

SUNBEAM ENGLISH READER - III

A Textbook for Class - VIII



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

Persons associated with the development of the Textbook for English in Class – VIII

Resource Persons/Participants/Facilitators in charge in the Workshops for developing the textbook

1. Prof. Madan M. Sharma
2. Dr. Partha Sarathi Misra
3. Sawpon Dowerah
4. Dr. Mizo Prova Borah
5. Krishna Dutta Deka
6. Samhita Malini Baruah (*Compiling, Editing Activities*)
7. Parveen Ahmed (*Teacher Notes/Compiling and Editing*)
8. Chitra Lekha Sarma (*Compiling, Editing Activities*)
9. Piyanu Boruah (*Documentation*)
10. Dr. Juri Devi (*Resource Centre Management*)
11. Mazafar Ali (*Resource Support*)
12. Manoj Kumar Borthakur
13. Hirendra Kumar Kalita
14. Rajlakshmi Sarma
15. Subhalakshmi Barooah
16. Nabanita Baruah
17. Bedant Baruah
18. Rose Mary Nag
19. Rupanjali Das
20. Jepulin Das

Members of the Academic Core Group

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Ranjit Kumar Kalita
4. Krishna Dutta Deka
5. Samhita Malini Baruah
6. Chitra Lekha Sarma
7. Parameswar Das
8. Mazafar Ali

Reviewers and other Representatives in the Workshops for Review

- Prof. Madan M. Sharma, (Rtd.) *Dept. of EFL, Tezpur University, Assam*
- Sawpon Dowerah, *Former A.O., SEBA*
- Prof. Padmini Bhuyan Boruah, *Dept. of ELT, G. U., Assam*
- Dr. Mizo Prova Borah, *Deputy Director & HoD Languages, SCERT, Assam*
- Ranjit Kumar Kalita, *Senior Lecturer, DIET Barpeta*
- Samhita Malini Baruah, *Senior Lecturer, DIET Morigaon*
- Chitra Lekha Sarma, *i/c Director, ELTI, Assam*
- Manoj Kumar Borthakur, *Subject Teacher, Phuleswari Girls' HSS, Sivasagar*
- Jepulin Das, *Assistant Teacher, Satpakhali MV School, Rampur, Kamrup*

Illustrators

1. Ananta Gogoi
2. Sankar Kalita
3. Horojyoti Sarma
4. Himangshu Hazarika

Academic Coordinator

Dr. Mizo Prova Borah

Technical Assistance & DTP work

1. Mridul Sarma
2. Rinku Deka
3. Himangshu Hazarika
4. Mustak Ali

SUNBEAM ENGLISH READER - III

For Class - VIII



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Free textbook

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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-III 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 provided at the end of Lesson 8 of the book.

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 those who helped us in removing a few minor errors in the first edition of this book.

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 VIII through **Sunbeam English Reader-III**, 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.

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- Search for DIKSHA in Google Play Store and tap on install button to download the app.

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1. Select preferred language
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5. Focus camera on the QR code in textbook
6. Click to Play QR code specific e-resource(s)

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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. responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly
2. introduces guests in English, interviews people by asking questions based on the work they do
3. engages in conversations in English with people from different professions such as bank staff, railway staff, etc, using appropriate vocabulary
4. uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’, etc.
5. speaks short prepared speech in morning assembly
6. speaks about objects/events in the class/school environment and outside surroundings
7. participates in grammar games and kinaesthetic activities for language learning
8. reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on T.V., Radio and expresses opinions about them
9. asks questions in different contexts and situations (e.g. based on the text/beyond the text/out of curiosity/ while engaging in conversation using appropriate vocabulary and accurate sentences)
10. participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
11. narrates stories(real or imaginary) and real life experiences in English
12. interprets quotations, sayings and proverbs
13. reads textual/non-textual materials in English/ Braille with comprehension
14. identifies details, characters, main idea and sequence of ideas and events while reading
15. reads, compares, contrasts, thinks critically and relates ideas to life
16. infers the meaning of unfamiliar words by reading them in context
17. reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non fiction articles, narratives, travelogues, biographies, etc.(extensive reading)
18. refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing
19. prepares a write up after seeking information in print/online, notice board, newspaper, etc.
20. communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
21. writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
22. writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks
23. writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
24. writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences etc.
25. develops a skit (dialogues from a story) and story from dialogues
26. visits a language laboratory
27. writes a Book Review

Lesson 1

The Prince of Panidihing



You all know what happens when it rains heavily during the monsoon season and floods come. In groups, note down five problems brought by floods, and five things we should do to save ourselves. Then share your points with the rest of the class.

Here is a story of a flood in a rural area called Chitolia and how people responded to it. After you finish reading, compare your answers with the story. How many things were similar?



It rained heavily all week. The swelling water of the Brahmaputra continued rising. Panic gripped Chitolia and its neighbouring villages. Khagen's own village Borgaon was not far from there.

That morning, a loud roar alerted the riverside villagers. They realized that the worst had happened; the embankment at Chitolia village was breached. Horrified, they braced themselves for what was to come.

In moments, huge waves of water broke into the villages. The water rolled over some of the house-tops. The air quickly filled with the cries and wails of the village folk huddled on roof-tops of the *chang-ghars* and the mad bellowing of the livestock being swept away.

Khagen, a young man of seventeen, quickly grasped the seriousness of the situation and swung into action. The village folk and even his classmates at Nitaipukhuri College called him the Prince of Panidihing. “He’s a brave fellow,” they often said.

“Ramen, hurry up!” Khagen shouted to his friend. “There’s no time to lose! Get hold of the others. Where are Dambaru, Dhan and Abbas?” Ramen ran towards him. “You know....”

Cutting him short, Khagen said, “We need a few rafts of banana trunks. I’ll bring along my father’s boat. We must rush to Chitolia.”

In no time, five rafts were ready, each one steered with long poles by two boys. The fleet of rafts with Khagen’s boat in the lead now raced towards Chitolia. The marooned had to be rescued in no time.

By the time the people of Chitolia had been evacuated to the high grounds of the school building, Khagen and his friends were exhausted. But there remained the work of making arrangements of food and water for the men, women and children sheltered in the school building. The civil authorities at Demow also had to be informed immediately.

“Hey Khagen!” Naren *kai* shouted from across the stretch of flood water. “Doctor Hatibaruah and his wife are stranded in their hospital quarters at Kotiori. Do something, will you?”

“Ok! Naren *kai*,” shouted Khagen. “Dambaru, hop into the boat. We’ve got a job,” he called out to one of his friends. Then he steered the boat towards the dispensary. He had a knack for solving all kinds of problems.

Half an hour later, the boat reached the doctor’s house. It narrowly missed crashing into the railing of the verandah of the doctor’s house. The doctor and Moni *Baidew* heaved a sigh of great relief.

“Step into the boat, Sir and *Baidew*,” Khagen stretched out his hand towards *Baidew*. The doctor was helped into the boat. Moni *Baidew* was greatly scared to step into the boat rocking in the water. Somehow, she was also helped into the boat. Two of the doctor’s men also got into the boat.

“We have to go upstream for some time,” Khagen told the doctor. The boat was now quite heavy, with six persons and the doctor’s bag. But it moved on steadily.

“Are you still scared, *Baidew*?” Dambaru asked the doctor’s wife playfully. She smiled. “No! Not when you two are around,” she said.

The boat took a U turn now. It began to move swiftly with the current. Khagen and Dambaru altered the course of the boat to negotiate a sharp fall. But the next moment, a strong undercurrent almost pulled at the boat like a magnet. Caught up in a whirlpool, the boat capsized, throwing everyone on board into the flood waters.

Once again, Khagen was quick to respond. In the semi-darkness of the evening, Khagen spotted Moni *Baidew*’s head popping in and out of the water as she was carried along by the current. An expert swimmer, Khagen dashed towards her like an otter. He caught her by the arm and helped her to keep afloat until they reached a mound above the flood water. The doctor was also rescued and carried to the mound. Dambaru and the two other men somehow managed to catch hold of the capsized boat that had almost been swept away. They also managed to bail out the water with the tubs tied to the boat.

The boys picked up the doctor and his wife and flung them into the boat. The crisis was over!

“Khagen! You have saved our lives, given us a new life. We shall never be able to repay what you did today!” exclaimed the doctor, patting Khagen’s back. Moni *Baidew* touched his arm gently and said, “Thanks, Khagen.”

“Sir!” Khagen said emotionally. “You remember, my mom and I had visited you in hospital three or four times when she had a serious ailment?”

“Oh yes! I remember her. How’s she now?”

“She’s fine by the grace of God and your help!”

“That’s wonderful! What do the people of the village call you? Some Prince.....?”

“The Prince of Panidihing,” reminded Dambaru.

“You’re a real Prince,” the doctor patted Khagen’s back once again with a smile. The bright moon lit up the muddy flood water like gleaming silver. The boat bent its way towards the school building gracefully. The doctor knew that he would be the only doctor in the newly set up relief camp. But with Khagen and the others around, there wouldn’t be many problems, thought the doctor.

ACTIVITIES

1. Answer the following questions to check your understanding:

- (a) Why did the people of Chitolia and the neighbouring villages panic?
- (b) What happened when the embankment at Chitolia village was breached?
- (c) What action did Khagen and his classmates take to rescue the villagers of Chitolia?
- (d) How did Khagen and Dambaru rescue Dr. Hatibaruah and Moni *Baidew*?
- (e) Why did the people of the village call Khagen ‘The Prince of Panidihing’?

2. How much of the story do you remember? Answer these questions quickly.

- (a) Who was Khagen? How old was he?
- (b) ‘It rained heavily all week.’ What was the result?
- (c) ‘In moments, huge waves of water broke into the villages.’ – What is this situation called?
- (d) “Khagen! You have saved our lives, given us a new life.” – Who said this? Why did he say this?

3. Complete the following sentences in your own words:

- (a) The water rolled over some of the house-tops and _____

- (b) By the time the people of Chitolia were evacuated, _____

- (c) Half an hour later, the boat reached the doctor's house _____

- (d) The boat took a U turn now and _____

- (e) Dambaru and the two other men somehow managed to catch _____

4. Read the following. Use the clues to write a summary of the situation of Panidihiing to be published in the local newspaper. Give a suitable title.

- it rained heavily
- panic gripped the village
- the embankment was breached
- villagers took shelter on house-tops
- villagers from neighbouring villages rushed to help
- the civil authorities were also informed
- in no time rafts and boats were made ready
- hundreds of villagers were rescued along with their livestock

5. (a) Let's learn some grammar:

Here is the opening line of the story you have just read.

It rained heavily all week.

The word 'heavily' gives us more information and adds something more to the meaning of the verb 'rained'.

Read the following sentences from the story:

"He's a brave fellow," they often said.

The civil authorities at Demow also had to be informed immediately.

It narrowly missed crashing into the railing of the verandah.

In all of these sentences, the words often, immediately, and narrowly tell us more about the verbs (said, informed, missed).

Words such as often or immediately that give us more information about a verb are called adverbs.

There are several types of adverbs. The most common adverbs are:

(i) Adverbs of manner

boldly, bravely, quickly, slowly, heavily, etc.

It rained heavily.

(ii) Adverbs of time

ago, since, before, early, soon, already, yet, etc.

Khagen and Dambaru are coming tomorrow.

(iii) Adverbs of place/position

here, there, near, up, down, everywhere, etc.

Khagen sat near Dambaru.

(iv) Adverbs of direction

left, right, towards, etc.

Khagen turned left at the crossroads.

(v) Adverbs of frequency

always, ever, never, often, everyday, etc.

Khagen is always ready to help.

(vi) **Adverbs of degree**

very, too, very much, enough, so much, of course, rather, hardly, extremely, etc.

They narrowly missed crashing into the railing of the verandah.

(vii) **Interrogative adverbs**

when, why, how, etc.

How is she now?

Now read the lesson again and underline all the adverbs. Also find out the verbs to which they are adding new information.

(b) **More practice with adverbs:**

Underline the adverbs in the sentences below and say what types they are.

- (i) Khagen quickly grasped the situation.
- (ii) He will stay here.
- (iii) The civil authorities at Demow had to be informed immediately.
- (iv) He had done it already.
- (v) He is strong enough to steer the raft.
- (vi) Since when has the doctor been stranded?
- (vii) Moni *Baidew* is too afraid to board the boat.

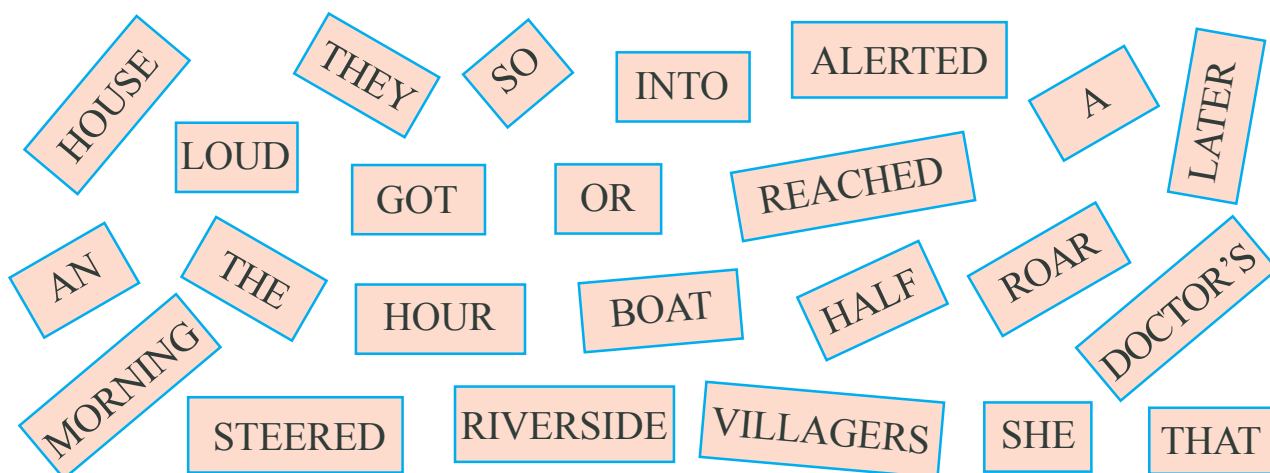
6. (a) **A large number of words in English begin with two or three consonants. Many such words begin with the consonant ‘s’ followed by one or two other consonants. Practise saying aloud these words beginning with the sound /s/.**

peak	steered	spade	space	stand	smile
school	stranded	stitch	stare	stretch	storm
smoke	smooth	scared	smell	style	stream
strike	steadily	strong	spring	straight	spectacles

- (b) Which of the words given in the box in Activity 6 (a) can you find in the lesson? Read aloud the sentences that contain the words. Then make five sentences with any five words from the box and practise reading them aloud.

7. Work in groups to make five sentences with the word cards. Your sentences should match the events in the story. You may use a card more than once. After you have completed, read out the sentences. One is done for you.

That morning a loud roar alerted the riverside villagers.



8. (a) Read this news item carefully:

Two die in Assam floods

Anil Nagar, July 16: Two persons, a man and a woman were drowned in a devastating flood caused by heavy rains in Anil Nagar, Kamrup (Metropolitan) district, Assam. Most of the flood affected people were however rescued and taken to the relief camps. The district administration sought the help of paramilitary forces in the rescue operation. Many NGOs also offered their help in the operation.

(b) Look at the kinds of information that are mentioned in the news item and find answers to the following questions:

- (i) Where did the flood occur?
- (ii) How many people died in the flood?
- (iii) Where were the flood affected people taken to?
- (iv) Who helped the flood affected people?

(c) Imagine you are Khagen. Working with your partner, write a newspaper report on the floods and how they affected the lives of the people in your village and the neighbouring villages.

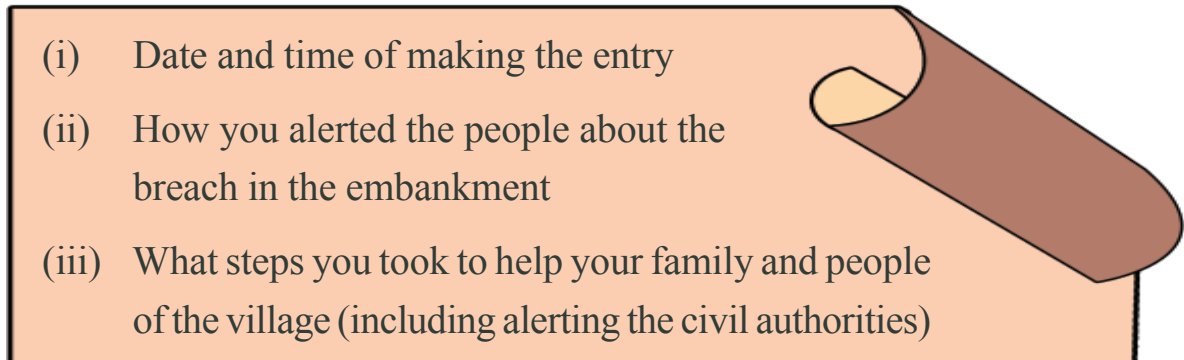
Your report should include the following:

- (i) The headline
- (ii) The dateline
- (iii) Where and how the floods occurred
- (iv) Damages caused to life and property
- (v) How the people of the village responded to the crisis
- (vi) How rescue operations were carried out
- (vii) Where relief camps were set up
- (viii) How many people were shifted to the relief camps
- (ix) What steps the government took to provide relief and rehabilitation to the people

Use information given in the lesson to complete your report.

9. What would you have done if you were Khagen? Write a diary entry describing your experience and actions on the day the floods occurred in your village. Use the information from the main text to write your entry.

Your diary page may include the following points:



10. Project work:

Imagine your village has been inundated by the flood waters of the Brahmaputra. Discuss in your group what steps you will take as volunteers to provide relief to the flood victims of your village. Draw up a plan of action.

The plan of action may include the following:

- (a) Collecting donations, including clothes, food and other items of daily use for the flood affected people
 - (b) Writing to various NGOs for help
 - (c) Writing to civil authorities for aid, on behalf of different individual victims and so on
 - (d) Giving company to the affected children and the elderly victims
 - (e) Providing first aid to the flood affected people
11. Prepare a notice to be hung on your school noticeboard informing the students about a free health camp to help the flood victims.

For the Teacher

Children in Assam are familiar with floods. The warm-up activity just before the lesson is meant to help students communicate their experience of floods. The Post Reading Activities 1, 2, 3 will help the teacher assess learners' understanding of the lesson. These should be discussed orally at first to help students practise speaking in English. The teacher may encourage learners to first speak in their school language to check their comprehension of the lesson. The teacher can then help them to give answers in English.

In Activity 3, the teacher can help learners to write the details of the situations to complete the sentences provided. This activity is meant to help the learners develop the ability to express their understanding of the story in writing. This writing exercise will also help learners to write news snippets in Activity 4 with suitable titles for publication in local newspapers.

In the section 'Let's learn some grammar', learners will be introduced to 'Adverbs' and their types. The teacher can help them to identify all adverbs in the story and find out the verbs to which they add information. In Activity 5 (b), learners will be able to identify adverbs and mention which type they belong to.

Activity 6 is a practice activity for consonant clusters beginning with 's'. This activity will require a lot of oral practice on the part of the individual learners so that they pronounce these words correctly. There is a common tendency to pronounce words like 'speak' (one syllable) as 'ispeak' (two syllables). The teacher should take care to utter the words provided in the list in Activity 6 (a) correctly so that the learners can follow and pronounce the same accurately. Children cannot be expected to be able to pronounce such words accurately at first, but repeated practice and encouragement will help them improve their pronunciation.

The teacher can divide the learners into groups and help them to frame sentences with the word cards provided in Activity 7. Learners may use the words more than once. Activity 8 is designed to enable learners to write a newspaper report on floods. The teacher can guide the learners to complete the report by using information given in the lesson.

Learners have learned to make diary entries in Class VII. Based on this lesson and their experience, they will write a diary entry with the help of points given in Activity 9.

In Activity 10, the learners should be encouraged to work on their own as they prepare the plan of action for providing relief to flood victims of their village. The teacher can monitor them while they prepare a notice about a free health camp to be hung on the school noticeboard.

Learning Outcomes:

The learner:

- speaks about objects/events in the class/school environment and outside surroundings
- reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on T.V., Radio and expresses opinions about them
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- reads, compares, contrasts, thinks critically and relates ideas to life
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 2



My Native Land

He asked me, the old man by the street -
Blind, lonely, and poorer than me,
“Tell me what my land is like.”

“Breathe, Koka,” I said, “breathe deep!
The warm air that reminds you of your childhood friends
Is what your land is like.

The cool breeze on your face this morn
After last night’s endless thunder and rain
Is the peaceful breath of your land.

The contented gurgling of that little baby
Tied to her mother’s sturdy back
Is the soil of which your land is made.

The chorus of the cuckoo and sparrows
As they play around the treetops near
Is what shapes your native land.

The distant roll of the *bihu dhol*
The *pepa* and *gogona* my neighbours play
The heady aroma of the *pitha* and *laroo*
The chant of the evening prayer
In the *namghor*, masjid, church
These make the soul of your beloved land”

The teacher will tell learners that **Koka** means grandfather; **dhol**, **pepa** and **gogona** are musical instruments, **pitha** and **laroo** are items of food, etc.

ACTIVITIES

1. Read the poem and answer the following questions:

- (a) What does the old man ask the poet?
- (b) Why does the old man ask the question to the poet?
- (c) How does the poet address the old man? What does that form of address mean?
- (d) Why does the poet ask the old man to breathe deep?
- (e) With what does the poet compare the cool breeze on the old man's face?
- (f) With what does the poet compare the contented gurgling of the little baby?
- (g) What does the chorus of the cuckoo and the sparrows do?
- (h) What are the things that create the soul of the poet's beloved country?

2. A brief summary of each of the stanzas of the poem has been given below. Match the stanzas with the given summaries. Mention the stanza number alongside the correct summary.

- (a) My native land makes me feel as safe and secure as a baby carried on a mother's back.
- (b) The spirit of my native land can be understood in terms of its unity in diversity. Like different family members who have similarities and differences, yet belong to the same family and have the same home, in our native land, our family members practise different religions and traditions.
- (c) The lonely, blind old man in the street asked me to describe our native land.
- (d) Our native land is rich in its gift of nature and is brought to life by the birds and animals that playfully roam its rich green forests.
- (e) The touch of our native land is as peaceful as the cool, fresh breeze blowing after a night of thunder and rain.

3. Note that the poem is a series of information to a blind man on what his land is like. The girl provides the information by making use of the senses that are very strong in blind persons. These senses are:

- (a) touch
- (b) hearing
- (c) smell

- (i) Find out the examples that the poet uses to make the old man *feel* what his land is like. Here is an example: *the warm air*
- (ii) Find out the examples that the poet uses to make the old man *hear* the sounds to understand what his land is like.
- (iii) Find out the examples that the poet uses to make the old man *smell* what his land is like.
- (iv) Was the old man able to guess the season when the poet described what his land was like?

4. Here are some words from the poem. Match the words in column A with their meanings in column B:

(A)	(B)
thunder	satisfied
morn	the happy sound made by babies
contented	strong pleasant smell
gurgling	the loud explosive sound that follows lightning in the clouds
chorus	strong and firm
aroma	singing or speaking at the same time
sturdy	morning

Now make sentences of your own using the words.

5. (a) Practise pronouncing the following pairs of words. Then recite the poem with correct pronunciation.

(i)	sturdy	-	study
(ii)	breathe	-	breed
(iii)	warm	-	worm
(iv)	rain	-	ran
(v)	than	-	then
(vi)	church	-	search
(vii)	deep	-	dip
(viii)	land	-	lend

- (b) Here are a few more sentences for practice. Practise saying these sentences after your teacher.

- (i) The sturdy boys study hard.
- (ii) The worms come out when the weather is warm.
- (iii) Than and then do not mean the same.
- (iv) They lend me their plough to till the land.
- (v) People search for peace in the church.
- (vi) She ran in the rain, laughing in joy.
- (vii) The river is too deep to take a dip.

6. In the poem you will find the poet referring to three musical instruments that are used in the *husori* programmes of *Bihu*.

- (a) *dhhol*: a drum made especially for the *Bihu* festival and hence called the *Bihu dhhol* or *Bihu* drum



- (b) *pepa*: a type of pipe made out of buffalo horn played during *husori*



- (c) *gogona*: a type of stringed musical instrument belonging to the harp family



(There are many more musical instruments used in *husori* performances. Find more about them and write down the words naming the instruments and their meanings. Draw their diagrams as shown above and write a small paragraph of about six lines on the musical instruments that are used in the *Bihu* festival.)

7. **Write a letter to your friend inviting him/her to your house during the *Rongali Bihu* holiday. Include in your letter what special food items will be made, what rituals will be followed and so on.**

You may use the following format:

My dear..... (Your friend's name) (<i>This is called salutation.</i>)	Your address (<i>This is called the heading.</i>) Date
	(<i>Body of the letter, which you may extend to more than one paragraph</i>)
(Next paragraph)	
(Your friend's address)	(complimentary close) (Your name)

8. (a) (i) Your teacher will read aloud a passage about an American tourist. Listen to it carefully. As you listen, fill in the gaps in the passage below:

The _____ Mela is a _____ day community fair held by the _____ community in _____ at Jonbeel in Morigaon district over the weekend of the _____ Bihu. It is a fair in Morigaon, Assam organized by the _____ community. The American tourist _____ Gordon was delighted to know about Assam. He had heard of _____ and the rhinoceros. He wanted to visit the river island _____. He was in time to celebrate _____ Bihu.

- (ii) Answer the questions below by recalling the information from the passage read out by your teacher:

- a) What was the name of the American tourist?
- b) Where did the author meet him?
- c) What was the name of the author's travel agency?
- d) Which places in Assam was the tourist keen to visit?
- e) In which month was the tourist in Kolkata?

- (b) Now read the first passage at page 112 individually and in groups and write a dialogue between the tourist and the author. Use the information and enact it in the form of a role play before the class. You can add additional information to make the role play more interesting. The role play must begin with a proper introduction between the author and the tourist.

9. The poem ‘My Native Land’ refers to the “chorus of cuckoos and sparrows”. The English language has a variety of words to denote the sounds made by birds and animals. For example cuckoos ‘coo’ and sparrows ‘chirp’. These words are called onomatopoeic words because they sound similar to the actual sounds. Look at the onomatopoeic words in the box given below. Match them correctly with the pictures of the birds and animals given here.



Cow



Owl



Hen



Lamb



Parrot



Pigeon



Crow



Snake

cluck

caw

hiss

bleat

hoot

screech

coo

moo

10. Let's learn some grammar:

Read this sentence:

The old man said to me, "Tell me what my land is like."

Note that "Tell me what my land is like." is an imperative sentence. Imperative sentences express orders, requests, instructions, etc.

When we change imperative sentences to indirect narration we use 'to':

*The old man asked me **to tell** him what his land was like.*

Here are a few other sentences:

- (a) The teacher said to me, "Show me your homework."
The teacher asked me to show her my homework.
- (b) The teacher said to us, "Don't make a noise."
The teacher told us not to make a noise.
- (c) I said to the boy, "Please come tomorrow."
I requested the boy to come the next day.

Rewrite the sentences below in indirect speech in the same way as the sentences above.

- (a) The poet said to the old man, "Feel the cool breeze on your face."
- (b) The man said to me, "Listen to the gurgling of that little baby."
- (c) The teacher said to us, "Enjoy your holidays."
- (d) She said to me, "Tell me your mobile phone number."
- (e) My mother tells me, "Always obey your teachers."
- (f) I said to him, "Come to our house tomorrow."
- (g) She said to me, "Get me a glass of water, please."
- (h) The man said to me, "Please close the gate."

11. Work in pairs:

Share with your partner what inspires you the most about your native land. It could be the following:

- The gifts of nature that your native land has, like its rivers, forests, islands, wild life, etc.
- The beautiful people of your land, who have different cultures and celebrate different traditions, festivals, etc.

12. Let's make *Pitha*:

Ingredients:

- (i) 2 kgs of sticky rice (*Bora* rice)
- (ii) ½ kg black sesame seeds (*Til*)
- (iii) 1 kg jaggery (*Gur*)

Directions to prepare the rice powder:

- (i) Wash and soak the rice for an hour.
- (ii) Strain rice and spread it out on a parchment paper or newspaper and let it dry partially.
- (iii) Grind the rice to a very fine powder.

Directions to make the filling:

- (i) For the filling, wash and strain sesame seeds, and let them dry.
- (ii) Roast the sesame seeds in a pan until they give out a nutty fragrance.
- (iii) Coarse grind the sesame seeds.
- (iv) Melt jaggery in a pan, and add it to the ground sesame seeds. The filling is ready.

Directions to make a *Pitha*:

- (i) Heat the flat frying pan.
- (ii) Take some of the prepared rice flour. Spread the rice flour on the pan in the shape of a circle or an oval. Press the flour gently with your fingers.
- (iii) Put some filling on the flour. Roll up the *pitha* to your desired shape and gently push it to the edge of the frying pan till the *pitha* is crispy. You can now start making the next *pitha*.



For the Teacher

This poem, written with an Assamese flavour, is meant to inculcate patriotism. It teaches learners to love and be grateful to one's native land. The poem reminds readers of the beauty and abundance which we receive from our motherland. The description of common events with a poetic flavour is also meant to sensitize learners to literacy aspects of poetry.

While testing the learners' comprehension of the poem, you may use the different senses like that of touch, smell, and listening by incorporating innovative activities. Activities 1, 2 and 3 are designed to test the learners' comprehension. These are to be conducted orally before learners write them in their notebooks.

Activity 4 will help in building learners' vocabulary. Prior to reciting the poem, help learners to pronounce the words provided in Activities 5 (a) and (b) correctly. Draw students' attention to the thin line of difference in the pronunciation of words with different spellings. This exercise will help learners use words with similar pronunciation correctly while speaking in real life. Activity 5 (b) is especially meant to give learners practice in saying English sentences with confidence.

A format for writing an invitation letter is given in Activity 7. Learners will include names of food items that are made during *Rongali Bihu*.

Read aloud the passage for listening that has been provided at the end of the book in the section **Passages for Listening**. In order to test the listening and speaking skills of the learners, make them complete Activity 8 (a) (i) while listening, and then ask them to answer the questions provided in Activity 8 (a) (ii). Help learners to recall the information from the passage you have read by giving them enough clues. Provide opportunity to each student to speak clearly and appropriately.

Before you move on to the next lesson, allow learners to read the poem aloud with correct pronunciation.

Activity 9 is a fun activity. After learners have matched the words, encourage them to read them aloud. You can also make them use the words in sentences of their own.

Activity 10 (Let's learn some grammar) is a revision exercise to give learners practice to report speech in the imperative form. In addition to the sentences given for

practice, you can encourage learners, in pairs, to form more sentences. Other pairs can then be asked to correct mistakes, if any.

Arrange your class into pairs and help them to share their views about what inspires them the most about their native land. Provide them clues, besides the ones that are given in Activity 11.

You can explore Activity 12 by engaging learners to be creative and write their own recipes. They need to know that there can be different recipe formats. They are expected to learn to follow the directions in recipes, enjoy reading them and share their real life experiences.

Learning Outcomes:

The learner:

- responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly
- reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on T.V., Radio and expresses opinions about them
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- narrates stories (real or imaginary) and real life experiences in English
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- infers the meaning of unfamiliar words by reading them in context
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active voice, passive voice, reported speech, etc.)
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 3

Explore India : Quiz Time



Look at the picture below:

What is happening?

Who are the people that you see there?

What do the letters A, B, C, D, E stand for?

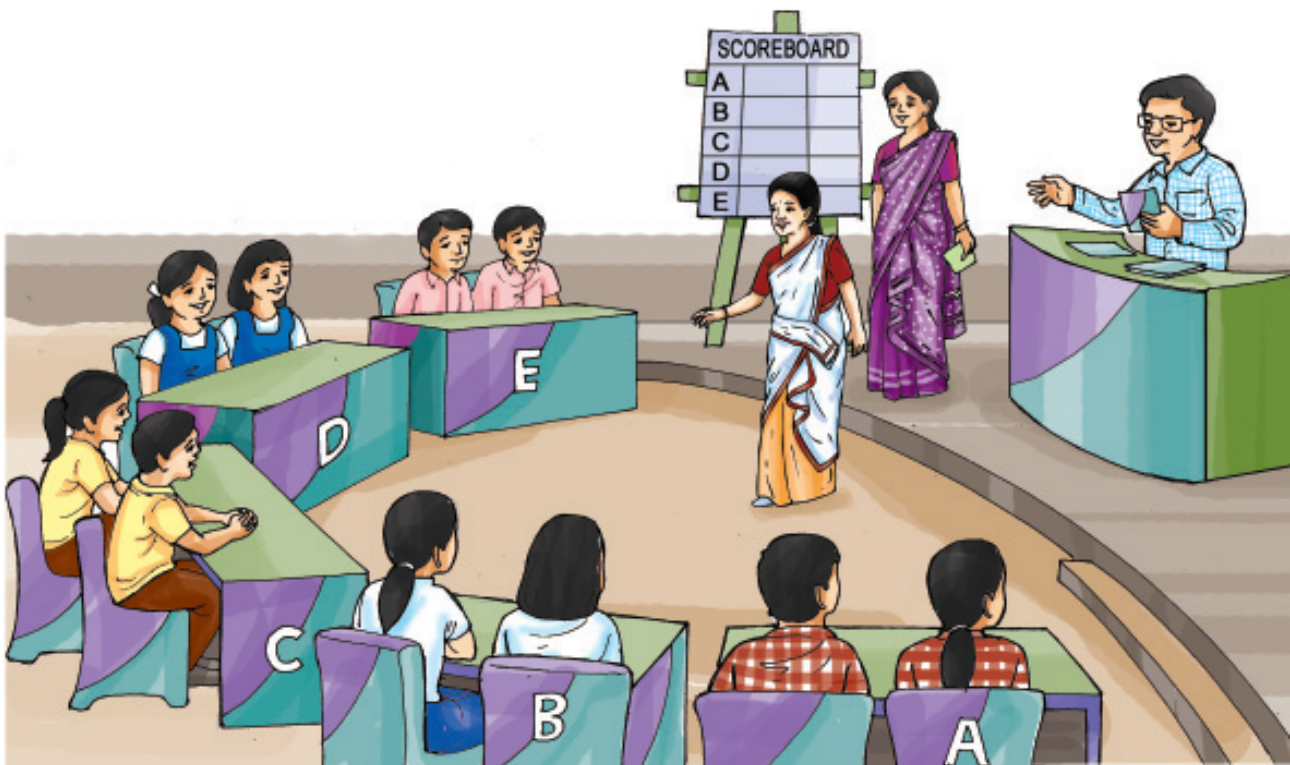
What kind of information will be put up on the scoreboard?

What is the gentleman with a sheet of paper in his hand doing?

*As you may have guessed, this is a picture of a **quiz show**.*

In pairs, tell each other what happens in a quiz competition.

Then read more about the quiz in the lesson below.



A quiz is a form of game or competition in which someone tests your knowledge by asking questions. It is a test of knowledge between individuals or teams as a form of entertainment.

Let's read about a quiz programme in which five school teams are taking part:

Host: Good morning, everybody! I am Anjali Das. I am an Assistant Teacher of this school, and your host today. A very warm welcome to this State Level School Quiz Competition. Our contestants have come from all over the state. Five school teams from the five zones of the state, with two members in each team, have reached this selection phase. Only one school team from these will be selected to represent Assam in the National School Quiz Competition to be held in New Delhi next month. We have with us today the renowned Quizmaster of the state Mr. P. K. Baruah who has consented to conduct the quiz. Let us welcome Baruah Sir with a big round of applause. Thank you.

Teams, may I now request you to introduce yourselves.

Team A (a member): Hello everybody, and good morning! I am Arnab Gohain and this is my partner Dipali Chetri. We are representing the East Zone, and we are from C.R. School, Tinsukia.

Team B (a member): Good morning everybody! We are Rehena Sultana and Pahi Das from Tezpur Academy, Sonitpur. We represent the North Zone.

Team C (a member): Good morning! My name is Himani Mazumdar and my friend's name is Samiran Ghosh. We have come from Dispur H.S. School, Kamrup (Metro). Ours is the Central Zone.

Team D (a member): Hello everyone, and good morning! I'm Namita Sinha and my partner is Rita Doley. The name of our school is R.K.M. School, Cachar. We are representing the South Zone.

Team E (a member): Good morning! My name is Hazrat Ali. My partner's name is Rajen Kalita. We are from Govt. H.S. School, Barpeta, representing the West Zone. Thank you.

Host: Thank you all. All the best for the quiz! Now let me introduce our scorer today. She is Aparna, a Class-XII student of the organising school. It's time now for the real action. Over to our respected Quizmaster Sir.

Quizmaster: Good morning everybody present here, and good luck to all the contesting teams! Before I begin, I request the scorer to tell you the rules of the quiz competition, please.

Scorer: Thank you, Sir. There will be five rounds in total. In each round, each team will get at least one direct question. For every correct answer, you will get ten marks and for a passed over question, five marks will be awarded. There will be no negative marks for a wrong answer. Each team will get only ten seconds to answer a question. The team which scores the highest marks will be the winner. The winning team will represent the state in the National Level Quiz competition. That's all. Thank you.

Quizmaster: Thank you, Aparna. Teams, are you ready?

Teams: Yes, Sir!

Quizmaster: Contestants, as you know, this quiz competition is a part of the National Level Quiz Competition. So our questions will be based on our knowledge of our country, India. The first round is based on the subject familiar to you all – Assam and the North East region of India.

Let's begin with an easy question. I'll ask you a question and give you four possible options. You will have to select the correct answer. Here goes the first question to Team A.

The ancient name of Assam was Kamrup. It was also known by another name. What is it? Option (A) Kamatapur, Option (B) Sonitpur, Option (C) Pragjyotishpur and Option (D) Rangpur.

Team A: Pragjyotishpur, Sir!

Quizmaster: Absolutely correct! Good start. You will get 10 points. Team B, now your question: Su-ka-pha was the first king to establish the Ahom kingdom in Assam. In which year did the Ahoms come to this region of the country? Option (A) 1600 AD, Option (B) 1282 AD, Option (C) 1826 AD and Option (D) 1228 AD

Team B: Sir, it is 1228 AD.

Quizmaster: Quite right. You will also get 10 marks. The next question is for Team C: Which country does not share a border with Assam?

Option (A) Bhutan, Option (B) Myanmar, Option (C) Bangladesh and Option (D) All of these

Team C: We think Myanmar, Sir.

Quizmaster: Are you not sure? Yes! You are correct. So 10 points to you. Now your question, Team D: Assam came under British Rule in 1826. Can you tell us from whom the British government took over the administration of Assam? Option (A) The Mughals, Option (B) The Bengalis, Option (C) The Burmese, Option (D) None of these.

Team D: Sir, it was from the Burmese.

Quizmaster: Correct answer! 10 points to you, Team D. All the four teams have started well. Now your turn, Team E, this question is for you: Where is the ‘Talatal Ghar’ built by the Ahom kings located? Option (A) Gargaon, Option (B) Charaideo, Option (C) Rangpur and Option (D) Jorhat.

Team E: Rangpur, Sir. It was the old name of Sivasagar.

Quizmaster: Oh! You know it. Full marks to you. With this we come to the end of the first round. All the five teams are equally poised at ten points each.

Now we go on to the second round, which is named, ‘Get the facts: The Nation and the States’. This time I’ll start with Team E. Hope you are ready. Here goes the first question: We know that our country India is also known as Hindustan. What is the other name for India?

Team E: Umm...! Passed.

Quizmaster: Team D?

Team D: Bharat!

Quizmaster: Yes. 'Bharat' or 'Bharatvarsha' is another name for India, named after the son of Dushyanta and Shakuntala, whom '*The Mahabharata*' credits with conquering the whole of the known world.

Well, Team D, you will get 5 points for a passed over question. The next direct question is to you Team D: The Indian flag is referred to as '*Tiranga*' or 'tricolour'. Can you say why?

Team D: As it has three colours: saffron, white and green.

Quizmaster: Absolutely. Full points to you. Team C, your question: We know that the white in our flag stands for peace and truth. What does the saffron signify?

Team C: Sorry Sir, passed.

Quizmaster: Passed to Team B.

Team B: Passed.

Quizmaster: Team A?

Team A: The colour signifies courage and sacrifice, Sir.

Quizmaster: Well done, Team A. You will get 5 points for this answer. Now, a direct question to Team B: What is the navy blue wheel in the centre of the white band of the flag called and what does it indicate?

Team B: Passed.

Quizmaster: Team A?

Team A: Passed.

Quizmaster: You, Team E?

Team E: Passed Sir!

Quizmaster: Team D?

Team D: Sorry Sir.

Quizmaster: Team C, can you answer?

Team C: We don't know the answer, Sir.

Quizmaster: No team could give the answer. It is called the Ashok Chakra or Dharma Chakra, and it is a wheel with twenty four spokes. It signifies that there is life in movement and death in stagnation. Well, Aparna, please let us know the scores at the end of this round.

Scorer: At the end of the first two rounds Team A has scored 15 points, Team B 10 points, Team C 10 points, Team D 25 points and Team E has got 10 points.

Quizmaster: Thank you Aparna. At this point, Team D is ahead of the other teams. We will now begin the third round with the first question to Team B: You might know that Porbandar is the birthplace of Mahatma Gandhi, the Father of the Nation. Do you know in which state Porbandar is located?

Team B: Uttar Pradesh, Sir.

Quizmaster: Sorry, wrong answer. Passed to Team C.

Team C: Maharashtra.

Quizmaster: No. Team D?

Team D: Madhya Pradesh.

Quizmaster: Incorrect. Team E?

Team E: Gujarat.

Quizmaster: Correct answer. So, you will get 5 points. The next question goes to Team C: You know that the famous marble stone monument – the Taj Mahal – is located at Agra. Do you know who built it and why?

Team C: Shah Jahan, but I don't know the reason.

Quizmaster: All right, Team D, can you say why?

Team D: Shah Jahan built it in memory of his wife Mumtaz Mahal.

Quizmaster: Yes, you are right. Both Team C and D will share 5 points each. Now Aparna, who will get the direct question?

Scorer: Team D, Sir.

Quizmaster: Okay. A direct question to you, Team D. A famous temple of the Sikhs is located in Amritsar, in Punjab. What is it called?

Team D: Gurudwara, Sir.

Quizmaster: By what name is it known? Team E?

Team E: The Golden Temple, Sir.

Quizmaster: Yes, it was built by Guru Ram Das. 5 points to you, Team E. The next question is to you, Team E. Digboi is known for its oil fields and the first oil refinery in India. In which state is it located?

Team E: Assam

Quizmaster: Correct answer. 10 points to you. Direct question to Team A: This place is known for the historic Salt March by Gandhiji in 1930. Which place am I talking about?

Team A: Passed.

Quizmaster: Team B?

Team B: Passed.

Quizmaster: Team C?

Team C: Dandi in Gujarat

Quizmaster: Absolutely right answer. 5 points for a passed over question. With these questions this round is over. Can you tell us the score at this level, Aparna?

Scorer: Yes Sir. At the end of this round, Team A remains at 15 points, Team B 10, Team C scores 15, Team D gets 30 and Team E has risen to 20 points.

Quizmaster: Thank you, Aparna. Now the fourth round starts. The first question goes to Team D. The largest population of Indian rhinos can be seen here. What place am I talking about?

Team D: Kaziranga National Park

Quizmaster: Quite right. Full points to Team D. Team C, a question for you: What is the ancient name of Patna, the capital of Bihar?

Team C: Passed.

Quizmaster: Team B?

Team B: Passed.

Quizmaster: Team A?

Team A: Patliputra, Sir.

Quizmaster: Team A will get 5 points for a correct answer. Direct question to Team B: These two cave temples are famous for their sculptures and paintings, located near Aurangabad in Maharashtra. Name them.

Team B: Sorry Sir, passed.

Quizmaster: Team A?

Team A: Passed.

Quizmaster: Team E?

Team E: Ajanta and Ellora

Quizmaster: Absolutely correct. 5 points to you. The next question to Team A. Where is Shantiniketan?

Team A: Shantiniketan is located near Kolkata in West Bengal.

Quizmaster: Quite right. 10 marks for the direct answer. Question to Team E: It was built in 1193 by Qutubuddin Aibak, located in South Delhi. What is it?

Team E: Passed.

Quizmaster: Team D?

Team D: The Qutub Minar

Quizmaster: Correct. 5 points to Team D. This round is over. Now we will move on to the last round of this Quiz. Teams, are you enjoying yourselves or feeling tired?

All Teams: Enjoying ourselves, Sir.

Quizmaster: All right then, the first question of the final round is for Team C. In which state will you find the Khasi people?

Team C: Meghalaya

Quizmaster: Correct, 10 marks. The next question to Team D: Name the national tree of India.

Team D: Passed.

Quizmaster: Team E?

Team E: The Banyan tree, *borgos* in Assamese

Quizmaster: Right, the Banyan is India's national tree. You get 5 points. Now Team E, your direct question: Which is India's national animal?

Team E: The Royal Bengal tiger, Sir.

Quizmaster: Correct answer. 10 marks to you. Now, Team A: What is India's national flower?

Team A: The rose

Quizmaster: Sorry, I am afraid you are wrong. Passed to Team B.

Team B: The lotus

Quizmaster: Correct. 5 points to Team B. Direct question to Team B and it is the last question of this round. We know that the national anthem of India is 'Jana Gana Mana'. It was composed by Rabindranath Tagore. When was it adopted as the national anthem?

Team B: 1947

Quizmaster: Sorry, not correct. Team C?

Team C: Passed.

Quizmaster: Team D?

Team D: On 24th January, 1950



Quizmaster: Correct answer. You will get 5 points for it. And with this we conclude this Quiz competition. Aparna, please tell us the final scores.

Scorer: At the end of this round, Team A's score is 30, Team B 15, Team C 25, Team D 50 and Team E scores 40 points. So the winner of today's Quiz is Team D.

Quizmaster: Congratulations Team D! Thank you all. Let's have a huge round of applause for all the teams!

Host: So the winner of this State Level School Quiz Competition is R.K.M. School, Cachar. This team will represent the state in the National School Quiz Competition. Congratulations and all the best wishes for the National Level Quiz. Thank you, and good bye.

ACTIVITIES

1. Answer the following questions with information from the lesson:

- (a) What is a quiz?
- (b) How many school teams participated in the quiz programme for the selection phase?
- (c) Who was the Quizmaster?
- (d) What were the rules of the quiz as announced by the scorer Aparna?
- (e) Which team was the winner of the State Level School Quiz Competition?

2. How well do you know your country? Complete the following sentences. They are from the lesson and are about our country.

- (a) The ancient name of Assam was Kamrup. It was also known as _____.
- (b) Su-ka-pha established the Ahom kingdom in Assam in the year _____.
- (c) _____ does not share its border with Assam.

- (d) The colours of our tricolour National flag are _____, _____ and _____.
- (e) White stands for _____ and _____.
- (f) Mahatma Gandhi was born in _____ in the state of _____.
- (g) Amritsar in Punjab is famous for the _____ of the _____.
- (h) The largest population of Indian rhinos can be seen in _____.
- (i) The ancient name of Patna, the capital of Bihar, was _____.
- (j) The Qutub Minar, the world's tallest free standing stone tower was built in _____ by _____.

3. Test your memory. Match the statements under A with correct statements under B without looking at the lesson:

A	B
1. One name by which our country India is known is Hindustan.	1. It signifies courage and sacrifice.
2. The colour of the first band of our flag is saffron.	2. It signifies that there is life in movement and death in stagnation.
3. The blue wheel in the centre of our flag is called the Ashok Chakra or the Dharma Chakra.	3. Gandhiji's Salt March started here in 1930.
4. Shah Jahan built the Taj Mahal.	4. 'Bharat' or 'Bharatvarsha' is another name for it.
5. Dandi in Gujrat is famous for a historical event.	5. It was in memory of his wife Mumtaj Mahal.

4. **Listen to an announcement. Your teacher will read/play it for you. As you listen, state whether each statement is true or false. Mark the option T if the statement is true or F if it is false.**
- (a) The announcement is about the incessant rains in Assam. (T/F)
 - (b) The announcement is about postponing the quiz programme. (T/F)
 - (c) The quiz programme has been postponed indefinitely. (T/F)
 - (d) The quiz programme has been rescheduled for next Monday. (T/F)
 - (e) The next date of the quiz has been notified in the announcement. (T/ F)
 - (f) The participants of other districts are requested to go back. (T/F)
 - (g) The new date for the quiz will be notified shortly. (T/F)
 - (h) Students of the venue school are asked to go to their classes. (T/F)
5. (a) **Imagine you are members of the literary and cultural forum of your school. In groups, draft a notice inviting participants to join the Zonal Level Quiz competition to be held on the occasion of Gandhi Jayanti on October 2nd, Monday at 10 a.m. Write all the important information about the quiz on the noticeboard.**



(b) Now think of the preparations for the event. Write the rules you would like the groups or the participants to follow during the competition.

6. Let's learn some grammar:

Look at these two sentences-

- (a) How do you spend your free time?
- (b) What is your free-time activity?

These two sentences begin with a **question word**.

What, where, when, who, whose and how are question words.

Now write questions to which each of the following sentences are answers.

- (a) We are from C.R. School, Tinsukia.
- (b) You will get ten marks for a direct question.
- (c) Shah Jahan built the Taj Mahal in memory of his wife.
- (d) Guru Ram Das built the Golden Temple.
- (e) The historic Salt March started in Dandi in Gujarat.
- (f) Kaziranga is famous for the one-horned rhino.
- (g) The winner of today's quiz is Team D.

7. Here is another type of question:

- (a) Are you in doubt?
- (b) Can you answer the question?

These two questions are known as Yes-No type questions because we can answer the questions using **yes** or **no**.

In pairs, make Yes/No questions for the following answers from the quiz. One is done for you.

(a) Are you representing the East Zone?

Answer : Yes, we are representing the East Zone.

(b) _____

Answer : Yes, Tezpur Academy is in Sonitpur.

(c) _____

Answer : Yes, the winning team will represent Assam in the National School Quiz Competition.

(d) _____

Answer : No, the ancient name of Assam was not Kamatapur.

(e) _____

Answer : Yes, saffron signifies courage and sacrifice.

(f) _____

Answer : Yes, Porbandar is located in Gujarat.

8. **Imagine you are the school captain who is in charge of all the volunteers for the quiz programme. In order to maintain discipline among the students during the quiz an announcement has to be made. Discuss in groups and prepare an announcement to be made at the beginning of the quiz.**
9. **Read the lesson carefully. In the lesson, the members of each team have introduced themselves to the audience. Taking a cue from them, take turns to introduce yourselves to the class.**

10. Let's take a trip to our past:

Your teacher will divide the class into five groups. Each group will prepare and present a project on the following:

Pragjyotishpur, the Ahom Kingdom, Bharatvarsha, the Taj Mahal, the Golden Temple. (Use charts with pictures and other information. The group leader will make the presentation in the class. The charts and drawings will be put up in the classroom for display.)

11. Let's talk:



For the Teacher

The lesson familiarizes learners with a state level school Quiz Competition. Learners will be able to feel for themselves the mood that pervades a Quiz competition. They will also gain knowledge about India. Comprehension exercises in Activities 1, 2 and 3, may be started with oral elicitation of answers before learners write them in their notebooks.

For Activity 4, read the listening passage provided at the end of the book. Ensure that you read it at a reasonable speed and with correct pronunciation so that students can comprehend the information in the announcement. Learners' understanding of the statements will depend on your reading of the announcement clearly and correctly.

Divide the students into groups and help them to draft a notice with all the necessary information that is provided in Activity 5 (a). Encourage them to do Activity 5 (b) by themselves

In Activities 6 and 7 ('Let's learn some grammar'), learners will be introduced to the use of question words for asking questions. The learners will be able to practise both 'Wh' and Yes/No question types.

Activity 8 and Activity 9 are listening and speaking activities. Divide learners into groups and ask them to prepare an announcement to be made in order to maintain discipline among the students during the quiz programme. Enough scope should be provided for members of the groups to make the announcement to the class, while other groups can note down the mistakes and share them with the presenting group later. Help students to introduce themselves to the class just as members of the quiz programme did in the lesson.

Divide the class into five groups, and help them to prepare and present a project on any of the places mentioned in Activity 10. After a presentation by the group leaders, ask them to hang their charts and drawings on the classroom wall for display.

Initiate a friendly discussion with the learners in order to inspire them to share their views on the picture in Activity 11. Learners should be made to feel a sense of

empathy towards children with special needs, if there are any in the class. The teacher should relate real life success stories of people with special needs who have become legends. Such stories will inspire and motivate learners to explore their potential to the extent that they achieve laurels in life in their field of choice.

Learning Outcomes:

The learner:

- responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly
- introduces guests in English, interviews people by asking questions based on the work they do
- speaks about objects/events in the class/school environment and outside surroundings
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active voice, passive voice, reported speech, etc.)
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 4

Dokchory learns about the Panchayat



Do you know who builds our roads, bridges and office buildings?

From where does the money to build all this come?

In groups, discuss how government money is spent for public welfare.

What will you do to help people who are old, unwell or homeless?

In this lesson you will read about how Panchayats spend money for the people.



Dokchory is a student of Class VIII of Disangmukh Janajati High School. Her Ba-bu (father) Konke Mili takes her to school on his bicycle. She loves the bicycle ride for she gets to know new things every day. 'Dokchory' means a necklace of beads the Misings usually wear in festival time.

- Dokchory : Isn't that your Panchayat office, Ba-bu?
- Konke Mili : Yes my child. It has got a new sign board.
- Dokchory : But what is a 'Panchayat', Ba-bu?
- Konke Mili : Long ago Dokchory, Panchayat meant a system of governance by five elderly men called Panch Gramin Pramukh. Their word was the rule. There was no quarrel among the villagers, because they respected their Gram Pramukhs.
- Dokchory : You are not old and yet you are in the Panchayat?
- Konke Mili : You see, nowadays, anyone who is above 21 can contest Panchayat elections. A Panchayat is the body that is responsible for the development of villages. The Panchayat is a very important institution for social change, you know. The Constitution of India grants power to the Panchayat to raise taxes, plan development schemes and work for local development.
- Dokchory : What kind of work do you do, Ba-bu?
- Konke Mili : We build and repair rural roads, bridges, houses for the poor and so on.
- Dokchory : Where do you get all the money from?
- Konke Mili : A good question! The Panchayat raises a little money from taxes on vehicles, river *ghats*, bazaars and *beels*, etc.
- Dokchory : Is that money enough to do so much work?
- Konke Mili : We get an annual grant from the Panchayat and Rural Development Department of the government. The local MLA or Ministers can also contribute substantially, if they wish.
- Dokchory : Why don't you build a house for poor Dhaniram, Ba-bu?
- Konke Mili : O, Dhaniram – the man with no legs? We did build a house for him last year but he left it after his mother died. Differently-abled people like him need help with their daily chores, you know.

- Dokchory : Ba-bu, please do something for the poor man. He spends the bitter cold December nights on the open verandah of our school building.
- Konke Mili : Don't worry – we are building a home for people with special needs like him, so that they can live with dignity. Young people like you should do volunteer work there, when you can. You will see how they learn to do their own chores, and also paint, read, play games and enjoy other hobbies. You will see how such people can lead normal, happy lives and learn to be independent.
- Dokchory : Thank you, Ba-bu. I will help you in the Panchayat's work.

ACTIVITIES

1. Here are some words from the text and their meanings. Test your understanding by matching the words on the left with their meanings on the right.

institution	– manner of governing or ruling
elections	– angry dispute, unfriendly relations with someone
sincerity	– organisation or society
differently abled	– the exercise through which we vote for new leaders
schemes	– the money citizens of a country have to pay the government to help it do different kinds of work
substantial	– plans
rural	– large in size or amount
tax	– relating to a village or the countryside
quarrel	– having a physical or mental condition that makes it difficult for a person to do all the work that other people do
governance	– devotion to a purpose

2. Complete the following sentences with information from the text:

- (a) Dokchory studies in Class _____.
- (b) The name of her school is _____.
- (c) Her father's name is _____.
- (d) He works in the _____.
- (e) Dokchory goes to school on _____.
- (f) She loves the ride because she _____.
- (g) To contest the Panchayat elections, one has to be _____ years old.

3. Answer the following questions to understand the text better:

- (a) What was the meaning of Panchayat long ago?
- (b) What is the meaning of Panchayat now?
- (c) What kind of work is done by the Panchayat?
- (d) From where does the Panchayat get money to perform all its work?
- (e) How did the Panchayat help Dhaniram?
- (f) How did Dhaniram spend the cold December nights?

4. You have just read about the Panchayat. Using information from the lesson, fill in the table below:

The Panchayat	
Minimum age to contest:	
Powers of a Panchayat:	
Kinds of work a Panchayat does:	
Sources of money:	

5. The morning assembly of Disangmukh Janajati High School begins at 8.45 every day. Each student of the school has to deliver a speech according to a roster prepared by the school authorities.

When Dokchory's turn came she gave the following speech:

Good morning!

Respected Principal, teachers, parents and my dear friends. I am Dokchory. Today I am going to talk about the Father of our nation, Mahatma Gandhi, who is also known as Bapu. His full name is Mohandas Karamchand Gandhi. Gandhiji was born on 2 October, 1869 in Porbandar, Gujarat in India. He was a great freedom fighter who led India in its fight against the British rule. Gandhiji died on 30 January, 1948. His life story is a source of inspiration for all of us.

Imagine that your turn to deliver a speech for the morning assembly is tomorrow. Prepare your own speech using Dokchory's example, and present it in the class.

– Your teacher will ask each student to deliver the speech one by one.

6. Discuss in small groups:

- (a) If you want to help the needy, would it be fine to do it immediately? Why or why not?
- (b) How would you like to help a person with special needs? Share your ideas in your group.
- (c) Did Konke Mili plan the right thing to help Dhaniram? Give more suggestions.

7. Dokchory will work for the Panchayat when she finishes school. Write a paragraph on what you will do for your village or town when you grow up.

8. In class VII you learnt about Reported Speech and Reporting Verbs. In this lesson, we see more of such sentences.

Look at this sentence from the lesson:

She said to her father, “What is a Panchayat?”

The reported clause starts with a ‘wh’ question. Wh words are who, when, whom, whose, what, where, which, why and how. A wh-question is changed into the indirect form by using the question word at the beginning of the reported clause.

e.g. She asked her father *what a Panchayat was*.

Let’s practise changing other questions into the reported form:

- (a) She said to her father, “What kind of work do you do?”
- (b) She said to her father, “Where do you get all the money from?”
- (c) She said to her father, “Is that money enough to do so much work?”
- (d) She asked him, “Why don’t you build a house for poor Dhaniram?”
- (e) She said to him, “What is a Panchayat?”

Now read this sentence. It is another type of reported sentence:

- (a) She said to her father, “Do something for the old man.”

Here the reported clause is an Imperative sentence. In an imperative sentence, the subject, which is usually the second person ‘you’, is generally left unwritten.

- (b) Do something for the old man. (= You do something for the old man.)

There are other types of imperatives such as negative and emphatic imperatives. For example, the imperative sentence

- (c) Come in please.

can be turned into:

Negative: Don’t come in, please.

Emphatic: Do come in, please.

Find out how much you have understood. Change the following imperative sentences into their negative and emphatic forms:

- (a) Repair the roads.
- (b) Build a house for Dhaniram.
- (c) Work for local development.
- (d) Close the door, please.
- (e) Please wash your hands.

9. Say the words in the box aloud:

Panchayat	child	Dockchory
much	change	Panch

Did you notice that they all have the sound ch?

Now, find other words from the lesson which have similar ch sound in them. Write them in your notebook. Add a few more and practise saying them aloud.

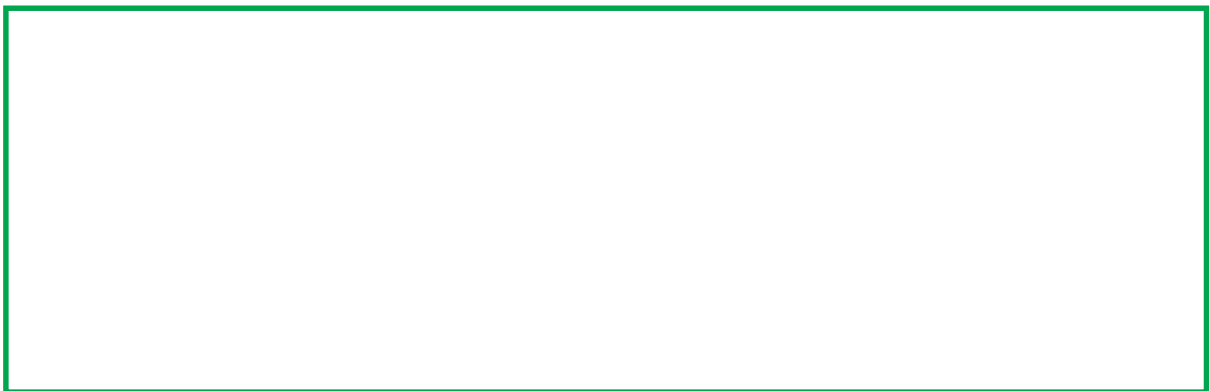
10. Here is a crossword puzzle for you to find out the adjectives (describing words) in the puzzle to fill up the blanks on the right. One is done for you.

B	U	N	G	I	R	Q	A	S	(a) <u>open</u> verandah
I	M	P	O	R	T	A	N	T	(b) _____ grant
T	S	O	O	M	Y	V	N	W	(c) _____ roads
T	H	O	D	C	E	P	U	J	(d) _____ institution
E	O	R	W	R	U	R	A	L	(e) _____ things
R	R	S	O	C	I	A	L	B	(f) _____ change
F	T	I	N	Y	N	E	W	A	(g) _____ questions
E	L	D	E	R	L	Y	P	D	(h) _____ cold
V	E	R	Y	Z	O	P	E	N	

11. Let's play a game. Look at the following pairs of words quickly. Each pair looks the same, but are different in meaning as well as in spelling. The different meanings are given against each pair. Fill in the blanks by putting in one or two letter(s) to show the difference in spelling. The one who completes it first will be the winner.

- (a) d — ry : a record of everyday's events or thoughts
d — ry : a place where milk is processed to make different milk products
- (b) w — ther : temperature of a place
w — ther : expressing a doubt
- (c) l — ke : a large area of water
l — ke : similar to
- (d) w — sh : to make something clean by using water
w — sh : to want something to happen
- (e) n — w : fresh, not old or used
n — w : the present time

12. Rupalee Chetia is a contestant for President in the coming Panchayat election. In groups, design a poster seeking votes for her victory.



☞ The teacher may help the learners in this activity by providing hints.

13. Recite the poem:

Love of Country

Who loves his country will not rest
Content with vow and pledge alone,
But flies her banner in his breast
And counts her destiny his own—
Not only when the bugle plays
Stands forth to give his life for her,
But on the field of common days
Is strong to live his life for her,
He is not satisfied to claim
As heritage, her power and fame,
But striving, gains the right to wear
The shining honour of her name.

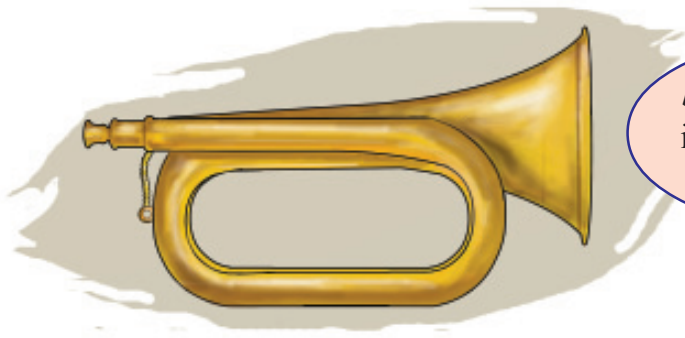
Vow: a formal and serious promise

Fame: the state of being known and talked about by many people

Striving: trying very hard to achieve something

claim: to demand

— Nancy Byrd Tuner



bugle: a musical instrument like a small trumpet

14. Think and write:

Do you love your country? Discuss with your friend how you can show your love for your country. Write a paragraph on it.

[illegible]

For the Teacher

The lesson is designed as a conversation between a little Mising girl Dokchory and her father Konke Mili. Through their conversation, information about the Panchayat is revealed.

Post Reading Activity 1 will help learners to build their vocabulary and understanding.

Encourage each student to prepare and deliver a speech on the basis of Dokchory's speech provided in Activity 5. Divide the class into small groups and ask them to share their ideas on the questions given in Activity 6 among themselves before they say it aloud to the whole class. Encourage every student in each group to participate in the discussion. Provide them with stories to help them form a mental picture of each situation before you ask them to respond to the situations in the three questions given in Activity 6. Your story telling ability should be used as an effective resource while you ignite learners' imagination and help them to discuss and speak aloud their views. Dokchory's desire to work for the Panchayat will help learners to imagine and plan how they would like to serve their village or town when they grow up. Motivate each and every student to actively participate in the discussion. Your attention and guidance will be required during this activity.

Students have already formed their concept about Reported Speech. Activity 8 will help them to practise interrogative sentences into the reported form while you help them to understand the use of negative and emphatic imperative sentences.

The sound 'ch' is an unfamiliar sound for most speakers in Assam. Demonstrate how to pronounce the sound correctly before you help learners to say words with the 'ch' sound in Activity 9. Identifying words having 'ch' sound from the lesson and saying these aloud will help learners to pronounce any word with 'ch' sound correctly. You can also help them notice that there are words like 'character' or 'machine' where the 'ch' is pronounced differently.

Activity 12 will help learners to design a poster. Help them understand how politicians need to talk about their plans for the people during campaigning. This will help them complete the poster.

Recite the poem ‘Love of Country’ with correct stress, intonation and voice modulation. Encourage learners to listen to you carefully before they recite the poem. You could even have a recitation competition and declare the best three recitations.

Learning Outcomes:

The learner:

- speaks short prepared speech in morning assembly
- speaks about objects/events in the class/school environment and outside surroundings
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- reads, compares, contrasts, thinks critically and relates ideas to life
- infers the meaning of unfamiliar words by reading them in context
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 5

Louis Pasteur



Where would you see the following signs? These signs mention the names of some deadly diseases. Find the names of the diseases and write them in the boxes below:

BEWARE OF ANIMAL BITES
THEY MAY CAUSE RABIES



Prevention is the only
cure for AIDS



MEASLES is a deadly disease.

It can lead to

- Pneumonia
- Diarrhoea
- Other life threatening complications



The anopheles mosquito is a carrier
of MALARIA

- Keep food and water covered!
- Use repellent.
- Sleep under a mosquito net.

RUBELLA is caused by a VIRUS.

RUBELLA infection during pregnancy
can lead to children born with congenital
birth defects, as

- Blindness
- Deafness
- Mental retardation
- Congenital heart defects



Let's read about Louis Pasteur. Louis Pasteur found a cure for rabies, one of the deadliest diseases of the 19th and 20th centuries.



One day a boy called Louis Pasteur was playing with his friends in Abois, a small town in France. Suddenly he saw a man running towards him. The man was very frightened. “What is the matter?” Louis asked him. “Someone has been bitten by a mad wolf from the mountain.” Louis was scared because he understood that the mad wolf was suffering from rabies.

Rabies is a viral disease that causes inflammation of the brain in humans and other mammals. Animals with rabies go mad and die. Human beings get the virus when they are bitten or scratched by animals with rabies. “The man who was bitten by the mad wolf will get the disease and die,” thought Louis. The incident disturbed him. Who knew that one day he would be the one to find a cure for the deadly disease?



Many years later, while experimenting on rabbits, Pasteur found the deadly virus that causes rabies. In his experiments, he treated the ailing rabbits by injecting them with the same virus and succeeded in curing them. “If only I had a chance to try it out on human beings!” he thought. The chance came soon.

On July 6, 1885, a boy was returning from school when he was bitten by a mad dog. His mother came to Pasteur crying, “Can you save my son, Sir? Would you please save him? I am ready to give you everything I have.”

“Don’t worry,” Louis said, consoling the boy’s mother. “I’ll do whatever I can.” “Maybe it will benefit the entire human race in the future,” he thought. Pasteur was not sure if his method would work on human beings. Yet he made up his mind to take the risk. He injected the boy with the virus and kept him under watch. To his pleasant surprise, the boy responded to Pasteur’s treatment. This new method of treatment of rabies made Pasteur famous all over the world.

In 1888, the French government founded the Pasteur Institute in Paris. This institute is dedicated to the study of biology, micro-organisms, diseases and vaccines. Louis Pasteur died in 1895.



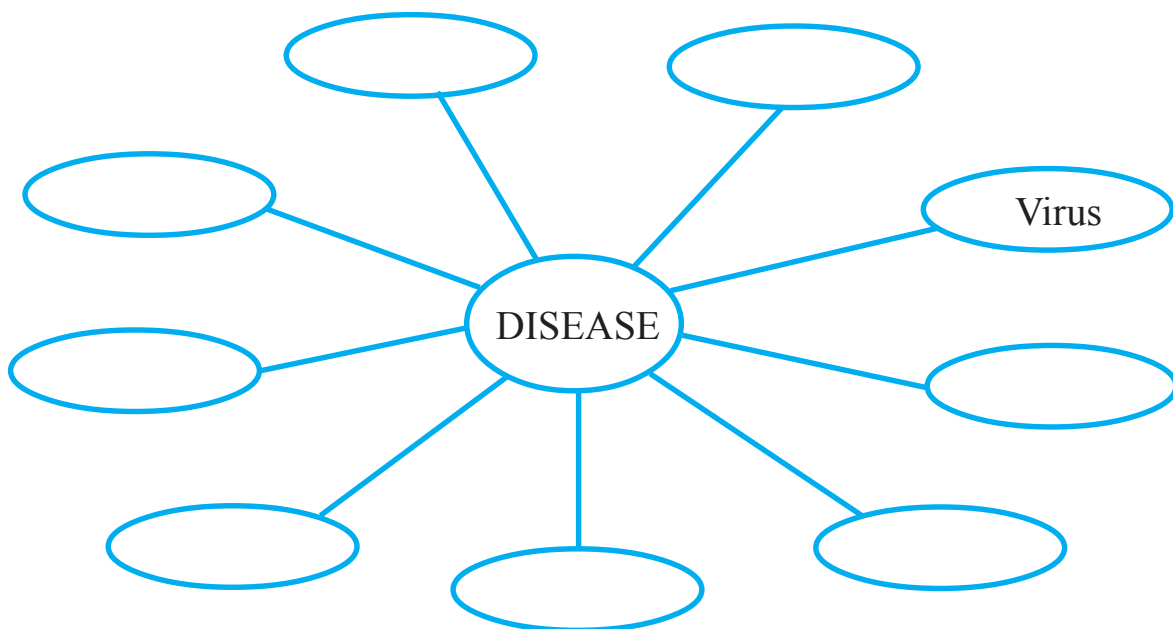
ACTIVITIES

1. Answer the following questions to check your understanding:

- (a) What happened one day while Louis Pasteur was playing with his friends?
- (b) What does rabies cause in human beings?
- (c) What experiments did Pasteur conduct on rabbits?
- (d) Who was Pasteur's first human patient? Was his treatment successful?
- (e) When and where did the French government establish the Pasteur Institute? What is it famous for?



2. You must have noticed that the lesson has many words related to diseases. Read the lesson carefully and note down all these words in the word web below. One has been done for you.



3. Here are five friends sharing information about diseases. Complete their dialogues with information from the lesson.

(a) Puja :

Beware of animal bites
.....

(b) Rohan :

Measles is a deadly disease. It can lead to
.....

(c) Pushpa :

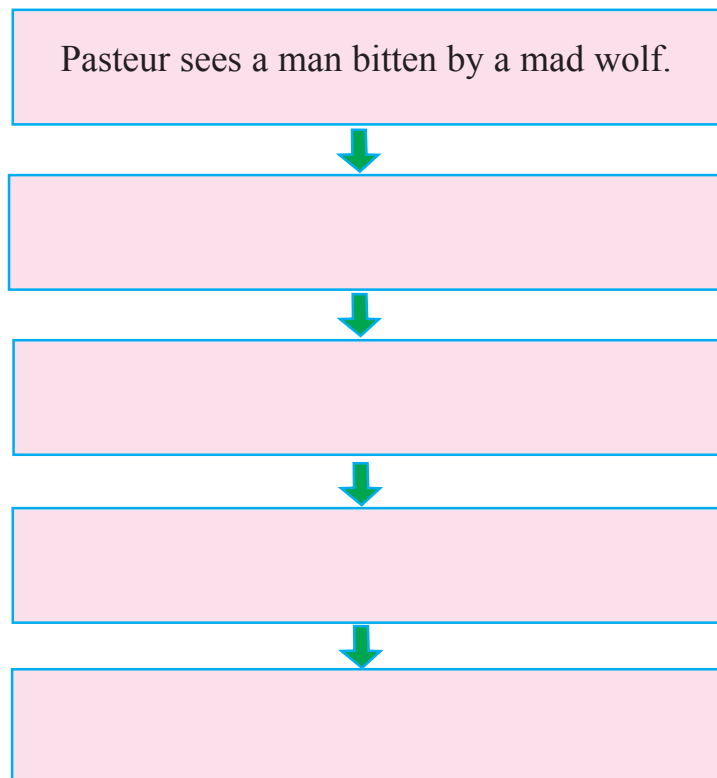
Rubella infection can lead to
.....

(d) Jumon :

The anopheles mosquito
.....



4. Do you know what a flowchart is? It is a diagram that shows how one thing leads to the next. Read the lesson once again and complete the flowchart to show the chain of events. The first entry has been inserted for you.



5. Here are some sentences from the lesson.

A man came running towards Louis Pasteur. The man was very frightened.

“What is the matter?” Louis asked him. Someone *has been bitten* by a mad wolf from the mountain.

Look at the words printed in italics.

Can you recall which grammatical structure is represented by the words in italics? Fill in the blank spaces provided below to give the answer.

The words printed in italics are in the P _____ voice.

By changing the verb forms, the sentence can also be written in the following way:

(a) A mad wolf from the mountain *has bitten* someone.

This sentence is in the A _____ voice.

Now, read the lesson and find out other sentences in Active voice. Reframe these sentences if necessary. Then convert them into their Passive forms.

6. (a) Let's learn some tense forms:

We use the **Simple Present** tense

(i) to express universal truths:

Animals with rabies *grow* mad.

(ii) to express habitual or repeated action:

Louis Pasteur *plays* with his friends.

(iii) to indicate situations that are permanent:

He *works* in the institute.

(b) We use the Present Continuous tense to express an action that is presently going on:

He *is working* on his experiment.

(c) Now complete these sentences using the Simple Present or the Present Continuous forms of the verbs in brackets:

(i) We _____ football in the afternoon. (play)

(ii) The sun _____ in the east. (rise)

(iii) Don't make a noise ; the baby _____. (sleep)

(iv) Someone _____ at the door; can you hear it? (knock)

(v) The man _____ towards the bus. (run)

- (vi) The bus usually _____ at 8 o'clock. (come)
(vii) He _____ for an engineering entrance examination. (prepare)
(viii) He _____ German. (learn)

7. (a) We use the Simple Past tense:

- (i) to talk about an action that has already taken place, e.g.**

This method of treatment of rabies *made* Pasteur famous all over the world.

- (ii) to show a series of completed actions, e.g.**

He *injected* the boy with the virus and *kept* him under watch.

(b) We use the Past Continuous tense:

- (i) to refer to an action that was going on for a certain period of time in the past. e.g.**

One day, a boy called Louis Pasteur *was playing* with his friends.

- (ii) to show that something happened while another action was going on, e.g.**

Many years later, when he *was experimenting* on rabbits, he found the deadly virus that causes rabies.

(c) Let's see how much you have understood. Complete these sentences using the Simple Past or the Past Continuous forms of the verbs in brackets.

- (i) Louis Pasteur _____ in 1895. (die)
(ii) Pasteur knew that the mad wolf _____ from rabies. (suffer)
(iii) When I reached his house, he _____ lunch. (have)
(iv) I _____ last evening. (arrive)
(v) The boys _____ football when it suddenly began to rain. (play)

8. **Imagine you are the young boy who was bitten by the mad dog. You are telling your friends what happened when you were coming home from school. Fill in the gaps in the passage below with correct forms of the verbs to complete your story.**

Yesterday I _____ (return) from school alone. On the way I _____ (see) a group of boys around a dog. The dog _____ (seem) to be mad, and the boys _____ (throw) stones at it. This _____ (make) the dog angry and frightened. The dog _____ (begin) to bark angrily. The boys _____ (find) this very funny and they _____ (hit) the dog with a stick. I _____ (stand) nearby quietly. Suddenly the dog _____ (rush) at me and _____ (bite) me. I _____ (shout) to the boys to help me. But they _____ (run) away. The dog _____ (is) so angry that it _____ (will) not let go of my leg. Finally, three men from a nearby shop _____ (come) out and _____ (chase) the dog away.

9. **Here are a few words from the lesson. See if you can match the words to their meanings:**

Words	Meaning
scared	<ul style="list-style-type: none">• a living thing, too small to be seen without a microscope, that causes infectious diseases• sick and not improving• to be frightened of something or afraid that something bad might happen• a very small living thing that you can only see under a microscope• when the skin is cut or damaged slightly with something sharp, such as nails
scratched	
ailing	
virus	
micro-organism	

10. Look at the pictures given below. Write sentences in the boxes using words from the lesson to describe the pictures.



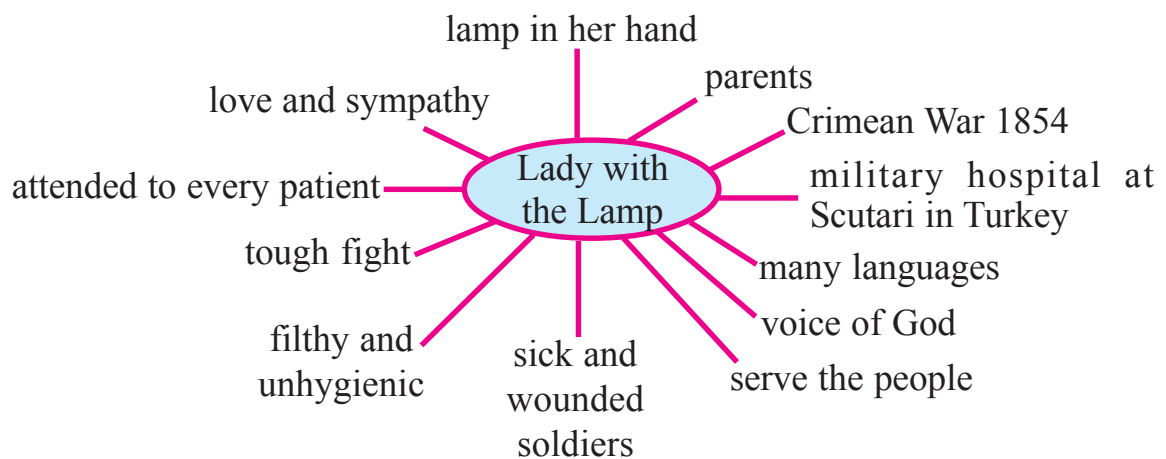
11. Look at the following sentences. They are in Direct speech. Imagine you are reporting the conversation to someone. Rewrite the sentences in Indirect/Reported Speech.

- (a) “What is the matter?” Louis asked him.
- (b) “Can you save my son?” the woman asked Louis.
- (c) “I’ll do whatever I can,” said Louis to the boy.



12. **Work in groups. Make a poster (using pictures and captions) to create public awareness of what happens when mosquitoes and animals bite. Remember to mention the (i) diseases, (ii) their prevention and (iii) their cure.**
13. **Mamu was trying to write about Florence Nightingale for her school magazine on the occasion of World Health Day. Let's see how she prepared to write it:**

- First she made a mind map for her passage. She wrote down important words and phrases related to Florence Nightingale so that she could include them in her passage.



- Then she organized the points and wrote her first draft.
- After that, she revised her draft and wrote the final copy.

Read her final copy and do the task that follows.

Florence Nightingale was the second daughter of William Edward Nightingale and Frances (Fanny) Smith. From her childhood Florence Nightingale wanted to serve people. So she completed a course in nursing to serve sick and old people. When the Crimean War broke out in 1854, she volunteered at once to go to Constantinople to serve the sick and wounded soldiers. She took three nurses with her but Sydney Herbert, the then Secretary of State at War, wanted her to take out a much larger party of nurses. She was officially asked to take charge of the nursing

in the military hospital at Scutari in Turkey. The party left England in October 1854. They reached the barrack hospital at Scutari on November 5. On arrival she found that the hospitals were overcrowded. Everything was filthy and unhygienic. Patients had to lie even in the corridors. She had a tough fight with the administration to set everything in order. She spent many hours a day in the wards. She attended to every patient and comforted them with love and sympathy. She used to move in the wards each night comforting wounded soldiers with a lamp in her hand. The wounded soldiers began to call her The Lady with the Lamp. Soon, she became the symbol of love and hope for all. Her lamp lit up their lives with a healing touch. Florence Nightingale realised that human love was as important as medicine for healing. To her, the best way to serve God was to serve the suffering people.

Now think of a few words to describe Florence Nightingale.

Working with a partner, draw/ paste a picture of Florence Nightingale in a piece of chart paper, and paste around the picture all the words that you have written to describe her.

14. Read the definition given below:

*A **proverb** is a well-known phrase or sentence that gives advice or says something that is generally true.*

Some examples of proverbs are—

Absence makes the heart grow fonder.

An apple a day keeps the doctor away.

The most important function of proverbs is to teach people good morals. They often contain advice, with the purpose of teaching wisdom to common people. Since proverbs are usually metaphorical and indirect, they allow writers to express their advice in a less harsh way.

Pick out the proverbs from the list given below:

- (a) A white elephant
- (b) Crocodile tears

- (c) All that glitters is not gold
- (d) Every cloud has a silver lining
- (e) Early to bed and early to rise makes a man healthy, wealthy and wise
- (f) A black sheep

Now, read the lesson carefully. Then, using the text as the basis, in groups discuss and prepare a speech on the following proverb:

Prevention Is Better Than Cure.

Remember to prepare the speech from the perspective of maintaining good health. The group leader or any other member chosen by the group will then present the speech before the class. The class will vote for the best speech among the groups. The teacher will suggest necessary improvements to the groups.

The speech voted to be the best by the class will then be presented before the morning assembly of the school.

15. Prepare a quiz on the lesson Louis Pasteur.

Each group will select a quizmaster and a scorer to conduct the quiz and keep the scores. The quiz will be held among the groups other than the group conducting the quiz. Each group will take turns to conduct the quiz in the class.

The groups will make a note of the questions of each group. Then all the questions will be compiled by the class and the answers will be written down in their notebooks. (You may refer to Lesson 3 for ideas.)

16. Fun with sounds: practise saying this tongue twister as fast as you can.

Four Frenchmen from France fried forty-five flying fish that fly faster than flat flying fleas.

Now, in pairs, make a tongue twister using information from the lesson, and make your friends say it for fun.

17. Refer to a dictionary or your text and give two examples of adjectives with the following prefixes or suffixes. (One is done for you.)



happy	tidy		
un-		dis-	
unhappy	untidy		
		-less	

-al		-ful	
		-ous	

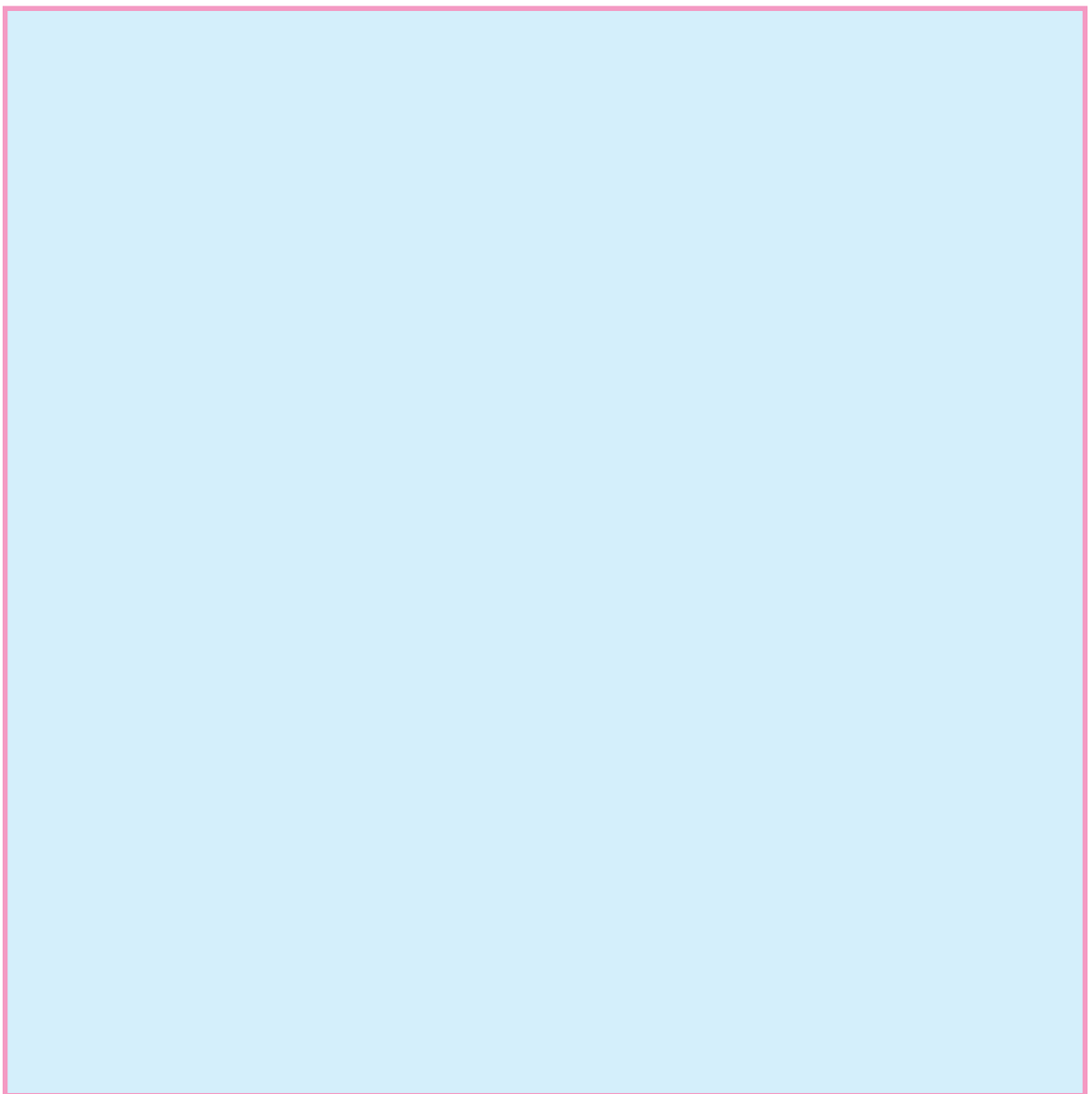
Now, use some of these adjectives in your own sentences.

18. (a) Recite:

The mosquito named Little
Has venom in her spittle.
Net, repellent and spray
Always frighten her away.



(b) Now, develop a poster based on the poem.



For the Teacher

The theme of this lesson being disease, its prevention and cure, learners will become familiar with the language used to talk about common diseases and their cure.

Activity 1 - 4 are to test learners' comprehension and give them practice in writing answers and dialogues.

In Activity 4, help learners to complete the flow chart to show the chain of events that exists in the lesson. Learners have already learnt the concept of Active and Passive voice. Activity 5 will help the learners to find from the lesson sentences in the Passive Voice and convert them into Active Voice.

Activities 6 and 7 are designed to enable learners to understand the tense forms 'Present' and 'Past'. You may provide more examples beside the ones given in the exercise. This will enable learners to complete Activity 8.

In Activity 9, learners will learn to understand the meanings of new words from the content. They will then be able to practise using such words in sentences of their own in Activity 10.

Activity 12 and Activity 13 are meant to encourage learners to practise their composition skills by using the words and sentences they have learnt in the lesson.

You can ask learners to draw and paste a picture of Florence Nightingale on a chart paper and write all the words around the picture to describe her.

Activity 14 is another exercise to familiarize learners with the different uses of English. It introduces learners to 'Proverbs' and their use. Since proverbs allow writers to express their advice in a less direct way, learners will be able to use these in their speech or in writing.

Tongue twisters are sequences of words with similar sounds that are difficult to pronounce quickly and correctly. Your students will enjoy the tongue twister in Activity 16. Encourage them to make more tongue twisters using information from the lesson.

Activity 17 is both a vocabulary building exercise and a grammar task. This activity will build learners' store of active vocabulary. Learners will enjoy the poem in Activity 18. You may help them to understand some of the words in the poem before they develop a poster based on the poem.

Learning Outcomes:

The learner:

- reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on T.V., Radio and expresses opinions about them
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- interprets quotations, sayings and proverbs
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- infers the meaning of unfamiliar words by reading them in context
- refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 6

A New Day, A New Way



Each one of us is born with some natural talent. Some can sing, some can dance or paint, and others like to do social work.

Work in pairs. Find out what talent your friend has. Then join another pair and think of how you can use your talents to earn a living when you grow up.

Here is a story of Seema Deka and her daughter Swati. It is titled 'A New Day, A New Way'. Can you guess why?

Read the story to find out.



It was early evening. Seema Deka drew the window curtains of her living room. She felt very tired. Without switching on the light, she sat on the edge of her bed, lost in thought. She recalled what Kalpana ma'am, the Manager of her office had told her before closing time: "Look Seema, it'll take a few days to pay the staff their salary this month. Please tell the others too."

Seema was quite upset by the information, although her mood didn't show on her face. She needed twelve thousand rupees to pay Swati's school fees and she was depending on her salary to make the payment. And now...

"Maa, what are you doing sitting in this dark room?" Swati flung the door open and switched on the light. "You look worried, Maa. What's the matter?"

"The salary for this month will be late. I'm wondering about..."

"The fees? Don't worry, Maa. We'll figure out something."

Seema looked at Swati's calm and resolute face. She looked so mature, Seema thought. And yet she was only in Class X. The face of her late husband came to her mind. He had passed away nearly five years ago. She imagined how proud Swati's father would have been of her. He would have been even more proud to know that his dear little Swati was adored by her teachers and her classmates at school.

"You know, Maa!" Swati started. She began to tell her mother about a lady from an NGO who had visited their school to create awareness on "Entrepreneurship Development and Self Reliance". Swati suggested to her mother that they could try the NGO for some help. She looked at her diary where she had jotted down the number of the lady's mobile phone, and rang her up. She introduced herself, reminding her of her visit to their school. She also told the lady about her mother and sought her guidance to start a small business. The lady sounded very warm and helpful and told Swati to send her mother to her office 'Brave Mothers' the next day at 10 o'clock in the morning.

Swati was overjoyed at the lady's response. She hugged her mother tightly and told her that everything would be all right. Seema couldn't hide her tears. How quickly her little girl had grown up!

The following morning Seema met the lady and talked to her about her hopes of setting up a small business. The lady took her to a large room where a group of women were stitching soft dolls. The women wore blue sarees and aprons and had

Brave Mothers embossed on their dress. The lady explained to Seema that their NGO was a self-help group. “We offer vocational training in a variety of fields like toy making, embroidery, tailoring, culinary arts, mobile phone repairing and so on”.

“Seema, tell me what you are good at. We’ll give you training in that area. Once you finish your training, you’ll be offered a small loan to start a business. Besides, you will be mentored at every stage by our team,” said the lady warmly. “I would like to choose culinary training as a vocation since I love cooking,” said Seema. The lady appreciated Seema’s confidence and gave her an idea of the business potential in this area. She said, “We offer catering services such as tiffin services to office goers and working women staying in paying guest accommodation. You’ll be trained to cook the different recipes that we serve for lunch and dinner. You will also learn about packing and handling. You will have to assure your customers of good quality food and hygienic standards.” Seema looked a bit confused, although she listened attentively. Sensing her confusion, the lady clarified that she need not worry. Seema would operate on her own, and to start with, the NGO would assign thirty of their valued customers to her. She would be given a loan amount to set up her own kitchen at home. Based on Seema’s performance, she would be assigned more customers. Since Seema needed money immediately, the lady also assured her that her loan would be sanctioned even before her training. A savings account would be opened in a bank in her name where she would be able to deposit her savings. The lady added, “All our members contribute money to a common pool so that it can help another woman like you. So, Seema are you ready?”

Seema couldn’t hide her excitement. “Yes, Madam!” She responded enthusiastically.

It was going to be all right, thought Seema, as she headed back home. It was a bright, sunny day, and Seema thought the sun was shining more brightly on her today. Her heart brimmed with new dreams and the smile around the corner of her lips broadened like a flower in bloom. She couldn’t wait to get home and tell Swati the good news. Together, they would build a new future!

ACTIVITIES

1. Answer the following questions from the lesson:

- (a) Why was Seema upset?
- (b) What did Swati suggest to her mother?
- (c) What happened when Seema met the lady at the office of the NGO?
- (d) What did the women of 'Brave Mothers' do?
- (e) What was Seema interested in doing?
- (f) How did the NGO help Seema?

2. Check your comprehension.

Find out the meanings of the words in italics and select the correct answers from the options.

(a) Seema looked at Swati's calm and *resolute* face.

- (i) sad
- (ii) adamant
- (iii) brave
- (iv) determined, firm

(b) "I would like to choose *culinary* training as a vocation."

- (i) tailoring
- (ii) toy making
- (iii) embroidery
- (iv) cooking

(c) Her heart *brimmed* with new dreams.

- (i) lacked
- (ii) overflowed
- (iii) loaded
- (iv) exhausted

3. Here are some more words from the lesson.

Read the words in column A and find out their meanings in column B. Draw lines to match each word with its meaning.

A	B
(a) edge	(i) put one's arms around somebody to hold them tightly, especially to show deep love or liking
(b) adored	(ii) wrote something quickly
(c) jotted	(iii) loved somebody very much
(d) hugged	(iv) a raised design on a fabric
(e) embossed	(v) the outside limit of an object, a surface or an area

4. Sit in groups. Each group will take up one of the following points for discussion. The leader of each group will present the answers to the class on behalf of the group:

- (a) What, according to you, are the qualities of a good daughter/good son?
- (b) Do you think Swati is a good daughter? Why do you think so?
- (c) What are the good qualities you have that match with Swati's? (Each member will write his/her good qualities as a daughter/son.)
- (d) What will you do to become a better daughter/son?

5. Let's learn some grammar:

Look at the underlined words in the following sentences from the lesson.

“Seema Deka drew the window curtains of her living room. Without switching on the light, she sat on the edge of her bed, lost in thought.”

The underlined words on, of and in are **prepositions**. A preposition is a word usually placed before a noun or a pronoun to show its relation to a place, time, cause, purpose or means.

Here are some common types of prepositions. They denote

(a) **place or position:**

e.g. in, on, at, over, under, above, below, behind, between, beyond

(i) The book is on the table.

(ii) He is at school now.

(b) **time:**

e.g. at, on, in, for, from...to, since, during, till/until

(i) She will go to office in the morning.

(ii) She sat there for three hours.

(c) **cause:**

e.g. because of, on account of, from, out of, of

(i) The match had to be stopped because of the rain.

(ii) Our school is closed on account of Bihu.

(d) **purpose:**

e.g. for

(i) I am waiting for the taxi.

(e) **means:**

e.g. by, with, on, in

(i) I go to school by bus.

(ii) I will cut the cake with this knife.

Now fill in the blanks with the correct preposition from the choices given in brackets.

- (a) Seema was upset _____ the information.
(with/in/by)
- (b) Swati told her _____ a lady who lived here.
(about/of/for)
- (c) She asked Seema to see the lady _____ her office.
(on/at/by)
- (d) She was the boss _____ the NGO.
(for/by/of)
- (e) Swati goes to school _____ bus.
(by/on/with)

6. As you know, there are different ways of presenting the same idea.

Find a sentence in the text that has the same meaning as each of the following statements. The first one has been done for you.

- (a) She was very wise for her age, Seema thought.
She looked so mature, Seema thought.
- (b) He had expired a few years ago.

_____.

- (c) Depending on Seema's success, she would be given more work.

_____.

- (d) Her heart was filled with new hopes and desires.

_____.

7. Read the lesson carefully once again. Working with your partner, use the information given in it to design a signboard for the NGO 'Brave Mothers' which will be displayed near the gate.
8. This is the copy of a letter that Seema wrote to the Branch Manager of Assam Co-operative Milan Bank for the sanction of a loan. Read it.

To

The Branch Manager

Assam Co-operative Milan Bank

Naharguri, Assam

Date: 1 January 2019

Sub : Application for sanction of a loan amount of Rs 10,000/-

Sir,

I have been a customer with your bank for over five years. I would like to apply for a personal loan of Rs 10,000/- to set up a catering business. I have done the necessary market survey and have submitted all the necessary documents.

I will be very grateful if you could sanction the loan at the earliest.

Thank you, and looking forward to hearing from you.

Yours faithfully,



Seema Deka

Now, write a similar letter to 'Brave Mothers' asking for a loan to set up your toy making business. Carefully note how to begin and end a letter. Also note how the date, subject line and salutation are written.

9. In the lesson, Swati tells her mother that she would call up the NGO, 'Brave Mothers'. She would seek help from the representative from the NGO who had visited her school to create awareness on "Entrepreneurship Development and Self Reliance".

Now work in pairs. Imagine one of you is Swati's mother and the other is the lady from 'Brave Mothers'. Write a telephone conversation between Swati's mother and the lady. Note down the conversation and enact it before the class.

10. Find out from your teacher/parents/nearest bank/internet how to open an online bank account. Write out the instructions in clear steps below and tell your classmates how to open the account.



11. Swati's mother has set up a small catering service with the money taken as loan from the NGO and her personal loan from her bank. She wants her business to grow quickly. So she tells Swati to prepare/write out an attractive advertisement for her business to put in the local newspaper. Working with your partner, prepare the advertisement using chart paper, colour pencils and pictures. The teacher will select the best three advertisements to put up in the class noticeboard and award prizes.

12. Recite the poem:

A House A Home

What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.



– Lorraine M. Halli

For the Teacher

This lesson is meant to encourage learners to realise that everyone is born with a natural talent. Encourage learners to work in pairs and find out the other's talent. Help them to discuss how they can use their talents to earn a living when they grow up. This pre-reading activity will motivate learners to read the story.

The lesson highlights the various avenues available to make a living only if we utilise our talents in the best possible manner.

Activity 1-3 meant for comprehension and vocabulary building also give learners practice in writing. Encourage learners to find the meanings of the words given in Activity 3. They can also use the dictionary to match the words to their correct meanings, but make them first try to work out the meanings on their own.

In Activity 4, divide the class into small groups and allow each groups to pick up a question for discussion. The leader of the group should present the answers to the class.

In Activity 5, students will learn more about different types of prepositions. The exercise that follows will help them use prepositions appropriately in sentences.

Activity 7 is meant to help learners use their newly learnt information for a real life task. By working in pairs to design a signboard for the NGO 'Brave Mothers', they will be able to use their imagination and talent to design a poster.

Activity 8 is another practice activity for real life use of English. You can guide learners to write an application to the Branch Manager of a Bank asking for a loan.

Arrange students in pairs and ask them to imagine they are Swati and the lady from 'Brave Mothers'. Elicit norms of telephone conversation before encouraging them to write a conversation between the ladies. You can ask them to enact it in front of the class.

Activity 10 is meant to take learners beyond the classroom by teaching them how to open an online bank account. In Activity 11, learners will prepare advertisements on chart paper. You can select the three best advertisements to put up on the class noticeboard and also award them prizes.

Learning Outcomes:

The learner:

- speaks about objects/events in the class/school environment and outside surroundings
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- reads, compares, contrasts, thinks critically and relates ideas to life
- infers the meaning of unfamiliar words by reading them in context
- prepares a write up after seeking information in print/online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Lesson 7

Sympathy



We all need the help of others at times, don't we?

Here are a few situations where a person needs help. With a partner, decide what kind of help you can offer. Then share your ideas with the rest of the class.

- 1. A beggar has been hit by a passing car, and has injured his leg.*
- 2. An elderly lady is waiting to cross the street, but there is too much traffic.*
- 3. You are buying some fruit, and a dirty little child is standing near you watching you without a word.*

What kind of help do you think people prefer - money or physical help? Why?

Think about what kind of help you yourself would prefer.



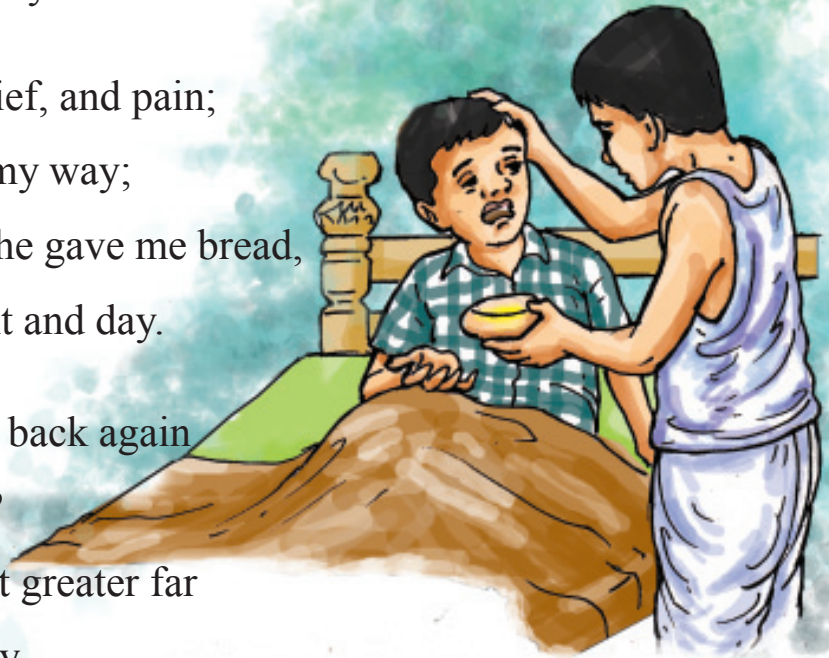
Now read the poem “Sympathy” and see a similar situation through the poet’s eyes.

I lay in sorrow, deep distressed;
My grief a proud man heard;
His looks were cold, he gave me gold;
But not a kindly word.

My sorrow passed - I paid him back
The gold he gave to me;
Then stood erect and spoke my thanks
And blessed his charity.

I lay in want, and grief, and pain;
A poor man passed my way;
He bound my head, he gave me bread,
He watched me night and day.

How shall I pay him back again
For all he did to me?
Oh, gold is great, but greater far
Is heavenly sympathy.



– Charles Mackay

ACTIVITIES

1. Read the poem and choose the correct options to complete the sentences.

(a) The poet was in deep sorrow. A proud man came and helped him by

- (i) offering him kind words
- (ii) ignoring him
- (iii) giving him gold
- (iv) giving him pleasant company

(b) When the poet lay in want and grief, the one who helped him was

- (i) a rich man
- (ii) a poor man
- (iii) a proud man
- (iv) a holy man

(c) The poor man gave the poet

- (i) a cold look
- (ii) sympathy
- (iii) gold
- (iv) not a kind word

(d) When the poet's sorrow passed, he went to the proud man and

- (i) gave him back the gold
- (ii) ignored him
- (iii) didn't give back the gold
- (iv) helped him

(e) The poet refers to sympathy as 'heavenly' because sympathy

- (i) is a feeling found in proud people
- (ii) is found only in rich people
- (iii) is an ordinary human feeling
- (iv) is a blessing from God

2. (a) Here are some questions to help you find out how much you have understood the poem:

- (i) How did the proud person help the poet when the poet was unhappy?
- (ii) What did the poor man do when he found the poet lying in pain and sadness?
- (iii) Why does the poet think that he cannot help the poor man back in the same way?
- (iv) Why is the poor man's help greater than gold?
- (v) "Oh, gold is great, but greater far
Is heavenly sympathy."
Why does the poet think so?

(b) Find in the poem lines that match the meaning of the following sentences.

- (i) I was sad and very unhappy.
- (ii) I was in need and was sad and hurt.
- (iii) He fed me and took care of me.
- (iv) Gold is valuable but sympathy and love are far more valuable.

(c) Make sentences with the following phrases:

- (i) looks were cold : _____
- (ii) night and day : _____
- (iii) pay him back : _____

3. Below are some lines from the poem with some words underlined. Choose the correct meanings of the words from the options given in brackets.

- (a) I lay in sorrow, deep distressed
(tired/unhappy/angry)

Answer : _____

- (b) He gave me gold
(money/jewellery/sheets)

Answer : _____

- (c) And blessed his charity
(money/kind help/pride)

Answer : _____

- (d) A poor man passed my way
(to move past/stopped me)

Answer : _____

- (e) Is heavenly sympathy
(selfishness/godly goodness/pride)

Answer : _____

- (f) Greater far is heavenly sympathy
(the feeling of being sorry at another's sadness/the feeling of pain/a superior feeling)

Answer : _____



4. Let's have fun with words!

The jumbled words below have been taken from the poem. Spell the words correctly. List their antonyms (if any) alongside. Mention whether the words are nouns or adjectives. One has been done for you.

Jumbled Words	Correct Words	Antonyms	Nouns/Adjectives
wsoror	sorrow	joy	noun
ymsapyth			
dkiynl			
ifegr			
rdupo			
ycahrt			
lcod			

5. As you know, the lines of a poem are not always written like prose. Here are some of the main ideas of the lines of the poem, but in a jumbled order. Rearrange each set of words to get a complete sentence. Remember to start the sentence with a capital letter and end it with a full stop.

- (a) deeply/distressed/was/he
- (b) heard/a proud man/of/his grief
- (c) looks/cold/were/his
- (d) didn't offer/he/a/kindly word
- (e) the gold/him/back/paid/to/he
- (f) even/thanked/him/I
- (g) gave him/bread/the poor man/and/him/looked after
- (h) than/the poor man's/is/gold/greater/sympathy

6. Read the paragraphs and then match them to the appropriate stanzas of the poem:

The poet was lying in sorrow and in pain. A poor man saw him and took care of him. He also offered him food to restore the poet's health. He took great care of the poet until the poet regained his health.

When the poet recovered, he went back to the man and repaid all the gold. He also stood straight, offered the man thanks, and blessed him for his help.

Once the poet was full of grief and was very depressed. A rich and proud man heard about the poet's problems and came to help him. The proud man offered him money, but did not offer any words of sympathy.

The poet wonders how to repay an act of selfless kindness. He realises that having money to repay a debt is a great thing, but kindness is a heavenly act that cannot be easily repaid.

7. (a) Look up the dictionary to find out what is meant by the word ‘values’.
- (b) Discuss what is meant by the term ‘human values’.
- (c) Make a list of different types of human values. Taking the help of the dictionary, write the meaning of each of the human values you have listed. Also, write at least one synonym and antonym for each human value you have selected. One example has been worked out for you.

Human values	Meaning	Synonym	Antonym
kindness	The quality of being kind, gentle, friendly and generous	care, concern	unkindness

8. In groups, turn the theme of the poem “Sympathy” into a story. You can write about four men in a village – one who is very rich, one who is very poor and two who are neither too rich nor too poor.

Hints:

- One man fell into deep distress (describe the type of distress)
- Approached a rich man; rich man gave money.
- He repaid the rich man’s money when he recovered from his problems.
- Later he fell sick; was nursed back to health by a poor man.
- Conclusion

9. Let’s learn some grammar:

Read the following sentences-

(a) Give me some bread.



(b) Take me to the doctor.



We can say these sentences in a polite way by using could and would as shown below:

- | | |
|---|--|
| (a) (i) <u>Could/Would you</u> give me some bread? | (b) (i) <u>Could/Would you</u> take me to the doctor? |
| (ii) <u>I wonder if you could</u> give me some bread. | (ii) <u>I wonder if you could</u> take me to the doctor. |
| (iii) <u>Would you mind</u> giving me some bread? | (iii) <u>Would you mind</u> taking me to the doctor? |

Now let’s practise saying these sentences. Divide the class into two groups and give them names. Let one group ask questions beginning *with will/would/can/could*. The other group will give answers.

For the Teacher

This poem will help students learn and discuss the importance of kindness and sympathy. Tell your students to recall an incident when they helped someone, or when somebody helped them. Taking your learners through the pre-reading (warm-up) activity will enable them prepare to read the poem ‘Sympathy’ with better understanding. This poem will develop values of kindness and sympathy in the learners.

Read the poem aloud with proper stress, intonation and voice modulation in order to bring out the essence of the poem. Encourage learners to read after you– this will help them comprehend the meaning of the poem too.

Activity 1-6 are meant to help learners to check comprehension. Encourage them to work together for the answers.

Activity 7 (a), 7 (b), 7 (c) will enhance the learners’ dictionary skills. By this time, at the threshold of the secondary level, learners need to learn reference skills, which can be developed through dictionary exercises as well as using thesaurus or other online references to find the meanings, synonyms, and antonyms of words. These activities will also help learners to understand the meanings of the words ‘value’ and ‘values’ and develop an awareness for human values. You can guide them in differentiating ‘right’ and ‘wrong’ and in understanding what values are important in life.

You can initiate a friendly talk about self direction so that each student learns to reflect on the importance of independence of thoughts and actions. Elicit responses about beliefs and help them to decide, choose, create and explore their lives and beliefs.

You extend the talk by discussing about pets, non-violence, peace and love.

Activity 8 follows from Activity 7. It is meant to help learners transform the theme of the poem into a story. Encourage learners to use the hints that are provided while building their stories.

Activity 9 is a fun grammar exercise. Make students sit in groups and say polite expressions for making requests using ‘could’ and ‘would’. Give different names to

the groups. Ask one group to ask questions beginning with will/would/can/could. The other group can give answers such as, ‘Yes, I will’; or ‘Yes, I can’ and so on.

Learning Outcomes:

The learner:

- uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’, etc.
- participates in grammar games and kinaesthetic activities for language learning
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- narrates stories (real or imaginary) and real life experiences in English
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- infers the meaning of unfamiliar words by reading them in context
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing

Lesson 8

Chandrabhabha Saikiani



Do you know what rules society had for women a hundred years ago?

Work with a friend. List at least five rules women in the early 20th century had to follow, that modern women do not need to.

What will you do if you are asked to speak with boys from behind a bamboo screen?

Now read this story about a passionate Assamese woman who tried to remove the taboos faced by herself and other women of her days.

Chandrabhabha Saikiani was a renowned social reformer from Assam who fought to make formal education available for girls. These happened during a time when society did not allow girls to step out of home. Born on 16 March 1901 to Ratiram Mazumdar and Gangapriya, Chandrabhabha spent her early years in Doisingari village in Kamrup district. She and her sister Rajaniprabha were so eager to study that they did not mind wading through mud to attend a school which only had boys and was situated several kilometers away. This was the beginning of a journey of a lifetime to rid society of all the taboos against women that prevailed during those days.



Chandrabhabha Saikiani realised that girls had to fight a hard battle to receive an education as good as that received by boys. So after school, she would gather other girls and teach them what she had learnt during the day.

Chandrabhabha's efforts greatly impressed school sub inspector Nilkanta Barua, and she and her sister were awarded a scholarship to study in Nagaon Mission

School. Chandrabhabha made the best of her school education. On several occasions she fought for the rights of girls. In those days girls weren't admitted into the hostel unless they converted to Christianity. Chandrabhabha vehemently opposed this and the school authorities were compelled to allow girls of all religions to avail the hostel facilities.

In 1925, Chandrabhabha challenged the prevailing custom of women sitting behind a bamboo screen in public meetings. In the Assam Sahitya Sabha session held that year at Nagaon, she delivered a very powerful speech and demanded the removal of the bamboo screen that was placed between men and women. She was staunchly against such restrictions and her protest against these norms of society was not confined to this incident alone. The next year, at her initiative, the first women's organisation, "*Assam Pradeshik Mahila Samiti*" was formed.

Chandrabhabha Saikiani was greatly affected by the deep rooted caste system in India. In her own state, Assam, she took matters into her own hands. One of such radical steps was to fight for the entry of every one, irrespective of caste, gender and class, into the famous Hayagriva Madhava temple at Hajo.

In 1921, when Chandrabhabha met Mahatma Gandhi, she was inspired to join the freedom movement. She spread the message of khadi, boycott of foreign clothes, removal of untouchability, banning of opium and other social evils. From 1930 onwards she immersed herself in the freedom movement. She was imprisoned thrice, in 1931, 1942 and in 1943. Nothing could dampen her indomitable patriotic spirit. Whenever she saw any injustice, her rebellious spirit rose to the occasion.

This great freedom fighter spread the message of her mission also through a number of books. The Padma Shri was conferred upon her a few days after her death in 1972. Apart from this great honour, she was also remembered with a commemorative postal stamp in 2002.



ACTIVITIES

1. Answer the following questions from the lesson to check your comprehension:

- (a) Who was Chandrababha Saikiani?
- (b) What did Chandrababha do to educate the girls of her village?
- (c) Which two incidents show us how Chandrababha fought for the rights of girls?
- (d) On what occasion did Chandrababha Saikiani inspire women to come out from behind the bamboo screen?
- (e) What steps did Chandrababha take to eliminate the caste system?
- (f) What was Chandrababha Saikiani's role in the freedom movement of India?

2. Work in pairs and complete the following sentences with information from the lesson:

- (a) At a time when society did not allow young girls to step out of home, she fought _____.
- (b) In those days girls' schools did not exist, so Chandrababha _____.
- (c) Chandrababha and her sister were awarded _____.
- (d) In order to eliminate the evils of the caste system, Chandrababha fought for the entry of _____.
- (e) Being inspired by Mahatma Gandhi, Chandrababha _____.

3. Read the following sentences and find a word from the text to replace the underlined part.

- (a) Chandraprabha Saikiani was a famous and respected social worker from Assam.
- (b) She tried to get rid of all the cultural or religious restrictions against women that prevailed during those days.
- (c) Chandraprabha refused to accept and questioned the prevailing custom of women sitting behind bamboo screens in public meetings.
- (d) She was strong in her attitude against society's restriction and her protest against the norms of society was not confined to a particular incident.
- (e) Whenever she saw any injustice, her desire to resist authority rose to the occasion.

4. Listen to your teacher read out the first paragraph of the lesson. As you listen, complete the table below with information about Chandraprabha Saikiani:

Chandraprabha Saikiani	A _____ social reformer from A _____
Birth	_____ March _____
Father	_____
Mother	_____
Sister	_____
School	A school which only had _____

5. There are seven paragraphs in the lesson Chandraprabha Saikiani. Choose the appropriate description for each paragraph.

(a) The first paragraph is about:

- (i) Chandraprabha Saikiani's childhood
- (ii) Chandraprabha Saikiani's birth as the social reformer
- (iii) Chandraprabha Saikiani's career as a school teacher

(b) The second paragraph is about:

- (i) Chandraprabha Saikiani's preparation to be a school teacher
- (ii) Girl's education vs boy's education
- (iii) Chandraprabha Saikiani's efforts to get an education just like the boys of her village

(c) The third paragraph is about:

- (i) her fight for freedom
- (ii) her fight for the rights of girls
- (iii) her fight against British rule

(d) The fourth paragraph is about:

- (i) formation of *Assam Pradeshik Mahila Samiti*
- (ii) Chandraprabha Saikiani's protest against restrictions imposed on women
- (iii) Chandraprabha Saikiani's speech at the Assam Sahitya Sabha meeting

(e) The fifth paragraph is about:

- (i) the caste system of India
- (ii) Chandraprabha Saikiani's visit to Hajo
- (iii) Chandraprabha Saikiani's protest against the caste system

(f) The sixth paragraph is about:

- (i) Chandraprabha Saikiani's meeting with Mahatma Gandhi
- (ii) Chandraprabha Saikiani as the freedom fighter
- (iii) the punishment Chandraprabha Saikiani received for being a freedom fighter

(g) The seventh paragraph is about:

- (i) Chandrababha Saikiani's rebellious spirit
- (ii) Chandrababha Saikiani's imprisonment
- (iii) Chandrababha Saikiani's motivation to join the freedom movement

6. Discuss in groups and share what you have learnt about:

- (a) The condition of women during the days of Chandrababha Saikiani
- (b) Chandrababha Saikiani's role in the freedom movement

Your group leader will read your points aloud for the rest of the class.

7. Let's learn some grammar:

In this lesson you have come across verbs that use 'to' before them-

- (a) She was inspired to join the freedom movement.

The form "to join" is a non-finite verb generally known as the **to-infinitive**.

The to-infinitive can also be used as the subject of a sentence as in-

- (b) To keep the guests waiting is not good.

It can also be used as the complement of a sentence-

- (c) It is not good to keep the guest waiting.

Now practise using the to-infinitive.

Combine these sentences by using to-infinitives. The first one is done for you-

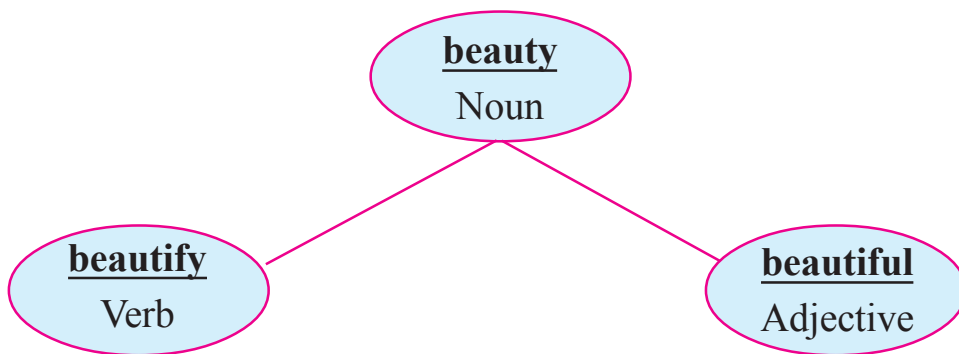
- (a) I will visit the book fair. I will buy a few novels.

I will visit the book fair to buy a few novels.

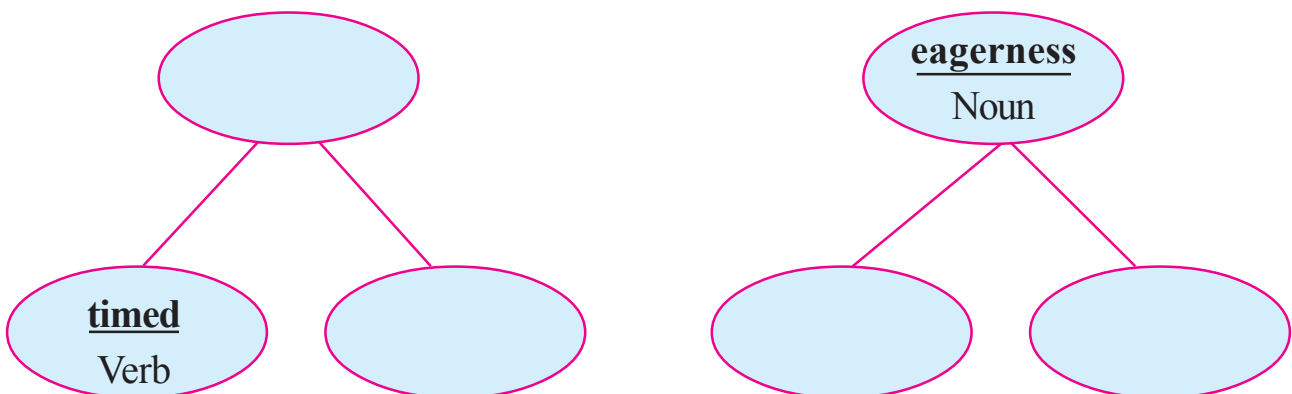
- (b) We are going to Puri tomorrow. We will visit the Jagannath Temple there.

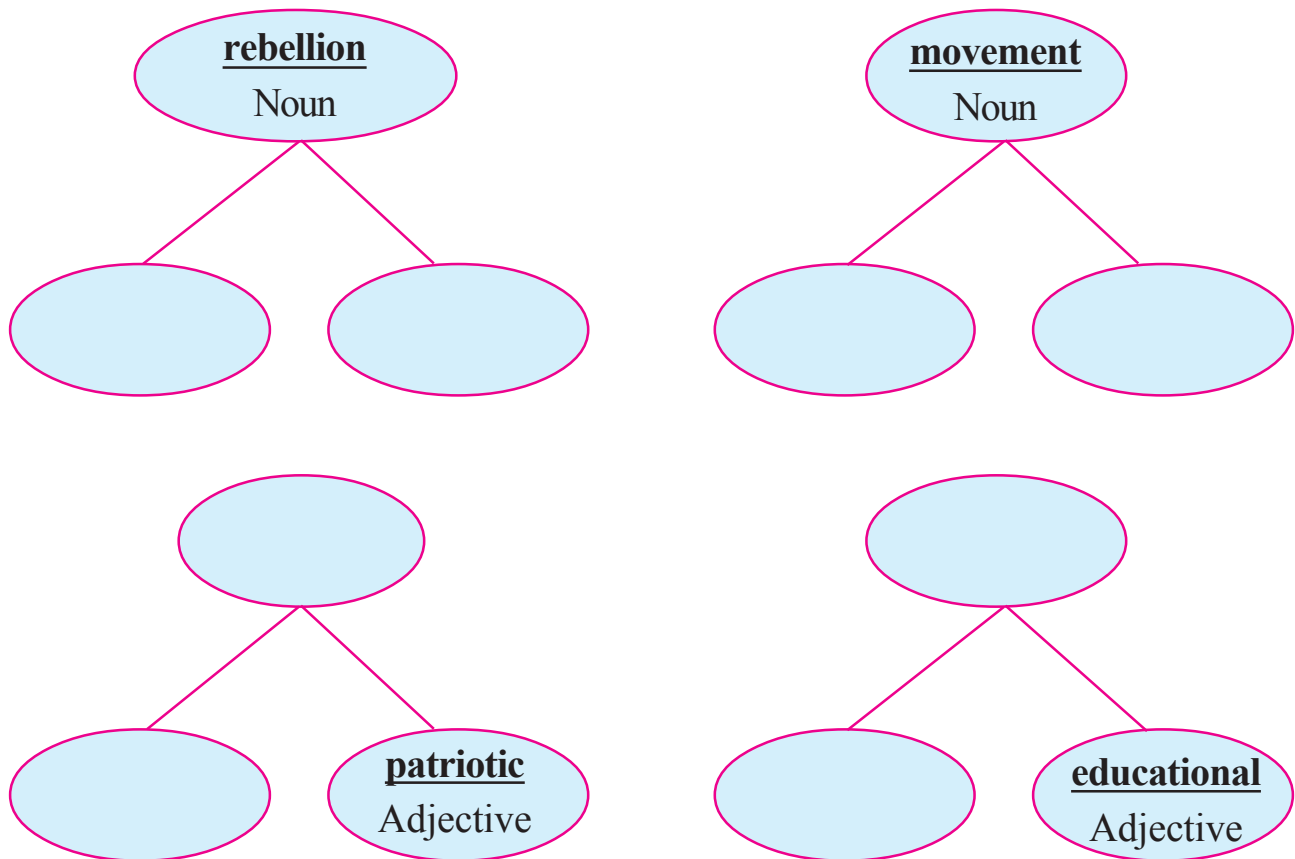
- (c) She started a small school for girls. She would help them to overcome the taboos against women.
- (d) She delivered a very powerful speech. She demanded the removal of the prevailing customs of women sitting behind bamboo screens.
- (e) She and her sister were awarded a scholarship. They will study in Nagaon Mission School.

8. You must have come across English words which have different forms. One word can be used to form several other words, and such words usually go to a different word class. For example, look at the following word web where you will see different forms of the word beauty.



Now complete the word webs with other forms of the words given in each web below:





9. (a) **Have you heard of CEDAW? The full form of CEDAW is the Convention on Elimination of all forms of Discrimination Against Women. CEDAW is an international treaty adopted in 1979 by the United Nations General Assembly. Described as an internal bill of rights for women, CEDAW was ratified by 189 countries. Some of the important features of CEDAW are:**
- Governments shall take concrete steps to eliminate discrimination against women.
 - Governments shall take all appropriate measures to ensure that women can enjoy basic human rights and fundamental freedoms.
 - Governments shall take appropriate measures to eliminate sexist stereotypes.
 - Women will have the right of vote, to participate in forming and implementing governmental policies.

- Women will have the right to represent the country at an international level.
- Women and girls should receive career and vocational guidance and have access to education opportunities at par with men or boys.

Look how things have changed since the days of Chandrabhabha Saikiani! Today governments themselves have undertaken the task of eliminating discrimination against women. But the government alone cannot succeed in this task unless women become aware of their rights.

- Work in small groups to find out more about CEDAW on the internet and write down some more important features of CEDAW. (You can search www.un.org.)
- Based on your reading, prepare a poster on the topic - 'Let's stop discrimination against women'.



(b) Now that you have learnt about Chandrabhabha Saikiani and the norms of society women had to follow, choose any one of the topics below and write a short essay. You can work in small groups.

- Chandrabhabha Saikiani as a social reformer
- The different challenges that women faced during the time of Chandrabhabha Saikiani
- Chandrabhabha Saikiani fought a hard battle for herself and her younger sister in order to receive an education as good as the one the boys in her village were receiving.

- (c) Think of yourself in the place of Chandraprabha Saikiani and list some ideas to eradicate taboos against women that are still present in our society today.

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10. Your teacher will divide the class into five groups (A, B, C, D and E) and assign paragraphs to each group.

Group A - Paragraph 1, Group B - Paragraph 2, Group C - Paragraph 3, Group D - Paragraph 4, Group E - Paragraph 5. Working in groups:

- (a) Look up the dictionary to find out the meaning of the word 'skit'.
- (b) Read the given paragraph very carefully. Using the information provided in it, write out dialogues to make a skit. Develop the characters and also try to design the backdrop. Then act out the skit in front of the class.
- (c) Prepare a slogan on the issue highlighted in the paragraph. Write the slogans on chart paper and hang them around the class. Here is a sample slogan.

Happy Women, Healthy Women!
Stop Female Foeticide!

For the Teacher

Based on the biography of an Indian social reformer, writer and freedom fighter from Assam, this lesson tells us about Chandraprabha Saikiani's journey of life.

Similar to all other lessons, Activities 1 to 5 are designed to test learners' comprehension of the lesson. You can initiate an oral discussion of the answers before learners write them.

Divide learners into groups and initiate a discussion about what learners have learnt about the two issues mentioned in Activity 6. This activity will not only enhance learners' understanding of the lesson but will also develop their speaking skills. Ask the group leader to read out their points aloud to the rest of the class.

'Let's learn some grammar' in Activity 7 is an exercise that will help learners understand and practise the use of the **to-infinitive**. They will learn other uses of the preposition 'to' through this activity.

Activity 8 is an interesting word building activity. It will help learners to work with words which can be used to form other words or go to a different word class. Completing the word web on their own will help them develop their word range.

The discussion on CEDAW is meant to create an awareness in girls about their rights. Activity 9 will help learners to find out more about CEDAW on the internet and prepare a poster on the topic 'Let's stop discrimination against women'. Discuss with learners the changes that have taken place since the days of Chandraprabha Saikiani. Create an awareness that good will of government alone cannot succeed in elimination of discrimination against women. Help students to search more about CEDAW on the internet and write some of its important features. Ask learners to prepare a poster on the topic – 'Let's stop discrimination against women.' The writing skills of learners will be enhanced as they complete Activity 9 (b). Encourage them to note their points before they write an essay on the chosen topic in 9 (c). This activity can also be done as a group activity.

For Activity 10, divide the class into five groups (A, B, C, D and E) and assign paragraphs 1, 2, 3, 4 and 5 respectively to each group. Help each group to prepare a skit

based on the paragraphs and ask them to enact it in front of the class. The same groups will prepare a slogan based on the paragraph assigned to them and write it on chart paper. Remember to hang the charts on the classroom wall.

Learning Outcomes:

The learner:

- responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly
- speaks about objects/events in the class/school environment and outside surroundings
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- reads, compares, contrasts, thinks critically and relates ideas to life
- infers the meaning of unfamiliar words by reading them in context
- refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing
- prepares a write up after seeking information in print/online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active voice, passive voice, reported speech, etc.)
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.

Passages for Listening

Lesson 2, Activity 8 (a) (i)

I met the American tourist, Jim Gordon, at the Park Hotel in Kolkata. We introduced ourselves. He was delighted to know that I was from Assam and owned a travel agency named Garuda Travels. Jim had heard of Kaziranga and its world famous one-horned rhinoceros. He was keen to visit it. He also wanted to visit the largest river island in the world, Majuli. Jim asked me what other places he should visit in Assam. I told him there were places of historical interest, wildlife sanctuaries, tourist spots and tea plantations that he could visit. Since it was mid-January, he was just in time to see the Magh Bihu, one of the major festivals of Assam, which celebrates the year's harvests with much fun and feasting. It was also the time when the Jonbeel Mela, a three-day community fair held by the indigenous Tiwa community, was held in Dayang Belguri at Jonbeel, Morigaon.

Lesson 3, Activity 4

Due to incessant rains in Assam since Monday last, the quiz programme that was scheduled to be held this afternoon has been postponed indefinitely. The participants from other districts as well as the quizmaster were unable to travel to the venue. The next date of the quiz will be notified shortly. Students are requested to continue with their regular classes.





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 development of their reading skills.

The Wooden Horse

*Here is the story about how the Greeks defeated the Trojans in a ten year long war by tricking them with a wooden horse. The story is from Homer's immortal epic named **The Iliad**.*

For ten long years the Greeks besieged the city of Troy without any success. The city was surrounded by tall walls and the gates were very strong. The Greeks found it difficult either to scale the walls or to break through the gates. Defeating Troy seemed to be an impossible task for them.

Then one morning, the citizens of Troy woke up to discover that the Greek ships were sailing away. "Could they be tired of the war?" one citizen said. It was a relief for the Trojans to see the Greek fleet of ships sailing away.

Suddenly one of the Trojans noticed something outside the city gate. It was a huge wooden horse mounted on a platform with wheels. The person, who was left behind by the Greeks, told them that it was an offering to the goddess Athena and it would make Troy unconquerable.

The Trojan soldiers examined the wooden horse. They were delighted.

Then the commander of the Trojan forces met the prince and said, "I suggest we drag the horse in."

The Trojans were happy that at last the war had come to an end. They brought the horse to the city and held a grand feast to celebrate their victory.

The feasting being over, the Trojans went to sleep. The whole of Troy lay in deep, peaceful sleep. Slowly a trap-door in the wooden horse slid open. A group of Greek soldiers hiding inside the belly of the wooden horse came out one by one.

They tip-toed to the city gates and opened them. The Greeks, who had only pretended to sail away, returned under cover of darkness. Once the gates were unlocked, the Greek soldiers swept in. They killed the Trojans in large numbers and set the city on fire. Troy was destroyed.

Two Drops of Pulse Polio

It was a market day at Hajadisa, a small village in the district of North Cachar Hills of Assam. Villagers belonging to numerous tribes of the district had assembled in the market place, and they were busy in bargaining, buying and chatting with friends and acquaintances.

The market place was full of buyers and sellers right from the early morning. At 11 a.m., a mobile medical van belonging to the State Dispensary of Maibang stopped near the market place. Two doctors, three nurses and two attendants were sitting in the van. It was quite a big van, which resembled a bus. “Attention please, friends,” cried a voice from the van. “We are here to administer polio drops to the children aged five years or below. Hope you have heard of the pulse polio immunization programme. Two drops of pulse polio will save your child from a deadly disease. Please bring your children to us, we will administer the dose free.”

Sunil Nunisa and his wife Mala had come to the market with their three year old baby. The cute baby was sleeping on its mother’s back. Sunil was a farmer and Mala was a teacher of a primary school in a small village near Hajadisa. Sunil did not like modern medical treatment. He strongly believed that modern medicine was harmful. He always preferred a quack to a doctor. Mala, on the other hand, was in favour of modern medical health care.

“Hey, have you listened to the announcement?” Mala said to Sunil. “Come, let’s go to the doctors who have come from Maibang,” she said eagerly. “Going to the doctors? What for?” shouted Sunil. Mala looked at her husband and said quietly, “Our baby needs polio drops. You may not like modern medicine, but our daughter needs it. Polio is dangerous, you know.”

“Mala, I’m afraid I can’t agree with you. Two drops will prevent a disease! How ridiculous!” Sunil said gravely. His remark was full of disbelief and contempt.

“Sorry, I can’t agree with you on this point,” Mala replied.

“But I do believe in our age-old village medicine. Modern medicines have many side effects,” Sunil said emphatically.

Mala knew that her husband did not like doctors and medicines.

“Well, I agree with you partly,” Mala said to her husband. “But Polio drops have no side effects.”

“Well, Mala, there’s no point in quarrelling with you in the market place. Come, let’s go to the doctors and find out how the drops are administered.”

“That’s a very good idea!” Mala said happily. She was very pleased with her husband.

A crowd had already gathered near the mobile medical van. Mala and Sunil met one of their neighbours. “Hello, Dina, have you brought your child for the polio drops?” Mala asked her neighbour. “O yes, I knew that the doctors would come with polio drops,” Dina replied.

“Look,” Mala said to Sunil, Why can’t our child get polio drops when all these children are getting it?”

Sunil was not ready to accept Mala’s argument, but he did not want to make her angry and said, “Well, I do accept your point to some extent, but I can’t do anything blindly.”

“Who asks you to do anything blindly?” Mala said to Sunil. “Don’t you think that we should think for the safety of our little baby? Don’t you think polio is dangerous?”

“Well, Mala, what you say is quite right, but we should be careful. Many children suffer due to wrong medical treatment, you know,” Sunil remarked forcefully.

“I do accept your remarks to a point, but I’m afraid you are still biased. We should not deprive our baby of the medical facility that has been provided. These doctors have come all the way from Maibang to save our children. Come, let’s ask them to administer pulse polio drops to our little baby.”

Sunil looked around. The doctors were busy in administering the polio drops and there was a heavy rush towards the medical van. Sunil looked at his wife who was already in the queue. “OK! I’m joining you in the queue.” Saying so, he followed her slowly.

The Second Voyage of Sindbad

This is the adventure story of a sailor named Sindbad, who lived in Baghdad during the rule of Caliph Harunal Rashid. Sindbad made seven voyages and every time he was just lucky to come back alive. This story relates to his second voyage as narrated by Sindbad himself.



After my first voyage, I was enjoying a life of peace and luxury. One day it occurred to me that I could as well travel around the world and make money by trading. Soon after, I bought goods and boarded a ship for my voyage. I thought it would be great fun to visit some distant lands.

One day we arrived on a beautiful island. It was covered in lush green vegetation. There

were streams of clear water, trees bearing delicious fruit and sweet-smelling flowers of many colours. I walked up to a stream and sat under the shade of a fragrant tree. I ate some fruit, drank some water and soon fell asleep.

When I woke up the ship had already sailed away, leaving me behind all alone in the island. I ran to the shore. I was mad with grief. Desperately, I climbed up a tree and looked around. A little further away, I could see a white dome-like object beside a rock. I wondered what it could be. I went closer and discovered that it was a large

egg. It was the egg of a huge bird. At the next moment I saw a bird gliding down. The bird sat on the egg covering it with her wings and dozed off. It was the bird called roc, about which I had heard before. I moved forward quietly. I tied myself to one of its legs hoping it would take me away to a safer place. Early next morning the roc spread her wings and flew into the blue sky carrying me away. The bird landed in a deep valley that was full of diamonds and precious stones. The valley was full of huge serpents that were longer than palm trees. The roc picked up a serpent in its beak and flew away just a moment after I had untied myself from her leg.

I hid myself in a cave for fear of the deadly looking serpents. I was sure that I would never be able to get out of the valley of diamonds. Coming out of my cave, I suddenly noticed a big chunk of meat fall just near me. Someone was throwing the meat from the top of the mountain. The diamonds and precious stones stuck to the meat. Presently a huge eagle swooped down, clutched the meat in its talon and flew up to the mountain top.

I understood that diamond merchants used this strange device to collect diamonds. They threw pieces of meat down into the valley. The diamonds and precious stones got stuck to the meat which the eagles carried away to the mountains. The merchants collected the diamonds from the mountain. Just then an idea came into my mind: why not I tie myself to a chunk of meat?

I tied myself to a chunk of meat. The next moment I found myself being carried away swiftly along with the chunk of meat by an eagle to the top of the mountain. There I hurriedly untied myself from the chunk and stood up. The merchant whom I met there, was astonished to see me. “Who are you?” he asked. “How did you happen to come here?”

I told my story. He listened to me with wonder and said, “It’s very interesting. I suggest you stay as my guest in my house. How about joining me in my business? It would be wonderful to have you for a business partner.”

I had no interest in being his partner. Nevertheless, I stayed as his guest for several days. Then I set off for Baghdad and my second voyage came to an end.

Albert Schweitzer

Albert Schweitzer was a German doctor who won the Nobel Peace Prize in 1952. He was born into a family which was known for their devotion to religion, education and music. Both his grandfathers played the organ and Schweitzer himself was a great organist. His musical career started with his early piano and organ lessons. He was a great performer too.

Albert Schweitzer was chiefly interested in studies of religion and music. One morning as he looked outside his window at the beautiful summer day, he had a strange feeling. He felt he had no right to be happy when there were so many unhappy people in the world. That day he decided that he would spend his life helping the poor and the needy.

One day Schweitzer read an article on the tribal people of the Congo region in Central Africa. These people were very ill because they did not have enough food to eat, and there was no doctor for hundreds of miles around. That day Schweitzer decided to become a doctor and work for those suffering Africans. He then went to study medicine at the university for five years. After becoming a doctor, he married Helene Bresslau. In 1913, Schweitzer and his wife took a ship to Africa.

The moment Schweitzer and his wife reached Lambarene, they found a crowd of people, who were very ill, waiting for them. Most of these people had travelled for hundreds of miles, hoping that the doctor would do some magic to cure them. But there was a problem. The tribals did not understand German, nor did the doctor and his wife know the African languages spoken by these people.

In spite of very hot weather, mosquitoes and other insects, Schweitzer with his wife stayed in a village called Lambarene and served the poor Africans all their lives. They lived among the ill and the suffering tribals without complaining about the heat, the discomfort, and the unfamiliar food or customs of the Africans. They worked with kindness, love and patience, without expecting anything in return.

Luckily, among the tribals there was a man named Joseph who knew French, and could work. Joseph could speak eight languages, and even though he could not read or write French, he never made a mistake in helping Dr. Schweitzer give medicines to the patients.

Doctor Schweitzer did not know any magic but throughout the Congo basin in Central Africa, Schweitzer came to be known as ‘Oganda’- the doctor who could do magic- because he cured so many of the sick people. In 1914 the First World War broke out in Europe, and the French government put Schweitzer and his wife under house arrest because they were German.

Well, after four years, the Schweitzers were allowed to travel back to their native village, Gunsbach. Instead of being angry, the doctor waited patiently for six years, and in 1942 he went back to Africa. This time his wife stayed back, but another doctor went with him. But when they reached Lambarene, Schweitzer found that his hospital and all the other buildings had turned into a wild place, being covered by dense African jungle.

Once again Schweitzer lost no time, and began his work slowly clearing out the forest. Every morning he would examine patients, and in the afternoons he would rebuild the hospital buildings.

By 1947 Lambarene had become a large hospital. There were 350 beds and a team of trained doctors and nurses. Schweitzer led them all, but he was especially interested in helping patients suffering from leprosy. At that time leprosy was a feared disease, and lepers were treated badly by other people. Instead of ignoring them, Schweitzer made a special hospital for such patients and served them himself.

Although Schweitzer was busy with his patients in his hospital for the people of Africa he continued his music. In fact, Dr. Schweitzer was famous all over the world as a great organ player. His books on music and religion are known well all over the world.

For his noble spirit, his simple life, and his never-ending eagerness to help the poor and the needy, Dr. Schweitzer won the Nobel Prize for Peace in 1952. You see, he could have lived a happy and comfortable life in Germany, but he chose to work for the ill and the suffering Africans, even though he knew that it would be a hard life.

The Village Child

My home is a house
Near a wood
I'd live in a street
If I could!
I do wish someone
Lived near.

There's no one to play with
At all.

The trees are so high
And so tall:
And I should be lonely
For hours
Were it not for the birds
And the flowers.

The City Child

I live in a city
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams.
I wish there were meadows
And lambs.
The houses all wait
In a row
There is smoke everywhere
That I go.
I don't like the noises
I hear
I wish there were woods
very near.

The Three Runners

In the days when white people ruled South Africa and apartheid was the law of the land, two middle-aged blacks met in a section of Johannesburg where only Whites were allowed. One of them had a permit to work in the area, the other did not. This meant he could be put behind bars for trespassing into an exclusive zone.

Suddenly they saw a policeman coming towards them, and froze. “Run!” whispered the man with the permit to his friend. “I’ll follow.”

They started running and the policeman shouting “Stop, stop,” began chasing them. Finally, he caught the second man.

“Did you think you could outrun me!” he snarled. “Show me your permit!”

The man, playing for time, began fumbling in his pocket and finally produced his permit.

The policeman was taken aback. He realized that he had been tricked. The man without the permit was now too far away to be caught.

“When you had a permit why did you run!” he bawled.

“Doctor’s orders,” said the man. “He has asked me to run a mile every evening.”

“Oh, yes?” sneered the policeman. “Then why was your friend running?”

“His doctor too has ordered him to run,” said the man.

The policeman became red with anger.

“You think you’re very smart, don’t you?” he snarled. “But tell me, if you were only running for your health why didn’t you stop when you saw me running after you? And don’t tell me you didn’t see me chasing you... I know you did!”

“Of course I knew you were running after me!” said the man.

“Then why didn’t you stop?” asked the policeman, triumphantly.

“It was stupid of me,” said the man, “but I thought you too had been ordered to run by your doctor.”

The Spider and the Fly

“Will you walk into my parlour?”
said the spider to the fly;
“ ’Tis the prettiest little parlour
that ever you did spy.

The way into my parlour
is up a winding stair,
And I have many curious things
to show when you are there.”

“Oh no, no,” said the little fly;
“To ask me is in vain.
For who goes up your winding stair
Can ne’er come down again.”



On Happiness

The word ‘happy’ is very interesting. We use it to wish somebody a “Happy New Year” or “Happy Birthday”. The birth of a child is euphemistically referred to as a happy event. We cheer up a friend with “Don’t worry, be happy”. Yet all the time, we wonder what happiness is and how it can be achieved. A standard dictionary would define happiness as a state of being happy. On the contrary ‘happy’ is defined as a feeling of pleasure and contentment.

Many of us tend to believe that the early years of life are the happiest stage of a person’s life. However, it may interest you to know that happiness does not depend upon age. Indeed, no particular stage of life is less happy than another. Old age can be as happy as middle age or for that matter, the tumultuous teenage years. This fact was borne out by worldwide survey of about 170,000 people conducted in 1980 in the University of Michigan as reported by Jeremy Daniel.

Another myth that the study explodes is that wealth has a correlation with happiness. The finding is that wealth does not beget happiness. Although individual buying power had more than doubled in the last few decades, the study found that affluent individuals were no happier because of their wealth. In another survey, it was found that the privileged weren’t much happier than the ordinary folk.

Researchers have identified a number of traits that seem to be shared by happy people. They are mostly extroverts and largely optimistic, they have a sense of control and self-esteem. In this context, they have offered several suggestions that could contribute towards the cultivation of individual happiness. A few of them have been given below.

- Learn to enjoy the moment and try to live in the present.
- Take control of your time.
- Always be positive. More and more evidence suggest that negative feeling lash back at us.
- Do not engage in self-absorbed idleness or spend your time sitting in front of the TV set. Get involved in something that utilizes your skills.
- Get moving. Exercise can be an antidote for depression.

Of course, we cannot say that all these steps will make us immune from sadness. But, it is definite that these steps can lead us along the road to happiness.

Persons associated with the development of the Textbook for English in Class – VIII

Resource Persons/Participants/Facilitators in charge in the Workshops for developing the textbook

1. Prof. Madan M. Sharma
2. Dr. Partha Sarathi Misra
3. Sawpon Dowerah
4. Dr. Mizo Prova Borah
5. Krishna Dutta Deka
6. Samhita Malini Baruah (*Compiling, Editing Activities*)
7. Parveen Ahmed (*Teacher Notes/Compiling and Editing*)
8. Chitra Lekha Sarma (*Compiling, Editing Activities*)
9. Piyanu Boruah (*Documentation*)
10. Dr. Juri Devi (*Resource Centre Management*)
11. Mazafar Ali (*Resource Support*)
12. Manoj Kumar Borthakur
13. Hirendra Kumar Kalita
14. Rajlakshmi Sarma
15. Subhalakshmi Barooah
16. Nabanita Baruah
17. Bedant Baruah
18. Rose Mary Nag
19. Rupanjali Das
20. Jepulin Das

Members of the Academic Core Group

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Ranjit Kumar Kalita
4. Krishna Dutta Deka
5. Samhita Malini Baruah
6. Chitra Lekha Sarma
7. Parameswar Das
8. Mazafar Ali

Reviewers and other Representatives in the Workshops for Review

- Prof. Madan M. Sharma, (Rtd.) *Dept. of EFL, Tezpur University, Assam*
- Sawpon Dowerah, *Former A.O., SEBA*
- Prof. Padmini Bhuyan Boruah, *Dept. of ELT, G. U., Assam*
- Dr. Mizo Prova Borah, *Deputy Director & HoD Languages, SCERT, Assam*
- Ranjit Kumar Kalita, *Senior Lecturer, DIET Barpeta*
- Samhita Malini Baruah, *Senior Lecturer, DIET Morigaon*
- Chitra Lekha Sarma, *i/c Director, ELTI, Assam*
- Manoj Kumar Borthakur, *Subject Teacher, Phuleswari Girls' HSS, Sivasagar*
- Jepulin Das, *Assistant Teacher, Satpakhali MV School, Rampur, Kamrup*

Illustrators

1. Ananta Gogoi
2. Sankar Kalita
3. Horojyoti Sarma
4. Himangshu Hazarika

Academic Coordinator

Dr. Mizo Prova Borah

Technical Assistance & DTP work

1. Mridul Sarma
2. Rinku Deka
3. Himangshu Hazarika
4. Mustak Ali

An illustration of a young boy with dark hair, wearing a red t-shirt and blue shorts, standing on the edge of a steep, yellowish-brown cliff. He is leaning forward, looking down at a small object he is holding in his hands. The cliff is covered with green bushes and small trees. In the background, there is a blue sky and a body of water. The entire scene is set against a background of newspaper text, which is partially visible and mostly illegible. The text includes phrases like 'Booze bust on', 'Among others, Power & Industries Minister Ranjivo Deka', 'APEDA chairman Vengam', and 'APEDA chairman Vengam'.

SAVE NATURE TO SAVE
YOURSELF.

EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM