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Revised

NEW PATHWAYS

An Interactive Course in English

COURSEBOOK

6

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GAYATRI KHANNA

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Key to the icons in *New Pathways*

- Audio in Oxford Educate and the additional digital resources
- For Oxford Areal
- VB For Value-based Questions
- Art-integrated and experiential learning

Revised

NEW PATHWAYS

An Interactive Course in English

New Pathways Course Package includes

- Coursebooks (Primers A and B; 1 to 8)
- Workbooks (Activity Books A and B; 1 to 8)
- Literature Readers (1 to 8)
- Teacher's Resource Books (Primers and 1 to 8)
- Digital Resources for each level

Core elements of *New Pathways*

- Curriculum designed to create complete individuals equipped with key 21st century skills
- Material which is child-centred with a play-based, discovery-based approach for learning without burden
- Texts selected to promote cultural awareness, empathy, and social and emotional learning
- Topics from all subjects for holistic learning
- Art-integrated learning to promote creativity and innovation

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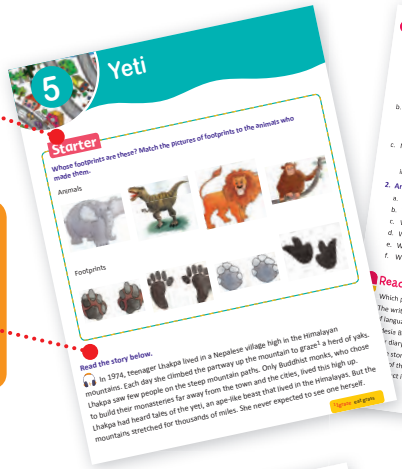
Key Features of New Pathways

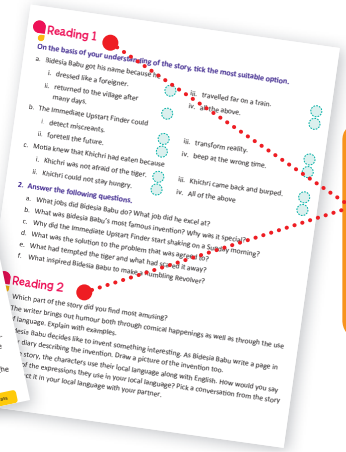
- Stories and poems, both classic and contemporary, from a wide range of both Indian and international authors and poets
- Fun layout and design to make the teaching–learning experience enjoyable
- Focus on experiential, art-integrated learning and development of cognitive, social and emotional life skills
- Digital resources including audio, animations, videos, interactive exercises, grammar games and worksheets
- Discovery-based learning along with show-and-tell activities that encourage learners to explore and interact
- Play-based and activity-based learning tasks for a fun and engaging learning experience

COURSEBOOK STRUCTURE

1 Pre-reading Starter

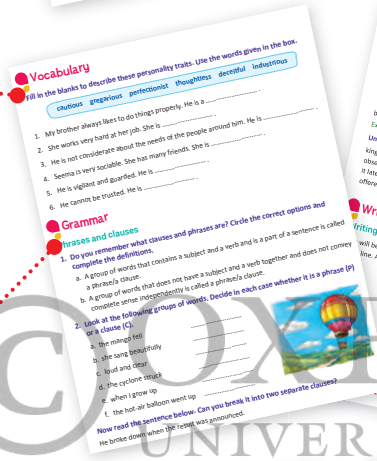
2 Prose passage with glossary followed by a variety of questions to develop and test reading comprehension skills



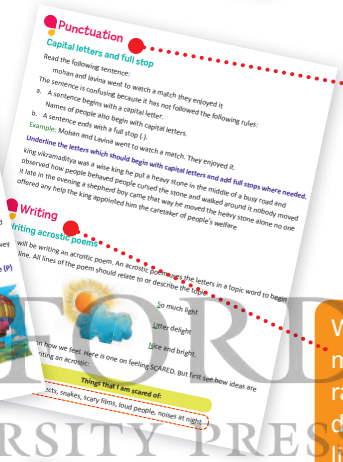


3 Reading 1 that deals with factual and inferential comprehension; Reading 2 that focusses on global understanding and extrapolative reading

4 Vocabulary exercises with a variety of task-types



5 Grammar section with explanations and examples followed by exercises



6 Study skills section comprising spelling, punctuation, pronunciation and dictionary skills

7 Writing section including meaningful activities which range from the factual, discursive, persuasive and literary to the imaginative

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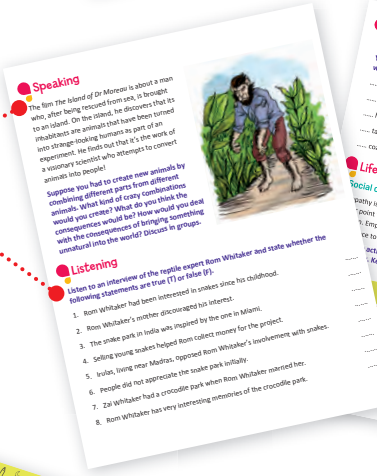
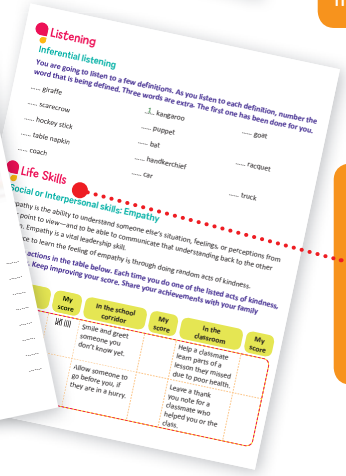
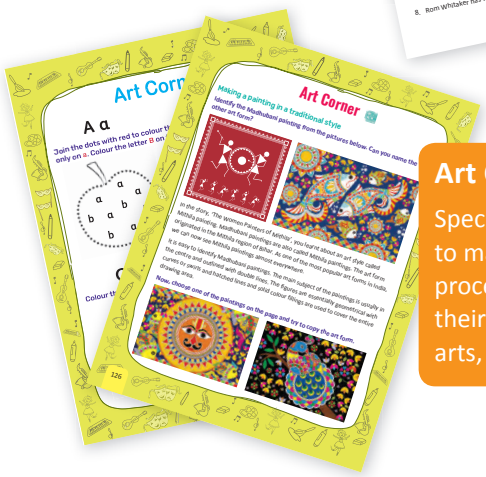
8 Listening section including tasks based on authentic situations; Speaking section where the learner is encouraged to speak individually, in pairs and in small groups





9 Life skills sections cover a wide array of cognitive, social, emotional and literacy skills which are essential for the 21st century learner



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Art Corner

Special pages dedicated to **art-integrated learning** have been designed to make education an active, experiential, multi-dimensional and joyful process for the learner. This approach enables learners to demonstrate their understanding of a concept through various art forms, such as visual arts, theatre, music or dance.

Workbooks Each workbook includes worksheets that provide additional language practice in areas covered in the Coursebook. The worksheets are thematically and grammatically linked to the Coursebook.

The Workbooks also contain tests for assessment.

Literature Readers These contain a range of prose, poetry and drama selections by well-known authors, across a variety of genres. The texts are followed by reading tasks that help the learner appreciate the nuances of literature.

Teacher's Resource Books These provide teachers with pedagogical notes, handy lesson plans, answer keys, listening scripts and additional worksheets for practice.

DIGITAL RESOURCES

Oxford Educate

Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use Test Generator for creating test papers and worksheets.
Oxford Educate assets are also available to the students.

Features of Oxford Educate:

- Audio for prose, poems, glossary, listening exercises and pronunciation
- Animations of prose and poems
- Interactive exercises based on content from the text
- Videos and slide shows for dynamic explanation of key topics
- Reference material containing videos and additional information
- Printable worksheets which can be used as practice or classroom assignments (printable)
- Printable lesson plans for each unit (for the teacher only)
- Printable answer keys for each unit (for the teacher only)

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Additional Digital Resources for Students

New Pathways course package contains additional digital resources for students that provide integrated support to the Coursebook. These include dynamic explanations, skill-based interactive exercises and grammar games.

INTERACTIVE RESOURCES

Oxford Areal

Oxford **Areal** is a magical app that makes your textbook come alive! The digital content can be accessed through the ▶ icon marked on the relevant pages.

Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below.

1. Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).
2. Run the app and locate your book using the SEARCH box.
3. Tap the book cover to select it.
4. Tap GET THIS BOOK.
5. Tap SCAN and scan any page that has the ▶ icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
6. Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.

Oxford AREAL contains

- **Animation of poems and prose**
- **Audio for poems and prose**
- **Interactive exercises**
- **Videos explaining grammar topics**

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UNIT	READING	VOCABULARY	GRAMMAR	STUDY SKILLS	WRITING	SPEAKING	LISTENING	LIFE SKILLS
1. Growing Up								
1. How Daddy Played Ping-Pong	Factual, inferential, extrapolative comprehension	Homophones Homonyms	Revision: Parts of speech	Syllables	Diary writing	Role-play	Listening to a conversation for details	Emotional skills: Resisting peer pressure
2. How I Taught My Grandmother to Read	Factual, inferential, extrapolative comprehension	Prefixes			Informal letter		Listening to a poem for details	
3. The Story of Fidgety Phillip	Appreciation							
Art Corner: Making a papier-mâché ball								
2. Nature's Bounty								
1. The Story of Amber Beads	Factual, inferential, extrapolative comprehension	Synonyms	Subject and Predicate	Spelling: Suffixes	Writing a speech	Conducting an Interview (role-play)	Listening to a story and answering the questions	Cognitive or thinking skills: Critical and creative thinking
2. The Cherry Tree	Factual, inferential, extrapolative comprehension	Words from the text	Subject-Verb agreement					
3. On the Grasshopper and the Cricket	Appreciation							
Art Corner: Creating mud and mirror art								
3. Furs and Feathers								
1. The Giant Roc	Factual, inferential, extrapolative comprehension	Jumbled words	Phrase and clause	Punctuation	Writing a newspaper report	Interview role-play	Listening to a story for details	Social or interpersonal skills: Assertiveness
2. Attila	Factual, inferential, extrapolative comprehension	Synonyms and Antonyms	Articles		Making a certificate			
3. The Ant Explorer	Appreciation							
Art Corner: Making animal masks								

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4. Playing Fair								
1. Mary Kom: Never Say Die!	Factual, inferential, extrapolative comprehension	Sports Idioms	Tenses	Punctuation	Paragraph writing	Enacting a script	Listening to a poem and answering the questions	Cognitive or thinking skills: Self-awareness
2. Return to Air	Factual, inferential, extrapolative comprehension	Words related to sports		Spelling: *i* before *e*				
3. Olympic Granny	Appreciation							
Art Corner: Designing a sports jersey								
5. A Brush with Art								
1. The Women Painters of Mithila	Factual, inferential, extrapolative comprehension	Words related to art	The perfective	Spelling: hyphenated words	Writing an article	Enacting a part from the text Narrating an anecdote	Listening for details	Social or interpersonal skills: Empathy
2. Quality	Factual, inferential, extrapolative comprehension	Synonyms						
3. Indian Weavers	Appreciation							
Art Corner: Making a painting in a traditional style								
6. The Unexplained								
1. Lob's Girl	Factual, inferential, extrapolative comprehension	Antonyms	The past continuous tense	Spelling: *-ible* and *-able*	Designing an advertisement	Describing an incident	Listening for details	Emotional skills: Managing emotions
2. The Canterville Ghost	Factual, inferential, extrapolative comprehension	Words related to *Dracula*	Prepositions					
3. Colonel Fazackerley Butterworth-Toast	Appreciation							
Art Corner: Performing dastangoi **Assessment of Speaking** **Assessment of Listening**								

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1 Growing Up

Starter

Ask your parents, grandparents or any elders in your family to tell you a funny incident from their childhood; or when they or a friend/classmate got into trouble at home or in school.

Share the episode with the class.

How do you think they would react if you were to do the same thing or got into a similar situation at school?

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Section 1

How Daddy Played Ping-Pong[1]

Now read a story about a schoolboy obsessed with ping-pong.

When Daddy was a little schoolboy, a new game was invented. It was called ping-pong. Nowadays lots of children play ping-pong. But in those days ping-pong was all the rage[2]. It was played from morning till night in every school and courtyard, on tables, benches, grand pianos, and on the floor. Some even played at night. Many kids forgot that anything else existed except ping-pong. There were ping-pong matches in little Daddy's school every single day. Every class played each other to determine the school champion. Then they played each other, and the winner became the district champion. Then there was a city tournament. Then Moscow and Leningrad played each other.

[1]ping-pong another term for table tennis ★ [2]all the rage (*informal*) popular

Little Daddy was amazed. He just couldn't understand why it was so interesting to keep bouncing a little white ball back and forth with little paddles.

"Why don't you try it?" one of his friends would say.

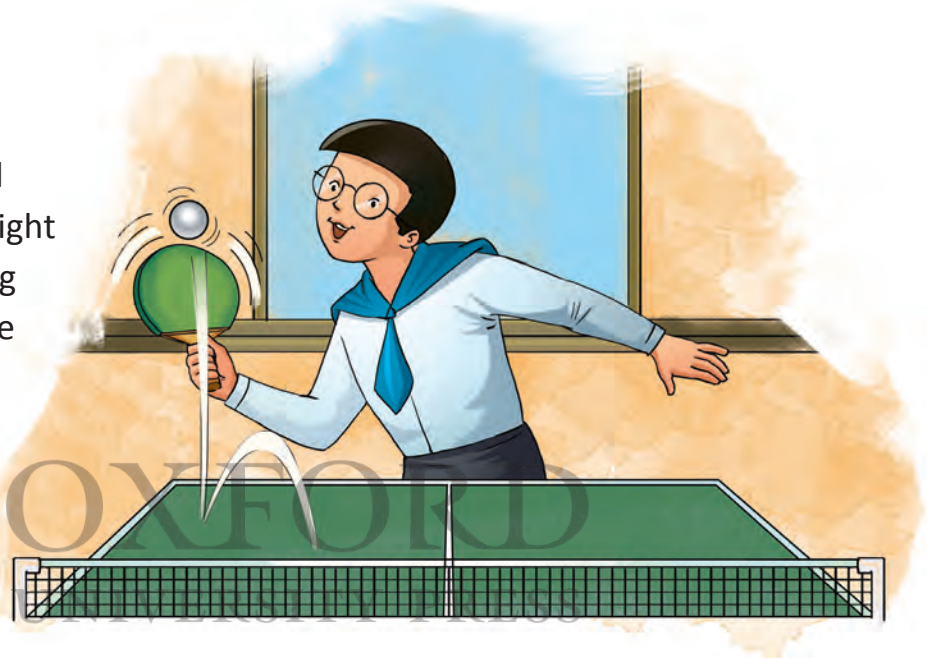
"It's no fun."

"It sure is."

"No, it isn't!"

"Just try it once."

"I don't want to."



This conversation was repeated several times. Naturally, one bright day, little Daddy got a ping-pong paddle and took his place at one side of the table.

And that was the end of him[3].

I say 'one bright day', but little Daddy's parents considered it to be one of the darkest days of their lives. And all because little Daddy became fascinated by ping-pong. In the beginning, he couldn't manage to hit the ball. When he finally learned to hit the ball, it wouldn't bounce on the table. At last, when little Daddy managed to hit the ball and it bounced across the table, he took a real interest in the game. He discovered that there were different ways of hitting the ball: you could chop it, or send it into a spin, off to one of the corners. A good player could make the ball bounce on the part of his opponent's side of the table that was the hardest to reach. Daddy still thinks ping-pong is a wonderful game. But back then little Daddy thought it was the most fascinating game in the world. He gave up reading. He stopped doing his homework. The only reason he went to school at all was to play his favourite game. He began playing better and better, but his marks kept getting worse and worse.

The teacher took him aside and talked to him several times. She explained that there was a limit to everything. She even reminded him of the saying: 'There's a time for everything.'

[3] the end of him his downfall

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Little Daddy didn't argue, because it was no use. How could he make her understand that ping-pong was the work of his life, while everything else was play? He became so good at the game that he could beat many of his friends. The day he beat the school's third-best player, his teacher said, "I want to speak to your parents. Things cannot continue as they are now."

She wrote a letter to Grandpa and Grandma which they never received, because little Daddy pulled it out of the mailbox, read it, and tore it up. It was so awful that he tore it up into tiny bits.

His teacher sent his parents another letter. It was still worse than the first one. So little Daddy tore it into still tinier bits. I'm ashamed to say so, but that's exactly what happened.

Little Daddy's teacher was very surprised, for Grandpa and Grandma never came to see her. Just as she was about to write them a third letter, little Daddy beat the school champion at ping-pong. After that, he decided there was no use going to school any more, and so he didn't. Every morning he'd make-believe that he was going to school. But there were no notebooks or textbooks in his schoolbag. Instead, there were two ping-pong paddles, a net and three balls. And a sandwich, which was little Daddy's lunch. All day long he played ping-pong. Little Daddy had many new friends, all of whom were equally crazy about ping-pong. He knew every Moscow champion by sight. The famous Falkevich brothers greeted him as an equal. He became a member of the junior team. He'd already lost his first real game. He—

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At this point his teacher, having received no answer to her letters and missing little Daddy in class, went to see him. Little Daddy was not at home. Grandma and Grandpa were, though. When they discovered their son had been playing hooky[4] and was spending his days slamming a little white ball around, they were thunderstruck. They decided that little Daddy was out of his mind. After all, they'd never played ping-pong. They hid his paddles and balls, and took little Daddy to a doctor.

This was no plain, ordinary doctor. This was a professor who'd spent his life treating crazy people. However, he'd never played ping-pong. He simply couldn't understand why little Daddy had to play hooky on account of this game called ping-pong. Little Daddy couldn't understand why the professor was asking him such stupid questions.

[4]playing hooky to avoid or skip school or work without permission

“Do the boys hit you in school?”

“Do you sleep well?”

“Do you have headaches in the morning?”

“Do you have headaches in the evening?”

“Are you afraid of the dark?”

“Have you ever had fits?”

“Have you ever been unconscious?”

Naturally, little Daddy said ‘no’ to every one of them. Then the professor continued, “Do you like your school?”

“Do you like your teacher?”

“Do you have friends in school?”

“Boys?”

“Girls?”

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And now little Daddy said ‘yes’ to every question. “Is there a girl you like better than the rest?” the professor asked.

That made little Daddy mad. “Why do you keep asking me all these questions? I was playing hooky so I could play ping-pong. And your questions have nothing to do with anything.”

“All right,” the professor said. “What do you intend to do now?”

“Play ping-pong,” little Daddy replied.

“Do you know how this might all end? Have you ever thought of the future?”

“Sure,” little Daddy said. “Our team might win the Moscow tournament.”

“I’m serious!” this professor snapped.

“So am I,” said little Daddy.

Then the professor shrugged. He put some drops into a glass of water and said, “Here, drink this,” to little Daddy.

“I don’t want to,” said little Daddy. “I’m not sick.”

"But I am," said the professor and drank the medicine himself. Then he added in a whisper, "If I talk your parents into letting you play through the season, do you promise you'll go back to school in September?"

"Yes," said little Daddy.

Then the professor summoned Grandpa and Grandma. He said, "The boy is absolutely sane. Let him play ping-pong. He's missed most of the term, anyway." And he took some more medicine.

And so little Daddy and his parents went home. Little Daddy's team didn't win the tournament, but it did take second place. And Daddy still insists that the year was not wasted. He realized that ping-pong wasn't the most important thing in the world. He even began to miss his school. He went back the following September and eventually graduated.

Many years passed. His old paddle is still on the top shelf of the cupboard. Grandpa and Grandma still shudder at the sight of it. But Daddy looks at it fondly. It was certainly silly to drop out of school because of ping-pong. Everybody smiles when they hear this story. So does Daddy. And yet, ping-pong is a very good game. I'll write all about it someday.

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But when Daddy saw that his daughter had taken an interest in ping-pong, he became very worried. However, he was relieved to see that she wasn't going to drop out of school on account of it, though she did become the school champion.

That's when Daddy finally understood how Grandpa and Grandma had felt, and he hid his old paddle in a far corner of the cupboard. But he takes it out sometimes and recalls his ping-pong days.

Alexander Raskin

Alexander Raskin (1914–1971) was born in Belarus while it was still part of the Soviet Union. He is a famous Russian author. One of his widely recognized works is *When Daddy was a Little Boy*, a largely autobiographical book about his childhood.

Reading 1

1. On the basis of your understanding of the text, tick the most appropriate option.

a. This story is about

i. students making excuses.

ii. students not studying hard.

iii. students and their obsessions.

iv. students wasting their time.

b. The writer writes about Daddy's childhood. His tone in the story is

i. angry.

ii. mocking.

iii. humorous.

iv. didactic.

c. The message of the story is

i. we must work hard and do well in academics.

ii. we must listen to our elders as they know what is best for us.

iii. we realize our parents' concerns when we become parents.

iv. we realize the value of sports only when we grow up.

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2. Answer the following questions.

a. How did Daddy's view on ping-pong change? What brought about this change?

b. *I said 'one bright day', but little Daddy's parents considered it to be one of the darkest days of their lives*. Why was the day considered bright for little Daddy and dark for his parents?

c. What did Daddy lose because of his obsession and what did he gain?

d. How did the teacher try to help Daddy? Why did she not succeed at first?

e. What doctor did the parents take Daddy to? What did the doctor first presume was wrong with Daddy?

f. How did the doctor help Daddy?

Reading 2

1. Fill in the boxes below to complete the summary of the chapter.

a. Ping pong was invented but Daddy
.....
.....

b. However once Daddy learnt it, he
.....
.....

c. The teacher was worried so
.....
.....

d. However, the parents did not discover it for a while because
.....
.....

e. The parents discovered only when
.....
.....

f. The parents took Daddy to the doctor who .....
.....
.....

g. The doctor could help Daddy because .....
.....
.....

h. Daddy realized the agony his parents had gone through when
.....
.....

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2. Do you think Grandpa and Grandma were justified in worrying for Daddy? Why/Why not?
3. Which part of the story did you enjoy the most? Give reasons to support your answer.
4. Though worded humorously, the story conveys a very important and a serious message. What is it? Do you like the way it is conveyed or would you like it better if it was written in a sombre tone?

VB

Vocabulary

Homophones

A *homophone* is a word that is pronounced the same as another word but has a different meaning.

Example: *there*, *their* and *they're/your* and *you're*

1. Complete this conversation with the correct choice of the words in brackets.

MOHIT Are you going ..... (to, too, two) the party? Can I come ..... (along, a long) with you? I ..... (to, too, two) want to go to the party.

SOHAIL Sure. You can wear ..... (your, you're) favourite ..... (pare, pair, pear) of pants. The place is just off the ..... (rode, road) about a hundred yards away.

MOHIT I think it is going to ..... (rein, rain, reign). I'll wear woollen socks because my ..... (tows, toes) are cold. I'll also ..... (wear, ware) my high boots today.

SOHAIL We'll wait for Rahul. ..... (He'll, Heel, Heal) be here in a few minutes.

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Homonyms

Homonyms are words that have the same spelling and same pronunciation, but different meanings.

Examples:

Mukta was *lying* to me. (telling a lie)

My books are *lying* on the table. (placed)

2. Make sentences to bring out the different meanings of the following words.

a. bow: i. .....

ii. .....

b. close: i. .....

ii. .....

c. bit: i. .....

ii. .....

d. present: i. .....

ii. .....

e. pen: i. .....

ii. .....

f. watch: i. .....

ii. .....

Grammar

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Revision: Parts of speech

1. Read the poem *I Like Little Kitty* by Jane Taylor and answer the questions that follow.

I like little Kitty, her coat is so warm;
And if I don't hurt her, she'll do me no harm.
So I'll not pull her tail, nor drive her away,
But Kitty and I very gently will play.
She shall sit by my side, and I'll give her some food;
And she'll love me because I am gentle and good.
I'll pat little Kitty, and then she will purr;
And thus show her thanks for my kindness to her.
I'll not pinch her ears, nor tread on her paw,
Lest I should provoke her to use her sharp claw.
I never will vex her, nor make her displeased—
For Kitty can't bear to be worried or teased.

a. Identify a few adjectives in the poem. What function do they perform?

.....

.....

b. Identify two pronouns in the poem. What nouns do these refer to?

.....

.....

c. Identify five verbs in the poem. Think of an adverb to describe each of these.

.....

.....

d. Identify two prepositions in the poem.

.....

.....

e. Pick two conjunctions in the poem. What do they connect?

.....

.....

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f. Identify one adjective that has been modified as an adverb in the poem. Mention the noun and the verb that these words describe.

.....

.....

2. Complete the letter to your friend describing your new school by filling in the blanks as directed.

My dear ..... (noun)

..... (pronoun) had asked me to write about my new school and some of my new friends. So here it is. I ..... (verb) this school last week.

The school is co-educational and situated in ..... (noun) near a ..... (adjective) ..... (noun). The staff is highly ..... (adjective). ..... (pronoun) work very hard to help students perform ..... (adverb). Our Principal

is a ..... (adjective) gentleman. ..... (article) school houses a big library and a gymnasium. What ..... (adverb) excited me was a ..... (adjective) students' magazine. It is designed ..... (adverb) by the students of various classes. Students contribute ..... (adverb) and write really good articles.

Write to me ..... (adverb).

Yours affectionately

..... (noun)

Pronunciation

Syllables

Look at these words and pronounce them slowly, clearly and loudly.

stroke **badly** **inspector** **education**

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When we say them slowly, they sound like this:

str*o*ke b*a*d-l*y* *i*n-sp*e*c-t*o*r *e*-d*u*-c*a*-t*i*on

Each part is called a *syllable*. Each syllable has one vowel sound. These *vowel sounds* are shown above in italics. The first word is not broken at all. Can you say why?

It is not broken because it has only *one vowel sound* and hence only *one syllable*.

Split the words given below into their syllables.

1. school .....
2. exercise .....
3. number .....
4. English .....
5. gymnastics .....
6. understand .....
7. reason .....
8. nation .....
9. develop .....
10. desire .....

Life skills

Emotional skills: Resisting peer pressure

In the story, little Daddy gives in to his classmates when they pressurize him into playing ping-pong and stops going to school as a result. Many of us encounter situations like these in our lives. Although we are taught right from wrong at an early age, we still sometimes succumb to pressure when our friends or our peers influence us. It is then that we lose focus of our values and morals.

Read these situations. What would you do?

Situation one: Your friend and you do not like a subject at school. Your teacher tries to coax you to work harder but you don't like it. You find your teacher strict and the subject boring. One day your friend asks you to skip the class and sit in the sports room or the library. It sounds interesting. What would you do?

Problem: .....

.....

Action:

- .....
- .....
- .....

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Consequence: .....

.....

Situation two: You are under age and not allowed to ride a scooter. Your friend encourages you to take your father's scooter and go for a ride. You do not have a driver's license but your friend insists that you ride around the house for a while and put it back. It is an adventurous idea. What will you do?

Problem: .....

.....

Action:

- .....
- .....
- .....

Consequence: .....

.....

Section 2

How I Taught My Grandmother to Read

Read about how a grandmother's determination makes a young girl teach her how to read.

When I was a girl of about twelve, I used to stay in a village in north Karnataka with my grandparents. Those days, the transport system was not very good, so we used to get the morning paper only in the afternoon. The weekly magazine used to come one day late. All of us would wait eagerly for the bus, which used to come with the papers, weekly magazines and the post.

At that time, Triveni was a very popular writer in the Kannada language. She was a wonderful writer. Her style was easy to read and very convincing. Her stories usually dealt with complex psychological problems in the lives of ordinary people and were always very interesting. Unfortunately for Kannada literature, she died very young. Even now, after forty years, people continue to appreciate her novels.

One of her novels, called *Kashi Yatre*, was appearing as a serial in the Kannada weekly, *Karmaveera*, then. It is the story of an old lady and her ardent desire to go to Kashi or Varanasi. Most Hindus believe that going to Kashi and worshipping Lord Vishweshwara is the ultimate *punya*[1]. This old lady also believed in this, and her struggle to go there was described in that novel. In the story, there was also a young orphan girl who falls in love but there was no money for the wedding. In the end, the old lady gives away all her savings without going to Kashi.

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[1]punya good

She says, “The happiness of this orphan girl is more important than worshipping Lord Vishweshwara at Kashi.”

My grandmother, Krishtakka, never went to school so she could not read. Every Wednesday, the magazine would come and I would read the next episode of this story to her. During that time, she would forget all her work and listen with the greatest concentration. Later, she could repeat the entire text by heart. My grandmother too never went to Kashi, and she identified herself with the novel’s protagonist. So, more than anybody else, she was the one most interested in knowing what happened next in the story and used to insist that I read the serial out to her.

After hearing what happened next in *Kashi Yatre*, she would join her friends at the temple courtyard where we children would also gather to play hide and seek. She would discuss the latest episode with her friends. At that time, I never understood why there was so much of debate about the story.

Once I went for a wedding with my cousins to the neighbouring village. In those days, a wedding was a great event. We children enjoyed ourselves thoroughly. We would eat and play endlessly, savouring the freedom because all the elders were busy. I went for a couple of days but ended up staying there for a week.

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When I came back to my village, I saw my grandmother in tears. I was surprised, for I had never seen her cry even in the most difficult situations. What had happened? I was worried.

“*Avva*, is everything all right? Are you ok?”

I used to call her *Avva*, which means mother in the Kannada spoken in north Karnataka.

She nodded but did not reply. I did not understand and forgot about it. In the night, after dinner, we were sleeping in the open terrace of the house. It was a summer night and there was a full moon. *Avva* came and sat next to me. Her affectionate hands touched my forehead. I realized she wanted to speak. I asked her, “What is the matter?”

“When I was a young girl I lost my mother. There was nobody to look after and guide me. My father was a busy man and got married again. In those days people never considered education essential for girls, so I never went to school. I got married very young and had children. I became very busy. Later I had grandchildren and always felt so much happiness in cooking and feeding all of you. At times I used to regret not going to school, so I made sure that my children and grandchildren studied well ...”

I could not understand why my sixty-two-year-old grandmother was telling me, a twelve-year-old, the story of her life in the middle of the night. But I knew I loved her immensely and there had to be some reason why she was talking to me. I looked at her face. It was unhappy and her eyes were filled with tears. She was a good looking lady who was usually always smiling. Even today, I cannot forget the worried expression on her face. I leaned forward and held her hand.

"*Avva*, don't cry. What is the matter? Can I help you in any way?"

"Yes, I need your help. You know when you were away, *Karmaveera* came as usual. I opened the magazine. I saw the picture that accompanies the story of *Kashi Yatre* and I could not understand anything that was written. Many times, I rubbed my hands over the pages wishing they could understand what was written.

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But I knew it was not possible. If only I was educated enough. I waited eagerly for you to return. I felt you would come early and read for me. I even thought of going to the village and asking you to read for me. I could have asked somebody in this village but I was too embarrassed to do so. I felt so very dependent and helpless. We are well-off, but what use is money when I cannot be independent?"

I did not know what to answer. *Avva* continued.

"I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep *Saraswati Pooja* day during *Dassara* as the deadline. That day I should be able to read a novel on my own. I want to be independent."

I saw the determination on her face. Yet I laughed at her.

"*Avva*, at this age of sixty-two you want to learn the alphabet? All your hair is grey, your hands are wrinkled, you wear spectacles and you work so much in the kitchen ..." Childishly I made fun of the old lady. But she just smiled.

"For a good cause, if you are determined, you can overcome any obstacle. I will work harder than anybody but I will do it. For learning there is no age bar."

The next day onwards, I started my tuition. *Avva* was a wonderful student. The amount of homework she did was amazing. She would read, repeat, write and recite.

I was her only teacher and she was my first student. Little did I know then that one day I would become a teacher in Computer Science and teach hundreds of students.

The *Dassara* festival came as usual. Secretly I bought *Kashi* Yatre which had been published as a novel by that time. My grandmother called me to the pooja place and made me sit down on a stool. She gave me a gift of a frock material. Then she did something unusual. She bent down and touched my feet. I was surprised and taken aback.

Elders never touch the feet of youngsters. We have always touched the feet of God, elders and teachers. We consider that as a mark of respect. It is a great tradition but today the reverse had happened. It was not correct. She said, "I am touching the feet of a teacher, not my granddaughter; a teacher who taught me so well, with so much of affection that I can read any novel confidently in such a short period. Now I am independent. It is my duty to respect a teacher. Is it not written in our scriptures that a teacher should be respected, irrespective of the gender and age?"

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I did return *namaskara* to her by touching her feet and gave my gift to my first student. She opened it and read immediately the title *Kashi Yatre* by Triveni and the publisher's name.

I knew then that my student had passed with flying colours.

Sudha Murty

Sudha Murty was born in 1950 in Shiggaon in North Karnataka. A prolific writer in Kannada, she has written several short stories. Her stories deal with common lives and human values such as charity, kindness and self-realization.

Reading 1

1. Fill in the story organizer to show your understanding of the story.

CHARACTERS

SETTING

THE PROBLEM

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THE PROBLEM COMPLICATES

THE SOLUTION

2. Answer the following questions.

a. What were the two reasons that made Triveni a popular writer?

b. What was the story in *Karmaveera*? Why did grandmother identify with the story?

c. *In those days, a wedding was a great event.* Why does the narrator feel so?

d. Why could the grandmother not pursue her education?

e. Why did the grandmother feel dependent and helpless?

f. Why and how did the narrator reward the grandmother?

g. How did the grandmother show her gratitude towards her granddaughter? VB

Reading 2

1. What important message did the story of *Kashi Yatre* convey? VB
2. What do the following lines tell you about the characters in the story?

Lines from the story	Who is being referred to?	What quality about the speaker/character do these lines convey?
a. Later, she could repeat the entire text by heart.		
b. I was surprised, for I had never seen her cry even in the most difficult situations.		
c. *Avva*, is everything all right? Are you ok?		
d. I had grandchildren and always felt so much happiness in cooking and feeding all of you.		
e. I will work very hard. I will keep *Saraswati Pooja* day during *Dassara* as the deadline.		
f. Secretly I bought *Kashi Yatre* which had been published as a novel by that time.		
g. I am touching the feet of a teacher, not my granddaughter ...		

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3. How does the story bring out
   a. an ideal relationship between a granddaughter and grandmother?
   b. the value of education?
4. Who do you like better in the story, the grandmother or the granddaughter? Give two reasons for your answer.

VB

Vocabulary

Prefixes

Read the words given below:

*dis*appeared *un*inspiring

A *prefix* is placed at the beginning of a word to modify or change its meaning.

1. Add suitable prefixes to the words in bold italics to fill in the blanks.

a. The grandmother was .....***literate***.
b. The grandmother was happy because her granddaughter was not .....***caring***.
c. I told my sister not to be unfeeling; it is not good to be .....***sensitive***.
d. The criminal escaped because he was .....***identified***.
e. I did not want to know what had happened. I was .....***interested***.
f. The narrator kept on talking. His story seemed to be .....***ending***.
g. I was very rude to the people. My mother was .....***pleased***.
h. I did not expect my cousins to come. So the meeting was .....***expected***.
i. I did not find the keys. I had .....***placed*** them.
j. She was very wise although she was .....***schooled***.

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Writing

1. Diary entry

Imagine you are the grandmother from the story. You have been invited to your granddaughter's school on Grandparents Day. You observe the students and the school. You come home and write a page in your diary on schools then and now.

2. Informal letter

Given below is a sample of an informal letter.

Sender's Address	36 Park Street Kolkata
Date	2 November 20XX
Salutation	Dear Shyam,
Body of the letter	I wanted to tell you that I was touched by your loving gesture on my birthday. You are so many miles away and yet not only did you remember my birthday, but also took the time and made the effort to send me a gift. I was utterly thrilled. Thank you so much! When I opened it and saw what the gift was, I felt that you know me so well and you know just what I would like. An entire set of the Lord of the Rings books! I turned around with a little squeal and gave my mother such a tight hug. I can't tell you how happy I am to receive the books. I will savour each book and think I will read every sentence twice. I hope they last forever. Write to me soon and tell me what you've been up to.
Subscription	Yours lovingly,
Signature	Aloka

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What is your first impression of the girl (narrator)? Make a list of words or phrases that you think describe her appearance and her personality. Now write a letter to your friend telling him/her about your neighbour—this young girl.

Assess the letter you have written. Then exchange the letter with a partner and assess each other's work. Rate it on a scale of 0 to 5.

	Self-assessment	Peer-assessment
1. The letter is clear and precise.		
2. The vocabulary used is appropriate.		
3. Punctuation and spellings are accurate.		
4. There are no grammatical errors.		
5. The format used is correct.		

Speaking

1. **There are various ways of showing your love and concern for the elderly. Discuss in groups and present five most effective ways to the class.**
2. **If you were present in the two situations shown below, how would you react? In groups, present your opinion in the form of a role-play.**

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After you have finished the discussion, assess yourself. Ask a friend to assess you as well. Rate on a scale of 0 to 5.

	Self-assessment	Peer-assessment
a. The words and phrases were well-turned.		
b. The speaker was fluent.		
c. The speaker pronounced each word clearly.		
d. The suggestions were sound.		
e. The examples used to support the suggestions were good.		
f. The problems could be tackled effectively.		

Listening

1. **Listen to the conversation between Tinni and Minni and fill in the table given below.**

	for Minni?	for Tinni?
What did the grandparents do		

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2. **Listen to the poem and complete the following:**

a. Name two naughty things the boy did.

i. .....

..... .

ii. .....

..... .

b. The boy is lonely because .....

..... .

c. The boy is in the .....

..... .

d. How is the boy feeling at the end of the poem?

i. sad

ii. happy

iii. angry

Section 3

The Story of Fidgety Phillip

Read a poem about a naughty and restless child.

"Let me see if Philip can
Be a little gentleman
Let me see, if he is able
To sit still for once at table:"
Thus Papa bade[1] Phil behave;
And Mamma look'd very grave[2].
But fidgety Phil,
He won't sit still;
He wriggles
and giggles,
And then, I declare,
Swings backwards and forwards
And tilts up his chair,
Just like any rocking horse;—
"Philip! I am getting cross!"

See the naughty restless child
Growing still more rude and wild,
Till his chair falls over quite.
Philip screams with all his might.
Catches at the cloth, but then
That makes matters worse again.
Down upon the ground they fall,
Glasses, plates, knives, forks and all.
How Mamma did fret[3] and frown,
When she saw them tumbling down!
And Papa made such a face!
Philip is in sad disgrace[4].

[1]bade told someone to do something ★ [2]grave serious ★ [3]fret worry ★ [4]disgrace to have lost respect because of bad behaviour

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Where is Philip, where is he?
Fairly cover'd up you see!
Cloth and all are lying on him;
He has pull'd down all upon him.
What a terrible to-do!
Dishes, glasses, snapt in two!
Here a knife, and there a fork!
Philip, this is cruel work.
Table all so bare, and ah!
Poor Papa, and poor Mamma
Look quite cross, and wonder how
They shall have their dinner now.

Dr Heinrich Hoffmann

Heinrich Hoffmann (1809–1894) was a German psychiatrist, who also wrote some short works, including *Der Struwwelpeter* that portrays children misbehaving. This is a poem from the book *Struwwelpeter: Merry Tales and Funny Pictures* published in 1845 in Germany.

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Poem appreciation

1. The poem is set in a
   a. home.
   b. restaurant.
   c. hostel.
   d. function.
2. The mood of the adults in the poem is
   a. amused.
   b. exasperated.
   c. scared.
   d. confused.

3. The one line to summarize the poem could be

   a. bad manners can be extremely irritating.

   b. the boy who could not sit still at the dinner table.

   c. adults who do not teach manners to their children.

   d. some children can be very funny at the dining table.

4. Fill in the table with information. One has been done for you.

Line from the poem	Who do the words refer to?	What was the mood in each event?
a. Be a little gentleman	Father to Philip	Father is angry
b. wriggles and giggles,		
c. "Philip! I am getting cross!"		
d. still more rude and wild,		
e. screams with all his might.		
f. did fret and frown.		
g. look'd very grave.		
h. made such a face!		
i. Fairly cover'd up you see!		

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5. Philip behaves very badly at the table. Give three examples of his poor behaviour.

6. **Rhyme scheme** is the pattern of rhyme that comes at the end of each verse or line in poetry.

   For example:

   Twinkle, twinkle, little **star**, (a)

   How I wonder what you **are**. (a)

   Up above the world so **high**, (b)

   Like a diamond in the **sky**. (b)

   What is the rhyme scheme of the poem 'The Story of Fidgety Phillip'?

Art Corner

Making a papier-mâché ball

Paper mache or papier mâché is a French term for items or products made of paper pulp or pieces.

The art or technique of making paper mache has a long history but it was first adopted in India in Kashmir. Today, it is very popular all over the country. We often see boxes, trays, book covers, etc. made of paper mache.

We can also make a paper mache ball. In the story, 'How Daddy Played Ping-Pong', Daddy carried around his equipment with him but you must have also seen your friends play with balls made of crumpled paper.

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Now let us try making a paper mache ball.

Things needed:

- discarded paper (use strips or small pieces)
- glue/flour (flour paste is a good adhesive)
- water (to moisten the paper and to make flour paste)
- balloon (to give the ball a round shape)

Steps to be followed:

- Inflate the balloon.
- Smear glue or flour paste on the surface of the balloon.
- Take one strip of paper at a time and stick them to the balloon so that the entire surface is covered with paper.
- Repeat the process to create different layers of paper.
- Once the glue is dry, burst the balloon and cover the gap. Your ball will be ready.

2 Nature's Bounty

Starter

There are many items that we use that can be replaced with or created from things found in nature. Look at the two lists below and match the items to their counterparts from nature.

Column A	Column B
1. ribbon ○	○ a. natural dyes from fruits/vegetables
2. beads ○	○ b. leaves/rock
3. canvas ○	○ c. long grass
4. dye ○	○ d. dried nuts/acorns

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Now compare your answers with your friends. Whose list do you find most exotic?

Section 1

The Story of Amber[1] Beads

Now read about the treasures in nature.

Do you know Mother Nature? She it is to whom the care of the earth has been given, and all that grows in or upon it, just as the responsibility of your care has been given to your elders.

You may think that Mother Nature, like the famous 'old woman who lived in the shoe', has so many children that she doesn't know what to do. But you will know better when you become acquainted with her, and learn how strong she is,

[1]amber (*noun*) a hard clear yellowish-brown substance, used in making decorative objects or jewellery

and how active; how she can really be in fifty places at once, taking care of a sick tree, or a baby flower just born; and, at the same time, building underground palaces, guiding the steps of little travellers setting out on long journeys, and sweeping, dusting, and arranging her great house—the earth. And all the while, in the midst of her patient and never-ending work, she will tell us the most charming and marvellous stories of ages ago when she was young, or of the treasures that lie hidden in the most distant and secret closets of her palace; just such stories as you all like so well to hear your mother tell when you gather round her in the twilight.

A few of these stories which she has told to me, I am about to tell you, beginning with this one.

I know a little Scottish girl: she lives among the Highlands. Her home is hardly more than a hut; her food, broth and bread. Her father keeps sheep on the hillsides; and, instead of wearing a coat, wraps himself in his plaid[2], for protection from the cold winds that drive before them great clouds of mist and snow among the mountains.

As for Jeanie herself (you must be careful to spell her name with an *ea*, for that is Scotch fashion), her yellow hair is bound about with a little snood[3]; her face is tanned by exposure to the weather; and her hands are hardened by work, for she helps her mother, Elsie, to cook and sew, to spin and weave.

One treasure little Jeanie has which many a lady would be proud to wear. It is a necklace of amber beads—'lamour[4] beads,' old Elsie calls them; that is the name they went by when she was young.

[2]plaid a long piece of woollen cloth worn over the shoulder as part of Scottish Highland dress ★ [3]snood a wide ring of knitted material worn as a hood or scarf ★ [4]lamour French word meaning love

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You have, perhaps, seen amber, and know its rich, sunshiny colour, and its fragrance when rubbed; and do you also know that rubbing will make amber attract things somewhat as a magnet does? Jeanie's beads had all these properties, but some others besides, wonderful and lovely; and it is of those particularly that I wish to tell you. Each bead has inside of it some tiny thing, encased as if it had grown in the amber; and Jeanie is never tired of looking at, and wondering about them. There is one with a delicate bit of ferny moss shut up, as it were, in a globe of yellow light. In another is the tiniest fly—his little wings outspread, and raised for flight. Again, she can show us a bee lodged in one bead that looks like solid honey, and a little bright-winged beetle in another. This one holds two slender pine-needles lying across each other, and here we see a single scale of a pine-cone; while yet another shows an atom of an acorn-cup[5], fit for a fairy's use. I wish you could see the beads, for I cannot tell you the half of their beauty. Now, where do you suppose they came from, and how did little Scotch Jeanie come into possession of such a treasure?

All she knows about it is, that her grandfather—old Kenneth, who cowers[6] now all day in the chimney-corner—once, years ago when he was a young lad, went down upon the seashore after a great storm, hoping to help save something from the wreck of the 'Goshawk[7]', that had gone ashore during the night; and there among the slippery seaweeds his foot had accidentally uncovered a clear, shining lump of amber, in which all these little creatures were embedded. Now, Kenneth loved a pretty Highland lass; and, when she promised to be his bride, he brought her a necklace of amber beads. He had carved them himself out of his lump of amber, working carefully to save in each bead the prettiest insect or moss, and thinking, while he toiled hour after hour, of the delight with which he should see his bride wear them. That bride was Jeanie's grandmother; and when she died last year, she said, "Let little Jeanie have my lamour beads, and keep them as long as she lives."

But what puzzled Jeanie was, how the amber came to be on the seashore; and, most of all, how the bees and mosses came to be inside of it. Should you

[5]acorn-cup the woody cup like base that holds the nut from an oak tree ★ [6]cowers shrinks away or crouches, especially for shelter ★ [7]Goshawk (here) the name of a ship named after a type of large hawk with short wings

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like to know? If you would, that is one of Mother Nature's stories, and she will gladly tell it. Hear what she answers to our questions.

"I remember a time, long, long before you were born—long, even before any men were living upon the earth; then these Scotch Highlands, as you call them, where little Jeanie lives, were covered with forests. There were oaks, poplars, beeches, and pines; and among them one kind of pine, tall and stately, from which a shining yellow gum flowed, just as you have seen little drops of sticky gum exude[8] from our own pine trees. This beautiful yellow gum was fragrant; and, as the thousands of little insects fluttered about it in the warm sunshine, they were attracted by its pleasant odour—perhaps, too, by its taste—and once alighted upon it, they stuck fast, and could not get away; while the great yellow drops oozing out surrounded, and at last covered, them entirely. So, too, wind-blown bits of moss, leaves, acorns, cones, and little sticks were soon securely imbedded in the fast-flowing gum; and, as time went by, it hardened and hardened more and more. And this is amber."

[8]exude comes out

"That is well told, Mother Nature; but it does not explain how Kenneth's lump of amber came to be on the seashore."

"Wait, then, for the second part of the story."

"Did you ever hear that, in those very old times, the land sometimes sank down into the sea, even so deep that the water covered the very mountain-tops; and then, after ages, it was slowly lifted up again, to sink indeed, perhaps, yet again and again?"

"You can hardly believe it, yet I myself was there to see; and I remember well when the great forests of the North of Scotland—the oaks, the poplars, and the amber-pines—were lowered into the deep sea. There, lying at the bottom of the ocean, the wood and the gum hardened like stone, and only the great storms can disturb them as they lie half buried in the sand. It was one of those great storms that brought Kenneth's lump of amber to land."

If we could only walk on the bottom of the sea, what treasures we might find!

(abridged)

Jane Andrews

Jane Andrews (1833–1887) was an American author and educator. She is a writer of popular children's books. Her first book was *Seven Little Sisters Who Live on the Round Ball That Floats in the Air* (1861), a collection of stories about seven young girls who live in different, unusual places. This story is an extract from *The Stories Mother Nature Told Her Children* (1889).

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Reading 1

1. On the basis of your understanding of the text, tick the correct answer.

a. Nature has often been referred to as 'Mother Nature' because

i. she is old. ◯

ii. she cares for us. ◯

iii. she is omnipresent. ◯

iv. all the above. ◯

b. Nature's work is 'patient and never-ending' because

i. it has to nurture countless forms of life. ◯

ii. it cannot afford to show its fury often. ◯

iii. it has become inactive and weak. ◯

iv. birth rate is much higher than death rate. ◯

c. Old Kenneth, now, cowers all day because

i. he misses his wife. ◯

ii. times have changed. ◯

iii. nature is not as beautiful. ◯

iv. he is now old and feeble. ◯

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2. Answer the following questions.

a. Give reasons to show that Nature like a Mother is

i. active .....

.....

ii. strong .....

.....

iii. interesting .....

.....

b. What is that one treasure Jeanie possesses? How did she come to own it?

c. What was special about the beads of the necklace?

d. How did old Kenneth manage to fashion the necklace?

e. What brought amber to the shore?

Reading 2

1. The story is set in Scotland. State at least three instances to prove this.
2. Jeanie was a young girl with limited means. Do you think she was happy? Why/why not?
3. *If we could only walk on the bottom of the sea, what treasures we might find!* Think of three interesting things that you could find? What would you do with each of them?

VB

Vocabulary

Synonyms

Read a passage on how pearls are formed.

Pearl is the only birthstone made by living creatures—oysters and other shellfish. If a grain of sand finds its way into an oyster's shell, the oyster covers the irritating grit with layers of shiny substance its body produces over many years. Eventually the grain is encased, becoming a pearl.

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Till recently, this was a very arduous process as hundreds of oysters were needed to retrieve even three or four pearls. Moreover, to get pearls was a high-risk venture. The fishermen would descend into the sea with the aid of a rope to which was tied a large stone that dragged them rapidly to the bottom. Hastily they would fill the net with shells, and then tug the rope to give the signal for ascent. Those in the boat would pull them up. Half-suffocated, the diver would reach the surface. These divers were often forced to descend to great depths, sometimes deeper than 30 metres, on a single breath. This meant that, in order to survive, they had to grease their bodies to conserve heat and close their nostrils with clips. The efforts they made to suspend respiration were so painful that sometimes blood would gush from their mouth and nose. Many divers would lose consciousness and drown. They also faced the danger of being attacked by hostile creatures especially when they're in shark-infested waters.

Once the shells were acquired, they would be exposed to the sun until the animals were dead. Then they would rummage in the horrible, smelly pile to get the pearls. After this, there was nothing more to do except pierce a hole in the pearl.

Now fill in the columns on the right with synonyms from the passage.

1. annoying	
2. enclosed	
3. laborious	
4. get	
5. mission	
6. go down	
7. indication	
8. preserve	
9. oozed	
10. searched	

Grammar

Subject and predicate

Read the sentences given below:

1. I know *a little Scottish girl*.
2. She *lives among the Highlands*.
3. Her home *is hardly more than a hut*.

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Each of the sentences can be divided into two main parts:

Part 1	Part 2
1. I	1. know *a little Scottish girl*.
2. She	2. *lives among the Highlands*.
3. Her home	3. *is hardly more than a hut*.

Part 1 is called the *subject* and part 2 is called the *predicate* of the sentence.

In the first sentence, 'I' is the subject and the rest of the sentence is the predicate.
In the second sentence, 'She' is the subject and the rest is the predicate.
In the third 'Her home' is the subject and the rest is the predicate.

The *subject* of a sentence can be a word or a group of words. It tells us who or what is or does something.

The *predicate* of a sentence tells us something either about the subject or about the action performed by the subject.

Divide each sentence given below into its subject and predicate.

1. The young man became a sailor.
2. Kenneth loved a pretty Highland lass.
3. The land sometimes sank down into the sea.
4. Mother Nature is like the famous "old woman who lived in the shoe."
5. The amber has a rich, sunshiny colour, and has its own fragrance.
6. The great forests of the North of Scotland were lowered into the deep sea.

Subject–verb agreement

Read the sentences given below:

1. Jeanie's home *is* hardly more than a hut.
2. Her hands *are* hardened by work.

Notice that a singular subject (home) takes a singular verb (is), while a plural subject (hands) takes a plural verb (are).

Remember: In present tenses, nouns and verbs form plurals in opposite ways. While in nouns we add an *s* to the singular form, in verbs we remove an *s* from the singular form.

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Fill in the blanks with the correct form of the verb.

World's Oldest Shipwreck Found in the Mediterranean

A competent team of marine archaeologists (a) ..... (has/have) discovered an ancient shipwreck in the Mediterranean. This shipwreck (b) ..... (was/were) found just off the coast of Antalya, Turkey. It (c) ..... (is/are) believed to have been a merchant vessel sailing from Cyprus.

The wreck (d) ..... (was/were) discovered by a team of archaeologists led by Professor Hakan Öniz, from Akdeniz University, Turkey. The remains of the ancient merchant ship ..... (has/have) been dated to 1600 BC, during the Bronze Age. Although the ship (e) ..... (is/are) in very poor condition, and the hull (f) ..... (has/have) been almost completely destroyed, this (g) ..... (is/are) a remarkable and extremely rare find. Much of the cargo (h) ..... (remain/remains) buried in sand, probably with the ship's anchor, and (i) ..... (has/have) not yet been disturbed.

"We (j) ..... (is/are) talking about a 3600-year-old wreck," Antalya's Governor Munir Karaoglu told reporters. He said that the discovery (k) ..... (was/were) an 'archaeological breakthrough.' The artefacts from the wreck would be displayed at a museum.

Some more rules of subject-verb agreement

Collective nouns such as crowd, congregation, family, group, etc., may take a singular or plural verb. If the collective noun refers to a single unit, the verb used is singular but if the noun refers to a collection of individuals, the verb used is plural.

Nouns *plural in form* (ending in an –s) but *singular in meaning* take a *plural* verb.

Examples: trousers, scissors

Why are your *trousers* not ironed?

Be careful, the *scissors* are very sharp.

Nouns *joined by 'and'* take a *plural* verb.

Example: *Coats and shoes are* not allowed in this building.

Nouns joined by 'and' but referring to the same person or object take a *singular* verb.

Example: *Bread and jam is* my favourite breakfast.

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In subjects *joined by 'or, nor, either, neither,'* the verb agrees with the subject *nearest to the verb.*

Examples: Neither the pineapple nor the oranges were ripe.

Either lemons or the coconut is to be used in the ceremony.

The *title of a book/play* takes a *singular* verb irrespective of form.

Words/phrases expressing periods of time, fractions, weights, measurements and amounts of money are regarded as singular and take a singular verb.

Example: Two-and-a-half hours is a long time to wait.

Spelling

Suffixes

Read the following sentences:

A person who steers ships: sailor

A person who works in the garden: gardener

A person who breaks into a house to steal: burglar

The endings *-er*, *-ar*, *-or* are suffixes which, when added to a word, often refer to *a person who does something*. Sometimes, when adding a suffix to a word, a letter may be deleted from or added to the word. For example, look at these words:

- log + er = logger (added g)
- burgle + ar = burglar (deleted e)

A few more examples:

- run + er = runner (added n)
- mine + er = miner (deleted e)
- hit + er = hitter (added t)

Read the following sentences:

A person who plays the guitar: guitarist

A person who is an expert with heavy machines and tools: engineer

A person whose profession has to do with politics: politician

A person who does not eat or use any animal products: vegan

The endings *-ist*, *-an*, *-ian*, or *-eer* are suffixes which, when added to a word, often refer to *a person who is connected with a place, certain things* or *kinds of work*.

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Add the correct suffix to each of the following words. Identify which words denote a person who does something and which ones denote a person who is connected with a place, certain things or kinds of work? Use a dictionary if you need to. One has been done for you.

1. paint + *er* = painter
2. mountain + ... = ...
3. history + ... = ...
4. design + ... = ...
5. biology + ... = ...
6. read + ... = ...
7. drive + ... = ...
8. piano + ... = ...

Section 2

The Cherry Tree

Read about how a young boy and his grandfather discover the joys of watching a cherry tree grow.

One day, when Rakesh was six, he walked home from the Mussoorie bazaar, eating cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir Valley.

Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony and the dry cold winds stunted[1] the growth of most plants. But on the more sheltered slopes, there were forests of oak and deodar.

Rakesh lived with his grandfather on the outskirts of Mussoorie, just where the forest began. Grandfather was a retired forest ranger. He had a little cottage outside the town.

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Rakesh was on his way home from school when he bought the cherries. He paid fifty *paise* for the bunch. It took him about half an hour to walk home and by the time he reached the cottage there were only three cherries left.

"Have a cherry, Grandfather," he said, as soon as he saw his grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang[2] had gone. Then he placed the seed on the palm of his hand and studied it.

"Are cherry seeds lucky?" asked Rakesh.

"Of course."

"Then I'll keep it."

"Nothing is lucky if you put it away. If you want luck, you must put it to some use."

[1]stunted prevented full growth ★
[2]tang taste or smell that is sharp but pleasant

"What can I do with a seed?"

"Plant it."

So Rakesh found a small spade and began to dig up a flower bed.

"Hey, not there," said Grandfather. "I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed."

Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.

Then he had his lunch and ran off to play cricket with his friends and forgot all about the cherry seed.

When it was winter in the hills, a cold wind blew down from the snows and went *whoo-whoo-whoo* in the deodar trees and the garden was dry and bare. In the evenings Grandfather and Rakesh sat over a charcoal fire and Grandfather told Rakesh stories—stories about people who turned into animals and ghosts who lived in trees and beans that jumped and stones that wept—and in turn Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull—especially after the stories—but Grandfather wanted all the news.

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They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation streaming[3] northwards and heard the call of the birds clearly through the thin mountain air.

One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well-rooted. He stared at it for a moment, then ran to fetch Grandfather, calling, "*Dada*, come and look, the cherry tree has come up!"

"What cherry tree?" asked Grandfather, who had forgotten about it. "The seed we planted last year—look, it's come up!" Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

"Yes, it's a cherry tree," said Grandfather. "You should water it now and then."

Rakesh ran indoors and came back with a bucket of water.

"Don't drown it!" said Grandfather.

[3]streaming moving freely and smoothly

Rakesh gave it a sprinkling and circled it with pebbles. “What are the pebbles for?” asked Grandfather.

“For privacy,” said Rakesh.

He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it—except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and Rakesh plodded to and from school in raincoat and gum boots[4]. Ferns sprang from the trunks of trees, strange looking lilies came up in the long grass, and even when it wasn’t raining the trees dripped and mist came curling up the valley. The cherry tree grew quickly in this season.

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It was about two-feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained. “Never mind,” said Grandfather, seeing that Rakesh was upset. “It will grow again; cherry trees are tough.” Towards the end of the rainy season, new leaves appeared on the tree. Then a woman cutting grass cut the cherry in two. When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired. “Maybe it will die now,” said Rakesh.

“May be,” said Grandfather. But the cherry tree had no intention of dying.

By the time summer came round again, it had sent out several new shoots[5] with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with black hair and deep black eyes. “Blackberry,” Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather’s house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

[4]gum boots rubber boots ★
[5]shoots part of a plant that grows from the ground when a plant starts to grow

Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there. One day he found a bright green praying mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree's first visitor.

The next visitor was a hairy caterpillar, who started making a meal of the leaves.

Rakesh removed it quickly and dropped it on a heap of dry leaves.

"Come back when you're a butterfly," he said.

Winter came early. The cherry tree bent low with the weight of snow. Field mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper and this made Grandfather quite grumpy. His stories began to have unhappy endings. In February, it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh. One morning, when the sun came out, Grandfather came into the garden.

"Let some warmth get into my bones," he said.

He stopped in front of the cherry tree, stared at it for a few moments, and then called out, "Rakesh! Come and look! Come quickly before it falls!" Rakesh and Grandfather gazed at the tree as though it had performed a miracle.

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There was a pale pink blossom at the end of a branch. The following year there were more blossoms. And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than Grandfather, who was older than some of the oak trees.

But Rakesh had grown too. He could run and jump and climb trees as well as most boys and he read a lot of books, although he still liked listening to Grandfather's tales.

In the cherry tree, bees came to feed on the nectar in the blossoms and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming right through the spring and there were always more blossoms than birds.

That summer there were small cherries on the tree. Rakesh tasted one and spat it out.

"It's too sour," he said.

"They'll be better next year," said Grandfather. But the birds liked them—especially the bigger birds, such as the bulbuls and scarlet minivets[6]—and they flitted[7] in and out of the foliage, feasting on the cherries.

On a warm sunny afternoon, when even the bees looked sleepy, Rakesh was looking for Grandfather without finding him in any of his favourite places around the house. Then he looked out of the bedroom window and saw Grandfather reclining on a cane chair under the cherry tree.

[6]minivets small, slender birds with long tails ★ [7]flitted flew around

"There is just the right amount of shade here," said Grandfather. "And I like looking at the leaves."

"They're pretty leaves," said Rakesh. "And they are always ready to dance, if there's a breeze."

After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountain striding away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh and they waited in silence until it was dark.

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"There are so many trees in the forest," said Rakesh. "What's so special about this tree? Why do we like it so much?"

"We planted it ourselves," said Grandfather. "That's why it's special."

"Just one small seed," said Rakesh and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. "I wonder," he whispered. "Is this what it feels to be God?"

Ruskin Bond

Ruskin Bond (b. 1934) is an Indian author of British descent who has been contributing to children's literature in India for many years. He has played a pioneering role in the expansion of children's literature in India. He currently lives in Landour, in Mussoorie.

Reading 1

1. On the basis of your understanding of the story, select the most appropriate answer.

a. The place where Rakesh lived did not have many fruit trees because

i. the soil and weather conditions were not favourable.

ii. people preferred to grow forest trees.

iii. the fields were sloping.

iv. the animals ate the fruit.

b. The grandfather said that for something to be lucky, it should be

i. stored.

ii. made use of.

iii. buried.

iv. worshipped.

c. The tree gave more satisfaction to both Rakesh and his grandfather because

i. it bore fruit and flowers.

ii. it had grown tall.

iii. they had nurtured it.

iv. they would sell its fruit.

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2. Complete the following table by giving evidence from the story for the following statements.

Statement	Evidence
a. Grandfather and Rakesh realized the setting in of spring.	
b. Monsoon is good for vegetation.	
c. Grandfather was grumpy during the winter.	
d. Rakesh had grown.	

Reading 2

1. Like all children, Rakesh and his grandfather shared a beautiful relationship. Narrate one such event that brought you close to your grandparents or any other elderly person in the family. VB
2. The young boy and his grandfather looked after the cherry tree with a great deal of affection. They had to keep a close watch on the tree to protect it. Write a letter, as twelve-year-old Rakesh, to a friend telling him about the difficult times you faced (goat, woman cutting grass, caterpillar) to nurture the tree but also that it was worth the effort. VB

Vocabulary

Words from the text

Fill in the blanks with words from the text. The meanings of the words are given in brackets.

1. Lack of good food in growing children leads to ..... growth. (prevented full growth)
2. Becoming a ..... is a great opportunity for those who love the great outdoors, have a passion for the environment. (keeper of the forest)
3. The Principal heard a noise from the class and ..... asked the teacher to investigate. (quickly)
4. Lying in bed the whole day when he was unwell made the little boy ..... . (irritable)
5. The thief ..... into the house. (move stealthily)

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Writing

Writing a speech

1. **Imagine that you are a responsible citizen. You have been invited as the Chief Guest to a school in the village. You are expected to deliver a speech, motivating children and parents to save the environment. Write the speech—*'Start today, Save tomorrow'*.**

2. Read the following newspaper clipping.

Disappearing Forests

Ten thousand years ago, about half of the surface of the earth was covered in trees. Now, it is down to about one-third. What's worse, globally, the world's forests are disappearing at a rate of thirty-six football fields per minute. At this rate, it is estimated there will be no forests left by the year 2030.

April 22 is considered to be Earth Day. Write a speech titled 'Plant a Tree and Save the Earth' for the school assembly.

You could use the hints given below:

- Begin with a greeting
- Reason for celebrating Earth Day
- Uses of trees
- Soon nothing may be left on our planet
- Trees 400 million years old, long before the dinosaurs existed
- Like dinosaurs, they also could become extinct
- Help by planting trees and creating awareness

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Assess the speech you have written. Then exchange your work with a partner and assess each other's work. Rate on a scale of 0 to 5.

	Self-assessment	Peer assessment
1. The content is relevant.		
2. The vocabulary used is appropriate.		
3. Punctuation and spellings are accurate.		
4. There are no grammatical errors.		
5. The speech is entertaining.		

Speaking

Interview role-play

You and your friend can play the roles of an interviewer and a tree, respectively. Ask the tree questions about its life and hopes for the future. Use the examples for help.

After you have enacted your roles, assess yourself. Ask a friend to assess you as well. Rate on a scale of 0 to 5.

	Self-assessment	Peer assessment
1. The words and phrases were well-turned.		
2. The speaker was fluent.		
3. The speaker pronounced each word clearly.		
4. The roles were played well.		
5. The questions and answers were well formulated.		

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Listening

Listen to the story and answer the following questions.

1. George was made a 'wealthy master of a hatchet' means
   a. he was presented an axe.
   b. he was given something valuable.
   c. he had to supervise people who cut trees.
2. George's father was angry because
   a. he wanted to plant trees and not cut them.
   b. it was his favourite tree that was cut.
   c. George had cut the tree.

3. 'George staggered under it for a moment.' Here *staggered* means
   a. he fell to the ground for a minute.
   b. he needed to think about the question for a minute.
   c. he dropped his hatchet.
4. To George's father it was most important that
   a. his beautiful cherry tree lived.
   b. his son did not play with a hatchet.
   c. his son told him the truth.
5. This famous story has made George Washington a symbol of
   a. loyalty.
   b. honesty.
   c. bravery.

Life skills

Cognitive or thinking skills: Critical and creative thinking

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Saving the environment is essential for human survival. All of us must join hands to protect what is left of our planet for a better future.

What kind of environmental issues do we face today?

- .....
- .....
- .....

Think of some solutions to these problems.

1. The three R's—**reduce**, **reuse** and **recycle**.

   These are great ways to remove waste and protect your environment. Give three examples of each.

Reduce	Reuse	Recycle
•.	•.	•. .....
•.	•.	•. .....
•.	•.	•. .....

2. Alternate forms of transport

   The increase in vehicles is increasing pollutants in the form of carbon monoxide, hydrocarbons, nitrous oxides, carbon dioxide, and particulates. We can reduce this if:

   - .....
   - .....
   - .....

3. Educating people

   We must create awareness in the people. Discuss in pairs ways in which you could do this.

   - .....
   - .....
   - .....

Use of technology in spreading environment awareness

Think of ways in which technology can be used effectively to spread awareness about environmental issues. More and more people now use their social media accounts to bring about change. You may have come across various campaigns on the Internet with petitions that can be signed digitally. In this way, online platforms help increase the reach of your petition and help garner more support for the cause.

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Hence, one should harness the power of technology and social media to educate people about the environment.

Now think of an issue troubling the environment. Write a short message addressing this issue which you can post on your social media account.

.....

.....

.....

.....

.....

Section 3

On the Grasshopper and the Cricket

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead[1];
That is the Grasshopper's—he takes the lead
In summer luxury,—he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing[2] never:
On a lone winter evening, when the frost
Has wrought[3] a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The Grasshopper's among some grassy hills.

John Keats

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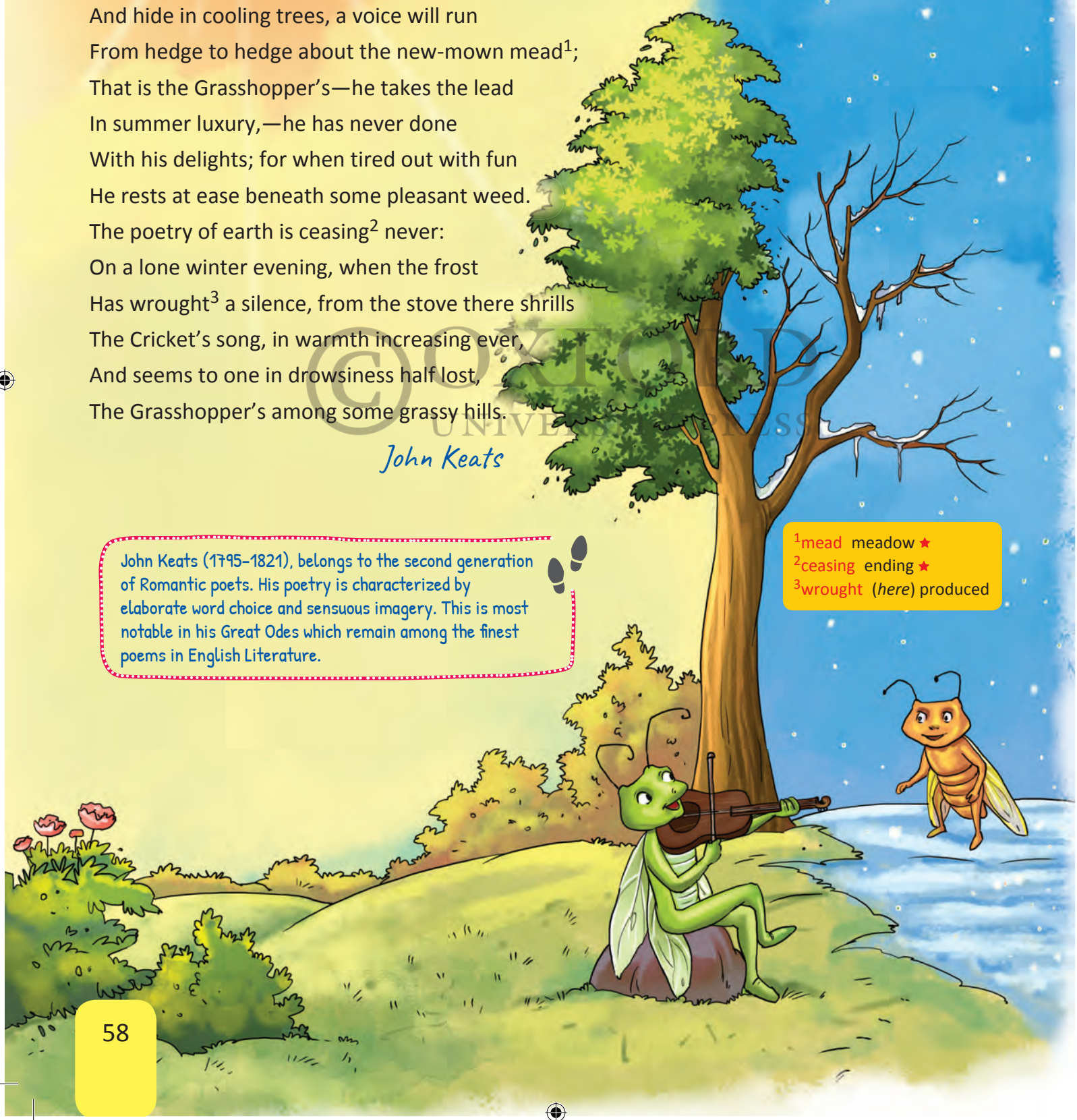
John Keats (1795–1821), belongs to the second generation of Romantic poets. His poetry is characterized by elaborate word choice and sensuous imagery. This is most notable in his Great Odes which remain among the finest poems in English Literature.

[1]mead meadow ★
[2]ceasing ending ★
[3]wrought (*here*) produced



Poem appreciation

1. On the basis of your understanding of the text, tick the correct answer.

a. *The poetry of earth is never dead.* This means

i. the creatures on earth are loud and noisy.

ii. given the right environment people would write poetry.

iii. the beauty of earth, even during extreme temperatures, is not lost.

iv. the more the creatures on earth, the more they sing.

b. The animals in the first 8 lines are

i. waiting for the grasshopper to sing.

ii. taking refuge because of sweltering heat.

iii. hibernating because there is no food.

iv. delighted because the grasshopper is entertaining.

c. During the winters, instead of growing quiet of the cold, the cricket's song is heard from

i. the meadows.

ii. the hills.

iii. some kitchen.

iv. underground.

d. The mood of the poem is

i. joyous.

ii. drowsy.

iii. adventurous.

iv. somber.

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2. Answer the following questions.

1. The Grasshopper *takes the lead/In summer luxury. He has never done with his delights*, What luxury and delights are being referred to here?
2. How does the poet create the atmosphere of winter in the last 7 lines?
3. How does the poet contrast the lives of the Cricket and the Grasshopper?

4. The poet notices beauty in nature. It is in both sounds made by creatures and the sights that one sees.

   What are the sights and sound images related to nature that you find in the poem?

Visual/sight images	Aural/sound images
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

5. **Personification** is a figure of speech in which a thing—an idea or an animal—is given human attributes. Pick two examples of personification from the poem and explain them.

6. **Match these words/phrases from the poem with their meanings.**

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Words/phrases	Meanings
a. faint ◯	◯ i. singing will be heard
b. voice will run ◯	◯ ii. high-pitched sound
c. new-mown ◯	◯ iii. ending
d. takes the lead ◯	◯ iv. great pleasure
e. delights ◯	◯ v. lonely
f. ceasing ◯	◯ vi. sleepiness
g. lone ◯	◯ vii. initiates his song
h. shrills ◯	◯ viii. recently cut down
i. drowsiness ◯	◯ ix. exhausted

Art Corner

Creating mud and mirror art

In the story, 'The Story of Amber Beads', Jeanie used amber beads as a fashion accessory. We often use items from nature for various purposes. One of the heavily used items is mud.

Mud and mirror art also known as 'Lippan Kaam' is a mural art form, that is, it is done on walls. The word 'lippan' means clay or dung and the word 'kaam' denotes work. Lippan Kaam is a very popular craft of Kutch, Gujarat. Adding a layer of mud, at times, mixed with cow or camel dung also helps to keep the house cool. This technique is often used in villages with mud huts or mud floors. When mud art is used for decoration, artists also stick small pieces of mirrors and that is why the art is called mud and mirror art.

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Mud art can be one done in various ways. Materials ranging from simple clay to ceramics and Plaster of Paris are used for mud art. Usually the art is made on thin platform of cardboard so that the structure has support and can be installed or hung on walls. You can either use a twig or brush to create patterns with clay, add coloured clay or just paint using poster or ceramic colours. Watch videos of simple DIY (Do It Yourself) mud and mirror art on the internet.

Now try making a mud artwork with your partner. Follow the steps given below.

Items: Moulding clay/Play dough/Plaster of Paris
Glue/a piece of cardboard/thick paper

1. Draw a simple pattern on the cardboard.
2. Roll the moulding clay into different shapes according to the pattern.
3. Use glue to stick the clay on the cardboard. You can either use coloured clay or colour the artwork after it is ready.

3 Furs and Feathers

Starter

Fill in the blanks with the correct letters.

1. a system formed by the interaction of a community of organisms with their physical environment: E ... O .... T .... M
2. likelihood of becoming extinct: E .... N G E .... D
3. a person who hunts or fishes illegally: .... O .... C H .... R
4. plants and animal species that have been wiped out: E X .... N .... T

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Section 1

The Giant Roc

The stories of Sinbad were based on the experiences of sailors from Iraq. This story tells us about his amazing adventures with strange animals.

I planned, after my first voyage, to spend the rest of my days at Bagdad; but it was not long before I grew weary of a quiet life. My desire to trade and travel was revived.

I bought goods suited to the commerce and set sail. We traded from island to island, and exchanged commodities with great profit. One day we landed on an island covered with several sorts of fruit trees, but so uninhabited that we could see neither man nor beast upon it. We went to take a little fresh air in the meadows, and along the streams that watered them. While some busied themselves with gathering flowers, and others with gathering fruits, I took my provisions, and sat down by a stream between two great trees, which formed a curious shape. I had a very good meal, and afterwards fell asleep. I cannot tell how long I slept, but when I awoke the ship was gone.

I was very surprised to find the ship gone. I got up and looked about, and at last I perceived[1] the ship under sail, but at such a distance that I lost sight of her in very little time.

[1]perceived became aware of

I was so melancholic[2] that I was ready to die with grief. I cried out sadly, beat my head and breast, and threw myself down upon the ground, where I lay some time in a terrible agony[3].

At last I resigned myself to my fate; and not knowing what to do, I climbed up to the top of a great tree, from whence[4] I looked about on all sides to see if there was anything that could give me hope. When I looked towards the sea, I could see nothing but sky and water, but looking towards the land I saw something white; and, coming down from the tree, I took up what provision I had left and went towards it, the distance being so great that I could not distinguish what it was.

When I came nearer, I thought it to be a white bowl of a prodigious[5] height and bigness; and when I came up to it I touched it, and found it to be very smooth. I went round to see if it was open on any side, but saw it was not, and that there was no climbing up to the top of it, it was so smooth. It was at least fifty paces round.

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By this time the sun was ready to set, and all of a sudden the sky became as dark as if it had been covered with a thick cloud. I was astonished at this sudden darkness, but much more when I found it was the shadow of a bird of a monstrous size, that came flying towards me. I remembered a fowl, called roc; that I had often heard mariners[6] speak of. At once, I realized that the great bowl, which I so much admired, was its egg! In short, the bird lighted, and sat over the egg to hatch it. As I perceived her coming, I crept close to the egg. When the bird landed, one of the legs of the bird, which was as big as the trunk of a tree, was very close to me. I tied myself strongly to it with my turban, in the hope that when the *roc* flew away next morning, she would carry me with her out of this desert island.

[2]melancholic feeling or expressing sadness, especially when the sadness is like an illness ★ [3]agony extreme physical or mental pain ★ [4]whence from where ★ [5]prodigious extraordinary ★ [6]mariners sailors

And after having passed the night in this condition, the bird really flew away next morning, as soon as it was day, and carried me so high that I could not see the earth. Then she descended all of a sudden, with so much rapidity that I lost my senses; but then the roc settled, and I found myself upon the ground. I speedily untied the knot.

I had scarcely done so when the bird, having taken up a serpent of a monstrous length in her bill, flew away.

The place where she left me was a very deep valley, surrounded on all sides with mountains, so high that they seemed to reach above the clouds, and so full of steep rocks that there was no possibility of getting out of the valley. This was a new perplexity[7] because when I compared this place with the desert island from which the roc brought me, I found that I had gained nothing by the change.

As I walked through this valley I noticed it was strewn with diamonds, some of which were of surprising bigness. I took a great deal of pleasure in looking at them. But very soon I could not look at them without terror; there were a great number of serpents, so big and so long that the least of them was capable of swallowing an elephant. They retired in the day-time to their dens, where they hid themselves from the roc, their enemy, and came out only in the night-time.

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I spent the day walking about the valley. When night came on I went into a cave, where I thought I might be in safety. I stopped the mouth of it, which was low and straight, with a great stone, to preserve me from the serpents, but that would not hinder light from coming in. I supped on part of my provisions, but the serpents, which began to appear, hissing about in the meantime, put me into such extreme fear that you may easily imagine I did not sleep. When day appeared the serpents retired, and I came out of the cave trembling. I can justly say that I walked a long time upon diamonds without feeling an inclination to touch any of them. At last I sat down in weariness because I had not shut my eyes during the night and soon I fell asleep.

I had just shut my eyes when something that fell by me with great noise, awakened me. This was a great piece of fresh meat, and at the same time I saw several others fall down from the rocks in different places.

I had always thought it was a fable when I heard mariners talk of the valley of diamonds, and of the tricks used by some merchants to get jewels from there; but now I found it to be true. These merchants came to this valley when the eagles had young ones, and threw great joints of meat into the valley. When these pieces of

[7]perplexity confusion

meat fell upon the diamonds, they stuck to them; the eagles, which are stronger in this country than anywhere else, pounced with great force upon those pieces of meat, and carried them to their nests upon the top of the rocks to feed their young. It was here the merchants went running to their nests, frightened the eagles by their noise, and took away the diamonds that were stuck to the meat.

I believed till then that it was not possible for me to get out of this abyss, but the falling in of those pieces of meat put me in hopes of a way of saving my life.

I began to gather the largest diamonds that I could see, and put them into the leather bag in which I used to carry my provisions. I afterwards took the largest piece of meat I could find, tied it close round me with the cloth of my turban, and then laid myself upon the ground, with my face downward.

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I had scarcely lain down before the eagles came. Each of them seized a piece of meat, and one of them took me up to its nest on the top of the mountain. The merchants began shouting to frighten the eagles. When the eagles had flown away, one of them came to the nest where I was. He was at first afraid when he saw me, but soon instead of enquiring how I came there began to quarrel with me, and asked why I stole his goods. “Treat me,” replied I, “with more civility for I have diamonds enough for you and myself too.” Soon other merchants came trooping about us. They were much astonished to see me; but they were much more surprised when I told them my story.

I spent the night with the merchants. I thought I was in a dream, and could not believe myself to be out of danger.

The merchants had thrown their pieces of meat into the valley for several days, and each of them being satisfied with the diamonds that had fallen to his lot, we left the place next morning together, and travelled near high mountains, where there were large serpents, which we had the good fortune to escape. We took ship at the nearest port and came to the Isle of Roha, where the trees that yield camphor grow. This tree is so large, and its branches so thick, that a hundred men may easily sit under its shade.

There is in this island the rhinoceros, a creature less than the elephant, but greater than the buffalo; it has a horn upon its nose about a cubit[8] long; this horn is solid, and cleft in the middle from one end to the other, and there are upon it white lines, representing the figure of a man. The rhinoceros fights with the elephant, runs his horn into him, and carries him off upon his head; but the blood of the elephant running into his eyes and making him blind, he falls to the ground, and then, strange to relate, the roc comes and carries them both away in her claws to be food for her young ones.

Here I exchanged some of my diamonds for good merchandise. From there I went to Bagdad. There I immediately gave great alms to the poor, and lived honourably on the vast riches I had gained with so much fatigue.

[8]cubit an ancient measure of length, approximately equal to the length of a forearm

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A retold story from *The Arabian Nights*

Reading 1

1. Why did Sinbad decide to sail the second time?
2. *I was so melancholic that I was ready to die with grief.* Why did Sinbad feel so?
3. What was the dome-like structure that caught Sinbad's attention? How does he describe the enormity of this?

4. Copy the table in your notebooks. Fill in the blanks to bring out details of the following creatures:

Creature	Physical features	Threat	How did it help Sinbad?
a. Roc			
b. Serpents			
c. Eagles			

5. Where was the Isle of Roha? What were the two peculiarities of this island?

Reading 2

1. In which situation do you think Sinbad felt most threatened? Why do you think so?
2. Pick evidences from the story to show that Sinbad was
   a. adventurous.
   b. resourceful.
   c. intelligent.
   d. charitable.
3. As Sinbad, write a page in your diary about your experience.
4. Do you think Sinbad would ever undertake such adventurous journeys again? Give reasons for your answer.

Vocabulary

Jumbled words

Complete the passage by unscrambling the jumbled words. The clues are given in the brackets.

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Sinbad the Sailor is a collection of stories of his seven (a) ..... EGOVYAS (journeys by sea). In each of the stories, something (b) ..... LTERERIB (very bad) happens. Either the ship is sunk or Sinbad is (c) ..... DASRNETD (left alone) on an island for some reason. In all the stories, he meets kind people, who help him, and he returns to Bagdad a rich man and is able to help the poor. In one voyage, Sinbad arrives at what appears to be a beautiful island, only to discover that the 'island' is really a (d) ..... GIGITANC (very huge) fish! In another, Sinbad is blown to a strange island (e) ..... IBNHDAIET (occupied) by yellow-eyed monkey men. Sinbad and his fellow travellers hide in a big house but soon realize they are not safe when an enormous giant arrives and begins to eat the men one by one. They manage to (f) ..... CEPSAE (flee) by blinding the giant with red-hot wood. In yet another voyage, Sinbad and his shipmates are captured by (g) ..... BCNANSIAL (people who eat humans). They fatten the men so they can eat them. Here, Sinbad escapes by befriending people who take him to their island. Once, Sinbad's ship is attacked by (h) ..... RSPIEAT (sea robbers) and he is sold to a merchant as a slave!

Grammar

Phrase and clause

A sentence is a group of words that

- has at least one clause.
- has at least one subject and at least one predicate.

Read the following groups of words:

1. I planned
2. my first voyage
3. rest of my days in Bagdad
4. I grew weary of a quiet life

1 and 4 are examples of clauses.

A clause is a group of words that contains a subject and a verb.

2 and 3 are examples of phrases.

A phrase does not have a subject and a verb together and it does not convey complete sense.

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In the sentences given below, identify the phrases with (P) and the clauses with (C).

1. The warm and sultry weather .....
2. When I study .....
3. My parents and friends .....
4. Go away! .....
5. Without any knowledge .....
6. A letter to a friend .....
7. As I have joined dance classes .....
8. The golden scales of the fish .....
9. Abhilasha has a guitar .....
10. She composed the song 'I Dream Awake' .....

Articles

Read the last two sentences in the previous exercise once again.

Abhilasha has a guitar.

She composed the song 'I Dream Awake'.

The indefinite article *a/an* is used to talk about a person or thing when we do not know which particular person or thing is being refered to.

Examples: We went to the mall to buy a new laptop for my friend.

They saw an animal escape from its cage at the zoo.

The definite article *the* is used before a noun when we know which particular person(s) or thing(s) are being referred to.

Example: I am reading the book my mother sent me.

Fill in the blanks with *a*, *an* or *the* to complete the text below.

Near Jodhpur, in western Rajasthan, ... largest plant fossils known so far have been discovered by paleontologists. This discovery has tremendous significance for scientists who study ..... evolution of life on earth.

..... discovery was made by ..... team of researchers from ..... University of Lucknow. They described the plant as belonging to ..... species of yellow-green algae which survives equally well in fresh or salt water.

These fossils are quite unusual because they do not contain carbon. Generally, plant fossils are carbonaceous, i.e. they have high carbon content. This fact makes ..... discovery even more important.

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..... fossils are very well-preserved and can be easily seen by ..... naked eye.

This was stated in ..... informative paper read by one of ..... researchers, Dr Surendra Kumar. Scientists claim that ..... plant must have existed at least 540 to 630 million years ago.

..... giant size of ..... fossils also interests ..... researchers greatly because they say that it might now become possible to study unusual growth and evolution in ancient plants.

Punctuation

The most commonly used punctuation marks are:

a. **Capital letters** are used
   - to begin all proper nouns.
   - to begin a new sentence.
   - to begin the first word of a quotation

b. A **full stop** is used
   - at the end of assertive and imperative sentences.
   - after initials and sometimes in abbreviations.

c. The **comma** is used
   - to separate words in a list and to separate phrases or clauses in a sentence.
   - before and after a clause or phrase that gives additional information about the noun that it follows.
   - to separate a question tag from the rest of the sentence.
   - to separate a quotation.

d. A **question mark** or **mark of interrogation** is used at the end of every direct question.

e. The **exclamation mark** is used after an interjection and at the end of an exclamatory sentence.

f. **Quotation marks** or **inverted commas** are used before and after the actual words spoken by a person.

g. The **apostrophe** is used to show possession or belonging. It is also used in short forms.

1. Punctuate the following conversation.

MANDIRA have you read any book on sinbads travels i read one yesterday in it sinbad is shipwrecked when his ship is attacked by the giant birds because one of the merchants kill their chick

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MANISHA how interesting i havent read this one but i have read his sixth voyage here sinbad travels to serendip his ship is drawn into a dark cave under a mountain all his shipmates are killed but sinbad manages to travel through the cave until he is found by the people of serendip

MANDIRA i think all his stories make for a wonderful read

MANISHA im sure they do that is why the books are still so popular

2. Punctuate the following passage.

the increasing popularity of computers video games and television has made children lethargic they do not realize the importance of sports and other physical activities participation in organized sports offers children the chance to enhance their physical and social skills it increases the childs motor skills and his/her interest in sports this not only offers children a change from the monotony of their daily life but also entertains them sports help in character building and provide them with energy and strengths sports improve their blood circulation and their physical well-being

Section 2

Attila

Read a story about a friendly dog who unwittingly becomes a hero.

The puppy did not have a very prepossessing[1] appearance, and he wasn't too playful, but this did not prevent his owners from sitting in a circle around him and admiring him. They debated as to what he should be named.

The youngest one suggested, "Why not call him Tiger?"

"Every other street mongrel is named Tiger," came the reply. "Why not Caesar?"

"Caesar! If a census was taken of dogs you would find at least fifteen thousand Caesars in south India alone. Why not Fire?"

"It is fantastic[2]."

"Why not Thunder?"

"It is too obvious."

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Then someone suggested Attila[3] and a shout of joy went up to the skies. But as time passed our Attila showed a love of humanity which was sometimes upsetting. He stood up twenty inches high and had a large frame and a forbidding[4] appearance on the whole. But that was all.

A variety of people entered the gates of the house every day: mendicants[5], bill collectors, postmen, tradesmen and family friends. All of them were warmly welcomed by Attila. The moment the gate clicked he became alert and stood up looking towards the gate. By the time anyone entered the gate Attila ran forward. But that was all. The person had only to stop and smile and Attila would melt. He would behave as if he was sorry for even giving an idea of violence.

[1]prepossessing attractive ★ [2]fantastic (here) strange ★ [3]Attila a fierce warrior and king of the horse-riding Huns who harassed the Roman Empire during the fifth century [4]forbidding unfriendly ★ [5]mendicants people who live by asking for money and food

He would lower his head, curve his body, tuck his tail between his legs, roll his eyes and moan as if to say, “How sad that you should have mistaken my gesture! I hurried down only to greet you.” Till he was patted on the head, stroked and told that he was forgiven, he would be in extreme misery.

Gradually he realized that his bouncing forward caused much unhappy misunderstanding. And so when he heard the gate click he hardly stirred. He merely looked in that direction.

“Why not change his name to Blind Worm?” somebody asked.

“He eats like an elephant,” said the mother of the family. “You can employ two watchmen for the price of the rice and meat he eats. Somebody comes every morning and steals away all the flowers in the garden, and Attila won’t do anything about it.”

“He has better business to do than catch flower thieves,” replied the youngest one, the defender of the dog.

“What is the better business?”

“Well, if somebody comes in at dawn and takes away the flowers, do you expect Attila to be looking out for him even at that hour?”

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“Why not? It’s what a well-fed dog ought to be doing instead of sleeping. You ought to be ashamed of your dog.”

“He does not sleep all night, Mother. I have often seen him going round the house and watching all night.”

“Really? Does he prowl about all night?”

“Of course he does,” said the defender.

“I am quite alarmed to hear it,” said the mother. “Please lock him up in a room at night; otherwise he may call in a burglar and show him round. Left alone, a burglar might after all be less successful. It wouldn’t be so bad if he at least barked.”

The defender was extremely irritated at this. He thought it to be the most unkind view.

Ranga lived in a hut three miles from the town. He was a ‘gang coolie’—often employed in road-mending. Occasionally at nights he enjoyed the thrill and profit of breaking into houses. At one o’clock that night Ranga removed the bars of a window of the house and slipped in. He edged along the wall, searched all the trunks and almirahs in the house and made a neat bundle of all the jewellery and other valuables he could pick up.

He was just starting to go out. He had just put one foot out of the gap he had made in the window when he saw Attila standing below, looking up expectantly[6]. Ranga thought his end had come. He expected the dog to bark. But not Attila. He waited for a moment, grew tired of waiting, stood up and put his forepaws on the lap of the burglar. He put back his ears, licked Ranga's hands and rolled his eyes. Ranga whispered, "I hope you aren't going to bark."

"Don't you worry. I am not the sort," the dog tried to say.

"Just a moment. Let me get down from here," said the burglar.

The dog obligingly[7] took away his paws and lowered himself.

"See there?" said Ranga, pointing to the backyard. "There is a cat." Attila put up his ears at the mention of the cat and dashed in the direction indicated. One might easily have thought that he was going to tear up a cat, but actually he didn't want to miss the pleasure of the company of a cat if there was one.

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As soon as the dog left him, Ranga made a dash for the gate. Given a second more he would have hopped over it. But the dog turned and saw what was about to happen and in one spring was at the gate. He looked hurt. "Is this proper?" he seemed to ask. "Do you want to shake me off?"

He hung his heavy tail down so loosely and looked so miserable that the burglar stroked his head, at which he revived[8]. The burglar opened the gate and went out, and the dog followed him. Attila's greatest ambition in life was to wander in the streets freely. Now was the best opportunity.

Attila liked his new friend so much that he wouldn't leave him alone even for a moment. He lay before Ranga when he sat down to eat, sat on the edge of his mat when he slept in his hut, waited patiently on the edge of the pond when Ranga went there now and then for a wash, slept on the roadside when Ranga was at work.

[6]expectantly hoping for something ★ [7]obligingly willingly ★ [8]revived became recharged

This sort of companionship got on Ranga's nerves.

He implored[9], "Oh, dog! Leave me alone for a moment, won't you?" Unmoved, Attila sat before him with his eyes glued on his friend.

Attila's disappearance created a sensation in the bungalow. "Didn't I tell you," the mother said, "to lock him up? Now some burglar has gone away with him. What a shame! We can hardly mention it to anyone."

"You are mistaken," replied the defender. "It is just a coincidence. He must have gone off on his own account. If he had been here no thief would have dared come in."

"Whatever it is, I don't know if we shouldn't after all thank the thief for taking away that dog. He may keep the jewels as a reward for taking him away. Shall we withdraw the police complaint?"

All this fun came to an end a week later, and Attila rose to the ranks of a hero. The eldest son of the house was going towards the market one day. He saw Attila trotting behind someone on the road.

"Hey!" shouted the young man, at which Ranga turned and broke into a run. Attila, who always suspected that his new friend was waiting for the slightest chance to desert[10] him, galloped behind Ranga.

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"Hey, Attila!" shouted the young man, and he also started running. Attila wanted to answer the call after making sure of his friend; and so he turned his head for a second and galloped faster. Ranga dreadfully doubled his pace. But Attila was determined to stick to him at any cost. As a result, he ran so fast that he overtook Ranga and clumsily blocked his way, and Ranga stumbled over him and fell. As Ranga rolled on the ground a piece of jewellery (which he was taking to a receiver of stolen property) flew from his hand. The young man recognized it as belonging to his sister and sat down on Ranga. A crowd collected and the police appeared on the scene.

Attila was the hero of the day. Even the lady of the house softened towards him. She said, "Whatever one might say of Attila, one has to admit that he is a very cunning detective. He is too deep for words."

It was good that Attila had no powers of speech. Otherwise he would have told his woeful story and lost the position of a hero.

R.K. Narayan

[9]implored begged ★ [10]desert leave

R. K. Narayan (1906–2001) is regarded as one of the greatest writers of Indian literature in English. His collection of stories *Swami and Friends* is one of his many famous works. He is among those who have the credit of putting India on the global map so far as literature in English is concerned.

Reading 1

1. On the basis of your understanding of the story, tick the suitable answer.

a. The choice of names for the puppy suggested that the family

i. loved the little pup. ◯

ii. was very creative. ◯

iii. expected it to be ferocious. ◯

iv. had never had a pet earlier. ◯

b. *He would behave as if he was sorry for even giving an idea of violence.* This shows that the dog was

i. unintelligent. ◯

ii. gentle. ◯

iii. scared. ◯

iv. funny. ◯

c. Atilla followed the burglar to

i. nab him. ◯

ii. scare him. ◯

iii. make friends. ◯

iv. get attention. ◯

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2. What were the names that were considered for the puppy? What does Attila mean?

3. *But as time passed our Attila showed a love of humanity which was sometimes upsetting.*

a. How did Attila express his love?

b. Why was it upsetting?

c. What is the tone of the writer?

4. What was the mother's opinion of Attila? Was she right in her criticism? Give reasons for your answer.
5. Why was Ranga annoyed with Attila?
6. How did the family members react to Attila's disappearance?
7. Attila fooled everybody by way of good fortune rather than by his abilities as a guard dog. Justify.

Reading 2

1. Notice that in the story the narrator never comments as to whether Attila's actions are good or bad. The narrator remains unbiased throughout the story. He just relays the facts to the reader. Do you think that Attila is a good dog to have at home? Give reasons. VB
2. Do you think Attila deserves the status of a hero? Give reasons.

Vocabulary

Synonyms and antonyms

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Find two synonyms and an antonym for the words from the story given below.

efficiently	awkwardly	deserted	relax	influence
effortlessly	normality	crowding	laze	strangeness
dissuade	slog	flocking	convince	peculiarity

Word	Synonym 1	Synonym 2	Antonym
1. smoothly			
2. oddity			
3. persuade			
4. lounge			
5. swarming			

Animal idioms

Fill in the blanks with the animal idioms given in the box.

like a bull in a china shop **put the cart before the horse** **fish out of water**
set the cat among the pigeons **monkeying around** **hold your horses**

1. ..... till you hear the whole story. It's not wise to jump to conclusions.
2. Don't .....; first finish school and then talk of being a good professional.
3. My neighbour is ..... . He is always knocking over and breaking a lot of our things.
4. The mother was furious to see the children ..... in the living room.
5. Tell the students that in case they don't complete their work they'll have to stay back. That should ..... .
6. In a new culture and with new people, Ameesha felt like a ....

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Writing

Newspaper report

Imagine that you are a journalist who has seen Attila get the burglar captured. Write a newspaper report on the incident. To know what it should contain, take a look at a report in the newspaper you have at home.

Remember the following points:

A newspaper report must have a

- headline that states the topic in a strong, short phrase or statement.
- byline that tells us by whom the news is written/the name of an agency/'by our Special Correspondent' or 'by our Staff Reporter'.

You could use the hints below to help write the report.

1. lead paragraph that answers the questions—Who? What? Where? When? Why?
2. second paragraph that gives details or an eye-witness account
3. third paragraph that talks of the future course of action being planned

Making a certificate

A society called 'Friends of Animals' decides to honour Attila at their function called 'Unsung Heroes'. Design a memento and a certificate to be given to Attila in the space given below.

Memento

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Certificate

Exchange the certificate you have made with your partner in class and score yourselves on a scale of 0 to 5.

	Self-assessment	Peer assessment
1. The language used is appropriate.		
2. All the relevant information has been included.		
3. The vocabulary used is appropriate.		
4. There are no grammatical or punctuation errors in the certificate.		
5. The certificate looks nice.		

Speaking

Interview

On the basis of the award function in the writing section, enact the role of a newspaper reporter and Attila. The reporter interviews Attila for a television channel. You could use the questions given below.

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- How do you feel getting the award?
- How does the family treat you?
- How will the award/newspaper report impact your reputation?
- What is the family's opinion of you?
- Do you view yourself as a pet dog or a watch dog?

After you have enacted your roles, assess yourself. Ask a friend to assess you as well. Rate on a scale of 0 to 5.

	Self-assessment	Peer assessment
1. The words and phrases were well-turned.		
2. The speaker was fluent.		
3. The speaker pronounced each word clearly.		
4. The roles were played well.		
5. The questions and answers were amusing.		

Listening

On the basis of your listening to the story of 'Alexander the Great and Bucephalus', complete the following sentences.

1. The animal that was brought to Alexander's father was a ..... .
2. It was difficult to ride the horse because of its ..... and ..... .
3. Alexander expressed a desire to ..... .
4. Alexander realized that the animal was afraid of his ..... .
5. Alexander named the horse Bucephalus because ..... .
6. As a gesture of honour to the horse, Alexander ..... .

Life skills

Social or interpersonal skills: Assertiveness

In this story, the mother feels that Attila does not prove himself to be very helpful as a guard dog. However, her children especially the youngest child constantly defend their beloved pet. They assert themselves on behalf of him.

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Sometimes we have to assert ourselves for our own sake or for those who cannot defend themselves. It is a skill one should cultivate in life.

With the help of a partner, think of how you would react in the following situations. Write it down in the blanks below.

1. You and your friend are debating a topic. Your opinion on the topic differs from that of your friend.

   .....

   .....

   .....

2. Someone behaves aggressively with you or a classmate.

   .....

   .....

   .....

Section 3

The Ant Explorer

Read this poem about a very adventurous and brave ant who went to see the world.

ONCE a little sugar ant made up his mind to roam—
To fare away far away, far away from home.
He had eaten all his breakfast, and he had his ma's consent
To see what he should chance to see and here's the way he went—
Up and down a fern frond[1], round and round a stone,
Down a gloomy gully, where he loathed to be alone,
Up a mighty mountain range, seven inches high,
Through the fearful forest grass that nearly hid the sky,
Out along a bracken[2] bridge, bending in the moss,
Till he reached a dreadful desert that was feet and feet across.
'Twas a dry, deserted desert, and a trackless land to tread;
He wished that he was home again and tucked up tight in bed.
His little legs were wobbly, his strength was nearly spent[3],
And so he turned around again and here's the way he went—
Back away from desert lands feet and feet across
Back along a bracken bridge, bending in the moss,
Through the fearful forest grass shutting out the sky,
Up a mighty mountain range, seven inches high,
Down a gloomy gully, where he loathed to be alone,
Up and down a fern frond, round and round a stone.
A dreary ant, a weary ant, resolved no more to roam,
He staggered up the garden path and popped back home.

Clarence James Dennis

[1]frond a long leaf of a fern ★
[2]bracken a type of fern ★
[3]spent (here) exhausted

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Clarence Michael James Stanislaus Dennis, better known as C. J. Dennis, was an Australian poet. He is known for his humorous poems, especially 'The Songs of a Sentimental Bloke', which was published in the early 20th century and sold 65,000 copies in its first year. He is often considered among Australia's three most famous poets.

Poem appreciation

1. **Alliteration** comes from the Latin word 'Latira', meaning 'letters of the alphabet'. It is the repetition of the same sounds or of the same kinds of sounds at the beginning of words. Pick three examples of alliteration from the poem.
2. **Repetition** is a literary device that repeats the same words, phrases or a sentence a few times to make an idea clearer. This is repeated to emphasize its significance in the entire text. Pick up two examples from the poem. Also explain why these have been repeated.
3. What feelings does the little explorer evoke in you?
4. How does the poet express that the ant
   a. was obedient?
   b. was tiny?
   c. had fears?
5. **Fill in the table below with information from the poem.**

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Lines from the poem	Where was the ant?	What was his mood?
a. Up and down a fern frond, round and round a stone		
b. Down a gloomy gully where he loathed to be alone		
c. Up a mighty mountain range, seven inches high,		
d. Through the fearful forest grass that nearly hid the sky,		
e. Out along a bracken bridge, bending in the moss,		
f. Till he reached a dreadful desert that was feet and feet across		
g. 'Twas a dry, deserted desert, and a trackless land to tread		

6. Fill in this poem graphic organizer.

Dramatic beginning

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First	Next	Last
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Lesson learnt

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Art Corner

Making animal masks

Walt Disney's movie 'The Lion King' takes place in the Pride Lands of Africa. Simba is born to the king Mufasa and Queen Sarabi. Simba is the heir to the throne. Simba's uncle, Scar, is furious because he will not be able to take over the throne; he plots to kill Mufasa and Simba. Scar causes a stampede through the canyon along with his hyenas. Scar ensures Mufasa falls to his death and blames the death on Simba.

Simba fleas Pride Rock after Scar tells him to run away and never return. He is found and rescued after collapsing by Timon (meerkat) and Pumbaa (warthog); the three become the greatest of friends. Nala, Simba's childhood friend accidently meets Simba and pleads that he return to the Pride Lands. Wise Rafiki (a Mandrill) gets Simba to return to Pride Rock to fight Scar for his Kingdom. Simba learns that Scar was responsible for his father's death. A battle follows where Simba triumphs to take his place as the rightful king, completing 'The Circle of Life'.

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Divide the class into groups. Each group can then select an animal and make masks.

Things needed:

- paper plates/charts
- paint brushes, paint, markers
- glue and tape
- scissors
- sticks/elastic
- other decorative material

Steps to be followed:

- Cut the chart paper or paper plate in the shape of the animal face to fit your face.
- Cut out holes near the nose and eyes to breathe and see respectively.
- Punch a small hole on either side of the mask and thread through the elastic, tying tightly to each hole. You can alternatively use tape to attach a stick to the mask and make it a handheld mask.

Now, choose one of the popular songs from 'The Lion King' and use these masks to perform it in the classroom.