

1

READ AND ENJOY

Pandit Chandrashekhar Dhar Mishra

Pandit Chandrashekhar Dhar Mishra was known for writing poems spontaneously. He could write poems then and there on the spot- both in Hindi and Sanskrit. In 1904, a king in Kolkata put this ability of his on test. Pandit Mishra wrote three poems in one minute before the august gathering of scholars. According to Acharya Ram Chandra Shukla, the writer of “Hindi Sahitya Ka Itihas”, Pandit Mishra was the first to write verses in ‘Khadi Boli’. Born in 1845 in Ratnamala Bagha in West Champaran, Pandit Mishra was a reputed scholar and Vaidya. He was a close friend of Bharatendu Harishchandra, the great Hindi poet. Once Babu Ayodhya Prasad Khatri approached him with request to write verses in “Khadi Boli.” "They say that it is impossible to write good verses in Khadi Boli. Do you agree with them ? If not, please help me.” Panditji wrote a few verses which Babu Ayodhya Prasad included in his “Pothi” (the first collection of poems in Khadi Boli). He edited a monthly journal “Vidya Dham” as well as “Dipika”, which he used to distribute free of cost among the poor. He also edited a weekly journal “Champaran Chandrika”. He wrote 10-12 books in Sanskrit on poetry, code of conduct, religion, Ayurvedic Medicine (Vaidyak). He wrote altogether 30 books of verses in Hindi. He also wrote one play, 4-5 novels, several biographies and several other books

and articles. Many of his writings were burnt when his library and school caught fire in 1891.

Pandit Chandrashekhar Dhar Mishra used to run two schools bearing all the expenses himself. Of these, one school was a general school and another on Ayurvedic medicine. He also used to run an Ayurvedic hospital for the poor and the masses. The students of his schools and the patients of his hospital were given free board and lodge. Appreciating his services, Dr. Rajendra Prasad, the first President of India said, "The invaluable services that Pandit Shree Chandrashekhar Mishra rendered in order to revive the study of Ayurveda deserve utmost veneration". Though a noted scholar of Sanskrit, philosophy and literature, he devoted much of his time to the cause of Ayurveda and even sacrificed his wealth for this noble cause.

2

The Magical Conch

(A Bhojpuri Folk tale)

There lived a Panditji in a village. He was very poor. He had four children. Panditji would beg from door to door and his wife would mend the clothes of their neighbours from dawn to dusk. Even then they could scarcely feed their children. As luck would have it, Panditji could never get more than *Sawa Ser* whether he begged for a few hours or the whole day.

One day his wife said to him, "Our condition would improve if you go to another place to earn." Panditji said, "O.K. I'll go tomorrow. You just give me something to eat on the way." His wife went in the neighbourhood and brought some *sattu* and salt and gave the same to Panditji.

Panditji took his baggage and left for another place. Walking on foot, he found himself before a sea. 'How could I cross it ?' He wondered. A thought came to his mind. If I keep on throwing the *dhela* (small earthen pieces). I will fill the sea and then will cross it. Lo! he began to throw *dhela* one by one. When the Panditji had thrown 50-60 *dhelas* the sea god came out with a conch in his hand. "Take this conch and go back to your home. Clean your courtyard and sanctify it with cowdung. Place the conch on a *pirha* and ask him whatever and how much you need to feed your family; the conch will give you that instantly. But don't do it on the way, otherwise you may be deceived.

Panditji took the conch. As he walked back, it started becoming dark. He thought of taking shelter in a nearby village. He came across a house which belonged to a *Haluai* (Sweat maker). "*jajman* ! Allow me to stay here one night. I'll go away in the morning", Panditji requested the *Haluai*. But he refused. "You need not take pains for my meals. What I need is just a shelter", Panditji persuaded him. The *Haluai* consented to his requests. Panditji took shelter there. In the night, when all were asleep, Panditji said to the conch, " O Lord Shankha, please give me *Halua-puri*". The conch promptly gave it to him. Panditji ate dish, put the conch in his bag and went to sleep.

The *Haluai* was watching all this. She narrated this incident to her husband. "Let's take that conch and keep our conch in the Panditji's bag", she suggested. They did so. In the morning, Panditji woke up and left for his home. He asked his wife to clean and sanctify the court-yard. He then put the conch on the wooden seat and asked for food but in vain. Panditji was angry. He again left for the sea and repeated his act of throwing *dhelas*. "What do you want now ?" the sea god asked. Panditji narrated him everything. The seagod gave him another conch and asked him to go to the same *Haluai* and spend the night there. Panditji did the same. This time the *Haluai* couple welcomed him warmly. They gave him delicious dishes to eat and gently massaged his body. When they found Panditji asleep, they took out the new conch. As soon as they touched this conch, the dangerous insects began to bite them. They cried in pain. Panditji got up and said, "These insects will keep on biting until you give back my first conch. The *Haluai* couple promptly gave him his conch. Panditji went home with both the conches. Now he could have anything he wanted simply by asking the conch. The Pandit family lived happily since then.

3

Tips On Pronunciation And Spoken English

The first problem about speaking English is in its pronunciation. The letters in English A to Z do not have a single fixed pronunciation. Most of the letters can be pronounced in different ways. Look at the following examples :

- (i) The letter 'a' is pronounced differently in fat, fate, car, village.
- (ii) The letter 'o' is pronounced differently in woman and women.
- (iii) The letter 'c' which comes twice in the word 'circus' is pronounced differently.
- (iv) Some letters are silent like the underlined letters in the following words : know, hour, right, could.
- (v) One sound can be represented by a variety of letters as in meat, meet, people, key.

There is no agreement between English letters and sounds. Here are some lines from a poem on English pronunciation.

“Beard” sounds not the same as “heard”;

“Cord” is different from “word”;

Cow is "Cow" but low is "low";
 "Shoe is never rhymed with "foe";
 And think of "goose" and yet of "choose".
 Is there any reason known ?
 And, in short, it seems to me.
 Sounds and letters disagree.

Spoken English

1. Making requests

May I have _____ please ?

Can I have _____ please ?

I want to have _____ please ?

Would you mind _____ please ?

Replying

of course

"

"

"

2. Making Promises

I promise to _____

I assure to _____

Please be assured that _____

I give you my word that _____

I will _____

Replying

Thanks

"

"

"

"

Useful language

1. Saying what you like

- I like _____

- I love _____
- I enjoy _____
- I'm fond of _____
- I adore _____
- I prefer _____ to _____
- I'd rather have _____ than _____.

2. Saying what you don't like

- I don't like _____
- I dislike _____
- I hate _____
- I loathe _____

Useful Language

1. Attracting Attention :

Hello

Excuse me

Sorry to trouble you, but

Look here.

2. Saying hello ! (greeting)

- Hello !
- Hello, how are you ?

- How do you do ?
- Good morning/afternoon/evening

3. **Saying Goodbye (leave taking)**

- Bye
- Bye for now
- see you
- so long
- Good night

Introducing oneself

- I'm _____
 - My name's _____
- (on the telephone)
- This is _____
 - here

4. **Introducing someone else**

_____, this is _____

_____, meet _____

Let me introduce you to _____

May I introduce you to _____

5. **Replying to introduction**



- Hello ! Nice to meet you.
- Pleased/delighted to meet you.
- It's a pleasure to meet you.
- The pleasure is mine.
- How do you do !

Useful language

(i) Asking for information

- Do you know
- Can you please tell/show me
- Please tell me
- I want to know
- Would you mind telling me

(ii) Asking for personal details :

Name : What's your name ?

How do you spell it ?

Address : What's your address ?

Where do you live ?

Date of birth : What's your date of birth ?

When were you born ?

Age : How old are you ?

What's your age ?

Native place : Where do you come from ?

What's your native place ?

Occupation : What's your occupation.

1. Expressing pleasure

- I'm happy /glad/ pleased
- It gives me great pleasure _____
- I'm delighted
- I like _____

2. Showing displeasure :

- I'm unhappy/displeased/distressed _____
- It causes me great unhappiness/dissatisfaction _____
- It's very displeasing/annoying _____

3. Expressing regret :

- I'm sorry _____
- I regret it _____
- I regret doing it _____
- It's a matter of regret to me _____

4. Expressing fear:

- I'm frightened/scared of _____
- I'm nervous/anxious
- I've got a fear _____

5. Allaying fear :

- Don't be afraid
- Don't worry.

6. Asking for permission

- May I _____ ?
- Can I _____ ?
- I'd like to _____
- Do you mind _____ ?

7. Giving permission

- Yes, You may/can _____
- That's O.K
- I don't mind if you _____
- I have no objection to _____
- You have my permission to _____

8. Refusing permission :

- No, you may not/can't _____
- Certainly not.
- No way.
- I'm sorry but can't allow.
- Sorry, no.

Learning Outcomes

ENGLISH

Class - 7

The learner -

- Answers questions orally and in writing on a variety of texts.
- Reads aloud stories / recites poems with appropriate pause, intonation and pronunciation.
- Participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, quiz, etc., organized by school and other such organizations.
- Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
- Responds to different kinds of instructions, requests, and directions in varied contexts viz. school, bank, and railway station etc.
- Speaks about excerpts, dialogues, skits, short films, news, debate on TV and radio, audio-video programmes on suggested websites.
- Asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- Reads textual/non-textual materials in English/Brialle with comprehension.
- Identifies details, characters, main idea, sequence of ideas and events in textual / non-textual material.
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- Reads to seek information in print / online from notice board, signboards, newspapers, hoarding etc.
- Takes notes while teacher teaches / from books / from online materials.
- Infers the meaning of unfamiliar words by reading them in context.
- Refers dictionary, thesaurus and encyclopedia to find meaning / spelling of words while reading and writing.
- Reads a variety of texts for pleasure e.g. adventure stories and science

fiction, fairy tales, biography, autobiography, travelogue etc.

- Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, active-passive voice, adjective, adverb, etc.)
- Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
- Writes formal letters, personal diary, list, email, SMS, etc.
- Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
- Writes dialogues from a story and story from dialogues.

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lot of trees covered with wonderful jewels. There were red, blue, green, yellow, and white jewels. They were all very big and they sparkled in the sun. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp. He put the lamp inside his shirt. Then he picked a lot of jewels off the trees in the garden. He put them in his pockets. He put more jewels inside his shirt on top of the lamp.

Then he hurried back to the wizard. The jewels were heavy, and Aladdin could not climb the steps. The wizard asked for the lamp. It was under the jewels, and Aladdin could not reach it.

The wizard was very angry because he wanted the lamp. He did not help Aladdin. He cast a magic spell, and the stone came down and shut Aladdin in the hole. Aladdin was alone in the dark. He was very frightened. He shouted for help, but nobody heard him. He cried and rubbed his hands together. He rubbed the wizard's ring on his finger. Suddenly a big, ugly genie appeared.

"Who are you?" cried Aladdin.

"That ring is magical," replied the genie. "I am the Slave of the Ring. What do you want?"

"I want to get out of here," said Aladdin.

"All right," replied the genie.

Suddenly the hole opened. Aladdin was outside in the sun again. He was happy and ran home quickly to his mother.

Glossary and notes

wizard (n)	a man who is believed to have magical powers, जादूगर
magic (n)	the secret power making impossible things happen by saying special words (magic spell) or doing special things, जादू
fetch (v)	went and brought, जाकर लाया
supper (n)	last meal that is taken before we go to bed, रात का भोजन
stony (adj)	full of stones पथरीला, पत्थरों से भरा हुआ
cast a spell (verb phrase)	to use words that are thought to be magical and have the power to change or influence something or some one, जादू डालना
sparkle (v)	to shine brightly with small flashes of light, glitter, चमकना, जगमगाना
slave (n)	a person who is legally owned by another person and is forced to work for him, गुलाम
genie (n)	a spirit, जिन्न

B. Let's Comprehend**B.1. Think and Tell****B.1.1 Answer the following questions orally:**

1. What did Aladdin do all the day ?
2. Why was Aladdin happy?
3. When did the genie appear ?

B.2. Think and Write**1. Write 'T' for true and 'F' for false statements:**

- | | |
|--|--------------------------|
| (a) Aladdin lived with his father. | ☐ |
| (b) The wizard was Aladdin's uncle. | ☐ |
| (c) The wizard was from China. | ☐ |
| (d) Aladdin was lazy and did not work. | ☐ |
| (e) The wizard bought Aladdin a watch. | ☐ |

B.2.2 Tick (✓) the most appropriate option for each of the following questions:

1. Why did the wizard make a fire?

- (a) because it was cold.
- (b) because he was tired.
- (c) because he wanted to cast a spell.
- (d) because he wanted to cook food.

2. What did the wizard want Aladdin to get from under the stone?

- | | |
|-------------|------------|
| (a) a stone | (b) jewels |
| (c) a ring | (d) a lamp |

B.2.3. Answer each of the following questions in not more than 50 words:

1. The wizard cast a spell twice in the story. What happened each time ?
2. Why did the wizard get angry with Aladdin?
3. How was Aladdin able to come out of the big hole?

4. The wizard had told Aladdin that he was his uncle but this was not true. Why do you think the wizard lied to Aladdin and his mother?

C. Word Study

C.1. Look at the following sentences :

Suddenly the earth opened. Aladdin was outside in the sun again. He was happy and ran home quickly to his mother.

The word 'suddenly' is made by adding 'ly' to the word 'sudden'. The same happens in 'quickly' where 'ly' is added to 'quick'. 'ly' is called a suffix as it is added at the end of a word.

Both 'suddenly' and 'quickly' are adverbs.

Can you think of more words which are formed in such a way? Some are listed in the Help Box:

Help Box

happy quiet brave secret proper gentle

Add more to this list.

C. 2. Look at the following sentences:

Then they went for a long walk. They walked along a stony path.

Here 'y' has been added to the noun 'stone' to make it an adjective 'stony' that means 'full of stones'. Can you think of more words where meaning changes similarly due to addition of 'y' ?

Some such words are given in the Help Box. Add more to the list and use some of them in your own sentences.

Help Box

dream hair storm need bone crunch

D. Grammar

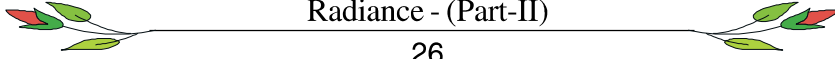
Using 'Shall' for promise

Look at the following sentences :

I shall buy you some beautiful clothes.

Here 'shall' is used for making promise. Now, rewrite the sentences given below, substituting 'promise' in the sentences. Also make other necessary changes in the sentence. The first one has been done for you :

- (a) He has promised to help me.= He shall help me.
- (b) He promises to help me.



- (c) She has promised to reconsider the matter.
- (d) They have promised to invite the Chief Minister.
- (e) The Headmaster promises to improve sports facilities.

E. Let's Talk**Work in pairs**

Tell your partner what makes this story interesting to you.

F. Composition

Let us assume that the story of Aladdin has not ended yet. Continue the story to your liking and give it a different end in about five sentences:

2. If you were given a ring which can grant you your wishes, what would you wish for? List your wishes here:

G. Translation

Translate the passage into Hindi :

Long, long ago in Arabia, there lived a poor boy whose name was Aladdin. He lived in a small house with his mother. He was lazy and did not like to work at all. He used to spend his time playing in the street with other boys.

H. Activity

Draw the picture of a lamp in the box below and name its parts:

4

The Peacock – Our National Bird

A. Warmer

**Have you ever heard birds chirping and twittering?
Can you name some birds whose chirping and
twittering you may have liked? Which bird do you
like most and why?**

Teacher : Good morning, Students !

Students : [Standing] Good morning, Sir !

Teacher : (shows them a picture of peacock and asks) : Can you tell the name of the bird ?

Students : Yes, Sir. It's a peacock.

Teacher : Well done! Today we are going to talk about our National Bird—the peacock. There are various species of peacock. You know, in India only the blue peacock is found. Has anyone of you seen it ?

Ruby : Yes Sir, I've, I've seen it in the Patna Zoo. It's very beautiful.

Teacher : Yes, you're absolutely right. It looks very attractive. Its feathers are multi-coloured and its large oval body is bright and colourful. It has a small head



and a slender neck. A male peacock is more colourful than the female one - peahen. Its plumes are matchless in beauty and are used for decoration.

Abhishek : Sir, I've heard that a peacock eats up even a snake.

Teacher : Yes, you're right. It eats not only snakes but also plants, seeds, fruits, insects. It devours frogs and lizards as well.

Imran : Sir, in my village, I've seen the dance of '*Mor*' and '*Morni*' in a marriage ceremony.

Teacher : (Nodding) Well ! In marriage ceremonies, two persons dance in the guise of a peacock and a peahen. But in reality, the peacock dances mostly in the rainy season. When the sky is overcast with clouds, the peacock dances with delight, spreading its colourful feathers. Has anyone seen a peacock without feathers ?

Students : No, Sir.
(The bell rings)

Students : Thank you, Sir !

Teacher : That's right !

Glossary and notes

national (adj)	related to a nation, राष्ट्रीय
various (adj)	several/many, अनेक
species (n)	group having common traits, प्रजाति
absolutely (adv)	completely, exactly, पूर्णतः
multi-coloured (compound adj.)	of various colours, बहुरंगी
oval (adj)	egglike, अंडाकार
slender (adj)	thin, दुबला
plumes (n)	feathers, पंख
decoration(n)	beautification, सौन्दर्यीकरण
devours (v)	swallows, निगलता है
nodding (v)	shaking head in appreciation, स्वीकृति में सिर हिलाते हुए
in the guise of (prep. phrase)	in dress and manner of, के वेश में

B. Let's Comprehend**B.1. Think and Tell****B.1.1. Answer these questions orally:**

- (a) Which is the national bird of India ?
- (b) What type of peacock is found in India ?
- (c) What does a peacock eat ?
- (d) When does a peacock usually dance ?
- (e) Do you like peacocks ?

B.2. Think and Write**B.2.1. Write 'T' for true and 'F' for false statements:**

- (a) A peacock has multi-coloured feathers. ☐
- (b) It has a thick neck. ☐
- (c) It is a plant eating bird. ☐
- (d) The peahen is more beautiful than the peacock. ☐
- (e) The peacock dances when it rains. ☐

B.2.2. Tick (✓) the correct options :

- (a) The body of a peacock is _____.
 - (i) round
 - (ii) oval
 - (iii) cylindrical

- (b) The peacock has a _____ neck.
 (i) thick (ii) thin (iii) slender
- (c) Its plumes are matchless in _____.
 (i) beauty (ii) size (iii) shape

B.2.3. Pick out suitable words from the lesson and fill in the blanks :

- (a) The _____ peacock is found in India.
 (b) The male - peacock is more _____ than the peahen.
 (c) The feathers of peacock are used in _____.
 (d) The peacock _____ lizards and frogs.
 (e) The peacock dances in _____ season.

B.2.4. Answer each of these questions in not more than 50 words.

- (a) Describe the features of a peacock.
 (b) How does a peacock differ from a peahen in appearance?
 (c) Do you like birds ? Why ? Give reasons in support of your answer.
 (d) Why do you think that the peacock is the national bird of India ?

C. Word Study

C.1. Correct the following mis-spelt words :

Peacock, nasional, slendr, ploome, decoretion.

C.2. Match the words in Column 'A' with their meanings in Column 'B':

A	B
various	function
oval	swallow
devour	egglike
matchless	different
ceremony	incomparable

C.3. Write ten words with the suffix 'less', as shown in the examples.

match + less = matchless

use + less = useless

D. Grammar

Look at the following sentences :

(i) When the sky is overcast with clouds, the peacock dances with delight.

(ii) Has anyone seen a peacock without feathers ?

In the sentences given above, 'with' relates 'sky' and 'clouds'. Similarly in the second sentence, 'without' relates a 'peacock' and 'feathers'. Both 'with' and 'without' in these sentences are prepositions.

A preposition is a word which is used before a noun or pronoun to establish relation of that noun or pronoun with

the other words in the sentence. 'With' is used in the sense of 'having' whereas 'without' gives the sense of 'not having'. 'With' is used also in the sense of 'company' or 'togetherness' to show an association with an instrument etc.

D.1. Tick (✓) the correct option in each of the following:

1. He shot the bird with/without a gun.
2. A diabetic usually takes tea with/without sugar.
3. We write with/without a pen or pencil.
4. The old man had lost his stick. He went on walking, with/without a stick.
5. She was going to market with/without her husband.

E. Let's Talk

Work in groups

Excessive use of chemical affects human beings as well as birds and animals. How ?

F. Composition

Write a paragraph of about 100 words on the topic discussed in E above.

G. Translation

G.1. Translate the following into English.

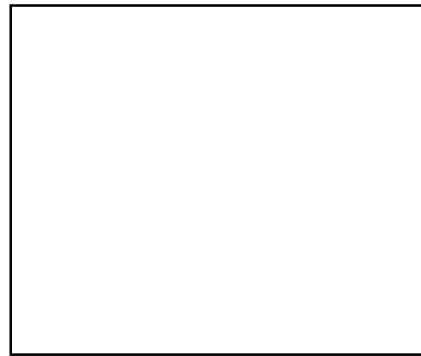
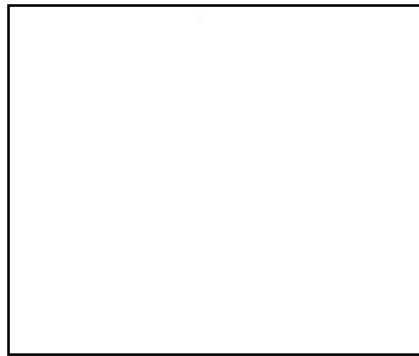
भारत में अनेक प्रकार के पक्षी पाये जाते हैं ।



वे विभिन्न रंग और आकार के होते हैं ।
उनमें से कुछ देखने में बहुत सुन्दर होते हैं ।
मोर उनमें से एक है ।
यह भारत का राष्ट्रीय पक्षी है ।

H. Activity

H.1. Collect pictures of four birds you like most and paste in the boxes given below :



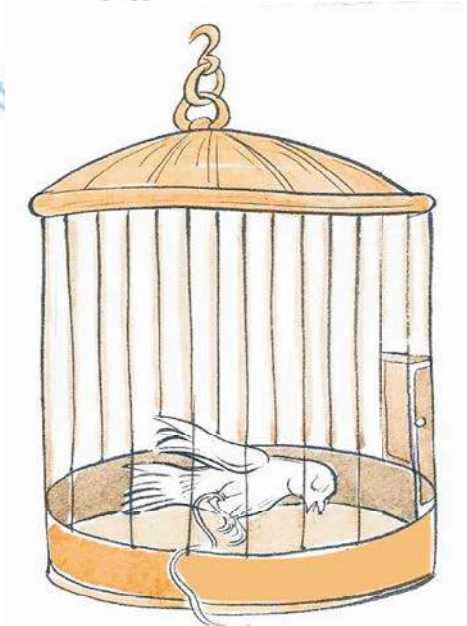
5

I had a Dove

A. Warmer

Have you seen a bird in a cage? How does it feel there? Would you like to be shut in a room for ever? Give reasons for your answer.

I had a dove, and the sweet dove died;
And I have thought it died of grieving;



O, what it could grieve for ? Its feet were tied
 With a silken thread of my own hand's weaving.
 Sweet little feet! Why should you die?
 Why should you leave me, sweet bird? Why?
 You lived alone in the forest-tree,
 Why, pretty thing! Would you not live with me?
 I kissed you oft and gave you white peas;
 Why not live sweetly, as in the green trees?

John Keats

Glossary and notes

grieving (n)	feeling. sad, शोक करना
weaving (n)	making cloth from threads, बुनना
alone (adj)	without any other people, lonely, अकेला
oft (adv)	often, many times, अक्सर
white peas (noun phrase)	सफेद मटर

B. Let's Comprehend

B.1. Think and Tell

B.1.1. Answer these questions orally:

1. How did the dove die ?
2. Why didn't the bird live in the cage as happily as in the forest ?
3. How can you say that the poet cared for the bird ?

B.2. Think and Write**B.2.1. Write True or False in the space provided:**

- (a) The dove was given green peas to eat.
- (b) The dove lived in the forest tree.
- (c) The dove was unhappy.

B.2.2 Tick (✓) the most appropriate option for each of the following :

1. Who had woven the thread in the poem?
- (a) a tailor (b) a dove
- (c) the person who had caged the bird.
2. The person who had caged the dove felt that the dove had no reason to grieve because
- (a) the dove was being taken care of
- (b) the dove was set free from her cage
- (c) the dove liked to live in the cage

B.2.3. Answer the following questions:

1. What happens to the dove in the poem?
2. Pick out the line which shows that the poet took care of the dove.
3. Did the poet know the cause of the dove's grieving?

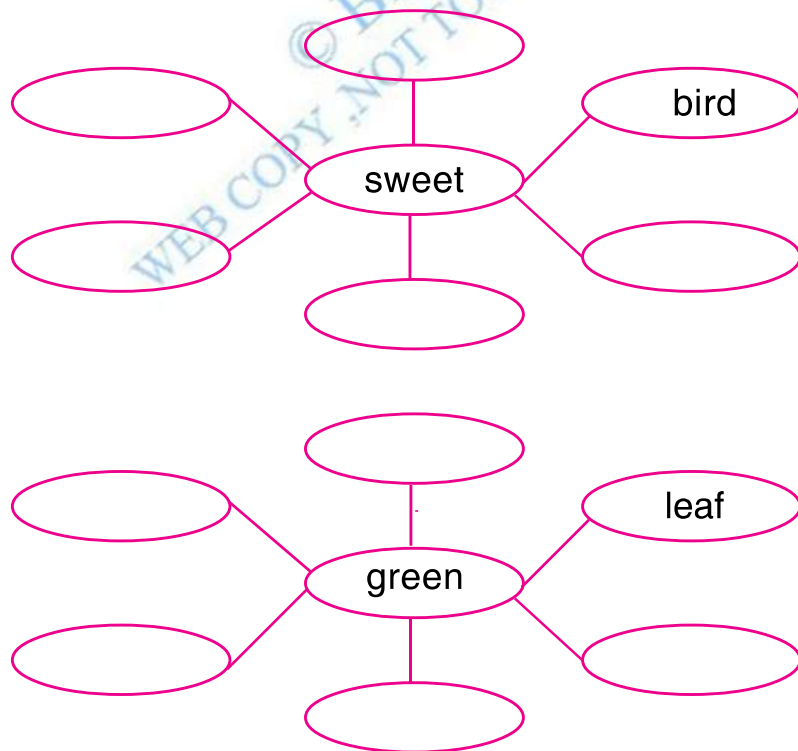
4. The poet calls the dove with different names in the poem. One has been written for you. Can you identify the other names?

(a) sweet dove (b) _____
 (c) _____ (d) _____

C. Word study

C.1. Making new words

Write the words associated with the words 'sweet' and 'green'. One example for each is given for your help:



C.2. Rhyming words

The words 'died' and 'tried' rhyme with each other. Pick out other such pairs of rhyming words from the poem and write them down in the space below:

1. _____
2. _____
3. _____
4. _____

D. Grammar**D.1. Adjectives**

In this poem the poet has used the word 'sweet' to describe the dove.

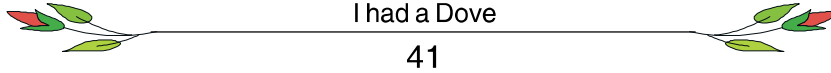
'Sweet' is an adjective. It gives more information about the noun 'dove'. Can you find out from the poem the words that describe the following?

trees -

peas -

feet -

thread -



Rewrite the following sentences by adding appropriate adjectives to the underlined noun. You can take help from the Help Box. You may add your own adjectives:

1) Grandma bought a shawl.

.....

2) The frog has a tongue.

.....

3) My mother bought a frock for me from a market.

.....

4) She threw a ball that broke the glass of the window.

.....

5) The fairy told a tale.

.....

6) The man was walking with his stick.

_____.

7) On the tree, there were two birds.

_____.

Help Box

small old long little sticky beautiful
red noisy green magical

E. Let's Talk

Work in group and discuss the following:

Should animals be caged?

F. Composition

Write a paragraph of about 100 words on the topic given above.

_____.

_____.

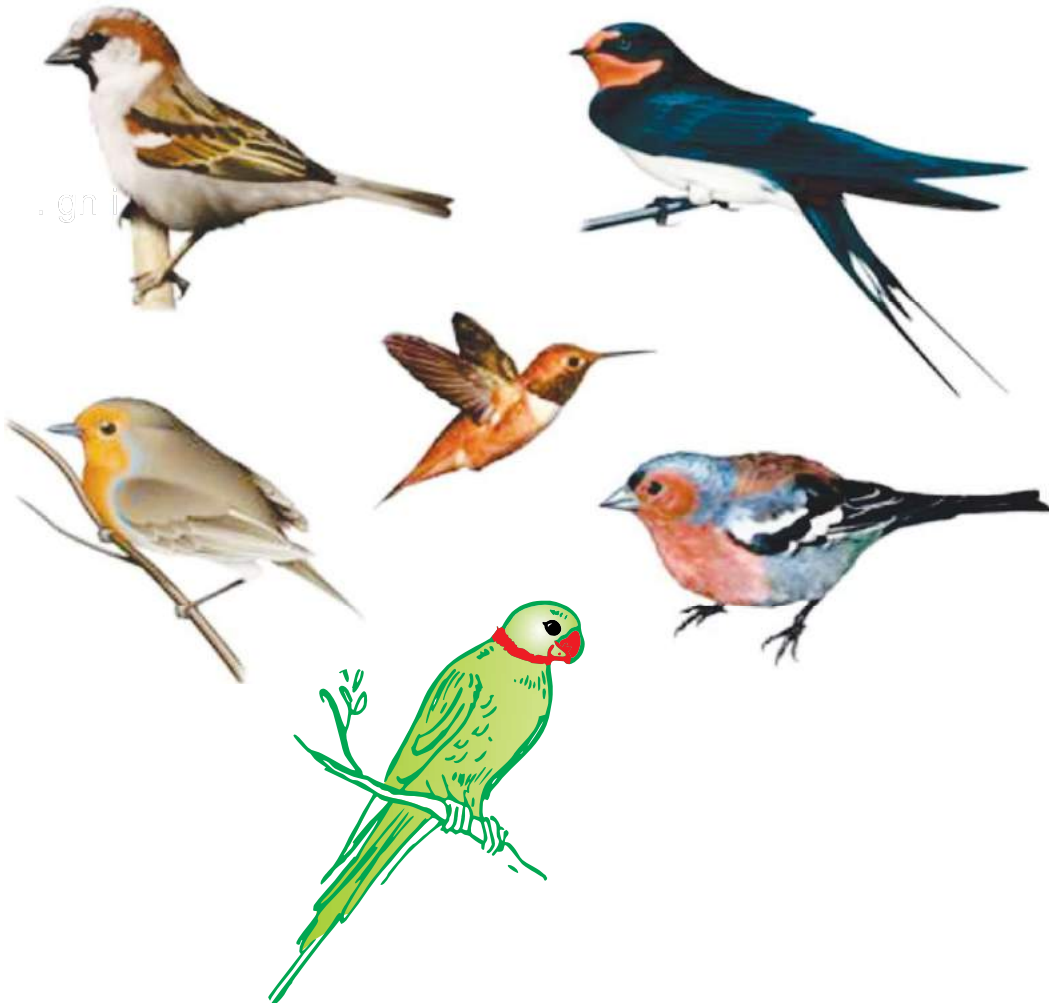
G. Translation

Translate the first stanza of the poem into Hindi

H. Activity

Work in pairs

Look at the picture. Identify the birds and describe each of these birds in a few sentences.



6

IVAN

A. Warmer

1. Do you ever find people quarrelling in your neighbourhood?
2. What do people quarrel over?
3. How do these quarrels affect your life?
4. How are these quarrels resolved finally?

Ivan was a farmer who lived in a village in Russia. He was rich. He had three sons who were laborious. His father was old and sick.

Gabriel was his neighbour. They were good neighbours. They were happy and comfortable with each other.

Ivan had some hens. One day a hen flew across the fence. She laid an egg in Gabriel's house. Ivan's daughter-in-law went to his house to inquire into the matter. Gabriel's mother replied rudely. It led to a quarrel. Soon, Ivan, Gabriel and their wives started quarrelling. Their neighbours had to intervene to pacify them.

But their quarrel did not stop. Ivan uprooted Gabriel's beard. Gabriel went to court by bus but Ivan went there by train. They



both filed a case. The hearing prolonged. It ruined them financially. They had no peace. They were not happy now.

Ivan's father who was old and wise, did not like it. He asked them to forgive each other and forget the old dispute. He asked them, "Why are you quarrelling over an egg ? What's its value ? Hatred breeds hatred. In anger you don't know what you are saying and doing. You lose your patience and wisdom. It sometimes leads to destruction."

The old man's advice worked. Ivan and Gabriel were reconciled. They began to live together in peace once again. They were very happy now.

Glossary and notes

sick (n)	ill, बीमार
fence (n)	barricade, घेरा, चहारदीवारी
inquire (v)	to ask, पूछना
pacify (v)	to make calm, शांत करना
uproot (v)	to root out, उखाड़ना
hatred (n)	contempt, घृणा, नफरत
rudely (adv)	harshly, रूखाई से
forgive (v)	to pardon, क्षमा करना
reconciled (v)	became friend again मेल मिलाप हो गया

B. Let's comprehend

B. 1. Think and Tell

B.1.1. Answer the following questions orally:

- Who was Ivan ?
- Where did he live ?

- (c) Who was his neighbour ?
- (d) Who began to quarrel ?
- (e) Who encouraged them to reconcile ?

B.2. Think and Write

B.2.1. Write 'T' for true and 'F' for false statements:

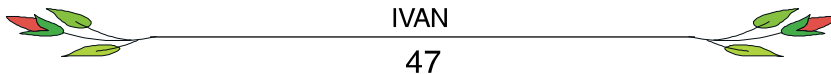
- (a) Ivan was a rich farmer. ☐
- (b) The hen laid eggs in the street. ☐
- (c) Gabriel uprooted Ivan's beard. ☐
- (d) Anger leads to destruction. ☐
- (e) Ivan and Gabriel did not become reconciled. ☐

B.2.2. Fill in the blanks with words from the lesson:

- (a) Ivan and Gabriel were _____ .
- (b) Ivan's father was old and _____ .
- (c) Ivan's hen flew over the _____ .
- (d) _____ went to inquire into the matter.
- (e) _____ started quarrelling.
- (f) At last, Ivan and Gabriel became _____ .

B.2.3. Arrange the following sentences in proper order so that they make a complete story.

- (a) Ivan was a rich farmer from Russia.
- (b) She laid an egg in Gabriel's house.



- (c) Ivan uprooted Gabriel's beard.
- (d) Gabriel was his neighbour.
- (e) One day Ivan's hen flew across the fence.
- (f) Ivan, Gabriel and their wives began to quarrel.
- (g) Ivan and Gabriel became reconciled.
- (h) Finally, Ivan's father pacified Ivan and his neighbour.
- (i) Gabriel went to court.
- (j) It ruined them financially.

B. 2.4. Answer each of the following questions in not more than 50 words:

- (a) "In anger you don't know what you are saying and doing". Do you agree with the statement ? How does anger lead to destruction ?
- (b) What type of man, in your opinion, was Ivan's father ? What did he do to pacify Ivan and his neighbour ?
- (c) If you were Ivan's neighbour, what would you do to solve this quarrel ?

C. Word study

C.1. Correct the following mis-spelt words:

peice, forgate, uprooted, fance, disturctoin

C.2. Match the words in Column 'A' with their meanings in Column 'B':

'A'	'B'
farmer	hard working
laborious	peasant
rudely	dispute
quarrel	pardon
forgive	harshly

C.3. Pick out sentences from the lesson in which the following words have been used. Then use these words in you own sentences:

neighbour, comfortable, hatred, wisdom, advice

D. Grammar

Clauses

Look at the following sentences :

- (a) Ivan was a farmer who lived in a village in Russia.
- (b) He had three sons who were laborious.
- (c) Gabriel went to court by bus but Ivan went there by train.

All the three sentences given above have two separate sentence structures. Sentence (a) consists of 'Ivan was a farmer' and 'who lived in a village in Russia'. The second

part is dependent on the first. Similarly, sentence (b) consists of 'He had three sons' and 'who were laborious'. The second is again dependent on the first. Sentence (c) also has two separate sentence structures. Both these structures are independent. Sentences (a) and (b), therefore, consist of a principal clause and a subordinate clause. A principal clause is that which has independent identity whereas a subordinate clause depends on the principal clause. Sentence 'C' consists of two independent clauses which are called co-ordinate clauses.

Now, read the sentences given below and identify the principal clause, the subordinate clause and the co-ordinate clause.

1. I don't know where she lives.
2. An old man had four sons who were lazy.
3. Ramu was poor but his sister was honest.
4. I can't forget you as long as I live.
5. He is ugly but his wife is beautiful.
6. Abhishek was fond of rasgullas but he didn't like jalebis.

E. Let's Talk

E.1. Discuss the following statements first in small groups and then with the whole class:

- (a) Hatred breeds hatred.
- (b) Anger leads to destruction.

F. Composition

Write a paragraph in about 60-80 words on any one of the topics listed in E.1 for discussion.

G. Translation

Translate the following paragraph into Hindi or your mother tongue.

Ivan had some hens. One day a hen flew across the fence. She laid an egg in Gabriel's house. Ivan's daughter-in-law went to his house to inquire into the matter. Gabriel's mother replied rudely. It led to a quarrel. Soon, Ivan, Gabriel and their wives started quarrelling. Their neighbours had to intervene to pacify them.

H. Activity**Group work****Language Game**

The first student writes a word on the blackboard. The next student writes a word beginning with the last letter of the previous word. The next student writes the word beginning with the last letter of the word written by the second student. Here is an example:

.Ex. – work → kite → eat → toy → ---

Complete this activity by writing at least twenty words.

7

Japan - The Land of the Rising Sun

A. Warmer

1. Do you like travelling ?

2. Name the places that you have travelled to. How has travelling helped you?

Japan, popularly called the 'Land of the Rising Sun', is known for its beautiful landscape. The snow-clad high mountains add to its beauty. So do the beautiful lakes and streams that shine like bright silver. The lovely gardens with their beautiful flowers and lovely fruits enchant the visitors.

The geographical condition of Japan is such that we do not find houses like ours. The Japanese do not build houses of bricks or stones. They build wooden houses with walls made of strong thick paper. They use three or four square pieces of glass which serve for windows. How strange !

With regards to cooking, the Japanese do not burn fires in their rooms. They use stoves for cooking. So it is hard to see smoke in a Japanese house.

The Japanese are fond of eating rice and fish. They are also very fond of tea but their tea has neither milk nor sugar in it.

The Japanese are very fond of riding in a carriage which is light and small and drawn by a man. It is called a rickshaw.

Similarly, they are very fond of carrying in their hands fans

made of straw. The Japanese are very particular about cleanliness. No one goes into a house with the shoes on. This way they prevent dust of the streets from getting into the house.

There are two important festivals— one for the girls another for the boys. The 'Feast of Dolls', which is celebrated on the third March is a holiday for girls. On this day, even the poorest girl has some doll to play with. They rejoice a lot on this occasion.

Similarly, the 'Feast of the Carp' which falls in May is the day when every boy in Japan flies a kite which looks like a fish. The carp is a very strong and brave fish. Every boy in Japan hopes to grow up as brave and strong as the carp.

New Year's Day is also greatly celebrated in Japan. On this day, they visit their friends and take presents with them. At night, they light their houses and streets with paper lanterns of different colours and rejoice greatly.

Children in Japan are very clean and neatly dressed. They never spit in the room. They always knock before they enter. They always welcome guests and are always polite to them. They are very soft-spoken as they never shout or speak aloud. It is very rare to find a Japanese rudely at anyone. A remarkable quality of the Japanese is that they do not cry if they fall down or hurt themselves. This is because of their cultural training to bear pain with a smiling face. This helps them grow up into polite and brave men and women.

Shintoism is the chief religion of the Japanese. It teaches the people of Japan to love beautiful things and to honour the dead. This is the reason they make beautiful things of wood, paper,

leather, cotton and silk. Their lovely goods are exported to other countries.

The Japanese have always been regarded as clever and hard-working people. They never sit idle.

The most remarkable thing about them is their patriotism. They love their country and are ever ready to die for her.

Glossary and notes

landscape (n)	natural beauty, प्राकृतिक सुन्दरता
snow-clad (compound adj.)	covered with snow, बर्फ से ढके हुए
enchant (v)	captivate, मन मोहना, आकर्षित करना
streams (n)	small rivers, झरने
fond of (prepositional phrase)	liking, शौकिन
custom (n)	usual behaviour, रीति-रिवाज
polite (adj)	having good manner, विनम्र
rudely (adv)	impolitely, रूखाई से, कठोरता से
idle (adj)	lazy, बेकार
Shintoism (n)	Japanese religion with the worship of ancestors and nature- spirits, जापानी धर्म जिसमें पूर्वजों तथा प्रकृति की पूजा की जाती है ।

B. Let's comprehend

B.1 Think and Tell

B.1.1. Answer the following questions in a word or phrase.

1. Which country is called 'The Land of the Rising Sun'?
2. What adds to Japan's beauty ?

3. What is the chief food of the Japanese ?
4. What is the 'Feast of Dolls' ?
5. What is the 'Feast of the Carp' ?
6. How do the Japanese treat their guests ?
7. How do they bear pain ?
8. List some of the qualities which help the Japanese to grow brave and polite.

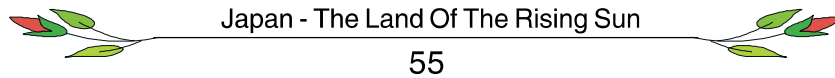
B.2. Think and Write

B. 2.1 Answer the following questions briefly:

1. Why is there no smoke in a Japanese house ?
2. What do the Japanese boys and girls love ?
3. What do the Japanese do on New year's Day ?
4. What is a carp ? Why is it significant to a Japanese?

B.2.2. Answer the following questions in detail:

1. What are various Japanese customs ?
2. How do the Japanese boys and girls enjoy themselves?
3. Describe the behaviour of the Japanese children?
4. How can you say that the Japanese love their country?



5. What is Shintoism ? What does it teach ?
6. Make a comparison between the life style of an Indian and a Japanese.

B.2.3 Arrange the following jumbled words to make meaningful sentences. One has been done for you.

of / the / Japan / brave / are / very / people

The people of Japan are very brave.

1. sit / never / they / idle

2. time / value / they

3. culture / the / love / Japanese / their

4. customs / and / own / they / their / have / manners

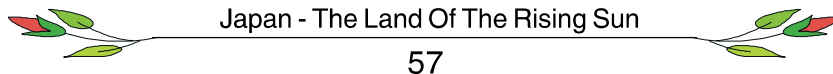
5. called / is / it / rising / land / sun / of / the

C. Word Study**C.1 Match words in Column 'A' with their meanings in Column 'B':**

A	B
1. stone	a. lamp with a transparent case protecting a flame etc.
2. rickshaw	b. carrying part of a machine, a vehicle.
3. carp	c. fresh water fish often reared for food.
4. holiday	d. light two wheeled hooded vehicle.
5. straw	e. closed apparatus burning fuel or using electricity for heating or cooling.
6. carriage	f. period of recreation.
7. lantern	g. dry cut stalks of grain used for packing etc.
8. stove	h. solid non metallic mineral matter; rock.
9. spit	i. material made from the skin of an animal by tanning.
10. leather	j. eject (esp. saliva) from the mouth.

C.2. Correct the spelling of the following words :

mountians, wsno, streems, beautifull, rideing,
habbits, alawys, lether, religon, streits, coton



C.3. The people of Japan are called 'the Japanese'.

What are the people of the following countries/ states called?

1. The people of India are called the _____.
2. The people of China are called the _____.
3. The people of Germany are called the _____.
4. The people of America are called the _____.
5. The people of Bhutan are called the _____.
6. The people living in Bihar are called the _____.
7. The people of Nepal are called the _____.
8. The people living in Assam are called the _____.
9. The people of England are called the _____.
10. The people living in Kashmir are called the _____.

D. Let's Talk

Discuss the following in groups:

Travelling is the best means of education.

F. Composition

Write a letter to your pen friend living in Japan describing him your visit to Rajgir. Also, invite him to visit Rajgir, a place of historical and religious importance.

G. Translation**1. Translate the following sentences into English:**

1. जापानी बहुत मेहनती होते हैं ।
2. वे कभी बेकार नहीं बैठते हैं ।
3. वे अपने देश से प्यार करते हैं ।
4. वे अपने मेहमानों का आदर करते हैं ।
5. वे चाय पीने के शौकीन हैं ।
6. वे लोग अच्छा खाना खाने के शौकीन हैं ।
7. त्योहारों के अवसर पर वे अपने दोस्तों और संबंधियों को उपहार भेजते हैं ।

2. Translate the following sentences into your mother tongues:

1. Patna is a very old city.
2. It was also called Azimabad.
3. There are many ancient and famous buildings in the city.
4. It is the birthplace of Guru Govind Singh.
5. Kumhrar Park and Patna Planetarium are worth seeing places.

8

Mother Teresa

A. Warmer

Are you aware of any woman who may have served the handicapped and orphans ? If yes, name her and list some of her activities.

Mother Teresa was a great saint. She was born on 26th August, 1910 in Skopeje, Macedonia. She was the youngest child of an Albanian builder. Her early name was Agnes. But she is popularly known as Mother Teresa. She took her initial vows as a nun. From 1931 to 1948, Mother Teresa taught at St. Mary's High School, Kolkata. But the suffering and poverty of the people made her leave the convent school. She devoted herself to work among the poorest of the poor in the slums of Kolkata. Although she had no fund, she started an open air school for slum children. In 1950, she started the missionaries of charity. She loved and cared for those persons whom nobody looked after. She received a number of national and international awards and distinctions. Some of them are the Pope John XIII Peace Prize, the Magsaysay award, the Bharat Ratna (the highest civilian award of our country) and the Nobel Peace Prize (1979).

Mother Teresa had to face many difficulties and criticism, but she was undeterred. She said, "No matter who says what. You should accept it with a smile and do your own work."

After receiving the Nobel Prize, she advised people to go back home and love their family, in order to promote world peace.

Mother Teresa left for her heavenly abode on the 5th September, 1997. At the time of her death, her Missionaries of Charity had over four thousand sisters and an associated brother-hood of three hundred members operating six hundred and ten missions in 123 countries. These included hospitals and homes for the people with HIV / AIDS, leprosy and tuberculosis, children and family counselling programmes, personal helps, orphanage and schools.

Mother Teresa was given a state funeral by the Government of India in gratitude for her services to the poor of all the religions in India.

Glossary and notes

slum (n)	a dirty area, गन्दी वस्ती
dwellers (n)	those who live somewhere, निवासी
goddess (n)	deity, देवी
permission (n)	consent, अनुमति, सहमति
charity (n)	generosity, उदारता, दान
devoted (v)	to be loyal, समर्पित
handicapped (adj)	disabled, असहाय
meditation (n)	deep thinking, चिंतन
leper (n)	one who suffers from leprosy, कुष्ठ रोगी
symbol (n)	sign, संकेत

B. Let's Comprehend**B. 1. Think and Tell****B.1.1 Answer each of the following questions in one word:**

- (i) When was Mother Teresa born ?
- (ii) How many years did Mother Teresa teach as a school teacher?
- (iii) In which country was Mother Teresa born ?
- (iv) What did Mother Teresa do in 1950 ?

B.2. Think and Write**B.2.1. Write "T" for true and "F" for false statements :**

- (i) Mother Teresa was awarded the Nobel prize in 1980. ☐
- (ii) Mother Teresa was a doctor. ☐
- (iii) She was awarded the Pope John XIII Peace Prize. ☐
- (iv) She got the Nobel Prize for Chemistry. ☐

B.2.2. Answer the following questions:

- (i) Why is Mother Teresa remembered ?
- (ii) Name the awards that have been given to Mother Teresa?
- (iii) What has Mother Teresa made people realise ?

B.2.3 Arrange the following jumbled words in proper order to make them meaningful sentences. One has been done for you.

Ex. Among / started / she / the / poor / living.

Ans :- She started living among the poor.

- (i) Loved / is/ and/ respected / she
- (ii) Service / symbol / Mother Teresa / become / has / a / of
- (iii) Lepers / Mother Teresa / some / started / has / for / centres
- (iv) Her / once / visited / Pope

C. Word Study

C.1. Match words in Column “A” with their meanings in Column “B”:

A	B
(i) mission	(a) one who is under treatment.
(ii) slum	(b) goddess
(iii) deity	(c) an area of a city where houses are dirty
(iv) leper	(d) centres for helping the homeless and needy
(v) patient	(e) person suffering from leprosy.

C.2. Correct the spellings of the following words:

Tangania, liveing, missian, noble prise, hapily.

D. Grammar**D.1. Fill in the blanks with the correct form of verbs given in brackets to make passive sentences.**

Here are two examples:

- (a) Mother Teresa _____. (love)

Ans. Mother Teresa is loved.

(is + past participle form of the verb)

- (b) Shops _____ yesterday. (close)

Ans. Shops were closed yesterday.

(were + past participle form of the verb)

- (i) Some centres of lepers _____ (start)

- (ii) Arun _____ by Raj Kumar. (teach)

- (iii) She _____ for her best performance. (reward)

- (iv) Gandhiji _____ all over the world. (respect)

- (v) Students _____ by their teachers. (guide)

- (vi) Thieves _____ yesterday. (catch)

- (vii) A story _____ by Sweta. (write)

- (viii) A picture _____ by Pooja. (paint)

E. Let's Talk**E.1. Discuss the following in groups:**

Action speaks louder than words.

F. Composition**F.1. Write a paragraph in about 100 words on the best student of your class.**

G. Translation**G.1. Translate the following sentences into English :**

1. मदर टेरेसा विश्व की एक महान महिला थीं ।
2. हमें गरीबों की सेवा करनी चाहिए।
3. प्यार ही जीवन है ।
4. पेड़ हमारे मित्र हैं ।
5. हमें पेड़ बचाना चाहिए।
6. कर्म ही पूजा है ।
7. श्री देव एक आदर्श शिक्षक हैं ।
8. मैं अपने माता-पिता की आज्ञा मानता हूँ ।

9

These Simple Things

A. Warmer

What things around you make you feel happy? list them.

The simplest things in life
are best-

A patch of green,

A small bird's nest,

A drink of water, fresh and
cold,

The taste of bread,

A song of old;

These are the things that
matter most.

The laughter of a child,

A favourite book,

Flowers growing wild,



A cricket singing in a shady nook.

A ball that bounces high!

A summer shower,

A rainbow in the sky,

The touch of a loving hand,

And time to rest —

These simple things in life are best.

Glossary and notes

patch (n)	a small area of land, भूमि का टुकड़ा
matter (n)	importance, अहमियत
favourite (adj)	most liked, मनपसंद
cricket (n)	a hopping insect, the male of which produces a sharp chirping sound, झिंंगूर
bounces (v)	moves or jumps up and down quickly after hitting a surface, उछलता है
shower (n)	a short period of rain, बौछार
rainbow (n)	an arch of seven colours in the sky, इन्द्रधनुष
nook (n)	a corner or place that is sheltered or hidden from the other people, एक कोना

**B. Let's Comprehend****B.1. Think and Tell****B.1.1 Answer the following questions orally:**

- (a) Name five things which are mentioned in the poem.
- (b) When do you see a rainbow in the sky?
- (c) Name one thing, mentioned in the poem, that you eat.

B.2. Think and Write**B.2.1 Tick (✓) the correct option for each of the following :****1. What does 'a patch of green' refer to?**

- (a) a green coloured saree
- (b) a small piece of land with plants, trees and grass
- (c) a green patch on a shirt

2. 'The touch of a loving hand' refers to

- (a) someone who cares for you
- (b) someone touching you
- (c) a broken hand

3. 'A song of old' refers to

- (a) a new song
- (b) an old song

4. 'A summer shower' refers to

- (a) taking a bath on a hot day
- (b) rainfall during summer
- (c) a hot water bath during summer

5. According to the poem the simple things in life are :

- | | |
|----------|------------|
| (a) good | (c) better |
| (b) bad | (d) best |

B.2.2 Answer each of the following questions in not more than 50 words:

1. Where do the birds make nest ?
2. What type of water do you like to drink ?
3. Name the things that are important in your life.

C. Word study**C.1. Spellings**

Correct the misspelt words and write them in the space provided.

- | | |
|-------------|-------|
| 1. patche | _____ |
| 2. mater | _____ |
| 3. lafter | _____ |
| 4. favourit | _____ |
| 5. flovers | _____ |
| 6. criket | _____ |

C.2. Opposites**Match the following words with their opposites:**

words	opposite
1. small	cry
2. life	stale
3. high	new
4. laugh	low
5. fresh	hot
6. cold	big
7. old	death

Use these words in sentences of your own as shown in the example:

A rat is small but an elephant is big.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C.3. Rhyming words

Say aloud the following sets of rhyming words:

- | | | |
|---------|------|------|
| 1. best | nest | rest |
| 2. cold | old | fold |
| 3. high | sky | fly |

Add one word more to the above sets of rhyming words.

D. Grammar

D.1. Making comparisons

Read the following sentences from the poem:

The simplest things in life are best.

In the above sentence the words 'simplest' and 'best' are in superlative degree. Usually we add 'est' to make superlative forms and 'er' to make comparative forms of adjective, as can be seen below:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
small	smaller	smallest
tall	taller	tallest
great	greater	greatest
near	nearer	nearest

Write the comparative and superlative forms of the following adjectives:

rich	_____	_____
poor	_____	_____
dark	_____	_____
bright	_____	_____
old	_____	_____
young	_____	_____
simple	_____	_____

Now look at the comparative and superlative forms of the following words:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much	more	most

As you can see, the comparative and superlative forms of adjectives are not formed by adding - er and - est.

Words of more than one syllable take 'more' before them in their comparative and 'most' in superlative form.

Examples :

beautiful	more beautiful	most beautiful
intelligent	more intelligent	most intelligent
laborious	more laborious	most laborious
useful	more useful	most useful

Write down the comparative and superlative forms of the words given below:

difficult	_____	_____
favourite	_____	_____
dangerous	_____	_____
careful	_____	_____
learned	_____	_____

Complete the following sentences using a comparative or superlative form of the underlined words:

1. This building is very old. It is the building in town.
2. I run fast. My brother runs..... than I.
3. It was a very happy day. It was the.....day of my life.
4. It is a very good film. It is the.....film I have ever seen.
5. She has a small house. My house is than her house.
6. It was a very bad mistake. It was the..... mistake I have ever made.
7. She is pretty. But I am than her.
8. It was a very cold day. It was the day of the year.

E. Let's Talk and Write

Work in pairs

Discuss things that you like or dislike about your school.

Write dos and don'ts to make your school better:

Dos	Don'ts

F. Translate the following into English:

1. मैं सुबह में टहलना पसंद करता हूँ ।
2. बच्चों को इन्द्रधनुष देखना अच्छा लगता है ।
3. वह झूठ बोलना पसंद नहीं करती है ।
4. हॉकी मेरा प्रिय खेल है ।
5. झगड़ा करना मुझे अच्छा नहीं लगता ।

G. Activity**Work in groups****Language game.**

One student writes the word 'SUPERLATIVE' on the blackboard. Every member of the group suggests a word made from the letters in the word. This activity continues as long as new words continue to be suggested. One word has been written as an example:

Pearl

10

The Lost Child

A. Warmer

Have you ever been to a fair? Did you go alone or with someone? Were you separated from the persons you went with? How did you feel at that time?

It was the festival of spring. A colourfully dressed crowd of men, women and children were all going to the village fair. Some



walked, some rode on horses, others went on bullock carts. One little boy ran, brimming over with life and laughter, to keep pace with his parents. "Come, child, come," called his parents, as he lagged behind, attracted by the toys in the shops at the fair. He hurried towards his parents, his feet obedient to their calls, his eyes still on the toys. He could not control his desires, even though he knew well the old, cold, stare of refusal in their eyes. "I want that toy," he begged.

His father looked at him angrily while his mother was tender, and giving him her finger to catch, said: "Look, child, what is before you." The faint disgust of the child's unfulfilled desire disappeared when the pleasure of what was before him filled his eager eyes.

The child could see many footpaths full of people. He felt at once afraid of, and attracted by the confusion of the world he was entering. At the corner of the entrance there was a sweetmeat-seller, calling out: "Gulab





jamun, rasgulla, burfi, jalebi". The child stared and his mouth watered for the burfi that was his favourite sweet. "I want that burfi," he slowly murmured. But he half knew that his request would not be heeded. So without waiting for an answer, he moved on.

A man stood holding a pole with yellow, red, green and purple balloons flying from it. The child was carried away by the rainbow glory of their colours, and he wanted to have them all. But he knew his parents would say he was too old to play with them. So he walked on further.

A juggler stood playing a flute to a snake, which coiled itself

in a basket. The snake raised its head in a graceful bend like the neck of a swan. But he knew his parents had forbidden him to hear the coarse music of the jugglers. So he proceeded further.

There was a roundabout in full swing. Men, women and children were laughing and shrieking madly as they went round and round in it. The child watched them, his lips parted in the amazement, and a pink blush of a smile came on his face. This time the child made a bold request: "I want to go on the roundabout, please, father, mother!"

There was no reply. He turned to look for his parents. They were not there ahead of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them.

A full deep cry rose within his dry throat, and with a sudden jerk of his body he ran from where he stood, crying in fear: "Mother, father!" Tears rolled down from his eyes, hot and fierce. He ran to one side first, then to the other, not knowing where to go. "Mother, father!" he cried again and again. Every little inch of space in the



fairground was crowded with people. The child might have been crushed underfoot, had he not cried in a loud voice, "Father, mother!"

A man heard his cry, and bending down with great difficulty, lifted him up the arms. "How did you get here, child? Whose baby are you?"

The child wept more and cried, "I want my mother, I want my father."

The man tried to comfort him by taking him to the roundabout. "Will you have a ride on the horse?" he gently asked. The child's throat tore into a thousand sobs.

"Listen to that nice music, child," he pleaded when they reached the juggler. But the child shut his ears with his fingers.

"Would you like a balloon?" he asked lovingly. But the child just sobbed. "What sweets would you like, child?" the man asked.

The child turned his face away from the sweet-shop and only sobbed, "I want my mother, I want my father."

Mulk Raj Anand

Glossary and notes

brimming (adj)	to be full of, भरा हुआ होना
pace (n)	the speed at which some one walks, चलने की गति
lagged (v)	moved slower than other people/ fell behind, पिछड़ गया
desire (n)	to have a strong wish to do or have something, अभिलाषा, इच्छा

pleasure (n)	happiness, आनंद, हर्ष, खुशी
begged (v)	asked beseechingly, गिड़गिड़ाते हुए मांगा
tender (adj)	gentle and loving, ममतापूर्ण
faint (adj)	that cannot be clearly seen, अस्पष्ट, धुंधला
disgust (n)	a strong feeling of dislike, चिढ़
eager (adj)	very interested and excited about what is going to happen, इच्छुक, उत्सुक
glory (n)	fame, praise or honour that is given to some one because they have achieved something important, प्रशंसा, प्रसिद्धि
juggler (n)	a person who juggles (to throw a set of three balls into the air and catch and throw them again quickly, one at a time) बाजीगर
coarse(adj)	rough, rude and offensive, घटिया
fierce (adj)	angry and aggressive, showing strong feelings or a lot of activity, उत्तेजित, भयानक
sobbed (v)	cried noisily, taking sudden, sharp breaths, सिसकना

B. Let's comprehend

B.1. Think and Tell

B.1.1 Answer the following questions orally:

- What were the means that people used, to go to the fair?
- What sweetmeats were being sold in the fair ?
- Name the things that attracted the child.
- Why was the child so frightened when he did not find his parents ?

B.2. Think and Write**B.2.1. Write true or false in the space provided next to each sentence:**

- (a) The child came to the fair with his uncle. _____
- (b) The child was happy when he entered the fair.

- (c) The child did not want to buy the balloons.

- (d) There were very few people in the fair.

- (e) The child's parents had told him to listen to the flute. _____
- (f) The juggler was selling sweets. _____
- (g) There were camels in the fair. _____
- (h) The child's favourite sweet was gulab jamun.

B.2.2. Tick (✓) the correct option for each of the following:**1. Why did the boy start crying?**

- (a) because his parents were not buying him the things he wanted.
- (b) because a man had picked him up.
- (c) because he lost his parents.
- (d) because a snake had bit him.

2. Which of these things the man did not offer to the child?

- (a) a camel ride
- (b) balloons
- (c) sweets
- (d) a roundabout ride

3. Which of the following, according to you, the child may have felt when he was lost in the fair?

- (a) that balloons fly in the air
- (b) that you should not talk to strangers
- (c) that having your parents around is more important than toys and sweets
- (d) that you should not stare at the roundabout swing

B.2.3 Answer each of the following questions in not more than 50 words:

1. When was the fair held?
2. How were the people going to the market?
3. What was the difference between the father's and mother's reaction when the child asked for a toy?
4. There were times when the child wanted to stop and buy some things, but he did not do so. Why?
5. Do you think that the child would have found his parents? Give reasons for your answer.

B.2.4. Rewrite the following sentences in the order in which they appear in the story:

- a. The child wanted to ride on the roundabout.
- b. The child entered the fair with his parents.
- c. The child started crying.
- d. A man lifted the child in his arms.
- e. The child was admiring the sweets in the sweetshop.
- f. The child found that he was not with his parents.
- g. The snake was coiling himself in his basket.
- h. The child asked for the toy.

C. Word study

C.1. Compound words

The word 'fairground' is a combination of words 'fair' and 'ground'. The compound word refers to 'the ground where the fair was being held'.

Can you guess what the following words refer to?

1. footpath: _____

2. bullockcart: _____
3. bookshelf: _____
4. roommate: _____
5. classmate: _____
6. blackboard: _____

C.2. Seasons

'Flower' is associated with spring season. Similarly 'fan' is associated with summer season. Fill in the blanks with the names of others things that are associated with the seasons given below:



D. Grammar

Read these sentences :

- (a) "Will you have a ride on the horse ?" he gently asked.
- (b) "Would you like the balloons ?" he asked gently.

The part of the sentences put within inverted commas show that they are actually spoken by the narrators/

speakers. So they are in direct speech. They can be changed into indirect speech as follows :

- (a) He gently asked the child if he would have a ride on the horse.
- (b) He gently asked the child if he would like the balloons.

Note the changes made in the indirect speech as given above.

Now, change the following sentences from direct speech into indirect speech.

- (a) He said to me, "Would you like to see the Taj ?"
- (b) Hera said to Sona "Can you play with me ?"
- (c) The teacher said to the students, "Do you like travelling?"
- (d) The child said to his mother, "Will you give me a glass of water ?"
- (e) He said to his friend, "Have you ever eaten burfi?"

E. Let's Talk

E.1. Let's talk to the shopkeeper

Work in pairs and role play. One of you become a shopkeeper of a shop of your liking. Another can be the customer coming to the shop. Have a conversation about something you want to buy or enquire about with the shopkeeper. One conversation has been given as an example for you.

Shopkeeper : What can I get you?

Child : A kite.

- Shopkeeper** : Which one?
- Child** : Jaipuri
- Shopkeeper** : Here it is.
- Child** : But it is torn from this side.
- Shopkeeper** : Oh! I' ll replace it. Try this.
- Child** : Thanks! This is great.
How much is it?
- Shopkeeper** : Two rupees only.
- Child** : Here it is. Thank you.

F. Composition

F.1. Your trip to the fair

Write in about 4-5 sentences your experience at a fair.

G. Translation :

Translate the following into Hindi :

There was no reply.

He turned to look for his parents.

They were not there behind him.

He turned to look on either side.

They were not there.

He once again looked behind.

There was no sign of them.

H. Activity

Work in pairs and make a list of things you can buy in a fair.

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11

A Kabaddi Match

A. Warmer

- (i) Which is your favourite game? When do you play it ? How much time do you spend playing it? Have you ever won any medal?

Kabaddi ! Kabaddi! Kabaddi ! Raghu walked into Rampur territory in the other half. The players of Rampur team tried to catch him. They came around him. But Raghu was careful. He moved cautiously. Mangla moved behind him. He wanted to catch him by his waist. But Raghu ducked. Mangla could only touch him. He could not hold Raghu. The latter went quickly in his own territory-quite safe. The supporters of the Chainpur team were delighted. Mangla was out. He had to wait till a player of the Chainpur team was out.

Now it was turn of the Rampur players to walk into the Chainpur territory. Aslam took the charge. "Touch at least two players", the Rampur supporters demanded. Aslam did not disappoint them. He touched Sheru and quickly went back to the territory. Sheru was out. Mangla was back into the game.

After an hour, all the players of the Chainpur team were out,

except Raghu. The Chainpur supporters wanted him to stay and win the match. Raghu silently walked into the Rampur half. The Rampur players moved back. They were tempting Raghu to come deep inside their territory. 'You should not get tempted', the Chainpur supporters warned him. 'You should play safely', they added. Raghu nodded in appreciation. He knew that the Rampur players wanted to capture him and thus win the match. 'I've to touch them all and go back safely', Raghu said to himself. He moved ahead. The Rampur players encircled him. They were sure to capture Raghu. Harish caught both his legs; Raghu fell down. The others also fell over him. They were forcing him to say- "Hardi Chuna" (accept defeat). But Raghu kept his cool. He made a try, but in vain. "Move Raghu, move !" The supporters were urging him. Raghu gathered his spirit. He made the last attempt and finally touched the dividing line. He won the match for Chainpur. The supporters took him on their shoulders.

Glossary and notes

territory(n)	area, क्षेत्र
cautiously (adv)	carefully, सावधानीपूर्वक
ducked (v)	moved quickly down, तेजी से झुककर बचा
capture (v)	seize, कब्जे में करना
disappoint (v)	make hopeless, निराश करना
accept(v)	agree to, राजी होना, स्वीकार करना
gather (v)	collect, जमा करना, इकट्ठा करना
supporter (n)	one who favours, समर्थक

B. Let's comprehend**B.1.1. Think and Tell**

Answer the following questions orally :

- (i) Who walked first into the Rampur territory ?
- (ii) Who was Mangla ?
- (iii) Who made Mangla out ?
- (iv) What did Raghu say when he moved into the Rampur territory ?

B.2. Think and Write**B.2.1. Write 'T' for true statement and 'F' for false statement:**

- (i) Raghu walked into Rampur territory saying –
Badi Badi Badi.
- (ii) Mangla could not hold Raghu.
- (iii) Aslam was the player of the Rampur team.
- (iv) After an hour, all the players of the Chainpur team were out, except Raghu.
- (v) To say “Hardi Chuna” is the sign of defeat.
- (vi) Raghu did not touch the dividing line of the territory.
- (vii) The Chainpur team won the match.

☐☐☐☐☐☐☐

B.2.2. Answer the following questions in a phrase or sentence :

- (i) What was Raghu being forced to say ?
- (ii) Who took Raghu on their shoulders ?
- (iii) What was the demand of the Rampur supporters?

B.2.3. Answer each of the following questions in not more than 50 words :

- (i) There is no need of any sports-item in Kabaddi. Do you agree ? If yes, explain.
- (ii) How did Raghu become the most important player of the Chainpur team ? What did the supporters of the Chainpur team do after the match ?
- (iii) Raghu was being forced forcing to say “Hardi Chuna”. Why ?
- (iv) Which game do you like most ? Give reasons.

C. Word Study**C.1. Correct the spelling of the following words:**

tauch	teritory	incircle	cought
Fourty	Ninty	recive	suppoter

C.2. Match the words in Column 'A' with the words given in Column 'B'.

A	B
(i) cautiously	(a) to seize.
(ii) delight	(b) to agree to
(iii) accept	(c) area
(iv) duck	(d) high pleasure
(v) capture	(e) carefully
(vi) territory	(f) avoid being caught.

D. Grammar

D.1. Read the following sentences from the text :

You should not get tempted.

You should play safely.

In both the sentences given above the 'should' has been used for suggestion / advice.

'Should' is also used :

(a) to give warning and threat

eg. If you come late, you should be fined.

(b) in the sense of 'offer'

eg. Should I carry your bag ?

(c) in the sense of moral obligation

eg. You should respect your elders.

Find out the purpose for which 'should' has been used in the following sentences and write them in the space provided. One has been done for you:

You should speak the truth. suggestion

1. We should help the helpless.
2. You should be punished if you tell a lie.
3. We should always walk along left side of the road.
4. Everyone should love his/her motherland.
5. One should not waste one's time.
6. You should not get ill-tempered.

D.2. Look at the following sentences from the lesson :

- (1) After an hour, all the players of the Chainpur team were out, except Raghu.
- (2) He made a try but in vain.

In example (1) 'an' is used before 'hour' which starts with a vowel sound.

In example (2) a is used before 'try' which starts with a consonant sound.

Remember :

'A' and 'an' are used before singular countable nouns.

Ex. a boy, a dog, an egg, an M.L.A., a uniform, an ant.

‘A’ is used before a noun beginning with a consonant sound and ‘an’ is used before a noun beginning with a vowel sound.

Now fill in the blanks with ‘a’ or ‘an’:

- (i) _____ dog is _____ animal.
- (ii) Gandhiji was _____ great man.
- (iii) Rekha is _____ good girl.
- (iv) He is _____ M.A.
- (v) Mukul is _____ N.C.C. Officer.
- (vi) Raghu is _____ active player.
- (vii) Tom is _____ European.
- (viii) I reached there in _____ hour.
- (ix) She is _____ B. A.
- (x) This is _____ one act play.

E. Let’s Talk

Work in groups

Talk to your friends about any match you may have watched.

F. Composition

Describe in about 100 words a cricket match that you may have watched.

G. Translate the following sentences into English :

1. रघु चैनपुर का तेज खिलाड़ी था ।
2. वह फुर्तीला और मजबूत था ।

3. असलम रामपुर का लोकप्रिय खिलाड़ी था ।
4. वह मेहनती था ।
5. विनय अपने मित्रों के साथ रोज कबड्डी खेलता है ।
6. खेल शरीर को मजबूत बनाता है ।
7. हमें नियमित खेलना और पढ़ना चाहिये ।
8. स्वास्थ्य ही धन है ।
9. स्वस्थ शरीर में स्वस्थ मस्तिष्क रहता है ।

H. Activity

1. Find out the differences between the Kabaddi match played in your locality and the Kabaddi match played at the national or international level.

2. Work in groups

Discuss in your group the game most of the members like . List the items/equipments required to play it.

12

Suraj And Tutu

A.1. Warmer

Can you name any five water animals? Which one do you like most and why?

On the bank of the river Ganga there is a village called Sabalpur. There lived a fisherman, Mangal, with his son Suraj. They used to go fishing everyday. One day Mangal fell ill. So Suraj had to fish alone. Since the river was rough that day, high waves turned his boat upside down. Suraj didn't know how to swim. He cried for help and continued to struggle for life. Suddenly, he felt something beneath the water pushing him towards the bank. He was afraid. As he looked down, he found a fish-like creature that had saved his life. It was a dolphin. Suraj thanked him, Thus, a friendly conversation between them began :

Suraj : Thank you, kind fish, for saving me.

Dolphin : I'm not a fish. I'm Gangu, the dolphin. I'm Tutu's mother.

Suraj : I see. She's swimming beside you.

Gangu : Yes, she's pretty, but very talkative.

Suraj : Can we be friends, Tutu ?

Tutu : Oh, sure, what's your name ?

- Suraj** : I'm Suraj and I live in the village nearby.
- Tutu** : O, my mother has told me about you. You come to fish with your father.
- Suraj** : Yes, I do. Tell me what a dolphin is. I've not heard about you before.
- Tutu** : Though I look like a fish, I am a mammal just like you. I breathe air through the blow hole. You can see it on my head.
- Suraj** : Are you a mammal ?
- Tutu** : Yes, I'm. We're not born out of eggs. We're born and fed like you.
- Suraj** : Do you live only in the Ganga ?
- Tutu** : No, as men live in many countries, we also live in various rivers and seas. We're found in the north and far eastern seas. We also live in the Black and the Baltic seas. My cousins who live in the sea grow up to several metres.
- Suraj** : Are you all black in colour ?
- Tutu** : No, my cousins are black on the top and their belly is white.
- Suraj** : Do you also eat like us ?
- Tutu** : No, though we have about 140 needle-like teeth, we use it to catch and hold a fish. We don't chew like you. We swallow our food.
- Suraj** : Do you talk among yourselves as we do ?
- Tutu** : Under water, we produce clicking sounds and whistles.

We do have eyes but we can't see like you. We find our food by sound. We make clicking sound and listen to the echo produced.

Suraj : Tell me something more about you.

Tutu : Like you, we too assemble to help one another. We also move together to eat fish. If any dolphin is in danger we rush to help it.

Suraj : What are the dangers?

Tutu : This great river Ganga is our home, but it is being polluted. It causes ailments. The fishermen also create problems for us. My father died when he was trapped in a big net.

Gangu : Come Tutu, Suraj is getting late.

Tutu : O.K. mother. Suraj, I must go now. My mother is calling me. See you again !

Suraj : O.K. See you again.

Glossary and notes

beneath (prep.)	below, under, नीचे
mammal (n)	animal which feed its young with milk, स्तनपायी
breathe (v)	take air into the lungs and send it out again, साँस लेना
various (adj)	different, भिन्न
swallow (v)	to allow to go down the throat without chewing, निगलना
rush (v)	move with great speed, तेजी से भागना
trapped (v)	caught, फँस गया, पकड़ा गया

B. Let's Comprehend**B.1. Think and Tell****B.1.1. Answer the following questions orally:**

1. What is a dolphin ?
2. How do dolphins breathe ?
3. What happens when the dolphins face dangers?

B.2. Think and Write**B.2.1. Answer the following questions in a word or sentence:**

1. Why did Suraj go to fish alone ?
2. Who saved Suraj's life ?
3. What was the young dolphin's name ?
4. Is dolphin a fish ?

B.2.2. Answer the following questions:

1. How did Suraj and Tutu become friends ?
2. How do dolphins get food ?
3. What are the threats which dolphins are facing ?
4. What happened to Suraj while fishing ?

C. Word study**C.1. Find out from the lesson the words which have the following meanings :**

- (i) An animal that gives birth to babies and does not lay eggs

- (ii) The child of your aunt or uncle
- (iii) To repeat or send back a sound
- (iv) The action of making the air, water etc. dirty and dangerous

C.2. Rearrange the letters to make meaningful words :

STURGGEL

ARFADI

DONPHIL

THOURHG

COSIUN

POELEP

D. Grammar

D.1. Sequence of tenses.

Look at the following sentence carefully:

One day mangal fell ill. So Suraj had to fish alone.

Mark the that the second sentences is in the past perfect because an action took earlier in the past (Mangal fell ill). In other words, the Past Perfect is used for an action that was completed before another action in the past.

Now note how the tense of verbs in the subordinate clause depends on the tense of the verbs in the principal clause.

I shall wait here if you come timely.

She would attend the class if the teacher allowed her.

He would have informed the police if anyone had tried to blackmail him.

The first sentence follows the structure:

Principal Clause	+	Sub-ordinate Clause
S + V	+	Sub-ordinate + S + V
Simple Future	+	Sub-ordinate + Simple Present
I shall wait here		If you come timely

If the verbs in the principal clause is in the future tense, the tense of the verbs in the sub-ordinate clause should be in the simple present tense.

"I shall wait here if you come timely" can be rewritten as, If you come timely I shall wait here. Now we see the second sentence.

She would attend the class	If the teacher allowed her
Principal Clause	Sub-ordinate Clause
S+ would + V ¹ +.....	Sub-ordinate Clause+S+V ²

If the verb in the principal clause is "would+V¹" the verb in the sub-ordinate clause should be in the simple past tense.

Now, we study the tense of verbs in the third sentence.

He would have informed the police	if anyone had tried to blackmail him
Principal Clause	Sub-ordinate Clause
S+ would have + V ³ +.....	Sub-ordinate Clause+S+ had+V ³ +.....

If the verbs in the principal clause are 'Would have + V³ + ..., the verbs in the sub-ordinate clause should be in the past perfect tense.

We can also study the following sentences:

He says/ will say that

- he is a doctor
- he was a doctor
- He will be a doctor

He said that

- he was a doctor
- he wrote well
- he had written well

In the first sentence we learn

If the verb of the principal clause is in the present or future tense, any tense is used in the sub-ordinate clause.

In the second sentence we learn

If the verb of the principal clause is in the past tense, it must be followed by the past tense in the sub-ordinate clause. The past tense in the sub-ordinate clause may be either simple past or past perfect as per the meaning needed.

D.1.1. Complete each sentence using the Past Perfect or the Past Simple tense.

1. She (go) out before it (start) raining.
2. I (find) the key before he (break) the lock.
3. The patient (die) before the doctor (come).
4. The thief (run) away before the police (come).
5. The students (go) before the teacher (come).

E. Let's Talk

Work in groups and talk about the animals that are faithful / helpful to man.

F. Composition

F.1. Write a paragraph in about 100 words on 'The Dolphin' using the information given in the lesson and any other information you may have from other sources.

G. Translation

G.1. Translate the following sentences into English :

1. पुलिस के आने के पहले चोर भाग चुका था ।
2. मेरे स्टेशन पहुँचने के पहले ट्रेन खुल चुकी थी ।
3. शिक्षक के आने से पहले घंटी बज चुकी थी ।
4. डाक्टर के आने से पहले मरीज़ मर चुका था ।
5. सोने के पहले मैं खाना खा चुका था ।

G.2. Translate the following sentences into your mother tongue :

She had gone before it started raining.

The birds had flown away before the hunter fired.

The students had left before the teacher came.

The bell had rung before we entered the class.

The sun had risen before we got up.

H. Language Game

Tongue Twisters

A 'Tongue Twister' is a phrase or a sentence which is a bit difficult in speaking. You have to control your tongue while speaking them.

Ask your partner to speak out the following sentences in one breath without stopping. Enjoy what happens.

- i. She sells sea-shells by the sea shore.
- ii. Twelve twinkling stars twinkled twelve times.
- iii. Fried fresh fish,
Fish fried fresh,
Fresh fried fish,
Fresh fish fried, or,
Fish fresh fried,

13

Running Through The Rain

A. Warmer

How do you feel when it rains? How does your locality/street/ city look when it rains heavily for the whole day?

Running Through The Rain

Some are fond of sunshine ;
Well – so am I.
But I like the rain too,
Falling from the sky.
For when merry April
Trips over hill and plain,
Isn't it delightful
Running through the rain ?
Bright eyed little blossoms,




Growing by the way,
 Look up as we pass them
 Laughingly to say :
 'So the show'r has caught you
 And escape is vain
 Isn't it delightful,
 Running through the rain ?

 'Pitter patter,' softly
 Drips the drops around
 While a peeping sunbeam
 Gilds the scented ground
 Shelter nowhere near us !
 Yet we don't complain
 For it's so delightful
 Running through the rain !

John Lea

Glossary and Notes

fond of (phrase)	finding something enjoyable, शौकिन
merry (adj)	happy, joyous, खुश
trips o'er (v)	moves with quick light steps, dances over, आवाज करते हुए गिरता है

plain (adj)	flat ground, समतल
delightful (adj)	giving great pleasure, आनंददायी
blossoms (n)	buds, कलियाँ
show'r (n)	a short fall of rain, फुहारें
vain (adj)	useless, बेकार
pitter patter (v)	the sound of light rain, टप-टप
peeping (part.adj)	looking through a narrow opening, झांकना
sunbeam (compound noun)	a ray of sunshine, सूरज की किरणें
gild (v)	cover thinly with gold, सोना चढ़ाना
scented (adj)	giving pleasant smell, सुगन्धित
shelter (n)	a covered place that protects people from rain or wind, छुपने की जगह
complain (v)	express dissatisfaction, शिकायत करना

B. Let's Comprehend

B.1. Think and Tell

B.1.1. Answer the following questions orally:

1. What is the poet fond of ?
2. What makes the poet delighted?
3. Why doesn't the poet want to take shelter ?

B.2. Think and Write

B.2.1. Write whether the following statements are True or False:

1. The poet doesn't like sunshine but he likes rain.



- 
- 
2. He calls the month of April merry.
 3. The poet doesn't enjoy the rainfall.
 4. Bright eyed blossoms are large in size.
 5. The poet succeeds in saving himself from being drenched.
 6. It was a heavy rain.
 7. The ground becomes scented because of rain.
 8. The poet found shelter everywhere to save him self from rain.
 9. He didn't complain because he enjoyed running through the rain.

B.2.2. Answer the following questions very briefly:

1. Where does the rain fall ?
2. Which line in the first stanza shows that the poet enjoys running through the rain ?
3. What did the poet say to the bright little blossoms?
4. Which words in the last stanza show that the rain was not very heavy.
5. Apart from the rain what does the poet like ?

B.2.3. Answer each of these questions in not more than 50 words :

1. Why has the poet used the word 'merry' for the month of April in the poem ? Does this month have any relevance in your state regarding rain ?
2. Why does the poet regard escaping from rain as vain?
3. During rain the poet doesn't get any shelter. Still he doesn't complain. Why ?

C. Word study

C.1. Correct the spelling of the following words.

rian faling mery plian delightfull
 blossoms luaghingly eskape sunbeem

C.2. Match the words in Column 'A' with their meanings in Column 'B'.

'A'	'B'
fond (of)	even ground
merry	go, move
too	affectionate, loving
little	the sound of light rain
pass	useless
vain	small
pitter- patter	protection, cover
shelter	also
plain	happy

D. Grammar

Read the following lines from the poem and concentrate on the use of auxiliary verb before a subject.

Some are fond of sunshine :

Well, so am I.

In the second line 'well, so am I' auxiliary 'am' precedes the subject 'I'.

Here are a few more examples:

My mother is hungry, so am I.

He doesn't like music, nor do I.

Her mother is beautiful, so is she.

He doesn't come in time, neither do you.

Write responses to the given sentences as suggested above.

- (a) My father is very thin, ...
- (b) She doesn't like cricket, ...
- (c) He is very polite, ...
- (d) They are very rough, ...
- (e) My friend knows Urdu, ...



E. Discussion/Composition

Discuss the following in groups.

Grow more trees, get more rain.

or

Trees are the source of rain.

Now write individually in about 100 words on the topics given above.

F. Activity

Group work

Collect a few poems written on 'Rain' and discuss what you like about each one of them.

14

Birbal Outwits The Cheat

A. Warmer

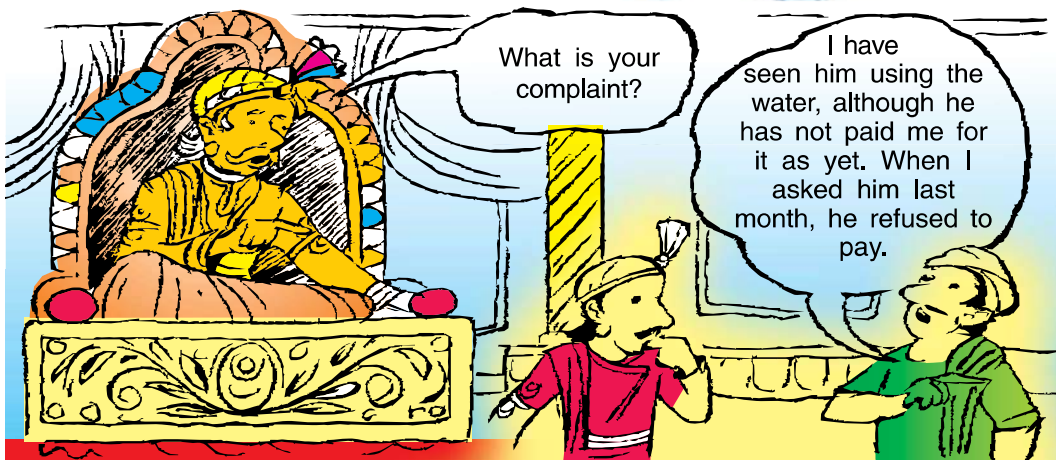
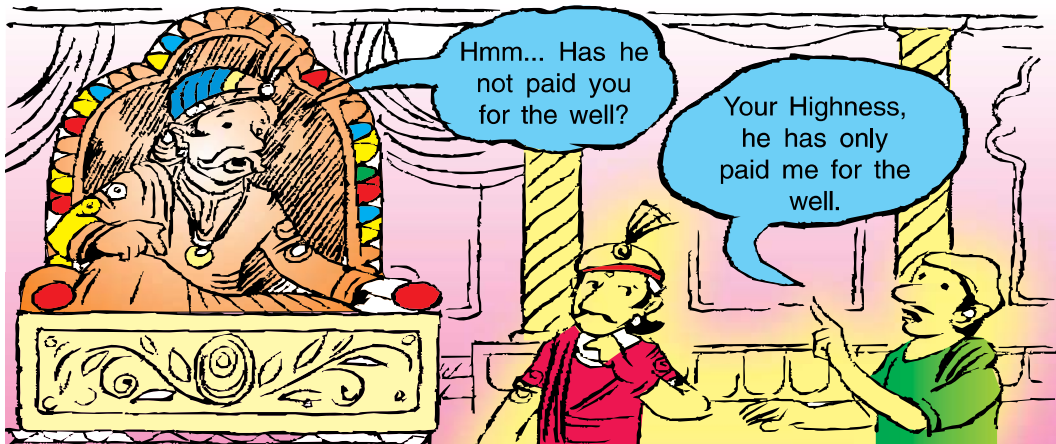
Have you ever cheated your friends in a game? What was the occasion? How did you feel afterwards?

This is a scene from the durbar of Emperor Akbar. He always had his trusted advisor and minister, Birbal, by his side. Birbal was known for his wisdom. Read and enjoy the following story to find out how Birbal helped Emperor Akbar to solve a case.



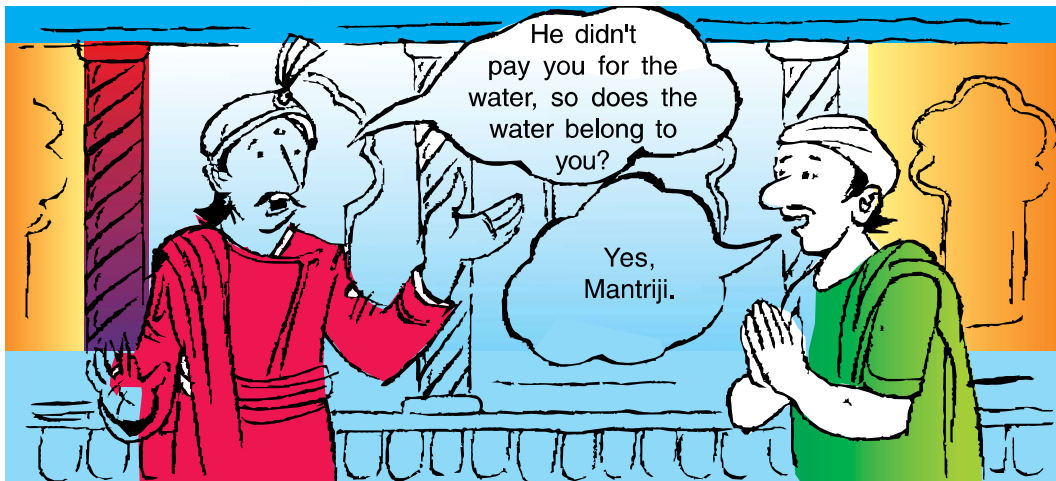
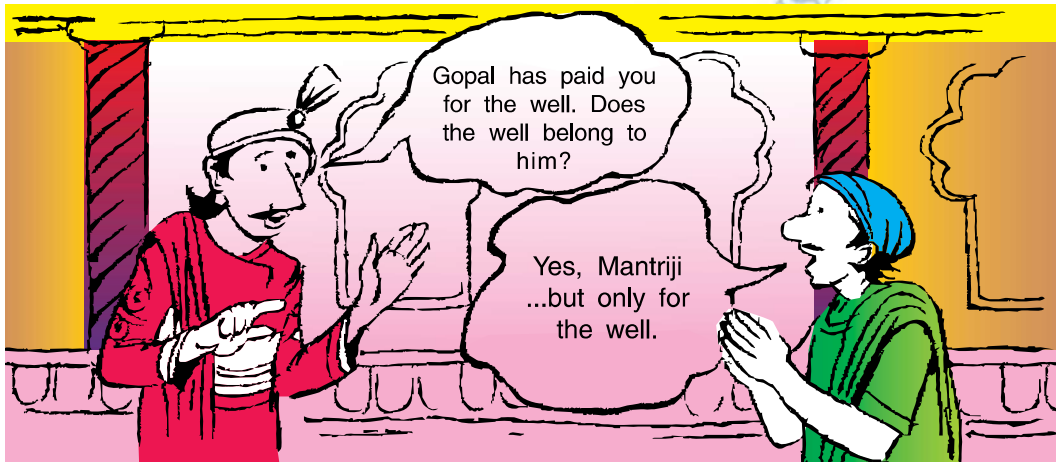
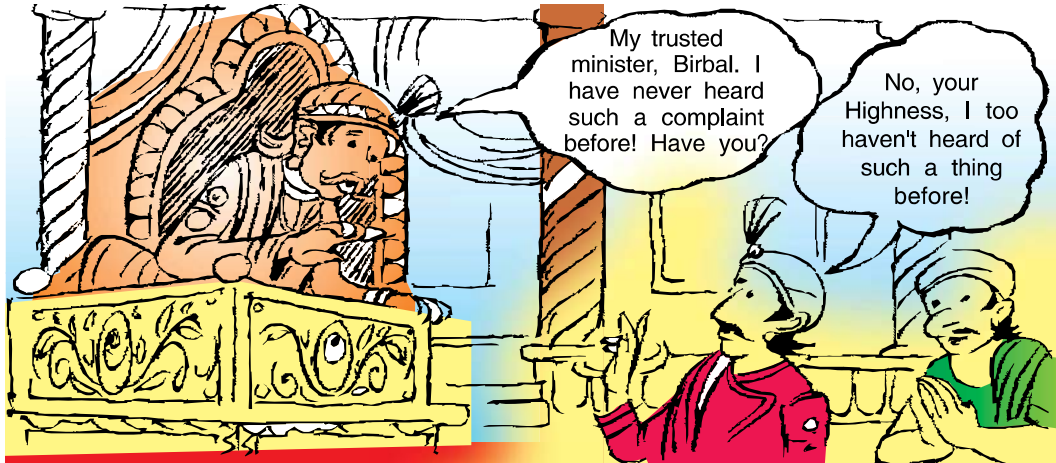
Birbal Outwits The Cheat

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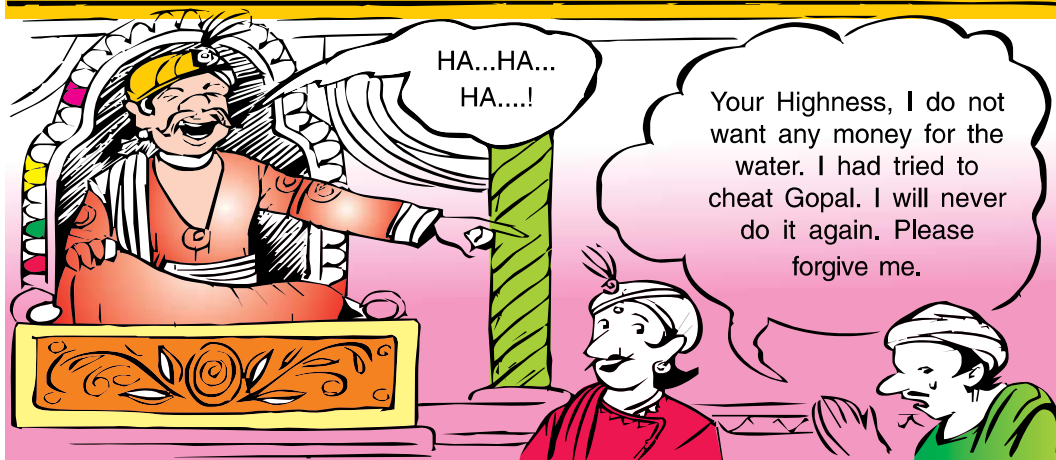
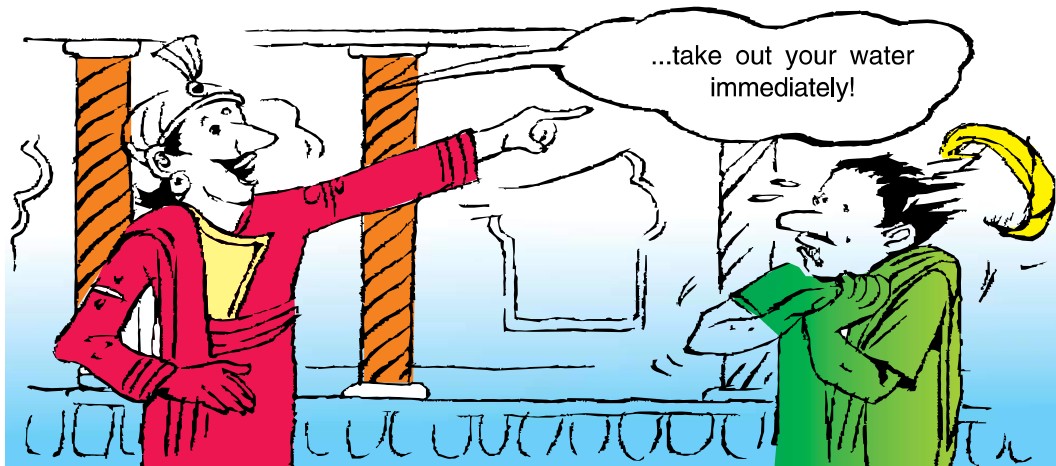
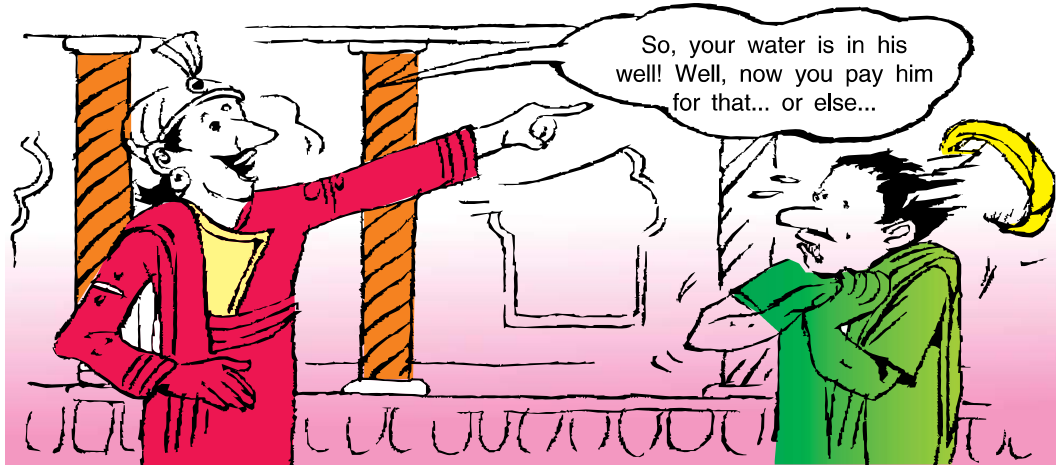
Radiance - (Part-II)

114



Birbal Outwits The Cheat

115



Glossary and notes

cheat (v)	to act dishonestly or unfairly, बेईमान व्यक्ति, बेईमानी करना
darbar (n)	the king's court, राजा का दरबार
emperor (n)	king, राजा, बादशाह
trusted advisor (noun phrase)	someone who can be depended upon, विश्वसनीय, सलाहकार
wisdom (n)	being wise, showing knowledge and experience, बुद्धिमत्ता, विवेक
wit (n)	to have quick thought and understanding, हाज़िरजवाबी, चतुराई
Your Highness (noun phrase)	a respectful title to king or queen, राजघराने की उपाधि
although (conjunction)	but, हालांकी
complaint (n)	a reason for dissatisfaction शिकायत
minister (n)	king's advisor, मंत्री
immediately (adv)	at once, तुरंत ही, फौरन

B. Let's comprehend

B.1. Think and tell

B.1.1. Answer the following questions orally:

- Who was Birbal ?
- Where did the man go to complain ?
- Who bought the well ?

B.2. Think and Write**B.2.1. Match the following:**

- | | | |
|-----|----------|---------------------------|
| (a) | Akbar | a minister |
| (b) | Birbal | a person with a complaint |
| (c) | Villager | a king |

B.2.2. Tick (✓) the most appropriate option for each of the questions given below:**1. Who was Gopal?**

- (i) the person who had bought the well.
- (ii) the person who had sold the well.
- (iii) the king.

2. How was the villager trying to cheat Gopal?

- (i) he was trying to sell Gopal's well to Akbar.
- (ii) he was trying to make Gopal pay for using the water, even though Gopal had paid for the well.
- (iii) he was trying to destroy Gopal's well.

3. How did Birbal outwit the villager?

- (i) He told the villager that Akbar would buy both the water and the well.
- (ii) He told Gopal to steal water from the villager.
- (iii) He told the villager to pay for using Gopal's well or take out his water from the well immediately.

4. How would you describe Birbal in one word, according to this story?

- | | |
|---------------|-----------|
| (a) clever | (b) angry |
| (c) talkative | (d) sad |

B.2.3. Answer the following:

1. What was the villager's complaint?
2. Do you think that the villager was right? Why or why not ?
3. Did Akbar and Birbal realise that the villager was trying to cheat Gopal?

C. Word Study**C.1. Find the right word**

Fill in the blanks with the correct word. You can take help from the Help Box. Some words may be repeated.

Once there was an named Akbar. His most trusted was Birbal. One day a villager came to Akbar's with a He said that he had sold his to a named Gopal. However, Gopal was not only using the well but also the in the well. He wanted Gopal to pay for the water, too. Birbal realised that the was trying to cheat Gopal. He told the villager that the belonged to Gopal. The was in the well. So the villager must pay Gopal for taking water from it.

Help Box

well	person	emperor	minister
water	complaint	court	villager

D. Grammar**D.1. Negative sentences**

Birbal: No, Your Highness! I too haven't heard of such a thing before!

Let us look at the following sentences:

I have heard of such a thing before.

I have not heard of such a thing before.

I haven't heard of such a thing before.

The second sentence becomes a negative sentence when we add the word 'not' after an auxiliary 'have'.

The third sentence means the same thing as the second sentence. However, in this sentence we have used contracted form of 'have not' to make it 'haven't'.

Remember : we always use 'not' after and auxiliary like do, does, did, is, an, are, was, were, has, have, had, can, may, could, might, should, etc.

Now, like the example above, make negative sentences (both types) for the sentences given below. You can use the Help Box for making short forms.

1. Kavita can sing very well.

2. You should play cricket every evening.

3. I was tired yesterday.

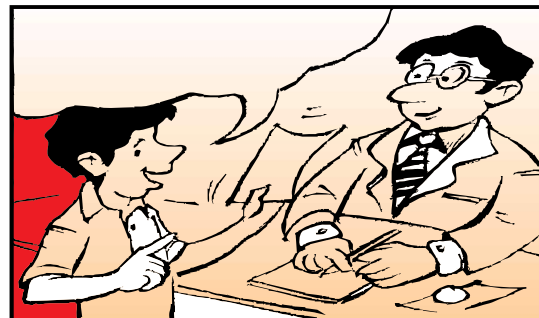
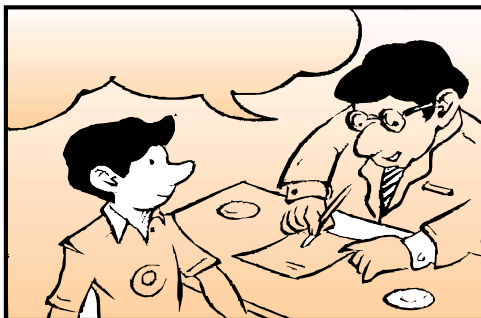
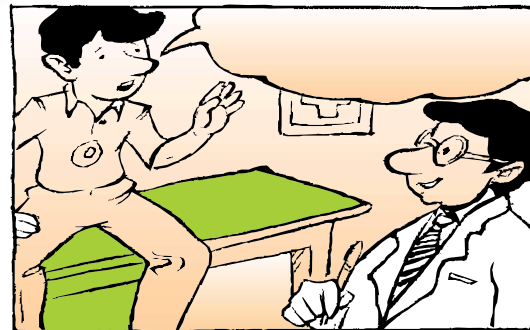
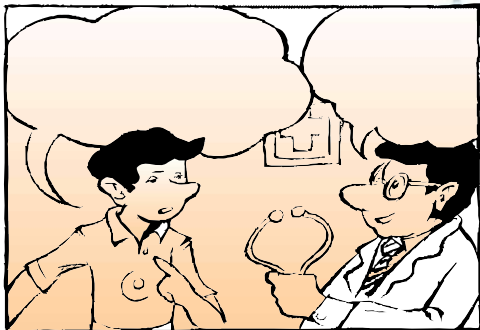
4. We have finished our homework.

Help Box

can't haven't wasn't shouldn't

E. Composition

Write the dialogue in the empty speech bubbles.
Choose the dialogues from the Help Box:



Help Box

Can I go to school tomorrow ?	Yes, Ravi you have viral fever.
No. you must take complete rest for three days, I'll give you some medicines too.	
Thank you doctor, I'll take your advice.	Doctor, I have a sore throat and a bad cold.

F. Translation

Translate the following sentences into Hindi or your mother tongue:

1. I sold my well to Gopal.
2. He has paid for the well.
3. I have seen him using the water.
4. He didn't pay you for the water.
5. I had tried to cheat Gopal.

G. Activity**Work in groups**

Act out the story "Birbal Outwits the Cheat". While speaking the dialogues, be careful about showing appropriate expressions.

15

The Girl With Crutches

A.1.Warmer

Do you know any person who is deaf, dumb, blind or lame ? Is it proper to think that such persons are worthless or burden on the society ? Can you name some famous persons who are physically challenged ?

It was a Monday morning. I was busy in my office preparing a report on out of school children. The classes were running properly.

“May I come in, sir ?” A silky voice came into my ears. I raised my head and saw a girl with crutches standing at the door. An elderly lady clad in a sari was standing just behind her.

“Please come in,” I said. They came in.

I offered the lady a chair to sit on. I also asked the girl to sit but she politely refused.

“Thank you, sir, but I would better keep standing.”

“What can I do for you?” I asked the lady.

“Master Sahib, she is my daughter. She wants to get admission in your school,” she said.

Now I looked at the girl again. She was about ten years old and had an innocent lovely face. She was standing with the help

of the crutches under her armpit. Her right leg was thin and short.

“What is your name, Beta?” I asked her.

“Sir, my name is Sabra, Sabra Tarannum. May I get admission in the school, sir ?” she asked me.



Before I could reply, her mother interrupted, “Tarannum is a very unfortunate girl. She suffered from polio when she was only three years old. We went to many doctors but in vain. She is unable to use her right leg. She is a handicapped, a burden on the family. Now she insists on going to school. Is it possible, sir ? How can she keep pace with others in the class ? After all, she is not like other girls.”

“Please, don’t say so. She is neither unfortunate nor handicapped. She is a child with special needs. There are thousands of people like her” I said.

“You mean you can admit her in the school?” she was still not sure.

“Of course ! And we shall provide special facilities for her.” I said in a firm voice.

I saw the girl sigh in relief. I called Manju Madam and asked her to interview the girl to decide about the class. After half an hour she came back with the girl.

“Sir, Tarannum is an outstanding girl. She can easily be admitted in class six.” Manju madam said.

Tarannum proved herself an ideal student. She became very popular in the school in no time. She was a good singer and painter as well. However, she seemed to pity herself when she saw other students playing Kabaddi or Kith-Kith during lunch hour. On such occasions, I used to narrate to her the success stories of Helen Keller, Louis Braille, Milton, Homer, Stephen Hawking, Surdas, Ravindra Jain and Sudha Chandran. It gave her inspiration and rays of hope peeped through her eyes.

Time rolled on. I retired from my job. One day a three-wheeler dashed me. I fell down and became unconscious.

When I opened my eyes, I found myself in a hospital. My leg was bandaged. A doctor came to me. Her face looked familiar.

“Where am I, Madam ? What has happened to me?” I asked anxiously.

“You are in the hospital. You had met with an accident but now you are out of danger. Raj Sir, please don’t call me ‘madam.’”



“What ? How did you know my name ?” I enquired.

“Oh sir, you didn’t recognise me ? I am Sabra, Sabra Tarannum, your ex-student,” she said.

“You mean ‘the girl with crutches ?’ ”

“Yes, sir. Your inspiration worked. Now, I am a doctor. I joined this hospital only last week. And sir, I am using Jaipur Limbs and now I am not the girl with crutches now.” Her smile was so soothing !

Glossary and notes

properly (adv)	correctly, ठीक ढंग से
crutches (n)	support used under, बैसाखी

politely(adv)	with good manners, शिष्टतापूर्वक
interrupted (V)	broke in upon (a person's action, speech etc), दखलअंदाजी की
unfortunate (adj)	unlucky, बदनसीब
handicapped (adj)	disabled, विकलांग
burden (n)	load, बोझ
familiar (adj)	having good knowledge, परिचित
inspiration (n)	influence (s) arousing creative activity, प्रेरणा
Jaipur Limbs (n)	artificial organs for the handicapped, कृत्रिम अंग

B. Let's comprehend

B.1. Think and Tell

B.1.1. Answer the following questions orally:

1. Who is 'I' in the story ?
2. Who was the elderly lady ?
3. Why had the girl come to school ?
4. Which class was the girl admitted in ?
5. Who was the doctor ?

B.2. Think and Write

B.2.1. Answer in a word or sentence:

1. What was the teacher doing in his office ?
2. Which leg of the girl was affected by polio ?
3. What did the girl do when other students played ?
4. What did the girl become at last ?
5. Why did the girl say "Please, don't call me 'madam'?"

B.2.2. Answer the following questions:

1. Why did the teacher call the girl 'a child with special need'?
2. Why did the mother call the girl 'a burden' ? Was she really a burden on the family ?
3. How did the teacher encourage the girl ?
4. How did Tarannum prove that she was not inferior to other children?

C. Word study**C.1. Go through the text again and guess the meaning of the following words.**

crutches clad refused unfortunate outstanding

C.2. Write the words that are opposite in meaning to the words given below :

accepted fortunate ability failure forget

D. Grammar**D.1. Conjunction**

Read the following sentences carefully :

- (a) I raised my head and saw a girl with crutches standing at the door.
- (b) I also asked the girl to sit but she politely refused.

In sentence (a) 'and' combines 'I raised my head' with (b) saw a girl

Similarly, in sentence (b) 'but' combines 'I also asked the girl to sit' with 'she politely refused'. Linking words like 'and', 'but' etc. are called 'conjunctions'.

A conjunction is a word or a phrase which connects two words or two phrases or two clauses or two sentences.

Examples : and, either... or, but, also, neither... nor, only, after, because, if, so... that, that, as, when, while, till, yet, otherwise, as well as etc.

D.1.1. Fill in the blanks with the given conjunctions given below:

(so, yet, otherwise, as well as, because)

1. I am ill I cannot go to school.
2. We played well we could not win the match.
3. Work hard you will fail.
4. She cannot play she is injured.
5. Sonu Mina is playing.

E. Composition

E.1. Suppose you are Tarannum. Complete the application that Tarannum had written to the Civil Surgeon of her district to issue a certificate of Physically Challenged Person.

You may start like this :

Date:

To
The Civil Surgeon,
Supaul

Subject : Issuing a Certificate of Physically Challenged Person.

Sir,

I beg to say that

.....
Therefore, I request you to issue me a certificate stating that I am a physically challenged person.

I shall remain grateful.

Yours faithfully ,

Tarannum

F. Translation

F.1. Translate the following sentences into English :

1. मैं स्कूल जा रहा हूँ इसलिए नहीं खेलूँगा ।
2. हमलोग अच्छा खेले तो भी नहीं जीते ।
3. यहाँ आओ वरना मैं तुम्हें पीटूँगा ।

4. मैं नहीं आ सकता क्योंकि मैं बीमार हूँ ।
5. तुम, और वह मेरे दोस्त हैं ।

F.2. Translate the following sentences into your mother tongue:

I am reading, so I shall not go to market.

We tried, yet we failed.

Stop shouting, otherwise the teacher will punish you.

I shall help you because you are my friend.

He as well as she is happy.

G. Language Game

G.1. Ladder Game :

Divide the class into two groups. Ask a student to say a word. The word is written on the blackboard. The student of the opposite group has to make a new word beginning with the last letter of the word suggested by the previous student. The game continues. It's a never ending game. Here is an example.

Example :

Ant

Tap

Pen

Nose

Egg

Gas

Sand

Dog

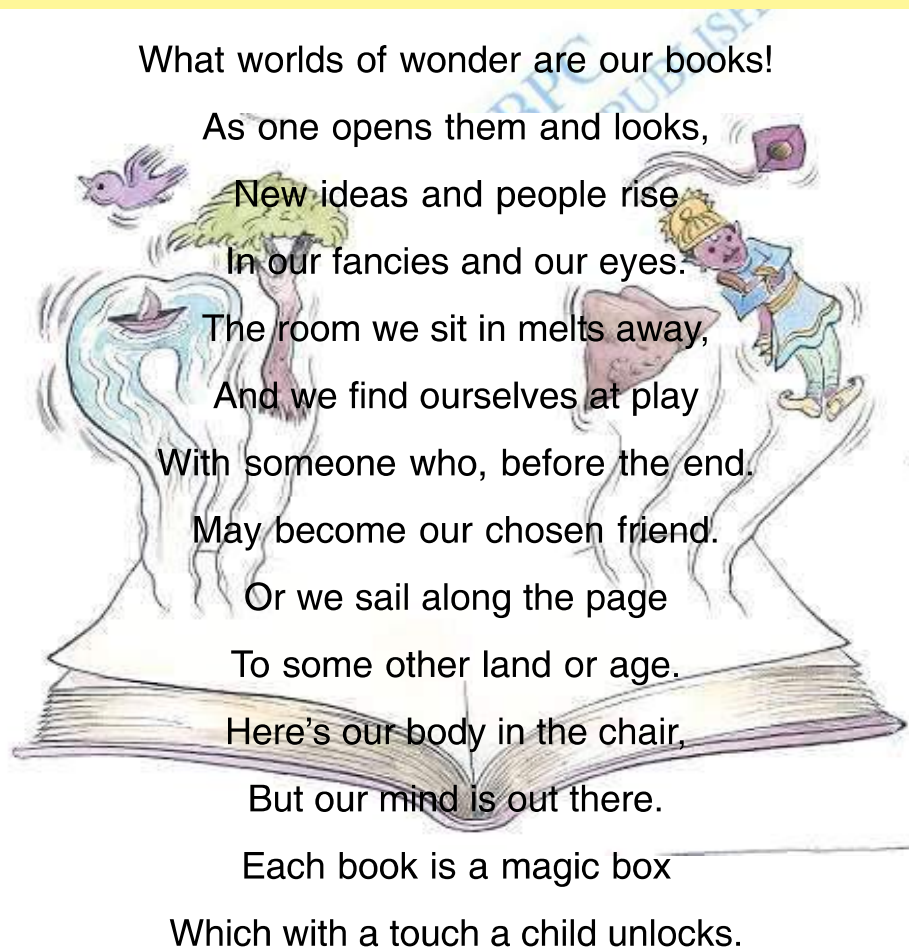
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16

Books - Our Best Friends

A. Warmer

Do you like reading books? List at least two books that you have read recently.



In between their outside covers,
Books hold all things for their lovers.

Eleanor Farjeon

Glossary and notes

wonder (n)	a feeling of surprise and curiosity that you have on seeing something beautiful, unusual or unexpected, अद्भूत वस्तु, आश्चर्य
fancies (n)	something that you imagine, कल्पना
sail (v)	to move smoothly, सहज तरीके से चलना
magic(n)	the secret power of appearing to make impossible things happen by saying special words or doing special things, जादू
unlock (v)	to let something come out, ताला खोलना, प्रकट करना

B. Let's comprehend

B.1. Think and Tell

B.1.1. Answer the following questions orally:

1. What worlds of wonder are our books ?
2. What are the books compared to ?

B.2. Think and Write**B.2.1. True or False:****1. Write true or false in front of each statement in the space provided.**

- (a) Reading books is boring. _____
- (b) Books tell us nothing new. _____
- (c) Books tell us about far away places. _____
- (d) Books do not tell us anything about times gone by. _____
- (e) Books help us imagine about the people we have never met. _____

B.2.2. Tick (✓) the most appropriate option for each of the following:**1. The line '*The room we sit in melts away*' means that**

- (a) There is ice in the room that starts melting
- (b) We forget that we are sitting in the room
- (c) The room is broken down
- (d) The room we are sitting in is made of ice

2. The words '*our chosen friend*' refer to

- (a) our best friend in school
- (b) a friend who we like playing with
- (c) a character whom we like in a story
- (d) the friend we choose to study with

3. Here's our body in the chair,
But our mind is out there.

The poet feels that when we are reading books we are sitting in chairs but our minds are

- (a) at school
- (b) at home
- (c) at the places and times we are reading about
- (d) in the playground

B.2.3. Answer the following questions:

- 1. For whom do books hold things ?
- 2. We unlock a room with the help of a key. How can a book be unlocked by a child?

C. Word Study

C.1. Opposites of the following words appear in the poem. Pick them out and write them down in the space given below:

close _____

old _____

after _____

beginning _____

lock _____

inside _____

fall _____

Use the following words both as nouns and verbs in sentences of your own:

play open look mind land

One has been done for you:

1. Play cricket everyday (verb)

Yesterday I saw an interesting play (n)

2. _____
3. _____
4. _____
5. _____

C.2. Prefixes

The word 'unlock' is made by adding the prefix 'un' to the word 'lock'. Some words in the Help Box can be changed into new words by adding 'un'. Choose the words that will take the prefix 'un'-. Also make the opposite of the remaining words by adding other prefixes such as 'il-' 'in-' 'dis-' 'mis-' 'ir-', etc.



Help Box

do, happy, polite, fit, able, available, legal,
acceptable, clean, friendly, regular, grateful,
imaginative, spell, impressed, charge, just, like,
kind, relevant, planned, plug, polished, satisfying,
comfort, guide

D. Rhyming Words

Say the following lines aloud:

What worlds of wonder are our books!

As one opens them and looks,

The words 'books' and 'looks' rhyme with each other and are thus called rhyming words. Search for more rhyming words in the poem.

E. Composition**What do you like to read?**

Write in 50-60 words about a book or story that you like very much. The book need not be in English. Sunil has written down about his favourite story below:

My favourite story is Vikram Betal. It is about a king and a ghost. I like it because the ghost is very smart. He tells lots of stories. He asks lots of questions.

F. Translation**Translate the following sentences into English:**

1. हमें प्रतिदिन विद्यालय जाना चाहिए ।
2. क्या मैं रात में यहाँ ठहर सकता हूँ ।
3. हमें अपने माता-पिता की आज्ञा माननी चाहिए ।
4. मैं आपके बिना नहीं रह सकता हूँ ।
5. एक बार मैं अपने भाई के साथ बाजार जा रहा था ।

G. Activity

Go to your school library and make a list of story books. Write how many of them belong to each of the following category:

Science stories	Short stories	Comic stories	Fairy tales	Detective stories

1

READ AND ENJOY

Pandit Chandrashekhar Dhar Mishra

Pandit Chandrashekhar Dhar Mishra was known for writing poems spontaneously. He could write poems then and there on the spot- both in Hindi and Sanskrit. In 1904, a king in Kolkata put this ability of his on test. Pandit Mishra wrote three poems in one minute before the august gathering of scholars. According to Acharya Ram Chandra Shukla, the writer of “Hindi Sahitya Ka Itihas”, Pandit Mishra was the first to write verses in ‘Khadi Boli’. Born in 1845 in Ratnamala Bagha in West Champaran, Pandit Mishra was a reputed scholar and Vaidya. He was a close friend of Bharatendu Harishchandra, the great Hindi poet. Once Babu Ayodhya Prasad Khatri approached him with request to write verses in “Khadi Boli.” "They say that it is impossible to write good verses in Khadi Boli. Do you agree with them ? If not, please help me.” Panditji wrote a few verses which Babu Ayodhya Prasad included in his “Pothi” (the first collection of poems in Khadi Boli). He edited a monthly journal “Vidya Dham” as well as “Dipika”, which he used to distribute free of cost among the poor. He also edited a weekly journal “Champaran Chandrika”. He wrote 10-12 books in Sanskrit on poetry, code of conduct, religion, Ayurvedic Medicine (Vaidyak). He wrote altogether 30 books of verses in Hindi. He also wrote one play, 4-5 novels, several biographies and several other books

and articles. Many of his writings were burnt when his library and school caught fire in 1891.

Pandit Chandrashekhar Dhar Mishra used to run two schools bearing all the expenses himself. Of these, one school was a general school and another on Ayurvedic medicine. He also used to run an Ayurvedic hospital for the poor and the masses. The students of his schools and the patients of his hospital were given free board and lodge. Appreciating his services, Dr. Rajendra Prasad, the first President of India said, "The invaluable services that Pandit Shree Chandrashekhar Mishra rendered in order to revive the study of Ayurveda deserve utmost veneration". Though a noted scholar of Sanskrit, philosophy and literature, he devoted much of his time to the cause of Ayurveda and even sacrificed his wealth for this noble cause.

2

The Magical Conch

(A Bhojpuri Folk tale)

There lived a Panditji in a village. He was very poor. He had four children. Panditji would beg from door to door and his wife would mend the clothes of their neighbours from dawn to dusk. Even then they could scarcely feed their children. As luck would have it, Panditji could never get more than *Sawa Ser* whether he begged for a few hours or the whole day.

One day his wife said to him, “Our condition would improve if you go to another place to earn.” Panditji said, “O.K. I’ll go tomorrow. You just give me something to eat on the way.” His wife went in the neighbourhood and brought some *sattu* and salt and gave the same to Panditji.

Panditji took his baggage and left for another place. Walking on foot, he found himself before a sea. ‘How could I cross it ?’ He wondered. A thought came to his mind. If I keep on throwing the *dhela* (small earthen pieces). I will fill the sea and then will cross it. Lo! he began to throw *dhela* one by one. When the Panditji had thrown 50-60 *dhelas* the sea god came out with a conch in his hand. “Take this conch and go back to your home. Clean your courtyard and sanctify it with cowdung. Place the conch on a *pirha* and ask him whatever and how much you need to feed your family; the conch will give you that instantly. But don’t do it on the way, otherwise you may be deceived.

Panditji took the conch. As he walked back, it started becoming dark. He thought of taking shelter in a nearby village. He came across a house which belonged to a *Haluai* (Sweat maker). "*jajman* ! Allow me to stay here one night. I'll go away in the morning", Panditji requested the *Haluai*. But he refused. "You need not take pains for my meals. What I need is just a shelter", Panditji persuaded him. The *Haluai* consented to his requests. Panditji took shelter there. In the night, when all were asleep, Panditji said to the conch, " O Lord Shankha, please give me *Halua-puri*". The conch promptly gave it to him. Panditji ate dish, put the conch in his bag and went to sleep.

The *Haluai* was watching all this. She narrated this incident to her husband. "Let's take that conch and keep our conch in the Panditji's bag", she suggested. They did so. In the morning, Panditji woke up and left for his home. He asked his wife to clean and sanctify the court-yard. He then put the conch on the wooden seat and asked for food but in vain. Panditji was angry. He again left for the sea and repeated his act of throwing *dhelas*. "What do you want now ?" the sea god asked. Panditji narrated him everything. The seagod gave him another conch and asked him to go to the same *Haluai* and spend the night there. Panditji did the same. This time the *Haluai* couple welcomed him warmly. They gave him delicious dishes to eat and gently massaged his body. When they found Panditji asleep, they took out the new conch. As soon as they touched this conch, the dangerous insects began to bite them. They cried in pain. Panditji got up and said, "These insects will keep on biting until you give back my first conch. The *Haluai* couple promptly gave him his conch. Panditji went home with both the conches. Now he could have anything he wanted simply by asking the conch. The Pandit family lived happily since then.

3

Tips On Pronunciation And Spoken English

The first problem about speaking English is in its pronunciation. The letters in English A to Z do not have a single fixed pronunciation. Most of the letters can be pronounced in different ways. Look at the following examples :

- (i) The letter 'a' is pronounced differently in fat, fate, car, village.
- (ii) The letter 'o' is pronounced differently in woman and women.
- (iii) The letter 'c' which comes twice in the word 'circus' is pronounced differently.
- (iv) Some letters are silent like the underlined letters in the following words : know, hour, right, could.
- (v) One sound can be represented by a variety of letters as in meat, meet, people, key.

There is no agreement between English letters and sounds. Here are some lines from a poem on English pronunciation.

“Beard” sounds not the same as “heard”;

“Cord” is different from “word”;

Cow is "Cow" but low is "low";
 "Shoe is never rhymed with "foe";
 And think of "goose" and yet of "choose".
 Is there any reason known ?
 And, in short, it seems to me.
 Sounds and letters disagree.

Spoken English

1. Making requests

May I have _____ please ?

Can I have _____ please ?

I want to have _____ please ?

Would you mind _____ please ?

Replying

of course

"

"

"

2. Making Promises

I promise to _____

I assure to _____

Please be assured that _____

I give you my word that _____

I will _____

Replying

Thanks

"

"

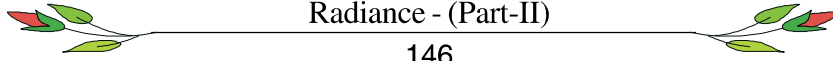
"

"

Useful language

1. Saying what you like

- I like _____



- I love _____
- I enjoy _____
- I'm fond of _____
- I adore _____
- I prefer _____ to _____
- I'd rather have _____ than _____.

2. Saying what you don't like

- I don't like _____
- I dislike _____
- I hate _____
- I loathe _____

Useful Language

1. Attracting Attention :

Hello

Excuse me

Sorry to trouble you, but

Look here.

2. Saying hello ! (greeting)

- Hello !
- Hello, how are you ?

- How do you do ?
- Good morning/afternoon/evening

3. **Saying Goodbye (leave taking)**

- Bye
- Bye for now
- see you
- so long
- Good night

Introducing oneself

- I'm _____
 - My name's _____
- (on the telephone)
- This is _____
 - here

4. **Introducing someone else**

_____, this is _____

_____, meet _____

Let me introduce you to _____

May I introduce you to _____

5. **Replying to introduction**

- Hello ! Nice to meet you.
- Pleased/delighted to meet you.
- It's a pleasure to meet you.
- The pleasure is mine.
- How do you do !

Useful language

(i) Asking for information

- Do you know
- Can you please tell/show me
- Please tell me
- I want to know
- Would you mind telling me

(ii) Asking for personal details :

Name : What's your name ?

How do you spell it ?

Address : What's your address ?

Where do you live ?

Date of birth : What's your date of birth ?

When were you born ?

Age : How old are you ?

What's your age ?

Native place : Where do you come from ?

What's your native place ?

Occupation : What's your occupation.

1. Expressing pleasure

- I'm happy /glad/ pleased
- It gives me great pleasure _____
- I'm delighted
- I like _____

2. Showing displeasure :

- I'm unhappy/displeased/distressed _____
- It causes me great unhappiness/dissatisfaction _____
- It's very displeasing/annoying _____

3. Expressing regret :

- I'm sorry _____
- I regret it _____
- I regret doing it _____
- It's a matter of regret to me _____

4. Expressing fear:

- I'm frightened/scared of _____
- I'm nervous/anxious
- I've got a fear _____

5. Allaying fear :

- Don't be afraid
- Don't worry.

6. Asking for permission

- May I _____ ?
- Can I _____ ?
- I'd like to _____
- Do you mind _____ ?

7. Giving permission

- Yes, You may/can _____
- That's O.K
- I don't mind if you _____
- I have no objection to _____
- You have my permission to _____

8. Refusing permission :

- No, you may not/can't _____
- Certainly not.
- No way.
- I'm sorry but can't allow.
- Sorry, no.

Learning Outcomes

ENGLISH

Class - 7

The learner -

- Answers questions orally and in writing on a variety of texts.
- Reads aloud stories / recites poems with appropriate pause, intonation and pronunciation.
- Participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, quiz, etc., organized by school and other such organizations.
- Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
- Responds to different kinds of instructions, requests, and directions in varied contexts viz. school, bank, and railway station etc.
- Speaks about excerpts, dialogues, skits, short films, news, debate on TV and radio, audio-video programmes on suggested websites.
- Asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- Reads textual/non-textual materials in English/Brialle with comprehension.
- Identifies details, characters, main idea, sequence of ideas and events in textual / non-textual material.
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- Reads to seek information in print / online from notice board, signboards, newspapers, hoarding etc.
- Takes notes while teacher teaches / from books / from online materials.
- Infers the meaning of unfamiliar words by reading them in context.
- Refers dictionary, thesaurus and encyclopedia to find meaning / spelling of words while reading and writing.
- Reads a variety of texts for pleasure e.g. adventure stories and science

fiction, fairy tales, biography, autobiography, travelogue etc.

- Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, active-passive voice, adjective, adverb, etc.)
- Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
- Writes formal letters, personal diary, list, email, SMS, etc.
- Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
- Writes dialogues from a story and story from dialogues.

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