



Government of Karnataka

ENGLISH

SECOND LANGUAGE

(Revised)

8

EIGHTH STANDARD

PART - II

KARNATAKA TEXTBOOK SOCIETY (R)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

SYLLABUS NETWORK									
VIII std English II Language									
Reader	Text Book			Work Book					
	Unit	Title	Vocabulary	Listening	Spoken English	Reading	Language	Writing	
5.		The Swan And The Princes	Spelling	/U//u:/	Requesting	Scanning	Prepositions	Letter writing	
		Somebody's Mother	Parts of Speech	/ə://ɔ/					
6.		All The world Her Stage	Antonyms	Diphthongs / aɪ//eɪ//ɔɪ/	Seeking information	Reading for information	Degrees of Comparison	Descriptive Writing	
		Coromandel Fishers	Words that describe						
7.		The Emperor's New Clothes	Phrases and Idioms	Diphthongs	Reporting	Inferring	Reported Speech	Punctuation	
		Machine		/ɪə//eə//ʊə/					
8.		Luther Burbank	Collocative Words	Diphthongs / əʊ//aʊ/		Critical reading	Passive Voice	Creative Writing	
		The Axe in the Wood							
SUPPLEMENTARY READER									
3.		Lal Bahadur Shastri	-	A biographical sketch					
4.		The First Woman in Space	-	A daring saga of a woman					

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UNIT-5

QUALITY OF MERCY



ILA Your teacher reads a passage. Listen to it. Then answer the following questions.

1. What did each woman claim?
2. What did the minister suggest?
3. Why do you think the second woman offered the baby to the first woman, after she heard the minister?
4. How did the minister come to the correct conclusion? What was the reason for his judgement?

PROSE

THE SWAN AND THE PRINCES

- A folk play

[Who owns a bird or an animal – the one who catches it or the one who looks after it? To understand this, read the following play which deals with an incident in the life of Siddhartha.]



Characters

Suddodhana : the King of Kapilavastu
Siddhartha : the Prince of Kapilavastu
Devadatta : Siddhartha's cousin

The Chief Minister and four other Ministers of the King

The Guard

[King Suddodhana is sitting on his throne. His Ministers are sitting around him. The Chief Minister is saying something to him. Just then the guard enters and bows to the King.]

Guard: Long Live the King! Sir, Prince Devadatta wants to come in.

King: Bring him in.

[The guard bows and goes out]

Chief Minister: I wonder why Prince Devadatta wants to see the King at this time.

Second Minister: Perhaps he wants to complain against someone.

[The guard enters with Devadatta. Both of them bow to the King]

King: What is it, Devadatta? Why have you come to me at this time?

Devadatta: Sir, the Prince will not give me my swan. I want justice from you.

King: [smiling] Be calm, Devadatta. Has Siddhartha taken your swan from you?

Devadatta: Yes, sir, he has. I shot it and it fell on the ground near the Prince. He picked it up and said he wouldn't give it to me.

King: That's very naughty of Siddhartha. [to the guard] Go and call him. [The guard bows and goes out]

Third Minister: [softly to the Fourth Minister] The Prince is a good lad. He can't do a thing that's wrong.

Fourth Minister: I agree with you.

[The guard enters with Prince Siddhartha, who has a white swan in his arms. Siddhartha bows to the King]

King: Siddhartha, Devadatta says that you've taken his swan. Is that the swan which you took from him?

Siddhartha: Your Highness, Devadatta has complained about this swan, but it is not his swan. It's mine.

Devadatta: No, Your Highness, it is not his. It is mine. I shot it with an arrow. Siddhartha is telling a lie.

King: Be calm, Devadatta. You say that the swan is yours because you shot it. Is that right?

Devadatta: Yes, sir, that's quite right.

King: What do you say, Siddhartha? Why do you say that the swan is yours?

Siddhartha: Your Majesty, Devadatta shot this swan but I saved its life. That's why it's mine.

Ministers: Hear! Hear!

King: Listen, Siddhartha. A kshatriya can't give up what he has shot. Do you agree with me?

Siddhartha: Yes, I do, sir, but a kshatriya can't give up a suppliant either. This swan came to me for protection. I can't give it up.

Devadatta: Your Highness, this is injustice. I shot the swan, so it's mine.

King: Well, boys, I'm puzzled. It's a strange case. I don't know how to decide it. [to the Chief Minister] Can you help me?

Chief Minister: I'll try, Your Highness.

King: Very well, then. Please go ahead.

Chief Minister: Prince Siddhartha and Prince Devadatta, please listen to me. Prince Devadatta says that the swan is his because he had shot it, and Prince Siddhartha says that it is his because he saved its life. Am I right?

Siddhartha and Devadatta: Yes, you're right.

Chief Minister: Good. Now, Prince Siddhartha, please put the swan on this stool.

[Siddhartha puts the swan on the stool and goes back to his place. The swan is frightened and keeps looking at Siddhartha.]

Chief Minister: Prince Devadatta, please come forward and ask the swan to come to you.

Devadatta: [coming forward] Come to me, O swan, Come! Come! Come! [The swan trembles and cries with fear]

Chief Minister: That will do, Prince Devadatta. Now it's your turn to call the swan, Prince Siddhartha. [Devadatta goes back and Siddhartha comes forward]

Siddhartha: [going near the swan] Dear swan, don't be afraid. I've come to you. Come and sit on my arms. [The swan at once flies onto Siddhartha's arms]

Chief Minister: [to the king] Your Highness, the swan has decided the case.

King: It has, indeed; and we accept the decision. The swan belongs to Prince Siddhartha.

All: Long Live Prince Siddhartha!

Glossary :

suppliant	:	a person seeking something humbly
puzzled	:	surprised
give up	:	surrender, return
lad	:	a boy, a young man
naughty	:	mischievous

C1 Answer the following questions and share your responses with your partner.

1. What was the complaint of Devadatta against prince Siddharta?
2. Why did Siddharta claim that the swan was his?
3. How did the bird react to Devadatta's call?
4. What did Siddharta say to the swan? What did the bird do?
5. What made Devadatta and Siddharta approach the King?
6. How did each of them defend their actions?
7. How did the Chief Minister resolve the dispute in the end?

C2 Put the following events in the order in which they occur in the play and write them in a paragraph.

1. The swan flew onto Siddharta's arms.
2. Devadatta appealed to the King for justice
3. Siddharta nursed the bird with great care.
4. Devadatta called the swan to him.
5. Siddharta called the swan lovingly.
6. Devadatta shot an arrow at the bird.

C3 After the swan had been saved by Siddhartha, it was very happy and wanted to thank the prince. Write an imaginary dialogue between the swan and prince Siddhartha. The beginning of the dialogue is been given.

- Swan : Dear Siddhartha I want to talk to you.
- Prince : Yes, my dear. What's it? Tell me, don't fear anyone.
- Swan : Dear prince, it's only because of your kindness, I am still alive today.
- Prince : Why - - - - - ?
- Swan : Imagine what would - - - - -
- Prince : Don't you think it was - - - - - ?
- Swan : - - - - -
- Prince : - - - - -

Vocabulary :

Through prefixes we can understand the meanings of many words. Some frequently used prefixes are given below with their meanings.

anti	:	against, the opposite of
auto	:	self, same
bio	:	life, living organism
hemi	:	half
inter	:	between, among
micro	:	very small, minute
multi	:	many
non	:	not, without
pre	:	earlier, before

V1 Some definitions are given below. Substitute each of them with a single word using the prefix given above. One example is done for you.

- e.g.**
- | | | |
|---|-----------|---------------|
| 1. One's own signature | autograph | [____ graph] |
| 2. Place of living organisms | _____ | [__ sphere] |
| 3. More than one purpose | _____ | [__ purpose] |
| 4. Effective against bacteria | _____ | [__ biotic] |
| 5. Half of the earth's surface | _____ | [____sphere] |
| 6. True, not fiction | _____ | [__ fiction] |
| 7. Between nations | _____ | [__ national] |
| 8. To wash before | _____ | [____wash] |
| 9. Very small, not visible to the naked eye | _____ | [____scopic] |

- V2**
- 1] The suffixes ____ful, ____ous, ____y, mean 'like' or 'full of'
 - 2] The suffixes ____ism and ____ment, mean 'act' or 'quality of'
 - 3] The suffixes ____or and ____er, mean 'one who'

Use a correct ending with the word below to complete the sentences.

e.g. Ashwin was awakened with a feeling of excitement. It was a _____
[excite]

_____ day, not _____ at all. His _____ Mr. Pradeep had a guest
[glory] [cloud] [teach]

_____ on that morning. Mr. Anil Kumar, the speaker, was the _____
[speak] [invent]

of a machine and so, was famous throughout the world. By a _____
[continue]

study of _____ and its forces, he was able to develop a device to
[magnet]

generate heat using the sun rays.

V3 Add one letter and make a new word to mean the word given in brackets.

- | | |
|-----------|---------------------------|
| __ONDER | [surprise] |
| __OMPLAIN | [express dissatisfaction] |
| __TRANGE | [unusual] |
| __AVE | [protect] |
| __RMS | [part of the body] |
| __ELONG | [possess] |

V4 Fill in the blanks with the given words using the suffixes - 'ful' or 'less' appropriately.

e.g. care :

- i] Mohan usually drives on the right side of the road. He is a careless driver.
- ii] The teacher is very careful while crossing the road. She looks to her right and left and always uses the zebra crossing.

cheer :

- i] Hari's father died just a few days before Diwali. It was a _____
Diwali for Hari.

- ii] My friend has many problems. He has to support a large family, but he is always smiling. He is a _____ person.

1. thought :

- i] I was very ill. My neighbour called a doctor. It was very _____ of him.
- ii] Most young people live in the present. They are often _____ about the future.

2. power :

- i] A boy picked a quarrel with a boxer. The boxer lost his temper and gave him a _____ blow.
- ii] I was going for a walk with my friends. Suddenly a robber pounced on me and held my arms from behind. I felt totally _____

A. Listen and Speak

Vowels /U/ and /u:/ and /ɔ/ and /ɔ:/

Task 1. Teacher says these words aloud. Listen carefully, and repeat after each word.

move	school	true	roof
mood	shoe	proof	tune
gloom	prove	blue	choose

What is the common sound in all these words? That is the vowel sound /u:/

Task 2. Teacher says these words. Listen to them carefully and repeat after each word.

could	good	put	bull
push	hood	should	would

Can you identify the common sound in them? Yes, it is the sound /U/, the shorter form or version of /u:/.

Task 3. Teacher says the following words. Listen and repeat after each word.

shot	got	moth	hot
what	scot	cloth	bob

Can you identify the common sound in all these words? Yes, it is the vowel /ɔ/.

Task 4. Teacher says aloud the following words. Listen and repeat after each word.

shore	score	more	drone	
court	board	course	floor	roar

Perhaps you are able to identify the common sound in all these words. that sound is the vowel /ɔ:/.

REVISION EXERCISE

Task 5. So far, you have been able to identify 12 vowel sounds. Some words are given below. Pronounce them and write them in the respective columns. Note that some words have more than one vowel. For such words a particular vowel is underlined. Put them in the right columns.

Words

shoe, cap, plus, manage, manage whose, fruit, brother, brother, them, mud, spent, above, above, flat, burn, push, ore, pass, scatter, scatter, ease, check, hut, puss, devil, devil, art, solt, mint, board, mast, fish, shock, vast, lock.

/I:/	/I/	/e/	/æ/	/a:/	/ə/	/3:/	/ʌ/	/U:/	/U/	/ɔ/	/ɔ:/
ease	devi <u>l</u>	de <u>v</u> il	cap	pass	ab <u>o</u> ve	burn	mud	whose	push	shock	board

B. Spoken English

Requesting:

Situation - 1

(Siddharth is talking to his father, the king, after the swan was decided to be his)

Siddharth : Thank you for the judgement. Could I have a word with you, Your Majesty?

King : Come on, Prince, say it.

Siddharth : Do you mind if I keep the swan in my own chamber, please?

King : No, we don't mind. You can keep the swan fully protected. Is there anything else?

Siddharth : Yes, one more request.

King : Say it, dear prince.

Sidharth : I'm sorry to trouble you, but I need the palace veterinary doctor to attend to this swan.

King : Your request is granted.

Note: *Some patterns for requests are:*

Can you please?

Could you please?

I'd be grateful to you if you
please do me a favour.

May I know?

Task 1. Think of appropriate requests in these situations.

1. You've missed the last bus to your house.
(request a friend)
2. You're bored watching TV.
(request your mother)
3. Your scooter won't start.
(request the mechanic)

C. Reading

Scanning : *Scanning is a reading skill. It demands a close attention to the specific details in a piece of writing, like a score board or a timetable or a weather chart.*

Task 1. The following table gives the minimum and the maximum temperatures of some cities during summer. Read it and complete the sentences given below.

City	Temperature during summer Min	Max
Mumbai	32°C	38°C
Bengaluru	29°C	33°C
Delhi	35°C	43°C
Ahmedabad	36°C	45°C

Now we can draw the following inferences :

- a) is the coolest city.
- b) Delhi is hotter than and Bengaluru.
- c) is the hottest city in India.
- d) is cooler than Delhi and Ahmedabad.

D. Grammar

Prepositions:

Look at the table. Here prepositions are categorised into three groups.

Prepositions of Place	Prepositions of Time	Prepositions of Movement
at	at	at
on	on	on
in	in	from....to
under	till	to
beneath	until	towards
by	during	onto
behind	for	through
between	since	across
above		over
below		above
		along
		around
		up
		down

Task 1. Now fill in the blanks using the appropriate prepositions from the table.

Shanthigrama is a small village Chikkamagalore district. There lives a boy Nameeth. He is studying 8th standard. He is very punctual. Everyday he gets up early the morning. His school is three kilometres away his village. So, he leaves his home 8.30 a.m. He goes school foot. He always reaches school time.

Nameeth participates all the school activities. He listens attentively, recites poems, solves maths sums, plays games and draws beautiful pictures. His classes usually close 4 p.m, but he stays

the school 5 p.m..... the classes, he sits a tree his friends and practises music an hour. He leaves the school campus 5'o clock, and reaches home 6 p.m. He refreshes himself and plays his friends an hour. Then he studies two hours and watches news the TV. supper he goes a walk 10.30p.m he goes to bed.

Task 2. Study the map key given carefully and complete the sentences below using appropriate prepositions.



1. Vidhana Soudha is Bengaluru Karnataka.
2. Sri Lanka lies the south of India.
3. The Tropic of Cancer divides India two equal halves.
4. $82\frac{1}{2}^{\circ}$ E Longitude passes Allahabad Uttar Pradesh.
5. Delhi is the banks of the river Yamuna.
6. The Palk Strait and the Mannar Bay separate India Sri Lanka.

7. Madhya Pradesh lies Maharashtra and Rajasthan.
8. KRS has been constructed the river Kaveri.
9. There are many natural harbours the Western Coast.

Task 3: Fill in the blanks with the appropriate prepositions. If no preposition is needed leave the space blank.

1. If Apoorva felt Dinesh was right, she would agree him.
2. The Economy of India is based farming .
3. What time does the bus arrive Mangalore?
4. I wish you'd stop shouting us angrily.
5. 'Kumar is down here!' she said a loud voice.
6. People differ one another in their ability to handle stress.
7. Amulya applied a job with the local newspaper.
8. Has Harish replied your letter yet?
9. I apologize losing my temper.
10. Do you believe God?

E. Writing

Letter writing:

Task 1. Complete the following letter supposedly written by Hirachand to King Akbar telling him that he is innocent. Use the clues given below.

Dear Sir,

I feel I am for no mistake of mine. You want to execute me because I, but I feel it is not fair. What will me? what wrong have I done? I say I am innocent. I, and request you to free me.

Yours truly,
Hirachand.

1. I have an unlucky face.
2. beg for your mercy.
3. punished.
4. my wife and children do without.

LETTER

**Task 2. Imagine that you are Parvathi C/o Shri
Somashekhara, D.No. 131, Temple Road, Gorur.**

Write a letter to your father requesting him to send Rs. 600/-
using the clues given below.

About your studies - performance in tests - excursion arranged by
your school - places to be visited and date - money required.

**Task 3. Imagine that you are Ramappa, studying in VIII
standard, Government High School, Thammadihalli.**

Write a letter to your class teacher, requesting him for grant of
leave using the points given below.

Class and section - reason for leave - days - father's consent - how
you make good of the lessons done during your absence.

Suggested Reading :

Indian Mythological Stories - NCERT Books

POETRY

SOMEBODY'S MOTHER

-Mary Dow Brine

IRA Look at these pictures.



[Mary Dow Brine a poet, author, and lyricist was a New Yorker. Many of her poems and children's books are published by international publishers. She has provided lyrics for the famous Piano Piece 'Hearts and Flowers.' This narrative poem extols the kindness shown by a boy towards a poor woman.]

If you happen to come across such types of people as shown in the pictures, how do you think you can help them? Share your views with your partner/classmates.



Now read on :

The woman was old and ragged and grey,
And bent with the chill of the winter's day.
The street was wet with a recent snow,
And the woman's feet were aged and slow. 4

She stood at the crossing, and waited long,
Alone, uncared for, amid the throng.
Of human beings who passed her by,
Nor heeded the glance of her anxious eye. 8

Down the street with laughter and shout,
Glad in the freedom of school let out,
Came the boys like a flock of sheep,
Hailing the snow, piled white and deep. 12

Past the woman so old and grey,
Hastened the children on their way.
Nor offered a helping hand to her,
So meek, so timid, afraid to stir. 16

Lest the carriage wheels or the horses' feet,
Should crowd her down in the slippery street.
At last came one of the merry troop,
The gayest laddie of all the group. 20

He paused beside her, and whispered low,
"I'll help you across, if you wish to go."
Her aged hand on his strong young arm
She placed, and so, without hurt or harm. 24

He guided the trembling feet along,
 Proud that his own were firm and strong.
 Then back again to his friends he went,
 His young heart happy and well content. 28

“She’s somebody’s mother, boys, you know,
 For all she’s aged and poor and slow;
 And I hope some fellow will lend a hand,
 To help my mother, you understand,
 If ever she’s poor and grey,
 When her own dear boy is far away” 34

And ‘somebody’s mother’ bowed low her head
 In her home that night, and the prayer she said
 Was : “God be kind to the noble boy
 Who is somebody’s son and pride and joy” 38

- *Mary Dow Brine*

Glossary :

ragged	:	clothes badly torn
chill	:	unpleasantly cold
throng	:	crowd
heeded	:	paid attention
hailing	:	welcoming
piled	:	put one on another
hastened	:	moved with speed
meek	:	mild
gayest laddie	:	happiest boy
paused	:	waited, stopped for a while

C1 Answer the following questions and share your responses with your partner.

1. What kind of a woman do you find in this poem?
2. Where was the woman standing? Why was she standing there?
3. Why was the woman very anxious?
4. What are the children compared to?
5. Did the boys lend the old woman a helping hand?
6. Why was the old woman hesitating to cross the street?

Read and Write:

C2 Read and discuss your responses with your partner. Then write.

1. How did the boy help the old woman?
2. What made the boy happy?
3. What did the boy tell his friends?
4. What did the old woman say in her prayers that night? Why?
5. Do you like this poem? Why or why not?

C3 Answer the following as directed.

1. Pick out the rhyming words in the poem, and read them aloud.
2. Name the figure of speech in these lines :
 - a] '..... came the boys
like a flock of sheep'. What are the boys compared to?
 - b] Her aged hand on his strong young arm.

Additional Reading :

Little Things

Little words of kindness
How they cheer the heart
What a world of gladness
Will a smile impart:

Little acts of kindness
Nothing do they cost
Yet when they are wanting
Life's best charm is lost

Little acts of kindness
Richest gems on earth
Though they seem but trifles
Priceless is their worth

- **Anonymous.**

Suggested Reading :

The True Beauty - Thomas Carew

UNIT-6

TIRELESS LIFE

ILA Fill in the columns after listening twice or thrice.



Desirable qualities	Undesirable qualities
e.g. Kamala is friendly and polite	Maya is always late to school

IRA Read the following passage and answer the questions that follow.

Medha Patkar is a well-known name all over India. She was born on 1 December, 1954 in Mumbai. All her life has been devoted to social service, particularly for the upliftment of tribals. She started Narmada Bachao Andolan in 1985, to protest against the construction of the Narmada Dam across the river. Medha Patkar has won awards at the national level for her social work. These include 'Right to Livelihood Award' also called the Alternative Nobel Prize [Sweden, 1992], Goldman Environment Prize [USA 1993] and Green Ribbon Award [by BBC – 1995]

Fill in the blank with the most appropriate alternative.

1. Medha is primarily a _____
 - a] a political activist
 - b] a social worker
 - c] an organizer to fight gender discrimination.

Questions :

1. Why did Medha Patkar start the Narmada Bachao Andolan?
2. Name at least two countries other than India that recognized her service.
3. Give a suitable title to the passage.

Now read the text silently.

PROSE

ALL THE WORLD HER STAGE

-Edited

[This is a short life-sketch of Sai Paranjpye, a famous theatre personality from Pune, Maharashtra. She has also directed many television serials. She won the National Award for the Best Documentary with a social purpose. Her films are relevant even today.]



Sai Paranjpye

1. It was a familiar sight to the residents of Pune – a plump little girl of about six or seven, skipping along with an elderly gentleman. They laughed, talked and had a great time.
2. The little girl was Sai, and the gentleman was a famous educationist and mathematician, Sir R.P.Paranjpye – India's first senior wrangler and Sai's grandfather – Appa. As they walked, Appa put simple mathematical questions, and also related fables to her. These included fairy tales, Arabian Nights and Birbal's Stories. Sai naturally preferred the fairy tales to mathematical problems.
3. "Tell me a story, Appa," Sai said, one day, as they set out. 'No,' said Appa grimly, "today you tell me one."
4. And she did. It was a fairy tale, replete with dragons and princess, talking parrots and hidden gold.
5. Sai completed her tale with "----- and they lived happily everafter!"
6. "Hmph!" said Appa. 'Quite interesting! Where did you read it?'
7. "I didn't. I made it up!" cried Sai.
8. Her grandfather was very much impressed. That was perhaps her first flight of fancy, and it was the beginning of a wonderful world of creativity. By the time she was just eight, she had published her first book of fairy tales, called 'Mulancha Mera.'

9. Sai's love for books grew with her. Books were 'revered' objects in the Paranjpye household. One day, Sai stepped on a book by mistake as she rushed into the library.
10. "Stop right there!" ordered her grandfather. Sai froze, "Do you know what you just did? you kicked knowledge, that's what you did! Now ask forgiveness of the book!"
11. Sai bent meekly and did namaskar to the book. The same punishment was given when he discovered any dog-eared book. With this, Sai learnt to respect feelings about books early in life.

C1 Answer the following questions and share your responses with your partner.

1. Who was usually a playing companion for Sai in her childhood?
2. Who was affectionately called Appa?
3. When was the grandfather very much impressed by Sai's ability?
4. What was Sai's first published book?
5. "Sai froze". When did this happen?

Now read on silently.

12. It was not fun for her always. She was a bit plump and her mates used to make fun of her.
13. "You can't run with us, Sai," jeered Chandu. "You make our team weak," said Meera unkindly. "Never can you keep yourself active. You're too fat," added Devayani.
14. Sai's face crumpled and she sat glumly by the sidelines watching her friends laugh and play happily. Soon, her face brightened. She cried out, "Ha! I know of a lovely game. It's a magic island full of hidden treasure ..." The mates, who were playing, gathered around her to listen to her story. In no time she cast a spell of magic. They not only listened to the fantastic story, but were also ready to take roles and act as she directed. This went on, not for a day or two, but for the whole week.
15. Sai was always fascinated by many things. One of them was doll's wedding. This is a traditional game played by Maharashtrian girls. Children conduct 'marriage' of a bride doll and a groom doll. Mantras are chanted. Gud [jaggery] and Poha [beaten rice] are shared.

16. As a child she said one day, “Mummy, you never let me have any fun” complainingly. Mother said : “All right, you want a wedding? Well, you’ll have one that you can never forget”. On that day, when she came back from school, the whole house looked like a marriage hall. Before she could say anything, she was dressed like a bride’s ‘mother’. The band arrived, the groom rode on a real steed! All the children of the locality took part. The ‘bride’ was brought with all religious chantings.
17. The ‘mother’ that day, so fond of drama, grew up to become one of India’s leading filmmakers and theatre personalities.

C2 Answer the following questions and share your responses with your partner.

1. How could Sai draw the attention of her playmates while they made fun of her?
2. What fascinated Sai as a child?
3. Why is the word ‘mother’ given within the inverted commas in the sixteenth and seventeenth paragraphs?

Glossary :

plump	:	round and fat
fables	:	short, imaginary tales with usually animals as characters.
senior wrangler	:	a person who tops in maths examination from Cambridge University.
replete with	:	full of
mulancha mera	:	a Marathi phrase meaning “my favourite child” or “my dream child”.
dragons	:	crocodile like big animals with wings.
flights of fancy	:	wings of imagination
revered	:	respected
froze	:	[Past tense of ‘freeze’] Cold that turns water to ice. [Here, got scared]
meekly	:	mildly

dog - eared	:	corners of pages are turned down
jeered	:	mocked, laughed at
crumpled	:	crushed
glumly	:	gloomily, sadly
sidelines	:	area just outside a sports field, etc.
hidden	:	covered
treasure	:	wealth
cast a spell of magic	:	narrated the story which attracted everyone
fascinated	:	attracted
traditional	:	being part of the customs of a particular group of people, that has not changed for a long time. (ಸಾಂಪ್ರದಾಯಿಕ)
steed	:	riding horse.

C3 Some statements are given below. Some are true and some are false. Tick off 'T' or 'F'. Also, indicate in the box the paragraph number in which you can find your answer. Two examples are done for you.

	T	F	Para No
1. Sai looked very athletic.		√	[12]
2. Sai used to tell fantastic stories to her friends.	√		[14]
3. Even as a child, Sai had published a book.			[]
4. Her grandfather did not take it seriously when she stepped on a book.			[]
5. Paranjpye was a 'Senior Wrangler'.			[]
6. One of the Maharashtrian Children's games is 'marriage of dolls'.			[]
7. Sai told a story to her grandfather.			[]
8. Sai learnt to regard books with respect.			[]

C4 Some important events in the story are given in a jumbled order. Put them in the order in which they are given in the text :

- Sai's drawing the attention of the playmates.
- Grandfather telling her to treat books with respect.
- The usual sight of grandpa and Sai playing together.
- The wedding of dolls.
- Sai's telling a story to her grandfather.

Read and Write:

C5 Read and discuss your responses with your partner. Then write.

1. Describe how grandfather and Sai enjoyed each other's company.
2. Why was grandfather very much impressed by Sai's story?
3. What do you think was the great achievement of Sai as a child?
4. Describe the incident in the library.
5. How was Sai able to win over her friends?
6. What surprise awaited Sai one day as she came back from school?

C6 Write a paragraph on each of the following topics. Do it in pairs. Prepare first, and final drafts. Then compare them with those of your partner.

1. Sai's talents even as a child.
2. Lessons she learned from her grandfather.
3. The incident of the wedding of dolls.

Vocabulary :

V1 Fill in the blanks with the most appropriate words chosen from among the ones given in brackets.

Sai was ____ of telling stories. Her grandfather was ____ by this talent of hers. Though she was not ____ at sports, she used to ____ her friends with her ____ of fancy. Even as a child she had _____ a book of fairy _____

[impressed, good, published, fond, flights, tales, entertain]

V2 Some terms that describe people are given below. Classify them under 'desirable' and 'not so desirable' categories. You may consult a good dictionary to help you doing this.

complaining, creative, imaginative, short-tempered, lazy, spirited, social, glum, jovial, innovative, lethargic, double-tongued, lax, jealous creative .

e.g.

desirable	not so desirable
creative	jealous

Look at the first line of the first paragraph.

It was a familiar sight.

The word 'familiar' describes the sight. What is the word that gives the opposite meaning?

It was a strange sight. We call these pair antonyms.
familiar – strange

V3 Give the antonyms of the following and use them in the blanks appropriately.

(short, fast, dim, beginning, young)

An ____ man appeared on the stage walking ____ at the ____ of the play, just before the close of the show. Soon, the audience stood up as the lights were switched on. In that ____ light, they could see the director, a ____ man with an imposing figure.

V4 Give the negative forms of these words using a prefix. Change the article if necessary.

e.g. a familiar sight. an unfamiliar sight
 a used towel an unused towel
 a prepared speech
 an attentive soldier
 a successful attempt
 an organized show
 a satisfied person

A. Listen and speak

Diphthongs /eI/ aI/ɔI/

/aI/	/eI/	/ɔI/
high	day	voice
why	shape	
.....		

Task 1. Teacher says the following words aloud. Repeat after the teacher. Write them in the appropriate columns.

void, sky, late, flight, made,

choice, nine, train, play, moisture,

boy, shine, place, plane, loiter.

/eI/	/aI/	/ɔI/

Note: /aI/ /eI/ and /ɔI/ are called diphthongs, that is, combinations of two vowel sounds. You will learn more about diphthongs in your future lessons.

Task 2. What vowel sound do these diphthongs, that is,

/aI/ /eI/ and /ɔI/ **end with?**

Can you give more examples?

Work in pairs and check the pronunciation referring to a dictionary.

B. Spoken English

Seeking Information

Situation-1

(Malik is a stranger in the city of Meerut. He seeks help first from Ramesh and then Chaturvedi)

- Malik : Could you tell me where the railway station is?
- Ramesh : Sorry. I'm a stranger myself here.
- Malik : That's all right. Don't worry. (he meets another person) Sorry for troubling you. Will you please tell me how to get to the railway station?
- Chaturvedi : Well, can you see that? It's Subhash circle.
- Malik : Yes.
- Chaturvedi : Go straight there. Take the first road on your left. Go past the post-office for about a hundred yards. You can see the station on your left.
- Malik : Thank you very much.
- Chaturvedi : Welcome.

Note : *Seeking information can be done in several ways, depending on the situation and people whom you are requesting. Some patterns are:*

1. Can you help me.....please?
2. Do you happen to know?
3. Could you please tell me.....?
4. Do you mind if I.....?
5. I should be thankful to you if you could.....

C. Reading

Reading for Information

Task 1. Read the following piece of news and answer the questions.

Jahangir Khan, the legendary squash-player from Pakistan is considered to be the greatest player in the history of Squash. He won the World Open six times, and the British open a record ten times. Between 1981 and 1986, he won 555 matches consecutively. This was not only the longest winning streak in squash history, but also one of the longest unbeaten runs by any athlete in any top-level professional sports.

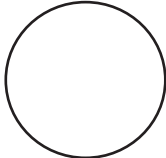
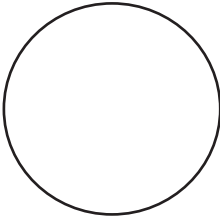
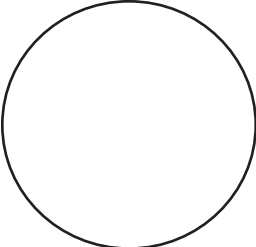
Questions :

- 1) Who is Jahangir Khan?
- 2) Which country does he belong to?
- 3) Which game is he known for?
- 4) How many times did he win the World Open?
- 5) Which Open did he win ten times?
- 6) What was Jahangir's achievement between 1981 and 1986?

D. Grammar

Degrees of Comparison

Task 1. Read the sentences given below picture.

		
This circle is big.	This circle is bigger than the first.	This circle is the biggest of all the three.

Task 2. Write the correct adjectives of comparison in the blanks below.

Positive Degree	Comparative Degree	Superlative Degree	Positive Degree	Comparative Degree	Superlative Degree
cold	colder	coldest	blue	bluer	bluest
black			nice		
bright				later	latest
happy	happier	happiest	big	bigger	biggest
easy			fat		
good	better	best	interesting	more interesting	most interesting
	less		important		
many			beautiful		

Task 3. Compare the given sets of nouns in pairs. Use the adjectives given in the box. Two are done for you.

Note: You have got to add appropriate article in some cases.

nouns	adjectives
gold	cheap
masala puri elephant	spicy
ice water	
Chamundi hills Mt. Everest	tall
mouse white rice	cool
aluminium	big

1. Aluminium is cheaper than gold.
2. Gold is not as cheap as aluminium.

Task 4. Complete the following sentences using the given adjectives or their comparative/superlative form:

1. great - Who, according to you, is the living poet of India?
2. useful - Iron is the of all metals.
3. useful - Iron is than any other metal.
4. dry - Rajasthan is the part of India.
5. good -Health is always than wealth.
6. good -Honesty is the policy.
7. sharp - Your knife is not so as mine.
8. tall - Ramesh is as as his father.
9. old - My sister is three years than me.
10. heavy - May I help you? Your bag is

E. Writing

Descriptive Writing

Task 1. Describe the peacock in about ten sentences using the words given below.

(bird, national, beautiful, body blue, golden eyes, long green feathers, dance, blue eyes, eats - germs, worms, tender shoots of plants, live close to villages)



Task 2. Given below is a picture and some sentences describing it. Correct the description and rewrite the sentences so that they match the picture.



At the market, I saw an old woman sitting in a chair. She was selling eggs. She was wearing shirt and trousers. It was raining.

Suggested Reading :

Children who made it Big - *National Book Trust.*

POETRY

COROMANDEL FISHERS

- *Sarojini Naidu*



[Sarojini Naidu was a great poet, patriot, politician, orator and administrator. After Independence, she became the Governor of Uttar Pradesh.

She was born on February 13, 1879 in Hyderabad. Her father, Dr. Aghornath Chattopadhyaya was a scientist. Her mother Mrs. Varada Sundari was a Bengali Poet. Sarojini Naidu had her early education in Hyderabad and higher education in England.



In this poem, Coromandel Fishers, Sarojini Naidu describes the life of the fishermen. The leader of the fishermen is giving a call to his comrades to start their work early in the morning.]

IRA Look at the photographs. Say how they strike you. Exchange your impressions with your partner and the class.





Rise, brothers, rise; the wakening skies pray to the morning light,
The wind lies asleep in the arms of the dawn, like a child that has cried all night.
Come, let us gather our nets from the shore and set our catamarans free,
To capture the leaping wealth of the tide, for we are the sons of the sea.

No longer delay, let us hasten away in the track of the sea gull's call;
The sea is our mother, the cloud is our brother, the waves are our comrades all.
What though we toss at the fall of the sun where the hand of the sea-god drives?
He who holds the storm by the hair, will hide in his breast our lives.

Sweet is the shade of the coconut glade, and the scent of the mango grove,
And sweet are the sands at the full o' the moon with the sound of the voices we love;
But sweeter, O brothers, the kiss of the spray and the dance of the wild foam's glee.
Row, brothers, row to the edge of the verge, where the low sky mates with the sea.

Glossary :

catamaran	: a boat with two parallel hulls like two boats joined together.
leaping wealth of the tide	: wealth found in the sea [fish]
sea gull	: a bird
hasten	: hurry
glade	: grove
kiss of the spray	: water that comes out of the waves and sprinkles
low sky mates with the sea	: the horizon where the sea and the sky appear to meet
verge	: end, here the horizon (ଦିଗಂತ)

C1 Answer the following questions and share your responses with your partner.

1. What sort of sounds can one hear early in the morning?
2. How is the wind described in line two?
3. Why are the nets to be gathered?
4. What do you think is the wealth to the fishermen?

Read and Write :

C2 Read and discuss your responses with your partner. Then write.

1. What do you understand from the first line of the poem, "The wakening skies pray to the morning light"?
2. The poet says, "Let us set our catamarans free." What does it mean?
3. What happens if the fishermen are late in starting their work?
4. Why does the poet say :
[a] the sea is our mother,
[b] the cloud is our brother,
[c] the waves are our comrades all?

C3 Answer the following in a paragraph.

1. The poet describes many things as sweet. What are they? Among them, what is considered to be the sweetest?

C4 Name the figure of speech used in the following sentences.

1. The wakening skies pray to the morning light.
2. The wind lies asleep in the arms of the dawn like a child.
3. The sea is our mother.
4. The cloud is our brother.
5. The waves are our comrades all.

C5 List out the rhyming words in the poem, and read them out to the class.

eg. light - might
free - sea

Additional Reading :

Read the following poem carefully and answer the questions below. Share your responses with others.

The Diver

I put on my aqua-lung and plunge
Exploring, like a ship with a glass keel,
The secrets of the deep. Along my lazy road
On and on I steal –
Over waving bushes which at a touch explode 5

Into shrimps, then closing, rock to the tune of tide;
Over crabs that vanish in puffs of sand.
Look, a string of pearls bubbling at my side
Breaks in my hand –
Those pearls were my breath! ... Does that hollow hide 10

Some old Armada wreck in seaweed furled,
Crusted with barnacles, her cannon rusted,
The great San Philip? What bullion in her hold?
Pieces of eight, silver crowns, and bars of solid gold?
I shall never know. Too soon the clasping cold

15

Fastens on flesh and limb
And pulls me to the surface. Shivering, back I swim
To the beach, the noisy crowds, the ordinary world.

- Ian Serraillier.

Questions :

1. Who is the speaker in the Poem?
2. 'A touch explode' [line 5] What causes the explosion?
3. The speaker says of 'those pearls'. What really are these pearls?
4. Why does the diver wish to come back to the surface?

Suggested Reading :

The Brook - Alfred Lord Tennyson

UNIT-7

CLOTHES AND MACHINES



ILA Your teacher reads a story. Listen to it. Then answer the following questions.

1. Why did the king feel proud of himself?
2. Who felt angry with the king? Why?
3. How did the tree come to know about the king's horns?
4. The ministers praised the king. Which phrase is used to mean 'praised'?

IRA Observe the following pictures carefully. Write in the space provided under each picture what expressions they indicate. The expressions are given in the box. Two examples are given.

_____	_____	<u>Malicious</u>	_____
_____	_____	_____	_____
_____	_____	<u>Curious</u>	_____

Expressions

angry

determined

loving

sad/unhappy

frightened

dismayed

malicious

sleepy/tired

curious

happy

puzzled

thoughtful

Now read the text :

PROSE

THE EMPEROR'S NEW CLOTHES

- A Play based on a folktale



[Once upon a time there lived a proud and foolish Emperor who was very fond of wearing new clothes. To him new clothes meant more than anything else in the world. Indeed, he spent so many hours every day in his dressing room trying out new clothes, that he had very little time to attend to the affairs of his kingdom.]

SCENE – I

[A Hall in the Emperor's Palace]

[As the curtain goes up, the Emperor is seen coming out of his dressing room into the hall where his Chief Adviser is waiting. The Emperor is in a very angry mood.]

Emperor: [Pointing to something in his dressing room]: Useless! All these clothes are useless! Not one of the suits can be worn by me.

Chief Adviser: Your Majesty, these are the best that I could get for you today.

Emperor: 'The best' did you say? If these are the best, then my empire is full of worthless tailors. Banish them all! Send them one and all out of the country. I want new clothes. I want new clothes. I want a tailor who can make me a different set of clothes every day. You may go now. Come to me only when you find a new tailor.

[The Chief Adviser bows and takes a few steps towards the door, then stops and turns towards the Emperor again]

Emperor: Have you something more to say?

Chief Adviser: Your Majesty, since yesterday two weavers from a distant place have been waiting outside the palace to see you.

Emperor: [in an angry tone] Weavers! But I don't need weavers. I want good tailors. I want tailors who'll make me new clothes.

Chief Adviser: Your Majesty, these men say that they've found a secret way of weaving the finest silk cloth and making the most beautiful clothes from the cloth that they weave. They claim to be magic tailors.

Emperor: Magic tailors! Who make the most beautiful clothes! Then, why are you wasting your time here? Go and bring them in at once.

[The Adviser goes out. The two weavers enter the court and bow to the Emperor]

Emperor: Come in, come in, my men. I hear you have some very fine clothes to show me. The clothes that you make must be very wonderful indeed!

First Weaver: They are, Your Majesty. But before we begin our work, we require a large quantity of the finest silk and the purest gold thread.

Second Weaver: And we must also have several jewels to sew on Your Majesty's new clothes.

Emperor: Of course, of course. My Chief Adviser will provide for you whatever you want. You'll be given a room in the palace to make the new clothes, and you shall not leave the palace till you have completed the work. I shall wear the new clothes in the procession that I am expected to lead, two days later.

First Weaver: Pardon us, Your Majesty, we have no new clothes just now to show you. We've come here to explain to you that we've discovered a magic way of making the most beautiful silk cloth.

Second Weaver: Which is so finely woven, and has so many rich colours and also such attractive patterns that only a great Emperor like you can wear clothes made from it.

Emperor: [flattered by this compliment]: Well, well, well! Tell me something about the clothes you make from this wonderful cloth.

First Weaver: Your Majesty, if you wear a suit made out of this cloth, only wise men can see what you are wearing, but fools will not be able to see it at all.

Second Weaver: And by wearing these clothes, you will be able to judge your ministers and your officers very easily. Only those who are clever and fit for their jobs will see what you wear. Those who're foolish and unfit for their work will not see anything.

Emperor: Excellent! Excellent! [speaking to himself]: By wearing a suit made from their cloth, I'll not only get a new set of clothes, but I'll also be able to find out who are fit to manage the affairs of my kingdom and who are not.

SCENE - II

[Next day in the evening : A room in the palace]

[The two weavers are seen working on the looms pretending to weave. They had put away in their bags all the fine silk, the gold thread and the jewels which were given to them for making the new clothes]

Chief Adviser: [enters the room, speaking to himself] His Majesty has sent me here to find out how the weavers are getting on with their

work. They seem to be working very hard. But where is the cloth on the looms? Good heavens! I can't see anything on the looms.

First Weaver: Ah, there you are, Sir. We were expecting you. Step this way, step this way, if you please.

Second Weaver: [pointing to the loom and pretending to handle the cloth they were supposed to be weaving] Don't you like the pattern, Sir? The circles and the flowing lines are good, aren't they?

Chief Adviser: [completely puzzled] The circles and the flowing line? Yes, yes, they are very good.

First Weaver: And the colours! We hope the Emperor will like the dark red and sky blue colours on the gold background.

Chief Adviser: [more confused than before] Dark red! Sky blue! And the gold background! I must remember this, yes. I'm sure that His Majesty will like the colours very much.

Second Weaver: You may tell His Majesty how hard we've been working. But we need some more silk and gold thread to complete the work, and some more jewels to sew into His Majesty's new clothes.

Both The Weavers: [together] Thank you, Your Excellency.

Chief Adviser: [speaking to himself, as he leaves the room] Heaven help me! There was nothing on their looms. But the weavers had said, "Only wise men can see the clothes that we make. Those who cannot see them are fools or unfit for their jobs. Am I a fool? Am I unfit for my post? I must send my Special Assistant to see what really is happening here."

[After the Chief Adviser goes, the two weavers dance round the stage for some time laughing at the success of their trick]

SCENE - III

[Next day in the evening: A room in the palace]

[The Special Assistant enters the room. He shows a great surprise when he sees the two weavers working on the two looms with no trace of any cloth or thread on it]

Special Assistant: [speaking to himself] Good Heavens! What are these two weavers doing? I don't see any cloth anywhere.

First Weaver: [seeing the Special Assistant] Ah, Sir step this way, step this way, if you please.

Second Weaver: We hope the work we've done will please you, as it has pleased the Chief Adviser.

Special Assistant: The Chief Adviser told me that he was very happy with your work.

First Weaver: Look and see how beautiful the circles and the flowing lines are!

Second Weaver: And the colours; the dark red and the sky blue on the gold background.

Special Assistant: [Tacking them on his fingers] Dark red, sky blue, gold background. Yes, they are very good. But His Majesty would like to know when the new clothes will be ready.

First Weaver: We'll be working on the looms the whole night now.

Second Weaver: Tell His Majesty that the new clothes will be ready tomorrow morning.

Special Assistant: Thank you very much. His Majesty will be very happy to hear that. [Speaking to himself as he goes out] Oh Lord help me! Am I a fool? Am I unfit for the job? I don't know, but I must keep the secret to myself.

SCENE - IV

[The Palace Hall]

[The Emperor enters the Hall followed by the Chief Adviser, the Special Assistant and other courtiers. The two weavers come in bowing to the Emperor]

First Weaver: [Coming forward to the Emperor pretending to hold the invisible clothes in his hands and bowing to him] Here, Your Majesty, are the coat and trousers, which you will wear in the procession.

[The Emperor nods his head and the First Weaver goes back to his place]

Second Weaver: [comes forward to the Emperor pretending to hold

the coat in his hands] And here, Your Majesty, is your coat which you will wear over the suit.

[The Emperor again nods his head, and the second weaver goes back to his place]

First Weaver: May we request Your Majesty, to come to the dressing room so that we may help you to wear the new clothes?

[The Emperor gets up from his chair and all the courtiers also stand up. The Emperor then goes into the dressing room. There is some noise made by the rustling of the clothes and the low voices of the two weavers are heard for some time]

Chief Adviser: [going towards the dressing room and speaking from outside in a loud voice] Your Majesty, the people are waiting outside to see you in your new clothes. It'd please them very much if you show yourself on the balcony before the procession sets out.

Emperor: [speaking from the dressing room] Certainly, certainly, my good Chief Adviser. I've just put on the wonderful clothes these tailors have made for me. I'll come as soon as I am ready.

[The Emperor is seen coming out of the dressing room almost naked and walking through the hall towards the balcony.

The courtiers show great surprise to see the Emperor having little clothes on his body. But no one says anything because they have been told that only wise men will be able to see the Emperor's new clothes, and the fools and the people who are unfit for their post will not see them.

Loud cheers are heard from the crowd standing on the road outside. When the Emperor reaches the balcony, cheers stop all of a sudden and there is pin-drop silence. Then the voice of a little child is heard crying out with laughter, "Look, look Daddy, the Emperor has no clothes on at all. Has the king become very poor? Doesn't he have money to buy clothes"?]

Glossary :

try out	:	a period of time spent trying a new method, tool, machine etc., to see if it is useful.
suit	:	a set of clothes made of same the material.

“your Majesty”	:	address used when talking to a king or a queen
banish	:	to send someone away permanently from one’s country or area as an official punishment.
tone	:	the way your voice sounds which shows how you are feeling or what you mean.
claim	:	to state something is true, even though it has not been proved yet.
indeed	:	used to emphasize a statement or answer.
of course	:	used as a polite and friendly way of agreeing to something.
expect	:	to think that something will happen because it seems likely.
pardon	:	word used to say ‘sorry.’
discover	:	find out something new.
flatter	:	praise someone in order to get something.
compliment [n]	:	words expressing praise.
affairs	:	public or political events and activities.
excellent	:	extremely good.
fond of	:	like something / someone very much
pretend	:	behave as if something is true, act.
heaven	:	place where God is believed to live.
Good heavens!	:	interjection used to express surprise, especially when one is annoyed.
pattern	:	way, design
puzzle [v]	:	to confuse someone.
jewels	:	valuable objects used for decoration.
progress [v]	:	improve, develop.
trace [v]	:	find someone/something that has disappeared.

tack	:	to fasten piece of cloth together with long loose stitch before sewing.
a pair of trousers	:	pants.
nod	:	move one's head up and down to say that one agrees.
rustle	:	noise produced when leaves, papers and clothes rub against one another.
naked	:	not wearing anything.
cheer	:	shout as a way of showing happiness.

C1 Some statements are given below. Some are true and some are false. Tick off 'T' or 'F' before them. Also indicate the scene number in which you can find your answer True. Two examples are done for you.

1. I want tailors who will make me new magic clothes. T[S-1]
2. We require a large quantity of the finest silk and the purest gold thread. T[S-1]
3. I shall wear the new clothes in the coronation that I am expected to lead. [S-]
4. Only the gentlemen who are fit for their jobs can see the clothes. [S-]
5. I must send my special assistant to see what really is happening here. [S-]
6. The courtiers showed great surprise to see the Emperor. [S-]
7. When the Emperor reached the balcony there was pin-drop silence. [S-]

C2 Some important events in the play are given in a jumbled order. Put them in the order in which they are in the text.

1. The Emperor wears the new clothes and walks towards the balcony.
2. The Chief Adviser visits the looms to inspect the weaving.

3. The Special Assistant pays a visit to see how the weavers are preparing the new clothes.
4. The Emperor wants a different set of clothes.
5. He orders to find a new tailor to stitch his clothes.
6. The Emperor is fond of wearing new clothes.
7. The two tailors visit the palace.
8. A little child cries out that the Emperor has no clothes on.

C3 Four alternatives are given for each of the following questions/ incomplete statements. Choose the most appropriate one.

1. The Emperor was fond of
 - a) hunting the wild animals
 - b) attending meetings
 - c) wearing new clothes
 - d) weaving new clothes
2. The tailors who came to the Emperor palace claimed that they were:
 - a) great tailors
 - b) ordinary tailors
 - c) special tailors
 - d) magic tailors.
3. The weavers told the Emperor that they required
 - a) the finest silk and the purest gold thread
 - b) the finest cotton and silver thread.
 - c) the costliest diamond and muslin cloth.
 - d) gems and copper thread.
4. According to the weavers, the clothes made by them could not be seen by
 - a) gentlemen fit for their jobs
 - b) fools unfit for their jobs.
 - c) wise men fit for their jobs
 - d) people fit for wearing them.
5. Who cried out with laughter that the king has no clothes on at all?
 - a) the chief adviser

- b) the first weaver
- c) a child
- d) the special assistant.

Read and Write :

C4 Read and discuss your responses with your partner. Then write.

1. Why was the Emperor not able to give much time to the business of his kingdom?
2. Why did the Emperor want a new set of clothes every day?
3. What did the Chief Adviser tell the Emperor about the two weavers?
4. What did the two weavers say about the magic way of making beautiful silk cloth?
5. How would the clothes made of the magic cloth be different from the ordinary clothes that people wear?
6. Why did the Emperor think that the weavers had given him an excellent idea?
7. What conditions did the weavers lay down for starting the work?
8. How did the two weavers start their work on the two looms?
9. Why was the Chief Adviser greatly surprised when he first saw them working?
10. How did the weavers try to confuse the Chief Adviser?
11. What made the Chief Adviser feel worried about his own fitness for the post he was holding?
12. What was the terrible experience of the Adviser's Special Assistant?
13. How did the two weavers pretend to make the Emperor's new clothes and help him wear them?
14. Why did the Chief Adviser request the Emperor to show himself on the balcony?
15. What was the Emperor's reply to his request?

16. How did the courtiers behave when the Emperor walked towards the balcony almost naked?

17. What happened when the Emperor reached the balcony?

C5 Answer each of the following questions in a paragraph.

1. The Emperor has been described as proud and foolish. But he has another serious weakness which is shown in his behaviour towards his Chief Adviser. Write a paragraph describing the Emperor's character.
2. Imagine you are the child who laughed at the king at the end of the story. Narrate the scene to your friends, and write the narration.
3. The weavers tricked the Emperor. Do you think what they did was right?

Vocabulary :

V1 Look at the following opposites.

- | | |
|-----------------------|-------------------------|
| 1. useful × useless | 2. powerful × powerless |
| 3. hopeful × hopeless | 4. helpful × helpless |
| 5. worthy × worthless | 6. careful × careless |

Note : The suffix – less means ‘without’ as in – noiseless [without noise], purposeless [without purpose].

Now make as many phrases as possible and use them in sentences of your own. One example is done for you.

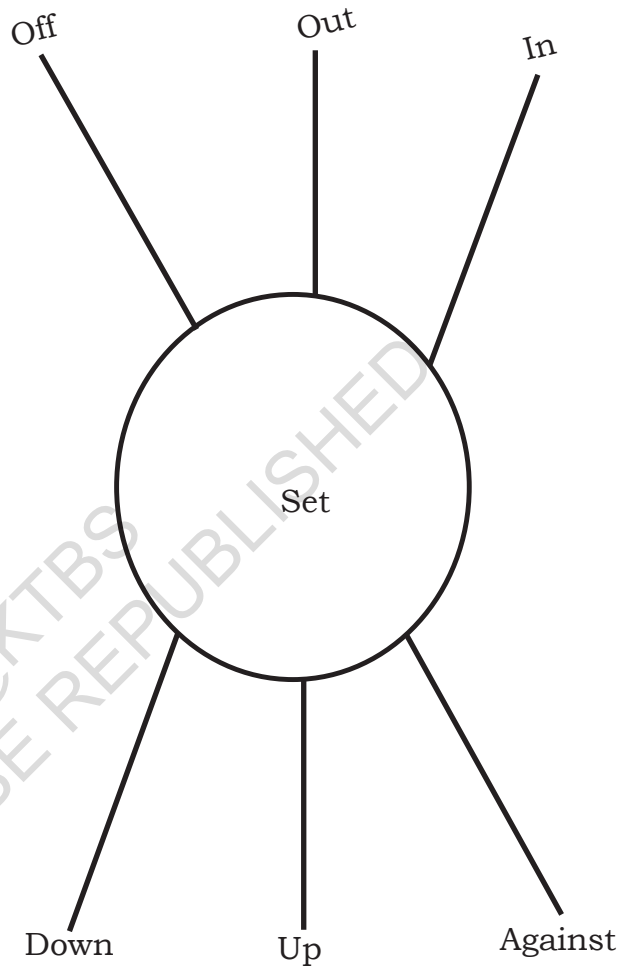
e.g. useful or useless	book advice product purpose agreement discussion information suggestion	1. Sham has given us a useful/ useless suggestion 2. 3. 4. 5. 6. 7. 8.
---------------------------------	--	--

V2 Read the following phrases given in the web-diagram.

From the web-diagram frame phrases like Set up... First, match them with their meanings given in brackets. Then fill in the blanks. [start on a journey, to put down in writing, be opposed to, trigger, begin, established]

Use the correct form of the phrasal verbs given in the web diagram and fill in the blanks appropriately.

1. Why don't you your ideas on paper?
2. Ravi and Raju have on a journey round the world.
3. How long will you take to this machine?
4. Suma herself going to University.
5. If we all, we can finish the cleaning in an hour.
6. I have to buy some woollens before the cold weather



V3 Read the sentences and match them with their meanings.

1. Take a day off , Kavya.	a. angry, unfriendly.
2. Mysuru is still five miles off .	b. starting on a journey.
3. Asha is off to Mangaluru tomorrow.	c. away, distant in time.
4. Shoes are on sale with 20% off .	d. away, distant in space.
5. The bullet went off the target.	e. away from work or duty.
6. The holidays are not so far off now.	f. reduced in price cheaper.
7. Veena was a bit off with me this morning.	g. away from the aim.

V4 Read the table and study the example. Different forms of the words are given below.

Different forms of words

Nouns	Verbs	Adjectives	Adverbs
success	succeed	successful	successfully
successor	succeeded	unsuccessful	unsuccessfully
	succeeding		

Now frame sentences using each of these word forms.

e.g. The scientist was **successful** in his efforts.

V5 Fill in the blanks with the correct form of the words in brackets. One example has been given for you. Write different forms of words and frame one example for each form of word.

1. The dog was [name] Tommy.
2. I'm[hope] that you'll succeed this time.
3. His love was only a[pretend] to cheat me.
4. The child was[health] and good-looking.
5. It is our duty to [service] our parents in their old age.
6. Parents should [education] their children to behave well.

V6 Fill in the blanks using the appropriate form of the words given in brackets.

We had a [wonder] holiday at Ooty last summer. The weather was[cool] most of the time. We had [please] showers almost daily. The food was [delicious], but father thought it was rather[spice]. The people were [friend] and the scenery was extremely[attract]. We took a lot of [beauty] photographs of the hills and valleys. One night we watched a show of folk dance and music. Oh, it was so [entertain]! On the last day, we went to the State Emporium and bought some [art] things made out of wood.

V7 Rewrite the following sentences after making necessary corrections.

1. The news are very good.
2. There are 26 letters in the English alphabets.
3. Please give me some informations.
4. I have bought some furnitures last week.
5. Politics are the last resort of scoundrels.
6. There are more sceneries in the paintings.

Note :- The following words are generally used in the singular:
furniture, alphabet, scenery, machinery, information, vocation, hair.
The following words have plural form but take a singular verb:
physics, politics, economics, news, innings, headquarters.

A. Listen and Speak

Diphthongs /ɪə/, /eə/ and /ʊə/

Task 1. Teacher says these words. Listen and repeat after each word.

fear, sheer, cheer, mere, hear

What is the common sound in all the words? Yes, it is the diphthong sound /ɪə/.

Task 2. Teacher says these words aloud. Listen and repeat after each word.

pair, chair, rare, hare, fair

What is the common sound? Yes, it is the diphthong sound /eə/.

Task 3. Teacher says these words aloud. Listen and repeat after each word .

Poor, sure, tour, pure

Can you hear the common sound? Yes. It is the diphthong /ʊə/.

Now you have been able to identify three more diphtongs /ɪə/, /eə/ and /ʊə/.

B. Spoken English

Situation

(Keshav has come back after attending an interview.)

Father : You look tired, Keshav. What happened?

Keshav : One of them asked me when I passed B.A.

Father : And then?

Keshav : Another fat lady asked me if I had ever played football. Others started asking me the rules of the game, silly.

Father : Who is silly? They or you?

Note: Reporting what happened or what transpired earlier has many forms.

- * He said that
- * They asked me if
- * She wanted to know how I
- * They directed me to go along that.....
- * Manoj replied that

C. Reading

Task 1. Read the following passage and answer the questions.

Man -The enemy

Man is an enemy of many animals.

Baby seals are clubbed to death for their skins.

Crocodiles are tracked down and their skins are used for hand bags and shoes. Elephants are destroyed for their ivory which is used for Jewellery.

Whales are hunted for their oil.

The whole species is being endangered to satisfy man's love for fashion.

Questions: Make a list of the animals mentioned above and for what use they are killed.

Animals		Use
Elephant	-	Jewellery
.....		
.....		
.....		

The above passage deals with man as an enemy of animals.

Task 2. Read the passage and fill in the table with facts about cats and dogs. One is done for you.

Inferential comprehension

Domestic cats belong to the family of tigers, whereas domestic dogs belong to the family of wolves. Cats are very familiar with the area they live in. It helps them to find the best place to hunt. Hence a domestic cat remains faithful to its home area and it hunts alone. Wild dogs hunt in groups, share their food and co-operate with one another. Hence domestic dogs are faithful to their masters. Their body language too is unique in many ways. Cats arch their back and try to look large when they are angry, whereas dogs pull their lips back and show their teeth when they are angry. Cats and dogs do have some special skills. A cat can

fall from a significant height but still survive without much injury. A dog guards the property as it is faithful to its master. It can sense any smell in no time.

	Cats	Dogs
Family		
Faithful to	×	
Hunting habits	×	
Body language (In anger)	arch their back, try to look large	pull their lips, show their teeth
Special skills		

D. Grammar

Reported Speech

Task 1. Read the conversation between Alladin and a stranger.

Stranger : Are you Mustafa's son?

Alladin : Yes Sir, I am, but my father is dead.

Stranger : Don't worry, my son ! This is indeed a sad news. I am your father's brother. Go and tell your mother.

(Now Alladin went to his mother)

Alladin : Mother, there is a gentleman at the door. He says he is my uncle. Should I bring him in?

Fill in the blanks in the paragraph given below using the clues given :

Note : *The above conversation is in direct speech.*

Alladin met a stranger who asked him Alladin told him dead. The stranger consoled him saying and told him He further informed him brother and asked him Alladin went and told his mother that there was a stranger at the door who said he was his uncle. He further asked her

Clues

1. that he was, but his father was
2. not to worry

3. if he should bring the stranger in
4. to go and tell that to his mother
5. if he was Mustafa's son
6. that he was his father's
7. that it was indeed a sad news.

Note: *(The two ways of expressing.)*

Task 2. Now express the following sentences in the reported speech:

1. Kiran said to Reshma, "I'm enjoying my new job."
2. "Renu has invited us to the party," said Reshma.
3. Kiran said, "We must attend the party. Let's plan for it."
4. Kiran's father said, "You must visit your grandmother more often".
5. Reshma said, "We are planning to visit her coming Sunday".
6. "Last month you were busy. So you dropped the idea," said Kiran's mother.

E. Writing

Punctuation.

Task 1. Look at the following sentences, and observe how the commas are used.

1. Sarojini Naidu, the Nightingale of India, was born in Hyderabad in 1879.
2. Indira Priyadarshini, daughter of Jawaharlal Nehru, became as famous as her father.

Note : *A comma is used in writing to denote a pause.*

Task 2. Insert commas wherever necessary :

1. Sir John Smith the Vice Chancellor arrived just now.
2. As the teacher entered all the students stood up.
3. "John when will you come?" said Prema.
4. Not knowing whom to address he kept silent.
5. If you do not know the answer ask the teacher.

Task 3. Read the following sentences. Observe the use of apostrophe (')

1. We celebrate Children's Day on November 14th every year.
2. Teachers' Day is celebrated on September 5th every year.
3. This is men's wear and that is women's wear.
4. "The Emperor's New Clothes" is a play.
5. A Nation's Strength is a meaningful poem.

Note : *Apostrophe (') is used to show possession. Usually they are used with living beings.*

Task 4. Use apostrophe (') wherever necessary in the following paragraph.

Aristotle was born in Stagira, a Greek outpost on the Macedonian coast. His father was a doctor in the court of Philip II of Macedon. When Aristotle was about 17, he left for Athens where he became a pupil of Plato. He stayed in Platos Academy in Athens for 20 years, first as a student and later as a teacher. Then he was invited back to Macedon to tutor Alexander, Philips son.

Aristotles enthusiasm for wisdom and for free expression of ideas greatly influenced the young prince, and clearly played a role in eventually making him Alexander the Great.

Interestingly, Socrates disciple was Plato, Platos disciple was Aristotle, and Aristotles disciple was Alexander the Great.

Suggested Reading :

The Man Who Knew Too Much - *Alexander Baron*

POETRY

MACHINE

- Rudyard Kipling



IRA Read what Encyclopedia Britannica has to say about a Machine and answer the questions that follow.

A device that amplifies or replaces human or animal effort to accomplish a physical task. The first five simple machines are : The lever, the wedge, the wheel and axle, the pulley, and the screw; all complex machines are combinations of these devices. The operation of a machine may involve the transformation of chemical, thermal, electrical or nuclear energy into mechanical energy, or vice versa.

* Name a few machines that we use. How do they run or work?

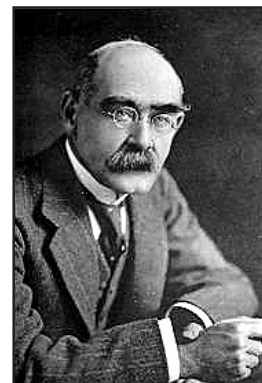
* “Man has learnt how to sail on the seas, how to fly in the sky, and how to reach the moon; but, he has not yet learnt how to live on this earth” is a famous statement. Do you agree? Have a discussion with your partner in the class.

* Some words are given in the box. Classify them into words used in Mechanics and words used in Biology. Note that some may be used in both.

You may consult a good dictionary to do this.

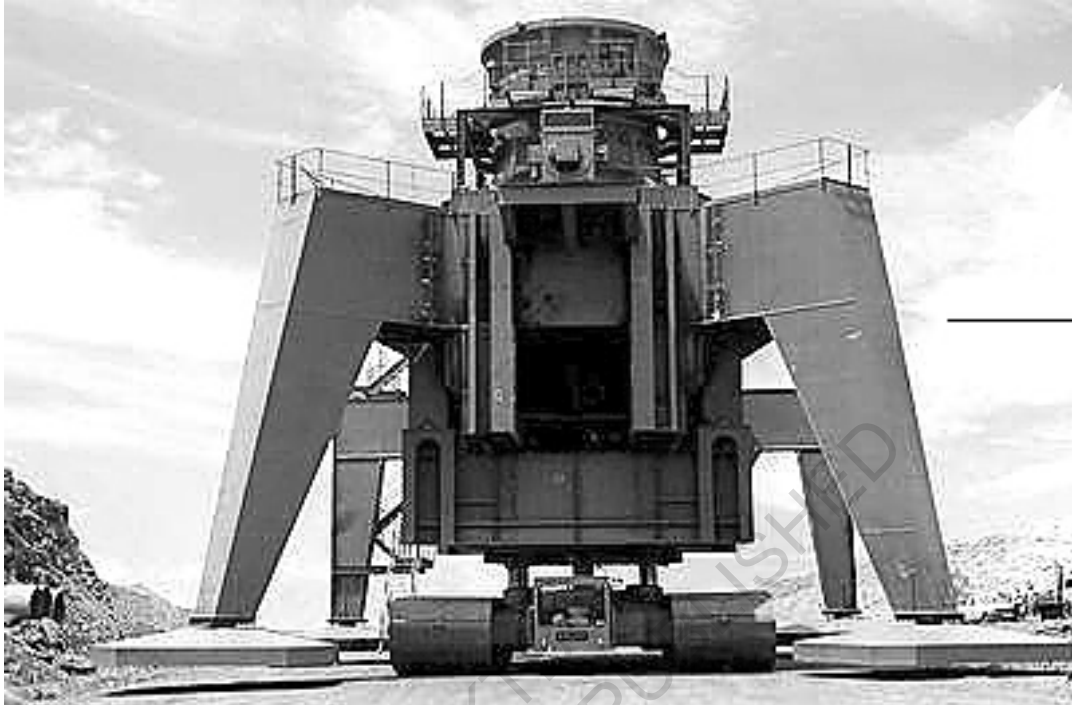
emu, cog, nut, wedge, bear, mouse, furnace, tool, boar, rhino, file, ray, turtle, mink

[Rudyard Kipling [1865-1936] is an Indian born British novelist, short-story writer, and poet. He was brought up in England, but came back to India and worked as a journalist. His famous works are : Barrack – Room Ballads, Kim, Captain Courageous. His books “Just 50 stories” and “Puck of Pook’s Hill” are very popular. He was awarded the Nobel Prize for Literature in 1907.



Rudyard Kipling

This poem, imagined to be recited by machines, draws our attention to their giant strength as well as to their limitations.]



Machine

Now read the Poem :

We were taken from the ore-bed and mine,
We were melted in the furnace and the pit,
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit. 4

Some water, coal and oil all we ask,
And thousandth of an inch to give us play;
And now if you will set us to our task,
We will serve you four and twenty hours a day! 8

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and jump and swim and fly and dive
We can see and hear and count and read and write!

12

But remember, please, the law by which we live,
 We are not built to comprehend a lie
 We can neither love nor pity nor forgive,
 If you make a slip in handling us you die! 16

Though our smoke may hide the Heavens from our eyes,
 It will vanish and the stars will shine again,
 Because, for all our power and weight and size,
 We are nothing more than children of your brain! 20

Glossary :

ore-bed	: rock, metals are mined from the ore-bed
melt	: to become or make something become liquid as a result of heating.
mine	: places underground from where minerals are dug out.
cast	: mould, like cast-iron
wrought	: shaped
file	: to cut or to shape something
gauged	: measured
to give us play	: to make us run, work
haul	: pull with force
comprehend	: understand
make a slip	: make a mistake, or make an error
Heavens	: sky, here it also means supreme power, God
smoke	: cloud of gas, here it also means misunderstanding
vanish	: disappear

C1 Answer the following questions and share your responses with your partner.

1. Look at the first stanza. See how a machine made of a metal goes through a process in the making. Fill in the empty boxes with the appropriate steps.

1	2	3	4
mined			
5	6	7	8
hammered		filed	
9			
gauged			

2. What do simple machines need to start working?
3. Name at least five machines or mechanical devices, and write how they are useful to man.
e.g. an iron box – for ironing clothes.
4. What can a machine not do? [stanza 4]
5. What is the risk, if the machine is mishandled? [stanza 4]

Read and Write:

C2 Read and discuss with your partner. Then write.

1. How are machines and human beings different? Study the last stanza and write.
2. Do you observe any rhyme scheme in each stanza? If you do, write the words that rhyme together.
e.g. ask-task, play-day [second stanza]
3. List all the words that suggest motion.
e.g. pull, jump

4. Note how the word like 'and' is used in the poem. Also, identify other words and phrases that are repeated. What is the effect of such repetition?

Additional Reading:

Read the following, a translated version of a Kannada poem. Do you find any thing common between this poem and the poem "Machine"? Have a discussion in the class.

Million Million Years Later
It seems ages and ages ago
There was a planet called the Earth.
There lived some creatures called men
They were well known for their mirth.

Somehow they managed to reach
The Moon, the Mars and Venus,
And after settling for a while
They bombed the Earth to pieces.

From these to other stars
Far into space they ventured.
It seems on some Milky Way
All their souls were punctured.

Now there is not a single seed
Oh Ma, even for curiosity's sake;
And God does not want to create them again
And repeat the same old mistake

- A Kannada Poem by V.G. Bhatta.

Translated by : Sumatheendra Nadig

Suggested Reading :

Humming Bird - D.H. Lawrence [Golden Treasury – P435]

UNIT-8

MOTHER EARTH

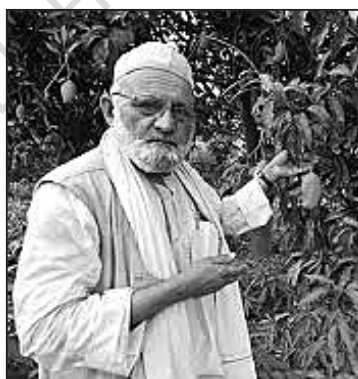


ILA Your teacher reads a story. Listen to it. Then answer the following questions :

1. Name any one trick which the magician says he can perform.
2. Usually how does a magician play a trick?
3. Do you think a magician can grow many kinds of mangoes on a single tree?

IRA Read the following and answer the questions given below.

1. In the photo you see **Haji Kalimullah Khan** from Mallihabad, U.P. He has grown 300 different kinds of mangoes on a single tree. Recently he won the Padmashri award for this and he also finds his name in the Limca Book of Records. He talks so lovingly about his orchard and his trees as if he were talking about his own children.



2. Khan's prized tree is about 100 years old. He has been growing different varieties of mangoes on it since 1987. Recently he has developed five more new varieties of mangoes on the same tree.

3. The craft developed by him has become a mystery for researchers and agriculturists alike. They are immensely surprised by his work. One of his precious creations is a tree in the Mughal Garden at the Rashtrapati Bhawan, flowering 54 kinds of mangoes. The ten feet tall tree was brought from his garden to Delhi in 1999 as a present to the President.

Questions :

1. What is Haji Kalimullah Khan's main achievement?
2. How has the Government recognised his achievement?
3. Say which words are used to mean the following :

1. greatly
2. unbelievable event
3. of late
4. kinds
5. technique

Now read the text silently.

PROSE

LUTHER BURBANK

[Luther Burbank is a well known U.S. plant breeder. Influenced by Charles Darwin's writings on domesticated plants, he set up a nursery garden, green house, and experimental farms in Santa Rosa, California and worked miracles. This write-up describes how Luther Burbank achieved his ambition of growing and grafting varieties of fruits and vegetables.]

[Source : Britannica Encyclopaedia]



Luther Burbank

1. What does the world call a man who turned a yellow flower into red; who made the seeds of plums disappear; who caused desert cactus to grow a thousand times faster; who made a blackberry white; and who grew 500 different kinds of cherries on one tree? Was he a master gardener, a skilled plant grower, a talented and patient breeder, or a miracle working magician?
2. The man responsible for controlling nature in these and countless other ways has been awarded many titles, but essentially he was a simple, hard working scientist named Luther Burbank.
3. Though Luther Burbank is no more, the products of his genius continue to play a part in the day-to-day lives of people throughout the world. His influence prevails in the scientific community among those who work in the fields of agriculture, horticulture, forestry and livestock. His most important contribution, however, is a lovely flower that never existed before him. Also, he developed a fruit or vegetable the taste of which was improved with his experiment.
4. Burbank was born on March 7, 1849 and was brought up on a

farm in the State of Massachusetts. He was attracted towards the wonders of nature and learned the techniques of growing various crops and plants during his early years. But when he read Darwin's "Variation of Animals and Plants under Domestication," he decided to devote his life to grow new varieties of plants.

5. When Burbank was 21 years old, he started market gardening. He was successful in selling the high quality vegetables that he grew on his farms. One of his experiments was, he planted 29 seeds from an early rose potato plant. He produced a new variety of seed. It became very popular among the local farmers. Its superior quality came to be known throughout and today, this potato is called "Idaho Potato." It is grown on thousands of acres in North-Western U.S.
6. Burbank found that the climate of his native place was not suitable for his work, and at the age of 26, he moved to the State of California, where the weather was mild, and the soil was rich and varied. Burbank never hesitated in the pursuit of the goal he had set for himself. He carried on his experimental and original work on plants for more than half a century on "Santa Rosa" near the city of San Francisco. He described his new home as "The chosen spot" of all this earth as far as nature was concerned.
7. Normally, his experiments were based on three basic techniques. First, he would collect different kinds of domestic plants and bring in many foreign varieties of plants. When they were grown under different conditions, they would prove strong, plentiful, or hard or else, show other desirable changes or new qualities.
8. Secondly, he grew many varieties of fruits, flowers and vegetables by changing water, food supply, temperature, light or space. Other variations were achieved by crossing plants, which had very dissimilar qualities.
9. After the production of many varieties, Burbank came to the final step. That was, he could recognise and select the plants which showed desirable changes. He could also choose them for further experiments.
10. His unending patience was tested all the time. At the end of his successful attempt to produce a white black berry [he called it the paradox], he set fire to all the rejected seedlings. That pile was 12 feet high, 14 feet wide, 22 feet long, and had contained 65000

two to three year old berry bushes! How many had he decided to keep for further study? Just less than two dozen!. Throughout his efforts to force nature to obey his orders, Luther Burbank found out ways to increase the efficiency of experimentation. An acre on his farm yielded several thousand different varieties of fruits. This wonderful achievement was made possible by grafting many twigs on a single tree. In this manner, he was able to grow, for example, 526 different types of apples on the same tree. It was possible for him not only to save space but also to speed up his experiments. Instead of waiting for 15 years for a tree to give fruits, he would graft a twig from a young plant to a fruit - bearing tree and get fruits in just two or three years!

11. Burbank carried out more than 10,000 separate experiments with 600 different kinds of plants. To give a complete list of his achievements is impossible, but some of his world famous products deserve mention. He developed an improved cherry, a thornless blackberry, a cactus without thorns that is largely used as food for livestock, and a Peach tree that can withstand freezing weather. He delighted flower lovers with 73 new flowers including the Shasta Daisy and a rose that bears his name.
12. Naturally, many of his efforts ended in failure. At one time, he crossed a tomato with a potato. Though a vegetable was produced, it had no commercial value. But his devotion was so deep and strong that nothing could disappoint him. In the present times, miracles are happening in steel mills, automobile factories, and markets of commerce and industry. Burbank worked with the simple elements of nature to produce effects that were as remarkable as shiny cars, bridges, tunnels and singing wires.

Glossary :

plums	: an oval shaped fleshy fruit, usually purple or yellow when ripe.
desert cactus	: thorny desert plant
blackberry	: a black fleshy edible fruit
breeder	: producer of new and better kinds of animals and plants.
miracle	: extraordinary event attributed to supernatural agency. ಪವಾಡ
horticulture	: the art of growing fruits, flowers and vegetables

livestock	: farm animals
bring up	: to raise
devote	: give over oneself to a particular purpose
early rose potato	: a variety of potato plant
rich	: fertile
hesitate	: show indecision or uncertainty
pursuit	: The act of continuing or proceeding on a course of action.
plentiful	: abundant, sufficient quantity or number
hardy	: tough
variation	: a thing that differs from one type
variety	: different plants of a species, ವೈವಿಧ್ಯತೆ
seedling	: a young plant especially raised from seed and not from a cutting
pile	: heap of things laid up over one another, ಗುಡ್ಡೆ, ಬೆಣೆ
efficiency	: the quality of being capable
graft	: take a piece of living material from one plant and grow it plant or animal
thorns	: a stiff sharp pointed projection on a plant, ಮುಳ್ಳು
bear	: produce, yield [fruit] etc.
commercial	: related to market
cross	: an intermixture of varieties of plants
shiny	: having a shine
tunnel	: a way underground ಸುರಂಗ
automobile	: related to vehicles
remarkable	: uncommon
twig	: small shoot on or at the end of a branch of a tree
freezing weather	: very cold weather, temperature reading below 0°C.
delighted	: felt happy
Santa Rosa	: a place near San Francisco
Shasta Daisy	: a kind of flower

C1 Answer the following questions and share your responses with your partner :

1. Name the fields in which Luther Burbank's influence prevails
2. When was Luther Burbank born?
3. What was Luther Burbank's goal in life?
4. Name the book that helped Burbank to decide on his goal of life.

5. Mention the name of the new variety of potato plant grown by Burbank.
6. How was the weather in the State of California?
7. How many varieties of fruits did Burbank grow on an acre of his farm?
8. What is grafting?

C2 Which of the following things was Burbank able to do because of his experimentation? [Tick off [☐] against the true state ments, and [☐] against others.

- | | |
|---|------------------------------|
| a] growing hundreds of varieties of apples. | [☐] |
| b] spending 15 years for a tree to bear fruit. | [☐] |
| c] Making a young plant yield fruit in a year or two | [☐] |
| d] growing about 526 varieties of apples in an acre of his farm | [☐] |

Read and Write :

C3 Read and discuss your responses with your partner. Then write.

1. How did Burbank's genius benefit the life of the common man?
2. Why did Burbank move from Massachusetts to California?
3. What did Burbank call his new home? Why?
4. How did grafting help Burbank in his experimentation?
5. In what way did Burbank save space and speed up his experiments?
6. What were Burbank's experiments on cherry, blackberry, cactus and shasta daisy?

C4 Write a paragraph on each of the following.

1. Write a note on Burbank's early life.
2. Describe the three techniques on which Burbank's experiments were based.
3. How did Burbank react when some of his efforts ended in failure?

Vocabulary :

V1 Look at the following phrases and see how the two words go together. They are collocative words.

1. sunny weather
2. smiling face
3. hard-working scientist
4. improved cherry

Now fill in the blanks with the most appropriate describing words given in the box below. For a few, you may have more than one combination.

1. _____ community
2. _____ soil
3. _____ blackberry
4. _____ cactus
5. _____ attempt
6. _____ value

desert, commercial, successful, scientific, thorn less, rich, white

V2 Given below are some names. Classify them into categories of flowers, fruits and vegetables. You may consult a dictionary / encyclopaedia if you need.

orange, plum, neem, desert cactus, mango, blackberry, banana, brinjal, potato, cherry, lemon, apple, grapes, jasmine, lotus, shasta daisy, marigold, rose, tomato, peach, watermelon, carrot

Fruits	Vegetables	Flowers

A. Listen and Speak

Diphthongs /aʊ/ and /əʊ/

Task 1. Teacher says these words aloud. Listen carefully and repeat after each word.

now, how, cloud, scout

load, doubt, town, tone

What's the common sound? Yes, it is /aʊ/.

Task 2. Teacher says these words aloud. Listen carefully and repeat after each word.

so, low, boat, coke, close

snow, choke, goal

Can you identify the common sound in these words? It is /əʊ/ the shorter form of /aʊ/.

Drunken Monkey Kung Fu Scares Village

1. **Chikkanayakanahalli :** A monkey, addicted to alcohol and often attacking people, is scaring the wits out of the residents of Shettykere, a village here.
2. The monkey was first noticed in the village a month ago. It has taken a liking for alcohol, perhaps due to some mischievous alcohol addicts in the villages initiating it into drinking. It is now addicted to the brew and often gets high. It has also become indiscriminate in its eating habits and has put on weight and become aggressive.
3. Once inebriated, the monkey begins harassing passersby and even attacking them. The aggressive monkey scares even a large crowd. So far, it has attacked at least 30 persons, and injured many of them. Even dogs are among its victims.
4. The monkey, which has made the bus terminal its home, snatches travellers' bags and their belongings. Anyone resisting it is attacked.
5. But pious, if not cowardly they are, the residents see it as an incarnation of Hanuman, the monkey god, and worship it, but their piety is wearing thin, and they want someone to get rid of the rowdy Simian.

Questions:

- 1) Where and when was the drunken monkey noticed first?
- 2) How did addiction affect the monkey? (See paragraph 2)
- 3) You may have come across new words in this news report. The words used, meanings and paragraph numbers in which they appear are given. Find out and write them in the blanks provided.

eg : attacking (P3) Ans: aggressive

takes away (P4)

Avatar (P5)

troubling (P6)

monkey (P5)

- 4) Match the phrases with their meanings :

A

B

- | | |
|---|---------------------------------|
| 1) scaring the wit out of | - avoiding () |
| 2) getting high | - vanishing () |
| 3) wearing thin | - making one very afraid () |
| 4) getting rid of | - going up the hill () |
| 5) feeling very difficult to do something | - being overdrunk () |

B. Grammar

The Passive Voice

Task. Match the names in the left hand column with the discoveries / inventions / compositions etc. in the right-hand column. Then write sentences in both active and passive voice using the agent and appropriate verb.

Kalidasa	Geeta Govinda
Jayadeva	Shakuntala
Tagore	Film 'Tare Zameen par'
Amir Khan	Jai Ho
Gulzar	Harry Potter
J.K. Rowling	Geethanjali
Galileo	Telescope.

e.g., Galileo invented the telescope.

The telescope was invented by Galileo.

C. Writing

Task 1. An outline of a story is given below. Complete the story supplying the required words and phrases.

A cap seller on his way to market very hot the cool shade of a huge tree takes a nap beside his basket of caps wakes up basket empty thinks they are stolen noises above monkeys with caps on desperate efforts to recover the caps at last snatches his own cap off his head and throws it down monkeys do the same he picks up the caps happy.

Task 2. Expand any one of following proverbs into 5 or 6 sentences of your own.

- 1) A stitch in time saves nine.
- 2) Jack of all trades, master of none.
- 3) Prevention is better than cure.
- 4) Where there is a will, there is a way.
- 5) All that glitters is not gold.

Suggested Reading :

Tar Arrives - Devanoor Mahadeva

Translated by A.K. Ramanujam

POETRY

THE AXE IN THE WOOD



[About the Poet : Clifford Henry Dymont [1914-1971] is a British poet, critic, editor and journalist. Mostly he wrote on the countryside. His popular literary works are 'Railway Game', 'Straight or Curly' and 'The Axe in the Wood'.

The poem is about the harmful effects of poaching, and the indiscriminate cutting of trees.]

ILA Your teacher will recite a poem for you. Listen to your teacher carefully and answer the questions given below.

1. Who does 'I' refer to in this poem?
2. How is the speaker a source of joy to children?
3. Name any two creatures that find comfort from the speaker.
4. What do you think will happen to the speaker in the end?

Now read the poem, 'The Axe in the Wood'.



I stopped to watch a man strike at the trunk,
Of a tree grown strong through many centuries.
His quick axe sharp and glittering, struck deep,
And yellow chips went spinning in the air.

And I remember how I liked the sight
Of poise and rhythm as the bright axe swung.
A man who fells a tree makes people watch,
for glory seems to crowd upon the axe.

I know the answer to the chance reproach:
How old the tree was, and how dangerous,
How it might fall, how timber in a stack
Had more good in it than a growing tree.

But I saw death cut down a thousand men
In that tall lovely legacy of wood.

Glossary :

strike	:	deliver or inflict a blow on
trunk	:	the main stem of a tree as distinct from its branches
glittering	:	shining
spin	:	turn or cause [a person or thing] to turn round
sight	:	view, scene
poise	:	stable and balanced state
swing	:	move or cause to move with a curving motion
glory	:	fame, praise
reproach	:	blame
timber	:	wood prepared for use in building, carpentry etc.
stack	:	a pile or heap
legacy	:	something handed down by predecessors, a gift left by will

wood	:	tree
chance	:	casual
to crowd upon	:	to favour, to eulogize
rhythm	:	movement with a regular succession of beats
chance reproach	:	a possible blame
eulogize	:	to praise very highly

C1 Answer the following questions and share your responses with your partner :

1. What words in stanzas 1 and 2 mean
[a] 100 years [b] scene?
2. Make a list of all the words that are used in the poem to describe the 'axe.'
3. Read the following words :
trunk, axe, wood, timber, tree.
Which word does not fit into the list above?
Strike it out.

C2 Answer the following questions picking up the most appropriate ones from those given in brackets :

1. What did the man strike the tree with?
[knife, axe, sickle, saw]
2. Who were watching the sight of the man cutting the tree?
[women, people, woodcutters, children]
3. What did the tree look like?
[small, strong, weak, dry]

Read and Write :

C3 Read and discuss your responses with your partner. Then write.

1. Who do you think 'I' refers to in this poem?

2. Why do you think the poet stopped?
3. Which line tells us that the tree is aged?
4. Does the poem mean that cutting a tree is a huge loss for human beings? Which line supports your answer?
5. Do you think the poet wrote this poem while the tree was being cut? Support your answer picking up the relevant line/lines from the poem.
6. Do you think the poet has made his intention clear to the reader at the end? Which lines support your answer?
7. What message does the poem give us?
8. What do you learn about the trees from this poem?
9. 'But I saw death cut down a thousand men.' Explain. What does the poet mean by 'Lovely legacy of wood.'?
10. A sonnet is a poem of fourteen lines. Usually a sonnet has a rhyme scheme. Is this poem a sonnet? Check whether this poem has a rhyme scheme or not.

Note : [Imagine a boy in your classroom, by name Shashi, is unable to answer even a single question. The teacher gets angry. In his anger, if the teacher says, 'Shashi, you're the Einstein of this class', does the teacher really mean what he says? or does he mean the opposite?

Such expressions which say the opposite of what they really mean are examples of irony.

Read the second stanza carefully.

Do you find any expressions of irony in it?

C4 Death lays his icy hands on kings.

The tree raised his hands to pray.

The above lines are instances of personification where human qualities are attributed to inanimate objects like 'death' and 'tree'. What is personified in the last stanza?

Additional Reading :

You have read the poem 'The Axe in the Wood' You must have felt concern for the tree that was cut. See what William Wordsworth feels about our being blind to the treasure and beauty of nature.

The world is too much with us

The world is too much with us; late and soon
Getting and spending, we lay waste our powers
Little we see in nature that is ours;
We have given out hearts away, a sordid boon!
The sea that bares her bosom to the moon
The winds that will be howling at all hours
And are up-gathered now like sleeping flowers,
For this, for everything we are out of tune. 1

It moves us not, Great God! I'd rather be
A pagon suckled in a creed outworn,
So might I, standing on the pleasant lea,
Have glimpses that would make me less forlorn';
Have sight of Proteus rising from the sea:
Or hear old Triton blow his wreathed'ed horn. 2

- William Wordsworth

Suggested Reading :

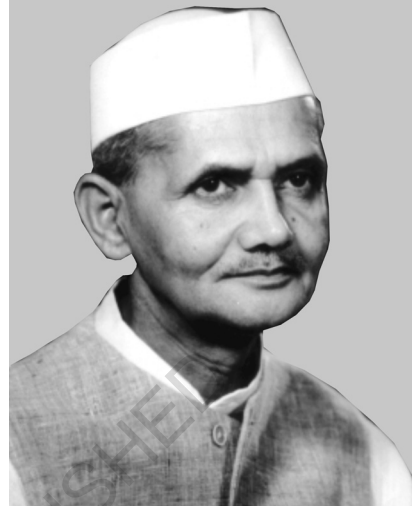
"On Killing a Tree" - Gieve Patel.

SUPPLEMENTARY READER

3. Lal Bahadur Sastry - A pen sketch of a great Indian
4. The First Woman in Space - A saga of an adventurous woman

LAL BAHADUR SHASTRY

[The story of one of the great sons of India is told here. Lal Bahadur, who never aspired for power, became the Prime Minister of India, after Nehru. He was by nature calm and cool, but could be tough when the occasion demanded.... Read on]



Lal Bahadur Shastri

1. Lal Bahadur was born on October 2, 1904. [Gandhiji was born on the same date in 1869] at Mughal Sarai. His parents were Sharada Prasad and Dulari Devi. As a boy, Lal Bahadur was brave, kind and full of courage and vitality. Once he and his uncle went for a stroll. It was getting dark. An old man who was selling mangoes saw them. He said, "It is getting dark, I will sell these at one anna for a hundred mangoes'. Lal Bahadur and his uncle agreed to buy. The vendor started counting fruits, '1, 2, 3, 4 ...' When he reached 50, Lal Bahadur asked him to stop. He gave the vendor one anna. Later his uncle asked him, why he had done so. Lal Bahadur replied, 'A hundred mangoes for an anna is too cheap. He was prepared to suffer a loss because it was getting dark. It was hard on him. Therefore I gave him one anna instead of half an anna'. This shows how kind Lal Bahadur was.
2. After his school education, he went to Varanasi and joined Kashi Vidyapita and studied there for four years. As a student, he was very bright in subjects like Philosophy, Economics, Political Science and Social Science. He had to walk eight miles each way. He was so poor that he could not buy a bicycle. He got the degree "Shastri" while he was studying at Kashi Vidyapita. He had to lead a hard life. His monthly expenditure was just two and a half rupees.
3. After his education, he joined the Indian National Congress and participated with Nehru and Sardar Patel in the Non Co-operation Movement and Dandi March. He served the country in various capacities as the Minister for Home and Transport in Uttar Pradesh, at the centre as Railway Minister, Home Minister and also the Prime Minister.

4. Once, before independence, Lal Bahadur's daughter contracted small pox. In those days it was a dreadful killer. The girl's condition caused anxiety. Lal Bahadur, who was in prison, got the message. He sought the permission of the prison authority to see his ailing daughter. The Government agreed to release, on parole for 15 days on the condition that he should not take part in any political agitation. Shastry said, "Release me on parole without any conditions, or else, I don't accept parole". The Government agreed to release him. He came to the house. Unfortunately, the girl died on the same day. He performed the obsequies. He still had three or four days of the parole left, but he decided to return to prison. His family pleaded with him. But Shastry said, 'The parole is for the sake of my daughter. She is dead. It's not right that I should stay back.' He went back to prison.
5. When Lal Bahadur Shastry became the Railway Minister, there were four classes: first, second, intermediate and third. First Class compartments offered luxurious service. But the discomfort of passengers in the third class compartments was beyond description. They did not have even minimum comfort. Lal Bahadur made a lot of efforts to reduce this vast difference between the first and the last classes. The first class that offered royal comfort was abolished. The old second class came to be known as the first and the intermediate class as the second class. His idea was to have only two classes of compartments, in course of time – the first and the second. He also provided more facilities to travellers in the third class compartments. It was during his time that electric fans were provided in the third class compartments. He also worked hard to improve the management of Railways and to eliminate thefts on the trains.
6. Though Lal Bahadur Shastry was the Prime Minister, he lived a simple life. As the Railway Minister, he travelled by the second class. When he served as the Home Minister, he had no home of his own. After the Aerialur Railway accident, he accepted moral responsibility and resigned from the cabinet. When there was scarcity of food in the country, he asked the people to eat less. He and his family members ate only one meal a day. Even as Prime Minister, he didn't have a car of his own. Just to please his wife and children, he bought a small car for his sons, taking a loan from the Government. Even after becoming the Minister, he adopted austere living. One day,

an old friend of his visited his house. Shastry was then the Home Minister. He told his friend that his wife was away and as such he could not offer him dinner. The friend was surprised to know that Shastry's wife was still engaged in cooking. He suggested Shastry to appoint a cook. Then Shastry told him that he had no money to pay for the cook.

7. Though Lal Bahadur Shastry looked physically short and weak, he was strong in mind and action. He was tactful and firm. He showed that he could take bold decisions. He abolished the control on cement and steel. Violent agitations broke out in South India, because people thought that the Government was forcing Hindi on them and that it would be made the sole Official Language. Shastry announced that English would continue to be an associate official language of India.
8. When Pakistan attacked Jammu and Kashmir, Shastry declared in the Parliament : 'force will be met with force'. He gave freedom to the Army to take action against Pakistan and teach it a lesson. The Indian Army entered Pakistan and won the war. Pakistan learnt a lesson it could never forget.

Glossary :

vitality	:	vigour, energy
stroll	:	walk
vendor	:	seller on the street
facilities	:	comfort
anxiety	:	concern
scarcity	:	non-availability
austere	:	simple
abolished	:	did away with, stopped
sole	:	only, single
associate	:	additional
tactful	:	intelligent in handling people
obsequies	:	rites performed after death

I. Answer each of the following questions in a sentence or two :

1. Why is October 2 a special day in the history of India?
2. Where did Lal Bahadur have his education after his studies at school?
3. Name at least two positions that Lal Bahadur held as an administrator.
4. Why do you think Lal Bahadur refused to stay at home even during the days of parole?
5. When did Lal Bahadur resign his post as the Railway Minister? What was the reason he gave for this act?
6. How did he respond to Pakistan's attack?

II. Answer each of the following in a paragraph of 10-12 sentences :

1. Give an account of Lal Bahadur's education.
2. Narrate any one incident from Lal Bahadur's life which highlights his honesty.
3. Imagine you are supposed to speak on the life of Lal Bahadur Shastri and you are given not more than 3 minutes for your speech. Note down the points based on which you can develop your speech.

Example : Lal Bahadur's sincerity :

- a] with the mango seller
- b] his resignation

THE FIRST WOMAN IN SPACE

- A saga of an adventurous woman

1. June 16, 1963 is a memorable day when the world shared with Valentina Tereshkova of Soviet Union the excitement of the first woman travelling in space. Travelling successfully in the space ship Vostok VI round the earth at 18,000 miles an hour, Valentina won the credit of being the world's first space-woman.

2. Mysterious are the ways of destiny. Little did the world dream of a village girl of humble birth becoming the first woman cosmonaut. But instances like this are numerous in the pages of world history.

3. Valentina, who is now an international figure, was from a humble family. She was born on March 6, 1937 at the village of Maslennikovo. Her father was a tractor driver. He died at the front during World War II. Valentina, more intimately known as Valya, was then only a child. The family was passing through many difficulties of poverty. Therefore Valya could not have a smooth and continuous schooling. In her seventeenth year, she went to work at a tyre factory and then at a textile mill to help her mother maintain the family. At the same time, she attended some classes at Yaroslavl. In 1960, she graduated in a trade school. By this time, she had been trained well in parachute jumping at the Yaroslavl Aero Club. Even then, she did not show herself off as an extra ordinary woman. It was only her boldness and daring in the parachute training that stood her in good stead, when she was selected to undergo cosmonauts' training. Like many youngsters, she also was dreaming of sailing on a 'magic carpet'. Yuri Gagarin's first space flight fired her imagination. And she secretly determined to fly like him. She applied to the space school and was admitted. And this paved the way for her great expedition.



Valentina Tereshkova

4. With her keen interest and persistent efforts, she soon progressed ahead of all her fellow trainees who wondered at her ability. They often felt envious of her. She learnt with earnestness and hard work all about rockets. After months of rigorous training, she was chosen to fly into outer space. It was the fulfilment of her long cherished dream.
5. Everything after this might have happened as if in a dream. The day was fixed for her taking off. Every minute things went with clock-like accuracy according to the plan.
6. It was the proudest moment of her life when she talked from outer space to millions of her fellowmen on the earth about her thrilling experience. Crowds of people all over the world simply danced for joy when they heard that Mrs. Valentina was going round the globe, feeling excellent at an altitude of 113 to 144 miles from the earth.
7. From those heavenly heights, she saw the cloud covered the earth and at times, she could recognize the landscape too. River Volga looked beautiful from outer space, though she had seen it to be even more beautiful on the earth.
8. She felt quite normal even while going at that unimaginable speed. As usual, she felt hungry. She ate well and slept well. She even sang songs!
9. Valya remained in that spaceship speeding round and round the earth for three days. Thus she showed to the world that a woman has better stamina and endurance than a man. She was not just having a joy flight during those three days. She had a lot to do, making observations, jotting down notes in her book and sending news to the earth. While returning to the earth, she steered the ship herself very well and landed by parachute in Soviet Central Asia. She came down quite safely except hurting her nose a little while landing. But she did not care to take notice of it. On being asked about her flight, she said smiling brightly. "You probably know the saying ; it is very nice to be a guest but it is always better at home. When I landed, I felt joy at being at home again."
10. She was very happy over her success in the experiment. It was to test on the one hand, whether women could also stand the rigours and strains of rocket flight, and on the other, the weightlessness.
11. Valentina was not just strong and fit, but had all the soft and nice

qualities of a woman. She was interested in music and literature. She loved reading. More than anything else, she loved a happy and quiet home life.

12. Valentina's space flight will be recorded in the history of civilization as one more triumph of the human spirit. Her pride is the pride of all mankind.

- Edited by Prof. K.B. Prabhuprasad

Glossary :

credit	:	honour
cosmonaut	:	space traveller
thrilling	:	very joyful
Yuri Gagarin	:	The first man in space
stamina	:	strength, guts

I Answer each of the following in a sentence or two.

1. When did Valentina go round the earth? What was great about this event?
2. How did Valentina help her mother? What else was she doing at the same time?
3. How did people all over the world share her joys at the historic moment?
4. What did she say on landing after the space flight?
5. Apart from flying, what were Valentina's hobbies?

II Answer each of the following in a paragraph of about 80-100 words.

1. Imagine you are asked to interview Valentina Tereshkova. Prepare a list of questions you would like to ask her.
2. You must have read about Kalpana Chawla. Write in a paragraph the similarity and the contrast between the flights of Tereshkova and Kalpana Chawla.
3. What do you think youngsters like you can learn from the life of Valentina Tereshkova? Discuss and write.

LISTENING PASSAGES

1-8

L-1

Sangappa is a farmer in Prasadapura. He got his son admitted to a nearby school. That school was a bit different from other ones, and it was located in an Ashram.

Sangappa went to the Ashram one day to see how his son was getting on. He opened the gate and went in. What he saw surprised him. For, there were no classes. Students had freedom to go wherever they liked. At a distance, some students were reading books and trying to get by heart some questions and answers. He looked around for his son. A greater surprise was awaiting him. For, his son had been sitting on a tree watching the birds singing. Also, he was trying to draw the birds in a book. Sangappa went straight to the headmaster's office. He said, "I am sorry, I thought my child was learning. But look where my son is! I'm really sorry, Sir." The headmaster replied quietly, "Well, Sangappa, I too feel sad, but not for your child, but for those book-worms," and pointed towards the boys trying to memorize answers. Sangappa could not make out anything. He said, "Are you joking, Sir?" "No," said the headmaster. "Your son is studying nature and he's learning. But those kids are not."

L- 2

Bhaskara II was a famous scientist and a great poet, too. He was a Kannadiga, born in Vijayapura. His father Maheshwaropadhyaya was a learned mathematician. Bhaskara's first teacher was his own father. Bhaskara invented Kalachakra, the time-clock.

L-3

Gandhiji was travelling from Durban to Maritzburg in South Africa. He had a first class ticket. He sat in the train. After sometime, a passenger came and asked him to go to the other compartment. Gandhiji showed his first class ticket and refused to leave the compartment.

After sometime, two policemen came and forcefully pushed him out of the train. His baggage was thrown out too. Gandhiji felt very sad.

L-4

A poor little girl was walking along the lonely deserted road. She was wearing a worn-out dress and her feet were bare. She had been asked by her father to sell boxes of matches and to bring home the money.

The girl's pocket was full of unsold boxes of matches. She did not want to go home because her father would beat her for not bringing back any money.

Sadly she lit one match after another. Suddenly the figure of her grandmother who had died a year before appeared in front of her smiling happily. As the last flaming match was beginning to die out, her grandmother took her in her arms and carried her up to the heavens. The next morning the passers by found the frozen girl lying in the snow with a pretty smile on her lips. Her burnt matches lay scattered all around her.

L-5

Once, to the court of a King came two women with a baby seeking justice. Each of them claimed that she was the real mother and so she alone had the right to own and look after it. The King looked at the minister. The minister stood up, and addressed the women thus: "Both of you say the child is yours. So, this court orders the baby to be split in two, and each woman will have a half of the baby."

The first woman readily agreed. But the second woman said, "I don't want to go by your suggestion. You may give the baby to that woman." Do you know what the minister decided? Yes, he ordered that the baby be handed over to the second woman, and the first woman be punished.

L-6

1. Kamala is friendly and polite.
2. Naina is social and generous.
3. Mridula is jealous and lazy.
4. Kamini helps the poor.
5. Sowmya does not respect elders.
6. Maya is always late to school.
7. Nandini works hard.
8. Sudha talks and talks but never listens to others.
9. Preeti is calm and quiet.
10. Janaki has sympathy for the poor.

L-7

Once there lived a king. He was very handsome. He felt proud of himself. Once, in the court, he asked his ministers how handsome he was. They told him that he was more handsome than any other person in the world. Impressed by their compliments, he proudly told them that he was more attractive than the gods.

Gods in the heaven heard this. They wanted to teach him a lesson. The next day when he got-up, he had horns on his head. As soon as he got up, he went to the mirror. He saw his face. Seeing horns on his head, he felt ashamed of himself. He ordered his ministers to get him a barber. The barber came and dressed his head hiding the horns. The king threatened him not to tell the matter to anybody. He promised. But he could not. He came to the tree near the palace and uttered "The King has two horns on his head".

After sometime, the tree fell down. The king ordered to prepare drums using the wood. A music concert was arranged. When the drums were beaten it made a sound "The King has two horns on his head". The people, who had gathered there, burst into laughter. The king felt ashamed and realized his mistake.

L-8

Student : *Hi, I'm Chetan.*

Magician : *Pleased to meet you, I'm Jadoogar Goga.*

Student : *Oh Magician! What magic can you do?*

Magician : *Within a second, I can make your lunch box disappear.*

Student : *Interesting! What else can you do?*

Magician : *I can change this piece of paper into a hundred rupee note.*

Student : *Fantastic! but how do you play these tricks?*

Magician : *I hypnotize the people, I mean I capture their attention.*

Student : *Hmmm! Can you grow 100 kinds of mangoes on a single tree?*

Magician : *Sorry, that I can't.*

Student : *Can you make the seeds disappear from the fruits?*

Magician : *I am helpless, I can't.*
Student : *But there is one man who could do this.*
Magician : *You mean, Luther Burbank?*
Student : *Yes, you are right. And he can do many more such things.*

L-8A

LET ME LIVE

Once I was a tiny seed
Mother nature cared my need
I grew up as a shady tree
Now my age is twenty three
I have branches so many
For children to play is company
I feed worms with tiny figs
I make homes with tiny things
I am for the resting herds
Also for the poor shepherds
People breathe the air I give
Why don't people let me live?

ADDITIONAL GLOSSARY

accuracy – being exact or correct

We can predict changes with a surprising degree of accuracy.

amid – in the middle of

The new product was launched amidst a fanfare of publicity.

anxious – feel troubled

She was anxious about her son's health.

apparatus – tools that are needed for a particular activity.

Firefighters needed breathing apparatus to enter the burning house.

appetite – natural desire to satisfy

My appetite for study has increased.

authority – power

They are ordering us without any authority.

beadle – an officer in the church

The beadle complained to the priest.

betray – be disloyal to someone

Dogs never betray their masters.

bow to – accept usually unwillingly

The government had to bow to the public demand.

calamity – a serious event causing damage

A series of calamities ruined many lives.

carry on – manage

The director could not carry on for want of staff.

case – an instance

It was a case of violence.

compassion – a strong feeling of sympathy

We should have compassion towards animals.

competitive – involving competition

Acting is a very competitive skill.

cope – to deal successfully

He could not cope with pressure.

council – a group of elected people

The school is supported by the local council

dawn – sunrise, early morning

We left as the dawn was breaking.

dreadful – very bad

The people were shocked at the dreadful news.

eliminate – to remove

Good habits help us to eliminate diseases.

endurance – the ability to keep on doing something

Running a marathon is a test of endurance.

excitement – a feeling of being excited

Robin's heart was pounding with excitement.

exclaim – to say something suddenly with surprise

She exclaimed in delight on hearing the news.

fairy tale – imaginary story

The marriage of animals was a fairy tale.

glade – open space

A giraffe is galloping in the glade.

glitter – flash

Diamond necklace glitters brightly.

grim – without hope

The future looks grim.

ill-treated – to treat someone badly

Poor people were ill-treated.

intense – extreme or forceful

The orator spoke on the topic with intense feelings.

knighted – to give someone the rank of honour

He was knighted by the Queen for his services to industry.

lawn – an area of grass

The lawn was shaped beautifully.

leap – bound or hop

Hanuman crossed the ocean with a leap.

lend – to give

We must lend help to the needy.

livestock – animals kept for use or profit

Due to the shortage of food the livestock has become extinct.

miserable – unhappy

The war caused miserable feelings all over.

moulded – to shape a particular substance

Plastic is moulded into plates.

offer – give

The government offers help to the poor.

oppressors – persons ruling in a hard and cruel way

We must fight against the oppressors of all types.

orphan – one who has no parents

Many children in that village are orphans.

pale – dull

Reshma has a pale blue hat.

parole – Permission given to the prisoner to leave prison before the end of their sentence

He was released on parole.

passion – a powerful feeling

Antony had a great passion for cricket.

pride – a feeling of pleasure

Vikram felt working under Sir C. V. Raman was a matter of pride.

purpose – intention, aim

Research is undertaken with some purpose.

tremble – to shake

The girl trembled with fear when she saw a tiger.

triumph – a great success or achievement

Eradicating polio is one of the greatest triumphs of modern science.

wax – a solid substance made from various fats and oils

Wax is used to make candles.

whispered – to speak in a quiet voice

She whispered something into her mother's ears.

PHONETIC SYMBOLS

1	/i:/	eat	deep	free
2	/ɪ/	inn	sip	pity
3	/e/	egg	bet	–
4	/æ/	apple	patch	–
5	/ɑ:/	art	mask	car
6	/ɜ:/ or /ə:/	earth	shirt	fur
7	/ə/	again	success	rubber
8	/ʌ/	up	shut	–
9	/u:/	ooze	move	shoe
10	/ʊ/	Put		
11	/ɔ:/	orb	force	more
12	/o/ or /ɔ/	Australia	got	–

Diphthongs

13	/eɪ/	age	fate	day
14	/aɪ/	ice	mind	sigh
15	/ɔɪ/	oil	moist	boy
16.	/ɪə/	ear	fierce	sheer
17.	/eə/	air	fairy	rear
18.	/ʊə/	mover	poor	–
19.	/əʊ/ or /oʊ/	over	showdown	go
20	/aʊ/	out	loud	now

Consonants

21	/p/	post	report	tap
22	/b/	bad	rubber	club

23	/t/	tit	stand	meet
24	/d/	dry	Sunday	red
25	/k/	creep	sky	take
26	/g/	good	bags	wig
27	/f/	phase	refer	tough
28	/v/	venue	level	love
29	/θ/	thought	nothing	path
30	/ð/	then	bother	bathe
31	/s/	say	mistake	books
32	/z/	zoom	possess	watches
33	/ʃ/	shape	mushroom	wish
34	/ʒ/	genre	measure	rouge
35	/h/	house	cohesion	–
36	/tʃ/	chair	batch	rich
37	/dʒ/	join	ledger	bridge
38	/m/	my	prompt	some
39	/n/	nice	venom	ten
40	/ŋ/	–	singer	king
41	/l/	light	slight	bottle
42	/r/	river	brown	–
43	/j/	yes	beauty	–
44	/w/	what	coward	–

Triphthongs

45	/aɪə/	Ireland	siren	fire
46	/aʊə/	our	showerbath	sour

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

NOTE

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