



Government of Karnataka

ENGLISH

THIRD LANGUAGE

(REVISED)

8

EIGHTH STANDARD

Part - I

KARNATAKA TEXTBOOK SOCIETY (R)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF – 2005 since June 2010. Textbooks are prepared in 11 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

- Connecting knowledge to life activities.
- Learning to shift from rote methods.
- Enriching the curriculum beyond textbooks.
- Learning experiences for the construction of knowledge.
- Making examinations flexible and integrating them with classroom experiences.
- Caring concerns within the democratic policy of the country.
- Make education relevant to the present and future needs.
- Softening the subject boundaries integrated knowledge and the joy of learning.
- The child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, masters skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country India.

Language textbooks are designed to help learners master communicative competencies, excellent comprehension, meaningful expression and efficient reference skills.

English is studied by most students as the second language. Teachers have to keep in mind the three fundamental approaches based on which the readers have been designed and adapt their teaching methods and help learners master language skills and competencies and help them become excellent users of English.

Schools in Karnataka offer seven languages as media of instruction and eight as first languages and ten languages are offered as third language. The objective is to help the learners to use these languages efficiently at the communicative level. It is hoped that at least a cross section of learners achieve competencies to use these languages at the creative level.

Teachers are expected to adapt their teaching methods not to make these textbooks just feed materials for examinations, but help learners master language competencies such as communication, comprehension, expression in writing and necessary reference skills.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

Sri Nagendra Kumar
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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)

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 to the Readers

- English text book for VIII Std (Third Language) is designed and prepared as per the syllabus framed, based on National curriculum framework 2005

- The main objective of the course material is to enable the students to use English for effective communication and to develop language skills- listening, Speaking, Reading and Writing.

- There are 8 Prose lessons and 8 Poems and 2 Supplementary reading passages in this text. All the lessons and poems and Supplementary reading passages have been selected keeping in mind the core elements suggested in NCF 2005.

- Language activities have been given at the end of each prose and poetry lessons focusing on the development of language skills and acquisition of language elements. Very simple passages and poems have been chosen as this text is meant for VIII Std III language.

- A sincere attempt has been made to select pieces which would interest a child of 13 to 14 years old as such there are pieces highlighting adventure, wit and humour. The book also aims at developing values and attitudes like compassion, caring for others, Preservation of the environment. Learning through use, learning through speech, learning through communication, learning through doing have been emphasized.

Strategies for using the course book

- The pre reading introduction may be read aloud by the teachers to motivate the students.
- Detailed study of the text should be done through question and answer technique.
- Questions on reading comprehension should first be done orally.
- Let's talk and listening. activities should be done in pairs and groups.
- Exercises on composition are given with pictorial or verbal clues. Written composition should be preceded by oral work in the class.

It is sincerely hoped that this text will make the teaching and learning of English an exciting experience and will prepare the learners to improve their English language further.

Dr. S. Vijayalakshmi

Chair person

Textbook Committee

VIII Std, English - III Language

About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the

basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony.

While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society(R.), who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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State Textbook Revision Committees

Karnataka Textbook Society (R.)

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CONTENTS



	Prose Section	Page No.
1.	Tenali Rama	1-7
2.	Sandalwood Trees	8-17
3.	Guru Nanak	18-24
4.	Shravana Kumara	25-33
	Poetry Section	
1.	Rain in Summer - H.W.Longfellow	34-36
2.	A Child's Evening Prayer - S.T.Coleridge	37-40
3.	The Shepherd Boy and the Wolf - Aesop	41-44
4.	If Mice Could Roar – Ruskin Bond	45-47
	Supplementary Reading	
1.	Savitribai Phule	48-50

LESSON-1

TENALI RAMA



PRE-READING

- a) Do you like stories? Why?
- b) What type of stories do you like ?
- c) Which stories of Tenali Rama have you read ?
- d) Have you read any stories of Tenali Rama?

Laughter makes every one happy. All people laugh, but only a few can make others laugh. One such person was Tenali Rama. He was a jester in the court of Krishnadevaraya. Tenali Rama was known for his immense wit and humour. His love for humanity and justice made immortal. Many a time he made Krishnadevaraya realize his mistake without hurting his feelings. There are many stories which tell us about Tenali Rama's cleverness.

Now, let us read one of the Tenali Rama's famous stories:

One day, a stranger came to Tenali Rama's house. He met Tenali Rama and said, "I come from a far off village. I am very tired. Will you give me shelter for two days? I will stay here for two days and then go away." Tenali Rama readily agreed.

This man had been sent by the king of a neighbouring kingdom. He wanted to kill King Krishnadevaraya. How could Tenali Rama even suspect such a conspiracy? The following day, Tenali Rama had to go to his village on some personal work.

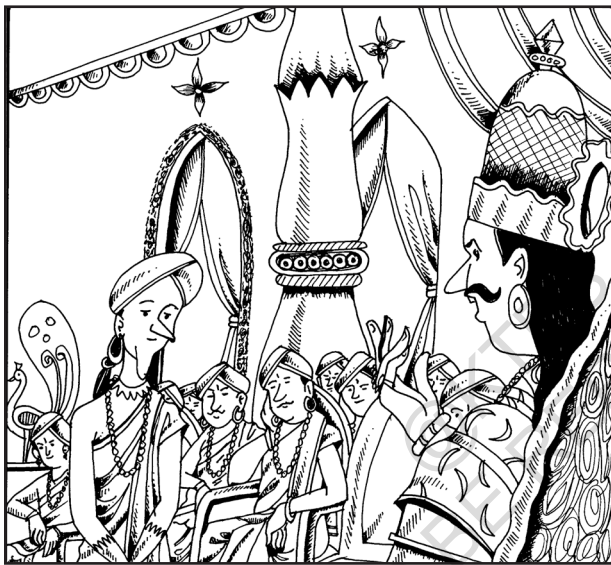
The stranger got the opportunity he had been waiting for. He sent a letter to the king: "Tenali Rama's wife is ill. She needs immediate medical help."

The king had a lot of respect for Tenali Rama. He said to himself, "Let me personally go to see Tenali Rama's wife. If necessary, I will take her to the Royal doctor (*Rajvaidya*) for special medical treatment."

Thinking thus, the king sat on his horse and reached Tenali Rama's house. The stranger was hiding himself behind the main door. He had

a sharp dagger in his hand. The moment he raised his hand to stab the king, the king saw his reflection in the mirror hanging on the wall. Showing great presence of mind and agility, the king quickly moved aside and he struck the stranger hard on his hand. And the dagger fell from the stranger's hand. When the guards heard the loud thud, they rushed inside the house and caught the stranger.

Soon, a big crowd gathered outside Tenali Rama's house. Just then, Tenali Rama also came.



There he came to know that the stranger whom he had given shelter, had tried to kill the king. When Tenali Rama, went to the court, the king was burning with rage. He began to shout at Tenali Rama, "How could you give shelter to a stranger? Shouldn't you have tried to find out something about him? How could an intelligent man like you make such a grave mistake?" Tenali Rama did not say a word. The king said, "It is because of you that an attempt

was made to kill me. And so you must be punished. And the punishment will be nothing less than death sentence. But considering your long service, I let you choose the way you wish to die." Tenali Rama still did not say a word.

The king continued, "Do you want to be sent to the gallows? Why don't you say something? Tell me... How would you like to die?"

"Of old age," said Tenali Rama calmly.

The King burst out laughing. He was pleased with Tenali Rama's quick wit. He cooled down. But when he realized what mistake he was about to make in his great anger, he shuddered. He quickly sought Tenali Rama's forgiveness.

Tenali Rama said, "We are human beings after all, your majesty. We all make mistakes sometimes. But I promise that I do not repeat this mistake."

GLOSSARY

meek	-	quiet and obedient, gentle
conspiracy	-	plotting for evil doing
spy	-	a person who collects information secretly
agility	-	quickness of motion
dagger	-	a short edged stabbing weapon
grave	-	serious
gallows	-	structure for hanging criminals
fury	-	extreme anger
shudder	-	tremble or shake in fear

I VOCABULARY

A. Dictionary work/spelling :

In each of the following group of words only one word is correctly spelt. Find the correct word and check the spelling from your dictionary.

Share your answer with your partner.

- 1) shelter, shaltar, shalltar
- 2) suddan, sudden, suddin
- 3) fargive, forgive, fargeve
- 4) oportunity, oppartunity, opportunity
- 5) cought, caught, caught

B. Write the opposites of the following - Choose the words from the box and write them appropriately in the blanks-

remember, near, depart, absence, front, soft.

- | | | | |
|----|----------|---|-------|
| 1) | far | X | |
| 2) | behind | X | |
| 3) | presence | X | |
| 4) | hard | X | |
| 5) | arrive | X | |
| 6) | forget | X | |

II COMPREHENSION

A. Answer the following questions in a word, a phrase or a sentence each:

- 1) Who came to Tenali Rama's house one day?
- 2) What did he ask for?
- 3) Why did he want to stay there?
- 4) Who wrote the letter to the king?
- 5) How did Tenali Rama express his wish to die?

B. Answer the following questions in two or three sentences each:

- 1) What did the stranger request Tenali Rama?
- 2) What did the stranger write in the letter?
- 3) Why did the king become angry with Tenali Rama?

C. Read the following extracts taken from the lesson and answer the questions that follow:

1) "It is because of you that an attempt was made to kill me."

- a) Who does 'me' refer to?
- b) Who made an attempt to kill the king?
- c) Who does 'you' refer to?

2) "How could an intelligent man like you make such a grave mistake?"

- a) Who asked this question?
- b) Who was this intelligent man here?
- c) What was the grave mistake?

III LANGUAGE

A. Fill in the blanks choosing appropriate prepositions given in brackets:

[with, at, to, off, on, behind]

- 1) The king was sitting ----- the throne
- 2) He was hiding himself ----- the main door
- 3) His mission was ----- kill the king
- 4) Rohini went to the market ----- her mother
- 5) Father began to shout ----- Rama
- 6) I come from a far ----- village

B. The words in the following sentences are mixed up. Rearrange them into meaningful sentences:

Example: to king/a / sent/He/letter/ the

He sent a letter to the king

- 1) had /to/He/ bag/ his/take/forgotten
- 2) did/utter/He/word/a/not
- 3) big/gathered/A/outside/house/his/crowd
- 4) not/say/word/a/did/He
- 5) kites/have/They/beautiful/made

C. Frame questions to get the underlined words as answers:

Use what, where, whose, why

Example: The king sat in his chariot

Where did the king sit ?

- 1) Tenali Rama's wife was ill
- 2) The stranger was hiding behind the main door
- 3) She asked for a glass of water
- 4) My bag is on the book case
- 5) He went to market to buy some fruits



IV SPOKEN ENGLISH



A. Your teacher will read this dialogue. Listen carefully and then practise dialogue in pairs:

Naresh : Hello Mahesh, have you seen the film Harry Pzotter?

Mahesh : No. I haven't. I'm planning to see it this week.

Naresh : In that case, shall we go together? I'll invite some of my friends too.

Mahesh : Oh, yes. I don't mind. Shall we go on Friday.?

Naresh : Fine. I'm going to M.G.Road this evening. I'll book the tickets.

B. Word game—word making (Group work)

Make as many words as possible from the following words. One example is given for you-

TEACHER:- teach, her, tear, tea, reach, ache, cheat etc....

1. OPPORTUNITY

2. NEIGHBOUR

3. TREATMENT

V WRITING

A. Read the following story and answer the questions given below:

Once Akbar wanted to test his courtiers. He put a question to all of them. Akbar asked, "What is the thing that travels fastest in the world?" One of the courtiers said, "Bullock cart."

Another said "Wind." Yet another said, "Light." Akbar was waiting for Birbal's answer. Birbal said, "Your majesty! The thoughts in the mind travel the fastest. In a moment you are in the court and your next thought can be any where else. So, thought is the fastest thing in the world."

Everyone was surprised at Birbal's wisdom. Akbar was proud of Birbal and rewarded him suitably.



Answer the following questions:

- 1) Who asked the courtiers a question?
- 2) What was the question?
- 3) What were the different answers given by the courtiers?
- 4) What was Birbal's answer?
- 5) Why was Birbal rewarded?

B. Find the answers to these riddles. One is done for you.

1. What is it that dies when it drinks water?

Ans: fire

2. It has no wings to fly
It has no ladder to climb
but it climbs up to the sky

Ans: s _ _ _ ke

3. It gets beating even if it does not do anything wrong.

Ans: d _ _ u _ _

4. It is yours, but people use it more than you use

Ans: n _ _ m _ _

5. You see the world with these two windows

Ans: e _ _ _ s

VI ACTIVITY

- a) Imagine you are king Krishnadevaraya. What punishment would you give to Tenali Rama?

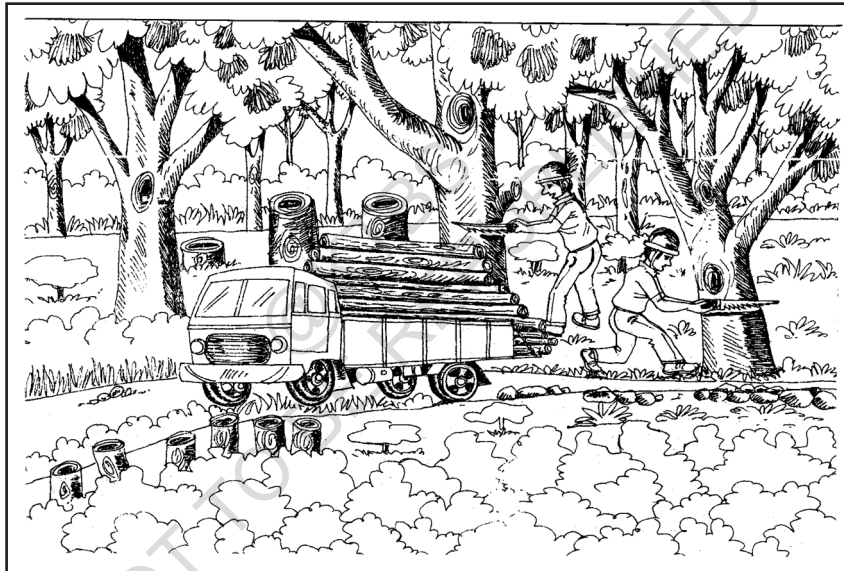
LESSON -2

SANDALWOOD TREES



PRE-READING

Deforestation means cutting down trees in forests. Cutting trees turns rich and fertile lands into dry, barren tracts. Even in early times, wise men were worried about the spoiling of nature. Socrates warned the Greeks against cutting down trees for timber and grazing too many animals on the Greek mountains.



Look at the picture. What happens if trees are cut? Discuss with your friends the result of cutting down trees. Write at least three ways to save trees.

- 1 _____

- 2 _____

- 3 _____

My parents and I lived near Karimunai village in the Eastern Ghats. My father owned a piece of land on the hill slopes and my mother tended our goats. I helped both of them. I also studied in the village school. Gugu the dog, was my companion.

The day I was thirteen, a terrible thing happened. It was well after sunrise. My parents and I heard a low, rumbling sound. The goats and Gugu felt uneasy. Within minutes, there was an explosion and a stone hit my head.

When I opened my eyes, I found it was dark around me. I had lost my eyes. Gugu stood by my side, licking my hand.

Raogaru, the headmaster of the village school had brought me to his house. My parents and the goats had been killed in the land slide.

He and his wife, whom I called Mami, were very good to me. But I missed my parents and my world was dark. But Gugu was a great comfort.

Raogaru wanted to send me back to school. But I refused to go. "I'm so different from other girls now. Everyone will make fun of me." I wept.

I began to get used to my dark world. The land slides haunted me and I asked Raogaru one day "Tell me uncle, why do land slides occur?"

"Man has started spoiling nature thoughtlessly," he explained. "He is denuding the hillsides by cutting down trees. The trees actually help to keep the mountain mass together. Without them any stray disturbance under the earth's surface causes chunks of the land to slide down."

"Why then, this de.... de....."

"Denudation. Trees are cut down legally for various reasons. For example, industrial development. But there is illegal felling of trees too."

"So it's this denudation that has deprived me of my Amma...."

As days passed, I gained confidence. I went for afternoon walks with Gugu.

My favorite place was a cluster of shady trees. There I would sit, leaning, against a tree trunk.

A cuckoo on the tree always greeted me "Aa....Koo...." If answered back, she would call out louder still.



One day, as I came to my usual resting place, a gust of wind with a familiar smell blew. I also noticed that my bird-friend was silent. "Aa... Koo...." I called out, but there was no answer.

I sat down and tried to lean against the tree. I realized that there was no tree. Just a short stump. I quickly bent down and smelt the stump. 'Sandalwood' I thought. I walked around and found three more such stumps. Then I remembered Raogaru's words.

I went home and told Raogaru, "Uncle Some sandalwood trees have been felled on that side. Who has cut them?"

"I don't know, Sunanda. I must check with Mudaliar," said Raogaru. Mudaliar was

the head constable at the village police station.

The next day, I had fresh news for Raogaru. More sandalwood trees had been cut.

But Raogaru said confidently. "Sunanda, I have enquired Mudaliar about this. He says the area and the sandalwood trees are well protected and no one can break a single twig."

"Surely," said Mami, supporting me. "Sunanda couldn't be imagining all this." she said.

"Infact" continued Raogaru, "Mudaliar was quite upset and asked me to tell Sunanda that she should not spread such rumours any more."

But I was sure that valuable sandalwood was being stolen.

The following night, I quietly slipped out of the house with Gugu. Long before we reached the sandalwood trees, I heard a low whirring noise.

We walked on, and the noise became louder and louder. There was also the sound of moving vehicles. Soon, the whirring stopped and I could hear men speaking to one another.

“Enough for today, Ramesh It’s two o’clock . And remember, ten percent of the money you earn by selling this sandalwood is mine. Otherwise the authorities would be alerted and you would be behind bars for the rest of your life.”

My heart skipped a beat, for the voice I heard was that of Mudaliar. I held my breath, gripping Gugu’s collar tight.

“Of course sir,” replied another voice.

Soon, all was quite. I rushed back home and quietly got into bed.

In the morning, as soon as Raogaru was awake, I told him everything. “Are you sure, Sunanda?,” he asked me.

“Sure, uncle.”

“Then, I must take this up with the police headquarters at Ootacamund”. Said Raogaru.

Mami stroked my head gently. “Brave girl,” she said.

After a few days, I was called to police head quarters with Raogaru. There, I was asked several questions. On the way home, I asked Raogaru what would happen to Mudaliar.

“If there’s enough evidence against him, he will be arrested,” he said.

A month later, one morning, Raogaru took my hands in his and said warmly, “My dear Sunanda! You have been given a reward by the police department since you helped them unravel a sandalwood racket.”

“What is more,” said Raogaru, “I have decided to admit Sunanda in the National School for the Blind. Sunanda, there you will learn a useful vocation. I’ll put your reward money in the bank. It will help you to get a good start in life.

I wanted to thank Raogaru, but words failed me.

GLOSSARY

to tend	-	to take care of
explosion	-	something blowing up or bursting
landslide	-	A natural fall of earth in hill and mountain ranges
denudation	-	making something bare, strip off.
stump	-	the bottom part of the cut tree fixed to the ground
rumour	-	false information which spreads from one person to another
whirring	-	the sound made by a machine. <i>The whir of the electric fan woke the baby up.</i>
evidence	-	something that supports or proves a statement.
racket	-	a dishonest way of making money. <i>Many start computer courses for making money. This has become a racket.</i>
haunt	-	a place that creates feeling of worry or fear that you cannot easily overcome.

I VOCABULARY

A. Add 'un' 'in' 'dis' 'il' 'im' to form the opposites of the following words:

1. legal
2. comfort
3. curable
4. steady
5. possible

B. Underline the two words which have the same or nearly the same meaning:

1. buy, receive, purchase, desire, reward
2. learn, remember, memory, recollect, recite
3. clean, gather, create, arrange, collect
4. easy, cheat, false, confuse, incorrect
5. show, describe, secret, reveal, order



C. Write the other genders:

Follow the example: man _ woman

- | | | |
|---------------|---|-------|
| 1. father | - | _____ |
| 2. uncle | - | _____ |
| 3. sir | - | _____ |
| 4. headmaster | - | _____ |
| 5. husband | - | _____ |

II COMPREHENSION

A. Answer the following questions in a word, a phrase or a sentence each:

1. Where did Sunanda live?
2. Who looked after Sunanda when she lost her parents?
3. Why are trees cut down by man?
4. What did Sunanda hear in the forest at night?
5. Why did Sundanda have to go to Ootacamund?
6. Where did Raogaru want to admit Sunanda?

B. Answer the following questions in two to three sentences each:

1. How did Sunanda lose her eye-sight?
2. What was happening in the forest?
3. How was Sunanda rewarded by the police department?



C. Read the following extracts and answer the questions that follow:

1. “I’m so different from the other girls now”

- a. Who said this ?
- b. Why is the speaker different ?
- c. When was it said ?

2. “He says no one can break a single twig”

- a. Who does ‘he’ refer to ?
- b. To whom was this said ?
- c. Why did ‘he’ say so ?

III LANGUAGE

A. Make nouns from the words given below by adding -ness or -ity, {for some words we need to add just -ty-or-y }-

- 1. honest
- 2. equal
- 3. active
- 4. weak
- 5. able

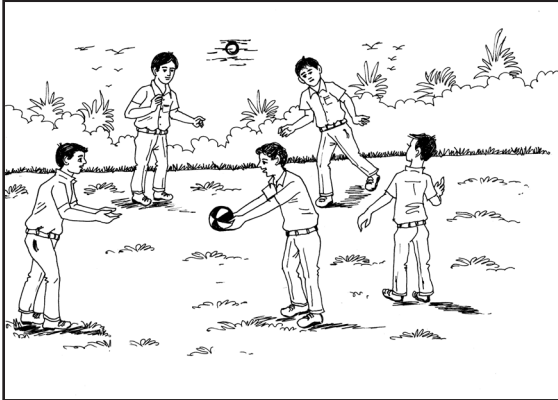
B. Use of ‘one another’ and each other’:

When we speak of more than two persons or things we should use the phrase ‘one another’. The phrase ‘each other’ is used when we speak of two persons or things.

Fill in the blanks appropriately with ‘one another’ and ‘each other’:

Example

1.



The boys are passing the ball to one another

2.

The girls are smiling at each other



3. The books are distributed among one another

Ramu and Somu took care of each other

1. The brothers had a strange dislike for _____
2. True religion teaches us to love _____
3. Karna and Arjuna hated _____
4. We must always help _____

C. Study the following words carefully that stand for a group or a collection of something:

A cluster of trees

An army of soldiers

A class of students

Now, discuss with your partner. Fill in the blank with the most appropriate words from the given below.

books, stamps, players, rain , keys, ships, shoes, stones

- | | |
|-----------------------|--------------------------|
| 1. a fleet of _____ | 5. a collection of _____ |
| 2. a library of _____ | 6. a bunch of _____ |
| 3. a shower of _____ | 7. a pair of _____ |
| 4. a team of _____ | 8. a heap of _____ |

D. Choose the correct word given in the bracket to complete each sentence:

1. Anand, can you see _____ (yourself, himself) ?
2. Alice and _____ (her, she) friend danced together
3. _____ (these, this) are teachers of our school
4. _____ (who, which) of the girls is Amala?
5. _____ (they, that) is your book
6. That car belongs to _____ (them, they)

E. Use suitable question words and complete the following sentences:

Who, whom, what, which, whose, when, where, how, why –are some of the words that are used to make questions.

1. _____ is your birthday ? _____ old are you ?
2. _____ are you ? _____ do you want ?
3. _____ is your house?
4. _____ are you going? With _____ are you going ?
5. _____ pen is this ?

IV. SPOKEN ENGLISH

POLITE QUESTIONS

A. Questions must always be asked politely. Listen and repeat:

1. Can you please tell me the time ?
2. Will you please tell me how to reach the Kalakshetra ?
3. May I know why you didn't call me yesterday ?

How would you ask

1. a stranger to show you the way to the post office ?
2. your sister for her pen ?
3. your father for some money ?
4. for another piece of cake ?

V. WRITING

Activity

1. Ask four of your friends whom they admire and what they want to become when they grow up. Then fill in this table. One is done for you.

Name	Person admired	Want to become
1. Suma	Salumarada Thimmakka	Social worker
2.		
3.		
4.		
5.		

LESSON -3

GURU NANAK



PRE-READING

Here are sayings of some great personalities. Read and discuss.

- * *“If you want to achieve your goal, go in the path of Dhamma.” - Gautama Buddha*
- * *“Do not harm animals and creatures.” - Mahavira*
- * *Always speak the truth - Mahatma Gandhi*
- * *“If you have faith, you can change your destiny- Abdul Kalam*

Guru Nanak is a great Sikh saint. Let us read about how he influenced people with his noble thoughts.

Guru Nanak was the first guru of Sikhs. He was born on 15th April 1469 in a village Talavandi near Lahore. This place is called Nanak Sahib which is now in Pakistan.

Even as a child, Nanak was different from other children. He did not play with friends. He was always thinking about God.

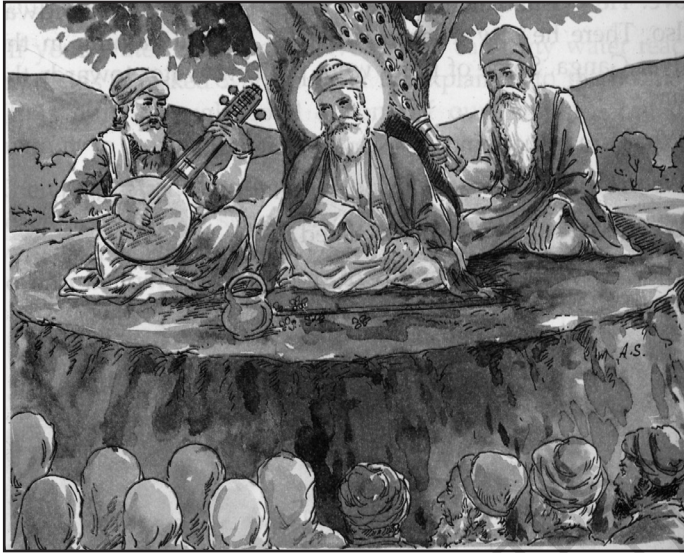
When Nanak was fourteen, his father Metha Kalu found a wife for him thinking that it would bring a change in the boy. But he did not take any interest in the worldly pleasures. He used to go to the forest and sit for hours thinking about God.

One day Nanak's father gave him some money and said, "Take this money, buy some goods and sell them and get good profit." Nanak agreed and left the house to buy goods. On the way he saw some sanyasis. They were starving. They looked pale and weak. Nanak spoke to them and came to know that they had not eaten anything for many days. Nanak gave the money which his father gave, to the sanyasis. They blessed him and moved on.

Nanak came back home. He told his father what he had done with the money.

His father was fed up with his strange behaviour. He sent him away to his sister Nanaki who was living with her husband at Sultanpur in Punjab.

Nanaki found a job for Nanak and he did his job well. Everyone was pleased with him. After sometime, Nanak requested his father to send their servant Mardana to his place.



Mardana was a Muslim. He was a good singer. Nanak used to write songs in praise of God. Every morning, he and Mardana sang these hymns together. Bala a Hindu peasant, became Nanak's follower. He too joined them in singing hymns. Many men and women came to listen to them.

Nanak put all his ideas in his poetry. Soon his *Songs of God* became

very popular. People sang them as their daily prayers.

Nanak travelled far and wide to preach his message of love. He visited many holy places. At Haridwar, he saw a large crowd of people bathing in the river Ganges. Some of them were pouring water towards the Sun.

"What are you doing?," Nanak asked them.

"We are offering water to our forefathers," they replied.

"Where are they?" asked Nanak.

"They are in the heaven" replied one of them.

"Where is heaven?" asked Nanak.

"Crores of miles away." replied an old man in the crowd.

On hearing this, Nanak turned his back and started pouring water in the other direction.

"What are you doing?," asked the people in surprise.

"I have my fields in Punjab" replied Nanak.

"I am watering those fields".

People began to laugh “How can this water reach your field far away?”, they asked.

“If the water you throw up can reach heaven, why can’t water I throw reach my fields?”, asked Nanak. Then he explained to the people, “It is only through good actions of ours, that we can do honour to our forefathers.”

There are many such stories about Nanak. His method of teaching was very simple. People could follow his teachings very easily.

GLOSSARY

worldly pleasures	:	happiness derived from materialistic life
strange	:	surprising, unfamiliar
hymns	:	songs praising god,
holy	:	religiously important
forefathers	:	ancestors

I VOCABULARY

A. Choose the appropriate words and phrases given in brackets and complete the following sentences . One is done for you.

(worldly pleasures, forefathers, strange, humourous, poisonous, fierce, pleased)

Example : Buddha renounced the worldly pleasures and left home in search of truth.

1. There was a _____ battle between Rani Lakshmibai of Jhansi and the British.
2. This property belongs to our _____ .
3. Not all snakes, but only some are _____ .
4. Sneha enjoys _____ stories.
5. The man looked very _____ because of the dress he was wearing.

B. Who am I ? Find the words and fill in the missing letters to get the right answer. Follow the example.

Example: I argue in the court to get justice to people
L a w y e r

1. I entertain people in the circus. j _ _ e r
2. I perform on stage. a _ t _ s _
3. I write novels. n _ v _ l _ _ t
4. I till the land and grow crops. f _ _ m _ r
5. I teach in a college. p _ of _ _ s _ r

C. Complete the sentences using words given below (You may have to repeat some words).

herself, ourselves, themselves, himself, itself, myself.

Example: The children enjoyed themselves.

1. We solved the problems _____. No one helped us.
2. He _____ went to the police station to give a complaint.
3. The old lady got up _____ and crossed the road slowly.
4. The cat licked _____ clean.
5. Rohini took the trouble to finish the work all by _____.

II COMPREHENSION

A. Answer the following questions in one or two sentences each.

1. Where was Guru Nanak born ?
2. How was Nanak different from the other children ?
3. Why did his father find a wife for him ?
4. What did Nanak do with the money that his father gave him ?
5. Where did Nanak's father send him?
6. What was Nanak's routine after Mardana joined him ?
7. What was the daily prayers of people after Nanak came to their town ?

B. Describe the incident that happened at Haridwar.

The following sentences are not in right order. Arrange them in a sequential order and write a paragraph.

- ___ Some of them were pouring water towards the sun.
- ___ Nanak explained to them that we can honour our forefathers through our good actions.
- ___ At Haridwar, Nanak saw large crowd of people bathing in river Ganges.
- ___ They were offering water to their forefathers.

C. Match the words given in **A with the words given in **B** list.**

A

1. Bala
2. Mardana
3. Mehtakalu
4. Nanak
5. Nanaki

B

- a. a singer
- b. Nanak's sister
- c. a peasant
- d. Nanak's father
- e. Nanak's brother
- f. the first guru of Sikhs

III LANGUAGE

A. Compound words.

hand-bag, sun-light, fool-proof

These words are formed by joining two words.

(hand +bag, sun+light , fool+ proof)

They are called compound words. There may be one or more compound words for one word.

Eg: Motor-boat, motorcar, motorbike etc.

Now use the following words and make as many compound words as possible. (Work in groups)

pen_____	moon _____	man _____
book _____	sun_____	steam_____
machine _____	head _____	house_____

B. Fill in the blanks using 'must' or 'mustn't' suitably (One is done for you).

1. You mustn't play in the sun. You will feel sick.
2. You. _____ eat fresh fruits. It is good for health.
3. You _____ make noise the library
4. You _____ be late for school
5. You _____ read this book, if it is very interesting
6. Leela _____ apologize to her parents ; she was rude with them.

IV SPOKEN ENGLISH

A. Role play

Role play the following conversation between Nanak and people.

People : What are you doing ?
Nanak : I'm watering those fields that are in Punjab.
People : How can this water reach your field so far away?
Nanak : If the water you throw can reach heavens,
Why can't the water I throw reach my fields?

B. Read the following and role play the conversation:

Sam : Mother, I'm hungry. Could you serve me food?

Mother : I'm sorry dear, lunch is not ready.

I'll finish it in ten minutes.

Sam : In that case, can I have something else to eat?

Mother : Sure, you may have some biscuits.

Sam : Thank you mother.

Mother : You're welcome my son.

In the above dialogue, you find polite requests and polite responses.

V WRITING

There are some sentences in the box. Arrange them in order to make a story. (Sit with your friends, discuss and then do the task).

Carefully she put the kitten in the bag and climbed down.

Anju saw this. She wanted to help the kitten. She took a bag and a ladder.

A kitten climbed up a tree. It could not climb down. It was crying *meow meow*—

She took the kitten home and gave milk to it.

Then she climbed up the ladder with the bag in her hand.

The kitten looked very happy. It jumped and turned round and round.

LESSON - 4

SHRAVANA KUMARA



PRE-READING

There was a person called Shravana who dedicated his life to his parents. Let us read and understand how dutiful Shravana was.

Shravana Kumara belonged to the time when Dasharatha ruled Ayodhya. Shravana Kumara's parents were blind and poor. Shravana took care of them. Whenever they wanted to go anywhere, he would carry them in two baskets (*kavadi*).



As time passed, Shravana Kumara's parents became old. Once they asked Shravana to take them on a pilgrimage. He took them to many places carrying them in a *Kavadi*. While he was going around holy places, he came to a river bank. Shravana's parents loved that place as it was very pleasant to live. They decided to rest there for a few days. Shravana built a small hut for their stay.

One night, Shravana found that there was no drinking water in their hut. Since his parents were thirsty, he told them that he would go and fetch some water from the river. He ran to the river in the darkness with a pot in his hand. He dipped the pot to fill it with water.

Just at that time, king Dasharatha arrived at the other side of the river. He was such an expert in archery that he could hit the animals in any direction, by merely listening to the sound caused by the movements. When he heard the sound of water filling the pot, he mistook it for the sound of an animal drinking water. He took his arrow and aimed in the direction of the sound and shot it. His aim was very accurate and the arrow struck Shravana Kumara straight in the chest. The poor boy fell back with a cry of pain.

Dasharatha was shocked when he heard the cry. He realized that he had made a mistake and that a human being had been hurt. He rushed to the other side of the river and found a wounded boy crying in pain. Even in such a painful condition, Shravana was only worried about his thirsty parents. Dasharatha came near the boy and begged for Shravana's forgiveness.

Shravana cried out. "Oh king, I do not mind dying. But who will look after my blind, old parents? I came here to fetch water for them. Please carry this water to them and satisfy their thirst." With these words, Shravana died.

Dasharatha was horrified by his mistake. He had killed the young man causing misery to his helpless parents. He took the water pot and slowly reached the hut. The parents were anxiously waiting for their son. As they heard the sound of foot steps, they were happy. Dasharatha came near them and silently handed over the pot. As they drank water, Dasharatha stood nearby waiting to inform them of the sad news of their son's death.

Shravana's parents quenched their thirst and enquired why he was so late. Dasharatha told them what had happened. They were filled with grief and asked Dasharatha to take them to the place where their son had died. They embraced Shravana's body and cried. Then they asked the king to arrange a funeral pyre for their son and for them too. They did not want to live without their son.

Shedding tears, Dasharatha made a pyre. The old parents sat on it with the body of their son and told Dasharatha to light the fire. As they sat weeping, they cursed Dasharatha. "Oh king, you are responsible for our sorrow. May you also die like us one day suffering the pain of separation from your son."

The curse had its effect long afterwards, when Shri Rama left his parents in Ayodhya and went to live in the forest.

GLOSSARY :

<i>kavadi</i>	-	a sling to carry weight on both the ends
pilgrimage	-	a journey to holy places
thirsty	-	want of water, feeling of thirst
archery	-	the act of shooting with bow and arrow
accurate	-	without error, perfect
funeral pyre	-	a pile of wood for burning a dead body
quench	-	to satisfy one's thirst
anxiously	-	eagerly

VOCABULARY

A. Let us understand the meanings of the following words and use them in sentences of our own-

1. Suma always works hard. She solves sums effortlessly. She also draws geometrical figures accurately.
Teacher always appreciates her
2. The boy was very thirsty after doing some exercise. He could not find water nearby. As soon as he reached home, he ran to the kitchen to quench his thirst.
3. The results of my brother was expected. All of us were waiting anxiously for the result.

B. Choose the right word that is spelt correctly among the group of words and underline them (One is done for you. Work in groups using a dictionary).

1. pillgrimage, pilgrimage, piligremage, Piligramage, pilegrimage
2. forgiveness, firgiveness, forgivenes, foregiviness, fargiveness
3. fetch, fecht, fech, fetche, fatch,
4. thrist, therst, thisty, thirts, thirst
5. anxiousli, anxiously, anxiously, anxusly, anciously
- 6 . suffering, sufering, seffering, surfering, saffering

C. Give one word for the following. The answers are hidden in the puzzle. Find those words. Discuss and complete the puzzle. (The first one is done for you)

1. Going to religious places Pilgrimage
2. A small house built of mud with thatched roof
3. A strong feeling to drink water
4. This is a place where patients are treated
5. This is a place where books and magazines are kept for reading
6. This is a man who fights for the country.....
7. Noise made by monkeys

H	F	Q	O	P	N	M	R	S	U
O	V	S	R	Y	Z	H	U	T	X
S	L	O	U	R	I	E	A	O	B
P	I	L	G	R	I	M	A	G	E
I	O	D	C	F	H	L	O	M	P
T	M	I	C	H	A	T	T	E	R
A	A	E	M	N	Q	P	S	T	L
L	S	R	A	E	I	O	U	T	O
P	Y	O	T	H	I	R	S	T	Y
C	L	I	B	R	A	R	Y	O	V

Discuss with your partner:

D. Form new words by adding one letter to the words or changing the letter of the words underlined (One example is given).

1. Add a letter to lass to make it a thing from which we drink water.

Answer: glass

2. Add one letter to lack to make it a colour.

Answer : _____

3. Add one letter to cold to blame some one.

Answer : _____

4. Add one letter to room to make a thing used for sweeping.

Answer : _____

5. Change one letter from call to make it a young one of a cow.

Answer : _____

6. Change one letter from heal to mean something we eat in the afternoon.

Answer : _____

II COMPREHENSION

A. Answer the following questions in one or two sentences each.

1. How would Shravana carry his parents?
2. Where did Shravana's parents want their son to take them?
3. Where did they want to rest on the way?
4. Why did Shravana go out in the night?
5. Who killed Shravana ?
6. What did Dasharatha realize later on?
7. Who took a pot of water to the old couple?
8. Who cursed Dasharatha? What was the curse?
9. How did the old parent's curse come true?

B. Read the statements and answer the questions that follow.

1. "He took his arrow and aimed in the direction of the sound."
 - a. Who took his arrow ?
 - b. What was the sound?
 - c. What happened when he shot the arrow?
2. "He rushed to the other side of the river and found a wounded boy crying in pain."
 - a. Who rushed to the other side of the river ?
 - b. Why did he rush to the other side ?
 - c. Who was the wounded boy?
3. "Oh King, you are responsible for our sorrow."
 - a. Who said this?
 - b. What was their sorrow?
 - c. What was the effect of their sorrow on the king?

III LANGUAGE

A. Fill in the blanks using the words / phrases doing, to do, and done. Use the correct tense form.

Yesterday, mother asked me, "Have you -----the homework?"

I answered that I was ----- it and going to finish it soon.

"What are you going -----after completing the homework?," asked the mother.

I said, "I am going to watch TV"

B. Pick out the nouns and verbs from the following sentences and write them in their respective columns (One is done for you. Sit in group of two and do the task).

1. Shravana's parents quenched their thirst.
2. Shravana kumara was shot by Dasharatha.
3. The customer complained to the manager.

4. Children enjoy watching television.
5. Mother is cooking delicious food for the guests.
6. The sailors landed on the island.

	Noun	Verb
1.	Shravana	quench
2.		
3.		
4.		
5.		
6.		

C. “As you sow, so shall you reap.” This is a proverb. Such proverbs are given below. But they are incomplete. Fill in the other half which is given in brackets choosing them appropriately.

(is a friend indeed, is worth two in the bush, you leap,
the best policy, is not gold, at home)

1. All that glitters _____
2. A friend in need _____
3. Honesty is _____
4. A bird in hand _____
5. Look before _____
6. Charity begins _____



IV SPOKEN ENGLISH



A ROLE PLAY

Practise the following conversation: (speaking politely)

Suma : Hello, is it 98674390?

Ragini : Yes, it is

Suma : I'm Suma speaking. Could I speak to Vani?

Ragini : Oh, Sorry. She is not at home. Could I take the message?

Suma : Will you please ask her to call me back as soon as she returns?

Ragini : Sure.

Suma : Thanks.

Ragini : You are welcome.



V WRITING/COMPOSITION

- A. Read the *informal letter* that Neela has written to her uncle. They are in bits and scattered. Arrange the bits to make a complete letter.**

Convey my regards to aunt and wishes to Moni. Waiting for your arrival.

Luckily, I have holidays during your stay with us. Please bring aunt also with you so that we can go round the city, and have fun. By the by I am happy to say that the weather is fine to move about.

I am extremely happy to note that you are coming to Bengaluru.

Yours lovingly, Neela

Neela
92, 4th cross
J.P. Nagar, Bengaluru

To
Raghavendra
No.36, Rohini Appartments
Adyar, Chennai.34

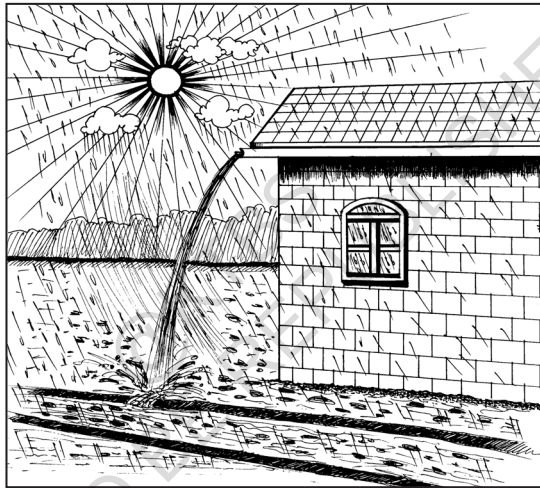
POEM -1

RAIN IN SUMMER



PRE-READING

Usually, children like to enjoy when it rains. Some like to get wet. Some like to make paper boats and watch them float on flowing water. Some stay inside and watch the rain through the window. How would you like to play in the rain?



How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window pane,

It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars,
The rain, the welcome rain!

-H.W. Longfellow

ABOUT THE POET

Henry Wadsworth Longfellow (1807-1882) was an eminent American poet. When Longfellow was thirteen years old, he began to publish his own poems. He became professor of modern languages. In 1854, Longfellow gave up his job of professor and devoted all his time to writing poetry. He has published a big collection of sonnets and ballads.

The poem 'Rain in Summer' describes how it rains after a hot day in summer. The poem is full of rhythm and beauty.

GLOSSARY

fiery	-	intensely hot
clatter	-	rattling noise
tramp	-	walk heavily
hoof	-	horny casing of horse's foot
gush	-	flow out suddenly
spout	-	narrow opening
pane	-	single piece of glass in a window
pour	-	rain heavily
swift	-	quick
gutter	-	a drain through which rain water or dirty water flows
roar	-	a loud sound produced when water rushes through



COMPREHENSION



A. Answer the following questions.

1. How does the street look?
2. When does it rain?
3. Where is the rain making clattering sound?
4. The poet compares the rain to the tramp of hoofs. Pick out the lines of comparison.
5. Where does the rain pour down?
6. How does the water look when it comes down the gutter?

B.

1. The word 'pane' rhymes with 'lane'. Similarly 'heat' rhymes with 'street'. Can you pick out other **rhyming pairs** of words from the poem?
2. Pick out the words that indicate different sounds made by the rain.

Example :- Clatters

Just for fun- Tongue Twisters.

Read aloud these sentences quickly pronounce each word distinctly.

- a. Six Slim slick slender saplings.
- b. Peter bought some butter that was bitter. So to make the bitter butter better, he bought some better butter.



POEM -2

A CHILD'S EVENING PRAYER

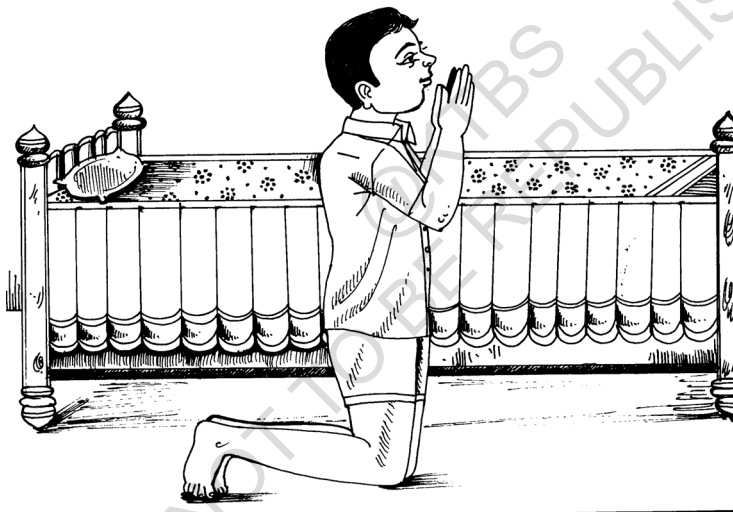
(MEMORIZATION)



PRE-READING

Usually our mother teaches us to pray to God before we begin our activities and before going to bed. Prayer can be said silently or aloud. Sincere prayer reaches God. He grants what you ask for.

I believe you pray to God everyday. If so, what do you ask for in your prayer? Discuss in pairs and exchange your responses with your partner.



Ere on my bed my limbs I lay,
God grant me grace my prayers say;
O God! Preserve my mother dear
In health and strength for many a year.
And, O! preserve my father too,
And may I pay him reverence due;
And may I my best thoughts employ
To be my parent's hope and joy !

And O! preserve my brothers both
From evil doings and from sloth,
And may we always love each other,
Our friends, our father, and our mother.

And still, O Lord, to me impart
An innocent and grateful heart,
That after my last sleep I may
Awake to thy eternal day.

-Samuel Taylor Coleridge

ABOUT THE POET

Samuel Taylor Coleridge (1772-1834) was an English poet, philosopher and critic. His knowledge of philosophy, science and literature was wide and deep. His powers of conversation was unique. He is best known for his poems, 'The Rime of the Ancient Mariner' and 'Kubla Khan', as well as for his major prose work 'Biographia Literaria'. His poems directly and deeply influenced all the major poets of the age.

In 'Child's Evening Prayer', the child is praying for its parents and brothers. The child wants to be a source of joy to its parents. It is praying to God to grant him an innocent and a grateful heart.

GLOSSARY

grace	- charm
reverence	- respect
evil	- bad, harmful
sloth	- laziness, idle
ere	- before
impart	- bestow
last sleep	- death
eternal	- everlasting
grateful	- thankful



COMPREHENSION



A. Answer the following questions.

1. Who does the child pray for?
2. What does the child pray for its mother?
3. What does the child pray for its father?
4. Pick out the lines in the poem which show that the child is praying for its brothers.
5. The child wants to be a source of joy to its parents. Which lines in the poem show this?
6. "O Lord, to me impart an innocent and grateful heart"
 - a) Who does 'me' refer to?
 - b) What is the child asking for?
 - c) What is the meaning of the word 'grateful'?

- 7) **Fill in the boxes below with correct rhyming words from the poem. Then add one rhyming word of your own. Ask your teacher for help (One example is given).**

Example :

day
say
may

dear

joy

both

other

impart

lay





ACTIVITY



- 1) **Collect prayer songs in your mother tongue and recite them in the class.**
- 2) **Read and enjoy the poem.**

“ Before I close my eyes tonight
I thank you lord with all my might
For my friends and neighbours, too
For everyone that’s in my school
And keep my family in your heart
And may I remember
We’re never apart.”



POEM - 3

THE SHEPHERD BOY AND THE WOLF



PRE-READING

There lived a monkey in the forest. It was very naughty. It used to tell lies and was making fun of others. One day a bear came there. The monkey said, "There is a big snake. Don't go that way." Hearing this, the bear ran away. A big snake was watching all this and wanted to teach the monkey a lesson. When the monkey was planning the same trick on a deer, suddenly the snake came there. The monkey got frightened and ran away.

Answer the following questions.

1. Where did the monkey live?
2. How did it make fun of others?
3. What did the monkey tell the bear?
4. Who taught a lesson to the monkey?



A Shepherd-boy beside a stream
“The wolf, the wolf ,” used to scream
And when the villagers appeared,
He’d laugh and call them silly eared.
A wolf at last came down the steep
“The wolf, the wolf, my legs, my sheep”
The wolf, had a jolly feast,
Quite undisturbed, on boy and beast
For none believes a liar
Even when the liar speaks the truth.

- Aesop

ABOUT THE POET

“Aesop Fables” are the collection of fables credited to Aesop, a slave and a story teller. He lived in ancient Greece. The fables are instructive and intended to teach a moral. Each moral is made clear with an example or story.

This poem tells us about a shepherd boy who used to tell lies and was punished for the same.

GLOSSARY

stream	-	a small, narrow river
scream	-	to cry out loudly, a screaming cry or sound
steep	-	having a sharp slope, incline
feast	-	large meal
beast	-	cruel animal
liar	-	a person who tells lies

COMPREHENSION

A. Answer the following questions.

1. Where was the shepherd boy?
2. What did the shepherd boy use to do?
3. What did he do when the villagers appeared?
4. Who are silly eared?
5. What did he do when a wolf really came?
6. Why did the villagers not come to his help?
7. Who had a jolly feast?
8. What do you learn from this poem?

B. Write the poem in the form of the a story in your own words with the help of the following outlines (Discuss and do).

- 1) Once a shepherd boy was asked to look after the sheep by the side of a stream.....told to cry 'wolf' if he saw one.....One day he shouted wolf! it was a joke villagers rushed to his help they found no wolf the boy laughed and enjoyed Villagers became angry At last wolf really came. The boy shouted 'wolf'.....Villagers took no notice wolf killed several sheep. No one believes a liar. Speak truth always.

C. Match the following rhyming words .

stream	appeared
eared	beast
steep	scream
feast	sheep



ACTIVITY



1. Read and enjoy the poem

Liar and their lies
Are not to be believed.

Take them not
At their word.
For their intent is to deceive.

One lie
Is all it takes

To cast doubt upon
Any words
Ever uttered

Perhaps next
Never to be regained
Trust is
Irreparably shattered

One lie can bring down
Even the sturdiest home.
Built upon the firmest
Foundation of trust.

-F. Mayv Quinn Amaia



POEM - 4

IF MICE COULD ROAR



PRE-READING

Imagination makes us feel happy and keeps our mind healthy.

Have you ever imagined something funny? Share with your teacher.

You must have watched the movies of Batman and Spiderman. You must have observed how they climb buildings and fly from one place to the other. You get thrilled to watch such programmes. Do you think this is possible in real life? But by watching this, you feel happy and get entertained. Here is a poem which makes you enjoy. You can also make use of your creative power and say such stories.



If mice could roar
And elephants soar
And trees grow up in the sky;
If tigers could dine
On biscuits and wine,
And the fattest of men could fly;

If pebbles could sing
And bells never ring
And teachers get lost in the post;
If a tortoise could run
And losses be won,
And bullies be buttered on toast;
If a song brought a shower,
And a gun grew a flower,
This world would be nicer than most!

- **Ruskin Bond**

ABOUT THE POEM

This poem written by Ruskin Bond is full of imagination. This poem tells us how the world looks when normal things are being imagined as something different. His imagination looks so funny. Children enjoy this poem thoroughly.

GLOSSARY

roar	:	to make loud sound
soar	:	to fly high
pebbles	:	small stones
bullies	:	a person who uses his strength to hurt weaker people

COMPREHENSION

A. Answer the following questions.

1. Where does the poet imagine the trees to grow?
2. What does the poet want the tigers to have as food?
3. How do you feel if flowers come out of a gun? Discuss
4. Do you think the things mentioned by the poet are true? Why?

5. Imagine how the world would look if the poet's dream come true?
Discuss with your friends.
6. How do you think the bullies to be treated?

B. How does the poet like the following to do?

- a) pebbles.... sing
- b) tortoise....
- c) men ...
- d) tigers.....

C. What do the following animals normally do?

- a) mice.....
- b) the elephants.....

D. Match the rhyming words

A	B
roar	wine
sky	soar
dine	fly
sing	post
run	flower
toast	won
shower	ring

ACTIVITY

- 1) Draw a picture of your imagination which is normal but some thing that looks funny.

SUPPLEMENTARY READING SECTION

1. SAVITRIBAI PHULE

Savitribai was born on 3, January 1831. She was the first female teacher of the first women's school in India. In 1852 she opened a school for Untouchable girls. She was also a social reformer who along with her husband Mahatma Jotiba Phule played an important role in improving women's rights in India during the British Rule.



Mahatma Jotiba is regarded as one of the most important figures in social reform movement in Maharashtra and India. He is most known for his efforts to educate women and the lower castes.

Under his influence Savitribai had taken women's education and their liberation from the cultural patterns of the male-dominated society as mission of her life. She worked towards tackling some of the then major social problems including women's liberation, widow remarriages and removal of untouchability.

However, apart from all the oppositions, Savitribai continued to teach the girls. Whenever Savitribai went out of her house, groups of orthodox men would follow her and abuse her in obscene language. They would throw rotten eggs, cow dung, tomatoes and stones at her. She would walk meekly and arrive at her school. Fed up with the treatment meted out to her, she even decided to give up. But it was because of her husband that she continued with her efforts.

Jotiba educated and trained Savitribai, his first and ideal candidate for this job of a teacher. Savitribai and Jotiba faced fierce resistance from the orthodox elements of society for this. When Savitribai completed her studies, she, along with her husband, started a school for girls in Pune in 1848. Nine girls, belonging to different castes enrolled themselves as students. Slowly and steadily, she established herself. Jotiba and

Savitribai managed to open 5 more schools in the year 1848 itself. In 1852 Jotiba and Savitribai were ultimately honoured by the British for their educational work.

The next step was equally revolutionary. During those days marriages were arranged between young girls and old men. Men used to die of old age or some sickness and the girls they had married were left widows. Thus, widows were not expected to use cosmetics or to look beautiful. Their heads were shaved and the widows were compelled by society to lead an ascetic life.

Savitribai and Jotiba were moved by the plight of such widows. They organized a strike against the shaving the heads of widows. This was the first strike of its kind. They also fought against all forms of social prejudices. They were moved to see the untouchables who were refused drinking water meant for the upper caste. Both Jotiba and Savitribai opened up their reservoir of water to the Untouchables in the precincts of their house.

Savitribai was not only involved in educational activities but also in every social struggle that Jotirao launched. Once Jotiba stopped a pregnant lady from committing suicide, promising her to give her child his name after it was born. Savitribai readily accepted the lady in her house and willingly assured to help her deliver the child. Savitribai and Jotiba later on adopted this child who then grew up to become a doctor and after Jotiba's death, lit his pyre and completed his duties as a rightful son. This incident opened new horizons for the couple. They thought of the plight of widows in Hindu society. Many women were driven to commit suicide by men who had exploited them. Therefore, Savitribai and Jotiba put boards on streets about the "Delivery Home" to help such abandoned for women and to look after the new born.

They faced social isolation and vicious attacks from people whom they questioned. After his demise, Savitribai took over the responsibility of *Satya Shodhak Samaj*, founded by Jotiba. Jotiba and Savitribai championed the cause of peasants and workers as well.

In 1868 she welcomed untouchables to take water from her well. She worked relentlessly for the victims of plague, where she organized camps for poor children. It is said that she used to feed two thousand children every day during the epidemic. She herself was struck by the disease while nursing a sick child and died on 10 March 1897.

“Every Indian woman who is educated today owes Savitribai a debt of gratitude,” says Sushama Deshpande, a renowned Marathi playwright.

Source : *Savithribai The Mother of Modern Girl’s Education in India*

GLOSSARY

Tackle	:	to deal with
fed up	:	annoyed, tired of
resistance	:	opposition
orthodox	:	conventional, not open to change
precincts	:	area
abandoned	:	to give up
obscene	:	indecent, vulgar

COMPREHENSION

1. Who opened the first women’s school in India ?
2. What were the major problems she tried hard to tackle ?
- 3 How was Savitribai treated by orthodox men ?
4. When and where was the first school for girls started?
5. Why were Jotiba and Savitribai Phule honoured?
6. What was the condition of widows during their time?
7. How did the couple help Untouchables to get drinking water?
8. What does Sushma Deshpande say about Savitribai Phule?

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

NOTE

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