



BOOK – 1



Secondary Course 202

English Book - 1

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NATIONAL INSTITUTE OF OPEN SCHOOLING

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Chairman's Message

Dear Learner,

As the needs of the society in general, and some groups in particular, keep on changing with time, the methods and techniques required for fulfilling those aspirations also have to be modified accordingly. Education is an instrument of change. The right type of education at right time can bring about positivity in the outlook of society, attitudinal changes to face the new/fresh challenges and the courage to face difficult situations.

This can be very effectively achieved by regular periodic curriculum renewal. A static curriculum does not serve any purpose, as it does not cater to the current needs and aspirations of the individual and society.

For this purpose only, educationists from all over the country come together at regular intervals to deliberate on the issues of changes needed and required. As an outcome of such deliberations, the National Curriculum Framework (NCF 2005) came out, which spells out in detail the type of education desirable/needed at various levels of education- primary, elementary, secondary or senior secondary.

Keeping this framework and other national and societal concerns in mind, we have currently revised the curricula of all the subjects at the secondary level, making them current and need based. Textual material production is an integral and essential part of all NIOS programmes offered through open and distance learning system. Therefore, we have taken special care to make the learning material user friendly, interesting and attractive for you.

I would like to thank all the eminent persons involved in making this material interesting and relevant to your needs. I hope you find it appealing and absorbing.

On behalf of National Institute of Open Schooling, I wish you all a bright and successful future.

(Dr. S. S. Jena)

Chairman, NIOS

A Note From the Director

Dear Learner,

The Academic Department at the National Institute of Open Schooling tries to bring you new programmes every now and then in accordance with your needs and requirements. We are now revising the curriculum in all the subjects at the secondary level. In order to bring to you a curriculum which is at par with other boards in the country, we consulted the curriculum in different subjects at the CBSE and Several State Boards of Secondary Education. The National Curriculum Framework developed by the National Council for Educational Research and Training was kept as a reference point. After making a comprehensive comparative study, we developed the curriculum that was functional, related to life situations and simple. Leading educationists of the country were involved and under their guidance, we have been able to revise and update the curriculum.

At the same time, we also had a look at the learning material. We have removed old, outdated information and added new, relevant things and have tried to make it attractive and appealing for you.

I hope you will find the new material that is now in your hands interesting and exciting. Any suggestions for further improvement are welcome.

Let me wish you all a happy and successful future.

(Dr. Kuldeep Agarwal)

Director (Academic)

A Word on Life Skills

Dear Learner,

Welcome to NIOS!

You have just taken your first step towards realizing your goals. Often the most difficult part is to make a beginning. However, once you begin, you feel good about yourself and would want to keep improving and become the best that you can be. On this journey of personal growth, you will discover that there is so much knowledge and wisdom to be gained- insight about yourself, about others, about life and about the things around you. Let us begin this journey of learning with joy.

Globally, the education system is undergoing a change in terms of approach as well as objective. NIOS has initiated a unique process of developing life skills enriched materials for your benefit. We have a vision of empowering you to enhance not only your academic but also personal and social competencies. Along with subject knowledge, you should be able to deal with the stress and strain of life. You should have the ability to discriminate between right and wrong, good and bad, and take the correct decisions regarding your life and career. NIOS is endeavoring to equip you with the skills to manage challenging situations and optimize opportunities, to respond to situations in logical, sensitive and positive ways without harming self or society. The methodology adopted by NIOS is to integrate these life skills seamlessly with the content of the subject. These materials for open school learners like you, which are the 'Teacher in Print', have been written in the participatory mode using examples from your life experiences.

'Knowing is not enough; we must apply. Willing is not enough; we must do'

- Johann Wolfgang Goethe

While reading these study materials, you will find a number of activities, including intext questions, in between the lessons. Do make a sincere effort to attempt them. These activities have been carefully designed to provide you an opportunity to learn and practice. The intext questions are devices to help you assess the extent of your learning and enhance it. Life skills are abilities that each of us possesses, and yet conscious efforts need to be made to enhance these abilities. Attempting these exercises will help in developing life skills without an extra effort. You are now a part of this path-breaking initiative and will play a very important role in making this endeavour a success.

'If we did all the things we are capable of, we would astound ourselves'

- Thomas Edison

Dear learner, you are one among the millions of adolescents in this country. You are the future of this country. You have within you the ability to outshine everyone and stand out in a crowd.

What do you admire in your role models? Leadership, communication, creativity, presence of mind, the way they interact with people... all these are abilities that make a person stand out in the crowd. Therefore, while you work hard to master the subject at hand, do try to develop other aspects of your personality as well.

I hope you will find these life skills enriched study materials rewarding and helpful in your day-to-day life. This integration of life skills is aimed at instilling an adaptive and positive thinking, feeling and behaviour in you.

Asheema Singh

Project Coordinator

(Adolescence Education Project)

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A Word With You

Dear learner,

Welcome to English course as one of your choiest courses.

The new course has been designed to equip learners to develop communication skills in English in real life situation. Major function of learning English in India is develop abilities to listen to understand when one listens to others; speak fluently with appropriate speed and fluency and also use required stress using standarised pronunciation. Besides, the learner should read textual as well as unfamiliar passage with proper understanding of the content, draw inferences and conclude and interpret the unfamiliar as well as familiar passage, understand the meaning of new vocabular in context. The learner should also express in writing his/her views accurately in the form of short composition as well as long composition.

Keeping these objectives in mind 27 lessons have been included in Two Books. The content is related to life experiences.

There are some short stories, 06 poems and a One Act Play besides certain newspaper and magazine articles that focus on currnet mater and biographies.

It is assumed that you have acquired basic knowledge of learning a second language through any medium. It is also assumed that you have working knowledge of the English language to understand others when they speak or you read. Similarly, you can express in reasonably good English when you speak or read and writes. You can marshal your thoughts and organise them worthy to be understood by others.

3 TMAs (Tutors Marked Assignments) besides a sample question paper also from the parts of Learner's Kit for practice and to familiarise you with new exam. A detailed layout has been included as a part of the Curriculum.

It may be noted that some changes will be there in the pattern of questions in the English question paper based on this course. The questions will incorporate the element of life skills (decision making, critical thinking, problem solving, coping with stress or emotions, interpersonal relationship, self awareness, empathy etc.) wherever possible.

The aim is to assess how well the students are empowered to negotiate the real life situations in a better way. The component of life skills can be best incorporated in the questions based on writing skills and appreciation of literature. A few samples of questions incorporating life skills are being provided here as a part of the sample question paper and also the exercises on each lesson.

We hope you will find the learning material to your reading taste providing every opportunity to practise language skills.

Get, set, go

Best of luck.

Yours,

(Vivek Singh)

Senior Executive Officer

(Academic)aoenglish@nios.ac.in

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material in English with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given. The relevant icons used in the material will guide you.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson and also link it to the previous one.

Objectives: These are statements of outcomes of learning expected from you after studying the lesson. You are expected to achieve them, do read them and check if you have achieved.

Let us Read: Total content has been divided into sections. Section leads you from one content element to another. The text in bold, Italics or boxes is important and must be given attention.

Glossary: For ready reference

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Let us Do: Certain activities have been suggested for better understanding of the concept.

Let us Listen: Certain listening activities are also given to develop better listening abilities.

Let us Talk: This activity aims at developing your communication skills. Perform these exercises sincerely as suggested.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

Let us Learn Grammar: Grammar is an integral part of learning any language. This gives necessary information along with exercises to improve your abilities.

Let us Write: It is important to hone your writing skills and this section gives you the chance to do so in the light of each lesson. Practice this activity in each lesson to cultivate an all round skill of writing efficiently.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Questions: These are long and short questions that provide an opportunity to practice, for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers: These will help you to know how correctly you have answered the questions.

Web site: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview

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Appendix 1. Curriculum

Appendix 2. Feedback Form

We thankfully acknowledge the inclusion of various prose, poem, stories and plays.
Request for copy right permission is being made.

1. SNAKE BITE

Have you ever teased an animal? What did your elders have to say to you? How did the animal react? Did you think about how the animal felt? In this story, the narrator Raja, is an innocent young boy. He is adventurous and likes to meddle with creatures like snakes and bees. His grandparents are concerned about his well-being and safety. Once when a bee stings him, they think he has been bitten by a snake. His grandfather takes him to a man whom he believes can cure snake bite. Let us read the story and see what happens.

OBJECTIVE

After completing this lesson you will be able to:

- discuss the theme of the story;
- relate to the feelings and behaviour of reptiles and other living creatures;
- think critically about people's superstitions and blind faith in untrained medicine men;
- think critically about the myth that all snakes are dangerous;
- realise the importance of timely and effective communication;
- realise that silence is not always good;
- realise that silence is not always good;
- use some new words in meaningful sentences;
- give the past tense form of some commonly used verbs;
- discriminate between regular and irregular verbs;
- form adverbs from adjectives and use them appropriately;
- frame requests and enquiries, and
- write short descriptions of people.

1.1 LET US READ THE TEXT

One day I saw a small snake in the compound. It was crawling along slowly but when it saw me, it moved away quickly and hid itself in a coconut shell. I quietly went near and closed the mouth of the coconut shell with a stone. Then I took the shell and ran to Grandmother.

“ Look, Grandma,” I cried, “ I have caught a snake.”

“ Snake?” asked Grandmother in alarm. She was shocked. She cried for help. Grandfather came running. When he learnt that I had a snake in the shell, he snatched the shell and threw it away.

The snake crawled away and disappeared behind some bushes. Grandfather warned me never to go near a snake, because snakes were very dangerous.

Later in the evening, I tried to catch a bee and it stung me on my finger. I felt a sharp pain. I ran to grandmother and told her that I had been bitten and wanted her to do something to stop the pain. Grandmother thought that I had been bitten by a snake. She called out to Grandfather, “Come and see what has happened to Raja.”

Grandfather came at once. He looked at my finger and there was a blue mark. Without a word he took me in his arms and started running. He ran across the garden and through the paddy fields. He ran and ran and did not stop until he reached a small house quite some distance away from our home. Then he shouted for the man who lived there.

An old grey haired man came out of the house. He knew the cure for snake bite. Grandfather asked him to cure me. The old man took me inside. He looked at my finger and then asked me to sit down and not to move. I sat on Grandfather’s lap. The old man then took some water in a small brass vessel, sat in front of us and started reciting some mantras.

I wanted to tell him that it was a bee and not a snake that had bitten me. But Grandfather held me tight and did not allow me to talk. Grandmother too had arrived by then and some other people with her. They looked sad and silently watched me.

By this time the pain in my finger had stopped. But still I had to sit there and get cured of ‘snakebite.’

After a few minutes, the old man got up, washed my finger and gave me some water to drink. He asked me to keep quiet for some more time. Then he turned to Grandfather and said, “Thank God, you brought Raja in time. He is out of danger now. It was indeed a poisonous snake that bit him.”

Grandfather, Grandmother and all others thanked the old man for the magic cure. On returning home, Grandfather sent him gifts.

- Shankar ‘Life with Grandfather’ (a story from the collection)

crawling: moving slowly pulling the body along the ground

in alarm: in anxiety, (here) in fear

shell: hard outer covering of coconut or nuts

learnt: gained knowledge (here) was told

cure: treatment

recite: say something aloud

vessel: a container to hold liquid

1.2 LET US UNDERSTAND THE TEXT

1.2.1 PART 1

One day I saw _____ were very dangerous.

Have you ever seen snakes in your neighbourhood? One day Raja sees a snake in his compound. He carries it home in a coconut shell. His grandmother is shocked to know that there is a snake inside the shell. His grandfather throws the shell away and tells Raja that creatures like snakes are dangerous. His grandparents worry about his safety. His grandfather tells him never to go near a snake again.

INTEXT QUESTIONS 1.1

I. Answer the following questions.

1. Why do you think the snake hid itself?
2. What did Raja do when he saw the snake going into the coconut shell?
3. Why was Grandmother shocked? How did she react?
4. Imagine you are Raja's grandfather. Raja brings home a snake. How do you think you would react?

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

1. The snake hid under a stone.
2. Raja was very excited to see the snake.
3. Raja's grandparents were very worried to see the coconut shell with the snake in it.
4. The coconut shell broke and the snake crawled away.

LET US LEARN NEW WORDS 1.1

I. Find words from the passage which mean the opposite of the following words.

1. far
2. opened
3. appeared
4. always

II. Match the words in Column A with their opposites in Column B

Column A Column B

- | | |
|--------------|-------------|
| 1. quietly | a. came |
| 2. slowly | b. harmless |
| 3. went | c. noisily |
| 4. dangerous | d. quickly |

DO YOU KNOW

- There are about 2000 species of snakes in the world.
- All snakes are not poisonous.
- In India there are 270 species of which only 70 are poisonous.
- Some Indian species are the cobra, the krait, the Flower snake, the rat snake, the python, and the Russell's viper.
- Snakes have good vision.
- All snakes are colour blind.
- Snakes have different habitats; some snakes live in holes, others in warm seas, semi deserts, swamps, and trees.
- The biggest snake in the world is the Anaconda, found in the jungles of South America; it can grow to the size of a full grown man.
- The smallest snake can be just ten centimetres long.

LET US TALK 1.1

Making requests

Practice the following dialogues with a friend.

A:

You: Could you open this bottle for me please?

Friend: Sure

You: Thank you.

B.

Friend : Do you have a spare pencil?

You: Yes, I do.

Friend : May I borrow it? I have forgotten to bring mine.

You: Of course. Here you are.

Friend: Thank you.

When you ask someone to do something for you, or ask for permission to do something, it is important to sound polite. Here are some ways in which you can do this.

Requesting someone to do something for you:

“Could you shut the door for me, please?”

“Would you mind passing the paper, please?”

“Can you suggest a movie I could watch over the weekend?”

Asking someone for permission to do something:

“Can I use your computer, please?”

“Could you lend me some money?”

“Do you mind if I turn on the fan?”

Exercise

Now use the examples given above to make simple requests. Ask your friend for some help in doing something, ask for directions to go somewhere, or ask for a dictionary.

1.2.2 PART 2

Later in the evening —— lived there.

Do you like playing with animals? Did you or anyone you know ever get scratched by a cat or bitten by a dog while playing? How did your parents react to this? Raja is curious about creatures like snakes and bees. In the evening when he tries to catch a bee he gets stung. He runs for help to his grandmother and shows her the sting, she immediately thinks that it is a snake bite. His grandfather looks at the bite and thinks exactly the same thing. He picks him up and runs to the house of a man who he believes can help them. Raja does not get a chance to tell any one that he has been bitten by a bee and not a snake. Sometimes people misunderstand and react to situations without listening or asking questions. Has this ever happened to you?

INTEXT QUESTIONS 1.2

I. Answer the following questions:

1. Why did the bee sting Raja?
2. Why did Raja go to his grandmother?
3. What did his grandmother think? Why did she think so?
4. What do you think his grandmother should have done when Raja came to her after being stung by a bee?
5. What would have happened if Raja had been bitten by a snake, but his grandmother believed that he was bitten by a bee? Explain in about 30-40 words.

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

1. Raja's grandfather got very worried to see the blue mark on Raja's finger.
2. Raja had to run through the paddy fields with his grandfather.
3. Raja and his grandfather ran to catch the bee.
4. Raja's grandfather had to run a long distance carrying Raja in his arms.
5. Raja's grandfather shouted because he was angry.

LET US LEARN NEW WORDS 1.2

I. Find words/phrases in the story which are close in meaning to the following words:

II. Fill in the blanks in the following sentences using suitable words from the story.

1. She is wearing a diamond ring on her index ——— .
2. I have ——— in my legs because I am tired.
3. I grow colourful flowers in my ——— .
4. Farmers plough their ——— with tractors.

III. Read the following sentences.

1. Snakes hiss.
2. Bees buzz.
3. Cats mew.
4. Parrots talk.

The underlined words denote the sounds made by the creatures mentioned in the above sentences.

Now match the names of the animals in Column A with their sounds in

Column A Column B

- | | |
|--------------|------------|
| 1. Lions | a. bray |
| 2. elephants | b. chatter |
| 3. donkeys | c. growl |
| 4. Monkeys | d. trumpet |
| 5. cows | e. roar |
| 6. bears | f. low |

DO YOU KNOW

- Bees live in colonies or hives of 50,000 bees on an average.
- Bees have an inborn ability to communicate.
- Bees' language is a language of smells and dancing.
- Bees sting only in self defence.
- After stinging, a bee dies instantly.
- A bee sting is painful.
- When stung by a bee one should remove the stinger as quickly as possible.
- The use of an ice pack reduces the swelling and the pain of a bee sting.

LET US DO 1.1

Complete the following crossword with the help of the given clues. All the words are from the story. One has been done for you.

(2) S N A K E

(1) C

(4) F

E

(3) B

(5) P

S

ACROSS:

1. Children learn to move like this on four limbs before they can walk. (5 letters)
2. A reptile (5 letters)
3. The boy got malaria because he was —— by mosquitoes, (past participle of the verb ‘to bite’ - 6 letters)
5. Rice fields are known as —— fields (5 letters)

DOWN:

1. A fruit with a hard covering (7 letters)
2. A reptile (5 letters)
3. A metal (5 letters)
4. A part of the body (6 letters)

1.2.3 PART 3

An old gray haired man ——— Grandfather sent him gifts.

When you fall ill or get hurt you usually go to a doctor if you live in a city or town. But in most villages doctors are not easily available. So villagers usually go to the village medicine man for help. This is what happens with Raja too. Raja's grandparents think that the bee sting on his finger is a snake bite. His grandfather picks him up and runs across the fields to the house of a medicine man. The medicine man convinces them that Raja's life is in danger

because of the poisonous snake bite. Raja's finger stops hurting before the medicine man gives him any treatment, but Raja does not tell anyone this. The medicine man makes Raja's grandparents believe that Raja is safe because of his treatment and mantras. Raja's grandfather thanks the medicine man by giving him gifts, but Raja knows that the old man is a liar and has fooled everybody.

INTEXT QUESTIONS 1.3

I. Answer the following questions:

1. What did Grandfather tell the old man to do?
2. What two things did the old man do?
3. Why was everyone sad and silent?
4. Why did Raja's grandfather send gifts to the old man?
5. Do you think the old man cured Raja? Give reasons for your answer.
6. If you were Raja would you keep quiet like him?

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

1. The old man gave Raja medicine to cure him.
2. Only Raja knew that he had not been bitten by a snake.
3. Raja's grandfather did not give Raja a chance to tell what had happened to him.
4. As time passed the pain in Raja's finger stopped.

LET US LEARN NEW WORDS 1.3

I. Find words in the story which are opposite in meaning to the following words:

1. loose
2. happy
3. loudly
4. noisy
5. young
6. safety

LET US DO 1.2

In the box given below there is a list of adjectives which can be used for Raja, his grandparents or the old man. Write them in column A, B or C as the case may be. You may take the help of a dictionary to know the meanings of the given words.

caring, simple, obedient, affectionate, pretender, superstitious, nervous, innocent, gullible, adventurous, concerned, innocent, clever

A Raja

B Grandparents

C Old man

Task 1.

Visit 10 houses in your neighbourhood to find out how people react and what they do if there is a crisis like snake bite or dog bite. How many households go to untrained medicine men, nearby hospitals, private doctors or use home remedies? Enter this information into the table given below.

House no.	Private	Untrained magic curers	medicine men/	Hospitals	Home remedies
-----------	---------	------------------------	---------------	-----------	---------------

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Task 2.

Explain the advantage of going to doctor/hospital, to the people who go to untrained medicine men for treatment.

1.3 LET US LEARN GRAMMAR

The Verb

We can classify verbs as regular verbs and irregular verbs.

Regular verbs

Read the following sentences appearing in the story:

1. Grandmother was shocked to see the snake in the coconut shell.
2. She called out to Grandfather.
3. They reached a small house.
4. Then he shouted for the man who lived there.

- The underlined verbs are in the simple past tense; they refer to actions that happened in the past.
- To form simple past tense verbs from simple present tense verbs we just add ‘-d’ or ‘-ed’ to the verb.

e.g. shock + ed = shocked

call + ed = called

reach + ed = reached

shout + ed = shouted

live + d = lived

dive + d = dived

like + d = liked

- These verbs are regular verbs because they have ‘-d’ or ‘-ed’ endings as a regular feature in the past tense.

Irregular Verbs

Read the following sentences:

1. I took the shell and ran to Grandmother.
2. He snatched the shell and threw it away.
3. Look, Grandma, I caught a snake.

- The underlined verbs are irregular verbs; they do not end in ‘-d’ or ‘-ed’.
- All verbs do not take the ‘d’ or ‘ed’ endings to form the past tense. In some verbs there is a change in spellings in the past tense form as you see in the above sentences.
- Examples:

simple present tense Simple past tense

take

took

throw

threw

catch

caught

- Given below are some more examples of irregular verbs:

run ran

hear heard

bring brought

buy bought

deal dealt

bind bound

- Some verbs remain the same in the past tense as they are in the present tense.
- Examples:

We put (simple present tense) some extra sugar in our tea.

I am sorry I put (simple past tense) salt instead of sugar yesterday.

Exercise 1

Find five examples each of past tense forms of regular and irregular verbs in the story.

Exercise 2

Write the simple past tense of the following verbs. Put them in column A (regular) or column B (irregular) as the case may be.

draw, walk, manage, hold, ask, forgive, drive,

meet, swim, repair, shake, cook, ring, clean,

enjoy, bear, lead, cheat, write, eat,

Exercise 3

Give two examples of verbs that are the same in the present and past tense.

Adverbs

Read the following sentences.

- She reads the newspaper.
- She reads the newspaper silently.

In the first sentence reads is an action word (verb).

In the second sentence silently tells us how she reads i.e. it tells us something more about the verb. It is an adverb.

As you know verbs are action words. Adverbs are words that tell us something more about verbs.

Read the following sentences.

- He speaks loudly.
- She walks slowly.
- She dresses up beautifully.
- He walks fast.

The underlined words are adverbs.

Usually adverbs are formed by adding 'ly' to adjectives.

Examples:

- loud + ly = loudly
- slow + ly = slowly
- beautiful + ly = beautifully

However, some adverbs are exceptions to this rule. We do not add 'ly' to some adjectives to make adverbs. For example we say 'I walk fast'. We do not say 'I walk fastly'.

Exercise 4

Form adverbs from the adjectives and use them in your own sentences.

neat, nice, soft, clear, elegant, careful, regular, graceful

LET US DO 1.3

1. Do you know that there are several branches of Traditional Medicine in India? Some examples are Ayurveda, Homeopathy, and Unani. Speak with a doctor in your locality to understand the difference between Western Medicine (Allopathy) and Traditional Medicine (Ayurveda, Homeopathy, Unani).

2. Speak with your mother and write down a list of things found at home that she uses to cure simple ailments. For example she might use ginger for stomach upsets.

1.4 LET US WRITE

Describing people

Raja came home and wrote a description of the old man.

Before writing the description of the man, Raja noted some points given below:

Age : old

Physical features : tall, stout, white beard, grey hair, shrewd looks,

Dress : long white robe and a skull-cap

Behaviour : polite and gentle

Special points : intelligent

This is what Raja wrote:

An old grey haired man came out of the hut. He was short and stout and had a white beard. He wore a long white robe and a skull-cap. He looked quite shrewd and intelligent. He was also very polite and gentle.

Exercise

In about 6 or 7 simple sentences write a description of a person with the help of the hints given below.

- Name:
- Age: 35 years
- Physical features : tall, heavy built, fair complexion, sharp nose
- Nature : simple, friendly, helpful, kind
- Hobbies : singing, reading
- Profession : teaching

WHAT YOU HAVE LEARNT

We learnt that in an emergency it is very important to find out what happened before reacting, if we want to avoid making mistakes. Sometimes we unnecessarily complicate situations because we are influenced by our wrong beliefs, lack of knowledge and fear of even harmless things. The simple problem of Raja's bee sting got complicated due to all of the above reasons. We also learnt that we should beware of untrained medicine men (like the old man in the story) who cheat innocent people by creating fear in their minds.

TERMINAL QUESTIONS

1. What do you think Raja felt when he had to sit in front of the old man to be treated for a snake-bite?
2. Why do you think Raja's grandfather did not let Raja speak? Do you approve of Raja's silence?
3. In your opinion what kind of a person was the old man?
4. If you were the old man would you accept the gifts sent by Raja's grandfather? Give reasons for your answer.
5. Many people are afraid of snakes. Why do they fear snakes? Do you think they are right? Give reasons for your answer.

ANSWER

1.2.1 PART 1 INTEXT QUESTIONS 1.1

1. — because it was scared of human beings.
2. Raja put a stone on the mouth of the coconut shell to close it.
3. Raja's grandmother was shocked to hear that Raja had brought home a snake. She cried for help.
4. Individual responses.

II. 1. F

2. T

3. T

LET US LEARN NEW WORDS 1.1

I. 1. Near

2. closed

3. disappeared

4. never

II 1. Quietly a. noisily

2. slowly b. quickly

3. went c. came

4. dangerous d. harmless

1.2.2 PART 2 INTEXT QUESTIONS 1.2

- I. 1. — because Raja tried to catch it.
2. — because he was in pain and wanted his grandmother to help him stop the pain.
3. Grandmother thought that a snake had bitten Raja because he told her that he had been bitten, and because he had brought home a snake in the morning.

4. Individual responses.

Suggested response: Raja's grandmother should have spoken to him and asked him to tell what had happened.

5. Individual responses

II. 1. T

2. F

3. F

4. T

LET US LEARN NEW WORDS 1.2

I. 1. Mark

2. some distance away

3. pain

II. 1. Finger

2. pain

3. garden

4. fields

III. 1. Lions roar

2. elephants trumpet

3. donkeys bray

4. monkeys chatter

5. cows low

6. bears growl

LET US DO 1.1

Crossword

Across

1. crawl

2. snake

3. bitten

5. paddy

Down

1. coconut

2. snake

3. brass

4. finger

S N A K E

N

(1) C R A W L

O K F

C E I

O (3) B I T T E N

N R E

U (5) P A D D Y R

T S

S

1.2.3 PART 3 INTEXT QUESTIONS 1.3

I. 1. Grandfather told the old man to cure Raja of snake-bite.

2. i. took some water in a vessel
- ii. recited mantras
3. Everybody was sad and silent because they thought Raja had been bitten by a snake and his life was in danger.
4. Grandfather sent gifts to the old man as a reward for curing Raja.
5. No, the old man did not cure Raja. The old man knew how to cure snake bite, but Raja did not have a snake bite. He had a bee sting, and his bee sting stopped hurting before the old man washed his finger and gave him water to drink.

6. Individual responses

II. 1. F

2. T

3. T

4. T

LET US LEARN NEW WORDS 1.3

1. tight

2. sad

3. silently

4. quiet

5. old

6. danger

LET US DO 1.2

A Raja B Grandparents C old man

obedient Caring Pretender

Innocent Simple clever

adventurous Affectionate

Superstitions

Nervous

Gullible

concerned

1.3 LET US LEARN GRAMMAR

Exercise 1

Simple past tense verbs appearing in the story

Regular verbs Irregular verbs

shocked

hid

snatched

went

warned

thought

wanted

held

happened

gave

Exercise 2

A (regular) B (irregular)

Walked Drew

Managed Held

Asked Forgave

Repaired Drove

Cooked Met

Cleaned swam

Enjoyed Shook

cheated Rang

Bore

Led

Wrote

Ate

Exercise 3

let cut

Exercise 4

Adverbs

Neatly, nicely, softly, clearly, elegantly, carefully, regularly, gracefully

TERMINAL QUESTIONS

1. Individual responses

Suggested response: he might have felt restless and helpless.

2. Individual responses.

Suggested response:

Raja's grandfather did not let him speak because he was very sure about what was wrong with Raja and about what had to be done. He did not want to waste time talking about it because he believed Raja's life was in danger.

If I was in Raja's place I might have freed myself from my grandfather's arms and run away. However, I do not approve of Raja's silence, he should have told his father the reality.

3. Individual responses

Suggested response: He was shrewd and dishonest.

4. Individual responses

5. Individual responses

2. HOW THE SQUIRREL GOT HIS STRIPES

This story is one of the many stories referred to in the Ramayana. The story tries to find out the logic behind the stripes on the body of a squirrel. It also emphasizes the dignity of labour, the importance of feelings in participating in team work, and that even the smallest contribution is important in some way...

OBJECTIVES

After completing this lesson you will be able to:

- relate to a simple story in English;
- critically analyse a situation and take a decision;
- use reasoning to form an opinion;
- value every individual's contribution however small;
- accept people and respect individual differences;
- use adjectives in the correct sequence, and
- write the description of an object.

2.1 LET US READ THE TEXT

Ram asked his army to build a bridge over the sea. Work began at once on a stone bridge. The monkeys pulled out rocks and heavy stones from the mountains, and carried them to the sea. They cut them into shape and began to build the bridge. All this was very difficult

work and it took a long time. Thousands of monkeys worked night and day. Rama felt happy. “How hard they work! Their love for me makes them work like this,” thought Rama.

One day Rama saw a small brown squirrel. He was going up and down the seashore with little pebbles in his mouth. The little squirrel could carry only little pebbles at a time in his small mouth. He carried the pebbles from the seashore and dropped them into the sea. A great monkey was carrying a large heavy stone on his back and the squirrel came in his way. The monkey jumped back.

“Here, you little thing,” shouted the monkey in a voice like thunder, “you’re in my way, I stepped back and you’re alive now. But I nearly fell. And what are you doing here?”

The little squirrel looked up at the great monkey.



Fig. 2.1

Figure 2.1 The little squirrel looked up at the great monkey.

“I’m sorry you nearly fell, Brother Monkey,” he said in his small voice, “but please always look where you are going. I’m helping Rama build the bridge. And I want to work hard for him.”

“You, what?” shouted the monkey and laughed aloud. “Did you hear that!” he said to the other monkeys. “The squirrel is building a bridge with his pebbles. Oh dear! Oh dear! I’ve never heard a funnier story.” The other monkeys laughed too.

The squirrel did not think this funny at all. He said, “Look, I can’t carry mountains or rocks. God gave me only a little strength. I can only carry pebbles. My heart cries out for Rama and I’ll do all I can for him.”

The monkeys said, “Don’t be foolish. Do you think you can help Rama? Do you



Figure 2.2 the squirrel crying Rama into his hands.

think we can build a bridge with pebbles? He has a big army to help him. Go home and don't get in our way."

"But I want to help, too," said the squirrel and would not go.

He carried the pebbles again from the shore to the sea. The monkeys were angry and one of them picked up the squirrel by his tail and threw him far away.

The squirrel, crying out the name of Rama, fell into his hands.

Then Rama held the squirrel close to him. He said to the monkeys, "Do not make fun of the weak and the small. Your strength or what you do is not important. What matters is your love. This little squirrel has love in his heart."

He then held the squirrel closer to him and said, "Little one, your love touches my heart." He said these words and passed his fingers gently over the little squirrel's back. And when he put him down there were three white stripes on his back. These were the marks of Lord Rama's fingers.

From then on the squirrel carries the three white stripes on his back.

(A tale from the Ramayana)

2.2 LET US UNDERSTAND THE TEXT

2.2.1 PART 1

Rama asked his army ——— The other monkeys laughed too.

Monkeys were helping Lord Rama to build a bridge over the sea. They were pulling out the rocks and heavy stones from the mountains and carrying them to the sea. A little squirrel was also carrying little pebbles from the mountains and throwing them into the sea. Suddenly he came in the way of a big monkey. The monkey shouted at the squirrel and wanted to know what he was doing there. When the squirrel told the monkey that he was also contributing in building the bridge, all the monkeys made fun of him.

INTEXT QUESTIONS 2.1

I. Building a bridge was difficult work involving several steps. Complete the steps:

- pulling out —————
- ————— the sea
- ————— shapes
- building the bridge

2. Complete the following table showing the contrast between the monkey and the squirrel:

	Monkey	Squirrel
size		
voice		small \ weak \ soft
strength	strong	
attitude		polite

3. Why did the monkeys make fun of the squirrel?

2.2.2 PART 2

The squirrel did not think this ——— white stripes on his back.

The squirrel did not give up even when the monkeys made fun of him. The monkeys were angry and one of them picked up the squirrel and flung (threw) him away. The squirrel fell into the hands of Lord Rama. Lord Rama told the monkeys not to make fun of the squirrel because he was small. He also told the monkeys that he valued the squirrel's work and help in building the bridge because it was done with love. Lord Rama gently ran his fingers over the squirrel's back and put him down. The three white stripes that we see on the back of a squirrel are believed to be the marks of Lord Rama's fingers.

INTEXT QUESTIONS 2.2

1. How did the squirrel justify what he was doing?
2. Why did the squirrel want to help in building the bridge?
3. Was the work of the squirrel less important than the monkey's work? Give reasons for your answer.
4. How did the squirrel come into Rama's hands?
5. How did the squirrel get his stripes?

2.3 LET US LEARN GRAMMAR

Read the following descriptions taken from the text:

- a small brown squirrel
 - a large heavy stone
 - three white stripes
-
- To describe any person, place or thing, adjectives are used to tell their size, colour, age, origin, etc. When two or more than two adjectives are used before a noun, they are usually used in the following order:

opinion size shape age colour origin material noun

old oil paintings

small round wooden box

lovely long black leather coat

delicious Indian food

- Numbers go before adjectives. Example: three white stripes
- If there are more than two adjectives, a comma is usually used between them.

Exercise 1

Use the dialogues/statements given in each bubble to complete the description in the sentence given against it. The first one is done for you.

1. You are wearing a lovely saree. It's silk, isn't it?
1. You are wearing a lovely silk saree.
2. This car is Japanese. It's very fast.
2. This is a ——— car.
3. Have you seen my new shirt? The white one?
3. Have you seen my ——— shirt?
4. I want to buy two armchairs. I am looking for wooden ones in brown.
4. I want to buy ——— arm-chairs.

Exercise 2

Complete the sentences using two adjectives in each sentence.

1. My favourite possession is a \ an ———
2. I would like to buy a \ an ———- for my mother.
3. My father has a / an ———
4. I like ——— think she is ———- actress.
5. I live in a \ an ———

LET US TALK 2.1

Work with a friend to solve riddles. This is how you can do it.

- Describe an object without naming it and ask your friend to identify the object.
- Then let your friend describe an object and you guess what it is.
- To describe any object, you can tell about its size, shape, colour, texture or its function, whatever is relevant.

Example:

Riddle: I am a long thin object, usually made of wood. You use me for writing or drawing. What am I?

Answer: a pencil

LET US LISTEN 2.1

Listen to the poem “Human Family” on tape/CD or ask a friend to read it out to you.

Human Family

I note the obvious differences
in the human family.

Some of us are serious,
some thrive on comedy.

The variety of our skin tones
can confuse, bemuse, delight,
brown and pink and beige and purple,
tan and blue and white.

I’ve sailed upon the seven seas
and stopped in every land,
I’ve seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I’ve not seen any two
who really were the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike.

- Maya Angelou

After listening to the poem complete the following summary by filling each blank with a

word from the box:

Same, human, colour, alike, different

We all have a (1) —— nature and (2) —— of skin. Nowhere in the world do we find any two people who are the (3) ——-Still we are all (4) —— because we all belong to the (5) —— family.

2.4 LET US WRITE

Describing an object

Read the following notice put up on a students' notice board:

Date: ——

LOST!

I have lost my wristwatch. It is a Titan Classique ladies' wristwatch. It is small and diamond-shaped with a golden dial and a black strap. 'Water-resistant' is marked on the back of the dial.

The finder is requested to return it to the undersigned.

Monisha

XB

Notice the details in the description:

Brand name Classique ladies

Size & shape Small diamond- shaped

Colour of dial golden

Colour of strap black

Exercise

You lost a briefcase containing important documents while travelling by bus, Complete the following notice to be inserted in a newspaper. Include all the details describing the briefcase and its contents. Give your contact number and address.

LOST

I lost my brief-case while travelling from Saket to the Interstate. Bus Terminal by Bus No. 249 on 4 March.

It is _____

It contains _____

The finder is requested to contact

LET US DO 2.1

Talk to two of your friends or siblings (brothers/ sisters). Make lists of what your can do and what your friends/ brothers/ sisters can do.

The things I can do	The things my friends/ brothers/ sisters (1) can do	The things my friends/ brother/ sister (2) can do

What can you say about the importance/usefulness of each of the abilities you filled in the three columns in the above table? Write and explain in 8-10 sentences.

DO YOU KNOW

What Is bullying?

Teasing or making fun of a sibling (brother/sister) or a friend is not usually harmful when done in a playful and friendly way. But when teasing becomes hurtful, unkind, and constant, it becomes bullying, and needs to be stopped.

Bullying means intentionally hurting someone in physical, verbal, or psychological ways. It can range from hitting, pushing, name-calling, threats, and mocking, to extorting (obtaining by force) money.

The effects can be serious and affect the victim's sense of self-worth and future relationships.

LET US DO 2.2

Assume that a new family with two children has recently shifted to your neighbourhood from another State. These children are bullied by other children very often because of their language, the clothes they wear and their mannerisms.

- What would you do to make all children accept each other's differences and be friends?
- Put your ideas into practice.
- Write in 3-4 sentences about what you did and what the result was.

WHAT YOU HAVE LEARNT

In this lesson, you learnt that we should not make fun of the weak and the small, and that love is more important than physical strength.

TERMINAL QUESTIONS

1. Which qualities of Lord Rama are highlighted in this story?
2. What is the message given through this lesson?
3. Have you ever had an experience in which a person surprised you by doing something which you thought he/she could not do? Describe the situation in 60-80 words.

ANSWERS

2.2.1 PART 1 INTEXT QUESTIONS 2.1

1. The following steps were involved in building a bridge:
 - pulling out rocks & heavy stones from the mountains
 - carrying the rocks & stones to the sea
 - cutting them into shape

	Monkey	Squirrel
size	great \big	small \little
voice	loud	small \ weak \ soft
strength	strong	weak

attitude rude/impolite polite

3. They thought the squirrel was foolish to think of building a bridge with pebbles and to think it could help in building the bridge.

2.2.2 PART 2 INTEXT QUESTIONS 2.2

1. The squirrel justified what he was doing by saying that he did not have much strength but he could still help by carrying pebbles because he wanted to help Lord Rama in whatever way he could.
2. The squirrel wanted to help in building the bridge because he had love for Lord Rama and wanted to show his love for Him.

3. Individual responses.

4. When one of the monkeys picked the squirrel up by the tail and threw him away, he fell into Lord Rama's hands.

5. When the squirrel fell into Lord Rama's hand, he gently and lovingly ran his fingers on the squirrel's back. The stripes on the squirrel's back are the marks of Lord Rama's fingers.

2.3 LET US LEARN GRAMMAR

Exercise 1

2) This is a fast Japanese car.

3) Have you seen my new white shirt?

4) I want to buy two brown wooden armchairs.

Exercise 2

Individual responses

2.5 LET US LISTEN

1) different (2) colour (3) same (4) alike (5) human

2.6 LET US WRITE

Individual responses

LET US DO 2.1

Individual responses

Suggested response: Different people are capable of doing different things due to their different abilities and skills. That does not make any one better than the other.

TERMINAL QUESTIONS

1. compassion/kindness, gentleness, respect for all living beings

2. We should not make fun of the weak and the small. Love is more important than physical strength.

3. Individual responses

3. KONDIBA—A HERO

I am sure you will agree that we all face difficulties and problems. How do you deal with them? Do you feel defeated and frustrated, or you consider various possibilities and try to find solutions? There are some people, who, in spite of their own difficulties, are able to understand others' problems and are ready to help them. Such people are real heroes.

After completing this lesson you will be able to:

OBJECTIVES

- follow the sequence in the development of a story;
- predict the events in a story;
- use phrasal verbs;
- use verbs in the past tense and the past perfect tense accurately;
- describe the different attributes of a person;
- recognise your feelings and emotions;
- relate to the feelings of differently-abled people & find ways to support them;
- critically analyse a situation and take a decision, and
- write a narrative piece.

3.1 LET US READ THE TEXT

Before you read, think:

- What is your first reaction on seeing a differently-abled person?
- Do you think that differently-abled people can be self-reliant and economically independent?
- What is the general attitude of society towards differently-abled people?
- What are the different ways in which differently-abled people contribute to our society?
- What can society and the government do to make their contribution even better and bigger?

Let us read the story of Kondiba who is visually challenged. Let us find out what he does that makes him a hero and helps him to become economically independent.

Kondiba Gaikwad hated begging. But the famine in Maharashtra in 1972-73 had driven him from his home in Aurangabad to Mumbai in search of bread. At first, he had tried selling brooms. Unfortunately, he had little luck selling his goods. He soon learnt that Mumbai is generous to beggars - especially blind beggars. And 25-year-old Kondiba was blind. He had become blind with small pox at the age of eight.

It was a cloudy day in “Golibar”, the large slum colony in Ghatkopar, north-east of Mumbai. Kondiba lived here with Tukaram and Tukaram’s wife, Yelanbai. It was the end of the monsoon. In the middle of an open area, in the colony there was a well. It was full of blackish-green water. Nothing could be seen more than a few centimetres below the surface.

The well was highly useful to the people who lived in the surrounding huts. They had dug it two years before because the only water tap in the colony was not enough for the slum’s growing population. There had never been any money for a wall around the well. The mouth of the well had gradually widened as the soil and rocks on the sides fell in. The bottom was narrow, muddy and filled with weeds. The well was dangerous; but it had differently: abled people-people who have lost a body part; or whose sense organ/s do not function; or who have some deficiency in nervous or mental processes.

famine: a time when there is very little food in region

small-pox: a serious, often fatal disease causing a high fever & leaving permanent marks on the skin.

gradually: slowly

weeds: unwanted wild plants

gunny bag: bag made from rough ‘jute’ cloth

startled: surprised/ shocked due to a sudden noise

paddle: walk with bare feet in shallow water

drive: jump head first into water



Fig. 3.1

Figure 3.1 A blind man is work to the computer.

been there for so long that no one worried about it. It seemed harmless. Kondiba had returned to the slum to eat a little food, which Yelanbai had prepared. His day's begging usually ended when he had collected Rs. 5 to Rs. 6 in his small gunny bag.

Suddenly, there were shouts and sounds of great confusion. Kondiba and Yelanbai were startled, "Someone's fallen in the well!" they heard a woman cry.

Kondiba set aside his meal and said urgently, "Quick, lead me there." Within a minute the blind beggar and the woman reached the well, and pushed their way through a small group at the mouth of the well. In seconds Kondiba pulled off his shirt and slipped into the water. Two boys were already paddling around trying to find young Arvind, who had fallen off a tree trunk while drawing water. The boys could not dive.

Kondiba had been a good swimmer as a young boy before he lost his sight. But years of poverty had made him weak. Once he had been able to dive deep into the wells around his village to pick up shining bits of broken pottery that he and his friends would throw in as part of a game. But it had been many years since he had tried to hold his breath long enough to get to the bottom of a well.

Kondiba floated on the surface for a moment, then took a deep breath and dived. Carefully feeling his way along the rocks on the side of well, he reached the bottom; his feet sank into the soft mud. He felt nothing but the mud and the slippery weeds. Tired, and with his breath running out, he came to the surface.

It was now two minutes since Arvind had fallen in. His aunt, with whom he lived, was at the well. As Kondiba surfaced without the boy he heard her wailing.

The blind man took another deep breath and vanished into the muddy depths. His first dive had given him a good idea of the shape of the well. So he went straight down and tried to search the bottom with his hands. They slipped in the mud and got caught in the weeds. There was still no sign of the boy.

His lungs were nearly bursting. He rose to the top once again. He had been down longer than the first time, so the women and children were getting more and more excited. When his head appeared above the water, the crowd gave a sigh of disappointment.

Never in all the years of his blindness had Kondiba missed his vision so much. If only he could see, he might be able to find the drowning boy. He did not know that even normal eyes would never have been able to see in muddy water.

Kondiba was very tired, but he knew he was Arvind's only hope. He worked as fast as he could, feeling his way through the mud and the weeds. "Arvind must be here," he thought. "He cannot have vanished."

Kondiba's ribs were aching; he couldn't hold his breath much longer. Then, just as he was about to twist his body upright and kick himself to the surface, his finger felt something soft among the weeds. Cloth! He moved his hand further and touched Arvind's legs. The boy's body was held in the mud and weeds.

pottery: pots made of I clay

float: stay on the surface I of a liquid (here, water)

run out of something: use up or finish a supply of something

vanish: disappear

bursting: (here) almost breaking open

disappointment: unhappiness because some desired event has not happened

ribs: curved bones extending from the backbone and curving round to the chest to protect the heart and lungs

desperately: trying badly in a situation of hopelessness

lad: boy

Kondiba's heart was beating painfully, he badly needed to breathe. He felt desperately for something to hold in order to pull Arvind up and out of the net he was in. Suddenly, he felt Arvind's belt! Holding it tightly with his right hand, he pulled the lad free, turned about and pushed up. His spine and muscles ached. This almost stopped his movements. His weak, starved body fought against what his mind told him he must do.

Keeping a tight hold on the boy's belt, Kondiba struggled to push himself upwards with his free hand and feet.

It seemed a long time before he rose the six metres from the bottom and broke surface. While he gasped for breath, other hands quickly lifted Arvind up and out of the well. Kondiba held on to the well's rocky side, his eyes closed, his body tired. He heard, but paid little attention to the sounds of people trying to give Arvind artificial respiration. Finally, the boy began to vomit water, and cries of joy came to Kondiba still holding tightly to the side of the well.

Then Arvind was hurried away to the hospital. Aman helped Kondiba out of the well and a woman patted him affectionately on the shoulder. Yelanbai led him back to the hut. There, Kondiba put on his clothes, finished his half-eaten meal, and fell asleep.

That evening, a police officer came to tell the blind beggar that the boy he had saved would be alright. Kondiba later learnt that if the boy had been in the well longer his brain would certainly have been damaged from lack of oxygen. And Kondiba had saved him just in time.

The next afternoon, Arvind returned to "Golibar". He went at once to Kondiba and, while his aunt watched with tears in her eyes, he touched Kondiba's feet in gratitude.

Indeed, Kondiba had saved a life. But his own still had to go on. and for him that meant begging. By afternoon Kondiba was back on the streets of Mumbai with his gunnysack. However, word soon began to spread about the beggar's courage. His picture and the story of his daring rescue were published in many national and local papers. Suddenly Kondiba became a hero. He was praised by the Governor, the Chief Minister of Maharashtra, and other officials. Rewards totalling Rs. 12,970 were presented to him. For a few months, he was given a home in a Home for the Blind. Here he learnt some skills such as bottling and the weaving of chair seats.

Today, Kondiba lives in Jalna, a market town close to his native village. He has married a local girl and runs a small business. Kondiba Gaikwad's bravery and determination to find the boy in the well had completely changed his own life.

The beggar who hated begging need never beg again.

3.2 LET US UNDERSTAND THE TEXT

3.2.1 PART 1

Kondiba Gaikwad —— cry.

Have you noticed boys and girls begging at traffic lights and markets? What do you feel when you see them? Most of them are young. Many of these young people have been forced to move away from their native places to earn a livelihood. They may even have been kidnapped and forced to work or beg when they should have been in school, preparing for a bright future. Have you ever wondered what kind of dreams these young people have? Do you think they are different from yours?

Kondiba is a blind man who comes to Mumbai in search of work. He lives in a slum and begs for his living. In the slum where he lives there is an open well. It has no walls and is very unsafe. One evening Kondiba hears a woman cry out that someone has fallen into the well.

LET US DO 3.1

A) Newspapers and magazines publish the stories of people who become heroes because of their bravery, compassion, empathy or ability of decision-making in difficult or critical circumstances. Cut out the stories of such people and paste them in a scrap file. Collect at least five such stories.

B) Write in 3 - 4 sentences how the actions of the people in the stories influenced you.

INTEXT QUESTIONS 3.1

1. When and how did Kondiba become blind?
2. Kondiba hated begging, but he had to beg. Why did he start begging? Give two reasons to complete the following statements:
 - a) He could not ——
 - b) He came to know that the beggars ——
3. If you were in Kondiba's place and would lose your eyesight what would you do?
4. Who had dug the well? Where was it dug?
5. Why was the well dug?

6. What had happened to the water in the well within two years?
7. What happened one day when Kondiba was having food?

3.2.2 PART 2

Kondiba —— disappointment.

In the previous section, we read that one day when Kondiba was having his meal, he heard a woman cry out that someone had fallen into the well.

Kondiba asks a woman to take him to the well. He knows how to swim. He was good swimmer as a young boy. but poverty has made him weak. Without considering this Kondiba jumps into the well to save a young boy named Arvind. Don't you think he is very brave to do so?

He dives down again and again to search for the boy but cannot find him. And each time he comes up he feels more and more tired. The people standing near the well feel disappointed each time Kondiba comes up without Arvind. Do you think Kondiba continues to search for Arvind? Think.

INTEXT QUESTIONS 3.2

1. What did Kondiba do as soon as he heard that someone had fallen into the well?
2. Tick the correct sentence:
When Kondiba reached the well,
 - a) he found that Arvind had fallen into the well.
 - b) he felt helpless as he had no sight.
 - c) he dived into the well to save Arvind.
3. How many times did Kondiba go into the well? Was his experience the same or different every time?
4. Why was the crowd disappointed?
5. If you were Kondiba, what would you do in such a situation?

DO YOU KNOW

How to help oneself and others in emergencies/disastrous situations

In life, we come across accidents like fires, plane crashes, road accidents, and cases of drowning as well as calamities such as floods, earthquakes, cyclones or terror attacks. In all these emergencies, we can improve the survival rates with our preparedness and empathy towards others.

We only need to remember the following rules:

- Be brave and stay calm. Certain coping devices like controlled, rhythmic breathing can keep anxiety under control.
- Make a thorough assessment of the situation.
- Think of possibilities
- Be sure you have enough information required to help yourself or rescue a person or persons.
- Even though you need to take quick action, take a moment to think clearly as to what you should do. Do not do anything that will endanger you or others. Do not hesitate to ask others to assist you or to raise the alert.

LET US DO 3.2

1) You are at the railway platform waiting to board a train. You hear a loud explosion and see injured people lying around. Discuss the situation with a friend. In 3-5 sentences explain the three most important things that you would do in this situation.

2) Think of the kind of accidents that could occur in your home or neighbourhood. What items will you need to provide first aid? With help from a doctor in your locality prepare a first aid kit which will be useful in handling these common accidents that happen in the home or in the neighbourhood.

3.2.3 PART 3

Never in beg again?

Kondiba tries again and again to find Arvind in the deep well. He wishes he was not blind, because if he could see he would be able to see Arvind and save him. Do you think Kondiba gives up? Though he feels very tired and feels that his body will not be able to do any more, he does not stop searching. He dives down once more. This time he feels Arvind's clothes against his hand. He quickly holds on to Arvind's belt and brings him out.

Arvind is taken to the hospital. Kondiba thinks that he has to carry on with his life as a beggar, but his life changes. People hear of his bravery and reward him and Kondiba is now able to give up begging, which he had hated to do.

INTEXT QUESTIONS 3.3

Answer the following briefly:

1. What did Kondiba miss most now? Why?
2. Underline all the expressions/sentences that describe that Kondiba was very tired.
3. Kondiba was tired but he did not give up hope. Why? Give two reasons.
4. What does 'The net' refer to?
5. How did Kondiba free the boy from the weeds?
6. 'It seemed a long time'. For whom did it seem too long? Why?
7. When Kondiba came up to the surface, what three things did the crowd do?
8. (a) How did Kondiba feel when he brought Arvind out of the well?
(b) If you were in Kondiba's place, how would you have felt?
9. What did the policeman tell Kondiba? What would have happened to Arvind, if he had not saved him just in time?
10. What publicity did Kondiba get?
11. How was Kondiba rewarded?
12. How did Kondiba utilize his prize money and skills?
13. What does his example prove?

LET US LEARN NEW WORDS 3.1

Exercise 1

Given below are two lists - one of describing words (adjectives) and the other of naming words (nouns).

Scan through (quickly glance through) the text and match the words in the two lists. Try to do it within five minutes. One has been done for you.

Describing words Naming words

gunny	day
daring	huts
starved	depths
muddy	bag
cloudy	water
growing	weed
broken	body
slippery	pottery
half-eaten	rescue
blackish-green	population
surrounding	meal

Remember, some of the describing words given above may be used as verbs also. For example, I have broken my leg. Here 'broken' is the third form of the verb 'break'.

Exercise 2

Give at least one more describing word for each noun given in Exercise 1, for example sunny day.

Phrasal Verbs

A phrasal verb is a simple verb combined with an adverb or a preposition or sometimes both to make a new verb with a meaning that is different from that of the simple verb. For example, read the sentence 'Kondiba's life had to go on.' In this sentence 'go on' means 'continue'.

Exercise 3

In this lesson, you came across a number of phrasal verbs. Complete the following

summary of sections II & III using appropriate phrasal verbs. You will have to change the form of the verbs.

dive into, run out of, go into, give up, push through, pull off, fall into

On reaching the well, Kondiba the —— crowd. He came to know that a small boy had —— the well. He —— his shirt and —— the well. He —— the well twice but failed to find the boy. He had —— breath, but he did not ——-. He went into the well once again. He felt the shirt of the boy and pulled him out. In spite of his blindness, Kondiba was able to rescue the boy.

Exercise 4: Given below are phrases related to the verbs ‘go’, ‘fall’ and ‘run’.

Go - through, off, against, by, about

Run- out, over, through, down, into

Fall- in, off, out, through, back

Look up the meanings of these phrases in a dictionary.

go through - _____

go about - _____

go off - _____

go against - _____

go by - _____

run out - _____

run down - _____

run into - _____

run over - _____

run through - _____

fall out - _____

fall through - _____

fall back - _____

fall in - _____

fall off - _____

Now complete the given sentences with appropriate phrasal verbs choosing from the ones given above.

1. How should I —— finding a job?

2. We have —— of fuel.

3. When friends have a misunderstanding, they may —— with each other.

4. —— the dialogues quickly before you deliver them.

5. His plan of going abroad may —— because of shortage of funds.

3.3 LET US LEARN GRAMMAR

Past Tense

In 'Snakebite', we learnt that:

- we use the past tense when we talk about an event that took place at a specific point of time in the past.
- we use the second form of the verb for the past tense.

Choose the appropriate verb from the help box and complete the passage given below, using the simple past tense.

realise, earn, come

start, fail, hate try

Kondiba ——— to Mumbai from Aurangabad to earn his living. He ——— to sell brooms but the —— to earn much. Soon he —— that blind beggars could earn more. So, he —— begging, though he ——it. He —— Rs. 5 to Rs. 6 everyday

Past Perfect Tense

Read the following conversation between Rafi & Neeraj:

Did you go to the movie yesterday?

Yes, but I missed the beginning.

Could you get the ticket after the movie had started?

I had bought the ticket already.

Which two actions were completed first and which action took place later?

- a) buying the ticket
- b) going to the movie
- c) starting of the movie

Actions (a) & (c) took place first. Action (b) took place later.

Read the conversation again. You will find that:

- a) In the case of actions/events that were completed first, the past perfect tense (i.e. had + the 3rd form of the verb) is used.
- b) In the case of actions/events that were completed later in the past, the simple past tense (i.e. the 2nd form of the verb) is used.

LET US DO 3.4

- 1) Identify the sentences with the past perfect tense from unit II of the text.
- 2) Use the information given in the chart below. Make as many sentences as you can by combining any two of the sentences at a time. Use the appropriate forms of the verbs (i.e. the simple past tense and the past perfect tense) and linking words when you combine the sentences.

6.00 a.m.	Grandmother put on the music
6.30 a.m.	All of us did Yoga
7.30 a.m.	Father got us ready for school and mother made the lunch box
8.00 a.m.	My sister and I left for school
9.00 a.m.	Mother enjoyed a cup of tea as she made the monthly budget
2.00 p.m.	We returned from school and ate lunch
5.00	

p.m. We went out to play

7.30 We worked on the school assignments and shared the day's
p.m. activities with our parents

Hint: The sentences that you make will show what happened first and what happened later.
Do not mention the time.

Example: Mother and Father left for office after I had left for school.

Simple past (later action)

linking word

Past perfect (earlier action)

3. Use all the words given in each box to make a 'wh' question. Do not forget to put a question mark (?) at the end of each sentence.

What – you will do with the money.

How- feel you do getting award on the

Where- you learn weaving did

3.4 LET US WRITE

Narrating an Incident

Imagine that one day when you were playing with your friends, you heard the cries of a puppy. The pictures given below describe the incident as it happened. Tell a child or a friend what happened, how it happened, what you did and how you felt afterwards. Now, write the description of the incident.

Remember to use the past tense and connecting words or phrases.



Figure 3.2



Fig. 3.3



Figure 3.4



Figure 3.5

You may begin with –

One day, when I was playing with ————

You may end with –

Now, it follows me everywhere.

Describing a Person

To write the description of a person, one may choose one or more of the following characteristics. It all depends on the context and the purpose of a description.

- 1) Physical features - built, height, gait, complexion, facial features, forehead, eyes, nose, lips etc, hair, dress
- 2) Nature including psychological attributes and values that the person upholds
- 3) Habits and expressions

Consider the following situations. Against each situation, write which characteristics - physical features, nature including emotional and moral attributes, habits and expressions - you would focus on in your descriptions:

- a) You have arranged a writer for a visually challenged person who is going to take her Board examination. You are telling this writer how he could identify the examinee at the examination centre. ————
- b) You are introducing yourself to your new pen friend. ———
- c) You are describing your role model (someone you admire and respect) to your friend.

Exercise

You have moved to a new neighbourhood. Your next-door neighbour is very jolly and friendly. Write a letter to your friend telling him/her about this neighbour.

Some of the expressions that you may use are:

smiling face, twinkle in eyes, chirpy, cracks jokes, friendly, helpful, caring

DO YOU KNOW

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 holds the State responsible for the prevention of disabilities, protection of rights, provision of medical care, education, training, employment and rehabilitation of persons with disabilities.

The Human Rights approach recognises that the talents of children with disabilities need to be optimally developed for the benefit of the whole of society. This approach recognises and emphasises that people with disabilities can accomplish a particular task or perform a particular function, but only in a different manner or taking more time or effort than people without a disability. Hence, the term 'differently-abled' is used to refer to disabled or handicapped people.

The following examples show how infrastructure and the inability of able-bodied people to understand the needs of the differently-abled people create problems for them:

- It is the stairs leading into a building that disable the wheelchair user rather than the wheelchair.
- It is defects in the design of everyday equipment that cause difficulties, not the abilities of people using it.
- It is society's lack of skill in using and accepting alternative ways to communicate that excludes people with communication disabilities.

LET US DO 3.4

Read the examples given in the DO YOU KNOW box given above and observe how the infrastructure at public places creates a hindrance for differently-abled people to be independent.

Talk to different people including differently-abled people, and gather various suggestions on how society can reduce these hindrances or difficulties that differently-abled people face in their day-to-day lives. Write at least 5-6 suggestions. You may include your own suggestions also.

For example: Providing audio signals/instructions at traffic lights can help visually impaired people to cross roads on their own.

LET US LISTEN 3.1

An interview script with Inspector Ravi Indorkar of the Indore police force is given here. He is creating history by helping the visually impaired students. Ask your friend to read out the script of the interview to you.

Reporter : Inspector Ravi, you have been recording text books on cassettes since 1994. How did you get this idea?

Ravi : It so happened that a group of blind people approached me for help in locating an address. When I asked them who they were looking for, they told me that they were going to meet a man, who reads to them from textbooks. Soon I found out that the books in Braille were available only till Class VII. So I decided to record all the books till graduation in all the subjects.

Reporter : How much time do you spend every day to record the books?

Ravi : About a couple of hours.

Reporter : How much do you charge for these cassettes?

Ravi : I circulate them free of cost.

Reporter : How much money do you have to spend every month?

Ravi : Initially, I spent my saving in buying a dubbing machine, an ordinary mike and a

few cassettes. But soon my colleagues started giving me the cassettes.

Reporter : How did you help these students to write their examination?

Ravi : It was indeed a great problem for them to find writers, who were willing to write in the examination on their behalf. So I appealed to the students of the local schools and created a bank of volunteers of varying age groups. I maintain a register and send the volunteers as writers whenever the blind students need writers.

Reporter : How do you feel working for a social cause?

Ravi : I am working for my satisfaction and I am still not satisfied. My dream is to take these students to the State Public Service Commission examination.

Reporter : I am sure with your commitment and determination, you would be able to fulfil this dream.

Complete the given questions asked by the reporter:

- a) ——— you get this idea?
- b) ——— spend every day to record the books?
- c) How much ——— for these cassettes?
- d) How —— these students to write their examination?
- e) How ——— for a social cause?

LET US TALK 3.1

Assume that you are a newspaper reporter. To write a report of the incident before Kondiba received the reward, you need to interview Kondiba and Arvind.

What questions would you ask Kondiba after he took Arvind out of the well? What questions would you ask Arvind! Ask them at least two questions each.

Work with a friend. One of you can ask the questions while the other answers.

WHAT YOU HAVE LEARNT

In this lesson, you have learnt that each of us is unique and has different abilities that should be recognized and valued. This also applies to a differently-abled person who is like any other person and has the same kind of feelings and emotions. We should not underestimate the differently-abled people as they too have some special talents and capabilities. They should be treated fairly and as equals as this is their right according to the constitution of India. The State, society and each one of us have a responsibility to help the differently-abled people to achieve their goals and dreams.

You also learnt that if we care for others and keep calm in a difficult situation, usually we can find a positive way out of the situation.

TERMINAL QUESTIONS

I. Put the following sentences in the correct order to rewrite the story.

First number the sentences. The first one is done for you.

- a) The people of Golibar colony had dug a well in an open area.
 - b) When Kondiba heard about it, he left his meal and rushed to rescue the boy.
 - c) Kondiba was a blind beggar, who lived in Golibar Colony. (1)
 - d) A boy fell into the well.
 - e) Kondiba became breathless but he did not give up.
 - f) Kondiba's picture and story were published in the newspaper.
 - g) Kondiba dived into the well to bring the boy out.
 - h) He saved Arvind's life.
 - i) Kondiba, a blind beggar, became a hero and was well rewarded.
 - j) Kondiba runs a small business and is happy.
 - k) Arvind went to Kondiba with his aunt and touched Kondiba's feet in gratitude.
- 1) Without thinking about himself he dived again and freed the boy from the weeds.
2. Now add linking words / phrases wherever required and write the above story in your notebook. Some linking words / phrases are given below.
- Linking words / phrases:
- Thus next day; one day; today; after sometime; next day.
3. Why do you think Kondiba hated begging?
 4. Kondiba was blind. Yet he became a hero. What qualities of Kondiba helped him change his life and become a hero? Write in about 100 words.
(hint-bravery ——)
 5. After reading the story, what are your views about the abilities of differently-abled people to earn a living? What can you do at an individual level to show them empathy rather than showing pity or indifference?

ANSWERS

3.2.1 PART 1 INTEXT QUESTIONS 3.1

- I. 1. At the age of eight, because of small-pox
2. He could not earn much by selling brooms; could earn well in Mumbai
3. Individual responses - accept all answers
4. Residents of Golibar slum, in the center of the colony

5. Tap water was not enough for all the people living in the colony
6. It had turned blackish-green
7. He heard a woman crying out that someone had fallen into the well.

3.2.2 PART 2 INTEXT QUESTIONS 3.2

- I. 1. He left his food and rushed to the well/asked Yelanbai to take him to the well.
2. (c) He dived into the well to save Arvind.
3. Two times. It was different. First time, he reached the bottom by feeling his way along the rocks on the side of well. Second time, he had the idea of the shape of the well, so he went straight down to the bottom.
4. Kondiba had come out empty-handed \ could not find Arvind.
5. Individual responses.

3.2.3 PART 3 INTEXT QUESTIONS 3.3

1. He missed his vision because he was unable to find Arvind and he knew that Arvind's life was in danger.
2. Panting heavily,
Tired
Kondiba's ribs were aching; he couldn't hold his breath much longer.
Kondiba's heart was beating painfully; he badly needed to breathe.
His spine and muscles ached.
3. He was the only hope for Arvind. He reasoned that Arvind could not vanish, he must be in the well.
4. the weeds around Arvind
5. He caught hold of his belt and pulled him out of the net of weeds.
6. Kondiba, he was very tired/had to struggle a lot to find and pull Arvind out
You may add: he had become weak from poverty/it had been many years since he had tried to hold his breath under water
7. 1. lifted Arvind out of the well
2. gave artificial respiration to Arvind
3. rushed him to hospital
8. (a) He was so tired that he could not feel anything.
(b) Individual responses - accept all relevant answers
9. Arvind would be alright. If he had not saved him in time, his brain would have been

damaged.

10. His picture and story of bravery were published in many papers, he was praised by the Governor, the CM of Maharashtra, and other officials.

11. got a reward of Rs. 12,970 and was taught skills of battling and weaving of chair seats.

12. opened a small business

13. If we have the courage and care for others, nothing can stop us from getting success.

LET US LEARN NEW WORDS 3.1

Exercise 1

daring rescue; starved body; muddy depths; cloudy day; growing population: broken pottery; slippery weeds; half-eaten meal; blackish-green water; surrounding huts.

Exercise 2

Many answers are possible. Refer to a dictionary, if you are in doubt.

Exercise 3

pushed through; fallen into; pulled off; dived into; went into; run out of; give up.

Exercise 4

go about; run out of; fall out; run through; fall apart.

3.3 LET US LEARN GRAMMAR

came; tried; failed; realized; started; hated; earned

1. All the sentences with 'had + 3rd form of the verbs

2. You can make as many as 14 sentences. A few examples are given below:

I prepared the lunch box for father after Neena had gone to school.

Father left for office after I had prepared the lunch box for him.

Or

I had prepared the lunch box for father before he left for office.

Mother washed clothes after father had left for office.

We ate lunch after Neena had returned from school.

a. How do you feel on getting the award?

b. What will you do with the money?

c. Where did you learn weaving?

LET US LISTEN 3.1

Listening task

- a) How did you get this idea?
- b) How much time do you spend every day to record the books?
- c) How much do you charge for these cassettes?
- d) How did you help these students to write their examination?
- e) How do you feel working for a social cause?

TERMINAL QUESTIONS

1. a- 2, b-4. c-1, d-3, e-6, f-10, g-5, h-8, i-11, j-12, k-9, l-7.

2. Linking words to be added:

One day, a boy fell into the well.

After sometime Kondiba became breathless, but he did not give up.

Thus, he saved Arvind's life.

Next day, he went to Kondiba with his aunt and touched Kondiba's feet.

Today Kondiba runs a small business and is happy.

3. He had self-respect. He did not like pity/charity/abuses he might be getting.

4. bravery, compassion, ability to take decision in a crisis, not giving up hope in difficult situations

5. If they are trained, they can earn their living. Our role is to help them without pitying them, and provide them with the required information and support. Any little action that you take in this direction as a friend shows your empathy.

4. TALL TREES

Think of some tall trees you have seen. You find them in villages, in gardens, on the roadside, in towns, in forests and on mountain slopes, and maybe you even have one such tree in your courtyard. Have you ever observed trees carefully? Have you noticed how trees silently offer care and protection to all? Read the poem to find out what the poet thinks of when he looks at tall trees. He imagines them to be watching, sheltering and peeping like human beings.

OBJECTIVES

After completing this poem you will be able to:

- read and enjoy the poem;
- explain the theme of the poem;
- pick out the words ending in similar sounds at the end of lines;
- explain how words ending in similar sounds add rhythm and flow to a composition;
- identify 'personification';
- explain how 'personification' adds a new meaning to the poem & relates it to the world of humans;
- feel the strong presence of Nature everywhere, and
- recognise the values of caring and protection as expressed by Nature.

4.1 LET US READ THE TEXT

Tall Trees

With their feet in the earth
And their heads in the sky
The tall trees watch
The clouds go by

When the dusk sends quickly
The birds to rest
The tall trees shelter them
Safe in a nest

And then in the night
With the tall trees peeping,
The moon shines down
On a world that's sleeping
- Eileen Mathias



Figure 4.1 Tall Trees

4.2 LET US UNDERSTAND THE TEXT

4.2.1 PART 1

With their feet ——— clouds go by.

By saying that the trees have their feet in the earth and their heads in the sky, the poet conveys to the reader that the trees are very, very tall.

The poet looks at the tall trees and feels that they are standing and watching the clouds as they pass. Do you notice that she also describes the trees as if they were human beings with heads and feet, and even eyes to see things around them.

Why does the poet compare the tall trees to human beings? Does the poet see some other similarity between human beings and the tall trees? Maybe she feels that some human beings are like the tall trees that are strong, tall and powerful. Like the tall trees that have their feet in the ground, these empowered human beings are humble, kind and caring towards those who need their help.

dusk : evening

peeping: a quick and secret looking into something here it means looking, watching.

INTEXT QUESTIONS 4.1

Answer the following questions.

1. Which parts of the tree does the poet describe as its head and feet? Why?
2. What does the phrase 'feet in the earth' mean in the context of trees?
3. a. What do you think the phrase 'feet in the earth' might mean in the context of a person who is tall (empowered) like the tall trees?
b. Have you met or do you know such a person? Why do you think that this person is like a 'tall tree'?

4. In what ways do the trees behave like human beings in the poem?

DO YOU KNOW

Some tall trees in the rain forests can be more than 100 feet tall but most of the tall trees around us in india grow to a height of about 40 feet.

The following are accepted as the top three tallest species of trees:

1. Coast Redwood (379.1 feet) California, USA
2. Australian Mountain Ash (326.8 feet) Tasmania, Australia
3. Coast Douglas Fir (326.1 feet) Oregon, USA

The oldest human planted tree with a known planting date is the Shri Maha Bodhi Sacred Tree in Anuradhapura, Sri Lanka. It is 2293 years old.

This tree was planted from a cutting of the original Bodhi Tree in Gaya. The cutting was carried by Emperor Ashoka's daughter Sanghamitra to Sri lanka.

It takes 100 years to 3000 years for a bodhi tree to grow fully.

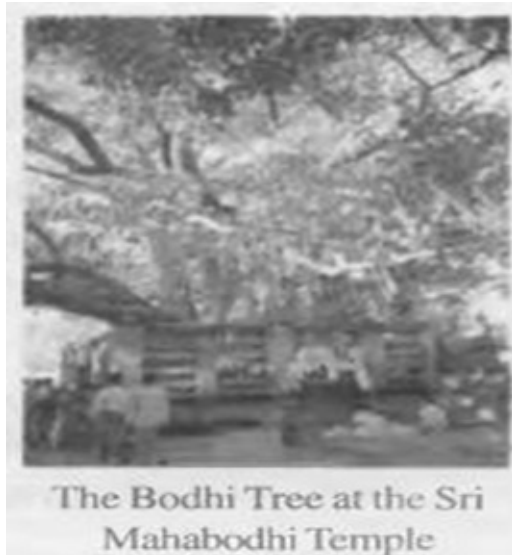


Figure : The Bodhi Tree at the Sri Mahabodhi Temple

LET US DO 4.1

Nature takes care of us. Let us take care of nature.

Look around your house and decide how you can improve the environment of your area. Here are some suggestions.

- Start a campaign to keep the drains clean.
- Start a campaign for disposal of household garbage in the right manner.
- Take care of plants.

4.2.2 PART 2

When the dusk —— in a nest.

The poet gives an integrated picture of Nature in this stanza. In the evening the darkening sky drives the birds to the safety of their homes in the trees. In this way the different elements in Nature complement each other to provide comfort and shelter to the birds.

IN TEXT QUESTIONS 4.2

1. What time of the day does the poet refer to in this stanza? Pick out the word that indicates the time.
2. Describe the two images that the poet has created through personification in this stanza.

4.2.3 PART 3

And then —— world that's sleeping

The evening changes into the night, and by the light of the moon, the trees stay awake to keep a watch over the world as it sleeps. The poet sees the tall trees as our protectors and guardians, in whose care we can sleep safely and soundly without any worries.

INTEXT QUESTIONS 4.3

1. a. Pick out words from the poem which rhyme with each other,
b. Write five more pairs of rhyming words of your choice.
2. Who else, besides the tall tree is talking loving care of the world? How?

DO YOU KNOW

Trees are an integral part of our world. There are a number of poems about trees. One such poem is given below:

A tree stood so strong on top of a hill
It was majestic and handsome, gracious if you will
It was a shelter to some, to others a toy
Just to be with people brought the tree great joy
Lauren Saari

LET US DO 4.2

You must have seen big, tall trees growing on both sides of the road in some areas. Have you noticed how these trees offer shelter and protection to travellers when the sun is bright and hot in the summer, or when they get caught in heavy rain all of a sudden?

Imagine that you are a tall tree. One day an injured/tired/hungry boy comes running and sits down under the tree panting/puffing/in pain.

He picks up a big leaf to fan him. He covers his wound with leaves to stop the blood and ties them with a twig. He folds some leaves into a cup and drinks water from the nearby river. Then the boy lies down under the tree for sometime. The tree watches in silence.

Describe in 3-4 lines what you might have felt as a tree.

4.3 APPRECIATION

Personification

When we speak of a thing as if it were a living being it is called 'personification' of that object. For example, when we say 'walls have ears' we speak of walls as if they were living beings with ears. When we say 'fortune smiles on those who work hard' we give a human form and a smile to good luck.

We apply human qualities and feelings to something that is not human in order to create a clear and vivid picture of that object or idea. Personification expresses the qualities of the personified object as human qualities and relates it to the world of humans. This adds intensity and clarity to an expression.

Poets often make use of this literary form.

You will notice that the second and the fourth lines of each stanza in the poem end in words that end with a similar sound. The similar sounds lend a flow and a rhythm to the lines and make them catchy and easy to remember.

The similar sound at the end of lines is called 'rhyme'. The pattern of rhyme varies from poem to poem. Poets create rhyme schemes of their own choice for the desired rhythm.

WHAT YOU HAVE LEARNT

In the poem 'Tall Trees' the poet presents an integrated picture of nature. It is a harmonious world where various elements and objects of nature like the clouds, birds, day, night, and moon work in close association, and without any disagreement. It is a pleasant picture of selfless care and protection.

The trees provide shelter to birds and guard the world as it sleeps. They do not ask for anything in return. The trees are tall but they are not proud of their height and stature. Even the small birds are dear to them. They love them and protect them at night. Human beings who are tall and powerful like tall trees, should also be humble and caring like them.

TERMINAL QUESTIONS

I.

1. a. Write a paragraph of 20-25 words about the three activities of the tall trees as described in the poem.
- b. Which activity do you appreciate the most and why?
2. Describe in a few words the picture of nature as presented in the poem.

II.

1. Personification adds richness to the meaning, makes a thought vivid and clear, and relates an object/idea to the world of humans.

Think of some commonly used personifications associated with the words given below. The first one is done for you as an example.

- Books are our best friends

- a. Love —————
- b. Opportunity —————
- c. Earth —————
- d. Time —————

2. Have you ever tried to write a poem? Why not try now? Write four lines on any object of Nature. You may create your own rhyme scheme. Read out your poem to a friend and notice how the rhyming words lend an easy flow to your reading.

You may write on any of the following ideas or you may think of some other topic for a poem.

sun, moon, stars, night, river, stream, mountain.

Here is an example of a simple poem with rhyming words at the end of every pair of lines:

The Sun rises every day
It brightens every bay.

Stars come up every night
They are such a wonderful sight!

III.

1. Imagine that as an MLA of your area or as Sarpanch of your village panchayat, you are a 'tali' man like a tall tree. You have both power and position. Write a short paragraph about how you used your power to help others.

ANSWERS

4.2.1 PART 1 INTEXT QUESTIONS 4.1

1. The poet visualises the top of a tree as its head and compares its roots to human feet. The poet has personified tall trees as tall human beings. The trees are so tall that their heads seem to be close to the clouds but their feet (roots) are firm and steady in the earth.
2. In the context of tall trees the phrase 'feet in the earth' means that the roots of trees are going under the ground to give them a strong hold.
3. a. Individual responses.

Suggested response: The phrase 'feet in the earth' conveys a different meaning in the context of a person. A tall person (a person with power, position, influence, wealth) who does not lose his/her head over his success or his position of power could be referred to as having his/her 'feet in the earth'. His head may be high but his feet are on the ground - he/she never forgets that he/she is an ordinary person like anyone else.

b. Individual responses.

4. The poet thinks of tall trees as human beings. He finds them behaving like human beings. The tall trees watch the clouds and the things around them, as humans do. They offer shelter to birds and keep a watch over the sleeping world like night watchmen.

4.2.2 PART 2 INTEXT QUESTIONS 4.2

1. Evening time. Dusk
2. dusk as a person sending away the birds to shelter/trees provide nests for birds to rest.

4.2.3 PART 3 INTEXT QUESTIONS 4.3

1. a. sky-by, rest-nest, peeping-sleeping

b. Individual responses.

(Some examples of pairs of rhyming words are beam-gleam, sky-dry, feel-deal, ring- sing, bell-tell.)

2. The moon - She is spreading her light over the sleeping world at night.

TERMINAL QUESTIONS

I.

1. a. The tall trees are watching the clouds in the first stanza. In the second stanza they provide shelter to birds at night. In the third stanza the trees are watching/ peeping over the sleeping world.

b. Individual responses.

2. Individual responses

Suggested response: Nature is presented as an integrated whole. The trees lovingly watch the clouds. The dusk sends birds to their homes in the trees. The trees make the

birds comfortable in their nests. At night the moon spreads her soft moonlight over the world and the trees silently keep a watch. It is a picture of harmonious co-existence and working together for others' welfare.

II.

1. a. Love is blind/divine.
 - b. Opportunity knocks only once.
 - c. Earth is our Mother, Mother Earth
 - d. Time waits for none, Time marches on, Time does not stop, Time stands/stood still
2. Individual responses.

III.

1. Individual responses.

5. A TIGER COMES TO TOWN-I

The jungle is a natural home for most wild animals. Where else can you see them? Yes, in a zoo or sometimes in a circus. Are you afraid of them when you are at a circus? No, you are not afraid because you know that they have been trained to listen to their master. 'A Tiger Comes to Town' is a story about a runaway circus tiger. The story is told by the tiger who is the central character of the story. Read the story to find out what happens.

OBJECTIVES

This lesson is in two parts. After completing Part I of this lesson you will be able to:

- read and enjoy an interesting story told from the viewpoint of a tiger;
- follow the sequence of events as they occur in the story;
- relate to animals with compassion, and
- develop awareness about the fact that animals have feelings.
- infer the meaning of new words from context and use them effectively;
- identify literary expressions and infer their meaning;
- write a paragraph to describe an event using sequence markers;
- convert imperative sentences into indirect speech;
- use the past perfect tense to describe actions completed in the past;

5.1 LET US READ THE TEXT

When I entered the Market Road, people ran for their lives at the sight of me. As I passed through, shutters were pulled down, and people hid themselves in drains, on trees, and behind pillars. The population was melting out of sight.

At the circus I had no chance to study human beings. They had sat in their seats peacefully while I cowered before captain's whip. I got a totally wrong idea of human beings at that angle. I had thought that they were strong and fearless. But now I found them running from me like a herd of deer, although I had no intention of attacking them. When I paused in front of a tailor's shop, he abandoned his machine and shut himself in a cupboard, wailing, "Alas, I am undone, won't someone shoot that tiger?"

A prisoner, between two constables, got his chance to escape when the constables fled, abandoning him with his handcuffs. I tore a horse from its Jutka and enjoyed the sight of the passengers spilling out of it and running for their lives.

Sheer hopelessness seemed to have seized the townspeople. They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed. Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement. Why should an ordinary, simple tiger have any interest in them, either to destroy or to safeguard?

I rested for a moment at the door of a restaurant, the coffee drinkers and tiffin-eaters sat still at their tables, uttering low moans on seeing me. I wanted to assure them, 'Don't fear, I am not out to trouble you. Eat your tiffin in peace, don't mind me You - nearest to me, hugging the cash box - you are a coward, afraid - afraid even to breathe. Go on, count the cash, if that's what you want. I just want to watch, that's all-- If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full. I found a green pasture full of food on my way. I won't need any food for several days to come. I won't attack until I feel hungry again. Tigers attack only when they feel hungry, unlike human beings who kill one another without purpose or hunger'



Fig. 5.1

Figure 5.1 A Tigers come to town

melting out of sight: disappearing

cowered: felt afraid

no intention of: no plan of

paused: stopped

abandoned: left alone

wailing: crying in fear

spilling out: falling out, jumping out

seized: captured

sat still: sat without moving

uttering low moans: crying in a low voice

assure them: satisfy them by saying something

trails down: hangs down

threshold: doorway

pasture: grazing field for animals

To the great delight of children, schools were being hurriedly closed. Children of all ages and sizes were running helter-skelter, screaming joyously, 'No school, no school. Tiger, Tiger!' They were shouting and laughing and even enjoyed being scared.

I followed them through their school gate while they ran up and shut themselves in the school hall. I climbed up the steps of the school, saw an open door at the far end of a verandah, and walked in. It happened to be the Headmaster's room. I noticed a very dignified man jumping on his table and heaving himself up into an attic. I walked in and flung myself on the cool floor, having a special liking for cool stone floors, with my head under the large desk.

I was in no mood to bother about anything. All I wanted was a little moment of sleep. While I slept, I had been properly locked up and was being watched.

After I woke up, I heard a teacher saying, 'Now that this brute is safely locked up, we must decide.....'

'Is this the time to discuss problems of vocabulary?'

'Why not?' retorted my Master, at which they looked extremely upset and angry. Someone said, 'What a reckless man you are! Who are you?'

'You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?'

- R.K. Narayan

5.2 LET US UNDERSTAND THE TEXT

5.2.1 PART 1

When I entered.....or to safeguard?

The tiger in the story has been trained by his master to perform tricks before a large audience at a circus. His audience, comprising both children and adults, enjoys his performance and tricks, and does not appear to be afraid of him. The tiger comes to believe that human beings are brave and are not scared of animals. One day, finding his enclosure unguarded and open, the tiger walks out into the town for a walk. As he walks down the streets, he finds people running around trying to find a hiding place at the sight of a tiger. The tiger is confused to see their reactions because he is used to seeing thousands of people watch his shows every evening from a close distance. He cannot understand why they are so afraid to see him in the town, especially because he does not want to hurt them or attack them.

running helter-skelter: running here and there in fear

heaving : pulling/lifting

coined by man: given by man

arrogance: sense of self importance/ superiority

retorted: shouted back

profound: serious and with a deep meaning

INTEXT QUESTIONS 5.1

I. Answer the following questions by choosing the correct option from those given below:

1. 'At the circus, I did not have any chance to study human beings . They had sat peacefully while I cowered before Captain's whip. I got a totally wrong idea of human beings at that angle. ' Who does 'I' in the above lines refer to?

- a. the people
- b. the tiger
- c. the Captain

2. The tiger says 'He did not have any chance to study human beings' because:

- a. he was so engrossed in his act that he did not look up at the audience.
- b. his Captain had always kept him locked up in a cage.
- c. having only seen people at the circus show he did not realize that they were scared of the tiger.

3. 'at that angle ' refers to:

- a. the tiger's opinion about people from his performing ring in the circus.
- b. the spectators' opinion about the tiger at the circus.
- c. the Captain's opinion of the spectators.

4. 'They withdrew into their homes and even there remained nervous. All doors and

windows everywhere were shut, bolted and sealed. ' Who does 'they' refer to in the above line?

- a. the tiger and his Captain
- b. the people at the circus
- c. the general public in the town

5. Why did 'they' withdraw into their homes?

- a. they were scared of the tiger.
- b. they were given an alert warning.
- c. they were advised by the Captain to go inside as a precaution.

6. By saying, 'Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement',

the author means to convey that:

- a. he was unable to pass through the walls.
- b. people thought that the tiger could emerge from anywhere and attack them.
- c. if he did not wait for his prey he would have to go hungry.

7. At the circus, the people would usually:

- a. sit quietly and watch the tiger's antics.
- b. run away on seeing a tiger.
- c. throw stones to chase the tiger away.

8. The tiger got a chance to go out into the town because:

- a. his Master wanted him to graze in the pastures to satisfy his hunger.
- b. his Master was cruel and he wanted to run out of his clutches.
- c. he found an unguarded passage and stepped out unnoticed.

II. On the basis of your understanding of the text, complete the table below with details of the tiger's thoughts and what different people did on seeing the tiger. One example has been done for you.

Different people	Public reaction	Reasons for behaviour	their Tiger's thoughts
a. The spectators at the circus	Sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	People are strong and fearless

b. People on
the road

III. When did the tiger realise that he was totally wrong about the opinion he had formed about human beings?

IV. Give at least three reasons why you think the people at the circus were not scared of the tiger. One has been done for you.

1. The circus ring had an iron railing around it and the tiger could not have come close to the spectators.

2. _____

3. _____

LET US DO 5.1

There are many ways in which each one of us can contribute to the well being of animals in our day-to-day lives. Here are some do's and don'ts to follow:

DO's

Give a starving or suffering animal food or call an Animal Welfare Organisation in your town.

Dogs and cats are in the habit of sleeping under parked vehicles. Always look under your vehicle before starting, or wait for a few seconds after switching on the engine to allow them to move out.

Donate for a good cause. Animal welfare organisations are not very rich. With your money they will be able to take better care of the animals.

DON'Ts

Don't keep pets (e.g. dogs) leashed all the time. Be careful not to use leashes made of rough or hard materials when they must be used on pets.

Don't overwork your animals or abandon them when they are sick or old.

Do not tease animals.

A very large number of animals are injured due to carelessly thrown sharp objects. Do not throw peels, left over or stale food in a plastic bag. Stray animals generally eat the food pieces of broken glass and nails in that is thrown away. If they swallow a cloth, paper or plastic sheet and the plastic bags along with them, they could die from places where animals can suffocate or fall seriously ill and access them easily. and may even die.

A large number of birds die of thirst. Do not buy products made out of animal skin or parts. Put up bird baths in your lawn, on the roof of your house, these products encourage or even on your balcony. Also animal poachers who kill animals for their body parts. keep water outside your house for stray animals.

The Society for Prevention of Cruelty to Animals (SPCA) is an organisation which works for the welfare of animals. Find out the names of other such organisations. If possible you may contact them and find out how you can help.

You and your friends have formed a club to protect the environment. Identify three things that you can do to protect the environment. Two ideas have been given. Add three more of your own.

i) We should not use polythene bags.

ii) We should plant more trees.

iii) _____

iv) _____

v) _____

LET US LEARN NEW WORDS 5.1

I. Given below are some expressions which you have read in the story. What do they mean? Choose the right answer from the choices given below each expression.

The population was 'melting out of sight' means:

- a. It was very hot and people rushed indoors to escape the heat.
- b. Very few people could be seen on the streets as most of them decided to hide in ditches or in their homes,
- c. The Government sent out orders for people to remain indoors during certain hours.

2. 'I tore a horse' from its Jutka means:

- a. the horse became out of control.
- b. the horse ran so fast that the reins by which he was secured to the carriage broke.
- c. on seeing the tiger the horse became frightened and jumped with such force that the reins broke .

II. Now I found them running like a herd of deer although I had no intention of attacking them. The expression 'like a herd of deer' compares the timid quality of a deer that runs at the sight of danger with the same quality of people on the streets and in the shops who tried to run away or hide at the sight of a tiger. Such expressions which are used for comparing two different things are called 'similes Read the similes given below.

- as black as coal
- as beautiful as a rose
- swift like an eagle
- strong like a lion

The words 'as' and 'like' are used for comparison.

Complete the following similes by using words from the box given below. You may use your own comparisons too.

lead star night owl stream ice

1. as clear as a_____
2. as heavy as_____
3. as dark as the_____
4. as bright as a_____
5. as cold as_____
6. as wise as an_____

III. Complete the following sentences by using words from the box given below. You may also refer to a dictionary to see the meanings of the words before using them.

abandoned spilled nervous

cowered handcuffed seized

1. The dog _____ at the sound of crackers on Diwali day.
2. The police _____ the dangerous criminal before taking him to the court for his trial.
3. People living on the banks of the river _____ their homes and fled to safer places when they realised that the water level in the river was soon going to cross the danger mark.
4. Excitement seemed to have _____ the soldiers posted on the border when they heard that their favourite film stars were going to visit them.
5. If we have studied well there is no reasons to feel _____ during examiantions.
6. The bowl of soup fell from his hands and all the soup _____ onto the floor.

DO YOU KNOW

- Gujarat has become the first state in India to ban the dissection of frogs in schools in Biology classes.
 - Japan has passed a law according to which person can face one year imprisonment and a fine of up to one million yen for killing or injuring an animal without reason.
- It is also levies a fine of up to five hundred thousand yen for abandoning an animal.

5.2.2 PART 2

I rested for a moment at the door of a restaurant.....Are you sure you know who you are?

Do you know how long a fully grown tiger is? A fully grown tiger's body, if measured from head to tail, may be more than eleven feet long. How do you think people would react if they saw such a big tiger silting across the door of a house or a shop? Wandering down the lane, the tiger in the story reaches a restaurant. He sits down at the door of the restaurant. He sees that all the people in the restaurant are shocked and frozen in their seats to see him

sitting at the entrance. The tiger wants to tell them that they do not need to be afraid of him because he is not hungry, and that tigers only attack when they are hungry, that they are not like human beings who kill without a good reason. The tiger also wants to tell the people in the restaurant that they are not brave as he had thought them to be, and that he only wants to watch them, not harm them. The tiger notices that the schools in the town are being closed early and that the school children are shouting with a mixture of delight, excitement and fear. He enters the school gate and goes into the Headmaster's room. The Headmaster climbs up into the attic in fear, and the tiger goes to sleep under the Headmaster's desk. He wakes up to find that he has been locked up in the Headmaster's room. The tiger then hears his circus master angrily telling a teacher not to use rude and ugly words such as 'brute' to describe him.



Figure- 5.2

INTEXT QUESTIONS 5.2

Answer the following questions.

1. 'If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full.'

- Why does the tiger tell us his measurements?
- What does he want to tell them by saying, 'I'm too full'?
- Where and what did he have for his food?

2. 'Never use the words 'beast' or 'brute'. '

- Who said these words and to whom?
- Why did he/she say so?
- What does this tell us about the speaker?

3. The tiger went off to sleep in the Headmaster's room because:
 - a. he was very tired and needed rest.
 - b. he liked cool floors.
 - c. he had eaten too much and was feeling lazy.
4. The Master could not answer the question because:
 - a. he did not know the answer.
 - b. he thought that was a profound question that could not be answered casually.
 - c. living in the circus with the tiger all the time, he had forgotten his name.
5. Why were the coffee drinkers at the restaurant uttering low moans?
6. How was the tiger blocking the threshold ?
7. Why were the school children so excited?
8. Where did the tiger go finally?
9. What did the Headmaster do on seeing the tiger in his office?
10. Why was the Master angry with the teachers?
11. The word 'profound' refers to something which is felt or experienced deeply or intensely, or something with a deep meaning. For example, 'Gandhiji's non-violent method of protest against Britishers had a profound effect on the people of India.' The teachers asked the Master a question which sounded simple, but it was not so. The Master thought it was a question with a deep meaning. What was the profound question put to the Master?

LET US LEARN NEW WORDS 5.2

I. What do the following words in italics mean. Tick the right answer. You may use your dictionary to help you.

1. I noticed a dignified man jumping on his table and heaving himself into an attic. 'dignified' means:
 - a. respectful and graceful
 - b. important person
 - c. tall and handsome
- 'heaving' means:
- a. making a big sound
 - b. pulling and lifting
 - c. taking a deep breath

‘attic ’ means:

- a. a small store room in a building
- b. a room in the basement of a building
- c. a room at the top of a building

2. Now that this brute is safely locked up we must decide...

‘brute ’ means:

- a. a large animal
- b. a wild and ferocious animal
- c. a dumb creature

3. ‘Why not?’ retorted my master, at which they looked upset and angry.

‘retorted’ means:

- a. gave a polite reply
- b. gave an angry and quick reply
- c. gave a stupid reply

II. Antonyms are words which give opposite meanings. Some examples are given below.

Good - bad

Up - down

Obedient - disobedient

Weak - strong

proper - improper

Read the words and phrases given in Column A and Column B. Match the words in Column A with their opposite meanings given in Column B by drawing a line across. One word in Column B is extra.

Column A	Column B
----------	----------

in front of	strong
-------------	--------

fearful	cowered
---------	---------

protect	attack
---------	--------

weak	behind
------	--------

extraordinary	fearless
---------------	----------

ordinary

III. Now complete the following paragraph by filling in the blanks using some of the words in the above list. The words can be picked from any of the two columns above. One blank has been filled for you as an example.

Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our village elders the need to _____ our environment. We wrote the script, made animal masks and even composed music using tins, plates and brooms.

On the appointed day we all gathered _____ the park. It was decided that our animal characters would emerge from _____ the crowd to add a surprise element. It was fun to see the commotion in the crowds when animal characters jostled their way through them.

Through our play we were able to show how animals could live in peace and harmony if their habitat was not disturbed. The _____ animals protected the _____ so they could move around in a _____ manner. The village elders appreciated our efforts. They understood the importance of preserving natural resources.

IV. Given below is a crossword grid. Below the grid are some words and phrases. Find their antonyms in the text. Write the antonyms next to these words. Then complete the crossword puzzle grid with the antonyms. One word has been filled in as an example.

1 2 3 4 5

6

7

STRONG

9

18

11

Clues:

Across

Down

2. violently

1. ordinary

7. beautiful

2. proceeded

8. weak

3. warm

9. a brave person

4. like

10. released

5. dangerously

11. descended

6. fearful, afraid

12. careful

7. done

DO YOU KNOW



Figure- tiger

The tiger is one of the endangered species of animals. Today only 3200 tigers are left in the whole world.

The total tiger population in India is about 1500.

LET US DO 5.2

Slogan Writing

Slogans are generally one line appeals for a cause. They are short appealing and catchy.

Read the following slogan's. Can you guess what they are appealing for? Study the first example and then write your answers in the space provided.

- 'Save a life- donate blood ' — for blood donation
- 'Blood is precious, do not shed it on roads ' _____
- 'Save life, save water ' _____
- 'Save the earth, save our wildlife ' _____

You must have read in the DO YOU KNOW box above that the tiger is one of the endangered species of animals.

Coin at least three slogans of your own as an appeal for the 'Save the Tiger' campaign.

5.3 LET US LEARN GRAMMAR

A. Past Perfect Tense

Read the following sentences:

- At the circus I had no chance to study human beings.
- They had sat in their seats peacefully while I cowered before the Captain's whip.
- I had thought that they were strong and fearless.

The words 'had', 'had sat' and 'had thought' give us an idea that the action took place sometime in the past and that the action was completed.

Something else happened later - 'while I cowered' and 'they were strong and fearless'

Such verbs (action words) which tell us that an action was completed sometime in the past, before another action also in the past, are said to be in the past perfect tense.

Exercise 1

1. Study the table below. Using the words from each column make five sentences.

Subject	Past perfect Tense	+ Action	that
	action word		followed

The patient	Died	before the doctor arrived
The plane had	landed	by the time we reached the airport
I	read the book	before we reached the station
My parents	decorated the hall	before the visitors arrived
They	planted trees	before the monsoon arrived

2. Based on a similar pattern, write two new sentences of your own.

1. _____

2. _____

B. Direct and Indirect (Reported) Speech— Imperatives

Read the following sentences:

1. Meena said to her friend, 'Work hard so that you succeed'.

Meena advised her friend to work hard so that she could succeed.

2. The fireman said to the residents 'Vacate the building immediately. '

The fireman ordered the residents to vacate the building immediately.

3. Sheel said, 'Let's go to watch a movie.'

Sheel proposed that they go to watch a movie.

- In the first sentence, Meena is giving advice.
- In the second sentence, the fireman ordering the residents.
- In the third sentence, Sheel is proposing or suggesting something.

The sentences given above are all examples of Imperative Sentences.

- An imperative sentence is a sentence which expresses a command, request, instruction,

advice or suggestion.

When we change a sentence into indirect speech, we report what someone said. That is why indirect speech is also called Reported Speech.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.

- To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a verb which conveys the tone of a command or a request.
- Given below are a few examples of the verbs to be used when changing an imperative sentence into indirect speech. Study them carefully.

Commands: ordered, instructed, told

Requests: begged, requested, pleaded, asked told

Advice: advised, recommended, urged

Suggestions: suggested, recommended, proposed

Now read this conversation between Mr. Patil and his son Gopi.

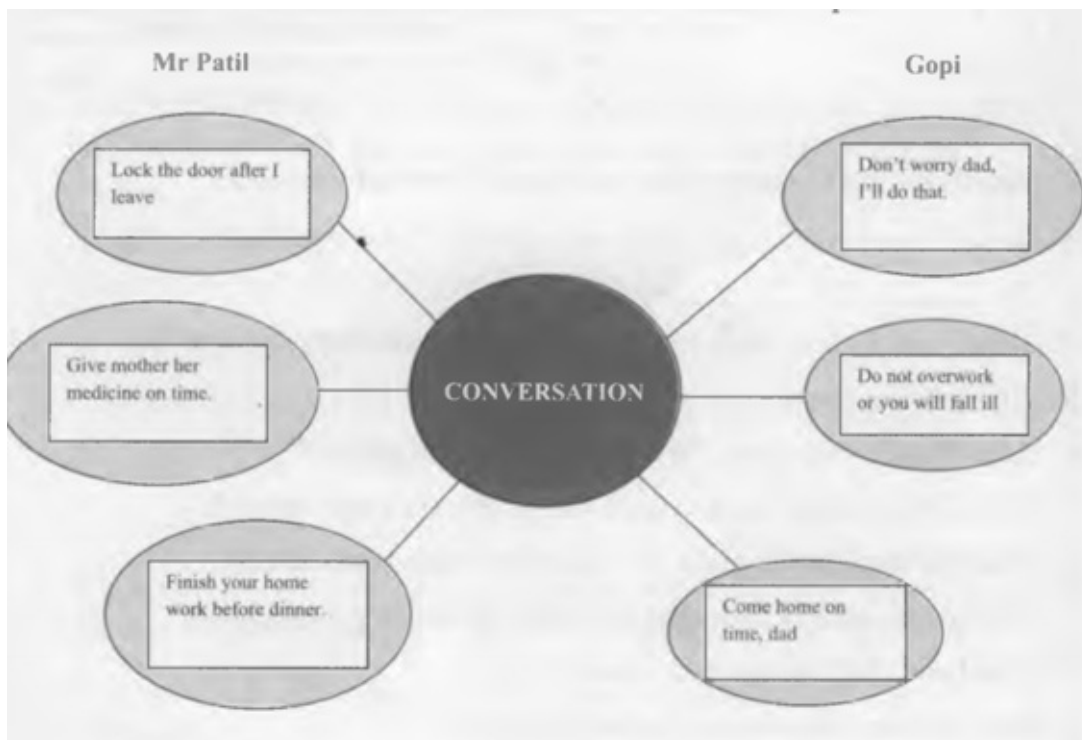


Figure- conversation

Read the following paragraph which describes the conversation in indirect speech.

Mr Patil advised his son to lock the door after he left.

He instructed him to give medicine to his mother on time.

Mr Patil also instructed Gopi to finish his homework before dinner

Gopi assured his father that he would do as told.

He pleaded with his father not to overwork lest he should fall sick and asked him to come home early.

Exercise 2

1. Read the following sentences and write them in indirect speech.

a. The invigilator said to the students, 'Stop writing.'

b. The officer said to the peon, 'Bring a file cover for me. '

c. Anil said to his friend, 'Please take out the car while I lock the room.'

d. The ticket collector said to Varun, 'Why didn't you buy a full ticket for your son?'

e. 'May I borrow your English book for the evening?' said Usha to Rajni.

f. The parents said to the Principal, 'Please admit our daughter in your school.'

g. Father said to his son, 'Switch off the television. I am getting disturbed.'

h. Anita said to Nikhil, 'Help your younger sister in her studies.'

i. Hitendra said to Shyam, 'Have a cup of tea with me, please.'

j. I said to him, 'Come in.'

5.4 LET US WRITE

Read the following paragraph carefully. The narrator describes what happened one day.

Yesterday evening I got home from work at 6 o'clock. It was going to be a long weekend this time. We had planned many exciting things for the weekend. My wife had cooked a sumptuous dinner which we both ate with relish. After dinner I helped my wife to clean up the kitchen and then sat down to watch TV for about an hour. Then we got ready to go out to the Sarpanch's house where a cultural evening had been organised. Many folk artists had been invited from the neighbouring villages too. The programme was so entertaining that we all joined in the singing and dancing.

The programme finished at 3 o'clock in the morning. By then we were tired and sleepy too. As soon as we reached home we went to bed.

Note that:

- the paragraph is told like a story where one action follows another in a sequence.
- it uses verbs in the simple past tense.
- each sequence is linked with the help of words (called sequence markers) like after, then, later, by then, as soon as, etc.
- to make the story interesting some descriptive words and phrases that tell us something more about a place, experience or feelings are included, eg. sumptuous dinner, ate with relish, a treat to the ears, etc.

Exercise

Imagine you are the tiger in the story. When you went back to the circus, the other animals were waiting to hear what happened. Identify any three memorable experiences and narrate them in your own words.

The opening lines of the paragraph have been written for you. Continue the story in your words keeping in mind the sequence of events, including all the funny things that you saw.

Do not forget to describe your thoughts and feelings at each episode. Use the earlier mentioned sequence markers wherever necessary.

When I went back to my enclosure after my performance, I saw that the Master had forgotten to bolt my cage. After years of being in the cage I was longing to go out into the open and enjoy being free away camp.....

LET US TALK 5.1

Read the following dialogue:

Ravi: Mother, our teacher took us to the zoo today.

Mother: That's nice. What did you see there?

Ravi: Lots of animals and birds. The zoo was so big that we got tired walking.

Mother: What did you learn about animals?

Ravi: Frankly speaking, mother, I was rather sad to see the animals caged in their enclosures.

Mother: What's wrong with that? The zoo authorities have to do so to ensure the safety of visitors.

Ravi: You are right. But do you realise how sad these animals must be when they lose their homes, freedom and their family only to be lodged here as showpieces to amuse people. I was more sad when some of my friends threw stones at them and teased them.

Mother: Yes, we should not do such things. We ought to show love, respect and care for these animals.

The italicised words *have to*, *should not*, *ought to* have been used to convey desirable and undesirable behaviour or duties. Other words which can be used are *must*, *must not*, *need to*, *need not*, etc.

Exercise

Imagine you are talking to one of your friends about animals in a circus. Practise speaking at least five sentences using the expressions in italics.

WHAT YOU HAVE LEARNT

In this lesson you have learnt that animals too have feelings and are capable of living in harmony with their surroundings. They are harmless. They may attack only when they are deprived of their food and shelter or if they are attacked without any reason. Human beings have formed fixed ideas about certain wild animals which are totally baseless. They fear them because they do not understand them. Despite the fact that man is supposed to have superior intelligence, he has still not understood his own position in this vast universe and has not understood how he can harm himself by disturbing nature's plans.

TERMINAL QUESTIONS

I. Given below are events that took place in the story. But the order is mixed up.

Read the sentences and put the events in their correct sequence by writing the number of the sentence in the brackets provided.

One answer has been done as an example.

1. A tiger entered the market place (i)
2. The cops escorting the prisoner ran away leaving their prisoner. (____)
3. People fell off the horse driven carriage as the horse tore from its Jutka. (____)
4. The tailor hid in the cupboard. (____)
5. The prisoner got a chance to run away. (____)
6. The townspeople hid in their homes and locked up their rooms. (____)
7. The tiger followed the children through the school gates. (____)
8. The teachers locked him up and kept a watch on him. (____)
9. The tiger walked into the Headmaster's room. (____)
10. The Headmaster climbed up into the attic. (____)
11. The Master reached the school. (____)
12. The children rushed upstairs and shut themselves in the school hall. (____)
13. The tiger went off to sleep on the cool floor. (____)
14. The teachers used harsh words like 'brute' and 'beast' for the tiger. (____)
15. The people at the restaurant froze in their seats at the sight of the tiger. (____)
16. The Master was angry with the teachers for using harsh words for the tiger. (____)
17. The Master was called a reckless man. (____)

II. The Master did not like people using harsh words like 'brute' or 'beast' for the tiger. Why?

III. 'You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?'

Explain the Master's response in 60 words?

ANSWERS

5.2.1 PART 1 INTEXT QUESTIONS 5.1

1. b.
2. c.
3. a.
4. c.
5. a.
6. b.
7. a.
8. c.

II

Different people	Public reaction	Reasons for their behaviour	Tiger's thoughts
a. The spectators at the circus	sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	Men are strong and brave
b. People on the road	fled from the street, some climbed the trees and some hid in drain and behind pillars.	They were terrified of the tiger.	Confused/amused- Why should a simple tiger have any interest in them, either to destroy or to safeguard?

III. The tiger's opinion about men changed when he came out on the street and saw men running for their lives.

IV. The possible reasons could be any two of the following:

1. The animals at the circus were well trained to face audiences.
2. The animals were well fed so they were never hungry enough to attack.
3. The animals were tamed.
4. Adequate security measures were taken by the authorities to ensure that no untoward event would take place.

LET US DO 5.1

You can think of different ways in which you could protect your environment. Two ideas have been given. Add three more. Some other ideas could be as follows:

1. Do not buy products made from animal parts. This will help stop unnecessary killing of animals.
2. Do not waste water
3. Do not bathe your cows and buffaloes in the same pond from which people use water for drinking.
4. Do not burn dried leaves as smoke adds carbon dioxide in air
5. Any other

LET US LEARN NEW WORDS 5.1

I. 1. b.

2. c.

II. 1. as clear as a stream

2. as heavy as lead

3. as dark as the night

4. as bright as a star

5. as cold as ice

6. as wise as an owl

III. a. cowered

b. handcuffed

c. abandoned

d. seized

e. nervous

f. spilled

5.2.2 PART 2 - INTEXT QUESTIONS 5.2

1. a. He says this to show how long he is.

b. He wanted to tell them that they need not fear him for he was not going to attack them.

- c. He had found something to eat in the green fields.
2. a. The Master spoke these words to the teachers.
- b. He wanted them to understand that using such harsh words was being rude to a harmless and noble creature.
- c. These words show that the Master was kind and that he understood his animals well.
3. b.
4. b.
5. The people were frightened of the tiger. Seeing the tiger lying at the entrance of the restaurant, the coffee drinkers were scared because the way to go out was blocked.
6. He sat in such a way that his long body covered the entire door width.
7. The school children were both excited and scared. They were also happy to know that the school was going to be closed early.
8. He walked up to the Headmaster's room.
9. The Headmaster got on to the table from where he heaved himself up to the attic.
10. He was angry with the teachers because they were using unkind words for the tiger and were rude to him also.
11. 'What a reckless man you are. Who are you?'

LET US LEARN NEW WORDS 5.2

I 1. 'dignified' -a.

'heaving' -b.

'attic' -c.

2. 'brute' -b .

3. 'retorted' - b.

II. in front of - behind

fearful - fearless

protect - attack

weak - strong

extraordinary - ordinary

III. Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our village elders the need to protect our environment. We wrote the scripts, made animal masks and even composed music using tins, plates and brooms. On the appointed day we all gathered in front of the park. It was decided that our animal characters would emerge from behind the crowds to add a surprise element. It was fun to see the commotion in the crowds when animal character jested the way through them. Through our play we were able to show how animals lived in peace and harmony if their habitat was not disturbed. The strong animals protected the weak so that they could move around in a fearless manner.

IV. Crossword

1. E	(2) P E A	(3) C E F	(4) U I	I	Y	(5) S
X	A	O	N			A
T	U	O	L			F
R	S	L	I			E
A	E	(6) F	K			L
O	D	E	E		(7) U G L Y	
R		A			N	
D	(8) S T R	O	N G		D	
I		L		(9) C O	W A R	D
N		E			N	
A		S	(10) E	I	Z	E D
			S			
R		S				
Y			(11) C L	I	M B E	D
(12) C	A R	E L	E	S S		

5.3 LETS US LEARN GRAMMER

A. Past perfect Tense

Exercise 1

1. The patient had died before the doctor arrived.

The plane had landed by the time we reached.

I had read the book before we reached the station.

My mother had cooked food before the visitors arrived.

The students had gone to play before the bell rang.

2. Individual responses.

B. Direct and Indirect Speech

Exercise 2

a. The invigilator ordered the students to stop writing.

b. The officer asked the peon to bring a file cover for him.

c. Anil requested his friend to take out the car while he locked the room.

d. The ticket collector asked Varun why he had not purchased a full ticket for his son.

e. Usha asked Rajni if she could borrow her English book for that evening.

f. The parents pleaded with the Principal to admit their son in her school. .

g. The father asked his son to switch off the T.V. because he was getting disturbed.

h. Anita requested Nikhil to help his younger sister with her studies.

i. Hitendra pleaded with Shyam to have a cup of tea with him.

j. I ordered him to get out.

5.4 LET US WRITE

Exercise

Individual responses.

Responses should include the incidents that the tiger saw. Adjectives and words that show your feelings and inner thoughts should be used.

TERMINAL QUESTIONS

- I 1. A tiger entered the market place, (i)
2. The tailor hid in the cupboard, (ii)
3. The cops escorting the prisoner ran away leaving their prisoner, (iii)
4. The prisoner got a chance to run away, (iv)
5. People fell off the horse driven carriage as the horse tore from its jutka. (v)
6. The townspeople hid in their homes and locked up their rooms, (vi)
7. The people at the restaurant froze in their seats at the sight of the tiger, (vii)
8. The children rushed upstairs and shut themselves in the school hall, (viii)
9. The tiger followed the children through the school gates, (ix)
10. The tiger walked into the headmaster's room, (x)
11. The Headmaster climbed up into the attic, (xi)
12. The tiger went off to sleep on the cool floor, (xii)
13. The teachers used harsh words like 'brute' and 'beast' for the tiger, (xiii)
14. The teachers locked him up and kept a watch on him. (xiv)
15. The Master reached the school, (xv)
16. The Master was angry with the teachers for using harsh words for the tiger, (xvi)
17. The Master was called a reckless man. (xvii)
- II. The tiger was trained and trained and tamed very well by his Master. He obeyed his Master's instructions. The tiger and the Master shared a close bond of understanding between them. The Master loved the tiger and was very sure that he would not harm anyone. He did not like anyone to make harsh and undignified remarks about the tiger without even trying to understanding him.
- I6. The Master was angry with the teachers for using harsh words for the tiger, (xvi)
17. The Master was called a reckless man. (xvii)
- II. The tiger was trained and tamed very well by his Master. He obeyed his Master's

instructions. The tiger and the Master shared a close bond of understanding between them. The Master loved the tiger and was very sure that he would not harm anyone. He did not like anyone to make harsh and undignified remarks about the tiger without even trying to understand him.

III. The Master asked the teachers, 'Are you sure you know who you are?' By asking this question .They perhaps thought that human being were superior to all other living thing because they had special qualities like intelligence and wisdom. But they had no idea of man's role in nature. If they did not understand their own role, how could they understand the feelings of a mute and harmless animal? He wanted them to understand that all living things big and small were important to maintain the ecological balance on earth. The tiger was an important part of this natural chain. If the teachers could understand this truth, they would perhaps be more respectful toward creatures that were lower down in the chain.

6. A TIGER COMES TO TOWN-II

Sometimes a small problem becomes complicated because of a lack of proper information and communication. This can also happen due to an incorrect understanding of a situation. Why does this happen? It could be because we analyse a situation according to our fixed ideas about it.

In Part I of 'A Tiger Comes to Town', the people on the street run helter-skelter to save themselves from the tiger, even though the tiger does not want to harm anyone. The teachers I in the school do not allow the circus master to go into the room to fetch the tiger. This is because they do not understand or know the true nature and habits of a tiger. People believe that tigers are ferocious animals to be feared.

Likewise, in the lesson, 'Snake Bite', Raja's complaint about being stung gets complicated because of certain fixed ideas.

In Part II of the story you will read about what the teacher did next to solve the problem.

OBJECTIVES

After completing Part II of this lesson you will be able to:

- enjoy the continuation of the story 'A Tiger Comes to Town';
- challenge common myths and superstitions related to animals;
- write an appropriate reply to a letter of complaint;
- convert sentences into reported speech;
- use prefixes;
- use contractions effectively;
- evaluate a situation from different perspectives;
- identify words in the text by applying their given meanings to the context of the text, and
- enhance your vocabulary of antonyms.

6.1 LET US READ THE TEXT

Remember: In Part I of the story, 'A Tiger Comes to Town', the tiger reached a school, entered the Headmaster's room and spread himself on the floor to sleep. The teachers locked the room from outside and would not let the circus master go inside to bring the tiger out despite his repeated requests. Why do you think no one allowed him to go into the room? What happened next? The story continues in this lesson...

Meanwhile, I awoke after a very good stretch of sleep and heard voices outside. I looked up and saw the headmaster cowering in the attic. I stretched myself and roared, for no particular reason except that I felt alive. The poor human being in the loft must have trembled at the moment. I wished to assure him that I was not going to hurt him. I raised myself, put up my forelegs on the wall, scratched it, and growled softly which made him more nervous.

I knew my Master was outside, I could hear him say, 'No one is going to school. You will, see the tiger come out and walk off with me... One of you take a ladder in and help the headmaster come down from the attic.'

'Do you mean to say you are going in as you are, without arms or protection?' They asked him.

'Yes, that's what I'm going to do. We have no time to waste.'

The Chairman of the 'Tiger Committee' said, 'By the powers I have being the second Honorary Magistrate, I give you notice that you shall not open nor enter that room.'

My Master asked, 'Why do you prevent me from going near the tiger?'

They were at a loss to answer - 'It's unlawful to commit suicide,' they said.

'May be,' said my Master, 'but which section of the law says that a man should not approach a tiger? Are not circus people doing it all the time?'

'Yes,' replied the Chairman weakly. 'But that's different.'

'I can tame a tiger. It's after all my life that I'm risking.'

stretch: span of time

cowering: shrinking back in fear

stretched myself: put out my arms and legs

roared: made a loud sound

trembled: shook with fear

assure: convince

protection: something which keeps you safe

honorary: given as an honour, generally a position without a salary

notice: information, warning

approach: go near

The Chairman was visibly confused and bewildered. 'In that case you will have to sign an affidavit absolving us from all responsibilities for your life or death'.

'All right, give me a piece of paper and tell me what to write.'

The Magistrate took out a sheet of paper from his briefcase and gave it to my Master. My Master wrote the Chairman's dictation, absolving everyone there from all responsibility. He signed the document and returned it with the comment: 'I've signed it just to respect your magistracy, although I'm convinced it's uncalled for and irrelevant. You are exercising unnecessary authority.'

The Chairman looked at the document and said, 'Stop, wait. Tell me what is it that you have written here?'

'Only what you have dictated.'

'In a language we don't know! I can't accept it.'

'It's in Sanskrit, in which our scriptures are written, the language of the gods. I write only Sanskrit although I know ten other languages including Japanese.' Without further ado he put the key into the lock of the Headmaster's room.

'Let us go now,' said my Master. 'You must realise' that human beings, for all their bluster are timid creatures. They are likely to panic when they see you. Don't look at them. That's the only way to maintain one's peace of mind.'

- R.K. Narayan

6.2 LET US UNDERSTAND THE TEXT

6.2.1 PART 1

Meanwhile, I awoke after a very good sleep.....responsibilities for your life or death.

In this part of the story, the tiger wakes up and stretches himself. The Headmaster who has been sitting in the loft all this time is frightened to see the tiger awake. The tiger wants to tell him that he is not going to harm him but he cannot communicate this to him. The tiger hears his master begging the teachers to allow him to enter the Headmaster's room to fetch the tiger. The teachers do not want him to go in without arms or some sort of protection. The teachers call the Magistrate to stop the circus master from going into the Headmaster's room. The Magistrate forbids the circus master from entering the room. When the circus master argues with him and insists on going in, the Magistrate tells him to sign a document that says that no one should be held responsible for the circus master's death in case the tiger attacks him.

visibly: as could be “seen easily, obviously, clearly

confused: mixed up

bewildered: unable to understand

affidavit: written statement, a legal document

absolving: freeing from blame, declaiming that they were not responsible for his life or death

briefcase: bag, small suitcase for papers

magistracy: magistrate’s position

uncalled for: not wanted, not required

irrelevant: not important or of significance

exercising: applying

authority: power to enforce obedience

document: written record of events

scriptures: holy or sacred writings

ado: fuss, trouble

bluster: angry or empty threats.



Fig. 6.1

INTEXT QUESTIONS 6.1

Answer the following questions.

1. 'Do you mean to say you are going in as you are, without arms or protection.' they asked him. 'Yes, that's what I'm going to do. We have no time to waste.'
 - a. Where did the above conversation take place?
 - b. Who were the 'they' being referred to?
 - c. Who were 'they' talking to?
 - d. Why did they want to know if he was going unarmed?
 - e. Why do you think he said, 'We have no time to waste.' ?
2. Where was the tiger all this time?
3. The Headmaster was already nervous. Which actions of the tiger further added to his fear?
4. What did the tiger want to tell the Headmaster?
5. Give two reasons why the people outside did not allow the Master to go in.
6. The Master's attempts to go in are compared to:
 - a. life
 - b. suicide
 - c. death
 - d. war
7. Which statement made by the Master confused the Chairman of the Tiger Committee?
8. When the Chairman asked the Master to sign an affidavit before he was allowed to enter the room, he was trying to put a condition on his entry. Which of the following statements correctly interprets the condition?
 - a. that the Master shall not take the tiger away
 - b. that he must pay an entry fee
 - c. that everybody outside would share the responsibility of his action
 - d. that he would not hold anybody responsible for whatever happened to him

LET US LEARN NEW WORDS 6.1

In the table below you can see three columns: A, B, and C.

1. Column A consists of words from the text but there are some letters missing in each word. Column B consists of the meanings of the words in Column A. Refer to the text to guess each word from its meaning. Then insert the missing letters to complete each word.
2. Column C contains a list of words that are opposite in meaning to the words in Column A. They are in mixed order. Guess the antonym/opposite of each word in Column A. Draw a line to join each word meaning with its antonym.

One example has been done for you.

Column A	Column B	Column C
Word	Meaning	Antonym
1 C O W E _ R	to crouch in fear	Invisible/hidden
2 A _ _ U _ E	to make sure, convince	brave
3 PA _ I _	sudden and unreasonable fear	relevant
4 T I _ _ D	easily frightened	to be undecided
5 D E _ E _ M I _ _ D	to be firm in ones decision	to remain calm
6 V _ S _ _ L E	capable of being seen	to act bravely
7 I _ _ E L E _ _ N T	not important	to be unsure

DO YOU KNOW

HOW ARE TIGERS COUNTED?

Just as the Government conducts a population census, it also carries out an animal census every four years. In India we call it an All India Wild Animal Census.

A separate Tiger Census is conducted every two years.

Some organisational details and methods used for counting tigers are given below.

- The area to be covered is divided into smaller zones. These zones are further subdivided into a number of compartments. The normal period of any census is 8-10 days.
- Earlier the census authorities used the method of monitoring (watching carefully) rivers or water bodies in the forests. They believed that since animals generally visit these places for drinking water, counting at these places would be easier and reliable. They also believed that a tiger visits only one water hole once in 24 hours, so the counting would be accurate. But this method was not very reliable as this belief was incorrect.
- The preferred method today is to do a pug mark (an animal's footprint) count. Pug marks are commonly found near river beds, water bodies or other less-travelled paths. Once a clear pug mark is found, its impression (the shape of the pug mark) is taken on liquid plaster of Paris.
- Infrared cameras are also used for counting tigers. These cameras are set up on tiger trails every evening and checked every morning to see if there is any fresh information.
- People doing the census also note things like the length of stride, speed of the walk, the surface of the soil, scratch marks, visual sightings, fresh droppings, the roar, or a nearby kill.

LET US DO 6.1

Myths and superstitions about animals

Have you heard people say that it is not a good omen (unlucky) if a black cat crosses your path?

Such beliefs which do not have a scientific logic are called myths or superstitions.

Most myths and superstitions related to animals and birds have been handed down to us. The main reason for this is that there is insufficient knowledge about animals and their behaviour. The source of these beliefs may have been coincidental or accidental. Some myths may also have been coined as preventive measures. For example, there is a belief that a sneeze before setting out on a journey is unlucky. The reason for this may be that a sneeze is a symptom of a cold or flu, which can make the journey difficult and uncomfortable.

Exercise

The table below contains some myths or beliefs related to animals, and the possible reasons for these beliefs. Some of these myths/beliefs may have a logical explanation which is lost over a period of time. Find out two more myths and the possible reasons for these myths, and complete the table.

Myth/Superstition	How do you think this myth originated
Birds will reject their young ones	This myth is promoted to
1. if the young ones are touched by human beings.	prevent people from harming baby birds.
2. Black cats bring bad luck.	Maybe a person had bad luck immediately after seeing a black cat.
3.	
4.	

6.2.2 PART 2

All right, give me a piece of paper.....one's peace of mind.

In this section of the story, the Magistrate who is a government officer responsible for the law and order in his area, comes to the school to solve the problem of the runaway circus tiger who has entered the Headmaster's room. The circus master tells the Magistrate that the tiger would harm no one if he went in and brought him out. The Magistrate tells him that he will let him go into the Headmaster's room only if he signs an affidavit which says that no one should be held responsible in case the tiger attacks or injures him. The Magistrate wants to take all legal precautions. The circus master agrees. The Magistrate

dictates the content of the affidavit to the circus master. The Master who is very angry with the teachers and the Magistrate decides to teach them a lesson. He writes the affidavit in Sanskrit, which they cannot read or understand. The master wants to prove to the learned magistrate

and the teachers that if they can not understand ancient language, their assumption about tiger's behaviour in the situation may also be flawed.



Figure- 6.2

INTEX QUESTIONS 6.2

Answer the following questions.

1. 'All right, give me a piece of paper and tell me what to write.'
 - a. Who is the speaker in the above line?
 - b. Who is he/she talking to?
 - c. Why does he/she ask for a piece of paper?
2. Why wasn't the Master happy to write the affidavit?
3. In what language did the Master write the affidavit? Why did he do so?
4. Why wasn't the Magistrate happy to see the affidavit? Why did he finally accept it?
5. What advice did the Master give the tiger before leaving? Choose the correct option from the ones given below.
 - a. Growl and make a noise to show your anger.
 - b. Chase the teachers and children to create a sensation.
 - c. Stare hard at the Magistrate.
 - d. Don't look at human beings if you want peace of mind.

LET US DO 6.2

In your 'Friends of the Animals Club' hold a mock parliament of animals. Each member should play the role of an animal and suggest one way in which human beings can show their concern towards animals collate these suggestions and address them to human beings in one of the following forms:



Figure- animals

- song or poem
- a dance drama
- a short skit (play)
- a letter to the Minister of Environment
- a letter to the editor of a newspaper

If planning a dance or skit, you can make face masks out of paper plates or paint your faces with vegetable colours as they are not harmful to the skin. Compose background music with the help of ordinary tins and drums. Put yourself into the character of the animal you have chosen. Imitate its sounds and actions.

LET US LEARN NEW WORDS 6.2

Given below are some sentences. Fill in the blanks with words/phrases from the text which are given in the box. Refer to a dictionary to check the meanings of the words if necessary.

stretched, growled, absolved, exercise unnecessary authority,

blustered, peace of mind

a. A good team leader is one who works along with his team and does not _____ on others.

b. Since there was plenty of evidence and several eye witness reports in support of her, the court finally _____ her of all blame for the accident.

- c. The dog_____ at every passerby.
- d. “Get of my office, you scoundrel!” _____ the officer when he came to know that his most trusted officer had cheated him
- e. If you want to lose weight don’t lose your_____ but start exercising daily.
- f. As he _____ his arm to pick up the bowl of salad lying at the far end of the table, his hand accidentally hit his mother’s favourite jog, which fell and broke.
2. Given below is a crossword puzzle grid. Read the given clues and identify words of the same meaning in the lesson. Fill in the words in the puzzle grid.

			I	(2)A
		(3)F	E	
(4)C		W		
			R	
(5)G		L	D	
(6)H	N		R	(7)W
	(8)A		D	9 T
			T	
			S	
			C	

Clues:

Across

3. the front legs of an animal

4. moving back in fear

Down

1. confused

2. to say something with confidence in order to remove doubt

5. made a low sound in the throat to show anger

6. a designation given as a mark of respect/honour, usually without payment

8. a written statement /legal document

7. a person who sees something and makes a statement about it in court

9. a room just below the roof, used for storing things

3. Body Language

Read the sentences given below. The underlined words relate to human body and feelings expressed by gestures.

- The poor human being in the loft must have trembled.
- I raised myself, growled softly which made him nervous.
- 'Yes.1 replied the Chairman weakly.
- The Chairman was visibly confused and bewildered.

The underlined words in the above sentences describe different states and moods of a person -body language.

Exercise

1. Given below is an interesting puzzle. Jumbled words are given for different examples of body language. Form correct words by rewriting the letters of each jumbled word.

- a. You suddenly become red in the face because of shame or embarrassment. (BSHUL)
- b. You give a broad smile. (NIRG)
- c. Your body shakes because you are feeling cold. (SV1HRE)
- d. You pull your eyebrows to show you are angry or worried. (RFOWN)
- e. You raise your shoulders to show that you don't care or are not interested. (RSUGH)

4. 'Roared' and 'growled' are words that express sounds made by animals. Given below are some animal sounds. Fill the correct words in the sentences given below. The first j one has been done for you.

Croak, chirping, barked, howled, neighed, roared, hooting

- a. The lion roared at the hunter.

- b. The owl was heard _____ in the night.
- c. The boy fell down in fear when the horse _____ suddenly.
- d. The dog _____ at the stranger.
- e. The wolves _____ in the jungle.
- f. The _____ of birds wakes us up in the morning.
- g. Frogs _____ on rainy days.

DO YOU KNOW

An affidavit is a legal document written by someone who wishes to make a statement or a declaration of certain facts. It can also be an affirmation.

It can be written on an official form or paper or even on plain paper. It must be signed by the person making the declaration. The purpose of an affidavit may be to assure the authorities that the person signing it takes full responsibility for his/her actions and their consequences (in case something goes wrong), and to make sure that no other person is held responsible. It may also be for the purpose of guaranteeing that the contents of a document are correct and genuine.

A sample of an affidavit is given below:

AFFIDAVIT

I, Meenal Goswami do hereby declare that the information provided in this application is correct. I further declare that in case any information is found to be incorrect, my application may stand cancelled and that I will have no right to complain or plead.

signed:

Meenal Goswami

Resident of: House No. 345, Keshavpura,
New Delhi-110093

Dated: 27.10. 2011

6.3 LET US LEARN GRAMMAR

A. Prefixes

A prefix is a group of letters added before a word to change its meaning. Example:

- 'relevant' means something significant or important.

When 'ir' is added as a prefix, the word becomes ir + relevant = irrelevant, which means insignificant or not important.

Example:

- 'Human' means something which is normal or natural to man.
- It is human to make mistakes.
- 'human' also means suitable or fit for human beings.

When 'in' is added as a prefix, the new word becomes in + human = inhuman, which means cruel or not fit for human beings.

Children working in beedi factories are treated in an inhuman manner.

Exercise

Given below are two groups of words, Group A and Group B. In Group A, we have some prefixes and in Group B, there are some words. Match the two to make new words. You can use a prefix more than once. You will be able to make at least ten words. One example is done for you.

- co + curricular = cocurricular

Group A Group B

inter ir un Regular, school

co mis anti Tension, acceptable

hyper dis Available, honestly

Interest, reversible

Answerable, curricular

B. Direct Speech and Indirect Speech

1. Indirect Speech

In our day-to-day life, there are many instances, when we hear something said by a person and then we report the same to another person. This reporting of statements is termed 'Report Speech'.

The one who speaks is the 'SPEAKER' and the other is a listener. When the listener reports it to a third person, he becomes the 'REPORTER'.

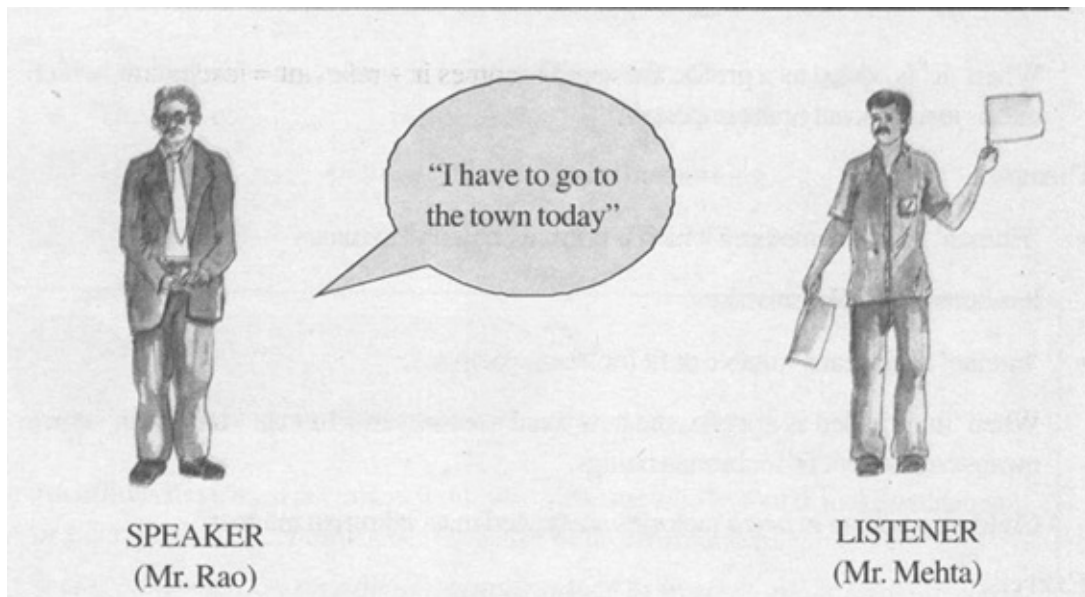


Figure- two man

SPEAKER (Mr. Rao)- "I have to go to the town today"

LISTENER (Mr. Mehta)

The station master tells another person.

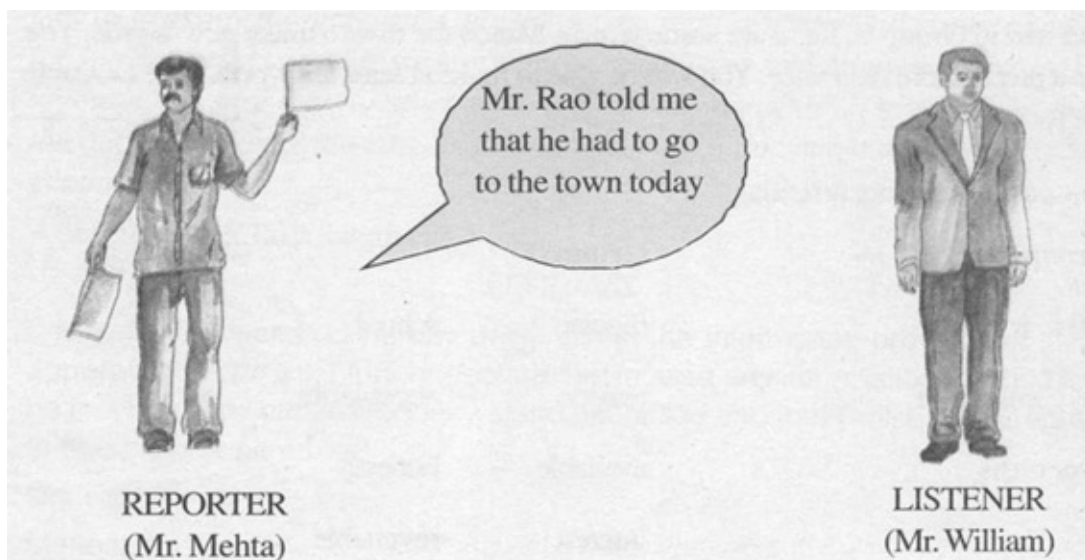


Figure- two man

REPORTER (Mr. Mehta)-Mr. Rao told me that he had to go to the town today

LISTENER (Mr. William)

2. Direct Speech

Mr. Rao said to Mr. Mehta

(reporting verb change - told)- that (added)

"I have to go to the town today."

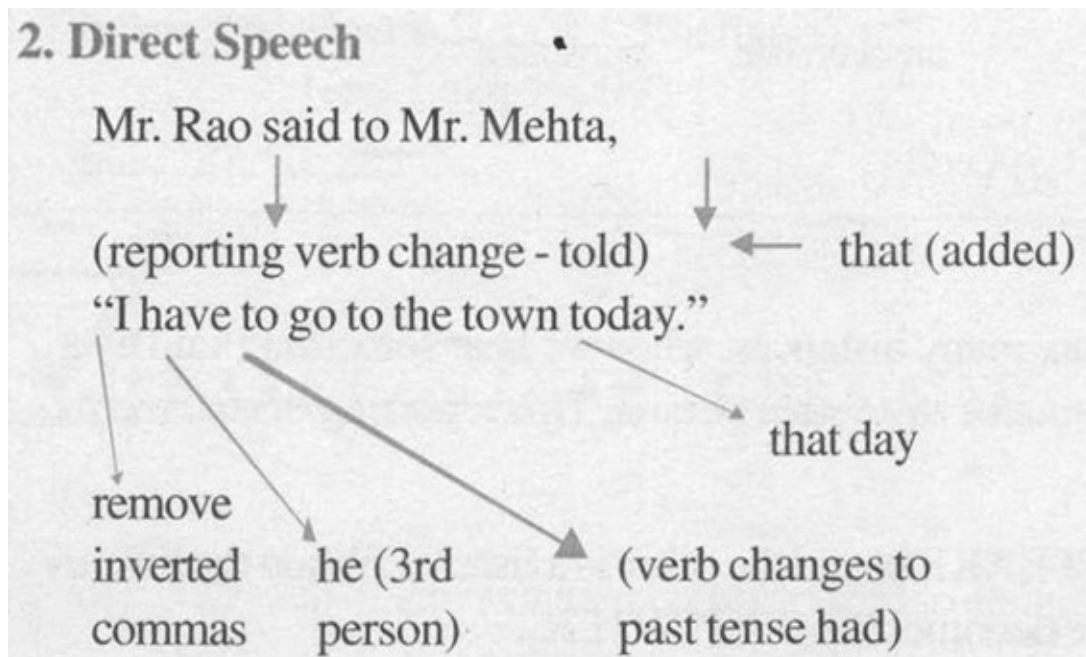
"I- remove, inverted, commas

Have- he (3rd person)

To- (verb changes to past tense had)

Town- that day

2. Direct Speech



Therefore, the indirect speech statement will be:

Mr. Rao told Mr. Mehta that he had to go to the town that day.

Complete the following table:

First speaker	Questioner	Reporter
You should work less	What did she say?	She said that....
	What did she say?	She replied that she never feels tired
Shall we go for a picnic?	What did she say?	

Exercise

Now change the following direct speech sentences to indirect speech.

The Magistrate said- I order you not to the room

1. The Magistrate said that _____

The Master asked the people- Why do you prevent me from going near the

2. 1. The Magistrate said that _____

The Chairman said to the secretary- Tell me what is it that you have written there

3. The Chairman asked_____

The master assured the people - I can tame the tiger

4. The master assured the people_____

The Master told the tiger- Don't look at them

5. The Master told the tiger_____

C. Contractions

Contractions are short forms which are used very often in spoken English and in informal writing. In the examples given below you will notice how two words have been combined to make one word. Notice also that an apostrophe' is inserted in place of the letter which is omitted.

I am sorry, I am late.

I'm sorry, I'm late.

He has come to take her books.

He's come to take her books.

She was late in submitting her assignment, was she not?

She was late in submitting her assignment, wasn't she!

Read some of the rules for contracting two words:

combining a noun/ pronoun + verb

she/he is changes to she's/he's

I am changes to I'm

you are changes to you 're

we are changes to we 're

they are changes to they 're

they will changes to they 'll

she/he will changes to she 'll/he 'll

cannot changes to can't

shall not changes to shan't

will not changes to won't

could not changes to couldn't

But in the following question forms, where there is a pronoun in the middle of the 'verb'

and 'not', the position of the pronoun gets shifted to the end.

did she/he not changes to didn't she/he?

does she/he not changes to doesn't she/he?

will she/he not changes to won't she/he ?

would she/he not changes to wouldn't she/he?

can she/he not changes to can't she/he?

could she/he not changes to couldn't she/he?

was she/he not changes to wasn't she/he?

were they not changes to weren't they?

Exercise

Now write the following sentences using contracted forms of the words given in italics,

- a. I cannot cheat anyone.
- b. I am not going for the picnic with my friends.
- c. Do not touch electrical gadgets (5r appliances with wet hands.
- d. Can I not buy one more ice cream?
- e. The thief was eventually caught, was he not?
- f. You are not to be blamed.
- g. They are going to Manali during the summer holidays.
- h. We are going to have lots of fun at the party.
- i. She is busy completing her homework.

6.4 LET US WRITE

Formal Letter

After the incident with the tiger at the school, the worried parents of the school children wrote a letter of complaint to the Principal. Read it carefully.

The Secretary

Parents' Association of Malgudi Public School

Malgudi

The Principal

Malgudi Public School

Malgudi

Dear Sir,

Subject: Security Measures at School

Yesterday after coming home, our children narrated the story of a runaway circus tiger having entered the school campus. This news left us totally shocked. Though it is reliably learnt that no one was hurt or attacked, the fact that a tiger could enter the school premises has raised a lot of questions about the safety and security of our children whilst they are in school. How could the tiger enter the premises? Were the gates not kept locked? Why did the guard on duty not raise a timely alarm? What if the tiger had attacked the students and teachers?

As concerned parents we would like to know what measures you propose to take to ensure that such incidents do not happen again.

We propose that the school authorities meet the local authorities and persuade them to cancel all shows of the circus and order the circus to leave at once.

Finally, you are requested to inform us about the action taken by you in this matter.

Thanking you,

Yours sincerely,

V P Raman Secretary

Parents' Association of Malgudi Public School

A formal letter has two essential features:

1. Format (the structure) and
 2. Content (the subject matter of the letter)
- Important Parts of the Format

- The heading consists of:
 1. the writer's address
 2. the date
- A courteous greeting or salutation, eg. Dear Sir/Madam or Dear Mr./Mrs.
- The subject line which helps the reader to know what the content of the letter is.
- The message/content/body of the letter.
- The subscription or conclusion, eg. Yours truly, Yours sincerely.
- The signature of the writer with name and designation.

Important Features of the Content

- The matter is the message the writer wishes to convey to the reader.
- The style of the letter should be formal.
- The tone of the letter should be polite and neutral.
- Use simple and direct language.
- Come straight to the point.
- Accuracy (there should be no spelling or grammatical errors)
- Fluency (your ideas should be arranged in logical order)

Exercise

Now imagine you are the Principal of Malgudi Public School. You have just read the above letter. Write a suitable reply to the Secretary, Parents' Association of Malgudi Public School. Include the following information in your letter.

- Acknowledge the receipt of their letter (mention the date too)
- Mention the steps you plan to take to prevent such incidents in future.
- Inform him about the steps you have taken to bring the matter to the attention of the local authorities, (think of 2 or 3 suitable ideas)

LET US DO 6.3

Imagine the following situation:

One day you find a small pup lying abandoned in a drain. You decide to bring it home and take care of it.

When you come home and tell everybody about your decision to keep it as a pet everyone reacts differently.

The table below gives the names of your family members and describes each member's temperament and attitude.

Do a role play with your friends. Allot the roles of the different family members as given in the table among your friends. Explain each character's temperament and attitude to him/her. What do you think each one would say and what would be your reply to each one? Write the responses in the table below. The first situation has been done as an example.

Grand parent	Open to new idea	I hope you understand that the pup is a lot of responsibility	Yes, Granny! I promise to do my best
--------------	------------------	---	--------------------------------------

MOTHER

Father

Sibling

Any other

WHAT YOU HAVE LEARNT

In this part of the story the author has again emphasised that animals do not attack unless they are deprived of food or are teased and that our fear of animals arises out of our inability to understand them. In this story, though the Master has thoroughly tamed the tiger and is sure that no one will come to harm, the Magistrate and the teachers do not believe him. You learnt that to protect himself from any blame, the Magistrate allows the Master to

enter the room where the tiger is hiding after making him sign a legal document called an affidavit. We call ourselves literate and educated, but our knowledge about animals is limited. Our ideas and fears about animals are based on this limited and often incorrect knowledge.

Suggested reading/viewing

- Stories from the Hitopadesha, Jataka tales, Panchatantra, Aesop's fables, etc.
- Some writers who have used animals as characters in their stories are Rabindranath Tagore, Ruskin Bond, Vikram Seth, Jack London, and James Herriot.
- Discovery Channel, Animal Planet, National Geographic
- Movies: Born Free, Free Willy

TERMINAL QUESTIONS

1. Given below is a summary of the story you have read so far. Complete the summary with the help of the words and phrases given in the box .

Stretched, nervous, entering the room, woke up from his sleep,

arrived outside the room, an affidavit, put to risk, something happened to him, tame a tiger growl in the attic

After some time the tiger _____. He kept his legs on the table, _____himself and gave out a soft _____.The Headmaster who was sitting crouched _____became more_____.

Meanwhile, _____.He stopped the Master from_____. When the Master said that he knew how to _____and that it was his life which was being _____,the Magistrate asked him to sign _____that he would hold no one responsible in case_____.

2. Read the following statements. State whether they are true or false by ticking the correct option given against each statement. Give reasons for your answer.

- a. The tiger had entered a house. True/False
- b. The tiger sat under the table because he was frightened of the headmaster. True/False
- c. The tiger was roaming around without his Master. True/False
- d. The Master had no difficulty in entering the room. True/False

- e. The Chairman asked the Master to sign an affidavit. True/False
- f. The Master wrote the affidavit in English. True/False
- g. The Headmaster tried to scare the tiger with a rod. True/False
- h. The Magistrate helped the Master to bring the tiger out. True/False
- i. The Master was a learned man. True/False
- j- The Magistrate fined the Master for being careless. True/False

3. The Master deliberately wrote the affidavit in Sanskrit. The Magistrate could not read or understand Sanskrit. He was angry. He could have ordered the Master to write it again in English or Hindi but he did not do so. Why?

(Hint: The Master was annoyed when some teachers called the tiger a brute and also when he was prevented from going into the room by the Magistrate despite his assurance that the tiger would not harm anyone. He knew that neither the teachers nor the Magistrate understood the tiger. By writing in a language which he knew the Magistrate could not understand he was in a way mocking their limited knowledge and understanding.)

4. Which incident in the story did you find funny and why? Write your answer in 30-40 words in the space provided below.

We all look at an issue from our own perspective. Our perspectives differ on account of our temperament, awareness, needs, experience, level of maturity, status, etc. After reading both Parts I and II of the story we saw how different people, including the Magistrate reacted towards the tiger.

5. Do you think the Magistrate was right in not allowing the master to enter the Headmaster's room?

6. Complete the table below by summarising some of the actions and behaviour of different people towards the tiger.

Different people	What they did	What they said	Why they behaved the way they did
a. The people on the street	.....	no statement	they were frightened
b. The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	.....
c. The children	ran to the hall	shouted school closed	is they were excited as well as frightened
d. The teachers	<ul style="list-style-type: none"> locked the children in a safe place waited for someone with authority to take the tiger safely out of the room did not allow the Master to go in 	used harsh words brute and beast for the tiger called the Master 'reckless fellow' a even asked him sarcastically if he knew who he was	..... they wanted to ensure everybody's safety
e. ....	.....		<ul style="list-style-type: none"> he was duty bound to provide safety to the people he had to use his authority

			<ul style="list-style-type: none"> • • they were
f.	..... nothing	nothing	concerned about the security of their children
		Don't call him a brute or a beast	<ul style="list-style-type: none"> • he understood the tiger well
		Do you know	<ul style="list-style-type: none"> • he was sure the tiger was not
	<ul style="list-style-type: none"> •?	
g. The Master	wanted to enter the Headmaster's office to bring the tiger out	No one is going out of the school. You will see the tiger come out with me and walk off with me.	going.....
		I can tame.....	<ul style="list-style-type: none"> • he was hurt to hear..... • he did not like the idea of
		wanted to say:	
	<ul style="list-style-type: none"> • went out for a simple stroll 	<ul style="list-style-type: none"> • I thought human beings were brave 	<ul style="list-style-type: none"> • he was confused to see people
h. The tiger	<ul style="list-style-type: none"> • sat at the coffee shop • slept 	<ul style="list-style-type: none"> • I am full, don't • I love sleeping • I will not attack you 	<ul style="list-style-type: none"> • ran away from him • he was amused by

7. You must have heard the oft-quoted proverb, 'Don't try the patience of a calm man' or 'Beware the wrath of a patient man'. This means that there is a limit to one's patience. If someone provokes a calm, cool and patient man beyond his limits, even he will retaliate in anger. The tiger in this story was calm and harmless.

Under what circumstances could he have become dangerous? Think of at least three such situations. One situation has been done as an example.

Example: if the crowds, instead of hiding, had started throwing stones at him

a.

b.

- c.
- d.
- e.

ANSWER

6.2.1 PART 6.1 INTEXT QUESTIONS 6.1

1. a. The above conversation took place outside the Headmaster's room.
b. The teachers who had gathered outside the Headmaster's room were the 'they' being referred to in the conversation.
c. They were talking to the tiger's Master.
d. They felt that a tiger was a ferocious animal and could attack the Master. They could not imagine him facing a tiger without any weapon for self defence.
e. The tiger had woken up. If he was kept locked for too long he could get irritated. It was not good to try an animal's patience. He could become dangerous and harm the Headmaster.
2. The tiger was in the Headmaster's room all this time.
3. Seeing that the tiger had woken up, put his legs on the table, stretched himself and given out a growl made the Headmaster more nervous.
4. He wanted to assure the Headmaster that he was not going to harm him.
5. The people outside did not allow the Master to go in because he was planning to go without any arms for self protection. They feared the tiger could kill him.
6. b.
7. The Master's statement that he knew how to tame a tiger and that after all it was he who was risking his life, confused the Chairman of the Tiger Committee.
He wondered how a sensible person could risk his life.
8. 'd'

LET US LEARN NEW WORDS 6.1

A	B	C
word	meaning	antonym
1. C <u>O</u> W <u>E</u> R	to crouch in fear	invisible/hidden (6)
2. <u>A</u> S S <u>U</u> R E	to make sure, convince	brave (4)
3. PANIC	sudden and unreasonable fear	relevant (7)
4. TIMID	easily frightened	to be undecided (5)
5. ^D ETERMINED	to be firm in one's decision	to remain calm (3)
6. V ISIBLE	Capable of being seen	to act bravely (1)
7. IRRELEVANT	not important	to be unsure (2)

6.2.2 PART 2 INTEXT QUESTIONS 6.2

1. a. The tiger's Master is the speaker in the above line.
b. He is talking to the Magistrate.
c. He asks for a piece of paper so that he can write the affidavit which he has been asked to write.
2. He was unhappy to write the affidavit because he was sure he could bring out the tiger without causing any harm to anyone. He wrote it because no one believed him.
3. He wrote the affidavit in Sanskrit. He did so because Sanskrit is the language of the Gods and of our scriptures. It is also considered the mother of all languages. He wanted to prove to the learned teachers and Magistrate how hollow their own learning was. Despite their high qualifications and degrees they could not read and understand the language which was the mother of many languages. If they could not understand a human language, how could they understand a tiger's nature.
4. The Magistrate was not happy to see the affidavit because it was written in Sanskrit which he could not read. So, he was unable to make out what was written in it. He finally accepted it because Sanskrit is one of the official languages of India and being a Government officer he could not have refused it.
5. Option d. Don't look at human beings if you want peace of mind.

LET US LEARN NEW WORDS 6.2

1. a. exercising unnecessary authority
b. absolved
c. growled
d. blustered
e. peace of mind
f. stretched

2. Across

Down

3. the front legs of an animal - forelegs

1. confused - bewildered

4. moving back i n fear - cowering

2. To say something with confidence in order to remove doubt - assure

5. made a low sound in the throat to anger - growled

7. A person who sees something and show makes a statement about it in court - witness

6. a designation given as a mark of respect/honour,without payment - honorary'

9. A room just below the roof, usually used for storing things - attic

8. a written statement /legal document - affidavit

3. a. BLUSH

b. GRIN

c. SHIVER

d. FROWN

e. SHRUG

4. a. The lion roared at the hunter.

b. The owl was heard hooting in the night.

c. The boy fell down in fear when the horse neighed suddenly,

d The dog barked at the stranger.

e. The wolves howled in the jungle.

f. The chirping of birds wakes us up in the morning.

g. Frogs croak on rainy days.

6.3 LET US LEARN GRAMMAR

A. Prefixes

Irregular, dishonestly, unacceptable, hypertension, unavailable, irreversible, unanswerable, interschool, disinterest

Direct Speech and Indirect Speech

1. The Magistrate ordered him not to enter the room.
2. The Master asked why he was being prevented from going near the tiger.
3. The Chairman asked what he had written there.
4. The Master assured the people that he could tame the tiger.
5. The Master told the tiger not to look at them.

C. Contractions

- a. I can't solve these problems.
- b. I'm not going for the picnic with my friends.
- c. Don't touch electric gadgets and appliances with wet hands.
- d. Can't I buy one more ice cream?
- e. The thief was eventually caught, wasn't he?
- f. You're not to be blamed.
- g. They're going to Manali during the summer holidays.
- h. We're going to have lots of fun at the party.
- i. She's busy completing her homework.

6.4 LET US WRITE

Individual responses

Suggested response:

Letter from the Principal to the Secretary, Parents' Association of Malgudi Public School

The Secretary 30.10.2010

Parents' Association of Malgudi Public School

Sir,

I am in receipt of your letter dated 27.10.2010 in which you have expressed your concern about the safety of students in school.

The school has adequate security measures and incidents like a tiger straying onto the campus do not happen often. We are fortunate indeed that no untoward incident happened when the tiger was in the campus. Such incidents are rare, but we shall not take the matter lightly. The School Management is equally concerned and has ordered the immediate raising of the school's boundary walls. CCTV's are also being ordered for placement on the campus.

I have written a letter to the local authorities highlighting the seriousness of this matter. I have requested them not to give permission to any organisation to run entertainment shows involving animals as it is not only dangerous but also unethical. I have also forwarded a copy of your letter for their information.

I am sure that with the cooperation of all those concerned, we will be able to ensure better security for our children.

Thanking you,

Yours sincerely,

Principal

Malgudi Public School

LET US DO 6.3

Individual responses

TERMINAL QUESTIONS

1. After some time the tiger woke up from his sleep. He kept his legs on the table, stretched himself and gave out a soft growl. The Headmaster who was sitting crouched in the attic became more nervous. Meanwhile, outside the room there was a commotion. The Magistrate too had arrived. He stopped the Master from entering the room. When the Master told him that he could tame a tiger and that it was his life which was being put to risk, the Magistrate asked him to sign an affidavit that he would hold no one responsible in case something happened to him.

2. a. False (The tiger had entered a school.)

b. False (The tiger sat on the floor in front of the table. The Headmaster was scared of the tiger.)

c. True (The tiger had come out on the street on his own.)

d. False (He had a lot of difficulty in entering the room because the teachers and the Magistrate would not allow him to go in without a weapon.)

e. True (He asked him to write an affidavit saying that he alone would be responsible for the outcome.)

f. False (He wrote in Sanskrit.)

g. False (He did not try to scare the tiger. He climbed up into the attic to save himself.)

h. False (He did not allow the Master to enter the room till he had signed the affidavit.)

i. True (The Master was well versed in Sanskrit.)

j. False (He did not give him any punishment.)

3. The Magistrate did not insist on asking the Master to write the affidavit in English because:

a. Sanskrit is not only the language of the scriptures but also one of the official languages of India. Being a government employee holding a responsible post, he could not show disrespect to the law of the country.

b. He felt that if he confessed his ignorance, he would be laughed at.

4. Individual responses.

Write about any part of the story you found funny. Give reasons for your choice.