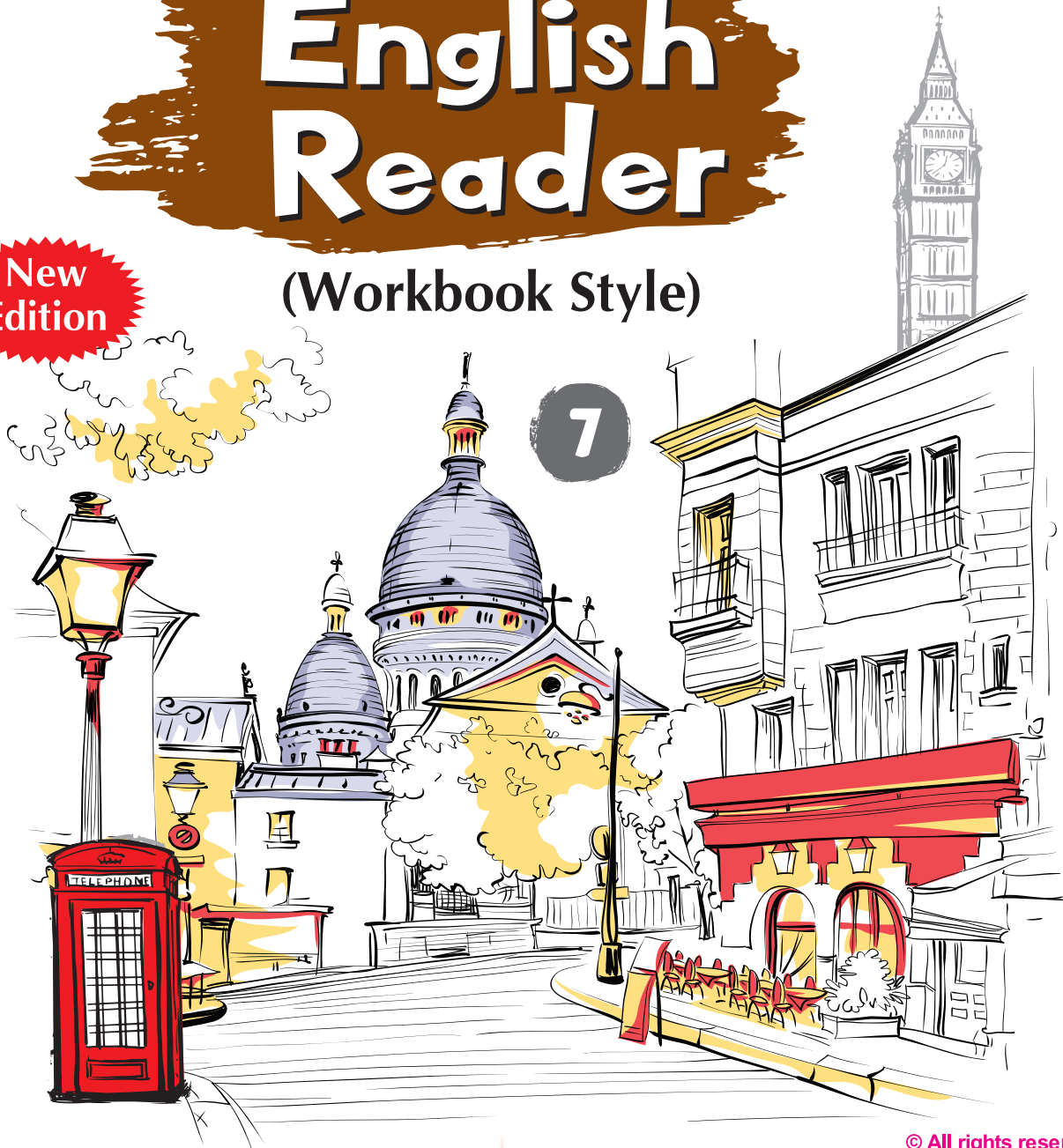


Interactive

English Reader

New
Edition

(Workbook Style)



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BOMBAY



Cynosure of

**NEP
2020**

**As per NATIONAL
CURRICULUM
FRAMEWORK-2023**

Interactive

English Reader | Class 6-8

Special Highlights

- ◆ Collection of all genres of literature i.e. poetry, fiction, play, biography, autobiography etc.
- ◆ Awareness towards environment, society and social ethics.
- ◆ Writing tasks and activities under creative work.
- ◆ Activity based assignments and interesting questions are given at the end of lesson.
- ◆ Developing various skills i.e. creativity, teamwork, analytical ability, communication, values and life skills.



Before Reading

An Interactive, fun way to step into the lesson. Interesting questions about the lesson for the students to be asked before the starting of chapter.

Know More

Fascinating facts has been given at the end of lesson to boost the knowledge of the readers.

Moral Ethics

It links to the learning outcomes, teaching and social ethics learnt from the chapter.

Teacher's Note

Appropriate hints given for the teacher for interesting and effective teaching of the chapter.



Let's Touch On

Simple and concise information has been given about all the lessons and poems in the starting of lesson. And few questionnaires given for discussions among students for their active participation.

Can I Answer?

While reading questions to aid comprehension, analytical, factual and extrapolative.

About the Author

A brief introduction about writers, poets and their writings is given for the learners to know about it.



My Diction

Meanings of sophisticated words given for better understanding and enhancing vocabulary.

Taro's Reward

Before Reading

As the following questions.

1. How do you work hard to achieve your goals?
2. How does 'honour' different from 'Obey'?
3. Why are monuments, parks or fountains named of often inspiring people even today?

Let's Touch On

Taro's Reward is a Japanese folk tale about a thoughtful and loving son Taro. He loves his old parents but because of his Poverty, is unable to fulfill their wishes. Read and learn how Taro works harder to fulfill parent's wishes.

1. How do you fulfill your parents expectations?
2. What is the importance of hard work and dedication?
3. Does hard work lead to success?

A young woodcutter named Taro lived with his parents on a lonely hillside. All day long, he chopped wood in the forest. Though he worked very hard, he earned very little money. This made him sad, for he was a thoughtful son and wanted to give his old parents everything they needed.

One evening, when Taro and his parents were sitting in a corner of their hut, a strong wind whistled through the cracks of the hut and everyone felt very cold. Suddenly Taro's father said, "I wish I had a cup of sake; it would warm me and do my old heart good."

This made Taro sadder than ever, for the heart-warming drink called sake was very expensive. "How do I earn more money and get a little sake for my poor old father?" He asked himself and decided to work harder than before.

Next morning, Taro jumped out of bed earlier than usual and made his way to the forest. He chopped and cut, as the sun climbed. His mouth was dry, and his face was wet with sweat. "My poor old father!" He thought. "If only he was as warm as I!"

ENGLISH READER-6

"You say you bought a diamond necklace to replace mine?"

And she smiled in proud and innocent happiness. Madame Forestier, deeply moved, took her two hands.

"Oh, my poor Mathilda! But mine was an imitation. It was worth at the very most five hundred francs!"

Can I Answer?

Answer the following questions.

1. Who was Madame Forestier?
2. Who seemed old now?

About the Author:
Guy de Maupassant was a great French writer. He was one of the best short story writers in the world. He was a representative of the naturalist school of writers. He depicted human lives often in pessimistic terms. He wrote more than three hundred stories. He also wrote novels, travel books and poetry.

Moral Ethics

Mathilda Loisel's values are Superficial, and she only attaches importance to external appearances. She fails to recognize that everything that looks attractive is not valuable, and she pays the price of her mistake.

Teacher's Note

The teacher need to provide the students with extempore topics and they need to speak for a 3 minutes. Note down the points and discuss.

My Diction

mansion - a large house
halted - stopped
antique - old and valuable
complement - add an improvement to something
imitation - a copy of something expensive
exquisite - extremely beautiful
oddly - strangely
abject - without hope
exultant - excited, proud and happy
fickle - changing often and suddenly
franc - the unit of money in France, now not in use

broth - a thick soup made by boiling meat and vegetables
Madame - the French title for a woman, like Ms or Mrs
Monsieur - the French title for a respectable man, like Mr or Sir
stammered - spoke with difficulty, repeating and making mistakes
dowry - money or property that a wife's family pays to her husband at the time of their marriage. Dowry is illegal in India.

ENGLISH READER-6

Hots

An advanced level of thinking helps the brain development and sharpening critical thinking skills.

Grammar Skill

It consists of basic grammatical drills to sharpen children's competency in using language accurately.

Reading Comprehension

Let's Practice

A. Tick (✓) the correct option.

- Why does the author say the little girl was meant for the best things in life – a big hoarse lots of jewellery and other luxuries?
 - She was born into one of the richest families in the world.
 - She was one of the most beautiful girls, and she had the natural grace usually seen among the rich people.
 - She was a well-behaved girl.

Hots (Critical Thinking)
"The Diamond Necklace" reveals that vanity is an evil. It may bring joy for short period but ultimately it lead to ruin. If you are placed in a situation similar to that of Mathilda, what would you have done? Express your views. (Holistic Thinking)

Communication Skill:

VOCABULARY BOOSTER
Commonly Confused Words

- Affect is a verb meaning of influence.
- Effect is a noun meaning of result
- Than used to compare two things.
- Then is usually indicating time.
- Their is a plural possessive.

Grammar Skill:

Adjectives

Activity Zone

Composition Skill: (Creativity)
Imagine you happen to have lost something valuable which you had borrowed from your friend. Write a letter to your friend to let him/her know of what has happen including how you feel about it.

ENGLISH READER-6

Communication Skills

Vocabulary Booster, Spelling, Dictionary: Unique way to improve word power with set questionnaire tasks.

Activity Zone

Significant activities have been designed primarily to make learning a joyful experience for both students and teachers. The blend of, **NEP 2020, NCF 2023 guidelines & 21st Century Skills (5C's)** is incorporated in this portion.

NEP 2020 Skills, NCF Guidelines and 21st Century Skills (5C)

- Self-direction
- Life skills
- Curiosity
- Collaboration
- Holistic Learning
- Art integration
- Communication skills
- Leadership skills
- Critical thinking
- Creativity



Web Link

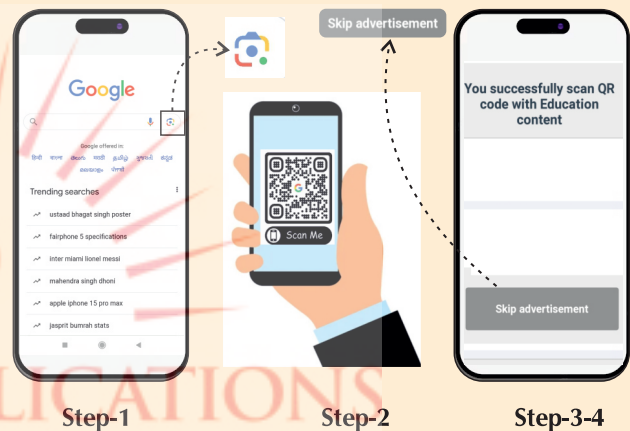
To help Inquisitive learners get an extra edge of amazing and fascinating information related to chapters just by scanning the QR codes. Just scan you will be redirected to the weblinks related to the topic.

Model Test Paper

Practice papers are given for the evaluation of learners.

Steps to use QR Code

1. Open Mobile and click on the Google Lens icon.
2. Scan the QR code in the chapter from it then click on the search option.
3. Then web-page/video related to the chapter will open for reference.
4. After clicking on the search option, this error comes the click on Skip advertisement. Then Your Web-page/video will open.

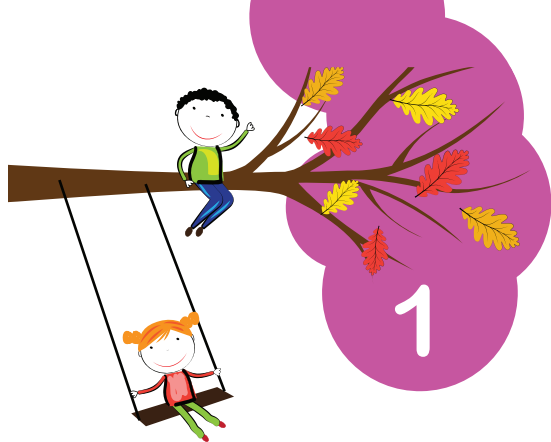




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Daffodils



Scan Me



Before Reading

Answer the following questions.

1. Flowers are one of the most beautiful creations of God, aren't they?
2. Do you know, there are so many varieties of flowers around us?
3. How many of them can you name?



Let's Touch On

'Daffodils' poem is written by William Wordsworth and is inspired by the beautiful landscape around.

1. What will happen if there are no flowers in our nature?
2. Is plucking flower is a good habit? Why?
3. Which Disney princess shares her name with a small, fragrant, white flower?

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

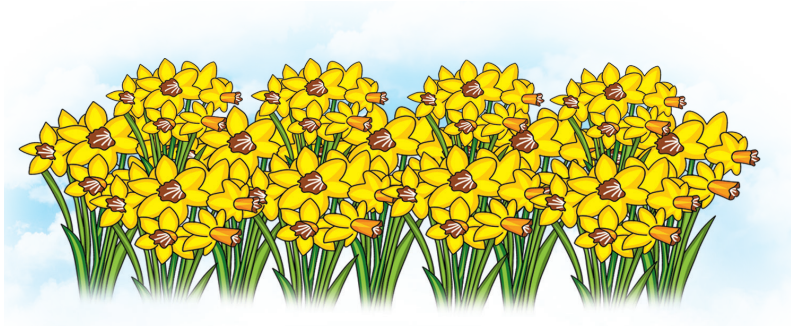
The waves beside them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company!
I gazed - and gazed - but little thought
What wealth the show to me had brought:



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For oft, when on my couch I lie
 In **vacant** or in **pensive** mood,
 They flash upon that inward eye
 Which is the **bliss** of **solitude**;
 And then my heart with pleasure fills,
 And dances with the daffodils.



–William Wordsworth

About the Author:

William Wordsworth (1770-1850) was one of the greatest British poets. He is known as one of the greatest romantic poets who have celebrated nature and focused on human emotions. This poem written by William Wordsworth was inspired by nature. One day, he was taking a walk with his sister Dorothy around Glencoyne Bay, Ullswater, in the Lake District when they come across a large number of daffodils growing close to the water side. The sight was so beautiful that Dorothy went home and wrote about them. It is believed that William was inspired by her description of the walk and he wrote this beautiful poem 'The Daffodils' which talks about Nature, and its solitude, purity and simplicity.



Moral Ethics

The daffodils teaches us to be happy in who you we. It says that even when you are by yourself and lonely and missing your friends, you can use your power of imagination to find new friends in the world around you. When you bring a smile where you are, people will remember you forever.



Teacher's Note

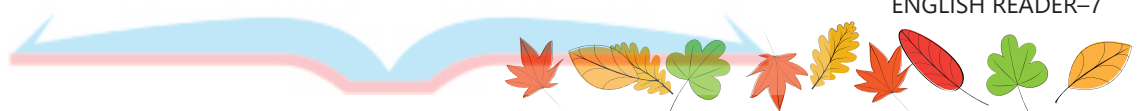
Discuss in the class how nature is our best friend which provides us all the resources to live here.



My Diction

- | | | | |
|------------------|---|-----------------|---------------------------------------|
| vales | – valleys | jocund | – cheerful |
| host | – a very big group | vacant | – empty; having no thought or emotion |
| bay | – part of a sea or a large lake partly surrounded by land | pensive | – sad or worried |
| sprightly | – full of life and energy; lively | bliss | – extreme happiness |
| glee | – happiness; cheerfulness | solitude | – state of being alone; loneliness |
| gay | – happy and full of fun | | |

BOMBAY PUBLICATIONS





Let's Practice

A. Choose the correct options.

- Who was wandering lonely as a cloud?
 - An aeroplane
 - A lion
 - The poet
- The poet has compared the daffodils to:
 - Stars
 - Waves
 - Clouds
- What accompanied the daffodils while they danced in the breeze?
 - The stars in the sky
 - The waves in the lake
 - The birds in the sky
- The poem 'Daffodils' is written by:
 - William Wordsworth
 - William Shakespeare
 - William Blake

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

- The poet saw a host of golden marigolds.
- The poet saw ten thousand daffodils at a glance.
- The waves were a cheerful company for the poet.
- The poet's heart fills with pleasure to see the daffodils.

C. Complete the following statements.

- One day, while walking in the countryside the poet saw _____.
- The flowers were growing _____.
- The flowers were _____ in the breeze.
- The poet recalls this sight when _____.
- The poet has compared himself to a _____ that is passing over _____. He has compared the daffodils to _____.

D. Answer the following questions.

- While the poet was wandering, what did he see and where did he see them?
- What does the poet compare the daffodils with?
- Which of the two danced more sprightly the waves or the daffodils?
- What happens to the poet when he lies on his couch?



Hots

(Critical Thinking)

State the Influence that nature can be have over an individual's mind.

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VOCABULARY BOOSTER

Match the following to make similes.

Example of a simile from the poem: 'I wandered lonely as a cloud'

A

- as loud as
- as merry as
- as quiet as
- as ageless as
- as afraid as
- as blind as

B

- a bat
- thunder
- the sun
- a mouse
- a lark
- a grasshopper

SPELLING

Tick (✓) the correct spelling.

- | | | | | | | | |
|-------------|--------------------------|---------|--------------------------|--------------|--------------------------|----------|--------------------------|
| 1. lonely | <input type="checkbox"/> | lonely | <input type="checkbox"/> | 4. solichude | <input type="checkbox"/> | solitude | <input type="checkbox"/> |
| 2. daffodil | <input type="checkbox"/> | dafodil | <input type="checkbox"/> | 5. pleasure | <input type="checkbox"/> | pleazure | <input type="checkbox"/> |
| 3. breze | <input type="checkbox"/> | breeze | <input type="checkbox"/> | | | | |

DICTIONARY

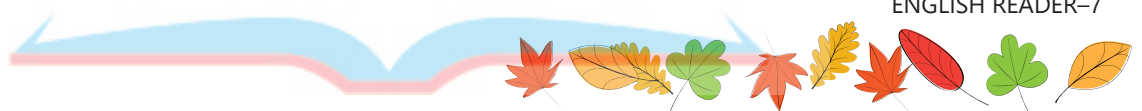
- A word listed in bold print in a dictionary is called a (n) _____ word.
- What kind of dictionary contains the most words? _____.
- The syllable that is stressed is followed by a mark called an _____.

WRITING SKILLS

Write an article: 'Nature--a Precious Gift from God'

- An article should have a heading and the name of the writer.
- It should have at least three paragraphs - an introduction, the main body and a conclusion. The main body could be in more than one paragraph.
- Also mention what we gain from nature and how it is an integral part of the earth.
- Use some of the words given below:

enchanting, vast, lush green, sparkling, breathtaking, eternal, soothing, tranquil, steep, dense





Punctuation

Punctuation is used to create sense, clarity and stress in sentences. We should make proper use of punctuation marks.

- **Full Stop (.)** is used at the end of an imperative or assertive sentence.
Examples: 1. A bird has colourful feathers. (statement)
2. Keep the box on the table. (command)
- **Comma (,)** is used to separate groups of words, two or more parts of a speech, separate expressions. It is used to set off a noun of address.
Examples: 1. Sir, may I come in?
2. Yes, I will wait for you until you come back.
- **Semicolon (;)** denotes a greater pause than that of the comma. It is used between independent clauses not connected by conjunction. It is used before words hence, however, thus, then, nevertheless, also used to separate clauses.
Examples: 1. Simran is thin and tall; Kanika is fat and short.
2. He was seriously injured in the accident; therefore, he could not appear in the exams.
- **Colon (:)** is used often a statement which introduces examples.
Examples: There are seven continents in the world: Asia, Africa, North America, South America, Antarctica, Europe and Australia.
- **Apostrophe (')** is used to show possession, to show time, space and money. It is also used to make short forms.
Examples: Two months' holidays, A rupee's worth. He'll (he will), doesn't (does not)

Note : We do not use apostrophe with words like its, ours, yours, hers, there, where etc.

- **Inverted Commas (" ")** are used to show the exact words of the speaker or a quotation.
Examples: Mother said, "Keep your room neat and clean."
- **Exclamation Mark (!)** is used after interjections, exclamatory sentences and phrases.
Examples: 1. How brave he is!
2. What an excellent idea!
- **Interrogation Mark (?)** is placed at end of an interrogative sentence.
Examples: What do you want?

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Rewrite the sentence using correct punctuation marks wherever necessary.

1. What are you doing next weekend.

2. The boys father sat in a corner.

3. Some people work best in the morning others do better in the evening.

4. I can't see Rajs car there must have been an accident.

5. We decided to visit Spain Germany Portugal and Italy's mountains.

6. Goa is a beautiful place the beaches are clean sandy and big.

7. What a good idea.

8. Yes I can meet you tomorrow if the weather is fine.

 **Activity Zone**

Listening

Look at the flowers given below. Your teacher will tell about some flowers. Listen to him/her carefully and write their names.



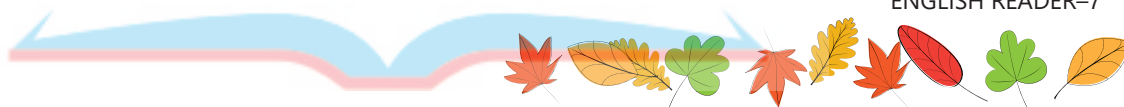








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Speaking

Speaking about Nature

Work in a group of four students. Each student should take up one topic related to nature. For example, snow, flowers, trees, rain, the sun, soil and so on.

Each student has to speak beginning with the sentence 'If there were/was no...!'

For example, a student speaking about trees would say,

'If there were no trees, we wouldn't have any ...

We would also be deprived of ...

Animals and birds ...

Once the student has completed his/her task, the others should contribute to the ideas if they have something relevant to add.

Values and Life Skills

(Life Skills)

Every flower has a lifetime, in which it blooms to the fullest. Life is short and ever-changing. We must rejoice in every moment. Discuss with your partner what flowers teach us about life?

Collaboration Skills

(Leadership Skills)

We often read how nature is being destroyed by man. Things like toxic exhaust fumes, soil erosion and acid rain harm nature.

In groups of four students make a poster to spread awareness against the degradation of nature.

- Give a catchy title.
- Write an inspiring slogan.
- Give any three instructions which could be as simple as 'Do not pluck flowers'.
- Give an illustration to highlight your message.
- Display the posters at various spots in the school campus so that others can get your message.

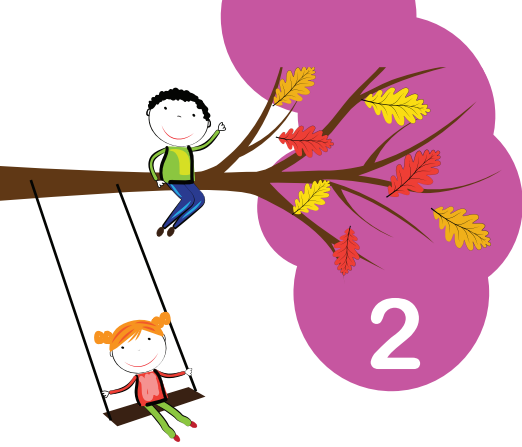
Art Integrated Learning Activity

(Creativity)

Make a list of countries and their National Flowers on A4 size sheet.

Web Link: To know more about facts about flowers, please scan this QR code scan this QR code.





A Gift of Chappals



Before Reading

Answer the following questions.

1. Do you like surprises?
2. Do you help needy people?



Let's Touch On

Mridu is a young girl growing up in Madras (now called Chennai) with Tapi, her grandmother, and Thatha, her grandfather. One afternoon Tapi takes her to her aunt Rukku Manni's house to meet her cousins Lalli, Ravi and Meena.

1. Why we should be kind to animals?
2. In what different ways you can help poor people?

A smiling Rukku Manni threw open the door. Ravi and Meena rushed out, and Ravi pulled Mridu into the house. "Wait, let me take off my slippers," protested Mridu. She set them out neatly near a pair of large black ones. Those were grey, actually, with dust. You could see the clear mark of every toe on the front part of each slipper. The marks for the two big toes were long and **scrawny**.

Mridu didn't have much time to wonder about whose slippers they were, because Ravi dragged her to the backyard, behind a thick bitter-berry bush. There, inside a torn football lined with sacking and filled with sand, lay a very small kitten, lapping up milk from a coconut half-shell.



“We found him outside the gate this morning. He was mewing and mewing, poor thing,” said Meena. “It’s a secret. Amma says Paati will leave for our Paddu Mama’s house if she knows we have a cat.”

“People are always telling us to be kind to animals, but when we are, they scream. ‘Ooh, don’t bring that dirty creature here!’ ” said Ravi. “Do you know how hard it is just to get a little milk from the kitchen? Paati saw me with a glass in my hand just now. I told her I’m very hungry, I want to drink it, but the way she looked at me! I had to drink most of it to throw her off the scent. Then she wanted the tumbler back. ‘Paati, Paati, I’ll wash it myself, why should I put you to trouble’, I told her. I had to run and pour the milk into this coconut shell and then run back and wash the tumbler and put it back before she got really suspicious. Now we have to think of some other way to feed Mahendran.”

“Mahendran? This little kitty’s name is Mahendran?” Mridu was impressed! It was a real name—not just a cute kitty-cat name.

“Actually his full name is Mahendravarma Pallava Poonai. M.P. Poonai for short if you like. He’s a fine breed of cat. Just look at his fur. Like a lion’s mane! And you know what the emblem of the ancient Pallava kings was, don’t you?” he looked expectantly at Mridu.

Mridu giggled.

“Think I’m joking? Well, just wait. I’ll show you sometime. It’s clear you don’t know a thing about history. Haven’t been to Mahabalipuram, have you?” he said mysteriously.

“Well, when our class went to Mahabalipuram, I saw a statue of his thatha’s thatha’s thatha’s thatha’s thatha’s... etcetera, etcetera... Fact is, Mahendran here is descended from that very same ancient cat. A close relative, scientifically speaking, of none other than the lion. The Pallava lion, emblem of the Pallava dynasty!” Ravi went on, walking around the bitter-berry bush, waving a twig up and down, his eyes sparkling. “This cat is a descendant of none other than the Mahabalipuram Rishi-Cat! And if I may just remind you, they worshipped cats in ancient Egypt!”

How he loved the sound of his own voice! Meena and Mridu exchanged looks.

“What does that have to do with anything?” Mridu demanded.

“Huh! I’m telling you this cat is descended... from the Egyptian cat-god... no, goddess! Bastet! Ya! That’s it!” “So?”

“Well, one of the descendants of that cat-goddess was a stowaway in one of the Pallava ships, and his descendant was the Mahabalipuram Rishi-Cat, whose descendant is—” Ravi flourished his twig at Mahendran “— M.P. Poonai here... whoop EEK!” he shrieked, very pleased with himself.

Can I Answer?

Answer the following questions.

1. What is the secret that Meena shares with Mridu in the backyard?
2. How does Ravi get milk for the Kitten?



Mahendran looked up, alarmed. He had just been sharpening his claws on the edge of the coconut shell. But worse than Ravi's awful whoop EEK was a 'Kreech...!' from the window. What a **weird** sound! If Mridu was startled, M.P. Poonai was frightened out of his wits. Hair standing on end, he bounced up and scurried towards a bamboo tray of red chillies that had been set out to dry. Trying to hide beneath it, he tipped a few chillies over himself. "Mi-a-aw!" he howled miserably.

The 'kreeching' went on and on. "What's that noise?" said Mridu. "That's Lalli learning to play the violin," grunted Ravi.



"She'll never learn a thing. The musicmaster just goes on playing like a train whizzing on and on, while Lalli's all the time derailing! Going completely off track!"

Mridu crept up to the window. Lalli was sitting a little distance away, awkwardly holding her violin and bowstring, her elbows jutting out and her eyes glazed with concentration. In front of her, with most of his back to the window,

was the bony figure of the music-master. He had a mostly bald head with a fringe of oiled black hair falling around his ears and an old-fashioned tuft. A gold chain gleamed around his leathery neck, and a diamond ring glittered on his hand as it **glided** up and down the stem of the violin. A large foot stuck out from beneath his gold-bordered **veshti** edge, and he was beating time on the floor with the scrawny big toe.

He played a few notes. Lalli **stumbled** behind him on her violin, which looked quite helpless and unhappy in her hands. What a difference! The music-master's notes seemed to float up and settle perfectly into the invisible tracks of the melody. It was like the wheels of a train fitting smoothly into the rails and whizzing along, as Ravi said. Mridu stared at that huge, **beringed** hand moving effortlessly up the violin's stem, making lovely music.



Can I Answer?

Answer the following questions.

1. Who does he say the Kitten's ancestors are? Do you believe him?
2. What was the noise that startled Mridu and frightened Mahendran?



Squawk! There was Lalli derailing again!

“Amma!” came a wail from the gate. “Ammaoh!”

“Ravi, send that beggar away!” cried his mother from the back verandah, where she was chatting with Tapi. “He has been coming here every day for the past week, and it’s time he found another house to beg from!” Paati explained to Tapi.

Mridu and Meena followed Ravi out. The beggar was already in the garden, making himself quite at home. He had spread his upper cloth under the neem tree, and was leaning against its trunk, apparently prepared to take a little **snooze** while he waited for the alms to appear. “Go away!” said Ravi sternly. “My Paati says it’s time you found another house to beg from!”

The beggar opened his eyes very wide and gazed at each of the children one by one. “The ladies of this house,” he said, at last, in a voice choked with feeling, “are very kind souls. I have **kept my body and soul together** on their generosity for a whole week. I cannot believe that they would turn me away.” He raised his voice. “Amma! Amma-oh!” Sad his wail might be, but it certainly wasn’t feeble. It began in a deep, strong rumble somewhere in his withered belly, and came booming out of his mouth, with its few remaining teeth stained brown with betel-chewing.

“Ravi, tell him there’s nothing left in the kitchen!” called Rukku Manni. “And he’s not to come again—tell him that!” She sounded **fed up**.

Ravi didn’t have to repeat it all to the beggar. What his mother said had been easy for them all to hear, there under the neem tree. The beggar sat up and sighed.

“I’ll go, I’ll go!” he said wearily. “Only let me have a rest here under this tree. The sun is so hot, the tar has melted on the road. My feet are already blistered.” He stretched out his feet to show large, pink, peeling **blisters** on the soles of his bare feet.

“I suppose he doesn’t have the money to buy chappals,” Mridu whispered to Meena—Ravi. “Have you got an old pair in the house somewhere?”

“I don’t know,” said Ravi. “Mine are too small to fit his feet, or I’d have given them to him.” And his feet were larger than Mridu’s and Meena’s.

The beggar was shaking out his upper cloth and tightening his dhoti. He raised his eyes and looked fearfully at the road, gleaming in the afternoon heat.

“He needs something on his feet!” Meena said, her big eyes filling. “It’s not fair!”

“Ssh!” said Ravi. “I’m thinking about it! Blubbering, ‘it’s not fair, it’s not fair’ isn’t going to help. In two minutes he’ll be frying his feet on that road. What he needs is a pair of chappals.

So where do we get them? Come, let’s search the house.” He pushed Mridu and Meena into the house.

Just as she stepped into the verandah, Mridu’s eyes fell on the odd-looking chappals she had noticed when she arrived.



“Ravi!” she whispered to him. “Whose are those?”

Ravi turned and glanced at the shabby-looking, but sturdy old slippers. He beamed and nodded. “These are just the right size,” he said, picking them up. Mridu and Meena followed him nervously back into the garden.

“Here!” said Ravi to the beggar, dropping the slippers in front of the old man. “Wear these and don’t come back!” The beggar stared at the slippers, hurriedly flung his towel over his shoulder, pushed his feet into them and left, muttering a blessing to the children. In a minute he had vanished around the corner of the street.

The music-master came out of the house and took an **unappreciative** look at the three of them sitting quietly under the tree, playing marbles. Then he searched for his chappals in the verandah, where he had put them.

“Lalli!” he called, after a few moments. She hurried up to him. “Have you seen my chappals, my dear? I remember having kept them here!”

Ravi, Mridu, and Meena silently watched Lalli and the music-master search every corner of the verandah. He scurried around, looking over the railing and crouching near the flower pots to look between them. “Brand new, they were! I went all the way to Mount Road to buy them!” he went on saying. “They cost a whole month’s fees, do you know?”

Soon Lalli went in to tell her mother. Rukku Manni appeared, looking harassed, with Paati following her.

“Where could they be? It’s really quite upsetting to think someone might have stolen them. So many vendors come to the door,” worried Paati.

Rukku Manni caught sight of Ravi, Mridu, and Meena sitting under the tree. “Have you children...” she began, and then, seeing they were curiously quiet, went on more slowly, “seen anyone **lurking** around the verandah?” A sharp V-shaped line had formed between her eyebrows. Another straight, tighter one appeared in place of her usually soft, pleasant mouth. Rukku Manni was angry! thought Mridu with a shiver. She wouldn’t be so upset if she knew about the poor beggar with sores on his feet, she tried to tell herself.

Taking a deep breath, she cried, “Rukku Manni, there was a beggar here. Poor thing, he had such boils on his feet!”

“So?” said Rukku Manni grimly, turning to Ravi. “You gave the music-master’s chappals to that old beggar who turns up here?”

“Children these days...!” groaned Paati.

“Amma, didn’t you tell me about Karna who gave away everything he had, even his gold earrings, he was so kind and generous?”

“Silly!” snapped Rukku Manni. “Karna didn’t give away other people’s things, he only gave away his own.”

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“But my chappals wouldn’t have fitted the beggar’s feet...” Ravi rushed brashly on, “And Amma, if they did fit, would you really not have minded?”

“Ravi!” said Rukku Manni, very angry now. “Go inside this minute.”

She hurried indoors and brought out Gopu Mama’s hardly worn, new chappals. “These should fit you, Sir. Please put these on. I am so sorry. My son has been very naughty.” The musicmaster’s eyes lit up. He put them on, trying not to look too happy. “Well, I suppose these will have to do... These days children have no respect for elders, what to do? A Hanuman incarnate... only Rama can save such a naughty fellow!” Rukku Manni’s eyes flashed. She didn’t seem to like Ravi being called a monkey, even a holy monkey. She stood stiff and straight by the front door. It was clear she wanted him to leave quickly.

When he had **clattered off** in his new chappals, she said, “Mridu, come in and have some tiffin. Honestly, how do you children think of such things? Thank God your Gopu Mama doesn’t wear his chappals to work...” As she walked towards the kitchen with Mridu and Meena, she suddenly began to laugh. “But he’s always in such a hurry to throw off his shoes and socks and get into his chappals as soon as he comes home. What’s your Mama going to say this evening when I tell him I gave his chappals to the music-master?”

VASANTHA SURYA
[from *Mridu in Madras:
Goruchaka Turns Up*]

About the Author:

Vasantha Surya (1923-2008) is a writer, translator and poet. The story 'A gift of chappals' revolves around a group of children and their activities. Vasantha Surya has translated novels, short stories and poetry from and into Tamil.



Moral Ethics

Qualities showed by Ravi:

Ravi was a smart young boy. He was also kind to give the chappals to the beggar. He was intelligent and this is evident from the name that he gave to the cat. He had sensitive heart which melts easily.

Teacher’s Note

Tell the class that being kind has many physical and mental health benefits, including increased happiness and reduction of stress.





My Diction

- scrawny** – thin (suggesting skinny toes)
- Paati** – grandmother (in Tamil)
- throw her off the scent** – mislead her so that she won't understand the real purpose
- thatha** – grandfather (in Tamil)
- descended from** – descendent of, or comes from, the same family
- stowaway** – someone who hides himself/herself in a ship or an aircraft to travel unnoticed
- weird** – strange or unusual
- glided** – moved along smoothly
- veshti** – dhoti (in Tamil)
- stumbled** – followed haltingly
- beringed** – The music master is wearing a ring.
- snooze** – short sleep
- Kept my body and soul together** – managed to stay alive
- fed up** – tired and unhappy
- blisters** – boils/ bubbles on the skin, from burns or rubbing
- eyes filling** – with tears
- unappreciative** – disapproving
- lurking** – waiting quietly (without attracting attention)
- clattered off** – gone off noisily (with the noise or clatter of chappals)



Reading Comprehension



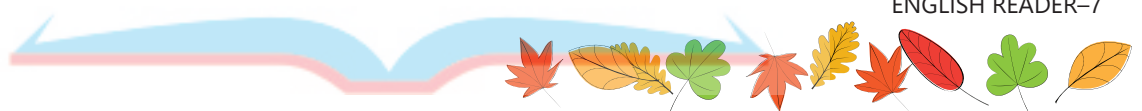
Let's Practice

A. Choose the correct options.

- The secret was not shared as:
 - Tapi will get angry
 - the elders did not like any kitten
 - Mridu will tell the aunt
- The pair of chappals was:
 - torn
 - quite small
 - covered with dust
- Ravi got milk for the kitten from:
 - the market
 - the kitchen
 - the fridge
- The chappals of music teacher were
 - brand new
 - old
 - colourful

B. Complete the following sentences.

- Ravi compares Lalli's playing the violin to _____
- Trying to hide beneath the tray of chillies, Mahendran _____
- The teacher played a few notes on his violin, and Lalli _____
- The beggar said that the kind ladies of the household _____
- After the lesson was over, the music teacher asked Lalli if _____



C. Answer the following questions.

1. Had the beggar come to Rukku Manni's house for the first time? Give reasons for your answer.
2. "A sharp V-shaped line had formed between her eyebrows." What does it suggest to you about Rukku Manni's mood?
3. On getting Gopu Mama's chappals, the music teacher tried not to look too happy. Why?
4. On getting a gift of chappals, the beggar vanished in a minute. Why was he in such a hurry to leave?
5. Describe the music teacher, as seen from the window.



Hots

(Critical Thinking)

What makes Mridu conclude that the beggar has no money to buy chappals? What does she suggest to show her concern?



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Read the following sentences.

- (a) If she knows we have a cat, Paati will leave the house.
- (b) She won't be so upset if she knows about the poor beggar with sores on his feet.
- (c) If the chappals do fit, will you really not mind?

Notice that each sentence consists of two parts. The first part begins with 'if'. It is known as if-clause.

Rewrite each of the following pairs of sentences as a single sentence. Use 'if' at the beginning of the sentence.

- (i) Don't tire yourself now. You won't be able to work in the evening.
- (ii) Study regularly. You'll do well in the examination.
- (iii) Work hard. You'll pass the examination in the first division.
- (iv) Be polite to people. They'll also be polite to you.
- (v) Don't tease the dog. It'll bite you.

SPELLING

Circle the correct spelling

- | | | | | | |
|----------------|---|------------|--------------|---|-----------|
| 1. whizzing | - | vissing | 5. grimly | - | greemli |
| 2. suspeceious | - | suspicious | 6. feeted | - | fitted |
| 3. okwardly | - | awkwardly | 7. crouching | - | karuching |
| 4. harassed | - | harased | 8. enkarnate | - | incarnate |



DICTIONARY

Look up a dictionary and find the meaning of the words 'Foreign' and 'Foreigner'.

WRITING SKILLS

We often plan things in advance and look forward to executing our plans. But many a time, things do happen the way we want them to. Think of a day when everything went wrong. Give reasons about what spoilt the day.



Grammar Skills

Nouns

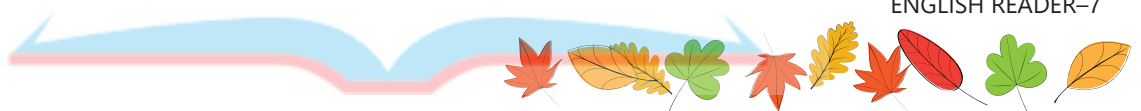
A naming word is called a noun. Types of nouns are as follows:

- **Proper Noun** - it names a particular person, place, animal or a thing.
Examples: Red Fort, December
- **Common Noun** - It is the name given in common to every person, place animal or thing of the same kind.
Examples: boys, shop, cat, building
- **Material Noun** - it names a substance or material of which things are made.
Examples: iron, gold, plastic
- **Collective Noun** - it is the name given to a collection or a group of persons or things.
Examples: team, class
- **Abstract Noun** - it is the name of an abstract thing, like feeling, quality, action, etc.
Examples: delight, bravery
- **Countable Nouns** refer to people or things that can be counted.
Examples: apple, box, children
- **Uncountable Nouns** are the nouns which cannot be counted.
Examples: soil, wood, sugar, rice
- **Concrete Nouns** occupy some space, persons, places, animals or things that we can see, feel and touch.
Examples: airport, pilot, aeroplane
- **Abstract Nouns** do not occupy space, we cannot see or touch them.
Examples: intelligence, sadness, trust, love etc.

A. Underline the uncountable nouns and circle the countable nouns in the following sentences.

1. How much money do you need?
2. Your book is lying on the table.

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3. How many candles are on that birthday cake?
4. There is no water in the jug.
5. Please give me some information about your trip.
6. She seems to have high level of intelligence.
7. He did not have much sugar left.

B. Fill in the blanks by forming abstract noun of the words given in the brackets.

1. The police has a good _____ of the thief. (describe)
2. I need to make an _____ with my doctor. (appoint)
3. The decision to drive in snow was pure _____. (mad)
4. The _____ of food was a problem during the party. (scarce)
5. We should read in _____ in a library. (silent)
6. The principal will make a final _____ next week.



Activity Zone

Speaking

- A group of children in your class are going to live in a hostel.
- They have been asked to choose a person in the group to share a room with.
- They are asking each other questions to decide who they would like to share a room with.

Ask one another questions about likes/dislikes/ preferences/hobbies/personal characteristics. Use the following questions and sentence openings.

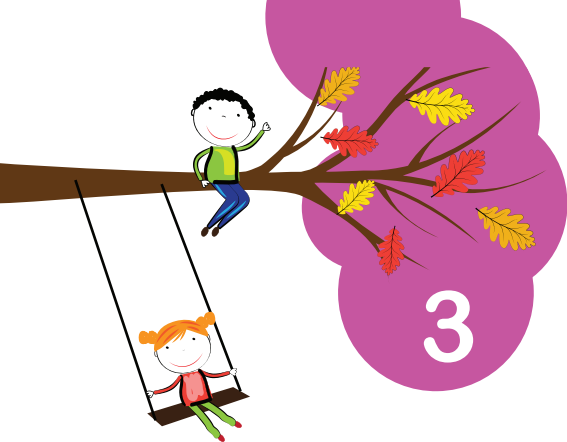
- (i) What do you enjoy doing after school?
I enjoy...
- (ii) What do you like in general?
I like...
- (iii) Do you play any game?
I don't like...
- (iv) Would you mind if I listened to music after dinner?
I wouldn't...
- (v) Will it be all right if I...?
It's fine with me...

Collaboration Skills

Discuss in small groups

- If you want to give away something of your own to the needy, would it be better to ask your elders first?
- Is there someone of your age in the family who is very talkative? Do you find her/him interesting and impressive or otherwise? Share your ideas with others in the group.





Marie Curie



Before Reading

Do you know Marie Curie? What was she famous for? When and why was she awarded Nobel Prize? Do you know how many times did she win Nobel Prize? Let's read the play to know about a little bit more her....



Let's Touch On

Marie Curie was a pioneer in the study of radiation. She won the Nobel prize twice. Even a small scientific contributions moves mankind forward.

1. How was the world different before the x-ray machine was invented?
2. What do you think an inventor's life is like?
3. What invention would you like to invent?

CHARACTERS

MARIE CURIE PIERRE CURIE MADAME DLUSKA FIVE NEWSPAPER REPORTERS

(As the lights come on, a violent ringing of the doorbell is heard and a very excited Madame Dluska enters Pierre and Marie's home.)

MME DLUSKA : Marie . . . (Marie enters the room.) Oh, Marie, I heard! Where's Pierre? (Pierre enters.) Oh, I'm so thrilled! It's so wonderful, unbelievable! Congratulations! (Mme Dluska hugs and kisses Marie and Pierre.)

MARIE : Why, Mme Dluska, do tell us what you're so excited about.

MME DLUSKA : Pierre and you have won the Nobel Prize for Physics this year! Oh, I'm so excited, and I know that Bronya and Casimir will be as excited as I am, so I ran to congratulate you on behalf of us all. When are you leaving for Sweden?

PIERRE : We are not going to Sweden and what's more ..

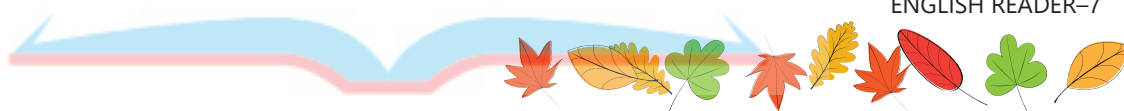
MME DLUSKA : (shocked) O la la! Not going to Sweden? Don't you want the King of Sweden to give you your medals? I don't mind accompanying you.

MARIE : Oh, Mme Dluska, that is very kind of you. But we cannot leave Paris on 10 December.

PIERRE : We've postponed our trip and may go to Stockholm either during Easter or in June.

MME DLUSKA : I'm so disappointed. I had such dreams of designing Marie's new dress....

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(She is interrupted by another violent ring of the doorbell.) Who can that be? Let me see. (She opens the door and five newspaper reporters roughly push her aside.)

REPORTER 1 : We want to speak to **Monsieur** and Madame Curie. I'm from Echo de Paris.

REPORTER 2 : I represent the Paris Daily.

REPORTER 3 : I'm from the Times.

REPORTER 4 : The Guardian.

REPORTER 5 : The Washington Post.

We'd like to speak to the Curies.

MME DLUSKA : (flustered) Oh yes. (turns around to find that Marie and Pierre have disappeared) Where are you, Marie, Pierre? Oh, so you are newspaper reporters? Wait . . . (as a reporter takes her picture) Wait a minute, young man. How dare you take my photograph when I'm not properly dressed!

REPORTER 1 : Who are you, Madame?

REPORTER 2 : How are you related to the Curies?

REPORTER 3 : Isn't this a rather . . . rather . . . simple house?

REPORTER 4 : May we take some photographs? (They continue to click away.)

REPORTER 3 : When are the Curies leaving for Stockholm?

MME DLUSKA : They are not leaving.

REPORTER 4 : Why not?

REPORTER 3 : They don't like Swedish gold medals?

REPORTER 2 : Looking around this house, one would think that the Curies could definitely use the prize money.

REPORTER 5 : Well, old lady, who are you? The grandma?

MME DLUSKA : Old lady!

Grandma! Who? Me? Get out! Get out, **you good for nothing** ... get out of this house! Who are you calling old? (Pierre and Marie enter.) Ah, thank God, here you are Pierre, Marie ..

PIERRE: Well, **Messieurs**, what can we do for you?



REPORTER 1 : First of all, we'd like some photographs of you and your home.
 PIERRE : I suppose you will take the photographs, whether we like it or not.
 (The reporters do what they want.)

REPORTER 2 : Can you answer some questions?
 PIERRE : Very briefly.

REPORTER 3 : Why did you and your wife work in a shed while discovering radium?

MARIE : We didn't have a laboratory.

REPORTER 4 : Why didn't you **patent** the technique of **isolating** radium?

PIERRE : Because we don't believe in patenting scientific knowledge.

REPORTER 3 : Oh, you must be very rich then. You don't need the money?

MARIE : You can answer that question yourself.

REPORTER 1 : I believe you have a daughter.

MARIE : Yes.

REPORTER 2 : How old is she?

PIERRE : That question is totally irrelevant. We will only answer questions regarding our work.

REPORTER 3 : Oh, everyone knows about your work. We'd like to have the 'inside' story.

PIERRE : (furious) What nonsense!

REPORTER 5 : Come on, give us a break. We'd like to know something about the psychology of a woman devoted to research.

REPORTER 1 : Your likes and dislikes.

PIERRE : Well, first of all we **are almost fanatical** about our privacy. We like to be left totally alone, to do our work in peace.

REPORTER 5 : Now, come on, Madame, tell us how you manage to be a good wife and mother . . . Doesn't your husband object to your being away in the laboratory, away from your child and home?

MARIE : Monsieur, I find your question and your curiosity **highly impertinent** and distasteful. Scientists must be interested in things, not in people.

PIERRE : I totally agree with my wife. So, gentlemen, I must ask you to leave.

REPORTER 2 : Leave! We haven't even begun to ask the important questions.

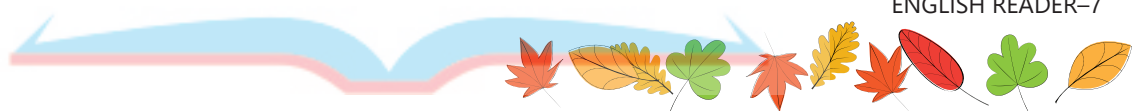
REPORTER 3 : Are you going to Sweden?



Can I Answer?

Answer the following questions.

1. Why curies were excited?
2. How many reporters were standing at the door?



PIERRE : We're as yet undecided.

REPORTER 4 : Will you shift into a larger, more comfortable home, now that you will be rich?

MARIE : We haven't thought about that either.

REPORTER 3 : What message can I give our readers in America from you?

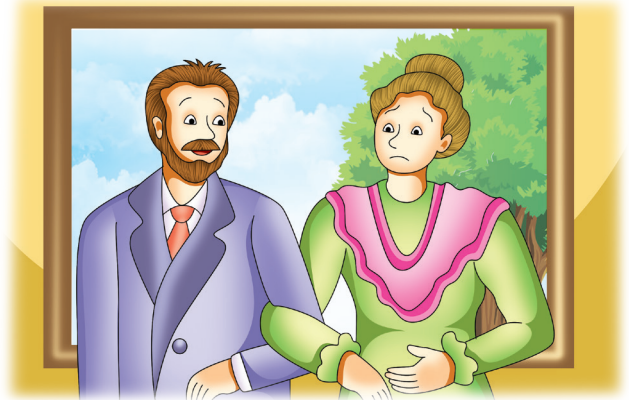
MARIE : Message? Why should Americans want any messages from us?

PIERRE : Well, gentlemen, I'm sure that by now you have enough material on us to fill several columns, so goodbye. Please leave us in peace. Mme Dluska, will you be so kind as to **escort these gentlemen** to the door? Come, Marie.

(Pierre gives Marie his arm and the two exit. Mme Dluska springs to life and action.)

MME DLUSKA : Come along, come along, out you go, all of you. You heard what Monsieur Curie said. No, I won't tell you how and where they met. No, I...

(She leads them out of the door and shuts it with a bang. Pierre and Marie re-enter, looking very upset.)



PIERRE : Oh, Mme Dluska, we are so sorry to have put you through all this trouble.

MME DLUSKA : This is only the beginning.

PIERRE : What do you mean?

MME DLUSKA : At present, only newspaper reporters are hounding you. Very soon, the whole of Paris, the **creme de la creme** will be knocking at your door.

MARIE : What nonsense! We are poor scientists. We have no time for celebrities.

MME DLUSKA : Whether you like it or not, whether you have the time or not, you must accept the fact that you are not only famous, but internationally famous. And you will have to pay the price for that. (Lights slowly fade. Pierre and Marie exit. Mme Dluska slowly walks upstage centre, and the light is on her.) (Curtain)

And they did pay and pay heavily for their fame. The Curies who always liked to live like 'wild people' had to flee from the curious and those who would violate their privacy. They were asked for articles inundated by requests for photographs and



autographs. They were drowned in philosophical letters, **sonnets** and poems on radium. An American asked if Marie would allow him to **baptise** a racehorse in her name. They received plenty of requests for money, were visited by scientists, society people and **eccentrics**.

Pierre and Marie **were the toast of London**, Paris, Stockholm and Warsaw. But did this fame get them what they really wanted—a professorship at Sorbonne for Pierre, or laboratory where they could work undisturbed? No! France was the last country to recognize their greatness, and it was only Pierre's school which supported their work the little money that it had of its own.

However, I cannot leave you without telling you a story. Marie and Pierre were invited by the President of France to the Elysee Palace for dinner. In the course of the evening, a lady came up to Marie and said, "Would you like me to present you to the King of Greece?"

Marie innocently and politely replied, "I don't really think so. I don't see the utility of it."

The lady was shocked, and Marie suddenly realized that it was Madame Loubet, the President's wife, who had asked her the question. She blushed, and said quickly, "But-but, naturally, I shall do whatever you please. Just as you please, Madame, just as you please, Madame just as you please."

Yes, but then Pierre and Marie were really unique persons, interested in scientific ideas, not people.

Shirin Darasha

About the Author:

Shirin Darasha (1938-2012) was a renowned Indian educator, playwright and feminist who challenged many stereotype and traditions in India. She was born and raised in a Parsi Zoroastrian family of Mumbai. After graduating from Queen Mary school, Bombay she attended St. Xavier's College Mumbai, studying for a Bachelor's in by psychology. She also earned her Master Degree in Psychology from Mumbai. She headed the J.B Pertit High School for Girls as the School Principal for over three decades. She had strong views on the importance of 'joy' during childhood. Darasha was a talented playwright who focussed themes and personalities associated with twentieth century Indian history. Her popular play 'Madam Cama' was first staged in 1988.

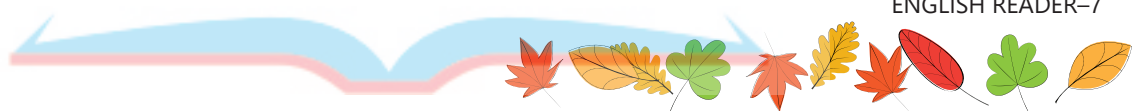


Moral Ethics

Qualities showed by Marie Curie:

Her notable qualities were high intelligence, love of science. The ability to persevere in light of the difficulties she faced. The attitude led her to win not just one but two nobel prizes.

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Teacher's Note

Tell the class about great scientists and their inventions. Discuss about their qualities and how they inspired you.



My Diction

monsieur : a title used to address men in French—the same as 'Me' in English

you good for nothing : you lazy and worthless (person)

messieurs : gentlemen; plural of 'Monsieur'

patent : the sole right to make, use or sell something

isolating : here, separating; obtaining in a pure form

are almost fanatical : hate to share details of our private lives about our privacy

highly impertinent : rude or disrespectful

escort these gentlemen to the door : here, a polite way of asking people to leave

creme de la creme : the very best

sonnets : poems of fourteen lines with fixed rhyme schemes

baptise : a Christian naming ceremony, done with holy water

eccentrics : strange or unusual people

were the toast of London : were invited to all the parties and gatherings in London; honored by the people of London



Reading Comprehension



Let's Practice

A. Tick (✓) the correct option.

1. Madame Dluska rushed into the house to tell the Curies that;

(i) Marie had won the Nobel Prize for Physics.

(ii) the king of Sweden was offering the Curies a medal.

(iii) the Curies had won the Nobel Prize for Physics.

2. On receiving the news of the Nobel Prize the Curies were:

(i) excited

(ii) proud

(iii) calm

3. The Curies found the questions asked by the reporters:

(i) very personal and distasteful

(ii) silly and irrelevant

(iii) long and boring

4. Curies work in a shed while discovering radium because:

(i) they love to work there

(ii) they didn't want to make their house dirty

(iii) they didn't have a laboratory



5. The Curies paid heavily for their fame because they
 - (i) were constantly asked to fund various other projects.
 - (ii) lost out on their privacy which was very valuable to them.
 - (iii) became the toast of London.

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

1. Madame Dluska was very happy that the curies would not go to sweden.
2. Marie Curie and Pierre Curie won the Nobel Prize for Physics.
3. The curies found the questions of the reporter highly impertinent.
4. Marie wanted to get rid of the reporters.
5. Marie and Pierre were famous internationally .
6. Marie Curie asked not to be introduced to the king of Greece.

C. Answer the following questions.

1. Why was Madame Dluska disappointed that the Curies would not go to Sweden?
2. What does this is only the beginning by Madame Dluska mean?
3. 'The Curies were very private people.' — Illustrate with examples from the story.
4. Did the Nobel Prize bring the Curies what they wanted?
5. Despite their success, what irony marked the lives of the Curies?



Hots

(Critical Thinking)

If you were go back in time, what question would you ask Marie? Explain.



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Fill in these 'reaction' clouds showing how each of the characters reacted to the Nobel Prize awarded to the Curies. Which do you like the most? Why?

DLUSKA	REPORTERS	MARIE AND PIERRE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

BOMBAY PUBLICATIONS



SPELLING

Tick (✓) the correct spellings.

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| 1. excited | <input type="checkbox"/> | exceited | <input type="checkbox"/> |
| 2. accompanying | <input type="checkbox"/> | accompanying | <input type="checkbox"/> |
| 3. fanatical | <input type="checkbox"/> | fanatikal | <input type="checkbox"/> |
| 4. laboratory | <input type="checkbox"/> | laburasary | <input type="checkbox"/> |
| 5. scientist | <input type="checkbox"/> | scientiast | <input type="checkbox"/> |
| 6. professorsip | <input type="checkbox"/> | professorship | <input type="checkbox"/> |

DICTIONARY

Read the given sentences. Find out the meaning of underlined words using dictionary. Write down the correct meaning and make sentence.

1. Imagine you got up late in the morning and did not reach your school on time. Make a sentence using the word flustered.
2. Some old electrical gadgets are no longer used these days. Make a sentence about any such gadget using the word obsolete.
3. Your grand aunt is a well-known social worker. The media is always chasing her for interviews. Make a sentence using the phrase hounding her.
4. Some people can be really interfering and get a bit too familiar. Make a sentence using the phrase violate privacy.
5. Often, celebrities are most sought after. Make a sentence using the phrase pay the price.

WRITING SKILLS

Work with a partner.

List at least five adjectives that describe the characters of Pierre and Marie Curie.

Use these adjectives to make sentences about them.

Link the sentences to write a paragraph about the scientist couple.



Grammar Skills

Pronouns

A word which is used in place of a noun is called a **pronoun**.

Note : The noun which a pronoun stands for is called its antecedent.

Example: Raj stood first in the race. He runs very fast.

The Pronoun he is used for noun Raj. So, Raj is its antecedent.

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- **Personal Pronouns** refer to persons and they are of three kinds, person speaking → person spoken → person or thing spoken about

Note : The pronoun I is placed last in expression, like - Karan and I, My sister and I, You, Guranshi and I

- **Reflexive Pronouns** behave like objects of the verbs and are receives of the action. They refer to the same person as the subject.

Examples: He blamed **himself** for the mistake.

- **Emphasising Pronouns** are same as reflexive pronouns and are used to convey emphasis.

Examples: We ourselves finished our projects.

- **Demonstrative Pronouns** point out object or objects for which they are used.

Examples: That is a nice dress.

- **Indefinite Pronouns** do not refer to any particular person or thing.

- **Distributive Pronouns** refer to the number of persons or things, one at a time.

Examples: Each of the boy was given a gift.

- **Interrogative Pronouns** are used for asking questions.

Examples: Who told you to do that?

- **Possessive Pronouns** are used to show possession.

Examples: This book is mine.

- **Relative Pronouns** relate a noun to group of words what follow.

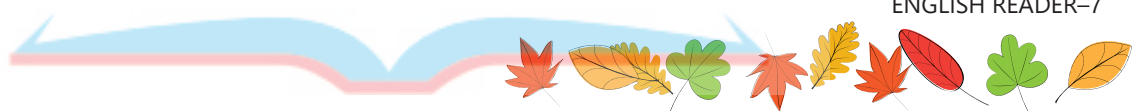
Examples: I do not know what he wants.

Fill in the blanks with reflexive or emphasising pronouns.

1. Nisha did her homework by _____.
2. I _____ make my bed every day.
3. The kids finished their food all by _____.
4. We _____ planned our holidays.
5. The door opened by _____.
6. Rahul went there by _____.
7. You have hurt _____ with a knife.
8. My mother looked at _____ in the mirror.

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ENGLISH READER-7



Tick (✓) the correct answer.

1. I am hungry. Can you give (her/me) something to eat.
2. Where did you put my purse? I can't find (them/it).
3. Rohit and Rahul are thirsty. Give (us/them) some water to drink.
4. Today is my mother's birthday. I want to give (him/her) a nice present.
5. Ankita is a new student. Please show (him/her) the library.
6. "Can I help (me/you)?" asked the boy.
7. Megha's brother is a policeman. (He/she) catches thieves.



Listening

What is common to all those who have created something new? Your teacher will give some information about our great inventors and their certain creative process which they follow. Listen to him/her carefully. He/she will read out six steps that will help you to develop your creativity but the steps are not in the correct order. As you listen; jot down the steps and then work with a partner to place them in the correct order. Discuss your choices in class.

Speaking

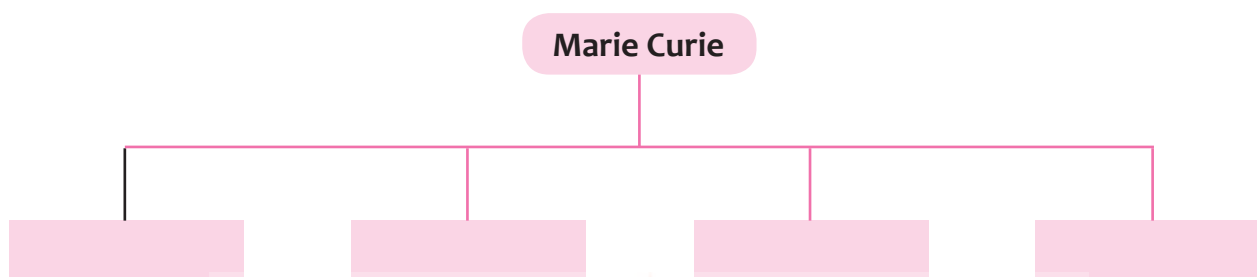
(Team Work)

Work in groups of three. Look the pictures of modern gadgets from the internet. Describe them to your group without naming the invention and ask them to guess what it is. Discuss about their advantages and disadvantages.

Values and Life Skills

(Life Skills)

Write below the qualities you think helped Marie Curie in achieving her goal.

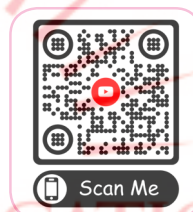


Art Integrated Learning Activity

(Creativity)

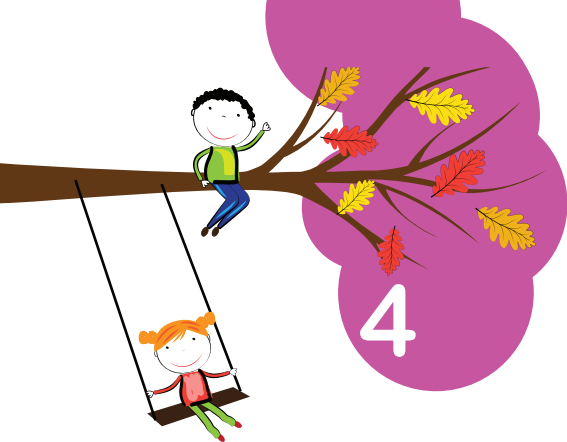
Develop a radio presentation advertising science city. Add your own features. Make the presentation before the class.

Web Link: To know more, scan this QR code.



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The Pocket Money



Before Reading

Answer the following question.

1. What are your strengths?
2. Who in your life has been the greatest influence on you?
3. What do you want to do when you leave school?



Let's Touch On

'The Pocket Money' is a story about different phases of life. Mr Smith believed that school days were happiest days, Thomas thought that time was rotten time on other hand Ernest felt that life was not pleasurable when one was at school.

Read the dialogue between a father and a son.

- Father : Son, did you get your report card?
Son : Yes, Dad. I've got it.
Father : You've got it? When? Why didn't you show it to me?
Son : Yesterday. I forgot to show it to you.
Father : You forgot?
Son : Well, I was going to... er...but... Thought...

Does this dialogue ring a bell at least in some of you? Well, it's a universal problem faced by all those who fare badly in their exams. How do they deal with it? Let's read the play and find out how Ernest's uncle solved the problem for him. But was it the right thing to do?

Characters

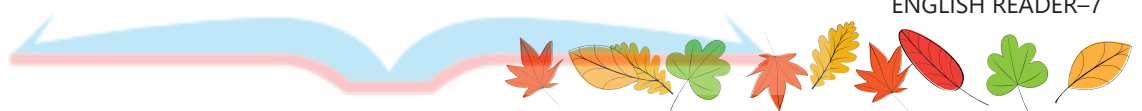
Ernest Ryland-Smith, a schoolboy of fourteen
Mr Ryland-Smith, his father, a self-important businessman
Uncle Tom Mary, a servant A Boy, also named

The sitting room of the Ryland-Smith. It is just before 7 p.m. a few days before Christmas. Ernest is bending down over the radio, turning controls, and the set is making a terrible noise, as his father enters.

- Father : For goodness' sake, leave that thing alone and let's have some peace and quiet. Any letters for me?
Ernest : I don't think so, Dad, but the evening post hasn't come in yet.
Father : (consulting his watch): Late again. It's just the same as the rest of the public services. Nothing seems to be working properly. Mary tells me the telephone is out of order again.



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Ernest : It's the weather, I expect.

Father : What do you mean? What's the weather got to do with it?

Ernest : I thought perhaps the snow-

Father : Well, don't think. It's probably due to carelessness or laziness; and goodness knows, I get enough of that at the office. Nobody seems to understand the meaning of the word 'work' nowadays. Which reminds me.. shouldn't you be doing your homework?

Ernest : We've broken up, Dad.

Father : What, already?

Ernest : It's only three days to Christmas.

Father : I should have thought Christmas Eve would have been soon enough. I shall be at the office till then.

Ernest : Yes, but business is different.

Father : So it seems. You'll discover that for yourself some day. Life isn't all pleasure when you've left school.

Ernest : Nor while you're there.

Father : Nonsense, my boy, nonsense. Why, my schooldays were the happiest time of my life?

Ernest : Uncle Tom doesn't say that. He says he had a **rotten time**.

Father : Oh, does he? He's probably forgotten.

Ernest : He hasn't forgotten the beatings he used to get.

Father : I've no doubt he richly deserved them. If he'd done his lessons properly and behaved himself he wouldn't have been punished. Everybody knows that. By the way, don't you usually bring home a report at the end of the term?

Ernest : Yes, Dad

Father : Then where is it? Why haven't I seen it?

Ernest : I was waiting till after supper to show it to you.

Father : Whatever for? No time like the present, my boy. Out with it, and let's see what your masters say about you this time. If I remember rightly you were pretty low in your form last Summer.



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Ernest : But I was in the 2nd XI cricket team, and did a lot of swimming for the School.

Father : Well, well, that was something in your favour. All the same, I don't pay a lot of money for you learn nothing but games. It's work that counts every time and don't you forget it. Now, let's see the report. If you haven't lost it.

Ernest : Oh, no, Dad. Here it is. (Produces envelope from inside coat-pocket.)

Father : H'm. Not too clean. However-(Cuts envelope with pocket knife, takes out report, unfolds it, and begins to read aloud.) "Scripture-making steady progress. C.R.' Who's C.R.?"

Ernest : Mr Read. He takes us for Scripture and maths.

Father : H'm. A **queer** combination. And yet I don't know. I suppose there's a certain amount of Arithmetic in the Bible and Prayer Book. "English Composition-shows originality. That might mean anything. "Grammar-good, careful work: Reading-good: Writing very fair Spelling-improving. Thank heaven for that. The letters you wrote me when I was abroad were full of mistakes. "History-promising: Geography -good: Civics-what are they?"

Ernest : It's a new subject, Dad. The Head takes us in that.

Father : Yes, but what's it all about?

Ernest : Oh, everyday news and politics and that sort of things. The old man sometimes calls it 'Current Affairs.

Father : Does he? It seems to me you can get all that from the newspaper. However, he says here you take an intelligent interest, so I suppose we must be thankful for small mercies. What's next? Oh, 'Latin. Not much use for it myself. Nor have you, it seems. 'Only fair, your report says.

Ernest : But-

Father : No need to apologize. It's a dead language, anyhow. No **commercial value** whatever. Cut it out.

Ernest : I can't till I'm in the Fifth.

Father : Pity. You might be doing something more useful. Still, I recognize the School must provide for all tastes. What's this now? Ah, Mathematics, I'm glad they put Arithmetic first. Good heavens! You've actually got a "highly satisfactory. I thought you were a fool at the subject.

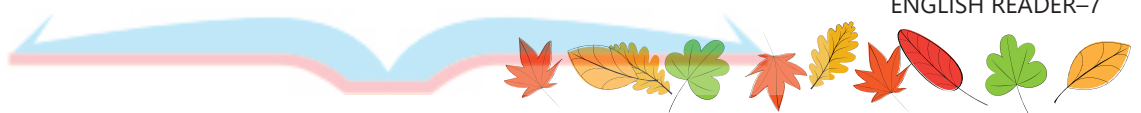
Ernest : (surprised) So did I. It-it must be a mistake. I mean-

Father : Well, your Master ought to know. I can't imagine he'd give you praise for doing well if you hadn't.

Ernest : No, but-

Father : Your Algebra and Geometry are not so bad either. I'm beginning to think you've changed for the better.

BOMBAY PUBLICATIONS



Ernest : What have they given me for Art and Woodwork. Dad? They're my best subjects.

Father : (examining report): Oh, you think so, do you? Then you're going to be disappointed. It says here you're only fair in both. Not that it matters all that much. Any fool can draw and use a screw-driver.

Ernest : But I'm the best in the form at drawing and I've done awfully well at Woodwork this term.

Father : Well, here it is **in black and white**. You can't go beyond the marks. Forty per cent in Art thirty-nine in Wood work.

Ernest : (puzzled) It **beats** me.

Father : Why worry? It's the commercial that count. As a matter of fact, I'm quite pleased with this report. It shows you are beginning to understand your duty. Here's half a **crow**n for you, are don't spend it wastefully.

Ernest : Thank you, Dad. (Takes coin just as the door opens to admit Uncle Tom.)

Uncle : Good evening. I hope I'm not too early.

Father : You're just in time to see Ernest's report. Sit down and take a look at that bet you never got one like it.

Uncle : I wondered why you were throwing half-crowns about. (Takes report, sits in arm-chair, puts on his spectacles, and looks quickly down the paper.)

Father : Well?

Uncle : You're right, **by Jove**! I never did. (To Ernest) Seems to me, young man, you've turned into a bookworm. What's happened to you?

Ernest : (uncomfortably): Don't know, I'm sure, Uncle.

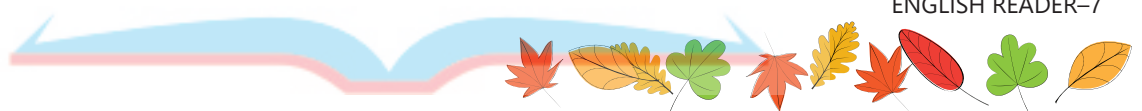
Father : He's begun to realize the value of work, I hope. (Looks at the watch.) Look here, you must excuse us a few minutes, Thomas. I want Ernest to help me get some letters off, and the post goes at seven-fifteen.

Uncle : That's all right. Don't mind me.

Father : Come on, my boy. We must hurry. (Goes out followed by Ernest. Uncle examines report again, whistling from time to time in surprise. Enter Mary, **showing in** a schoolboy who wears glasses. He's about Ernest's age.)



- Mary : I'm sorry, sir. I thought the master was here.
- Uncle : He's very busy just now, Mary. Anything I can do?
- Mary : I don't know, sir. This young gentleman said he wanted to see Mr Ryland-Smith or Master Ernest.
- Uncle : All right, Mary. If I can't help him I'll keep him company till your master returns.
- Mary : Thank you, sir. (She goes out.)
- Boy : I-excuse me-but are you-?
- Uncle : I'm Ernest's uncle, if that's what you want to know. But sit down and tell me if I can be of any use.
- Boy : Well, you see, it's about my school report. We think there's been some mistake.
- Uncle : Dear me! How did that happen?
- Boy : (sitting down and producing report): You see, it's like this. My name is Edward Roger Smith, and I'm in the same Form as Ernest Ryland-Smith, only I'm plain Smith and he's **hyphenated**.
- Uncle : He's what?
- Boy : You know-he's got a dash between Ryland and Smith.
- Uncle : I see, go on.
- Boy : Well, old Jonah, that's our form-master, never troubles to put our full names on reports-only E. R. S. you see-so he's very likely mixed us up. I hope so, anyhow.
- Uncle : Why? Is your report so very bad?
- Boy : It can't be mine-that's just what I'm saying.
- Uncle : Well, the one that was sent to you whoever it belonged to.
- Boy : (bitterly): It was bad enough for Dad to say he'd cut my pocket money for a month.
- Uncle : That's bad luck. Well, I shouldn't be surprised if you're right about getting mixed up with young Ernest's. Suppose you show me yours and take yours a look at his. (They exchange reports.)
- Boy : (looking quickly at the paper given to him)
: This is mine. I'm sure of it!
- Uncle : What makes you think so?



Boy : Look! I've done pretty well in everything except Art and Woodwork, and those are the only subjects Ryland-Smith is good at.

Uncle : H'm. I shouldn't wonder if you're right. (Looks at paper) Yes, I'm afraid you are right. Well. there's only one thing for it. We must change them over.

Boy : Do you mean I can keep this?

Uncle : Of course; It's clearly yours.

Boy : (Pocketing report): Thank you, sir. (Pauses awkwardly) I'm sorry if Ryland-Smith's going to be disappointed, but you don't know my father.

Uncle : No, but I know Ernest's. However, I believe the boy suspects something already and you can leave his father to me.

Boy (relieved) : Thank you, sir. Good night, sir.

Uncle : Good night, my boy. Your Pocket-money ought to be safe now.

Boy : I hope so, sir. (He goes out. Uncle takes up remaining report and examines it again. Then shaking his head, he folds it carefully into a pipe-lighter, which he lays on the table. He has just finished, and puts the pipe in his mouth when Ernest enters with a pile of envelopes in his hand.)

Ernest : Anything for the post. Uncle?

Uncle : No, thanks, my boy. I rarely write letters. (He takes the report, pushes it in the fire, and starts lighting his pipe.)

Ernest : (suddenly noticing what his uncle is doing): Here, what are you doing?

Uncle : (pretending surprise): Only saving matches. What's the matter?

Ernest : But that's my report.

Uncle : (looking down at burning paper in his hand): Heavens, so it is or was. I must be getting absent-minded in my old age. Well, it's no good now, I'm afraid. (Throws it on the fire.)

Ernest : You would have get into trouble when Dad comes.

Uncle : Never mind. I'm always getting into hot water. After all accidents will happen. (Looking at the clock at the mantelpiece say, isn't it nearly post-time?)

Ernest : Help. I'd forgotten all about the post, I must rush. (He hurries to the door.)

Ernest : By the way.

Ernest : (turning round): Yes, Uncle?

Uncle : I shouldn't be too long spending that half-crown, if I were you. Your father might want it back.

Ernest : He hasn't got a CURTAIN hope! (He hurries out.)





Teacher's Note

"Tell the students, How can they use their pocket money and Save some part of that.



My Diction

Commercial value : value that makes something saleable

In black and white : in writing

Crown : a unit of money in some European countries

Awkwardly : not smoothly or gracefully

Beats : is too difficult to understand

Hyphenated : separated by a hyphen

By Jove : an expression showing surprise

Show in : lead someone in

Queer : strange, unusual

Rotten time : a bad time



Reading Comprehension



Let's Practice

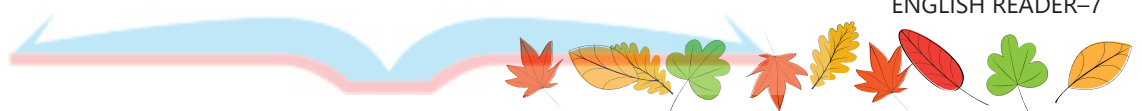
A. Answer the given questions.

1. What was Mr. Smith complaining about?
2. Why did Mr. Smith's attitude to school differ from that of his son and his brother Thomas?
3. Do you think Ernest was reluctant to show his report to his father? What excuse did he offer?
4. Why did the boy come to Ernest's house?
5. Did Ernest's uncle believe what the boy said? Why?
6. Why did his uncle say, 'Never mind. I'm always getting into hot water'?"
7. Do you agree with Mr. Smith that only subjects of commercial value should get importance? Explain your viewpoint.
8. Do you approve of Uncle Tom's action of burning the actual report? Why/Why not?

B. Say who said the following statements to whom, about whom or what, and why.

Statements	Speaker	to whom?	about whom or what?	why?
1. 'He says he had a rotten time.'				

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Statements	Speaker	to whom?	about whom or what?	why?
2. 'No time like the present, my boy.'				
3. 'This is mine, I'm sure of it.'				
4. 'Your father might want it back.'				



Hots

(Critical Thinking)

Mr Smith was quite pleased with the report card which he thought was his son's. Based on the text, complete Edward Roger Smith's report card by writing the remarks of the teacher against each subject. If any, write Mr. Smith's reaction to the remarks and Ernest's response to it.

Subject	Remarks	Response	
		Mr. Smith	Ernest
Scripture			
English			
Composition			
Grammar			
Reading			
Writing			
Spelling			
History			
Geography			
Civics			
Latin			
Mathematics			
Art and Woodwork			

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VOCABULARY BOOSTER

Read these words from the lesson and their opposites.

carelessness - carefulness

laziness - industriousness

punished - pardoned/rewarded

remember - forget

praise-blame

Read the following wise sayings and fill in the blanks with the opposites of the words in italics. The first one has been done as an example.

- All our knowledge brings us nearer to our ignorance.
- Tell your secrets to you servant, and you make him your _____.
- Extreme right is extreme _____.
- Be nice to people on your way up because you'll meet them on your way _____.
- If you want _____, prepare for war.

SPELLING

Unjumbled the letters and write the correct spellings:

- aretnn _____
- wconr _____
- iemrcse _____
- piotcisl _____
- citthiraem _____

DICTIONARY

Write meanings of the given words using dictionary. Also, make sentences using each word.

- dilemma
- Usher
- regulate
- Carrhat
- Struck
- ancient

WRITING SKILLS

Why children need pocket money? Think and write.

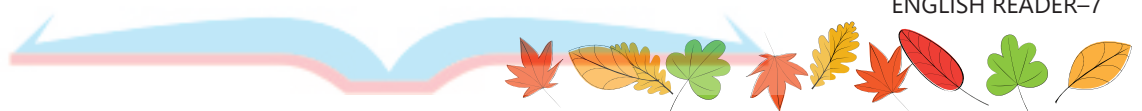


Adjectives

An adjective is a word that adds something to the meaning of a noun or a pronoun.

Example : Cold day, woollen dress, big house.

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Different kinds of adjectives:

- Adjective of Quality** - It shows the kind, colour, size and shape of the nouns. It answers the question - 'of what kind?'
Example : Beautiful girl, Big city, Round face, Red cap
- Adjective of Quantity** - It shows the amount of thing. It answers the question - 'How much?'
Example : Many people, Most of the rice
- Adjective of Number** - It shows the number of person or things. It answers the question- 'How many?'
Example : Four trees, One apple, Ten eggs
- Possessive Adjective** - It is placed before nouns to show possession. It answers the question- 'whose?'
Example : My house, His pen, Her car, Your bag.
- Demonstrative Adjective** - It shows the exact noun that we wish to refer to. It answers the question- 'which?'
- Interrogative Adjective** - It is used to ask questions with reference to a particular noun.
Examples : • Whose house is this?
• What time should we go?

A. Encircle the adjective and write what kind it is.

- I don't have much money. _____
- That book belongs to my sister. _____
- What assignment was given yesterday? _____
- Ten employess have resigned their jobs. _____
- Most girls like badminton. _____
- Seema doesn't like her room. _____

Adjectives change their form to show comparisons. These forms are called of comparison.

There are three degrees of comparison:

Degrees of Comparison		
Positive	Comparative	Superlative
Big	Bigger	Biggest
Old	Older/elder	Oldest/Eldest
Dark	Darker	Darkest
Good	Better	Best
Happy	Happier	Happiest
Low	Lower	Lowest



B. Fill in the blanks with the most appropriate degrees of adjectives given in the blanks.

1. Rekha is the _____ girl in our family. (clever)
2. My sister is _____ then she was yesterday. (good)
3. This house is _____ than my house. (big)
4. This is _____ car in the world. (expensive)
5. This bag is very _____. (heavy)
6. I think that is a _____ option. (good)



Collaboration Skills

(Group Discussion)

Have a group discussion on the topic-should students of certain age be provided with pocket money or not.

Speaking

Divide the class into four groups. Organise a speech competition on the topic, 'The seed of achievement lies in the human mind.' Organising the speech competition

- Set the time limit - 2 or 3 minutes
- Teacher should judge the event. Marks should be allotted on the following basis:
- Content
- Accuracy
- Presentation
- Facial expressions
- confidence

Values and Life Skills

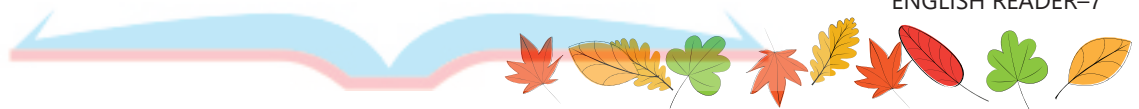
(Life Skills)

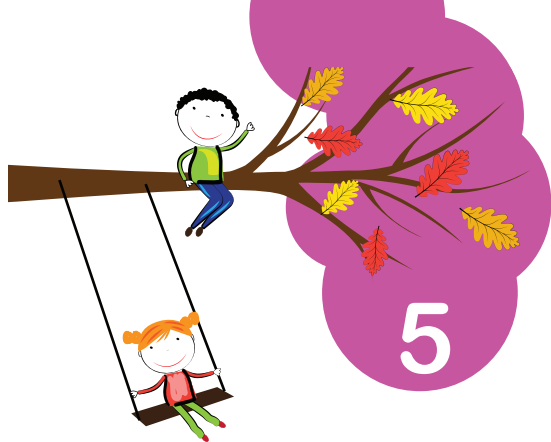
Everyone faces problems at various stages of life. Share any such problem that you faced recently in your life. How did you overcome it? Share experience with your partner.

Art Integrated Learning Activity

(Creativity)

As a Volunteer of "No Tobacco Campaign. Collect information about the harmful effects of using different tobacco products. Prepare a meaningful poster with a sketch, a slogan and some information.





Chandrayaan To Chandrama...



Before Reading

Answer the following questions.

1. What is Chandrayaan-3 mission?
2. What is India's other Chandrayaan Missions?
3. What is Chandrayaan-3 launch date and time?



Let's Touch On

Chandrayaan-3 is India's third lunar mission and second attempt at achieving a soft landing on the moon's surface.

1. Which launcher is used for Chandrayaan-3?
2. Which Spacecraft was Laika, the first living creature sent into spaces?
3. In which year was India's first mission to mars Mangalyaan launched?

Ten, Nine, Eight, Seven, Six,
Five, Four, Three, Two, One
And
Zeroooooo.....

There goes chandrayaan to Chandrama

With the Scientific vision.

For the **unusual** mission,

To **unveil** the mystery

To create a History,

Carry out experiments,

All head behind are wise

To dig out the frozen ice,

H-3 of huge energy to trace

Calm down queries of human race,

Journey is Explore

To Know the **lunar** more,

coming are the days soon.

Where there would be trip to moon,

Salute to every **toil**

for flying up tricolor on moon's soil.





My Diction

unusual : not expected of normal

unveil : to show something new to the public for the first time

lunar : Connected with the moon

toil : to work very hard for a long time at something



Reading Comprehension



Let's Practice

A. Tick (✓) the correct option.

- What components are included in Chandrayaan-3?

(i) Orbiter only	<input type="checkbox"/>	(ii) Lander and rover only	<input type="checkbox"/>
(iii) Lander and orbiter only	<input type="checkbox"/>	(iv) All of these	<input type="checkbox"/>
- What is the estimated cost of the Chandrayaan-3 mission?

(i) 100 Crore Indian rupees	<input type="checkbox"/>	(ii) 300 Crore Indian rupees	<input type="checkbox"/>
(iii) 615 Crore Indian rupees	<input type="checkbox"/>	(iv) None of these	<input type="checkbox"/>
- Which launcher is used for Chandrayaan-3?

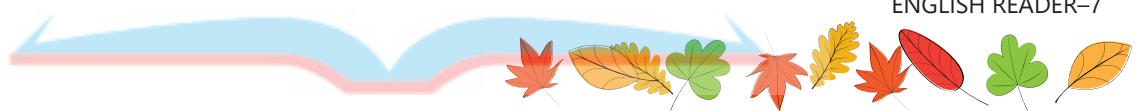
(i) GSLV	<input type="checkbox"/>	(ii) PSLV	<input type="checkbox"/>
(iii) LVM3	<input type="checkbox"/>	(iv) Orbiter	<input type="checkbox"/>
- What is the primary objective of Chandrayaan-3?

(i) Study the atmosphere of the Moon	<input type="checkbox"/>
(ii) Achieve a soft landing on the lunar surface and conduct scientific investigations	<input type="checkbox"/>
(iii) Establish a permanent human Settlement On the Moon	<input type="checkbox"/>
(iv) To explore the water on Moon.	<input type="checkbox"/>
- The Chandrayaan-3 mission's rover is known as:

(i) Pragyan	<input type="checkbox"/>	(ii) Vikram	<input type="checkbox"/>
(iii) Dhruv	<input type="checkbox"/>	(iv) Virat	<input type="checkbox"/>
- Who is the director of the Chandrayaan-3 mission?

(i) K. Sivan	<input type="checkbox"/>	(ii) M. Vanila	<input type="checkbox"/>
(iii) Ritu Karidha	<input type="checkbox"/>	(iv) E. Sreedharan	<input type="checkbox"/>

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Communication Skills

SPELLING

(Holistic Learning)

Circle the correct spelling.

- Mission/Messaon
- looner/luner
- toail/toil
- queries/kueries
- unvail/unveil
- orbiter/orbitter

DICTIONARY

Find out the discard meaning of the given words using dictionary.

- | | | | |
|-------------|-------|-------------|-------|
| • rectified | _____ | • mafertic | _____ |
| • precise | _____ | • Ingenuity | _____ |
| • coincide | _____ | • pioneers | _____ |
| • odyssey | _____ | | |



Grammar Skills

Verbs-Types

A word which says something about the subject is called a verb. It denotes an action or being or possession.

Example: She is a beautiful girl. (being)

She has many interesting books. (possession)

- Transitive verb requires an object after it to complete its sense.

Example: He ate an apple.

They cheered the players.

- Intransitive verb does not require an object to complete its meaning but has a complete meaning by itself.

Example: The bird sang.

The boy laughed.

- Incomplete verb requires a complement to complete its meaning.

Example: The child is hungry.

The girl seemed excited.

- Verbs can be either main verbs or auxiliary verbs.

Auxiliary verbs are used with main verbs to form tenses, passive forms, i.e., can, could, will, would, may, might have, shall, should etc.

- Verbs can be strong verbs or weak verbs-strong verbs form their past tense inside vowel(s) of their present tense.

Example: Come - Came

rise - rose

BOMBAY PUBLICATIONS



Weak verbs form their past tense by adding -ed, -d or -t to the present.

Example: walk - walked

learn - learnt

kill - killed

A. Fill in the blanks with the correct forms of the verbs given in the brackets.

1. I _____ (feed) my fish every day before school.
2. It _____ (be) raining all last week.
3. Yesterday, we _____ (go) to visit a Zoo.
4. When I cut my finger it _____ (bleed) until the nurse put a bandage on it.
5. Kamran has _____ (be) sleeping for over an hour.
6. My brother almost hurt himself when he _____ (dive) into the shallow pool yesterday.
7. I am afraid to _____ (fall) when I climb trees.

B. Fill in the blanks with finite or non-finite verbs.

1. My uncle _____ a big car.
2. Kanika _____ her homework every day.
3. _____ the gates widely open, the thief went under.
4. She _____ to help him.
5. She _____ French very well.
6. He had his car _____.
7. The patient has _____ examined today.



Listening Skills

You teacher will give some information about Chandrayaan-3. Listen to him/her carefully and answer the following questions.

- What is the role of women scientists in Chandrayaan-3.
- Which launcher is used for this mission.
- Which is that one thing in Chandrayaan-3 and not in Chandrayaan-2?

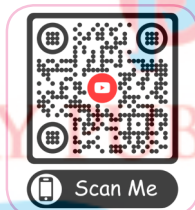
Speaking Skills

Imagine that you are a famous scientist. You have been invited by the Television news channel Ab Tak for an interview in the programme. 'What you Think', Allow your partner to ask questions and you will reply.

Values and Life Skills

'Never give up'. You must have heard of it a lot. Discuss it with your partner.

Web Link: To know more, scan this QR code.



BOMBAY PUBLICATIONS



Vande Bharat Express is a remarkable addition to the Indian Railways fleet. The first Vande Bharat was manufactured by the Integral Coach Factory (ICF), Chennai, as part of the 'Make In India Programme, at a cost of about `100 crore. The train set configuration, though complex, is faster, easier to maintain, consumes less energy, and has greater flexibility in train operation.



The Vande Bharat Express can run up to a maximum Speed of 160 km/hr. It can achieve high speeds due to faster acceleration and deceleration and also reduce journey time by 25% to 45%. All coaches are equipped with automatic doors, CIPS-based audio-visual passenger information system, On-board hoty at Wi-fi for entertainment purposes, and very Comfortable Seating. The executive class also has rotating chairs lighting is dual mode- differed for general illumination and personal for every Seat. 16 air-conditioned coaches of which two are executive class Coaches. Divyang-friendly facilities.

Currently, Vande Bharat Trains travel on 25 routes linking—

- Delhi to Varanasi Uttar Pradesh
- New Delhi - Katra (Jammu)
- Gandhi Nagar - Mumbai
- New Delhi - Andaura in Himachal Pradesh
- Mysore - Chennai
- Nagpur - Bilaspur
- Howrah - New Jalpaiguri
- Secunderabad - Visakhapatna
- Mumbai - Solapur
- Mumbai - Shirdi
- Delhi Hazrat Nizamuddin - Bhopal's Rani Kamalapati Station
- Secunderabad - Tirupati
- Chennai - Coimbatore
- Ajmer - Delhi
- Thiruvananthapuram - Kasargod
- Puri - Howrah
- Dehradun - Delhi's Anand Vihar Terminus
- Guwahati - New Jalpaiguri
- Rani Kamalapati (Bhopal) - Jabalpur
- Khajuraho - Bhopal - Indore
- Mumbai - Madgaon (Goa)
- Dharwad - Bengaluru
- Hatia - Patna
- Gorakhpur - Lucknow
- Jodhpur - Sabarmati

The Vande Bharat 2.0 trains have the KAVACH (Train Collision Avoidance System) for safely in operations. Indian railways is moving towards a new era of travel experience with upgraded next-generation trains. At a time when low cost airlines and smooth road networks are swild offering stiff Competition, the new trains can help railways retain traffic and even from it. Timely execution of chil the ambitious project and keeping in mind that demand for various classes of travel will gill a long way in ensuring the success of the Vande Bharat Project.

Web Link: To know more about, the man behind 'Vande Bharat Express–Make in India story' by Sudhanshu Mani, please scan this QR Code





The Shawl



Before Reading

Answer the following questions.

1. How do you make your parents proud and happy?
2. Do you spend quality time with your Mother?
3. What was your best memory with your mother?



Let's Touch On

'The Shawl' is a story written by Grace Purdie Moon. It is a story about a girl, Chi-wee who cannot afford to buy a beautiful shawl for her mother.

1. How can you help your parents?
2. Do you respect your parents?
3. Do you apologize when you step out of line?

What matters the shade of a little maid's skin, if her heart is the kind that is right, within? If it sings with the song of the Night Hawk's cry, And leaps to the pink of the pale dawn sky? There are hearts that are mild, and hearts that are tame, But hearts that are true are ever the same.

It was a beautiful shawl-Chi-wee could see that clear across the trader's store; dark blue on one side and glowing red on the other, with a fringe of the same two colours, and it looked warm and soft.

Chi-wee saw the look in her mother's eyes as she passed her hand over its surface, and in her heart a fierce little voice said, 'My mother shall have that shawl-the Good Spirit made that shawl to be for my mother!'

It was trading day for Chi-wee and her mother. In the early morning, they had come in the wagon of Mahpee-ti, the shepherd, with the jars that Chi-wee's mother had made, to trade them at the store for food and clothing.

It was a long ride in the bumpety old wagon, from the high mesa town to the canyon store, a ride over the wide desert of many changing colours, and up and down sandy washes, but it was a ride that Chi-wee dearly loved and of which she was never tired.

There were so many living things to see on the way; prairie dogs and lizards and horned toads, sheep and sometimes, away in the distance, an antelope or a gray coyote. For as many years as Chi-wee could remember, they had taken this ride in the same old



wagon, once a month. Ever since Chi-wee had been old enough, she sat on her own instead of being carried in the shawl on her mother's back.

Chi-wee came close to the shawl and felt it with her fingers-it was as soft as it looked and very warm.

"You will buy it, my mother?" she asked eagerly, laying her cheek on the soft wool. Her mother shook her head a little sadly.

"No, my little one," she said. "We must trade today for food and not for the things we do not need."

But you need a shawl-this shawl," said Chi-wee. "You know, my mother, that you need it!"

"We will not speak of it more," said her mother, turning away. "We have money for food only, my daughter."

And she spoke to the trader of the flour and sugar and grain that she needed. Chi-wee stood looking down at the shawl and queer thoughts were in her mind, but above them all was the firm **resolution**-My mother shall have this soft, beautiful shawl."

She waited until her mother had carried some of the food out to the wagon and then she went to the trader. He was a pleasant man and had always spoken kind words to Chi-wee, so she had no fear of him.

What is the price of that shawl?" she asked him. "The soft blue one with the red **underside**."

"Six dollars," answered the trader, with a kind smile for Chi-wee. "It is all wool and very warm."

There was a thoughtful look in Chi-wee's eyes as her little hand went to her throat and opened the collar of her cotton dress.

Look," she said softly to the trader. This is a very beautiful necklace that I have on. See the shells are the colour of the sky when the sun comes up-pink. I-I-think it is beautiful necklace."

The trader stooped and looked at it.

"Yes," he nodded, "I would give two dollars for the necklace, if you cared to sell it."

Her face fell and her fingers touched the pink shell tenderly.

"Two dollars I-I-thought-you see, it is the shawl I want...."

"I'm sorry," said the trader gently, "but the shawl is worth more, little girl. No, I could exchange it for the necklace."

Chi-wee felt her heart grow very heavy and all the way home in the bumpety wagon



Can I Answer?

Answer the following questions.

What did Chi-wee's mother trade her jars for?

- (a) flour, sugar and grain
- (b) flour and honey
- (c) food and clothes



she had no eyes for the lizards and hare and prairie dogs that **scuttled** out of their way, for the wonderful colours of tumblewe and cactus. Her mind was busy with plan to earn money for the wonderful shawl- but how?

There were very few ways to earn money in the high mesa town. She could weave a little-an old man in the pueblo had taught her that-but that took a long time and money too, to buy the coloured wools and pottery she could not yet make well enough to sell.

She could help pick peaches and apricots but now it was not the time for them, and anyway they gave her but a few pennies for that. And she had nothing to sell-nothing but the necklace, her one treasure-and the trader had told her that was worth only two dollars and the shawl cost six! Oh! But it was difficult thing, this earning money-she could not understand how other people did it. But not for a moment did she give up the thought of getting the shawl for her mother-it was just how to get it that puzzled her.

When next day they went to the trader's, Chi- wee looked eagerly for the shawl and she felt that her heart almost stopped beating when she did not see it where it had been before. Of course, others would see how beautiful it was and buy it; others who had six dollars she tells me, seven." and even more-others who did not have to wait and plan; she felt the hot tears stinging her eyelids-never had her heart been so set on anything as on that beautiful blue shawl with its red underside!

Has it been sold?" she asked the trader, in a voice she could not quite keep from shaking. The shawl?" he asked as a look of remembrance came into his eyes and he laughed a little. "No, it is still here-did you want to buy it?"

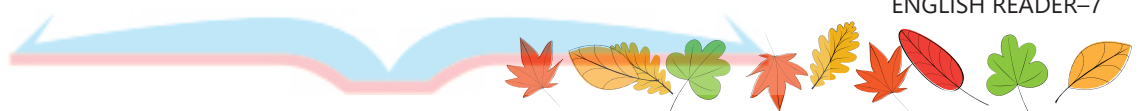
A sudden resolve came into Chi-wee's heart-it almost frightened her. "Yes," she said quickly and looked to see that her mother was beyond hearing. "I want to buy it--but I have not the money-not all now. Here!" and with trembling fingers she unclasped the little shell necklace and thrust it into his hand. "I will bring more next time. Could you, oh, could you keep it a little while for me!"

There was such eagerness in the little voice, such a look in the eyes, and such a tremble all through the small figure that the trader could not but see it. The expression in his eyes softened and he put his hand on Chi- wee's black head.

"How old are you, little girl?" he asked, unexpectedly.

"Seven, I think," answered Chi-wee, in a surprised voice. "My mother tells me-yes, she tells me, seven."

"Ah!" said the man slowly and the look in his eyes was far away but very tender, "My little girl would have been seven now-yes," he added, suddenly changing his voice, "I will keep the shawl for you, little girl of the mesa, until you bring the rest of the money," and he turned to the others who had entered his store.



Chi-wee felt as if she walked on air as she went to the wagon. The shawl was hers—almost! And 'almost' was such a little word that she nearly forgot it altogether. Those warm, soft folds would rest on her mother's shoulders and that lovely red would gleam as she walked—and how proud she would feel that she, Chi-wee, had bought and paid for it herself—yes, and her heart dropped a little at the thought—but how was she going to pay for it herself?

The next month was a very busy one for Chi-wee and a happy one too, and had her mother not been very occupied with her own work, she must have noticed something strange about Chi-wee's actions. She seemed to be hiding something and there were trips she made into the desert for which she gave no explanation.

When the next trading day came, there was a bumpy place under the little girl's shawl that had not been there on other trips, and when she handed the trader a great jar of wild honey, her heart was beating fast with excitement and happiness. She did not tell of the painful lump on her arm that told of the angry stinging of a bee but there was deep pride in her voice as she said, "I have brought this to pay some more for the shawl—next time I will bring something else."

There was a look she could not understand in the trader's eyes as he took the honey. But he turned quickly from her and spoke to a white stranger, who was standing near. She could not catch the words and when he turned back to her, she still could not understand the look in his eyes.

"I have other shawls," she suddenly heard him saying to her. "You will not mind that this gentleman has bought the blue one with the red underside?"



To Chi-wee, it seemed as if the world turned black—her shawl—her precious shawl—to go to this stranger!

She could not speak—words would not come—and everything began to swirl through the sudden tears in her eyes. She and the stranger walked to the door with a bundle under his arm and the trader turned his back to her, to attend to those who waited at his counter. It could not be true—people could not be as cruel as that!

Chi-wee **stumbled** out of the store and went into the waiting wagon with a storm of anger and grief in her heart. But she did not cry. She sat in silence all the way home and tried to think why white people did things that no Indian could ever do.

At their home door, her mother called her to help with the parcels in the wagon.

"And take this great one," she said, "that the white stranger said you had bought from the trader. With what could you buy, little daughter?"



Chi-wee opened her eyes wide and stood still-what could mean?

Her mother placed a great bundle in her arms, wrapped in white paper. Soft, it felt to the touch-soft like a baby!

She did not wait to think, but tore open the paper, there, before her door-and- WAS THE SHAWL-HER SHAWL! And tied to one corner was a little card with words printed on it in ink-she could read them with difficulty- she wished now she had taken more lessons from the lady teacher at the Mission School.

It is your love for your mother that has bought this shawl, little girl of the mesa. And it is my love for another little girl like you that gives you back your precious treasure. White hearts are just the same as Indian ones, inside!"

And there, beside the shawl, wrapped in a bit of paper, was her pink shell necklace. Now, Chi-wee did cry-but the tears were just for happiness as she hugged shawl-and her mother-who did not yet understand and the little pink necklace that had come home again!

She did not know then or afterward whether it was the trader himself or the white stranger who had given her the shawl, as the trader would not say, but to Chi-wee it did not matter, for she had learned a great secret-one that you and I know already-that 'White hearts are just the same as Indian the ones, inside.

—Grace Purdie Moon

About the Author:

She is well-known American author of children's books. Her renowned works are, Runaway Papoose and Indian Legends In Rhyme, to name a few. She is also known for her paintings of Indian children and several books on Indians which she wrote and illustrated with her husband.



Moral Ethics

Qualities showed by Chi-Wee

Chi-Wee was a very Sweet little girl who loved her mother very much. She tried her best to gift the Shawl to her mother. She went through many difficulties but did not give up and gifted the shawl to her mother.

Teacher's Note

Tell the class how they can keep their parents happy and what they can do for their happiness also discuss in the class what suggestions they can keep.

BOMBAY PUBLICATIONS





My Diction

fringe : a border for decoration on a piece of clothing, that is made of lots of hanging threads.

Wagon: an open section of a railway train that is used for carrying goods or animals

resolution: Solving or settling a problem, dispute

Underside: the side of surface of something that is underneath.

Scuttled: to run quickly with short steps or with the body close to the ground.

Stumbled : to hit your foot against something when you are walking or running and almost fall over



Reading Comprehension



Let's Practice

A. Tick (✓) the correct option.

- "You will buy it, my mother?" she asked eagerly, because
 - she wanted to know her mother's preference for the shawl that she had chosen for her
 - she made up her mind to gift the shawl to her mother at any cost
 - her mother really wanted that beautiful shawl
- "I'm sorry," said the trader gently, "but the shawl is worth more, little girl. No, I could not exchange it for the necklace." This shows that
 - the speaker was polite to the little girl
 - the speaker did not feel good to hurt the sentiments of the girl
 - the speaker was a kind person
- The title of the story is appropriate because
 - Chi-wee desired to gift her mother a shawl
 - the story revolves around a shawl
 - the story is about a beautiful shawl

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

- It was trading day for Chi-wee and her mother.
- Chi-wee came close to the coat and felt it with her fingers.
- Chi-Wee mind was felt too busy with plans to earn money.
- The next month was free for Chi-wee.
- Ohh Chi wee's mother placed a huge gift in her arms.

C. Answer the following questions.

- What did Chi-wee see clear across the trader's store?
- How did Chi-wee and her mother come from the high-mesa town to the canyon store?

BOMBAY PUBLICATIONS



3. What did Chi-wee offer the trader in exchange for the shawl?
4. Chi-wee felt her heart grow very heavy... Why did Chi-wee feel so?
5. How did the trader react when he heard that Chi-wee was seven years old?



Hots

(Critical Thinking)

White hearts are just the same as Indian ones, inside.' What do these words mean?



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Shift of Strees

Stress is not always placed on the same syllable when different forms of the same word is pronounced. Stress shifts from one syllable to the other.

Examples: photograph photography photographic
 economical economy economics

Now, read these words aloud with stress on the highlighted syllables.

national	nationality	nationalisation
politics	political	politicisation
music	musician	musicality

SPELLING

Use "_ery' or "_ary to complete the words in the Sentences.

1. She was frustrated by the mock _____ of the people.
2. Arun Carily Cracked the prelimin _____ examination.
3. Suresh's tea shop stood next to the groc _____ shop.
4. The police officer arrested the man, committing a burg _____.

DICTIONARY

Find two meanings of each of the following words using a dictionary and make two sentences for each.

1. calm 2. dash 3. neglect 4. trading 5. flutter 6. beat 7. honour 8. immediate

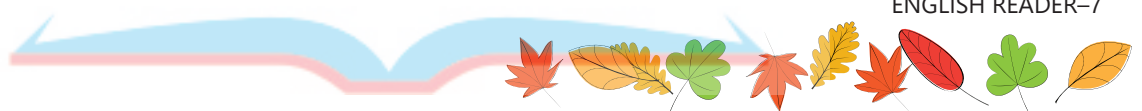
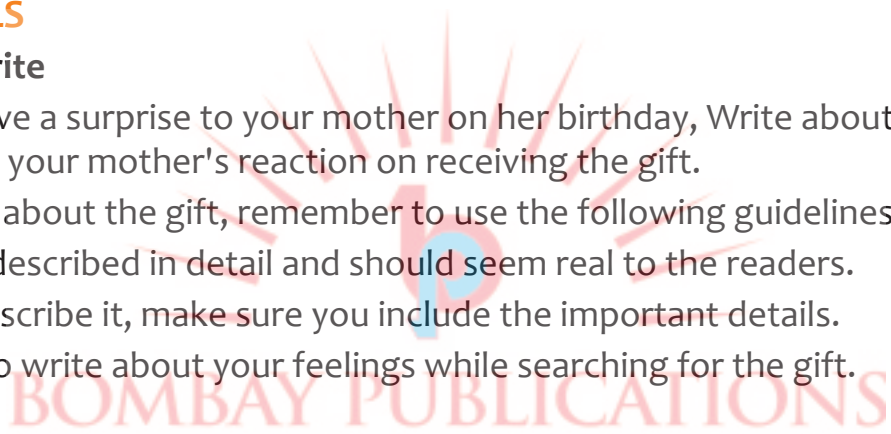
WRITING SKILLS

Imagine And Write

Imagine, you gave a surprise to your mother on her birthday, Write about your experience, your efforts and your mother's reaction on receiving the gift.

When you write about the gift, remember to use the following guidelines.

- It should be described in detail and should seem real to the readers.
- When you describe it, make sure you include the important details.
- You must also write about your feelings while searching for the gift.



- You must include the feelings with which (you think) the gift was being given.
- Give reasons for considering the gift as a precious one.
- Your personal feelings regarding the gift should also be included.



Grammar Skills

Sentences - Simple, Compound and Complex

- A Simple Sentence has the most basic elements that make it a sentence- a subject, a finite verb and a meaningful thought.

Example : Rahul waited for the bus.

- A Compound Sentence is made up of two or more principal as main clauses. The clauses of a compound sentence are called Coordinate Clauses.

The coordinate clauses of a compound sentences are joined by coordinating conjunctions like but, only so, and, yet, therefore, as well as and so on.

Example : I tried to speak German and my friend tried to speak French.

- A Complex Sentence is made up of a principal clause and one or more Subordinate clauses. A Subordinate clause can be an adjective clause, a noun clause or an adverb clause.

Example : The students are studying because they have a test tomorrow.

A. Read the sentences and state whether they are simple, compound and complex.

1. The teacher returned the homework after she noticed the error.
2. Mr. Sharma goes to the library and studies everyday
3. After they finished studying, Kanika and Kajol went to the movie.
4. She walked into the crowded room, but I can't find her.
5. My brother and sister play carrom every afternoon.

B. Underline the independent clause in each of the complex sentences given below.

1. The museum was very interesting as I expected.
2. She returned the watch after she noticed it was broken.
3. When she was young, she believed in fairy tales.
4. Though he was very rich, he was still Very unhappy.
5. Let's go back to the restaurant where we went last Saturday.





Activity Zone

Listening

Your teacher explain you the chapter. Listern him/her carefully and answer the following questions.

1. The world turned black to Chi-wee when she saw a stranger who was eager to purchase to precious shawl. Why did the world 'turn black to Chi-wee?
2. Why do you think Chi-wee wished to have taken more lessons from her teacher a Mission School?
3. Which qualities of Chi-wee impressed you the most? Give instances from the story.

Speaking

We are all blessed with relatives by birth. But we make our friends ourselves. How many friends do you have? Do you think making friends and maintaining their friendship is easy? Discuss with reasons.

Collaboration Skills

(Team Work)

Physically challenged persons can overcome their limitations if we provide them a helping hand and a congerial environment. Imagine a physically challenged child has taken admission in your school. Discuss in groups how you will make him/her comfortable in the class.

Values and Life Skill

(Leadership Skills)

Empathising with others help us in building life-long relationships with them! Discuss in group of four.

Art Integrated Learning Activity

(Creativity)

Make a Beep PowerPoint Presentation (13-14 slide) Topic: Fibre To Fabric.

The first slide must contain Class, Section and Name of Student.

Web Link: To know more how pashmina shawls are made, please scan this code.



Creative Page-1

Biography Project

Choose any famous personality whom you find interesting and want to know more about. Gather information from different sources.

Definition of a Biography : _____

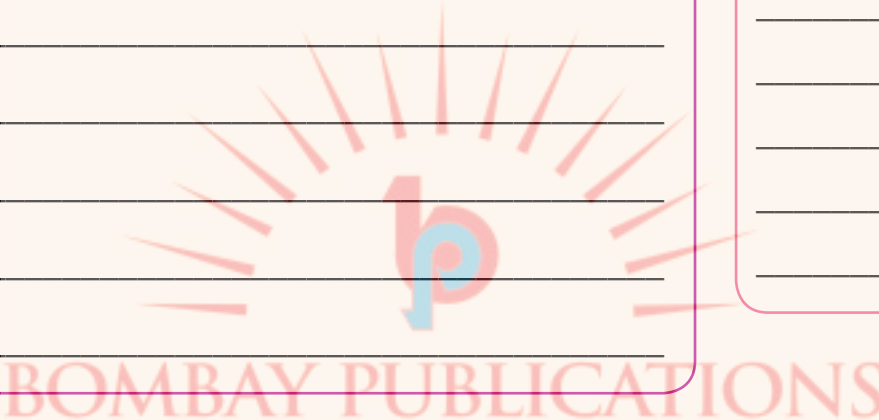
Early Childhood life : _____

Qualities :

Famous quotation : _____

Journey : _____

Achievements :





Expert Detectives



Before Reading

Answer the following question.

1. What do you mean by a detective?
2. What are the top three qualities of a great detective?
3. What is the role of a detective?



Let's Touch On

'Expert Detective' written by Sharada Dwivedi taken from *The Broken Flute*. This is about two siblings who are concerned about a person whom they find very strange.

1. What skills do you think detectives need to have, why?
2. How do detectives collect additional information? Discuss.
3. Do you want to be a detective?

As we walked back towards the clinic Seven said, "He doesn't look anything like a monster, Maya. But did you see how thin he is? Maybe he's very poor and can't afford to eat."

"He can't be poor if he's a crook on the run," I told him. "He's probably got millions of rupees **stashed away** somewhere in that room."

"Do you really think he's a criminal, Maya? He doesn't look like one," Nishad looked doubtful.

"Of course he's one, Seven," I said, "and he certainly isn't starving. Mr Mehta told us that Ramesh brings his meals up from the restaurant downstairs."

"But Maya, Mr. Mehta told us he doesn't work anywhere, so how can he possibly have money to pay for food?" Nishad said.

"Exactly!" I exclaimed. "He must have lots of money hidden somewhere, maybe in that trunk in his room. It's probably full of silver and gold and jewels and..."

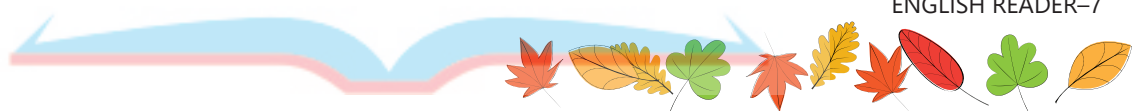
"What rubbish?" Nishad interrupted.

"I know I'm right, stupid," I told him. "By the way, Seven, did you see his scars? I couldn't, it was too dark, but I bet he got them during a shootout with the police or something."

"Mummy told us quite clearly they were burn scars," Nishad said firmly.



BOMBAY PUBLICATIONS



"Perhaps the police had to set his house on fire to force him out," I suggested. Seven looked unsure.

On the Monday **following** Mamma's birthday, Seven went alone with her to the clinic at Girgaum as I was spending the evening with a schoolfriend. When they returned, Nishad told me he'd been to see Mr. Nath and I felt most annoyed that I hadn't been there.

Seven had been quite upset about Mr Nath's **gaunt** appearance and was sure that he was starving. He told me that he had knocked loudly on Mr. Nath's door that evening and said, "Open the door quickly, Mr. Nath."

The man had opened it and asked him, "Lost another marble?"

He had obviously recognised my brother.

"No," said Nishad. He had taken the man's hand in his own, and thrust a bar of chocolate into it.

"Did you get a chance to **peek** into the trunk, Seven?" I asked.

Nishad looked disappointed. "He didn't even ask me in," he said. Then he smiled. "But I did find out something, Maya. I went down to the restaurant where Ramesh works and talked to him."

"Good for you, Mr. Detective," I said, patting him on the back, "I hope you questioned him properly."

Seven looked pleased. "Ramesh told me that he takes two meals for Mr. Nath every morning and evening, and two cups of tea, one in the morning and one in the afternoon. Ramesh says he's not very particular about what he eats, it's always the same food — two chapattis, some dal and a vegetable. Mr. Nath pays cash and **tips well**.

"Ramesh told me something very strange, Maya," Seven added. "Almost every Sunday, he carries two lunches to Mr. Nath's room and the same man is with him each time. He's tall, fair, stout and wears spectacles. Ramesh says his visitor talks a lot, unlike Mr. Nath who hardly speaks."

"Well done, Nishad," I told him. "Now that we've made some progress with our inquiries, we'll have to **sort out** all the facts like expert detectives so that we can trap the **crook**."

"How you do go on, Maya," Seven sighed. "How can you possibly imagine he's a crook? He looks so ordinary!"

"Criminals can look quite ordinary, smarty," I retorted. "Did you see the picture of the Hyderabadi housebreaker in the papers yesterday? He looked like any man on the street." Nishad looked doubtful.

The monsoons broke the next day. Dark clouds accompanied by blinding flashes of



lightning and roaring rolls of thunder burst with all their fury, flooding the streets with a heavy downpour. School was to have reopened after the summer holidays, but no traffic could move through the flooded roads and there was an unexpected holiday.

I thought I'd spend the time usefully. I sat at my desk in our bedroom with a sheet of paper before me.

I wrote in large block letters:

CATCHING A CROOK

Expert Detectives: Nishad and Maya Pandit

By Appointment to the Whole World

Then I began writing. About half an hour later, I turned towards Seven who was lying

on his tummy, chin cupped in his palms, reading comics. "Want to hear what I've written?" I asked.

He looked up questioningly. "I've listed all the facts we know about Mr. Nath which might help us to trap him," I said. "Want to hear?"

Seven nodded.

"Fact Number 1," I read, "his name is Mr. Nath. We must discover his first name."

"Do you think that's his real name, Maya?" Nishad asked.

"Probably not," I said. "Most crooks have an alias." I added a big question mark after Nath.

"Fact Number 2," I read on, "the tenants at Shankar House say he's mad, strange and unfriendly.

"Number 3, he doesn't talk to anyone and is mannerless."

"But he did talk to us, Maya, and Mamma says he's very polite," Nishad interrupted.

"He only talked to us because he had to," I said, "and since he was under Mamma's medical treatment, he had to be polite.

"Fact number 4, he doesn't receive any letters." Seven nodded.

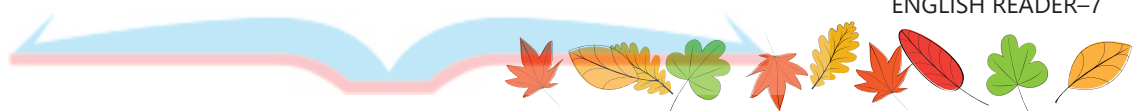
"Number 5, he's been living in Room 10 of Shankar House for more than a year," I continued.

"Number 6, he doesn't work and sits in his room all day.

Can I Answer?

Answer the following questions.

1. What did Nishad give Mr Nath? Why?
2. What is "strange" about Mr Nath's Sundays?
3. Why did Nishad and Maya get a holiday?



“Number 7, the kids in Shankar House and even some of the grown-ups are scared of him.

“Number 8, he has no visitors except for a spectacled, fair, fat man who visits him on Sundays for lunch.

“Number 9, food and tea are taken to his room by Ramesh from the restaurant downstairs. He doesn’t care what he eats, pays his bill immediately and tips well. That ends my list. Have I forgotten anything, Seven?”

Nishad had obviously not been paying too much attention to my list of facts. All he could say was, “Poor man, Maya, he must be so lonely if he doesn’t have any friends.”

“How can a crook have friends, idiot?” I almost shouted.

“At least he has one friend, the one who meets him on Sundays,” said Nishad.

A brilliant thought occurred to me just then. “That man must be Mr. Nath’s accomplice in crime,” I said. “Maybe he keeps all the loot and he comes now and then to give part of it to his partner, Mr. Nath, for expenses. That’s it! I’m sure I’m right.”

“If you insist on calling him a criminal, I don’t think I want to discuss anything with you, Maya,” said Nishad angrily. “He can’t be such a bad man if he gives Ramesh such generous tips.”

“Ramesh probably knows something about his past, so Mr. Nath must be bribing him to keep quiet,” I said.

Nishad glared at me with his arms tightly crossed across his chest. I was beginning to get fed up with him.

“How can we make any progress with our investigations if you take that attitude, Seven?” I asked.

“I’ll cooperate only if you give up this idea about him being an escaped crook,” said Seven.

“You really make me angry.”

I almost hit him. “I make you angry, you stupid oaf,” I shouted. “You make me mad! What is the point of all these enquiries if he’s not a crook? If you think he’s a nobody, what’s the idea of bothering about him, please tell me?”

Nishad looked thoughtful. “I’d like to find out why he’s so thin and why he’s so lonely. I want to know why he doesn’t have any friends and lives alone.”

“Try to understand, Seven,” I told him, “if he’s lived in Shankar House for a year and hasn’t made a single friend, there’s something wrong. He’s obviously scared that someone will recognise him and give him up to the cops.”

“Maybe no one’s tried to make friends with him,”

Nishad protested.

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“Why should anyone bother? You’ve seen what a nasty bear he is,” I said.

“I don’t care,” said Nishad stubbornly, “I like him and I’m going to try and be his friend.”

“Friends with a crook! Ha! You’re crazy, Seven,” I said. “The cops will take you to jail with him. Do you want that to happen, you idiot?”

Nishad merely glared at me and quietly walked out of the room. My theories seemed to have made no impression on him at all.



Sharada Dwivedi [from The Broken Flute]

About the Author:

Sharada Dwivedi (1942-2012) was an Indian author, historian and researcher. She wrote several books on the culture and history of India and Mumbai both. Her intense love for Mumbai turned Dwivedi into one of the most valuable historians of the city. Among her most famous work as a historian of Mumbai was "Bombay, the cities within".



Moral Ethics

Qualities showed by Nishad and Maya:

Nishad a considerate and kind child. He did not forget all the things his parents had told him. Maya was keen observer as she had interpreted the burn marks on Mr. Nath's face to be caused by a fire started by the police to turn him out of his house. She was also a good interpreter.



Teacher's Note

Encourage students to understand somebody's feeling. Making them aware to understand the poor.



My Diction

stashed away : hidden away

following : coming after

gaunt : sickly

peek : look quickly and secretly

tips well : gives a generous tip (money in thanks for services)

sort out : arrange systematically

crook : criminal (informal)

by appointment to : officially chosen (by someone important)

alias : an alternate name

accomplice : a helper in crime

BOMBAY PUBLICATIONS





Let's Practice

A. Tick (✓) the correct option:

- Nishad and Maya got an unexpected holiday from school due to:

(i) the parade	<input type="checkbox"/>	(ii) heavy rains	<input type="checkbox"/>	(iii) the bandh	<input type="checkbox"/>
----------------	--------------------------	------------------	--------------------------	-----------------	--------------------------
- The expert detectives were:

(i) Maya and Ramesh	<input type="checkbox"/>	(ii) Nishad and Mr. Nath	<input type="checkbox"/>
(iii) Maya and Nishad	<input type="checkbox"/>		
- Nishad's impression about Mr. Nath was that he was:

(i) a monster	<input type="checkbox"/>	(ii) a crook	<input type="checkbox"/>	(iii) a patient	<input type="checkbox"/>
---------------	--------------------------	--------------	--------------------------	-----------------	--------------------------
- A bar of chocolate was given to:

(i) Mr. Nath	<input type="checkbox"/>	(ii) Maya	<input type="checkbox"/>	(iii) Seven	<input type="checkbox"/>
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B. Fill in the blanks:

- _____ used to bring the meal for Mr. Nath.
- Maya think Mr. Nath is a _____.
- Nishad is also called a _____.
- Maya wrote total _____ facts.
- Nishad gave a _____ to Mr. Nath.
- Nishad's mother is a _____.

C. Answer the following questions:

- What does Nishad find out about Mr. Nath from Ramesh?
Arrange the information as suggested below.

• What he eats	• When he eats
• What he drinks, and when	• How he pays
- Why does Maya think Mr. Nath is a crook? Who does she say the Sunday visitor is?
- Does Nishad agree with Maya about Mr. Nath? How does he feel about him?



Hots

(Critical Thinking)

What else do you think Nishad and Maya will find out about Mr. Nath? How? Will they ever be friends? Think about these questions and write a paragraph or two to continue the story.



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

The word 'tip' has only three letters but many meanings. Match the word with its meanings below.

- finger tips — be about to say something



2. the tip of your nose – make the boat overturn
3. tip the water out of – the ends of one's fingers the bucket
4. have something on – give a rupee to him, the tip of your tongue to thank him
5. tip the boat over – empty a bucket by tilting it
6. tip him a rupee – the pointed end of your nose
7. the tip of the bat – if you take this advice
8. the police were – the bat lightly touched tipped off the ball
9. if you take my tip – the end of the bat
10. the bat tipped the ball – the police were told, or warned.

SPELLING

Fill in the blanks with correct words.

1. The library is incredibly _____ (quite/quiet) today.
2. How did they manage to _____ (lose/loose) that game?
3. _____ (whose/who's) book is that?
4. The train was _____ (stationary/stationery) and the passengers were pushing each other to get in.
5. They have left _____ (their/there) home two days back.

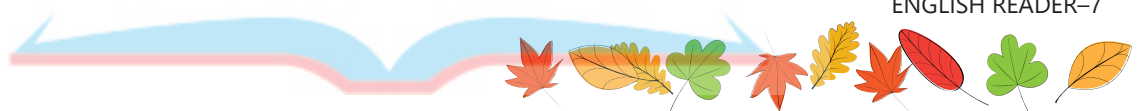
DICTIONARY

The words **helper**, **companion**, **partner** and **accomplice** have very similar meanings, but each word is typically used in certain phrases. Can you fill in the blanks below with the most commonly used words? A dictionary may help you.

1. business _____
2. my _____ on the journey
3. I'm mother's little _____.
4. a faithful _____ such as a dog
5. the thief's _____
6. find a good _____
7. tennis/ golf / bridge _____
8. his _____ in his criminal activities

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ENGLISH READER-7



WRITING SKILLS

Conducting a Survey

Step I : Study the following questionnaire and discuss the points in small groups.

Have you ever
conducted a survey?
Say Yes, No, or I don't
know

Yes, No, or I
don't know.

A home is a place where

- you feel secure and happy.
- you can be alone.
- you can keep all your things.
- you can bring up a family.
- you can invite friends/relatives.
- you can make a noise if you want to.
- you can do whatever you like.
- you are at peace.
- you can look after your parents.
- you receive and give love.

Step II : Collect information. Contact people in the school/ your locality and put these questions to them. Tick-mark (✓) their answers in the relevant column.

Step III : Analyse the results in the group by asking

- How many people think that a home is a place where you feel secure and happy?
- How many people think that a home isn't a place where you feel secure and happy?
- How many people don't know about it?

Step IV : Present a brief oral report on the result of your survey. Use phrases such as the following

- Most people think that...
- Hardly anyone thinks that...
- Few people think that...
- No one thinks that...



5. He speaks _____. (slowly)
6. No such disease were known _____. (then)
7. The ball fell _____. (here)
8. We shifted to this house only _____. (recently)

C. Combine the two sentences to make one, using an adjective clause.

1. The teacher is a very nice person. He come from Odisha.
2. He has two sons. They waste their time in idle way.
3. We sent a package to our relatives. They live in Chennai.
4. The girl was sick. She looked pale
5. He gave the man an injection. It made him go to sleep.
6. A nurse was nearby. He called to her



Activity Zone

Listening

Listen to the story carefully and then role play it in groups of three.

Values and Life Skills

(Life Skills)

Children are inquisitive in nature and are compassionate too. Discuss.

Collaboration Skills

(Team Work)

Divide your class into two groups and discuss:

Who is considered as a worthy opponent?

- (a) Someone who scares you.
- (b) Someone who overpowers you with his/her superior strength and knowlege.
- (c) Someone who is better than you.
- (d) Someone whose presence make you retrace your steops and lose all confidence.
- (e) Someone who triggers anger in you.

Keep all these points in mind and discuss. Your teacher is your moderator.

After the discussion treat your opponent as a friend or a loved one and see the difference in your life.

Art Integrated Learning Activity

(Creativity)

Your granny is not feeling well. She plans to stay with you till the time she recovers fully. As your mother plans a diet chart, you can plan a special half-hour slot to make her feel special and wanted. What will you do?

- Take her for an evening stroll
- Chat with her daily
- Play a game of cards or ludo
- Anyother way

BOMBAY PUBLICATIONS





The Missile Man-

An Interview with Dr. APJ Abdul Kalam



Before Reading

Answer the following question.

1. Which is the first missile of India?
2. Who is missile man of India?
3. Which country has the longest range missile?



Let's Touch On

In this interview, the Missile Man shares his experience and views on science, education and future India.

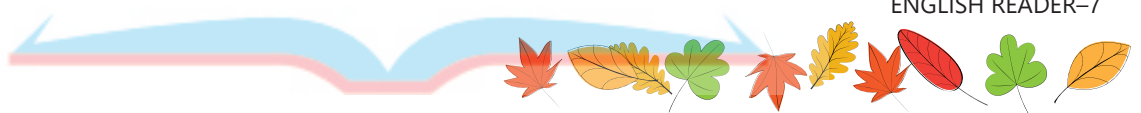
1. When was Dr. APJ Abdul Kalam born?
2. Which is your favourite book?
3. What are your thoughts on the future of science and technology?

Q.1. Could you please narrate one incident that proved to be a turning point in your life which eventually shaped your profession?

It happened at the age of ten, when I was studying in Class 5. I had a teacher, Shri Siva Subramania Iyer. He was one of the best teachers in our school. One day, he was teaching about birds' flight. He drew a diagram of a bird on the blackboard depicting the wings, tail and the body structure with the head. He explained how birds create the lift and fly. He also explained how they change direction while flying. At the end of the class, he wanted to know whether we had understood how birds fly. I said that I had not. Many other students also said that they had not understood. He was not upset by our response. Instead, he took us to the seashore. That evening, the whole class was on the seashore. Birds were flying and chirping sweetly. He showed the sea birds flying in a formation of 10 to 20 numbers; we saw the marvellous formation of birds and we were all amazed. He showed the birds and asked us to see what it looks like when the birds fly. We saw the wings being flapped. He asked us to look at the tail portion and at the combination of flapping wings and twisting tail. We noticed closely and found that the birds in that condition flew in the direction they want. Then, he asked us a question where is the engine of the bird and how is it powered? A bird is powered by its own life and the motivation of what it wants. All these things were explained to us within 15 minutes. We all understood the whole bird dynamics with a practical example.

From that day, I thought that my future study had to be with reference to flight and flight sciences. One evening after the Classes, I asked the teacher, Sir,

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please tell me, how to progress further in learning flight sciences." He patiently explained to me that I should complete Class 8, go to high school and then, I should go to college that may lead me to my education of flight. This advice, the bird flying exercise given by my teacher and the encouragement given to me to ask questions, really gave me a goal and a mission for my life. When I went to college, I took Physics. When I went for engineering in Madras Institute of Technology, I took Aeronautical Engineering.

Thus, my life was transformed as a rocket engineer, aerospace engineer and technologist.

Q.2. We all regard you as the undisputed father of the Indian Missile Programme. Please enlighten us on the Integrated Guided Missile Development Programme (IGMDP) and five of its major projects.

In 1983, IGMDP envisaged development of five missile systems.

- (a) Prithvi – Surface-to-surface missile with 150 km range.
- (b) Akash – Medium range surface-to-air missile (24 km range).
- (c) Trishul – Short range quick reaction surface-to-air missile (8 to 10 km range).
- (d) Nag – Fire-and-forget anti-tank missile (4 km range).
- (e) Agni – Technology demonstrator of a long range strategic missile system.

During the last 25 years, two strategic missile systems have been fully developed and they have been produced in quantity and deployed. Akash has been ordered by the Air Force. A number of variants of Prithvi and Agni have also been developed.

Q.3. We are often troubled by the inequality of access to education. How can this be resolved? How can the students help in solving this problem?

This can be resolved only by enhancing the number of seats in professional courses like medical, pharma and management as has been done in the case of engineering. Today, a number of engineering seats are vacant. Students have a choice for getting the best education.

Students can also solve the problem by going for distant education programmes, which will reduce the load on classroom education. Institutions have to ensure that in distant education programmes the content quality is high and appropriately supplemented with contact programmes.

Q.4. Atom is usually associated with an atom bomb-destruction. Please enlighten us on the brighter side of nuclear energy, how it is used for creation and development.

Nuclear energy can be used for power generation, medical application and irradiation of seeds for quality agriculture.



Q.5. How do you see India by 2020?

I visualise the following **distinctive** profile of India by 2020.

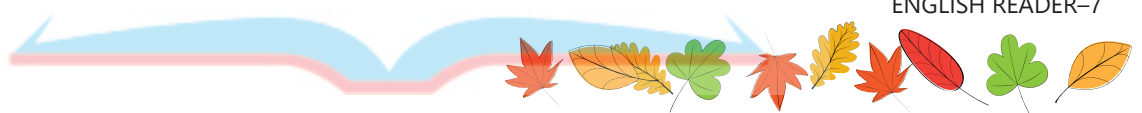
- (a) A nation where the rural and urban divide has reduced to a thin line.
- (b) A nation where there is an equitable distribution and adequate access to energy and quality water.
- (c) A nation where agriculture, industry and service sectors work together in symphony.
- (d) A nation where education with value system is not denied to any meritorious candidate because of societal or economic discrimination.
- (e) A nation, which is the best destination for the most talented scholars, scientists and investors.
- (f) A nation where the best of healthcare is available to all.
- (g) A nation where the government is responsive, transparent and corruption free.
- (h) A nation where poverty has been totally eradicated, illiteracy removed and crimes against women and children are absent and no one in the society feels **alienated**.
- (i) A nation that is prosperous, healthy, secure, **devoid** of terrorism, peaceful and happy and continues with a sustainable growth path.
- (j) A nation that is one of the best places to live in and is proud of its leadership.

Q.6. We know that you are a connoisseur of classical Carnatic music. How and when did you develop this interest?

This, I had developed when I was in St. Joseph College, Trichy. Particularly, I enjoyed the imaginative Alapanas of music exponents like MS Subbulakshmi and Semmangudi Srinivasa Iyer. My friend Santhanam and myself were regular listeners in Thiruvaiyar Thyagaraja Festival, while we were studying in St. Joseph College, Trichy. We used to discuss the ragas for weeks in the hostel, after listening to the music in Thyagaraja Festival.

Q.7. Any message for the future citizens of India?

Friends, I would like to assert for the future citizens of India that no youth today needs to fear about the future. How? If you have an aim in life, realise that spent time cannot be recovered; the precious time has to be used for achieving the goal. Have the confidence to win, to defeat problems and succeed. Have a **righteous** heart, you will definitely succeed in all your missions.



Moral Ethics

APJ Abdul Kalam was the one who motivated everybody in the Country with his inspiring speeches. He was not only the leader of India, he was a leader for whole world. He was a great scientist. He had a deep forth and espoused the cause of the betterment of humanity.



Teacher's Note

Tell the class about famous quotes of APJ Abdul Kalam. Remember to talk about how Abdul Kalam is an inspiration for Students.



My Diction

dynamics : the Scientific study of the forces involved in movement

envisaged : to think of something as being possible in the future

deployed : to put weapons in a position where they are ready to fight

Vacant : not being used; empty

irradiation : the use of high energy radiation

distinctive : Clearly different from others and therefore easy to recognise.

alienated : to make somebody feel that he/she does not belong somewhere or is not part of something

devoid : without something

righteous : morally good or fair



Reading Comprehension



Let's Practice

A. Tick (✓) the correct option:

1. Who was Shri Siva Subramania Iyer?

(i) a rocket engineer (ii) a teacher (iii) a music exponent

2. IGMDP stands for

(i) Integrated Guided Missile Direction Programme

(ii) Indian Grand Missile Development Programme

(iii) Integrated Guided Missile Development Programme

3. Abdul Kalam was a connoisseur of

(i) classical carnatic music (ii) folk music (iii) rock music



B. Read the following statement and answer the questions that follow.

"..., how to progress further in learning flight sciences."

- (a) Who said this and to whom?
- (b) Where were these words said?
- (c) Why did the speaker say these words?
- (d) How did the process of learning help the speaker?

C. Answer the following questions:

- 1. How did Kalam decide his future career?
- 2. What are the five major projects of IGMDP?
- 3. How does Kalam explain the brighter side of nuclear energy?
- 4. According to Abdul Kalam, how can the inequality of access to education be resolved?



Hots

(Critical Thinking)

What do you know about the Indian Missile Programme?



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

New words can be formed by bonding separate words. Pair the words given in the box with each other to form new words.

room	out	nut	night
dough	book	self	story
her	fit	mid	mate

SPELLING

Add 'al'; '-el' or '-le' to the following words.

- 1. Vehic _____
- 2. Shack _____
- 3. mirac _____
- 4. hegg _____
- 5. function _____
- 6. quart _____
- 7. Reb _____
- 8. theatric _____
- 9. mamm _____

DICTIONARY

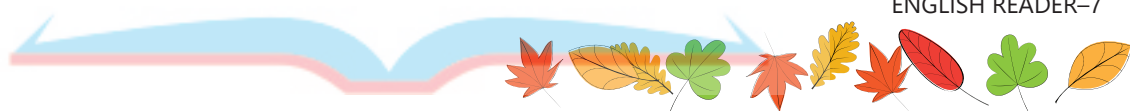
Find six word prefix 'up-' in the dictionary and use them in sentences of your own.

WRITING SKILLS

Imagine, you are the Cultural Secretary of the Social Science Club of your School.

The School is organizing environmentative regarding the danger related to a talk show with an eminent extinction of certain species of birds and animals. Draft a notice informing the students to attend the school.

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Modals

Modals or Modal Auxiliaries are verbs which are used before ordinary verbs to express permission, suggestion, Obligation and so on. They signify the attitude, mood and intention of the Speaker.

The auxiliaries can, could, may, might, shall, should, will, would, ought to, used to, need, must and dare are called Modal auxiliaries.

- Examples:
1. She can cook
 2. May I take your pen to fill the form?

A. Rewrite the following sentence using a modal auxiliary verb.

1. It is probable that he will pass his final exams easily.

2. Perhaps we will go on a trip next month.

3. I am certain that he is over forty.

4. He was able to sing when it was three

5. It is not necessary for you to pay the bill.

B. Fill in the blanks with Suitable modals.

1. You _____ have good manners.
2. She has a headache, she _____ not going to the party.
3. Our team _____ easily defeat their team.
4. We _____ obey our elders.
5. _____ he live long!
6. They _____ finish this work in the evening.
7. _____ you get well soon!
8. Take an umbrella. It _____ join later.



Activity Zone

Speaking

Expressing Likes And Dislikes

Express likes and dislikes by making alternative suggestions politely.

Example: Two friends are sitting in a restaurant. One visits it very often and is trying to order what he feels is the best. Read this conversation to understand more...

Samarth : They serve excellent grilled cheese sandwiches with extra mayonnaise. I have eaten them very often.

Stavya : I am sure I can trust your choice but I am a little allergic to something in mayonnaise... I haven't yet figured it out... maybe uncooked eggs and unfortunately they are a part of fresh mayonnaise

Samrath : And I've heard a lot about food allergies. Why don't you order something that you feel absolutely safe?

Stavya : I know. I think I'll settle with tandoori roti and a fresh vegetable dish with green salad and curd. But please go ahead with your favourites.

Samarth : (laughs) Thanks a lot.

Form pairs and state your likes and dislikes in different situations without being rude.

- in the waiting room watching television or reading a newspaper.
- weekend plans-watching a James Bond thriller or a Hindi movie.
- music during a long drive-ghazals or popular movie songs.

Listening

Your teacher will tell you some famous quotes of APJ Abdul Kalam listen him/her carefully and implement them in your life.

Values and Life Skills

(Social Skills, Life Skills)

'Artificial boundaries connect divide the natural officially among the people of the world. It is this love for humanity which unites us even in our diversity?'

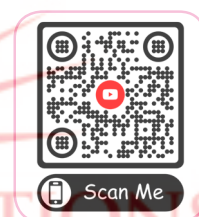
Apart from love, mention any other four values essential to promote unity amongst the people of different nations, culture and religions?

Collaboration Skills

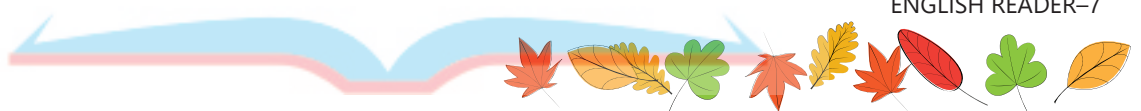
(Team Work)

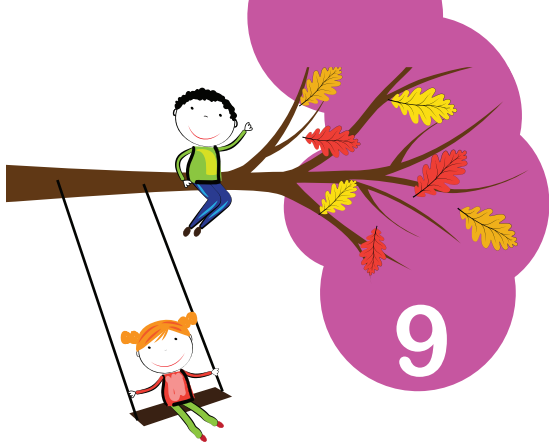
How can we overcome individual egos that are responsible for breaking friendships, families and nations? Organise a journey into groups of five students and discuss it. All of you have Individually gone through such a situation. Discuss it in the group and narrate them to handle the problem. If you were not able to handle it at that time, think of a workable solution note. Then, let each group member pen down his/her experience and the workable solution. Now, put up the written matter in the class board so that everyone can read it. Then, compare the solutions. Do you find something common in all? What is it? Discuss it in class.

Web Link: To know more about Dr. APJ Abdul Kalam, please scan this QR code.



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Henry: A Chameleon



Scan Me



Before Reading

Answer the following questions.

1. Do you love animals?
2. Which is your favourite animal in the world?
3. Which animal do you like to choose as your pet?



Let's Touch On

'Henry : A chamelon' is a story written by Ruskin Bond. This story teaches us to be confident in our own skin and to respect the differences of others.

1. How did you react when you spotted a chameleon?
2. Do you have any unique pet?
3. When you find an injured animal on the road, what do you do?

This is the story of Henry, our pet chameleon. Chameleons are in a class by themselves and are no ordinary reptiles. They are easily **distinguished** from their nearest relatives, the lizards, by certain **outstanding** features. A chameleon's tongue is as long as its body. Its limbs are long and slender and its fingers and toes resemble a parrot's claws. On its head may be any of several **ornaments**. Henry had a rigid crest that looked like a fireman's helmet.

Henry's eyes were his most remarkable feature. They were not beautiful, but his left eye was quite independent of his right. He could move one eye without disturbing the other. Each eyeball, bulging out of his head, wobbled side to side, backward and forward. This **frenzied** movement gave Henry a horrible **squint**. And one look into Henry's frightful gaze was often enough to scare people into believing that chameleons are dangerous and poisonous reptiles.

One day, Grandfather was visiting a friend, when he came upon a noisy scene at the garden gate. Men were shouting, hurling stones, and brandishing sticks. The cause of the uproar was a



BOMBAY PUBLICATIONS



chameleon that had been discovered sunning itself on a shrub. Someone claimed that the chameleon could poison people twenty feet away, simply by spitting at them. The residents of the area had risen up in arms. Grandfather was just in time to save the chameleon from certain death—he brought the little reptile home.

That chameleon was Henry, and that was how he came to live with us.

When I first visited Henry, he would treat me with great caution, sitting perfectly still on his perch with his back to me. The eye nearer to me would move around like the beam of a searchlight until it had me well in focus. Then it would stop and the other eye would begin an independent survey of its own. For a long time Henry trusted no one and responded to my friendliest gestures with grave suspicion.

Tiring of his wary attitude, I would tickle him gently in the ribs with my finger. This always threw him into a great rage.

He would blow himself up to an enormous size as his lungs filled up with air, while his colour changed from green to red. He would sit up on his hind legs, swaying from side to side, hoping to overawe me. Opening his mouth very wide, he would let out an angry hiss. But his threatening display went to further. He did not bite.

Henry was a harmless fellow. If I put my finger in his mouth, even during his wildest moments, he would simply wait for me to take it out again. I suppose he could bite. His rigid jaws carried a number of finely pointed teeth. But Henry seemed convinced that his teeth were there for the sole purpose of chewing food, not fingers.

Henry was sometimes willing to take food from my hands. This he did very swiftly. His tongue performed like a boomerang and always came back to him with the food, usually an insect, attached to it.

Although Henry didn't cause any trouble in our house, he did create somewhat of a riot in the nursery down the road. It started out quite innocently.

When the papayas in our orchard were ripe, Grandmother sent a basketful to her friend Mrs. Ghosh, who was the principal of a nursery school. While the basket sat waiting, Henry went searching for beetles and slipped in among the papayas, unnoticed. The gardener dutifully carried the basket to the school and left in Mrs. Ghosh's office. When Mrs. Ghosh returned after making her rounds, she began examining and admiring the papayas. And out popped Henry.

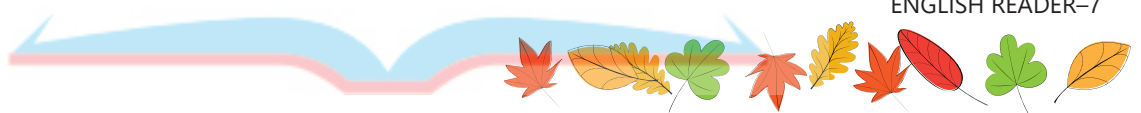
Mrs. Ghosh screamed. Henry squinted up at her, both eyes revolving furiously. Mrs. Ghosh screamed again. Henry's colour changed from green to yellow to red. His mouth opened as though he too would like to scream. An assistant teacher rushed in, took one look at the chameleon, and joined in the shrieking. Henry was terrified. He fled



Can I Answer?

Answer the following questions.

1. Which reptile can change its body colour?
2. How many colours can a chameleon change?



from the office, running down the corridor and into one of the classrooms. There he climbed up on a desk while children ran in all directions – some to get away from Henry, some to catch him. Henry finally made his exit through a window and disappeared in the garden.

Grandmother heard about the incident from Mrs. Ghosh but didn't mention that the chameleon was ours. It might have spoiled their friendship.

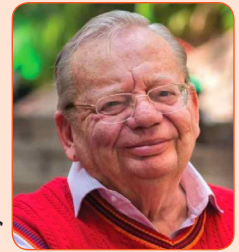
Grandfather and I didn't think Henry would find his way back to us, because the school was three block away. But a few days later, I found him sunning himself on the garden wall. Although he looked none the worse for his adventure, he never went abroad again. Henry spent the rest of his days in the garden, where he kept the insect population well within bounds.



–Ruskin Bond

About the Author:

Ruskin Bond (1934-) is an award winning Indian author of British descents much renowned for his role in promoting children's literature in India. As a prolific writer he has written over 500 short stories, essays and novels. His popular novel 'The Blue Umbrella' was made into a Hindi film of the same name which was awarded the National Film Award for Best Children's Film in 2007. He is also the author of more than 50 books for children and two volumes of autobiography. His writing has been widely acclaimed and he was received numerous awards for his work, including Padma Shri and Padma Bhushan from the Government of India.



Moral Ethics

Qualities showed by Grandfather:

Grandfather love and cared for animals. Grandfather also had good knowledge about reptiles.



Teacher's Note

Tell the class about how animals are in danger of disappearing from the face of the earth forever. Discuss how we save them.

BOMBAY PUBLICATIONS





My Diction

distinguished - to see someone or something as different from others

outstanding - prominent or noticeable

ornaments - here, crests, like those on the heads of roosters and parakeets

frenzied - in a state of hurry or panic activity

squint - an expression in which the eyes are partly closed.



Reading Comprehension



Let's Practice

A. Choose the correct options.

1. Who was Henry?

(i) pet dog (ii) pet chameleon (iii) pet rabbit

2. A Chameleon's tongue is as long as its:

(i) leg (ii) hand (iii) body

3. The residents of the area hurled stones at the chameleon because:

(i) it could harm the children playing in the garden.

(ii) it could spit poison from a distance of twenty feet.

(iii) both.

4. What did the writer's grandmother send to her friend Mrs. Ghosh?

(i) A basketful of apples

(ii) A basketful of mangoes

(iii) A basketful of papayas

5. The chameleon did not bite the writer because:

(i) he knew that it was of the writer who has rescued him.

(ii) he probably thought that his teeth were for chewing food only.

(iii) he was fond of insects.

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

1. Chameleons are easily distinguished from the lizards.

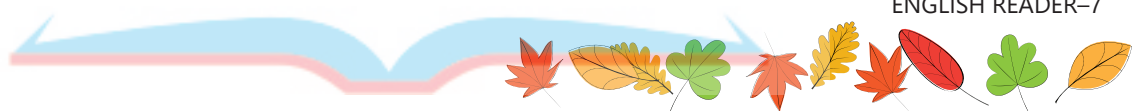
2. Henry's tail was his most remarkable feature.

3. The author's grandmother brought the chameleon home.

4. Henry was a harmless fellow.

5. Grandmother placed Henry in the basket of papayas.

6. Henry returned to grandfather's garden on his own.



C. Answer the following questions.

1. Describe a Chameleon's physical appearance.
2. Who brought Henry home? In which circumstances?
3. How did Henry treat the author when he visited him for the first time?
4. How did Henry reach the nursery school? How was he welcomed there?
5. Do you think Grandmother was right in not disclosing to Mrs. Ghosh that Henry was actually theirs?
6. What according to you was the most hilarious scene in the story?



Hots

(Critical Thinking)

If you were the writer, would you have appreciated Grandfather for bringing home the chameleon? Give reasons for your answer.



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Use these expressions in sentences of your own.

- | | |
|-----------------------------|-----------------------|
| 1. wobbled side to side | 2. wary attitude |
| 3. in a class by themselves | 4. with great caution |
| 5. risen up in arms | 6. sunning itself |

Often one word can be confused with another.

Grandmother was **weary** of the pets grandfather brought home. (**tired of**)

Henry was **wary** of Rusty's attempt to make friends. (**suspicious of**)

SPELLING

Rearrange the letters to get meaningful words.

- | | | | |
|--------------|-------|--------------|-------|
| 1. hcmaleone | _____ | 2. zarlid | _____ |
| 3. oipsuonos | _____ | 4. ptrelie | _____ |
| 5. enorusmo | _____ | 6. veadtuner | _____ |

DICTIONARY

Find out the meanings of the following words in a dictionary and write them in the given space.

- celebrant (noun) : _____
- celebrant (verb) : _____
- celebrant (adjective) : _____

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WRITING SKILLS

Henry was a unique pet. What other unique pets can you think of? Why do you think some people get attracted to such out - of - the ordinary pets?



Grammar Skills

Adverbs-Types

An adverb is a word that adds something to the meanings of a verb, an adjective or another verb.

Example : The child is laughing happily.

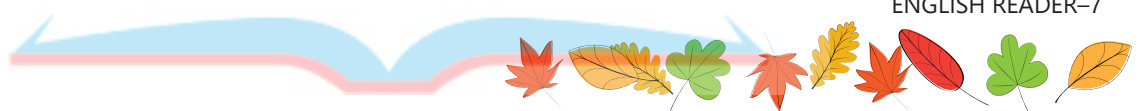
He lives nearby.

I will wear my new shoes tomorrow.

In the above sentences happily, nearby and tomorrow are adverbs because they add more meaning to the verbs.

Different Kinds of Adverbs-

- **Adverb of Manner** - It tells us how the action is done. It answers the question- 'How?'
Examples: He spoke very loudly.
He closed the door quickly.
- **Adverb of Place** - It tells us where the action done. It answers the question- 'Where?'
Examples: There was a man standing nearby.
Is that your bag there?
- **Adverb of time** - It tells us when the action done? It answers the questions- 'When?'
Examples: Have you seen Radhika today?
I watched a movie recently.
- **Adverb of Frequency** - It tells us how often the action is done. It answers the questions- 'How often?'
Examples: I called you twice.
They usually go by taxi.
- **Adverb of Degree** - It tells us to what extent the action is done. It answers the question- 'How much?'
Examples: Her mother was extremely happy.
He was quite surprised.
- **Interrogative verb** - It is used for asking question.
Examples: when will you go to the market ?
How can I help you ?



- **Adverb of Affirmations, Negation** - It expresses assertion or denial.
Examples: She will certainly come to the party (Affirmations)
I am not going to call her again (Negative)
- **Exclamatory Adverb** - It expresses the degree or extent in exclamations.
Examples: How rudely he talked!
What are good shot !
- **Relative Adverb** - It modify our coming after it and indicates the noun or pronoun coming before it, it plays double role because they act as a conjunction also
Examples: I know why she didn't come.
He will as her where she lives.
- **Adverb of cause or person** - It tell the reason of any action or indicate. It answer the question- 'why'?
Examples: Thus, she got the job.
He, therefore, got late.

A. Underline the adverbs in the following sentence and their kind in the space given below.

1. They learn their lesson carefully. _____
2. It is cold today. _____
3. He speaks all foreign languages fluently. _____
4. Radhika is extremely good singer. _____
5. They will come back immediately. _____
6. The soup is very hot. _____
7. He sing well. _____
8. I had recognised my old friend. _____
9. My uncle goes to park daily. _____
10. The child is now happy. _____

B. Use the adverb in your own sentences.

1. Angrily _____
2. Here _____
3. Tomorrow _____
4. Thrice _____
5. Completely _____
6. Where _____
7. Certainly _____
8. Not _____
9. How _____
10. Therefore _____

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Formation of Adverb

1. Most adverb are format from adjective by adding ly
Examples: • slow-slowly • nice-nicely
2. Some adverb have exactly same from of adjective
Examples: • The early bus arrived at 5:00 a.m. (Adjective)
• The teacher asked a hard question (Adjective)
• The 5:00a.m. bus arrived early (Adverb)
• She throw the ball hard (Adverb)
3. Sometime when we from an adverb by adding-ly to an adjective, we get an adverb which has a different meaning. As a result, we get two adverbs with two different meanings.
Examples: (i) • She came late to the school today.
• I have not seen him laterly. (recently)
(ii) • She went direct to the kitchen.
• The principal will make you directly. (soon)

C. Fill in the blanks by making adverbs from the adjective given in the brackets.

1. They are _____ married.(happy)
2. I walk _____. (slow)
3. Rohit drives _____. (careful)
4. He solved the problem _____. (easy)
5. She performed _____ in the exam. (horrible)
6. She treated us _____. (nice)
7. She keep the jewellery _____. (safe)
8. He _____ lifted the baby. (gentle)
9. The team played _____ last Sunday. (careful)
10. He was _____ hurt. (terrible)



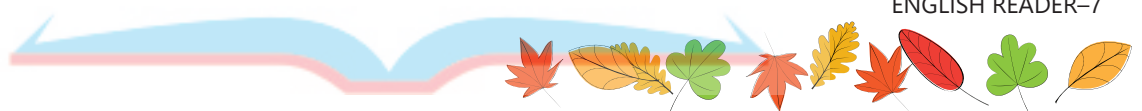
Activity Zone

Listening

Your teacher will read out a paragraph. Listen to him/her carefully and answer the following questions.

1. Who screamed and why?
2. What colour did Henry change?
3. Who rushed in?
4. What did Henry do?

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Speaking

(Team Work)

Role-Play-Telephone Conversation

Angel is a receptionist at the Pet Care Clinic. She is responsible for making appointments for the doctor. Here are two role-playing cards. Work in pairs, and enact the conversation between Angel and a caller. Take turns to be the receptionist.

You are Mridul. You have a pet cat. You already have an appointment with the doctor on Friday, the 8th (which is the day after tomorrow) at 5 p.m. You are calling to see if you can change the appointment to any time on the 9th. You can visit the clinic on the 9th but only before noon. You are also free on Friday but are busy the entire day next Saturday. Speak to Angel and make a new appointment.

You are Angel. You have no free appointments for tomorrow because the doctor will not be present at clinic. However, you can fix an appointment for Monday at 4:30 p.m. You can also fix an appointment with the doctor for the 12th and the 13th between 10 a.m. and noon. Answer the telephone, and help Mridul make a new appointment.

You may start like this.

Kajol : Hello! This is ... How may I ...

Manish: Hello! I am... I have an appointment with the doctor on...for my pet...

Value and Life Skills

(Life Skills)

Shoot not with a gun, but with a camera!- How do you react to this statement.

Collaboration Skills

(Leadership Skills)

Divide yourselves into groups of four. Each one of you should make one such prediction and then share the four predictions of your group with the whole class.

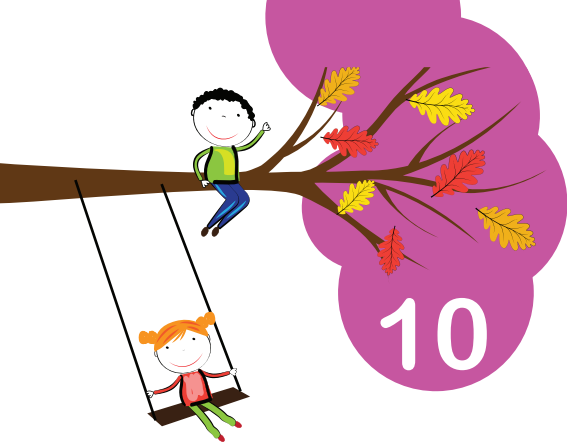
Art Integrated Learning Activity

(Creativity)

So many animals are hunted for their skin; spot and for food. Many animals die due to displacement from their natural habitats. We should take a pledge to protect them. Find out and write about at least three projects that are working towards saving the endangered species of animals.

Web Link: To know more about chameleon, please scan this QR code.





Where The Mind is Without Fear



Before Reading

Answer the following questions.

1. What do you mean by freedom?
2. How can you realize that you enjoy freedom?
3. Would you fight for your freedom?



Let's Touch On

'Where the Mind is Without Fear' is a poem written by Rabindranath Tagore. He wrote the poem while India was still under British rule and people were excitedly anticipating their independence.

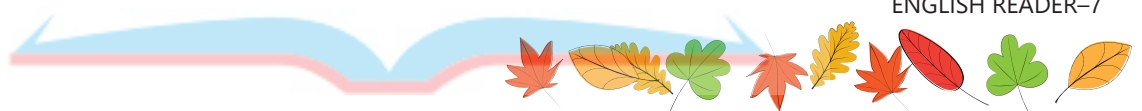
1. Is freedom important in life?
2. Do all humans have freedom?
3. What makes us free?

Where the mind is without fear and the
head is held high;
Where knowledge is free;
Where the world has not
been broken up into fragments
by narrow domestic walls;
Where words come out from
the depth of truth;
Where tireless striving
stretches its arms towards perfection;
Where the clear stream of reason
has not lost its way
In to the dreary desert sand of
dead habit;
Where the mind is led forward
by thee
In to ever-widening thought and
action –
Into that heaven of freedom, my Father,
let my country awake.



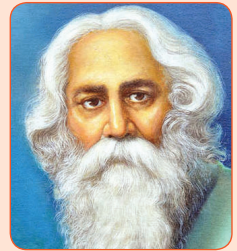
—Rabindranath Tagore

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About the Author:

Rabindranath Tagore (1861-1941) also known as 'Gurudev', was an Indian poet, philosopher and artist. He wrote many stories, novels, poems and dramas. He is also very well known for composing music. He wrote India's National Anthem, the Jana Gana Mana. The Bengali Culture was greatly influenced by his writings during the late 19th century and early 20th century. In 1913 he won Nobel prize for his literature 'Gitanjali'. He wrote to motivate people to be honest and truthful with oneself.



Teacher's Note

Tell the class about our freedom fighters. Talk about their freedom struggle.



My Diction

- | | | | |
|----------------------------|--|-----------------|--|
| head IS held high - | walk without fear as walk with pride and self respect. | tireless | - having or showing great effort or energy |
| dead habits | - old traditional rituals and customs that are harmful | dreary | - dull |
| fragments | - a small part broken off or separated from something | | |



Reading Comprehension



Let's Practice

A. Choose the correct options.

- When can we hold our head high?
 - When we are proud.
 - When we are cowards.
 - When there is no fear with us.
- What does the poet mean by knowledge is free?
 - Knowledge cannot be bought.
 - Knowledge is not imprisoned.
 - Knowledge is accessible to all.

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3. This poem was written by:
- (i) Mahatma Gandhi (ii) Rabindranath Tagore
- (iii) William Shakespeare
4. This poem was written:
- (i) before Independence (ii) During Independence
- (iii) after Independence
5. Constant effort and strife leads to:
- (i) superstition (ii) perfection (iii) laziness

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

1. The poet wrote this poem to encourage the countrymen.
2. The poet wants his countrymen to be fearless.
3. The poet love his country.
4. Prejudices and discrimination never divide people.
5. The poet wants his people to be rational and logical in thinking.

C. Answer the following questions.

1. What does the poet want our 'mind' and 'head' to be?
2. What is meant by 'mind is without fear'?
3. According to the poet, what is 'dead habit'?
4. Why does the poet want the words to come out from the depth of the truth?
5. From what darkness of night should our nation awaken?



Hots

(Critical Thinking)

If times comes to choose between country and your family. What would you choose and why?



Communication Skills

(Holistic Learning)

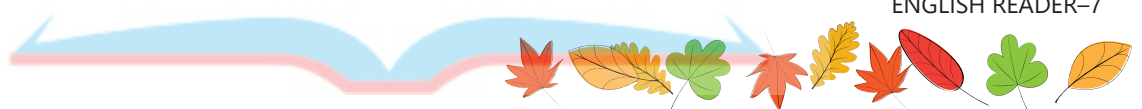
VOCABULARY BOOSTER

Given below are six words. Find their adverbs in the grid below:

1. Week
2. Quick
3. Slow
4. Hard
5. Wise
6. Loud

W	I	S	E	L	Y	E
E	B	A	O	L	N	L
E	S	L	O	W	L	Y
K	H	A	R	D	L	Y
L	O	N	G	Y	H	Y
Y	L	O	U	D	L	Y
Q	U	I	C	K	L	Y

BOMBAY PUBLICATIONS



SPELLING

Tick (✓) the correct spelling

- | | | | |
|--------------|------------|--------------|----------|
| 1. knowledge | knowlege | 2. fradgment | fragment |
| 3. perfekson | perfection | 4. dreary | drearey |
| 5. heaven | heven | 5. country | cauntry |

DICTIONARY

Write the meanings of the underlined words using dictionary in the following sentences.

- (a) Was brings pain and destruction.
(b) What brings you have today, Khushi?
- (a) He needs proper care for fast recovery.
(b) Anamika handled the Vale with care.
- (a) Grandfather was present diving the birth of Vanth.
(b) Aarav is Indian by birth but has lived format of his life in London.
- (a) You can read a book while I am writing this letter.
(b) While Ansh is good at English, his brother is very weak in it.

WRITING SKILLS

Imagine that you are the leader of a group of students visiting some places of interest. What are the DOs and DON'Ts you would like to suggest to your group members? Use five affirmative and five negative sentences to frame them. Write them below.

DOs (affirmative)	DON'Ts (negative)



Grammar Skills

Preposition

A preposition is award that is placed before a noun or a pronoun to show how it relates to something else.

- Examples:
- We should be proud of our nation.
 - He was suffering from fever.

Prepositions can be divided into three categories. They are as follows:

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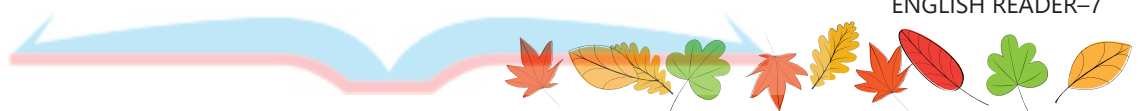


1. Prepositions of Time - It is used to denote time are - In, on, at, by, since, for, from.
 - In is used with parts of the day, month, year, season.
Examples: in the morning, in the evening, in summer, in winter, in June, in 2024.
In is also used with the future tense to show the period in which an action will happen.
Examples: in few hours, in a few seconds, in a fortnight.
 - On is used with days and dates.
Examples: On Monday, on 10th January, on the New Year Eve, on the Diwali day, on the morning of 18th July.
 - At usually denotes a definite point of time but can also be used for indefinite periods.
Examples: at the beginning of the morning.
at the end of the day.
at Dussehra, at Diwali
at 6:10 p.m., at midnight
 - By denotes the latest time at which an action will be over.
Example: The class will be over by 4:00 P.m.
 - Since is used when we show a starting time or a specific time.
Examples: Since 1980, since August, since 7 O' clock
 - For is used with a period of time expressing duration.
Examples: for two hours, for five years, for a week.
 - From denotes the starting point of an action. It is almost always used with to or till/until.
Examples: Last night we watched a movie from 10 to 11' clock.
She was teaching in this institute from 2006 till 2020.

A. Fill in the blanks with prepositions of time.

1. He has lived in Canada _____ three years.
2. The school will be over _____ 2:00 p.m.
3. There are usually a lot of parties _____ New Year's Eve.
4. He went to bed _____ midnight.
5. _____ Sunday morning I usually get up late.
6. We have been living here _____ 2005.
7. They were dancing _____ two hours.
8. I will go back to my country _____ 2025.

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Preposition of Place

Prepositions used to denote the position or location of one thing with another.

- At has the idea of a point. It is used with villages, small towns. In has the idea of a larger area and is used while speaking of bigger towns, states, countries.

Examples: At Rani Bagh, in New Delhi, at Patiala, in Australia, at the end, in the middle, in a class, in a shop.

- In conveys the idea of something contained. At conveys the idea of general neighbourhood.

Examples: • The fruits are in the basket.
• Please, sit at the table when you eat.

- Between is used with two persons or things.

Example: The number 5 is between 4 and 6.

- Among is used with more than two.

Example: We agreed among ourselves.

- On and upon both can be used while speaking of things at rest. Upon is also used with things in motion.

Examples: • The clock is on the wall.
• There is a crown upon her head.

- Both above and over mean higher than. Sometimes, either of them can be used.

Examples: • There is a ceiling above you.
• There is a ceiling over you.

- Both below and under mean lower than. Sometimes, we can use either of them. But under also means vertically below. Under also has the idea of contact.

Examples: A river flows under a bridge.

Below is also used in measurements to suggest the idea of being lower than.

Example: The window is below the painting.

B. Underline the prepositions in the following sentences and write their kinds.

1. She came to school on fast. _____
2. I think she spent the entire after noon on the phone. _____
3. I'll be ready to leave in five minutes. _____
4. The police caught the thief at the corner of street. _____
5. Grandma stayed up until two in the morning. _____
6. My friend lives on Ring Road. _____
7. It's been snowing since Christmas morning. _____
8. My parents have been married for thirty years. _____
9. Two workers left for the factory. _____
10. Raghav threw the garbage in the dustbin. _____

BOMBAY PUBLICATIONS



Speaking

Work in group of three, identifying each one as

A, B and C. Talk about yourself and the things you like or do not like to do. Find three things that all of you like and write them in the with happy face. What are the likes/dislikes that you have in common with one of the other two members in your group but not with the third?

Write them in the appropriate boxes. Share the likes that are common to all with your class. (HINT: Individuals with different likes and dislikes or from different backgrounds or faiths can be the best of friends too.)

Listening

Your teacher will tell about some Nobel Prize winners. Listen to him/her carefully and write below their names and fields in the given space.

Values and Life Skills

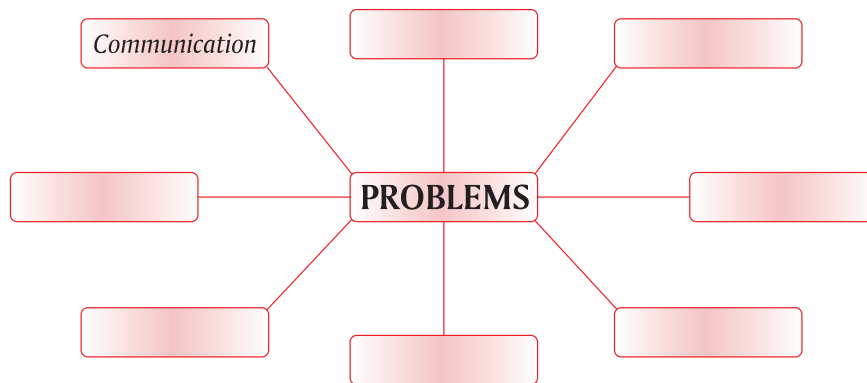
(Life Skills)

We often believe in what people say. We do not think about its relevance and start following people blindly. Do you think it is good to have blind faith in someone?

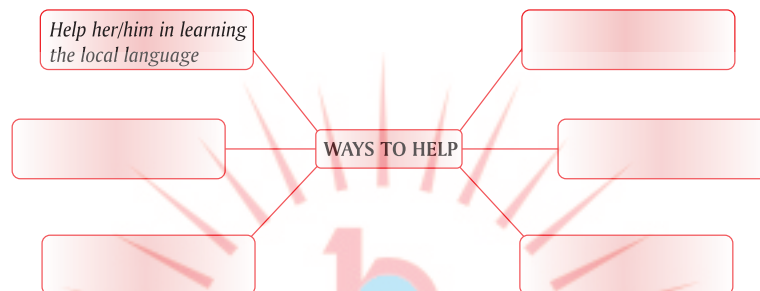
Collaboration Skills

(Team Work)

A. Work in groups of four. Imagine that a student from another country has come to study in your school. What problems do you think that she/he might face? Write them in this web diagram.



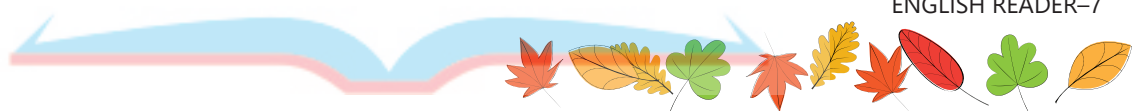
B. What can you and the other classmates do to help her/him face comfortable in and outside classroom?



Art Integrated Learning Activity

(Creativity)

Collect the pictures and articles which tell us about some brave children and people in our country. Paste them on A3 size sheet.



Walchand Hirachand A Great Visionary



In the pantheon of great Indian business leaders, one name that rarely gets the recognition it deserves is that of Walchand Hirachand Doshi, who is considered to be one of the "greats" in the Indian business world, and is widely hailed as the 'Father of the Indian Transportation Industry'. On November 23, 1882, he was born in Solapur, a small village in Maharashtra. Walchand was the founder of the Walchand group. He established India's first modern shipyard, the first aircraft factory and first car factory.

His father Seth Hirachand Nemchand Doshi was engaged in cotton trading. Walchand had a brief stint in his father's business in cotton trading and money lending but he was not interested in it and later became a railway contractor for constructions. He built tunnels through the Bhor Chats for a railway route from Mumbai to Pune and lay water pipes from Tansa lake to Mumbai. Other major projects executed by him include the Kalabag Bridge over Indus and a bridge across the Irrawaddy river in Burma.

In 1919, he bought from the Scindias of Gwalior, the Ship SS Loyalty. The ship made its Maiden International Voyage on April 5 the same year, from Mumbai to London.

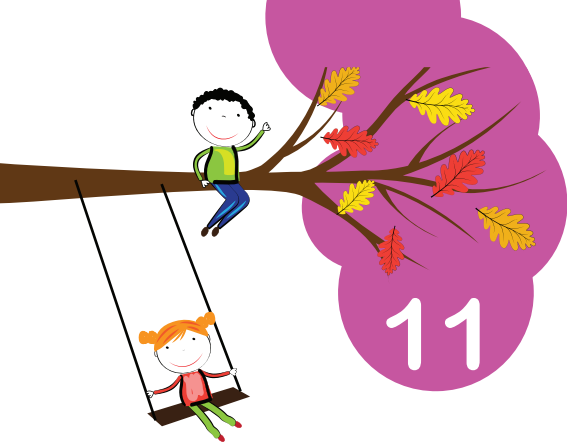
The day is now celebrated as National Maritime Day. He started Hindustan Aircraft (now Hindustan Aeronautics) in Bangalore and Hindustan Shipyard at Visakhapatnam in 1940 and Premier Automobiles in Mumbai In 1945.

Walchand was the founder of many trade associations and charitable trusts. He was honored by the Government of India in 2004 by issuing a postage stamp. He was never afraid to take up Challenges. His entrepreneurship in shipping, aviation and automobiles earned him the title 'Father of transportation in India'.

Walchand Industries and other group companies are now run by descendants of his brothers Gulabchand, Lalchand and Ratanchand, as Walchand himself did not have a son.

In 1949, he suffered a stroke and retired from business in 1950. He died on 8 April 1953 at Siddhpur.





The Parrot's Training



Before Reading

Answer the following questions.

1. What do you mean by Zoo?
2. Is it good to keep animals in the cages? Why?
3. Do you keep your pet animal or bird in cage?
4. Name any bird which can speak like a human?



Let's Touch On

'The Parrot's Training' is a story written by Rabindranath Tagore. It mocks at the cruelty of Indian formal educational system and ridicules at its mechanical aspect.

1. What is parrot's favourite?
2. Do birds show emotion?
3. What moral do you learn from birds?

Once in a land faraway, there lived a parrot. It sang songs, jumped about, and flew, but it never read the **scriptures** or cared about the customs and conventions. It was an illiterate bird.

The king was mighty displeased with the bird. "What a good-for-nothing bird! All it does is eat fruits from the fruit garden. My fruit market is running at a loss!" So, he summoned his ministers and ordered. "Educate the bird."



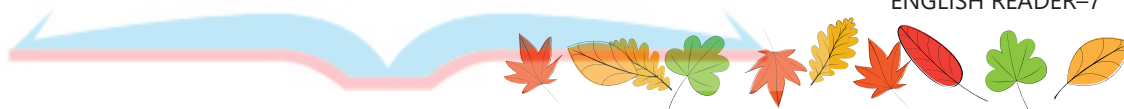
The responsibility of educating the parrot fell upon the king's nephews. Endless hours were spent in discussions between great scholars. The most pressing question was: What is the cause of this bird's ignorance?

After much **deliberation**, it was pronounced that the reason the bird was **benighted** was because of its nest. "The nest is made of useless straws and twigs, and it is too small to contain enough knowledge," they said.

Delighted with the assessment of the royal scholars, everyone said, "What a great analysis!" The scholars went home merrily, armed with fees and gifts.

The goldsmith was called upon and tasked with the responsibility of making a **gilded cage**. He made such an **exquisite** cage that people from far and wide rushed to have

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a look at it. One said, "Such a great **endeavour** for education!" Another commented, "Even if the bird is unable to learn, at least it has a beautiful cage. How lucky!" The goldsmith was paid **handsomely**, and he went away laughing with glee. The pandit came to educate the bird. He said, "A few books won't do. Lots of scriptures are needed to teach this foolish bird." The king's nephews then called for the **scribes**. The scribes began to make copies from manuscripts, and they made several more copies from those.

Everyone applauded and said, "Bravo! What a great mountain of knowledge!" The scribes had their bullock carts filled with generous rewards. They went home happier and richer than ever before and never again had to worry about making their ends meet.

The nephews were overly cautious about the **upkeep** of the valuable gilded cage. They ensured its cleaning, polishing from time to time, necessary repairing, and timely maintenance. Everyone said, "How satisfactory the progress is!"

Hundreds were employed for the job, and to keep an eye on these employees, a hundred more were hired. All of them drew fat pay cheques and filled their chests with valuables. Their brothers, relatives, even their half-brothers, lived in **opulence**.



Can I Answer?

Answer the following questions.

1. What kind of cage was built for the bird?
2. Who called for the scribes?

The world has a shortage of many things, but there is no dearth of critics around. "The cage has been maintained very well. However, nobody has thought about the bird!" the critics said.

Within no time, the words of the critics reached the ears of the king. He called for his nephews. "What is this I hear, dear nephews? What about the bird?" he enquired.

The nephews replied, "Your Majesty, don't believe these fault-finders. If you want to know the truth, please call upon the goldsmith, the pandits, the scribes, and all the maintenance and service workers of the cage. Ask them yourself."

The king was pleased with this answer and the nephews were rewarded with thick gold chains.

The king wanted to see for himself the **scope** of this project and appreciate the pace at which learning was being imparted."

So one day, with his ministers and courtiers **in tow**, the king paid a visit to the building where the cage was. His arrival was announced with a **cacophony** of hundreds of musical instruments.

The pandits immediately began chanting mantras and all present there raised their



voices and shouted, "Jai Maharajal!"

"Look, Your Majesty, such grand arrangements!"

"The sounds of teachings are also grand, the king remarked.

"Not only the sounds of teachings, but the meaning behind those sounds are also grand," the nephews boasted.

The king was immensely thrilled with all the arrangements made to educate the bird. As he was turning back to mount his elephant to return, a critic, who was hiding in the bushes, whispered.

"Your Highness, what about the bird? Have you seen it?"

The king exclaimed. "Oh my! I totally forgot! Where is the bird? It can't be seen." He turned to the pandit and said, "I want to see how you teach the bird."

He was shown the process. He was satisfied with the entire arrangement.

The process was so overwhelming as compared to the tiny little bird that it went unnoticed. In fact, it seemed quite irrelevant to look at the bird. The king realized that there was no lack in the arrangements. There was no food or water in the cage, only heaps of torn pages. With the tip of a pen, the torn pages were thrust into the bird's mouth. The bird could neither sing nor cry out. Everyone thought, "What a pleasing sight this is!"



The king ordered his attendant to pull the ears of the critic.

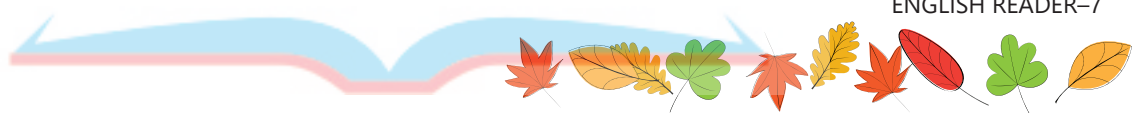
As time went on, the bird became more civilized. It was half-dead. It had little time to sing its songs, for it was learning all the while. The teachers of the bird saw it as good progress.

However, as the habits are of a bird, it would look towards the morning sun and flap its wings in an attempt to escape the cage. Sometimes, it would even try to break the bars of the cage with its weak beak.

The guard was appalled and said, "Look at the show of indiscipline. What **audacity!**" Hence, a blacksmith was called for. With his hammer, **chisel**, and fire arrangements, the bird's wings were **clamped** with a chain.

The king's relatives said with disapproval, "The birds in this country are not only foolish, but they are also ungrateful."

The pandits now taught the bird with a pen in one hand and a spear in the other. Everyone was contended and said, "This is what education is!"



The blacksmith was richly rewarded, and the guard gained a title from the king for his attentiveness.

The bird died. When? No one noticed.

The infamous critic spread the news.

The king called for his nephews and asked, "What is this I hear, dear nephews?"

The nephews replied, "Your Highness, the bird's education is now complete."

The king then asked, "Does the bird still jump?"

The nephews replied, "Heavens, no."

"Does it still flap its wings?" "Not at all."

"Does it sing?"

"God forbid, no

The king said. "Bring the bird to me. I want to have a look." The bird arrived with the guards, the officers, and the horse riders.

The king pressed the bird, but it did not open its mouth. There was no sound, no movement. The only sound heard was that of the rustling of the pages of scriptures in its belly. Outside the palace, the gentle south wind blew, and the young green leaves filled the sky with their deep and heavy sigh.

—Adapted from *Tota Kahini* by Rabindranath Tagore



Teacher's Note

Discuss in class how education is a crucial aspect of personal and professional development.



My Diction

scriptures: holy writings

deliberation : long and careful thought or discussion

benighted: illiterate

gilded cage : a luxurious but restrictive environment

exquisite : extremely beautiful

endeavour : effort

handsomely : large amounts of money

scribes : someone whose job was to copy documents and books before printing was invented

upkeep : the process of cost of keeping something in good condition

opulence : great wealth

in tow : if you have someone in tow, they are following you because you are taking them somewhere

cacophony : an unpleasant mixture of loud sounds

audacity : the confidence to say or do what you want, despite difficulties, risks, or the negative attitudes of other people

chisel : a tool with a flat metal blade

clamped : to hold something tightly in





Let's Practice

A. Tick (✓) the correct option.

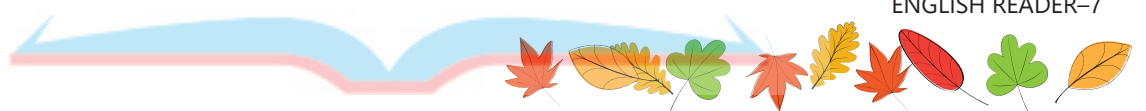
1. Who built the cage for the bird?
 (i) the blacksmith (ii) the nephews
 (iii) the goldsmith
2. Why was the parrot's throat was completely choked?
 (i) it was shouting (ii) it was forced to eat pages
 (iii) it was singing loudly
3. Who was displeased with the bird?
 (i) King (ii) pandit
 (iii) blacksmith
4. King summoned his ministers and ordered:
 (i) kill the bird (ii) paint the bird
 (iii) educate the bird.

B. Write 'T' for true and 'F' for false Statements.

1. The parrot was very happy in the cage.
2. The scholars went home merrily.
3. There was take of enough food and water in the cage.
4. The nephews were rewarded with gold coins.
5. The blacksmith was richly rewarded.

C. Answer the following questions.

1. Why was the king displeased with the bird?
2. Why did the king give reward to the goldsmith?
3. What conclusion did the royal scholars derive regarding the bird's ignorance?
4. Who invited the pandits and why?
5. After all the arrangements were made, what did the critics say? How did the king react to this?
6. Why was the king pleased with the answer his nephews gave him?
7. What did the king see when he decided to pay a visit to the building where the bird in the cage was?
8. Why did the king order his attendant to 'pull the ears of the critic'?
9. How was the birds's education completed?





Hots

(Critical Thinking)

Are you agree with the arrangement of teaching for the bird? Discuss.



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Write the things sold by the following people with the help of the clue box.

- a) draper _____
- b) butcher _____
- c) pharmacist _____
- d) jeweller _____
- e) green racer _____
- f) baker _____
- g) Stationer _____
- h) Confectioner _____
- i) news-vendor _____

meat
 newspapers
 cakes, sweets
 bread
 paper, pens
 medicines
 fruit, vegetables
 ornaments
 cloth

SPELLING

Use ie or ei to complete the following words.

- 1. gr ___ _ f
- 2. defic ___ _ ncies
- 3. s ___ _ ge
- 4. retr ___ _ ve
- 5. s ___ _ ze
- 6. th ___ _ f

DICTIONARY

Here are some words from the story. Match them to their meanings. You can take the help of a dictionary.

Word	Meaning
a) audacity	behaviour that is generally accepted as normal
b) pressing	lack of something
c) convention	declared
d) dearth	brave but rude or shocking behaviour
e) pronounced	very important and urgent

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WRITING SKILLS

Write an article on your favourite bird or animal.



Grammar Skills

Conjunctions

A conjunction is a word used to join words, groups of words or sentences.

Examples: • I tried to hit the nail but hit my thumb instead.

- My father always worked hard so we could afford the things we wanted.

Kinds of Conjunctions

1. **Coordinating Conjunctions** - They are used to combine ideas. They show the logical relationship between them.

A Coordinating Conjunctions of Addition:

They add the statements or facts to one another. They are–

- And - Priya likes to swim and jog.
- Both.... and - He is both honest and punctual.
- As well as - He as well as his father is tall.
- No less than - She no less than her brother is rude.
- No only.... but also - She gave the beggar not only food but also clothes.

Cooperating Conjunctions of Choice:

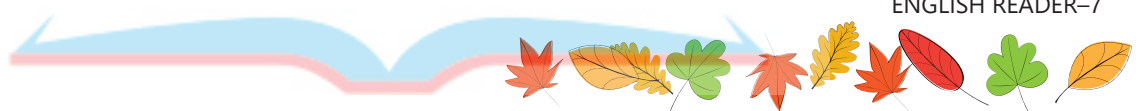
They express a choice between two alternatives. They are–

- Or - He might go swimming or for a drive.
- Either....or - Either be quiet or leave the room.
- Neither....nor- He is neither hardworking nor sincere.
- Otherwise - Study well, otherwise you will fail.
- Else - Study well, else you will fail.

Cooperating Conjunctions of Contrast:

They express opposition or contrast between two statements. They are–

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- But - He ran fast but he could not catch the bus.
- Still, yet - He is weak still he is brave./ He is weak yet he is brave.
- Nevertheless - She was not well nevertheless she attended the class.
- Whereas, while - Wise people are respected whereas rich people are envied./ Wise people are respected while rich people are envied.
- Only - I am all right, only I am tired.

Cooperating Conjunctions of Reasoning:

They are used when one statement or fact is inferred from another. They are–

- For - Neha was eager to meet everyone in her class for she was new to the school.
- So - I had to buy some groceries so I went to the market.

A. Fill in the blanks with coordinating conjunctions.

1. Divya has two sister _____ are brother.
2. I usually take the bus to school _____ today my father dropped me.
3. It is snowing out _____ I will wear my boots to market.
4. She doesn't enjoy studying mathematics, _____ he always gets high grades in her test.
5. This summer you can either go to camp _____ you can visit your grandparents.
6. Walk carefully _____ you will fall.
7. _____ complete your work _____ go to the bed.
8. My friend gifted me _____ this dress _____ footwear.
9. She is _____ beautiful cute.
10. He _____ his sister is polite.

B. Join each pair of the following sentences using suitable conjunctions. Hints are provided in the brackets.

1. This apple is ripe. It is not juicy. (but)

2. They inspected the room. They found many things missing. (and)

3. The park bench was deserted. I sat down to read. (so)

4. He did not want to miss the train. He ran. (because)

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5. He was so happy. He could not control his tears. (that)

6. You cannot go home. Complete your work. (unless)

7. Be quite. Leave the class. (either, or)

8. Radhika likes to eat cake. Radhika likes to eat chocolates. (and)



Collaboration Skills

(Self Direction)

Each student has a unique way of learning. Some learn through music, some learn through hands-on activities, and some others through solving puzzles. How do you learn the best?

I need a quiet place to study, that way, I remember things better.

I listen to music when solving Maths problems. It helps me concentrate.

I like to go to bed very early and wake up early in the morning. It is the best time for me to study.

Values and Life Skills

(Life Skills)

'Outside the palace, the gentle south wind blew, and the young green leaves tilled the sky with their deep and heavy sigh.' Discuss the message Tagore tries to deliver through this sentence.

Do you feel sad for the bird? Why or why not?

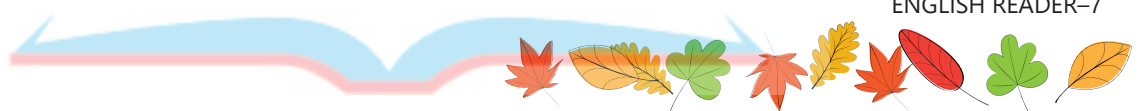
Art Integrated Learning Activity

(Creativity)

Students and Schools have been in existence since, history. Your parents, your grandparents and may be even your great grandparents went to school. Don't you think you could like to know a little about the Schools they went to?

Find out from your grandparents and parents what kind of school they went to and the fun they had. Find out about their teachers, their seating arrangements and the subjects they studied.

Then, make a report on how schools and their teaching methodologies have changed over the years.





Little Girls Wiser Than The Grown ups



Before Reading

Answer the following questions.

1. Can friendship be the same offer fight?
2. Have you ever quarreled with your best friend?
3. You see two of your friends fighting over a chocolate. What will you do ?



Let's Touch On

We all quarrel with our friends while playing. How much times does one take to forget about the quarrel and be friends again? This story revolves around two friends, Malasha and Akoulys.

1. How do you become friends again after a fight?
2. How should you avoid quarreling with your friend?
3. Do you think you and your friend have similar values?

It was an early Easter. Sledging was only just over; snow still lay in the yards; and water ran in streams down the village street.

Two little girls from different houses happened to meet in a lane between two **homesteads**, where the dirty water, after running through the farmyards, had formed a large puddle. One girl was small, the other a little bigger. Their mothers had dressed them both in new frocks. The little one wore a blue frock, the other wore a yellow one and both had red handkerchiefs on their heads. They had just come from the church when they met, and first they showed each other their **finery**, and then they began to play. Soon, the fancy took them to splash about in the water, and the smaller one was going to step into the puddle, with her shoes and all, when the elder checked her.



Can I Answer?

Answer the following question.

Do you think the girls will go into the puddle?



"Don't go in so, Malásha," said she, "your mother will scold you. I will take off my shoes and stockings, and you take off yours."

They did so, and then, picking up their skirts, began walking towards each other through the puddle. The water came up to Malasha's ankles, and she said, "It is deep, Akoulya, I'm afraid!"

"Come on," replied the other. "Don't be frightened. It won't get any deeper."

When they got near one another, Akoúlya said. "Mind, Malasha, don't splash. Walk carefully!"

She had hardly said this when Malasha plumped down her foot so that the water splashed right on to Akoúlya's frock. The frock was splashed, and so were Akoulya's eyes and nose. When she saw the stains on her frock, she was angry and ran after Malasha to strike her. Malasha was frightened, and seeing that she had got herself into trouble, she **scrambled** out of the puddle, and prepared to run home. Just then, Akoulya's mother happened to be passing, and seeing that her daughter's skirt was splashed, and her sleeves dirty, she said, "You naughty, dirty girl, what have you been doing?"

"Malasha did it on purpose," replied the girl.

At this, Akoulya's mother **seized** Malasha and struck her on her back. Malasha began to howl so that she could be heard all down the street. Her mother came out.

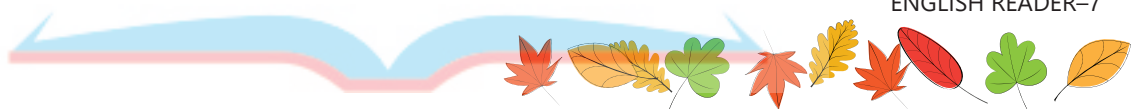
"What are you beating my girl for?" said she; and began scolding her neighbour. One word led to another and they had an angry quarrel. The men came out and a crowd collected in the street, every one shouting and no one listening. They all went on quarrelling, till one gave another a push, and the affair had very nearly come to blows, when Akoulya's old grandmother, stepping in among them, tried to calm them. "What are you thinking of, friends? Is it right to behave so? On a day like this, too! It is a time for rejoicing, and not for such folly as this."



Can I Answer?

Answer the following questions.

Will the old lady be able to stop the quarrel?

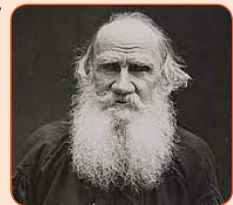


They would not listen to the old woman and nearly knocked her off her feet. And she would not have been able to quiet the crowd, if it had not been for Akoulya and Malasha themselves. While the women were abusing each other, Akoulya had wiped the mud off her frock and gone back to the puddle. She took a stone and began scraping away the earth in front of the puddle, to make a channel through which the water could run out into the street. Presently, Malasha joined her and with a chip of wood, helped her dig the channel. Just as the men were beginning to fight, the water from the little girls' channel ran streaming into the street towards the very place where the old woman was trying to **pacify** the men. The girls followed it; one running each side of the little stream. "Catch it, Malasha! Catch it," shouted Akoulya, while Malasha could not speak for laughing.

Highly delighted and watching the chip float along on their stream, the little girls ran straight into the group of men; and the old woman, seeing them, said to the men, "Are you not ashamed of yourselves to go fighting on account of these **lassies**, when they themselves have forgotten all about it and are playing happily together? Dear little souls! They are wiser than you!" The men looked at the little girls and were ashamed, and laughing at themselves, each went back to their own homes.

About the Author:

Leo Tolstoy (1828-1910) was a writer of 19th century. He considered a master of realistic fiction and one of the world's greatest novelist. Some of his famous novels were Russian are Resurrection, War And Peace and Anna Karenina. During his last three decades Tolstoy also achieved world reown as a moral and religious teacher.



Teacher's Note

Encourage students to ask each other for help in the classroom and playground. Tell the class about the importance of good friends in our life.

My Diction

homesteads : a house with the land and buildings around it.

finery : elegant and beautiful clothes and jewellery.

scrambled : to move somewhere quickly.

seized : to take hold of something suddenly and firmly.

pacify : to make somebody who is angry or upset be calm or quiet

lassies : girls or young women.

BOMBAY PUBLICATIONS





Let's Practice

A. Tick (✓) the correct option.

- The mothers of Akoulya and Malasha had dressed them both in new frocks because they
 - were twins
 - had to go to the church
 - liked to wear frock
- Malasha and prepared to run home when she found herself in trouble.
 - scrambled out of the puddle
 - struck her friend
 - began howling
- Malásha began to howl so that
 - everyone could hear her
 - she could be heard all down the street
 - her mother could hear her
- 'They all went on quarrelling, till one gave another a push, and the affair had very nearly come to blows,... This means that the people were
 - talking to each other
 - scolding each other
 - fighting with each other
- The old woman said to the men, "Are you not ashamed of yourselves...?" She said so because the men were fighting
 - for a genuine reason
 - without any genuine reason
 - as they were angry

B. Read the following statements and answer the questions that follow.

Two little girls from different houses happened to meet..."

- Where did the two little girls meet?
- Which place did they visit before meeting each other?
- Why did they go there?
- What happened when the two girls met?.

C. Answer the following questions.

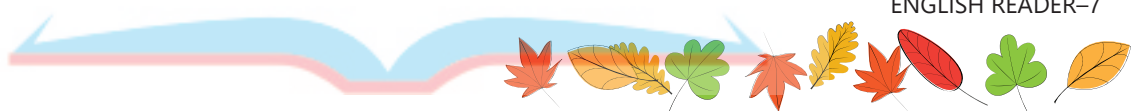
- How does the author describe the landscape in the beginning of the lesson?
- Describe both the girls as depicted in the story.
- "You naughty, dirty girl, what have you been doing?" Who is the 'girl' here and why is she referred to in this way by the speaker?
- What were Akoulya and Malasha doing while the women were abusing each other?



Hots

(Critical Thinking)

Forget the quarrel and become friends again? Do you think, this make us wise? Discuss.





VOCABULARY BOOSTER

Match the following idioms with their meanings.

- | | |
|-------------------------|---|
| 1. follow the hard | (a) to be very easy of plain |
| 2. Over and over | (b) to suddenly become very angry or emotional |
| 3. be simplicity itself | (c) do and think the same as everyone else |
| 4. go off the deep end | (d) with and at the same time as something else |
| 5. In parallel | (e) many times, repeatedly |

SPELLING

Circle the correct spelling in each group.

- | | | |
|-----------------|----------------|----------------|
| 1. togather | togathar | together |
| 2. morarunfelly | mournfelly | mournfully |
| 3. possibility | posibility | posibiletly |
| 4. reconciation | recouncilixion | reconciliation |
| 5. acommodation | accommodation | accomodation |

DICTIONARY

In the following sentences, replace the underlined words with meanings. You may use dictionary for this.

1. Malásha confessed that she had broken the vase.
2. Sonia is committed to her passion for reading and writing poetry
3. Varun has gone abroad to complete his higher studies.
4. Akoúlya was astonished to find her dress neat and clean when she returned from school.
5. My friend Akash is a very reliable person.



Transformation of sentences

Transformation of sentences is done when a sentence is changed from one form to another without changing its meaning.

- Examples:
1. He is punctual. (assertive - affirmative)
 2. He is not punctual. (assertive-negative)
 3. Is he not punctual? (Interrogative)

All the three sentences mentioned above express the same meaning best are written in three different forms.

- When an exclamatory sentence is changed in to the assertive sentence, the normal word order is restored. These sentences express strong emotions and feelings, the words suggestive of the initial force of the sentence are added.



Examples: Exclamatory: What a beautiful flower!

Assertive: It is a beautiful flower.

- While changing a simple sentence to a complex sentence, a word or a phrase is changed into a clause using a subordinating conjunction like which, who, when, that, if, as, because, although etc.

Example: Simple: He proved his innocence.

Complex: He proved that he was innocent.

- While changing a simple sentence to a compound sentence, a word or a phrase is changed into a clause using coordinating conjunction like on, but, and, for etc.

Example: Simple: Being ill, he didn't attend the party.

Compound: He was ill and didn't attend the party.

A. Change the following exclamatory sentences into assertive sentences.

1. How brave he is!
2. What a delightful party it was!
3. What a pleasant surprise this is!
4. O that I was young again!
5. What a great victory!

B. Change the following assertive sentences into exclamatory Sentences.

1. The centre sings very sweetly.
2. India is a very peaceful country.
3. He plays very nicely.
4. It is a very lovely day.
5. The rose is very beautiful.



Listening

Your teacher will explain the chapter, listen to him/her carefully and answer the following questions:

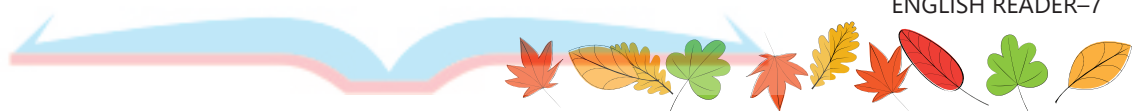
1. Why do you think Malatha is groid?
2. Who was more playful, Akoulya of Malasha? Give reasons to support your answer.
3. Comment on the behaviour of both the mothers.

Values and Life Skills

(Life Skills)

You want to stage a show in the evening. It's a play, you make all arrangements but it begins to pour in the morning. What will you do?

- (a) Blame you stars, and the rains for spoiling the show.
- (b) Postpone the show.
- (c) Take help from friends and make arrangements elsewhere.



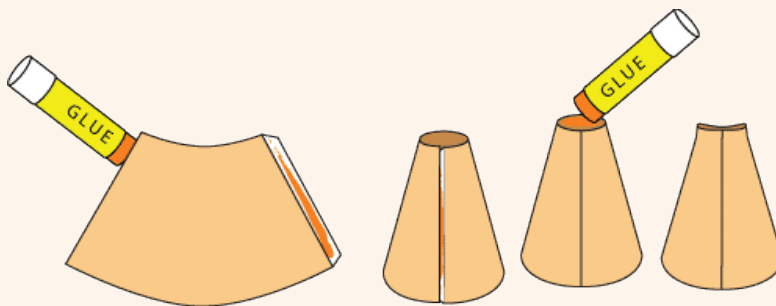
Puppets are excellent for improving creativity and social skills. They allow us to express our imagination and feelings. Another great benefit of finger puppets is that we can create our own stories and scripts. Let's make a paper cone finger puppet.

Here's what you need :

- White thick paper
- Scissors
- Glue
- Cotton balls or fiber fill stuffing.
- Crayons, coloured pencils or markers.

STEPS

- Choose the puppet that you want to make. Draw or print the patterns.
- Colour the puppet parts. Use your imagination and add details.
- Cut out the cone body, head and tail for the puppet. Not all puppets have a tail.
- Glue the cone body.

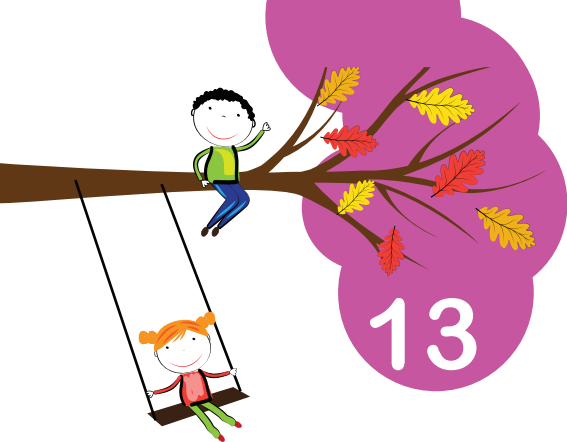


- Glue the puppet's head to the top of the cone, first, glue the front (face) of the head to the front of the cone, then glue the back of the head to the cone back.
 - To use the puppet, place the cone on a finger. If needed? loosely stuff the cone body with cotton, fiber fill or other stuffing material. So it fits your finger snugly.
- Scan this QR code for cone finger puppet crafts, please scan this QR code.



BOMBAY PUBLICATIONS





The Power of Determination



Before Reading

Answer the following questions.

1. Do you think people suffering from physical disabilities can be achievers?
2. Can you name some of them?
3. Name a friend who is very special to you.



Let's Touch On

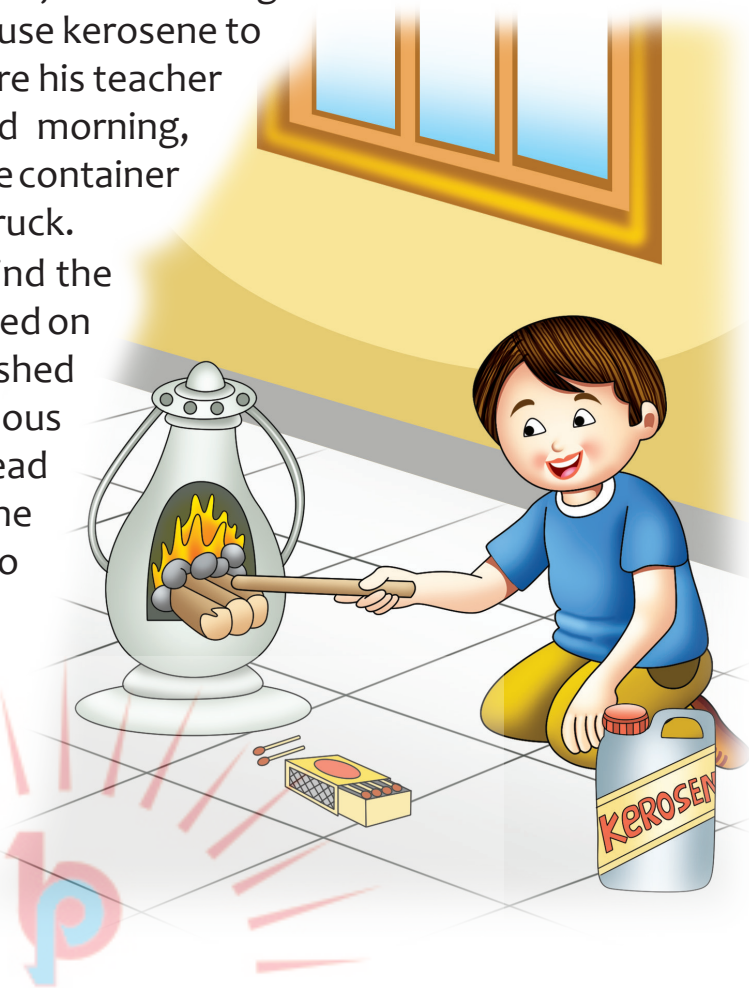
'The Power of Determination' is a story written by Burt Dubin. Taking action is essential if you want to achieve your goals, dreams and desires.

1. What is determination?
2. Give some real life examples of determination.
3. Why is self-determination important?

The one-room school was heated by an old-fashioned, pot-bellied coal stove. A young boy named Glenn Cunningham had the job of coming to school early each day so that he could use kerosene to start the fire and warm the room before his teacher and his classmates arrived. One cold morning, someone mistakenly filled the kerosene container he used with gasoline, and disaster struck.

The class and the teacher arrived to find the schoolhouse engulfed in flames. Terrified on realizing that Glenn was inside, they rushed in and managed to drag the unconscious boy out of the flaming room more dead than alive. He had major burns over the lower half of his body and was taken to a hospital nearby.

From his bed, the dreadfully burned, semi-conscious Glenn faintly heard the doctor talking to his mother. The doctor told his mother that her son would surely die—which was for the best, really—for the terrible fire had devastated the lower half of his body.



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But the brave boy held on to life; he didn't want to die. Glenn made up his mind that he would survive. And somehow, to the amazement of the physician, he did survive. Yet when the mortal danger was past, he again heard the doctor and his mother speaking quietly. The mother was told that since the fire had destroyed so much flesh in the lower part of his body, it would almost be better if he had died, since he was **doomed** to be a lifetime cripple with no use at all of his lower limbs. His mother refused to let the doctors **amputate**.

Once more, Glenn strengthened his resolve—he would not be a cripple **confined** to a wheel chair. He would walk. But unfortunately, he had no motor ability from the waist down. His thin, **scarred** legs just dangled there, all but lifeless.

Eventually, Glenn was released from the hospital. Every day afterwards, his mother and father would massage his little legs, but there was no feeling, no control, nothing. Yet his determination that he would walk was as strong as ever.

When he wasn't in bed, he was confined to a wheelchair. One sunny day, his mother wheeled him out into the yard to get some fresh air. This day, instead of sitting there, he threw himself from the chair. Glenn pulled himself across the grass, dragging his legs behind him.

He worked his way to the white **picket fence** bordering their yard. With great effort, he raised himself up on the fence.

Then, stake by stake, he began dragging himself along the fence, determined that he would walk. He started to do this every day until he wore a smooth path all around the yard beside the fence. There was nothing he wanted more than to develop life in those legs.

Ultimately, through his daily massages, his iron **persistence** and **resolute** determination, Glenn did develop the ability first to stand up, then to walk haltingly with help, then to walk by himself—and then miraculously—to run.



Glenn began to run to school. He ran for the sheer joy of running and being able to run. He ran everywhere that he could. The people in his town would often see him run by on his way to who knows where, try to catch up with him and smile. Later in college, Glenn made it to the track team where his **tremendous** determination paid off. He eventually received the nickname the 'Kansas Flyer'.

In February 1934, in New York City's famed Madison Square Garden, this young man who was not expected to survive, who would surely never walk, who could never hope to run—this determined young man, Dr Glenn Cunningham—ran the mile in four minutes and eight seconds, the world's fastest indoor mile! Later that same year in a prestigious outdoor track meet, he shaved another second off his record to run the world's fastest mile of that time.

—Burt Dubin

About the Author:

Burt Dubin is an American management consultant, educator, Member of American Society Training and Development, National Speakers Association. He tours the world and deliver his heart-touching motivational speeches which helps other speakers to become brilliant speakers. He is a self-anointed member of the conscious community. He also, as a major achiever, knew the principles of achievement, so he created his operating entity, non profit personal achievement institute.



Moral Ethics

Qualities showed by Glenn:

Glenn's determination and self-confidence permitted him to overcome his challenges. He had a strong mind. A strong mind helped him to overcome his situation and act badly.



Teacher's Note

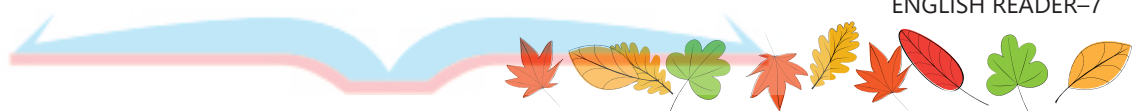
Tell the class what is the importance of determination in our life.



My Diction

- | | |
|--|---|
| engulfed : to cover or surround somebody/something completely | scarred : having marks left on the skin after injury |
| devastated : extremely shocked | picket fence : fence made of pointed wooden stakes. |
| doomed : certain to have a terrible fate | persistence : continuous effort in spite of difficulty |
| amputate : surgically remove or cut off a limb | resolute : determined |
| confined : restricted within certain limits. | tremendous : very great in amount. |

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Let's Practice

A. Tick (✓) the correct option.

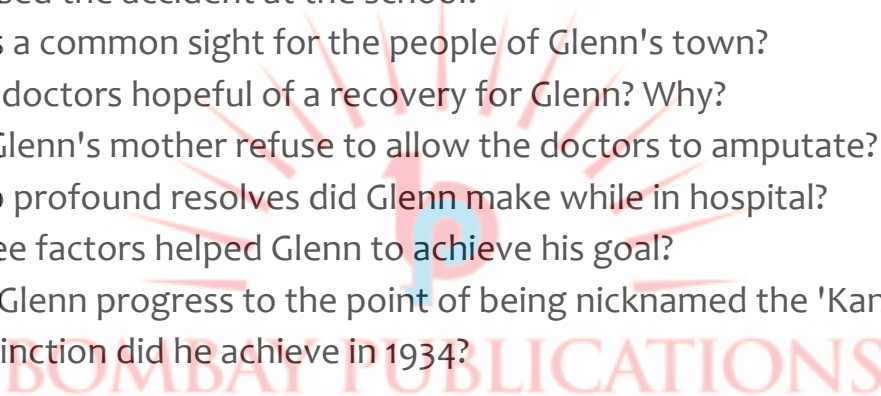
1. A young boy named Glenn Cunningham came to school early each day because:
 - (i) he had to sweep the floors of all classrooms.
 - (ii) he had to use kerosene to start fire to warm the room.
 - (iii) he wanted to show his friends that he was the first one to reach school.
2. The boy had major burns:
 - (i) above the waist
 - (ii) over the lower half of his body
 - (iii) in the face
3. The doctor told Cunningham's mother:
 - (i) her son would definitely recover
 - (ii) her son would surely die
 - (iii) none of these
4. Glenn made up his mind that:
 - (i) he would survive
 - (ii) he would die
 - (iii) he would suicide
5. Glenn Cunningham eventually received the nickname:
 - (i) Peyoli Express
 - (ii) Kansas Flyer
 - (iii) None

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

1. Glenn's mother allowed the doctor to amputate Glenn's legs.
2. Glenn's was rushed to the hospital in a half-dead condition.
3. Glenn could not develop the ability to stand up.
4. Glenn was able to run at last.
5. Glenn's self confidence and determination helped him to overcame the barrier in his life.

C. Answer the following questions.

1. What caused the accident at the school?
2. What was a common sight for the people of Glenn's town?
3. Were the doctors hopeful of a recovery for Glenn? Why?
4. Why did Glenn's mother refuse to allow the doctors to amputate?
5. What two profound resolves did Glenn make while in hospital?
6. What three factors helped Glenn to achieve his goal?
7. How did Glenn progress to the point of being nicknamed the 'Kansas Flyer'?
8. What distinction did he achieve in 1934?





Hots

(Critical Thinking)

1. Is it possible to develop a sense of determination as a young child?
2. What role do you think Glenn's parents played in helping him achieve his goals?



Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Expressions with catch and hold

People tried to 'catch up with' Glenn while he was running. Here, the expression 'catch up with' means trying to reach somebody who is going faster.

1. Read these other expressions with catch/caught and match them to their meanings.

A

- (a) to catch (someone) out
- (b) to catch on (to something)
- (c) to be caught up in (something)
- (d) to catch up with (someone)
- (e) to catch the eye

B

- to be involved in something, usually unwillingly
- to reveal that someone lacks knowledge or has done something wrong
- to understand or realize something
- to attract one's attention
- to talk to a friend you are meeting after a long time about what has been happening

SPELLING

Rearrange the letters to make meaningful words.

- | | | | |
|------------------|-------|---------------|-------|
| 1. sclamsaet | _____ | 2. mazeamnte | _____ |
| 3. determination | _____ | 4. retnmeousd | _____ |

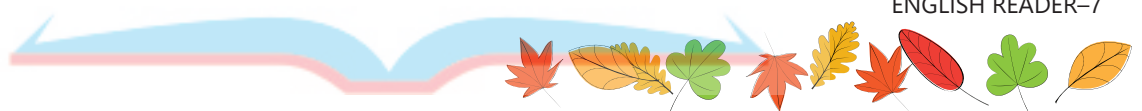
DICTIONARY

Use a dictionary to find the meanings of the words given in the brackets. Then, select a suitable word for each sentence.

1. There was a (several/variety) of clothes in the store.
2. Arun was a (trustworthy/trusting) man.
3. The thief was (advance/adept) in his trade.
4. We were astonished to see the (gigantic/large) rides in the amusement park.
5. We should (accept/expect) gifts with grace.

WRITING SKILLS

A biography is an account of the life, activities and achievements of a particular person. Write a short bio-sketch of any famous personality. Before writing read the given questions.



- When and where he was born
- Full name
- Other name
- Parents
- Died
- Educational background
- Occupation
- Other details
- Notable Awards



Grammar Skills

Active and Passive Voice

A verb is said to be in active voice when the subject of a verb also performs named in the verb.

Example: Sudha eats an apple.

In the above sentence, Sudha is a subject and she is performing the action. So, it is in active voice.

A verb is said to be in passive voice when the subject of a verb receives the action named in the verb.

Example: An apple is eaten by Sudha.

In the above sentence, an apple is the subject but action is been performed by Sudha (which is both the subject). So, it is in passive voice.

Active and Passive Voice in different tenses:

1. Simple Present Tense

Active Voice - 1st form of the verbs, sometimes with -s or -es

Example : Radhika eats a chocolate.

Passive voice - is/am/are + past participle from the verb.

Example : An apple was eaten by Radhika.

2. Simple Past Tense

Active voice - past tense of the verb.

Example : Radhika ate an apple.

Passive voice - was/were + past participle form of the verb.

Example : An apple was eaten by Radhika.

3. Simple Future Tense

Active voice - shall/will + root form of the verb.

Example : Radhika will eat an apple.

Passive voice - will + be + past participle form of the verb.

Example : An apple will be eaten by Radhika.

4. Present Continuous Tense

Active voice - is/am/are + ing form of the verb.

Example : Radhika is eating an apple.

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Passive voice - is/am/are + being + past participle form of the verb.

Example : An apple is being eaten by Radhika.

5. Past Continuous Tense

Active voice - was/were + ing form of the verb.

Example : Radhika was eating an apple.

Passive voice - was/were + being + past participle form of the verb.

Example : An apple was being eaten by Radhika.

6. Present Perfect Tense

Active voice - has/have + past participle form of the verb.

Example : Radhika has eaten an apple.

Passive voice - has/have + been + past participle form of the verb.

Example : An apple has been eaten by Radhika.

7. Past perfect Tense

Active voice - had + past participle form the verb

Example : Radhika had eaten an apple.

Passive voice - had + been + past participle form of the verb.

Example : An apple had been eaten by Radhika.

8. Future Perfect Tense

Active voice - will/shall + have + past participle form of the verb.

Example : Radhika will have eaten an apple.

Passive voice - will/shall + have + been + past participle form of the verb.

Example : An apple will have been eaten by Radhika.

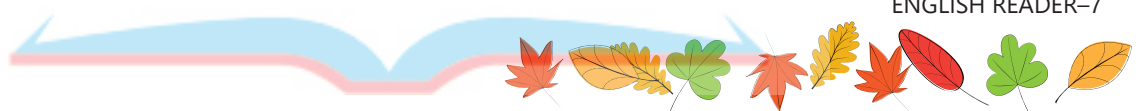
Note : Future Continuous Tense and Perfect Continuous Tense cannot be expressed in passive voice.

A. Fill in the blanks with active or passive form of the verb. (All verbs in past tense)

1. A thief _____ my purse (steal)
My purse _____ by a thief. (steal)
2. They _____ it. (know)
It _____ to them.
3. She _____ a song. (sing)
A song _____ by her.
4. She _____ a letter. (write)
A letter _____ by her. (write)
5. We _____ the bus. (stop)
The bus _____ by us. (stop)

B. Change the following negative sentences into passive voice.

1. I have not received a letter.
2. He has not written a story.



3. She has not cheated anybody.
4. She is not writing for me.
5. The children are not laughing at the old beggar.

C. Change the following interrogative sentences into passive voice.

1. Who knocked the door?
2. Are you listening to me?
3. When are you giving us a party?
4. Who will not complete the task?
5. Have you kept the key?



Activity Zone

Listening

Your teacher will tell you about some physically disabled people who have been successful in their life. Listen to him/her carefully and write the names below each picture.



Your friend met with an accident and fractured his/her right hand. He/she also suffered a hairline fracture in the ankle. As a result, he/she cannot attend regular classes. How can you help him/her out?

- Take down notes for him/her.
- Tutore him/her on weekends
- Delegate work to the entire group of friends so that no one is burdened and your friend also has an easy time when he/she returns to school.

Don't forget to think practically not emotionally in such situations.

Collaboration Skills

(Group Discussion)

Physically challenged persons can overcome their limitations if we provide them a helping hand and a congenial environment. Imagine a physically challenged child has taken admission in your school. Discuss in groups how you will make him/her comfortable in the class.

Art Integrated Learning Activity

(Creativity)

No two people have the some ability. Write a beautiful poem on the life of differently abled people.

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The Magic Island



Before Reading

Answer the following questions.

1. What do you mean by an island?
2. Name any two famous island?
3. Have you visited any island.



Let's Touch On

'The Magic Island' by Roald Dahl is a description Norway's Fjords and island - no beaches but big rocks.

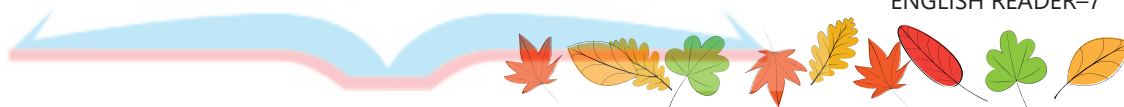
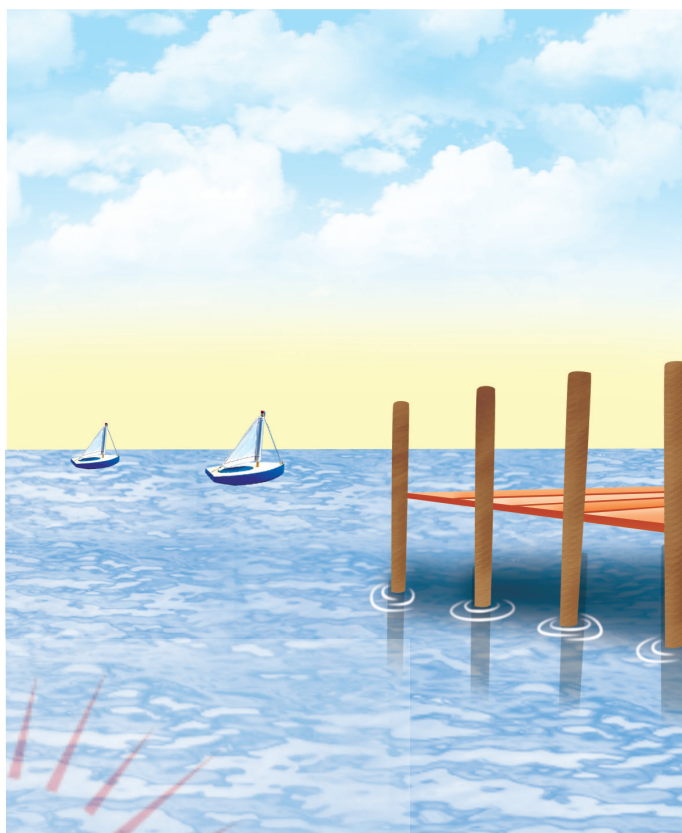
1. Which two neighbourings of India are Island countries?
2. Do you want to live on an island?
3. Describe your experience of visiting on island.

We loved this part of the journey. The **splendid** little vessel with its single tall funnel would move out into the calm waters of the **fjord**.

It would stop every hour at a small wooden **jetty**. A group of villagers and others would be waiting there to welcome friends or to collect parcels and mail. It is impossible to describe the **sensation** of **absolute** peace and beauty that surrounds when you are sailing. The boat weaves in and out between countless tiny islands. We could see some brightly painted wooden houses on these islands.

There are no sandy beaches on the fjord. The rocks go straight down to the water's edge and the water is immediately deep. So Norwegian children all learn to swim when they are young because if you can't swim, it is difficult to find a place to bathe.

Late in the afternoon, we would finally come to the end of the journey, the island of Tjome. This seas where our mother always took us. Heaven knows how she found it, bus to us it was the greatest place



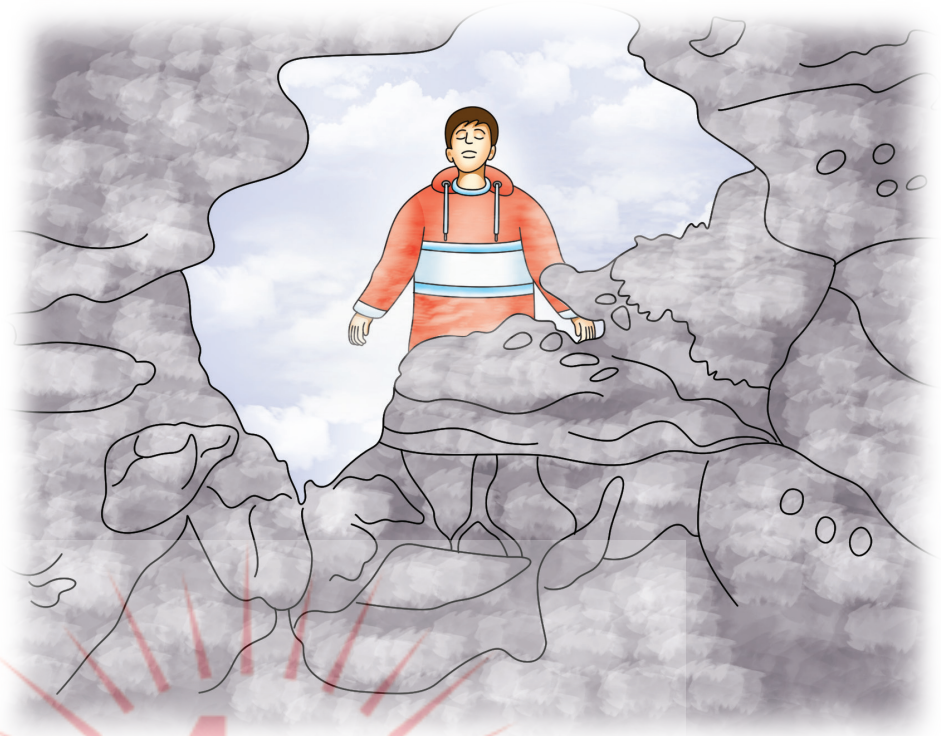
on the earth. About two hundred yards from the jetty, along a narrow dusty road stood a simple wooden hotel pasted white. Everything about the hotel was extremely **primitive**, except the dining room. The walls, the ceiling, and the floor of our bedrooms were made of plain **unvarnished** pine planks. There was a washbasin and a jug of cold water in each of them. The lavatories were in a **rickety** wooden **outhouse** at the back of the hotel.

Breakfast was the best meal of the day in our hotel. It was all laid out on a huge table in the middle of the dining-room from which you helped yourself. There were maybe fifty different dishes to choose from on that table. There were large jugs of milk, which all Norwegian children drink at every meal. There were cold omelettes with chopped meat in them; there was cold chicken and hot coffee for the grown-ups. We also saw hot crisp rolls baked in the hotel kitchen. which we ate with butter and cranberry jam. There were stewed apricots and five or six different kinds of cheese, including the rather sweet Norwegian goat's cheese which you find on just about every table in the land.

After breakfast, we collected our bathing things and the whole party, all ten of us, would pile into our boat. In the early days, we had only a rowboat, but a very fine one it was. It carried all of us easily with places for two rowers. My mother took one pair of ears and my fairly ancient hall brother took the other. And off we would go.

My mother and the **half-brother** were expert rowers. They kept in perfect time. The cars went click-click, click-click in their wooden rowlocks. It was a forty-minute long journey. The rest of us sat in the boat trailing our fingers in the clear water. We would also look for jelly fish. We always headed for a very secret tiny patch of sand on a distant island that only we knew about.

Every day, for several summers, that tiny secret sand-patch was our regular **destination**. We would stay there for three or four hours, cissing about in the water and in the rock pools. We also got unusually sunburnt.



BOMBAY PUBLICATIONS



In later years, when we were all a little older and could swim, the daily routine became different. By then, my mother had acquired a motorboat. It was a small and not seaworthy white wooden vessel. It sat far too low in the water and was powered by an unreliable one-cylinder engine.

The fairly ancient half-brother was the only one who could make the engine go-as-all. It was extremely difficult to start. He swung a flywheel round and round. With a bit of luck, after a lot of coughing and **spluttering**, the thing would finally get going.

The exciting new boat made it possible for us to go much farther into the fjord. We started hunting for a different island. There were hundreds of them to choose from. Some were very small, no more than thirty yards long. Others were quite large, maybe half a mile in length. It was terrific fun to explore each island before we went swimming off the rocks.

Now and again, when we were out in the open water beyond the chain of islands, the sea became very rough. Nobody, not even the children bothered with lifebelts in those days. We would cling to the sides of our sunny little white motorboat, driving through white-capped waves which looked like mountains. We would get soaked to the skin. And my mother would calmly handle the boat. There were times when the waves were so high that the whole world disappeared from sight. Up and up the little boat would climb, standing almost **vertically** on its tail, until we reached the **crest** of the next wave. It looked like we were on top of a foaming mountain. It requires great skill to handle a small boat in seas like these. The boat could easily overturn or get smashed if it did not turn at the right angle. But my mother knew exactly how to do it, and we were never afraid. We loved every minute of it, all of us except our Nanny. She would bury her face in her hands and call upon the Lord to save her soul.

In the evenings, we nearly always went out fishing. We would sit silent and tense, waiting for a **bite**. It always amazed me how even a little nibble at the end of that long line would send a signal to one's fingers. 'A bit!' someone would shout, jerking the line. 'I've got him! It's a big one! It's a **whopper!**' and then came the thrill of **hauling** in the line over hand and peering over the side into the clear water to see how big the fish really was. Cod, whiting, haddock, and mackerel, we caught them all. And took them all to the hotel where the cheery woman, who did the cooking, promised to get them ready for our supper.

I tell you, my friends, those were the days.



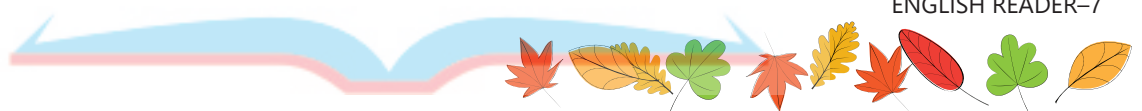
Can I Answer?

Answer the following questions.

1. What was the best meal of the day?
2. What was Dahl's regular destination?

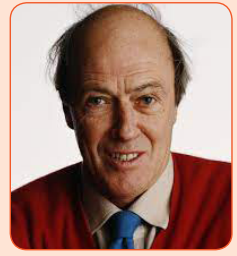
—Roald Dahl

BOMBAY PUBLICATIONS



About the Author:

Roald Dahl (1916-1990) limitless imagination and his ability to see the world through a child's eyes created some of the world's most treasured children's stories. Roald Dahl turned down his mother's offer to pay for his tuition at Oxford or Cambridge University after he graduated from Renton, Desperate for adventure, he wanted to join a company that would send him to wonderful faraway places. It was in Washington that Dahl's writing career began.



Teacher's Note

Organise a play in the class in which students imagine they have been trapped on a desert island. They must think of five things that they would take with them if they lived on a deserted island. Encourage students to say what the items are and why they would take them.



My Diction

splendid : grand, super

fjord : an inlet or a creek (pronounced fee-awd)

jetty : landing stage for a boat

sensation : feeling

absolute : total, perfect

primitive : ancient

unvarnished : not covered with varnish or a clear liquid for protecting wood

rickety : a rickety structure or piece of furniture is likely to break if you put any weight on it, often because it is old

outhouse : a building near a house or joined on to it

half-brother : a brother who has either the same mother or the same father as you

destination : end

spluttering : to make noises with your mouth because you suddenly cannot breathe or swallow normally

vertically : upright

crest : top, peak

bite : if a fish bites when you are fishing, it takes the hook or bait at the end of your fishing line in its mouth

whopper : extraordinarily large

hauling : moving

BOMBAY PUBLICATIONS





Let's Practice

A. Tick (✓) the correct option.

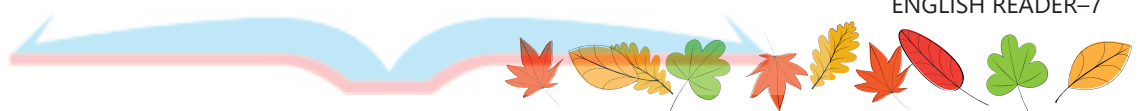
- There are no sandy beaches on the:
(i) fjord (ii) road (iii) tracks
- Norwegian children all learn to swim when
(i) they are in their teens (ii) they are young
(iii) they are become old
- Which was the best meal of the day in hotel
(i) lunch (ii) dinner (iii) breakfast
- White capped waves looked like
(i) snake (ii) mountains (iii) forest

B. Fill in the blanks:

- It is impossible to describe the _____.
- The walls, the ceiling and the floor of the bedrooms were made of _____.
- He swung a _____ round and round.
- We started hunting for a _____.
- For several summers _____ was our regular destination.

C. Answer the following questions.

- How did the children spend time on the island?
- What could the children see on the islands as they passed by?
- Who could they see on the islands and what would they do?
- Why do Norwegian children learn to swim when they are young?
- How did the hotel's dining-room differ from the rest of the hotel?
- In Norway, a large breakfast is often served even at the more basic hotels. What was on the breakfast table at the hotel where the children stayed?
- What kind of a boat did they use in the beginning? Who used to row them on the boat?
- How long did it take to reach their secret landing island?
- How did the ancient half-brother make the motor-boat start?
- How do you know that the writer's mother was a skilled rower?
- What did they catch when they went fishing? Who helped them cook these?





Hots

(Critical Thinking)

Why do you think Nanny buried her face in her hands and prayed to the Lord when they were travelling through the motorboat?

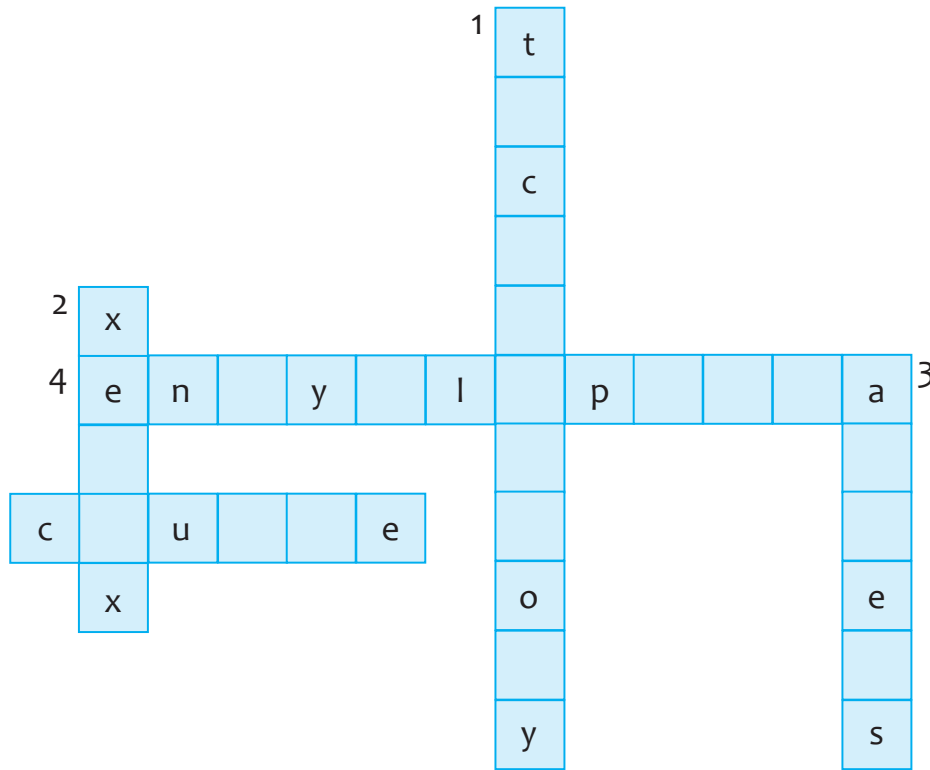


Communication Skills

(Holistic Learning)

VOCABULARY BOOSTER

Solve the crossword puzzle using the clues and other help given below:



Down	Across
1. the use of science in practical ways	4. a book giving information about all areas of knowledge
2. a process of producing copies	5. a pair
3. a way of approaching something	

SPELLING

Complete the words by filling in the missing letters.

1. Aarav tried to be as g _____ r _____ s as Kiyan.
2. Mr. Singhal is a pu _____ t _____ al and an _____ ff _____ ci _____ nt
3. Reyansh's nervousness was not vi _____ b _____ e to Khushi.
4. She is not only a good singer but also a good d _____ c _____ r.
5. Taj Mahal is one of the _____ i _____ to _____ i _____ al places in Agra.



DICTIONARY

Find two meanings of each word and make meaningful sentences.

- | | | | |
|----------|------------------|-----------|------------|
| 1. down | 2. study | 3. fierce | 4. rest |
| 5. crop | 6. distinguished | 7. grand | 8. neglect |
| 9. treat | 10. hold | | |

WRITING SKILLS

Do you enjoy reading books? Think of a Roald Dahl book you have read, like Charlie and the Chocolate Factory, Matilda, or James and the Giant Peach. Write a short review of the book.

Include the following points in your review:

- type of book or story
- main theme and some memorable characters
- how the writer grabs and holds your interest
- some descriptions that made a strong impression on you
- the key takeaway from the story
- the rating you will give it and why

You may use these expressions to describe the story or the book:

- ...is a popular/well known story
- ...told from the point of view of
- ...the plot is gripping/full of humorous/magical incidents/exciting and binding
- ...wonderfully written/vivid descriptions/superb imagination/boring/silly
- ...impossible to put down

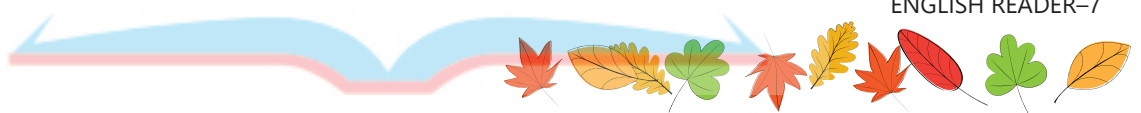


Grammar Skills

Articles

A, an and the, are the three articles. They are actually demonstrative adjectives and are used to point out people or things. So, they are before nouns.

1. Use of A -
 - It is used before a word beginning with a consonant.
Example : a cushion, a wall, a room, a pen, a chair, etc.
 - It used before vowels that have a sound of yoo.
Example : a useful note, a university, a european, a union, etc.
 - It is used before the word one as it begins with the consonant sound of we.
Example : a one rupee coin, a one eyed man, a one way road, etc.



2. Use of An -
- It is used before a word beginning with a vowel.
Example : an orange, an ink-pot, and an aeroplane, etc.
 - It is used before a word beginning with a consonant h which is not pronounced and having a vowel sound.
Example : an hour, an honest man, an honourable member.
 - It is used before abbreviations, if consonants begin with a vowel sound.
Example : an M.A., an M.P., etc.

In the above mentioned examples, the consonant m is pronounced as em, so it begins with a vowel sound.

3. Use of The-
- It is used before a noun when we want to make it particular.
Example : This is the bag you gave me.
 - It is used with superlatives.
Example : the brightest colour, the most beautiful girl, etc.
 - It is used with words such as first, last, only, next, some, following, previous, etc.
Example : the next row, the only chair, the first girl, etc.
 - It is used with a common noun when that noun represents the whole class.
Example : The cow is a holy animal.
 - It used with things which are only one of its kind.
Example : the sun, the man, the sky, the earth, etc.
 - **With the names of-**
 - Rivers - The Ganga, The Yamuna
 - Seas and Oceans - The Indian ocean, The black sea
 - Mountain ranges - The Himalyas, The Alps
 - Holy book - The Geeta, The Ram Charitmanas
 - Newspapers - The Hindustan Times, The Times of India
 - Building and Monuments - The Red Fort, The Gateway of India
 - Directions - The East, The West, The South
 - The whole Families - The Kolis, The Sharmas

4. Omission of The- The is not used with proper nouns, abstract nouns and material nouns.
Example :
- New Delhi is the capital of India.
 - Iron is a useful metal.

But when the nouns are used as particular ones, the is used.

BOMBAY PUBLICATIONS



- Example :
- The lunch we had at the restaurant was very good.
 - Would you pass the salt?

5. Repetition of The-

- The writer and the painter have been honoured.
- The writer and painter has been honoured.

In the sentence 1, the is used twice because we speak of two different people. In the sentence 2, the is used once because we refer to the person who is a writer as well as a painter.

A. Fill in the blanks with suitable articles wherever necessary.

1. Canada is _____ very costly place to live in.
2. We discussed _____ matter seriously.
3. Honest man always speaks _____ truth.
4. _____ lion is the king of beasts.
5. He is _____ young boy.
6. He died _____ years ago.
7. He returned home after _____ hour.
8. She is _____ intelligent girl.
9. French is _____ language of the people of France.
10. _____ school will shortly close for the Christmas holidays.

B. Rewrite the following sentences by putting the correct article or omitting the article if not required.

1. The India is a democratic country.

2. He likes to play the badminton.

3. She speaks a German.

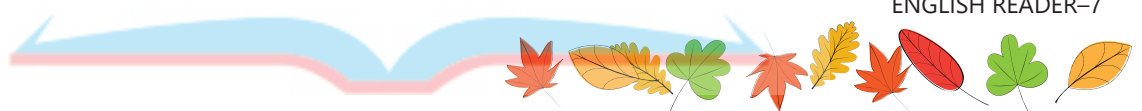
4. He was at the dinner.

5. Television is great gift of Science.

6. Pass me the apple.

7. A M.L.A came to our annual function.

BOMBAY PUBLICATIONS



Listening

Your teacher explained you the chapter.

1. Why does the writer call his half-brother 'ancient'?
2. Why do you think the writer says, 'Heaven knows how she found it...!'?
3. Do you think the children were excited about sailing on the rowboat and the motorboat? How do you know?
4. Exploring each island was adventurous and fun. Swimming also was fun. Do you agree? Why was it 'terrific fun' to the children?

Values and Life Skills**(Life Skills)**

What is the difference between 'presence of mind' and 'fooling people'? What would you choose out of the two in order to save yourself from a difficult situation? Give reasons to support your answer.

Collaboration Skills**(Group Discussion)**

Imagine that you are on an uninhabited Island with a group of children of your age. In groups of four, discuss and enumerate the strategies adopted by you to survive. You can think on the lines of

- Food
- Shelter
- Means of escape
- protection against animals
- problem solving, decision making
- protection against harsh climatic conditions

Art Integrated Learning Activity**(Creativity)**

Roald and his family travelled to Norway every summer holiday. They enjoyed traditional Norwegian meal. Draw and label the Norwegian food on the given table cloth.

**BOMBAY PUBLICATIONS**

Yoga and Youth

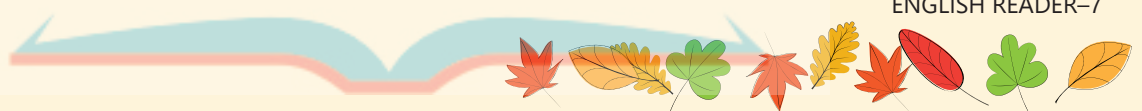
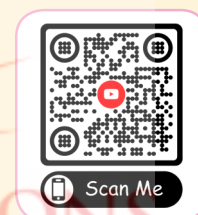
Yoga is an ancient physical, mental and spiritual practice that originated in India and is now practiced in various forms around the world. It also helps in learning how to rise above the peill of mind, emotions and lower bodily needs and face challenges of day to day life. Yoga works on the level of one's body, mind and energy. Regular practise of yoga brings positive changes in the practitioner- Euronymuscles, flantity patience and good health.



Yoga gains popularity gradually and is now spread in all regions of the world. It unites people in harmony and peace. The term Yoga has been derived from Sanskrit word which translates to basically union and discipline 21st of June is celebrated as International Day of Yoga where people are made aware of the benefits of yoga. Students are usually distracted by various things. which may seem more important than studies. and Career, their minds wander while they sit to study. Yoga will help the students in focusing on. the more important things yoga will also calm their mind and make it less wandering, and this will help them in concentrating on what is important. Students who go to Schools and Colleges are stressed mostly because of running around, lack of proper eating and pressure that mounts due to the age group. In this situation, Yoga is the best de-stress exercise, through breathing and meditation a person can overcome stress of any kind. Students are very conscious of how they look, and how comfortable they are in moving. around. Yoga will not only sure tone their muscles and make them fit but will also make them more confident about themselves.

Yoga will help the student realize that he/she is very much a part of nature. They will feel more connected to the world. They have a Calm and rational mind. The ear overall persona of a person changes because with a perfect body, they get a clean Soul and a Calm mind. There is no specific day to practice yoga. Depending on your schedule, you can practice this easy workout. However, it is highly recommended to practice Yoga in the morning.

Web Link: To know about what yoga does to your body and brain, please scan this QR code.



MODEL TEST PAPER-1

A. Answer the given questions.

1. What does the poet compare the daffodils with?
2. Had the beggar come to Rukku Manni's house for the first time? Give reasons for your answer.
3. Why was Madame Dluska disappointed that the Curies would not go to Sweden?
4. Why did Mr. Smith's attitude to school differ from that of his son and his brother Thomas?
5. What did Chi- Wee see clear across the trader's stare?
6. Does Nishad agree with Maya about Mr. Nath? How does he feel about him?

B. Tick (✓) the correct option.

1. Who was wandering lonely cloud?
(i) A girl (ii) A lion as (iii) The poet
2. The pair of Chappals was:
(i) torn (ii) quite small (iii) Covered with dust
3. On receiving the news of the Nobel Prize the Curies were:
(i) excited (ii) proud (iii) calm
4. Which launcher is used for Chandrayaan-3?
(i) GSLV (ii) SLV (iii) LVM3
5. The title of the story is appropriate because
(i) Chi-wee desired to gift her mother a shawl
(ii) the story revolves around a shawl
(iii) the story is about a beautiful shawl
6. Nishad and Maya got an unexpected holiday from School due to:
(i) the parade (ii) heavy rains (iii) the bandh

C. Write 'T' for true and 'F' for false statement:

1. Chi-Wee came close to the coat and felt it with her fingers
2. Madame Dluska was very happy that the Curries would not go to Sweden.
3. The port saw a host of golden marigolde.
4. The waves were a cheerful company for the poet.

D. Fill in the blanks:

1. The flowers were _____ in the breeze.
2. Maya think Mr. Nath is a _____.
3. Maya Whole total _____ faces.
4. Nishad's mother is a _____.
5. One day, while walking in the countryside the poet saw. _____.

E. Complete the following sentences:

1. Ravi compares Lalli's playing the violin to _____
2. Trying to ride beneath the tray of chillies, Mahendran to _____
3. The bagger said that the kind ladies of the household to _____



MODEL TEST PAPER-2

A. Answer the given questions.

1. When was Dr APJ Abdul Kalam born?
2. Describe a chameleon's physical appearance.
3. What is meant by mind is without fear?
4. What caused the accident at the school?
5. Why did the King give reward to the goldsmith?
6. How did the grandmother try to pacify the people?
7. How did the children spend time to on the island?

B. Tick (✓) the correct option.

1. Who was Henry?
(i) pet day (ii) pet chameleon (iii) pet rabbit
2. The poem 'The mind is without fear' is written by:
(i) Mahatma Gandhi
(ii) Rabindranath Tagore
(iii) William Shakespere
3. Glenn Cunningham eventually received the nickname:
(i) Pengali Express (ii) Kansas Flyer (iii) None
4. Who built the cage for the kind?
(i) the blacksmith (ii) the nephews (iii) the goldsmith
5. There are no sandy beaches on the:
(i) fjord (ii) road (iii) tracks

C. Write 'T' for true and 'F' for false statement:

1. Prejudices and discrimination never divide people.
2. Chameleons are easily distinguished from the lizards.
3. Glenn could not develop the ability to stand up.
4. The parrot was very happy in the cage.
5. Labhu was thin little man.
6. The blacksmith was richly rewarded.
7. There was enough food and water in the cage.

D. Fill in the blanks:

1. Lakha had ___ like eyes.
2. The Subedar and the father of the boy described Labhu as ___
3. When Lather came back from the game he ___ about and Seemed all.
4. The walls, the Ceiling and the floor of the bedrooms were made of ___
5. He swing a ___ round and round.
6. It is impossible to describe the _____

E. Read the following Statement and answer the question that follow:

"Two little girls from different houses happened to meet..."

- (i) Where did the two little girls meet?
- (ii) Which place did they visit before meeting each other?
- (iii) Why did they go there?

