

## Writing

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

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

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

### How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

### How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

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

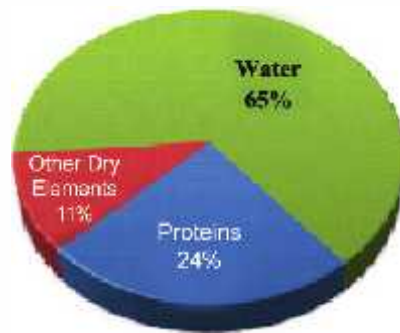
Raman was <sup>born</sup>~~borne~~ on November 7, 1888, in tiruchirapalli at tamil nadu. He finishes his m.a. course at Presidency college in chennai. He became member of the indian association for cultivation of science. He took up a administrative job in the finance

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

## Study Skills

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

### Distribution of Weight in Human Body

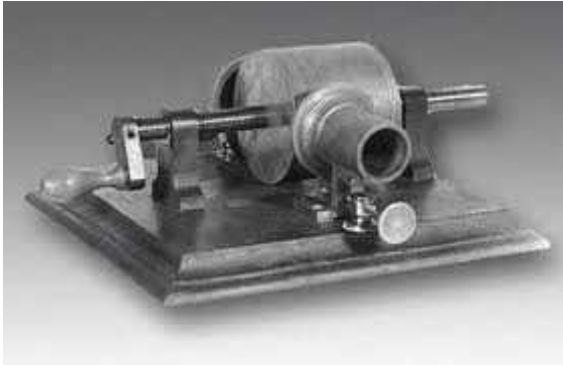


- Which of the following constitute most of the weight in the human body? ( )  
 (a) water      (b) proteins      (c) dry elements      (d) bones
- Which of the following statements is correct? ( )  
 (a) Proteins constitute 11 per cent of the human body.  
 (b) Dry elements constitute 15 per cent of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

## Listening and Speaking

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





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

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

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

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



### III. Group work

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

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

### IV. Listen to the conversation between Sindhu and Mary.

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

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

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

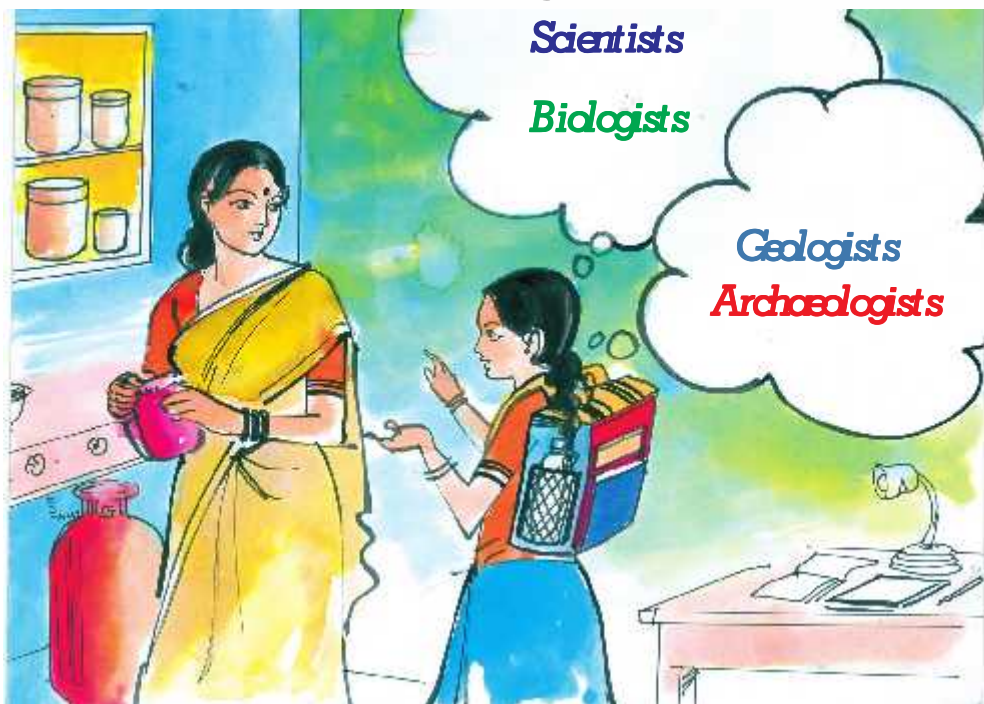




## B. Reading

Read the following poem:

### It's Change.....



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

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

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

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

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

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

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

- Emma Gorrie

## Glossary

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

### How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

### I. Answer the following questions:

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

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

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

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

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

## Project

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

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

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

## C. Reading

Read the following story:

### Susruta, an Ancient Plastic Surgeon

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

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

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

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

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

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

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

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

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

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

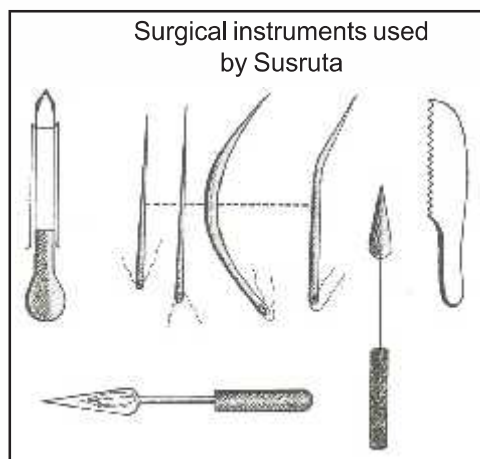
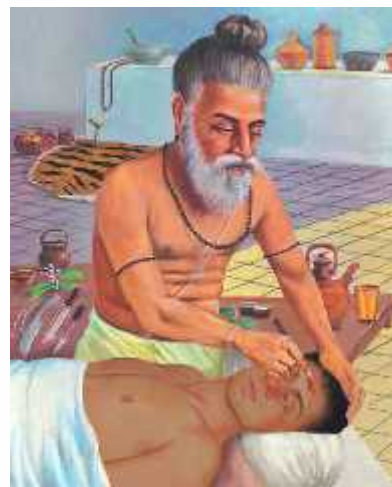
Born in the sixth century B.C., Susruta was a descendant of the Vedic sage Viswamitra. He learnt surgery and medicine at the feet of *Divodasa Dhanvantari* in his hermitage at Varanasi. Later, he became an authority in not only surgery but also in other branches of medicine.

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

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

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

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





### I. Answer the following questions:

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

#### Do You Know?

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

#### Share This Joke

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

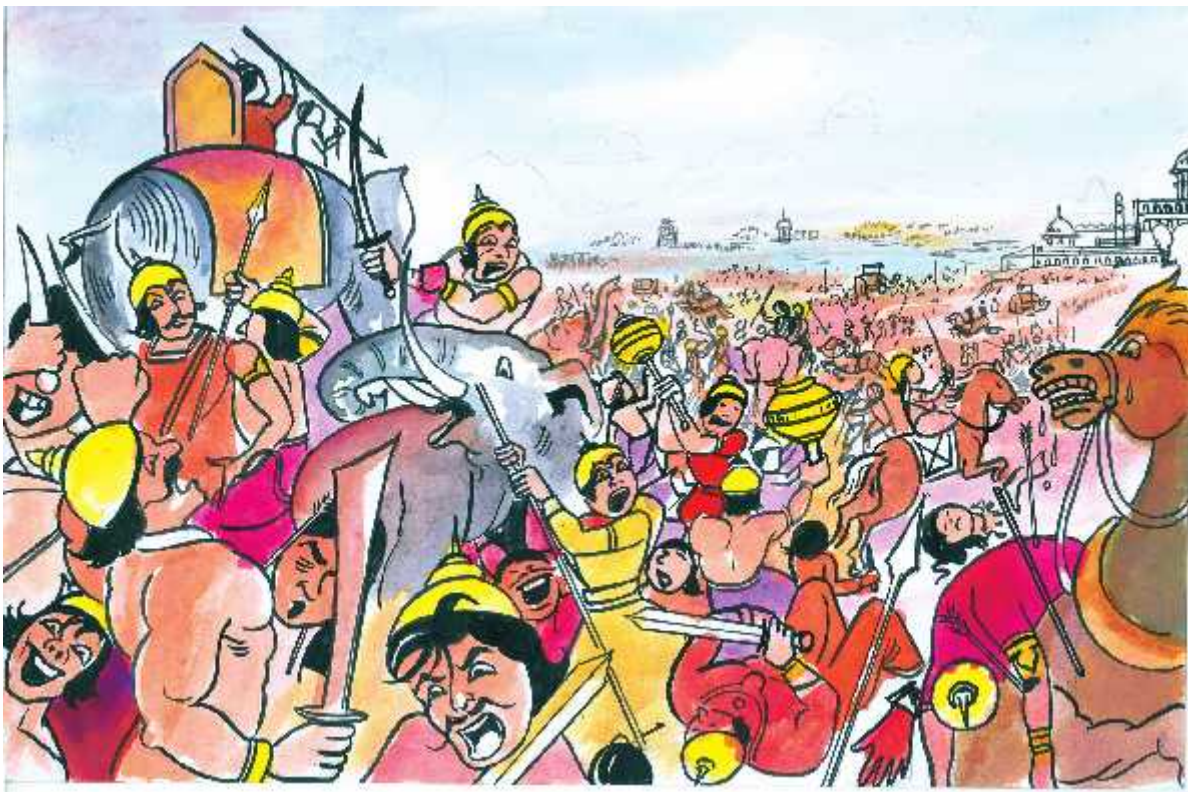
"Well, if it's just because of them, I'd rather pay for them if you just leave me alone."

#### Do You Know?

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



Look at the picture and answer the questions that follow:



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

## A. Reading

Read the following playlet and answer the questions that follow:

### Puru, the Brave

#### Characters

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

**Puru :** a King of northern India

**Four Greek generals and six soldiers**

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



- Alexander : The battle of Jhelum will go down in the history of our country.
- First general : It'll go down in the history of India, too.
- Second general : It'll go down in the history of the world.
- Third general : I've never fought such a battle before.
- Fourth general : I haven't either. Until the last moment, I couldn't believe that we would be able to defeat the army of Puru.
- Alexander : Yes, it has been a great battle—perhaps the greatest of my life. I must say every Indian soldier fought like a tiger.
- First general : They fought like devils, Your Majesty.
- Alexander : The Indians are good soldiers. They know how to fight. They fight better than our men.
- Second general : But their generals aren't so good as ours.
- Alexander : If you mean they aren't so brave as the Greek generals, I don't agree with you.
- Second general : But they aren't very skilful, Your Highness.
- Alexander : I see what you mean, and here I agree with you. The Indian generals are still following the old methods of warfare. Their battle plans are faulty and they depend too much upon their elephants. But as fighters they are wonderful. I have the highest respect for them.
- Third general : I was amazed to see how Puru fought in the battle of Jhelum.



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

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



Alexander : (to the soldiers) You may go.  
*(The soldiers bow and go out.)*

Alexander : (to Puru) Well, how are you, king?

Puru : My name is Puru.

Alexander : All right. Are you sorry for the mistake you made, Puru?

Puru : I made no mistake, sir.

Alexander : Didn't you reject my proposal?

Puru : I did. I refused to be your vassal.

Alexander : Do you know that many kings have gladly agreed to be my vassals?

Puru : I know that, and I also know that none of them is Puru.

First general : (softly to the second General) He is, indeed, a very proud man.

Alexander : Don't you realize that you are my prisoner?

Puru : I do, but that doesn't make any difference to me. I'm still the lawful king of my country.

Alexander : How shall I treat you?

Puru : As a king should treat another king.

Alexander : Puru, you are a brave man. I'm pleased with you. I want to make friends with you. Will you be a friend to me?

Puru : On one condition.

Alexander : What is that condition?

Puru : My kingdom should remain independent and you should treat me as your equal.

Alexander : Agreed. (after a pause) I'm proud of your friendship, my brother.

Puru : I'll do my best to be worthy of the friendship of Alexander the Great.

*(The generals bow to Alexander and Puru.)*

## Glossary

go down (phr.v) : to be recorded

Your Highness (n) : a title of respect used when talking to or about a member of the Royal family

warfare (n) : the act of fighting a war

Your Majesty : the way of addressing Royal people

vassal (n) : a man promising to fight for a king in return for the right to hold land

## How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

### I. Answer the following questions:

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

### II. Tick (✓) the correct answers.

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





## Vocabulary

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

victory	timid	humble	accept	dependent
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II. Fill in the blanks in the following paragraph with the words given in the box.

respect	skilful	proposal	lawful	capture
worthy	amazed	conquered	frightened	remain

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

## Grammar

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

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

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

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

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

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

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

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

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

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

## **II. Look at the following sentences from the text:**

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

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

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

**Let us observe the sentences 1 and 2 above.**

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

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

### **Positive**

good  
skilful

### **Comparative**

better  
more skilful

### **Superlative**

best  
most skilful



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

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

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

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

**Now look at the third sentence.**

It is the greatest battle of my life.

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

It is greater than any other battle of my life.

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

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

Puru is one of the bravest kings in the world.

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

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

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

**Observe the following forms of comparison of some adjectives.**

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

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

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

## Writing

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

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

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

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

**How well did I write?**

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

**How well did I edit my work?**

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

**Study skills**

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

She talks at length about her dress.

Her talk is boring.

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



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

## Listening and Speaking

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





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

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



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

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

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

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

**Listen to the following conversation:**

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

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

Teacher : Do you have any idea about the Himalayas?

Meghana : Yes, I do.

Teacher : Tell me whatever you know about it.

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

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

Meghana : Mount Everest, sir.

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

Meghana : Sir , there are plenty of Sherpas.

Teacher : Who are these Sherpas?

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

Teacher : Good, Meghana.

Meghana : Thank you, sir.

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

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





## B. Reading

Read the following poem:

### Home They Brought Her Warrior Dead

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

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

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

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

*-Alfred Lord Tennyson*



## Glossary

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

### I. Answer the following questions:

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

## Project

- I. Here is a list of a few states in India. Collect the information about the heads mentioned below in the table. After collecting this information display it in “Our Reading Corner” (ORC).

State	Famous Personalities	Famous cricketer/ Sports person	Famous dance	Famous food
Telangana				
Andhra Pradesh				
Tamil Nadu				
Kerala				
Gujarat				
Orissa				
Punjab				

## C. Reading

Read the following story:

### The Magic of Silk

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

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

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

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

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



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



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

“Uncle,” she said, “I went into the hut because it was raining. I hope you don’t mind.”

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

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

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

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

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



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

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



#### I. Answer the following questions:

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

### What is an anagram?

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

Write some anagrams and display them on the wall magazine.



# 4

## Tenali Paints a Horse

Look at the picture and answer the questions that follow.



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

### A. Reading

Read the following playlet and answer the questions that follow:

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

#### Characters:

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



## SCENE 1

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

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

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

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

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



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

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

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



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

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

- 1st Courtier : You have really caught him out, Sir. He thinks he's the smartest person in the world.
- 2nd Courtier : He has really painted himself into a corner. I'd like to see him get out of that one.
- Raja : I wouldn't be too certain of that. He really is very clever.

## SCENE 2

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

- Raja : So, what do we do today?
- 1st Courtier : Sir, the day has arrived when Tenali Raman shows you his painting.
- Raja : Where's he? It's late and almost time for my lunch.
- 2nd Courtier : Perhaps he's so busy with his painting that he has lost track of the days.
- 3rd Courtier : Perhaps his painting is so good that he can't bear to part with it.
- Raja : Well, I can't wait anymore. Somebody should go to his house and tell him that he has lost his bet and the bag of gold.
- 4th Courtier : It's only fair that if he doesn't make good his boast, he should pay a penalty. I feel he should pay the court a bag of gold.
- 1st Courtier : Indeed, yes. I agree, Sir, that he should.
- 3rd Courtier : Ah, there he is. He seems to have brought it. But it is covered with cloth.

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

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



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

## Glossary

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



## How well have I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

### I. Answer the following questions:

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

## Vocabulary

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

covered	imagination	jester	pleased	penalty
---------	-------------	--------	---------	---------

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

### II. Phrasal verbs

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

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

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

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



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

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

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

### III. Idioms

Read the following sentence from the play:

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

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

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

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

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





## Grammar

### I. Short forms

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

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

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

Sarada : What are you going to do after school?

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

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

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

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

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

Sarada : Why? Are you going somewhere?

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

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

Usha : I do not think so.

## II Adverbs of manner

### Revision:

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



Adverbs describe verbs. Eg. Mani drives safely.



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

**Adjective** + **ly** = **adverb**

safe + ly = safely

eager + ly = eagerly

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

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

### Look at the following sentences from the play you have read

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

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

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

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

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



## Writing

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

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

**How well did I write?**

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

**How well did I edit my work?**

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

## Study Skills

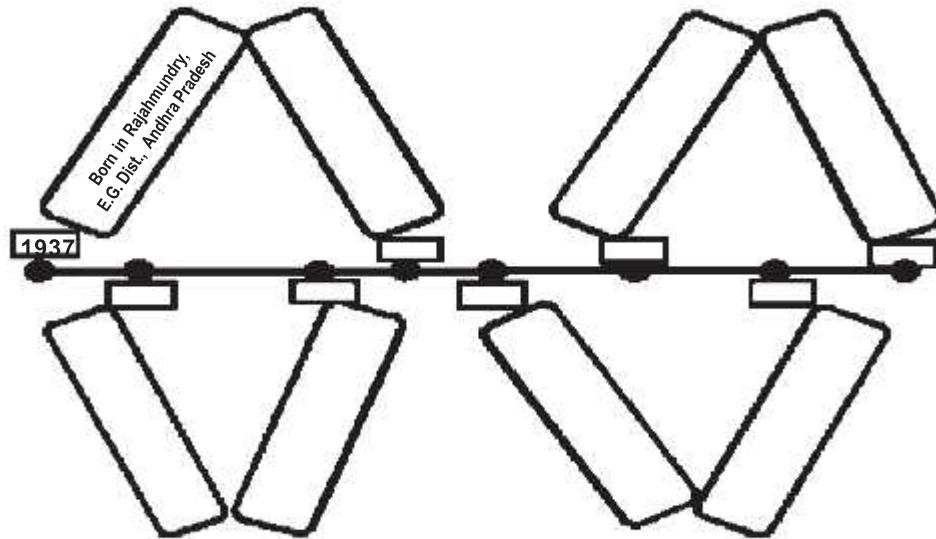
**Jesters used to entertain people with their wit and humour. Now we have comedians in films doing that job. Here is an interesting passage about one such comedian Mr. Rajababu. Read on:**

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

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

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

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



## Listening and Speaking

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

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

- I. **Work in groups. Some groups can work on scene 1 and the others on scene 2. Rehearse and then present it before the class.**
- II. **Put yourself in the shoes of Tenali Raman and narrate what had happened in the court.**





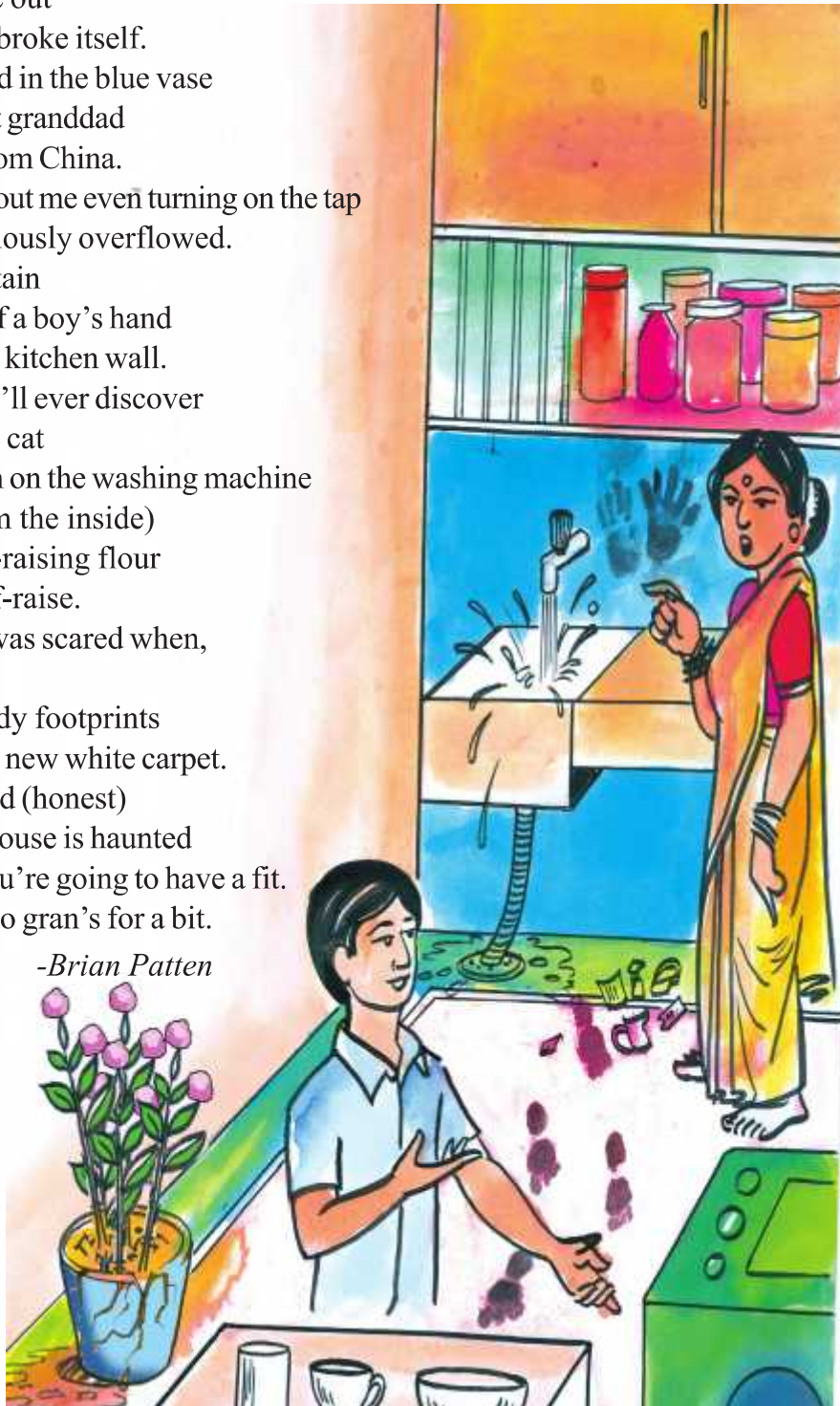
## B. Reading

Read the following poem:

### Dear Mum

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

-Brian Patten



## Glossary

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

### How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I was able to interpret the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

### I. Answer the following questions:

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

### II. Work in pairs and discuss.

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

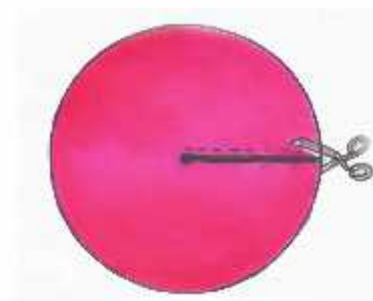
## Project

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

### II. Make a fun cap.

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

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



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



## C. Reading

Read the following story :

### The Emperor's New Clothes

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

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

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

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

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

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





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

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

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

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

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

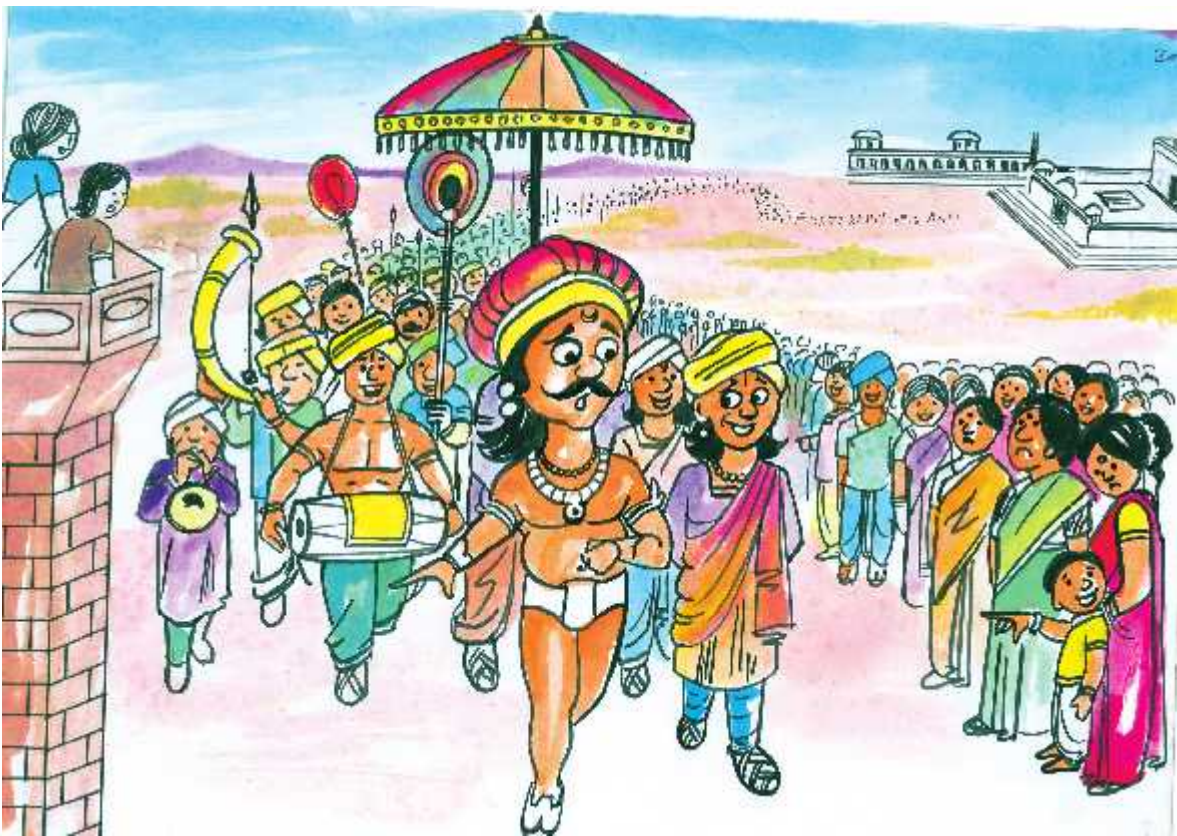
All the officers looked keenly. They saw nothing on the looms. But they all said, “It’s very beautiful!” “For the great procession next week,” said the old minister, “kindly wear robes made of this cloth.” The Emperor agreed.

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

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

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

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





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

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

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

**Answer the following questions:**

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

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

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

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

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