while, Ben stood there watching Tom. Tom paid no attention to him. All his attention was given to his work.



At last Ben said, 'Let me whitewash a little'.

'Oh, no, Ben. I'm going to make this fence look fine. I've promised Aunt Polly. Besides, it's so interesting.'

'Let me do just a little,' begged Ben.

'No, I'm sorry, Ben, but I can't. Aunt said that I must do it myself. If you do it, you'll make a mistake. You'll spoil everything. It's looking so nice now.'

'I shan't make a mistake. I'll be careful. You can have my apple if you let me.'

Slowly and unwillingly, Tom handed the brush to Ben. Ben worked hard. It soon grew hot, but he went on working. Tom sat there, watching and eating Ben's apple. When Ben had done enough, other boys came along. At first they laughed at Tom, as Ben had done. But soon they too were whitewashing the fence!

Of course, they had to pay Tom before he let them help him. They gave him their best things - twelve marbles, a tin soldier, a key, a dog's collar, the handle of a knife and four pieces of an orange. Tom had an easy time. He did not work but soon the fence had three coats of whitewash on it.

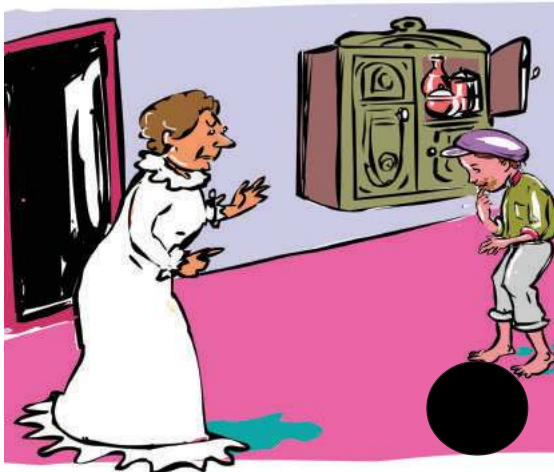
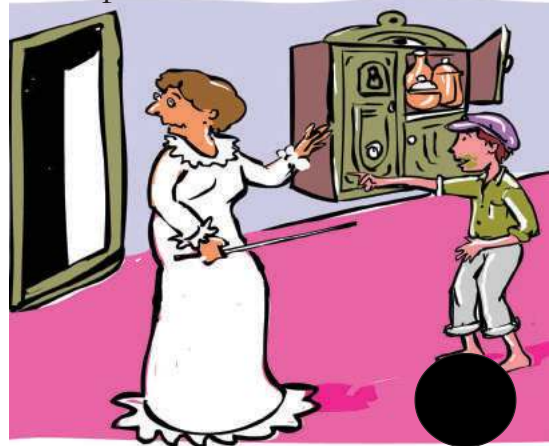
*(Adapted)*

- Mark Twain

**Check how well you have read**

1. You have read the story 'A Saturday Morning', haven't you? Here are some pictures which represent a few events in the story. They are given in a jumbled order. Number them in the order as they happen in the story.

Now, you may retell the story based on the pictures.



## HAPPINESS



So early it's still almost dark out.  
I'm near the window with coffee,  
And the usual early morning stuff  
That passes for thought.

When I see the boy and his friend  
Walking up the road  
To deliver the newspaper,  
They wear caps and sweaters,  
And one boy has a bag over his shoulder.

They are so happy  
They aren't saying anything, these boys.  
I think if they could, they would take  
Each other's arm.

It's early in the morning,  
And they are doing this thing together.  
They come on slowly.  
The sky is taking on light,  
Though the moon still hangs pale over the water  
Such beauty that for a minute

Death and ambition, even love,  
Doesn't enter into this.  
Happiness. It comes on  
Unexpectedly. And goes beyond, really,  
Any early morning talk about it.

- Raymond Carver

1. Who is the speaker of these lines?

.....

2. Pick out the expressions from the poem which tell us about the time.

.....

3. What does the poet mean by 'the usual morning stuff that passes for thought'?

.....

.....

4. Why do the newspaper boys wear caps and sweaters?

.....

.....

5. Usually children talk about many things when they are together. But the poet says 'they aren't saying anything'. What may be the reason?

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.....

6. 'The sky is taking on light..' What does this line convey?

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**Activity 1**

Here are some words; they denote different kinds of wind. Look up a dictionary and find out the different shades of meaning of the words given below:

- storm
- breeze
- tempest
- hurricane

You have identified the different types of wind. Using the four words given above prepare a crossword puzzle.

Across

- 1. ....
- 2. ....

Down

- 3. ....
- 4. ....

|   |   |  |  |  |          |  |   |          |
|---|---|--|--|--|----------|--|---|----------|
| 1 |   |  |  |  |          |  |   | <b>E</b> |
|   |   |  |  |  |          |  |   |          |
|   |   |  |  |  | 3        |  |   |          |
|   |   |  |  |  |          |  | 4 |          |
|   | 2 |  |  |  | <b>E</b> |  |   |          |
|   |   |  |  |  |          |  |   |          |
|   |   |  |  |  |          |  |   |          |
|   |   |  |  |  |          |  |   |          |



## Activity 2

Read the passage given below:

It was the season of rain. Lily and Baby were on their way to school. 'It may rain soon', Lily said. Baby looked up. 'The sky was filled with clouds. A strong wind blew. It began to rain. Water mixed with mud was flowing through the road.

Note the underlined phrases in the passage. The phrase '**the season of rain**' can be replaced as '**rainy season**'.

Now, rewrite the two other underlined phrases as shown above.

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.....

## Activity 3

'I have a talking parrot,' Jeena said.

Binu and Mubeena went to Jeena's house.

They saw a parrot. It could speak.

'It is an English parrot,' Jeena said .

'Make it speak,' Mubeena said.

'What is your colour?' Jeena asked her parrot.

'I am green,' the parrot replied.

'Wow! It is really an English parrot.'

Binu and Mubeena said together. They went near the parrot and stretched their hands to touch it.

'Listen friends, Be careful! If you don't ask questions it will get angry and peck you.' Binu and Mubeena were worried.

They did not know how to ask questions.

'I can help you. See what I ask,' Jeena said.

Jeena: Where is your mother?

Parrot: My mother is in London.

Jeena: Mubeena, now it is your turn.

'Who are you?' Mubeena asked in a low voice.

The parrot was happy. It replied: 'I am a parrot'

‘Oh, that’s good. Come on Binu, now you try.’  
 Can you help Binu frame some questions?  
 Make use of the tips given in the table.

| Ask about | Your questions | Parrot’s answer                        |
|-----------|----------------|--|
| name      |                | I am Tweety.                           |
| place     |                | I am in a cage.                        |
| action    |                | I am talking.                          |
| reason    |                | I am sad,because<br>I have no friends. |
| time      |                | It’s in October.                       |
| mood      |                | I am not fine.                         |

You can also role play this activity in the classroom.  
 Write the questions and answers on placards and distribute them  
 among your friends.

**Match the placards.**



Those who got the placards with questions would form one group and the rest would form another. Now, fill the gaps in the placards using suitable question words or answers.

Now, let the groups stand face to face. The members from the 'question group' can come forward and ask the questions one by one. The members from the 'answer group' can come forward with apt answers.

| Question placards                | Answer placards                 |
|----------------------------------|---------------------------------|
| _____ are you happy?             | Because today is my birthday.   |
| _____ class are you studying in? | I am studying in _____.         |
| _____ do you go to school?       | I go to school by _____.        |
| _____ are you today?             | I am fine, thank you.           |
| _____ friends do you have?       | I have _____ friends.           |
| _____ are your hobbies?          | My hobbies are _____ and _____. |
| _____ will you go to school?     | At _____ in the morning.        |
| _____ is your favourite subject? | My favourite subject is _____.  |
| _____ is your favourite actor?   | _____ is my favourite actor.    |
| _____ old are you?               | I am _____ years old.           |

### Activity 4

Look at the cartoon given below:



What might the policeman ask the driver?

What reply did the driver give?

Do you think he was telling the truth? Why?

What message does the cartoon give us?

The cartoon humourously conveyed the message against rash driving.

Here's a policeman who rushed to the spot where an accident occurred.

He asked a few questions to the driver.

The answers the driver gave are given below.

Guess the questions the policeman asked and write them in the table below.

| Questions | Answers   |
|-----------|---|
|           | I was driving at a speed of 70 km per hour.                       |
|           | I was rushing to the hospital.                                    |
|           | My mother is hospitalised.  |
|           | Yes sir, I was talking over my mobile phone as the doctor called. |
|           | Yes sir, I know it is against traffic rules.                      |
|           | No sir, I'll never again use mobile phones while driving.         |



**Activity 5**

Look at the passage taken from the story. Certain words in it are missing. The missing words tell more about the actions. Revisit the story and find out the missing words.

‘Gracy please’, Lily begged again. ‘I won’t let you in under my umbrella’. Gracy said. Lily could not control her tears. She wept. The rain also was cruel to her. It came down on her.

List the missing words below. You may find more such words from the story and add to the list.

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

Now, read the following story. Some words are underlined in it. Select apt words from the box below and place them before action words.

Once upon a time, there lived a hare and a tortoise in the forest. The hare always talked about his speed. He made fun of the tortoise for his low speed. The hare challenged the tortoise to have a race with him. The tortoise accepted the challenge. The race began. The crow was the referee. The hare ran very fast. The tortoise also ran. He was left far behind. The hare stopped to take rest under a tree. He fell asleep. The tortoise passed him and reached the winning post. The hare woke up a little later and ran very fast. He saw that the tortoise was already there at the winning post. He had won the race. The hare lowered his head.

slowly, proudly, bravely, shamefully, gently


**Activity 6**

Nanda taught her pet many things.

Every morning her pet dog Tuffy brings her the newspaper, when she says, 'Bring the newspaper, Tuffy.'

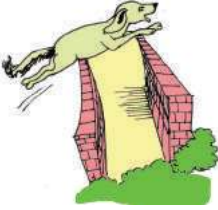
Tuffy carries her school bag when she says, 'Take my bag, Tuffy.'

Look at the following pictures and write the instructions Nanda would give to Tuffy.



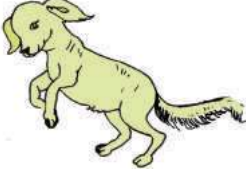
Nanda says .....

Nanda says .....



Nanda says .....

Nanda says .....



Do you have pets at home?

Do you play with your pets?

What are the things your pets can do?

How will you make your pets do things?

**Editing**

Read the passage given below. There are a few errors in it. They are underlined.

Once upon a time there living a lion in a forest. It was sleep under a tree. After a while there came a mouse and it start to play on the lion. The lion got up and roared angry. The mouse requested the lion forgive it. The lion felt pity and let it go.

on another day the lion was catch in a net by a hunter. The mouse there came and cut the net. Thereafter, the mouse the lion became friends.

Edit the passage and rewrite it.

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## Project Work

Read the following sentences.

The boys sat quietly in the class.

Children danced happily at the party.

I was extremely excited to see the film star.

The underlined words describe or modify action words in the sentences. For example, in the first sentence, the word 'quietly' describes the action word 'sat'. In the second sentence, the word 'happily' describes or modifies the action word 'danced'. Now can you find out the action word and the modifying word in the third sentence?

Here is a project work for you. Given below are some action words. Refer to a dictionary and pick out words that describe or modify these action words. You may also try to find out the meaning of these words.

| Action words | Modifying words |
|--------------|-----------------|
| sang         |                 |
| shouted      |                 |
| danced       |                 |
| fought       |                 |
| said         |                 |
| crossed      |                 |
| spoke        |                 |
| waited       |                 |
| touched      |                 |
| walked       |                 |
| talked       |                 |
| replied      |                 |
| cried        |                 |
| behaved      |                 |
| answered     |                 |





I Can



| What I can do   | I can do it well | I can do with the help of others | I need improvement |
|---|------------------|----------------------------------|--------------------|
| read and enjoy the stories and poems in the text.       |                  |                                  |                    |
| make formal presentations in the classroom.             |                  |                                  |                    |
| follow the instructions given by the teacher.           |                  |                                  |                    |
| involve in the interaction sessions led by the teacher. |                  |                                  |                    |
| understand the theme of a story and poem.               |                  |                                  |                    |
| write a description on the experience of rain.          |                  |                                  |                    |
| write a conversation suitable to the context.           |                  |                                  |                    |
| frame questions and answers appropriate to the context. |                  |                                  |                    |
| use describing words with action words appropriately.   |                  |                                  |                    |
| do simple project work.                                 |                  |                                  |                    |
| do vocabulary activities on my own.                     |                  |                                  |                    |
| do language activities on my own.                       |                  |                                  |                    |



### My Learners



| My learner can  |  |
|---|--|
| read and enjoy a story.   |  |
| read extended reading passage and do the activities individually. |  |
| read and enjoy a poem.  |  |
| write the thoughts of a character.                                |  |
| write a conversation relevant to the context.                     |  |
| describe an experience of rain.                                   |  |
| frame questions appropriate to the context.                       |  |
| describe action words appropriately.                              |  |
| give instructions suitable to a context.                          |  |
| combine sentences using 'when'.                                   |  |
| edit a passage with errors.                                       |  |
| undertake simple projects.  |  |





**beyond** (pp): on or to the further side of something

The road goes *beyond* the village up to the hills.

**bitterly** (adv): showing feeling of sadness

The little girl cried *bitterly* when her grandparents bid farewell.

**blur** (v): to become less clear

The mist *blurred* the driver's sight and the car hit against a tree.

**bruise** (v): to develop a mark of injury on the skin

He fell on a thorny bush and was *bruised* all over.

**bang** (v): to hit in a way that makes a loud noise

The man *banged* on the door when someone locked him up in the room.

**cane** (n): a thin stick

**clad** (adj): wearing a particular type of clothing

The lady was *clad* in blue gown.

**collapse** (v): (here) closed down, stopped working

The bank *collapsed* when all the investors started withdrawing their money.

**deposit** (v): a sum of money that is paid into an account

Susan *deposited* a huge amount in the bank.

**devil** (n): a person who behaves badly

When angry the boy behaves like a *devil*.

**dirty** (v): to make unclean

'Roshan, don't *dirty* the carpets with your shoes,' said mother.

**drench** (v): to make somebody or something completely wet

Ammu's dress was totally *drenched* as she played in the rain.

**edge** (n): border, outside limit

Don't put the glass so near the *edge* of the table.

**fence** (n): a boundary round a place

The *fence* round the compound was so high that the dog could not jump over it.

**fresh** (adj): new

We get *fresh* vegetables from the shop next door.

**giggle** (v): to laugh in a silly way

All the children *giggled* at the teacher's joke.

**glare** (v): to look at angrily

When the boy came late for the class the teacher *glared* at him.

**insanity** (n): a state of being mentally ill

The man was admitted to a mental hospital when he showed signs of *insanity*.

**languidly** (adv): moving slowly in an elegant manner

The bride walked *languidly* to the stage.

**lovely** (adj): beautiful

The new skirt was *lovely*.

**maid** (n): a female servant

My neighbour has a *maid* to do the housework.

**muddy** (adj): full of or covered with mud

The road was *muddy* after the rain.

**obey** (v): to do what you are told

Arun always *obeys* his parents without question.

**ooze** (v): to flow slowly

Blood *oozes* from the wound on his leg.

**pale** (adj): light in colour

She has *pale* blue eyes.

**plot** (n): a small piece of land

My father bought a *plot* of land in Ernakulam.



**pretend** (v): to imagine that something is true as part of a game

The children said, 'Let's *pretend* that we are animals.'

**quietly** (adv): without making noise

When all were searching for the boy he *quietly* sat behind the shelf.

**rapidly** (adv): happening very quickly

Chikun gunya and dengue fever spread *rapidly*.

**scold** (v): to speak angrily

Father *scolded* Raju when he came late from the school.

**seem** (v): to appear, to give the impression of doing or being something

Rahim *seemed* very tired after the football match.

**shabby** (adj): in poor condition

After the long train journey, her dress appeared quite *shabby*.

**sigh** (v): to take a long deep breath

Mother *sighed* with relief when her baby was finally found out.

**sign** (n): showing something

Dark clouds may be a *sign* of rain.

**sob** (v): to take sharp breaths while crying

While playing, the little child fell down and started to *sob*.

**steal** (v): to take something without permission

Thieves *stole* jewellery worth one crore from the shop.

**squeeze** (v): to press something firmly

She *squeezed* the lemon to take juice out of it.

**stubbornly** (adv): without changing your opinion or attitude

Though everyone asked him to move from the place, he stood there *stubbornly*.

**sway** (v): to move slowly from side to side

The branches of the tree were *swaying* in the wind.

**shelter** (n): protection from rain, danger etc.

People took *shelter* in the nearby hill when the village was flooded.

**thoroughly** (adv): very much

Wash your hands *thoroughly* before having food.

**tight fisted** (adj): not willing to spend or give much money

**unbreakable** (adj): impossible to damage/ break

The new flowerpot is *unbreakable*.

**unexpectedly** (adv): causing surprise

It was a sunny day. But it rained *unexpectedly*.

**upset** (v): to make somebody feel unhappy, anxious or annoyed

Don't *upset* yourself about the low grades you secured.

**weep** (v): to cry

**wicked** (adj): mischievous, slightly bad

Kiran never obeys his parents. He is really *wicked*.

**wipe** (v): to rub something against a surface

He *wiped* his wet hands on a towel.

**wring** (v): to twist and squeeze to get the water out

The woman *wrung* the clothes before drying it in the sun.





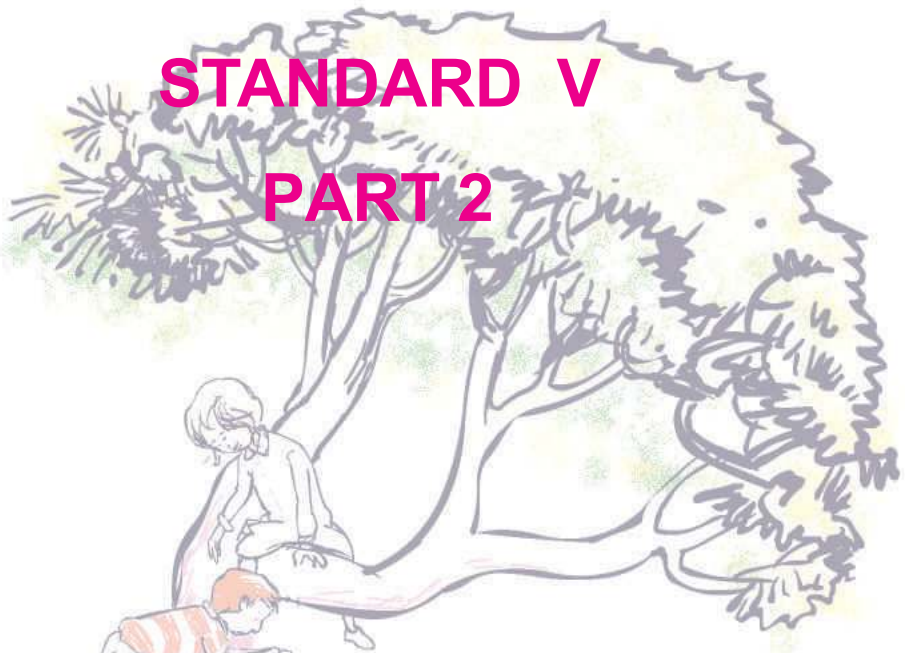
### MY WORD LIST

You can write the new words you have come across in this textbook and find its meaning using a dictionary.

| Word | Meaning |
|------|---------|
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |

# KERALA READER ENGLISH

## STANDARD V PART 2



GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT, Kerala)  
2015

## PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

## THE NATIONAL ANTHEM

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

Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha asisa mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jaya jaya, jaya he!

### **Kerala Reader English**

### **Standard V Part 2**

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**Government of Kerala**

**Department of Education**

**2015**

Dear learners

This is Part 2 of your English textbook. There are interesting stories, poems, pictures and activities in this book. This book also provides you with opportunities for singing, dancing and acting. I hope you will enjoy the stories and poems given in this book. The activities, I am sure, will be challenging and interesting for you. You have to work in pairs and groups when the book is transacted in the classroom. Your teacher will help you whenever you feel it necessary.

Enjoy learning English.

Wish you all the best.

**Dr. S. Raveendran Nair**  
**Director**  
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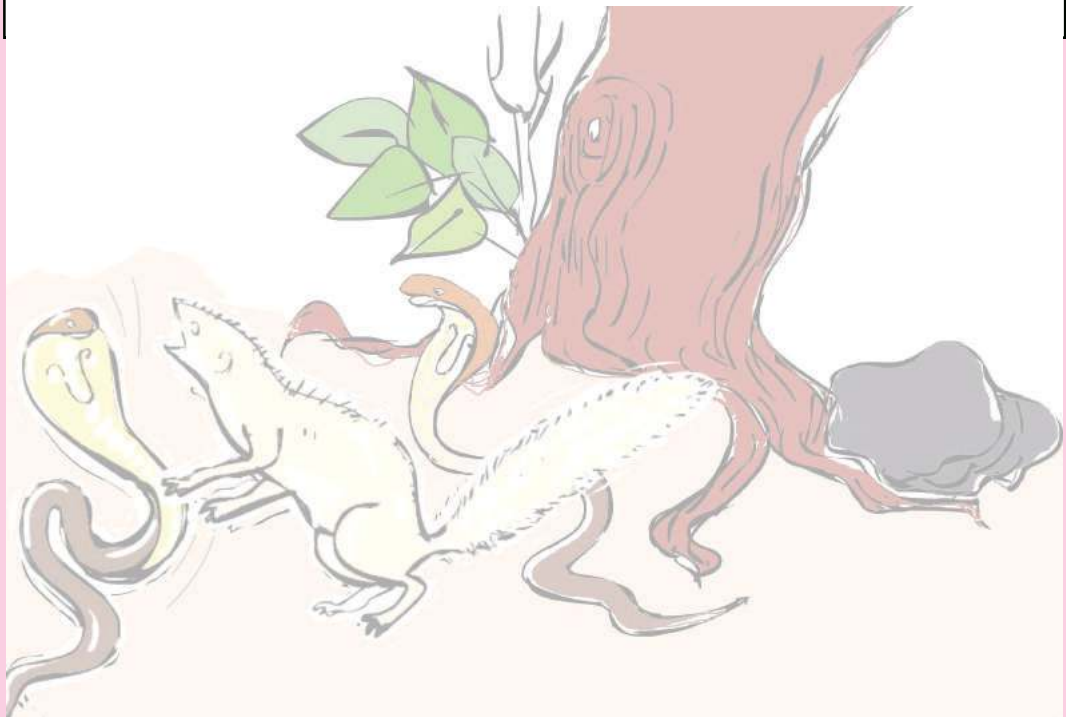
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## UNIT 4

## THE HAPPY PRINCE

## Helping Hands

It was Friday night. Mithun was relaxing in a chair. He was watching his favourite TV show. His mother was in the kitchen cleaning dishes, pots and pans. Feeling tired, she decided to take rest for some time. Mithun noticed his mother going to bed early.

He asked, 'Are you alright, mom?'

'I'm okay, but I need to take rest for a while,' she replied.

Mithun felt a bit sorry. 'I

should've helped Mother,'

he thought. He felt very

guilty. He got up and

went to the kitchen.

He cleaned every

pan and pot. He

washed all the dishes

and scrubbed every

little spot. The kitchen

looked very clean and seemed to sparkle. Mithun was really happy since he had made a difference.

After a while, when Mithun's mother woke up and went to the kitchen to finish the rest of the work, she was really surprised.

She could not believe her eyes. The kitchen was so clean. She was very happy that her son had helped her. She went to Mithun's

bed and hugged him. 'Thank you my dear for caring me so much.

You are really a nice child.' Mithun understood then that helping

others makes them happy and it makes one happy too.



How did Mithun help his mother?

If you were in Mithun's place, what would you do?

Do you think Mithun is 'a nice child'?

Do you help your parents in household work?

## THE HAPPY PRINCE

*There was a prince in a faraway land, who was always happy. When he died, the courtiers of the palace made the statue of the Happy Prince and put it up high in the town. Now, read on....*

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold; for eyes he had two bright sapphires and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. 'Be like the Happy Prince. He never cries for anything,' said a mother to her little boy who was crying for the moon.

'I am glad there is someone in the world who is quite happy,' muttered a disappointed man.

1. Why did the people admire the statue of the Happy Prince?

2. Pick out the sentences that show people's admiration for the Happy Prince.



## THE LITTLE SWALLOW

One night there flew over the city a little swallow. His friends had gone away to Egypt to save themselves from the approaching winter.

‘Where shall I stay?’ he asked himself. Then he saw the statue on the tall column. ‘I will stay there,’ he cried. He alighted just between the feet of the Happy Prince.

‘I have a golden bedroom,’ he said. When he put his head under his wing a large drop of water fell on him.

‘What a curious thing!’ he cried, ‘there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining.’

Then another drop fell.

‘I must look for another place,’ he said and was about to fly away. But before he had opened his wings, a third drop fell, and he looked up, and saw - Ah!

3. Have you seen birds making nests? Where do they nest?

4. Why did the swallow decide to stay between the feet of the statue?

5. There were no clouds in the sky. Then, from where did the drops of water come?





## THE TEARS

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little swallow was filled with pity.

‘Who are you?’ he asked.

‘I am the Happy Prince.’

‘Why are you weeping then?’ asked the swallow.

‘When I was alive I did not know what tears were. I lived in the palace. Sorrow was not allowed to enter there. Everything about me was so beautiful. My courtiers called me the

6. Why was the prince not aware of tears when he was alive?



Happy Prince, and happy indeed I was if pleasure be happiness.

So I lived, and so I died. And now that I am dead, they have set me up here high. I can see all the ugliness and the misery of my city, and though my heart is made of lead, I cannot but weep.’

7. What made the Happy Prince sad?

## THE REQUEST

‘Far away,’ continued the statue in a low musical voice, ‘far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. She is so tired. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying.’

‘Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt?’

‘I am waited for in Egypt,’ said the swallow.

‘My friends are flying up and down the Nile.’

‘Swallow, Swallow, little Swallow,’ said the Prince, ‘will you not stay with me for one night and be my messenger? The boy is so thirsty and the mother so sad.’

8. Why was the boy crying?

9. Why was the swallow not ready to help the woman at first?



‘I don’t think I like boys,’ answered the swallow. ‘Last summer, when I was staying on the riverside, there were two rude boys who always threw stones at me. They never hit me, of course; we swallows fly far too well for that.’

10. Why do some children throw stones at animals and birds? Have you ever prevented them?

## THE MESSENGER

The Happy Prince looked so sad that the swallow was sorry. 'It is very cold here,' he said, 'but I will stay with you for one night, and be your messenger.'

'Thank you, little Swallow,' said the Prince.

So the Swallow picked out the ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.



At last he came to the poor house and looked in. The boy was tossing feverishly on his bed and the mother had fallen asleep. He laid the ruby on the table. Then he flew gently round the bed, fanning the boy's forehead with his wings.

Then the swallow flew back to the Happy Prince, and told him what he had done.

'I feel quite warm now, although it is so cold.' 'That is because you have done a good deed,' said the Prince. The swallow fell asleep.

11. Why did the swallow agree to be the messenger of the Happy Prince?

12. Why did the swallow feel so warm?

13. Will the swallow join his friends the next day?



## THE WRITER

The next morning, the Prince said, ‘Swallow, Swallow, little Swallow, far away across the city I see a young man. He is leaning over a desk covered with papers. His hair is brown and crisp and his lips are red as a pomegranate. He is trying to finish a play. Hunger has made him faint.’

‘I will wait with you here one night longer,’ said the swallow. ‘Shall I take him another ruby?’ ‘Alas! I have no ruby now,’ said the Prince, ‘my eyes are all that I have left. They are made of rare sapphires, brought out of India a thousand years ago. Pluck out one of them and take it to him.’

‘Dear Prince,’ said the swallow, ‘I cannot do that,’ and he began to weep.

‘Swallow, Swallow, little Swallow,’ said the Prince, ‘do as I command you.’

So the swallow plucked out the Prince’s eye and flew away to the young man. The young man did not hear the flutter of the bird’s wings. When he looked up he found the beautiful sapphire. ‘I am beginning to be appreciated,’ he cried, ‘this is from some great admirer. Now I can finish my play,’ and he looked quite happy.

14. ‘I will wait with you one night longer,’ said the swallow. Why did the swallow decide so?

15. Why didn’t the writer notice the swallow?

16. Why did the writer think that he was being appreciated?



## THE LITTLE GIRL

The next day the swallow flew back to the Happy Prince.

‘I’ve come to bid you goodbye,’ he cried.

‘Swallow, Swallow, little Swallow,’ said the Prince, ‘will you not stay with me one night longer?’

‘It is winter,’ answered the swallow, ‘and the chill snow will soon be here. Dear Prince, I must leave you, but I will never forget you.’

‘In the square below,’ said the Prince, ‘there stands a little match-girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money. She has no shoes, no stockings and no sweater. Pluck out my

17. Why did the swallow want to leave the city?

18. Who did the Prince wish to help this time? Why?





## The Happy Prince

'I cannot pluck out your eye. You would be quite blind then,' said the Swallow.

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I command you.'

So he plucked out the Prince's other eye, and darted down with it. He saw the girl. He slipped the jewel into the palm of her hand.

'What a lovely bit of glass,' cried the little girl and she ran home laughing.

Then the Swallow came back to the Prince. 'You are blind now,' he said, 'so I will stay with you always.'

'No, little Swallow,' said the poor Prince, 'you must go away to Egypt.'

'I will stay with you always,' said the swallow and he slept at the Prince's feet.

19. Pick out the sentence that tells us that the swallow has a 'good heart'.



## THE CITY SIGHTS

‘Dear little Swallow,’ said the Prince, ‘Fly over my city, and tell me what you see there.’

The swallow flew over the great city, and saw the rich making merry while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children.

Then he flew back and told the Prince what he had seen.

‘I am covered with fine gold,’ said the Prince, ‘you must take it off, leaf by leaf, and give it to my poor people. They always think that gold can make them happy.’

Leaf after leaf of the fine gold, the swallow picked off, till the Happy Prince looked quite dull and grey. He took it to the poor, and the children’s faces grew rosier and they laughed and played games in the street. ‘We have bread now!’ they cried.

20. What sights did the swallow see in the great city?

21. Did the gold given by the Prince make the people in the city happy? How do we know?



## THE SACRIFICE

Then the snow came. The poor little swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. 'Goodbye, dear Prince!' he murmured.

'I am glad that you are going to Egypt at last, little Swallow,' said the Prince.

'It is not to Egypt that I am going,' said the swallow. He fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The leaden heart had snapped right in two.

22. 'It is not to Egypt that I am going', the swallow said. Where did the swallow go?

23. What happened to the Prince?



## THE TRAGIC END

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue: 'Dear me! How shabby the Happy Prince looks!' he said. 'And here is actually a dead bird at his feet!' continued the Mayor. 'As he is no longer beautiful, he is no longer useful. It's time we pulled down this statue.' So they pulled down the statue of the Happy Prince.

24. Why did the Mayor decide to pull down the statue?

- Oscar Wilde



(Adapted)



**Let's review the story**

1. The swallow's friends had gone away to Egypt to save themselves from the approaching winter. Why do you think the swallow alone was left behind?
2. 'Sorrow was not allowed to enter the palace.' What picture do you get about the palace of the Prince from these words?
3. '...we swallows fly far too well for that.' What did the swallow mean by these words?
4. In the beginning of the story the swallow was not ready to stay with the Prince. What change do you notice in the swallow's character as the story progresses? Pick out sentences to support your answer.
5. Whose sacrifice is greater - the Prince's or the swallow's?

**Let's write**

1. Imagine you are the reporter of a local daily of the city. Prepare a news report on the pulling down of the statue of the Happy Prince.

**HAPPY PRINCE PULLED DOWN**

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2. The swallow is an important character in the story. Describe the swallow in your own words.

You may begin like:

The swallow took shelter under the statue of the Happy Prince.

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3. The swallow approached the match-girl. He slipped the sapphire into her hands. The girl looked at the swallow in surprise.

Imagine their conversation and write it below.

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4. Winter was fast approaching. The swallow wanted to go to Egypt. All his friends were waiting for him there. But the Happy Prince wanted him to stay.

That night the swallow sank into deep thought.

What could his thoughts be? Write them down.

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5. The Mayor decided to remove the statue of the Happy Prince. Do you agree to his decision? Write a letter to the Mayor stating your opinion.

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6. Some people in the city decided to prepare a notice to be put up against the removal of the statue. Prepare the likely notice.

A large, empty rectangular box with a thin black border, intended for the student to write their notice. The box is centered on the page and occupies most of the middle section.

## THE PIED PIPER OF HAMELIN

Hamelin was a small town in Germany. The town was full of rats. They were in houses, inns, shops, schools and in every street. Rats became a serious problem. Everyone wanted to find a solution for it.

The Mayor had often held meetings with the people of the town to discuss the problem. In the beginning they thought that cats would drive away the rats. But it was very difficult to find large numbers of cats. They were in a real dilemma.

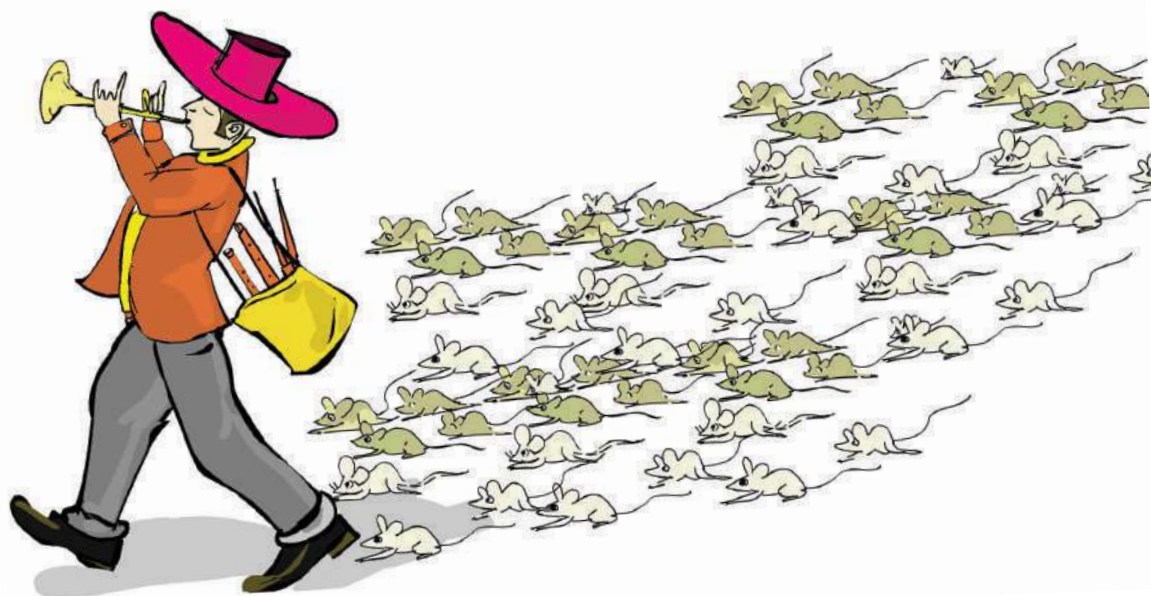


One day, a stranger came to the town of Hamelin. He carried a pipe with him. He had a stern look and walked straight to the Mayor's office. He faced the Mayor of Hamelin and said, 'It is well-known across Germany that Hamelin has a problem of rats. I will get rid of all the rats. What would my reward be?' For a moment the Mayor was stunned. It was difficult for him to believe that a single man could do it.

'Ten thousand gold coins from our treasury if you can do as you promise,' said the Mayor. The stranger nodded his head and said, 'In a day's time Hamelin will have no rats.'

The stranger walked out into the street, pulled out his pipe and started playing it. An eerie sound floated in the air. People of Hamelin could hear the beautiful tune from every corner of Hamelin and were paralyzed by the enchanting music.

All of a sudden, there was a 'whirring' noise. Thousands of rats came all the way from various directions. They followed the Piper. It seemed that the rats were mesmerized by the delightful music of the pipe. The stranger headed towards the sea, with all the rats of Hamelin behind him. It was an extraordinary sight for the folks of Hamelin.



The stranger played the pipe continuously and walked right into the sea. The rats followed him in large numbers and all of them were caught by the waves, which dragged them into the sea. All the rats of Hamelin were drowned. The strange piper thus got rid of all the rats. He kept his word.

The stranger approached the Mayor for his reward. The Mayor and the town's people enjoyed watching the bizarre sight. But the Mayor had changed his mind. When the stranger went to him, he said, 'It is a wonderful task you have accomplished, but isn't



ten thousand gold coins a hefty reward for a day's work? I will pay you five hundred gold coins.' The stranger looked at the Mayor and then walked out.

In the street, he pulled out his pipe again and started playing it. This time it was a different sound, but eerie as well. All the children of Hamelin started to follow the stranger.



He walked out of town and disappeared into the mountains. The children followed him. Their parents wept. Where had the stranger taken their children? They complained to the Mayor. But he was helpless. He felt guilty that he had been dishonest with the stranger.

**Check how well you have read**

The following are the main events of the story. Write the sub-events connected to them.

1. The town of Hamelin is full of rats.

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2. A stranger arrives at Hamelin.

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3. The Mayor offers ten thousand gold coins.

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4. The stranger plays his pipe the second time.

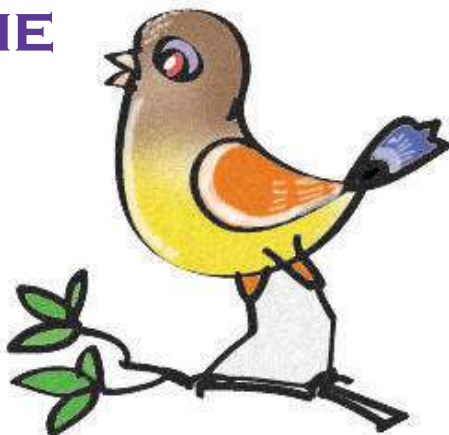
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## SING, LITTLE BIRDIE



Sing, little birdie, sing  
On topmost branches high!  
And when thou spreadst thy airy wing,  
Let not the sweet notes die.

But longer, louder be,  
Until the echoes ring  
That hide away where none may see,  
But only hear them sing.

Methinks that I could stay  
Forever with thee here,  
And list thy strain the livelong day,  
Forgetting sorrow's tear.

W.W.Swanzy

Who is the poet speaking to?  
Where does the little birdie usually sit?  
How does the poet want the birdie to sing?  
What will happen if the poet listens to the bird's song  
the whole day?  
How long does the poet want to stay with the bird?  
Is the poet happy or sad? How do you know?  
Pick out the rhyming words from the poem.

**Activity 1**

You have read the story ‘The Happy Prince’. Can you think of other titles for the story?

One is suggested here.

The Crying Statue

.....

.....

.....

.....

**Activity 2**

Read the following expressions taken from the story ‘The Happy Prince’.

leaden heart

golden cheeks

The words ‘leaden’ and ‘golden’ are describing words.

Match the describing words given in column A with the ones given in column B:

| A       | B      |
|---------|--------|
| rosy    | nose   |
| chubby  | hair   |
| tidy    | belly  |
| sleepy  | lips   |
| shining | hands  |
| curly   | teeth  |
| pointy  | cheeks |
| clumsy  | eyes   |

**Activity 3**

Read the following sentence.

‘Then he flew gently round the bed, fanning the boy’s forehead with his wings.

The action word ‘fanning’ comes from the root word ‘fan’. Fan is the name of an object. Many action words are thus formed from the names of objects.

Look at the action words given below and identify the name of the object in them. Add more words to the list referring to a dictionary.

- milking - \_\_\_\_\_
- cradling - \_\_\_\_\_
- whistling - \_\_\_\_\_
- covering - \_\_\_\_\_
- running - \_\_\_\_\_
- locking - \_\_\_\_\_
- \_\_\_\_\_
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**Activity 4**

**Let's play a game.**

Form two groups.

One group may say a sentence.

The other group can come up with a sentence which is opposite in meaning.

e.g. Group 1 - My house is **big**.

Group 2 – My house is **small**.

You can make sentences using the following words.

old, cold, far, rich, high, gentle, sad, weak

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

Group 1 .....

Group 2 .....

**Activity 5**

Look at the following sentences.

**The swallow was too tired. So he was unable to fly.**

We can express the same idea in the following way:

**The swallow was too tired to fly.**

Now, combine the following pairs of sentences in the same manner.

The leaden heart was very hard. So it was unable to be melted.

.....  
.....

The boy's mother was very poor. So she was unable to buy medicine for him.

.....  
.....

It was very cold. The swallow was unable to fly.

.....  
.....

## Activity 6

Read the following sentence taken from the story.

‘Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt?’

The Prince is requesting/asking the swallow to do something.

You can make requests using expressions like:

Can you please.....?

Could you please.....?

Would you please.....?

Would you mind.....?

If you don't mind.....

Now, read the following statements and change them into requests using any of the expressions given above.

- Open the door.
- Bring the attendance register to the office.
- Give me a glass of water.
- Lend me ten rupees.
- Read the lessons to me.
- Carry my bag to school.
- Sharpen my pencil.
- Put a full stop here.
- Buy me a toy car.
- Shut the window.
- Chain the dog.

**Activity 7**

Look at the following sentence.

The Happy Prince looked so sad that the little swallow was sorry.

What made the swallow sorry?

The swallow was sorry because the Prince looked so sad.

Look at another instance.

The milk is so hot that the children cannot drink it.

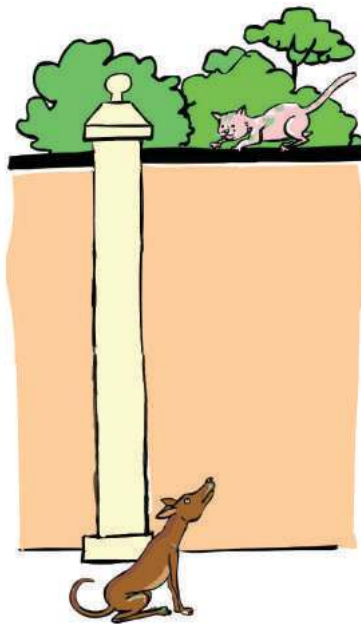
Why can't the children drink the milk?

The children can't drink the milk because it is hot.

Look at the pictures given below and combine the sentences as shown above.

The wall is very high. The dog cannot catch the cat.

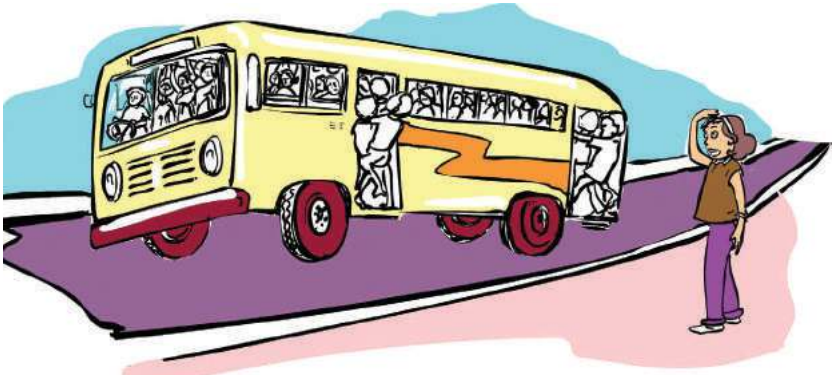
**Can the dog catch the cat?**



.....

.....

Can the girl get into the bus?



The bus is full of passengers. The girl cannot get into it.

.....  
.....

Can the girl wear the frock?



The frock is very small. The girl cannot wear it.

.....  
.....



### Can the boy cross the river?



The river is very wide. The boy cannot swim across it.

.....  
.....

### Editing

Read the passage given below. There are a few errors in it. They are underlined.

Deepu wanted to go for a film. He ask his mother some money for the ticket. 'Ask your father', said the mother. He ran to his father's room. By then his father have left. He went back to his mother and get the money.

'Thank you mom,' said Deepu. He ran out. By the time he reached the bus stop the bus had go. Somehow he managed to reached the theatre. But alas! By then the show begun. 'What shall I do? Let me go home. I shall buy some peanuts and walk home,' he decided. He felt for the purse in his pocket. 'My God ! Somebody have picked my pocket,' Deepu screamed.

Edit the passage and rewrite it.

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.....  
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.....

## Project Work

### Let's Make a Collage

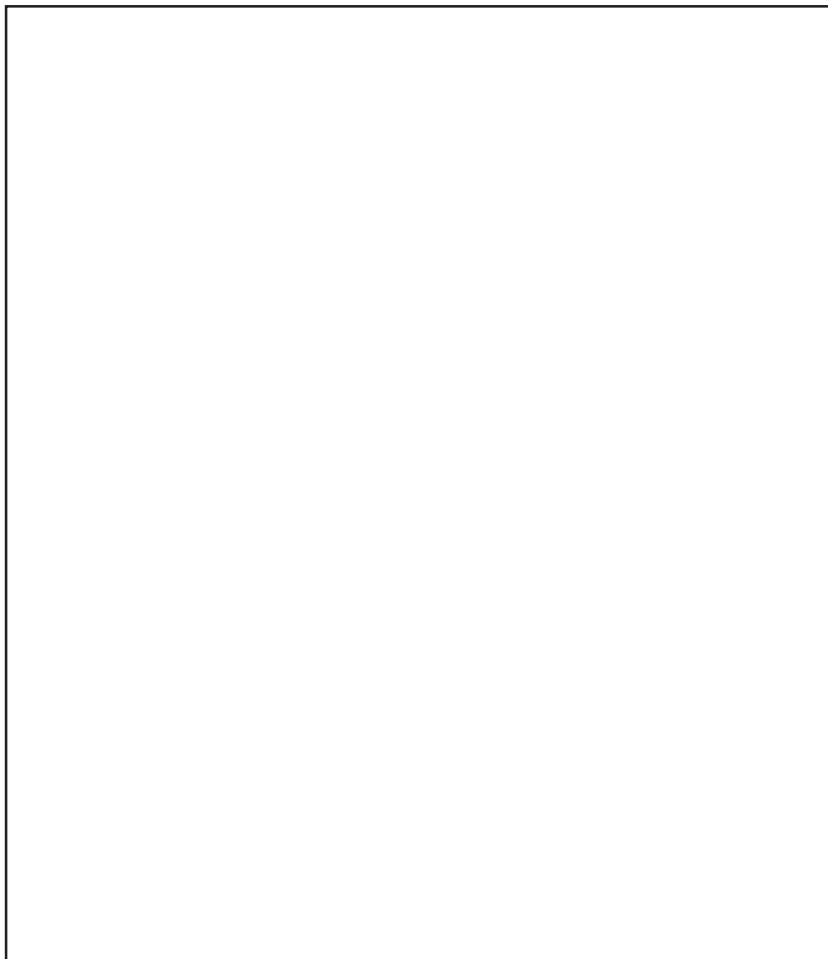
Flying in the sky, the swallow saw a lot of human miseries in the city. Such miseries can be seen in the present world also. Visual media and newspapers bring reports and photographs of them. Try to make a collage, using pictures and news reports.

What kinds of miseries are mostly reported by the media?

Why do these kinds of miseries happen frequently?

How can we prevent such miseries?

Prepare a collage and write briefly on how to prevent these miseries.



I can



|  | I can do | I can do with | I need |
|--|----------|---------------|--------|
| participate in conversations, discussions and debates.       |          |               |        |
| make presentations in the class.                             |          |               |        |
| follow the instructions given by the teacher.                |          |               |        |
| involve in the interaction sessions led by the teacher.      |          |               |        |
| read and enjoy the stories and poems given in the text.      |          |               |        |
| understand the theme of the given story and poem.            |          |               |        |
| retell the story in my own words.                            |          |               |        |
| write dialogues relevant to the context.                     |          |               |        |
| write a letter keeping the format and conveying the message. |          |               |        |
| prepare a notice suitable to the context.                    |          |               |        |
| do vocabulary activities on my own.                          |          |               |        |
| do language activities on my own.                            |          |               |        |





| My learner can   |  |
|--|--|
| read and understand stories.   |  |
| answer in English during classroom interaction.                        |  |
| guess the meaning of words when they are used in appropriate contexts. |  |
| read and enjoy the given poem.   |  |
| read the extended reading passage and do the activities individually.  |  |
| write a conversation.  |  |
| write the thoughts of a character.                                     |  |
| write a letter.  |  |
| prepare a notice.  |  |
| use 'too... to' to combine sentences.                                  |  |
| use 'so... that' to combine sentences.                                 |  |
| use different structures for making requests.                          |  |
| edit the errors in a passage.  |  |
| undertake simple projects.   |  |





**accompany** (v): to go somewhere with someone

Meenu's father *accompanies* her to school everyday.

**accomplish** (v): to fulfill

Rahul *accomplished* all the tasks given to him.

**admire** (v): to regard somebody with respect  
Sachin Tendulkar is *admired* by all cricket lovers.

**alight** (v): to land

The butterfly *alighted* on the rose to suck nectar.

**appreciate** (v): to recognise the good quality of somebody

Reshma is sad because her talents are not fully *appreciated* by her friends.

**approach** (v): to come near

The rainy season is *approaching* fast.

**bizarre** (adj): very strange

The picture of a beast painted on his shirt gave him a *bizarre* look.

**bury** (v): to cover something so that it cannot be seen

The old lady *buried* the money in the garden.

**chirp** (v): to make short loud sounds (of some small birds and insects)

**column** (n): a tall, solid, vertical post usually round and made of stone

**courtiers** (n): persons who are part of the court of a king or a queen

Birbal was one of the *courtiers* of Emperor Akbar.

**crisp** (adj): slightly stiff and dry

The cashier gave him a *crisp* new hundred rupee note.

**curious** (adj): strange and unusual

It was *curious* that she did not tell anyone about her illness.

**dart** (v): to move suddenly and quickly

Seeing a dog Neena was scared and *darted* towards her mother.

**deadened** (adj): without sensation; frozen

**delicious** (adj): extremely pleasant  
The cake is *delicious*.

**delightful** (adj): very pleasant

The smile of the baby is a *delightful* sight.

**dilemma** (n): a problematic situation in which it is difficult to decide what to do

When the guests decided to stay with us for a week, we were in real *dilemma*.

**din** (n): a loud noise that lasts for a long time

**drag** (v): to pull somebody or something  
The little boy *dragged* his toy car.

**drown** (v): to die because you have been under water

Four people were *drowned* in the floods.

**eerie** (adj): strange and mysterious

The *eerie* darkness of the cave frightened her.

**enchanting** (adj): attractive and pleasing

The singer has an *enchanting* voice.

**engage** (v): to take part in something

The writer is now *engaged* in writing his second novel.

**extraordinary** (adj): not usual

It was an *extraordinary* sight for us when our teachers came in uniform.

**faint** (v): to become unconscious

Seeing the bus accident, the little girl *fainted* and fell down.

**feverishly** (adv): caused by fever

The patient was shivering *feverishly*.

**flap** (v): to move quickly up and down

When Appu caught the dove by its leg, it *flapped* its wings.

**flutter** (v): to move up and down lightly and quickly

The butterfly *fluttered* its wings and flew away.

**gaze** (v): to look steadily at somebody or something for a long time

The children *gazed* at the film star in wonder.





**get rid of** (idiom): to make yourself free of something that is annoying you  
Getting rid of plastic waste is a serious problem today.

**gild** (v): to make something look bright, as if covered with gold  
The setting sun *gilded* the sea.

**glow** (v): to produce a dull steady light  
The stars *glowed* in the clear night sky.

**heed** (n): to pay careful attention

**hefty** (adj): larger than usual or expected  
They bought the house for a *hefty* amount.

**hilt** (n): the handle of a sword

**lean** (v): to rest on something for support

**melt** (v): to make something become liquid as a result of heating  
Ice *melts* into water.

**menace** (n): something that may cause serious damage; threat  
Water pollution is a growing *menace* now.

**mesmerize** (v): to have a strong effect  
Everyone was *mesmerized* by her melodious song.

**messenger** (n): a person who delivers a message to another  
In olden days the rulers had *messengers* in their courts for passing messages.

**misery** (n): great suffering  
The flood brought *misery* to thousands of people.

**murmur** (v): to say something in a low voice  
The child *murmured* a secret in its mother's ears.

**neglect** (n): the state of not receiving enough care or attention  
The Government's neglect of the homeless is opposed by all.

**notice** (v): to pay attention  
He *noticed* his friends sitting at the next table.

**paradise** (n): Heaven

**paralyse** (v): to make inactive  
The traffic was *paralysed* because of the road block.

**pity** (n): a feeling of sympathy and sadness  
I felt *pity* for the poor old woman and lent her some money.

**plead** (v): to request somebody for something  
Her child was seriously ill. She *pleaded* with the doctor to save her child.

**plod** (v): to walk slowly and heavily  
They *plodded* through the muddy road.

**pluck** (v): to take hold of something and remove by pulling it  
The naughty girl *plucked* all the flowers from the plant.

**plumage** (n): the soft feathers covering a bird's body

**polite** (adj): having or showing good manners  
We should be *polite* to elders.

**pomegranate** (n): a round fruit with thick smooth skin and red flesh full of large seeds  
(*Mathalam/Urulam-bazham*)

**praise** (v): to express admiration  
It was very tasty. She *praised* her mother's cooking.

**proclamation** (n): an important official statement that is made to the public  
All the people in the country must obey the king's *proclamation*.

**rare** (adj): not seen very often  
Tigers are *rare* animals now.

**reward** (n): money or a thing that you are given for your hard work  
The government offers a *reward* to students who win gold in the national school athletic meet.

**ruby** (n): a dark red precious stone

**rude** (adj): having or showing lack of respect to other people and their feelings  
*Rude* children throw stones at dogs and birds.



**sapphire** (n): a clear, bright blue precious stone

**settle** (v): to stay for some time on something

**snap** (v): to break suddenly with a sharp noise  
The branch Raju was standing on, *snapped* and he fell down.

**starve** (v): to suffer or die because you do not have enough food to eat  
Don't waste food. Thousands are *starving* in this world.

**stay** (v): to live in a place as a guest or a visitor

I *stayed* at my uncle's house for three nights.

**tap** (v): to hit something quickly and lightly  
She *tapped* at the door.

**window-sill** (n): a narrow shelf below a window

He placed the plants on the *window-sills*.

## UNIT 5

# THE GREAT ADVENTURE

Read the profiles given below.

### STEPHEN WILLIAM HAWKING

Stephen William Hawking is a great physicist known for his work regarding Black Holes in space. He has authored several popular science books. Even at an early age, Hawking showed a passion for Science and Astronomy. At the age of twenty one, while studying at Cambridge, he was diagnosed with a serious disease. Gradually, he became entirely paralysed and his life got confined to a wheel chair. Despite his illness, he has done ground-breaking work in Physics and Astronomy.



### VAIKOM VIJAYALAKSHMI

Vaikom Vijayalakshmi is a gifted singer with a unique voice. She is blind by birth. Right from early childhood, she showed extraordinary talent in singing. She could easily identify the *raga* of a song even if heard for the first time. She learned more than a hundred *ragas* without any formal training in music. She is also an expert at playing Gayathri Veena. She has performed at more than four hundred venues across India. She is also a playback singer. The song *Katte Katte* sung by her in the Malayalam movie *Celluloid* won great appreciation.



What, do you think, is the lesson we should learn from these persons?

How did they succeed in their respective fields?

## THE GREAT ADVENTURE

*Here's a story of a little girl named Totto-chan who encouraged a differently abled boy to climb a tree.*

The students at Tomoe each had a tree in the school ground. They considered it as their own climbing tree. Totto-chan's tree stood on the edge of the school ground near the fence.

It was a large tree and slippery to climb, but if you climbed it skilfully you could get to a fork about six feet from the ground. The fork was as comfortable as a hammock. Totto-chan used to climb there during recess and after school. She would sit on the fork and look into the distance or at the sky, or watch the people pass by.

The children considered 'their' trees their own private property. If you wanted to climb someone else's tree you had to seek their permission very politely, saying, 'Excuse me, may I come in?'

1. Why do the children in Totto-chan's school seek permission to climb a tree?

2. Have you ever climbed a tree? How did you feel then?

3. Do you have your own tree in school or at home? If not, can you think of planting one?





## THE INVITATION

Yasuaki-chan had polio. He had never climbed a tree. So he couldn't claim any tree as his own. That is why Totto-chan decided to invite him to her tree. They kept it a secret. They thought people would create a fuss if they knew.

When she left home, Totto-chan told her mother that she was going to visit Yasuaki-chan at his home. She was telling a lie, so she tried not to look at Mother. She kept her eyes on her shoelaces. Rocky, her dog followed her to the station. When they parted company, she told Rocky the truth.

'I'm going to let Yasuaki-chan climb my tree!'

4. Why did Totto-chan invite Yasuaki-chan to climb her tree?

5. How will Totto-chan help Yasuaki-chan?

6. Totto-chan told a lie to her mother. But she revealed the truth to Rocky. What might be the reason?





## YASUAKI-CHAN

When Totto-chan reached school, she found Yasuaki-chan waiting in the school ground. He was only a year older than Totto-chan, but he always sounded much older when he spoke. When Yasuaki-chan saw Totto-chan, he hurried toward her, dragging his leg and holding his arms out in front to steady himself. Totto-chan was thrilled to think they were going to do something secret and she giggled. Yasuaki-chan giggled too.

7. Pick out the sentence that describes how Yasuaki-chan walked?

8. Why did Totto-chan and Yasuaki -chan giggle?



## THE CLIMB

Totto-chan led Yasuaki-chan to her tree. Then, she ran to the nearby shed and got a ladder. She dragged it over to the tree and leaned it against the trunk so that it reached the fork. She climbed up quickly and, holding the top of the ladder, called down, 'All right, try climbing up!'

Yasuaki-chan's arms and legs were very weak. It seemed he could not even get on the first rung without help.

9. How will Totto-chan help him climb the tree?



## A FRIEND IN NEED

Totto-chan hurried down the ladder and tried pushing Yasuaki-chan up from behind. Yasuaki-chan took his foot off the bottom rung. He stood beside the ladder with his head bowed. Totto-chan realized that it was going to be very difficult. What should she do?

She longed to have Yasuaki-chan climb her tree. He was also looking forward to it. She went around and faced him. He looked cheerless. Totto-chan puffed out her cheeks and made a funny face to cheer him up.

‘Wait! I’ve got an idea!’

10. What might be the idea?

11. What would you do if you were in Totto’s position?





## TOTTO-CHAN'S IDEA

Totto-chan ran back to the shed and pulled out many things one after another. She was looking for something that would help her. She finally discovered a stepladder. It would remain steady so she wouldn't have to hold it.

She dragged the stepladder over to the tree. She was amazed at her own strength. She was happy to find that the ladder almost reached the fork.

12. 'While dragging the ladder, Totto-chan was amazed at her own strength.' Why?



'Now, don't be afraid,' she said in a big-sisterly voice. 'This isn't going to wobble.'

Yasuaki-chan looked nervously at the stepladder. Then he looked at Totto-chan. She was drenched in perspiration. Yasuaki-chan was sweating too.

13. Would it be easy for Yasuaki-chan to get on to the tree?

## The Great Adventure

He looked up at the tree. Then, with determination, he placed a foot on the first rung.

They were not aware of the time it took Yasuaki-chan to reach the top of the stepladder. The hot summer sun beat down. But they thought only about getting to the top of the stepladder. Totto-chan followed him lifting his feet up. Yasuaki-chan struggled with all his might, and finally reached the top. 'Hurray!'

14. Have you ever helped your friends like this?





## THE STRUGGLE

Totto-chan jumped onto the fork. But she couldn't get Yasuaki-chan onto the tree from the stepladder. She wanted so badly to have Yasuaki-chan onto her tree. She wanted to show him all sorts of things. Clutching the stepladder, Yasuaki-chan looked at Totto-chan. She suddenly felt like crying.

But she didn't cry. She feared that if she did, Yasuaki-chan might start crying, too.

She took hold of his hand. It was bigger than hers and his fingers were longer too. They were all stuck together because of the polio. She held his hand for a long time. Then she said, 'Lie down. I'll try to pull you over.'

15. Totto-chan felt like crying. But she did not cry. Why?





If any grown-ups had seen the scene they would have let out a scream. But Yasuaki-chan trusted Totto-chan completely. Totto-chan was risking her life for him. With her tiny hands clutching his, she pulled with all her might. From time to time a large cloud would mercifully protect them from the blistering sun. At last, the two stood face to face on the tree. Brushing her damp hair back, Totto-chan bowed politely to him and said, ‘Welcome to my tree.’

Yasuaki-chan leaned against the trunk smiling rather bashfully and said, ‘May I come in?’

16. Totto was risking her life for Yasuaki chan . What does this tell us about Totto-chan?

17. How did the clouds help them?

## ON THE TOP OF THE WORLD

Yasuaki-chan was able to see vistas he had never glimpsed before. 'So this is what it's like to climb a tree,' he said happily.

They stayed on the tree for a long time and talked about all sorts of things.

'My sister, in America, says they've got something there called television,' said Yasuaki-chan with enthusiasm. 'She says that when it comes to Japan we'll be able to sit at home and watch sumo wrestling. She says it's like a box.' She simply wondered how sumo wrestlers could get inside a box in your own houses.

18. Yasuaki-chan was climbing a tree for the first time in his life. What could his feeling be?





Sumo wrestlers are so big! But it was fascinating all the same. In those days nobody knew about television. Yasuaki-chan was the first to tell Totto-chan about it.

The cicadas were singing and the two children were so happy. And for Yasuaki-chan it was the first and last time he ever climbed a tree.



*This passage is taken from 'Totto-chan, the Little Girl at the Window' by Tetsuko Kuroyanagi, translated by Dorothy Britton. (adapted)*

**Let's review the story**

1. Do you like Totto-chan's school? Why?
2. Why is climbing a tree interesting for the children?
3. Totto-chan cared for others very much. Pick out sentences from the story that show this.
4. 'If any grown-ups had seen the scene, they would have let out a scream.' Why would the grown-ups do so?
5. Did the children know that they were risking their lives?
6. Was Totto-chan right in making Yasuaki-chan climb the tree? Why?
7. Totto-chan climbed the tree. Later she made her friend climb the tree. Which experience do you think made her more happy? Why?

**Let's write**

1. Prepare the diary entry of Yasuaki-chan on the day he climbed the tree.

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2. You have read the passage. Now tell something about Totto-chan.

- What kind of a girl is she?
- Do you want to be like her?
- Is she brave and helpful by nature?
- She wanted to cry but she did not. Why?

Go through the passage once again. After reading every paragraph, you can write one or two sentences about Totto. Finally you will get a write-up on Totto-chan.

Give a title to your note on Totto. You may draw her picture too.

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3. Totto-chan decided to invite Yasuaki-chan to climb her tree. What would their conversation be?

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4. Make a speech congratulating Totto for encouraging Yasuaki-chan to climb the tree.

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5. The children in Totto-chan's school loved and protected trees very much. What do you do to protect trees in your school? Write about it.

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## RIKKI TIKKI TAWI

It 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. 'Here'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 woollen muffler and placed him near the fire. The mongoose sneezed. Teddy and his parents were delighted. They gave him some meat and then took him outside. He sat in the sunlight and shook his fur till it was quite dry. He then shook his long fluffy tail till it looked like bottle brush.

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

In the mornings, he came for breakfast sitting on Teddy's shoulder. Teddy gave him a banana and a boiled egg. The mongoose enjoyed the breakfast.

Soon Teddy and the little mongoose became good friends. The mongoose ran through the tall grass crying 'Rikky-tikk-tikki-tikk-tikk'. 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, Nagina. Cobras and mongooses are age-old enemies. Although Rikki-Tikki was young, he knew that the main objective 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 Nagina 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 came from the bathroom of Teddy's parents.

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

Nagina told 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 long rope arranged in the shape of a circle. Then Nag went to sleep. Rikki-Tikki hid behind the door and watched Nag.

When Nag was fast asleep, Rikki-Tikki jumped on to 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 the struggle Nag's tail upset the mug and soapdish. They fell to the ground with a loud thud. Rikki-Tikki thought he was going to die. Suddenly the wild duel stopped. Nag's head dropped down and did not stir thereafter. Teddy's father who had entered the bathroom hearing the loud thud had killed him.





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 killed the snake,' he said, 'but it is Rikki-Tikki who has saved our lives.'

Teddy's mother washed Rikki's wounds with medicine. She patted his little, 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**

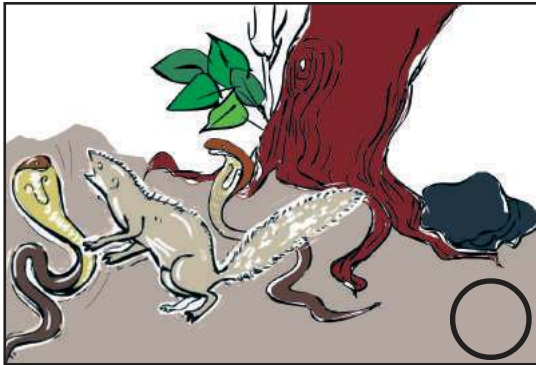
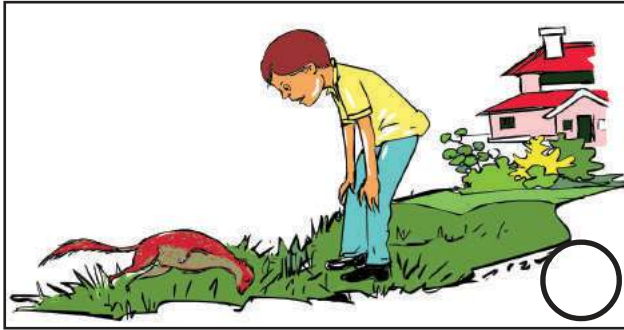
Check how well you have read

Hope you have gone through the story 'Rikki Tikki Tawi'.

Here are some pictures based on the story.

Sequence the pictures in the order the events happened in the story and number them.

Describe each picture.



## BED IN SUMMER

In Winter I get up at night  
And dress by yellow candle light.  
In Summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?



**Robert Louis Stevenson**

Who is the speaker of the poem? Is it a child or a grown-up person?

Why does the child have to dress up by candle light?

Why does the child have to stay in bed?

Have you had such an experience of being in bed while your friends were playing? How did you feel then?

Do grown-ups allow you to play whenever you want to? Do they control you always? What will you do then?

Are there children around you who have to be in bed while you are playing? Do you know them? What makes them lie in bed? What can you do for them?.

**Activity 1**

Identify the rhythm of the song given below and add more lines to it.

**If I Find...**

If I find a tailor's son,  
He will teach me how to stitch;  
He will stitch, I will stitch,  
we will stitch together.

If I find a painter's son,  
He will teach me how to paint;  
He will paint, I will paint,  
we will paint together.

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**Activity 2**

**Word game**

Stand in pairs. Select a word from the passage 'The Great Adventure'.

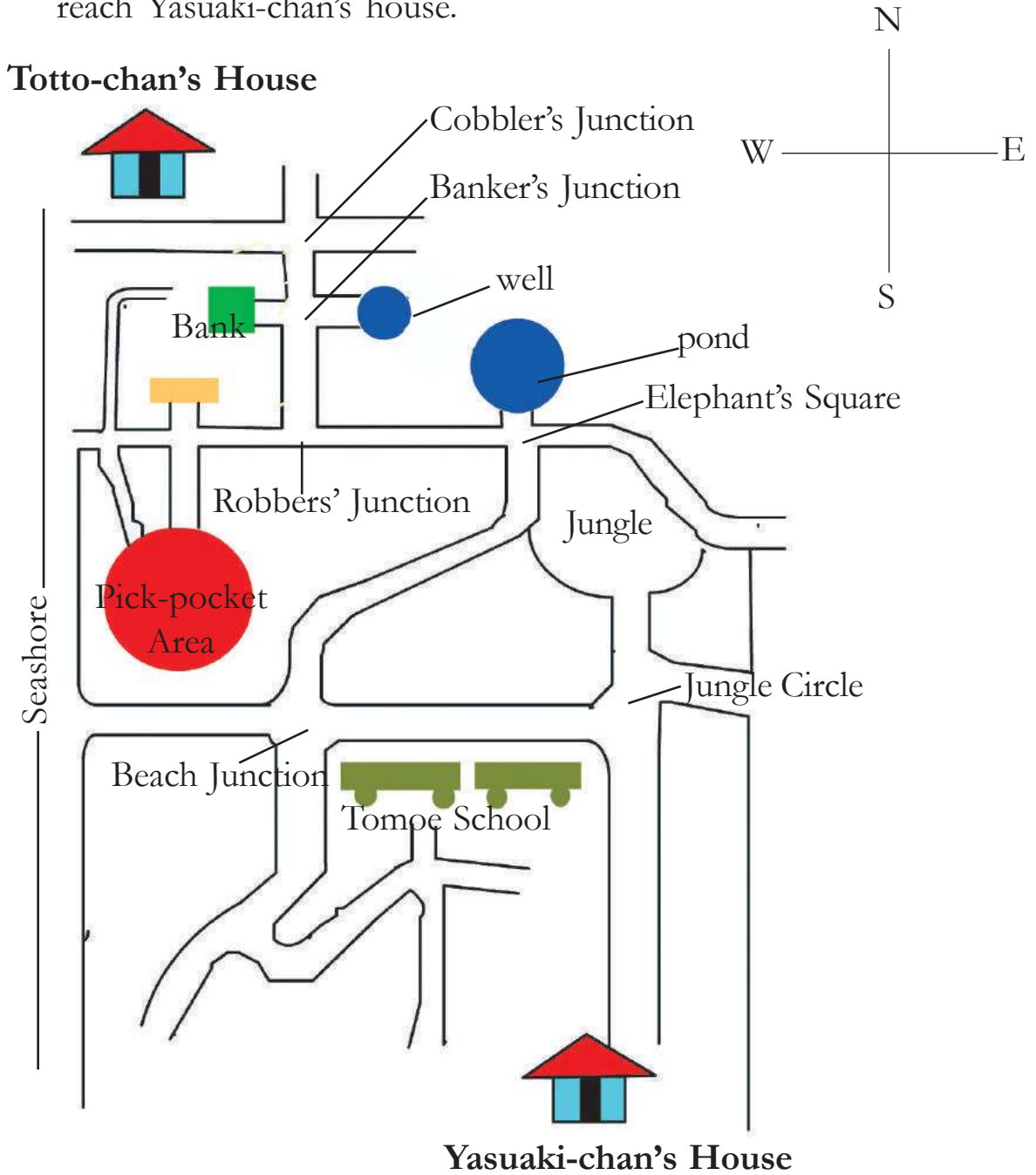
Make as many words as you can using the letters of the word you have selected.

























### Activity 4

Study the following map and help Totto-chan reach Yasuaki-chan's house.



Now, read the instructions given below Some of them are correct and some are wrong. Tick the happy face, if the instruction is correct. Tick the sad face, if it is wrong.

There is a road in front of Totto-chan's house.

- If you go towards the east, you will reach cobbler's Junction.  
- If you turn right from there you will reach banker's Junction.  
- If you go straight from there you will reach the well.  
- If you go east from Banker's Junction you will reach Elephant's Square.  
- If you go from the Elephant's Square to south, you will reach at Robber's Junction.  
- If you move west from Robber's Junction you will reach the jungle.  
- Go east from Beach Circle and reach Jungle Circle.  
- If you go west from Beach Circle you will reach Elephant's Square.  
- If you move east from Jungle Circle you will reach seashore.  
- If you move south from Jungle Circle, you will reach Yasuaki-chan's house.  

### Activity 5

Study the following sentence taken from 'The Great Adventure'. The children considered 'their' trees their own private property. If you want to climb someone else's tree you have to seek their permission very politely, saying, 'Excuse me, may I come in?' Now, read the story given below.

#### Monkeys Go on Strike

A group of monkeys decided to go on a strike. The duration of the strike was from 6 am to 6 pm. They sat silently in a circle under a tree.

After sometime one of the monkeys broke the silence. 'Can we collect some bananas so that we can eat them sharp at 6 pm?' he asked the leader of the monkeys. The leader permitted them to do so. So the monkeys collected bananas and the fast began.

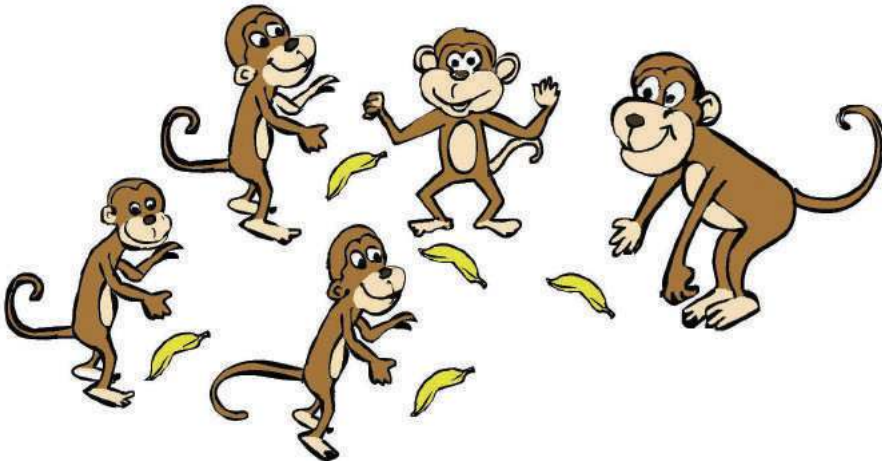
Some monkeys wanted to keep the bananas in their hands, some wanted to peel them, some others wanted to cut them into pieces. Yet another one wanted to keep the pieces in it's mouth...but they needed the permission from the leader.

How will they seek permission? The rest of the story is given in pictures. Add dialogues to the bubbles.

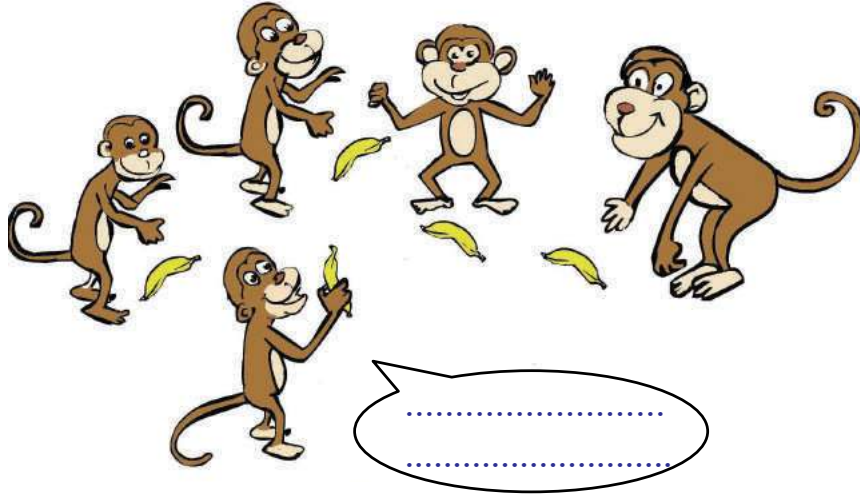
You can make use of the following expressions.

- Can I ....?
- May I....?
- Shall I....?
- Am I allowed to...?
- Would you mind...?
- Would it be all right if I...?
- Is it alright/Okay that...?
- Is there any chance of my...?

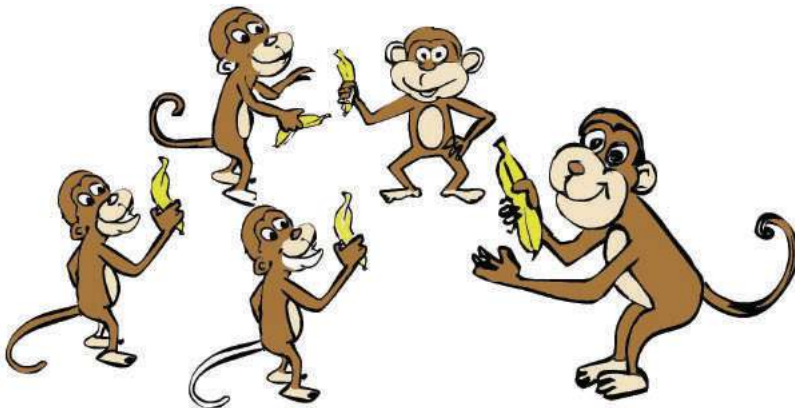
The monkeys collected bananas.



One of them asked:

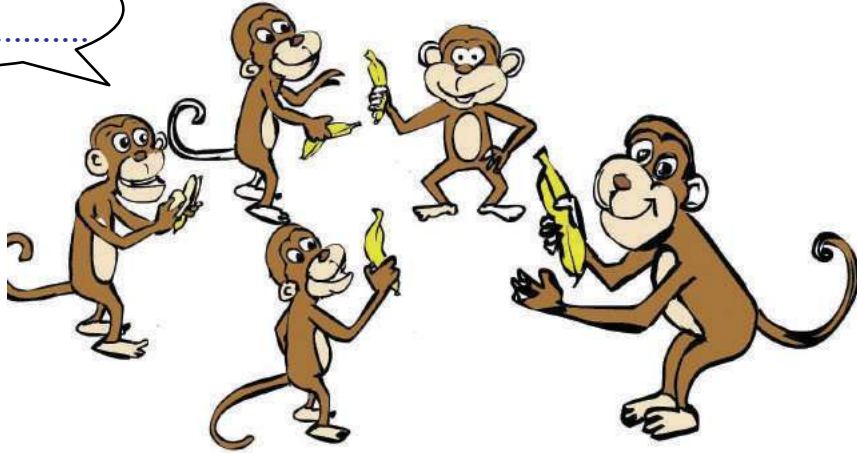
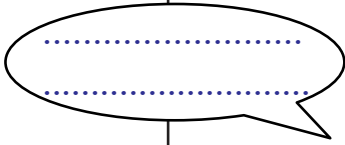


All of them took the bananas in their hands.

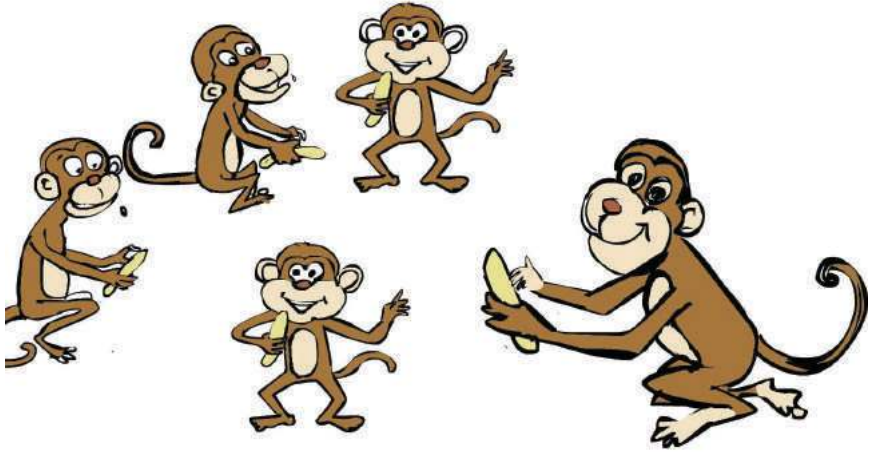




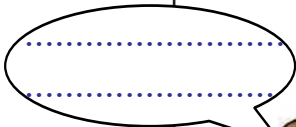
Another monkey asked:



All of them peeled the bananas.

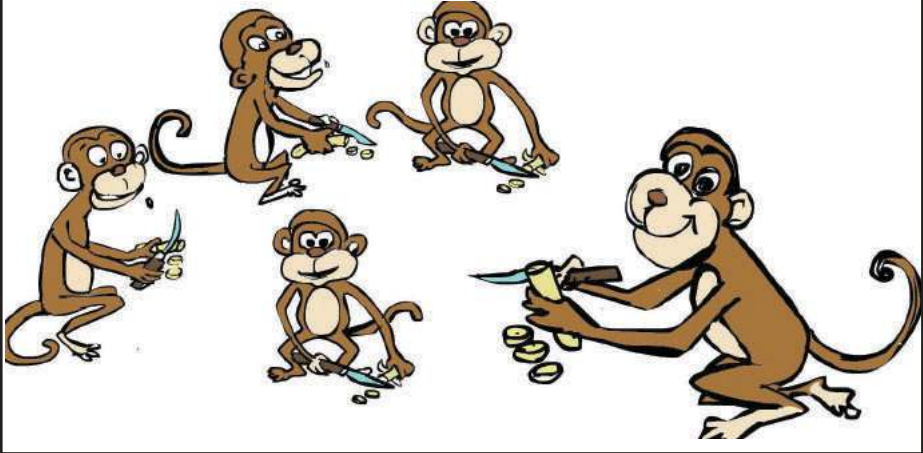


Yet another one asked:

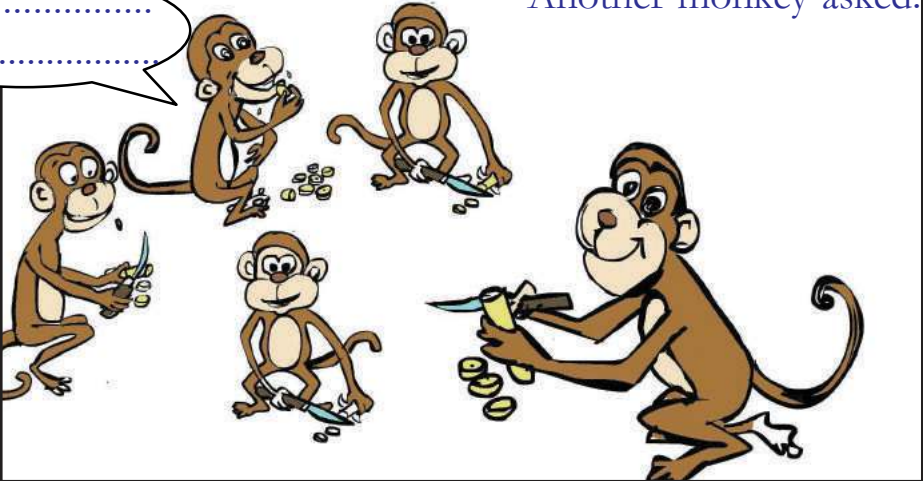
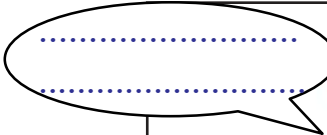




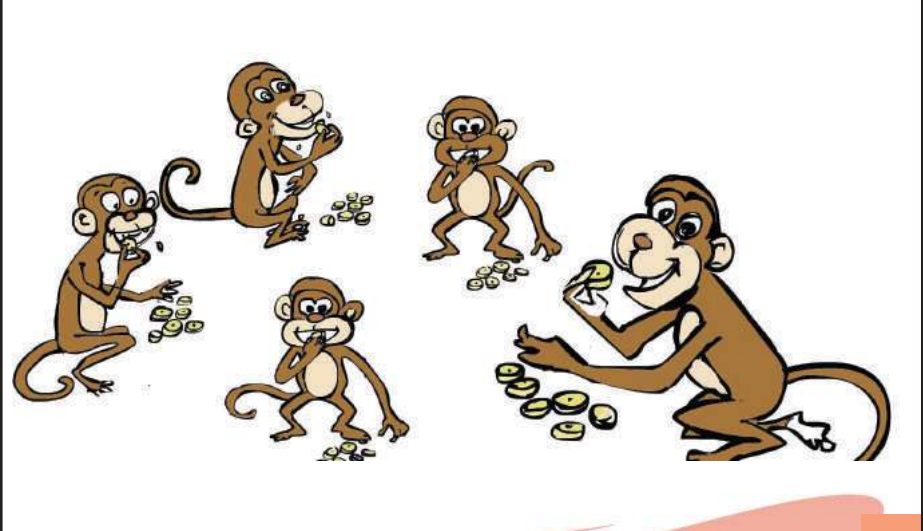
All of them cut the bananas into pieces.



Another monkey asked:



All of them ate the bananas.



**Activity 6**

Study the situations given. You may write three different expressions to seek permission.

You are late to school. The class has begun.

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You want to go home early from school.

.....  
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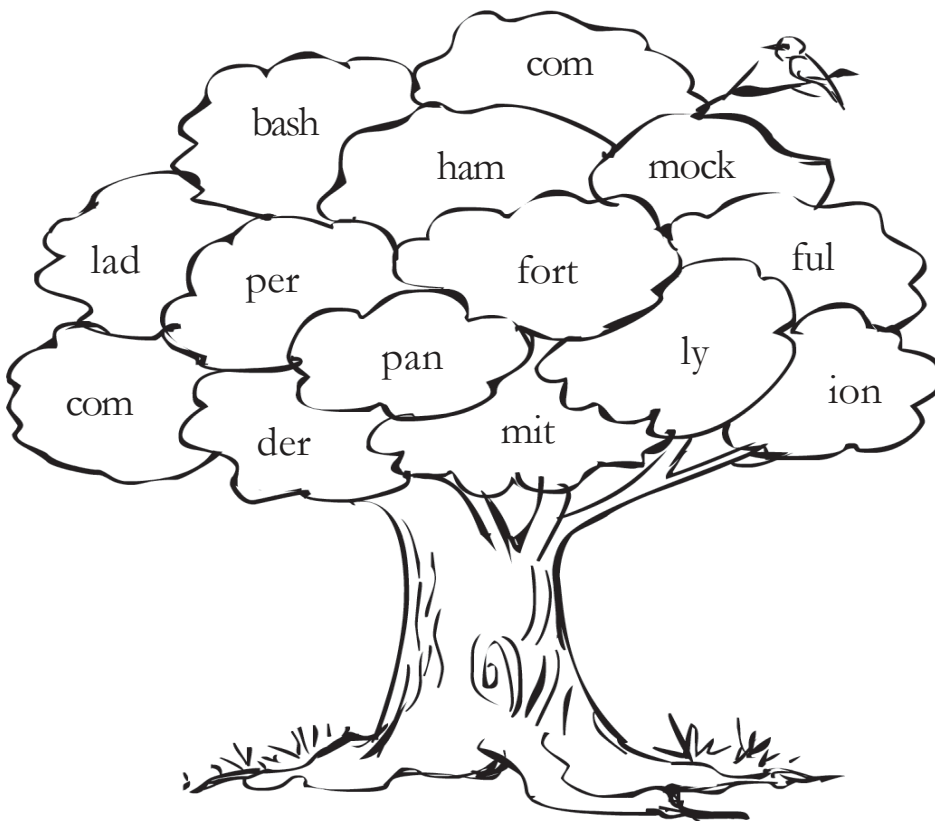
You forgot to take your pen. Your friend's pen is on the desk. You want to take it.

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### Activity 7

On the tree shown below you can see letters of certain words. But they are only the parts of a word. You can join the parts and form meaningful words. To help you identify the words, the following clues are provided.

1. A bed made of ropes tied between trees to hang on
2. To make somebody feel better
3. With shyness
4. A person or an animal that travels with you or spends time with you.
5. A piece of equipment for climbing up and down a wall or a tree.
6. To allow somebody to do something.



### Activity 8

Complete the passage by choosing the words given in brackets.

**(leashfully, ladder, permit, companion, comfortably, hammock)**

One day Yasuaki-chan went to meet Totto-chan. She was the only \_\_\_\_\_a\_\_\_\_\_ of Yasuaki-chan. But Totto-chan was sleeping \_\_\_\_\_b\_\_\_\_\_ in a \_\_\_\_\_c\_\_\_\_\_ in the garden. Yasuaki-chan called her. But she did not wake up. Yasuaki-chan looked around. He saw a \_\_\_\_\_d\_\_\_\_\_. He took it and somehow kept it against the tree. He tried to climb up the ladder. Some of his friends saw this and they did not \_\_\_\_\_e\_\_\_\_\_ him to climb up. He looked at them \_\_\_\_\_f\_\_\_\_\_. Totto-chan woke up and saw Yasuaki-chan standing near the ladder. She came down and helped him climb up the tree.

**Editing**

**Totto's Diary**

Like all other children at Tomoe, I too have a tree of my own. Yesterday **I Yasuaki-chan invited** to climb my tree. It was really a pleasant experience. Yasuaki-chan was **thrill**. He was **wait** for me when I reached the school. I pulled out a ladder from the shed **near school**. But Yasuaki-chan **cannot** climb it. Then I **brought stepladder**. Then Yasuaki-chan could climb to the top of the ladder. But he **is** not able to climb on to the tree. I **pull** him on to the tree. We sat on the fork of the tree. We talked for a long time. Yasuaki-chan **tell** me about television. He said that we could watch sumo wrestling in that box. But how can a sumo wrestler **a small box get into!** Is Yasuaki-chan telling a lie? No, he is my best friend. He **don't** tell a lie, especially to me.

Edit the passage and rewrite it.

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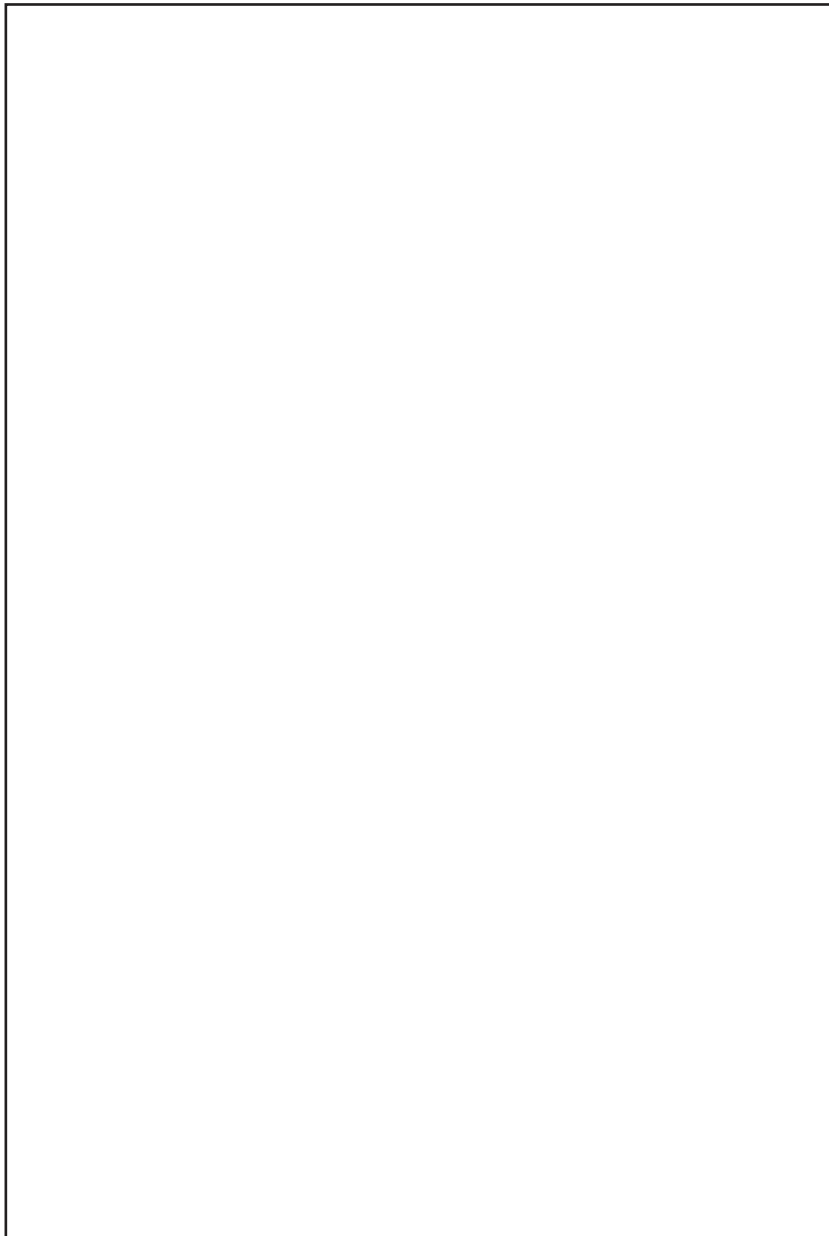
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### Project Work

You have read about the achievements of Vaikom Vijayalakshmi, the singer. There are many such differently abled people in Kerala who are well-known in their respective fields. Find out a few of them and their achievements. You can gather information from sources like magazines, books, internet etc. Collect pictures and details and add and compile a collection of profile.



I can



|   | I can do | I can do with | I need |
|---|----------|---------------|--------|
| participate in conversations, discussions and debates.  |          |               |        |
| make seminar presentations in the class.                |          |               |        |
| involve in the interaction sessions led by the teacher. |          |               |        |
| read and enjoy the stories and poems given in the text. |          |               |        |
| understand the theme of the given story and poem.       |          |               |        |
| write the thoughts of Yasuaki-chan.                     |          |               |        |
| write a note on the character of Totto-chan.            |          |               |        |
| make a speech suitable to the context.                  |          |               |        |
| write about a personal experience.                      |          |               |        |
| write a description on my own.                          |          |               |        |
| do activities on my own as per the instructions.        |          |               |        |
| edit the given passage on my own.                       |          |               |        |



## My Learners



| My learner can   |  |
|--|--|
| read and understand stories.   |  |
| answer in English during classroom interaction.                        |  |
| guess the meaning of words when they are used in appropriate contexts. |  |
| read and enjoy the given poem.   |  |
| read the extended reading passage and do the activities individually.  |  |
| write a conversation.  |  |
| write down the thoughts of a character.                                |  |
| write about personal experiences.                                      |  |
| prepare a character sketch.  |  |
| make a speech.   |  |
| use 'if clause type I' in appropriate contexts.                        |  |
| use appropriate expressions for agreeing or disagreeing.               |  |
| use different structures for seeking permission.                       |  |
| undertake simple projects.   |  |





## Glossary

**amaze** (v) : to surprise somebody very much  
The tourists were *amazed* by the beauty of Taj Mahal.

**awful** (adj): very bad or unpleasant

**bashfully** (adv) : with shyness  
A circus clown smiled *bashfully* as he fell down from the donkey.

**blistering** (adj): extremely hot and uncomfortable  
An umbrella can protect us from the *blistering* sun.

**bottle brush** (n): a brush used to wash bottles

**chat** (v): to talk in a friendly informal way to somebody

**citizenship** (n): the legal right to belong to a particular country

**claim** (v): to demand or ask for something  
You can make a *claim* for your LSS scholarship if it is delayed.

**clutch** (v): to hold somebody or something tightly  
The mother *clutched* her baby when the bus braked suddenly.

**comfort** (v): to make somebody who is worried or unhappy feel better by being kind and sympathetic towards him

**companion** (n): a person or an animal that travels with you or spends a lot of time with you

**cripple** (n): a person who is unable to walk or move normally because of a disease or injury

**damp** (adj): slightly wet  
A fan can make your *damp* hair dry.

**desert** (v): to leave somebody or something without help or support  
During summer vacation, the classroom was *deserted* and became dusty.

**drag** (v): to pull along with effort and difficulty  
He *dragged* the sack of rice to the room because it was heavy.

**fascinating** (adj): extremely interesting and attractive  
It is *fascinating* to watch the sunset at Kanyakumari.

**faintly** (adj): softly

**fluffy** (adj): feathery, body being very soft and silky with hair

**fork** (n): (here) a place where a tree is divided into two branches.  
It is safe to sit on the *fork* of a tree.

**fur** (adj): the soft mass of hair that grows on the body of animals

**fuss** (n): an excited noisy situation.  
There was a *fuss* in the classroom when a mongoose ran in.

**hammock** (n): a type of bed made from a net with ropes on each end to hang it between trees, posts etc.

**lean** (v): to place in a slopping position  
The *leaning* tower of Pisa is one of the wonders of the world.

**muffler** (n): long scarf worn to keep the neck warm

**misfortune** (n): an unfortunate accident, condition or event

**nervously** (adv): with great anxiety and fear  
She could not do her lessons well. So she sat in the exam hall *nervously*.



## Glossary

**nightly walk** : walking at night

**objective** : purpose, aim

**part** (v) : to leave one another's company  
I was so sad when I *parted* from my friends in the fourth standard.

**perspiration** (n):sweat; drops of water formed on your skin when the weather is hot  
Our skin will be wet with *perspiration* during summer.

**puff out** (phr.v) : to make something bigger or rounder by filling it with air.  
She *puffed* out her cheek.

**recess** (n) : a short break  
During *recess* at school, children have their snacks.

**rung** (n): one of the bars that forms the step in a ladder

**shake** (v): vibrate

**slender** (adj): thin and narrow

Long days of fasting make one weak and *slender*.

**slither** (v): glide, slide

**slithering** (adj): a sliding or crawling movement

**sneeze** (v): to have air come suddenly and noisily out through the nose and mouth

**trunk** (n): the thick main stem of a plant

**vistas** (n): a beautiful view of the country side, a city etc.

From the top of the hill, one can see the *vistas* of the locality.

**wander** (v): roam, walk here and there

**wobble** (v): to move from side to side in an unsteady way

The circus man *wobbled* while walking on the rope.

**wrap** : to cover with



### MY WORD LIST

You can write the new words you have come across in this textbook and find its meaning using a dictionary.

| Word | Meaning |
|------|---------|
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