

# SUNBEAM ENGLISH READER - II

A Textbook for Class - VII



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GOVERNMENT OF ASSAM

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# SUNBEAM ENGLISH READER - II

For Class - VII



Prepared by:

State Council of Educational Research and Training, Assam  
Guwahati - 781019

Name : .....

Class : ..... Section : ..... Roll No. : .....

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## MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

**(Dr. Ranoj Pegu)**  
Education Minister, Assam

## Preface

Sunbeam English Reader-II is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks for the Upper Primary level of Education in Assam for implementation from the academic year 2020.

Learning a language means using it for a variety of purposes. Interaction, discussion and sharing of ideas provide opportunities for gathering information about events and experiences. This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for learners joyful and meaningful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning experience.

At the end of each lesson a note for the teacher is appended in order to provide useful hints to make learning of English enjoyable and enduring. As a support for teachers and learners, Quick Response Code (Q R Code) has been introduced in this textbook. Passages for listening have also been included at the end of Lesson-8 of the textbook.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook more effective, SCERT, Assam along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the contribution of the entire team for their relentless effort and resources in bringing out this textbook.

We thank the teachers, subject experts and the public for helping us update this edition of the textbook with revisions based on the feedback received from them. We invite further suggestions from students, parents, guardians and general public for improvement of the textbook.



**(Dr. Nirada Devi)**  
**Director, SCERT, Assam**

## A Note to the Teacher

Congratulations, and welcome to the new academic year! In this session, you will be teaching English to the students of Class VII through **Sunbeam English Reader-II**, a new textbook aimed at making the learning and teaching of English enjoyable and interesting for both learners and teachers. This textbook has eight lessons, each based on a theme relevant for learners of this age group in terms of content and language level. The activities accompanying the lessons are aimed at developing learners' English comprehension skills, and their ability to listen to, speak and write English appropriately, and with confidence. The activities are meant for learners to complete individually, and also in pairs and groups, so that learning English is both meaningful and enjoyable for them.

As you know, **learning by doing** is the most effective way of learning a new skill. Learning a language is learning a skill, because language is used to *do* things in real life, such as expressing our feelings, communicating our needs, performing functions such as greeting, requesting, inviting, writing an application, and so on. We have all learnt our language(s) by listening to what others say while they do things, and by trying to say it ourselves, by making mistakes and not being punished for it.

Through the activities in this textbook, we hope you will encourage your learners to read and understand the lessons by themselves, improve their vocabulary and grammar, and their speaking and writing skills. There are also activities through which learners can practise using English for non-textual activities like making posters and signboards, taking part in quizzes and debates, preparing speeches and stories and sharing them. We request you to let each child try doing the activities and reading the lessons by themselves, even when you feel some children find it difficult. This struggle is necessary for them to develop confidence to speak, read and write in English.

In this textbook, you will also find listening passages at the end to develop learners' listening comprehension. Please read the passages out to learners for the listening activities. Learners should only read them *after the activity* to see whether they have got the correct answers. In the textbook, we have also included a **Read for Pleasure** section, where there are interesting short pieces for your learners. This section is meant to give them practice in reading for pleasure and entertainment, so that they develop the habit of reading. You may conduct activities on the content to ensure that the learners have got into the habit of reading.

Finally, you will notice that there are lessons and activities that include stories or incidents about people from various ethnic, linguistic, religious and cultural backgrounds. There are also lessons and activities relating to children with special needs (CWSN). These are meant to develop in your learners empathy and understanding towards people who are different from them. Please use these lessons and activities to help your learners learn inclusivity and acceptance, so that they can become caring, tolerant and responsible citizens of the country.

### HOW TO ACCESS E-RESOURCES USING DIKSHA?

- Type [diksha.gov.in/app](https://diksha.gov.in/app) in your mobile browser and tap on install button  
OR
- Search for DIKSHA in Google Play Store and tap on install button to download the app.

### HOW TO ACCESS E-RESOURCES USING QR CODE ON MOBILE?

1. Select preferred language
2. Choose your role: Teacher, Student or Other
3. Tap to scan the QR code
4. Grant access and allow app permissions
5. Focus camera on the QR code in textbook
6. Click to Play QR code specific e-resource(s)

### HOW TO ACCESS E-RESOURCES USING QR CODE ON DESKTOP?

1. Under the QR code you will find a alphanumeric code
2. Type <https://diksha.gov.in/as/get>
3. Type the alphanumeric code in the search bar
4. View list of e-resources available and click on any e-resource of your choice





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## Learning Outcomes

### The learner -

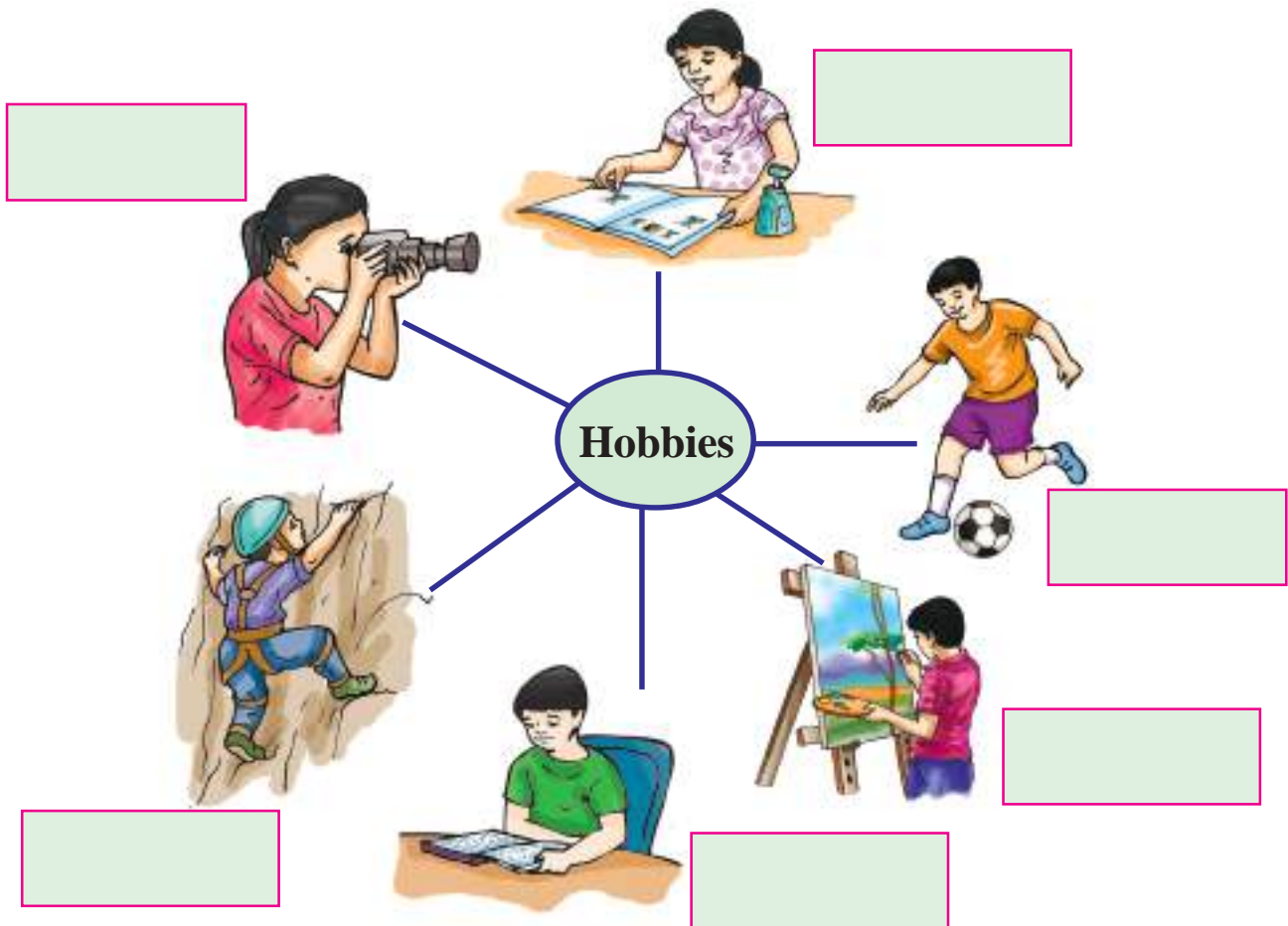
1. answers questions orally and in writing on a variety of texts
2. reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
3. participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
4. engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
5. responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station
6. speaks about excerpts, dialogues, skits, short films, news and debate on T.V. and radio, audio-video programmes on suggested websites
7. asks and responds to questions based on texts (from books or other resources) and out of curiosity
8. reads textual/non-textual materials in English/ Braille with comprehension
9. identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
10. thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
11. reads to seek information in print/online, notice board, sign boards in public places, newspaper, hoardings, etc.
12. takes notes while teacher teaches/from books/from online materials
13. infers the meaning of unfamiliar words by reading them in context
14. refers dictionary, thesaurus and encyclopedia to find meanings/spellings of words while reading and writing
15. reads a variety of text for pleasure, adventure stories and science fiction, folk tales, biography, autobiography, travelogue, etc. (extensive reading)
16. uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)
17. organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience
18. writes formal letters, personal diary, list, e-mail, sms, etc.
19. writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity
20. writes dialogues from a story and story from dialogues
21. visits a language laboratory
22. writes a book review

## Lesson 1

# Hobbies



*What do you do in your free time? If you have a lot of free time, having nothing to do, life will be boring. A happy person is usually as busy as a bee. Such persons have a hobby. Look at the pictures below. Working with your friend, write down in the boxes the names of the hobbies shown in the pictures.*



**Now read more about hobbies and why it is good to have a hobby.**

We all love to occupy ourselves with different activities in our free time. We love to play different types of games. We love to sing and dance, draw and paint, read books and travel. These activities give us pleasure. As people say, all work and no play can make our life dull. There should be a combination of work and play that makes our life happy. Activities which give us fun and joy are hobbies.

There are many kinds of hobbies. Some are indoor activities and some are outdoor activities. Collecting stamps and coins, listening to music and reading books are indoor activities. Gardening, travelling, swimming, trekking, photography are outdoor activities. Playing and painting are both indoor and outdoor activities.

**Here are a few hobbies of some of our classmates:**

I love to sing. Singing is my hobby. I love singing *borgeet*. I also love listening to classical music. Every morning I practise singing. I like to take out my harmonium and play tunes on it. It gives me great joy.



**Neeta**



**Irfan**

I like to paint. Painting is my hobby. I use water colours in my paintings. I always carry my art materials with me while visiting different places. I like to sit and paint landscapes. When I am lonely and bored, I take out my paint box and brush and keep myself busy. I keep my paintings carefully. I have participated in different art competitions and won prizes.



## Runa



My favourite hobby is gardening. At home we have a kitchen garden in our backyard and a flower garden in front of the house. We grow all kinds of vegetables in our garden. I also collect a variety of flowers for our garden. I like planting new plants and watering them. Every morning I water the plants and clean the beds. I also look after the garden in our school. It gives me a sense of joy seeing the plants grow. I feel fit and active working in the garden. I am also learning a lot about different types of plants.



I spend my free time reading. Reading is my hobby. I read all kinds of books. I enjoy reading story books and biographies of great persons. I also love to read adventure and mystery stories. I can read them over and over again and I enjoy doing so. After reading, I also write a review of the story.

My hobby is collecting stamps. The collecting and study of stamps is called philately. I started collecting stamps when I was in Class I. My uncle who stays in the United States used to write



letters to us. I used to take out the stamps from the envelopes and stick them in an album. My grandparents, parents and teachers encouraged me to pursue this hobby. I have a large collection of stamps. I have learnt a great deal because of this hobby. I not only collect stamps but also study the stamps. During my free time, I read about stamps issued by postal departments of different countries. Nowadays with the advancement of technology, communication systems have changed. People mostly communicate through email, SMS, MMS, etc., which are faster. But the old postal system is still popular.

Hobbies are thus activities that are entertaining and relaxing. They are pursued during leisure time for pleasure or relaxation. They can be educative too. Hobbies help us to use our free time fruitfully. We can keep ourselves busy and active if we take up a hobby.

## ACTIVITIES

### 1. Let's find out how much we have understood:

- (a) What is a hobby?
- (b) What do hobbies give us?
- (c) What is philately? What difficulty would you face if you take up philately?
- (d) What is Irfan's hobby? What does he like to do?
- (e) Name a few indoor and outdoor hobbies.

- (f) What is a kitchen garden?
- (g) “Every morning I water the plants and clean the beds.” – What does ‘beds’ mean here?

**2. A synonym is a word that has the same or nearly the same meaning as another word. Example: happy – joyful.**

From the box below, choose words which are synonyms of the given words, and write each synonym next to the word in the blanks below:

pleasure	free time	lovely	begin
energetic	grow	happiness	sporty
pretty	spare time	launch	evolve

- (a) joy \_\_\_\_\_ (b) beautiful \_\_\_\_\_
- (c) active \_\_\_\_\_ (d) leisure \_\_\_\_\_
- (e) start \_\_\_\_\_ (f) develop \_\_\_\_\_

**3. Look at the pictures of objects given below. Each object is related to an activity.**

Write the name of the object and the related activity in the space provided.



guitar: singing





**4. Let's play a game. Sit in groups according to your hobbies.**

**Discuss in your group why you like this hobby and how you pursue it.**

☞ *The teacher will make the students sit in groups, and ask the participants of each group to speak in turns. One participant will start with one sentence about his or her hobby and the next participant will continue the presentation.*

**5. Parveen's hobby is baking. Fill in the blanks in the paragraph below with words that rhyme with bake, such as shake:**

Juri said to Parveen, "Please tell me how to bake a \_\_\_\_." Parveen replied, "Preheat the oven to 350°F and gather all the ingredients you need to \_\_\_\_ a cake. \_\_\_\_ 2 cups of flour, 4 eggs, 1 cup sugar, 1 cup butter or oil, 1 teaspoon baking powder and vanilla essence. You will need a cake pan and a sieve too. Put the flour and baking powder into the sieve. \_\_\_\_ the sieve to remove lumps, if any. Cream the butter and sugar. Add a few drops of vanilla essence. \_\_\_\_ care to \_\_\_\_ the mixture light and creamy. Beat in the eggs and \_\_\_\_ them one at a time. Add the dry mixture to the wet mixture little by little. Don't forget to grease the \_\_\_\_ pan and dust it with flour. Then \_\_\_\_ the smooth mixture and pour it into the pan. Place the mixture in the oven till your \_\_\_\_ turns golden brown."



6. **Roktim's hobby is travelling. He loves visiting places. He always prepares his itinerary before travelling. He leaves his itinerary with his mother. His mother knows where he is by looking at his itinerary. Read his itinerary.**

### **Personal Travel**

Destination: Majuli, Assam

Duration of stay: 2 days

Date of departure: 10 November

Date of arrival: 12 November

Place of stay: Maihang Lodge, Kamalabari Tini Ali

What to do: Visit *Satras*, enjoy *Raas* utsav, visit local markets

An **itinerary** is a plan of a journey. It is a travel plan - where you will go, when you will be there, what you will do, etc.

**Now, think of a place you want to visit during your vacation and prepare your itinerary:**

Destination : \_\_\_\_\_

Duration of stay : \_\_\_\_\_

Date of departure : \_\_\_\_\_

Date of arrival : \_\_\_\_\_

Place of stay : \_\_\_\_\_

What to do : \_\_\_\_\_

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**7. Read this sentence. Note the part of the sentence in italics.**

A happy person is usually *as busy as a bee*.

The part of the sentence in italics is called an **idiom**. It means ‘very busy.’

The use of common idioms makes English appear more natural. Some common English idioms are-

a blessing in disguise

bag and baggage

beat about the bush

**Try to use these idioms in sentences of your own. You can look up the dictionary to learn their meaning.**

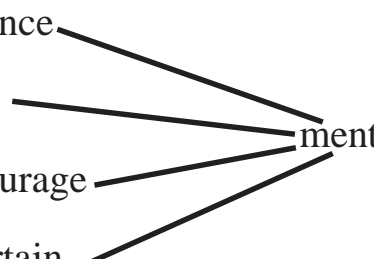
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**8. In class VI you learnt that we can make a new word by adding a suffix, i.e., a letter or a group of letters at the end of a word. In the exercise below, write the new words by adding – ment at the end of the words. One is done for you.**

advance		1. advancement
treat		2. _____
encourage		3. _____
entertain		4. _____

**Suffix:** A letter or a group of letters added at the end of a word is called a *suffix*.



Now read the lesson and write in the box the words ending with the following suffixes:

*-ion*

*-ing*

*-ment*

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9. Read the lesson and locate the sentences where the following phrasal verbs beginning with 'take' occur. Then write the sentences in the space given below the word web.

up — take — out

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Try to frame sentences of your own using these phrasal verbs.

## For the Teacher

The theme of this lesson is ‘hobbies’. The learners must be made aware of the need to pursue a hobby. You may explain to the learners that hobbies can provide a wonderful outlet for channelising one’s creativity, relieve stress and boredom and provide the scope for developing new skills that aid in personality development. This lesson integrates language acquisition with providing encouragement to the learners to spend their free time in a creative and constructive manner.

Activity 1 is to be carried out in the class as oral activity. Teachers will ensure the participation of all the students in the oral work. For example, answers to question 1 (e) will be elicited from different students each naming a hobby that he/she would like to pursue. Encourage learners to write a few sentences on their hobbies.

Teachers may use the activities in this lesson to develop the students’ vocabulary by giving them oral work on synonyms taking the examples as starting point (Activity 2)

Activities on comprehension and vocabulary building require oral work before proceeding to write them in their notebooks.

Activity 4 is a language game that aims to encourage students to interact and communicate. Conduct the game in a manner that creates a meaningful context for language use. You can divide the class into groups for the purpose.

In Activity 6, a new word ‘itinerary’ is introduced along with a sample. Help your learners to prepare a journey plan (itinerary). You may use pictures of different places of interest to ignite their imagination while they decide which place they would like to visit during their vacation.

An idiom is a figure of speech established by usage that has a meaning not necessarily deductible from the individual words. Idioms are a special use of language that make the language we use more interesting.

Activity 7 is designed to introduce learners to ‘idioms’ and their meanings. Help them to use the dictionary to find out the meanings of common English idioms and use them in sentences of their own. You may give learners a list of idioms and explain their meanings by giving enough examples. You may start with the idiom ‘as busy as a bee’ in

the lesson. Use the home language/mother tongue equivalents of some idioms. This will enable learners to understand better.

Suffix is a word-ending added to a word to form a new word or give plural meaning. A suffix is placed after a word that has no ending attached to it. A suffix can be a letter [-s] or a group of letters like -ly, -ion, -ing, etc. that can change their meaning or function. Activity 8 is an activity which requires the learners to make new words by adding a letter or group of letters at the end of a word (suffix). Encourage learners to identify words ending with 'suffixes' (for example : -ion, -ing and -ment) from the lesson.

A phrasal verb is a combination of words. The first word is a verb and it is followed by an adverb (turn **down**) or a preposition (eat **into**) or both (put **up with**). In everyday speech, phrasal verbs often carry a special meaning. The learners will locate such phrasal verbs from the lesson as instructed in Activity 9, and help them to frame sentences using these.

## **Learning Outcomes:**

### **The learner:**

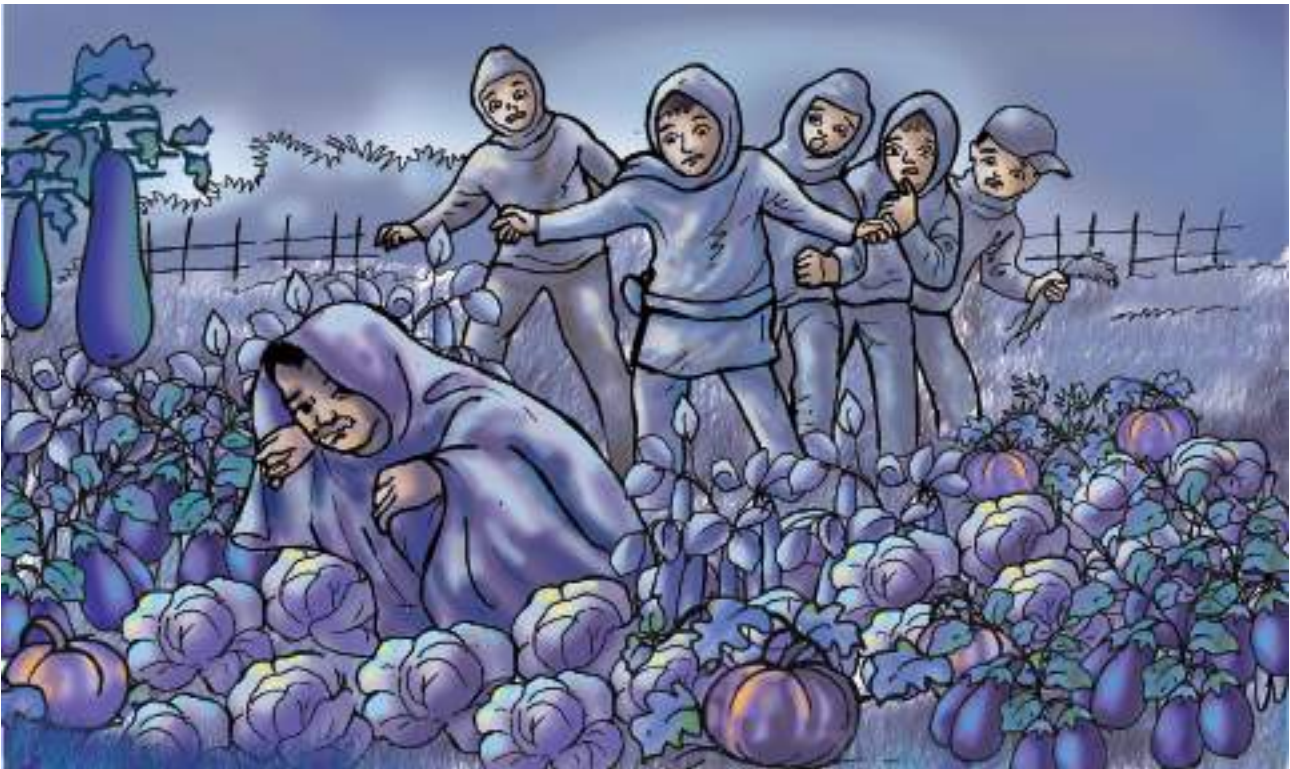
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- infers the meaning of unfamiliar words by reading them in context
- refers to dictionary, thesaurus and encyclopedia to find meanings/spellings of words while reading and writing
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience
- writes formal letters, personal diary, list, e-mail, sms, etc.

## Lesson 2

# Uruka Adventure



*The word 'adventure' means 'an unusual and exciting experience'. Look at the picture below. Have you ever experienced a nightly adventure like this? Share with your classmates what kind of an adventure you had. Now read what happened to Mahen and his friends one night!*



Mahendra, lovingly called Mahen by his friends, is talkative, restless and always cheerful. On the eve of the Assamese harvest festival *Magh Bihu* this year, his friends Sanju, Nantu, Rinku and Rumon visited him. It was the *uruka* night. They proposed that Mahen should lead them in an *uruka* adventure. Mahen jumped up excitedly and looked at his friends with an air of authority. He was ready for any adventure!

Sanju, the eldest among them, said in an excited voice, “We will spend the night in our *bhelaghar* (feasting house). When everyone is asleep, we will go and pick vegetables and have another feast tomorrow.”





“Oh yes! It is our age old custom. We must honour it,” Mahen responded gleefully.

Soon the grand *uruka* feast was over. Everyone left for their respective homes. The mischievous five stayed behind, huddling around the big fire. When it was past midnight, Mahen rose and commanded the others to follow him in their nocturnal adventure. They made straight for Shantiram’s house at the end of the lane. Shantiram was a retired army man and farming was his hobby. His garden was full of cabbages, brinjals, carrots and other seasonal vegetables.

They walked quietly, pausing just to put aside the bamboos of the *nongola* (gate) and tiptoed into Shantiram’s garden. Then Mahen stopped suddenly. “What will we carry the vegetables in? We didn’t bring a bag.” “Never mind. We’ll carry as much as possible in each hand,” the friends replied.

It was all very silent in the cold January night. The nightjar (a small species of owl) was screeching eerily at regular intervals. It made the atmosphere all the more haunting. They were all very frightened, but put on brave faces.

Mahen, who had walked ahead of the others, noticed a black heap right in the middle of the rows of vegetables. He thought it was a harmless pile of garbage. But as the boys stretched their hands to pick the vegetables, the black heap suddenly jerked up. To their utter horror, it dashed towards them at great speed. It was none other than Shantiram, who had been sitting like a black heap wrapped in a black blanket, waiting for such *uruka* adventurers.

“Oh my good Lord! It’s a ghost! Run, run, r.....un!” Mahen screamed. They all dashed past the open *nongola* and then to the road. The boys ran frantically like antelopes and made good their escape. Soon they were out of the reach of the army man.



Finally, regaining his breath, Mahen exclaimed, “Thank God we are all alive! But can we not think of other types of adventures?”

## ACTIVITIES

**1. Let's see how much you have understood the story. Answer the questions:**

- (a) Who was the leader of the boys in their adventure on *uruka* night?
- (b) What were the names of Mahen's friends?
- (c) What did Mahen and his friends propose to do on *uruka* night?
- (d) What was the age old custom that Mahen was referring to?
- (e) What was Mahen's reaction to their proposal?
- (f) What did the boys do after the feast?
- (g) Who was Shantiram?
- (h) Why was Shantiram sitting wrapped in a black blanket? Where was Shantiram sitting?
- (i) What was the black heap of garbage that Mahen noticed?
- (j) What made the night appear more haunting?
- (k) Why did the boys run away from the garden?
- (l) What happened when the boys were about to pick the vegetables?
- (m) Who did the boys think had chased them?

**2. Here are some of the events that happened on the *uruka* night, but they are not arranged in the proper order.**

**Arrange the sentences in the proper sequence and then read the lesson to check your answer.**

- (a) Mahen saw something like a black heap of garbage in the middle of the garden.
- (b) Shantiram ran towards the boys when the boys were about to pick the vegetables.
- (c) Sanju, Nantu, Rinku, Rumon and Mahen planned an adventure on *uruka* night.



- (d) The boys ran frantically out of the garden, scared that the ghost was after them.
- (e) Just past midnight, the five boys headed towards Shantiram's vegetable garden.

3. Look at the words in the two boxes below. One contains the names and the other contains their descriptions. Match the words to their descriptions and write them in your notebooks.

(a) <i>Uruka</i>	(i) the four friends of Mahendra
(b) Shantiram	(ii) a small species of owl
(c) Sanju, Nantu, Rinku and Rumon	(iii) the leader of the adventure on <i>uruka</i> night
(d) Mahendra	(iv) a retired army man who was interested in farming
(e) The nightjar	(v) a bamboo gate
(f) <i>Nongola</i>	(vi) the annual feast ahead of Magh Bihu

4. Here are some words from the lesson. Match the words with their meaning to check your understanding.

propose	unable to stay still
restless	a large or special meal, especially for a lot of people
custom	to suggest a plan, an idea etc.
feast	done quickly and with a lot of activity, but in a way that is not very well organized
frantically	an accepted way of behaving or of doing things in society

5. Read the lesson once again and write in the box the name(s) of the person/people who said the lines given below. In which paragraph does each sentence occur?

(i) "Oh yes! It is our age old custom."	.....
(ii) "We will spend the night in our <i>bhelaghar</i> ."	.....
(iii) "What will we carry the vegetables in?"	.....
(iv) "Never mind. We'll carry as much as possible in each hand."	.....

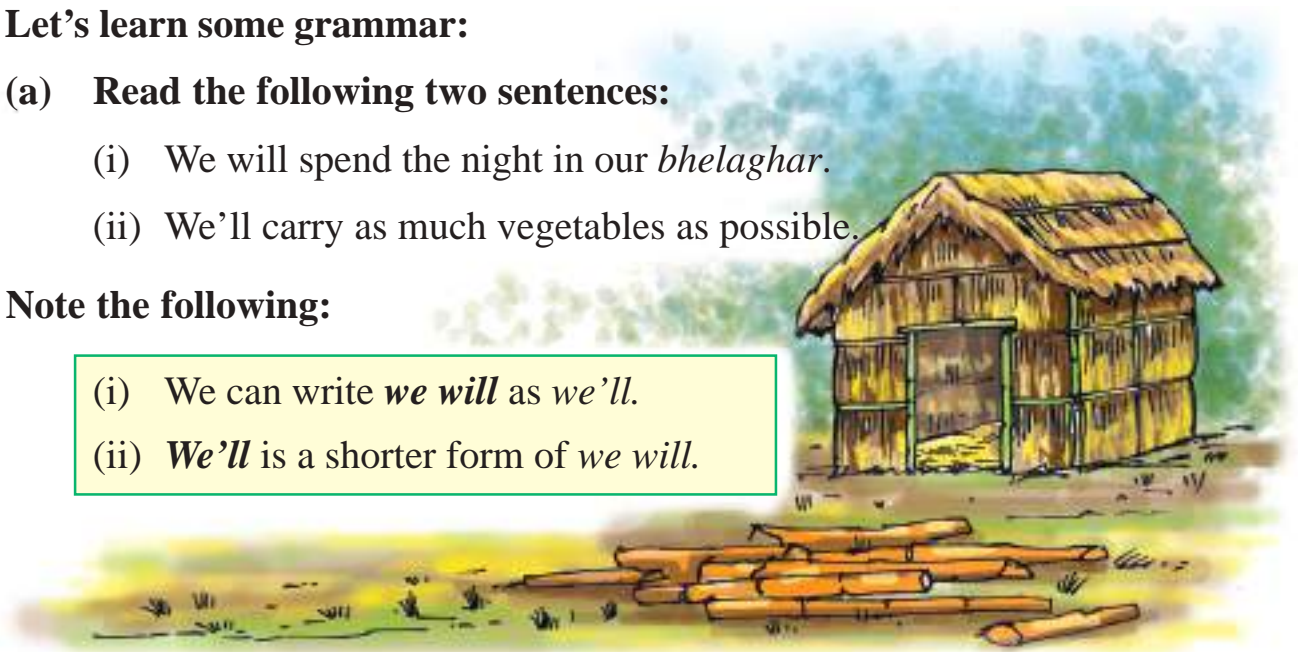
6. Let's learn some grammar:

- (a) Read the following two sentences:

- (i) We will spend the night in our *bhelaghar*.  
(ii) We'll carry as much vegetables as possible.

Note the following:

- (i) We can write *we will* as *we'll*.  
(ii) *We'll* is a shorter form of *we will*.



Now rewrite the following sentences using the short form of *will*.

- (i) Mahen said, "We will make a *bhelaghar*."  
(ii) They will spend the night in the *bhelaghar*.  
(iii) Sanju thought, "When everyone is asleep, I will pick vegetables."  
(iv) Mahen said, "We will help each other to cook the food."  
(v) They will have an *uruka* adventure.



**(b) Now read the following sentences:**

- (i) We'll carry as much as possible in our hands.
- (ii) I shall wait to see who comes to steal my vegetables.

**Note the following:**

We use words like *will* and *shall* to talk about something that is going to happen in the future.

**(c) Note the difference in meaning between the first two sentences and the third:**

- (i) We *will spend* the night in the *bhelaghar*.
- (ii) We shall go and pick vegetables.
- (iii) We *spent* the night in the *bhelaghar*.

The first two sentences express future time and the third sentence expresses past time.

**(d) Note the forms of negative sentences:**

- (i) We *will not* spend the night in the *bhelaghar*.
- (ii) We *did not* spend the night in the *bhelaghar*.

We use *will not* or *won't* and *did not* or *didn't* to express a negative meaning.

**Now check your grammar. Rewrite these sentences by changing the underlined verbs to express future time.**

- (i) Mahen called his friends to his house.
- (ii) Mahen jumped up in joy.
- (iii) They decided to celebrate *Uruka* together.
- (iv) They planned to hold the feast in Mahen's house.
- (v) We went to pick vegetables from Shantiram's garden.

7. Read the story and write down the words ending with – ly. One is done for you.

(a) excitedly                      (b)                      (c)                      (d)

Now look up the dictionary and write the meanings of these words. Use the words in sentences of your own.

8. (a) Read the paragraphs given below carefully. They describe what the friends did on *uruka* night.

All the words highlighted in italics bold refer to actions that took place in the past.

Mahen and his friends *decided* to hold a feast together. They *planned* to hold the feast at Mahen's compound. Mahen and Sanju *said* that they would do the shopping for the feast at the nearby market. Mahen's friends Nantu and Rinku *suggested* that they should cook for the feast themselves.

Rumon *offered* to cook the vegetables and the fish. Sanju and Nantu *said* that they would cook the rice, the lentils and the chicken. The five friends *proposed* that they would spend the entire night at Mahen's compound.

As planned earlier, the five boys *built* a big shed using straw and bamboo. Rumon's uncle *helped* them with the task. The boys joyfully *cooked* for the feast with a little supervision and help from Mahen's mother. When the feast *was* over, Mahen *commanded* his friends to follow him on their nocturnal adventure. They *made* straight for Shantiram's house at the end of the lane. The five friends *tiptoed* into his garden after crossing the nongola. Suddenly, they *saw* a black heap of garbage in the middle of the rows of vegetables. They *thought* it was inert and harmless. But when the boys *stretched* their hands to pick the vegetables, the heap suddenly *moved*. Terrified, they *fled* from the scene. What a narrow escape they *had*!

Now sit in groups. Then, using verbs in similar forms, tell the group how you celebrated one of your festivals this year. Did you have an adventure like Mahen or was it a rather ordinary experience for you?

Remember to include the following points to describe your experience:

- How you planned for the festival
- With whom you celebrated it
- What was prepared for the festival
- What you ate and who did the cooking
- What adventures you had with your friends

(b) Name a festival that all Indians celebrate in the month of January.  
Discuss with your partner and write a few lines on it.

9. Read the verbs in column A and write their past forms in column B, as shown in the example:

A	B
buy	bought
catch	.....
teach	.....
bring	.....
fight	.....





10. What did you notice about the words in column B above?

Notice that the 'ght' in all the past forms is pronounced as the 't' is pronounced in 'cot'.

bought	caught	taught	brought	fought
--------	--------	--------	---------	--------

Can you think of more words ending with 'ght'? Work with a friend.  
Practise saying aloud the words you have listed.

11. Look at the pictures in box A and read the dialogue in the bubble. Now choose the correct response from those in box B to fill up the bubble C.

<p><b>A</b></p>  <p>Let's run! Are you OK?</p> <p><b>C</b></p> 	<p><b>B</b></p> <p>(i) I am sorry. I do apologise for my fault.</p> <p>(ii) Don't worry. I am OK. You carry on. I'll join you in a while.</p> <p>(iii) I am not OK. I am suffering from fever.</p>
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Now, practise the dialogue with your partner.

12. Read the following words. Some of them are related to adventure. Find out the meanings of those words and make sentences with them:

plan	thrill	excitement	enjoyment	feast
cooperation	custom	experiment	night	voice

13. Let's do:

*Magh Bihu* is one festival which is linked to nature and its nurture. It is also a celebration of the northward movement of the sun called *Uttaraayan* (*uttar* means north and *aayana* means movement).

*Bihu*, *Karbi-Dehal-Kachir-Dom*, *Karam Puja*, etc. are all festivals closely linked to nature.

In groups, choose a festival like the above and make a poster on it. Remember to use pictures and interesting captions (headings) along with short descriptions of the food, dress, rituals, etc. that are part of the festival.



## For the Teacher

Traditions play an important role in the preservation, maintenance and transmission of culture. They shape and reflect values which form a part of one's unique identity. Customary celebrations and lifestyles are often infused with indigenous wisdom and are, therefore, sought to be preserved the world over. Traditions bring families and friends together and provide opportunities for connecting people to one another. The story 'Uruka Adventure' reveals the fun and excitement which people in Assam experience during the celebration of *Magh Bihu*.

Before you begin the lesson, you may have a friendly talk with the learners about their experiences and feelings of the *Uruka* night during *Magh Bihu*. Most of them will have personal experiences to share. They may have heard from their parents, relatives or grandparents about the celebration of '*Magh Bihu*'. Tell them that the lesson is about the *Uruka* experiences of Mahen and his friends. Learners will then be eager to read the story and be curious to know about Mahen and his friends.

Many opportunities for language learning have been provided in this lesson. Comprehension and vocabulary exercises in Activities 1 to 5 must be handled orally before learners write them. Teachers can take up the concluding lines of the story for a detailed discussion on the nature of the adventures.

Activity 6 will introduce learners to the use of 'will' and 'shall' to talk about something that is going to happen in future. The teacher will explain how the contracted form of 'will', 'will not' and 'did not' are used. The teacher will inform the students that the short forms I'll, he'll, won't, etc. are preferred in informal/spoken English. The full forms are used in formal expressions.

Activity 7 on adverbs can be explored through engagement of learners over a few classes to introduce the different functions of adverbs. Sentences from the text or simplified sentences based on the text can be written on the board and the functions of the adverbs can be explained and examined. For example, frame a sentence like- They walked quietly into Shantiram's garden. Then explain how 'quietly' explains how 'they' i.e. the boys walked into Shantiram's garden. You may also extend the explanation by asking the learners to read a few more sentences on the board so that they understand that adverbs tell us when, where, how or to what extent a particular action happened. This will prepare the learners to recognize different adverbs in a text and also help them use such adverbs while writing about an incident or narrating an event later.

Monitor and guide your learners through Activities 8, 9 and 10. The activities will help the learners to describe actions that took place in the past and this will enable them to make diary entries or report an event from real life experiences.

Activity 10 is a speaking activity where the teacher will bring to the notice of the learners that the letters 'ght' in the words given in the box are pronounced as 't'. The teacher will then ask the learners to find more words where the letters 'ght' are pronounced as 't'. All the words need not be verbs. This activity will be done in pairs.

Encourage learners to find the meanings of the words given in the box in Activity 12. Help them to use the dictionary. Some of these words are related to adventure. You may provide the meanings in their mother tongue if required. Ask them to frame sentences with these words.

Narrate stories and experiences of people in order to explain the meanings of the words like- 'excitement', 'thrill', etc. This will enable learners to frame meaningful sentences.

For Activity 13, the teacher will divide the class into groups and encourage learners to make posters of festivals with interesting captions and descriptions of the food, dress and rituals that form a part of the festival.

### **Learning Outcomes:**

#### **The learner:**

- participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- writes formal letters, personal diary, list, e-mail, sms, etc.
- writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity

### Lesson 3

## From The Diary of Anne Frank



*Do you have a friend with whom you share your innermost thoughts and feelings? Do you note down your thoughts in a diary? Discuss with the friend sitting next to you the advantages and disadvantages of writing a diary. Now read about a thirteen-year-old girl called Anne Frank whose diary has become a classic (a useful piece of writing, remaining popular over decades).*



A thirteen-year-old girl in the Netherlands was given a diary for her birthday on June 12, 1942. Two days later, she started writing her diary.

The thirteen-year-old girl was Anne Frank. Born on June 12, 1929, she was the daughter of Otto H. Frank and her mother was Edith Frank. The world would not have known her had her diary not been published after her death. Anne Frank died in a concentration camp in early March 1945. Her father Otto Frank was the sole member of the family who survived World War II.

Though she had started writing her diary in the summer of 1942, it was never with an intention of creating a record of her experiences during the World War. This was a way to pass time fruitfully while hiding from the German army in an underground safe house.



Anne's voice has reached out across continents and generations, and her diary is one of the most important documents of the tragedies of the war.

*Sunday, 14th June, 1942*

On Friday, 12th June, I woke up at six o'clock and no wonder; it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining-room, where I received a warm welcome from Moortie (the cat).

Soon after seven I went to Mummy and Daddy and then to the sitting-room to undo my presents. The first to greet me was *you*, possibly the nicest of all. Then on the table there was a bunch of roses, a plant and some peonies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was thoroughly spoilt by various friends. Amongst other things I was given "Camera Obscura," a party game, lots of sweets, chocolates, a puzzle, a brooch, *Tales and Legends of the Netherlands*, by Joseph Cohen, *Daisy's Mountain Holiday* (a wizard book), and some money. Now I can buy *The Myths of Greece and Rome* – grand!

Then Lies came to fetch me and we went to school. During break I stood everyone sweet biscuits, and then we had to go back to our lessons.

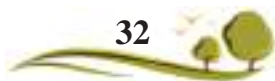
Now I must stop. Bye-bye, we're going to be great pals!

**Here is another diary entry dated 20th June, 1942.**

**20th June, 1942**

I haven't written for a few days, because I wanted first of all to think about my diary. It's an odd idea for someone like me to keep a diary; not only because I have never done so before, but because it seems to me that neither I-nor for that matter anyone else- will be interested in the unbosomings of a thirteen-year-old schoolgirl. Still, what does that matter? I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart.

There is a saying that "paper is more patient than man"; it came back to me on one of my slightly melancholy days, while I sat chin in hand, feeling too bored and limp even to make up my mind whether to go out or to stay at home. Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered





notebook, bearing the proud name of “diary”, to anyone, unless I find a real friend, boy or girl, probably nobody cares. And now I come to root of the matter, the reason for my starting a diary: it is that I have no such real friend.....

Hence, this diary. In order to enhance in my mind’s eye the picture of the friend for whom I have waited so long, I don’t want to set down a series of bald facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. No one will grasp what I’m talking about if I begin my letters to Kitty just out of the blue, so, albeit unwillingly, I will start by sketching in brief the story of my life.

### ACTIVITIES

#### 1. Let’s see how much we have understood:

- (a) Where was Anne Frank from?
- (b) How has the voice of Anne Frank reached out across continents and generations?
- (c) What did Anne Frank see lying on the table among her other birthday presents?
- (d) Why did Anne Frank remain in her bed lying till a quarter to seven on her birthday?
- (e) Who does ‘you’ in the lesson refer to?
- (f) What is “Camera Obscura”?
- (g) Who welcomed Anne in the dining room?
- (h) Why does Anne Frank think that it is an odd idea for someone like her to keep a diary?
- (i) How does Anne Frank describe her feelings in one of her slightly melancholy days?
- (j) Who is Kitty?

#### 2. Read the text and write the dates related to Anne Frank’s life.

Date of birth : \_\_\_\_\_  
Year of death : \_\_\_\_\_  
Date of starting her diary : \_\_\_\_\_

3. Read the text and fill the columns with a list of the gifts given to Anne on her birthday :

Gifts given to Anne Frank	Who gave them

4. Let's learn some grammar:

(a) Read the following sentences carefully and note the use of the words printed in bold italics.

- (i) Anne Frank started writing her diary in the summer of 1942. Today, Anne's voice ***has reached out*** across continents and generations and her diary is one of the most important documents of the war.
- (ii) Rian started writing books at the age of fifteen. Now, he ***has become*** a well-known writer.
- (iii) Rashmi ***had started*** learning the guitar when she was in school. Now, she ***has opened*** a music school of her own where she teaches the guitar.
- (iv) Sagar finished his homework immediately after he ***had returned*** from school. Now, he ***has gone out*** to play.

**Note the following:**

The Past Perfect form is used to show that an action happened before another in the past.

For example: The plane had landed before we reached the airport.

In this sentence, had landed is an example of the Past Perfect form.

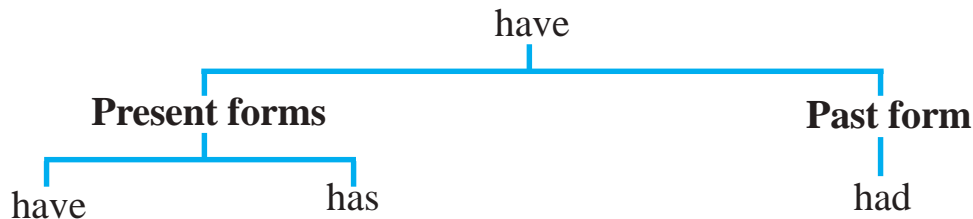
The action of the plane landing happened before the other action took place.

The other action in this case is "before we reached the airport."

(b) Fill in the blank spaces in the following paragraph about Reema with the correct forms of the verbs given in brackets:

Reema was very happy on Sunday. She was given a diary on her birthday. She \_\_\_\_\_ (receive) other gifts too, such as flowers and chocolates. Her grandmother \_\_\_\_\_ (send) her a letter, which reached just on time. Reema \_\_\_\_\_ (bake) biscuits, which she distributed at school. She also \_\_\_\_\_ (spend) some of her pocket money to buy a few stickers for her friends.

Let us revise the different forms of the verb 'have'. The verb 'have' has the following forms:



Note how these verbs are used as helping verbs (also called auxiliary verbs) in sentences:

- (i) **Have:** I have received three gifts.
- (ii) **Has:** Reema has left just now.

Both these sentences have the auxiliary verb 'have' in the Present tense.

Now read the following sentences where the verb 'have' is used as a helping verb in the Past tense:

- (iii) **Had:** Her grandmother had sent her a letter which she received this morning.
- (iv) **Had:** We had given her a bouquet of flowers which made her happy.

Now fill in the blanks in the following paragraph with the appropriate forms of the verbs given in brackets:

"Today ..... (be) a special day," Reema thought. "Grandma ..... (have send) such a beautiful letter! I wish she ..... (has come) here herself, but she ..... (have fall) ill, and can't come!"

**5. Read the following sentence:**

The teacher **handed** out the worksheets to the students.

Note that the verb **handed** is a main verb used in the Past tense. Main verbs can be of two types:

- (a) **Regular verbs:** These are verbs that form their Past tense and Past participle forms according to an established pattern. Most verbs have a Past tense and Past participle with - **ed**.

e.g. play - played - played                      walk - walked - walked

- (b) **Irregular verbs:** They are verbs that do not follow the established pattern when they take their Past tense and Past participle forms.

e.g. drink - drank - drunk                      ring - rang - rung

**Some irregular verbs do not change their forms.**

e.g. cut - cut - cut                      hit - hit - hit

**There are some verbs which take forms like the following in the Past tense and Past participle-**

think - thought - thought                      catch - caught - caught

**The verb go takes the forms-**

go - went - gone

**Learn more about irregular verbs with the help of your teacher. You can also consult a dictionary for a list of irregular verbs.**

**Now complete the sentences by filling in the blanks with the simple Past form of the verbs given in brackets.**

- (i) Another birthday has gone by, so I'm now fifteen. I \_\_\_\_\_ (receive) quite a few gifts.
- (ii) Peter \_\_\_\_\_ (give) me a lovely bouquet of peonies; the poor boy had put a lot of effort into finding a present, but nothing quite \_\_\_\_\_ (work) out.
- (iii) Churchill was on a torpedo boat that \_\_\_\_\_ (shell) the coast.





**6. Read the following sentences about Anne Frank:**

- (a) A thirteen year old girl in the Netherlands was given a diary on her birthday.
- (b) The world would not have known her, had her diary not been published after her death.
- (c) I am not allowed to get up at that hour.

**The three sentences above are in the *passive* form of the verb. We use the passive form of a sentence when we want to focus on *the action* rather than *who* did it. In the active form, the sentences would be written like this:**

- (a) Someone gave a thirteen-year-old girl in the Netherlands a diary on her birthday.
- (b) The world would not have known her, had her father not published the diary after her death.
- (c) My family does not allow me to get up at that hour.

**As you can see, we focus on the doer of the action in an active sentence.**

**Here are a few more examples:**

A	B
(i) I write poetry. (Active)	Poetry is written by me. (Passive)
(ii) I am writing poetry. (Active)	Poetry is being written by me. (Passive)
(iii) I have written poetry. (Active)	Poetry has been written by me. (Passive)
(iv) I wrote poetry. (Active)	Poetry was written by me. (Passive)
(v) I had written poetry. (Active)	Poetry had been written by me. (Passive)



**All the sentences in column B are in the passive, but they use different verbs to show the differences in the time when the action happened. Here are a few sentences about Anne Frank. Rewrite the sentences in the passive form.**

- (i) Anne Frank receives a diary for her birthday.
- (ii) Anne is counting her gifts.
- (iii) Anne has baked biscuits for herself.
- (iv) Anne wrote a diary entry.
- (v) Her parents had given her a blue blouse.

## **7. Reading storybooks:**

In the text you read about the books that were gifted to Anne on her birthday. Prepare a list of English storybooks (or books translated to English) that you have read.

Work with a partner. You and your partner will then tell each other which book in the list is your favourite, who are your favourite characters in the book and why you like the book.

**Help one another to write a brief book review of a book you have read recently. Write in the following format:**

- (i) The name of the book:
- (ii) Name of the author:
- (iii) What type of a book it is (adventure, historical, biography, fiction and so on):
- (iv) Narration – Is the book narrated in first person, second person or third person:
- (v) Plot - A brief summary of the book (what the book is about without giving too many details):



- (vi) Whether you liked/disliked the book. (Give reasons):
- (vii) Whether you would like to read more books by the author:
- (viii) Would you encourage others to read this book? How would you rate the book? (How many stars would you give ?)

8. (a) **In the lesson, you have read a diary entry by Anne Frank who was delighted to be gifted her diary on her birthday. Diary writing is one of the most personal and informal categories of writing. It can be based on a personal experience, a scene, a description or narration of certain event(s) or any other thing.**

A good diary entry usually contains the following features:

- (i) The day, date, place and time of writing the entry.

For example :

Friday, July 7, 2019 (4 p.m.)

- (ii) A formal heading is optional. If you want, you can give one.
- (iii) You can give your diary a name; and address the diary by that name.

For example:

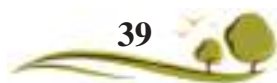
*Dear Kirti* (if you have named your diary Kirti)

- (iv) The style of writing is informal (as if addressing a trusted friend).
- (v) Since the diary is a personal document, the entry does not need any signature. Like the formal heading, the signature is optional.

**Now prepare a diary entry which documents your birthday.**

Apart from the above guidelines, your diary entry may include the following:

- how your day began
- how you celebrated the day



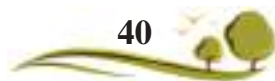
- who you had invited
- what gifts you received
- how you felt

**Now read out your diary entry to your partner. Your partner will also read out his or her diary entry to you.**

- 9. Imagine that your brother has gifted you a pet on your birthday. Talk to your friend about how you felt about the gift. What name would you like to give to your pet?**

**You can begin like this:**

I am always excited about my birthday, mostly because of the gifts. Last Saturday was my birthday.....



## For the Teacher

Tell the learners that keeping personal diaries or making regular diary entries is a wonderful habit. It helps to record one's deepest emotional experiences, thoughts and feelings. One can also keep track of special events or landmarks in one's life through diary entries. Often, personal diaries assume historical importance by becoming journals which provide an insight into the impact of national or international events upon the lives of the people. They provide a human angle to history. One such personal diary is *The Diary of Anne Frank* which is a personal record of a teenager named Anne Frank. It tells the story of the struggle of Anne and her family while they remained in hiding for two years during the Nazi occupation of the Netherlands.

This lesson seeks to inspire the learners to develop the habit of keeping personal diaries. Learners will also be encouraged to read 'Anne Frank's Diary' for insight into the impact of the war on the lives of ordinary people.

*From The Diary of Anne Frank* tells the story of Anne and her family's struggles while they were hiding during World War II.

In order to check the learners' comprehension ask them questions given in Activities 1, 2 and 3 orally before they write them.

In Activity 4 under the section 'Let's learn some grammar', learners will be taught to write correct sentences with the different forms of the verb.

In continuation with this activity is a revision exercise of the usage of different forms of the verb which your learners had learnt in Class VI.

Activity 5 will introduce learners to 'Regular verbs and 'Irregular verbs'. Help your learners while they complete sentences from another page of Anne Frank's diary with simple past form of the verbs. Encourage them to use the dictionary to search for meanings of words like 'torpedo', 'peonies', 'shell', etc.

Help the learners understand that the Passive form of verbs is used for emphasis of the action while in the Active form of the verb the doer of the action is focused.

Write a few more sentences on the blackboard in two columns under Active and Passive. Sentences may be simpler and non textual. This will help your learners to understand better.





In the section ‘Reading for pleasure’, at the end of the textbook, stories, poems and delightful passages have been included. Encourage learners to read these and provide them time for storytelling and reading aloud stories at least once a week. Activity 8 can be completed successfully only if learners have read quite a number of storybooks. Arrange learners in pairs and ask them to tell each other about their favourite story book, their favourite character and why they like the book.

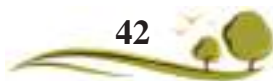
Encourage learners to read English storybooks before you move forward with Activity 7.

Help learners to make personal diary entries in order to inculcate the habit of writing regular diary entries. Activity 8 provides certain important features of a good diary entry. This will lead them to make diary entries based on their personal experience, a description or narration of certain events or any other thing. In continuation to this, learners will be able to prepare diary entries about their birthdays.

### **Learning Outcomes:**

#### **The learner:**

- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- writes formal letters, personal diary, list, e-mail, sms, etc.
- writes a book review



## Lesson 4

# Kindness



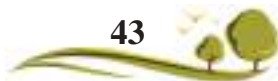
*Do you have people coming to your house to sell different things?*

*In groups, share your experiences of how you feel about such people. Do you offer them tea?*

*Here is a story about a family who was visited by two Kashmiri vendors, and what happened between them.*



Every year, when the rainy season comes to an end and winter is about to begin, Kashmiri vendors arrive at the city. They travel around the city to sell their handcrafted shawls, purses, blankets and even carpets. It's a hard life for these vendors.



Their hardship does not end with their long journey from Kashmir to the city. In fact, it is just the beginning. They stay at cheap hotels and roam around the city streets all day. They are bent with the load on their backs. Shouting their ware, they look for buyers.

I would have never known all this if it were not for a chance meeting with a couple of Kashmiri vendors at my brother-in-law's house. We were seated in my brother-in-law's verandah when two Kashmiri vendors, who looked like father and son, came in. The younger man carried a bundle on his back, while the other, frail and old, called attention to their wares in a sufficiently loud voice: "Kashmiri shawls! Kashmiri shawls!"

I was surprised when my brother-in-law called the vendors in. I was sure that he needed nothing from them. But he began examining their shawls and short jackets. His wife, my sister, who was in the kitchen, got busy making tea. She knew that her husband wouldn't buy anything from vendors. I felt sorry for them. When my brother-in-law asked me to buy something, I politely declined. He then started chatting with the vendors about their families and their homeland.

As they narrated the details of their different lives, I felt sad and guilty at being a party to such behaviour. But my brother-in-law suddenly called out to his wife and asked her to serve the visitors something to eat, since they would be hungry. She quickly brought some food into the veranda. The vendors hesitated initially, but agreed to eat when my brother-in-law insisted. After a hearty meal they left, promising to bring better things next year.

It was then that my brother-in-law spoke to me.

"I am well aware of the hardships faced by these Kashmiri vendors," he said, as I looked at him, still confused. "They eat in the morning and spend the rest of the day roaming around the city on foot, hungry and thirsty. When I saw them, I wanted to offer them food. But they have their pride. They would never accept anything unless I pretended I was interested in their wares. So I had to make the offer of the food look unplanned."

(Adapted from Reader's Digest July 2011)



## ACTIVITIES

### 1. Answer these questions to check your understanding:

- When do the Kashmiri vendors travel to cities to sell their goods?
- Why is it a hard life for the Kashmiri vendors?
- Why was the author surprised when his brother-in-law called the vendors?
- “I felt sad and guilty at being a party to such behaviour.” - What does the word ‘party’ mean here? And what kind of behaviour did he refer to?
- Who was kind? What was his deed of kindness?

### 2. Here is some information about the Kashmiri vendors and the author’s brother-in-law. Rewrite them in the correct columns according to what you have understood from the story:

Asked the vendors to show their goods  
 Travel from Kashmir to different cities  
 Stay at hotels with minimum facilities  
 Did not intend to buy anything  
 Walk around the city on foot to sell their goods  
 Asked wife to serve food to the vendors  
 Made the offer of food look unplanned

The Kashmiri vendors	The brother-in-law
1.	1.
2.	2.
3.	3.
4.	4.



**3. Rearrange the sentences according to the order in which events happened in the story and write them in your notebook:**

- (a) Two Kashmiri vendors came in to sell their goods.
- (b) The brother-in-law made the offer of food look incidental.
- (c) The vendors had food and left.
- (d) The brother-in-law asked his wife to bring some food for the vendors.
- (e) The brother-in-law enquired about their goods.
- (f) The vendors hesitated to take the food.
- (g) The vendors came in.

**4. Read this conversation between a vendor and his customer. Then work in pairs and play the roles of the customer and the vendor by taking turns.**

**Vegetable vendor:** (*Calling out for customers*) Come one! Come all! Buy farm fresh vegetables! Be healthy! Be happy!

**Customer:** How nice and fresh your vegetables look! What is the price of your tomatoes, cucumbers and potatoes?

**Vegetable vendor:** The tomatoes cost Rs 60/-, the cucumbers, Rs 55/- and the potatoes, Rs 35/- per kg.

**Customer:** Why are your prices so high? The other vendors are selling these vegetables for much less!

**Vegetable vendor:** Their prices may be lower, Madam, but the health cost that you will have to bear after consuming those vegetables will be quite high. Mine are organic and free of chemicals.

**Customer:** You are right. We should eat healthy, chemical-free food only. How much will you charge for a handful of green chillies and half a kilogram of capsicum?

**Vegetable vendor:** Rs 10/- for the chillies and Rs 100/- for the capsicums, madam.

**Customer:** Oh I see! How much do I need to pay you?

**Vegetable vendor:** Here are your vegetables, Madam. The total cost comes to Rs 260/-. You can pay me Rs 250/-. I'll give you the green chillies free of cost.

**Customer:** Thank you so much! Here is a Rs 2000/- note. Do you have change?

**Vegetable vendor:** Yes, I do Madam. Here you are. Do come again.





5. Look at the pictures below carefully. Then listen to your teacher read a travel guide for Assam. As you listen, fill in the boxes under the pictures with the correct words. After you finish, exchange your textbook with a partner. Then read the passage yourself and check if your friend has written the answer correctly.

Assam is famous for:



Ra.....



Ka.....



T..... G.....



Rh.....



Ka.....



Asian e .....



6. Let's practise some grammar:

Work in pairs. Here are some sentences. Each sentence has a second sentence after it, with a blank. Fill in the blanks with the correct words. One is done for you.

- (a) The wares belong to the Kashmiri vendors. They are their wares.
- (b) The wares were carried on the back of the younger vendor. He carried the wares on \_\_\_\_\_ back.
- (c) The author's brother-in-law called out to the vendors. He called them in to \_\_\_\_\_ house.
- (d) The author was unhappy when the brother-in-law called in the Kashmiri vendors. He thought, "I do not want to buy anything and waste \_\_\_\_\_ money".

Look carefully at the words that you have used in the blank spaces. They say something about the word before which they are placed. They indicate the person or thing with which they are related, or to whom they belong. Such words are called **possessive determiners**. (To *possess* means to own.) Such words answer the question "Whose?". Example: Whose wares? ***Their*** wares. Possessive determiners are thus words which are placed before nouns and indicate possession or ownership of the thing denoted by the noun. Some examples of possessive determiners are ***my, your, our, her, his***.



His bicycle



Her bicycle



7. Read the text once again. Find out the nouns that have been qualified by possessive determiners and complete the table given below. One example has been done for you.

Possessive determiner	Nouns qualified
their	shawls

Now, practise using some more determiners. Fill in the blanks with the appropriate possessive determiners. One is done for you.

- (i) The wares belong to us. They are our wares.
- (ii) The wares were carried by you. You carried the wares on \_\_\_\_\_ back.
- (iii) I am writing a book. It is \_\_\_\_\_ book.
- (iv) The Coorgis are a proud people. They are known for \_\_\_\_\_ pride.
- (v) We are from Assam. Assam is \_\_\_\_\_ state.

Besides possessives, there are other kinds of determiners, such as articles (a, an, the), demonstratives (this, that, those, these), quantifiers (few, a few, some, any, etc.), numerals (one, two, three, four and so on), ordinals (first, second, third, fourth and so on), and distributives (each, every).

8. (a) In the passage below, Radha is telling her friend Rohit about her neighbourhood. In Radha's description, all the words underlined and written in bold are determiners.

Radha: "We live in Adarshnagar. **Our** locality is clean and green. There are **many** tall trees lining **the** roads. There are **twenty-five** houses in **our** neighbourhood. **My** house is located in the **second** lane of **our** locality. We have a beautiful garden in front of **our** house. **My** mother looks after it. **My** neighbours also have beautiful gardens in front of **their** houses. **Every** neighbour has **one** or more pet dogs. One of **our** neighbours is Mr. Rahman. He has **four** dogs. I love to play with **his** dogs. **His** wife loves to bake cakes and biscuits. I love **her** cakes and biscuits. Here are **a few** pictures of her cakes. Don't they look very tasty? She has decorated **these** cakes very beautifully, hasn't she? She sent **some** cakes for me yesterday."

**How would Rohit describe his neighbourhood?**

**Working in pairs, help Rohit write a few sentences describing the place where he lives. Fill in the blanks in Rohit's description with appropriate determiners from the brackets. Then take turns to play the roles of Radha and Rohit and enact their conversation.**

Rohit: ..... (Our/His/Her) locality is called Boragaon. It is beside the National Highway bypass. You can see ..... (his/their/my) house right from the road. It is ..... (a/an/the) one with ..... (a/an/the) green roof. Next to ..... (his/her/our) house is ..... (an/the/my) uncle's bungalow. .... (My/Her/His) roof is also green, but it has a red border. Every house in ..... (his/their/our) lane has a beautiful garden, with lots of flowers and big trees. .... (My/His/Her) mother loves spending time tending to ..... (my/their/her) favourite plants. She and ..... (his/their/our) neighbours sometimes have garden competitions. My friends and I love these competitions because everyone decorates ..... (his/our/their) houses and we all come together to clean the neighbourhood.



**(b) Here are some more sentences for practice. Fill in the blanks in the sentences with the appropriate determiner from the choices given:**

- (i) There is \_\_\_\_\_ water in the jug. (some/any/many)
- (ii) The teachers gave him \_\_\_\_\_ advice. (many/much/a lot of)
- (iii) \_\_\_\_\_ of the boys was given a prize. (Each/Every/Much)
- (iv) He relies on the \_\_\_\_\_ friends he has. (little/few/any)
- (v) There are \_\_\_\_\_ books on the shelf, you may choose one.  
(few/a few/the few)
- (vi) Do you have \_\_\_\_\_ relatives in the city? (some/any/few)
- (vii) He is \_\_\_\_\_ electrical engineer. (a/an/the)
- (viii) He left \_\_\_\_\_ hour ago. (a/an/the)

**9. Look at these sentences from the lesson:**

- (a) She knew that her husband wouldn't buy anything from them.
- (b) His wife, who was in the kitchen, got busy making tea.
- (c) When my brother-in-law asked me to buy something, I politely declined.

**In all these sentences, there is a part that can make complete sense on its own. This part is called the main clause. The other part is dependent on the main clause to complete its meaning. So it is called the dependent or subordinate clause.**

For example, in sentence (a) **She knew** can make complete sense, whereas **that her husband wouldn't buy anything from them** does not make complete sense.





Now can you say which parts of the sentences in (b) and (c) are the main clauses?

Write the answers here:

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Here are a few more sentences. Each of these sentences has a main clause and a subordinate clause. Underline the main clause and circle the subordinate clause in each sentence.

- (i) I was surprised when my brother-in-law called the vendor.
- (ii) I was sure he needed nothing from them.
- (iii) He knew that they were hungry and tired.
- (iv) When I saw them, I wanted to offer them food.
- (v) I pretended that I was interested in their wares.

10. Listen to the description of dresses worn by people of some places of India. As you listen, match each description to the pictures.



T.....



S.....



Ph.....



M.....



## For the Teacher

The lesson ‘Kindness’ seeks to inculcate positive human values in the learners through a story about Kashmiri vendors and their hardships. There is ample scope for language learning in the activities provided.

In order to assess learners’ understanding of the lesson, encourage them to answer the comprehension questions orally. Activities 1, 2 and 3 require your time and close attention while you help them to respond to these before they put their answers in writing.

Activity 4 is an integrated activity. In this activity the learners will first read the conversation between a vendor and his customer. Then ask the learners to sit in pairs. They will act out the dialogues by taking turns. This will help learners to develop their listening as well as their speaking skills.

You will read aloud the Travel Guide for Assam for Activity 5 from the passage for listening at the end of Lesson 8. Your learners will fill in the boxes below the pictures with correct names of the pictures. Ask learners to exchange their textbooks with their partners and make corrections accordingly.

In Activity 6 and Activity 7 under ‘Let’s practise some grammar’, help learners to read the text to locate possessive determiners which show who owns or possesses something. The purpose of the activities is to introduce learners to words like- *my, your, our, her, his* which are determiners and which are not to be confused with possessive pronoun. The learners are expected to understand that like other determiners, these possessive determiners identified by them come before a noun phrase, or before an adjective or adjectives. Write a few examples on the board to explain it further. e.g. (i) This is *my* umbrella. (ii) I like *their* beautiful house. etc.

Arrange your students in pairs and ask them to find out the sentences in the lesson before they fill up the blanks. Ask them to read the text once again and find out nouns that have been qualified by possessive determiners.

Activity 8 provides opportunity for more practice in this aspect. Devote four to five classes for Activity 6-8 so that learners form an enduring concept about possessive determiners.



In Activity 9, help learners to understand a clause: a main clause and a subordinate clause. Provide graded activities to engage the learners to understand the concepts better.

Activity 10 is designed to develop the skill of listening of the learners. Read aloud the passage that is provided in the 'Passages for Listening'. Ensure that your learners listen carefully and fill in the blank spaces provided just below the pictures in the textbook.

### **Learning Outcomes:**

#### **The learner:**

- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)





## Lesson 5

### The Daffodils



*Have you ever seen or visited a garden full of flowers? How do you feel when you see beautiful flowers gently moving in the breeze? Tell the friend sitting next to you what you saw and felt. Now read the poem below:*



I wander'd lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,  
Beside the lake, beneath the trees  
Fluttering and dancing in the breeze.  
  
Continuous as the stars that shine  
And twinkle on the milky way,  
They stretch'd in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance  
Tossing their heads in sprightly dance.  
  
The waves beside them danced, but they  
Out-did the sparkling waves in glee:  
A Poet could not but be gay  
In such a jocund company!  
I gazed-and gazed-but little thought  
What wealth the show to me had brought.  
  
For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills  
And dances with the daffodils.

— William Wordsworth



## ACTIVITIES

### 1. Did you understand the theme of the poem?

**Discuss with your teacher the following questions orally. Then, write the answers in your exercise book.**

- (a) Read the first stanza. Then find the answer to the following question:  
With what does the poet William Wordsworth compare himself?
- (b) Read the second stanza. Now find out the following: With what does Wordsworth compare the daffodils?
- (c) Read and recite the third stanza. Now find out what Wordsworth means by 'jocund' company from the options below:
  - (i) happy and cheerful
  - (ii) talkative
  - (iii) quiet and sad
- (d) Read and recite the lines:  
"I gazed-and gazed-but little thought  
What wealth the show to me had brought."  
What does the poet mean by the word 'wealth'? Why does he use the word here?
- (e) Read the last stanza of the poem and find out the following information:  
What happens to the poet when he lies on his couch in a sad and thoughtful mood?

### 2. Choose the correct option in each of the following questions:

- (a) **The poet compares himself to**
  - (i) a piece of lonely cloud
  - (ii) a host of golden daffodils
  - (iii) a lake
  - (iv) the trees

Answer: \_\_\_\_\_





**(b) While wandering alone, the poet saw**

- (i) a crowd of people
- (ii) clouds floating over vales and hills
- (iii) a host of golden daffodils
- (iv) a lake

Answer:\_\_\_\_\_

**(c) The poet compares the daffodils to**

- (i) a lonely cloud
- (ii) a lake
- (iii) the stars in the milky way
- (iv) a bay

Answer:\_\_\_\_\_

**(d) The ‘jocund company’ referred to is the company of**

- (i) the daffodils
- (ii) the sparkling waves of the lake
- (iii) the dancing daffodils and the waves of the lake
- (iv) the stars on the milky way

Answer:\_\_\_\_\_

**(e) The inward eye of the poet is the poet’s**

- (i) vacant mood
- (ii) thoughtful mood
- (iii) imagination
- (iv) bliss of solitude

Answer:\_\_\_\_\_

**3. Read the poem and match the following:**

The waves	filled with pleasure and danced with the daffodils
The poet	danced beside the daffodils
A cloud	stretched in a never-ending line
The daffodils	floated over valleys and hills
The poet's heart	saw a host of golden daffodils

**4. Read the poem again and answer the following questions:**

- (a) Find a word in stanza 1 that means 'to roam about'.
- (b) Find out what 'o'er' means. How will you write the actual word?
- (c) Find a word in stanza 2 which means 'a lake'.
- (d) What does the poet refer to when he says '*Ten thousand saw I*'?
- (e) What is 'sprightly dance'?
- (f) Give another word each for '*glee*' and '*jocund*'.
- (g) What is out-did in '*out- did the sparkling waves*'?
- (h) Give the opposite of the following words: *vacant, pleasure, bliss*

**5. A beautiful poem is meant to be recited. Listen to the teacher reading to you the following pairs of words from the poem. Then repeat the words after the teacher and practise the pronunciation of each word. This will help you recite the poem.**

- |                              |                       |
|------------------------------|-----------------------|
| (a) wandered ----- wondered  | (e) they ----- day    |
| (b) breeze ----- bridge      | (f) show ----- sow    |
| (c) shine ----- sign         | (g) flash ----- flesh |
| (d) stretched ----- stressed | (h) heart ----- hurt  |



**6. Let us go back to the poem once more and note the following:**

- (a) The first line (L1) of the poem ends with cloud.
- (b) L 2 ends with hills.
- (c) L 3 ends with crowd.
- (d) L 4 ends with daffodils.

Note that *cloud* and *crowd* are a pair of rhyming words.

Also note that *hills* and *daffodils* are a pair of rhyming words.

**Now, make a list of the other rhyming words in the poem.**

**Choose from the box the word rhyming with the underlined word and complete the sentence:**

still	dancing	mood	breeze
-------	---------	------	--------

- (i) The sun is shining and the girl is \_\_\_\_\_.
  - (ii) The forest is full of green trees and the flowers are dancing in the cool \_\_\_\_\_.
  - (iii) On the top of the bare hill I stand mute and \_\_\_\_\_.
  - (iv) Don't spoil my \_\_\_\_\_ by being so rude.
- 7. (a) Rewrite the following poetic lines in everyday English.**
- (i) Ten thousand saw I at a glance.
  - (ii) For oft when on my couch I lie in vacant or in pensive mood.
  - (iii) Then my heart with pleasure fills.
- (b) Find two words in the poem that are poetic in form and are not used in prose. Write a sentence illustrating the use of each of the two words.**
- (c) Illustrate the differences in meaning between *gaze* and *stare* by writing a sentence using each.**



8. **Note that one word in each of the following lines is wrong. Rewrite the extract below by replacing the wrong word with the correct word of the poem.**

The trees beside them danced; but they  
Out-did the twinkling waves in glee;  
A cloud could not but be gay  
In such a joyous company:  
I gazed-and gazed-but also thought  
What wealth the sight to me had brought.

9. **Your teacher will divide you into four or eight groups. Each group will work on the stanza given to you. In your group, discuss the stanza given to you and write the main idea of the stanza in two or more sentences. Then collect all the passages and paste them on a chart paper along with the poem, and hang the chart in the class.**

10. **Let's learn some grammar:**

**Here are some lines that tell us what the poet said he was doing in the poem. Working with your partner, fill in the blank spaces with the correct form of the word.**

One day the poet William Wordsworth was wandering alone along a lake. All at once, he \_\_\_\_\_ (see) a host of golden daffodils. The daffodils \_\_\_\_\_ (dance) in the breeze.

The poet \_\_\_\_\_ (compare) the daffodils to the stars on the milky way. They \_\_\_\_\_ (stretch) in a never-ending line along the side of the lake. He \_\_\_\_\_ (notice) that the waves of the lake were also \_\_\_\_\_ (dance) joyfully. He \_\_\_\_\_ (enjoy) the scene very much.

Later, in his sad moments, when the poet often \_\_\_\_\_ (recall) the scene, his heart filled with joy and \_\_\_\_\_ (begin) to dance with the daffodils.

11. Read the poem carefully. Pick out the words from each stanza that indicate or refer to some kind of *action* or *work*. In your exercise book, make a list of all the *action words* that you have picked out. Use the dictionary to find out the meaning of the unfamiliar action words.

You can list the words and their meanings in a table as shown below.

Action Word	Meaning

12. (a) The action words that you have listed refer to some kind of action or work done by the poet. Such words are called verbs. Write down some action words in Column B that match with the nouns in Column A.

Column A	Column B
clouds	
golden daffodils	
stars	
sparkling waves	





(b) Working with your partner, use the verbs in Column B and write four sentences that tell what the nouns in Column A were doing. One has been done for you.

(i) The cloud was floating over vales and hills.

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

13. You have come across the term *preposition*. You know that prepositions are words like *at, as, by, for, to*, etc. These words are usually placed before a noun or a pronoun to show their relation to place, time, direction, means, etc.

Look at these phrases from the poem:

(i) over vales and hills

(ii) beside the lake

(iii) beneath the trees

The underlined words are prepositions denoting place.

Here are some more examples:

(i) in the morning

(ii) at noon

(iii) on Monday

The underlined words above are prepositions denoting time.

Now read these phrases:

(i) up the hill

(ii) down the road

(iii) to the north

The underlined words in these three examples are prepositions denoting direction.



**Here are some more phrases:**

- (i) by car
- (ii) on foot
- (iii) with a knife

Here by, on, with, denote how something is done. For example,  
I cut the apple with a knife.

**Now complete these sentences with the correct prepositions.**

- (i) Clouds float \_\_\_\_\_ hills and valleys. (on/over/by)
- (ii) The daffodils bloomed \_\_\_\_\_ a lake. (beneath/beside/between)
- (iii) Stars were shining \_\_\_\_\_ the night sky. (on/in/over)
- (iv) They formed a line \_\_\_\_\_ the shore of a bay. (beneath/along/for)
- (v) He would often lie \_\_\_\_\_ his couch lost in thoughts. (on/in/by)

**14. Discuss in groups and write a few lines on:**

- (a) how you felt after you saw a beautiful garden full of blooming flowers
- (b) a place without trees and flowers

**15. (a) Let's play a game:**

**Sit in a circle. Your teacher will tell you a story. After a few sentences she/he will stop narrating. Each student will continue to narrate the story from the point where the previous one has stopped. Each student is supposed to add four to ten sentences. You may add new characters, events, descriptions and so on. The one who comes up with the maximum number of sentences will be the winner.**

- (b) Now, write the story in your own words. Give a suitable title.



## For the Teacher

The poem ‘The Daffodils’ will expose the learners to the wonderful gifts of nature while helping them to appreciate a beautiful poem.

Help learners to understand that William Wordsworth described his experience while he was wandering like a cloud floating above hills and valleys. He came upon a field of daffodils beside a lake as the flowers danced in the breeze. His heart was filled with pleasure.

Draw the attention of the learners to the rhyming words while they read aloud and recite the poem with appropriate pause, intonation and pronunciation. The rhyme scheme of the poem goes like this: 1-3; 2-4; 5-6 in each stanza, e.g. ‘cloud’ in the first line rhymes with ‘crowd’ in the third line, ‘hills’ in the second line rhymes with ‘daffodils’ in the fourth line, ‘trees’ in the fifth line rhymes with ‘breeze’ in the sixth line. This rhyme scheme continues through the next three stanzas.

Help the learners to answer comprehension questions in Activity 1-4 orally before they write these in their exercise books.

Read aloud the words from the poem that have been paired in Activity 5. Ask the learners to repeat after you the same correctly. This will help them to recite the poem fluently.

Activity 5-8 are designed to develop in learners’ sensitivity and appreciation towards the poetic expressions used for the daffodils.

Divide your learners into groups and help them to complete Activity 9. Each group will be asked to work on the stanza given to them. Tell them to discuss the stanza and write the main idea in two or more sentences. Ask them to collect each group’s work and paste it on a chart paper which is to be hung on the classroom wall.

Activity 10 will give you the opportunity of helping learners practise the language elements they learned in the previous lessons.

Activity 11 and Activity 12 will help learners locate action words in the text and they are to be engaged to understand the meanings from the context. Learners can then use the dictionary to find out the meanings of the unfamiliar action words.



Your learners are aware of the term ‘preposition’ and how they are used. Help learners to understand prepositions of place, time, direction or means, as you transact Activity 13.

Activity 14-15 are listening, speaking and writing activities. Activity 15 is a language game. Learners will sit in a circle while you tell them a story. Stop narrating the story after a few sentences. Now ask each student to continue to narrate the story from where the previous student had stopped. Tell them to add new characters, events and descriptions according to their imagination. Declare a winner at the end of the game. Now, ask them to write the story with a suitable title.

### **Learning Outcomes:**

#### **The learner:**

- reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience



## Lesson 6

# Dhunu's Guitar



*What do you want to be when you grow up? The job that we do to earn money when we grow up is called a **profession**. Work with the friend who is sitting next to you. Tell each other about the professions of your father or mother, or both.*

Now look at the pictures below – they show people who do different kinds of jobs. How many can you identify? Write the profession under each picture. One has been done for you.



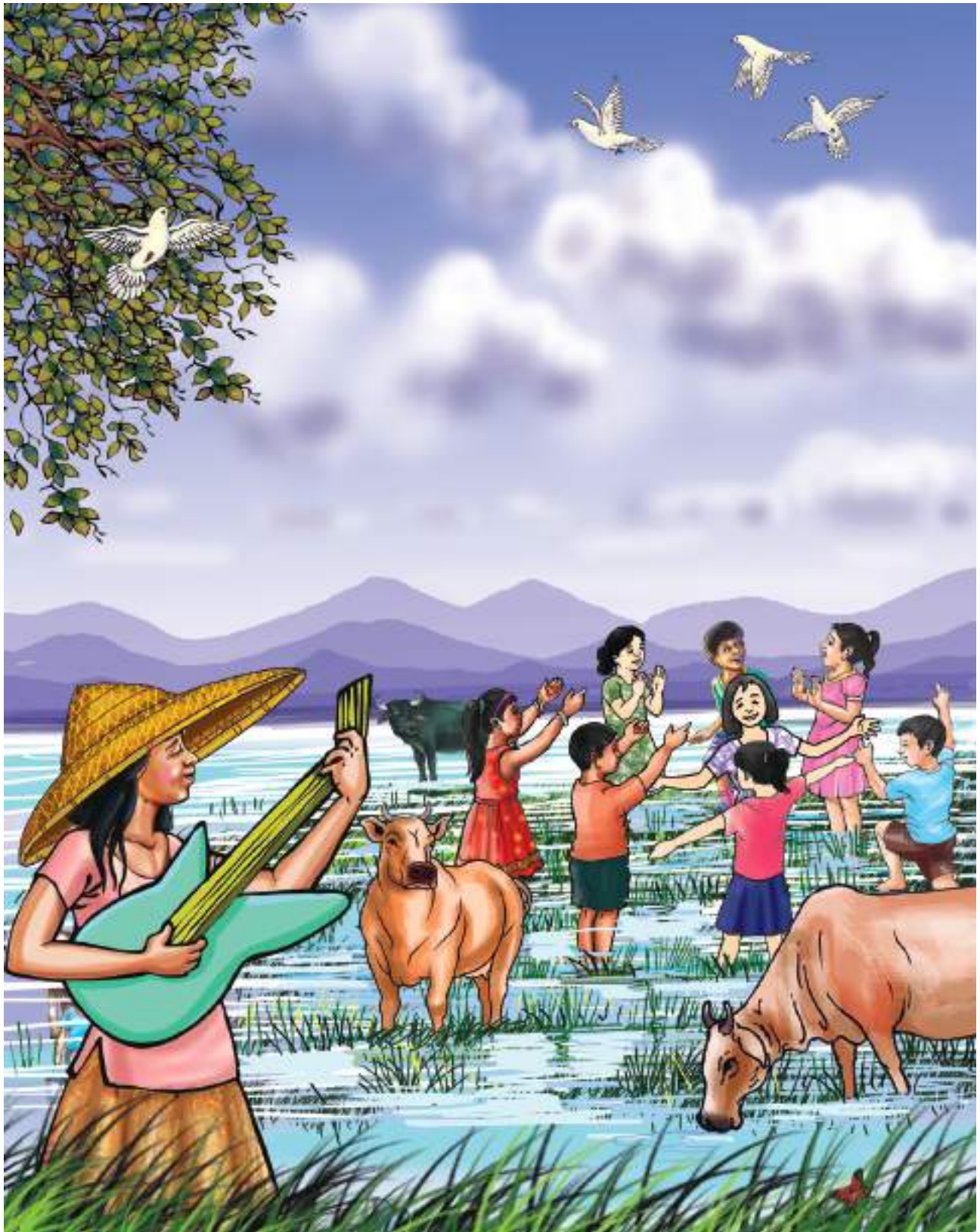
Teacher



What other professions can you think of?







Let us read about a young girl called Dhunu who wanted to be a musician – a Rockstar. ‘Dhunu’ is the name given to this young girl from Kalardiya village, near Chhaygaon in Kamrup district of Assam by celebrated Assamese filmmaker Rima Das.

We know of Dhunu and her dreams from Rima Das’s movie **Village Rockstars** which won several prestigious prizes, including the Swarna Kamal Award for Best Feature Film in 2017 at the 65<sup>th</sup> National Film Awards, 2018. **Village Rockstars** was also India’s official entry in the Best Foreign Film category at the 91<sup>st</sup> Academy Awards (Oscars), and was much appreciated, even though it did not win an Oscar.

Dhunu is a ten year old girl who lives with her mother and elder brother Manabendra. Her father died some time ago, and they are quite poor. Dhunu’s mother tries to make a living by selling snacks at local events, and Dhunu helps her when she is not at school.

In her free time Dhunu spends her time playing with her pet goat and her friends Rinku, Boloram, Bishnu and Bhaskar. She loves to climb trees, ride bicycles, swim in the river and play in the paddy fields with her friends. The women of the village often scold her for not behaving ‘like a girl’, spending time with boys and playing boys’ games.

But her mother does not stop Dhunu from doing anything she likes, and instead gets angry with the other women. She reminds them that none of them came to help her after her husband’s death. She has been doing both a man’s job as well as a woman’s job, earning money and looking after her children, her animals and her land.

One day, Dhunu and her friends come upon a group of boys practising music for a local event. The musicians take no notice of the young children, who quietly come into the room and stare at them, fascinated by the instruments. Dhunu and her friends touch the instruments with curiosity and surprise, having never come so close to musicians.

Dhunu is especially fascinated by the guitar, and later tells her friends that they should form their own band. She and her friends make Styrofoam cutouts of



guitars and other instruments, and pretend to play them on stage, in the rains and in the fields. The trees, clouds, cows, goats and other children become their audience, and they begin living their ‘rock star’ dreams.

Deep inside they know that they can’t afford a guitar. But instead of cursing their destiny, they find their happiness by playing with the Styrofoam instruments.

One day, Dhunu asks her mother if she has money in the bank to buy a guitar. When her mother tells her that they would have to sell off Dhunu’s goat, Munu to buy a guitar, Dhunu is shocked, and does not mention it any more. But she finds it impossible to give up her dream of buying a real guitar, and starts doing odd jobs around the village to earn and save money.

The children’s fun is cut short as the monsoon months begin. It starts raining very heavily, and soon the village is flooded. Houses come under water, paddy fields are flooded, animals die and the villagers can do nothing to save their valuable paddy, their homes and the other little things they own. Even the bridge that the children used to take to go to schools is destroyed by the flood.

Dhunu gets worried that the bamboo post in which she saves money for her guitar may be swept away by the flood. In the days following the floods, however, the guitar is forgotten. She patiently waits for the floods to recede. One evening, Dhunu and her friend, Bhaskar go on a boat ride. She quietly tells him that if the embankment had been there a few years ago, her father wouldn’t have died. She fears that if the embankment gives way, the whole village will drown.

One day, after the floods have finally gone, Dhunu’s mother spots her sleeping with the Styrofoam guitar. Seeing this, she realises how much Dhunu still longs for a guitar. She wants to fulfil her daughter’s dreams, and secretly visits a music shop to ask about a cheap guitar. But there she realises that buying a guitar is still outside her reach.

Will Dhunu’s mother sell her goat and manage to buy the guitar or will Dhunu’s dreams of having a real guitar always remain a dream?

Dhunu and her friends are torn between the magic of dreams and the harshness of reality. But Dhunu believes that if you really want something and work towards it, you can achieve it. Her eyes are bright with the hope that someday she will play a guitar.





## ACTIVITIES

### 1. Let's find out how much we have understood:

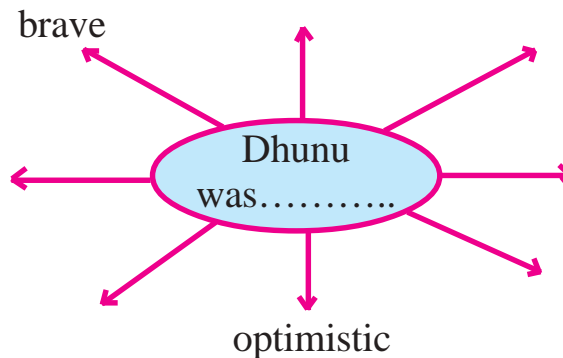
- (a) What is meant by the word 'profession'?
- (b) Where is Dhunu from?
- (c) Who made the film **Village Rockstars**?
- (d) What is the name of Dhunu's brother?
- (e) Why did the village women often scold Dhunu?
- (f) What did Dhunu's mother tell the women who scolded her daughter?
- (g) What did Dhunu decide to do after meeting the musicians at a local event?
- (h) What plan did Dhunu propose after she realized that she could not afford to buy a guitar?
- (i) Why did Dhunu start doing odd jobs around the village?
- (j) "But Dhunu believes that if you really want something and work towards it, you can achieve it." – What does this line tell you about Dhunu's character?

### 2. Given below is the summary of a part of the lesson 'Dhunu's Guitar'. There is some wrong information in it. **Underline the wrong information, make corrections and rewrite the summary.**

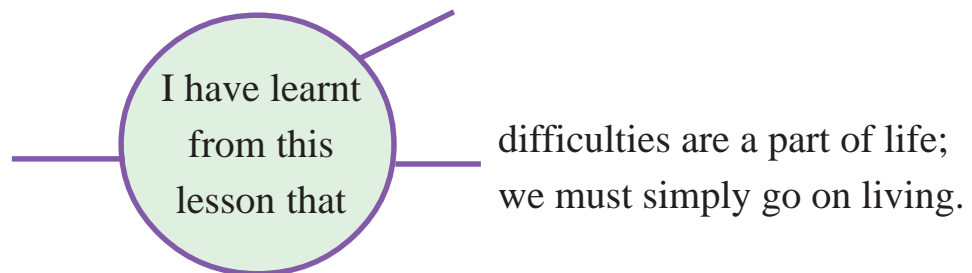
'Dhunu's Guitar' is the story of a young eleven-year-old girl who lives in Kalardiya village with her mother. They are quite well off. Dhunu has a pet monkey. She loves to spend time with her monkey. One day, Dhunu and her friends come across some cricketers playing at a local event. She is fascinated by the band and their musical instruments, especially the guitar. She dreams of owning one herself, and forming her own dance band with her friends someday. But she is too poor to own a guitar. So, she and her friends make clay guitars and play on them.



3. In the lesson we have read that Dhunu faced many difficulties in life because she was poor. Still she never gave up hope and faced life cheerfully and bravely. Write down a few adjectives to describe Dhunu's character and complete the word web given below. You can add more arrows in the web if you wish.



4. Here are some things you have learnt from the lesson. Complete the web with the information. One is done for you:



5. We have found in the lesson that Dhunu met by chance a group of boys practising music for a local event. Dhunu was very happy to see the musicians. You know that a person who plays music is a musician. Do you know the names of other professions? Fill in the blanks below with the appropriate words:

- (a) a person who repairs shoes: \_\_\_\_\_
- (b) a person who repairs water pipes: \_\_\_\_\_
- (c) a person who operates the controls  
of an aircraft, especially as a job: \_\_\_\_\_





- (d) a person whose job is to take care of people's teeth: \_\_\_\_\_
- (e) a person who makes, repairs or sells articles made of gold: \_\_\_\_\_
- (f) a person who can do magic tricks: \_\_\_\_\_
- (g) a person whose job is to cut men's hair and sometime to shave them: \_\_\_\_\_
- (h) a person who takes care of gardens: \_\_\_\_\_

**6. Read the following lines and look carefully at the words printed in italics. They give the answer to the question 'whose'.**

- (a) The name of the lesson is *Dhunu's Guitar*. (Question: Whose guitar?)
- (b) *Dhunu's mother* had to look after her children single-handedly after her *husband's death*. (Question: Whose mother; Whose death?)
- (c) *The children's fun* is cut short as the monsoon months begin. (Question: Whose fun?)

The words *Dhunu's*, *husband's* and *children's* are said to be in the possessive form. The **possessive form** of a noun or pronoun shows ownership or association. With the addition of an apostrophe and an 's' (or sometimes just an apostrophe), a noun can change from a simple person, place, or thing to a person, place, or thing that owns something.

Here are a few different ways to form the possessive of a noun:

- (i) If the noun doesn't end with an 's', add 's to the end of the noun.  
For example:

Dhunu's Guitar was made from Styrofoam.

This is a picture of Dhunu and her goat. The goat is Dhunu's pet.

(ii) If a proper name or proper noun ends with an 's', you can add an apostrophe; **or** an apostrophe and an 's'. For example:

(a) Rima Das' movie **Village Rockstars** won several awards.

(b) Rima Das's movie **Village Rockstars** won several awards.

(iii) After a plural noun that ends in 's', add an apostrophe.

The names of Dhunu's friends are Rinku, Boloram, Bishnu and Bhaskar.

She liked playing boys' games.

**Now fill in the blanks using the correct possessive form.**

(a) This is Dhunu. The tea stall belongs to her mother. The tea stall belongs to \_\_\_\_\_ mother.

(b) She even does jobs normally done by a man. She does \_\_\_\_\_ jobs.

(c) Bhaskar is a friend of Dhunu. Dhunu is \_\_\_\_\_ friend.

(d) The cars belong to the director. They are the \_\_\_\_\_ cars.

(e) They made four Styrofoam cut-out guitars. The \_\_\_\_\_ colours are red.

**7. In the lesson you read the line 'One day, Dhunu and her friends come upon a group of boys practising music for a local event.' Find out which words in the sentence mean met by chance. You must have realised that the words are come upon.**

**Groups of words like come upon or come across are called phrases. When the two words have a special meaning, the group of words is called an idiom.**



**Here are some phrases and idioms:**

- (a) cry over
- (b) sweep away
- (c) give up
- (d) go on
- (e) make a living
- (f) cut short



**Now, choose the right phrases and idioms to complete the following sentences. Remember to write them in the appropriate tense forms:**

- (i) Dhunu's mother \_\_\_\_\_ by selling snacks at local events.
- (ii) When the monsoon months begin, the fun of the children is \_\_\_\_\_.
- (iii) In spite of the difficulties Dhunu and her mother face, life must \_\_\_\_\_.
- (iv) Though Dhunu knows she cannot afford a guitar, she doesn't \_\_\_\_\_ hope.
- (v) Dhunu was worried that the bamboo post where she had saved money to buy a guitar might have been \_\_\_\_\_ by the flood.
- (vi) Dhunu accepts her destiny bravely instead of \_\_\_\_\_ it.

## **8. Work in pairs:**

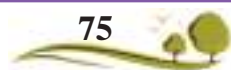
Dhunu's dream was to possess a guitar. Talk with your friend and share each other's dream.

9. Look at the following table carefully. Some sentences have been given in Column A. Column B has sentences stated in a different way but which convey the same meaning. That is, the meaning of the corresponding sentences of Column A and Column B are the same, but the sentence structures are different. Discuss with your partner in what ways the sentences in Column B are different from the sentences in Column A.

Column A	Column B
The monsoon months <i>cut short</i> the children's fun.	The children's fun <i>is cut short</i> by the monsoon months.
The rains <i>have flooded</i> the paddy fields.	The paddy fields <i>have been flooded</i> by the rains.
In the days following the floods, Dhunu <i>forgets</i> the guitar.	In the days following the floods, the guitar <i>is forgotten</i> by Dhunu.
Dhunu <i>accepted</i> her destiny.	Her destiny <i>was accepted</i> by Dhunu.
Dhunu <i>postponed</i> her guitar plans.	Her guitar plans were <i>postponed</i> by Dhunu.

**Here are some hints to help you with your work.**

- Look at the action words (verbs) printed in italics in Column A and the corresponding action words again in Column B. Discuss with your partner how the verb - structure in Column A is different from the verb-structure in Column B.
- Take note of the position of the *doers of the action* and the *receivers* of the action in the sentences.



Let us now learn how to change sentences like those in Column A into those in Column B.

Look at the following sentences.

The tiger (*doer*) **killed** the deer (*receiver*).

The deer (*receiver*) **was killed** by the tiger (*doer*).

In the first sentence, the *doer of the action* (tiger) is placed before the verb (killed). Here the focus is on the *doer of the action*. In the second sentence, the focus is on *the receiver of the action* (the deer), which is placed at the beginning of the sentence (that is, the *subject* position).

We can change sentences from *active* to *passive* by:

- (a) changing the *verb form / verb structure* into passive form/structure ('be' verb + past participle) and
- (b) changing the positions of the *doer of the action* and the *receiver of the action*

**Rewrite the following sentences in their passive forms:**

- (i) The guitar *fascinates* Dhunu.

Dhunu is fascinated by the guitar.

- (ii) The monsoon months *cut short* the children's fun.

\_\_\_\_\_.

- (iii) Dhunu and her friends *made* Styrofoam guitars.

\_\_\_\_\_.

- (iv) Dhunu *accepted* her destiny.

\_\_\_\_\_.

- (v) Dhunu and Bhaskar *rescued* their belongings.

\_\_\_\_\_.

- (vi) The women of the village often *scold* Dhunu.

\_\_\_\_\_.



**10. (a) Here are two sentences. They are called complex sentences as they have more than one clause. A complex sentence has a main clause (i.e. a unit that makes complete sense) and one or more subordinate clauses (i.e. units that depend on the main clause to complete their meaning.) Note the subordinate clauses that are underlined.**

(i) Let us read about a young girl called Dhunu who wanted to be a musician.

(ii) Dhunu helps her mother when she is not at school.

**Now note the following:**

- In the first sentence, the subordinate clause qualifies or is related to the **noun** Dhunu. Hence, it is an adjective clause. Adjective clauses are clauses that tell us more about a noun, and begin with who, which, whom, that, as, etc.

In the second sentence, the subordinate clause modifies the **verb** helps in the main clause. Hence it is an **adverb** clause. Such clauses begin with the following:

- (i) when, before, until, since, then to express time
  - (ii) where, wherever to express place
  - (iii) that to indicate result
  - (iv) because to indicate cause/result
  - (v) so that, in order that to express purpose
  - (vi) if, unless to express condition
- (b) Find two complex sentences with adjective clauses and two with adverb clauses in the story. Write them down in your notebook. Underline the subordinate clauses.**
- (c) Look at the complex sentences given below. Underline the subordinate clauses and say whether they are adjective clauses or adverb clauses—**
- (i) If it rains, we won't have the match.



- (ii) I have read the books that are on the shelf.
- (iii) He creates problems wherever he goes.
- (iv) She hasn't written to me since she left the place.
- (v) She is absent because she is ill.

**11. Imagine you are Dhunu. Look carefully at the picture of the guitar below.**

**Now prepare step by step instructions for your friend telling him/her how to make a Styrofoam or cardboard cut out guitar. Then try to make a Styrofoam guitar working with him/her.**

**You can learn a nice English song and playing on your guitar cut outs, you can perform the song, in a school programme.**



**12. Imagine that you and your friends have attended a local musical event to which famous singers and musicians of Assam have been invited.**

**Write an imaginary conversation between you and one of the celebrated artists. Your conversation can begin as follows:**

*“Good Evening, Madam. I am so delighted to meet you! You are my favourite singer! I have always dreamed of meeting you and learning more about you. Can I ask you a few questions?”*

Hints: You can include questions about the background of the artist, why the artist decided to take up singing, who trained him/her, how the artist became famous, some memorable incidents and so on.



### 13. Role play:

Imagine a conversation between Rima Das and the young girl who plays the character of Dhunu in the movie 'Village Rockstars'. Rima Das is preparing her to remember the information about Dhunu. Complete the conversation.

**Rima Das** : You have a different name. But I'll call you Dhunu in the movie.  
Do you like the name?

**Dhunu** : .....

**Rima Das** : Thank you. I know you'll like it. OK, Dhunu. Can you tell me the name of your village?

**Dhunu** : .....

**Rima Das** : Where is that village?

**Dhunu** : .....

**Rima Das** : All right. All of us have an aim in life. What is your aim? I mean, what do you want to do?

**Dhunu** : .....

**Rima Das** : Very nice. I see, you want to play the guitar before an audience. Could you tell me about your father?

**Dhunu** : .....

**Rima Das** : I'm sorry to hear that. And your mother?

**Dhunu** : .....

**Rima Das** : Do you help your mother?

**Dhunu** : .....

**Rima Das** : One last question. Tell me how you spend your free time.

**Dhunu** : .....

**Rima Das** : Thanks Dhunu. It was nice talking to you.



## For the Teacher

Dhunu's Guitar is an Assamese story adapted from the film 'Village Rockstars' by celebrated film-maker Rima Das. The main protagonist in this story, Dhunu, dreams of becoming a musician. As the story unfolds, one is made aware of the difficulties of life faced by the common man in terms of hardships due to shortage of money, personal bereavements and natural disasters. But what shines through is the determination, grit and maturity shown by Dhunu.

The teacher will tell the story.

Based on Dhunu's dream of becoming a musician, the story unfolds difficulties of life. She pursues her desire of playing the guitar in spite of hardships.

The learners are exposed to the idea that one can opt for professions outside the conventional ones.

The use of apostrophe and an 's' after singular and plural nouns are shown in Activity 6 followed by an exercise to fill in the blanks with correct possessive forms.

Activity 7 requires learners to find out phrases and idioms from the lesson and choose the correct ones to complete the sentences provided.

In Activity 8, allow learners to sit in pairs and share their dreams with each other. Encourage learners to speak about their dreams. Tell them that the 'dream' referred to here is not the one which one sees while one is asleep. This dream referred to here is one's burning desire which motivates a person to work in a particular direction by staying focused.

In Activity 9, help learners to identify and observe the position of doers of the action and the receivers of the action in the sentences. Draw the attention of the learners to how the Active verb form is changed to the Passive verb form. Then help them to change sentences from Active to Passive form.

Learners are made aware of 'main clause' and 'subordinate clause'. Activity 10 is designed to help them to identify adjective and adverb clauses.

Ask the learners to bring material you need before conducting Activity 11. Sing a simple English song and provide its lyrics to the learners. You may collect the tune,



lyrics from YouTube. Sing the song to the learners. Help them to learn the lyrics. You may write this on the blackboard. Encourage each child to sing the song.

You can also divide the learners into groups and teach them different songs. Learners will sing along with you.

In Activity 12, help the learners to write an imaginary conversation they had with their favourite singer. This is a whole class activity.

Activity 13 is a role play. There is a conversation between Rima Das and the young girl who plays the role of Dhunu in the movie ‘Village Rockstars’. Enable learners to complete the conversation between them.

### **Learning Outcomes:**

#### **The learner:**

- answers questions orally and in writing on a variety of texts
- participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)





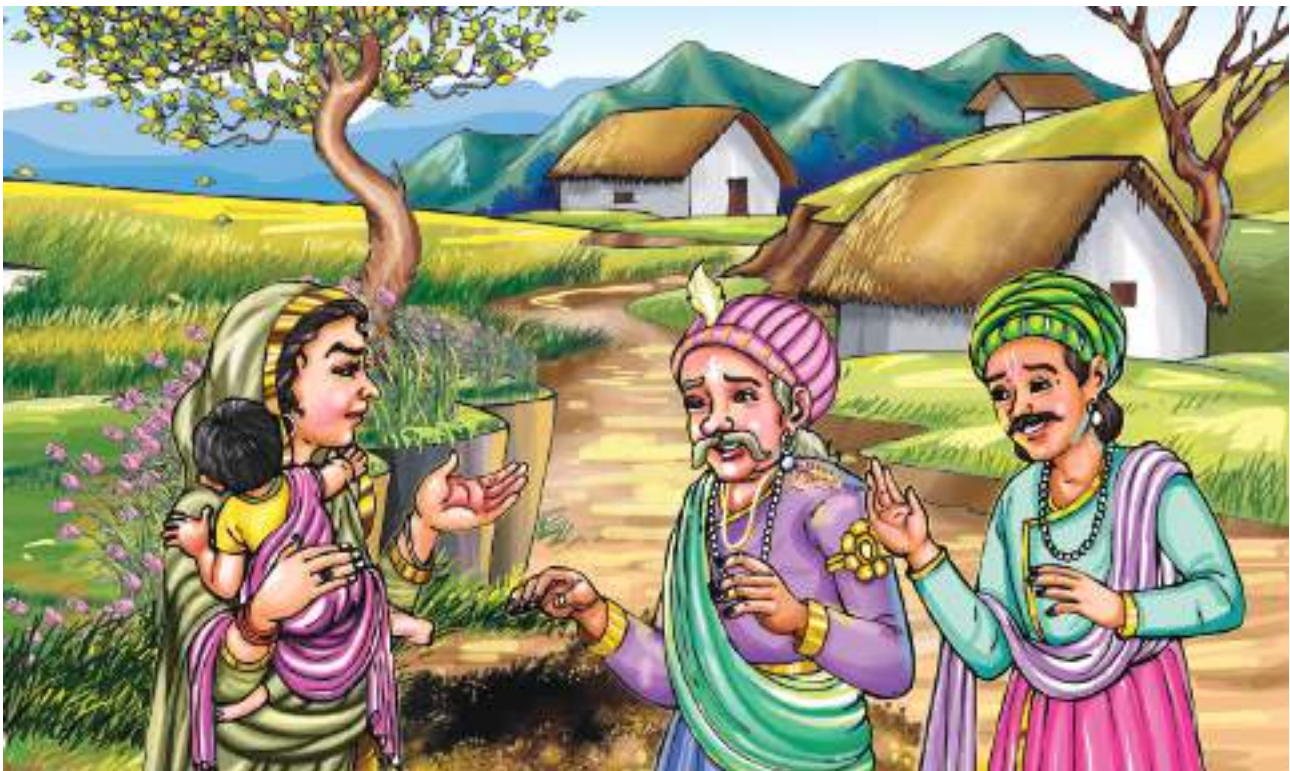
## Lesson 7

# A Child's Beauty



*You have probably seen many beautiful children in your family and neighbourhood. In pairs, tell each other about a child who you think is beautiful. Why is the child beautiful?*

*Here is a story about a beautiful child who lived during the reign of Emperor Akbar. Let us read how Birbal, Emperor Akbar's famous minister, helps the Emperor learn more about the beauty of children.*



Emperor Akbar was very happy as his son Salim had a son. The king was very fond of his grandson. He spent hours playing with the child and had started neglecting the affairs of the state. Whenever he came to the court, he would discuss only his grandson. He used to say, "There is no child more beautiful than my grandson." Everyone agreed with Akbar, except Birbal as they were scared of the king. Birbal remarked, "Huzur, the young prince is very beautiful, but all parents find their children beautiful."



Akbar became angry when he heard this. “How dare you say this, Birbal? No child is more beautiful than my grandson!” One minister then said, “Tomorrow, let us all bring a child who we think is beautiful. Then we can judge for ourselves.”

The next day, everybody brought a child to the court except Birbal. Akbar asked him, “Why have you not brought a child? Where is the child that is more beautiful than my grandson?”

“I have found a child who is the most beautiful child in the entire country. The mother is refusing to let me bring the child to the court. She does not want strangers to cast an evil eye on her child,” replied Birbal.

To this, Akbar said, “If this is so, we can go and see the child in disguise.”

So Akbar, Birbal and a few other ministers disguised themselves and went to see the child. Birbal led them to a small dirty hut where they saw a child playing on a heap of sand. All of them were shocked, as they had never seen an uglier child.

The child had a running nose. He had chicken pox marks all over his body. One of his eyes was half shut and was full of dirt.

Akbar was irritated and said, “Birbal you call this child the most beautiful! I hope God will forgive me, but I have never seen an uglier child in my life!”

The child’s mother overheard Akbar. She was very angry.

She picked up the child and screamed at Akbar, “How dare you call my child ugly! He is the most beautiful child God could have given me. Get out of here! I don’t want strangers to cast their evil eye on my child!”

She wiped her child’s face and kissed him. Taking the child inside, she closed the door. Akbar finally agreed with Birbal. He said, “You are right, Birbal. All children seem beautiful to their parents.”



## ACTIVITIES

**1. Match the following facts about the story you just read.**

- |                      |                                       |
|----------------------|---------------------------------------|
| (a) Akbar            | was Salim's son.                      |
| (b) Salim            | was a minister in the court of Akbar. |
| (c) Birbal           | was the Emperor                       |
| (d) The young prince | was Akbar's son.                      |

**2. Do you remember the story? Rearrange the sentences as they happened in the story to see how well you remember what happened.**

- (a) Each minister brought a child to judge who was the most beautiful child.
- (b) Birbal said that all parents found their children very beautiful.
- (c) Akbar, said no child was more beautiful than his grandson.
- (d) The mother did not let Birbal bring the child to the court.
- (e) Akbar with his minister went in disguise to see the child.
- (f) The mother got angry when she heard Akbar's words.
- (g) They found a child playing on a heap of sand.
- (h) Akbar said he had never seen a child uglier than this.
- (i) Akbar agreed with Birbal that all parents find their own children beautiful.
- (j) The mother took the baby inside and shut the door.

**3. Read the lesson once again and find answers to the following questions. Work with a partner. Discuss the answers with your partner and share them with the class.**

- (a) Why was Akbar happy?
- (b) Who used to say, "There is no child more beautiful than my grandson."?
- (c) Why did each minister bring a child to the court?
- (d) Why didn't Birbal bring any child?



- (e) Why did Akbar and the ministers go in disguise to see the child that Birbal could not bring to court?
- (f) Why did the mother of the child scream at Akbar?
- (g) What did Akbar realize?

**4. Find out from the lesson who said the following sentences. Write the name of the person next to each sentence.**

- (a) "I have found a child who is the most beautiful child in the entire country."  
\_\_\_\_\_
- (b) "If this is so, we can go and see the child in disguise." \_\_\_\_\_
- (c) "He is the most beautiful child God could have given me." \_\_\_\_\_
- (d) "Then we can judge for ourselves." \_\_\_\_\_

**5. Let's practise speaking in English. Some sentences are missing in the conversation below. Complete the following conversation with your own sentences. Then, in groups, do a role play, where each of you will take one role and take part in a conversation.**

- Meera : You know what! I saw the most beautiful little girl on my way to school today.
- Adnan : What's her name? Where did you see her?
- Ranil : Do you know her?
- Asha : Why didn't you bring her with you?
- Meera : Wait, wait! I'm telling you one thing at a time!  
I saw her .....  
.....  
.....
- Asha : And then? .....
- Ranil : But, .....
- Adnan : .....
- Meera : .....



6. Let's learn some grammar:

- (a) In the story you came across the words happy, angry and beautiful. Each of these words tells us something about the related noun e.g. a beautiful child. Here the word beautiful describes the quality of the child. Such words that describe the quality of something or someone are called *adjectives*.

**Note that** adjectives have three degrees of comparison: positive, comparative and superlative.

- (i) **Positive degree**: Tomorrow each of us will bring a child whom we find beautiful.

In this sentence the adjective describes the quality of one person.

- (ii) **Comparative degree**: There is no child more beautiful than my grandson.

In this sentence, the adjective is used to compare one child with another.

- (iii) **Superlative degree**: I have found a child who is the most beautiful child in the entire village.

The adjective in this sentence compares one child with all other children.

We can arrange adjectives in their degrees as shown in the columns below:

<b><u>Positive</u></b>	<b><u>Comparative</u></b>	<b><u>Superlative</u></b>
beautiful	more beautiful	most beautiful
happy	happier	happiest

When the adjective has more than two syllables (i.e. when the word is longer) we use *more + adjective* in the comparative and *most + adjective* in the superlative degrees.

When the adjective is a short word we add **er** in the comparative and **est** in the superlative degrees.

**Note that** when the adjective ends in 'y' we change it to 'i' before adding 'er'. There are a very small number of adjectives outside this rule.





- (b) Let's practise using adjectives of degree and see how much you remember.

Fill the columns below with the correct forms of the adjectives:

Positive	Comparative	Superlative
(i) ugly	_____	_____
(ii) _____	_____	angriest
(iii) _____	dirtier	_____
(iv) big	_____	_____
(v) important	_____	_____

- (c) Now, in your notebook, make three sentences using an adjective from each of the three columns:

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7. Let's come back to clauses. You have learnt that a clause is a group of words that contains a verb that shows tense. The verb which shows tense is called a finite verb.

(a) Look at the following sentences:

- (i) The child's mother overheard Akbar.
- (ii) Akbar became angry when he heard this.

Notice that the whole sentence in (i) has been underlined as a group of words whereas sentence (ii) has been underlined as two groups of words. The underlined parts are called clauses.

**(b) Read the following sentences. Identify the subject and the finite verb in each clause in the sentences. Write ‘S’ under the subject and ‘F’ under the finite verb.**

- (i) He plays cricket for the school team.
- (ii) Rita will not come today because she has gone to town.
- (iii) She took the umbrella as it was raining.
- (iv) I forgot to bring my book.
- (v) Ron was reading a novel when I came to his house.

**The predicate contains the finite verb which may be followed by phrases. But it may not be so always. Sometimes the predicate may just be a one-word verb. For example:**

**The child cried.**

In this sentence, ‘The child’ is the subject. The predicate contains only the finite verb ‘cried’. Here the sentence is made up of one clause.

**A clause may be a sentence or a part of a sentence. Now, look at sentence (i) and sentence (ii) again.**

- (i) The child’s mother overheard Akbar.
- (ii) Akbar became angry when he heard this.

**You might have noticed that sentence (i) is formed with one clause whereas sentence (ii) is formed with two clauses.**

**(c) Underline the clauses in the following sentences.**

- (i) Whoever came to this house was chased by that dog.
- (ii) After the man came, the boy closed the library door.
- (iii) Swimming is my favourite summer time activity.
- (iv) The bananas look ripe but they are not ready to be eaten.
- (v) She ate an apple from the basket.



## 8. Learning how to debate:

**Your teacher will divide the class into four groups and ask each group to read the following content that explains what a debate is and the rules of a debate.**

A debate is a discussion which involves looking at a particular topic from different view points. In a debate, arguments are put forward to argue opposite viewpoints. Debates occur in public meetings, academic institutions, legislative assemblies, etc. It is a formal type of discussion, often with a moderator and an audience, in addition to the participants of the debate.

Arguments **for** or **against the motion** must be based on facts, logic and examples.

In debating competitions, teams compete against each other and are judged on certain criteria, or a set of pre-decided standards, and fixed rules. It is presided over by two or more judges. Both sides seek to win against the other while following the rules. One side is **in favour of** the given topic statement (**for the motion**), the other is **against** the given topic statement (**against the motion**). Each side must give clear arguments to explain their stand/viewpoint.

Each team member of either side is given a fixed period of time (say five minutes) to speak on alternating viewpoints, that is one '**for**' and one '**against**' the motion. Then again one team speaks '**for**' and the other speaks '**against**' the motion and the process is repeated till all the team members of both sides have spoken.

Then there is an '**open house**' (for a short interval, perhaps ten minutes), where views from the audience may be entertained. The winning team is decided by the judge.

**As you read in the lesson, even a child considered ugly by others looks beautiful to its mother. You must have seen, read or heard about differently abled children. There are children who cannot see, hear or talk; there are**



children with no limbs or ill-formed limbs, and there are children born with conditions such as Autism (having problems with social and communication skills) or Down syndrome (delay in physical and mental growth). These children are called children with special needs (CWSN). Do you think parents will love their child less if it is not born with perfect physical and mental health?

Your teacher will write the following topic on the blackboard for a class debate.

*“All mothers love their children and think their child is the most beautiful.”*

Half the groups will prepare arguments *for the motion*. The other half will prepare arguments *against the motion*. The group members will discuss and write down at least six points *in favour of* or *against the motion*, respectively. The group leader or any member chosen by the group will represent the views of the group at the debate. The other members can add more points when the debate is open for the house. The teacher will preside over the debate and judge the winning side.

9. Write a short paragraph on what you understand from the following statement- ‘All children seem beautiful to their parents.’
10. Read the conversation below. Some of the sentences are missing. Write them and enact the conversation in the class.

**Akbar** : Look, how beautiful my grandson is!

**Minister** : Yes, Huzur, there is no child more beautiful than your grandson.

**Birbal** : The young prince is very beautiful, but .....

.....

**Akbar** : Then, let’s find out tomorrow.

**Minister** : Tomorrow each of us will bring a child whom we find beautiful and we can then judge.

**[Next day]**

**Akbar** : Birbal, why are you without a child?

**Birbal** : Sorry Huzur, the mother is refusing to let me bring the child to the court.

**Akbar** : How dare she! Let's go and see the child in disguise.

**Birbal** : .....  
.....

**Akbar** : I have never seen an uglier child than this before in my life!

**Birbal** : .....  
.....

**Akbar** : .....  
.....





11. Choose the correct synonyms from the options given below:

(a) beautiful

- (i) idle
- (ii) good
- (iii) pretty
- (iv) happy

(b) happy

- (i) sweet
- (ii) glad
- (iii) lovely
- (iv) good

(c) dirty

- (i) daring
- (ii) filthy
- (iii) ugly
- (iv) unhealthy

(d) scared

- (i) fearless
- (ii) worried
- (iii) afraid
- (iv) concerned

(e) disguise

- (i) to cheat
- (ii) to tell lies
- (iii) to hide
- (iv) to change appearance

(f) screamed

- (i) phoned
- (ii) shouted
- (iii) called out
- (iv) whispered

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## For the Teacher

It is said ‘Beauty lies in the eyes of the beholder.’ Mere external beauty never attracts a person of substance. Emotions like love or hate also colour one’s idea of beauty. Therefore, sometimes it is said that love is blind. But the highest expression of love on earth is the love of a mother for her child. The unconditional love and service of the mother towards the child, the willingness to undergo the greatest hardship for the welfare of the child can never be highlighted enough.

The story ‘A Child’s Beauty’ brings to attention the fact that all children are beautiful. This story is one depicting Birbal’s ready wit and presence of mind through which he intelligently made Akbar accept the fact that all parents find their children beautiful.

Initiate a discussion on the contents of the lesson as learners read the lesson with understanding. The comprehension questions in Activities 1, 2, 3 and 4 should be handled orally before these are written in notebooks. These activities will enable you to test learners’ understanding of the lesson. Encourage them to speak aloud in order to eliminate their fear of speaking in English.

Activity 5 is a role play. Divide the class into groups. Ask each group to practise the conversation where each member will take a role.

Enable each learner to complete the dialogue with their own sentences. You can also provide situations like- a buyer and seller, a conductor and a passenger, a parent and a teacher, father and mother, etc. Each group will choose a situation and write a conversation for the role play. Declare a prize for the group who writes the best conversation.

In Activity 6 (Let’s learn some grammar), help learners to understand the concept of the degrees of comparison of adjectives.



Sentence structures with a subject and a finite verb in Activity 7 are to be transacted diligently in order to help learners to find out clauses in sentences and say which are ‘independent clauses’ and which are ‘dependent clauses’.

In Activity 8, divide the class into four groups. Ask each group to read what a debate is along with the rules. This will be followed by a debate in the class.

Ask the group leader or any member of their choice to present the views. Other members can also add more points when the debate is open for the house. You will preside over the debate and declare the winner.

### **Learning Outcomes:**

#### **The learner:**

- answers questions orally and in writing on a variety of texts
- participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)



## Lesson 8

# Women in Space



Who are these women? Can you guess what is common among them?  
Rearrange the letters in the box **a t s r n o t u s a** to get the answer.  
Write down the word in the oval below:

Valentina Tereshkova

Sunita Williams

Sally Ride

Kalpana Chawla

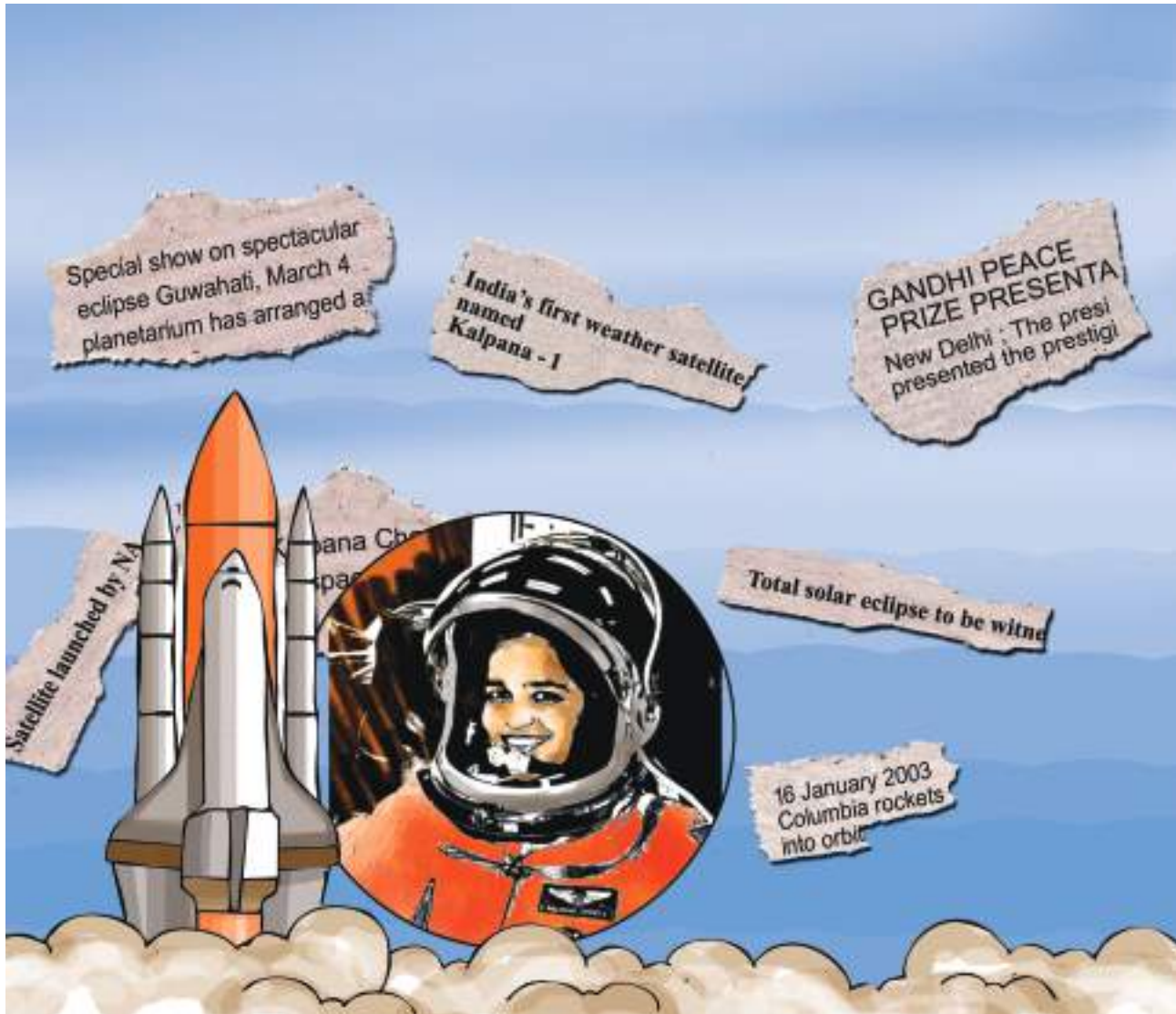
Did you guess the word? All these women are famous astronauts.

Can you recall the name of any other astronaut?

In pairs, make a list of the things astronauts do.

Then read the lesson about an astronaut who was born in India.





Mayuri and Manas are classmates. On their way to school, they discuss the project to be submitted on Science Day.

Manas : Hello, Mayuri! Have you completed the project on Women in Space?

Mayuri : Yes, it's almost complete. I wrote about Kalpana Chawla, the astronaut. Have you read anything about her?

Manas : Oh, yes. India's first satellite built to study weather conditions was named Kalpana-1 after her.

Mayuri : Yes, I read about it on the internet.





- Manas : It was an important piece of news at that time. I read about Kalpana Chawla's death in a space shuttle accident. But I don't know anything else about her. Can you tell me something about her? I'm so curious to know.
- Mayuri : Well, as far as I know, Kalpana Chawla was born in 1961 at Karnal in Haryana. She studied at Tagore Bal Niketan at Karnal and later at Punjab Engineering College in Chandigarh.
- Manas : I'm sure she loved flying in space.
- Mayuri : Oh, yes. Flying in space was her dream. She went to the United States of America with this dream. Do you know what NASA is?
- Manas : No. What is it?
- Mayuri : It's National Aeronautics and Space Administration.
- Manas : I see.
- Mayuri : Kalpana Chawla went into space the first time by the Columbia Space Shuttle STS-87. She was the only woman in the team of six astronauts. Kalpana Chawla went into space again in 2003 along with six other astronauts.
- Manas : Very interesting!
- Mayuri : A team of seven astronauts managed to collect a lot of important data while aboard Columbia in its mission STS-107. But the space shuttle broke up in flames on its way back to Earth.
- Manas : It's unbelievable!
- Mayuri : All the astronauts including Kalpana Chawla were killed.
- Manas : What a great loss! But we are very proud of her. Our country will always remember her.





## ACTIVITIES



**1. Let's see how much we have understood:**

- (a) Where was Kalpana Chawla born?
- (b) Where did Kalpana Chawla study?
- (c) What was Kalpana Chawla's dream?
- (d) Why did she go to the United States of America?
- (e) What does NASA stand for?
- (f) How many times did Kalpana Chawla go into space?
- (g) How did Kalpana Chawla die?

**2. In the lesson you read about some important dates and numbers. See whether you remember what each number stands for:**

1961 : \_\_\_\_\_

2003 : \_\_\_\_\_

STS-87 : \_\_\_\_\_

STS-107 : \_\_\_\_\_

**3. Make a poster of Kalpana Chawla for your science exhibition in the box below. Include her childhood information and her work details in your poster.**



4. (a) Let's learn some grammar.

Read the following sentences about Manas and Mayuri:

- (i) Manas said to Mayuri, "Hello, Mayuri! Have you completed the project on women in space?"
- (ii) Manas greeted Mayuri and asked her whether she had completed the project on women in space.

The words spoken by a person/persons can be reported in two ways: **Direct** and **Indirect**.

When we quote the exact words spoken by a person, we call it **Direct Speech**. Note that the exact words spoken by the speaker Manas are put within inverted commas.

There are some rules for changing **Direct Speech** to **Indirect Speech**.

- In indirect speech no inverted commas are used.
- The part used before the inverted commas (for example: *Manas said to Mayuri*) is called reporting clause. The verb (for example: *said*) in a reporting clause is called a **reporting verb**.
- We can also make the speaker's words a part of our own sentence. When we do so, the words are in *Indirect Speech* or *Reported Speech*. While reporting a speech, we make changes to some of the words in *Direct Speech*. We also often use the conjunction *that* in *Reported Speech*.

Here is a sentence in *Indirect Speech*. Write the sentence in *Direct Speech* in the space below. Remember to use inverted commas:

Mayuri said that she had read about it on the internet.

.....

- (b) In Column A below are two sentences in Direct Speech. In Column B there are the matching sentences in Indirect Speech. Are the sentences in Column B correct? If not, rewrite them correctly in Column C:

Column A	Column B	Column C
Mayuri said to Manas, "Do you know what NASA is?"	Mayuri said to Manas that does he know what NASA is?	
Manas said, "Our country will always remember her."	Manas said that "our country would always remember her."	



**Now fill in the blanks with suitable forms of verbs:**

- (i) Mayuri \_\_\_\_\_ Manas on her way to school. (s form of meet)
- (ii) I'm sure she \_\_\_\_\_ flying in space. (past form of love)
- (iii) It has \_\_\_\_\_ to the sky. (past participle of fly)
- (iv) \_\_\_\_\_ to space was Kalpana's dream. (an ing form of fly)

**5. Let's revise verb forms:**

Forms	Examples with use
1. base form	look- Look at the moon.
2. s form	looks- He looks at the moon.
3. past form	looked- He looked at the moon.
4. ing form	looking- He is looking at the moon.
5. past/passive participle	looked- He was looked after by a nurse.

**6. Here are some interesting facts about famous astronauts who were women.**



Sally Ride was the first American woman to go into space.



Valentina Tereshkova was the first woman in space and also one of the youngest female astronauts in history.



Sunita Williams is an astronaut and a United States Navy officer of Indo-Slovenian descent.

**Now collect a picture of an astronaut and paste it in your notebook. Write a few sentences about him or her just below the picture.**

7. Let's practise speaking in English. Using the phrase 'Have you heard', ask your partner a few questions about space. One is done for you. (You can take help from your text.)

Have you heard that 'Aryabhata' was India's first satellite?

No, I haven't.

Have you heard that  
Kalpana-I .....  
.....

Yes, I have.

Have .....  
.....  
.....  
.....

.....  
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8. The box below has certain words used to ask questions. Find and write them in the space given.

A	W	H	E	R	E
W	H	O	W	E	R
H	E	W	H	A	O
A	N	H	Y	R	T
T	O	A	E	H	W

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9. Fun with words:

Do you know what is interesting about these words?

If you remove the first letter from each of the given words, you will find a new word. Write the new words in the spacecrafts under each word:

flight



send



space



craft



know



there

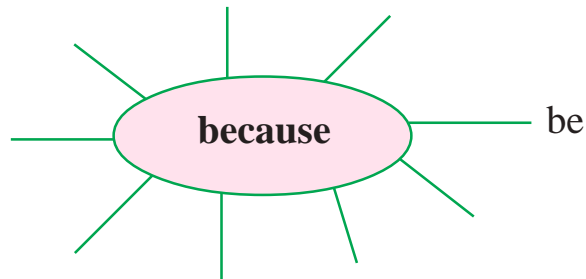


Now think of three more words like the above, and write them here:

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10. See how many new words you can form with the letters used in the word 'because' below. One is done for you.



11. Manas wants to be an astronaut when he grows up. Mayuri wants to be a scientist.



Sit in pairs and tell each other what you want to be when you grow up and why.



## 12. Project Work:

The teacher will divide the students into groups. The groups will prepare a questionnaire (a list of questions) to be answered by the students of other classes in the school.

The objective/ purpose of the questionnaire is to find out how many students in the school know about Kalpana Chawla, what they think about women taking up Space Science as a profession and how many girls would like to become astronauts.

Students will prepare the questionnaire with the help of information from the lesson and from other sources [like books on general knowledge, the internet (if available) and so on].

Each group will prepare at least ten questions, using *wh-words* (*What, Where, Why, When, Where, Who, Whom and How*).

The group members will discuss among themselves what questions to ask and finalise the list of questions.

Every group member will prepare ten copies of the questionnaire. Then, he/ she will go around the school at break time to get the questionnaires answered by students of other classes. (If there are five members per group, they will have  $5 \times 10 = 50$  questionnaires answered by 50 students.)

After the questionnaires have been answered, the group members will count and note down the following points:

- how many students know about Kalpana Chawla and how many do not
- how many have responded with a 'yes' to the question on suitability of girls taking up Space Science as a profession
- how many girls would like to become astronauts

Each group will then share their findings with the rest of the class.



## For the Teacher

The theme of this lesson is ‘Women Empowerment’. Although women of modern societies have broken out of their traditional moulds, much remains to be done in the field of empowering the girl child. ‘Women in Space’ seeks to open up the mind of the girl child towards dreaming big dreams to venture into areas beyond the scope of conventional professions. It also sensitizes boys towards the fact that women can stand shoulder to shoulder with them in any area if they have the will to do so. It seeks to ignite the minds of the learners beyond traditional gender roles and biases.

This short text, in the form of a dialogue provides interesting information about Kalpana Chawla as well as other famous women astronauts.

Similar to all other lessons in the textbook, the comprehension questions that have been designed in Activities 1, 2 and 3 can be handled orally before learners write them in their notebooks. Help students to make a poster of Kalpana Chawla and write the important events of her life. Ask them to include her childhood information and her work details too.

A detailed explanation about reported speech, both Direct and Indirect are provided in Activity 4 under ‘Let’s learn some grammar’. A list of verb forms has been given for ready reference with which learners will fill in the blanks in the exercise that follows.

In Activity 6, ask learners to do a similar activity like Activity 3 in their notebooks.

Activity 7 is a speaking activity. Encourage learners to speak on different questions that have been designed and also frame more questions to ask their partners.

Activity 10 is in the form of a word web which is a good way to help a learner expand his or her vocabulary. You may also use web based tools to conduct activities in the classroom to keep them engaged. The learners can be partners with you to carry such activities forward.

In Activity 11, ask learners to sit in pairs and tell each other what they want to be when they grow up.



Divide the class into groups. Help learners with the project work in Activity 12. Follow the instructions that are provided in the activity and guide the learners accordingly in preparing the questionnaire. Your help will be necessary while the group members count and share their findings with the rest of the class.

### **Learning Outcomes:**

#### **The learner:**

- answers questions orally and in writing on a variety of texts
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- reads to seek information in print/online, notice board, sign boards in public places, newspaper, hoardings, etc.
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience
- writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity
- writes dialogues from a story and story from dialogues



## Passages for Listening

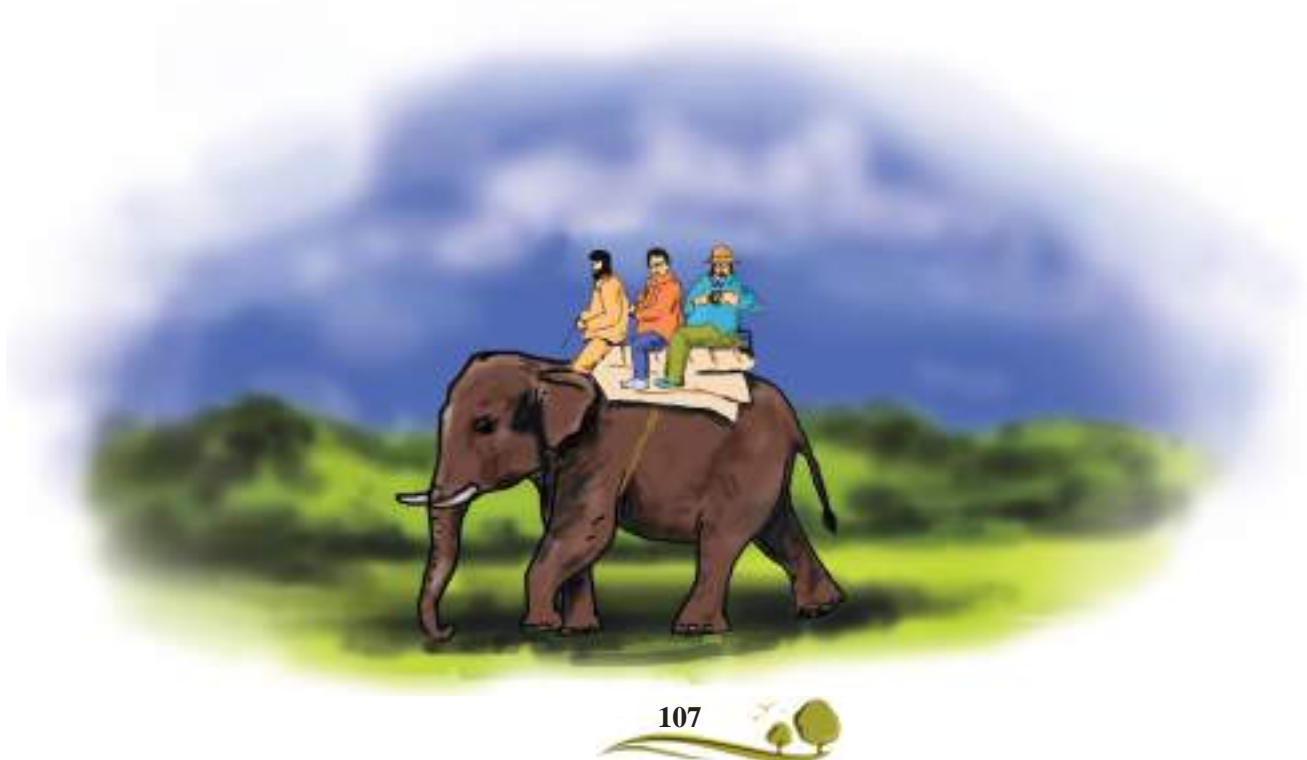
### Lesson 4, Activity 5: Travel guide for Assam

Assam is one of the most beautiful tourist destinations in North East India. It has a long history. The famous Kamakhya temple at Guwahati is visited by a number of tourists every year.

You must visit Assam to see many different things. You must visit Kaziranga to see the one horned rhinoceros. On the way, you will see the lovely tea gardens. If you are lucky, you will also see many Asian elephants.

If you like history, you must visit Sivasagar, where the Ahom kings had their capital Gargaon. Don't miss visiting the Rang ghar when you go to Sivasagar. It is a two-storeyed structure with wide doors and windows from which the royal family watched buffalo fights and other sports. You should also visit the royal palace Karengghar, which had seven storeys, three below, and four storeys above the ground.

Do visit Assam for other exciting things!



## Lesson 4, Activity 10

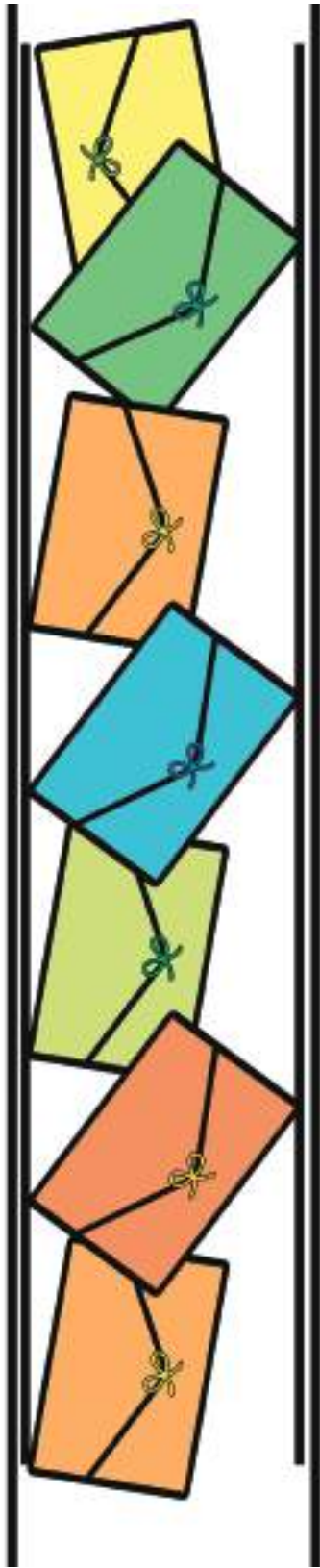
India is famous for its large variety of festivals, languages and cultures. One of its most interesting aspects is the variety of clothes worn in different states, from Kashmir in the north, Punjab in the central-west, Bengal in the east and Kerala in the south.

The traditional dress worn by Bengali women is the saree. Bengal is well known for its saree fabrics and designs on jute, silk, tussor, jamdani and tangail, etc. But more famous is the white Bengali cotton saree with a red border. Bengali women wear this saree on special occasions, such as weddings and festivals.

In Kerala, men and women wear a special type of garment around the waist, closely related to the *dhoti* and the *lungi*. This is called the *mundu*, and is normally made of cotton. The *mundu* is usually white or cream in colour. Kashmir is one of the coldest places of India, especially in winter. So Kashmiri men and women wear a warm woollen cloak over their clothes. Embroidered with beautiful flowers and bird motifs, this cloak is known as the *phiran*. The *phiran* looks like a *kurta*, and is worn over pyjamas, a *salwar* or a *churidar*.

In the state of Punjab, the traditional dress of men is a kind of *lungi* known as the *tamba* or *tehmat*. The *tehmat* is worn by Punjabi men when they dance the *bhangra*. They also wear colourful *kurtas* and *turbans* with the *tehmat*.





# READ FOR PLEASURE

This section in the textbook titled **Read For Pleasure** aims at providing students with stories, poems, biographies, etc. which they will read for information and pleasure. It is hoped that such efforts towards reading for pleasure will encourage students to read similar passages on their own which will contribute towards the development of their reading skills.





# 1

## Lord Rama and the Little Squirrel

The fourteen year *Banawas* – exile in the forest – had ended, and Queen Sita had been kidnapped by the powerful *Asura* King Ravana. Lord Rama and his army of *Vanar* – monkeys – had reached the southern tip of *Bharat*, and were building a bridge to Lanka to rescue Queen Sita. The army had camped on the sea shore, and every member of the *Vanar Sena* – the monkey army – was busy transporting large boulders from the mountains and laying them on the ocean floor. They worked day and night, digging out heavy rocks from the mountains, and passing them down by hand to the soldiers who were on the sea shore. Some of the huge rocks had to be cut into shape, so that a strong bridge could be built. The bridge would transport the entire army across the ocean – foot soldiers, horses, chariots, food carts, elephants and all.



In the middle of all that frenzied activity, a tiny brown squirrel ran up and down the mountain and the shore, carrying small pebbles in its mouth and dropping them between the rocks. He managed to carry only one pebble at a time, but that did not stop him. He was as busy as the monkeys, hurrying to help build the bridge with his pebbles.

On one of his trips, the little squirrel came in a big monkey's way. "Hey, you!" shouted the monkey, "Get out of my way or you'll be squashed!" "I'm sorry, friend," the squirrel replied. "I'm just trying to help Lord Rama build the bridge!"

The tiny creature's words made the monkeys burst out in laughter. "Build a bridge of pebbles? Are you really foolish enough to believe this?" The squirrel did not reply, and carried on transporting his pebbles. One of the big monkeys felt offended, and holding the squirrel up by his tail, flung the poor creature into the distance.

In panic, the squirrel screamed out Lord Rama's name, and lo and behold! He fell right into Lord Rama's palm! With utmost gentleness, Lord Rama stroked the squirrel's back, and spoke to his monkey army. "Never make fun of someone because he or she is not as big or powerful as you. When we work with love, our smallest contribution makes our work successful. You are building the bridge out of big boulders; but have you considered how to plug the spaces between them? It's the squirrel's pebbles that will strengthen the bridge and plug every gap." Hearing this, the *Vanar Sena* bowed their heads in shame. Lord Rama gently laid the squirrel on the ground, and said, "Thank you for your invaluable work, my friend. Together, we will build the bridge that will help us rescue our Queen Sita."



## The Duck and the Kangaroo



Said the Duck to the Kangaroo,  
'Good gracious! how you hop!  
Over the fields and the water too,  
As if you never would stop!  
My life is a bore in this nasty pond,  
And I long to go out in the world beyond!  
I wish I could hop like you!'  
Said the Duck to the Kangaroo.

'Please give me a ride on your back!'  
Said the Duck to the Kangaroo.  
'I would sit quite still, and say nothing but "Quack,"  
The whole of the long day through!  
And we'd go to the Dee, and the Jelly Bo Lee,  
Over the land, and over the sea;-  
Please take me on a ride! O do!'  
Said the Duck to the Kangaroo.

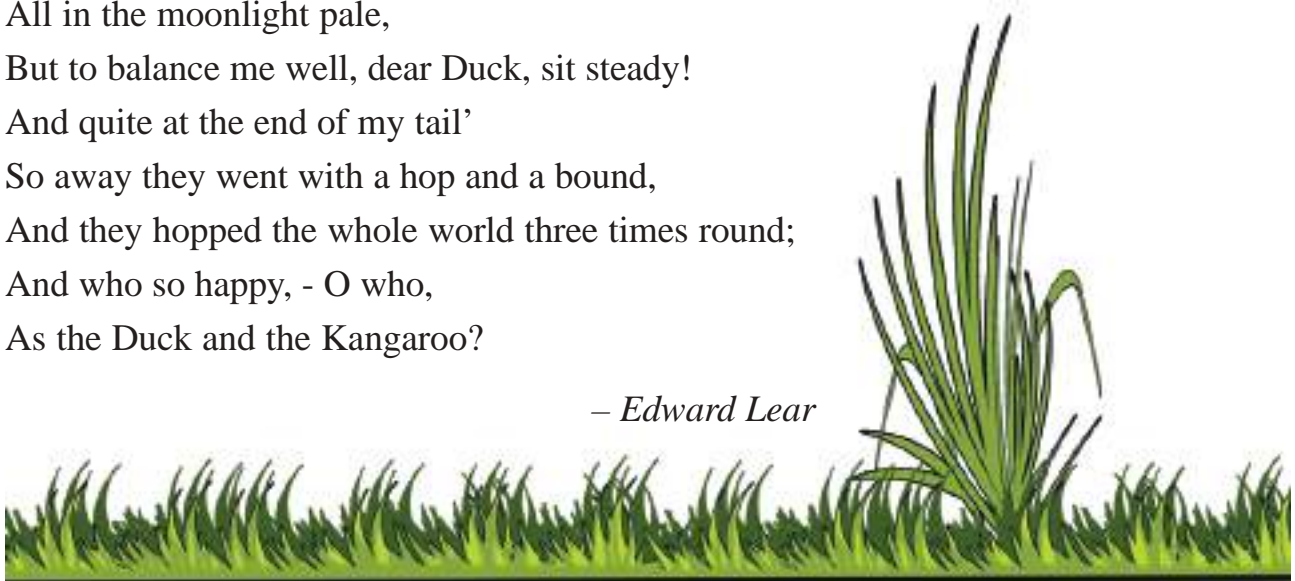


Said the Kangaroo to the Duck,  
‘This requires a little reflection;  
Perhaps on the whole it might bring me luck,  
And there seems but one objection,  
Which is, if you’ll let me speak so bold,  
Your feet are unpleasantly wet and cold,  
And would probably give me the roo-  
Matiz!’ said the Kangaroo.

Said the Duck, ‘As I sat on the rocks,  
I have thought over that completely,  
And I bought four pairs of worsted socks  
Which fit my web-feet neatly.  
And to keep out the cold I’ve bought a cloak,  
And every day a cigar I’ll smoke,  
All to follow my own dear true  
Love of a Kangaroo!’

Said the Kangaroo, ‘I’m ready!  
All in the moonlight pale,  
But to balance me well, dear Duck, sit steady!  
And quite at the end of my tail’  
So away they went with a hop and a bound,  
And they hopped the whole world three times round;  
And who so happy, - O who,  
As the Duck and the Kangaroo?

– *Edward Lear*



## Letter To A Pen Pal From Kerela

Na-Ali, Jorhat  
25<sup>th</sup> March 2019

*Dear Raghav,*

I received your letter yesterday. It was so informative! I learnt many things about your state from what you wrote. I was delighted to discover that Kerala, a state tucked away in the southern – most tip of our country, shares so many socio-cultural similarities with Assam, a state in the distant north-east. Do you know that we have similar food habits? The Assamese too take rice as their staple food and non-vegetarian food is quite popular. So, when you come to visit us during your summer vacations, you will feel quite at home regarding the food. Like in Kerela, traditionally we too serve food in plantain leaves. I really enjoy this traditional manner of serving food and would love to serve you in that way when you visit us.

Thank you for sending a photograph of your family. Interestingly, the traditional dress worn by your mother and sister is quite similar to the two-piece dress called ‘mekhela-chador’ worn by the Assamese ladies here. It was also interesting to read about the different dance forms of Kerala that you wrote about. I did not know that the traditional dance forms – Kathakali and Mohiniattam originated in the temple theatres. Our classical dance form, the ‘Sattriya’ dance also originated in the Vaishnavite ‘Satras’ (monasteries) of Assam.

We too celebrate a harvest festival in our state. It is called *Bhogali Bihu*. However, it is celebrated in January unlike your harvest festival, Onam, in Kerela, which is celebrated in August-September for a period of ten days. I did not know that Onam also commemorates the homecoming of King Mahabali. The information about our ancient heritage is most welcome. I guess the difference in the timing of the harvest festivals in our states is due to the diversity of climate in different parts of India.

What I find most interesting about Kerela is ‘Vallam Kali’ – the annual boat race held during Onam. I watched its live telecast last year. How fast the several teams of paddlers in each boat row their boats! I was amazed at their speed!

I am really looking forward to your trip to Assam in May this year. It will be great to meet you in person for the first time! We will exchange notes on our lives and our respective states and get to know each other much better. My parents have already planned a trip around our beautiful state with you. What fun we will have!

I will wind up this letter now. I need to complete my home assignments for tomorrow. Please convey my regards to your parents and best wishes to your sister.

*Yours affectionately,*  
*Rishika.*



## The King of Kalipur

The King of Kalipur was a proud and stern man, feared by all his subjects.

One day while sitting in his palace, surrounded by flattering courtiers and watched by a multitude of people who had come to see him, he was suddenly overcome by a sense of grandeur and loudly declared that he was master of the world and that all men were his servants.

“You are mistaken,” said a frail voice. “All men are servants of one another.”

A deathly silence followed the remark. The blood froze in the veins of the people assembled there. Then the king exploded in anger.

“Who said that!” he demanded, rising from the royal throne. “Who dares suggest that I am a servant!!”

“I do,” said a voice in the crowd, and the people parted to reveal a white-haired old man, leaning heavily on a stout stick.

“Who are you?” asked the king.

“I am Baneswar from Bokila village,” said the man. “We have no water in our village. I have come to ask for a well to be dug there.”

“So you are a beggar!” roared the king, striding down to where the man stood. “Yet you have the audacity to call me a servant!”

“We all serve one another,” said Baneswar, showing no fear, “and I will prove it to you before nightfall.”

“Do that,” said the monarch. “Force me to wait on you. If you can do that, I will have not one but three wells dug in your village. But if you fail, you’ll lose your head!”

“In our village,” said the old man, “when we accept a challenge, we touch the person’s feet. Let me touch your feet. Hold my stick.”

The king took the stick and the old man bent down and touched the monarch’s feet.

“Now you may give it back to me,” he said, straightening up. The king gave him back his stick.

“Do you want any more proof?” asked Baneswar.

“Proof?” asked the king, bewildered.

“You held my stick when I asked you to and gave it back to me when I asked you for it,” said the old man. “As I said, all good men are servants of one another.”

The king was so pleased with old Baneswar’s wit and fearlessness that he not only had wells dug in his village but also retained him as an adviser.





## How Tom Whitewashes A Fence

*Here is a story by Mark Twain. It is about Tom Sawyer, a boy who lived with his aunt. Read this story to find out how clever Tom was.*

This is the story of a naughty boy named Tom Sawyer. He lived with Aunt Polly who loved Tom very much. One day she caught Tom stealing jam. She was very angry with him and said, “Once again you are making mischief.” Tom said, “I’m very sorry, aunt, but I didn’t mean to steal anything. I promise, I’ll try never to do anything like this in future.” Next day was Saturday and it was a holiday. Aunt Polly decided to teach Tom a lesson by making him whitewash a long fence on that day.

It was a beautiful Saturday morning of a summer day. Tom jumped out of his bed happily. The sun was shining. Birds were singing, perched on twigs and branches of trees. Flowers were blooming everywhere.

The air was so fresh and vibrant. Tom’s friends had come out of their homes merrily even before Tom was out of bed. Tom was not aware that his aunt had work for him. He was very sad as he had to whitewash the nine feet high and ninety feet long fence. It was hard task indeed. He was at a loss where to begin. He dipped his brush



in the whitewash and painted three long vertical strokes. But it was nothing. He felt miserable and wanted to run away. He thought that Aunt Polly was rude and didn’t love him. But he had no way out as Aunt Polly would not spare him if he didn’t do the work. He thought of plan. He took out the things he had in his pocket. He had some marbles,



some pieces of strings, and two or three broken toys. But nobody would like to work for him for these things.

Just then Jim came skipping out of the gate with a pail for fetching water. Tom thought Jim's work was more enjoyable. He would meet lots of friends at the place where the tube well was located. "I'm sorry to say, but you are disturbing me skipping to and fro, Jim," Tom said. Tom actually wanted to exchange his work. He tempted Jim with a white marble. But Jim refused to accept Tom's offer, for he too was afraid of Aunt Polly.

Tom took up his brush again and began his work with a heavy heart. Then he saw Ben Rogers, his friend, walking down the street, singing merrily. He was eating an apple. He came to Tom and said, "Hi! Tom, are you working?" Tom pretended not to see him and didn't answer. Ben asked once again, "Hello, Tom. I'm just going for a swim. Won't you join me? Will you spoil this beautiful holiday doing this dull work?" "Oh! I didn't see you. But it is not a work," said Tom and went on painting, "What a surprise! Don't you call it a work?" Ben asked, "Not at all. I like it. It is so interesting. Not many boys are given such a responsible work," Tom answered.

Now everything seemed to be different. Tom seemed deeply absorbed in his work. Ben requested him to let him whitewash a little. But Tom said, "I'm sorry, I refuse. Aunt Polly is very particular about this work. It should be done in the best way." Ben said again, "Let me try. I'll be very careful. I'll do it nicely, and give you my apple." Tom pretended to be unwilling. He said, "I'm sorry to have to say this, but aren't you forcing me to do what you like?" But slowly he gave the brush to Ben and sat down under the shade of a tree. While Ben was whitewashing the fence under the hot sun, Tom relished eating the apple. One after another most of his friends came there and offered to share the work, but Tom was cleverer than his friends. He refused to let his friends take part in whitewashing without taking some gifts. Soon he became rich with dozens of marbles, six firecrackers, a tin soldier, a one-eyed toy kitten, a collar for a dog and many other things.

Tom managed to have a nice day with his friends. The fence had three coats of whitewash and Aunt Polly was very happy with his work. But how Tom managed to complete the whitewashing remained a mystery to her.



## My Great Grandmother

My great grandmother is a grand old dame  
 With snowy white hair, twinkling eyes all aflame  
 With the light of love and the wisdom of age.  
 For her, all her family agree, 'old is gold' is the fit adage.

All our cousins of various degrees  
 Crowd around the yard for oranges and cookies  
 That our aunts bring out at the breaktime of play  
 Under grandma's hawk's eye from her verandah chair.

The neighbouring children peep around the hedge  
 Longing for a share in the sweet, savoury largesse.  
 They are warmly called in by the grand matriarch  
 And lovingly plied with teatime snacks.

Our great grandmother-the grand old lady  
 The head of several generations of our family-  
 We adore, respect and always expect  
 To advise, arbitrate and our worries negate.

She offers the shade of a huge banyan tree  
 With wisdom, nurture, enlightenment and humour.  
 An imposing figure in *riha-mekhela*,  
 In emotional storms she provides an umbrella.

What fun we have in our home of ancestry  
 Where grandma weaves into a silken tapestry  
 The colourful strands of love, sharing and kinship  
 Of several generations of friends and family.



## Sir Ronald Ross

We observe the 28th February as the National Science Day. On this day, more than any other day, we like to recall the life and achievements of eminent scientists who had improved the quality of our lives by their outstanding discoveries and inventions. One such eminent scientist is Sir Ronald Ross whose name is associated with the cure for malaria, the dreaded tropical disease caused by the bite of a certain type of mosquito. The bite of the mosquito releases the malaria germ into the body of the victim which proves to be fatal to the victim. Yet, prior to the works of Ross, people thought that malaria was caused by bad air. The word malaria, literally means bad air. There was no known prevention of the disease and the cause seemed doubtful. It was Sir Ronald Ross who could find out the cause of the disease and suggested ways for its prevention.



Born on the 13th May, 1857, at Almora, Ronald was the eldest of six brothers and three sisters. When he was nine years old, he was sent to England to his uncle and aunt for his schooling. They lived in the Isle of Wight, a small island near the south coast of England. He had a happy childhood, showing a great deal of interest in natural history – the study of plants and animals-and he was particularly interested in tropical animals. In 1869, he went to a boarding school named Springhill, near the town of Southampton. He was happy there, and spent his holidays in his uncle's house.

After his school education, in October, 1874, the young Ross was admitted to the St Bartholomew's Hospital in London to study as a medical student. When he had been in the hospital for two years, he had his first experience with a malaria patient. Ross was deeply interested in his patient and he asked her so many questions and examined her so carefully that she was thoroughly frightened. She began to think that she was suffering from some dreaded disease which the young doctor was unable to cure and she hastily left the hospital. He passed the examination at St Bartholomew's and a year later, he qualified the entrance examination for the Indian Medical Service as hoped by his father. He sailed for India on 22nd September, 1881 and arrived in Bombay, the present-day Mumbai.

He was sent to Madras, the present-day Chennai and was attached to the Station Hospital which was situated just outside Fort St George. After passing his obligatory Hindi examination, he was sent as an army doctor shuttling between Mysore and Bangalore, both places being highly malaria prone in those days. He even visited Vizianagaram and later Quetta and Karachi in present-day Pakistan and also Burma and Moulmein and the Andamans. Altogether, he spent six years in these regions, often wondering whether the work he was doing was of any use to the world. Finally, he applied for home leave and left for England for two years, to study two subjects in which he was beginning to feel deeply interested. The first was the study of sanitation and the other was tracing of illness through the study of germs, or bacteria. While he was in England, he also found time to get married, and returned to India in 1890 with his young wife.



During the next four years, he began to develop his interest in malaria and its causes. He spent three years as a Staff Surgeon in Bangalore, where he had much experience of fevers, particularly dysentery and typhoid. In 1891, he went with a friend to the Nilgiri for a fishing trip. That night he slept under a mosquito net though his friend didn't. His friend later developed malaria. This had led Ross to suspect that mosquito bite could be the cause of malaria. Later, in France, Ross was to meet a famous scientist named Sir Patrick Manson, who was greatly interested in malaria and they had many useful discussions together. In fact, it was Manson who first suggested to Ross that mosquitoes might be the carriers of the malaria germs and Ross determined to test this idea when he returned to India. He was now a recognized authority on the subject.

Back in India, his plan was firstly, to discover which type of mosquito carried the malaria parasite. Secondly, he wanted to find out how the parasite developed in the insect and whether a mosquito was always dangerous or whether it was infected only at a certain time. He had many difficulties to face. His malaria research had to be carried on entirely at his own expense and during his spare time when he was not on duty as a regimental doctor. He usually spent about eight hours a day at his microscope working early in the morning, in the heat of the afternoon and late at night. He found that there were two kinds of mosquito which were common in Secunderabad where he worked. One was grey in colour and the other was striped. He used to keep a supply of these mosquitoes in glass bottles and allowed them to feed on the blood of a malaria infected person and dissect them at intervals and examine them under a microscope.

Ross discovered that mosquitoes that bit a malaria patient developed the malaria parasite in their stomach. But even at that stage, he was not sure which type of mosquito actually carried the malaria germ. Then one morning at Secunderbad, he saw a mosquito on the wall with its tail sticking outwards. With great care he caught it in a glass. Meanwhile, he obtained the larvae of this type of mosquito and started his experiments on the new mosquitoes that were hatched from these larvae. From his experiments, he could prove that the dappled mosquitoes named the anopheles, was the type that carried the deadly germ of malaria. He was also certain that the malaria infection in a person was caused, neither by bad air or dirty water but by the mosquito's bite. He had achieved a most wonderful discovery which was of the greatest use and help to mankind.

Next, Ross aimed to develop a scheme for the killing and prevention of mosquitoes. He proposed that the first step in this process would be to destroy the larvae which were laid in water and developed there. One possible solution was to rear fish in ponds; the fish would eat up the larvae. Secondly, the frequent cleaning of tanks and water pots would help in destroying the larvae before they had time to develop into mosquitoes. Thirdly, the use of mosquito-net was another possible solution. Fourthly, there was the need to disinfect wells.

Sir Ronald Ross left India for good in the year 1899. India and other tropical countries, too owe him a great deal of gratitude, and will never forget him. The National Malaria Eradication Programme is indeed the result of the researches and the recommendations of Ross towards the war against malaria. Proper implementation of the recommendations will certainly help to free the world from the fatal anopheles mosquito.





## Stopping by Woods on a Snowy Evening

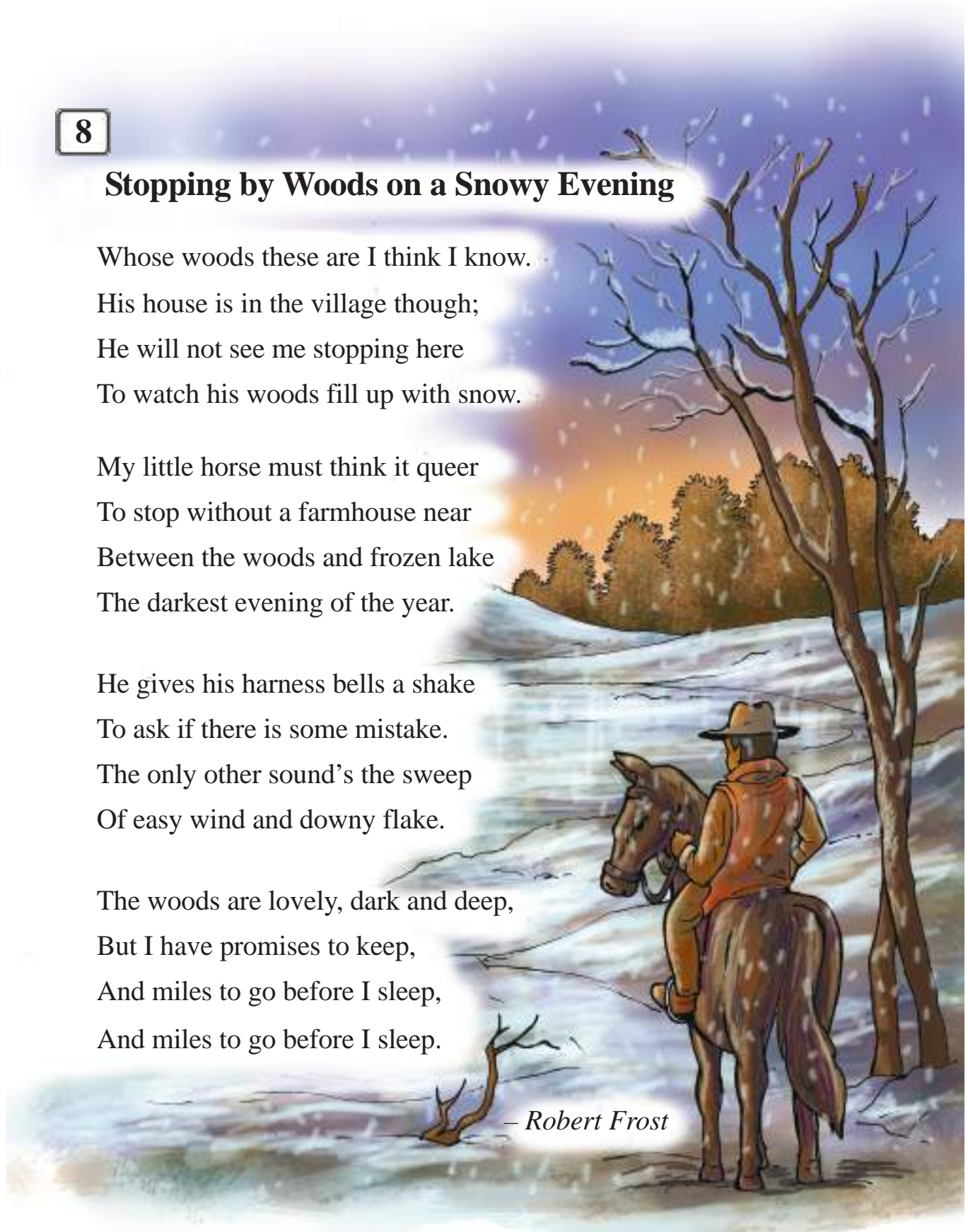
Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

— Robert Frost





If you find yourself helpless or if you come across a child (0-18 years of age) who is helpless or in distress, dial CHILDLINE Emergency Number **'1098'** (Toll- Free)





LET'S KEEP OUR SURROUNDINGS CLEAN.

**EDUCATION (ELEMENTARY) DEPARTMENT**  
**GOVERNMENT OF ASSAM**