

# English

## Reader



Written by :  
Shipra Aggarwal

7

**New Edition**

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# Preface

Language means the ability to communicate. Thus the teaching or learning of any language means developing the ability to communicate in that language. The structural knowledge of a language based on grammatical rules has little value unless it is coupled with an ability of effective communication. So, the teaching of a language must be aimed at enabling the students to communicate fluently and effectively.

**English Reader** series is a serious endeavour in this very direction. It aims at teaching a child the art of communication from the lowest level. Our whole endeavour is based on the sound psychological fact that a child can't be taught what he doesn't want to learn. In order to engage the child effectively, the process of learning has to be made very interesting and enjoyable.

**English Reader** series is written strictly in accordance with the guidelines recommended in the latest national curriculum framework suitable for CBSE, ICSE and Other State Board Schools.

**The main objective of this series is to provide students a clear and logical presentation of the subject so as to :**

- Make fewer mistakes
- Speak and write more accurately
- Express their ideas lucidly and more effectively
- Develop the ability to correct their own mistakes

It is important that students should be left free to talk and discuss in any language they like. They will build up their English in course of time through interactive practice materials given in the series.

We hope that parents and teachers will give prudential consideration and realistic approach to the book.

Any suggestion for the improvement of these books shall be gratefully acknowledged and incorporated in the subsequent editions.

— Author and Publisher

# Detailed Contents

Lesson	Reading Skills	Language Skills		Communicative/Interactive Skills		
Prose and Poem	Comprehension Skills	Fun with Words	Essential Grammar	Essential Writing	Essential Speaking	Activity
1. The Sea ...7	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Use the dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>• Write the Important of sea</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about experience of beaches</li> </ul>	<ul style="list-style-type: none"> <li>• Think about 'calendar'</li> </ul>
2. Birbal's Wisdom ...10	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Fill in the blanks</li> <li>• Who said whom</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Write the opposites</li> <li>• Using the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Insert articles</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue writing</li> </ul>	<ul style="list-style-type: none"> <li>• Play with your partner</li> </ul>	<ul style="list-style-type: none"> <li>• Write Akbar and Birbal joke</li> </ul>
3. How The Camel Got His Hump ...16	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and False</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>• Change sentences of past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Design poster</li> <li>• Articles writing</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Make a collection of stories</li> </ul>
4. First Voyage To India ...21	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and false</li> <li>• Fill in the blanks</li> <li>• Questions and Answers</li> <li>• Matching words</li> </ul>	<ul style="list-style-type: none"> <li>• Give one word</li> <li>• Write the opposites words</li> <li>• Synonyms</li> <li>• Make meaningful sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the sentence using proper degree</li> <li>• Rewrite the following sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to write</li> </ul>	<p>–</p>	<ul style="list-style-type: none"> <li>• Look some spices and write their name</li> <li>• Make a chart of explorers</li> </ul>
5. The Will To Live ...28	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Read the sentence</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Write the word 'combining'</li> <li>• Complete the sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Rewrite paragraph with right punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Write the paragraph about pigeon</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the answer</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the pictures of pet birds and write ten sentence</li> </ul>
6. The Heart Of The Tree ...33	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Forming adjectives adverbs from nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences and use capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write suggestions about protection trees</li> </ul>	<ul style="list-style-type: none"> <li>• Read the lines of 'poem' and give the answer</li> <li>• Discuss 'trees'</li> </ul>	<ul style="list-style-type: none"> <li>• Figure out word</li> </ul>
7. The Song Of Heaven ...36	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Complete sentences</li> <li>• 'Who' said to 'whom'</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Word for description</li> <li>• Synonym/ antonym</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Conjunction</li> </ul>	<ul style="list-style-type: none"> <li>• Write an application</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Create an invitation letter</li> </ul>
8. The Owl ...43	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Arrange correct order</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Make at least five words</li> </ul>	<ul style="list-style-type: none"> <li>• Give the past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions writing</li> </ul>	<ul style="list-style-type: none"> <li>• Work with pair</li> </ul>	<ul style="list-style-type: none"> <li>• Think about 'letters'</li> </ul>
9. All Summer In A Day ...46	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Fill in the blanks</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask 'question answer'</li> </ul>	<ul style="list-style-type: none"> <li>• Creative work.</li> </ul>
10. The Child's Return ...54	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and false</li> <li>• Fill in the blanks</li> <li>• Question</li> <li>• 'Who' said to 'Whom'</li> </ul>	<ul style="list-style-type: none"> <li>• Find one word</li> <li>• Write the opposites and Synonyms</li> <li>• Make meaningful sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of Adjective</li> <li>• Rewrite the sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write your views</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss in the class</li> <li>• Collect the information about these rivers</li> </ul>
11. Stephen Hawking ...61	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and false</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Match the words with their meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogative to assertive</li> </ul>	<ul style="list-style-type: none"> <li>• Summary writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about Stephen Hawking</li> </ul>	<ul style="list-style-type: none"> <li>• Find out various climatic catastrophes</li> </ul>

Lesson	Reading Skills	Language Skills		Communicative/Interactive Skills		
Prose and Poem	Comprehension Skills	Fun with Words	Essential Grammar	Essential Writing	Essential Speaking	Activity
12. Emperor's New clothes ...66	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and false</li> <li>• Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the correct spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Do as directed</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the picture</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the passage and give answer</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster</li> </ul>
13. Kabir–The Child Of God ...75	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and false</li> <li>• Complete the sentences</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Daily schedule writing in past.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how you feel about</li> </ul>	<ul style="list-style-type: none"> <li>• Collect some dohas</li> </ul>	<ul style="list-style-type: none"> <li>• Composed 'dohas'</li> </ul>
14. The Melodious Nightingale ...80	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Fill in the blanks</li> <li>• 'Who' said to 'Whom'</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Make sentence</li> <li>• Match the nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Noun clause</li> </ul>	<ul style="list-style-type: none"> <li>• Write the composition on the 'birds'</li> </ul>	<ul style="list-style-type: none"> <li>• Convert into indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of ten common birds</li> </ul>
15. Animals In Trust ...86	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Questions and Answers</li> <li>• Write headings</li> <li>• Choose right option</li> </ul>	<ul style="list-style-type: none"> <li>• Fill given the box</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the correct modal auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• Write the short note</li> </ul>	<ul style="list-style-type: none"> <li>• Request making using 'Modals'</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle solving</li> </ul>
16. Saving The Baby ...91	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• Complete the sentences</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Change sentence into simple past</li> <li>• Change into future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Write an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange lines in a proper order</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of all the wildlife</li> </ul>
17. Noise Pollution ...99	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and False</li> <li>• Fill in the blanks</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Words with-gist</li> <li>• Make sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Combine sentences use of being or having</li> </ul>	<ul style="list-style-type: none"> <li>• Write an article</li> </ul>	<ul style="list-style-type: none"> <li>• Tell at least five solutions about noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Label the picture</li> </ul>
18. The King And The Tamarind Drum ...104	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and False</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Combination</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction use</li> </ul>	<ul style="list-style-type: none"> <li>• Write the short note</li> </ul>	<ul style="list-style-type: none"> <li>• Create a dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find</li> <li>• Find another five idioms</li> </ul>
19. An Alchemist ...109	<ul style="list-style-type: none"> <li>• Tick correct option</li> <li>• True and False</li> <li>• Fill in the blanks</li> <li>• Questions and Answers</li> <li>• Complete the lines</li> </ul>	<ul style="list-style-type: none"> <li>• Analogs</li> <li>• Match the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Rewrite sentences into correct form</li> <li>• Make meaningful sentences</li> </ul>	<ul style="list-style-type: none"> <li>• How do you spend your day in school</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss your views in class</li> </ul>	<ul style="list-style-type: none"> <li>–</li> </ul>
20. The First Book ...116	<ul style="list-style-type: none"> <li>• Tick correct word</li> <li>• Questions and Answers</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the words</li> <li>• Complete sentence with right homophone</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>• Write the story</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about papers</li> </ul>	<ul style="list-style-type: none"> <li>• Find the homophone</li> </ul>
Preject-1 ...121 Preject-2...122 Preject-3...123 Preject-4...124 Model Test Paper-1...125 Model Test Paper-2...127						

# Contents

1. The Sea	...	7
2. Birbal's Wisdom	...	10
3. How The Camel Got His	...	16
4. First Voyagi to India	...	21
5. The Will To Live	...	28
6. The Heart Of The Tree	...	33
7. The Song Of Heaven	...	36
8. The Owl	...	43
9. All Summer In A Day	...	46
10. The Child's Return	...	54
11. Stephen Hawking	...	61
12. Emperor's New Clothes	...	66
13. Kabir - The Child Of God	...	75
14. The Melodious Nightingale	...	80
15. Animals In Trust	...	86
16. Saving The Boby	...	91
17. Noise Pollution	...	99
18. The King And The Tamarind Drum	...	104
19. An Alchemist	...	109
20. The First Book	...	116
· Project-1	...	121
· Project-2	...	122
· Project-3	...	123
· Project-4	...	124
• Model Test Paper-1	...	125
• Model Test Paper-2	...	127

# 1

## The Sea

The sea is a hungry dog.  
Giant and grey.  
He rolls on the beach all day.  
With his clashing teeth and shaggy jaws  
Hour upon he gnaws  
The rumbling, tumbling stones,  
And 'Bones, bones, bones, bones!'  
The giant sea-dog moans,  
Licking his greasy paws.  
And when the night wind roars  
And the moon rocks in the stormy cloud,  
He bounds to his feet and snuffs and sniffs,  
Shaking his wet sides over the cliffs,  
And howls and hollos long and loud.  
But on quiet days in May or June,  
When even the grasses on the dune  
Play no more their reedy tune,  
With his head between his paws  
He lies on the sandy shores,  
So quiet, so quiet, he scarcely snores.

— James Reeves

### Word Treasure

**shaggy** : rough; **gnaws** : to bite off gradually; **sniff** : to smell; **hollos** : weird sound; **giant** : very big.



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- The sea is compared to a dog throughout the poem. What kind of dog do you think the poet has in mind ?
  - a small stray dog
  - a large pet dog
  - a large stray dog
- In stanza 1, the dog moans
  - with pain
  - with hunger
  - with anger
- What does 'reedy tune' refer to ?
  - the sound of the sea
  - the sound of the wind in the grass in winter
  - the sound the dog makes when he is resting
- 'Hollo' in stanza 2 is an unusual word. What more common word would be closest in meaning to 'hollos' as it is used in the poem ?
  - growls
  - yaps
  - calls out

#### B. Answer the following questions :

- The sea in the first stanza is rough, powerful and dangerous. Which words tell you this ?
- The sea in the second stanza is strange, mysterious and comforting ? Which words tell you this ?
- The sea in the third stanza is calm, soothing and refreshing ? Which words tell you this ?

### Fun With Words

#### ● Find the meanings of following words with the help of dictionary.

bank	beach	coast	shore	shingle
lakeside	waterfront	seaside	strand	littoral



## Fun With Grammar

- **Fill in the blanks with the correct indefinite pronoun :**

1. \_\_\_\_\_ heard anything.
2. He was so rude that \_\_\_\_\_ liked him.
3. That's a very easy job \_\_\_\_\_ can do it.
4. He says he is an expert, but he knows \_\_\_\_\_ about it.
5. \_\_\_\_\_ arrived in good time and the meeting started at 3:30

## Writing Skills

- **Write the importance of sea in about 10-15 sentences :**

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## Speak Well

- **Share your experiences of sea beach, if you have. Else tell how people enjoy on sea beaches.**

## Activity

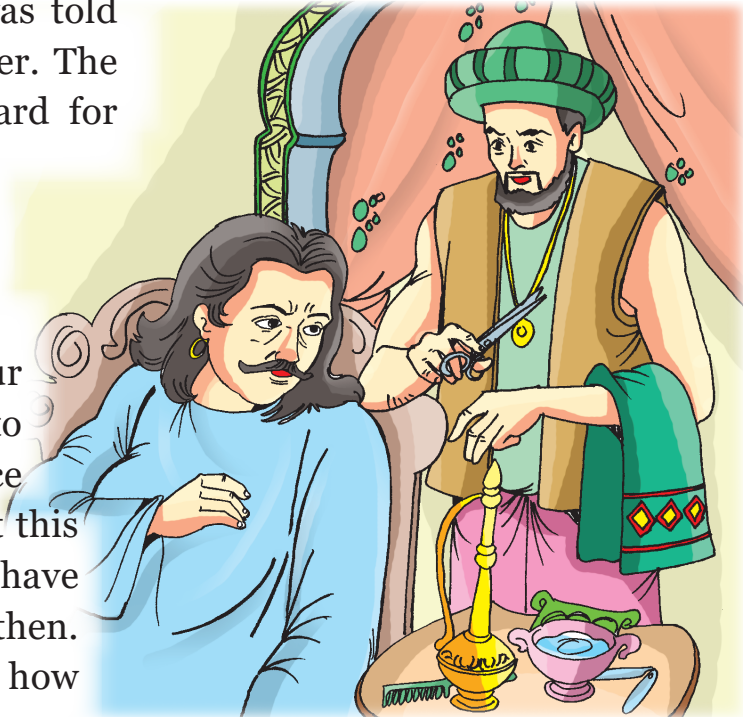
- **If you take the letters found in the word CALENDAR, using the clues below, can you figure out the words that can be made ?**
  1. an artificial waterway for navigation
  2. the primary colour of a shade similar to blood
  3. a piece of thick, stiff paper
  4. a tall, slender bird, or a large piece of construction equipment with a hook

# 2

## Birbal's Wisdom

Birbal was a minister at the court of Emperor Akbar. Akbar trusted him and loved him the most because he was wise, clever and witty. This made some of the ministers jealous of Birbal. They hit upon a plan to get rid of Birbal. The royal barber who visited Akbar everyday was told to speak to the Emperor on this matter. The barber was offered a handsome reward for carrying out their evil plan.

The next day, the royal barber went to attend on Akbar. Here, he purposely spoke of Akbar's ancestors who had died years ago. "Pardon me, Your Majesty, for being curious," he said to Akbar. "It is over twenty years since your great father and grand-father left this earth for their heavenly abode. We have not heard about their welfare since then. Wouldn't Your Majesty like to know how they are spending their time there?"



"How could you be so foolish?" said Akbar innocently. "Don't you know that people who go to heaven never return to earth?"

"My Lord," said the barber, "that is what most of us believe. But there is one man in your court who can do the impossible. That superman is Birbal. He will easily manage to make a journey to heaven and return with the news of your beloved forefathers."

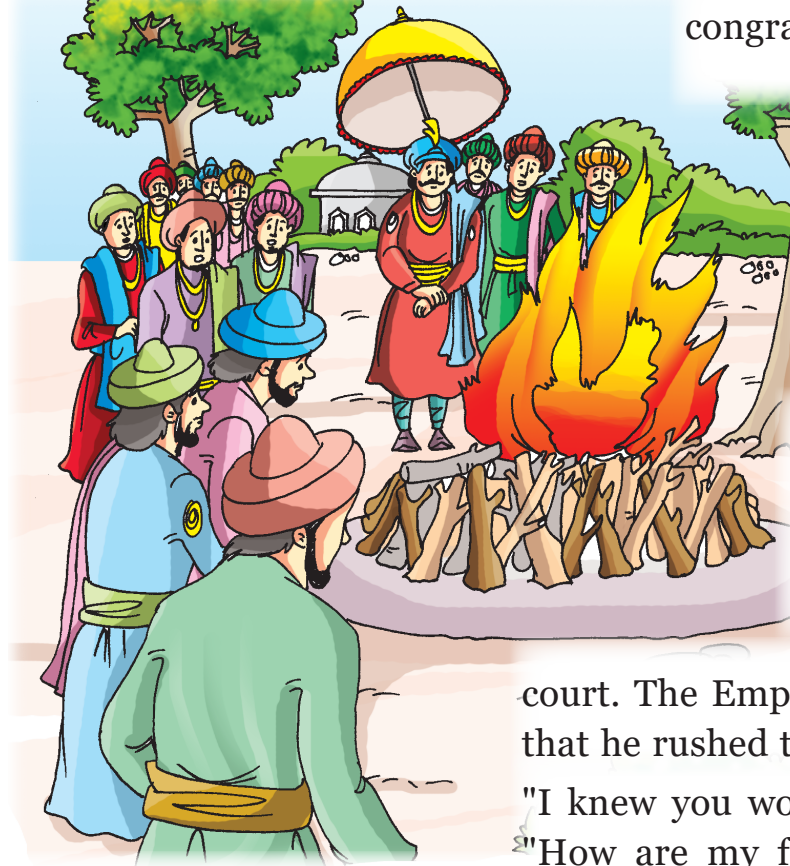
Akbar realised that this was a trap set by Birbal's enemies. But he was sure that Birbal was smart enough to get out of this trap. That evening Akbar called Birbal and told him about the barber's suggestion. He asked Birbal to make preparations for his journey to heaven. At first, Birbal was taken aback by the Emperor's order because to go to heaven, he would have to die first. He saw the danger. But on second thoughts, he agreed to go as he was always ready to face any challenge.

"My Lord, I need at least a month's time to make preparations for this journey. I want to spend some time with my family before I leave. My family may need some

money in my absence. I am sure you will look after their needs. It is a long journey to heaven. I may not return early," he said to Akbar. Akbar promised to help his family in his absence.

For one full month, Birbal was not seen at Akbar's court. The Emperor sorely missed this wise and witty courtier. But Birbal was busy elsewhere. He dug a tunnel from his house to the place where the pyre would be lit to despatch him to heaven. At the burning place he built a small enclosure. Into this he piled up hay and firewood. On the last day of the month, he went to Akbar and said, "Your Majesty, I am now ready for my journey."

On the day fixed for his death, thousands of people gathered to see Birbal being consumed by leaping flames. Even the Emperor and his courtiers were there. Birbal sat calmly on the pile of wood. Huge stacks of hay were thrown on him. Then the hay was set on fire. The jealous ministers were very happy to get rid of Birbal. They



congratulated one another on the success of their plan. Birbal waited for the smoke to rise. As soon as the fire began to spread, he slipped down unseen through a hole in the pile. Soon he reached home safely through the secret tunnel.

For the next two months, Birbal visited many cities of north India in disguise. But when he got tired of wandering around, he decided to return home. So one morning, he set off to visit Akbar at the Emperor's

court. The Emperor was so delighted to see Birbal, that he rushed to embrace his long-awaited friend.

"I knew you would do it." said Akbar in great joy. "How are my father and grandfather?" Are they

well and happy?" he asked anxiously.

"Yes, My Lord. Your father has only one problem. He has made a request to you," said Birbal.

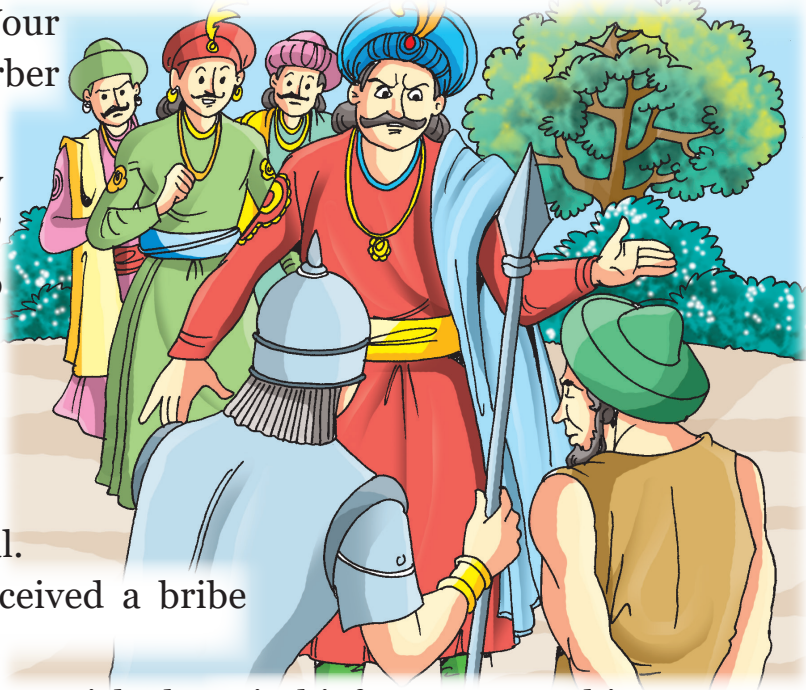
"What is it?" asked Akbar curiously.

"Your Majesty," said Birbal coolly, "there are no barbers in heaven. Your father and grandfather have grown long beards that almost touch the ground. When I

asked them whether they needed anything from earth, they said they needed the services of a barber urgently. Your father wants you to send your barber to them as early as possible."

Akbar sent for the barber. "My father has asked for a barber," he said "and I order you to go to heaven at once."

The barber pleaded with the Emperor to spare his life. He confessed that Birbal's enemies had used him to get rid of Birbal. He also admitted that he had received a bribe from them.



Akbar was furious and decided to punish the mischief-mongers at his court. He not only sentenced the barber to life imprisonment, but also sent Birbal's enemies at the royal court to jail.

That was the last time Birbal had any trouble from his opponents at the court.

## Word Treasure

**jealous** : full of evil feelings for others; **ancestor** : forefather; **suggestion** : piece of advice; **mischief-mongers** : (here) naughty courtiers; **imprisonment** : punishment for jail;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. It is over \_\_\_\_\_ years.

i. ten

ii. twenty

iii. thirty

2. How could you be so \_\_\_\_\_.

i. wise

ii. foolish

iii. gentle

3. But \_\_\_\_\_ was busy elsewhere.

i. Akbar

ii. Birbal

iii. minister

4. The \_\_\_\_\_ was set on fire.

i. hay

ii. house

iii. hut

5. Akbar sent for the \_\_\_\_\_.

i. barber



ii. sweeper



iii. gardener



**B. Fill in the blanks :**

1. Birbal was a \_\_\_\_\_ at the court of Emperor Akbar.

2. The barber was offered a handsome \_\_\_\_\_ for carrying out their \_\_\_\_\_ design.

3. Akbar realised that this was a \_\_\_\_\_ set by Birbal's \_\_\_\_\_.

4. The Emperor sorely missed the \_\_\_\_\_ and \_\_\_\_\_ courtier.

5. Akbar sentenced the barber to \_\_\_\_\_.

6. Birbal dug a \_\_\_\_\_ from his house to the place where the \_\_\_\_\_ would lit to despatch him to heaven.

7. For the next two months, \_\_\_\_\_ visited many cities of north India in disguise.

8. Akbar ordered the barber to go to \_\_\_\_\_ at once.

**C. Who said it and to whom ?**

1. "Don't you know that people who go to heaven never return to earth."

\_\_\_\_\_

2. "My Lord, I need at least a month's time to make preparations for this journey."

\_\_\_\_\_

3. "How are my father and grandfather ? Are they well and happy ?"

\_\_\_\_\_

**D. Answer the following questions :**

1. Why did Akbar always trust Birbal ?

2. What did the barber say to Akbar ?

3. What were Birbal's thoughts when he heard Akbar's order ?

4. Why was Birbal not seen at Akbar's court for one full month ?

5. What happened after Birbal sat on the pile of wood ?

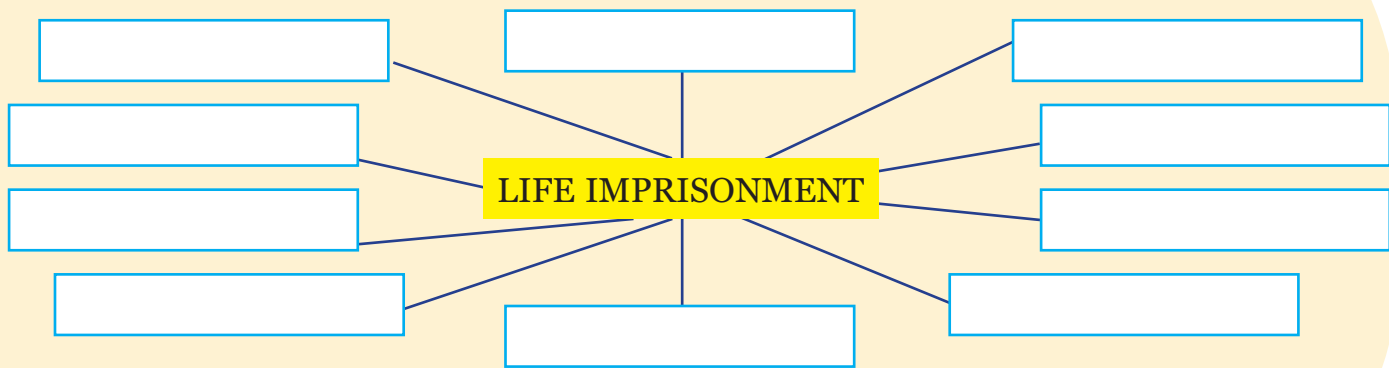
6. How did Birbal teach a lesson to the barber ?

## Fun With Words

### A. Write the opposites :

trust	_____	busy	_____
love	_____	agree	_____
evil	_____	small	_____
jealous	_____	last	_____
innocent	_____	fixed	_____
heaven	_____	success	_____
believe	_____	seen	_____

### B. Make as many small words as you can, using the letters of the word :



## Fun With Grammar

### A. Fill in the blanks with suitable collective nouns :

A _____ of girls.	A _____ of cattle.
A _____ of ships	A _____ of sailors.
A _____ of flies	A _____ of people.
A _____ of books.	A _____ judges.
A _____ of keys.	A _____ thieves.
A _____ of students.	A _____ players.
A _____ of sheep.	An _____ soldiers.

### B. Insert articles wherever necessary :

1. Iron is useful metal.
2. We should help poor.
3. Sun rises in east.
4. Lion is king of beasts.
5. December is last month of year.
6. Rich are not always happy.
7. Ramayana is holy book.
8. He is not honourable man.
9. Himalayas are highest mountains.

## Writing Skills

- **A dialogue is the actual conversation between two people. While writing dialogue, you must :**
  1. imagine yourself to be speaking from both sides of the dialogue.
  2. plan an outline of the conversation to guide your thoughts.
  3. use spoken language which is natural and spontaneous. You can interrupt a speaker and use exclamations to make the dialogue lively and interesting.
- **Choose a passage from the lesson and write a dialogue :**

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## Speak Well

- **Create this chapter as a play and play with your partner.**

## Activity

- **Read jokes on Akbar and Birbal and write a joke here :**

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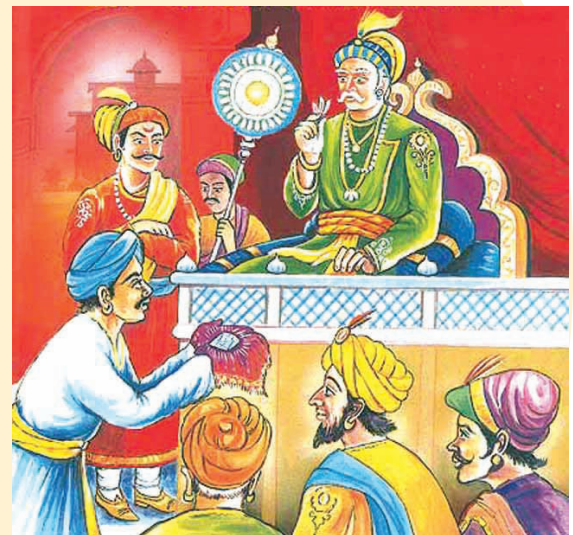
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## 3

# How The Camel Got His Hump

In the beginning, when the world was new and the animals were just beginning to work for man there was a camel, and he lived in the middle of a Howling Desert because he did not want to work. He ate sticks and thorns and prickles, and when anybody spoke to him he said, "Humph!" Just "Humph!" and no more presently the Horse came to him on Monday morning, with a saddle on his back and said, Camel, O Camel, come out and trot like the rest of us.

"Humph!" said the Camel, and the Horse went away and told the man.

Then Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

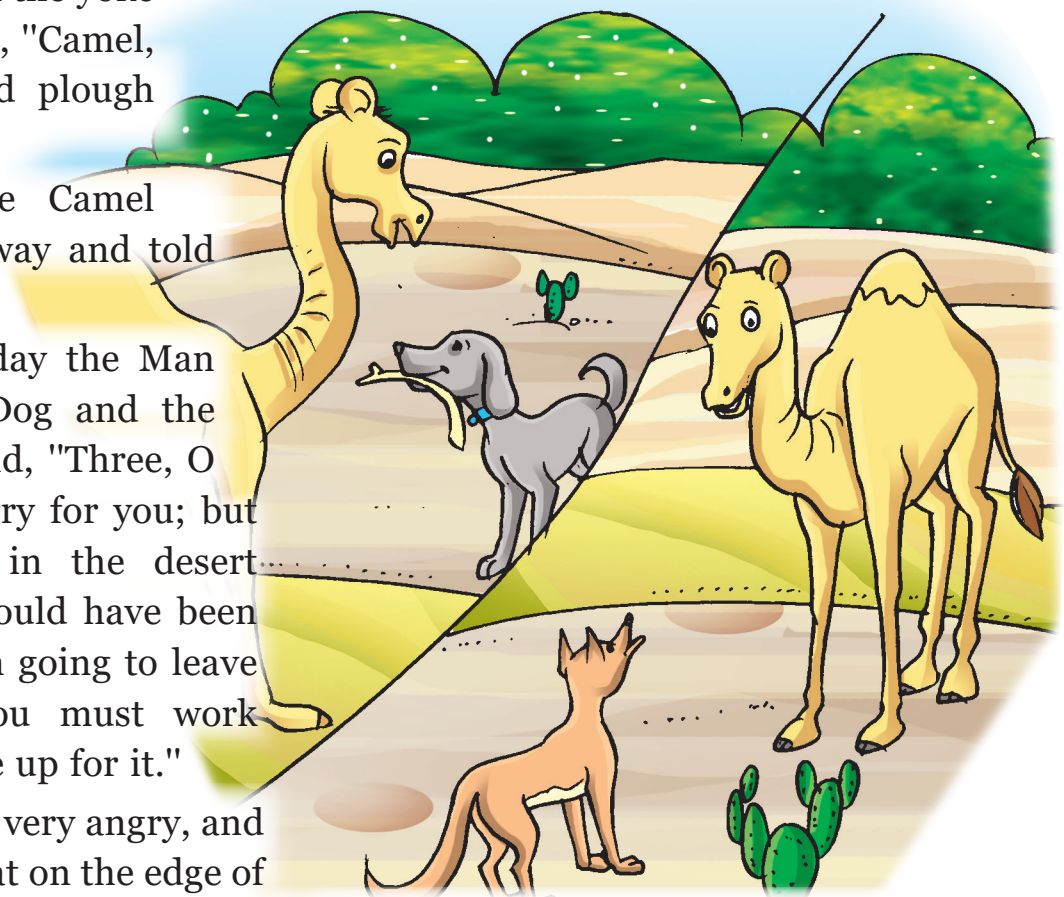
"Humph!" said the camel, and the Dog went away and told the man. Presently the Ox came to him with the yoke on his neck and said, "Camel, O Camel, come and plough like the rest of us."

"Humph!" said the Camel and the Ox went away and told the man.

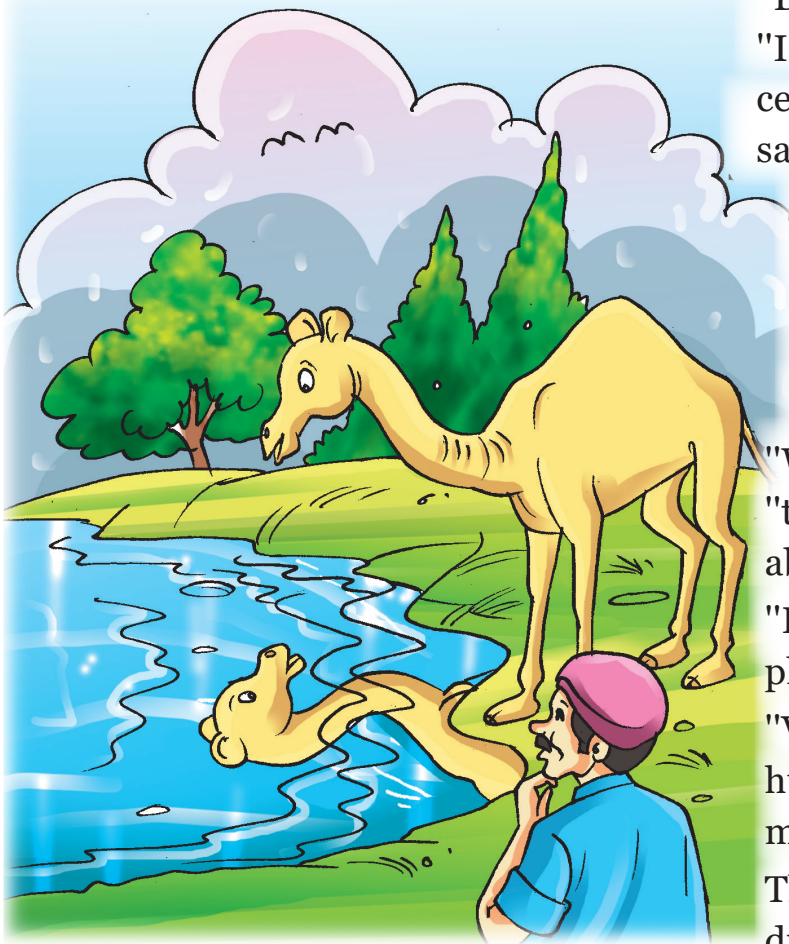
At the end of the day the Man called the Horse, Dog and the Ox together, and said, "Three, O three, I am very sorry for you; but that Humph-thing in the desert can't work, or he would have been hereby now, so I am going to leave him alone, and you must work double-time to make up for it."

That made the three very angry, and they held a Panchayat on the edge of the desert, and the Camel came chewing cud and laughed at them. Then he said "Humph" and went away again.

The three came along the Djinn who was in charge of all deserts, rolling in a cloud of dust.







"Djinn of all deserts," said the Horse, "Is it right for anyone to be idle is it certainly not", said the Djinn, "Well", said the Horse, there is a thing in the middle of your desert with a long neck and long legs, and he hasn't done a stroke of work, since Monday morning. He would not trot.

"Whew!" said the Djinn whistling, "that's my Camel. What does he say about it?"

"He says; Humph!" and he would not plough", said the Ox.

"Very good", said the Djinn. "I'll humph him if you will kindly wait a minute."

The Djinn rolled himself up in his dust-cloak, and took a well across the

desert and found the camel looking at his own reflection in a pool of water.

"My friend," said the Djinn, "What is this I hear that you are doing no work."

The Djinn sat down, with his chin in his hand, while the Camel looked at his own reflection in the pool of water."

"You have given the three extra work ever since Monday morning, all on account of your idleness," said the Djinn. And he went on thinking with his chin in his hand.

"Humph!" said the Camel.

"I should not say that again if I were you," said the Djinn, "you might say it once too often. I want you to work."

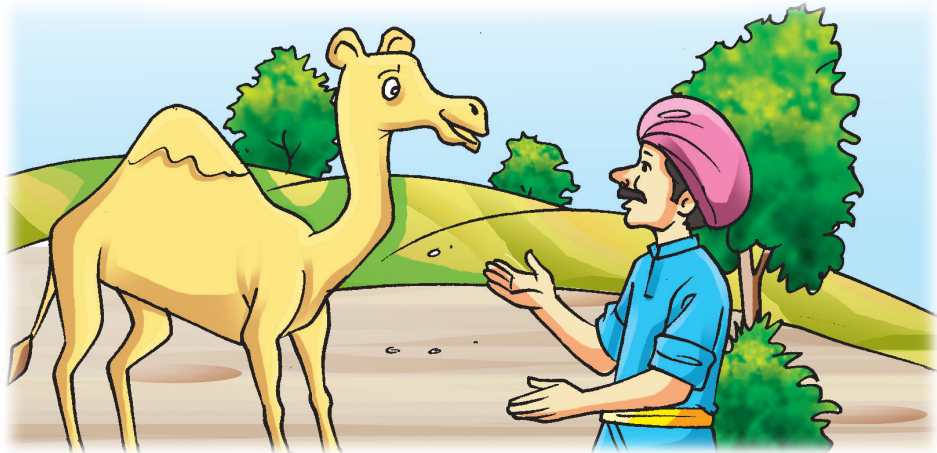
And the Camel said "humph again, but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big hump.

"Do you see that?" said the Djinn. "That's your very own humph that you have brought upon your very ownself by not working. Today is Thursday, and you have done no work since Monday, when the work began. Now you are going to work."

"How can I," said the Camel, "with this humph on my back?"

"That has a purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating, and can survive in a desert because you can live on your hump; and don't you ever say I never did anything for you. Come out of the desert and go to the three and behave."

And the Camel went away to join the three animals. And from that day the Camel always wears a hump (We call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world and he has never yet learned how to behave.



—Rudyard Kipling (abridged)

## Word Treasure

**prickles** : sharp points; **saddle** : leather seat on the back of an animal; **trot** : move fairly fast; **cud** : chew partly digested food again and again; **Djinn** : a spirit that has strong power and can assume any form, of human or animal; **I'll Humph him** : I'll deal with him appropriately; **hump** : a rounded protuberance found on the back of camel; **panchayat** : a village council; **puffing** : breathe in repeated short gasps; **idleness** : laziness; **edge** : the outside limit of a surface;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. Who lived in the middle of the desert?

i. Djinn

ii. Camel

iii. Horse

2. Who went to the Camel first?

i. Horse

ii. Dog

iii. Ox

3. For how many days did Camel not work?

i. Two

ii. Three

iii. Four

4. Who was the incharge of the whole desert?

i. Man

ii. Camel

iii. Djinn

5. Who is the author of the story?

- i. Oscar Wilde  ii. Rudyard Kipling  iii. Leo Tolstoy

**B. Write 'T' for true and 'F' for false statements :**

1. Camel was living in the middle of the desert.
2. Man went to the Camel to ask him to do work.
3. Djinn was the incharge of the desert.
4. Camel didn't work for three days.
5. Djinn made Camel to do work.



**Fun With Words**

**● Fill in the blanks with words opposite in meaning for the underlined words :**

1. A wise enemy is better than a foolish friend.
2. Prosperity gains friends but \_\_\_\_\_ tries them.
3. Since he could not get a permanent job, he accepted a \_\_\_\_\_ one.
4. Man is mortal but the soul is \_\_\_\_\_.
5. Life is full of both pleasure and \_\_\_\_\_.
6. Freedom and \_\_\_\_\_ cannot exist together.
7. Follow the path of virtue not of \_\_\_\_\_.
8. Leaders must have \_\_\_\_\_.

**Fun With Grammar**

**Active Voice :** A verb is said to be in the Active Voice when the person or thing denoted by the subject acts.

**Passive Voice :** A verb is said to be in the Passive voice where the person or thing denoted by the subject does not act, but suffer the action done by something/someone.

**● Change the following sentences of past tense into passive voice :**

1. He stole her purse.

\_\_\_\_\_

2. He did not aim at the hare.

\_\_\_\_\_

3. He replied all the questions.

\_\_\_\_\_

4. She watched T.V.

\_\_\_\_\_

5. Rahul painted this picture.

\_\_\_\_\_

6. Nilu knitted the sweater.

---

7. The shopkeeper gave me two kilos of sugar.

---

8. The fisherman caught the fishes.

---

9. I gave him a book.

---

10. His father paid the school fees.

---

## Writing Skills

**A. Design a poster against the ill-effects of plastic on our environment :**

**B. Collect information about camel. Write an article of 100 words 'All about ships of Desert'.**

## Speak Well

● **Read the following conversation and continue it for further more dialogues of your own.**

*Ramesh* : Hi, my name is Ramesh. It's a pleasure to meet you.

*Rohit* : Hi Ramesh, I am Rohit. I'm glad to meet you.

*Ramesh* : Did you have any problem finding this place.

*Rohit* : I didn't have any problem. I found direction on the internet so it was pretty easy to find. However the traffic was not much great.

*Ramesh* : Traffic is never good around here.

*Rohit* : I agree. It would be great if there was a train or a subway line which go through by here.

*Ramesh* : That would be so great. I would definitely take the train if they had it.

*Rohit* : Yes me too.

## Activity

● **Make a collection of more stories written by Rudyard Kipling with the help of internet.**

# 4

## First Voyage To India

Since ancient times, India was known as the Golden Bird to the Europeans. It was famous for its immense wealth, silk and spices. Many foreign invaders tried to conquer India from time to time. They attacked our country and carried away the vast stores of wealth.

The Europeans were attracted towards India mainly because they could earn wealth through trade. India was rich in spices. Merchants brought these spices across the deserts of Arabia to Europe and sold them at a high profit.

King Emmanuel of Portugal did not want to pay the merchants. He wanted to buy spices directly from India. For which he wanted to establish direct trade links with India. He thought of finding a sea route to India. A sea route to India would mean a lot of wealth for Portugal. It would make them rich.

King Emmanuel chose Vasco da Gama to command the first Portuguese expedition to India. Vasco da Gama was a nobleman of Portugal. He had served as a naval officer and defended the Portuguese Colonies from the French on the coast of Guinea.

The route of the expedition was chalked out around Africa. In those days, there was no other way to reach India from Europe.

On 8th July 1497, Vasco da Gama started his journey towards India from Lisbon, the Portuguese capital. He sailed with a fleet of four ships. They sailed past the Canary Islands near the coast of Africa. On 26 July,



they reached Cape Verde Islands where they stopped to take rest. From there they prepared themselves for the most difficult part of the journey around the coast of Africa.

Bartholomew Diaz, another Portuguese explorer, had earlier sailed around the trip of Africa. He helped Vasco da Gama to build and fit out the fleet of ships. He also advised Vasco da Gama not to sail too close to the coast. The sea near the coast was rough and the currents were very strong. So Vasco da Gama turned away from the coast. He sailed down the middle of the Atlantic Ocean.

It was very difficult to sail against the winds blowing from the southwest. However, they finally went round the Cape Verde on 22 November. Three days later, they reached Massel Bay. On 7 April 1498, the fleet sailed up the coast, passing the port of Mombasa.

A week later, the fleet dropped anchor at Malindi, a big port on the coast of Africa. Here, Vasco da Gama found a local pilot. The pilot guided them across the Arabian Sea.

After Sailing for 23 days, Vasco da Gama saw the Western Ghats on the horizon. They had reached the Malabar Coast of India! On 18 May 1498, the fleet touched the city of Calicut. This was the main trading centre for Southern India.

Vasco da Gama sent one of his sailors ashore to collect information about the country and its people. The sailor learnt that the ruler of Calicut was called the Zamorin. Next day, he went to the court of Zamorin. He was astonished to see the precious rubies, emeralds, diamonds and strings of pearls that the Zamorin wore. The sailor went back to the ship and told Vasco da Gama that India was really as rich as it famed to be.

Next, Vasco da Gama went to meet the Zamorin. The first meeting between Vasco da Gama and the Zamorin went well. Vasco da Gama requested him to allow them to trade in Calicut. Zamorin agreed but asked Vasco da Gama to give him presents



and pay the taxes before starting the trading. However, Vasco da Gama had not carried any costly presents on the journey. The presents he gave to the rich Zamorin were below his expectations. Moreover, no one was interested to buy things the Portuguese had brought for trading.

Vasco da Gama stayed in Calicut for three months. During his long stay, he was able to buy only a few handfuls of spices. Finally, he gave up his attempt to trade and started on his journey back home. In 1497, one hundred and seventy Portuguese had set sail for India in four ships. Only fifty-four of them, in two ships, returned to Lisbon in 1499.

Vasco da Gama's voyage did not earn much wealth for Portugal. But it helped people know how to reach India from Europe by sea. Afterwards, many European sailors set off on long voyages of discovery to the East. They traded with these countries and discovered the immense wealth of the countries of the East. Slowly the European nations started ruling over them. India was also taken over by the British and ruled for almost two hundred years. However, that is another story!

## Word Treasure

**ancient** : olden; **famous** : well-known; renowned; **immense** : vast; **wealth** : riches; chalked out-planned; **invaders** : intruders aggressors; **conquer** : overpower; **attracted** : engrossed; fascinated; **merchants** : traders; **establish** : set up; develop; **command** : be in charge; **expedition** : mission to explore; **defended** : protected; saved; **fleet** : group of ships; **explorer** : traveller; **rough** : irregular; **ashore** : on shore; **astonished** : amazed; **famed** : famous; **expectations** : hopes;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- Many foreign \_\_\_\_\_ tried to conquer India from time to time.  
i. nations  ii. emperors  iii. invaders
- India was famous for its immense \_\_\_\_\_.  
i. power  ii. beauty  iii. wealth
- King Emmanuel of \_\_\_\_\_ did not want to pay the merchants.  
i. Portugal  ii. Britain  iii. France
- \_\_\_\_\_ was the main trading centre for Southern India.  
i. Mumbai  ii. Calicut  iii. Madurai

5. Vasco da Gama stayed in \_\_\_\_\_ for three months.

i. Lisbon

ii. Mombasa

iii. Calicut

**B. Write 'T' for true and 'F' for false statements :**

1. The Arabian merchants bought spices from India and sold them to Europe.

2. Vasco da Gama was a nobleman of Portugal.

3. Vasco da Gama left for India with a fleet of three ships.

4. The sea near the coast of Africa was rough and the currents were very strong.

5. On 18 May 1498, the fleet touched the city of Calicut.

**C. Fill in the blanks :**

1. Merchants brought these spices across the \_\_\_\_\_ of Arabia to Europe.

2. A sea route to India would mean a lot of \_\_\_\_\_ for Portugal.

3. They sailed past the \_\_\_\_\_ Islands near the coast of Africa.

4. The sailor learnt that the ruler of Calicut was called the \_\_\_\_\_.

5. Finally, he gave up his attempt to \_\_\_\_\_ and started on his journey back home.

**D. Answer the following questions :**

1. Why was the discovery of a sea route to India an important event?

2. Why were the Europeans attracted towards India?

3. Why did King Emmanuel want to establish direct trade links with India?

4. Who was Vasco da Gama? To which country did he belong?

5. When and from where did Vasco da Gama start his journey towards India?

6. In which part of India did Vasco da Gama reach first?

7. What was the importance of Vasco da Gama's discovery?

**Fun With Words**

**A. Give one word for each of the following expressions. Follow the example :**

fine, soft and lustrous fibres produced by silkworms : silk

1. aromatic or pungent vegetable substances used to flavour food : \_\_\_\_\_

2. wholesale traders especially with foreign countries : \_\_\_\_\_

3. dry, barren sandy tract : \_\_\_\_\_

4. border of land near the sea : \_\_\_\_\_

5. heavy metal weight to moor a ship or balloon : \_\_\_\_\_



**B. Write the opposites for each of the following words :**

- | A           | B     |
|-------------|-------|
| 1. command  | _____ |
| 2. rough    | _____ |
| 3. local    | _____ |
| 4. precious | _____ |
| 5. allow    | _____ |

**C. Give two synonyms for each of the following words :**

- | A            | B     |
|--------------|-------|
| 1. route     | _____ |
| 2. wealth    | _____ |
| 3. profit    | _____ |
| 4. coast     | _____ |
| 5. discovery | _____ |

**D. Use the following words and make meaningful sentences of your own :**

1. voyage : \_\_\_\_\_
2. guided : \_\_\_\_\_
3. journey : \_\_\_\_\_
4. expedition : \_\_\_\_\_
5. invaders : \_\_\_\_\_

**Fun With Grammar**

**A. Complete the following sentences by using the proper degree of the Adjectives given in the brackets :**

1. Mrinal is \_\_\_\_\_ than Mohit. (strong)
2. The Pacific Ocean is the \_\_\_\_\_ ocean of the world. (deep)
3. Geeta is \_\_\_\_\_ than Mahima. (intelligent)
4. Seema is the \_\_\_\_\_ girl in her class. (beautiful)
5. The white cow is \_\_\_\_\_ than the black cow. (healthy)
6. Nishant is the \_\_\_\_\_ student of our class. (good)
7. India is the \_\_\_\_\_ democracy in the world. (large)
8. This question was \_\_\_\_\_ than the previous one. (difficult)
9. The tiger is \_\_\_\_\_ than the lion. (ferocious)
10. A coconut tree is \_\_\_\_\_ than a mango tree. (tall)

**B. Rewrite the following sentences as directed against each :**

1. Columbus discovered America. (Interrogative)  
\_\_\_\_\_
2. Your brother came to me last evening. (Negative)  
\_\_\_\_\_
3. A thief stole his cycle. (Passive Voice)  
\_\_\_\_\_
4. My sister sang a melodious song. (Present Continuous)  
\_\_\_\_\_
5. The students solved all the questions. (Interrogative)  
\_\_\_\_\_

**Writing Skills**

**Learn to Write**

You have read that Bartholomew Diaz, another Portuguese explorer, had earlier sailed around the tip of Africa. He helped Vasco da Gama to build and fit out the ships of fleet. He also advised Vasco da Gama not to sail too close to the coast. The sea near the coast was rough and the currents were very strong.

- **Imagine that you are Vasco da Gama. Write in your own words what difficulties you had to face on your way to discovery of India.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Speak Well**

- **Read the following conversation between Minu and her sister Sudha :**

Minu : Who discovered America?  
Sudha : Columbus discovered America.

Minu : To which country did he belong?

Sudha : He belonged to Italy.

Minu : Do you know where Italy is?

Sudha : Yes, Italy is in Europe.

→ Now work in pairs and develop conversation on some other great explorers.  
You may frame your own questions also.

## Activity

### ● Do Yourself

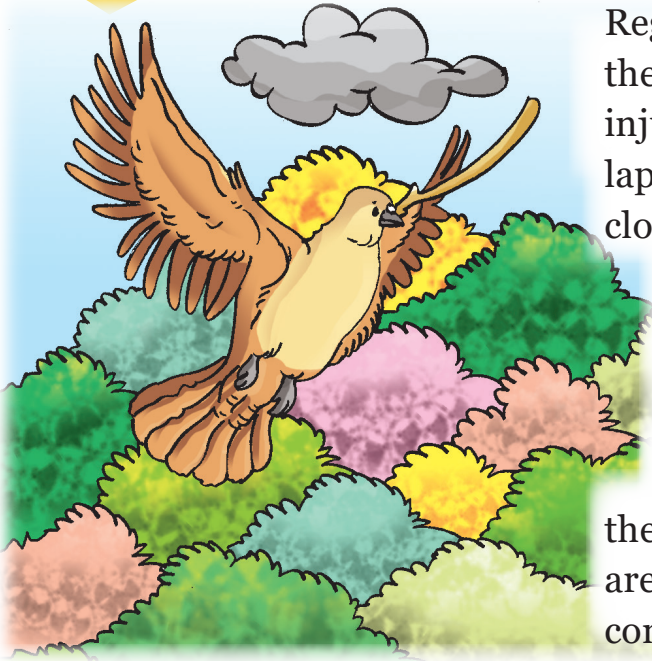
We are all familiar with spices. They are used to prepare our day to day meals and to make them tastier. They are of different tastes and flavours.

**A. Given below are the pictures of some spices. Just look at them and write their names under each picture.**



**B. Go to the library and read about some famous explorers. Make a chart and hang it in your class.**

## The Will To Live



Regardless of where you live, at some time or the other, you would have had to cope with an injured bird, or an orphaned fledgling in your lap. Sparrows, for example, come precariously close to death by building their nests on the tops of whirring ceiling fans, irresponsibly endangering both themselves and their broods. Blue Rock Pigeons lay their eggs just about anywhere (on the top of a friend's fridge in one case). Sooner or later, either they or their chicks come to grief, and if you are around at the time, you naturally have to come to the rescue.

Mercifully, I have been spared from having to nurse wounded sparrows or bring up the revolting offspring of pigeons, but there have been a couple of memorable occasions when an injured bird landed on my doorstep. And ironically, both birds belonged to that strongest, fiercest and more independent family—the raptors. How the mighty are fallen !

One hot May afternoon in 1994, I pulled into the driveway and was greeted by a scene of commotion. The monkeys from the cemetery next door were all over the place, screeching like a mob. Crows and kites flapped and wheeled above, calling raucously, adding to the din. The cause of all this was a dark brown bundle of feathers that shuffled ineffectually away from the monkeys who were grabbing viciously at its tail and wings.

A kite, I thought, that had injured itself and had crashed into the driveway, and that was now being given the coup de grace by the law of nature. I armed myself with a stick, to beat off any attack by the monkeys, and walked up to the stricken bird. And started with astonishment.



This was no kite. Its large yellow-ringed eyes glared at me defiantly, its powerful hook-tipped bill gaped wide, and the hackles around its neck stood erect in a threatening ruff.

A Crested Serpent Eagle no less! The last time I had seen one in the area was three or four years earlier, as it flew over the Ridge about a mile away.

But this one was badly damaged. One leg dangled uselessly, torn and bleeding, barely attached to the body. A wing appeared to be broken and the monkeys had pulled out all its tail feathers that now lay scattered all over the driveway.

I threw a sack over it and bundled it into a cardboard box while the monkeys lined up on the wall and made threatening noises. Then I called up a friend who turned up promptly (with another, and a bottle of Betadine) and they took the eagle off to the bird hospital at Chandni Chowk. The leg was set, the wing found to be unbroken, and the eagle was discharged after treatment because it was a non-vegetarian (and would have given all the sick pigeons at the hospital a nervous breakdown). But four days later it died, implacable and fighting till the last.

A few weeks later, at breakfast, my domestic help informed me that another big brown bird had crashed near her room during the night, and now lay in another cardboard box awaiting my kind attention. Not again, I thought. Why must dying raptors keep crashing on my doorstep? (Later, I learnt that this was considered to be an ill omen...)

But this one was no eagle. It was a young and very handsome Pariah Kite that appeared to be completely uninjured. Except that when I removed it from the box, it sort of died in my hands.

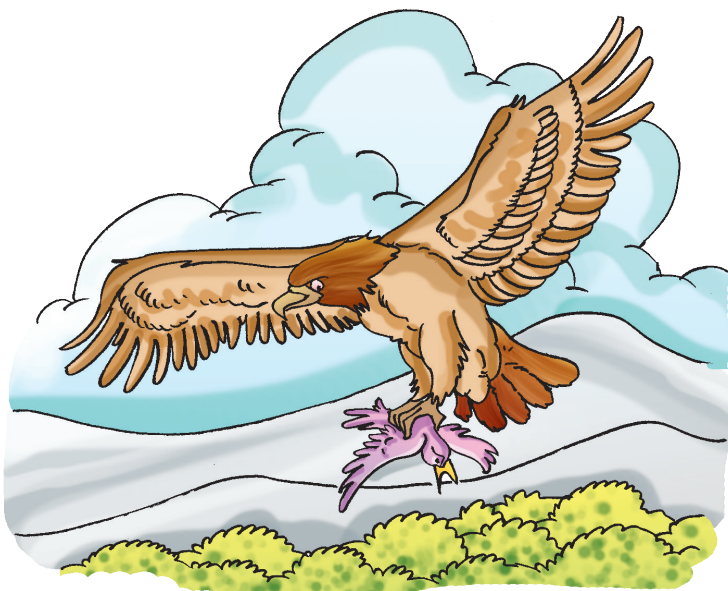
Its head drooped and hung limply, its legs

curled up one against the other, its eyes stared out unseeingly and glazed over. A dead bird if ever there was one. Oh well, I thought, that was that.

But not quite. Something niggled at the back of my mind. There was no reason for this bird to be dead.

As far as I could tell, it had no external injuries and its gold-tipped chocolate plumage was immaculate.

It was not panting, exhausted or stressed. It was, in fact, in mint condition. I left it, lying corpse-like



on the lawn, and retreated to a spot from where I could keep an eye on it.

After a few minutes, my dead bird suddenly came to life. It righted itself, and looked around furtively. And I was right about it being in top physical shape. With head held high and carriage proud, it sauntered off towards the bottom of the garden hedge.

Before it could disappear into the waiting embrace of a cat, I caught it again, and returned it to its box. The moment I did so, it went suddenly limp—a dead bird again. But now I knew its game. It was perfectly all right, just playing dead so that it would be left alone. A ploy that could backfire terribly if it had been an edible species ! I put it in a shady spot with some chicken bone for sustenance and departed. Some time later (chicken untouched) it took off with a great clamour on its wings. It had probably been panicked off its perch during the night, blundered into the side of the house and dazed itself. Now it was fully recovered and airworthy once more.

But it was ironic, I thought—the eagle, that had fought fiercely, both its tormentors and rescuers, had died. The kite, who played dead so convincingly, lived.

—Rajit Lal

## Word Treasure

**fledgling** : young chick; **raptors** : birds of prey; **precariously** : in a way that is likely to fall; **raucously** : noisily /loudly; **ineffectually** : in vain; **revolting** : rebellious; **hackles** : stea / combs; **glazed over** : covered with grass; **viciously** : cruelly; **stricken** : suffering; **defiantly** : challengingly; **implacable** : incapable of being pacified; **niggled at** : worried; **plumage** : feathers; **immaculate** : extremely clean; **mint condition** : perfect, as if new; **furtively** : stealthily; **sustenance** : nourishment; **ploy** : trick



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. The narrator was kind enough to take of \_\_\_\_\_.

i. wounded birds

ii. dead birds

iii. birds

2. The narrator had found a/an \_\_\_\_\_ grabbed by monkeys.

i. cock

ii. eagle

iii. kite

3. 'My domestic help' here help refers to :

i. servant

ii. maid

iii. assistant

4. 'There was no reason for this bird to be dead.' Which bird is referred here? \_\_\_\_\_

i. eagle



ii. Pariah kite



iii. crow



**B. Read these sentences from the text. Explain them with reference to the context.**

1. Why must dying raptors keep crashing on my doorstep ?
2. After few minutes, my dead bird suddenly came to life.
3. But it was ironic, I thought.

**C. Answer the following questions :**

1. What are raptors ? Which are the two raptors the author tended to ?
2. What was the scene of commotion he came across ?
3. What was wrong with the eagle ?
4. What happened when the kite was picked up ?
5. Why did he suspect that the kite was not dead ?
6. What happened when the bird felt there was no one around ?

## Fun With Words

**A. Write the word formed by combining each pair of words. Two have been done for example :**

- |                           |   |              |
|---------------------------|---|--------------|
| 1. smoke + fog            | = | <u>smog</u>  |
| 2. clang + crash          | = | <u>clash</u> |
| 3. situation + comedy     | = | _____        |
| 4. breakfast + lunch      | = | _____        |
| 5. squirm + wiggle        | = | _____        |
| 6. web + log              | = | _____        |
| 7. television + broadcast | = | _____        |
| 8. chuckle + snort        | = | _____        |

**B. Choose the words that complete the sentences correctly :**

1. I saw your sister at the doctor's office / clinic.
2. My brother's teacher suggested / advised him to do a computer course to improve his chances of finding a job.
3. Susan did not study; she passed the test by chance / mistake.
4. The manager refused / denied to speak to the reporter about the scandal.
5. My new CD player didn't work properly and when I went to the shop they gave me a (n) refund / exchange.

## Fun With Grammar

- **Rewrite this paragraph with the right punctuation marks.**

did you know that habits are incredibly powerful tools for personal growth and success let me ask you a question when it the last time you made a conscious decision to add a new habit to your life if you are like most people you probably answered never so how do we go about adding new positive habits to our life its really quite easy you simply begin repeating an action attitude or thought process every day for at least twenty one days research has shown that an action that is repeated for a minimum of twenty one days is likely to become a permanent habit

## Writing Skills

- **Write a paragraph about 100-150 words about the pigeon :**

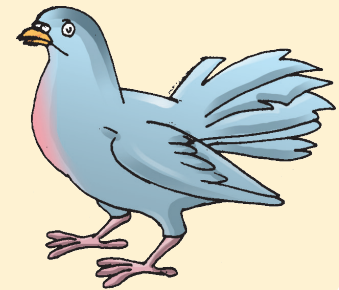
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## Speak Well

- **Discuss the answer of this question.**

How is the title applicable to both the incidents ?

- Why must dying raptors keep crashing on my doorstep ?
- After few minutes, my dead bird suddenly came to life.

## Activity

- **Collect and paste some pictures of pet birds and write ten sentences about one of them.**

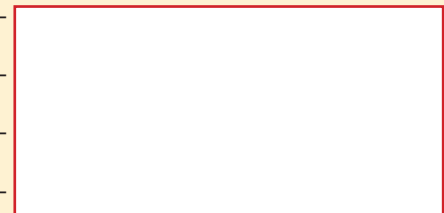
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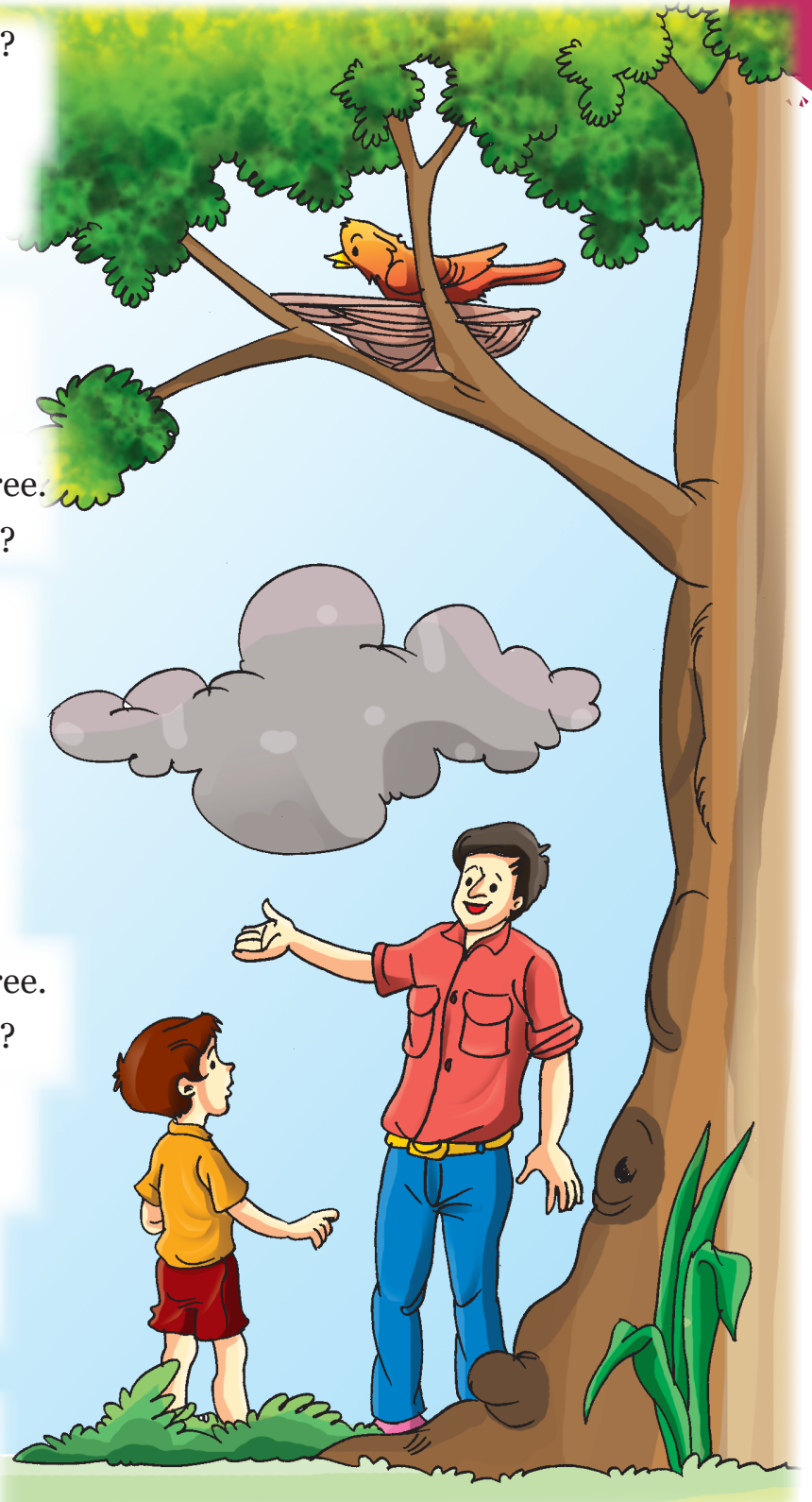


# The Heart Of The Tree

What does he plant who plants a tree ?  
 He plants a friend of sun and sky;  
 He plants the flag of breezes free;  
 The shaft of beauty, towering high.  
 He plants a home to heaven anigh  
 For song and mother-croon of bird  
 In hushed and happy twilight heard—  
 The treble of heaven's harmony—  
 These things he plants who plants a tree.

What does he plant who plants a tree ?  
 He plants cool shade and tender rain,  
 And seed and bud of days to be,  
 And years that fade and flush again;  
 He plants the glory of the plain;  
 He plants the forest's heritage;  
 The harvest of a coming age;  
 They joy that unborn eyes shall see—  
 These things he plants who plants a tree.

What does he plant who plants a tree ?  
 He plants, in sap and leaf and wood,  
 In love of home and loyalty  
 And far-cast thought of civic good—  
 His blessing on the neighbourhood  
 Who in the hollow of His hand  
 Holds all the growth of all our land—  
 A nation's growth from sea to sea  
 Stirs in his heart who plants a tree.



— Henry Cuyler Bunner

## Word Treasure

harmony : concord; tender : soft; treble—three times more; hollow : empty



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. He plants a friend of \_\_\_\_\_ and sky.  
i. moon  ii. sun  iii. stars
2. He plants the flag of \_\_\_\_\_ free.  
i. air  ii. breezes  iii. winds
3. He plants the glory of the \_\_\_\_\_.  
i. land  ii. plain  iii. rivers
4. He plants, in sap and leaf and \_\_\_\_\_.  
i. branch  ii. stem  iii. wood

#### B. Answer the following questions :

1. What is heard in the quiet hush of the evening hours ?
2. How does a forest gain its heritage ?
3. How are trees a contribution to civic good ?

### Fun With Words

#### ● Complete the following table :

Noun	Adjective	Adverb
Nature	_____	_____
happiness	_____	_____
joy	_____	_____
glory	_____	_____
loyalty	_____	_____

### Fun With Grammar

#### ● Punctuate the following sentences and use capital letters where necessary :

1. sam are you there said johnny \_\_\_\_\_

2. this race said johnny is really a force \_\_\_\_\_
3. I'm seeing twice double said johnny to himself \_\_\_\_\_
4. Well done sanny said the farmer you've won the race \_\_\_\_\_
5. Will you both join me at tea said the farmer to sanny and johnny \_\_\_\_\_

## Writing Skills

- Write some suggestions about the protection of trees :

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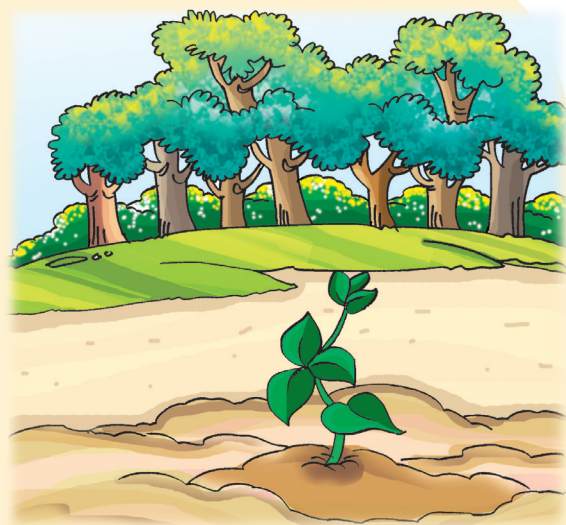
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## Speak Well

- A. Read these lines from the poem. Answer the questions that follow.

A nation's growth from sea to sea  
Stirs in his heart who plants a tree.

1. According to the poet, how does a nation grow ?
2. What stirs the heart of a man who plants a tree ?

- B. Trees are our best friends. Discuss it in your class.

## Activity

- In each of these puzzles, a word starts and ends with the same letter. Can you figure out what the word is ?

For example, ypis = typist

- |               |               |               |
|---------------|---------------|---------------|
| 1. <u>rus</u> | 2. <u>ero</u> | 3. <u>ios</u> |
| 4. <u>rai</u> | 5. <u>ras</u> | 6. <u>rom</u> |

## The Song Of Heaven

It was 24 December 1818. In Hallein, an age-old village in the Austrian Alps, Father Joseph Mohr sat alone in his study, reading the Bible.

"Unto you is born this day in the City of David a Saviour..."

Suddenly, there was knock on the door of Father Mohr's study.

"Who is there?" asked Father Mohr as he opened the door.

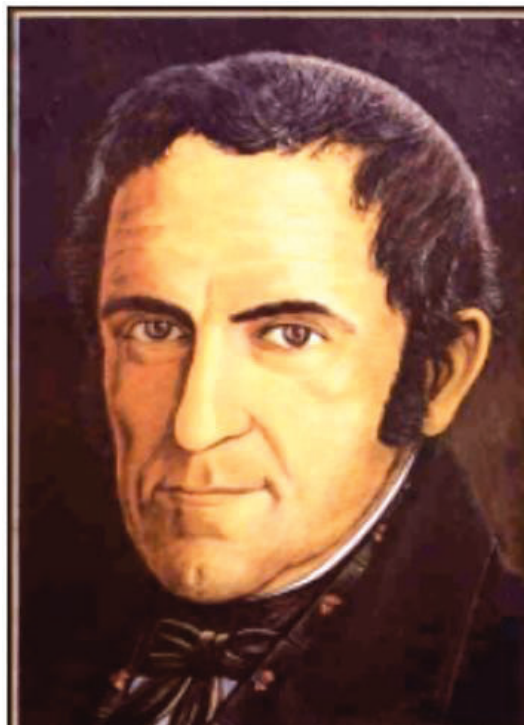
A peasant woman stood in front of him. "Father, a child was born earlier this day to a poor worker's wife. They live on the other side of this mountain," said the woman. "They want you to come and bless the infant."

Father Mohr was strangely moved during his visit to the Ramshackle hut. He saw a young mother smiling happily, with her baby asleep in her arms. The scene certainly did not resemble the stable where Lord Jesus was born, yet the last words he had read in his Bible suddenly seemed to be full of meaning.

To Father Mohr, a true Christmas miracle had come to pass. Back in his study after the midnight service he tried to put down on paper what had happened to him. The words kept turning into verse, and when dawn broke Father Mohr had written what he had felt.

The next day was Christmas Day. Franz Xavier Gruber, the music teacher at the village school came to visit Father Mohr. He loved the poem and composed music to fit the verses. The poem now become a song. The village children heard the priest and the teacher singing the poem and they soon learnt it.

A few days later, an organ builder was called from the neighbouring village to repair the church organ. When he finished his work, he asked Franz Gruber to try it out. Franz Gruber began to sing the new song that he had composed for Father Mohr.



"I have never heard that song before," the organ builder said with awe in his voice, "Would you mind if I took it with me? The people where I live would love it." Franz Gruber agreed.

On his way back, the organ builder kept humming the song. He taught the song to the children in the village. It was called 'The Song from Heaven's' and quickly became popular in the whole valley of Zillertal. The children found the song charming and people were enchanted when they heard it.

Of all the youngsters in the valley of Zillertal, the ones with the most beautiful voices were the four Strasser children, Caroline, Joseph, Andreas and Little Amalie.

"Those Strassers," the people used to say. "Sing just like the nightingales."

Every spring, the four children travelled northward to Leipzig, the site of the Annual Trade fair. Their parents were glovemakers. The children helped display and sell the soft gloves.

Leipzig was an exciting city. But at times the youngsters felt lost in the bright lights and crowds and missed the valley of Zillertal. Then they did just what they did at home when their spirits needed lifting – they sang together. The song they sang most because it was their favourite, was 'The Song from Heaven'.

The children found that the song charmed everyone in the busy city. Passers-by stopped to listen and were enchanted by its beautiful, melodious tune.

One day, an elderly gentleman introduced himself to the children as the Director General of Music in the Kingdom of Saxony. He gave them tickets to one of the concerts that he conducted. The youngsters were delighted.

That evening when they entered the brilliantly lit auditorium, they could not believe their eyes. It was filled with men in silk hats and ladies in rustling gowns. They were still in awe as the concert ended. And then to their utter surprise the old gentleman rose to announce that there were four children present, with the finest voice he had heard in years. He asked them to come on stage and sing for the King and Queen of Saxony. The announcement took the youngsters breath away, and their faces flamed as people began to applaud.



"Let's just shut our eyes and pretend we are singing at home," Amalie whispered to the others.

Their first song was 'The Song from Heaven'. When they finished singing there was a moment of stunned silence before the applause broke out. The youngsters sang all the songs they knew, and when they knew no more, they sang 'The Song from Heaven' again.

The audience was still shouting for more when a gentleman in uniform came up in the platform and said that Their Majesties desired to receive the singers.



"That was very pretty indeed," the King said after the children had been introduced. "We have never heard that Christmas song before. What was it?"

"It is a folk song, Your Majesty," said Joseoh.

"Won't you come to the castle and sing it at Christmas?" the Queen asked. "Our children will love it."

So it happened that on the Holy Eve of the year 1832, in the Royal Saxon Court Chapel, the Strasser children

sang at the end of the Christmas service :

Silent night, holy night,  
All is calm, all is bright,  
Round you Virgin, Mother and Child;  
Holy Infant so tender and mild,  
Sleep in heavenly peace  
Sleep in heavenly peace.

And since that Christmas Eve the song spread quietly around the world.

For years, on each Christmas Eve, 'Silent Night' was sung in the village of Hallein, in the house where Guber lived and died. Later, this yearly performance was carried out around the world by radio. And today 'The Song from Heaven', like the Christmas message itself, still rings for all men of goodwill.

—Hertha Pauli

## Word Treasure

city of David : Bethlehem; ramshackle : broken down; had come to pass : occurred; organ builder : one who makes musical instrument like the organ; brilliantly : well lit and sparkling; applause broke out : people started clapping; receive the singers : meet the singers; all men of goodwill : (here) all good people; saviour : rescuer; infant : a very young baby; verse : writing arranged with a metrical rhythm; enchanted : fill someone with great delight; rustling : whispering; applaud : show approval and praise by clapping; stunned : knock unconscious or into a semi-conscious state;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- When did Father Mohr write the poem?
  - 24 December 1818
  - 24 December 1824
  - 24 December 1832
- Who composed the music for the written poem?
  - Father Mohr
  - Franz Xavier Gruber
  - Strasser Children
- The music was composed on :
  - Christmas Eve
  - Christmas Day
  - Newyear day
- Where did the four Strasser lived?
  - Zillertal
  - Leipzig
  - Hallein
- The song was called :
  - The song from God
  - The song from Jesus
  - The song from Heaven

#### B. Complete these sentences :

- Father Mohr was strangely moved during his visit to the \_\_\_\_\_ hut.
- To father Mohr, a true Christmas miracle \_\_\_\_\_.
- When they finished singing, these was a moment of stunned silence before the \_\_\_\_\_.
- For years, on each Christmas Eve, \_\_\_\_\_ was sung on the village of Hallein.
- Today "The song from Heaven. Like the Christmas message itself, still ring for \_\_\_\_\_.

### C. Who said to whom :

1. "They want you to come and bless the infant." \_\_\_\_\_ said to \_\_\_\_\_
2. "Would you mind if I took it with me?" \_\_\_\_\_ said to \_\_\_\_\_
3. "That was very pretty indeed." \_\_\_\_\_ said to \_\_\_\_\_
4. "It is folk song', your Majesty." \_\_\_\_\_ said to \_\_\_\_\_
5. "Our children will love it." \_\_\_\_\_ said to \_\_\_\_\_

### D. Answer the following questions :

1. "To Father Mohr, a true Christmas miracle had come to pass." Explain.
2. Who composed the Music for the poem? How did the song reach to the valley of Zillateral?
3. Who were Strasser? What people used to say about them?
4. Why did the Strasser family move to Leipzig every year?
5. What was the reaction of the audience to the song of the Strasser children?
6. What happened on the holy Eve of 1832?

## Fun With Words

### A. Find the words for following description :

1. A song which is sung on christmas \_\_\_\_\_ C \_\_\_\_\_
2. A song devoted to God or Goddess \_\_\_\_\_ C \_\_\_\_\_
3. A dedicated prayer to God \_\_\_\_\_ H \_\_\_\_\_

### B. Choose and circle the correct word as directed :

- (i) A word that means the same as : **fight**  
confess      struggle      forbid.
- (ii) A word opposite of **audience** :  
listener      speaker      performer

## Fun With Grammar

**Conjunction** : A word that is used to join words as phrases or sentences is called a conjunction.

### A. Fill in the blanks with suitable conjunction given in the brackets :

1. She was intelligent \_\_\_\_\_ she was poor (and/but)
2. He waited for me \_\_\_\_\_ I came back. (until/unless)
3. The patient had died \_\_\_\_\_ the doctor came. (before/after)



- |   |                     |
|---|---------------------|
| 4. Five years have passed _____ I left the college. | (since/before)      |
| 5. Both Meena _____ Veena are beautiful.            | (and/as well as)    |
| 6. _____ it is costly, yet we have bought it.       | (although/if)       |
| 7. She is not only laborious _____ naughty.         | (and also/but also) |
| 8. Make hay _____ the sun shines.                   | (while/when)        |
| 9. Either you _____ your sister has done it.        | (or/as)             |
| 10. He would rather die _____ beg.                  | (than/or)           |

**B. Pick out the conjunction and write it in the given space :**

- |   |       |
|---|-------|
| 1. I like her because she is beautiful.                               | _____ |
| 2. Rajendra is happy though he is very poor.                          | _____ |
| 3. She is neither beautiful nor intelligent.                          | _____ |
| 4. The principal will not forgive you, unless you tell him the truth. | _____ |
| 5. Please wait until he comes back.                                   | _____ |
| 6. His brother fled away lest the snake should bite him.              | _____ |
| 7. Ajit not only passed but also won a scholarship.                   | _____ |
| 8. Though you are poor, yet you are honest.                           | _____ |
| 9. The girl danced when the boys sang.                                | _____ |
| 10. He waited for me till the train arrived.                          | _____ |

**Writing Skills**

- You want to get a chance to be the monitor of your class. Write an application to your class teacher for the same :**

To

Class Teacher

\_\_\_\_\_

VII A

\_\_\_\_\_

Date - .....

Respected Madam/Sir

I want to bring it to your kind notice \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
Your obediently

\_\_\_\_\_  
VII A

Roll No

## Speak Well

- **Do the role play of a student and a traffic inspector as given below :**

*Traffic Police* : Get down, you are on a wrong way

*Student* : Sir , I am sorry, I did not see the signal.

*Traffic Police* : You must be careful while crossing the road.

*Student* : Yes,. Sir.

*Traffic Police* : Where do you study?

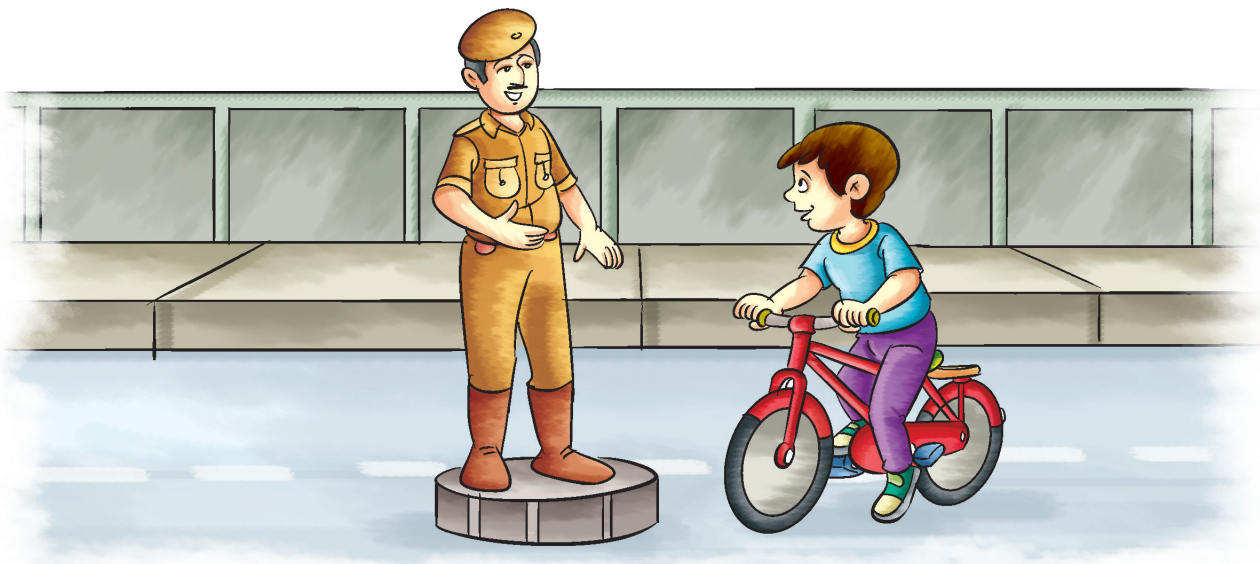
*Student* : Sir, I am studying in Air Force Public School.

*Traffic Police* : I shall visit your school one day.

*Student* : You are welcome sir.

*Traffic Police* : I will deliver a lecture on Traffic rules. I shall meet your Headmaster too.

*Student* : OK Sir.

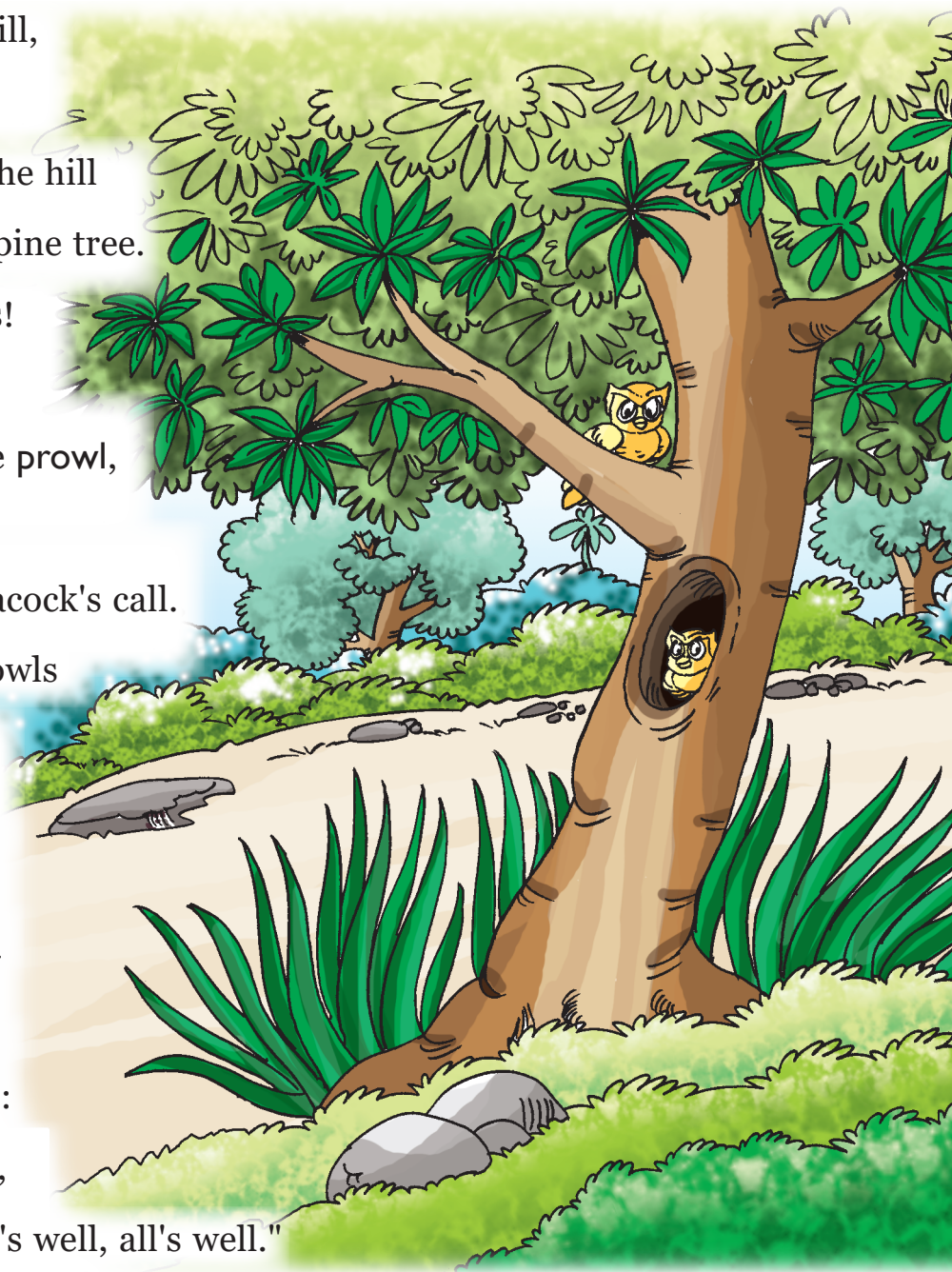


## Activity

- **Suppose you are organizing a Christmas party. Plan a complete function and create an invitation letter also :**

At night, when all is still,  
 The forest's sentinel  
 Glides silently across the hill  
 and perches in an old pine tree.  
 A friendly presence his!  
 No harm can come  
 From night bird on the prowl,  
 His cry is mellow,  
 Much softer than a peacock's call.  
 Why then this fear of owls  
 Calling in the night ?  
 If men must night ?  
 If men must speak,  
 Then owls must hoot—  
 They have the right.  
 On me it casts no spell:  
 Rather, it seems to cry,  
 "The night is good—all's well, all's well."

— Ruskin Bond



### Word Treasure

**still** : calm; **glides** : comes down; **forest's sentinel** : forest's sentry; **prowl** : move about; **mellow** : pleasantly in a stealthy or restless way; **hoot** : sound of owls; **spell** : magic;

# EXERCISE TIME

## Comprehension Skill

### A. Tick (✓) the correct option :

- What glides silently?  
i. sentinel  ii. sleep  iii. owl
- No harm can \_\_\_\_\_.  
i. come  ii. go  iii. take
- What is mellow?  
i. coming  ii. hoots  iii. cry
- What seems to cry?  
i. man  ii. owl  iii. night

### B. Arrange these events in the correct order :

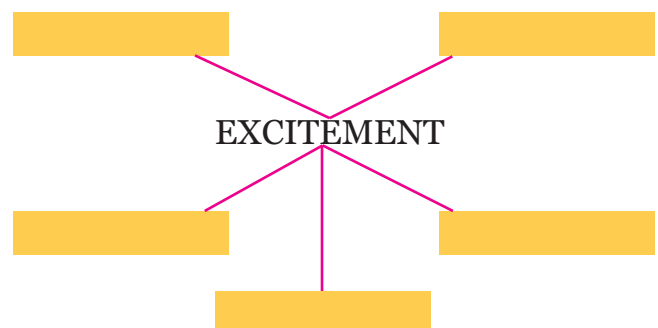
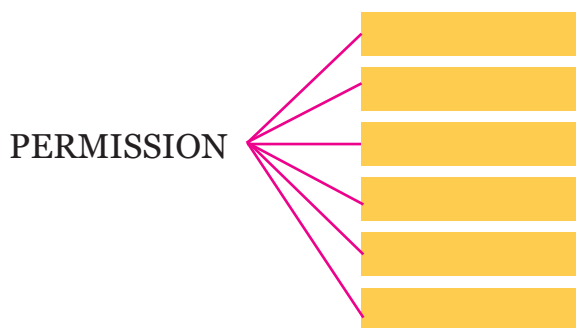
- The owl's cry casts no spell on the poet.
- The owl glides silently across the hill.
- The owl hoots.
- The owl perches in an old pine tree.

### C. Answer the following questions :

- Why does the poet call the owl, 'the forest's sentinel'?
- How does the poet react to the owl's cry ?
- The poet compares the right of an owl to hoot, with man's right to speak. Do you think this comparison is justified ?

## Fun With Words

- Make at least five words from letters of each of the following words :



## Fun With Grammar

- Give the Past tense of the following verbs :

live \_\_\_\_\_

sing \_\_\_\_\_

work \_\_\_\_\_

listen \_\_\_\_\_

tell \_\_\_\_\_

hear \_\_\_\_\_

capture \_\_\_\_\_

came \_\_\_\_\_

march \_\_\_\_\_

reward \_\_\_\_\_

move \_\_\_\_\_

drive \_\_\_\_\_

## Writing Skills

- Suppose your friend is to visit a forest at night. What instructions would you like to give him/her : observe some of given :

- Be careful while entering the jungle.
- Don't feel scared there.
- Observe every thing carefully.
- 
- 
- 

## Speak Well

### Work with pair

- Make a list of some kinds of animals and try to speak their cries :

## Activity

- Place the letters A to I into the 3 x 3 box. E is to the right of C. A is to the right of G which is above B, which is to the left of F. I is above D which is to the left of G.


This story is set at a time when people had gone to live in the planet, Venus. They thought that living conditions on Venus would be similar to those on Earth, but things were quite different....

"Ready?"

"Ready?"

"Now?"

"Soon!"

"Do the scientists really know? Will it ? Will it had been raining for seven years.

"Look, look. See for yourself!"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun. It rained.

It had been raining for seven years. Thousands upon thousands of days, filled from one end to the other with rain.

And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"

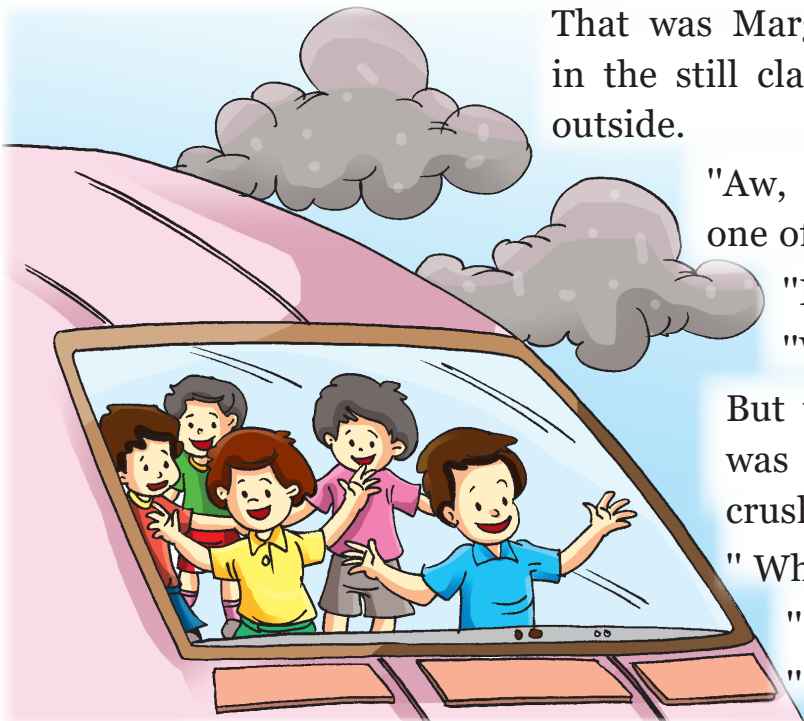
"Yes. Yes!"

Margot stood apart from them, from these children who could never remember a time when there was not rain and rain and train. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

All day yesterday, they had read in class about the sun. About how like a lemon it was and how hot. And they had written small stories or essays or poems about it.



I think the sun is a flower.  
That blooms for just one hour.



That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys.

"I did." said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now, the rain was slackening, and the children were crushed to the great thick windows.

"Where's Teacher?"

"She'll be back."

"She'd better hurry; we'll miss it!"

Margot stood alone. She was a very frail girl who looked as if the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What are you looking at?" said William.

Margot said nothing.

"Speak when you're spoken to." He gave her a shove. But she did not move.

They edged away from her; they would not look at her. She felt them go away, and this was because she would play no games with them in the tunnels of the underground city. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move, as she watched the drenched windows.

And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was, when she was four, in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when the last sun came out, and heat of it and the way that it really was. But Margot remembered.

"It's like a penny," she said, once, eyes closed.

"No, it's not!" the children cried.

"It's like fire," she said, "in the stove."

"You're lying you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them. Dimly, she sensed it, she was different, and they knew her different and kept away.

There was talk that her father and mother were taking her back to Earth next year. It seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons, of big and little consequence. They hated her pale face, her waiting silence, her thinness and her possible future.

"Get away!" The boy gave her another push. "What are you waiting for?"

Then for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

"Well, don't wait around here!" cried the boy, savagely, "You won't see nothing!" Her lips moved.

"Nothing!" he cried. "It was all a joke, wasn't it? He turned to the other children.

"Nothing's happening today. Is it?" They all blinked at him and then, understanding, laughed and shook their heads.

"Nothing, nothing!"

"Oh, but," Margot whispered, her eyes helpless. "But this is the day, the scientists predict, they say, they know, the sun..."

"All a joke!" said the boy, and seized her roughly. "Hey everyone, let's put her in a cupboard before Teacher comes!"

"No," said Margot, falling back.

They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back in a tunnel, a room, a cupboard, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they returned and went out and back down the tunnel, just as the Teacher arrived. "Ready, children?" She glanced at her watch.

"Yes!" said everyone.

"Are we all here?"

"Yes!"

The rain slackened still more. They crowded to the huge door. The rain stopped. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The door slid back and the smell of the silent, waiting world came into them :





The sun came out.

It was the colour of flaming bronze and it was very large. And the sky around it was a blazing blue. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the summertime.

"Now, don't go too far," called the teacher after them.

" You've only one hour, you know, you wouldn't want to get caught out!"

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

"Oh, it's better than the sunlamps, isn't it?"

"Much, much better!"

They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, resilient and alive. They ran among the trees; they looked at everything and savoured everything. Then, wildly, like animals escaped from their caves they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then—

In the midst of their running, one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

"Oh, look, look." she said trembling. They came slowly to look at her opened palm.

In the centre of it, cupped and huge, was a single raindrop.

She began to cry, looking at it. They glanced quickly at the sky.

"Oh! Oh!"

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them, turned and started to walk back toward their underground house. The sky darkened into midnight in a flash.

They stood in the doorway of the underground house until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling everywhere and forever.

"Will it be seven more years?"

" Yes, seven."

Then one of them gave a little cry.

"Margot!"

"What?"

"She's still in the cupboard where we locked her."

"Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other's glances.

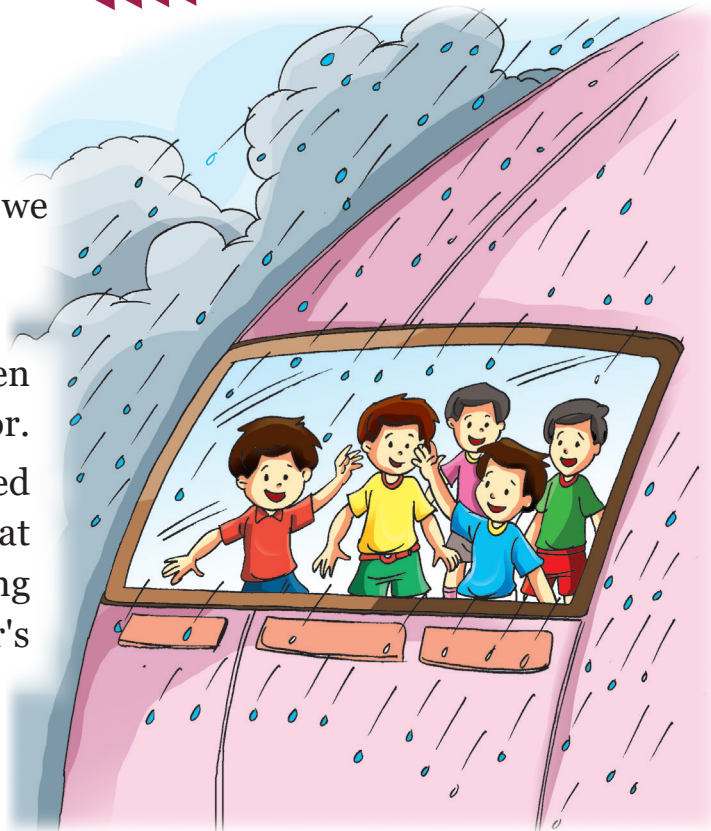
"Margot."

One of the girls said, "Well...?"

No one moved.

"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They walked over to the closet door slowly and stood by it. Behind the cupboard door was only silence. They unlocked the door, even more slowly, and let Margot out.



— Ray Bradbury

## Word Treasure

similar : resembling; consequence : result; gigantic : giant like; civilization : a mannered society; slackening: becoming weak or lighter; dreuched : wet; consequence : result; pleading : requesting;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. The children are on Venus
  - i. to test the effects of sunlight.
  - ii. as their parents are rocket people.
  - iii. to get a better education.
  - iv. to form a new race of people.

2. According to the other children, Margot' s biggest crime' was that
  - i. she had come to Venus only five years before and remembered the sun.
  - ii. her parents were taking her back to Earth the following year.
  - iii. she thought that she was better than the rest of the children.
  - iv. she would not play with the rest of the children.
3. The real reason for the children's dislike towards Margot was
  - i. her frail appearance and pale skin.
  - ii. her foreign-sounding speech.
  - iii. her behaviour towards them.
  - iv. the fact that she might go back.

**B. Fill in the blanks :**

1. Do the \_\_\_\_\_ really know?
2. I think the \_\_\_\_\_ is a flower.
3. The \_\_\_\_\_ gave her another push.
4. He turned to the other \_\_\_\_\_.
5. Will it be \_\_\_\_\_ more years.

**C. Answer the following questions :**

1. What is the story about ?
2. What do you know about Venus ?
3. Who was Margot ?
4. What way the reason for the children's dislike towards Margot ?

**Fun With Words**

● **Complete the following sentences using these adjectives :**

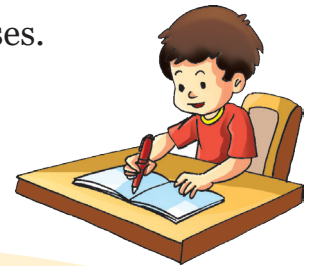
*blind, others, poor, rich, unemployment*

1. We should never speak ill of \_\_\_\_\_.
2. More jobs should be created for \_\_\_\_\_.
3. It is the duty of \_\_\_\_\_ to help \_\_\_\_\_.
4. Braille is a system of reading and writing for \_\_\_\_\_.

## Fun With Grammar

- For each Pair of sentences fill one blank with **a** or **an** and the other with **the**.

1. Do you know how to drive \_\_\_\_\_ car ?  
Dad, can you give me \_\_\_\_\_ car for ?
2. She used to be \_\_\_\_\_ teacher in our school.  
She was \_\_\_\_\_ teacher who taught us English.
3. Last night I saw \_\_\_\_\_ interesting TV programme.  
I really enjoyed \_\_\_\_\_ TV programme on yoga exercises.
4. I wrote \_\_\_\_\_ letter to mom this morning.  
Did I show you \_\_\_\_\_ letter I got from mom ?



## Writing Skills

Imagine that you are Margot and project yourself five years into the future. Write a letter to your class back on Venus exploring the treatment you received from them on the day sun came out. Think about what Margot might say and how she might say it.

Use this format and outline

33 \_\_\_\_\_ Road

\_\_\_\_\_ City

15 March

Dear friends

[Begin your letter by reminding your classmates of who you are. Describe your present situation, including information about where you live now and what you are doing. (Remember : This story is a science fiction. It is up to you to decide Margot's present location and circumstances.)

Go on to explain why you writing. Review what happened on that fateful day and discuss why you think the others treated you as they did when you lived among them.

Explore the children's final act of cruelty and its impact on you.

Conclude your letter by expressing what you learned from the experience.

Yours affectionately

Margot

## Speak Well

As we have seen in this story, children ask and answer many questions. We need to practise being fluent in all kinds of situations.

Work in pairs. Role-play these situations.

a. Arvind has lost his geometry box.

Dinesh offers to help him to find it.

b. Jeena invites Maria for her birthday party.

She gives her directions to get to her house.

## Activity

- **Draw a space area and a space craft in given area. Give a real look by pasting silver stars in it.**



Raicharan was only twelve years old when he came as a servant to his master's house. He was entrusted with the job of looking after the little son Anukul of his master.



As time went on, the boy grew up, got a degree in law and joined the judicial service. Then he got married and had a baby boy. Raicharan, with his total loyalty, earned the love of the child and the confidence of Anukul's wife.

Presently the child was able to crawl and venture outside the house. Raicharan was amazed at the child calling his father Ba-ba, his mother

Ma-ma and Raicharan Chan-na. He enjoyed playing with the child.

About this time, Anukul was transferred to a district situated on the banks of the river Padma. Raicharan also went with the family. Anukul got busy with his work while Raicharan took charge of the little boy. He played with him the whole day and in the afternoon took him out on a pram to the bank of the river.

It was the rainy season. The river Padma overflowed its banks and swallowed the nearby villages and paddy fields. After a few days, the rain stopped and it was cool and bright again. Raicharan took the little boy on the pram for a ride to the riverside. The nature looked fresh and green and the trees laden with flowers. There was absolute silence on the bank of the river. Suddenly, the boy pointed the Kadamba tree in front of him and cried 'Channa, Pitty fow!'

Raicharan, sensing the danger of crossing the mud, tried to divert the child's attention but it was in vain. At last, he left the child on the pram and went to pick some flowers for him. Before leaving, he warned the child, "Don't get out of the pram." When Raicharan reached the pram after plucking a handful of flowers, he found it empty. He looked all around but the child was not to be found anywhere. Raicharan froze in fear. He cried, "Master, Little Master," but no voice answered 'Chan-na'.

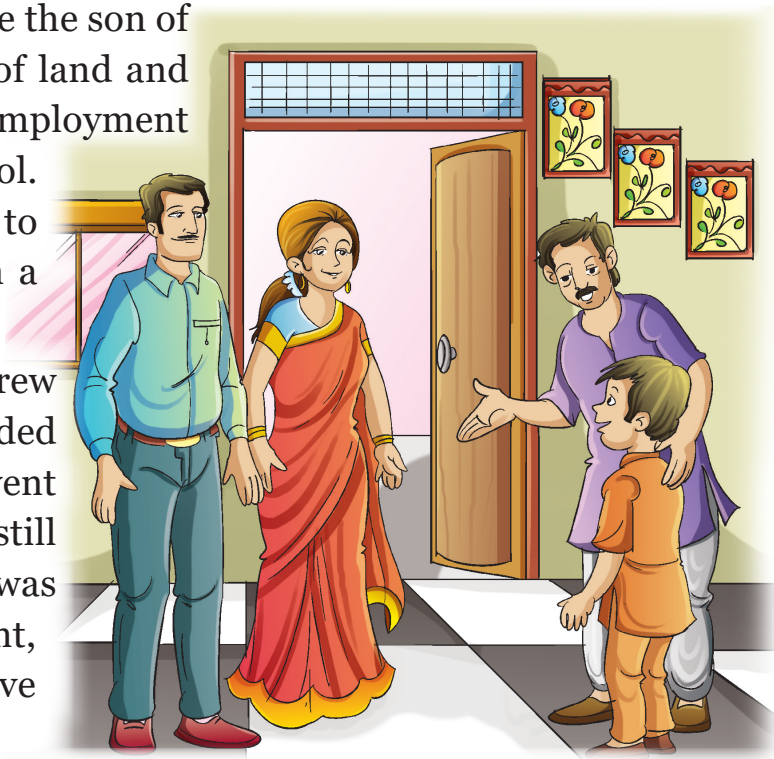
As the evening crept on, Aunkul's mother became very anxious. She sent people everywhere to search for Raicharan and the baby, but there was no trace of the bady. They could find only Raicharan running madly and calling his Little Master. Soon a large crowd gathered around. Some opined that the Padma had swallowed the child while some others were suspicion over the gypsies living on the riverbank. But the mother suspected that Raicharan might have taken away her son. A nukul persuaded her not to suspect Raicharan. Yet Raicharan was dismissed.

Raicharan went back to the village and joined his wife. After a year, his wife gave birth to a son and died. He felt that it had come as a usurper in place of the little master. He thought that it would be an offence to be happy with a son of his own after what had happened to his master's little child.

Every action of his son, Phailna, reminded him of his master's child. He firmly believed that A nukul's son had been reborn in his house. He was constantly reminded of the accusation of A nukul's wife.

He began to bring him up as if he were the son of a rich man. He sold his small piece of land and went to Calcutta (Kolkata). He found employment as a servant and sent phailna to school. He was determined to give the best to him. Meanwhile, he himself lived on a meagre handful of rice.

Twelve years passed by. Raicharan grew too old to continue his work. He decided to go to A nukul's place. When he went there, he found A nukul's wife still grieving over the lost child. A nukul was ready to take him back as a servant, but his wife was not prepared to forgive him.



Raicharan decided to bring back happiness to A nukul and his wife. He told them that their child was still alive. He made a false confession, "It was not the Padma that stole your baby. It was I. He is with me. I'll bring him the day after tomorrow." As promised he brought Phailna to them. A nukul's wife, without questioning his identity, took the boy into her arms and was wild with excitement. Though A nukul brimmed over with a sudden gush of affection, he asked for proof. Raicharan only replied, "It was not I that did it. It was God. It was my fate."

Though Phailna was angry initially for having been denied his noble birthright, probably he wanted to be grateful and asked his father to forgive Raicharan and recommended a monthly pension.

On hearing this, Raicharan became speechless. He looked at his son for the last time and left. He felt gratified that he had made enough amends for his carelessness. Then he went out and mingled with the numberless people of the world.

At the end of the month, Anukul sent some money to Raicharan's village. But the money came back, for no person in the name of Raicharan could be found there.

—Rabindranath Tagore  
(Adapted and abridged)

## Word Treasure

**entrusted with** : given; **judicial service** : service related to legal or administration; **loyalty** : faithfulness; **amazed** : surprised; **pram** : small cart used for carrying children; **swallowed** : gulped down; merged; **absolute** : complete; **pitty fow** : stands for pretty flower in a child's language; **anxious** : worried; **gypsies** : tribal people; **persuaded** : convinced; **usurper** : one who forcefully takes up someone's position; **offence** : crime; **accusation** : allegation; **meagre** : little; scanty; **grieving** : sorrowful; mournful; **confession** : declaration of guilt; **recommended** : suggested; **gratified** : pleased; **mingled** : mixed;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- Anukul was transferred to a district on the banks of the river \_\_\_\_\_.  
i. Ganga  ii. Padma  iii. Meghna
- Raicharan took the little boy on the \_\_\_\_\_ for a ride to the riverside.  
i. pram  ii. car  iii. shoulder
- Raicharan, tried to \_\_\_\_\_ the attention of the child.  
i. shift  ii. change  iii. divert
- Some \_\_\_\_\_ that the Padma had swallowed the child.  
i. told  ii. opined  iii. thought
- Raicharan was constantly reminded of the \_\_\_\_\_ of Anukul's wife.  
i. doubt  ii. suspicion  iii. accusation



**B. Write 'T' for true and 'F' for false statements :**

1. Raicharan was a loyal servant.
2. Anukul was employed in the judicial department.
3. Raicharan did not comply with the child's request.
4. The gypsies had stolen the baby.
5. Raicharan had stolen his master's child.

**C. Fill in the blanks :**

1. Raicharan was \_\_\_\_\_ with the job of looking after the little son of his master.
2. Presently the child was able to \_\_\_\_\_ and venture outside the house.
3. The nature looked fresh and green and the trees \_\_\_\_\_ with flowers.
4. Raicharan looked all around but the \_\_\_\_\_ was not to be found anywhere.
5. On hearing this, Raicharan became \_\_\_\_\_.

**D. Answer the following questions :**

1. How old was Raicharan when he came to his master's house as servant?
2. Where did Raicharan take the baby on the pram?
3. Why did he leave the baby alone?
4. Why did Raicharan go back to his village?
5. How did Raicharan feel on the birth of his son?
6. Describe how Phailna was brought up by his father.

**E. Who said the following statements and to whom :**

Statement	Said by	Said to
1. "Channa, Pitty fow!"	_____	_____
2. "Don't get out of the pram."	_____	_____
3. "It was not the Padma that stole your baby."	_____	_____

**Fun With Words**

**A. Find one word from the lesson for each of the following expressions. Follow the example :**

- move slowly on hands and knees** : **crawl**
1. made to move from one station to another : \_\_\_\_\_
  2. a big river that flows in Bangladesh : \_\_\_\_\_
  3. rice, before threshing or in the husk : \_\_\_\_\_
  4. soft, wet earth : \_\_\_\_\_
  5. four-wheeled conveyance for a baby, pushed by a person : \_\_\_\_\_

**B. Write the opposites and synonyms for each of the following words :**

A	opposite	synonyms
1. busy	_____	_____
2. fresh	_____	_____
3. danger	_____	_____
4. firmly	_____	_____
5. gratified	_____	_____
6. confidence	_____	_____
7. mingled	_____	_____

**C. Use the following words and make meaningful sentences of your own :**

- entrusted with : \_\_\_\_\_
- judicial : \_\_\_\_\_
- confidence : \_\_\_\_\_
- reborn : \_\_\_\_\_
- confession : \_\_\_\_\_

**Fun With Grammar**

● **Formation of Adjectives :**

**A. Adjectives can be formed by adding suffix to a noun or verb. Read the following examples :**

**Examples :** blood + y = bloody      music + al = musical  
 cure + able = curable      care + free = carefree

Now form Adjectives from the following Nouns and Verbs by adding a suitable suffix from the ones given in the box below :

able	ish	en	y/ry
al	ed	ous	ful
ing	ive	ic	less

- power + \_\_\_\_\_ = \_\_\_\_\_
- beauty + \_\_\_\_\_ = \_\_\_\_\_
- remark + \_\_\_\_\_ = \_\_\_\_\_

- |              |   |       |   |       |
|--------------|---|-------|---|-------|
| 4. artist    | + | _____ | = | _____ |
| 5. self      | + | _____ | = | _____ |
| 6. sun       | + | _____ | = | _____ |
| 7. love      | + | _____ | = | _____ |
| 8. act       | + | _____ | = | _____ |
| 9. volcano   | + | _____ | = | _____ |
| 10. accident | + | _____ | = | _____ |

**B. Rewrite the following sentences as directed against each :**

- She attempted all the questions. (Negative)  
\_\_\_\_\_
- We don't know where the man lives. (Affirmative)  
\_\_\_\_\_
- The mango is very sweet. (Exclamatory)  
\_\_\_\_\_
- You are advised to take this exercise every morning. (Imperative)  
\_\_\_\_\_
- It is a beautiful picture. (Exclamatory)  
\_\_\_\_\_

**Writing Skills**

- Raicharan had been working in the house since childhood; even then he was dismissed from his job. Do you think it was an wise act on the part of Anukul? Write your views in a few lines :**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Speak Well

- **Read the following conversation between two friends :**

Megha : Hi Meena! Where are you?

Meena : Please come in. I'm in my study room.

Megha : (Megha comes in) Why are you standing before the cupboard?

Meena : I've lost a book. I've been searching for it.

Megha : Where did you keep it last?

Meena : I had been reading it the previous night.

Megha : Then it must be on the table.

Meena : No, no. I've already cleaned my table in the morning.

Megha : Wasn't it there?

Meena : No, perhaps somebody has taken it.

→ Now work in pairs and talk to your partner about some other thing that you have lost somewhere.

- **Your teacher will read out a small paragraph in the class. Listen to him/her carefully and answer the questions related to that paragraph.**

## Activity

- A. 'Raicharan was an honest and sincere servant. But a little lapse on his part made him a culprit.' Do you agree with the behaviour of his masters. Discuss in the class.**

- B. Given below are the names of some big rivers of India. Collect information about these rivers and complete the table :**

Name	Originates from	State where it flows	Merges in
1. Ganga	Gangotri		The Bay of Bengal
2. Brahmaputra	_____	_____	_____
3. Indus	_____	_____	_____
4. Godavari	_____	_____	_____
5. Narmada	_____	_____	_____

# Stephen Hawking

Stephen Hawking was only 21 when he was diagnosed as having an incurable disease which would make him use a wheelchair throughout his life and make it necessary to use artificial means of communication. They told him he would die early—but not how early. The only ray of sunlight was that his intellectual faculties were spared and remained as sharp as ever! Most people would have given up hope and longed for death. Stephen Hawking didn't lose the hope and today he has made a place for himself with names like Albert Einstein. He has produced pathbreaking work in the basic laws of the Universe and as an astrophysicist has made enlightening breakthrough on Black Holes and written one of the world's most widely read books—A Brief History of Time!

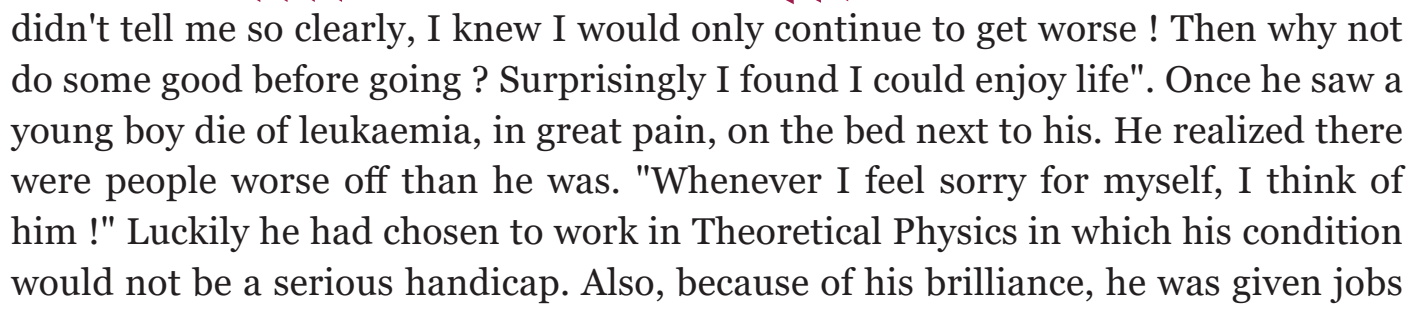


Today Stephen Hawking is the world's most famous cosmologist. He is of the firm belief that in less than a thousand years from now, the human race will be wiped out. According to him this will happen not due to a nuclear catastrophe, but a biological one. The creation of a super virus will wipe out the entire human race. This is not a distant possibility. Hawking's anxiety could become a striking reality. The only recourse left for humankind is to set up colonies in space. This is the only way to save the human race.

Our planet is covered with the remains of extinct, which will probably last till the next natural catastrophe. This could be in the form of collisions with space rocks, epidemics, climatic catastrophes or man-made disasters. Man's survival would now depend on his venture into space to learn about other worlds, thereby enabling him to make care of his own planet.

Stephen William Hawking was born on 8th January 1942 at Oxford in England. He was at the time doing research in Cosmology at Cambridge University when he was diagnosed as having Amyotrophic Lateral Sclerosis (ALS).

He was often asked, "How do you feel about having ALS?" The answer this amazing man gives is, "Not a lot. All the doctors could do was give me vitamins. Though they



didn't tell me so clearly, I knew I would only continue to get worse ! Then why not do some good before going ? Surprisingly I found I could enjoy life". Once he saw a young boy die of leukaemia, in great pain, on the bed next to his. He realized there were people worse off than he was. "Whenever I feel sorry for myself, I think of him !" Luckily he had chosen to work in Theoretical Physics in which his condition would not be a serious handicap. Also, because of his brilliance, he was given jobs where he would not have to lecture.

He said that he got a very kind-hearted wife, Jane Wilde. He got engaged to her when he fell ill still she married him. She and their children and a large number of people and organizations helped him. Upto 1974 he was able to feed himself and get in and out of bed. But after the operation of his trachea (windpipe), he lost his ability to speak altogether.

He had to spell out words. Someone else would point to a letter. If it was correct he would raise an eyebrow. It was very slow, tiring and frustrating process.

Then some saviours arrived.

A computer expert in California, called Walt Woltosz, heard of his condition and sent him a computer programme he had written called Equaliser. This allows Hawking who can only move two fingers on his left hand to select words from a series of menus on the screen, by pressing a switch in his hand. When he had built up a sentence, or a reply to a question, the content is sent to his speech synthesizer and read out ! A small portable computer and a speech synthesizer was then fitted to his wheelchair by another helper named, David Mason.

In almost every introductory speech, Hawking acknowledges Woltosz's life-saving gift. What is surprising is that no one seems interested in upgrading Hawking's software.

And then another saviour !

Vickram Crishna, a Mumbai businessman, offered to help. He got a shock when he realized that Hawking's hi-tech system did not have the most fundamental component : a backspace key. According to Crishna, "The equivalent would be to give a handicapped person the most sophisticated set of pencils and deny him an eraser!" He agrees that the programme is excellent but perhaps in 1987 when it was written. There was no concept of Undo or Backspace.

When his firm, Radiophony, was asked to design Hawking's new computer and voice synthesizer, a communicator, Crishna said he, "felt like Julia Roberts at the Oscars!"

Other people were hesitant to make such a software. Hesitant—probably because any company would have to invest heavily and the market would not be large. Crishna wants to make the software not just more intelligent but more intuitive. Commonly asked questions like, "Do you believe in God?" will be stored in a global brain pool for easy recall. The new computer will also have a tuneable accent—so that Hawking can modify to get a voice he likes !

## Word Treasure

**diagnose** : to determine, from symptoms nature of disease; **intellectual** : pertaining to intellect; **catastrophe** : great calamity; **brilliance** : intelligence; **anxiety** : restlessness; **astrophysicist** : one who works on physic of universe; **epidemics** : disease spread on a great scale; **hesitant**: not interested



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. Who was jane wilde?
 

i. Crishna's wife <input type="checkbox"/>	ii. Hawking's wife <input type="checkbox"/>	iii. Walt's wife <input type="checkbox"/>
--	---	---
2. Stephen was diagnosed with \_\_\_\_\_.
 

i. ALS <input type="checkbox"/>	ii. IPS <input type="checkbox"/>	iii. ALU <input type="checkbox"/>
---------------------------------	----------------------------------	-----------------------------------
3. Who gave the laws of Universe?
 

i. Stephen <input type="checkbox"/>	ii. Crishna <input type="checkbox"/>	iii. Jane <input type="checkbox"/>
-------------------------------------	--------------------------------------	------------------------------------
4. The portal computer fitted to his wheel chair had \_\_\_\_\_.
 

i. speech synthesizer <input type="checkbox"/>	ii. voice caller <input type="checkbox"/>	iii. micro computer <input type="checkbox"/>
--	---	--

#### B. Write 'T' for true and 'F' for false statements :

1. The wife and children of Stephen Hawking never supported him.
2. The operation of trachea removed his ability to speak altogether
3. Stephen Hawking is a famous astrologer.
4. The Hawking hi-tech system did not have the most fundamental component : the Enter key.
5. According to Hawking, a biological catastrophe would wipe out the entire human race.

#### C. Answer the following questions :

1. Who is Stephen Hawking ?
2. How did Stephen Hawking communicate with others when he lost the ability of speaking ?

3. What are the 'saviours' mentioned in the text ? Why are they called saviours ?
4. What field does Hawking specialise in ? How is this beneficial ?
5. Explain what is meant by 'he felt like Julia Roberts at the Oscars'.
6. What suggestion does Hawking make to guarantee human survival ?
7. What kind of software does Crishna want to make ?

## Fun With Words

### ● Match correctly the words with their meaning :

- |              |  |
|--------------|--|
| 1. toponym   | (a) Name of a person assumed as a pen name.                        |
| 2. pseudonym | (b) A new word for an old word                                     |
| 3. synonym   | (c) A fictitious name assumed by a person to conceal his identity. |
| 4. homonym   | (d) A word with same sound and spelling but differ meaning.        |
| 5. allonym   | (e) A place name coined in associated with the name of a place.    |
| 3. retronym  | (f) Award having same meaning.                                     |

## Fun With Grammar

### ● Change these sentences from interrogative to assertive. First one is done for you.

#### Example :

Who is perfect?

None is perfect.

1. Can money buy happiness ?

\_\_\_\_\_

2. Who can stop the forces of nature ?

\_\_\_\_\_

3. Who can live without friends ?

\_\_\_\_\_

4. Can we rescue so many people ?

\_\_\_\_\_

5. Who doesn't want to be happy ?

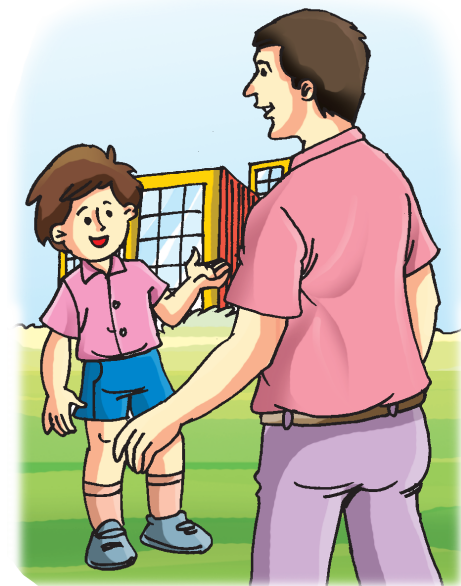
\_\_\_\_\_

6. Who likes to be called a fool ?

\_\_\_\_\_

7. Can six people fit in this car ?

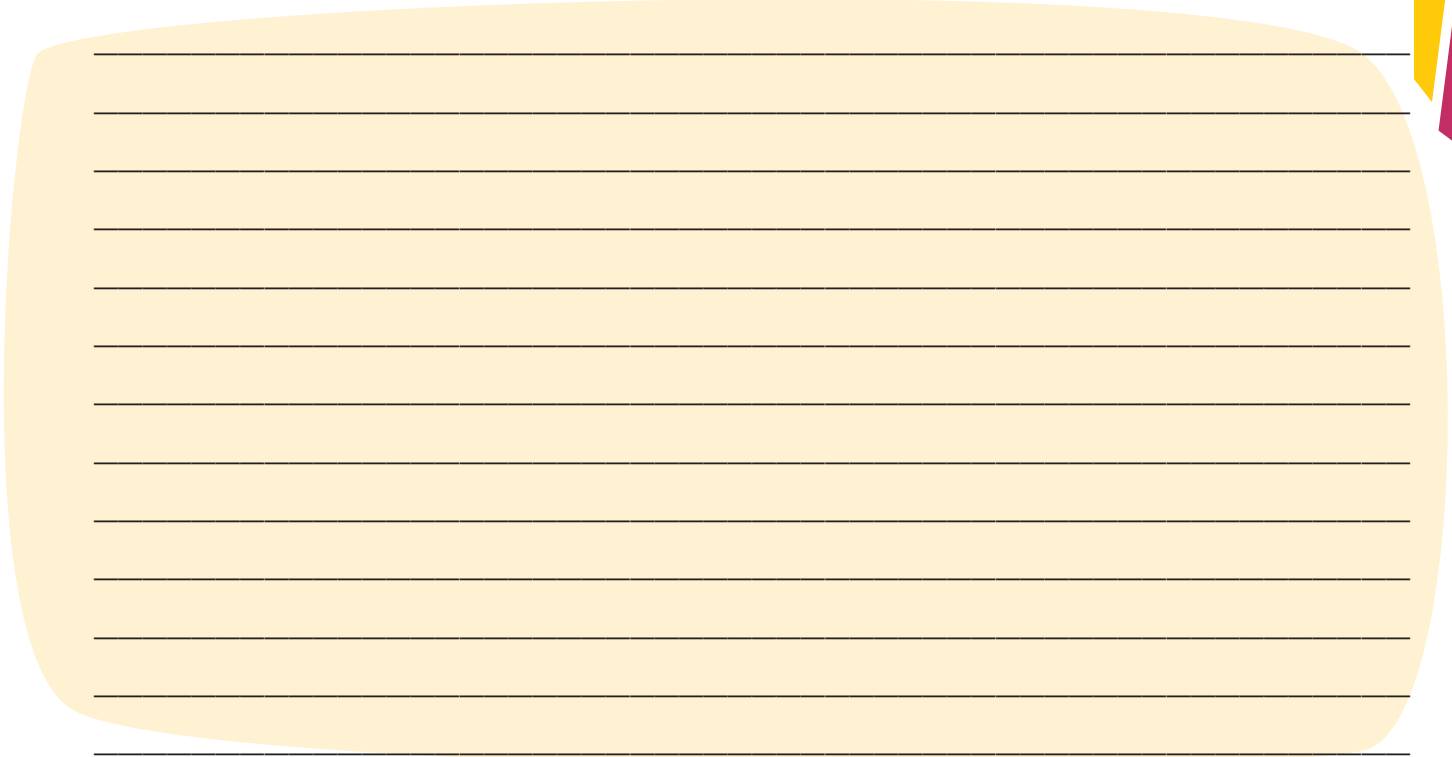
\_\_\_\_\_





## Writing Skills

- Write a short summary of the 'Stephen Hawkings' chapter :



## Speak Well

**Work with pair**

- Discuss some characteristics of Stephen Hawking with your partner.

## Activity

- Find out the various climatic catastrophes or man-made disasters which can wipe out the human race and write down in the appropriate columns :

	CLIMATIC DISASTERS	MAN-MADE DISASTERS
1.		
2.		
3.		
4.		
5.		

# 12

## Emperor's New Clothes

Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase except for the opportunities then afforded him for displaying his new clothes. He had a different suit for each hour of the day; and as of any other king or emperor, one is accustomed to say, "he is sitting in council," it was always said of him, "The Emperor is sitting in his wardrobe."

Time passed merrily in the large town which was his capital; strangers arrived every day at the court. One day, two rogues, calling themselves weavers, made their appearance. They gave out that they knew how to weave stuffs of the most beautiful colours and elaborate patterns, the clothes manufactured from which should have the wonderful property of remaining invisible to everyone who was unfit for the office he held, or who was extraordinarily simple in character.

"These must indeed, be splendid clothes!" thought the Emperor. "Had I such a suit, I might at once find out what men in my realms are unfit for their, and also be able to distinguish the wise from the foolish! This stuff must be woven for me immediately." And he caused large sums of money to be given to both the weavers in order that they might begin their work directly.



So the two pretended weavers set up two looms, and affected to work very busily, though in reality they did nothing at all. They asked for the most delicate silk and the purest gold thread; put both into their own knapsacks; and then continued their pretended work at the empty looms until late at night.

"I should like to know how the weavers are getting on with my cloth," said the Emperor to himself, after some little time had elapsed; he was however, rather embarrassed, when he remembered that a simpleton, or one unfit for his office,

would be unable to see the manufacture. To be sure, he thought he had nothing to risk in his own but yet he would prefer sending somebody else, to bring him intelligence



about the weavers, and their work, before he troubled himself in the affair. All the people throughout the city had heard of the wonderful property the cloth was to possess; and all were anxious to learn how wise, or how ignorant, their neighbours might prove to be.

"I will send my faithful old minister to the weavers," said the Emperor at last, after some deliberation, "he will be best able to see how the cloth looks; for he is man of sense, and no one can be more suitable for his office than he is."

So the faithful old minister went into the hall, where the knaves were working with all their might, at their empty looms. "What can be the meaning of this? thought the old man, opening his eyes very wide. "I cannot discover the least bit of thread on the looms."

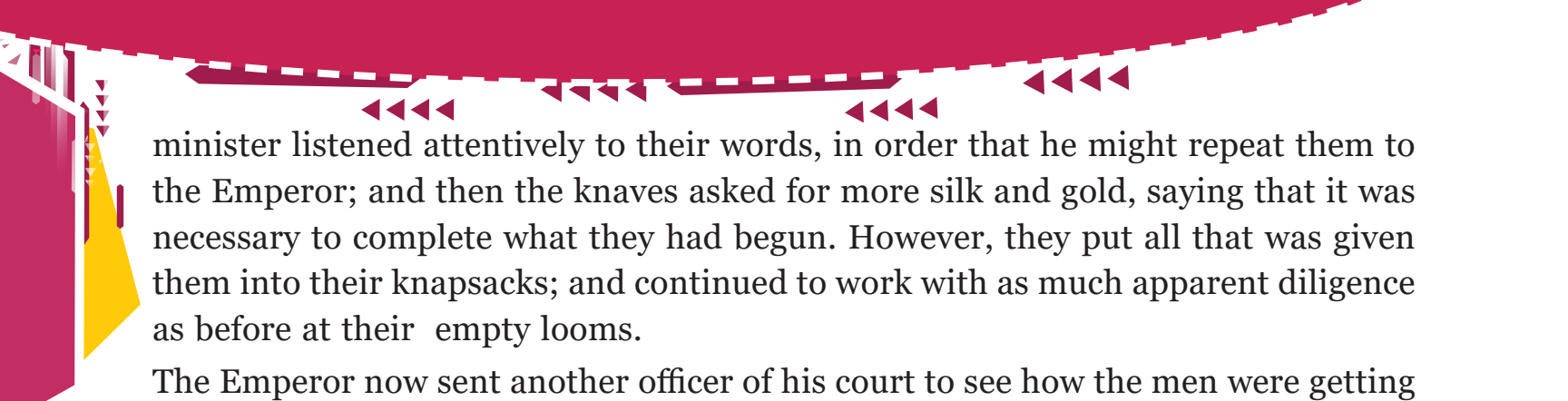
However, he did not express his thoughts aloud.

The impostors requested him very courteously to be so good as to come near to their looms; and then asked him whether the design pleased him, and whether the colours were not very beautiful; at the same time pointing to the empty frames. The poor old minister looked and looked, he could not discover anything on the looms, for a very good reason, where nothing was there. "What!" thought he again. "Is it possible that I am a simpleton? I have never thought so myself; and no one must know it now if I am so. Can it be, that I am unfit for my office? No, that must not be said either. I will never confess that I could not see the stuff."

"Well, Sir Minister!" said one of the knaves, still pretending to work. "You do not say whether the stuff pleases you."

"Oh, it is excellent!" replied the old minister, looking at the loom through his spectacles. "This pattern, and the colours, yes, I will tell the Emperor without delay, how very beautiful I think them."

"We shall be much obliged to you," said the impostors, and then they named the different colours and described the pattern of the pretended stuff. The old



minister listened attentively to their words, in order that he might repeat them to the Emperor; and then the knaves asked for more silk and gold, saying that it was necessary to complete what they had begun. However, they put all that was given them into their knapsacks; and continued to work with as much apparent diligence as before at their empty looms.

The Emperor now sent another officer of his court to see how the men were getting on, and to ascertain whether the cloth would soon be ready. It was just the same with this gentleman as with the minister; he surveyed the looms on all sides, but could see nothing at all but the empty frames.

"Does not the stuff appear as beautiful to you, as it did to mylord the minister?" asked the impostors of the Emperor's second ambassador; at the same time making the same gestures as before, and talking of the design and colours which were not there.

"I certainly am not stupid!" thought the messenger. "It must be, that I am not fit for a profitable office! That is very odd; however, no one shall know anything about it." And accordingly he praised the stuff which he could not see, and declared that he was delighted with both colours and patterns. "Indeed, please your Imperial Majesty, "said he to his sovereign when he returned, "the cloth which the weavers are preparing is extraordinarily magnificent."

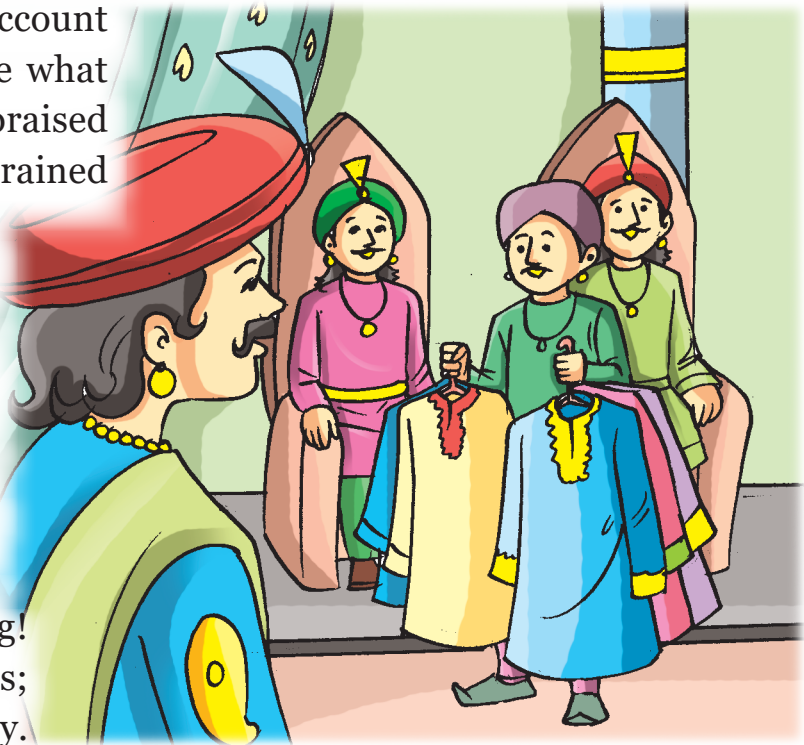
The whole city was talking of the splendid cloth which the Emperor had ordered to be woven at his own expense.

And now the Emperor himself wished to see the costly manufacture, while it was still in the loom. Accompanied by selected number of officers of the court, among whom were the two honest men who had already admired the cloth, he went to the crafty impostors, who, as soon as they were aware of the Emperor's approach, went on working more diligently than ever; although they still did not pass a single thread through the looms.

"Is not the work absoultey maganificent?" said the two officers of the crown, already mentioned "If your Majesty will only be pleased to look at it! What a splendid design! What glorious colours!" and at the same time they pointed to the empty frames; for they imagined that everyone else could see this exquisite piece of workmanship.

"How is this?" said the Emperor to himself. "I can see nothing! This is indeed a terrible affair! Am I a simpleton, or am I unfit to be an Emperor? That would be the worst thing that could happen--Oh! the cloth is charming," said he, aloud. "It has my complete approbation." And he smiled most graciously, and looked closely

at the empty looms; for on no account would he say that he could not see what two of the officers of his court had praised so much. All his retinue now strained their eyes, hoping to discover something on the looms, but they could see no more than the others; nevertheless, they all exclaimed, "Oh, how beautiful!" and advised his majesty to wear some new clothes made from this splendid material, for the approaching procession. "Magnificent! Charming! Excellent!" resounded on all sides; and everyone was uncommonly gay.



The Emperor shared in the general satisfaction; and presented the impostors with the riband of an order of knighthood, to be worn in their buttonholes, and the title of "Gentlemen Weavers."

The rogues sat up the whole of the night before the day on which the procession was to take place, and had sixteen lights burning, so that everyone might see how anxious they were to finish the Emperor's new suit. They pretended to roll the cloth off the looms; cut the air with their scissors; and sewed with needles without any thread in them. "Set!" cried they, at last. "The Emperor's new clothes are ready!"

And now the Emperor, with all the grandees of his court, came to the weavers; and the rogues raised their arms, as if in the act of holding something up, saying, "Here are your Majesty's trousers! Here is the scarf! Here is the mantle! The whole suit is as light as a cobweb; one might fancy one has nothing at all on, when dressed in it; that, however, is the great virtue of this delicate cloth."

"Yes indeed!" said all the courtiers, although not one of them could see anything of this exquisite manufacture.

"If your Imperial Majesty will be graciously pleased to take off your clothes, we will fit on the new suit, in front of the looking glass."

The Emperor was accordingly undressed, and the rogues pretended to array him in his new suit; the Emperor turning round, from side to side, before the looking glass.

"How splendid his Majesty is looking in his new clothes, and how well they fit" everyone cried out. "What a design! What colours! These are indeed royal robes!"

"The canopy which is to be borne over your Majesty, in the procession, is waiting," announced the chief master of the ceremonies.

"I am quite ready," answered the Emperor. "Do my new clothes fit well?" asked he, turning himself round again before the looking glass, in order that he might appear to be examining his handsome suit.

The lords of the bedchamber, who were to carry his Majesty's train felt about on the ground, as if they were lifting up the ends of the mantle; and pretended to be carrying something; for they would by no means betray anything like simplicity, or unfitness for their office.

So now the Emperor walked under his high canopy in the midst of the procession, through the streets of his capital; and all the people standing by, and those at the windows, cried out, "Oh! How beautiful are our Emperor's new clothes! What a magnificent train there is to the mantle; and how gracefully the scarf hangs!" in short, no one would allow that he could not see these much-admired clothes; because, in doing so, he would have declared himself either a simpleton or unfit for his office. Certainly, one of the Emperor's various suits, had ever made so great an impression, as these invisible ones.

"But the Emperor has nothing at all on!" said a little child.

"Listen to the voice of innocence!" exclaimed his father; and what the child had said was whispered from one to another.

"But he has nothing at all on!" at last cried out all the people. The Emperor was vexed, for he knew that the people were right; but he thought the procession must go on now! And the lords of the bedchamber took greater pains than ever, to appear holding up a train, that wasn't there.

—Hans Christian Andersen

## Word Treasure

**accustomed** : usual; **rogues** : dishonest or unprincipled men; **splendid** : magnificent; **realm** : kingdom; **knapsacks** : a soldier's or niker's bag with straps made of canvas; **anxious** : very disturb; **deliberation** : slow and careful movement; **knaves** : dishonest men; **imposter** : a person who pretends to be someone else in order to deceive; **courteously** : politely; **dilligence** : careful and persistent work or effort; **ambassador** : an accredited diplomat sent by a state; **gestures** : a movement of part of the body; **magnificent** : excellent; **approbation** : approval or praise; **riband** : a ribbon; **mantle** : a loose sleeveless cloak or shawl; **exquisite** : extremely beautiful clothing; **canopy** : an ornamental cloth covering hung; **array** : elaborate or beautiful clothing; **procession** : the emanation of the holy spirit;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. The Emperor was fond of :
 

i. Shoes <input type="checkbox"/>	ii. Clothes <input type="checkbox"/>	iii. Jewellery <input type="checkbox"/>
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2. The new clothes remain invisible for all who were :
 

i. Simpleton and unfit for the office <input type="checkbox"/>
ii. Thieves <input type="checkbox"/>
iii. Clever enemies of the king <input type="checkbox"/>
3. The weavers pretended to made clothes of :
 

i. Cotton and silver <input type="checkbox"/>
ii. Wool and copper <input type="checkbox"/>
iii. Silk and gold <input type="checkbox"/>
4. Everbody was pretending to see the new clothes because :
 

i. They didn't want Emperor to get angry <input type="checkbox"/>
ii. Both the weavers bribe them <input type="checkbox"/>
iii. They didn't wanted themselves to be proved as simpleton and unfit for the court <input type="checkbox"/>
5. Did the weavers really made the invisible clothes :
 

i. Yes <input type="checkbox"/>	ii. No <input type="checkbox"/>	iii. Cannot be determined <input type="checkbox"/>
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#### B. Write 'T' for true and 'F' for false statements :

1. The Emperor was fond of new clothes.
2. Emperor had different clothes for every day.
3. Two weavers made a splendid suit for the Emperor.
4. The king didn't wear those new clothes.

#### C. Answer the following questions :

1. What was the special property told by the weavers about new clothes?
2. Who was first sent to the weavers and what did he see?
3. Why did the another officer not say that he saw nothing on a loop?

4. What happened when the Emperor saw his new clothes?
5. What did the people cry out when Emperor walked through the streets?
6. Did the emperor make tool by the weavers?

## Fun With Words

### ● Choose the correct spellings :

1. adulteration / adalteration / adealtration.
2. ansastral / ancestral / encestal.
3. connoisseur / connoissure / comosseur.
4. fourfathers/ forefathers / forfathers.
5. enemity / enmity / enimity.
6. enthosiasm / enthusiasm / enthuziasm.
7. mirchant / merchant / marchent.
8. epiloge / epilouge / epilogue.
9. satellite / satellaite / sattelite.
10. tomorrow / tomorrou / tumorrow.

## Fun With Grammar

### Adjectives - degree of comparison : There are three degrees.

1. The positive degree of an Adjective shows the existence of a certain quality. It is the original form of the Adjective.
2. The comparative degree of an Adjective shows the higher degree of the quality. It is used when two things or persons are to be compared.
3. The superlative degree of an Adjective shows the highest degree of the quality. It is used when more than two things or persons are compared.

### A. Do as directed :

1. Japan is the most prosperous country of Asia. (Rewrite by using more prosper)
2. Bhavna's handwriting is not so beautiful as Shobana's.  
(Begin with- Shobana's hand writing)
3. Veena is not the most industrious of all women. (Rewrite using less industrious)
4. The lion is the strongest animal. (Rewrite using than)
5. Gold is not heavier than platinum. (Use as -----as)



6. He can run as fast as I.
7. Very few countries are as hot as India.
8. You do not know him better than I.
9. Some flowers are as beautiful as rose.
10. Rahul is more intelligent than Vicky.

- (Begin- I cannot)  
(Rewrite using hottest)  
(Begin- I know)  
(Begin- The rose)  
(Rewrite using not)

## Writing Skills

- Describe the picture in your own words :



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## Speak Well

**For Teacher :** Listen to the passage and answer the questions.

Romi was such a curious boy. He was alone too. He did not have many friends and was seen roaming around in the thick woods. What do you think he visited the woods for? Picking berries... Oh! No! He was always on a look out for the way towards the wicked forest cutters.

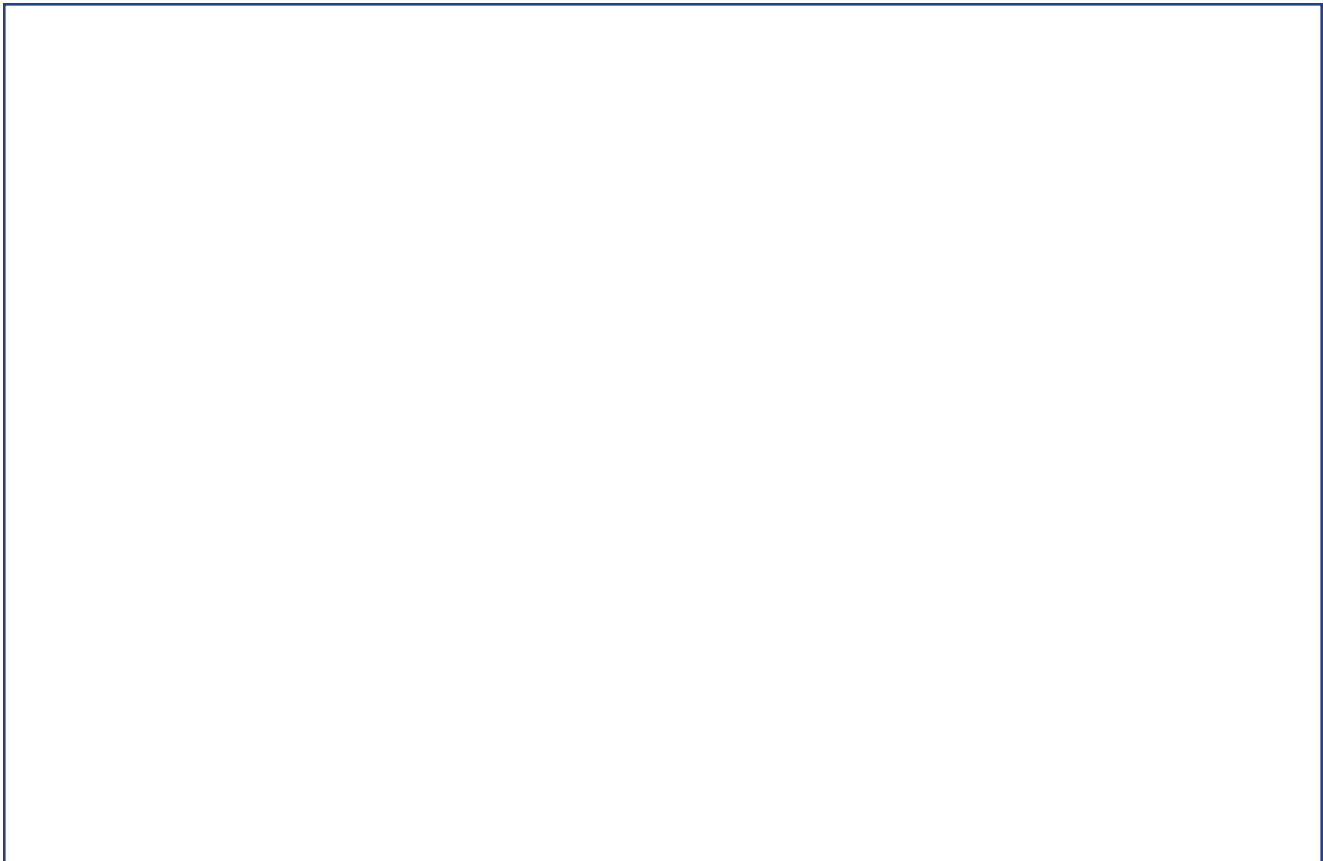
It all started when one day he met a black dog wearing a red sweater. He followed him quietly but suddenly. It turned around to meet his gaze. Romi stepped in beside him and they strolled together. The dog did not bark. Then suddenly a green light flashed and the dog turned that way.

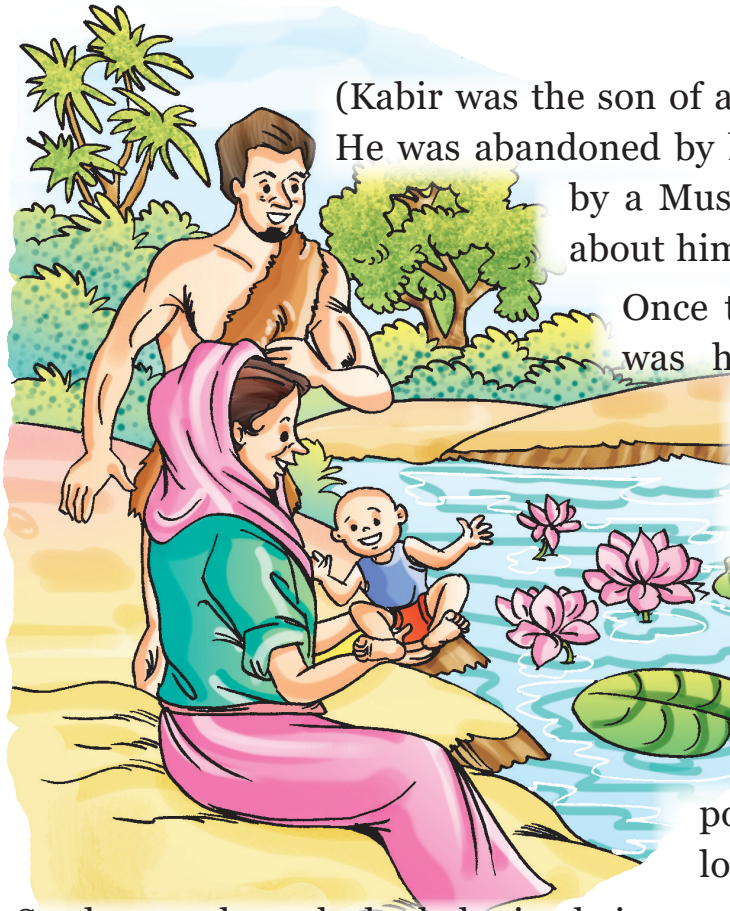
1. What kind of a boy Romi was?
2. Why did Rome roam in the thick woods?
3. Whom did he meet one day?
4. Why did the dog turn his path?

### Activity

- **Make a poster with the help of pictures, colours, waste material on the given topic :**

#### SAVE WATER





(Kabir was the son of a Brahmin widow. He was born in 1440. He was abandoned by his mother but rescued and brought up by a Muslim weaver. Read this interesting story about him.)

Once there was a weaver named Niru. Nima was his wife. One day they were moving towards Varanasi in a bullock-cart. It was a very hot day. On the way passed by a pool full of lotus plants. They stopped near the pool for sometime. They washed their faces and drank cold water. When they were drinking the water, Niru heard an infant's cry. Niru went into the pool and was surprised to see a baby on a lotus leaf.

So the couple took the baby in their arms and sat into the cart. They started for Varanasi. They were very happy. They reached Varanasi and named the baby 'Kabir'.

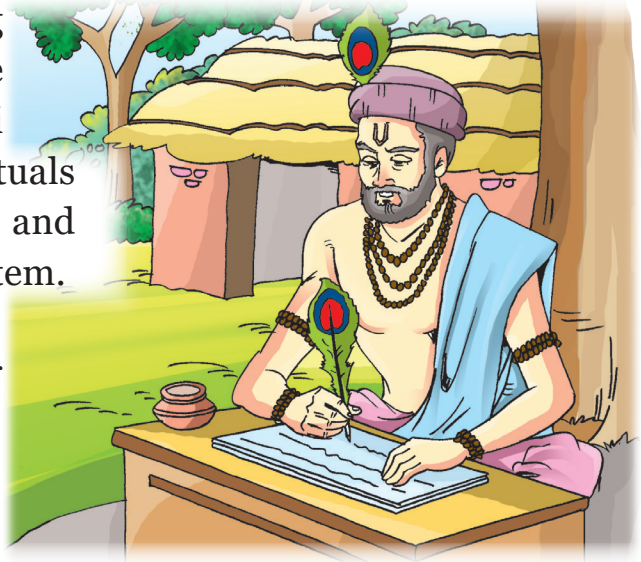
Kabir was brought up under their full care as a Muslim. He grew up in very fine spirit. Kabir grew young and he studied Quran. But he also liked Hindus and wanted to learn about them and their God. He came to know about Swami Ramananda and went to meet him. Soon he became the disciple of Swami Ramananda, the Vaishnavite mystic who made Rama as the incarnation of Vishnu, the divine object of bhakti.

Kabir grew up to be a wise man. Though he was not much educated yet he knew Sanskrit and Persian. He talked to people about God. He taught that God is one, whether we worship him as Allah or Rama. He said, "Fasting or telling of beads is of no use, if we have no true devotion. God is not to be found in stone images and holy books. He only lives in a heart that is full of love. Shamming the remembrance of the Almighty, is of no use because the Lord is not pleased. He is always with us. So concentrate your mind and heart on God."

Kabir, however, soon evolved his own interpretation of bhakti, which showed strong influences of Sufism. Kabir fused the strong elements of monotheism and abhorrence of idol worship from Islam with the bhakti approach. Kabir also denied the efficacy of rituals and the authority of religious scriptures and opposed the religiously sanctioned caste system.

Kabir wrote many songs and poems and expressed his teachings in the form of concise sayings and couplets. Breaking from the literary tradition of composing verse in the Bengali language, Kabir wrote in the common language of Hindi in order to have a broader appeal. His poetry, which reveals the intensity of his devotion and his sense of the omnipresence of God, contributed to the development of Hindi literature. People learnt his songs and poems by heart and sang them while they worked. Among Kabir's disciples, there were both Hindus and Muslims. There is a legend that when he died, the Hindus wanted to burn his body while the Muslims wanted to bury it. There was a quarrel and when the sheet over his dead body was removed, there was just a heap of rose petals. Hindus took half of the rose petals and Muslims took the other half. They came to know that Kabir was the child of God. He could not be bound to Hindus or Muslims.

We can still read the couplets of Kabir and learn that God is everywhere. God loves all human-beings and other creatures equally.



## Word Treasure

**abandoned** : given up; **spirit** : soul; **incarnation** : embodiment; **rescued** : saved; **mystic** : super saint;  
**influence** : effect; **intensity** : depthness; **couplets**: two lined poem;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- Kabir was the \_\_\_\_\_ in real meaning.
  - son of weaver
  - son of widow
  - incarnation of vishnu

2. Kabir's \_\_\_\_\_ are still world famous.

- i. couplets  ii. song  iii. images

3. Kabir grew young and he studied \_\_\_\_\_.

- i. Quran  ii. Geeta  iii. Ramayana

4. Kabir opposed \_\_\_\_\_.

- i. Ouran  ii. Geeta   
iii. authority of religious scriptures

**B. Write 'T' for true and 'F' for false statements :**

1. Kabir wrote his poems in Bengali language.
2. Kabir denied the efficacy of rituals and the authority of religious scriptures.
3. Kabir was not much educated but he knew Sanskrit and Persian.
4. Kabir was brought up by a weaver and his wife.
5. Kabir was the son of a Muslim widow.
6. Kabir was the child of God. He couldn't be bound to Hindus or Muslims.

**C. Complete the following sentences :**

1. Kabir was the son \_\_\_\_\_
2. Kabir fused the strong elements \_\_\_\_\_  
\_\_\_\_\_
3. Though he was not much educated, \_\_\_\_\_
4. Kabir wrote many songs \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Kabir became the disciple of \_\_\_\_\_

**D. Answer the following questions :**

1. When and where was Kabir born ?
2. What did Kabir tell the people about God ?
3. What do you know about Kabir's poems ?
4. Who was Swami Ramananda ?
5. What was the quarrel between the disciples of Kabir ?

## Fun With Words

**A. Find the meaning of the following words in dictionary and use them in your own sentences :**

- |             |                |
|-------------|----------------|
| 1. Compose  | 4. incarnation |
| 2. verse    | 5. legend      |
| 3. sanction | 6. monotheism  |

**B. Choose the correct forms of the verbs from the brackets :**

1. I wish I \_\_\_\_\_ what is wrong with my bicycle. (know, knew, known)
2. I'm sure I \_\_\_\_\_ with him at the fair last night. (was, am)
3. Can I have some milk before I \_\_\_\_\_ to bed ? (go, am, going, shall go)
4. Jawaharlal Nehru \_\_\_\_\_ the company of children. (likes, liked, will like)
5. He talks as if he \_\_\_\_\_ something in his mouth. (have, has, had)
6. The earth \_\_\_\_\_ round the sun. (move, moves, moved)
7. The sun \_\_\_\_\_ in the east. (rise, rises, rose)

## Fun With Grammar

● **Read what Mr. Kamal does everyday :**

He gets up at 6:00 AM every morning and has a bath. He reads the newspaper. Then he has breakfast. He eats bread for breakfast. He leaves home at 9:00 and goes to the office by bus. He has lunch at 1:00. He leaves at 5:00 pm. When he gets home, he sits in the chair and rests for a few minutes. Then he takes his dog for a walk. He has dinner at 6:00 pm. Then he watches TV again. He goes to bed at 9:20.

● **Now with same schedule what would have Mr. Kamal done yesterday? Write it below.**

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## Writing Skills

- A. Do you honestly believe that the beggar in the street, and you are no different? That God has created both of you exactly alike? That He is the father of all and it does not matter what name you call Him by? Discuss how you feel about these matters. Remember, this is a discussion and a sharing, not a debate. So don't be too tempted to turn it into one :**
- B. After the discussion write your points and your friend's views here :**

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## Speak Well

- Collect some dohas of kabir and sing them in the class.

## Activity

- Kabir has composed many 'dohas'.  
Now, compose your own doha. Take help of your group, if necessary. Think of a theme and then put it into some sort of verse form and then try and sing it !

1.

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2.

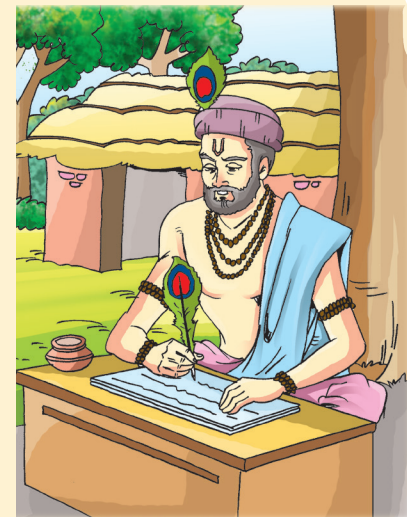
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3.

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## The Melodious Nightingale

The emperor's palace was very beautiful. It had a beautiful garden which was full of colourful and pleasant-smelling flowers. Beyond the garden, there was a forest with huge trees and deep blue lakes. The forest went down to the sea which was a clear crystal blue. Large ships sailed under the trees of the sloping forest. A little nightingale lived in the branches of these trees. The little nightingale sang so beautifully that even the busy fishermen stopped their work and listened and said, "How beautiful it is!" Poets wrote about the beauty of the nightingale's song. They said, "That is the loveliest of all."

Soon the emperor came to know that he had a little bird in his court which was even more famous.

"Why hasn't anyone told me about the bird?" he shouted. "I'll cut off your heads if you don't immediately find me that bird whose song has captured so many hearts!" But no one in the emperor's court had heard of the nightingale which sang sweet songs! People ran up and down in a great hurry but no one could spot the nightingale! The emperor said, "The nightingale must come before me this evening."

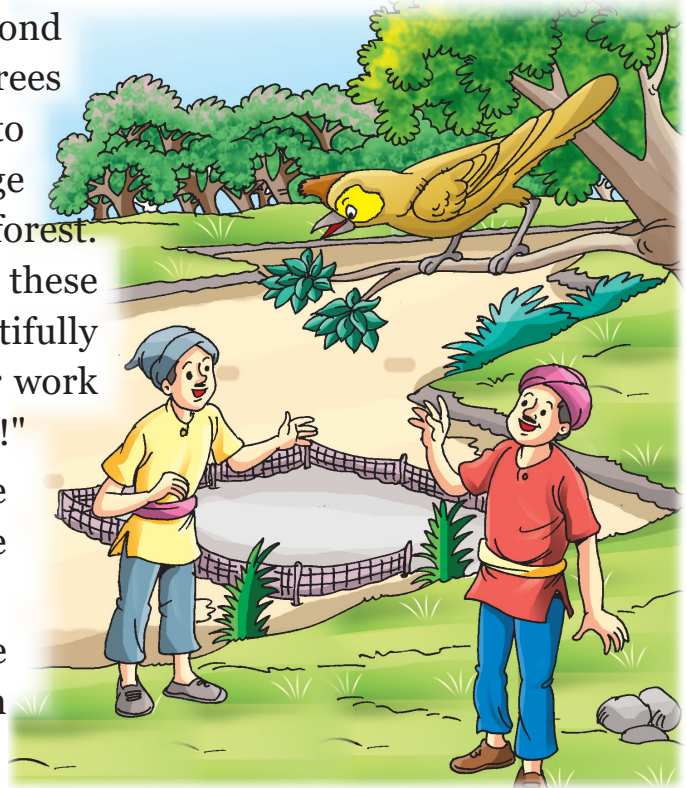
The poor courtiers ran up and down. But couldn't find the little nightingale. The Lords and the Ladies were also searching for the nightingale. At last a beautiful lady saw a poor little Kitchen maid, doing her work, in a corner of the kitchen.

"Listen girl! Have you heard of such a bird as a nightingale?" she asked.

The kitchen maid looked up and said, "Oh, I know the nightingale very well. When I return from my work, she sings for me every day."

The first Lord, a very important person, came down to the kitchen himself and said, 'Little kitchen maid, lead us to the nightingale and you shall be highly rewarded.'

And so they all marched off to the forest in search of the nightingale. On the way, they heard a cow mooing.





"Ah! That must be the nightingale," said the courtiers.

"No, no," said the kitchen maid, "the nightingale lives far away."

Then they moved forward. On the way they heard frogs croaking. "How soft and sweet," said the courtiers. "That must surely be the nightingale."

"No, no, not at all," said the little kitchen maid. "Those are frogs. The nightingale lives far away in the woods."

Then they again moved forward. Soon they saw the little nightingale sitting on the branch of a little tree.

"There she is," said the kitchen maid.

"She is so small. It looks very ordinary. Why was such a fuss about this ?"

And then the nightingale began to sing and every one became silent. The wind stopped blowing, the leaves stopped rustling and the whole forest quietly listened to the beautiful song of the nightingale. The first Lord told the nightingale that the emperor wanted to meet her that evening. She gladly agreed to go with them. The emperor and his courtiers were assembled to hear the nightingale's song and she sang so gloriously that the emperor had tears in his eyes.

"If you stay with me, I will give you a golden cage and many servants to look after you," said the emperor.

"But Your Majesty, I cannot live happily if I don't sit among my beloved trees," said the nightingale.

Then the emperor gave the nightingale permission to go out whenever she wanted, as long as she was there to sing for him. And then the nightingale started to live in the palace. One day there was great excitement in the palace. The king of Japan had sent a gift for the emperor. It was a big parcel. The emperor opened the parcel impatiently. All the courtiers were amazed to see the gift. It was a beautiful mechanical nightingale studded with precious stones. It glittered and shone like a thousand lights and stars. The king couldn't take his eyes off the beautiful mechanical nightingale.

The First Lord said, "Your Majesty, here is a key."

The emperor wound the key and the mechanical nightingale sang the most beautiful tune. The emperor was very delighted.

"Where is the real nightingale ? Let them sing together," said the emperor.

So the two birds sang together but their voices did not match. "It is not the mechanical bird's fault. It will only sing as it can. It is the real nightingale's fault for not matching its voice with the mechanical bird," said the First Lord.



And so they drove the nightingale from the palace. She flew away quietly from her cage and went into her beloved woods.

All the courtiers, completely forgot her. The only person who remembered her was the little kitchen maid who still came to listen to the real nightingale's song and give her crumbs of food.

One day the emperor and the courtiers were listening to the mechanical bird's song. The bird sang the same song over and over again but it shone so brightly that no one bothered about the tune.

Suddenly the springs of the mechanical bird broke down and there was no more song. The emperor was broken-hearted. He fell sick and had to remain in bed. No one came to see him. Everyone thought that he was going to die and they were all busy wondering who would be the next emperor. The emperor's eyes were sad. He looked pale and weak.

"Ah! If only I could hear the music of the nightingale, I might get well again," said the emperor. The emperor really longed for the song of the mechanical nightingale.

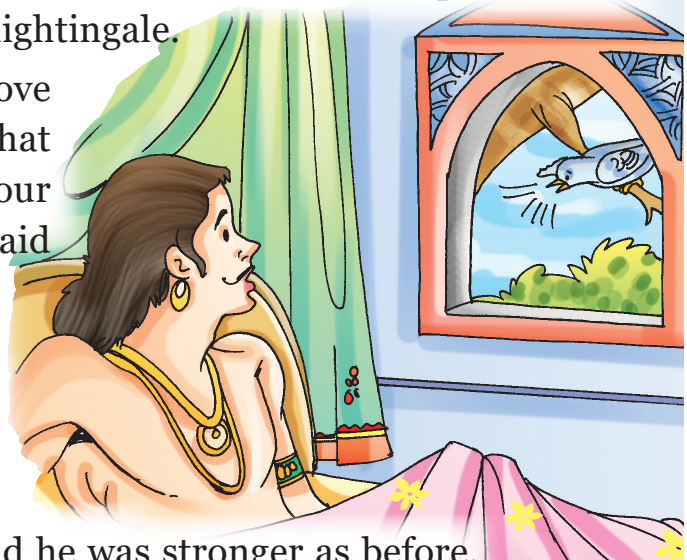
"Sing !" he commanded. But the bird shone and glittered and remained silent. Suddenly there was a flutter of wings. It was the same real little nightingale. It had come. It sat on the window sill of the sick emperor's bedroom and began to sing. As it sang the beautiful song, the colour came back into the sick emperor's cheeks and he smiled at his old dear friend, the nightingale.

"Thank you, my little nightingale ! I drove you out from my palace when I got that mechanical bird. But you did not forget our friendship. You came and saved my life," said the emperor.

"I will sing for you till you sleep and get well again," said the nightingale and started singing. The nightingale's song was a lovely lullaby and the emperor slept.

When he woke up his cheeks were rosy and he was stronger as before.

Everyone in the court was happy as well as surprised to see a healthy emperor again.



"You must always stay with me," said the emperor. "No, no. I cannot do that. I cannot stay in the palace but I will come and sit outside your room and I will sing to you whenever you want."

And so the emperor and the nightingale were the best of friends for many years. The nightingale sang to him whenever he was tired or sorrowful.

## Word Treasure

**pleasant** : agreeable; **nightingale** : small singing bird; **immediately** : just; **lullaby** : song to put babies to sleep; **marched off** : went to; **ordinary** : common; **rustling** : sound of dry leaves; **gloriously** : beautifully; **impatiently** : being restless



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- The emperor's palace was very \_\_\_\_\_.  
i. beautiful  ii. worst  iii. new
- The nightingale must come before me this \_\_\_\_\_.  
i. evening  ii. morning  iii. night
- Those are \_\_\_\_\_.  
i. frogs  ii. cats  iii. rabbits
- Where is the real \_\_\_\_\_.  
i. nightingale  ii. horse  iii. parrot
- I cannot stay in the \_\_\_\_\_.  
i. room  ii. building  iii. palace

#### B. Complete the lines :

- The emperor's palace had a \_\_\_\_\_
- The only person who remembered the nightingale \_\_\_\_\_  
\_\_\_\_\_
- The emperor and his court were assembled \_\_\_\_\_  
\_\_\_\_\_
- The nightingale lived \_\_\_\_\_
- The king of Japan \_\_\_\_\_

**C. Who said and to whom ?**

1. "That is the loveliest of all." \_\_\_\_\_ to \_\_\_\_\_
2. "But Your Majesty, I cannot live heappily, if I don't sit among my beloved trees." \_\_\_\_\_ to \_\_\_\_\_
3. "The nightingale lives far away in the woods." \_\_\_\_\_ to \_\_\_\_\_
4. "Why hasn't anyone told me about the bird ?" \_\_\_\_\_ to \_\_\_\_\_

**D. Answer the following questions :**

1. How did the emperor come to know about the little nightingale ?
2. Who knew where the nightingale lived ? What happened on the way to the forest ?
3. What was the nightingale's reply to the emperor's invitation to live in the palace ?
4. Why was the emperor broken-hearted ?
5. How did the emperor recover ?

**Fun With Words**

**A. Find out the meanings of the following words and make sentences with them :**

1. Loveliest : \_\_\_\_\_
2. Capture : \_\_\_\_\_
3. Impatient : \_\_\_\_\_
4. Glorious : \_\_\_\_\_
5. Glitter : \_\_\_\_\_
6. Broken-hearted : \_\_\_\_\_

**B. Match the nouns in list I with those in list II to form compound words :**

List I	List II	Compound Words
moon	board	_____
arm	port	_____
chess	shoe	_____
post	break	_____
air	light	_____
horse	mill	_____
screw	way	_____
tea	driver	_____
rail	man	_____
wind	chair	_____



## Fun With Grammar

● **Identify the noun clauses in the following sentences :**

1. The visitors want to know who locked the gates.
2. I don't agree with what you said.
3. I want to tell you why I was late.
4. I don't know where you can find him.
5. I am living with one whom you know.

## Writing Skills

● **Write a composition on the title 'The birds' in about 50-60 words :**

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## Speak Well

● **Convert the following sentences into indirect speech :**

1. "Life is very fast in this city," Amit said.
2. "I shall reply tomorrow," Reena said to Anjana.
3. "Let's go out," said Ronny to his friend Ravi.
4. "We are building a new house," my friend Gaurav said to me.

## Activity

● **Make a list of ten common birds. If you could be a bird, which one would you like to be and why ?**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

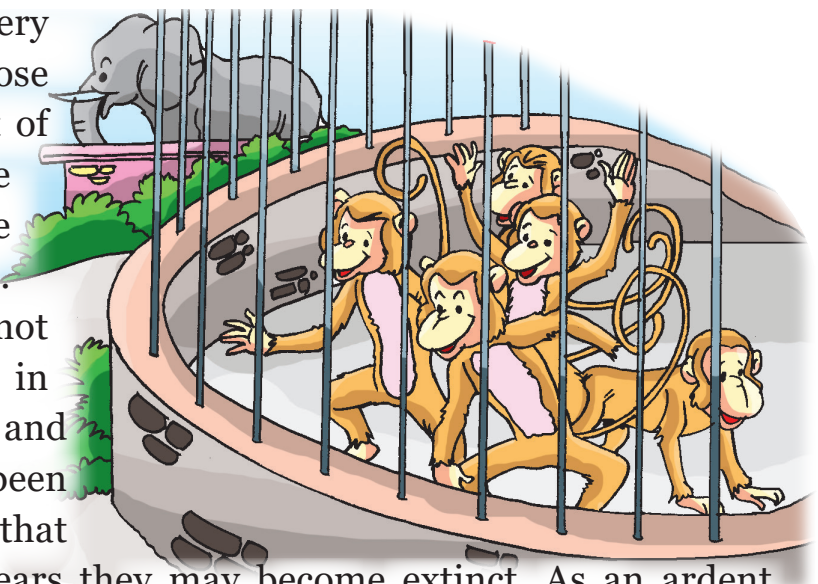


Gerald Durrell was a zookeeper, conservationist, author and television presenter. He founded what is now called the Durrell Wildlife Conservation Trust and the Jersey Zoo (now renamed Durrell Wildlife) on the Channel Island of Jersey.

When you own a zoo, the question of Christmas, birthday and anniversary presents is miraculously solved—you simply give animals to each other. So, having been reminded by my mother, my secretary and three members of the staff that my twelfth wedding anniversary was drawing close, I sat down with a pile of dealers' lists, to see what possible specimens I could get for my wife, Jacquie.

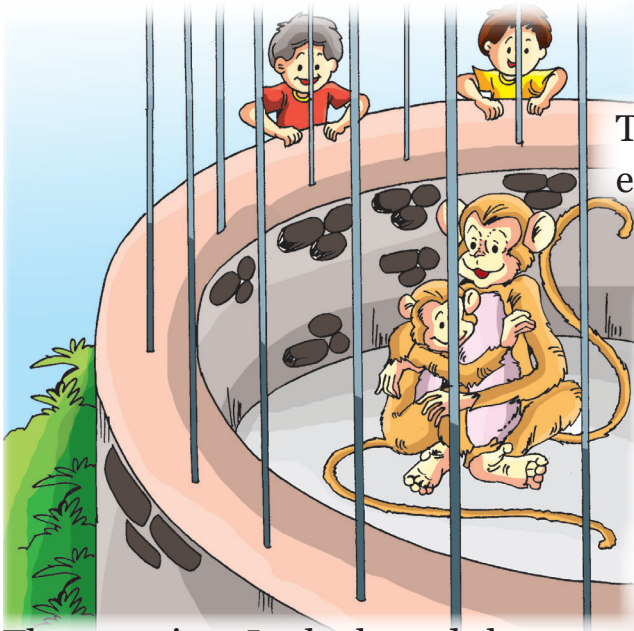
I eventually settled on two pairs of crowned pigeons, birds which I knew Jacquie had always longed to possess. They are the biggest of the pigeon family and certainly among the most handsome, with their powder-blue plumage, scarlet eyes, and great feathery crests. I saw that at that very moment the cheapest crowned pigeons on the market were being offered by a Dutch dealer. I have a great liking for Holland and its inhabitants, so I thought it would be good if I went over personally to select the birds.

It was just unfortunate that the very morning I called at the dealer's to choose the crowned pigeons a consignment of orangutans had arrived. This put me in an awkward position. First, I have always wanted to have an orangutan. Second, I knew that we could not possibly afford them. Third, owing in part to the trade in these delicate and lovely apes, their numbers have been so diminished in the wild state that it is possible within the next ten years they may become extinct. As an ardent conservationist what was I to do? I could not report the dealer to anyone, for the



simple reason that, now that they had managed to reach Holland, there was no law against his having them.

Knowing full well what would happen, I went and peered into the crate containing the baby orangutans and was immediately lost. They were bald and oriental-eyed; the male, who was the slightly larger of the two, looked like a particularly nasty



Mongolian thug, while the female had a sweet and rather pathetic little face.

They were crouched in the straw, locked in each other's arms; to each, the other was the one recognisable and understandable thing in a scary world. They both looked healthy, but they were so young I knew the chances of their survival were risky. The sight of them, however, clutching each other and staring at me with such obvious terror, decided me, and (knowing that I should never hear the end of it) I sat down and wrote out a cheque.

That evening, I telephoned the zoo to tell Jacquie that all was well and that I had managed to buy not only the crowned pigeons she wanted, but also something else. What, she inquired suspiciously, might that be ?

"A pair of orangutans," I said airily.

"Orangutans ?" said Jacquie. "You must be mad. How much did they cost ? Where are we going to keep them ? You must be out of your mind."

I explained that the orangutans were so tiny that they would practically fit in your pocket and that I could not possibly leave them just to die in a dealer's shop in Holland.

"You will love them when you see them," I said hopefully.

"Well," she said, philosophically, "if you have bought them, you have bought them, and I suggest you come back as quickly as possible before you spend any more money."

"I am returning tomorrow," I replied.

I decided to call the male, Oscar, and the female, Bali, since it had some vague association with the area of the world from which they originated.

As I had hoped, as soon as I returned to the zoo with my two bald-headed, red-haired waifs, everyone did fall in love with them. They were petted and placed in a special cage which had been prepared in advance, and hardly a moment of

the day passed without someone or other going to peer at them and give them some delicacy. It was a month before they showed signs of recovering their self-confidence and began to realise that we were not the monsters they thought. Then their personalities blossomed forth and they very soon became two of the most popular inmates of the zoo.

They grew at an astonishing rate and very soon had to be moved into a new cage. Here we had disigned and constructed for them a special piece of furniture for their edification. It was like a long iron ladder slung from the ceiling. This gave them masses of handholds, and they used to enjoy it thoroughly.

In character, they were totally different. Oscar was definitely the more intelligent of the pair. In their cage is a recessed window; we had boarded over the window-ledge to form a platform on which they could sit, and leading up to it is an iron-runged ladder. Oscar worked out a method of removing the planks. He found out that the top rung of the iron ladder lay some two inches below the overlap of the shelf. If he could slide something into this gap and press it downwards, it would act as a lever, using the top rung of the ladder as fulcrum; and what better tool for his purpose than his stainless-steel dish ? By the time we had found out that we had a tool-using ape in our midst, Oscar had taken up six of the boards and was enjoying himself hugely.

## Word Treasure

**conservationist** : one who works for the protection of plants and animals, natural areas, especially from the damaging effects of human activity; **ardent** : showing strong feelings; **scarlet** : bright red colour; **peered** : looked carefully or with difficulty; **ardent** : burning; **airily** : in a light manner; **waifs** : home less person;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- We can gift \_\_\_\_\_ to one who owns a zoo.  
i. birds  ii. animals  iii. fruits
- Other name of Durrell Wildlife is \_\_\_\_\_.  
i. Jersey 200  ii. Zero 300  iii. Zoo world
- 'They grew at an astonishing rate' who is 'they' here?  
i. waifs  ii. birds  iii. orangutans



**B. Answer the following questions :**

- (a) Who was Gerald Durrell?
- (b) What was Gerald afraid of about apes?
- (c) Who is a conservationist called? Do you think they are good for our environment?
- (d) How did Gerald deal with the two apes?

**C. Write headings for the last four paragraphs of the text.**

**D. Choose the right option to complete this sentence.**

The tone of this passage can be best described as

1. witty and amusing
2. mocking and funny
3. earnest and humorous
4. sentimental and confused

### Fun With Words

● **State to which field these sets of words belong. The fields are given in the box.**

*business, computer, army, botany, tourism*

1. leaf, stem, sap, cell, photosynthesis
2. shop, money, accounts, profit, loss
3. hill-stations, sunny beaches, skiing, resorts
4. mouse, monitor, binary system, keyboard
5. major, rifle, uniform, salute

### Fun With Grammar

● **Choose the correct modal auxiliary to complete these sentences :**

1. He (need/dare) not ask for a rise for fear of losing his job.
2. If I ask him, he (may / ought to) refuse.
3. (Should / Would) you like another cup of coffee ?
4. (May / Will) I assist you ?
5. I don't think I (may / could) do it.
6. He (could / used to) play cricket last year.
7. (Can / Could) you speak Hindi ?
8. Athletes (should / could) practise every day.

## Writing Skills

- **Have you any pet at your home ? Write a short note on it.**

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## Speak Well

While making requests, we make use of modals such as will, shall, would, should, could, may and might.

**Will** you go with me to the library ?

**Shall** I get you a cup of tea ?

**Would** you lend me your pen ?

**Could** you repeat that, please ?

**May** I enter the room ?

do not change

i. stay the same for millions of years

ii. very beautiful

Use these modals to make requests.

## Activity

Read the riddle.

She can listen to music or watch a movie.

She must have a ticket.

She doesn't have to stay in her seat.

She must not use her mobile phone.

She should relax and enjoy herself.

Question : Where is she ?

Answer : In an aeroplane.

Work in pairs and use this structure to make riddles of your own. Conclude with the questions Where is she/he ? or Who is she/he ? Then read your riddle aloud. The whole class can guess the answer.



On reaching Nalia's house, Dhanai, Babul and Jonti stopped to take a look around. The house was in total darkness. They entered the compound from the side, over the bamboo fencing taking care not to make the slightest sound. They circled the house, reached the cowshed at the back, and stopped suddenly, dismay writ large on their faces.

One of Nalia's **thugs** sat by the open entrance to the cowshed with his back against the wall. The boys could not see the man clearly in the dim light, but they heard a snore. Nalia's guard was asleep. So, Nalia had posted a guard to keep watch over his treasure!



With extreme caution, the boys slipped past the guard into the cowshed. Jonti switched on his torch and probed the interior.

On the left side of the shed sat two massive bulls with a pile of hay in front of them. The bulls were chewing the hay and showed no reaction to the sudden appearance of the boys.

In the extreme right-hand corner, the elephant calf was tied to a stout bamboo pole. Its fore and hind legs were hobbled with ropes, and the rope around its neck was tied to the pole. It too made no sign that it was aware of the three boys.

They threw the torch beam on the baby's face. The three youngsters almost exclaimed aloud. The baby was crying softly. A stream of tears was pouring down its face.

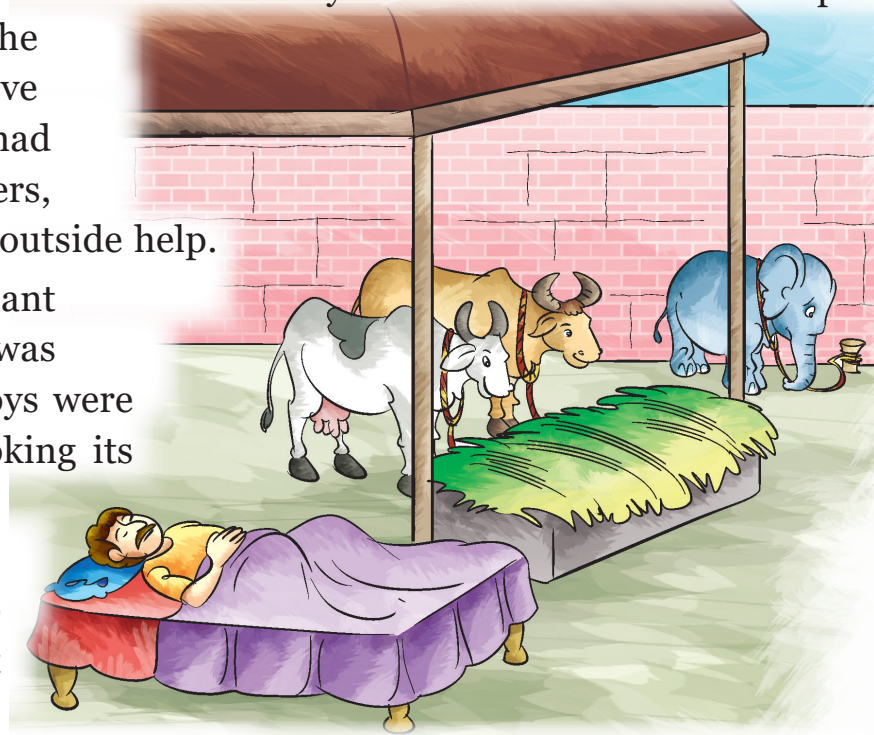
The boys tiptoed up to the elephant calf and gently stroked its back. Babul wiped its tears with the end of his shirt. The calf responded by curling its trunk around the boy in a gesture of affection.

From the belt around his waist, Jonti brought out a curved knife with a wooden handle. Such knives, used to chop betel-nut, are common in every household in

the region. Dhanai too was armed with a similar knife. Together they hacked at the loops of the ropes to give the cut ends a frayed look. To have cut the ropes cleanly would have given the game away. They wanted to give the impression that the baby had succeeded in snapping its fetters, and had escaped without any outside help.

Strangely enough, the elephant calf offered no resistance. It was as if it had sensed that the boys were there to help. Babul kept stroking its back to soothe it.

Just then one of the bulls, which had so far taken no interest in the proceedings, let out a loud bellow.



Outside, the guard woke up, muttered something, and jumped to his feet.

The boys were totally exposed. The empty shed offered no cover. "Set the baby free," Jonti said in a nervous whisper. "He's our only chance."

With a startled cry, the elephant calf shot off like an express train.

It ran through the door, and rammed straight into the guard, pushing him aside. The man, not quite sure what had hit him, let out a yell of alarm as he fell. He was, however, not hurt and was up in a second, dashing after the fleeing baby.

The calf ran straight towards the gate. Finding it closed, it ran along the fencing that surrounded the compound.

The boys, finding the guard fully occupied with the escaping animal, lost no time. They were out of the shed like lightning. They cut across the empty backyard to the fence on their left. The **harried** guard was yelling his head off.

The three boys scaled the fence in one swift movement and ran to the gate. They waited under cover just outside the gate, and watched the fun.

The elephant calf was leading the man on a merry chase. "Escaped! Escaped!" the guard shouted as he ran.

"The elephant calf has escaped!"

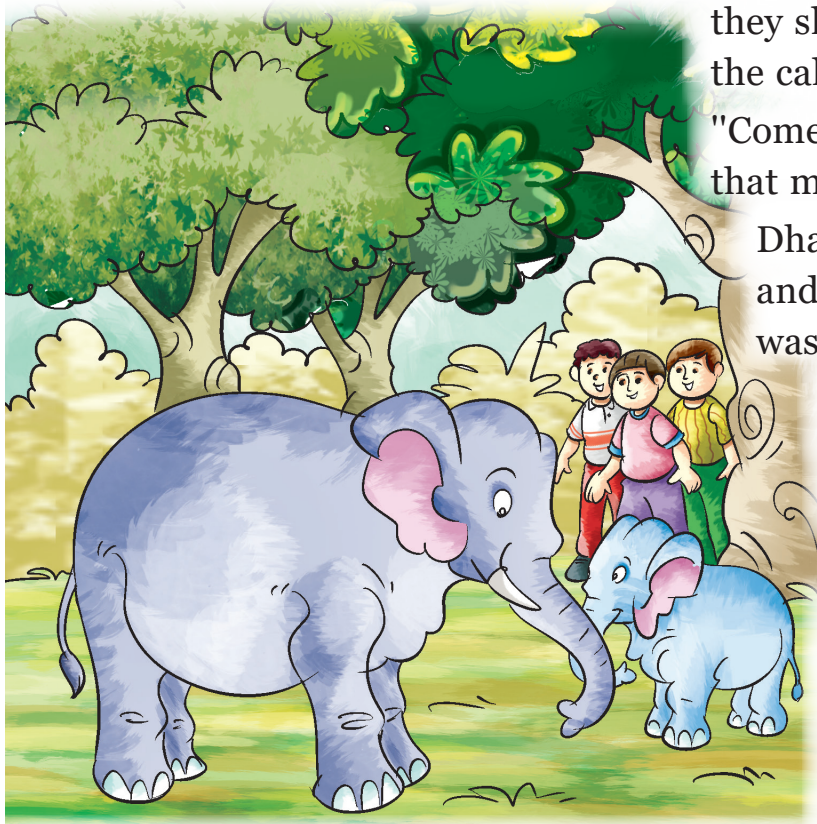
Someone lit a lantern within the hut and the front door burst open. Nalia and two others rushed out and joined in the furious chase. Round and round the baby went,

with the men in hot pursuit. The walls of the hut were weak, being made of spliced bamboo. The elephant calf did not know its own strength. It crashed straight into the wall, went through it as if it were made of paper, **crashed** through a couple of inner walls, hit the outer wall on the opposite side, and rushed out of the house.

"Get the knooki, the trained elephant!" Nalia barked. "We will have to rope the calf."

"We must do something," Babul said urgently. "If they bring the knooki, which they should have done in the first place, the calf doesn't stand a chance."

"Come," said Dhanai. "I know a trick that might work."



Dhanai put two fingers to his mouth and let out a piercing whistle. This was a trick his father had taught him.

The effect of the whistle on the baby elephant was electric. With great speed it took off in the direction from which the whistle had come. It raced to the place where its three friends waited. The boys gave it a hurried but affectionate welcome. Then Babul and Dhanai led the baby

elephant further into the sanctuary, while Jonti stayed back to set up a trap for Nalia and his men.

Dhanai and Banul, with the baby elephant in tow, had set a smart pace. But they had to slow down further ahead to find out the location of the mother elephant.

As if to help them, the mother let out a trumpet which sounded loud and clear. The baby recognized her call and responded immediately. With a joyous squeal, it broke loose from the boys, and rushed towards its mother across the open ground. The mother saw her calf and expressed her delight with a furious trumpet.

The baby was safe now. The mother would protect it. And Nalia would be in for a surprise.

—Arup Kumar Dutta

## Word Treasure

dismay writ large on their faces : had a worried look on their faces; probed the interior : (here) searched/looked inside closely; hobbled with ropes : tied up without ropes; a frayed look : made to look as if the threads were coming apart; given the game away : (here) made it obvious to the poachers that someone had cut the ropes; snapping its fetters : breaking loose; offered no resistance : did not try to stop; harried : harassed; splice bamboo : bamboo where ends are joined by weaving rope around them; electric : (here) exciting; treasure : keep carefully; rammed : roughly force something into place; furious : extremely angry piercing : having or showing keen intelligence; joyous : full of happiness and joy;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- The herd of elephant entered into the village :
  - To eat the paddy crop
  - Get away from the poachers
  - Eat bananas and sugarcane
- Who found the baby elephant who was left behind?
  - Dhanai
  - Babul
  - Nalia
- What did Nalia decided to do with baby elephant?
  - To sell the baby elephant
  - To feed the baby elephant
  - To take it to its mother.
- The baby elephant was crying because :
  - He was tied up with the ropes
  - He was separated form its mother
  - He saw the three boys
- The baby elephant responded to Babul by :
  - Crying gently
  - Cruling its trunk around him
  - Giving a loud trumpet

**B. Complete the given sentences :**

1. They circled the house, reached the cowshed at the back, and stopped suddenly, \_\_\_\_\_.
2. \_\_\_\_\_, the boys slipped past the guard into the cowshed.
3. To have cut the ropes \_\_\_\_\_.
4. Jonti switched on his torch and \_\_\_\_\_.
5. Strangely enough, the elephant calf \_\_\_\_\_.
6. The \_\_\_\_\_ guard was yelling his head off.

**C. Answer the following questions :**

1. What was the reason behind the dismay of the three boys?
2. What did the three boys see in the cowshed?
3. How did the baby respond to the three boys?
4. Who laid out a piercing whistle and why?
5. "Get the Koonki...." Nalia barked. Who is Koonki and why is he/she called so?

**Fun With Words**

● **Select the correct word to complete these sentences in the following sentences from the alternatives given in the brackets :**

- |   |               |
|---|---------------|
| 1. His father sells _____                     | a. Stationary |
|   | b. Stationery |
| 2. We believe in the immortality of the _____ | a. Sole       |
|   | b. Soul       |
| 3. The lion is a beast of _____               | a. Pray       |
|   | b. Prey       |
| 4. He is _____ of my reputation.              | a. Zealous    |
|   | b. Jealous    |
| 5. Edison _____ the gramophone                | a. Invented   |
|   | b. Discoverd  |
| 6. She wears _____ garments.                  | a. Loose      |

7. All \_\_\_\_\_ Hari were present.

b. lose

a. Except

8. These events happened during Akbar's \_\_\_\_\_.

b. Accept

a. Rain

9. He is an \_\_\_\_\_ scientist,

b. Reign

a. Imminent

10. This is very \_\_\_\_\_.

b. Eminent

a. naughty

b. Knotty

## Fun With Grammar

Tenses : With the help of tenses, we understand the time of correspondence

### A. Change the following sentences into simple past tense :

1. He comes here to see you.

---

2. You like this film very much.

---

3. My parents buy new clothes for me.

---

4. We sing a song on stage.

---

5. I never tell a lie.

---

6. He drinks tea every morning.

---

7. We sing a song on the stage.

---

8. A cold wind blows.

---

### B. Change the following sentences to simple future tense :

1. He comes to see you on Monday.

---



2. I slept more than ten hours.

---

3. They played cricket in the field.

---

4. The class began at 9:00 am.

---

5. I draw a picture.

---

6. We go to his house.

---

7. Mr. Raman teaches us English.

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## Writing Skills

- Write an advertisement about a vacant position of a stenographer for a leading export house in about 50 words :

Position of a stenographer

Wanted a smart, confident stenographer

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## Speak Well

- A. Listen to the jumbled poem and arrange lines in a proper order :**

**Lucy**

(\_\_\_\_\_) Fair as a star, when only one

( ) Is shining in the sky.  
 ( ) A violet by a mossy stone  
 ( ) Half hidden from the eye!  
 ( ) But she is in her grave, and oh,  
 ( ) When Lucy ceased to be;  
 ( ) She lived unknown and few could know  
 ( ) The difference to one  
 ( ) Beside the spring of Dove,  
 ( ) And very few to love;  
 ( ) She dwelt among the untrodden ways  
 ( ) A maid whom there was none to praise

—By W. Wordsworth

- Now listen again in order to arrange in proper order.

### Let's Talk

- Speak all the pairs of rhyming words you hear in the poem given above.

### Activity

- Make a list of all the wildlife sanctuaries and national parks in India. Write the names of animals for which they are famous for :

National Park	Famous for
1. Gir National Park	Asiatic Lion
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	



Today's world can be called the noisiest in the human history. We create a lot of noise in this age, probably to show that we are in a happy mood, festive mood, to canvass votes, to advertise a commodity or a point of view.

Noise can be called the greatest bane of modern life. There are many types of pollution and one of them is noise pollution.

We are distracted by it in every moment of our lives. The necessary noise, unnecessary noise, purposeful noise, and the purposeless noise—all weaken our nerves and madden us. We should blame ourselves for

the average decrease in Indian life. The noise in and around us is wearing us out at a terrific pace.

The present days babies also shout loudly. No doubt, they look elegant and sweet, but the moment they open up their mouths, they set up a shattering volume of sound. A very few of them are soft spoken. School teachers have a hard time with the children to order them, 'Silence, Silence.' But usually it does not have any effect on the children. I believe that they are the noisiest creatures on the earth. I can suggest a method to bring some silence in the school. It can be done by keeping a prize at the end of the year for the softest spoken student in the school. I believe this would definitely bring some sort of silence amongst them.



One of the major reasons of noise pollution is hawking in the streets. When the hawkers shout on the roads and streets, it becomes almost impossible to concentrate

in studies or in writing at home. Even if one retires to the back of the house, one may not be saved since the hawker seems to set the pitch of his voice on the basis that you should be searched out and pierced through and through.

We are surrounded by a moving, loud market all the time. Some of them are plantan-sellers which seem to bark at each other out of existence. One is a seeker of old paper and empty bottles who expresses his wish at a space-filling voice. An anguished cry of the knife-grinder like someone is caught in a trap, is also heard. And many others follow and all that we understand is that they are shouting something and it may be anything.



Another type of noise which is really dreadful is when a motor-cyclist starts out. The agitation he creates almost lasts for half-an-hour, even after the machine itself has gone out of sight. And the horrible noise comes when the motor-cyclist tests his engine, whereupon the whole locality is converted into a sort of gold factory.

The noise produced in any factory is the same. The noise of the machines is always higher than that of the guide.

Once upon a time I had to abandon a very comfortable house because of a neighbour. It was because he switched on his radio every morning at five at the high pitch. The result of which was that the radio kept up a sort of humming, a most harassing accompaniment, unbroken like the humming of thousand bees.

The humming was like the skewering of one's brain by many instruments of torture. I always was wondering, why my neighbour had to switch on the radio early in the morning.

I sometimes feel that God, who constructed the human body with so much forethought, seems to have become weary when he came to the ears. And, he left them as the most vulnerable portion of a human being. The result is that we are longing for something that we cannot attain, and that is "SILENCE".

— R. K. Narayan

## Word Treasure

**canvass** : to examine minutely; **bane** : mischief; **hawker** : pedlar; **agitation** : excitement; **hawker** : one who sells thing on stall; **concentrate** : single minded attention towards a point



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

- There are many types of \_\_\_\_\_.  
i. polythine  ii. sound  iii. noise
- In streets, noise pollution is created by \_\_\_\_\_.  
i. families  ii. hawkers  iii. children
- The noise produced in \_\_\_\_\_ is the same.  
i. factory  ii. market  iii. house
- An other type of \_\_\_\_\_ which is readily dreadful.  
i. noise  ii. pollution  iii. storm
- The noise of machine is always higher than that of the \_\_\_\_\_.  
i. man  ii. guide  iii. people

#### B. Write 'T' for true and 'F' for false statements :

- Noise can be called the greatest bane of modern life.
- Only the unnecessary noise weaken our nerves and madden us.
- The present day babies are loud throated.
- The noise of the machines in a factory, is always higher than that of the guide.
- According to the author, God has left the ears in the best place of the body.

#### C. Fill in the blanks

- The machines of the factory produce a \_\_\_\_\_ noise.
- We should not \_\_\_\_\_ the animals.
- We should give a \_\_\_\_\_ before doing any work.
- Disposal of polythene is one of the greatest \_\_\_\_\_ in today's time.
- She suddenly felt old and \_\_\_\_\_.
- The author always stayed at the same house where his neighbour used to switch on the radio at high pitch.

#### D. Answer the following questions :

- Why the author calls today's world as the noisiest in the human history ?
- To what does the author compare the knife grinder's cry ?

3. Why does the author call the noise caused by a motorcycle as a dreadful noise ?
4. Why did the author abandon his comfortable house ?
5. Why does the author say that God seems to have become weary when he came to the ears ?

## Fun With Words

### A. Find who are these '-gist' called :

- |                 |       |                  |       |
|-----------------|-------|------------------|-------|
| 1. ecologist    | _____ | 2. cosmologist   | _____ |
| 3. geologist    | _____ | 4. neurologist   | _____ |
| 5. palmologist  | _____ | 6. dermatologist | _____ |
| 7. cardiologist | _____ | 8. archeologist  | _____ |

### B. Find the various pass-words with their meaning-

- |             |   |       |
|-------------|---|-------|
| 1. passport | - | _____ |
| passage     | - | _____ |
| password    | - | _____ |
| passive     | - | _____ |

### C. Make sentences using the following words to bring out their meaning :

- |            |       |
|------------|-------|
| 1. Canvass | _____ |
| Canvas     | _____ |
| 2. Paper   | _____ |
| Pepper     | _____ |

## Fun With Grammar

### ● Combine these sentences by use of being or having :

1. The movie was too boring. We went home.  
\_\_\_\_\_
2. The train was late. We were forced to wait.  
\_\_\_\_\_
3. I was sick. I did not go to school.  
\_\_\_\_\_
4. She had an infection. She went out to play.  
\_\_\_\_\_

5. It was too late. We did not go for the party.

---

6. I was on fasting. I did not eat anything.

---

7. The weather was beautiful. They went for a long walk.

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## Writing Skills

- Write an article for a newspaper describing the increasing noise pollution in today's world and its ill effects :

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## Speak Well

- How can you solve the noise pollution in your locality ? Tell at least five solutions to your friend.

## Activity

- See these pictures and label these pollution :



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# The King And The Tamarind Drum

Once upon a time there lived a king in Central India. He was handsome but very vain.

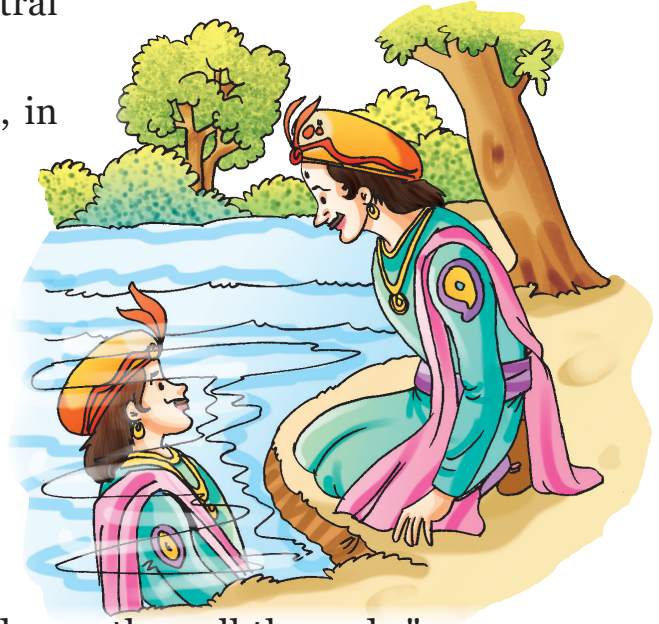
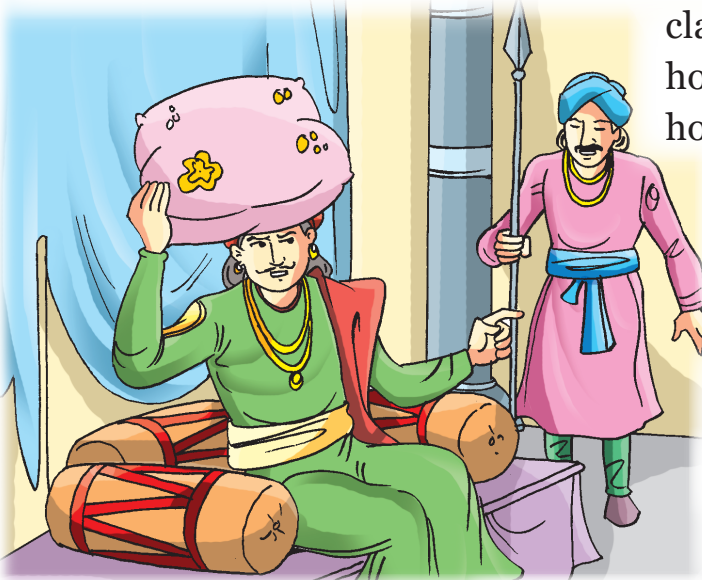
He looked at himself constantly in mirrors, in pools of water, even in other people's eyes when they spoke to him.

"I am the most handsome king on Earth," he said to his courtiers. He spent more time having his hair combed in different styles and his body oiled than in ruling his kingdom. As a result, his people grew poorer and sadder.

But the king did not care. "Why!" he boasted one day in court. "I am probably more handsome than all the gods."

Unfortunately for the king, a bad-tempered god happened to be flying by and was very angry when he heard this.

"Something will have to be done about this king," he said to himself. He thought about a suitable punishment. At that moment, he saw a bull. "Horns!" the god clapped his hands in happiness, "I'll see how His Handsomeness likes himself with horns."



When the king awoke the next morning, he followed his normal routine. First, he drew his mirror out from under his pillow and gazed into it.

Suddenly, the guards outside the king's room heard a loud shriek. They came rushing into find the king sitting straight in bed with a large pillow on his head.

"Out—out—" he waved a trembling finger at them. As they backed away, he shouted after them, "Send for the royal barber immediately"



The royal barber was a talkative little man. He came immediately.

"You're up early today, Your Majesty, but why the pil—"

The king broke in, "Stop your talk and come close to my bed."

As the surprised barber drew close, the king said in his most commanding voice, "Barber, I am about to show you something. But if you talk about it to anyone, I will have you beaten and hanged." The king slowly removed the pillow from his head.

"Oh!" The barber clapped his hands to his mouth in horror.

"Well, don't just stand there," said the king impatiently. "Do something to cover them up."

The barber pulled the king's hair this way and that, and managed to cover the horns partially. The king put on his turban to hide the rest. "Now go and tell the court I am unwell. I will not see anyone." He sat up and looked angrily at the barber. "And remember my warning."

The barber ran out of the room. As soon as the door of the bedroom closed, he started laughing. The people in the palace stopped him and asked him why he was so happy.

But he only shook his head helplessly and ran laughing through the halls.

"I'll die if I don't tell someone." He said "My stomach is bursting with the secret."

He saw a tamarind tree standing in the middle of the royal courtyard. He went up to it and whispered the secret to the trunk of the tree.

That night, there was a fierce storm and the tamarind tree was blown down. The king was informed through the door, for he would not see anyone, and he commanded the tree to be given to the royal musician. "Let him make a drum from the trunk of the tamarind tree and play it outside my door."

Soon the drum made of tamarind wood was ready. The courtiers gathered outside the king's door and the royal musician began to play. But instead of the 'thum thum thum' that everyone expected, the tamarind drum sang, "The Raja has horns on his head. The Raja has horns on his head. The courtiers burst out laughing and the king cried with anger.

"I won't stay in the palace a moment longer," he shouted. "I'll go to the forest and live by myself." He tore the turban off his head and ran out of the palace, taking the drum with him.

The king lived for many years in the forest. He gradually learnt about the beauty of the world around him. He learnt to care for creatures smaller than himself. He

grew strong and wise and humble. His only companion was the tamarind drum. When he beat it, it gave him good advice. He learnt to play it so beautifully that even the spirits of the trees were charmed, and they went to meet the god who had punished him with the horns.

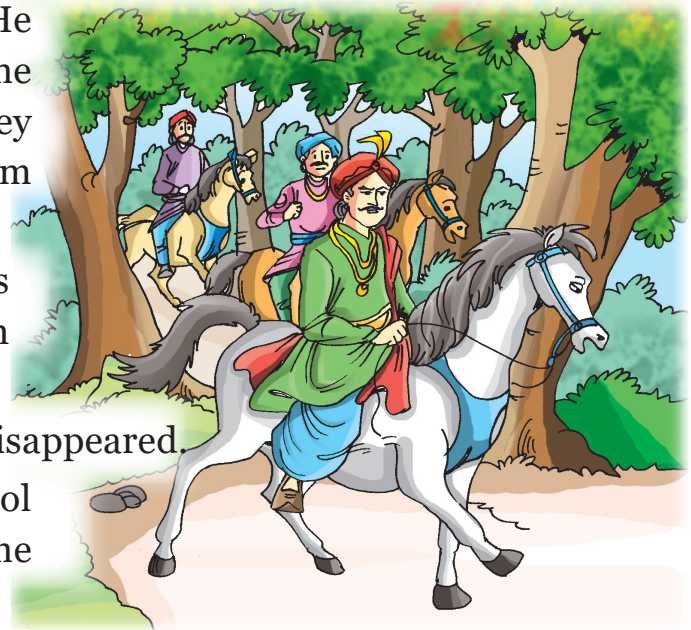
"Forgive him," they begged. "He has changed. Remove his horns and give him back his kingdom."

The god waved his hands and the horns disappeared.

That day, the king went down to a forest pool to drink water. While cupping his hands, he saw his reflection in the water.

His lean face looked back at him, without any horns! And as he sat up in surprise, several horse riders rode into the clearing and he saw his courtiers. They knelt before him. "Your Majesty, forgive us and come back. The kingdom needs you."

The king went back to his kingdom. He kept his tamarind drum beside him always and he ruled wisely. And yes, the barber kept his head, but lost his job !



## Word Treasure

**vain** : to be proud of one's looks or what one has; **courtiers** : persons who belong to the king's court; **gazed** : here, looked admiringly for a long time; **humble** : not proud; **clearing** : an area in a forest from which trees and bushes have been removed;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. Why did the bad-tempered god want to punish the king ?
  - i. He heard the king say that he looked better than most gods.
  - ii. He heard the king say that he was as good-looking as the gods.
  - iii. He heard the king say that he looked better than all the gods.
2. What did the king do when he found out that he had horns ?
  - i. He called for the barber to cover his horns.
  - ii. He asked for a new turban.
  - iii. He chased everyone out of the room.

3. Why did the king run off into the forest with the drum ?

- i. He did so because the drum knew his secret.
- ii. He knew the drum would give him good advice.
- iii. He wanted to destroy the drum.

4. How did life in the forest change the king ?

- i. He learnt to respect other living things.
- ii. He became a famous musician.
- iii. He became friends with the tree spirits.

**B. Write 'T' for true and 'F' for false statements :**

- 1. The people of the kingdom were happy and proud of their handsome king.
- 2. The bad-tempered god decided to punish the king because he was very boastful.
- 3. The barber burst out laughing when he saw the king's horns.
- 4. The barber whispered the king's secret to the tamarind tree because he could not keep the secret to himself.
- 5. The king stopped thinking about his looks when he was living in the forest.

**C. Answer the following questions :**

- 1. Where did the king live ?
- 2. Why did he boast one day in his court ?
- 3. Where was the tamarind tree ?
- 4. How did the barber pull the king's hairs ?
- 5. What do you learn from this story ?

**Fun With Words**

**● Combine the words with a suitable conjunction.**

sink	law	rough	rain	part
ready	swim	shine	parcel	order

**Fun With Grammar**

**● Rewrite the sentences using the contractions of the words given in brackets :**

- 1. (We are) going to Delhi on Saturday.
- 2. We (should not) shout an elders.
- 3. I (can not) tolerate noise pollution anymore.

4. I think (It is) going to be late now.
5. (Who will) say Good Morning to Lion?
6. I think (they are) very naughty boys.

## Writing Skills

- Write a short note on the Tamarind tree.

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## Speak Well

- Create a dialogue based on this chapter and play it also.

## Activity

- A. Try to find as many meanings of head as you can from the dictionary.**

The word head also occurs in many idioms. Idioms are expressions peculiar to a language. Their meanings are usually different from the literal meaning of the words.

- His success has gone to his head. (=he has become proud)
- Whenever there is a crisis, he keeps his head. (=remains calm)
- She could not make head or tail of the teacher's explanation. (=failed to understand)
- The Principal advised his students to be honest so that they could hold their heads up. (= be unashamed)
- They took it into their heads to play a prank on the school bully. (=got an idea)

- B. Find another five idioms / phrases with the word head and look up the meanings.**

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Once upon a time, there lived an old man with his daughter. The young daughter got married and was leading a happy life, except for one problem. Her husband spent his time working on alchemy, dreaming of a way to turn base elements into gold.



Soon he finished all their funds and the young wife struggled. She had to struggle even to buy food each day. She finally asked her husband to find a job, but he protested. At last the young wife told her father about the problems she was facing. The father promised to help his daughter and asked to see her husband the next day. The young wife told her husband to go and meet his father-in-law as he had called him. The young man went reluctantly. To his surprise, his father-in-law

confided in him, “I too was an alchemist when I was young”. The father-in-law inquired about the young man’s work and the two spent the afternoon talking. “You have done everything I did”, the old father exclaimed. “But you need one more ingredient to change base elements into gold and I have only recently discovered this secret”. The old man paused and sighed, “But I am too old to undertake the task. It required much work”.

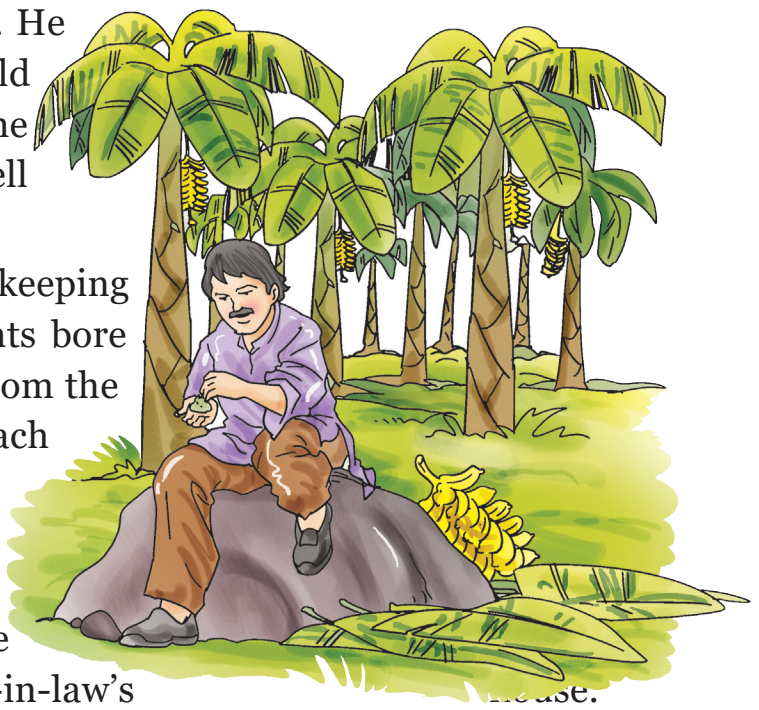
“I can do it, dear father!” the young man volunteered. The old man brightened, “Yes, perhaps you can”. Then he leaned over and whispered, “The ingredient you need is the silver powder that grows on banana leaves. This powder becomes magic when you plant the bananas yourself and cast certain spells upon it”. “How much powder do we need?” the young man asked. “The pounds,” the old man replied. The young man thought out loud, “That requires hundreds of banana plants”.

“Yes,” the old man sighed, “and that is why I cannot complete the work myself.”

“Do not fear”, the young man said, “I will do”. And so old man taught his son-in-law the incantations and loaned his money for the project. Next day, the young

man bought some land and cleaned it. He dug the ground himself, just as the old man had instructed him, planted the bananas and murmured the magic spell over them.

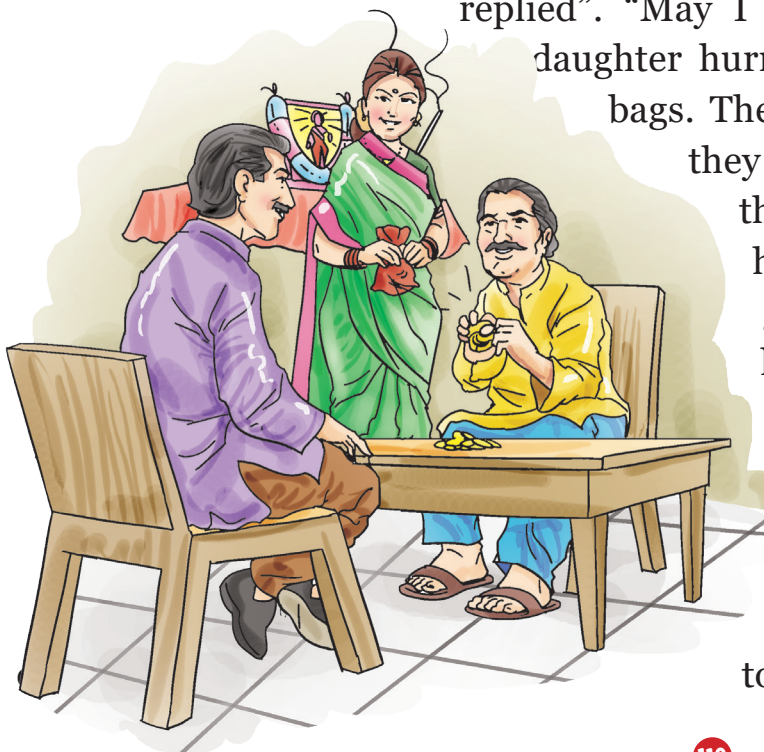
Each day he examined his plants, keeping weeds and pests away. When the plants bore fruits, he collected the silver powder from the leaves. There was scarcely any on each plant and so the young man bought more land and cultivated more bananas. After several years, the young man collected two pounds of the magic dust. He rushed to his father-in-law's



“I have the magic powder,” the young man exclaimed. “Wonderful!” the old man rejoiced.

“Now I can show you how to turn base elements into gold. But first you must call your wife here. We need her help”. The young man was puzzled but called his wife. When she appeared, the old man asked his daughter, “While your husband was collecting the banana powder, what did you do with the fruits?”. “I sold them”, she answered. “And that is how we earned our living”.

“Did you save any money?” the father asked. “Yes, she replied”. “May I see it?” the old man asked. So his daughter hurried home and returned with several bags. The old man opened them. He saw that they were filled with gold coins. He poured the coins on the floor. Then he took a handful of dirt and put it next to the gold. “See,” he turned to his son-in-law, “You have changed base elements into gold”.



For a moment, the young man was silent. Then he laughed with his heart. He had learnt a lesson in thriftiness from his own foolishness to collect two pounds of banana magic

powder. Thriftiness helps us to discipline ourselves with self-control. It is a simple lifestyle in which people practise restraint in the purchase of unnecessary goods and also learn to use available goods economically.

Some of the main strategies of thriftiness are :

Reduction of waste,

Changing costly habits,

Choosing to buy at discount sale.

## Word Treasure

**base elements** : ordinary metals; **truggled** : fought to live; **alchemy** : study to convert common metals into gold; **funds** : money; **reluctantly** : unwillingly; **protested** : objected; **ngredient** : component; **confide** : told secretly; **incantation** : magic words; **sighed** : moaned, breathed; **volunteered** : offered help; **rejoiced** : enjoyed; **whispered** : said in a low voice; **murmured** : spoke softly; **restraint** : control; **thriftiness** : economy, saving money and using it carefully; **strategies** : planning and techniques



## EXERCISE TIME

### Comprehension Skills

#### A. Tick (✓) the correct option :

- The young daughter got \_\_\_\_\_ and was leading a happy life, except for one \_\_\_\_\_.  
i. old, sorrow  ii. old, problem  iii. married, problem
- She finally asked her husband to find a job, but he \_\_\_\_\_.  
i. protested  ii. ran away  iii. laughed away
- The father-in-law \_\_\_\_\_ about the young man's work and the two spent the afternoon \_\_\_\_\_.  
i. inquired, resting  ii. inquired, talking  iii. though, talking
- Each day he \_\_\_\_\_ his plants, keeping weeds and pests away.  
i. saw  ii. examined  iii. looked
- After several years, the young man collected two pounds of the \_\_\_\_\_ dust.  
i. golden  ii. silver  iii. magic
- \_\_\_\_\_ helps us to discipline ourselves with self-control.  
i. Labour  ii. Thriftiness  iii. Politeness

**B. Write 'T' for true and 'F' for false statements :**

1. The young daughter get married and was leading or happy life.
2. After several young man collected three pounts of the magic tust.
3. You have changed base element into gold.
4. Each day he exmained his plants, keeping weeds and paste away.
5. Your husband was collecting the banana powder.



**C. Fill in the blanks :**

1. The \_\_\_\_\_ pormised to help his daughter.
2. Your need is the \_\_\_\_\_ power that grows on banana leaves.
3. The young man was \_\_\_\_\_ but called his wife.
4. His wife answered, she \_\_\_\_\_ the fruits.
5. He saw the bag was filled with \_\_\_\_\_ coins.
6. The young man bought some \_\_\_\_\_ and cleaned it.

**D. Answer the following questions :**

1. Who spent his time in alchemy?
2. Whom did the wife tell her problems?
3. Who confided in the woman's husband?
4. What did the old man loan his money to his son-in-law for?
5. Did the wife and her husband save any money during the project?
6. What helps us to discipline ourselves with self-control?

**E. Complete the following lines from the story :**

1. The young daughter got married \_\_\_\_\_  
\_\_\_\_\_
2. At last the young wife told \_\_\_\_\_  
\_\_\_\_\_
3. I too was an alchemist \_\_\_\_\_  
\_\_\_\_\_
4. Each day he examined his \_\_\_\_\_  
\_\_\_\_\_
5. Now, I can show you how \_\_\_\_\_  
\_\_\_\_\_
6. He had learnt a lesson \_\_\_\_\_  
\_\_\_\_\_



## Fun With Words

### A. Identify the correct option for each analogy :

1. rose : flower — spade : tool/ instrument
2. singer : concert — clown : office/circus
3. dentist : teeth — barber : hair/nose
4. pack : suitcase — wrap : paper/computer
5. chemist : medicine — flourist : floor/flower.
6. mist : fog — fist : hands/finger.

### B. Match with their meanings :

- |                 |                      |
|-----------------|----------------------|
| 1. funds        | i. unwillingly       |
| 2. struggle     | ii. say in low voice |
| 3. reluctantly  | iii. money           |
| 4. confide      | iv. economy          |
| 5. ingredient   | v. magic words       |
| 6. volunteer    | vi. enjoy            |
| 7. whisper      | vii. fight to live   |
| 8. incantation  | viii. component      |
| 9. rejoice      | x. helper            |
| 10. thriftiness | ix. tell secretly    |

## Fun With Grammar

### A. Fill in the blanks with suitable articles (a, an, the) :

1. I first met him \_\_\_\_\_ year ago.
2. Yesterday \_\_\_\_\_ American called at my home.
3. He is \_\_\_\_\_ better mechanic than a manager.
4. Which is \_\_\_\_\_ largest dam in India?
5. Sri Lanka is \_\_\_\_\_ island.
6. The children found \_\_\_\_\_ eggs in the nest.
7. Let us discuss \_\_\_\_\_ matter seriously.
8. English is \_\_\_\_\_ language of \_\_\_\_\_ people of England.
9. Mumbai is \_\_\_\_\_ very costly place to live in.
10. French is not \_\_\_\_\_ easy language.

**B. Rewrite the following sentences into correct form. One is done for you :**

1. Politics are a good field to work in.

Politics is a good field to work in.

2. People of India loves art and literature.

\_\_\_\_\_

3. Alms is given to the beggars.

\_\_\_\_\_

4. Athletics are good for health.

\_\_\_\_\_

5. He as well as they are in the canteen.

\_\_\_\_\_

6. No news are good news.

\_\_\_\_\_

7. Neither Frida or Samuel is at home.

\_\_\_\_\_

8. Physics really an interesting subject.

\_\_\_\_\_

**C. Rearrange the following words to make meaningful sentences :**

1. good swimming is exercise a

\_\_\_\_\_

2. prohibited this country hunting is in

\_\_\_\_\_

3. beings loving human god loving is

\_\_\_\_\_

4. begin speech his about was leader the to

\_\_\_\_\_

5. speaking afraid not truth of was Gandhiji the

\_\_\_\_\_

6. finished homework I my just have

\_\_\_\_\_

7. morning goes he walk for a every

\_\_\_\_\_

8. painting been door the had he

\_\_\_\_\_

## Writing Skills

- How do you spend your day in school? Write a few lines in your own words using pictures given below :

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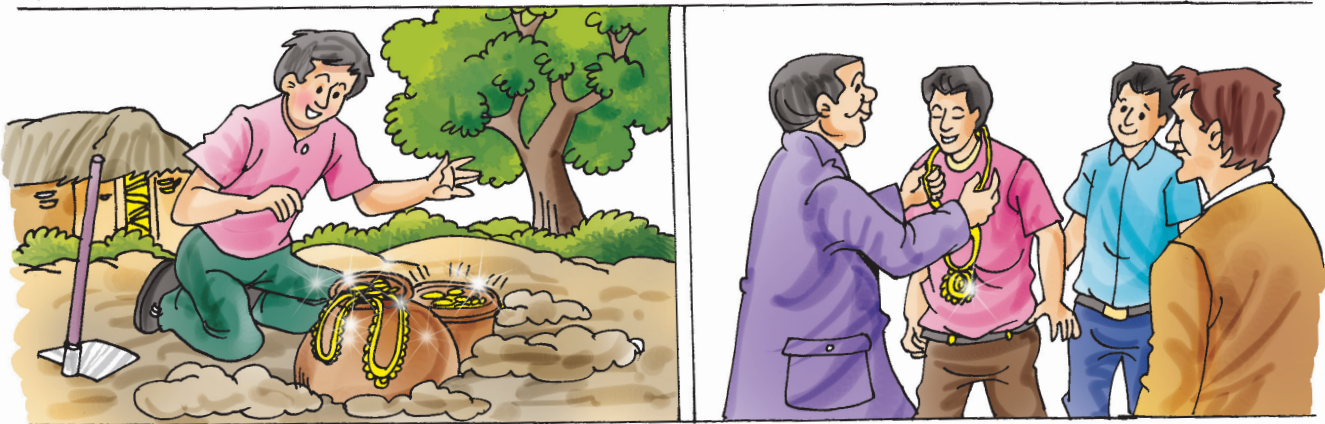
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## Speaking Skills

- Here are given two pictures. Which picture do you believe in? Discuss your views in the class :



It took humans many thousands of years to reach the stage where they could produce anything that even remotely resembles a book as we know it.

So when we consider the first 'book', we have to think of something quite different. In fact, the earliest books we know about were not really books in the modern sense of the word. Several thousand years ago, the Babylonians and Assyrians made tablets of clay. On these tablets, they had inscribed records and writing which they wished to preserve.



With a sharp-pointed tool, they cut wedge-shaped, or 'cuneiform', characters while the clay was still wet. To make the records more permanent, the clay tablets were placed in an oven and baked. Sometimes the record was a long one and occupied many clay tablets. Such a series of tablets, or 'pages', might roughly be called a book.

The ancient Egyptians came a step closer to the modern idea of a book. They made a kind of crude paper from a reed called 'papyrus'. Flat sheets were made by hand, and these pale yellow sheets were pasted together into long strips, which were wound around cylindrical rollers of bone or wood.

Papyrus is a reed-like plant belonging to the family of sedges. It grows to a height from one to three metres. The stems are soft, and sometimes, as large as a man's wrist. At the top of these stems are drooping, slender branches, like shaggy, coarse hair. The leaves are small and the roots are strong.

The Roman historian Pliny has left a description of how the ancient papyrus was made. The stems of the papyrus plant were peeled apart and flattened. The centre one was the broadest and most valuable.

These strips were laid side by side. Across them, at right angles, other strips were placed. The layers were glued together by the muddy water of the Nile or with a wheat-flour paste. The sheets thus formed were then hammered or rolled flat and dried in the sun.





At one time, papyrus writing material was one of Egypt's chief articles of commerce. All diplomatic papers for centuries were written on papyrus, until parchment took its place. Each piece was marked with a stamp to prove its value.

Using sooty water as ink, the Egyptians wrote down poetry, stories, and records of all kinds in hieroglyphics, or picture writing. Since the rolls were not convenient to handle, the writing was sometimes done on separate sheets. These

sheets were then laced together with cords to make a crude book.

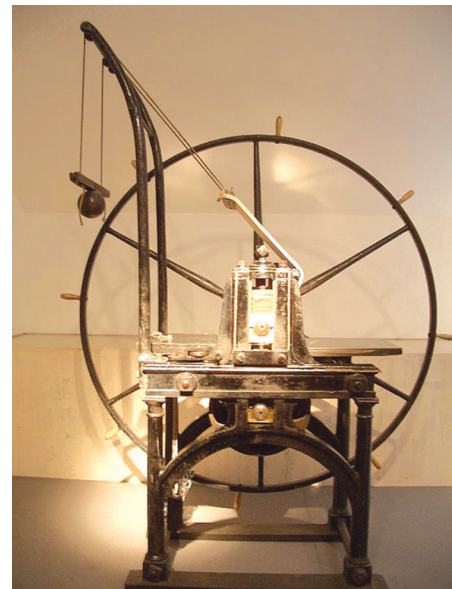
Other ancient peoples, including the Greeks and Romans, made books which were wound around rollers.

The first printing of any kind was done by the Chinese and Japanese in the fifth century. At that time and for hundreds of years afterwards, books were so scarce and so hard to make, that few people could read or had books from which to learn. The first printers used block of wood as the printing forms. Pictures were carved into their faces. The blocks were then inked and printed on the crude presses of the day. Later, words were added to the pictures, but these, too, had to be carefully carved into wood.

A method was needed to shorten the long labour of hand carving each page. It took nearly a thousand years before any real change was made in the method used to reproduce the written word.

Many men were at work on the problem. Johan Gutenberg, a German printer living in Mainz, is generally believed to be the man who first solved the problem. Gutenberg hit upon the idea of using movable metal type. He printed his first book, the famous Gutenberg Bible, by this method between 1453 and 1456.

Gutenberg's type was cast in a mould, each letter separately. When taken out of the mould, the type could be easily assembled, or 'set', in words, lines, and pages. Once set and printed, the pages were broken up, and the letters reset and used again to print other pages.



This system is still in use today, though later inventors have greatly speeded up the way in which the type is cast and set.

## Word Treasure

**wedge-shaped** : like a narrow v; **diplomatic** : tactful; **parchment** : stiff yellowish paper type; **mould** : a shaped cavity used to give a definite form; **cast** : to shape metal by pouring into a mould;



## EXERCISE TIME

### Comprehension Skill

#### A. Tick (✓) the correct option :

1. They made a kind of crude \_\_\_\_\_.  
i. oil  ii. paper  iii. petroleum
2. These \_\_\_\_\_ were laid side by side.  
i. stripes  ii. laces  iii. rupees
3. Many \_\_\_\_\_ were at work on the problem.  
i. men  ii. women  iii. labourers

#### B. Answer the following questions :

1. What were the first 'books' made of ?
2. How did the ancients write on clay ?
3. What was the ancient Egyptian equivalent of a modern book ?
4. Which part of the papyrus plant was used to make paper ?
5. How was paper important to Egyptian trade ?
6. What is ancient Egyptian writing called ? What form did it take ?
7. Who were the first people to do printing ?

### Fun With Words

#### A. Choose the words that are opposite in meaning to the words in colour :

1. On these tablets they had inscribed writing which they wished to **preserve**.  
i. protect  ii. ruin  iii. conceal
2. The earliest books were not books in the **modern** sense of the word.  
i. current  ii. new  iii. ancient

3. Papyrus writing material was one of Egypt's **chief** articles of commerce.  
 i. minor  ii. rare  iii. important
4. The centre one was the most **valuable**.  
 i. priceless  ii. worthless  iii. invaluable
5. The blocks were then inked and printed on the **crude** presses of the clay.  
 i. raw  ii. coarse  iii. refined

**B. Complete each set of sentences with the right homophone from the brackets :**

**1. (peek / peak)**

- i. She took a \_\_\_\_\_ into the drawing room to see if there was anyone inside.
- ii. Just as he was reaching the \_\_\_\_\_ of his performance he made a grave mistake.

**2. (taught / taut)**

- i. His face looked \_\_\_\_\_ as he strained at the ropes binding his hands.
- ii. She was \_\_\_\_\_ to read when she was three years old.

**3. (sale / sail)**

- i. They set \_\_\_\_\_ for the Andaman Nicobar islands, early this morning.
- ii. I saw some books on \_\_\_\_\_ last week.

**4. (fowl / foul)**

- i. A \_\_\_\_\_ stench emanated from the open grounds on the opposite side of the building.
- ii. My grandfather breeds \_\_\_\_\_ to sell.

**5. (deer / dear)**

- i. As we trekked through the forest, we saw many \_\_\_\_\_ and wild buffaloes.
- ii. I thought my friend was a real \_\_\_\_\_ to have spent so much time helping me with my Sanskrit.

## Fun With Grammar

- **Fill in the blanks with the correct possessive pronouns from the brackets :**

1. The box belongs to Tom. The box is \_\_\_\_\_. (her/his)
2. This ball belongs to me. This ball is \_\_\_\_\_. (his/him)
3. The house belongs to you. The house is \_\_\_\_\_. (yours/his)
4. Those are their books. Those books are \_\_\_\_\_. (their/hers)

## Writing Skills

- **Write the story of a book in your own language :**

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## Speak Well

- **Work with pair.**

**Papers are very important sources of Civilization. How ?**

**Discuss with your partner.**

## Activity

- **Find the homophones for these words.**

1. marshal	2. berry	3. gild	4. meddle	5. lynx	6. draft
_____	_____	_____	_____	_____	_____



# PROJECT-1

## A. Be a detective and look for words in the magic grid :

(Hint : All the words begin with the letter A.)

Clues :

- Up in the sky
- Likes sugar
- In space
- Round and red
- Found in the zoo
- Maps in this book.

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

## B. Think about it !

What tells you that it's a hot day or that something tastes good ? Your five senses tell your brain about the world around you. Your sense organs is connected to the brain and sends information to it when you are awake.

Do you agree with it?



# PROJECT-2

**A. Draw the picture of an animal grazing in a field. You have three minutes to do it.**

- Ask your partner to guide the name of the animal you have drawn.
- Compare your drawing with your partner's. Who completed the drawing first ?



**B. Find out from various sources of information like books, magazines and the Internet how flowers are used :**

- For decorations.
- For making cosmetics and medicines.
- For religious and cultural events.
- For expressing emotions.



Write a short paragraph on each of the uses.

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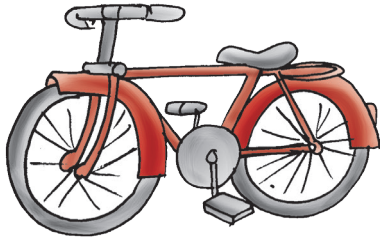
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# PROJECT-3

- Look at these things. Find out the names of their inventors. Write 2-3 sentences about each of these objects :



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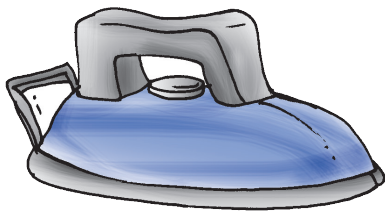
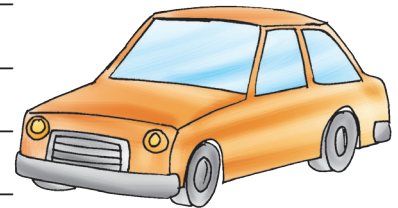
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# PROJECT-4

**A. Write a paragraph about an interesting (cricket / tennis / football / any other) match that you have played or watched.**

**You can include details like**

- Who played with whom
- Whom you supported / cheered
- Who played well
- Who won
- The scores



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**B. We use some words to ask question :**

where      when      what      who      how

**Now use the words you have chosen to complete these questions :**

1. \_\_\_\_\_ do I look in my new dress ?
2. \_\_\_\_\_ are you going ?
3. \_\_\_\_\_ is the match ?
4. \_\_\_\_\_ is the person in blue shirt ?
5. \_\_\_\_\_ are you cooking for dinner ?

# MODEL TEST PAPER-1

## A. Tick (✓) the correct option :

- Akbar sent for the \_\_\_\_\_.  
i. barber  ii. sweeper  iii. gardener
- Who is the author of the story?  
i. Oscar Wilde  ii. Rudyard Kipling  iii. Leo Tolstoy
- India was famous for its immense \_\_\_\_\_.  
i. power  ii. beauty  iii. wealth
- 'There was no reason for this bird to be dead.' Which bird is referred here?  
i. eagle  ii. Pariah kite  iii. crow
- He plants the flag of \_\_\_\_\_ tree.  
i. air  ii. breezes  iii. winds
- The music was composed on :  
i. Christmas Eve  ii. Christmas Day  iii. Newyear day
- What seems to cry?  
i. man  ii. owl  iii. night

## B. Fill in the blanks :

- Birbal was a \_\_\_\_\_ at the court of Emperor Akbar.
- The sailor learnt that the ruler of Calicut was called the \_\_\_\_\_.
- Merchants brought these spices across the \_\_\_\_\_ of Arabia to Europe.
- The sailor learnt that the ruler of Calicut was called the \_\_\_\_\_.
- To father Mohr, a true Christmas miracle \_\_\_\_\_.
- Father Mohr was strangely moved during his visit to the \_\_\_\_\_ hut.
- The \_\_\_\_\_ gave her another push.

## C. Tick (✓) the Correct and cross (X) the wrong statement :

- Djinn was in charge of the desert.
- Camel was living in the middle of the desert.
- Djinn made Camel to do work.
- On 18 May 1498, the fleet touched the city of Calicut.
- Anukul was employed in the judicial department.

6. The gypsies had stolen the baby.
7. Raicharan had stolen his master's child.



**D. Answer the following questions :**

1. The sea in the first stanza is rough, powerful and dangerous. Which words tell you this ?
2. What were Birbal's thoughts when he heard Akbar's order ?
3. What was the importance of Vasco da Gama's discovery?
4. What happened when the kite was picked up ?
5. How does a forest gain its heritage ?
6. Who was Margot ?
7. What is the story about ?

**E. Who said the following statements and to whom :**

Statement	Said by	Said to
1. "Channa, Pitty fow!"	_____	_____
2. "Don't get out of the pram."	_____	_____
3. "It was not the Padma that stole your baby."	_____	_____

**F. Given below are the names of some big rivers of India. Collect information about these rivers and complete the table :**

Name	Originates from	State where it flows	Merges in
1. Ganga	Gangotri		The Bay of Bengal
2. Brahmaputra	_____	_____	_____
3. Indus	_____	_____	_____
4. Godavari	_____	_____	_____
5. Narmada	_____	_____	_____

**G. Fill in the blanks with suitable collective nouns :**

- |                      |                     |
|----------------------|---------------------|
| A _____ of girls.    | A _____ of cattle.  |
| A _____ of ships     | A _____ of sailors. |
| A _____ of flies     | A _____ of people.  |
| A _____ of books.    | A _____ judges.     |
| A _____ of keys.     | A _____ thieves.    |
| A _____ of students. | A _____ players.    |
| A _____ of sheep.    | An _____ soldiers.  |

# MODEL TEST PAPER -2

## A. Tick (✓) the correct option :

- The portal computer fitted to his wheel chair had \_\_\_\_\_.  
i. speech synthesizer  ii. voice caller  iii. micro computer
- The Emperor was fond of :  
i. Shoes  ii. Clothes  iii. Jewellery
- Kabir grew young and he studied \_\_\_\_\_.  
i. Quran  ii. Geeta  iii. Ramayana
- The nightingale must come before me this \_\_\_\_\_.  
i. evening  ii. morning  iii. night
- I sat down and \_\_\_\_\_ out a cheque.  
i. wrote  ii. read  iii. tore
- Who found the baby elephant who was left behind?  
i. Dhanai  ii. Babul  iii. Nalia
- The noise produced in \_\_\_\_\_ is the same.  
i. factory  ii. market  iii. house

## B. Fill in the blanks :

- The only person who remembered the nightingale \_\_\_\_\_.
- The nightingale lived \_\_\_\_\_.
- We should give a \_\_\_\_\_ before doing any work.
- We should not \_\_\_\_\_ the animals.
- The machines of the factory produce a \_\_\_\_\_ noise.

## C. Tick (✓) the Correct and cross (X) the wrong statement :

- The Hawking hi-tech system did not have the most fundamental component : the Enter key.
- The wife and children of Stephen Hawking never supported him.
- The king didn't wear those new clothes.
- Kabir was the son of a Muslim widow.
- The present day babies are loud throated.
- Noise can be called the greatest bane of modern life.
- The bar ber burst out laughing when he saw the king's horns.

**D. Answer the following questions :**

1. Who is Stephen Hawking ?
2. Explain what is meant by 'he felt like Julia Roberts at the Oscars'.
3. Who was first sent to the weavers and what did he see?
4. How did the baby respond to the three boys?
5. How did the emperor recover ?
6. What do you learn from this story ?
7. Why did he boast one day in his court ?

**E. Give the synonyms of the following words :**

- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. abandon  | _____ | 2. trapped  | _____ |
| 3. weary    | _____ | 4. attain   | _____ |
| 5. torture  | _____ | 6. terrific | _____ |
| 7. locality | _____ | 8. agitate  | _____ |

**F. Read the text again and match these headings with paragraphs 1 to 5 :**

- |                                  |   |           |       |
|----------------------------------|---|-----------|-------|
| An Awkward Situation             | : | paragraph | _____ |
| Planning How to Procure the Gift | : | paragraph | _____ |
| Two Beautiful Babies             | : | paragraph | _____ |
| The Need to Help                 | : | paragraph | _____ |
| A Convenient Gift                | : | paragraph | _____ |

**G. Who said and to whom ?**

1. "That is the loveliest of all." \_\_\_\_\_ to \_\_\_\_\_
2. "But Your Majesty, I cannot live heappily, if I don't sit among my beloved trees." \_\_\_\_\_ to \_\_\_\_\_
3. "The nightingale lives far away in the woods." \_\_\_\_\_ to \_\_\_\_\_
4. "Why hasn't anyone told me about the bird ?" \_\_\_\_\_ to \_\_\_\_\_

**H. Add prefixes like—in, un, dis or im to form the opposites of these words :**

- |                   |                      |
|-------------------|----------------------|
| 1. _____ correct  | 8. _____ convenience |
| 2. _____ ability  | 9. _____ steady      |
| 3. _____ possible | 10. _____ visible    |
| 4. _____ usual    | 11. _____ worthy     |
| 5. _____ honest   | 12. _____ movable    |
| 6. _____ content  | 13. _____ happy      |
| 7. _____ pure     | 14. _____ true       |