



Government of Karnataka

# **English**

## **Third Language**

**(REVISED)**

**9**

## **Ninth Standard**

**Karnataka Textbook Society (R.)**

100 Feet Ring Road,  
Banashankari 3rd Stage, Bengaluru - 85

## Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the principles enshrined in NCF - 2005. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From Standard I to IV there is the EVS, Mathematics and V to X there are three core subjects namely Mathematics, Science and Social science.

**NCF - 2005 has a number of special features and they are :**

- connecting knowledge to life activities.
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- providing learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs.
- softening the subject boundaries-integrated knowledge and the joy of learning
- making the child as the constructor of knowledge

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand, they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a

healthy society and a productive citizen of this great country, India.

The most important objectives of teaching a language are developing listening, speaking, reading, writing and reference skills. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society remains grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Textbook Society produce these textbooks. A few works of some writers and poets have been included in these textbooks. The Textbook Society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

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## CHAIPERSON'S NOTE

This new textbook of English course being introduced in the academic year 2013-14, has been designed mainly on the principles and guidelines of National Curriculum Framework of school education - 2005 and also on relevant specifications made in the subsequent document of Karnataka State Textbook Committee.

### **The Objectives :**

The main objective of this course is to enable the students to use English for effective communication, academic improvement and acquisition of linguistic, socio-cultural and strategic competencies.

### **The Principles:**

The book is designed on the following basic principles of language learning, namely,

- Learning language through communication.
- Learning language through use, that is, the ability to read with comprehension, to speak with fluency and effectiveness, and also to use it for study purpose.
- Learning through interaction in pairs and in groups

### **The textbook has two units**

1. Detailed Text
2. Supplementary Reader

#### **1. Detailed Text.**

This part of text book has 8 units and each unit has a prose lesson and a poem. The prose lesson and a poem in a Unit are in a way thematically related. The selection of these lessons is made on the values they reflect, and in turn, motivate the learners to imbibe those values in their life.

### **Text format**

Each piece of the prose has the following sections:

- Pre-reading activity
- Main text with paragraph numbered

- Glossary
- Comprehension exercises at different levels.
- Vocabulary exercises

for acquiring finer reading skills like skimming, scanning and interpreting visuals. So, to focus more on acquisition of reading skills, sufficient and varied types of material like visuals, maps, ads and charts are provided in this section.

### **Grammar**

Practically grammar is being taught and tested as if it were the basis of language learning. Of course the accuracy cannot be sacrificed, but this should not be at the risk of ignoring appropriacy and spontaneity. So integrated meaning oriented language exercises are provided to enable the learners to discern the underlying rules of structure on their own, though at a steady rate of progress.

### **Writing**

The skill of writing is the most exacting to achieve. Keeping this in view, writing exercises are rendered easy with a lot of clues and guidance. Repeated attempts have got to be made before the learners come out with the final, polished draft. At the later stages, constructive and creative writing will be practised. Writing includes the ability to refer to Dictionary.

The committee hopes that the learners and teachers make the best use of the textbook. Constructive suggestions are welcome.

The committee is thankful to all the experts, scholars, teachers and students who have contributed to make this venture possible. It places on record the valuable suggestions and guidance offered by Sri G S Mudambadithya, the Co-ordinator of the Textbook committee. The committee thanks the Managing Director and staff of the Textbook Committee for the valuable help offered throughout.

Wishing all the stakeholders of the Textbook a rewarding experience.

**G Ramamani**

Chairperson

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## About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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## CONTENTS

SL. No.	Prose	Poem	Page No.
1.	The Queen Bee	Kindness to Animals	1-12
2.	A Great King Who Yoked The Plough	The Fox and the Grapes	13-23
3.	Save Water ! Save the World !	Up into the Cherey Tree	24-36
4.	Hercules and the Cart-driver	Lucy	37-48
5.	The Visit	Friedship	49-61
6.	A Clever Thief	Six Honest Friends	62-72
7.	The Little Girl who Dared to wish	Nine gold Medals	73-86
8.	Karna : A Truthful Friend	Believe in Yourself	87-96
	<b>Supplementary Reading</b>		
	Napoleon's Three Questions		97-99
	A Noble Gift		100-102

## LESSON : 1

### THE QUEEN BEE

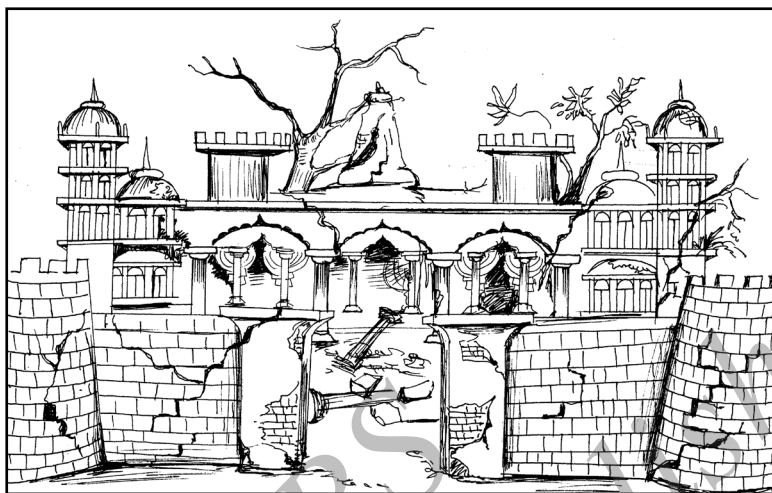
#### PRE-READING ACTIVITY

The dog is a **'faithful'** animal. There are many stories and instances which show faithfulness of dogs. Not only dogs but there are other animals also which are faithful to people. If we are kind to animals and show love towards them, they show their love to us in different ways.

You must have read that some people domesticate even ferocious animals like tigers. Even such animals do not harm if we show love and affection.

Discuss in groups the faithfulness of dogs.

1. Once, three brothers left their city in search of jobs. They all set out together. On the way, they came across an anthill. The elder one was about to pull it down. But the little brother who was a dwarf said, "Let the poor things enjoy themselves. Please don't trouble them."
2. So they moved on and came to a lake where many ducks were swimming about. The two brothers wanted to catch and kill them. But the dwarf said, "Let the poor things enjoy themselves. You shall not kill them."
3. Next, they came to a bee's nest in a hollow tree. The two brothers wanted to light fire under the tree to kill the bees, so that they could get the honey. But the dwarf held them back and said, "Let the pretty insects enjoy themselves. I can't let you burn them."
4. Then the three brothers came to a castle. There they saw horses, people, king, princes, queen and princesses. Everyone was turned into stones. There was not a single man alive. At last they found an old man in one of the rooms of the castle. The old man led them to a beautiful table with delicious food.



5. Next morning, the old man called the three brothers and gave them three tasks. He asked them to try them. If one fails, the other should try to do the task.

6. The first task was to bring the thousand pearls that belonged to the king's daughter. They were in the forest under the moss. The second task was to find the key of the princess' room that was lost in a lake. The third task was to find the youngest of the three daughters of the king who was turned into a marble statue. The old man also warned them that the task should be completed before sunset; otherwise they also would be turned into marble statues.

7. The eldest of the three brothers set out to find the pearls. He could not find all the pearls by sunset. He was turned into a marble stone. The second brother undertook the task but even he could not succeed in his task. Therefore, he too was turned into a stone. At last, it was the dwarf's turn. When he reached the moss, he understood that it was very difficult to get pearls from it. He sat on a stone and cried. And as he sat there, the king of ants, whose life he had saved, came to help him with five thousand ants. Within no time they found all the pearls for him. The dwarf thanked the ants and went in search of the key.

8. He reached the lake and saw two ducks whose lives he had saved. He told the ducks about the task. The ducks dived into the water and soon brought up the key from the bottom.

9. The dwarf thanked the ducks and moved further. The third task was too difficult because all three princes were beautiful and alike; but he was told that the eldest had eaten a sweet made of sugar, the next one some sweet syrup and the youngest, a spoonful of honey before they were turned into marble stones. So, he had to guess who it was that had eaten honey.

10. Then came the queen of the bees, who had been saved by the little dwarf from fire. It tried the lips of all the three, and at last sat upon the lips of the one who had eaten honey. So the dwarf knew who the youngest was. Thus the spell was broken and all who had been turned into stones became alive. The king gave the little princess to the dwarf in marriage. The other two brothers married the first and the second princesses respectively.

### **GLOSSARY**

anthill	: nest of ants
dwarf	: much undersized, very short
hollow tree	: having a hole in a tree
castle	: fortified house
delicious	: delightful
moss	: a very small green plant without flowers
spell	: magic

### **COMPREHENSION**

**C1. Answer the following questions in one or two sentences each :**

1. Where did the two brothers go one day?
2. Did the dwarf allow the brothers to kill the ducks ?  
Why ?
3. All these acts of the dwarf show that he is a person who..... (choose the best answer)
  - a. does not want to eat
  - b. does not want to harm animals and insects.

- c. thinks that they may help him in future.
  - d. thinks that they are useless creatures.
4. "Let the poor things enjoy themselves. Please don't trouble them."
    - i. Who said this?
    - ii. Who are the poor things?
    - iii. Who should not trouble them ?
  5. Which place did they reach at last?
  6. What did they see there?

**C2. 1. How did the birds and creatures help the dwarf to complete the tasks successfully? Complete the given table.**

Insects/ birds	How many came to help?	What did they find?	How did they find?
ants			
ducks			
bees			

2. Why did the two brothers fail to do the first task, and what happened to them?
3. Working in pairs or groups, write a short paragraph on the following. (Clues may help you)

How could the dwarf complete all the three given tasks?

The dwarf was a good man.....intelligent.....not harm anyone.....wants to live and let others live.....

Knows how to make good use of the situation.

## VOCABULARY

**V1. Fill in the blanks giving one word for the following. The answers are hidden in the puzzle. Find them. Work in pairs. One is done for you.**

1. It is very precious. Ornaments are made out of it, **P E A R L**
2. Another word for tasty food. d \_\_\_\_\_
3. Living house for birds. n \_\_\_\_\_
4. A kind of stone or rock which is white in colour. m \_\_\_\_\_
5. This is used to open the lock. k \_\_\_\_\_
6. Birds build nests here. t \_\_\_\_\_
7. Swimmers jump into the water. d \_\_\_\_\_
8. Coming to life. a \_\_\_\_\_
9. Kings and queens live here. P \_\_\_\_\_

b	o	m	P	a	c	o	r	s
m	n	p	D	p	e	a	r	l
z	n	a	D	a	e	i	y	x
d	e	l	I	c	i	o	u	s
c	s	a	V	a	l	i	v	e
e	t	c	e	g	a	l	i	j
k	l	e	z	w	y	a	k	x
p	o	m	a	r	b	l	e	r
c	y	i	k	l	t	l	y	o

**V2. Arrange the following group of words into meaningful sentences.**

**Work in groups.**

Example : under \ the \ were \ the \ pearls \ moss

1. The pearls were under the moss.
2. ants \ to \ dwarf \ five \ thousand \ came \ help \ the
3. stone \ marble \ turned \ was \ he \ into
4. princess \ the \ had \ eaten \ youngest \ honey

## LANGUAGE

L1. When you go through the text, you come across contracted forms of certain words.

For example :

Don't - do not

Can't - cannot

Some more contracted words :

What is	What's
We are	We're
Will not	Won't
What is	What's
They are	They're
Did not	Didn't

These contracted forms are used in informal talks and writings.

Write contracted forms for the underlined in the following dialogues.

One is done for you.

Ram : Why did you not come to school yesterday?  
(didn't you)

Suma : I was not well. I cannot come to school for two more days.



Ram : I see, you do not come to school. I will inform your class teacher.

Suma : Thank you.

Sundar : Hello Raghu. How are you? I have not seen you for long.

Raghu : Hello. I am fine. I was not in town. I went to see my Grandfather who was ill.

Sundar : Sorry to hear that. How is he now?

Raghu : He is better now.

## **L2. Uses of 'can' and 'could'**

**Look at the following sentences.**

1. I can climb this tree (ability)
2. Can I come in? (permission)
3. Accident can happen even at home (possibility).

'can' is used to express

- a. ability
- b. permission
- c. possibility.

**What does 'can' mean in the following sentences ? Write the answer.**

e.g. :1. Can I have a cup of coffee?

Permission

2. I can solve this problem.

\_\_\_\_\_

3. I can lift this box.

\_\_\_\_\_

4. Malaria can be dangerous.

\_\_\_\_\_

5. You can go now.

\_\_\_\_\_

6. That man can get well soon if he goes to a doctor.

\_\_\_\_\_

'Could' is the past tense of 'Can' in some contexts

It is used to express

- a. The ability in the past
- b. Polite request in the form of question.

Example :

1. I could have given him a cup of coffee.
2. I could have solved his problem easily.
3. I could lift this stone easily.
4. Could I speak to the principal please?

### **L3. Speaking / Writing :**

**Now role play the conversation. Then write one more dialogue.**

I Salesman : Good evening, madam!

Anju: Good evening.

Salesman : Can I help you?

Anju : I am looking for some good dress materials.  
Could you show me some?

Salesman : Can I show you some silk materials?

Anju: Yes, please.

II Nagesh : Good morning madam..

Teacher : Good morning.

Nagesh : How can I help you madam?

Teacher : Could you please help me in sorting these papers?

Nagesh : Sure, madam. I can carry these books to the classroom also.

Teacher : I'll be glad if you could do that.



## POEM

### Kindness to Animals

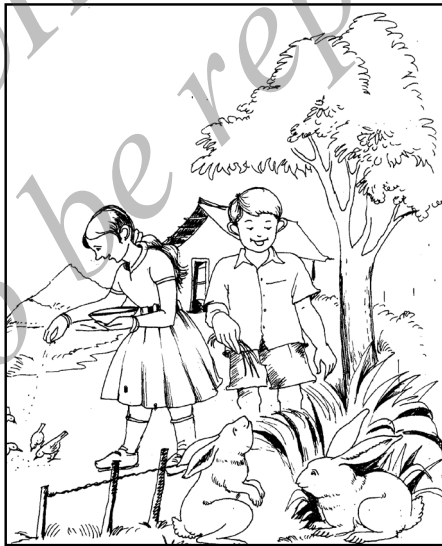
#### PRE-READING ACTIVITY

One evening, I wanted to go to the market. I stopped an auto and asked the driver to take me to the market. He readily agreed and said, "Madam, on the way, I want to buy a few buns and give them to the dogs. Will you please allow me to do that?"

I agreed. He stopped at a place and whistled. About ten to twelve dogs came running. He fed all the dogs with buns. I was really touched by his act of kindness.

Exchange your ideas about such acts of kindness that you have experienced.

\*\*\*



Little children, never give  
Pains to things that feel and live!  
Let the gentle robin come  
For the crumbs you save at home;    4

As his meat you throw along,  
He'll repay you with a song.  
Never hurt the timid hare  
Peeping from her green grassy lair; 8  
Let her come and sport and play  
On the lawn at close of day.

The little lark goes soaring high  
To the bright windows of the sky; 12  
Singing as if 'twere always spring,  
And fluttering on an untired wing.

Oh! Let him sing his happy song,  
Nor do these gentle creatures wrong. 16

Anonymous

### **GLOSSARY :**

gentle	: mild, kind
repay	: giving in return
timid	: easily frightened
lair	: resting place, hiding place
lawn	: grass kept mown and smooth
soaring	: flying high
fluttering	: flapping the wings or trying to fly

### **ABOUT THE POEM :**

This poem talks about being kind to all living creatures. The poet wants the birds, animals and creatures to live happily. It is cruel to hurt or frighten them.

### COMPREHENSION:

**C1. Answer the following questions in a word, a phrase or in a sentence each.**

1. What are the “things that feel and live?”
2. Where does the little hare lie?
3. We call the hare a timid animal because .....  
(complete )
4. Where does the lark fly?
5. The lark sings happily during .....(winter, summer, spring) . choose the right answer.
6. The speaker in this poem is .....( the poet, the hare, the lark)

**C2. Answer the following questions in three to four sentences each :**

1. How does robin repay the children?
2. What advice does the poet give to the children?

**C3. Match the animals in column ‘B’ with their qualities in column ‘A’ and rewrite them in column ‘C’.**

A	B	C
Timid	lion	timid hare
Cunning	hare	_____
Ferocious	snake	_____
Naughty	fox	_____
Poisonous	monkey	_____

**Appreciation :**

- 1 **Pick out the rhyming words from the poem and add two more words to each set of rhyming words**

**PROJECT:**

Collect pictures that show the idea of being kind to all living beings. Construct a short story using the pictures.

Use these pictures and display them in the classroom in the form of a chart.

**Activity :** Say this tongue twister.

How much wood would a woodpecker peck if a woodpecker could peck wood?

A wood pecker could peck as much wood as a woodpecker could peck if a wood pecker could peck wood.

**SUGGESTED READING :****THE SNARE**

I hear a sudden cry of pain !  
There is a rabbit in the snare;  
Now I hear the cry again,  
But I cannot tell from where.  
But I cannot tell from where.  
He is calling out for aid !  
Crying on the frightened air,  
Making everything afraid !  
Making everything afraid !  
Wrinkling up his little face !  
As he cries again for aid ;  
And I cannot find the place !  
And I cannot find the place  
Where his paw is in the snare !  
Little One ! Oh, Little One !  
I am searching everywhere !

- James stephens



## LESSON : 2

### A GREAT KING WHO YOKED THE PLOUGH

#### PRE-READING ACTIVITY

In history you have read about many great kings. They have treated their subjects as their own children. They were kind and just to the subjects. They have encouraged and helped them in times of need.

Name any king whom you admire and make a list of the good qualities of him.

\*\*\*

Here is a story about a good king. Read and enjoy the story.

- 1 Raja Bhoj was a great king who ruled over Malwa (part of present day Madhya Pradesh). He was a just and kind king, and was always very attentive to the problems of his subjects. He used to disguise himself and move around his kingdom, trying to understand the real situations, and took steps to improve the conditions.



- 2 On one such trip, the king came across a farmer who was ploughing his field, but with a difference. Instead of the two bulls he yoked a bull to one side and his wife to the other! The bull and his wife were pulling the plough with great difficulty, and the king was sad seeing their plight.
- 3 He called out to the farmer, "My dear man, what are you doing? Can you not see that your wife is suffering, yoked as she is with the bull? How can you treat her thus?"
- 4 The man, who obviously could not recognize the king in his disguise, continued his work. Then he replied, "I do not have the time to stop and explain things to you, but in any case, she is my wife, and this is our farm. What I do is no concern of yours!"
- 5 The king would not give up so easily, and went along with the man, asking for an explanation. At last, the man said, "I had two bulls, but one died recently, and I have no money to buy another one. If I do not plough the field now, I shall not be able to grow anything, and we shall starve this year. I had no choice but yoke my wife to the plough. I would have yoked myself, but she cannot handle the plough by herself. What else can I do?"
- 6 The king was filled with pity and said, "My dear man, please come along with me, and I shall give you a bull. You do not have to pay me any money."
- 7 The man replied, "If I leave my work now, the rains might arrive before I plant the seeds. I cannot come with you. If you really want to help me, bring the bull here."
- 8 The king did not want to leave while the woman was still yoked to the plough. He was a righteous king, and could not bear to see such pain. So he said, "Let your wife go along with my men to my wife, and collect the bull. Meanwhile, I shall take her place and plough your field."
- 9 The farmer had no answer to this, and he agreed. Accordingly, he unyoked his wife, and yoked the king to the plough, and continued his work.



- 10 The woman went with the king's companions to the palace, where she met the queen and told her the tale. The queen was as generous and kindhearted as the king, and she said, "My dear lady, our bulls are well fed and strong. If you yoke them with your old bull, they will not be able to match their speed and energy. Hence, take two of our bulls so that you can plough your field properly."
- 11 Thanking the queen for her generosity, the woman returned home with the two bulls, and told her husband that the man who had taken her place was none but the king himself!
- 12 The farmer was shocked at his treatment of the king. He apologized profusely for his behavior and asked the king to pardon him. Raja Bhoj however was happy with the farmer, for he had not turned to bad deeds even in his misfortune. He took his leave and returned to his palace, asking the man to approach him if ever he was in trouble or needed anything.
- 13 Time passed, and soon it was time to harvest the crops. The farmer reaped a wonderful harvest, but what stunned him was that the place which the king had ploughed yielded a harvest of real pearls instead of grains!
- 14 Being an honest man, he took the pearls to the king and offered it to him, saying, "O Great king, you helped me in my time of need, and I have reaped a bountiful harvest. I have come to give you your share of the harvest." Saying this, he handed over the pearls to the king, surprising everyone in the court.
- 15 The king said, "My dear man, these pearls have grown on your farm, and they belong to you. I can not lay any claim on them. So please take them back."
- 16 The farmer replied, "O king, I have reaped the harvest which I sowed, but these are the fruits of your labour, and it would not be proper of me to have them in my possession. Please accept them and use them for the good of others!"

17 The king had no answer to this, and he humbly accepted the pearls, and rewarded the farmer for his honesty.

### **GLOSSARY**

disguise	- change the appearance of
plough	- instrument for tilling the land
yoke	- a wooden crosspiece fastened over the necks of two oxen pulling a plough
plight	- condition
starve	- suffer from lack of food
righteous	- virtuous, honest
aghast	- terrified
apologise	- beg to be excused
harvest	- season for reaping and storing of grain
reap	- cut (grain etc) as harvest
yield	- outcome of effort, produce as a fruit
bountiful	- giving generously
possession	- something owned
humble	- meek, gentle

### **COMPREHENSION**

**C1. Answer the following questions in one or two sentences each :**

- 1) What made the king sad?
- 2) What did the queen give to the farmer's wife?
- 3) What did the farmer's wife tell her husband about the man?
- 4) What did the farmer take with him to offer the king?
- 5) Why was the farmer rewarded?

- 6) "My dear man, what are you doing."
- a) Who asked this question?
  - b) Who does 'dear man' refer to?
  - c) Why did he ask this question?
  - d) What was the reply given by farmer?
- 7) "I shall give you a bull. You do not have to pay me any money."
- a) Who will give the bull?
  - b) Who does 'you' refer to?
  - c) What was the reply of the farmer?

**C2. Answer the following questions in three or four sentences : Discuss the answers with your partner.**

- 1) Why was the king happy when the farmer apologized for his behavior?
- 2) Why was the farmer stunned when he came to harvest the crops?
- 3) What kind of king was Raja Bhoj ?

**C3. Rearrange the following words into meaningful sentences :-**

e.g. with/please/along/me/come/

Please come along with me.

- 1) stop/I/do/not/time/have/the/to
- 2) leave/The/king/to/want/not/did
- 3) reaped/the/a/farmer/wonderful/harvest
- 4) rewarded/farmer/king/for/the/the/honesty/his

## VOCABULARY

**V1. Letters in the brackets are mixed up. Take the help of the clues and arrange the letters into correct words:-**

- 1) say sorry \_\_\_\_\_ (soiglaepo)
- 2) astonish \_\_\_\_\_ (netusdn)
- 3) work \_\_\_\_\_ (orbalu)
- 4) identify from knowledge \_\_\_\_\_ (ocreezgni)
- 5) fair to all concerned morally right \_\_\_\_\_ (jstu)
- 6) experience pain \_\_\_\_\_ (ffuser)

**V2. Find out the opposites for the following words from the puzzle and write them in the space provided:-**

D	C	R	U	E	L	M	D
I	Z	X	Y	I	I	H	E
F	A	B	C	N	L	K	P
F	D	E	F	D	J	N	A
I	R	E	J	E	C	T	R
C	D	B	A	R	R	O	T
U	C	Q	R	O	U	P	R
L	M	B	O	W	E	A	K
T	Z	M	C	D	L	Q	S

e.g. kind x cruel

- 1) easy x \_\_\_\_\_
- 2) accept x \_\_\_\_\_
- 3) arrive x \_\_\_\_\_
- 4) strong x \_\_\_\_\_

### V3. We use certain words to express our feelings.

e.g. afraid, miserable, sorry, worried, excited, bored etc.

There are some more words which are used in the following sentences. Underline the words that express feelings:-

- 1) The farmer was shocked to know that the man was the king.
- 2) He was very happy with the worker.
- 3) Everyone in the court was surprised.
- 4) The king was sad for the plight of the farmer.
- 5) Lily pitied the old beggar.

### III. LANGUAGE

**L1 . There are two types of questions, 'wh' and 'yes/no' type 'wh' type questions take 'wh' in the question word and they need specific answers.**

Question word	Function of 'wh'	Example
What	information	What is your name?
When	time	When does the bus leave?
Where	Position or location	Where do they live?
Which	choice	Which colour do you like?
Why	reason	Why are they always late?

**L2. Choose the correct question word and frame questions in order to get the underlined words as answer:-**

- 1) She deserves the highest honour.  
\_\_\_\_\_ does she deserve?
- 3) He retired in 1985.  
\_\_\_\_\_ did he retire?
- 3) I like green colour.  
\_\_\_\_\_ colour do you like?
- 4) I went to market to buy some fruits.  
\_\_\_\_\_ did you go to the market?

**L3. Add punctuation marks like full stop(.), question mark (?), inverted commas (“ ”), comma (,) and exclamation mark (!) in the following sentences.**

**My pet cat**

I have just got a new pet cat ( ) She is black and white and I've named it Rani ( ) Can you guess the reason ( ) Well, she is so majestic in her movements and looks just like a queen ( ) She is clever and she loves eating fish ( ) I found her near my house some days ago ( ). She looked so thin and ill and had no home ( ). I brought her home and now she lives with me and my family ( ). She has become stronger and looks really beautiful. Everyone who sees her says ( ) What a beautiful cat you have ( ) I'm very proud of my dear Rani. She's surely a beauty ( ).

**L4. LISTENING/SPEAKING**

**PRACTISE IN PAIRS**

- Amit : Why weren't you at school yesterday?  
Babu : I wasn't really well.  
Amit : What was wrong with you?  
Babu : My stomach was upset.  
Amit : Do you feel better now?  
Babu : I don't really feel well yet.  
Amit : Do you want anything to make you feel better?  
Babu : No, thanks. I have already taken some medicine.  
Amit : I hope you feel better soon.  
Babu : Thank you.

**ACTIVITY**

- 1) Dramatise the story in the class. Take the help of your teacher.
- 2) Read some more stories which speak of honesty.



## POEM

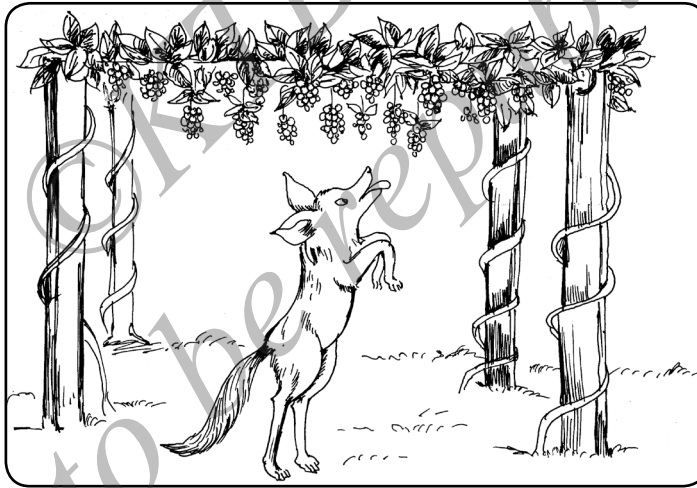
### THE FOX AND THE GRAPES

#### PRE-READING ACTIVITY

Do you always succeed in what you do? If you don't succeed, what do you do?

Pitch your ambition high. Try to get at it. If you achieve your goal, it is good. Otherwise don't get upset. But sometimes we try for the impossible and get into unhappy experiences.

Did you have such situations in life? Recall one such experience and share it with your friends.



One summer's day a Fox was passing through  
An orchard; faint he was and hungry, too.

When suddenly his keen eye chanced to fall  
Upon a bunch of grapes above the wall.

"Ha ! Just the thing !" he said, "who could resist it ?" 5

He eyed the purple cluster-jumped-and missed it.

"Ahem !" he coughed. "I'll take more careful aim."

And sprang again. Results were much the same,  
Although his leaps were desperate and high.  
At length he paused to wipe a tearful eye, 10  
And shrug a shoulder. "I am not so dry,  
And lunch is bound to come within the hour....  
Besides, he said, "I'm sure those grapes are sour."

The moral is : we somehow want the peach  
That always dangles just beyond our reach; 15  
Until we learn never to be upset  
With what we find too difficult to get.  
- Joseph Lauren.

**About the poem :**

The poem tells us not to be disappointed at failures.

**Glossary**

fable	- a short moral story
orchard	- fruit garden
faint	- fall as a result of giddiness
resist	- withstand, obstain
leap	- jump
desperate	- lose hope
pause	- a temporary stop
shrug	- slightly shake the shoulder
sour	- (sour in taste)
dangle	- loosely suspended

**COMPREHENSION**

**C1. Answer the following questions in one or two sentences each :**

1. Where was the fox passing through ?
2. What did he see suddenly ?



3. Did the fox try to get the grapes ? How ?
4. Was the fox successful in getting grapes ?
5. How did the fox feel at the end ?
6. What is the moral of the poem ?

### Appreciation

**Match the rhymes in column A with column B :**

A	B
fall	get
aim	reach
hour	sour
peach	dry
set	same
eye	wall

### Suggested reading

‘ I is a lesson you should heed  
 If at first you don’t succeed  
 try, try again:  
 Then your courage should appear,  
 For if you will persevere  
 You will conquer, never fear  
 Try, try again:

Once or twice, though you fail,  
 If you would at last prevail,  
 Try, try again;

### Suggested activity

Read stories from Aesop’s fables and Panchatantra.

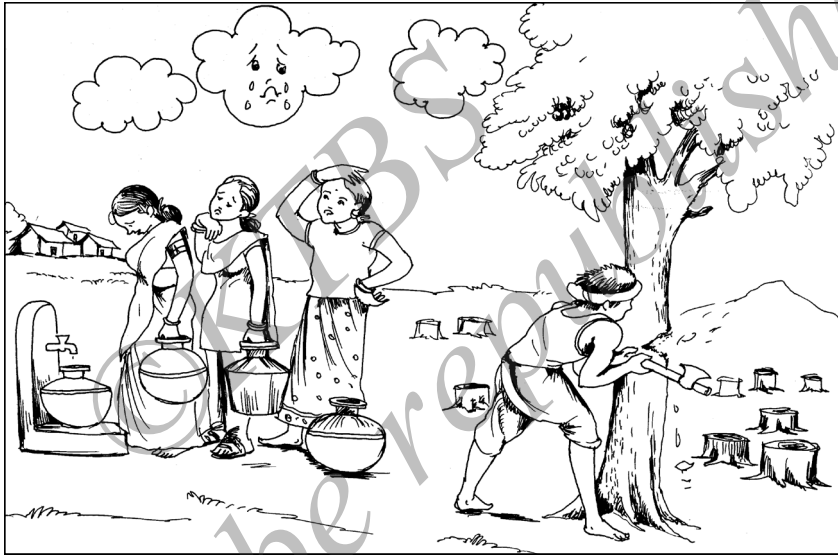


### Lesson : 3

## SAVE WATER! SAVE THE WORLD!

### PRE-READING ACTIVITY

June 5<sup>th</sup> is an important day. Why is it important ? Find out from your teachers and friends.



1 It was 5<sup>th</sup> June – World Environment Day. The rally was approaching the Beach football ground after passing through the main streets of the city. Students and people, holding placards and shouting slogans, were entering the ground.

When loudspeakers continued thundering the slogans, they sat on the lawn.

2 John, the president of the District Ecology Club, his friends Arumugam and Malick were on the podium along with the District Collector.

John : Now, I'd like to invite our District Collector to preside over the meeting.

(The gathering cheered. After the invocation (to Goddess) there was welcome address, and then Mr. Malick was invited to speak first.)

Malick : Respected President, dear friends, ladies and gentleman, I would like to speak on the prevalence of water. Water is everywhere.

A woman from

The crowd : But it is not in our street tap.

(The whole crowd plunged into laughter.)

Malick : Water is the life-line of Mother Earth. It is the most common thing on earth. It covers 70 percent of the earth's surface. About 97 percent of water is in the oceans. But it is salty and cannot be used for drinking and farming. Only 3 percent of water is fresh. But most of it - about 70 percent of the fresh water - is frozen in glaciers and ice-caps. About half a percent of fresh water is in ..... (he pauses) Will any one of you tell me where it is?

3. A boy in the

front row : It is confined to the Krishna Raja Sagar Dam.

(Again the crowd enjoyed the boy's wit.)

A girl in the School

uniform : It is under the ground, as ground water.

Malick : That's correct. All living things - plants, flowers, trees, animals and humans - have water in the form of themselves. Our human body has about two - thirds of it in the form of water. There is three -fourths of water in a chicken and four-fifths in a pineapple. The human body requires about 3 liters of water a day. We can live without food for a month. But we cannot live without water for more than 5 to 6 days.

An old

Lady : In that case, we people at the Varuna Street are almost half dead. We are without water for the past three days!

(Meanwhile Arumugam has started addressing the gathering.)

4. Arumugam: .....Why is this water scarce nowadays? This is because our need for water is becoming greater and greater. The population increases every year. Water is used in large quantities in our homes, fields and factories. Trees are being cut mercilessly. Rainfall has become scanty. Ground water has drained too much. All our open wells and bore wells have become dry. Mother Earth looks sad and dry. She loses her dear ones like palmyra, banyan, neem and tamarind and the ever smiling daisy, lotus and lily. We have to stop cutting down trees, avoid wastage of water and save rain water. Let us save water, especially rain water in a bank, at our door steps – under the earth as ground water. Ground water is our Water Bank.

(The audience were clapping , when the district collector came up to the microphone.)

5. Collector : Ladies and gentlemen, rain water is the only water resource for us. We should have water bank at our doorsteps. Rainwater harvesting is the only means that will serve the purpose, at this hour of our need. Thanks to our Government's efforts , rain water harvesting has become the 'people's movement.' Every house is to have a structure for storing rainwater immediately. Rainwater harvesting is nothing but storing rainwater in a sump or well or letting it flow into the earth and thus saving it as ground water. Will you all save every drop of rain water?

The  
people : We will.....

Now Nature was lustily cheering her sons and daughters with rain when the National Anthem was being sung.

### **GLOSSARY :**

placards : printed or hand written posters  
thundering : making a loud noise  
podium : raised platform at a place of an amphitheatre  
prevalence : existing  
confined : keep or restrict (within a certain limit)  
scarce : insufficient for the demand  
scanty : of small amount  
drain : to flow off gradually  
palmyra : palm tree  
harvesting : the process of gathering crops  
sump : a pit, a well or a hole to collect water

### **COMPREHENSION :**

**C1. Answer the following questions in one or two sentences each : Discuss the answers with your partner.**

1. Why was there a gathering?
2. What was Malick talking about?
3. What has happened to 70% of fresh water ?
4. What was the condition of the people of Varuna street?
5. Why has water become scarce?
6. Why is mother earth losing her dear ones?
7. How can we store rain water?
8. What is rainwater harvesting ? How is it useful to us?

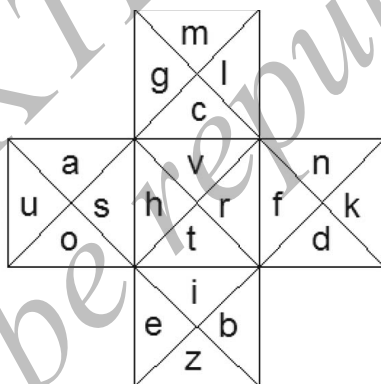
**C2. Based on your reading of the lesson, match column A with B.**

A	B
Two thirds of water	pineapple
Three fourths of water	underground
Four fifths of water	human body
	Chicken

**VOCABULARY :**

**V1. Spelling : How many words can you make from the letters shown in this puzzle. (find the words that have occurred in the text)**

Example - harvest



**V2. Complete the following paragraph using the words given in brackets**

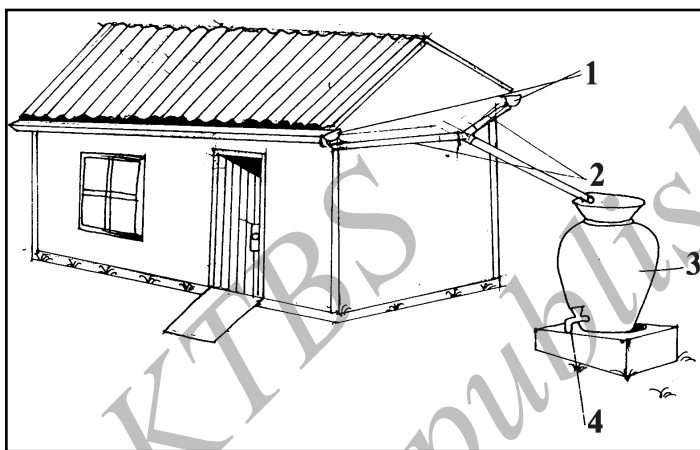
(water, seventy, salty, three, prevalence)

There was a gathering in the football stadium. They had gathered there to celebrate the World Environment Day. The Environment Minister spoke on the \_\_\_\_\_ of water. He said that the \_\_\_\_\_ percent of earth surface is covered by \_\_\_\_\_. But only \_\_\_\_\_percent of water is fresh and can be used for drinking. The remaining water is \_\_\_\_\_and cannot be used for drinking purpose.

### V3. Domestic rain water harvesting (DRWH)

This is a system of collecting water for drinking, cooking and washing.

Now, look at the following picture and find where these things are. Match each to a number on the picture.



storage tank \_\_\_\_\_

down pipes \_\_\_\_\_

guttering \_\_\_\_\_

outlet pipes \_\_\_\_\_

Can you think of other ways of storing water?

**V4. Match the placards where you come across them. (you may have to repeat some places) write the correct answer in the place provided.**

silence please                      on busy roads                      \_\_\_\_\_

follow the Q                      hospitals, prayer halls                      \_\_\_\_\_

drive slowly                      theatres, bus station                      \_\_\_\_\_

### V5. Listening and Speaking :

**Role play – asking for clarification, agreeing, giving opinions**

Suman : Hello, Pramod, how was your picnic?

- Pramod : It was fine. We enjoyed a lot but I was very much disappointed with the maintenance.
- Ravi : Why do you say so? What happened?
- Pramod : Our people should learn to keep the environment clean.
- Ravi : Yes, some of our people have no civic sense.
- Suman : What do you mean ?
- Ravi : They enjoy the picnic and throw the garbage all around.
- Pramod : There will be dustbins and placards instructing people.
- Suman : Yes, like USE ME..., DON'T TOUCH....., DON'T WALK ON THE GRASS....., KEEP SILENCE..... , KEEP THE ENVIRONMENT CLEAN.....
- Pramod : But people don't even care to read them.
- Suman : In some countries, people are fined for throwing the garbage where they like.
- Ravi : We should make such laws and follow them strictly.
- Pramod : But these laws do not help unless people realize them. They should start loving environment.
- Suman : They should understand that they should not litter. They would feel that they are littering their own house.

Ravi and Pramod : That's, true.

## **LANGUAGE :**

### **L1. Direct and Indirect speech :**

There are two ways by which we may report or narrate what a speaker said.

Direct speech

Indirect or Reported speech.

In Direct speech, the speaker's exact words are given.

e.g. Ram said, "I am trying for a seat in this college."

Note that (i) the exact words are put in the inverted commas.  
(" ")



- (ii) there is a comma after the reporting verb.
- (iii) the quoted words begin with a capital letter.

In Indirect speech or reported speech, only the substance of what the speaker said is given and not the exact words.

e.g. Ram said that he was trying for a seat in that college.

Look at some more examples.

### **Direct speech:**

He said to me, "I drink coffee."

He said to me, "Wait till I return."

He said to me, "You are ambitious."

Now change the following sentences into indirect speech.

He said to me, "I have sent you a gift."

He said, "The cow died last week."

He said to me, "I don't believe you."

He said to me, "What are you doing?"

He said, "I have passed the examination."

### **Indirect speech:**

He said that he drank coffee

He told me to wait till he returned.

He told me that I was ambitious.

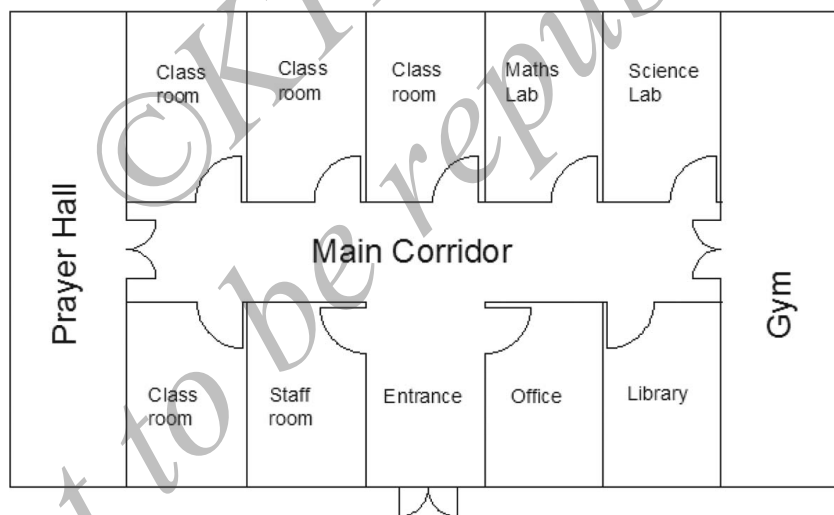
## **L2. Fill in the blanks with the opposite words for the underlined words by adding prefixes.**

1. Mr. Srinivas is an honest man but his brother is very \_\_\_\_\_
2. The advocate told his client that some documents were legal and some were \_\_\_\_\_
3. The lady said that the boy was conscious when they brought him to the hospital but he became \_\_\_\_\_ as soon as he saw the syringe in doctor's hand.
4. The captain of the team encouraged the boys to be fair in the game. They did not want to win the match by \_\_\_\_\_ means.

5. The little boy was very comfortable with the little chair but when he was made to sit on a bench, he became \_\_\_\_\_ .
6. Dollars are acceptable in America but rupees are \_\_\_\_\_

**ACTIVITY :**

1. Sit in groups and prepare some placards to display them in the Zoo and at the Exhibition.
2. Here is a plan of a school. Copy the plan and fix the placards wherever necessary.



Welcome

Sound mind in a sound body

Do it yourself

Open for students (9 a.m to 12 p.m.)

Leave your shoes out

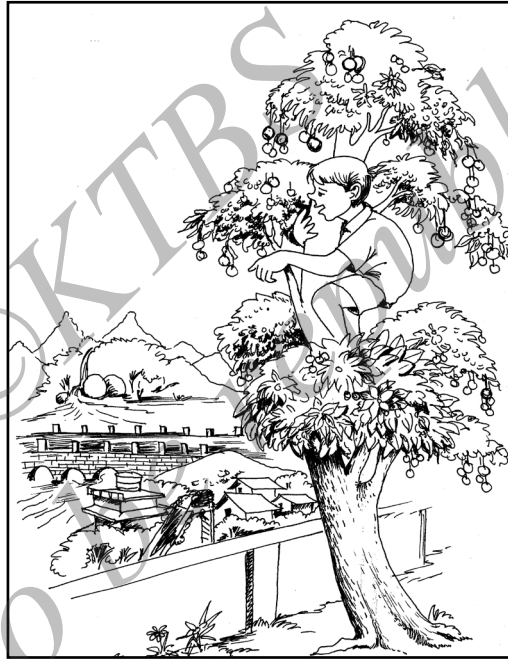


## POEM

### UP INTO THE CHERRY TREE

#### PRE-READING ACTIVITY

Have you ever climbed up a tree? How did you feel when you first climbed up a tree? Share your experience with your friends in groups.



Up into the cherry tree  
Who should climb but little me?  
I held the trunk with both my hands  
And looked aboard in foreign lands. 4

I saw the next door garden lie,  
Adorned with flowers, before my eye,  
And many pleasant places more  
That I had never seen before. 8

I saw the dimpling river pass  
And be the Sky's blue looking-glass  
The dusty roads go up and down  
With people tramping in to town. 12

If I could find a higher tree  
Farther and farther I should see,  
To where the grown-up river slips  
Into the sea among the ships, 16

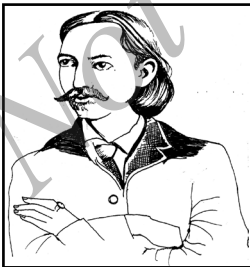
To where the road on either hand  
Lead onward into fairy land,  
Where all the children dine at five,  
And all the playthings come alive. 20

*Robert Louis Stevenson*

### **GLOSSARY :**

- cherry : a small fruit red in colour  
trunk : woody stem of a tree  
abroad : out of doors

### **ABOUT THE POET**



Robert Louis Stevenson (1850-1894) was one of the most popular British authors. He wrote many poems. He is best known for his adventure novels and travel essays. In this poem, a little boy climbs up a tree and enjoys watching the beautiful nature.

## COMPREHENSION

**C1. Answer the following questions in a word, a phrase or a sentence each.**

1. How did the little boy climb the tree?
2. Why did he climb it?
3. What did he see in the next door garden?
4. What does the boy wish to see?
5. “How would it be if all the playthings come alive?”  
Discuss in groups and write about ten sentences.

Appreciation

- a. Pick out the rhyming words and add two more words to it.
- b. Which stanza of the poem do you like the most?  
Why?

## ACTIVITY

Imagine you are playing on a swing. Discuss in groups and write what you see when you go up and come down.

**Tongue-twister :** Say this tongue-twister.

Peter Piper picked a peck of pickled pepper.

A peck of pickled pepper Peter Piper picked.

If Peter Piper picked a peck of pickled pepper,

Where's the peck of pickled pepper Peter Piper picked?

## **SUGGESTED READING :**

### **THE SWING**

How do you like to go  
    up in a swing,  
Up in the air so blue ?  
Oh ! I do think it the  
    Pleasantest thing  
Ever a child could do !  
Up in the air and over the wall  
Till I can see so wide,  
Rivers and trees and  
    cattle and all  
Over the countryside  
Till I look down the  
    garden green,  
Down on the roof so brown  
Up in the air I go flying again.  
Up in the air and down !

- Robert Louis Stevenson



## LESSON : 4

### HERCULES AND THE CART-DRIVER

#### PRE-READING ACTIVITY

Explain what you would do in the following situation.

1. You are coming to school on a bicycle and the tyre gets punctured.
2. You miss the bus when you are coming to school.
3. You have passed tenth standard in first class but you do not have money to continue your studies.

Here is a story where a cart driver is facing a similar situation. Read and enjoy the story.

#### Scene - 1

(A cart-driver sits weeping and wailing by the wayside. His cart, carrying a big load of bundles, is struck in the mud).

Cart-driver : O, Hercules, god of strength! O, strong one! Please come to my help. Only you can lift my cart out for me. Have pity on a poor man and come!

(He prays, weeps and falls asleep. He wakes up to see his side).

Tall stranger : Is anything the matter?

Cart-driver : See for yourself, good sir. My cart is struck. The back wheels have gone deep down into the mud, and my bullocks cannot pull the cart out.

Tall stranger : How long have you been sitting here?

Cart-driver : One, two, three hours? I hardly know. I pray for help, I wait. I fell asleep, I woke up again.

Tall stranger : Is that all ? Nothing more? Haven't you tried to get the cart out?

Cart-driver : What can I do, sir? Since cock-crew I have been on the road. It rained, the road was rough and muddy, and it was heavy going all along. How tired I was! How tired my poor bullocks were! But we went on. Then came this very muddy patch. The wheels went down in the mud every time, but still the bullocks pulled on. At last we were struck fast, as you can see. I could do nothing. I sat and prayed.

Tall stranger : The rain may have left a good pool somewhere. Look, now they are free, the bullocks are going off by themselves. They'll find a pool and drink, and munch some grass too from under the trees. Now you and I will lighten the cart. We'll put the bundles under the trees.

(The cart-driver does not like this idea.)

Cart-driver : Take off all these bundles, sir?

Tall stranger : Yes, come along. We must be careful to put them in dry places.

Cart-driver : O sir! Empty the entire load, and re-load the cart again?

Tall stranger : Let us save our breath for the work we have to do. It's easier that way!

## **Scene - 2**

(Half an hour later, all the bundles are removed and the cart is empty.)

Tall stranger : Look, the good bullocks are back, just as we are ready for them. They look fresh, don't they? See the drops of water on their flanks. How readily they come to be yoked to the cart again!

(They yoke the bullocks to the cart.)



Cart-driver : (complaining) But we do not look fresh, do we, sir? There is sweat on my body, and not cool water!

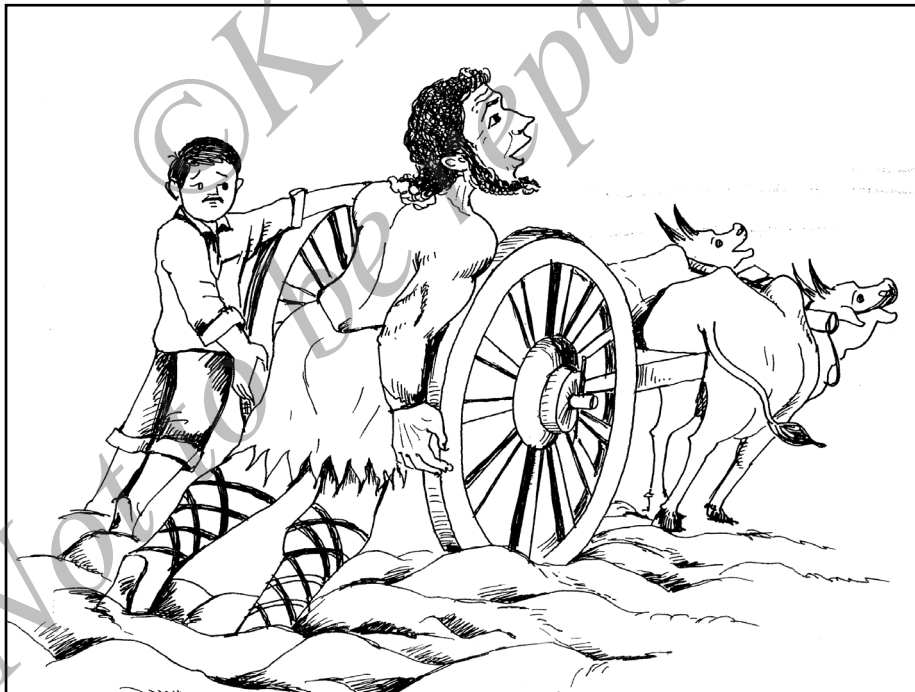
Tall stranger : You'll feel fresh too, when we've got the cart out and you are sitting in it, driving along.

Cart-driver : That will be a long time yet!

Tall stranger : So it will. But isn't it better to work than to weep?

(He puts his shoulder to the wheel.)

Tall stranger : Now put your shoulder to the wheel and call to your good bullocks to encourage them. Then let us give a strong push!



Cart-driver : Hey! Hey! Pull well, Red! Pull well, Brown!

(They give a great push from behind, and the refreshed bullocks pull hard in front.)

Tall stranger : Out it comes and on it goes! Your bullocks are so pleased, they are going off with the cart!

Cart-driver : (cheerfully) Wait, foolish ones! Wait, good boys!

Tall stranger : Good! Now that's put new heart into you. Let us load up your cart again. Another half-an-hour and you'll be off.

(The Tall stranger and the cart-driver load up the cart together. Half-an-hour passes.)

Tall stranger : That's the last bundle in. Now off you go!

Cart-driver : (happy) The moon is out and a breeze is blowing. The road is now dry. My bullocks will find the way home. I can sit back in my cart and sleep. Oh thank you, thank you, good tall stranger. Please tell me your name, so that I know whom I should thank.

(But the tall stranger disappears before the cart-driver can thank him. He hears a quiet voice saying. 'The gods help those who help themselves')

## GLOSSARY

wail : weep

pity : mercy

plenty : a large amount or quantity

lighten : make something less heavy

flanks : the sides of an animal

cheerful : joyful

breeze : a gentle wind

munch : eat steadily

## COMPREHENSION

**C1. Answer the following questions in one or two sentences each : Discuss the answers with your partner.**

1. Name the characters in the play.
2. What are the names of the bullocks?
3. "Let us save our breath for the work we have to do. It's easier that way!"
  - a) Who said this?
  - b) Whom did he say?
  - c) What do you mean by 'save one's breath'?
4. "Wait, foolish ones! wait, good boys!"
  - a) Who said this?
  - b) Whom does foolish ones and good boys refer to?
  - c) From which lesson is this sentence taken from?
5. Who loaded the cart again?
6. Why was the cart driver weeping?

**C2. Answer the following questions in three or four sentences :**

1. Who was the cart driver praying? Why?
2. What was the reply given by the stranger when the cart driver asked for water?
3. What did the cart driver hear at last?

## VOCABULARY

**V1. Rewrite the following sentences, using the opposites of the underlined words**

1. His uncle encouraged him.
2. The juice bottle was empty.
3. He was very careful in his work.
4. She was very hard hearted.
5. This is a quiet place to live.

**Fill up the blanks with suitable words given in the bracket :**

**V2.** (pulled out, shoulder, reloaded, remove, appeared, stuck, weeping)

Cart driver was ....., because the cart was ..... in the mud. He prays for help. Immediately tall stranger ..... He helped the cart driver to ..... all the bundles and put his ..... to the wheel. Stranger and the cartdriver ..... the cart out of the mud. Again they ..... the cart with the bundles.

### **LANGUAGE**

**L1. Change the underlined words into past tense :**

Example : Aunt Polly wanted to whitewash the fence.

Aunt Polly wants Tom to whitewash the fence. But Tom wants to pass the time without doing anything. Tom decides that he will not white wash the fence. He thinks of a good plan. He plans that when his friends come by, he will pretend that he enjoys white washing the fence. Tom makes them believe that he is having a lot of fun. His friends beg to be given a chance to whitewash the fence. Tom lets them to do it and cannot help laughing later.

**L2.a. Read the following pairs of words.**

#### **Singular**

bus

place

#### **Plural**

buses

places

Many nouns have two forms : a singular form and a plural form.

The singular form means one. The plural form means more than one.

**The plurals of nouns are formed in several ways.**

**Table 1 :**

By adding	Example
's'	boy-boys pen-pens
'es'	class-classes mango-mangoes

**Table 2 :**

Nouns ending in	Change into	Example
'y'	ies	baby-babies army-armies
f or fe	ves	thief-thieves wife-wives

**Table 3 :**

Change of vowel inside the word	Example
	man-men foot-feet

**Here are some nouns in singular form. Below them are five boxes. Put the nouns in the box and form their plurals. Write both the singular noun and its plural in the space provided.**

Leaf, mammal, bush, women, lady, city, branch, tree, giraffe, hoof, potato, tooth, story, mouse, wolf, horse, goose, pony.

using's'		using'es'		using'ies'		using'ves'		changing inside vowel	
Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural

**Complete the following sentences using the correct plural form, of the words given in brackets.**

- 1) The ..... (girl) are dancing.
- 2) The ..... (baby) are playing with the dolls.
- 3) Four ..... (woman) are walking in the garden.
- 4) The ..... (knife) are very sharp.
- 5) We have to play five ..... (match) in this season.

## **WRITING**

### **Pair work**

Arrange the following sentences in a proper order, to form a story of 'The ant and the Grasshopper.'

- 1) It looked at the ant who was always busy in gathering food and called to listen to its music.
- 2) A lazy grasshopper was singing in summer.
- 3) The ant refused and said, 'I am storing food for the winter,' and continued its work.
- 4) 'Winter is so far away yet', laughed the grasshopper back.
- 5) The ant did not give food and said, 'You sang through summer. So, you dance winter away'.
- 6) When winter came grasshopper had no food to eat and it went to the ant and begged for food.

## **LISTENING / SPEAKING :**

### **Practise in pairs**

Kunal is irritated at his scooter which would not start. Anand offers to help him.

Kunal : (Kicking his scooter) Oh, what a day !

I've been kicking for five minutes. This scooter wouldn't start.

Oh, God, I'm tired.

Anand : Hi Kunal ! Having trouble with scooter ?

May I help you.

Kunal : How very kind of you, Anand !

Please try your hand.

Anand : (Kicks the scooter). Now your scooter is all right.

Kunal : Thank you, Anand.



Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent school masters, and teach some of us more than we can ever learn from books.

**- John Lubbock**

## POEM

### LUCY

#### PRE-READING ACTIVITY

**1. Look up the meanings of the following words from a good dictionary.**

elegy	romantic	countryside	simile
lament	ballad	metaphor	

**2. Have you read any poems written by William Wordsworth? Please collect one or two poems written by him and recite them in the class.**

SHE dwelt among the untrodden ways  
Beside the springs of Dove,  
A Maid whom there were none to praise  
And very few to love;

A violet by a mossy stone  
Half hidden from the eye!  
Fair as a star, when only one  
Is shining in the sky.

She lived unknown, and few could know  
When Lucy ceased to be;  
But she is in her grave, and oh,  
The difference to me!

**William Wordsworth**



## **GLOSSARY**

dwell: live

untrodden: not walked on, untravelled

spring: a small stream of water

dove: a river

maid: a girl/ young woman

mossy: covered in moss (a small flowerless green plant)

cease: come to an end, stop

grave: a hole dug in the ground to bury a dead body

## **Comprehension**

### **C1. Answer the following questions:**

1. Who does 'she' refer to in the poem?
2. Was she a famous person? Why/Why not?
3. Where did she live?
4. 'A violet by a mossy stone'. What is the comparison made here?
5. 'Fair as a star'. Who is as fair as a star? Why did the poet compare her to a star?
6. Did the poet know her? Pick out the line from the poem which suggests this.
7. State TRUE or FALSE.

Lucy dwelt among the untrodden ways in a busy city

### **C2. Appreciation :**

1. Pick out the rhyming words from the poem
2. Identify the figures of speech used in the poem
3. In this poem, the poet laments Lucy's death. What do you call such a poem?

4. Are there people like Lucy in your town/ village who are unnoticed and unappreciated? Give examples of such people.
5. Try to translate this poem into your mother tongue.
6. Conduct a debate on 'Life in the countryside' (village) and 'Life in the city'. Which life do you like the most? Why?

### **About the Poem :**

William Wordsworth (07 April 1770-23 April 1850) was a major romantic poet. He lived in Cumberland near Lake District in Northwestern England. He was the Poet Laureate of Britain from 1843 until his death in 1850. He was close to his sister, Dorothy Wordsworth, who was also a poet. He studied in Cambridge University. Wordsworth, along with Coleridge, launched the Romantic age in English literature with their joint publication of Lyrical Ballads, a collection of romantic poems, in 1798.

The Lucy poem is set in rural England near the Lake District where he spent much of his life. 'She dwelt among the untrodden ways' captures Wordsworth's love for rural England.



## LESSON : 5

### THE VISIT

#### PRE-READING ACTIVITY

Think of your grandfather. Make a list of the daily activities he does.

- e.g. 1) He goes for a morning walk.  
2)  
3)  
4)

Do you go out with your grandfather ? Where ? When ? Why ? Here is a girl by name Debbie, telling about her unique grandfather. Read and enjoy.

1. Every Saturday, Grandpa and I walk to the nursing home a few blocks away from our house. We go to visit many of the old and sick people who live there because they cannot take care of themselves anymore.

“Whoever visits the sick gives them life,” Grandpa always says.

First we visit Mrs. Sokol. I call her “The Cook.” She likes to talk about the times when she was a well-known cook back in Russia. People would come from miles around, just to taste her famous soup.

2. Next we visit Mr. Meyer. I call him “The Joke Man.” We sit around his coffee table, and he would tell us jokes. Some are very funny. Some aren’t and some I don’t get. He laughs at his own jokes, shaking up and down and turning red in the face. Grandpa and I can’t help but laugh along with him, even when the jokes aren’t very funny.

Next door is Mr. Lipman. I call him “The Singer” because he loves to sing for us. Whenever he does, his beautiful voice fills the air, clean and strong and so full of energy that we always sing along with him.

3. We visit Mrs. Kagan, “The Grandmother,” who shows us pictures of her grandchildren. They’re all over the room, in frames, in albums and even taped to the walls.

Mrs. Schrieber’s room is filled with memories, memories that come alive as she tells us stories of her own experiences during the old days. I call her “The Memory Lady.”

Then there’s Mr. Krull, “The Quiet Man.” He doesn’t have very much to say; he just listens when Grandpa or I talk to him. He nods and smiles, and tells us to come again next week. That’s what everyone says to Grandpa and me, even the woman in charge, behind the desk.

4. Every week we do come again, even in the rain. We walk together to visit our friends: The Cook, The Joke Man, The Singer, The Grandmother, The Memory Lady and The Quiet Man.

One day Grandpa got very sick and had to go to the hospital. The doctors said they didn’t think he would ever get better.

Saturday came, and it was time to visit the nursing home. How could I go visiting without Grandpa? Then I remembered what Grandpa once told me: “Nothing should stand in the way of doing a good deed.” So I went alone.

5. Everyone was happy to see me. They were surprised when they didn’t see Grandpa. When I told them that he was sick and in the hospital, they could tell I was sad.

“Everything is in God’s hands,” they told me. “Do your best and God will do the rest.”

The Cook went on to reveal some of her secret ingredients. The Joke Man told me his latest jokes. The Singer sang a song especially for me. The Grandmother showed me more pictures. The Memory Lady shared more of her memories. When I visited The Quiet Man, I asked him lots of questions. When I ran out of

questions, I talked about what I had learned in school.

After a while, I said good-bye to everyone, even the woman in charge, behind the desk.

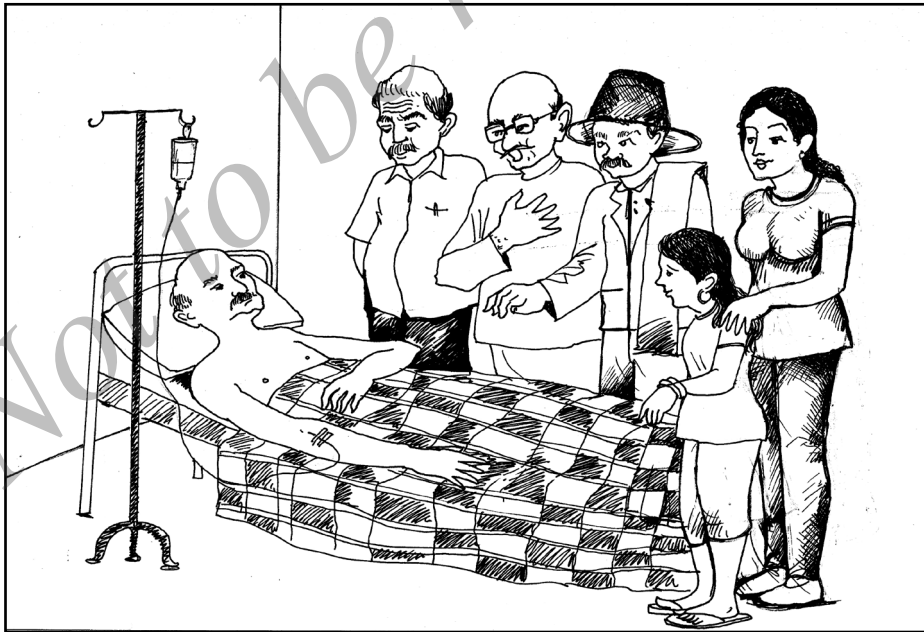
“Thank you for coming,” she said. “May your grandfather have a complete recovery.”

A few days later, Grandpa was still in the hospital. He was not eating, he could not sit up and he could barely speak. I went to the corner of the room so Grandpa wouldn't see me cry. My mother took my place by the bed and held Grandpa's hand. The room was dim and very quiet.

Suddenly the nurse came into the room and said, “You have some visitors.”

“Is this the place with the party?” I heard a familiar voice ask.

6. I looked up. It was The Joke Man. Behind him were the Cook, The Singer, The Grandmother, The Memory Lady, The Quiet Man and even the woman in charge, behind the desk.



The Cook told Grandpa about all the great food that she would cook well. She had even brought him a hot bowl of homemade soup.

“Soup? What this man needs is a sandwich,” said The Joke Man as he let out his deep, rich laughs.

Everyone laughed at him. Then he told us some new jokes. By the time he was finished, everyone had to use tissues to dry their eyes from laughing so hard.

7. Next, the Grandmother showed Grandpa a get-well card made by two of her granddaughters. On the front of one card was a picture of a clown holding balloons. “Get well soon!” was scribbled in crayon on the inside.

The Singer started singing and we all sang along with him. The Memory Lady told us how Grandpa once came to visit her in a snowstorm, just to bring her some roses for her birthday.

Before I knew it, visiting hours were up. Everyone said a short prayer for Grandpa. Then they said good-bye and told him that they would see him again soon.

8. That evening, Grandpa called the nurse in and said he was hungry. Soon he began to sit up. Finally he was able to get out of his bed. Each day, Grandpa felt better and better, and he grew stronger and stronger. Soon he was able to go home.

The doctors were shocked. They said his recovery was a medical miracle. But I knew the truth: his friends’ visit had made him well.

9. Grandpa is better now. Every Saturday, without fail, we walk together to visit our friends: The Cook, The Joke Man, The Singer, The Grandmother, The Memory Lady, The Quiet Man . . . and the woman in charge, behind the desk.

**- Debbie Herman**

## **GLOSSARY :**

memory : what is remembered.

reveal : disclose, allow to appear, show.

ingredients : component part in mixture.

recover : come back to life or normal state.

scribble : write hurriedly or carelessly.

miracle : event due to supernatural agency, remarkable event.

### **COMPREHENSION :**

**C1. Answer the following questions in one or two sentences each : Discuss the answers with your partner.**

1. Where did grandpa and Debbie go every Saturday?
2. Who did grandpa and Debbie meet?
3. Why was Mr. Krull called 'The quiet Man'?
4. What made Debbie go to the nursing home alone?
5. What did the grandmother show Grandpa at the nursing home?
6. "Whoever visits the sick gives them life."
  - a. Who said this?
  - b. Who was this said to?
  - c. When was this said?
7. "Nothing should stand in the way of doing good deed"
  - a. Who is the speaker?
  - b. Who was this said to?
  - c. What do you understand by this statement?

**C2. Answer the following questions in three or four sentences each :Discuss the answers with your partner.**

1. Why were the doctors shocked ?
2. What made Grandpa get well soon ?
3. Why did they visit the nursing home ?

## VOCABULARY :

### V1. Match the opposites:

A	B
laugh	ugly
remember	cry
good	forget
finish	bad
dry	start
	wet

## LANGUAGE

### L1. Observe the following verb forms in column A and B.

A	B
mark - marked - marked	give - gave - given
work - worked - worked	eat - ate - eaten
fill - filled - filled	speak - spoke - spoken
try - tried - tried	write - wrote - written

The verbs in column A are '**Regular verbs**'.

The verbs in column B are '**Irregular verbs**'.

### Complete the table by filling the missing verb forms :

Present	Past	Past Participle
walk	walked	walked
sing	sang	sung
grow	_____	_____
say	_____	_____
begin	_____	_____
_____	ran	run
_____	came	_____



**L2. Read the passage below and observe the underlined words :**

Once upon a time, there was a rich merchant who had three daughters. The two older girls were selfish, but the youngest named Beauty, was gentle and kind.

One day the merchant's ship was lost in a storm. He set off to see what remained of his fortune. But he got lost in a terrible storm. He saw a palace in a distance. So, he started walking towards the palace. It was a great palace. It was empty. He was a bit afraid.

The underlined words in the passage describe either persons or things. Such describing words are called 'adjectives'. They describe 'Nouns'.

Discuss in groups and give as many words as possible to describe the following :

1. your mother      4. your grandmother
2. your neighbor    5. your teacher
3. your friend       6. your class leader

**LANGUAGE :**

**L3. Frame questions for the following statements :**

- e.g. i) I can answer.  
Can I answer ?
- ii) The boys will leave soon.  
Will the boys leave soon ?
- 1) She has finished her work.
  - 2) They were late yesterday.
  - 3) The doctor is treating the patient.
  - 4) They won't be late tomorrow.
  - 5) Girls are playing in the ground.
  - 6) The teacher could teach better.

**L4. Read the following sentences and observe the changes:**

1. a) "Basha is sleeping," said Afzal. (direct speech)  
b) Afzal said that Basha was sleeping. (indirect speech)
2. a) "They are playing cricket." said Neha. (direct speech)  
b) Neha said that they were playing, cricket. (indirect speech)

**L5. Change the following direct sentences into indirect speech :**

- 1) "The boy is reading a book." said Mary.
- 2) "Children are running into the class." said Neha.
- 3) "The cat is drinking milk." said Rekha.
- 4) "Teachers are sitting in the staff room." said the student.

**LISTENING / SPEAKING / WRITING :**

**A. Imagine that you are Nikil. Your friend Niharika is hospitalized. You go to meet her at the hospital. Discuss in pairs and write a small conversation between you and Niharika in about 10-15 lines using the clues given :**

high fever --- need complete rest for two weeks --- good treatment by the doctor --- taking tablets on time --- discharge soon.

Nikil : Hello Niharika, how are you ?

Niharika : Hello Nikil, I'm fine. Come in.

Nikil : \_\_\_\_\_

Niharika : \_\_\_\_\_

## DICTIONARY WORK :

- A. Frame meaningful sentences using the following words.  
Refer to a dictionary to find their meanings :**

famous    sick    familiar    visit    together    quiet

## About the Author :

Debbie Herman is a teacher for physically challenged children. She is from Germany. She is an author of interesting books for children. She enjoys narrating stories of value to children. She says that life is beautiful because of love and care. 'The Visit' is a story that tells us about a cute granddaughter and sweet grandfather. It also says how love and affection revive hopes. There is a magical power in true relationship. This story is taken from the anthology 'Pearls of Hope' published by Aspire Priners, Hamburgh.

## SUGGESTED ACTIVITY :

Read the book 'Chicken soup for kids soul'.



Give a bowl of rice to a man and you will feed him for a day. Teach him how to grow his own rice and you will save his life."

- Confucius

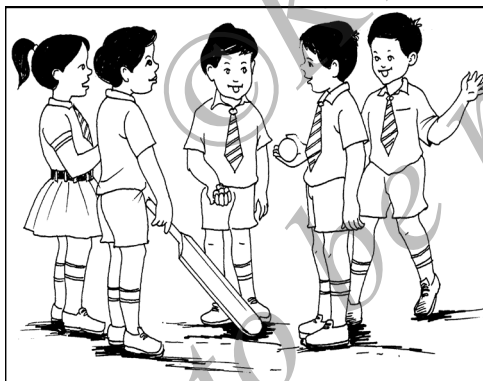
## POEM

### FRIENDSHIP

#### PRE-READING ACTIVITY

- \* Make a list of your friends from your childhood to the present day.
- \* Make a list of things you have given to your friends.
- \* Make a list of things you have received from your friends.
- \* Imagine a day without meeting your friends. How would you feel about it ?

Now here are some golden words about friendship :



Friends are there to heal the wounds  
To pull you out of saddened tunes  
To brighten up your cloudy skies  
To clear up your fictitious fears.

4

Friends are there with open arms  
To comfort you and block the harms  
To keep your secrets hidden away  
To entertain you when you want to play

8

Friends are there in smile or tear  
Friends are there in happiness or fear  
Friends are fun and friends are clever  
And the ties that bind friends will last forever. 16

- Harmony Davis

### **GLOSSARY :**

heal	:	cure
wound	:	injury
fictitious	:	false, untrue
entertain	:	amuse, make happy
bind	:	keep together, attach
comfort	:	console, soothe
harm	-	danger
saddened	-	unhappy

### **COMPREHENSION :**

**C1. Answer the following questions in one or two sentences each :**

1. How do friends help us in need?
2. What for do you think the friends are there with open arms?
3. When are friends present with us? Why?
4. How do friends block the harms?
5. What do you mean by 'brighten up your cloudy skies'?

**C2. Answer the following questions in three or four sentences each :**

1. “Life seems to be easy and full of fun when friends are around.” Explain.
2. Write the summary of the poem in 10-15 lines:

**LANGUAGE :**

Think of the most memorable help you have offered to one of your friends. Provide details about it.

- Ø Who, did you help?
- Ø When ?
- Ø Where?
- Ø Why?
- Ø What was the help?
- Ø How did you help?
- Ø What was the result?

Now, use the above points and write a paragraph on the most memorable help you offered to one of your friends.(10-15 lines.)

**Appreciation :**

**A. Rhyming words :**

**Read the lines below and pay attention to the words in bold.**

*Friends are there in smile or **tear***

*Friends are there in happiness or **fear***

*Friends are fun and friends are **clever***

*And the ties that bind friends will last **forever**.*

**B. Pick out the rhyming words from the poem:**

**SUGGESTED ACTIVITY :**

1. Write a poem about friendship.
2. Collect the poems written on friendship.

**About the poem :**

Harmony Davis is a twenty four year old writer living in California. She has been involved in creative activities since the age of three. Her areas of interest include dance, theatrical productions and writing plays and short stories. In the poem 'Friendship' the poet highlights the value of true friendship. This poem is from 'Young Voices' published by Good Books, California.



## LESSON - 6

### A CLEVER THIEF

#### PRE-READING ACTIVITY :

**Read the questions given below and share your responses with your friends.**

- Who is your close friend? What made you so close?
- What kind of friends do you like?
- What do you expect from your friends?
- How do you show your concern to your friend?
- Have you ever been cheated by a friend?
- How did you feel when you were cheated by your friend?

**Here is a story of two friends. Let's read and find out what type of friendship they had.**

1. Long, long ago, there lived Nagappa and Rajappa, who were close friends. Rajappa was very generous. Nagappa, on the other hand, was a miser. Rajappa, unfortunately, was not blessed with children, so he wished to go on a pilgrimage, for which he had saved two hundred silver coins. He decided to carry a hundred coins to meet the expenses on the way, and to keep the other hundred coins safe somewhere.

2. Could he entrust the money with somebody? He sought his friend's advice. "No, don't ask me to keep it for you," said Nagappa. "I might spend it and, when you come back and ask for it, how will I return it?" He then posed as if he was thinking of a solution. "Well, I have a suggestion. You've seen that huge banyan tree near the temple? You dig a pit beneath the tree and bury the money in it. Keep something to identify the spot, so that when you come back, you can easily dig out the coins."





The next morning, Rajappa and his wife left on their pilgrimage. The previous night, as advised by his friend he had buried the hundred coins beneath the banyan tree. Nagappa impatiently waited till night and then went and dug out the coins. Before long, his wife was going about wearing new ornaments.

3. After some days, Rajappa and his wife returned from their pilgrimage. After dusk, he went to the banyan tree and dug where he had placed some stones in a pattern. The stones were there, but not the hundred silver coins! He dug at other places below the tree; he could not find the coins anywhere. No doubt, someone had cleverly removed the coins from where he had kept them. Who else would have taken them than Nagappa? He concluded. However, he did not question Nagappa, but went and reported the matter to the village chief. "Rajappa, do as I tell you." And he gave some instructions to Rajappa.

4. Accordingly, he went to Nagappa. "How are you, my friend? Is everybody in your family all right? I've been waiting to meet you from the moment I came back. I missed you very much all these days."

"Oh, we're all right," replied Nagappa. How're you, Rajappa? How was your trip?"

"Everything went all right at every place we visited", said Rajappa, and he added coolly, "Fortune seems to have favoured

me all through and I've come to possess nearly a thousand coins. And I'm wondering where I shall keep them safe. If you'll so advise, I shall bury them beneath the banyan tree. What do you say? But you must come along with me and show me a good spot."

"Of course, I shall go with you," agreed Nagappa. "When do you want to go?"

"We shall go there after dusk," said Rajappa. "In fact, I feel like going on another pilgrimage soon."

5. Somehow, Nagappa's heart was beating fast during their meeting. Would Rajappa have already gone and checked whether his hundred coins were safe? Would he have found out that they were missing from the pit? And when he missed the coins, would Rajappa have suspected him? He thought he would take his wife's advice.

Nagamani was the least perturbed. In fact, she had a ready solution to the problem. "We shall remove those thousand coins also!" she said. "You take my ornaments to the pawnbroker. They can fetch us four thousand coins, but take only a hundred and bury them at the same place from where you had taken them. So, when you both go there, the coins would be in the pit, and your friend will feel confident and place the thousand coins also in the same pit. And after he goes away on a pilgrimage again, you can take all the one thousand coins."

6. Nagappa liked his wife's suggestion. He pawned her ornaments for a hundred coins. He waited for dusk to set in to go to the banyan tree and bury the coins. He then hurried back home. Rajappa had expected that something like this might happen, and so was keeping a careful watch near the banyan tree. He was thus witness to Nagappa's movements. The moment he went away, Rajappa retrieved the hundred coins and went home.

The next day and the next, Nagappa waited for Rajappa to go to the banyan tree. But he did not turn up. Nagappa was impatient. He himself went to Rajappa. "Why didn't you come to bury the coins? It's not advisable to keep so much money in the house."

7. "You know what happened?" said Rajappa, casually. "The Village chief wanted a loan and I gave the money to him. After all, till I go again, I can manage with the hundred coins that I had buried beneath the banyan. When I get back the money from the Village Chief, we shall go to bury them."

Nagappa almost swooned. He somehow or other managed to reach home to tell his wife what he heard from Rajappa. "Oh! What will happen to my ornaments now!!" she wailed.

**Source :** 'Stories of our Village' compiled by Nagaswarna

#### **GLOSSARY :**

generous	: kind
pilgrimage	: travel to holy places
expense	: expenditure, cost
entrust	: handover, give responsibility
pose	: pretend, show
beneath	: under, below
impatiently	: in a hurry, without patience
favour	: help, support
suspect	: doubt
perturb	: trouble
dusk	: sunset
retrieve	: get back
swoon	: faint

### **COMPREHENSION :**

#### **C1. Answer the following questions in one or two sentences each :**

1. What suggestion did Nagappa give to Rajappa to keep his money safe?
2. When did Rajappa realize that his money was stolen?
3. "Do as I tell you."
  - a. Who does 'I' refer to?
  - b. Who was this said to?
  - c. When was this said?
4. How did the stolen money return to its hidden place?
5. Why did Nagappa grow impatient with Rajappa? What did he do?

#### **C2. Answer the following questions in three or four sentences :**

1. What kind of people were Nagappa and Rajappa?
2. What was Rajappa's reply to Nagappa?
3. Did Rajappa succeed in teaching his friend a good lesson? How?

### **VOCABULARY :**

#### **V1. Pick out the opposites of the given words from the lesson :**

foolish

thin

slow

enemy

**V2. Give the opposites for the following words using their prefixes :**

fortunate

happy

regular

use

definite

like

agree

**V3. Make as many words as possible from the words given below :**

- 1) impatiently e.g. 1) pit, ....., ....., .....
- 2) intelligent ....., ....., .....
- 3) pilgrimage ....., ....., .....
- 4) ornaments ....., ....., .....

**LANGUAGE :**

**L1. Here is a small passage. Observe the use of articles 'a', 'an' and 'the' here :**

There was a lake. The lake was dry. A thirsty crow and an elephant came that way. The crow and the elephant were very sad to see the dry lake. The elephant knew a magician who would help them. So, the crow and the elephant went to the magician and asked his help. The magician did some magic and asked them to go to the lake. When the elephant and the crow returned to the lake, the lake was full of water. The elephant and the crow were very happy.

**'a/an'** is used before singular nouns.

**'an'** is used before countable nouns which begin with vowel sounds.

e.g. an elephant, an orange, an umbrella, an intelligent girl etc.

‘a’ is used before all countable nouns beginning with consonant sounds.

e.g. a girl, a hat, a school, a tree etc.

‘the’ is used when we talk about something specifically. We use ‘the’ with both singular or plural nouns.

the moon, the girls, the flowers, the tree etc.

**i) Correct the following sentences :**

- 1) Harini is a intelligent girl.
- 2) A moon is like smiling child.
- 3) My mother bought me a umbrella.
- 4) My father is an lawyer.

**L2. i) Observe the changes made in the following sentences.**

- a) The girl brought a pen. (active voice)
- b) A pen was brought by the girl. (passive voice)

**ii) Change the sentences given below in the same pattern :**

- 1) My father bought a new dress.
- 2) The teacher taught a poem.
- 3) Mother called the baby.
- 4) Rajappa suspected Nagappa.
- 5) The child coloured the picture.

**Listening and Speaking :**

**B. Practise theses tongue twisters :**

- a) Betty bought a bit of butter,  
But the butter Betty bought was a bit bitter.  
So Betty bought a bit of better butter.  
To make the bitter butter better

## **WRITING :**

### **A. Discuss with your friend and make a list of qualities of a good friend :**

e.g. A good friend is trustworthy.

- a.
- b.
- c.
- d.
- e.

## **VI. DICTIONARY WORK :**

Refer to a dictionary and find the meaning of the given phrases. Use the phrases in your own sentences :

in front of      in between      give up      in search of

## **VII. SUGGESTED ACTIVITY :**

Read stories of Birbal and Tenali Rama.



“Spoon feeding in the long run teaches us nothing but the shape of the spoon.”

**E.M. Forster**

## POEM

### SIX HONEST FRIENDS

#### PRE-READING ACTIVITY

Imagine your teacher shows a picture of a person whom you have never seen. What are the questions that you will ask your teacher about the picture ?

eg. : 1. Why are you showing his picture to us ?

2.

3.

4.

Only when you start asking questions to yourself you will become perfect.



I keep six honest serving-men  
(They taught me all I knew);  
Their names are What and Why and When  
And How and Where and Who.

4



I send them over land and sea,  
I send them east and west ;  
But after they have worked for me,  
I give them all a rest. 8

I let them rest from nine till five,  
For I am busy then,  
As well as breakfast, lunch and tea,  
For they are hungry men. 12

But different folk have different views;  
I know a person small-  
She keeps ten million serving-men  
Who get no rest at all ! 14

She sends 'em abroad on her own affairs,  
From the second she opens her eyes-  
One million Hows, two million Wheres,  
And seven million Whys ! 18

*-Rudyard Kipling*

**GLOSSARY :**

honest	: sincere
folk	: people
view	: opinion
affair	: business, concern
serve	: work for
abroad	: overseas, out of the country

## **COMPREHENSION :**

### **C1. Answer the following questions in one or two sentences each :**

1. Who are the honest friends mentioned in the poem ?
2. Where did the poet send his honest friends ? Why ?
3. What does the poet do after his friends have worked for him ?
4. What does the poet mean by taking rest from nine to five ?

- C2.** 1. Write the message of the poem 'Six Honest Friends'.
2. Pick out the rhyming words from the poem.

### **II. About the Poet :**

Rudyard Kipling - (1865-1936). He was a poet, novelist and a short story writer. He was born in Mumbai. He returned to India after a stay in England and became a journalist. He was the first English writer to receive 'The Noble Prize' for literature in 1907. He wrote both for children and adults.

This poem tells you about real friends and how they help you.

### **III. SUGGESTED ACTIVITY :**

**There are a few statements given below. Read them and share your responses with your friends.**

- a. Valuable advice you got from a friend.
- b. Valuable advice you gave to your friend.
- c. The problem you shared with your mother.



## Lesson - 7

### THE LITTLE GIRL WHO DARED TO WISH

#### PRE-READING ACTIVITY

**Read the passage given below and answer the questions that follow :**

A boy of ten was to cross the road. He stood on the footpath for a long time. Later, as there was no sound of any vehicle, he decided to cross the road. He was moving very slowly across the road. A group of students rode their bicycles silently towards the boy. They suddenly applied brakes and rang the bell violently. The boy trembled and collapsed. The boys giggled and rode away laughing loudly.

- Why do you think the boy was afraid of crossing the road?
- When did the boy decide to cross the road?
- Why did the boy collapse?
- What do you say about the behaviour of the students?
- If you were in his place, how would you react when someone laughed at you?

**Now, read the story given below to find what Amy did in one such situation.**

1. \_\_\_As Amy Hagadorn rounded the corner across the hall from her classroom, she collided with a tall boy from the fifth grade running in the opposite direction.

“Watch it, squirt,” the boy yelled as he dodged around the little third-grader. Then, with a smirk on his face, the boy took hold of his right leg and mimicked the way Amy limped when she walked.



2. Amy closed her eyes. "Ignore him", she told herself as she headed for her classroom.

But at the end of the day, Amy was still thinking about the tall boy's mean teasing. It wasn't as if he were the only one. It seemed that ever since Amy started the third grade, someone teased her every single day. Kids teased her about her speech or her limping. Amy was tired of it. Sometimes, even in the classroom full of other students, the teasing made her feel all alone.

3. Back home at the dinner table that evening, Amy was quiet. Her mother knew that things were not going well at school. That's why Patti Hagadorn was happy to have some exciting news to share with her daughter.

"There's a Christmas wish contest on the radio station," Amy's mom announced. "Write a letter to Santa, and you might win a prize. I think someone at this table with blonde curly hair should enter."

4. Amy giggled. The contest sounded like fun. She started thinking about what she wanted most for Christmas.

A smile took hold of Amy when the idea first came to her. Out came pencil and paper, and Amy went to work on her letter.

5. "Dear Santa Claus," she began.

While Amy worked away at her best printing, the rest of the family tried to guess what she might ask from Santa. Amy's sister, Jamie and Amy's mom both thought a three-foot Barbie doll would top Amy's wish list. Amy's dad guessed a picture book. But Amy wasn't ready to reveal her secret Christmas wish just then. Here is Amy's letter to Santa, just as she wrote it that night:

Dear Santa Claus,

My name is Amy. I am nine year old. I have a problem at school. Can you help me, Santa? Kids laugh at me because of the way I walk and run and talk. I have cerebral palsy. I just want one day where no one laughs at me or makes fun of me.

Love,

Amy

6. At radio station WJLT in Fort Wayne, Indiana, letters poured in for the Christmas wish contest. The workers had fun reading about all the different presents that boys and girls from across the city wanted for Christmas.

When Amy's letter arrived at the radio station, manager Lee Tobin read it carefully. He knew cerebral palsy was a muscle disorder that might confuse the school mates of Amy's who didn't understand her disability. He thought it would be good for the people in Fort Wayne to hear about this special third-grade and her unusual wish. Mr. Tobin called up the local newspaper.

7. The next day, a picture of Amy and her letter to Santa made the front page of the News Sentinel. The story spread quickly. All across the country, newspapers and radio and television stations reported the story of the little girl in Fort Wayne, Indiana, who asked for such a simple yet remarkable Christmas gift- just one day without teasing.

Suddenly the postman was regular at the Hagadorn house. Envelopes of all sizes addressed to Amy arrived daily from children and adults all across the nation. They came filled with holiday greetings and words of encouragement.

8. During that unforgettable Christmas season, over two thousand people from all over the world sent Amy letters of friendship and support. Amy and her family read every single one. Some of the writers had disabilities; some had been teased as children. Each writer had special message for Amy. Through the cards and letters from strangers, Amy glimpsed a world full of people who truly cared about each other. She realized that no amount or form of teasing could ever make her feel lonely again.

Many people thanked Amy for being brave enough to speak up. Others encouraged her to ignore teasing and to carry her head high. Lynn, a sixth-grader from Texas, sent this message:

9. “I would like to be your friend,” she wrote, ‘and if you want to visit me, we could have fun. No one would make fun of us, because if they do, we will not even hear them.”

Amy did get her wish of a special day without teasing at South Wayne Elementary School. Additionally, everyone at school got another bonus. Teachers and students talked together about how bad teasing can make others feel.

10. That year, the Fort Wayne mayor officially proclaimed December 21 as Amy Jo Hagadorn Day throughout the city. The mayor explained that by daring to make such a simple wish, Amy taught a universal lesson.

“Everyone,” said the mayor, “wants and deserves to be treated with respect, dignity and warmth.”

- Alan D. Shultz

#### **GLOSSARY :**

collide : hit

squirt : a word used to refer to a short, young person whom you don't like

grin : smirk, smile

yell : shout

dodge : move in and out

ignore : pay no attention to

excite : curious

contest : competition

cerebral- : a medical condition usually caused by brain  
palsy damage before or at birth that causes the loss of  
control of movement in the arms and legs.

reveal	:	make known
proclaim	:	declare, announce
dare	:	show courage
deserve	:	be worthy of

## COMPREHENSION

### C1. Answer the following questions in one or two sentences each :

1. Why was Amy sad?
2. Who was Amy's mother? What exciting news did she have for Amy?
3. What did Amy's sister and mother think would be on the top of Amy's wish list?
4. How did Mr. Tobin give the information about cerebral palsy?
5. "I would like to be your friend."  
a. Who said this?      b. Who was it said to?  
c. Why did she say it?
6. Did Amy get her Christmas gift? How?

### C2. Answer the following questions in three or four sentences :

1. Why did the mayor officially proclaim December 21 as Amy's Day?
2. Write a short note on Amy's wish.

## **VOCABULARY :**

**V1. Read the following paragraph and underline the words with similar pronunciation.** Example : sea - see

Hello friends, this is Neeta talking to you. Do you know what happened today? My friend Waheeda came to meet me. She told me about a big turtle that was found dead lying beside the sea. It was seen by the fishermen who were about to go fishing. I felt very sad to hear it. We decided to go and see the turtle. We walked to the beach. I saw fishermen selling fish for wheat flour. Others were selling some meat. Many people were already there to see the turtle which was then placed on the cement floor. Some were busy in their own business. We felt very sad to see the dead turtle. Is it fair to kill animals?

**Words having different spelling and meaning but similar pronunciation are called *homonyms*.**

**V2. Read the passage given below and fill in the blanks choosing suitable homonyms given in bracket.**

(dairy-diary, steal-steel, site-sight, sale-sail, ear-year, maid-made, by-buy)

Nagma had some problem in her \_\_\_\_\_ last \_\_\_\_\_. The doctor thought that it is because of the \_\_\_\_\_ rings she had worn. She was happy that nobody would \_\_\_\_\_ them. Moreover her father had spent a lot of money to buy a \_\_\_\_\_. The \_\_\_\_\_ of her worried father \_\_\_\_\_ the house \_\_\_\_\_ also feel sad. In his \_\_\_\_\_ the father has written the details of money he had got from the \_\_\_\_\_. Now Nagma wanted to ask some money to \_\_\_\_\_ a pair of gold rings \_\_\_\_\_ next week. But she knew that the father could give money only after the \_\_\_\_\_ of clothes that he bought during his \_\_\_\_\_ to a rich island.



## LANGUAGE :

### L1. Read the passage given below.

Mariyanna was a poor fisherman. He lived with his wife and children in a small hut on the banks of a stream that flows into river Kaveri. When the sunlight shone on the clear waters of the stream, it looked like a thin, golden ribbon that a careless Goddess had dropped on earth. So the fishermen and villagers who lived nearby called it 'The Golden River'.

One morning, before the sun was in the sky, Mariyanna took his net and walked toward the stream to go to river Kaveri. It was dark and he could not even see the bridge across the stream. One or two stars were still shining in the sky. So he decided to wait for some time near the boat.

**Underlined words in the passage are called prepositions. They indicate the place and time. They also indicate time, place, manner, cause, reason, purpose, possession, contrast, etc.**

Here are a few frequently used **prepositions**:

of, in, into, at, by, with, for, from,  
to, over, under, through off around, above, across,  
on, till, under, below, up, beside, up, down,  
across, by, along, etc.

### L2. Fill up the blanks with suitable prepositions given in brackets.

(by towards to of for up with into near)

Mariyappa was very hungry. "I must catch plenty \_\_\_\_\_ fish this morning," he said \_\_\_\_\_ himself. "If I don't get some fish, we will not have anything \_\_\_\_\_ lunch today.

So, he got \_\_\_\_\_ and walked \_\_\_\_\_ the stream \_\_\_\_\_ his net. At last he reached the fishing spot and threw the net into the shallow water. He was able to catch some fish \_\_\_\_\_ noon. He put all the fish \_\_\_\_\_ a bag. It was getting hot and Mariyappa decided to go to market. The fish market was \_\_\_\_\_ vegetable market.

## LISTENING / SPEAKING :

### A. Read the given headlines and complete the dialogue between Father and Geetha.

- Road accident near Chennamma road. 10 killed, five serious.
- Bank robbery in Mangalore, 33 lakh looted.
- Petrol prices to rise by 5%
- CM visits Gol Gumbaz next week.
- Indians defeat Australia in Asian Hockey.

#### Dialogue :

Father : What is the news about?

Geetha : It is about bank robbery, petrol prices and Indians winning Asian Hockey.

Father : Where was the bank looted?

Geetha : In \_\_\_\_\_ .

Father : Where did accident take place?

Geetha : \_\_\_\_\_ .

Father : Is anyone dead or hurt?

Geetha : \_\_\_\_\_ .

Father : Is there any news about PM's visit?

Geetha : \_\_\_\_\_ .

Father : When is PM visiting Gol Gumbaz?

Geetha : \_\_\_\_\_ .

Father : Who did Indians defeat in Asian Hockey?

Geetha : \_\_\_\_\_ .

Father : How much is the rise in petrol price?

Geetha : \_\_\_\_\_ .

**WRITING :**

**A. Think of a memorable incident of your life and note down relevant points against the given question words.**

**When? :** \_\_\_\_\_

**Where? :** \_\_\_\_\_

**Who all? :** \_\_\_\_\_

**How? :** \_\_\_\_\_

\_\_\_\_\_

**Why? :** \_\_\_\_\_

\_\_\_\_\_

**B. Use the above details and write a letter to your friend about the memorable incident of your life. Your letter may be in the format given below.**

Place :

Date :

Dear \_\_\_\_\_,

Introduction : 3-4 lines – about yourself and your family

Body of the letter : Give complete details of the incident in one or two paragraphs.

Conclusion : 3-4 lines about how you felt and conclude.

Yours lovingly

\_\_\_\_\_

Address : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DICTIONARY WORK :

**Given below are some words from the lesson. They are used both as nouns and verbs. Look up a dictionary and find their meanings. Frame sentences to bring out their meaning. An example is given below:**

e.g. wish (v) : Teacher wished all the best to the sports students.

wish (n) : Students wanted to fulfill their wish to get the trophy.

1. want(v) : \_\_\_\_\_

want (n) : \_\_\_\_\_

2. gift(v) : \_\_\_\_\_

gift (n), : \_\_\_\_\_

3. visit(v) : \_\_\_\_\_

visit (n) : \_\_\_\_\_

## SUGGESTED ACTIVITY:

Read the stories from the book Chicken Soup for the Children's Soul.

## About the Author :

Alan D. Shultz is a lawyer by profession. He was born in 1963. He is an award-winning newspaper columnist. He is in his forties and lives in Indiana. His stories give confidence and hopes to suffering people especially to children. This story is taken from the collection "Inspire Yourself and Others" published by Larsen & Co, Indiana, 2003.



“Education is the most powerful weapon which you can use to change the world.”

**Nelson Mandela**

## Poem

### NINE GOLD MEDALS

#### PRE-READING ACTIVITY

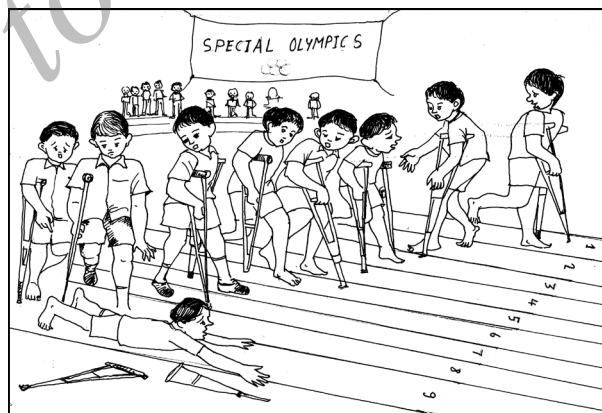
Perhaps you have participated in some competitions. Winning and losing is a part of competition. Complete the table below providing relevant details.

**How do people behave...**

<b>...when they WIN</b>	<b>... when they LOSE</b>
<b>e.g.</b> Jump in air.	Go away silently.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Before you read the poem can you guess . . .**

- What the poem is about?
- What might be the competition?
- Who are the participants?
- Who has won?



The athletes had come from all over the country  
To win gold, silver and bronze.  
Many weeks and months of training  
All coming down to these games. 4

The blocks were all lined up for those who would use them  
The hundred-yard dash was the race to be run.  
There were nine resolved athletes in back of the starting line  
Poised for the sound of the gun. 8

The signal was given, the pistol fired  
And so did the runners all hurrying ahead.  
But the smallest among them, stumbled and staggered  
And fell on the runway instead. 12

He gave out a cry in frustration and anguish  
His dreams and his efforts all wasted in to dust. 14

The eight other runners ran on their heels  
The ones who had trained for so long to complete.  
One by one they all turned around and went back to him  
And brought the young boy to his feet 18

Then all the nine runners joined hands and continued.  
The hundred-yard dash now reduced to a walk  
And a banner above that said "Special Olympics"  
Could not have been more on the mark. 22

That's how the race ended, with nine gold medals  
They came to the finish line with beaming faces  
Said more than the words ever will. 25

- David Roth

**GLOSSARY:**

resolve	-	determined, firm
eager	-	keen, ready
stumble	-	slip
stagger	-	walk unsteadily
track	-	runway
anguish	-	suffering
frustration	-	dissatisfaction
effort	-	attempt, try

**COMPREHENSION :****C1. Answer the following questions in one or two sentences each :**

1. Why was training given for months to the athletes?
2. What was the distance the athletes had to run?
3. What happened to the smallest boy while running?
4. Why did the runners run back?
5. Who won the race? Why?
6. Why do you think the banner read 'Special Olympics'?
7. Do you agree with what other eight athletes did? Why?
8. Why were the medals given to all?

**C2. Answer the following questions in three or four sentences each :**

1. Write a summary of the poem 'Nine Gold Medals' in about 10-15 lines.

**III. LANGUAGE ACTIVITY :**

- A. Imagine you are reporting to a television channel. Using the details of the poem, give a report of what happened in the field. You may use the following hints.**

- Name of the event : \_\_\_\_\_
- Number of participants : \_\_\_\_\_
- Place : \_\_\_\_\_
- Time : \_\_\_\_\_
- Chief guest : \_\_\_\_\_
- Winners : \_\_\_\_\_
- Prizes given : \_\_\_\_\_
- Specialty of the event : \_\_\_\_\_

**B. Recollect your first experience of participating in a sports event. Include the following details in your description.**

- When? : \_\_\_\_\_
- Where? : \_\_\_\_\_
- Number of participants : \_\_\_\_\_
- Who supported you? : \_\_\_\_\_
- Winners : \_\_\_\_\_
- How did you feel? : \_\_\_\_\_

**IV. SUGGESTED ACTIVITY :**

Collect the pictures of your favorite game or players. Write 10-15 sentences about that game or the player.

**About the Author :**

David Roth is a musician, song-writer, recording artist, conference presenter, singer, playwright, short story writer and workshop facilitator. David is known for his inspiring stories and poems for children. At present he is in Japan. In the poem 'Nine Gold Medals' there is a lovely picture of humanity winning nine medals. It shows how 'Special Children' showed the world that in the race of life we need to have care and concern for others. This poem is from '**Olympic Stories and Poems**' published by Adrian House, US.



## LESSON : 8

### KARNA : A TRUTHFUL FRIEND

#### PRE-READING ACTIVITY

- Make a list of characters you know from Mahabharatha
- Describe an important character from Mahabharatha.
- Tell about the character you like the most from Mahabharatha.
- Karna is one of the great characters of Mahabharatha. Do you know why?

#### Read the text to find the truthfulness of Karna.

(Lord Krishna had been to meet Dhrtharastra and Duryodhana to convince them to give the share of Pandavas to them. It was an effort to avoid the battle between Pandavas and Kauravs. But it was not a fruitful visit. Thus Krishna came to Kunthidevi to discuss the next course of action.)

1. Lord Krishna came to Kuntidevi's palace. He related to her all that had happened at the court. He said, "Duryodhana has become blind to his own fate. Kauravas will soon be destroyed. I shall consult the Pandavas and prepare them for what can no longer be avoided. Do you have any messages for them?"

2. Kunti spoke sorrowfully, "What advice can I give to Yudhishtira? He will never behave unjustly. Moreover, the Kshatriyas do not believe in charity. They will win what is theirs through personal valour. It is not proper that my sons should not live like mendicants. Pandavas must regain their territories through their might. This is all that I have to say to them." Then Lord Krishna bade farewell to all his friends, and taking Karna with him, drove out of the city.

As they were crossing the outskirts of the city, Lord Krishna turned to Karna and said, “Karna, you are intelligent. You have the power to discern things. Though you were born to Kunti as a result of an immaculate conception, the man she married was truly your father. Therefore, you are the eldest son of King Pandu and deserve to rule over the territories of the Pandavas. Both on the maternal as well as on the paternal side, which is descended from the race of the Vrishni, the Pandavas are your closest kinfolk. Come with me, you will be sovereign of all the lands. Yudhishtira will serve you as a vassal lord. Kuntidevi’s heart will be gladdened.

3. Karna replied, “Lord, I know you mean well. Your love for me prompts you to give me such advice. I know I am Pandu’s son, but Kuntidevi abandoned me at birth and I was set afloat in a casket, while a helpless infant. Athiratha, the charioteer, who rescued me, and his wife Radha have lavished all their affection on me. I know no parents other than those two. They called me Vasusena and married me off to a maiden from their race. Duryodhana has been my friend and has stood by me all these years. He has requested me to engage Arjuna in single combat. I cannot think of betraying his trust. I have no doubt that the Pandavas will ultimately win because you are on their side. If Yudhishtira knows the truth about my birth, he would unhesitatingly yield up his right to all the territories. But even if I had the world in my grasp, I would give it to Duryodhana willingly. Should I say more? I cannot abandon him.”

4. Lord Krishna smiled compassionately at the emotional outburst of Karna.

“So it be then. Now war will surely begin on the day full moon vanishes. Go and tell this to Bhishma and Drona.”

Then Lord Krishna left for Upablavya.

Meanwhile Vidura hastened to Kuntidevi and said, "That which we did not wish for has come to pass. War between the Pandavas and the Kauravas is certain. Lord Krishna's peace mission has failed."

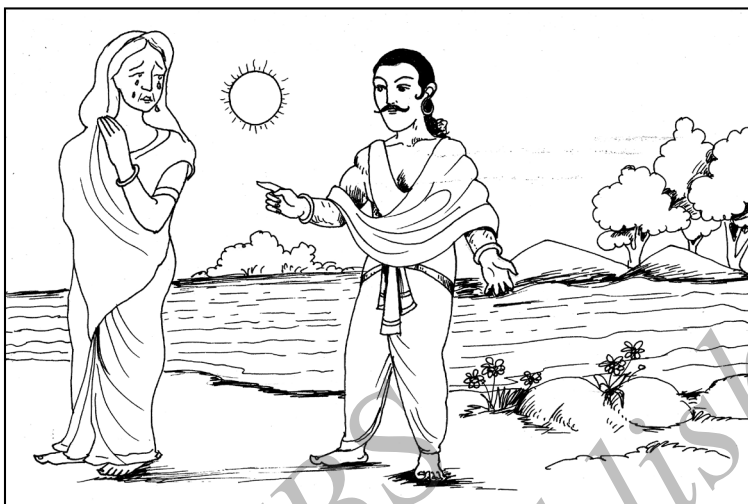
5. Kuntidevi was alarmed at the thought that great men like Bhishma and Drona might perish in the ensuing battle. She thought of ways and means to stop the conflict. Finally she decided to prevail upon Karna to drop of the fight because without his support, Duryodhana would not dare oppose the Pandavas.

One day she went to Karna while he was deep in meditation on the banks of the river Ganga.

Karna looked up and saw her standing forlorn before him. Hastily he got up and bowed reverently. Then he said, "Mother, I am glad to see you. Please tell me what you desire."

6. Kunti replied: "Karna, you know that you are my first son. You side with Duryodhana ignoring the fact that the Pandavas are your own brothers. Kauravas usurped the territories of the Pandavas. Get back the territories from them and you can rule over all the land and sea. You and Arjuna can live in brotherly amity as Krishna and Balarama do. This will solve all the knotty problems."

7. Karna brooded over her words for long, in silence. Then he spoke heavily, "Mother, it cannot be as you say. You abandoned me in the river as soon as I was born. Though I was born a Kshathriya, fate willed that I should be known to the world as the son of a lowly-born charioteer. Moreover, you did not bother about me all these years. Now you want me to go over to the Pandavas. If on the eve of the battle, I do what you desire, the world will mock at me and call me a traitor. The Kauravas have always regarded me as one of their own. Duryodhana has thrown the gauntlet down before the Pandavas because I stand beside him. I cannot betray that trust. If need be, I'll give up my life in their cause."



Kunti wiped her eyes, her head hung.

8. "Mother, I understand your concern," said Karna again. "Therefore, I promise not to harm the other Pandavas barring Arjuna whom I am under oath to vanquish."

Hot tears rolled down Kuntidevi's cheeks. She spoke, falteringly. "Karna, fate is very unkind. Kauravas will surely be destroyed. But I must be satisfied with your promise that you will spare four of the five Pandavas. God bless you."

Feeling sad over her plight, Karna watched her go back to the palace with unsteady steps.

**GLOSSARY :**

assurance	- promise, guarantee
oath	- vow, promise
valour	- courage
mendicant	- living by asking people for money and food
bother	- worry, trouble
abandon	- leave

deserve	- be worthy of, be fit to
vassal	- a holder of land
sovereign	- ruler, supreme
casket	- a small ornamental box
combat	- battle, fight
reverently	- respectfully
grab	- snatch, take away
throw down the gauntlet	- to invite somebody to fight or compete with
amity	- peace, friendship
mock at	- laugh at, make fun of
betray	- deceive, cheat

### **COMPREHENSION :**

#### **C1. Answer the following questions in one or two sentences each :**

1. Why was Kunti unhappy?
2. What did Kunti want her sons to do?
3. Why was Kunti worried?
4. What did Krishna tell Karna to avoid the war?
5. How is Karna related to Pandavas?
6. What is the promise Kunti wanted from Karna?
7. Why did Karna agree to Kunti's request?

#### **C2. Answer the following questions in three or four sentences. Discuss the answers with your partner.**

1. What was the talk between Kunti and Krishna?

2. What was Kunti's offer and advice to Karna?
3. Why was Karna faithful to Duryodhana?
4. Write a brief summary of the meeting of Karna and Kunti.

**VOCABULARY :**

**V1. Here are a few words which describe the character of Karna**

kind hearted    loving  
 brave                      truthful  
 good                      **Karna**                      sacrificing  
 great friend                      understanding  
    daring  
    intelligent

**Use these words and describe Karna in a paragraph.**

**V2. Make a list of words that describe the characters given below.**

Krishna, Kunti, Duryodhana

**Write a small paragraph on each of the characters mentioned above.**

**V3. Read the lesson and find the opposites of the words given below. Underline them in the lesson and then write them against the given words.**

shorter	x _____	take	x _____
discourage	x _____	dead	x _____
youngest	x _____	saddened	x _____
helpful	x _____	unwillingly	x _____
support	x _____	unknown	x _____

## V. Dictionary Work :

Prakrithi was keen to **look at** the strange insect in the garden. So she **looked for** someone to accompany her as she was afraid. She **looked around**. She saw her friend Sabhana who was busy **looking into** her books. Prakrithi called Sabhana and both of them **walked into** the garden to see a strange insect that **looked after** its five babies.

Look at the underlined phrases. They are called 'phrasal verbs'. Here 'look' is a verb that takes different particles. Meaning changes when the verb takes different particles.

**A. Here are a few phrases for you. Consult a dictionary and find their meanings. Write a meaningful paragraph using as many phrasal verbs as possible.**

take out   take off   take over   take into

give up   give out   give over   give off

walk off   walk in   walk over   walk out

### SUGGESTED ACTIVITY :

1. Read more stories from 'Eleyara Mahabharatha' and share them with your friends and family members.



"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

**Henry Ford**

## POEM

### BELIEVE IN YOURSELF

#### PRE-READING ACTIVITY

- What are the things you like about yourself?
- Make a list of your strengths and weaknesses and complete the table below.

My Strengths	My Weaknesses	Ways to overcome weaknesses
1.		
2.		
3.		
4.		
5.		

Here is an interesting poem to strengthen you further.

\* \* \*





Set your standards high  
You deserve the best.  
Try for what you want  
And never settle for less. 4

Believe in yourself  
No matter what you choose.  
Keep a winning attitude  
And you can never lose. 8

Think about your destination  
But don't worry if you stray  
Because the most important thing  
Is what you've learned along the way. 12

Take all that you've become  
To be all that you can be.  
Soar above the clouds  
And let your dreams set you free. 16

- Jillian K. Hunt

### **GLOSSARY :**

- deserve - be worthy of  
attitude - outlook, way of thinking  
destination - goal  
stray - lose one's way  
soar - fly high,

### **COMPREHENSION :**

**A. Answer the following questions in one or two sentences each :**

1. Why does the poet say 'you deserve the best'?
2. Who should you believe? Why?

3. Why should you set your standards high?
4. What should be your attitude?
5. Why should you not worry even if you wander searching your destination?
6. How should you take your life?
7. Pick out the rhyming words from the poem.

**B. Write the summary of the poem in about 5-10 lines.**

**C. Write a paragraph about how you help your friend gain confidence using the clues given below: Discuss the answers with your partner before you write it down.**

ask about his/her problems - know the reasons - know the responsible persons - give suggestions - make him/her analyse the problem - make him/her realize his/her responsibility - convince to have hopes.

### **SUGGESTED ACTIVITY :**

Read the poem 'Characterstics of a Happy Life' and poems on achievement.

### **About the Author :**

Jillian K. Hunt is a twenty year old Italian born in 1985. He has great passion for writing and teaching. He is of the opinion that self-confidence is a key for success. He writes short but encouraging poems and stories to children. Jillian says that writing is his source of relaxation and development. In the poem 'Believe in Yourself' Jillian advises us to have belief in our ability. He says that everyone deserves the best. We need to have positive attitude to become successful. This poem is taken from the periodical 'Poems'.



## SUPPLEMENTARY READING

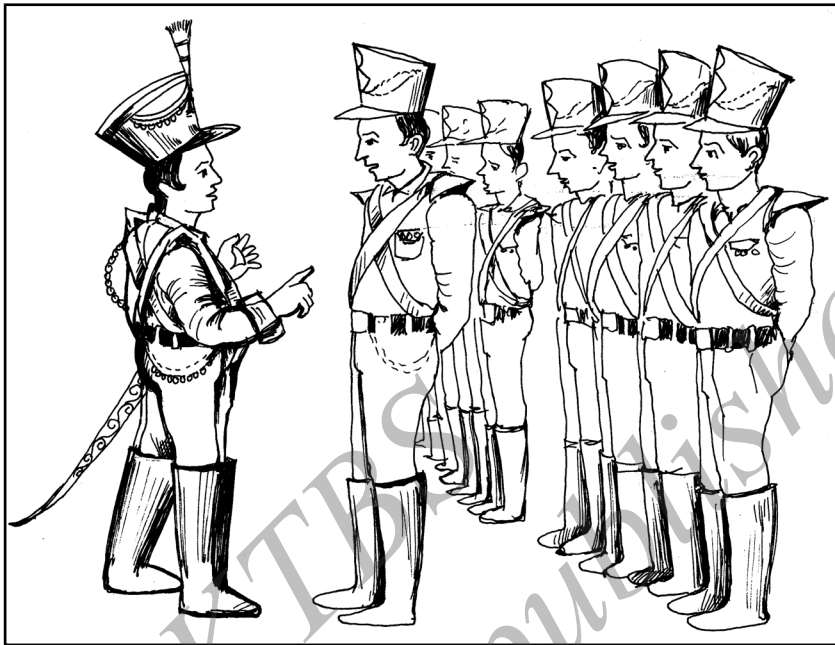
### NAPOLEON'S THREE QUESTIONS

1. Napoleon Bonaparte was one of the most brilliant military leaders of Europe. He was born in 1769 on the Mediterranean Island of Corsica, and was trained to be a soldier from an early age. He fought many battles and was wounded several times and received many military honours. He used to inspect his troops often. At the time of the inspection of the troops, he used to look at their faces with care. He would often put a few questions to the soldiers whose name he thought he had forgotten. But his armies grew so big that his soldiers did not see their General for years.

2. One day when some of the soldiers of Napoleon were having a drink together, one of their friends brought to their table a Swede who wanted to join Napoleon's Grand army. The Swede was very tall, handsome and had strong looking arms and shoulders but he knew no French. But he admired Napoleon so much that he wished to join the French army and fight for him. All the soldiers looked at the Swede who had a friendly face. They soon began to like him.

3. After many years, the officers told the soldiers that Napoleon himself was coming to inspect the troops. They all warned the Swede that Napoleon would probably ask him some questions, and usually in the same order. The first question was, "How old are you?" The second was, "How long have you been in the army?" and the third was, "Did you serve in either of my last two campaigns?"

4. Some of the Swede's friends began to teach him the questions and their answers in French. But he couldn't learn all these words. So they decided to teach him only the answers in the proper order. His friends gave him a lot of practice. For many days this practice continued. The Swede was used to walk about, saying to himself, "Twenty -three sir. Three years, sir. Both, sir".



5. On the fixed date of inspection, Napoleon arrived. He stood in front of the motionless lines of soldiers and looked at them with great pride and satisfaction. The Swede was also standing quite still but sometimes his lips moved slightly. He was still practising. Suddenly Napoleon's eyes fell on the tall soldier and at once he realized that he had never seen this soldier before. He stopped in front of him to ask his questions. Unfortunately, this time the great man changed the order of the questions and began with second question.

6. "How many years have you been in my army?" he demanded.

"Twenty -three, sir" said the Swede very clearly. Napoleon was surprised. He again looked at the tall man and asked, "How old are you, then?"

"Three years, sir" said the Swede bravely. This time Napoleon got angry. He declared, "Either you are mad, or I am."

"Both, sir!" cried the Swede proudly.

## GLOSSARY

General	: Chief
brilliant (Adj)	: highly skilled, very intelligent
patiently (Adv)	: in a patient manner
handsome (Adj)	: good-looking
smart (Adj)	: bright and new-looking, well-dressed, neat
Swede	: a person from Sweden
assure (V)	: tell positively or confidently
prevent (V)	: stop or hinder
satisfied (Adj)	: feeling satisfaction, contented
unfortunately (Adv)	: unluckily

### Answer the following questions:

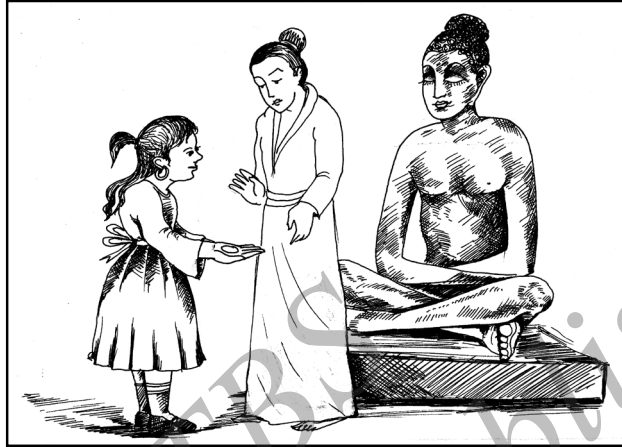
1. Who was Napoleon Bonaparte and when was he born?
2. How did he inspect his troops?
3. Why did the soldiers like the Swede?
4. What were the three questions usually asked by Napoleon?
5. Why did the Swede practise answers for many days?
6. “Both, sir” – what does this mean in the beginning and at the end?



“To educate a person in the mind but not in morals is to educate a menace to society.”

**Theodore Roosevelt**

## A NOBLE GIFT



1. Once there lived a rich man in a city in China. He had many servants in his house. Among them was a young girl called Ya-toe. She was younger than the other servants, but she worked as hard as they did. She worked from morning to evening. Every one in the rich man's family liked Ya-toe because she was honest and hardworking.

2. One day Ya-toe found a small coin from the back-yard of the house. It was a small copper coin. It was smaller than a button on her dress. 'This coin cannot be my master's. My master is a rich man and this is an old copper coin,' she thought. Ya-toe rubbed it and made it bright. 'Now it is brighter than before,' she said. 'I will keep it and give it to my mother on a festival day.'

3. One morning a young priest came to the rich man's house. All the members of the house got together. The priest said, "We are putting up a large and majestic statue of Lord Buddha. We are collecting gold and silver for that. You are as rich as a king. We expect a generous gift from you."

All the members of the rich man's family gave gold coins and silver coins and ornaments. The servants also gave something. Of course, their gifts were smaller than the gifts of their master.

4. The priest collected the gifts. He was about to leave. At that time Ya-toe went to him. She showed her small copper coin to him and said, "Sir, I don't have any gold or silver. I have only this copper coin. Please accept my small gift for the statue of Lord Buddha," he said and left the rich man's house. The priest looked at Ya-toe and her gift. "Just a copper coin! It is smaller than your button. I cannot accept a small copper coin for the statue of Lord Buddha," he said and left the rich man's house. Ya-toe's eyes were filled with tears because her gift was rejected.

5. After some time they began to mould the statue. The best artists of the land were engaged for the work. All the gold and silver coins and ornaments collected by the priest were melted. They worked for days and months. They prepared the statue with all their skill.

The head priest came to see the statue. "We wanted to prepare the best statue of the Lord", he said. "And this is not even as beautiful as an ordinary statue. Let's make the statue again."

6. Once again the artists began the work. They worked for many months. They tried their best to make the statue. But this time the statue was uglier than the previous one. The artists were sad. They went to the head priest and said, "We tried our best to prepare a beautiful statue but the result is not satisfactory. What can be the reason? Please guide us."

The head priest thought for some time. Then he called other priests and said, "Brothers, you went to collect the gifts for the statue of the Lord. Did you bring all the gifts given with love? Were you fair to everyone? Did you hurt anyone's feelings?"

7. The young priest came forward. "Your holiness, now I remember. I hurt a girl's feelings. An ordinary copper coin was offered by her. But it was very small and I did not accept it," he said.

8. The head priest said, "Brother, now I understand the problem. Please go and meet the girl. Get her little coin and bring it here."

It is more precious than the other gifts.” The priest at once went to Ya-toe and asked for her small gift. Ya-toe was very happy. She at once gave the coin to him. Ya-toe’s gift was added to the other metals. The statue was moulded again. The head priest came to see the statue. He was pleased. He said, “Now the Lord’s statue is really majestic”. Everyone was happy. Ya-toe’s small coin was near the heart of the Lord.

**GLOSSARY :**

back-yard : place behind the house  
majestic : grand  
generous : kind  
ornament : jewel  
reject : refuse

**Answer the following question :**

1. What kind of girl was Ya-toe?
2. “This coin cannot be my master’s”. Why did Ya-toe think like that?
3. Why did the young priest come to the rich man’s house?
4. Why did not the priest accept Ya-toe’s gift?
5. How were the first and the second statues?
6. Why was the statue really majestic at the end?
7. What message do you get from this story?



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