



Government of Karnataka

ENGLISH THIRD LANGUAGE (REVISED)

SEVENTH 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.

Manjushree. N. IAS

Managing Director
Karnataka Textbook Society (R.)

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF – 2005 and KCF 2007, Textbooks are prepared in 12 languages, and seven of them serve as the media of instruction.

In view of the low standard of attainment of Kannada medium students in English, the Government of Karnataka introduced English from standard I in the year 2005. A series of books was prepared and they have been in use ever since with the introduction of the new textbooks in all subjects. The Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are-

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge by learners.
- making education relevant to the present and future needs.

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences. The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them. Learners begin learning English by naming objects to begin with and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.

Then they begin to read pictures, words and simple sentences off the black board and from the Reader. The learners are slowly introduced to writing the letters of the English alphabet by the end of standard I. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read the materials given in the Practice Book.

There is not going to be the Teachers Source Book as we used to have for the earlier package of Practice Books. All the instructions are given in the Practice Book itself (For example 'Word to the teacher :- ask the pupils to name the dresses and make them repeat the same' etc.

In books for classes I and II a number of Rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begin half way through I year and continue throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses gratitude to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

Nagendra Kumar
Managing Director
Karnataka Textbook Society(R.)
Bengaluru

Prof. G. S. Mudambadithaya
Co-ordinator
Curriculum Revision and
Textbook Preparation

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)

Dear teacher,

This textbook is prepared for class seven children who study English as their third language, based on the guidelines of NCF 2005. The contents of the textbook are for both the semesters. It has eight units, four units per semester with supplementary reading materials to be used for both the semesters.

Each unit consists of a prose text and a poem with a pre-reading task, and lots of simple post-reading activities/exercises. To make the text interactive, there are while-reading activities too. You can use the clues given in the bubbles to make the class more interactive, and help children relate to the text. The activities are designed keeping in view the children's age and exposure to the English language. Children should be able to do it by themselves with a little support from you.

As you are aware, listening plays a crucial role in language learning. Simple listening activities are included in the textbook, and you are expected to read the text aloud for the children. Take care to read them with proper pause and intonation to help them comprehend well.

Simple grammar exercises related to the text are given without actually using terminologies. Every grammar exercise has a simple explanation followed by an example.

Children are encouraged to develop their writing skills through simple guided compositions, gradually leading to free compositions.

Good effort has been taken to include exercises on all language elements after every lesson.

Allow the children to be creative and let them experience the joy of learning a language.

Happy teaching!

Vijayalakshmi .K

Chairperson

vjee28@yahoo.com

*"Education is the most powerful weapon
which you can use to change the world."*

– Nelson Mandela

Textbook Committee

Chairperson :

Smt. Vijayalakshmi. K

Resource Person, Azim Premji Foundation, Karnataka State Institute
Bengaluru- 560001

Text Book Committee Members :

Sri Channabasava Aspari

English Language Teacher, Govt. Junior College, Karatagi, Gangavati
Taluk, Koppal District

Sri. Thirumalesh.M.R.

Assistant Master, Sri Saraswathi Girls High School, Turuvekere-572
227. Tumakuru District

Smt. Jyothi A.N.

Lecturer in English, VVS Sardar Patel PU College, Bengaluru-560 079

Scrutinizer :

Prof. Mohan Kumar.S.V., Principal, Govt. Junior College, Doddaballapur,
Bengaluru Rural District.

Artist :

Sri Tharakesh, Drawing Teacher, Govt. High School, Banni Thalapura,
Gundlupete, Chamaraj nagara District.

Editorial Board Members :

Dr. Rajgopal, Professor, Dean School of English and Foreign Languages
University, Hyderabad.

Dr. Rajendra Chenni, Professor, Department of English,
Shankaraghatta. Kuvempu University, Shivamogga.

Chief Coordinator :

Prof. G.S. Mudambadithaya, Curriculum Revision and Textbook
Preparation, Textbook Society (R.) Bengaluru.

Chief Advisors :

Sri Narasimhaiah, Managing Director, Karnataka Textbook Society (R.),
Bengaluru.

Smt. Nagamani, Deputy Director, Karnataka Textbook Society, (R.),
Bengaluru.

Programme Coordinator

Smt. N.S. Sowmya, Asst. Director, Karnataka Textbook Society (R.),
Bengaluru.

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(R.). 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, 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.

Sri. M.P. Madegowda
Managing Director
Karnataka Textbook Society (R.)
Bengaluru.

Prof. Baraguru Ramachandrappa
Chairman-in-Chief
State Textbook Revision Committees
Karnataka Textbook Society (R.)
Bengaluru.

Revision Committee

Chairman-in-Chief :

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society(R.), Bengaluru.

Chairperson:

Dr .Ramesh Rathod, Professor and Chairman Department of English, Gulbarga University, Kalaburgi.

Members:

Sri B.Gangadharamurthy, Professor (Rtd) #A-609, Nalanda Sampige Road, Kuvempunagar, Gowribidanur.

Dr. Ravinarayan Chakrakodi, Professor, Regional Institute of English, Janabharathi Campus, Bengaluru.

Smt. Roshal S. Asst. Teacher, GHS, Gunjuru, South-4, Bengaluru.

Smt. Anitha Shobini, Asst. Teacher, Govt. Higher Primary School, Mudalapalya, South-2, Bengaluru.

Artist :

Sri Hazarat Ali U, Lecturer, Department of Fine Arts, Tumkur University, Tumakuru.

High Power Review Committee Members :

Dr. Geetha R. Professor, Department of English, Bangalore University, Bengaluru.

Sri Veerabhadra Kodi, Professor (Rtd) Department of English, P.G centre, Rani Chennamma University, Vijayapura.

Smt. Elenuru Geethamala, Professor, Department of English, Rural First Grade College, Faridabad, Kalaburagi.

Sri Robert Jose, Professor, Department of English, Vijayanagara Srikrishnadevaraya University, Ballari.

Chief Advisors :

Sri. M.P. Madegowda, Managing Director, Karnataka Textbook Society(R.), Bengaluru.

Smt. M.D. Usha, Deputy Director, Karnataka Textbook Society(R.), Bengaluru.

Programme Co-ordinator :

Sri. Bhanukumara. R, Assistant Director, Karnataka Textbook Society(R.), Bengaluru.

CONTENTS



SL.NO.	UNIT	PAGE NO.
1.	They All Came First Don't Give-up (Poem)	01 - 10
2.	Road Safety Trains (Poem)	11 - 17
3.	Tom's Sore Toe Work While You Work (Poem)	18 - 30
4.	The Joy of Filling Forms A Night in June (Poem)	31 - 42
SUPPLEMENTARY READING		
1.	The Hare and the Frog	44
2.	The Trouble with Baby Owl	45
3.	The King's Nightingale	46-49
4.	The Moon in the Well	50-51

UNIT - I



Pre-reading Activity:

Read the passage and answer the questions that follow:

Harish is studying in 7th standard in a Government school. Both his legs are attacked by polio but he is as happy as any other child of his age. He says that his friend Satish takes him to school every day on his bicycle, his other friends help him climb the stairs to the classroom which is on the first floor. They play with him and have never made him feel that he has problem with his legs.

1. What kind of friends does Harish have?
2. Why doesn't Harish feel that he has a problem with his legs?

THEY ALL CAME FIRST



This was a different kind of race. There were eight children taking part in the race. Each child had one problem or the other.

Some of them had problems with their legs or feet. Two of the children had poor eye sight, while two of them couldn't hear properly. One of them couldn't see at all. They were differently abled children.

*Which sport
do you like the
most?*

Reena, the girl who couldn't see properly tripped and fell down. "Ouch!" she cried. The cry was loud enough for the other participants to hear. They turned back, went up to Reena and gently picked her up. Then they all held hands and started running towards the winning post. All of them reached the winning post together. They all came first.

*Have you participated
in any sports activity?
Share your experience
with your friend.*

The crowd, that was watching, stood up and cheered them. Everyone felt happy and it was a great lesson for the grown-ups too. They all realized how important it is to help the needy come up in life.

*How do you feel
after reading this
story? Share it with
your friend.*

Glossary:

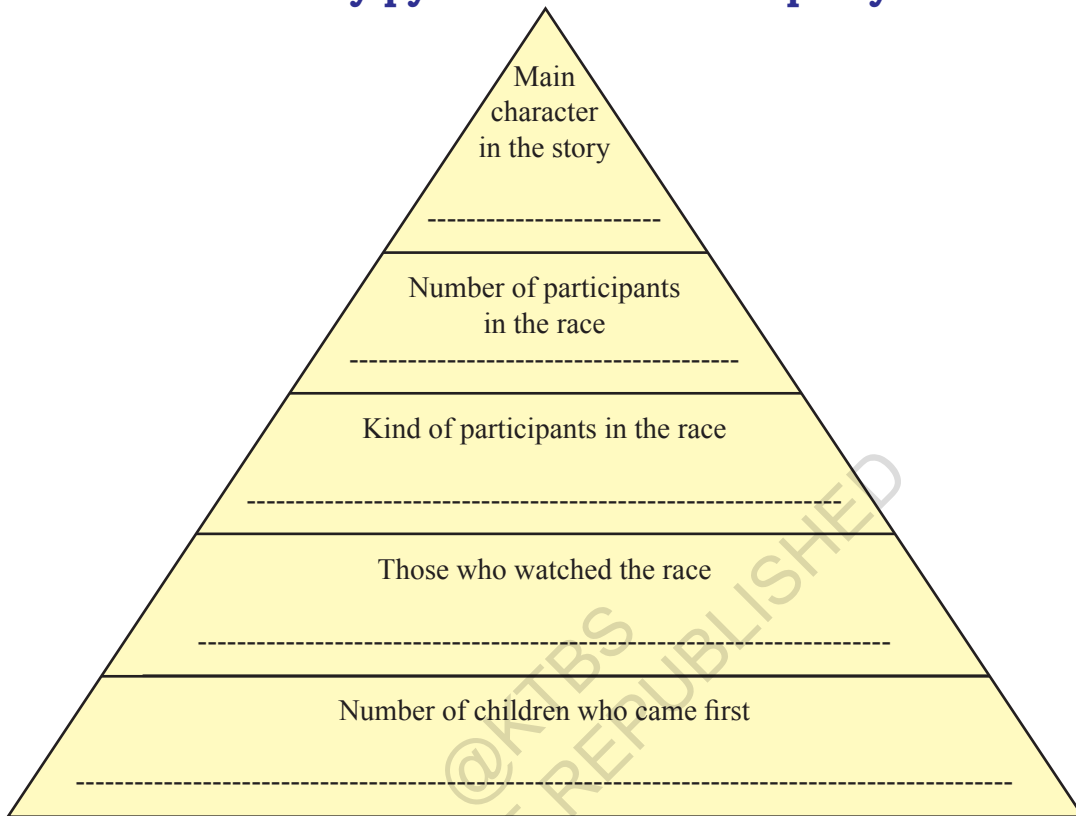
eye sight	: a person's ability to see
trip	: fall over something
participants	: people who take part in an event
gently	: softly, not harsh
special	: someone who is not ordinary
winning post	: finishing line

A. Comprehension:

I. Answer the following questions:

1. How many children took part in the race?
2. What happened to Reena?
3. What did the children do when Reena cried?
4. How did the children run towards the winning post?
5. Why did the crowd cheer them?
6. What lesson did the grown-ups learn?
7. Why do you say it was a different kind of race?

II. Fill in the story pyramid with the help of your friend:



(the grown-ups, eight, Reena, all, differently-abled)

B. Writing

III. Complete the story in your own words:

1. There was a _____ race. _____ children participated in it. _____ children came first.

IV. Write four or five lines on how you will help a friend who is sitting next to you, if she/he had problem in copying from the black-board.

C. Vocabulary:

V. The person shown in the picture below has some problem. The problems are indicated with the help of an 'X' mark. Look at the pictures under column 'A' and match with the words in column 'B'.

'A'

'B'



a. speech impaired



b. physically challenged



c. visually challenged



d. hard of hearing

VI. Arrange the following words in the alphabetical order:

head, eye, ear, nose, mouth, lips, neck, hands, stomach, legs.

D. Spoken English:

VII. Read the following conversation and practise it with your friend.

Shaziya : Where are you going?

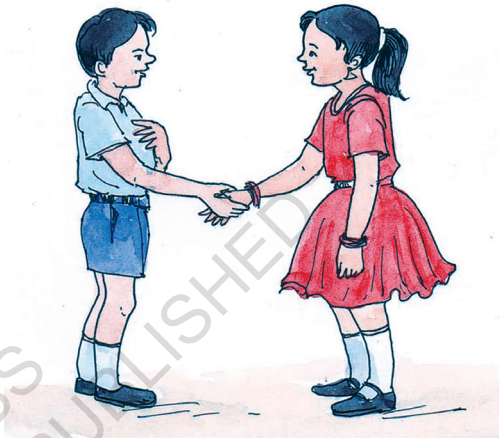
Rahul : I am going to
watch a football
match.

Shaziya : Where is it being
played?

Rahul : It is being played
in our school's
playground.

Shaziya : Can I join you?

Rahul : Yes, you can.
Come let's go.



VIII. Now develop the conversation by filling in the blanks:

Mathew : Hello! What are you _____?

Priya : I am writing a story.

Mathew : Oh! Can you write _____?

Priya : Yes, I _____. It's an interesting hobby.

Mathew : Which story are you _____?

Priya : I am writing the story of a visually challenged boy.

Mathew : Well, will you teach me how to _____ a story?

Priya : Yes, I _____.

Now, taking roles, practise the dialogue with your friend.

E. Language in Use:

IX. Read the following sentences.

1. Ramesh is a good boy. He goes to school every day.
2. Smitha is a clever girl. She does her work correctly.

In the above sentences, the words like 'She' and 'He' are used to avoid the repetition of names like 'Ramesh' and 'Smitha'. There are other words like; I, We, You, It and They, which are used to avoid repetitions. These words are called 'Pronouns'.

Fill in the blanks using the correct words given in brackets:

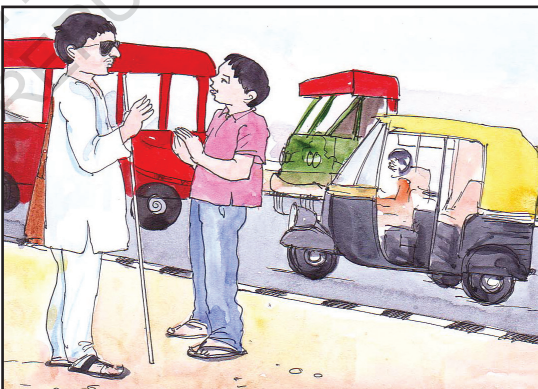
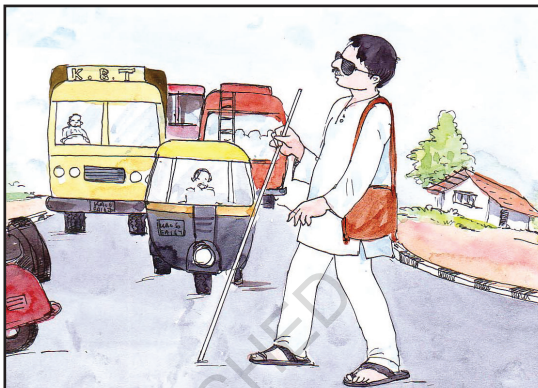
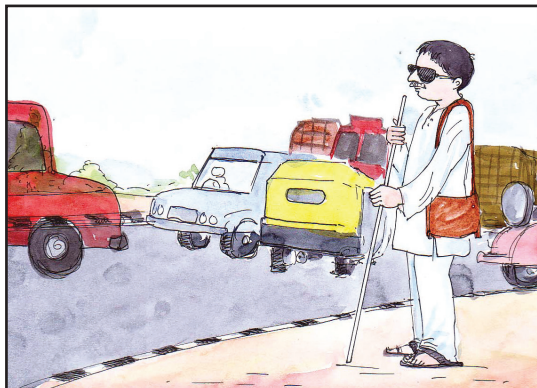
- 1) I am Rakesh. _____ am an Indian. (I/You)
- 2) You and I are studying in the same class. _____ are classmates. (We/They)
- 3) Ramu is a singer. _____ sings very well. (He/She)
- 4) Reshma is a dancer. _____ dances very well. (He/ She)
- 5) Shafi and Raju are good friends. _____ go to school daily. (We/They)
6. I have a pencil box. _____ is very beautiful. (They/It)

X. Read the following story: Use suitable pronouns for the underlined words:

Rama and Sita went to a forest. Rama and Sita saw a golden deer. Sita wanted that deer. Sita asked Rama to get the deer. Rama went behind the deer but, Rama was not able to get the deer.

F. Reading skill:-

XI. Look at the following pictures and write at least one sentence about each of them in the space provided below:



G. Suggested Reading:

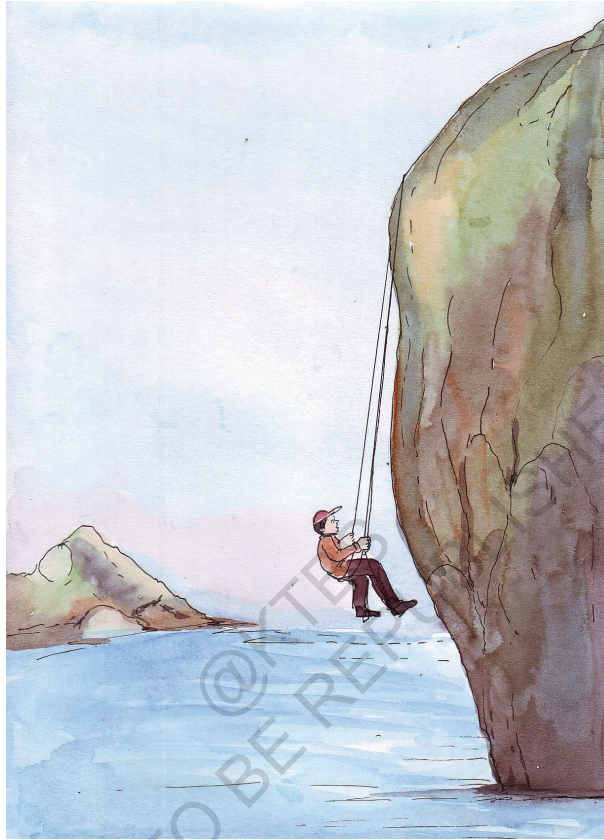
A short biography of Helen Keller and Stephen Hawking.

H. Project work:

Collect pictures of different indoor and outdoor games.

DON'T GIVE UP

- Anonymous



If you keep on going,
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up,
You can overcome them all.
So keep on going,
Try not to stop,
When you keep on going,
You can make it to the top.

A. Comprehension :

I. Answer the following Questions :

1. How can one make it to the top?
2. What does the poet mean by, "Life is full of mountains, some are big and some are small"?

II. Do these in your exercise book:

1. Make a list of pairs of words from the poem that end with the same sounds.
2. How many times has the word 'keep' been repeated?
3. How many times has the word 'going' been repeated?
4. Draw the picture of a mountain, both big and small.

III. View the surroundings from a tall building and share your experience with your friend.

JUST FOR FUN

Try answering these riddles

1. What has scales but cannot weigh things?
2. What fruit has many eyes?
3. What is it that is seen better as it grows darker?
4. What is it that wipes its face with two hands all day?
5. What is that which we swallow and live, but when it swallows us we die?

fish, pineapple, star, clock, water.

UNIT - II



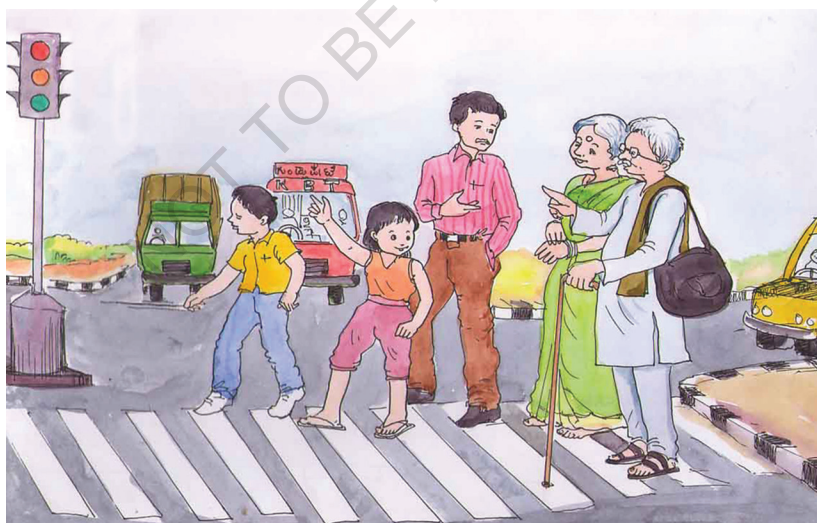
Pre-reading Activity:

Ragav's father is a traffic constable. He wears a white and khaki uniform. His main duty is to control and regulate traffic. He generally stands on a raised platform and regulates the traffic by making certain signs with his hands. If any driver goes against the rules, he blows his whistle and stops him. He fines her/him accordingly. He also fines people who do not wear helmets while riding two wheelers and people who do not wear seat belts while driving.

Answer the following questions:

1. What is the duty of a traffic police person?
2. Why are people fined by the traffic police?

ROAD SAFETY



One day the grandparents of Anitha and Anish come to the city from a village to stay with their son and grandchildren. This is their first visit to a big city. They are amazed by the

crowd, big shops and displays. As they move from the railway station to their home, they watch the traffic police and signals and are very surprised to see all these things. They ask their grandchildren several questions.

Grandfather : So many vehicles! How do people walk on the roads here, Anish?

Anish : Grandpa, people do not walk on roads. They walk on 'pavements' or 'footpaths'.

Grandmother : It should be difficult to cross the roads then?

Anitha : Grandma, if we follow the traffic rules, it shouldn't be difficult at all.

Grandfather : What? Traffic rules?

Anish : Yes, Grandpa, look at how the people are crossing the road. First, we should wait till the road is clear, then look to the right and to the left and to the right again. When the road is clear, we should cross.

Anitha : See those white-lines? They are called 'zebra crossings'. While crossing the road, it is safe to cross only there.

Anish : Grandma, look at those poles with coloured lights. Those are signal lights; one is red which says 'STOP'. Yellow says 'GET READY', and green says 'GO'.

Anitha : If we follow them, we can avoid accidents.

Grandma and Grandpa : Oh! children, we have quite a lot to learn from you.

Are there occasions when
elders learn
from you?

Anitha : Don't worry. We will teach you.
Anish : If you stay here for a few days, you'll
learn all by yourself.

Would you like to have your
grandparents
stay with you?

Glossary :

clarify : to make something clear and easy to understand
pavements : raised path along each side of the road
pedestrian : a person who walks on the footpath or pavement.
zebra crossing : broad white and black alternate lines across the road for pedestrians to cross
signal : any sign or action used for communicating some information
amazed : surprised

A. Comprehension:

I. Answer the following questions:

1. Where did the grandparents come from?
2. What did they see while going home?
3. Where should people walk in the city?
4. How should one cross the road?
5. What is a Zebra Crossing?
6. What do the lights on the signal post indicate?

II. State whether the following statements are true or false by marking (✓) or (X) against each statement given below:

1. Yellow light means 'stop'.
2. The grandparents knew how to cross the road.
3. People should cross the road only using the Zebra Crossing.
4. People should always walk on the left side of the road.
5. We need to follow traffic rules to avoid accidents.
6. Green light means 'go'.

B. Vocabulary:

III. Change the first letter to form meaningful words :



Example: 1. Cake-Make

IV. Make as many words as possible from the given word. The words may be of three, four or five letters. Do not use the letters from the given word more than once in a word.

PEDESTRIANS

3 Letters	4 Letters	5 Letters

Spoken English :

V. Read the following conversation and practise it with your friend :

Raghu : Why are these boards put up everywhere?

Ramya : They are called sign boards; the traffic police puts them to inform and make the public aware of traffic rules and avoid accidents.



Raghu : Why is there a “P” and a line across it? 

Ramya : It means parking of vehicles is not allowed, as it may obstruct vehicle movements or pedestrians. We should park the vehicles only where they are meant to be parked.

Raghu : Oh!

VI. Now write a short dialogue between you and your friend, on learning to ride a bicycle.

Just for Fun

Solve these riddles:

- a) I run all day and never walk
Often murmur, never talk
I have a bed yet never sleep
I never eat, but have a mouth.
- b) It flew away without feathers and wings,
With only a thread tied to its neck.

Ans. Clue : a) REVIR b) TIKE

VII. Collect some pictures of road signs and make a chart out of it.

TRAINS

- James Sterling Tippet



Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads,
In without fail.

Thousands of freight cars,
All rushing on,
Through day and darkness,
Through dusk and dawn.

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Comprehension :

I. Answer the following questions :

1. Where does the train come from?
2. What are the various things carried by the train?
3. When does the train move?

II. Identify and write the words that end with the same sounds from the poem.

Example: Loads : roads

- a. plains : _____
- b. mail : _____
- c. on : _____

III. Draw a picture of a public transport that you like to travel in and share the reasons for your preference with your friend.

Project work :

Draw a picture of a train. Add as many compartments / Bogies, as the number of friends you have. Write their names on each of the compartments. When you have completed, you can see a train of friendship.

* * * *

UNIT - III



Pre-reading Activity :

1. Were there days when you didn't want to go to school?
2. Why didn't you want to go?
3. What reason/s did you give your parents for not going?
Discuss with your friends.

TOM'S SORE TOE

(A re-telling of a story by Mark Twain.)



Tom Sawyer was unhappy. It was 7 o' clock on Monday. He wished he could stay at home. Suddenly, he discovered something. One of his teeth was loose. He was about to start groaning, when he remembered something. If he complained about a bad tooth, his aunt would pull it out. That would hurt. No, that would not work. Then he found a sore toe. A good excuse.

He lay in bed, groaning loudly. Sid, Tom's brother, woke up.

“What’s the matter, Tom?”, He asked.

“Oh, Sid, don’t touch me,” groaned Tom.

“What’s the matter, Tom? I must call Aunty.”

“Don’t call anybody. It will all be over soon.”

“But I must. Don’t groan like that, Tom. It’s terrible.”

“I forgive all the bad things you’ve done to me, Sid,” said Tom, still groaning.

“Oh, Tom! Tom, please don’t die.”

Sid ran downstairs and shouted.

“Oh, Aunt Polly, Tom’s dying.”

“Dying?”

“Yes. Come quickly.”

“Don’t be silly. I don’t believe it.”

But she ran upstairs, with Sid and Mary close behind her.

“Tom, what’s the matter with you?” she said.

“Oh, Aunty, it’s my sore toe. It’s dead.”

“Oh, Tom. What a fright you gave me! Now stop this noise and get out of bed.”

“Aunt Polly, it seemed dead, and it hurt so much that I even forgot about my sore tooth,” replied Tom.

“Your tooth, what’s the matter with your tooth?”

“It’s loose and it hurts.”

“Open your mouth and let me see,” said his aunt. “Yes, there is a loose one there, but you’re not going to die because of that. Mary, get me a silk thread and a piece of coal from the kitchen fire.”

“Oh, please Aunty, don’t pull it out. It doesn’t hurt any more. Please don’t, Aunty. It’s not that I want to stay at home from school.”

“Oh, so that’s why you were making so much noise. You thought you’d be able to skip school. You’re a bad boy, Tom.”

By this time, Mary had returned. The old lady tied one end of the thread to Tom’s tooth, and the other end to the bed-post. She took the piece of hot coal and suddenly pushed it almost into the boy’s face. Tom quickly pulled his head back, and now the tooth was out, hanging on the thread by the bed-post.

Glossary :

groaning	:	making noises as if in pain
sore	:	painful
discover	:	find out, make known
terrible	:	dreadful
fright	:	sudden or violent fear
bed-post	:	top edge of a cot

A. Comprehension :



I. Look at the picture and answer the following questions

1. Who is lying down in the picture?
2. Who is the lady in the picture?
3. Who are the two children standing nearby?
4. What is the boy suffering from?
5. What is the lady doing?

II. Answer the following questions:

1. Why didn't Tom complain about his loose tooth?
2. What did Sid advise Tom when he was groaning?
3. Why did Aunt Polly not believe Tom?
4. Why did Aunt Polly call Tom a bad boy?
5. How did Aunt Polly pull out Tom's loose tooth?

III. Check your understanding

Choose the right answer and put a (✓) tick mark against it.

1. Tom started groaning because _____
 - a. he was in great pain
 - b. he had a sore toe
 - c. he wanted someone to hear him
 - d. he wanted to wake Sid
2. Tom said, "It will all be over soon" because
 - a. he was sure he was going to die very soon
 - b. he was sure the pain would go away soon
 - c. he wanted everybody to feel sorry for him
 - d. he was unable to bear the pain
3. Aunt Polly asked Mary to get a silk thread and a piece of coal from the kitchen fire because, she wanted
 - a. to frighten Tom
 - b. to pull out Tom's loose tooth
 - c. to stop Tom's groaning
 - d. to teach him a lesson

IV. Read the given statement and answer the questions that follow :

1. "Oh, Tom! Tom please don't die."
 - a. Who made this statement?
 - b. When was it made?
 - c. Why did Sid think Tom was dying?
2. "Don't be silly, I don't believe it."
 - a. Whom does the "I" refer to?
 - b. Why does the speaker not believe him?
 - c. What does "it" refer to?
3. "I don't want to stay at home."
 - a. Who said this?
 - b. Whom was it said to?
 - c. When was it said?

V. Some important events in the lesson are given in a jumbled order. Write them in the order in which they are in the text :

1. One of his teeth was loose.
2. Suddenly he discovered something.
3. She asked Mary to get her a silk thread, and a piece of coal from the kitchen fire.
4. One day, Tom wished to skip school.
5. The old lady tied one end of the thread to the tooth and the other to the bed-post.
6. Then he quickly pulled back his head and the tooth was out.

7. She took the piece of hot coal and suddenly pushed it almost into the boy's face.
8. He told his Aunt Polly about his toothache.
9. Aunt Polly noticed the loose tooth.

B. Language in use :

VI. Match the words and construct sentences. One example is given :

1. sixty	days	the sky
2. seven	stars	a year
3. eleven	letters	a week
4. twelve	months	an hour
5. twenty six	players	a cricket team
6. number of	minutes	the English alphabet

1. **There are** sixty minutes **in** an hour.
- 2.
- 3.
- 4.
- 5.
- 6

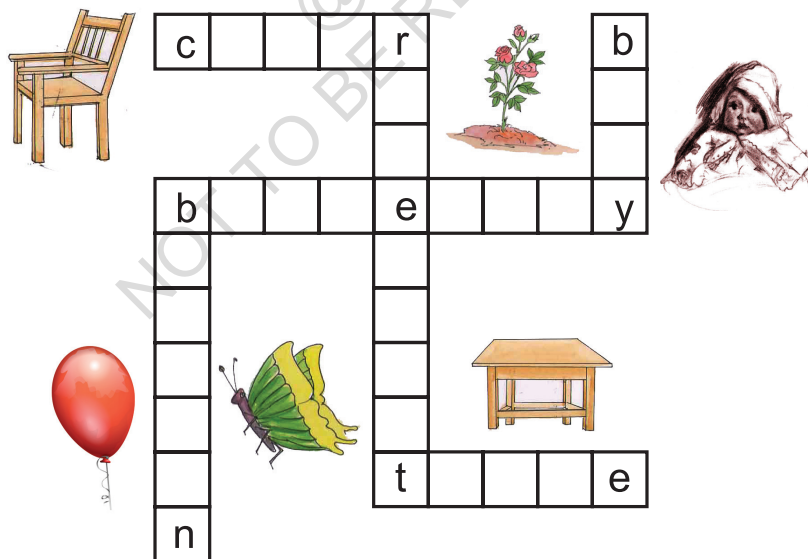
VII. Written sentences make sense when we use punctuations like capital letters, full stops, commas, question marks, exclamatory marks, inverted commas, etc.

Use the appropriate punctuation marks in the following sentences. One example is given.

1. what is your name What is your name?
2. tom sawyer was unhappy _____
3. oh what a beautiful flower _____
4. his aunt said open your mouth _____
5. oh Sid don't touch me groaned Tom. _____

C. Vocabulary :

VIII. Look at the pictures and fill the empty boxes:



IX. Five words related to the classroom are hidden in the grid. Find them and write them down in the space given. One example is given.

C	O	B	T	B	O	O	K
L	M	O	R	I	E	B	S
A	P	A	Q	G	J	N	O
S	A	R	T	A	B	L	E
S	B	D	C	E	M	P	U
W	T	E	A	C	H	E	R

eg.

1. BOOK

4.

2.

5.

3.

D. Reading

X. Read Kiran's timetable and complete the following sentences. See the example.

Class	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dance	✓	-	✓	-	-	-	-
Painting	-	✓	-	-	✓	-	-
Music	-	-	-	-	-	✓	-
Drawing	-	-	-	✓	-	-	✓
Driving	-	-	-	-	-	-	✓

eg.: Kiran attends dance classes twice a week.

1. Kiran attends painting classes _____ a week.
2. Kiran attends music classes _____ a week.
3. Kiran attends drawing classes _____ a week.
4. Kiran attends driving classes _____ a week.

E. Spoken English

XI. Talk to your friend about the breakfast she/he had this morning.

XII. Complete the following dialogue with words from the given list. Practise it with your friend.

hungry, meal, salt,
fruit, ready-made, pizza,
coffee, worried

Sagar : What is wrong, Sanjay?

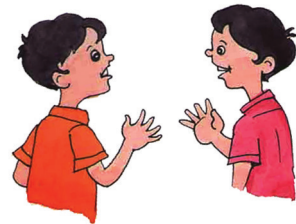
Sanjay : I'm a bit _____ about my health. I feel tired all the time.

Sagar : What do you have for breakfast?

Sanjay : A cup of _____ and a piece of cake.

Sagar : Breakfast is the most important _____ of the day. You should eat cereals with milk and _____

Sanjay : I get so _____ by eleven o' clock. Then I start eating crisps and chocolate.



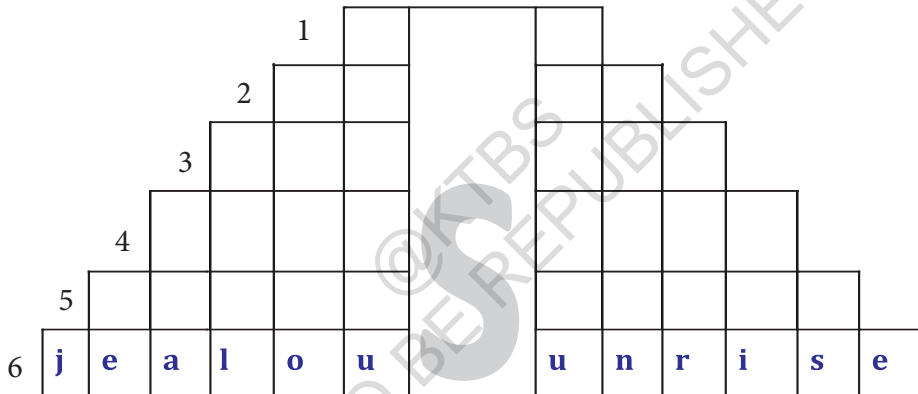
Sagar : You really shouldn't eat snacks. They are full of _____ and sugar.

Sanjay : But don't tell me to stop eating _____ too.

Sagar : Pizza's fine, but make your own sauce. The _____ ones are no good. And have some salad too.

F. Writing skill.

Fill in the blanks with the help of the clues given. All words on the left end with an 'S' and those on the right begin with an 'S'. See the examples given.



Clues [left]

1. She _____ a good girl.
2. I go to school by _____ .
3. Ram _____ to school on foot.
4. I need a _____ of milk.
5. A Thorny plant found in desert _____.
6. We should not be _____.

Clues [right]

1. I am sick _____ I won't go to school.
2. The _____ shines brightly.
3. We like to _____ in a pool.
4. Many _____ are there in the sky.
5. The _____ spins its web.
6. _____ is golden.

Some 'Tongue Twisters' are given, practise them to say as fast as you can :

1. Jill and Jilly ate some jelly and Jill loved jelly than Jilly loved jelly.
2. Merry Mary merrily married merry man.
3. Popcorn popped with a loud pop and Poppy heard the pop.
4. Betty bought some butter, but the butter was bitter; to make the bitter-butter better-butter, she bought some more butter.
5. She sells sea-shells on the seashore.
The shells that she sells are sea-shells I'm sure.
So if she sells sea-shells on the seashore,
I'm sure that the shells are seashore shells.

Pre-reading Activity :

Read the following lines and complete them: Your teacher will help you :

1. Work while you work, play while you play:

2. All work and no play _____

What do these lines mean? Discuss in groups.

WORK WHILE YOU WORK

- M.A. Stodart



Work while you work,
Play while you play:
One thing each time,
That is the way.

All that you do,
Do with your might:
Things done by halves,
Are never done right.



Glossary :

might : strength

A. Comprehension :

I. Answer the following in a sentence each:

1. What is the right way to work?
2. Why should things not be done by halves?

II. Answer the following in two or three sentences.

1. What is the best way to do things in the right way?

III. Make a list of the rhyming words in the poem:

- a. _____ and _____
b. _____ and _____

IV. Discuss in groups :

- a. Why should we not play always?
b. What happens, if you work always?
c. Why do parents and teachers ask us to complete our work?

For fun : The time game

Stand in a circle. One of you should say the following phrases one by one. If the phrase indicates time, you should clap your hands twice, if the phrase does not indicate time, you should remain silent. Those who make a mistake are out of the game.

List of phrases :

- last week
- at the back of
- long ago
- in front of
- next week
- last year
- on the banks
- next month
- last minute

* * * *

UNIT - IV

Pre-reading Activity :



BANK



Look at the picture. It is a Bank. Have you ever visited a bank?

Identify the people: (1) Who is sitting in the chamber?

(2) Who are the other people sitting in the cabins?

(3) Some people are standing. Who are they? What are they doing?

THE JOY OF FILLING FORMS

[Savitha, Sagar's mother, is on her way to school to admit Sagar to fifth standard. On their way, they buy a packet of chocolates in a shop.]

Sagar : Mother! Why have you bought so many chocolates today?

Mother : Today is your first day at school. Let us give chocolates to all the children.

Sagar : To Kajal, Mother?

Mother : Of course.
[The postman stops near them]

Postman : Here is a money order for you madam.

Mother : Oh! How nice.
[Mother signs the money order form; Sagar looks at it]

Sagar : Why does he give you money?

Mother : This money is from your father. He sends it for your education and family maintenance.
[They reach the school and are at the entrance of the Headmaster's room.]

Mother : May we come in, Sir?

Headmaster: Please come in, and be seated.

Mother : Thank you, Sir. Could you admit my child to the fifth standard?



Headmaster : With pleasure. Please fill this form.
[The headmaster gives an admission form.]

Mother : Could you help me fill this form, Sir?

Headmaster : Don't worry, your daughter Kajal can do it for you.

Kajal : Good morning Sir. May I come in?

Headmaster : Come in Kajal, good morning. This is your brother's admission form. Fill it carefully.

Kajal : Yes Sir.
[Kajal fills the form; Sagar looks at it curiously. She gives it to the Headmaster.]

Headmaster : Very good, Kajal. Show the class room to your brother.
[Inside the 7th standard classroom, the headmaster shows the admission form, which is filled by Kajal.]

Headmaster : Look here children! Kajal has done an excellent job. She has filled in our school admission form very neatly. All of you should know how to fill forms. Have you seen any other forms like this?

All : Yes Sir.

Headmaster : What are they?

Kishore : A railway reservation form that my uncle filled in for the train ticket, Sir.

Heena : Yes, there are reservation forms for bus ticket also, Sir.

Pushpa : Our teacher filled in a form to deposit money in a bank, Sir.

Headmaster : That is a pay-in-slip.

Gayathri : Could we add bus-pass form also to this list, Sir?

Headmaster: Yes Gayathri, let us learn to fill some of these forms now.

[The headmaster gives some railway reservation forms, bank challans, bus ticket reservation forms, money order forms and admission forms to everyone and asks them to fill. He also guides them.]

Glossary :

thrill : feeling of excitement/joy

excellent : extremely good

reservation : hold position/something kept apart for the use of a particular person

pleasure : a feeling of happiness

curious : interested in knowing something

A. Comprehension :

I. Answer the following questions in a word/ phrase or a sentence each :

1. Why did Sagar and his mother Savitha go to school?
2. What did the headmaster give to Savitha?
3. Whom did the headmaster call to fill the admission form?
4. Who was Kajal?
5. Which class was Kajal studying in?

II. Answer the following questions. Discuss the answers with the members of your group.

1. Why did Sagar's father send money?

2. Why did Savitha buy a packet of chocolates?
3. Why did the headmaster call Kajal to the office?
4. What did the headmaster ask the students to learn?
5. Name the forms given by the Headmaster to the students.

III. Read the given extracts and answer the questions that follow :

1. "Why does he give you money?"

- a. Who asked this question?
- b. Who gave money?
- c. Whom was it given to?

2. "Could you help me fill this form Sir?"

- a. Who said this?
- b. Who is 'you' here?
- c. What form did they want to fill?

3. "May we come in Sir?"

- a. Who said this?
- b. Who is the 'Sir' here?
- c. Why did they meet him?

IV. Some statements are given below. Some are true and some are false. Write 'T' or 'F' in the box provided against each sentences accordingly :

1. All the children filled the admission form. []
2. We can reserve train tickets. []
3. We fill in a form to open an account in a bank. []
4. Kajal filled a pay-in-slip. []
5. Sagar was admitted in standard II. []
6. The Headmaster filled in the admission form. []

B. Vocabulary :

V. Match the following types of forms under the list 'A' with their places of availability under the list 'B'

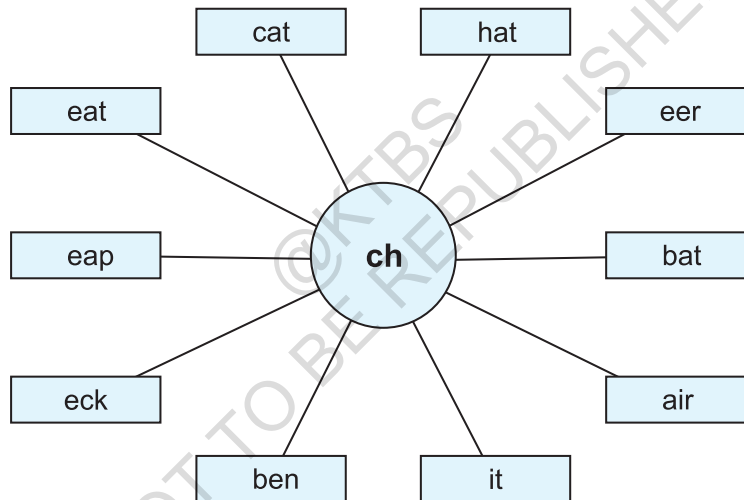
A

1. admission form
2. reservation form
3. pay-in-slip
4. money order form

B

- a. bank
- b. post office
- c. school
- d. railway station

VI. Make new words by adding 'ch' in the beginning or at the end of the given words :



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now, find the meanings of these words with the help of a dictionary and put them in alphabetical order.

C. Language in use :

VII. Read the following sentences.

Sharath is a clever boy. He studies well and scores good marks. Rani is his sister. She is a tall girl. She sings devotional songs. She has a melodious voice.

In the above sentences the words 'clever', 'good', 'tall', 'devotional' and 'melodious' are used as describing words. They describe nouns. They are called 'adjectives'.

Pick out the adjectives from the following paragraph and use them in your sentences.

Mr. Razak is a rich man. He lives in a big house. He has a small family of four. His wife is an efficient home manager. His daughter is a good singer. She sings beautiful songs. His son is very intelligent. He learns his hard lessons quickly.

VIII. Make as many meaningful sentences as possible by using the following words given in the table.

	I	get	that	atlas	
Could	we	take		pen	sir?
		pack	this	school bag	
		buy			

eg.: Could I take this atlas, Sir?

IX. Rearrange the words into meaningful sentences and write them in your notebook :

eg.: /bought/a/chocolates/they/packet/of

They bought a packet of chocolates.

1. stops/them/the postman/near
2. is/good/at/studies/her/Kajal
3. form/gives/an/admission/Headmaster/the
4. guides/them/he
5. is/she/an/girl/intelligent

D. Reading skill :

X. Read the given passage and answer the following questions :

Abdul was a poor boy. He worked very hard. On account of his hard work, he became an officer in a private firm. He is in a good position now. He has a big mansion. His wife maintains it neatly.

1. Who was Abdul?
2. How did he become an officer?
3. Where did he work?
4. How does his wife maintain his mansion?
5. What is a mansion?

2. Frame sentences using the clues supplied. Follow the example.

eg.: _____ get up at 5.00 am

Ramesh is going to get up at 5.00 am tomorrow

1. read newspaper till 8.30 am
2. have breakfast at 9 am
3. leave for office at 10 am
4. return home at 6.30 pm
5. eat his dinner at 8.45 pm
6. go to bed at 10 pm

E. Writing skill

XI.



Look at the pictures given above and answer the questions : see the example.

eg.: 1. What can give light?
A lamp can give light.

2. What can hop?

3. What can lay eggs?

4. What can cut?

XII. Now answer the following :

1. What can sail? (boats/boys/ships)
2. What can fly? (birds/cars/aeroplanes)
3. What can jump? (monkeys/watches/horses)

F. Spoken English:

XIII. When you want a favour from someone, you must respectfully request for it. How will you do it? Follow the example.

eg.: I am thirsty. Could you please give me a glass of water?

Now request for things according to the given contexts.

1. When you are hungry.
2. When you want to borrow a book.
3. When you want some help.

XIV. Project :

How does your school look?

Draw the picture of your school in this box and write a few sentences about it.



Name of my school : _____

A NIGHT IN JUNE

- William Wordsworth



The sun has long been set,
The stars are out by twos and threes,
The little birds are piping yet
Among the bushes and the trees;
There's a cuckoo, and one or two thrushes,
And a far-off wind that rushes,
And a sound of water that gushes,
And the cuckoo's sovereign cry,
Fills all the hollow of the sky!

Glossary :

cuckoo	: a small singing bird
gush	: to flow with force
sovereign	: supreme
thrush	: a kind of a singing bird
hollow	: empty

A. Comprehension:

I. Answer the following questions:

1. Where are the birds piping?
2. What fills the hollow of the sky?
3. Name the birds that appear in the poem.
4. Write down the rhyming words in the poem.

B. II. Match the following words with their actions.

A

- a) water
- b) cuckoo
- c) bird
- d) wind

B

- 1. cries
- 2. gushes
- 3. rushes
- 4. pipes

C. III. Which line do you like the most in this poem? Why?

IV. Describe a full moon night in four or five short sentences of your own.

* * * *

A decorative floral frame with intricate scrollwork and leaf patterns, surrounding a central dark oval.

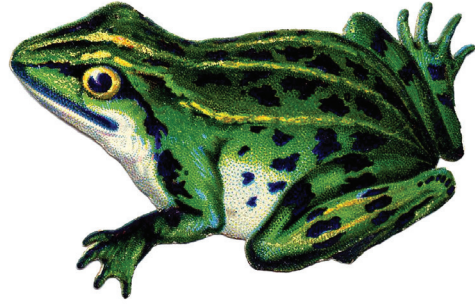
**SUPPLEMENTARY
READING**

Just Read

1. THE HARE AND THE FROG

Once upon a time, a big green frog fell into a deep hole. It tried to jump out, but could not reach the top. It stopped trying and began to shout for help.

A hare was playing in the tall grass nearby. He heard the cry, and went near the deep hole.



"I can't get out of this hole," croaked the frog. I can't jump very high."

"Wait a minute," said the hare. "I know where the ladder is. I'll go and bring it. Then you can use the ladder and get out."

"Thank you," croaked the frog, I'll wait."

The hare ran off to fetch a ladder. When he came back with the ladder. He saw the frog sitting outside the hole. "Oh! said the hare, " You've done it. I thought you couldn't get out by yourself."

"I thought so, too," croaked the frog. "But a snake came into the hole and I just had to get out. So I did."

You do not know what you can do, till you have to.

A. Comprehension Questions :

1. Who fell into the deep hole?
2. Where was the hare playing?
3. Why did the hare run off?
4. Who came into the hole?
5. What is the moral of this story?

2. THE TROUBLE WITH BABY OWL

Mrs. Owl was worried about Baby Owl and didn't know what to do.

When all the other Owls were asleep in the day Baby Owl was wide awake, and when they were awake at night Baby Owl was fast asleep.



“Oh, what am I going to do about Baby Owl?”, Mrs. Owl asked her friend one day.

Her friend frowned. It really is a problem. Why don't you go and ask Oswald, the wise Owl what to do? He's bound to know'.

Mrs. Owl went to see Oswald that very night. She told him all about Baby Owl and how worried she was. When she'd finished her story a tiny tear trickled down her cheek. She was so worried about poor Baby Owl.

‘There, there, Mrs. Owl, don't cry,’ Oswald said kindly, patting her wing. ‘All you have to do is put a blindfold over his eyes during the day so he won't know if it's day or night. Baby Owl's little problem will soon clear up, you'll see. He'll be right as rain in no time.’

Mrs. Owl did just that and it worked. Very soon Baby Owl was behaving like all the other Owls and Mrs. Owl didn't have to worry any more.

Glossary :

frowned	: show displeasure
trickled	: fall in drops
blindfold	: a piece of cloth tied around someone's head to cover the eyes

A. Comprehension Questions :

1. Why was Mrs. Owl worried?
2. What did her friend suggest?
3. What did Mrs. Owl tell Oswald?
4. What was the solution to the problem according to Oswald?

3. The King's Nightingale

A Nightingale is a bird. It is not very big but it sings beautifully. It lives in the forest and sings at night.

There was once a king of China, who lived near a forest. One night, he was sitting by the window and reading a book. He heard a nightingale singing in the forest. It was singing beautifully.



“What kind of bird is that?” he asked. “I must have it.” He commanded his servants to bring him the bird. They went into the forest and looked for it. They found it in a tree, near a stream. They asked it to go with them.

The nightingale did not want to go with them. It liked to live in the forest. But it wanted to make the king happy. It went with them and sang for the king. The king was very happy. He asked the nightingale to stay with him. He commanded his servants to buy a golden cage for the nightingale. The nightingale lived in the cage and sang for the king every day. But it was not happy.



One day, the king of another country presented a toy nightingale to the king of China. It had many jewels all over it and it had a key to make it work. It sang like a real nightingale.

The king was very pleased. He used the key again and again and it made it sing. The king forgot the real nightingale. The real nightingale flew out of the window and went back to the forest. It was happy again.

The king put the toy nightingale on a table by his bed. It sang all the time. It never seemed tired. But one day something inside broke and it stopped singing. The king commanded his servants to find someone who could repair it. At last they found a clever clock maker who was able to repair it.

“I have repaired it”, he told the king. “It will sing for you now, but it is very old. It must not sing more than once every year.”

The king was very sad. The nightingale sang once every year for five years. Then the king became ill. He lay in his bed with his eyes closed. The doctors went away and said, ‘The king is dead!’

Suddenly, the king heard the real nightingale singing outside the window. The king opened his eyes and said, "My little friend has come back!"

The nightingale sang all night and in the morning the king was well again.

A. Comprehension

I. Here are ten sentences about the story. Some of them are true and some are false. Write true sentences under "A" and false sentences under "B".

- a. A nightingale is a big bird.
- b. The king of China lived in a big forest.
- c. The servants found the nightingale near a stream.
- d. The nightingale did not want to live with the king.
- e. The nightingale made the king happy.
- f. The toy nightingale had a lot of jewels on it.
- g. A Key was used to wind up the toy nightingale.
- h. The king kept the toy nightingale in a golden cage.
- i. The toy nightingale sang five times a year.
- j. The real nightingale made the king well again.

A	B

II. Panchatantra is a book that has many stories, where animals are the characters. Read any story of your choice from the Panchatantra or Jataka tales and narrate it to the class.

4. The Moon in the Well

One evening a boy looked into a well. The water at the bottom was like a mirror. The boy saw the moon in the water.

“The moon has fallen into the well,” he said, “I must take it out.”

He ran home to get a hook. He untied the bucket from the rope and tied the hook. Then he let the hook inside the well to pull the moon up. The hook reached the water. But it was caught underneath a big stone. The boy pulled and pulled but the hook would not come up.

Suddenly the stone moved. The hook came up the well. The boy fell on his back. He saw the moon in the sky.

“Good”!, he said. I have pulled the moon out of the well. It is now in the sky again.”



I. Comprehension

Answer the following questions.

1. Where did the boy see the moon?
2. How did the water in the well look like?
3. What did the boy want to do with the hook?
4. What happened to the hook?
5. Where was the moon all the time?

II. Fill in the blanks and complete the story :

One evening a boy saw the moon in the well. He wanted to _____ the moon out of the well. He let the hook _____ well. It was caught underneath _____. The boy pulled and pulled. At last the hook came up the well. _____ boy fell on his back and saw _____. He thought that he _____ the moon _____.

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.