



BLOSSOMS - 7

ENGLISH READER

Semester-1

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2021-22. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

There are eight lessons in the textbook. The lessons are developed on the basis of the themes prescribed by NEP-2020 viz., wit and humour, motivation, culture and tourism, bravery, freedom, women empowerment, inclusivity, love for animals and responsibility. Utmost care has been taken in the selection of main-reading, poems and extensive-reading that they are age and level appropriate. It is vivid that the variety of genre included the textbook will facilitate the students in exploring the different types of literature and help them grow interest in writing discourses on their own and also achieving the learning outcomes.

We are grateful to the Honourable Chief Minister of Andhra Pradesh Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out such an extensive reform in the education department field of education. We extend our gratitude to Honourable Minister of Education Dr. Adimulapu Suresh, for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadhrudu, IAS, Commissioner, School Education, Mrs. Vetriselvi. K, IAS State Project Director, Samagra Shiksha, for their constant motivation and esteemed guidance.

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Constructive feedback from the teachers and parents is invited for the refinement of the textbook.

Dr. B. Pratap Reddy

Director

SCERT – Andhra Pradesh

Our National Anthem

- Rabindranath Tagore

*Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Panjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
uchchala-jaladhi-taranga
Tava Subha name jage, tave subha asisa mage,
gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, Jaya he, Jaya he,
jaya jaya jaya jaya he.*

Pledge

- Pydimarri Venkata Subba Rao

**India is my country. All Indians are my brothers and sisters.
I love my country and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.**

BLOSSOMS - 7
ENGLISH READER
Class - 7

Semester - 1

Contents

S.No	Content	Month	Pages
1.	My Painted House, My Friendly Chicken and Me	June	1
2.	The Turning Point	July - Aug	19
3.	A Journey Through the Hills and Valleys	Aug - Sep	34
4.	The Brave Little Bowman	Oct	50



Student Corner



Teacher Corner

Learning Outcomes

The learner

1. *My Painted House, My Friendly Chicken and Me :*

1. Listening and speaking:

- participates in activities in English like role play and conversations
- shares jokes and puzzles.
- visits and understands what is to be learnt in language laboratory.

2. Reading comprehension.

- reads a variety of texts in English and identify the main ideas.

3. Grammatical awareness

- writes grammatically correct sentences using Present Perfect Tense etc.
- understands the use of different kinds of sentences in positive and negative form, and uses them in Spoken English.

4. Vocabulary

- visualises text in his mind, uses the phrase 'of course' in his daily life.

5. Creative writing

- completes different kinds of conversations.
- writes reply letter for the given (informal) letter.

2. *The Turning Point*

1. Listening and Speaking

- sings the poem and appreciate it.
- uses polite requests in different contexts.

2. Reading comprehension

- identifies the message of the lesson and the poem.

3. Grammatical Awareness

- identifies the differences between Present Perfect Tense and The Simple Past Tense.

4. Vocabulary

- refers to the dictionary to know the sounds of /c/ and /g/.

5. Creative writing:-

- prepares a Biographical sketch based on the information provided.

3. *A Journey Through the Hills and Valleys*

1. Listening and the speaking

- responds to instructions made in a class or school assembly.
- expresses his / her likes and dislikes.

2. Reading comprehension

- recollects his memories regarding his travels and enjoys the present journey in the text.

3. Grammatical awareness

- completes word ladder.
- completes the tables with correct prefixes/suffixes.

5. Creative writing

- writes paragraph with the help of hints provided.
- writes a letter to his friend.

4. *The Brave Little Bowman*

1. Listening and speaking:

- sings the poem and appreciate it.
- frames sentences to make offering for help and asking for help .
- uses polite requests in various contexts.

2. Reading Comprehension:

- identifies the characters in the lesson and understands their nature.

3. Grammatical Awareness:

- writes grammatically correct sentences for a variety of situations using Simple Future.
- writes negative sentences for the given positive sentences and frames questions

4. Vocabulary:

- finds the past and past participle forms of the verbs.
- writes antonyms to the given words.

5. Creative Writing:

- describes the feelings of the Bowman in the context and writes rewrite in the form of a story.

Instructions to teachers

In this book...

Certain values and attitudes, namely compassion, friendship, caring for elders, forgiveness, patriotism, saving environment and humour which are more relevant to the present society are included.

The components in each Unit are designed to create interest among students and make them involve in various learning activities to improve their language skills.

1) Pre-reading:

- Each lesson contains a face sheet with a picture on it.
- This picture is to be used as a trigger for interacting with learners with the help of various questions.

2) Reading:

- Reading session is conducted to enable the learners to make sense of the reading text and reflect on the text.
- Each reading text has a form and a theme.
- The reading text may be divided into a few segments and transacted in a few periods.

3) Vocabulary:

- Vocabulary session focuses on enriching the learners' language.
- To enable the learners to identify words and to use them in their day to day communication.
- It is always better to contextualise vocabulary in real life situations.

4) Grammar:

- Grammar session lays emphasis on making the learners' language more accurate and to enable the learners to use grammar in different contexts in their real life.
- It is always better to teach grammar contextually.

5) Writing:

- Writing session aims at enabling the learners to develop imaginative thinking abilities to express themselves creatively.
- A discussion is to be generated on what the learners are going to write and let them note down the points before they start writing the given task.

6) Talking Time:

- ‘Talking Time’ session activates and stimulates the learners to generate the language by themselves.
- There is a lot of scope to attract the learners towards English language by involving them in various activities in this sessions namely minimal pairs, language functions etc.

7) Project Work:

- Project work gives scope for “Learning by doing.” So, ensure that every student should participate.
- Project work enables the learners to improve their language skills and to participate in teamwork.

8) Listening:

- Listening session provides a lot of input that is very important for second language acquisition especially for improving speaking skill.
- It is always better to provide opportunities both inside and outside the classroom for the learners to be exposed to listening input.

9) Extensive Reading (Read it yourself) :

- This session enables the learners to build reading speed which helps learners to understand English faster and better.
- It may be seen that the objective of extensive reading is ‘reading for pleasure.’

10) Study skills:

- This books lays the greatest emphasis on developing study skills where learners infer, analyse, evaluate, interpret and refer to dictionary on their own.

11) Fun Time:

- This session activates and stimulates the learners to think and use their imagination in puzzle solving, answering riddles etc.
- ‘Fun Time’ makes them enjoy using English.

12) Poem:

- The inclusion of four poems in this book helps the learners enjoy and appreciate poetry.

UNIT
1

My Painted House, My Friendly Chicken and Me



Pre-Reading

Observe the picture. Discuss and answer the questions.



1. Where are the children?
2. Is it a village or a town? Why?
3. What are the boys looking at?
4. Are the children friendly with the animals? Discuss.
5. What are the children doing?



Now, let us read about an eight-year-old girl who lives in a painted village in South Africa with her mother, her aunts, her mischievous younger brother, and her best friend, a chicken.

My Painted House, My Friendly Chicken and Me



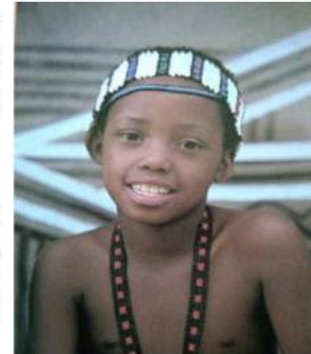
Reading

Hello Stranger-friend,

I am Thandi, an *Ndebele* girl in South Africa. I am eight years old, and my best friend is a chicken. You may laugh at that, but when I tell my friend secrets, she can talk all she wants...but no one can understand her...except another chicken, **of course**.

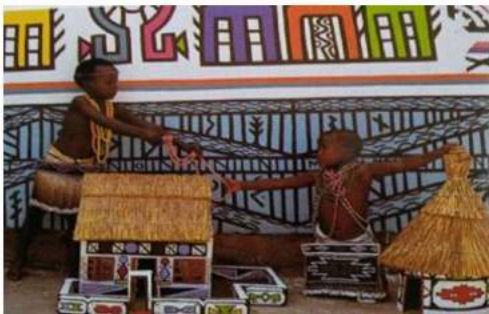
My chicken listens to my stories; she has other uses too. If you play with her and take her mind off what's going on, you can quickly-very quickly- **snatch** a feather or two when she is distracted. She doesn't notice, and the feathers will come in handy later, of course.

I have two hopes. One is my name, **Thandi**, which means **hope** in my language. All children are a hope for their families and many Ndebele girls are named Hope. If you like, you can call yourself Hope, too, in secret, of course. Especially, if you are a boy, of course. The other hope I have is that at the end of this book I can say "Good-bye friend," not "Good-bye stranger-friend."



What's in a name?

Find out more about your name. Does it have a special meaning?
Share it with your classmates.



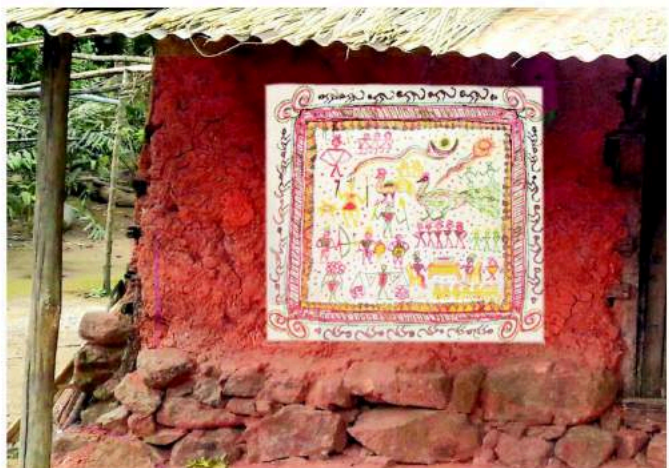
I don't know why, but Ndebele people do not call anything beautiful. Even that the best thing is described as good. All Ndebele women paint their houses and I want you to know, stranger-friend, no one's house is as good as my mother's. She has started to teach me to paint good, very good designs.

When I am taller, I shall have a house so good people will stop in front of my walls and smile, and even laugh out loud.

You have to have strong eyes to paint well, and your hand must not shake like a leaf on a tree, for you must fill a chicken's feather with paint and draw a line as straight as a spear.

1. Can you think of some pictures that can be drawn with a feather?
2. How are colours used to decorate the houses in villages during festivals?

You must have the pattern inside your head, even before you dip the feather into the paint. Your hand must be steady to make the patterns sharp, the walls are high, and your legs must be strong. Sometimes my mother and her sisters sit by the fire in winter, or in summer under shade trees, and they make good things with beads. They tell stories as they sort and string and sew. My mother lets me watch her and very soon I shall be making the amaphotho (a beaded apron) and the ghabi (the fringed lion flap), and they will be so good that when I dance, the stars will dance with me.



1. Where do you see such pictures ?
2. Say something about them.

My father built us small houses, and my mother painted them. We pretend that we can become small and go inside and have our meal. In my village, the children play with **penny whistles** and bicycles. Some are so shy that they try to lose themselves in their mothers' blankets, and some just sit back deep inside themselves and look out at the world.

When my friends and I go to school, we wear the uniforms father bought in the town, but when we come home, we start jumping and laughing because we can take off those dry, dull clothes and put on our beads again and look very good.



1. How do you dress up on your birth day?
2. What do you like to wear on special occasions?

Sometimes I go to the city with my mother and sisters and aunts in a wagon pulled by four mules. The women wear their best blankets and best neck rings and very good leg rings, of course. I am always happy to see the city people stare at my mother and relatives because the city folk have nothing so good as the Ndebele women. All their houses are in one sad colour and the women I see have no beads at all. I feel sorry for them and I give them a good smile. It must help because they laugh.

I wonder, are little brothers in your village as mischievous as my little brother?

He wears a sun cap because he is supposed to tend the sheep, but he is so mischievous that sometimes I would like to give him away, to someone far, far away.... to a good person.

He tries to get into everybody's business, and even wants to make a chicken his best friend. He will never succeed mainly because you have to know how to speak to animals. My brother can't help shouting and of course the chicken runs away.

Now, about my very friend – the chicken – she runs from me only when she is on her own errands, but when she is free, I take her in my arms and tell her that I ... no. I can't tell you because you are not a chicken.

I have enjoyed telling you about my village, my mother, and my squirmy brother, the beads and the painted houses, and my good friend, the chicken. You may call me friend, and I would like to call you friend. If we ever meet, I will let you hold my chicken. She will keep your secrets safe. You know why, of course.

- ◆ Describe your village and say about the people living there in your own words.
- ◆ Describe your best friend. What characteristics make a good friend?

Ndebele : (*noun*) /(**ə**)ndə' bi:l:/

a tribe from Zimbabwe and north-eastern South Africa and they speak the Bantu language, one of the official languages of South Africa.

About the Author



Maya Angelou

Maya Angelou born Marguerite Annie Johnson; (April 4, 1928 – May 28, 2014) was an American poet, memoirist, and civil rights activist. She published seven autobiographies, three books of essays, several books of poetry, and is credited with a list of plays, movies, and television shows spanning over 50 years. She received dozens of awards and more than 50 honorary degrees. The first one *I Know Why the Caged Bird Sings* (1969); tells of her life up to the age of 17, and brought her international recognition and acclaim. Her famous poems are 'And Still I Rise' (1978), 'Mother, A cradle to Hold Me'.(2006)



Glossary

- Snatch (v)** : quickly seize (something) in a rude or abrupt way.
- Hope (n)** : a feeling of expectation for a particular thing to happen.
- Of course** : used to introduce an idea or action as being obvious or to be expected; certainly
- Feather (n)** : soft, light and hairy thing that covers a bird's body.
- Pattern (n)** : a particular way in which something is done, is organized, or happens
- Fringed (adj)** : having a decorative border of hanging threads for clothing.
- Pretend (v)** : to give a false appearance of being, possessing, or performing; pose.
- Penny whistles (n)** : flute like wind instrument
- City folk (n)** : city people
- Mischievous (adj)** : causing or showing a fondness for causing trouble in a playful way; naughty way.
- Tend (v)** : care for or look after
- Errand (n)** : a short journey either to take a message or to take or collect something
- Squirmy (adj)** : To twist about in a wriggling, snake like motion.



Reading Comprehension

A. Answer the following questions

1. Who is Thandi? Who is her best friend?
2. How does Thandi snatch a feather from her chicken?
3. What are the two hopes of Thandi?
4. Why do you think Ndebele people do not call anything beautiful?
5. What, according to Thandi, what are some of the points to be kept in mind while painting?
6. Describe the clothing of Ndebele women.
7. Why couldn't Thandi's brother be friends with chicken?
8. What did Thandi say about her best friend, chicken?

B. Say if the following statements are True/ False:

1. Thandi's chicken listens to her stories and has other uses. ()
2. Ndebele people call everything beautiful. ()
3. All Ndebele women paint their houses. ()
4. Thandi's father built them small houses, and her mother painted them. ()
5. Thandi's brother is not so mischievous. ()

C. You have read the story, 'My Painted House, My Friendly Chicken and Me'. Read the interesting aspects of village life shared by Thandi mentioned in the help box.

Help box

- *Thandi's best friend*
- String and sew.
- Penny whistles and bicycles
- Hand must not shake like a leaf on a tree
- Amaphotho and ghabi
- Pretend to go inside small houses built by father.
- You must have the pattern inside your head
- One can tell all their secrets

Place the sentences under the right heading. One is done for you.

Thandi's friend – Chicken	Thandi's painting	Thandi's Clothing	Thandi's Village Games
<i>Thandi's best friend</i>			



Vocabulary

A. VISUALISE - Text to Mind

Read the following sentences taken from the story, locate the phrases that are highlighted / expressions / part.

You must **have the pattern inside your head**, even before you dip the feather into the paint.

Here the highlighted part, '**have the pattern inside your head**' means one should *visualise* or *have clear picture* before any work.

To Visualise means to form a picture of someone or something in your mind, in order to imagine or remember him, her, or it.

Activity: Visualise the text given and draw the picture of it. One is done for you.



in the text	in my mind
<ul style="list-style-type: none"> ➤ I saw a dog. ➤ It was big. ➤ It was brown in colour. ➤ It had put its tongue outside. 	
<ul style="list-style-type: none"> ➤ I saw a man with a long nose, curly hair and big toes. ➤ He had rings on his fingers and anklets on his feet. 	
<ul style="list-style-type: none"> ➤ A lovely park with a lake in the middle. ➤ Ducks swimming in the lake. ➤ Children sailing their paper boats. 	



A. Read the following sentences from the story.

1. I **don't** know why, but Ndebele people do not call anything beautiful.
2. ...no **one's** house is as good as my mother's.
3.he tries to get into **everybody's** business.

The highlighted words use **apostrophe (')**. Now guess the use of apostrophe.

Apostrophe (') can be confusing or tricky. However, they aren't difficult to learn. Sometimes they form **possessives** and sometimes they form **contractions**. Here are some tips to remember.

Apostrophe for possessions

1. For most singular nouns, add **apostrophe + s**:
The **cat's** tail, the **student's** book, the **manager's** room
2. For most plural nouns, add only an **apostrophe**:
The **cats'** tails (multiple cats) the **students'** books (multiple students) the **managers'** rooms (multiple managers)

Apostrophe for contractions

A **contraction** is a shortened form of a word (or group of words) that omits certain letters or sounds. In a contraction, an apostrophe represents missing letters.

He would = **He'd.** They are = **they're.**

I have = **I've.** You cannot = **you can't.**

Exercise:

A. Write the contraction for each pair of words. Example: should not – shouldn't

1. are not _____
2. he is _____
3. I am _____
4. she will _____

B. Complete each sentence. Write the possessive forms of the noun given in the brackets.

Eg: The **baby's** doll is a new brand one. (baby)

1. This is _____ textbook. (Angel)
2. The _____ blanket is blue. (boy)

B. Present Perfect Tense:

Let's consider the following sentences from the text which denote just completed actions

1. She has started to teach me to paint good, very good designs.
2. I have enjoyed telling you about my village.

These actions are said to be in **present perfect tense (have/has + past participle)**.

Here are some more examples of the present perfect tense (underlined):

1. Bobby has eaten the breakfast.
2. They have called the police.
3. Has she painted the wall?

The **Present perfect tense** is used for unfinished actions with stative verbs and finished actions with focus on present situation.

Positive	Positive Short Form (Contracted Form)
I have played.	I've played
You have worked.	You've worked
He has written.	He's written
She has walked.	She's walked
It has rained.	It's rained
We have travelled.	We've travelled
They have studied.	They've studied

Negative	Negative Short Form (Contracted Form)
I have not eaten.	I haven't eaten.
You have not been to America.	You haven't been to America.
He has not seen.	He hasn't seen.
She has not played.	She hasn't played.
It has not gone.	It hasn't gone.
We have not danced.	We haven't danced.

Note: Contracted forms are used in spoken form not in written form.

Exercise: Fill in the blanks with the Present Perfect form of the verb. One is done for you.

Eg: I have worked (work) today.

1. I _____ (not/work) today.
2. We _____ (buy) a new lamp.
3. We _____ (not / plan) our holiday yet.
4. Where _____ (be / you) ?
5. He _____ (write) five letters.
6. She _____ (not / see) him for a long time.
7. _____ (be / you) at school?
8. The school _____ (not / start) yet.



Writing

A. Read the passage from the narrative/ story. Write a dialogue.

Hello Stranger-friend,

I am Thandi, an *Ndebele* girl in South Africa. I am eight years old, and my best friend is a chicken. You may laugh at that, but when I tell my friend secrets, she can talk all she wants...but no one can understand her... except another chicken, of course. My chicken not only listens to my stories; she has other uses. If you play with her and take her mind off what's going on, you can quickly-very quickly- snatch a feather or two when she is distracted. She doesn't notice, and the feathers will come in handy later, of course.

Complete the conversation.

- Thandi** : Hello! Stranger-friend!
- Stranger-friend** : Hello! What is your name?
- Thandi** : I am Thandi.
- Stranger-friend** : Where are you from?
- Thandi** : I am
- Stranger-friend** :?
- Thandi** : I am eight years old.
- Stranger-friend** : best friend?
- Thandi** :

Thandi : Hello Stranger-friend!

Stranger-friend : tell?

Thandi : Secrets.

Stranger-friend : Can understand your words?

Thandi : Yes, of course.

Stranger-friend : What else do you do with your chicken?

Thandi :

Stranger-friend : How do you snatch her feathers?

Thandi :

B. Letter Writing: (Informal Letter)

Read the letter written to a friend describing the beauty of her village and the people living in it.

Gandhipuram,
Feb 01, 2021.

Dear Gayatri,

I hope this letter finds you in good health.

My village is near Anantapuram. It is about 100 kilometres away from the district headquarters. We have fresh air, water and a clean environment in my village. My village is beautiful with many green fields, cattle and mango trees. We are the leading producers of mango, coconut and also tamarind. We get pure honey and ghee as well. We play in the sandy beach every evening. My friends and I play many Indian games that are forgotten those days like marbles, Kho- Kho, Kabaddi, etc.

The villagers are helpful and cooperative to one another. We like to celebrate different occasions. We are peace-loving people. We enjoy holidays with relatives and friends. My village is a land of relations that follows the traditions and culture inherited from our ancestors.

Please convey my regards to aunt and uncle. Awaiting your reply.

Yours lovingly,
Razia.

Now, imagine you are Gayatri and write a reply letter describing the village/ locality you live in.

Bhaskarnagar,
Feb 07, 2021.

Dear Razia,

Yours lovingly,

- C. Write a letter to Thandi. Describe similarities and differences between yours and her hopes, likes, dislikes and her games you may become good friends.



Talking Time

- A. **Language Function: Introducing self. (use the help box)**

Hello! My name is _____.

I come from _____ (name of the place)

I am _____ years old. (age)

There are _____ people in my family. (number of family)

I'm a student at _____. (name of the school)

My favourite subject is _____. (favourite subject)

My hobbies are _____, _____, and _____. (hobby)

In my free time, I also enjoy _____. (sports/music)

I like/dislike/hate _____. (like / dislike)

My favourite food/ drink is _____. (favourite food)

I study English because _____. (purpose)

I would like to become _____ in future. (aim in life)

Help Box

Sports		Hobbies	Jobs	
Volley ball	Badminton	Reading Books	Teacher	Engineer
Tennis	Cricket	Listening to music	Doctor	Businessman
Cycling	Fishing etc...	Playing computer games	Manager	Politician
		Surfing the internet		
		Chatting with best friends		
		Collecting stamps/coins etc...		

B. Language Function: Introducing others

You have learnt how to introduce yourself. Now introduce your friend to your class using the hints given.

Hello! Friends! This is _____.

He/ She is from _____.

He/ She is in _____.

His / Her favourite subject is _____.

.....
.....
.....
.....



Listening

Listen to the following story.

UBUNTU

An **anthropologist** (someone who scientifically studies humans and their customs, beliefs, and relationships) created a game for the African tribal children. He placed a basket of sweets near a tree and made the children stand 100 metres away. Then he announced that whoever reaches first would get all the sweets in the basket.

When he said, *ready, steady, go!*

Do you know what these children did?

They all held each other's hands, ran together towards the tree, divided the sweets equally among themselves, ate the sweets and enjoyed it. When the anthropologist asked them why they did so, they answered '**Ubuntu**'.

Which meant... '*How can one be happy when the others are sad?*'

Ubuntu in their language means - '**I am because we are!**'

Let all of us always have this attitude and spread happiness wherever we go.

Answer the following questions:

1. Who is an '*anthropologist*'?
2. What game did the anthropologist plan with the basket of sweets?
3. What instructions did the anthropologist give to the children to do?
4. What did the children do on hearing the anthropologist's instructions?
5. What does the word 'UBUNTU' mean in the African tribal language language?

READ IT YOURSELF

TOM PAINTS THE FENCE

Tom was a young, imaginative and mischievous twelve-year old boy. Tom's mother had passed away. He was living with his Aunt Polly on the banks of the river Mississippi. She loved him as much as she loved her sister. The aunt knew that *“If you spare the rod you will spoil the child”*. She wanted to be strict or he would grow up lazy and be spoiled. One day the aunt thought to herself, “I’ll make him work tomorrow. It’s mighty hard to make him work on Saturdays when all the boys are on a holiday”. The aunt had asked Tom to paint the fence.

Saturday morning came; it was a bright day. The hill behind the village was covered with summer green. Tom appeared on the pavement with a bucket of whitewash and a long- handled brush. He surveyed the fence, thirty yards of broad fence and nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, Tom dipped his brush and passed it along the top most plank. He began to think of the fun he had planned for the day, like going for swimming, and his sorrows multiplied. Soon the boys who were free would come tripping along and they would ridicule him for having work to do. The very thought of it upset him. At this dark moment he got a great, magnificent idea. He took up his brush and calmly resumed his work.

There came Ben Rogers, the very boy, of all boys, whose ridicule he had been dreading. Ben was eating an apple and seemed to be in high spirits. Tom went on whitewashing and paid no attention to Ben. Ben said, “Hello! You’ve got to work even on a holiday?” Tom replied, “I do not consider this as work because it gives me pleasure.” He went on painting the fence just like an artist. Ben was watching all that and he was getting more and more interested. At last Ben asked Tom, “Tom, let me whitewash a little” Tom answered negatively saying, “My Aunt is very particular about this fence and everybody cannot paint the whole of it right way.” Ben was getting very eager and asked Tom.



“Tom, I’ll be very careful, now let me try. I’ll give you half of my apple” Tom replied “No, sorry, I can’t let you, I am afraid...” Ben begged him, ‘I’ll give you the whole apple” Then Tom gave him the brush and Ben started painting while Tom sat down happily in the shadow of a tree, eating the apple.

Poor Ben was sweating and was working under the sun for a long time. When Ben

was tired, Tom gave the brush to Billy who gave him his kite in return. When Billy was tired, Johnny Miller gave his pair of marbles to Tom and took the brush. Tom was really in wealth at the end of the day. Everybody paid him a prize to get a chance to whitewash the fence. They came to laugh at Tom but he made them work. The whole fence was nicely whitewashed with three coats of paint within afternoon.

When Aunt Polly saw the fence, she said in surprise, “Oh! Tom, you can work when you want to, only you hardly ever want to”. She took him home and gave him the best apple she had and allowed him to go and play.

(An extract from the “Adventures of Tom Sawyer”, written by Mark Twain in 1876)

About the author

Mark Twain (1835-1910) whose real name was Samuel Langhorne Clements, was an American writer. He is best remembered as the man who gave the immortal characters of Tom Sawyer and Huckleberry Finn.



Glossary

- Fence (n)** : a structure that divides two areas of land, similar to a wall but made of wood or wire.
- Pavement (n)** : a flat part at the side of a road for people to walk on hollow
- Hollow (adj)** : having a hole or an empty space inside an object
- Existence (n)** : being real or living or of being present
- Ridicule (v)** : make fun of somebody/something or make them look silly; mockery
- Magnificent (adj)** : extremely attractive and impressive; deserving praise; splendid
- Resume (v)** : begins again or continues after being interrupted
- Dreading (v)** : to be very afraid of something; to fear that something bad is going to happen.

Comprehension

A. Answer the following questions:

1. What was the name of Tom's Aunt? Why was he living with his aunt?
2. How did Aunt Polly prove that she was strict?
3. What work was assigned to Tom to do?
4. Describe the feelings of Tom when his aunt asked him to paint the fence.
5. How did Tom become rich with gifts by the end of the day?
6. What does it mean to "*Spare the rod and Spoil the child*".

B. Choose the correct answer from the options given

1. What did Tom plan to do on a Saturday? ()
(a) go to school (b) do homework (c) go for swimming
2. Tom did not want the boys to see him whitewashing because they would ()
(a) make fun of him (b) tell their teacher (c) throw mud at the fence
3. How did Tom make Ben and others paint the fence? ()
(a) by bribing them with money
(b) by pretending painting to be fun
(c) by threatening them
4. Tom was really in wealth at the end of the day, because... ()
(a) many boys paid him
(b) aunt Polly gave him money
(c) he sold the paint
5. What did aunt Polly give him for painting the fence? ()
(a) a doorknob (b) an apple (c) a new dress.



Fun Time

1. **Teacher:** Which one is closer, Sun or Africa?

Bobby: Sun

Teacher: Why?

Bobby: We can see the sun, but can't see Africa.



2. What day do the chickens hate most?

Ans: Friday (FRY-day)



Project

You have read the story “*My Painted House, My Friendly Chicken and Me*”. You might have understood how Thandi has enjoyed telling you about her village, her hopes, her mother, her brother, the beads, the painted house, and her good friend, the chicken.

Now, collect information regarding your family, friendship, home, village/ locality, traditions and culture, and make a picture gallery with your paintings, art and craft.

Check points	On my own	With friends' help	With teachers' help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to do the vocabulary tasks			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to listen to and respond to the story narrated / read by my teacher.			

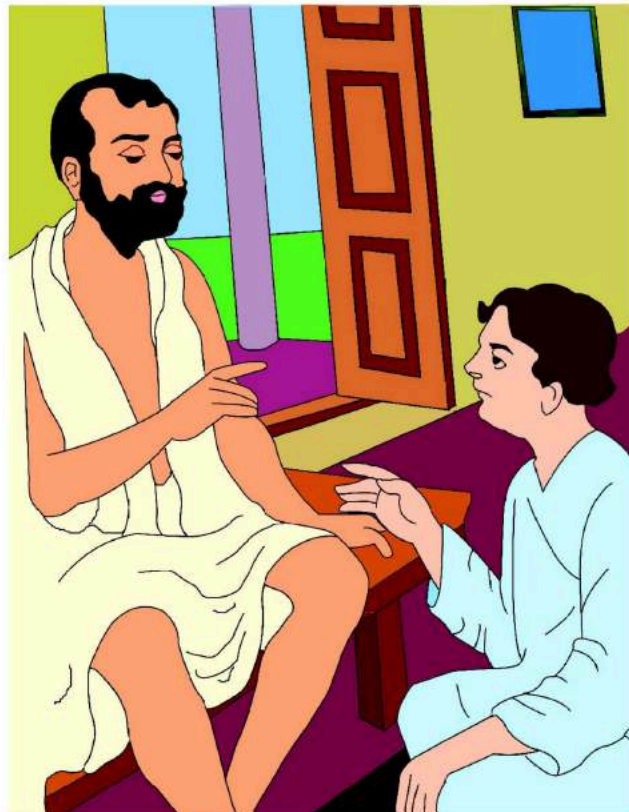
UNIT 2

THE TURNING POINT



Pre-Reading

Observe the following picture and respond.



Questions:

1. Guess the characters in the picture.
2. How do you think are they related to each other?
3. Why did the young man meet the other person?
4. What is the man with a beard saying?
5. Why do we listen to persons?



Some events bring about a remarkable change in the life of an individual. Such events become turning points. Let's read about an incident in the life of A P J Abdul Kalam when he was in class V that became the turning point in his life.

THE TURNING POINT



Reading

I was in class V when the Second World War, the largest conflict in human history, was at its peak. Because of the war all the resources were scarce and the prices were not affordable. So, I had to take up my first job as a newspaper boy. My task was to pick up a bundle of Tamil Newspapers and to deliver them to some local offices, some tea stalls and occasionally a few homes. Before I set out to distribute, I used to sit on the bench there at the station, open the bundle and carefully pluck out a copy of the daily newspaper Dinamani. The first page always caught my attention as it was usually filled with the photos of fighter aircrafts and stories of the second world war. The German air force called Luftwaffe was sending hundreds of planes and bombers to attack the city and the British Royal Air Force had to deploy their full air force to defend their motherland. The stories would be about brave pilots from both the sides, and how they manoeuvred their aircraft and bombers. As a young boy, I used to love the stories of the pilots and their planes. I was curious about planes. I wanted to be a pilot myself.

Back in my village there were few people with whom I could discuss about aircrafts. I belonged to a poor family where nobody went to school. However, I had the advantage of being in the company of great teachers.



Who is your favourite teacher? What do you like about him/her?
Which topic fascinated you the most in his/her class?

My curiosity grew in science because of a very special teacher when I was a ten-year-old boy in Class V. This was indeed a life-changing event. My science teacher's name was Shri Siva Subramania Iyer. One day the topic of discussion in our class of sixty-five was 'how birds fly'. He drew a sketch of a bird with a tail, wings and feathers a head on the board and explained how a bird flew. He explained how a bird could lift itself, fly and change direction by using its wings and the tail.

He asked us whether we understood. We gave a gloomy reply - no. Mr. Iyer did not get upset. That evening he took all of us to the seashore. The sunset, waves, cool breeze and the chirping of birds all together made it a very pleasant atmosphere. He asked all of us to notice how the birds make a formation in a group and fly. He also told us to notice the shape of the formation made by the birds while flew. He drew our attention towards how they flap their wings to fly



higher and how they use the tail to propel directions. Mr. Iyer also made us notice how the bird is powered to fly by itself. In 15 minutes, all the students cheerfully shouted "yes sir, we now understand how birds fly on their own."

The flight principle got imprinted in my mind and I decided that in the future I will study subjects related to flight. However, as a little boy I needed guidance to pursue this field. I asked my teacher Mr. Iyer to guide and tell me how to pursue my interest. He told me to study and explore the field of aviation science and aeroplanes.

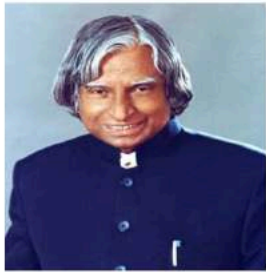
1. What do you want to become in your life?
2. How do you feel when you see birds flying in groups?

Whatever I had learnt that day changed my life. I was inspired to have an aim. Later I realized how important it was to study physics. I chose physics. I opted for aeronautical engineering at the Indian Institute of Technology, Madras. Then, I became an aeronautical engineer and a space technologist. Mr. Iyer's class had transformed my life which led me to make a profession out of my passion. Aeronautics, or the science of flight, was special to me. My career began in this field.

(Note: After graduating from IIT, Madras, Dr. Abdul Kalam had joined DRDO and had designed helicopters for the Indian Army. He was later transferred to the Indian Space Research Organisation (ISRO) and had worked as the project director for SLV-III, India's first indigenous satellite launch vehicle. In the year 1980 he had joined the Indian missile programme and had made two missiles namely Agni and Prithvi for the Indian Army. People affectionately called him as 'The Missile Man of India.' Later on he had got a chance to work as the Chief Scientific

Advisor to the Prime Minister of India from 1992 to 1999. In the year 2002, he was elected as the 11th President of India unanimously by all political parties. In 1997 the Government of India honoured him with the highest civilian award the Bharat Ratna. He dedicated his achievements to all his teachers who inspired him and had motivated him to serve his motherland throughout his life. In his autobiography 'The Wings of Fire', he had mentioned that his teacher Siva Subrahmanya Iyer's lecture was the turning point for all of his accomplishments.)

About the Author



Avul Pakir Jainulabdeen Abdul Kalam was an Indian aerospace scientist and a politician who had served as the 11th President of India from 2002 to 2007. He was born on the 15th of October, 1931 at Dhanushkodi, Rameswaram, Tamil Nadu. He is popularly known as the Missile Man of India. His book 'Wings of Fire' is widely read and is inspiring. This lesson is an extract from his book 'My Teachers'.



Glossary

- Turning point (n)** : a time at which an important change takes place
- Conflict (n)** : clash, a serious disagreement
- Scarce (adj)** : rare
- Affordable (adj)** : reasonably priced
- Defend (v)** : protect
- Manoeuvred (v)** : plotted / steered
- Curiosity (n)** : a strong desire to know
- Gloomy (adj)** : unhappy
- Flap (v)** : move up and down
- Generate (v)** : produce or create

Unique (adj) : matchless / special

Transform (v) : change

Passion (n) : strong desire

Indigenous (adj) : native, local

Ignite (v) : light, kindle



Reading Comprehension

A. Answer the following questions

1. Why did Kalam take up the job as a newspaper boy?
2. What was Kalam curious about?
3. Which topic did Shri Siva Subrahmaniya Iyer discuss one day in the class?
4. Where did the teacher take the whole class to explain the concept of bird's flight?
5. What was the turning point in Kalam's life? Explain.
6. When was Kalam honoured with Bharat Ratna?

B. Arrange the following sentences in the order they occurred in the story.

1. Abdul Kalam decided to study aeronautical engineering.
2. The photos of fighter air crafts and the stories of the second World War caught my attention.
3. In 2002 he was elected the 11th President of India.
4. Siva Subrahmanya Iyer took the whole class to the seashore.
5. Kalam felt what he had learnt that day changed his life.

C. Read the following statements. Answer 'True' (T) or 'False' (F).

1. Sri Siva Subramania Iyer, sowed the seeds of vision ()
2. One day Kalam taught about the bird's flight. ()
3. Sri Subramania Iyer took the students to the airport to show the flying of aeroplanes. ()
4. Sri Kalam took up computer engineering at Madras Institute of Technology ()
5. Sri Subramania Iyer ignited young minds. ()

Correct the false statements and rewrite them in the space provided.



Vocabulary

A. Other forms of the words

Read the following sentences from the text.

1. The prices were not affordable.
2. It was usually filled with the photos of fighter aircrafts.

Look at the underlined words in the above sentences. The word 'affordable' comes from the root word 'afford' and the word 'usually' comes from the root word 'usual.'

Identify the other forms of the following words used in the lesson 'The Turning Point'.

word	Other form of the word found in the text
occasion	<u>occasionally</u>
care	_____
curious	_____
discuss	_____
combine	_____
motivate	_____
cheer	_____
unanimous	_____
achieve	_____
accomplish	_____

B. Compound Adjectives

Read the following sentences.

My curiosity was fulfilled by a very special teacher when I was a **ten-year-old** boy in Class V.
This was indeed a **life-changing** event.

In the above sentence the words “ten”, “year” and “old” and “life” and “changing” are combined using a hyphen (-) and is made into a single adjective called compound adjective. Compound adjectives can be formed by bringing two different words together with a hyphen.

E.g. five-day, smart – looking, old – fashioned, short – haired

Match the following words in Set -A with Set - B to make compound adjectives and write them in the space given.

Set-A	Set-B	Compound Adjective
absent	aged
middle	hearted
well	behaved
brand	minded
kind	new

Fill in the blanks with the compound adjectives you have made.

1. Kalam was one of the _____ boys in his class.
2. The _____ girl helped the old man to cross the road.
3. Mohan who is an _____ person, forgot his wallet at the cash counter.
4. Murali bought a _____ car.
5. The _____ man who is standing at the gate, is my uncle.

C. Compound Words

When you read the lesson ‘The Turning Point’ you might have come across the following words.

“Newspaper”, “seashore”, “sunset”

These words are formed when two or more words are joined together to create a new word, that has entirely new meaning.

Try and make compound words with the following words. You are free to add a word either to the left or right of the given words. One is done for you.

E.g: House - housekeeper, storehouse

1. Hand
2. Room
3. Pot
4. Butter
5. Box

Make more compound words and have fun.

Fill in the blanks with a suitable word from the help box to make a compound word . One is done for you.

E.g. moon light house

(Moonlight and lighthouse are two different compound words with the same word light.)

1. Cane _____ candy
2. News _____ bag
3. Pillow _____ story
4. King _____ man
5. Grass _____ mark

Help Box

light
cover
sugar
fisher
land
paper



Grammar

The Present Perfect Tense vs The Simple Past Tense:

Look at the following sentences from the text.

1. That evening he **took** all of us to the seashore.
2. I **chose** physics.
3. This **was** indeed a life-changing event.
4. Kalam **dedicated** his achievements to all his teachers.

The above sentences denote the actions completed in the past. Hence, the verb is in simple past tense.

take	took	taken	(Irregular Verb)
dedicate	dedicated	dedicated	(Regular Verb)

Be forms:
am/is – was – been
are – were – been

Identify at least five verb forms used in the simple past tense from the text.

Exercise 1:

Fill in the blanks with past form of the verb given in brackets.

1. Sankar _____ (join) the bank last month.
2. Where _____ (be) you yesterday?
3. Fathima _____ (pass) the intermediate exam in 2016.
4. Indian Cricket team _____ (win) the trophy in 2017.
5. Leena _____ (write) her examinations and _____ (go) home immediately.

Already we have discussed 'present perfect tense' in unit-1.

Present perfect tense denotes the action that began in the past and continuous to the present time.

We write present perfect tense with the markers like 'just, yet, etc. (adverbs of time).

We write past tense with the markers like yesterday, last week/month/..., ago, etc.

Exercise 2:

Time adverbs used with present perfect tense

Just yet since already for ever / never

1. Is Mr. Ravi at home ?
No, he _____ left for work.
2. When does the train to Kakinada arrive?
It has _____ left.
3. The Chief Guest hasn't arrived. _____
4. I have lived in Vijayawada _____ a long time.
5. I have lived in Delhi _____ 2004.
6. Have you _____ been to a circus?



Writing

- A. You have read the text 'The Turning Point.' The stories of the World War and the inspiring teachings of his teacher Sri Siva Subrahmaniya Iyer acted as a turning point of Kalam's life.**

Now prepare a script for a speech on the turning point in the life of Abdul Kalam and present it on the Teachers' Day in your school.

B. Prepare a biographical sketch of Sri APJ Abdul Kalam using the given information.

Birth: 15 Oct 1931 at Dhanushkodi, Rameswaram, Tamil Nadu.

First job: Newspaper vendor

Inspiration: His Science teacher Sri Siva Subrahmania Iyer's lecture

Education: Aeronautical Engineering from **M.I.T. (1960)**

Positions: IGMDP, DRDO, ISRO – Chief Advisor and Chairman

Achievements: Project Devil and Project Valiant (1970)

SLV – III, ROHINI, PSLV, PRUDVI & AGNI Missiles, Nuclear Test. Pokaran -II

Invented 'Low Cost Coronary Stent' and Rugged Tablet Computer with Dr.Soma Raju (1998)

Unanimously elected as the president of India (2002 – 2007) 'People's President

Literary Works: Wrote '*Wings of Fire*', '*Ignited Minds*,' etc.

Awards: Honoured with Padma Bhushan (1981), Padma Vibhushan (1990) and Bharath Ratna (1997)

Death: 27 July 2015



Fun Time

Try the following riddle.

The three-letter word that reads the same backwards: _ _ _ (a part of the body)

Read the following 'Palindrome'

1. Race car
2. Madam
3. Don't nod
4. Dogma I am God
5. Never odd or even
6. Madam I'm Adam
7. Too bad I hid a boot

Share your observations with your friends.



Talking Time

A. Making announcements:

Read the announcements usually made during the school assembly.

Dear Students, I have an announcement to make. We are planning to conduct sports and literary competitions on the occasion of Independence Day. The students those who want to participate

in the sports competitions have to give their names to the Physical Director of our school. Those who want to participate in the literary competitions have to give their names to the English teacher.

You are the secretary of your school English club. Make an announcement for the activities to be planned for the English day.

B. Role-play:

Polite Request : (Could you please..... / Would you mind.....)

Srikar : Excuse me, could you please tell me when the Tirumala Express leaves for Vizag?

Enquiry : It starts at 5.05 p.m. every day.

Srikar : Could you please tell me the time of arrival at Vizag?

Enquiry : It reaches Vizag at 11 a.m. the next day.

Srikar : Thank you. Would you mind telling me if the tickets are available for tomorrow?

Enquiry : Let me check. Sorry. No tickets are available until next Sunday.

Srikar : OK, thank you, Sir. I'll plan my journey accordingly.

Enquiry : You are welcome.

Language focus

1. Could you please

Eg: Could you please give me your pen?

2. Would you mind

Eg: Would you mind opening the window? / Could you open the window

Exercise A

Underline the correct expression to complete each request

1. Could you / Would you mind bringing me some milk for my coffee?
2. Could you / Would you mind answering the question?
3. Could you / Would you go to the shop for me?
4. Could you / would you mind turning off the music?
5. Could you / would you mind bringing me a glass of banana juice?

Exercise: B

Complete the polite requests with the correct forms of the verb in brackets

1. Could you _____ (bring) me a cup of coffee?
2. Could you _____ (lend) me your pen?
3. Would you mind _____ (call) a taxi for me?
4. Would you mind _____ (close) the door?
5. Could you _____ (get) me a glass of water?
6. Would you mind _____ (carry) these bags for me?



Listening

TRANSFORMATION OF VIVEKANANDA

The relationship between Sri Rama Krishna and Vivekananda (formerly named as Narendranath) began in November 1881 when they met at the house of Surendranath Mitra. Rama Krishna had asked Narendranath to sing. He was impressed with the singing talent of Narendranadh and invited him to Dakshineswar.

Narendra accepted the invitation. The meeting with Sri Rama Krishna proved to be a turning point in the life of Narendranath. Initially, he did not accept Rama Krishna as his master. But eventually, he became one of the closest disciples of Rama Krishna who shaped the personality of Narendranath and inspired him to dedicate his life to serve the human.

Inspired by Rama Krishna, Narendranath became a monk and was named Vivekananda and he presented a speech at the Parliament of the World's Religions held on 23rd September, 1893 in Chicago.

His meeting with Sri Rama Krishna in Dakshineswar was a turning point which resulted in the transformation of Vivekananda.

A. Listen to the story and state the following statements are true / false.

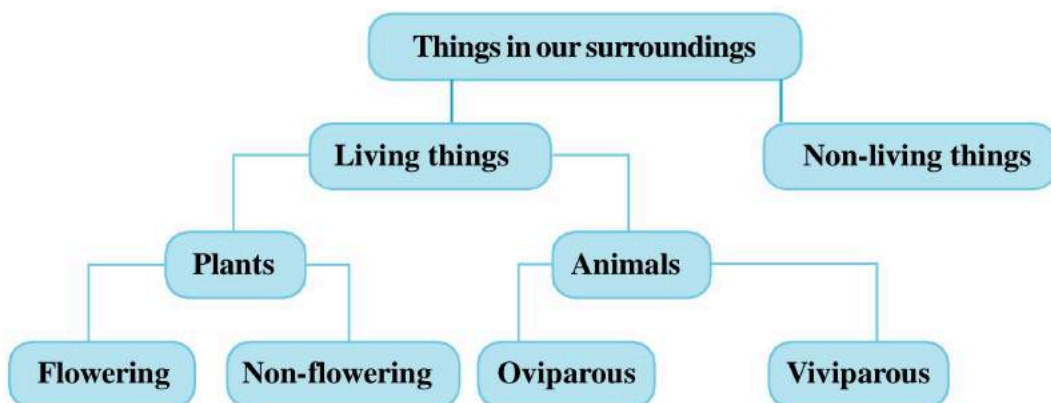
1. The meeting with Sri Ramakrishna was the turning point in the life of Vivekananda ()
2. Sri Ramakrishna presented a speech in Chicago. ()
3. Sri Ramakrishna and Vivekananda first met at the house of Surendranath Mitra. ()

Comprehension:

1. Why did Rama Krishna invite Narendranath to Dakshineswar?
2. How did Rama Krishna inspire Narendranath?
3. Where did Vivekananda present his speech?
4. What did Vivekananda dedicate his life to?
5. Do you believe in transformation of yourself?

 **Study Skill**

Study the following Tree diagram



Answer the following questions:

1. What is the tree diagram about?
2. What are the two kinds of animals mentioned in the above tree diagram?
3. Things in our surroundings are categorised into _____ . ()
a) four b) 2 c) 4
4. 'Viviparous' is a category of _____ . ()
a) plants b) Oviparous c) Animals
5. 'Water' comes under _____ . ()
a) Living things b) Oviparous c) Non-living things.



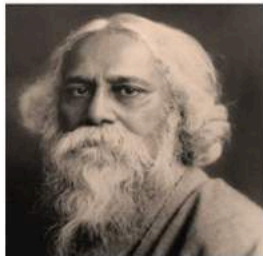
Poem

GIVE ME STRENGTH

This is my prayer to thee, My Lord – strike,
strike at the root of penury in my heart.
Give me the strength lightly to bear my joys and sorrows.
Give me the strength to make my love fruitful in service.
Give me the strength never to disown the poor or bend my knees before insolent might.
Give me the strength to raise my mind high above daily trifles.
And give me the strength to surrender my strength to thy will with love.

Rabindranath Tagore

About the Poet:



Rabindranath Tagore (7 May 1861 – 7 August 1941) usually called Gurudev was a learned man from West Bengal from the Indian sub continent. He was a poet, musician and artist. He reshaped Bengali literature and music. He is the author of the Gitanjali, Which is a collection of beautiful verse. He was the first Indian to win the Nobel Prize in literature in 1913. Tagore’s poetry is viewed as spiritual and patriotic. He was referred to as ‘the Bard of Bengal’.



Glossary

Strike	:	hit forcibly
Penury	:	extreme poverty
Fruitful	:	producing results
Disown	:	refuse
Insolent	:	extremely unpleasant
Might	:	impressive power
Trifles	:	things of little value or importance

Appreciation of the poem:

Answer the following questions.



1. What does the poet pray for?
2. What does the poet want to bear with strength?
3. What type of service does the poet want to make?
4. How does the poet want to treat the poor and the mighty?
5. What does the poet want to do with the strength finally?

Choose the right option and write it in the brackets given.

1. Strike at the root of _____ in my heart. ()
a) treasury b) happiness c) penury
2. Give me strength to bear my _____ ()
a) riches and treasures b) joys and sorrows c) property
3. Give me strength to make my love _____ in service. ()
a) fruitful b) selfish c) sacrifice
4. Give me strength to raise high above daily _____ ()
a) enjoyment b) trifles c) chores
5. The poet wants to surrender his strength to _____ ()
a) the mighty b) God's will c) poor



Check Point

Check-point	On my own	With friend's help	With teacher's help
I was able to read the main reading text.			
I was able to use the glossary given.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercise.			
I was able to do the writing tasks.			
I was able to do the task under study skills.			
I was able to enjoy the poem.			

UNIT 3

A Journey Through the Hills and Valleys



Pre-Reading



U6Y9Y3

Look at the pictures and answer the following questions.



Questions:

1. Have you ever visited such places?
2. Which of the above places do you like the most?
3. Share your experience based on the places you have visited / liked.
4. Which picture means/shows the tradition and culture?
5. Mention some tourist spots in your District.

Let's enjoy the scenic beauty of the Ooty and the Kashmir of Andhra Pradesh, located in Visakhapatnam district.

Journey Through the Hills and Valleys



Reading

It has been my longing since childhood to visit the Eastern Ghats. I've heard about the stunning beauty of the valleys, caves, tunnels and the journey through ghat roads. The geographical magic of the Eastern Ghats and frequent appearance of Lambasingi in both the print and electronic media has always tempted me.

During the period from November to January, the hills with lushing greenery and blossoms welcome the visitors. The beauty of the valleys attracts the movie makers even.

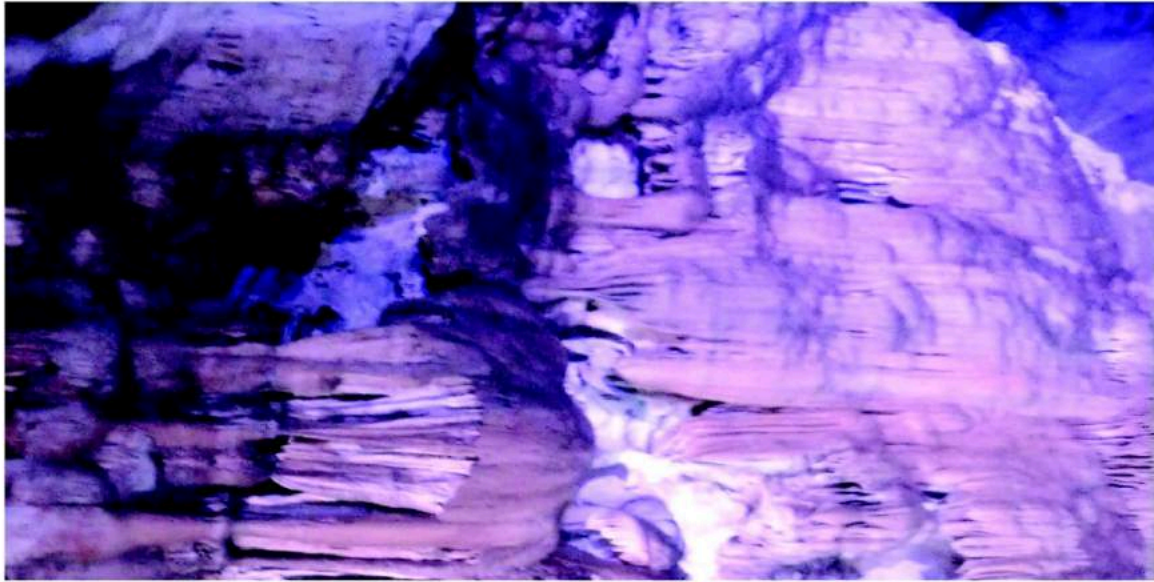
I set off from Visakhapatnam along with my friends at 6 a.m. to catch the Kirandul Passenger, the only train from Visakhapatnam to Borra Caves. Had I missed this mode of travel, I would have missed the most exciting moments of the train journey. And of course, there is a lot of scope to plan our journey on road but it's different. The first task that we had finished was taking breakfast after boarding the train.

Journey through Tunnels

When the train was crossing the tunnels, we felt as if it were night because of the darkness for a few minutes even after the dawn. I could still remember the astounding experience in the longest tunnel among the 58 tunnels. Particularly the special coach called *Vista dome coach*, the air-conditioned tourist compartment with wide windows and LCD TV, is a special attraction to this train journey. After Chimidipalli station, just after a tunnel, a grand waterfall made us spellbound. I could not account all the water falls like this during the journey. The train reached Borra Caves by 9.40 a.m. We got down with our baggage. The train journey from Visakhapatnam to Borra Caves gave us an unforgettable experience which made us speechless.



Araku Road Way



Borra Caves

It was no exaggeration what I came to know about this God's Architecture. At a height of 705 metres above the sea level, made of Karstic limestone, manifested with magnificence, the Borra Caves are the largest caves in the country. While entering the caves everyone in our group enjoyed the echo of shouts of visitors. Unknowingly, we also shouted in excitement. You can understand the feelings of the boulders there. The chilled weather in the caves gave us a different experience. These caves are a good source of enjoyment and also experiential learning. Out of the caves, on either side of the road, the tribes sell their handicrafts made with bamboos, spices collected from forests and products of their farming, etc. to make their living.

We had lunch at Borra Caves at 1 p.m. We had a very sumptuous lunch. Very special dishes of this agency area, which were differently processed with all the spices of the taste particularly.

Tyda Nature Camp

Around 2:00 in the afternoon we reached **Tyda Nature Camp**. It is also called **Tyda Jungle Bells** that facilitates for rock climbing, trekking, bird watching and target shooting with bow and arrows. Log huts, tents set in tribal environment for the tourists' night stay are more enjoyable as they offer pleasant and serene atmosphere that is not found in concrete jungles. But, of course, we couldn't find time for the stay. As we planned our night stay at Araku Valley, we moved to Ananthagiri, brimming with coffee plantations and water falls, which are located between Tyda and Araku Valley.

We reached Araku Valley, the **Andhra Ooty** and a monumental vacation spot in Andhra Pradesh. Wow! The aroma of coffee all over the surroundings certainly gets the exhausted minds energized. It was the Coffee Museum where one may be tempted to relish the taste of the coffee made with different aromas. Really, it's the best beverage that I have ever had.

Here, we visited the Tribal Museum, the exhibition of many interesting things like the traditional art, handicrafts, ornaments and dresses used by the tribes, etc. It is an apt place for those who are enthusiastic to learn more about the culture and tradition of the local tribes. I was surprised to know the life style of tribal people. Kodhus, a Primitive Tribal Group (PTG) use a different language which is a non-scripted dialect of Oriya.

Most interestingly, this valley is a boon for the film producers and directors as the vast scenic area seems to be a carpet of 'gold' with shining yellow Niger flowers (Valisilu). The picturesque back drop captivates the hearts of tourists to click selfies and snaps. It is indeed, a wonderful feast for the eyes. Here, the railway track and the road way seem to go parallel. This is a wonderful phenomenon for shooting, chasing and fighting events in the movies.

Padmapuram Gardens

I feel proud to visit this Garden for its great history. This popular botanical garden, built in 1942 in 26 acres, was the source of cultivating vegetables for the soldiers who fought in the World War II. After that, the garden was converted as a Horticultural Nursery cum Training Centre. It was fun to have a glance at every aspect of the garden in Araku Express, the toy train. Enchanting tree-huts (hanging cottages) ten feet above the ground level look like nature's lap contrasting our regular houses with cement and concrete.



Padmapuram Gardens

Compensating our feeling of sorry for missing the stay at Tyda Jungle Bells, we had a wonderful stay at Araku and enjoyed the cultural programs of the tribal people. At night, there was an unforgettable camp fire in which we all enjoyed Dhimsa, the local ceremonial dance of the agency, performed by 12 to 16 women while men beating the drums. We stayed at night in Araku in the huts and the tents which were set in tribal environment for tourists.



Dhimsa

Lambasingi

Lambasingi, the Kashmir of Andhra Pradesh, a small hamlet in Visakhapatnam district, is known for the snowfall with a record fall of 0°C and sometimes -3°C temperatures particularly between November and January. It is also called 'Korra Bayalu' in their local language. Fenced by towering hills, tall green trees and surrounded by the mist, the area provides a perfect magical setting to enjoy winters. If anyone stays out in the open, one will be frozen.



Feeling the warmth of the sun rise at Lambasingi made an auspicious start of the day that lasts forever. After having breakfast, we visited Kondakarla Bird Sanctuary, one of the best places of visit. I was glad to see the strange visitors, the birds. I wonder how they survive in the intense cold weather. But their joy knew no bounds as they live in their natural habitat.

Having lunch at Narisipatnam, one of the gateways to the Eastern Ghats, we started to Visakhapatnam in our hired vehicle and reached by 5.30 p.m. I felt, we were back to our busy life from an entirely different world of peace and pleasure. The entire journey was a memorable and adventurous experience in my life. Only an expert driver can make you reach your destination safe on this risky curved road with hair-pin bends. The journey was quite amazing and adventurous.

The tour is not an expensive one to bear. It would be better to plan the journey by train upto Borra Caves and for the remaining journey, you can take any vehicle.

Valley (n)	:	an elongated depression of the earth's surface usually between ranges of hills
Tunnel (n)	:	a covered passage way
Lush (adj)	:	over grown
Astounding (adj)	:	amazing, astonishing
Serene (adj)	:	peaceful
Sumptuous (adj)	:	luxurious/rich; delicious
Exhausted (adj)	:	extremely tired
Brimming (v)	:	overflow
Monumental (adj)	:	highly significant/very great
Phenomenon (n)	:	an observable event
Ceremonial (adj)	:	ritual; formal
Auspicious (adj)	:	favourable; encouraging



Reading

A. Answer the following questions:

1. Why was the journey to the tribal area a memorable one to the author?
2. Which places did the author visit on his journey?
3. How did the travellers enjoy the train journey?
4. What are the beautiful scenic places that the tourists visited in Lambasingi?
5. How does the author describe the Ananthagiri hills?
6. How do the tribal people make earn their living?

B) Choose the right option and write it in brackets.

1. The most favourable time to visit Araku is . . . ()

a) between November to January	b) between June to August
c) between August to October	d) between October to December
2. Araku and Lambasingi are in the ()

a) Western Ghats	b) North Eastern Ghats
c) Eastern Ghats	d) East West Ghats

3. The dance performed by the tribes in Araku is called . . . ()
 a) Savara b) Dhimsa c) Kuchipudi d) Folk
4. Borra caves are made of ()
 a) karstic Limestone b) chalk Limestone
 c) tufa Limestone d) coquina Limestone
5. Ananthagiri hills are popular for ()
 a) waterfalls b) flowers
 c) coffee Plantations d) both 'a' and 'c'

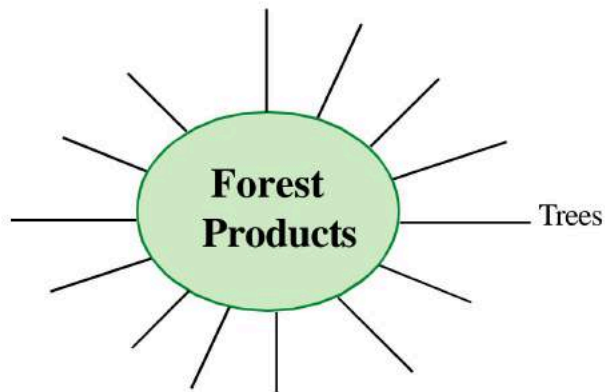
C) Put the following sentences in the order of events.

1. We visited Kondakarla Bird Sanctuary.
2. We enjoyed Dhimsa dance performed by women.
3. The tribal people were selling their handicrafts on the either side of the road.
4. We set off from Visakhapatnam to Borra.
5. The train passed above the Borra caves.



Vocabulary

A. Prepare a word map related to 'forest products'



C. Look at the following words:

1. attraction 2. unknowing

1. The word 'Attraction' consists of two parts. (root + suffix)

The root word is 'attract', suffix is 'ion'

2. The word 'unknowing' consists of two parts (prefix + root)

The Prefix is 'un', root word is 'knowing'.

Now complete the following tables with appropriate prefixes/suffixes to the root words to make new words,

Note: Suffixes come after the root word, Prefixes come before the root word.

The first one is done for you.

Prefix	Root	New word	Root	Suffix	
-dis	locate	dislocate	beauty	-ful	beautiful
	experience		permit		
	perfect		continue		
	like		enjoy		
	natural		green		



Grammar

A. Locate the following sentences in the text

- It is a bird-lovers' heaven and one of **the best** places to visit in **Lambasingi**.
- It is **the most beautiful** and **important** hill station in **Andhra Pradesh**.

Here we can observe the word 'best' in the 1st sentence and 'most' in the 2nd sentence are superlative adjectives. Both the adjectives take definite article 'the' before them.

a) Now, find some more superlative adjectives from the text and write them in the place provided.

Eg. the longest

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |
| | 5. _____ |

In previous classes, you might have learnt about adjectives that are expressed in three degrees i.e. Positive, Comparative and Superlative.

B. Read the following statements. Label them with 'P' for Positive, 'C' for Comparative and 'S' for Superlative degree.

1. Borra Caves are the longest caves in Eastern Ghats. ()
2. The Krishna is longer than the Penna. ()
3. There are many big buildings in our town. ()
4. Iron is heavier than Silver. ()
5. Araku Valley is one of the most beautiful places. ()
6. The Pacific is the deepest ocean in the world. ()
7. The horse does not run so fast as the cheetah. ()
8. Australia is not so big as India. ()
9. There are many strong players in our team. ()
10. India is one of the largest countries in the world ()

C. Prepositions

Fill the blanks with the relevant words choosing from the box.

to above at by from

The train also passed _____ the Borra Caves. We got down _____ Borra Caves _____ quarter to 10am. The train journey _____ Visakhapatnam _____ Borra Caves made us speechless and gave an unforgettable experience.

The words which you have filled in the blanks are prepositions.

Prepositions are words that give the position of the nouns or the relationship between two nouns, two pronouns or a noun and a pronoun.

Prepositions of Place

There are four Prepositions of Place.

1. "at" describes a specific point in space.

E.g. I am at the library

2. “in” describes an enclosed space.
E.g. We live in Delhi
3. “on” describes an object’s relationship to a surface.
E.g. The cat is jumping on the table.
4. “by” describes an object’s nearness to other objects
E.g. The boy stood by the window.

Prepositions of Direction

Prepositions of direction indicate in which direction the object is moving.

Eg: above, across, along, around, behind, below, besides, over, through, toward, up, down, between, inside, in, near, under, into, onto

The train passed **through** the tunnel.

We walked **along** the road.

The boy ran **up** the hill.

The river runs **between** the hills.

Fill in the blanks with suitable prepositions given in the box.

in below onto towards above at along down on from

1. Is your brother ____ the shop?
2. My father has returned _____ his workplace.
3. A small stream runs ____ the bridge.
4. Prema fell _____ the floor.
5. A helicopter hovered _____ our house.
6. The cat jumped ____ the wall.
7. The rocket is going _____ the moon.
8. The flight ran ____ the runway.
9. Row your boat gently _____ the stream.
10. The boy put the chocolate _____ his pocket.

 **Writing****A) Write a paragraph using the hints given below.**

On a holiday – went to Horsely hills – with my family – great trip in my life – started journey – sunny day – excited about – Gali Bandalu – road was full of eucalyptus and sandal wood trees – extremely panoramic – Koundinya Wild life sanctuary – Environmental park, Mallamma Temple – worth seeing

B) Write a letter to your friend about your visit to a tourist place in summer holidays. **Listening****Listen to the following text:**

Travelling gives you many wonderful experiences you cannot find in your own country. You meet local people and get to understand different cultures. It's so exciting. I love planning trips and doing some research on the country or countries I want to visit. Sometimes, I like to plan everything in advance, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with no hotel reservation and no fixed plans. I prefer staying in hostels and guest houses. You get to meet and talk to different and interesting people and share information. I also like to visit places that are off the beaten track. Being somewhere with thousands of other tourists is not my cup of tea.

Listen to the text again and tick the correct options.

Travelling gives you many _____ (wonderful/worst) experiences you cannot find in your own country. You meet local people and get to _____ (understand/misunderstand) different cultures. It's so exciting. I _____ (love / dislike) planning trips and doing some research on the country or countries I want to visit. Sometimes, I like to plan _____ (nothing/everything) in advance, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with no _____ (hotel reservations/ room reservations) and no fixed plans. I prefer staying in _____ (railway stations/hostels) and guest houses. You get to meet and talk to different and interesting people and share information. I also like to visit places that are off the beaten _____ (track/truck). Being somewhere with thousands of other tourists is not my cup of tea.



Talking Time

1. Already, you have read the Travelogue 'Journey through the Hills and Valleys'. You may have such beautiful places in your locality too. Using the following language functions share your likes and dislikes with your friend.



Language Function

Expressing Likes	Expressing Dislikes
Eg : I really enjoy the trip.	Eg : I don't think all the hill region is enjoyable.
I'm very fond of...	I'm sorry, but I don't like it at all
Wow/Lovely!	It's absolutely terrible/awful
I'm crazy about	I'm afraid I dislike/ don't like...
.....is wonderful/ really good	I specially dislike...
...is one of my favourites	I don't like



Project

Collect the list of tourist places in your district. Write a small description about the places by collecting relevant pictures. Display the pictures and the information in your class room.



Fun Time

Poem to enjoy

A pin had a head but has no hair
 A clock has a face but no mouth there
 Needles have eyes but they cannot see
 A fly has a trunk without lock or key
 A timepiece may lose but cannot win
 A corn field dimples without chin
 Rivers run though they have no feet
 A saw has feet but it does not run
 Ash trees have keys yet never a lock
 And a baby crows without being a cock

Think and match the following.

1.	bottle	teeth
2.	tree	tongue
3.	shoe	neck
4.	comb	spine
5.	flame	nose
6.	hammer	trunk
7.	aeroplane	head
8.	book	sole

Read it yourself

Gandikota— The Grand Canyon of India

Gandikota

Feb 19th, 2021

Gandikota, the magnificent piece of nature’s architecture, has come to be known as the Hidden Grand Canyon of India. The travellers who visit will be stunned by its beauty. It is located in Kadapa District of Andhra Pradesh. It resembles the Grand Canyon, Arizona, US. There are many astounding areas that are alluring to the visitors in and around Gandikota. ‘Gandi’ means ‘Canyon’ and ‘Kota’ means ‘Fort’. The village nearby this area is known to be Gandikota.

The spectacular gorge formed by the Pennar River that cuts through Erramala hills offers a beautiful view. A gorge is a narrow valley between hills or mountains, with steep rocky walls and a stream running through it. In fact, gorges are formed because of erosion of rock over a long period of time.

Gandikota was the seat of power for many ancient dynasties, ever since its discovery by Kakatiya Raja, a subordinate of the then Chalukya ruler.

The Fort, having a five-mile perimeter wall guarding it, is one of the favourite tourist hotspots. This fort has an impressive history as it was once the undefeatable stronghold of its time. It was built in such a manner that the Gandikota gorge provides it a natural defence on the north and west sides.





The Fort made of red stone has excellent palaces adorned with fine carvings. It is very exciting to walk along the fort's wall and spend a few moments by the serene river. A trip to this place is worth it, considering the fact that you can peep into history through the walls of Gandikota Fort, which narrates the tale of various civilizations that existed thousands of years ago.

The best time to visit this place is between September and February, as the weather during this time is comparatively pleasant. Summers are too hot and there will be significantly low water levels, the canyon seems less appealing.

There are several other attractions and things to do in Gandikota like kayaking, rock climbing, trekking and rappelling. Surely you can enjoy watching stars at night. The granary, prison,

etc; are the special attractions here. All the three modes of transportation air, train, and road are available.

You can also visit Mylavaram Dam nearby and do some boating in the serene waters of the reservoir. You can also visit the Belum Caves which is India's largest and the longest natural cave system, the Owk Reservoir and Banaganapalle.

Booking in advance for an overnight stay on the weekends is necessary as the Haritha Resort run by the Government is the only accommodation available in Gandikota. There are multiple camping areas outside the Fort and on the banks of the Pennar River for those who are looking for quirky stay options and wish to sleep under the stars with the river gushing beside.



Glossary

1. **Architecture (n)** : any particular style of building design
2. **Astounding (adj)** : surprisingly impressive
3. **Allure (v)** : extremely attractive
4. **Adorned (v)** : made more beautiful
5. **Serene (adj)** : calm and peaceful
6. **Appealing (adj)** : attractive or interesting
7. **Quirky (adj)** : unusual
8. **Gushing (v)** : flow out of something in a rapid and plentiful stream



Reading

- A.**
1. Write one of the interesting things you like the most in the news article.
 2. What is the right time to visit Gandikota? Why?

B. Read the following and say whether they are true / false.

1. Gorges are formed because of rock erosion over a long period of time. ()
2. A five-mile perimeter wall around Gandikota fort is constructed to protect it. ()
3. Gandikota, the Grand Canyon of India, is only one such a place in the world. ()
4. Gandikota is an example of artificial architecture. ()
5. Gandikota can only be reached by road. ()



Check Point

Indicators	On my own	With friend's help	With teacher's help
I was able to read the main reading text.			
I was able to use the glossary given.			
I was able to answer the questions under reading comprehension.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to do the listening task.			
I was able to do the language functions.			
I was able to answer the questions under study skills.			
I was able to do the project work.			
I was able to answer the questions under Read it yourself.			



UNIT 4

The Brave Little Bowman

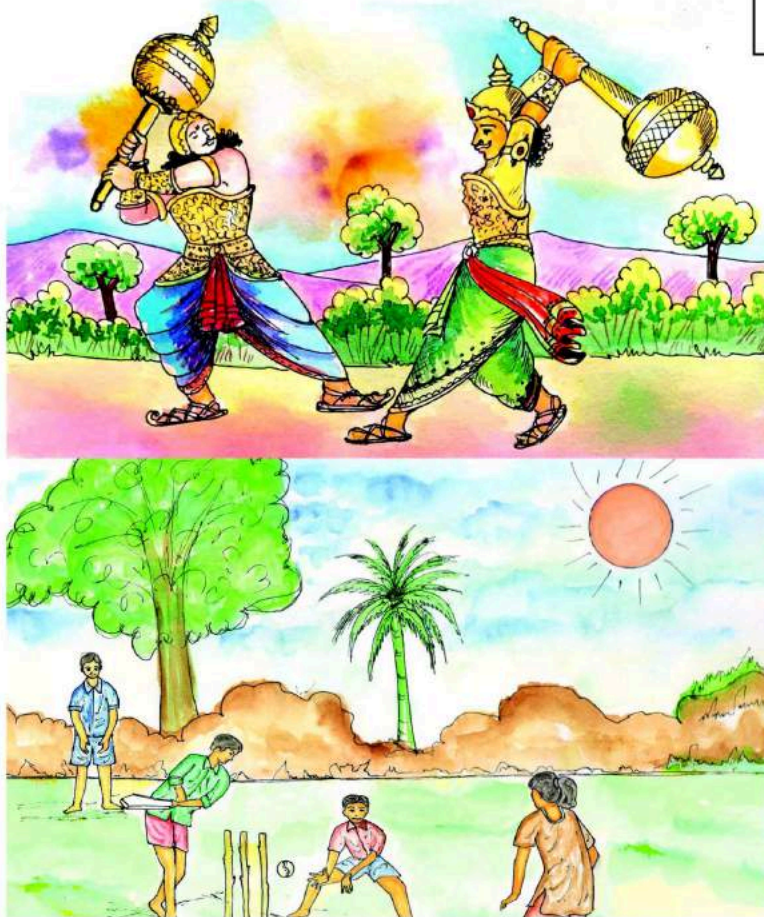


Pre-Reading



A7P4R8

Look at the picture below and answer the questions that follow.



1. What are the men / boys doing?
2. What weapons are they using?
3. Where do we see such fight scenes?
4. Can you name some world famous personalities from any field?
5. Is it their appearance / skill that makes them great personalities?

Let us read about a person who is a talented archer and a great warrior whose only wish in his life was to be a part of the army. Let us see how was fulfilled his wish.

The Brave little Bowman



Reading

Once there lived a little wise man with a crooked back. He was a skilled archer. His only wish was to join the army. He thought that the King might not give him the job because of his crooked back. The little wise man wanted to find a strong man and ask him to take him as his assistant. Then the King would take both of them. He went in search of a big man.

One day he saw a big man digging a ditch.

The Little Man : You are a big and strong man. Why are you digging ditches? Can't you find some other work?

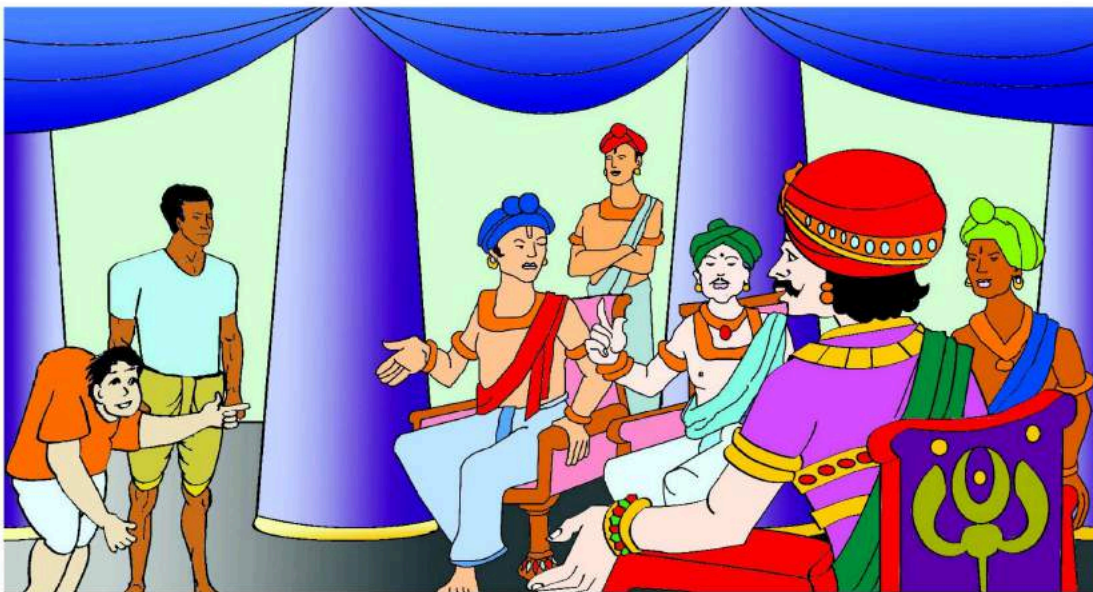
The Big Man : I don't know any other work, and I have to earn my living.

The Little Man : Don't do this work anymore. Come with me. We will go to the king and ask for a job in the army for you.

The Big Man : I can't do that. I am not a skilled warrior and can't fight.

The Little Man : Don't worry about that. Just go to the King, ask for a job in the army and introduce me as your assistant.

The Big Man : But, how can a little man like you assist me?



The Little Man : *You can't judge a book by its cover.* There is no such a bowman like me in the country. I will do the work assigned to you and we will divide the pay equally. Now, will you come with me?

The Big Man : Okay, I will go with you.

They went to the palace gates. The big man sent a word to the king that there was a skilled bowman at the gate. The king sent for the big man.

The King : What do you want? Why did you come here?

The Big Man : My greetings to you, your Majesty. I want to join your army.

The King : Who is this little man?

The Big Man : He is my assistant, your Majesty. I want you to take him too along with me.

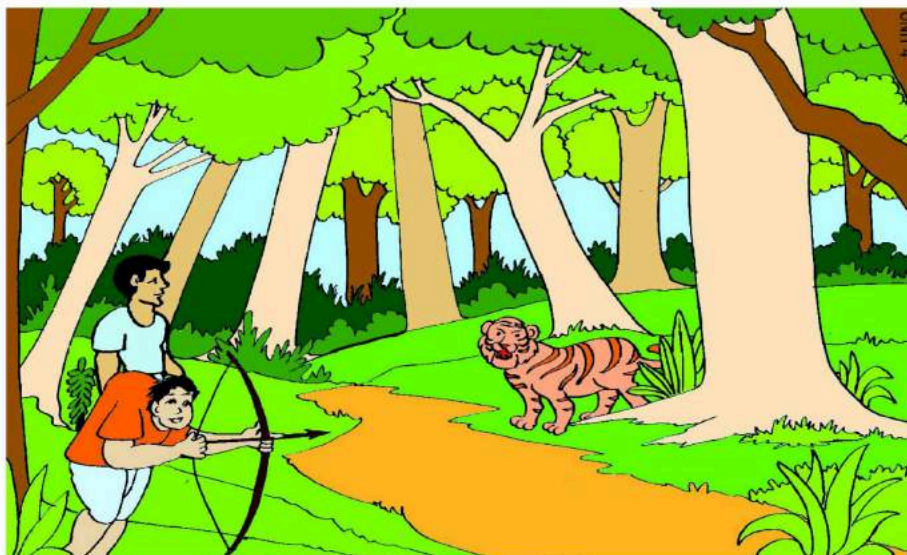
The King : I will take the both of you and give a thousand silver coins a month.

The Big Man : Thank you very much, your Highness! We will serve you to the best of our abilities.

They joined the army and were happy. One day the King sent for the big man and told him that there was a tiger in the forest who was killing people.

The King : You must go to the forest and kill the tiger. Will you do it?

The Big Man : Yes, your Majesty! I will kill the tiger.



The King : Go at once!

The Big Man : Your order My Lord!



1. Do you know the success story of Sudha Chandran? Discuss.
2. Collect the names of such personalities and share with your friends.

The big man and the little man went into the forest. The little bowman killed the tiger. They reported the same to the king.

The Big Man : I have killed the man-eater, your Majesty.

The King : Oh! You have killed the tiger! Very glad. I appreciate you, brave man. Take this bag of gold coins.

The Big Man : Thank you, your Highness.

The big man and the little man shared the coins equally. One day, the King was informed that a wild elephant was creating panic among the people: running up and down the road, tossing people in the air, causing injuries and in some cases death to the people. Immediately the King ordered the big man to meet him. The big man reported to the King.

The King : Have you heard about the wild elephant?

The Big Man : Yes, your Majesty.

The King : Go and kill the wild elephant and put the people's fears to rest.

The Big Man : Certainly, your Highness!

The big man and the little man went to look out for the wild elephant. The little man shot the elephant and killed it and they reported it to the King.

The Big Man : I have killed the wild elephant, your Majesty.

The King : Bravo! You have once again proved that you are a very brave man. I am happy to have you in my army. Take your reward.

All the people in the kingdom praised the big man for his bravery. The big man became very proud. He gave a cold shoulder to the little man and said many harsh and unkind words to the little man. He also said that he could get on very well without the help of the little man. A few days later, **as a bolt from the blue** for the big man, the kingdom was attacked by an enemy.

The king received a message either to surrender his kingdom to him or to get ready for the battle. The King at once sent his army.



1. Can the big man win the battle? Substantiate your answer.
2. Will the little man support the big man?

The Big Man : *(armed and mounted on a war elephant)* Today is my last day in this world. I am definitely going to die.

The Little Man : Pull yourself together. I will sit behind you on the war elephant and shoot with my bow and arrow.

The war elephant went out of the city and entered the battle-field. Then at the sound of the first drum beat, the big man shook with fear.

The Little Man : Hang in there. You need not be afraid. If you fall off now, you will be killed.

The Big Man slipped off the elephant's back, and ran back to the city.

The Big Man : I don't want this job. I don't want your money either. I can do any job as long as I live.

The Little man : Oh! what a coward he is! though big and strong! However, this is a *blessing in disguise*. I will fight for the king and prove that I am better than the big man, though I don't have a big and strong body.

The little bowman drove the war-elephant into the fight. The army broke into the enemy king's camp. The little man's army drove the enemy out of their kingdom and won the battle. The king heard about the little bowman. The people called him 'The Brave Little Bowman.' The king made him the chief of the army and gave him rich gifts. The big man was ashamed of himself and went back to his work of digging ditches. As per the saying, '*better late than never*', the little man received the much-deserved honour at last.

(Adapted from Jataka Tales)



Glossary

Crooked (adj)	: bent or twisted out of shape
Earn a living (idiom)	: to earn money needed for food and clothing.
Ditch (n)	: a narrow channel dug at the side of the road or field, to carry away water.
Praise (v)	: express warm approval or admiration
Harsh (adj)	: unkind, severe
Bowman (n)	: an archer
Mounted (adj)	: riding an animal, typically a horse
Warrior (n)	: a brave or experienced soldier or fighter
Skilled (adj)	: having or showing the knowledge or ability
Panic (n)	: sudden uncontrollable fear or anxiety
Put fear to rest (phrase)	: to calm one's fear
Armed (adj)	: carrying weapons to fight



Reading Comprehension

A. Answer the following questions.

1. Why didn't the little bowman go to the King and ask for a job in the army?
2. What did the little bowman tell the big man to do when he saw him digging ditches?
3. How did the big man introduce the little man to the king?
4. Did the big man kill the tiger and the wild elephant? Who killed them?
5. If you were the big man what would you do in the battlefield?
6. Did the running away of the big man from the battlefield benefit the little man? How?

B. Put the following sentences in the order of events.

The big man and the little man joined the king's army. ()

The little man told the big man to ask the king to let him join the army. ()

The little man saw a big strong man digging a ditch. ()

The big man slipped off the war elephant's back and ran off into the city. ()

The little man killed the tiger and the wild elephant. ()

C. Say whether the following statements are True or False.

1. The little bowman introduced the big man as his assistant to the king. ()

2. The little man killed the tiger and the wild elephant. ()

3. The big man asked the king to pay him five hundred pieces a month. ()

4. The little bowman led the elephant into the battle and won the battle. ()

5. The king made the little bowman the chief of his army and gave him rich gifts. ()

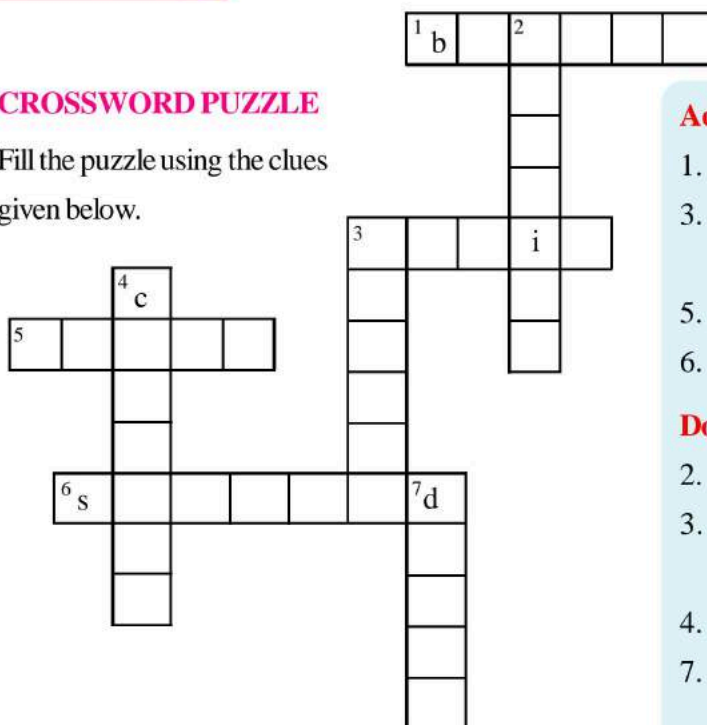
Correct the false statements and write them here



Vocabulary

A. CROSSWORD PUZZLE

Fill the puzzle using the clues given below.



Across

- 1. an archer
- 3. sudden uncontrollable fear or anxiety
- 5. unkind, severe
- 6. having knowledge or ability

Down

- 2. a brave soldier
- 3. express warm approval or admiration
- 4. bent or twisted out of shape
- 7. a narrow channel dug at the side of the road or field

B. Observe how the past and past participle forms of the verbs are formed in set I and set II.

Set I			Set II		
Present	Past	Participle	Present	Past	Participle
walk	walked	walked	take	took	taken
ask	asked	asked	drive	drove	driven
join	joined	joined	do	did	done
talk	talked	talked	fly	flew	flown
watch	watched	watched	give	gave	given

Note:

Verbs such as walk, ask, join, etc, which you find in set I are Regular Verbs.

Verbs such as take, drive, give, etc, which you find in set II are Irregular Verbs.

Pick out the verbs from the lesson and write the V2 (past) and V3 (past participle) forms and place them under proper headings.

Set I			Set II		
Regular Verbs			Irregular Verbs		
Present	Past	Participle	Present	Past	Participle

C. Find the ‘antonyms / opposites’ for the given words from the reading text.

1. unarmed
2. foolish
3. unskilled
4. relaxed
5. coward
6. separate
7. gentle
8. proud
9. straight
10. dismount

D. Fill in the blanks with the opposite of the word underlined.

1. Never speak harshly, always speak _____.
2. Cruelty towards animals is a sin. We should show _____ to animals.
3. Everybody likes to be praised. Nobody likes to be _____.
4. I am glad I got the job, but _____ on leaving my home town.
5. David told his timid young brother to be _____.



Grammar

A. Read the following sentences from the reading text.

- The King will take both of us.
- We will go to the King and ask for a job.
- Will you come with me?

These sentences are in the **simple future tense**.

Pick out some more sentences which are in the simple future tense from the reading text and write them here.

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

You have already learnt the structure and usage of **simple future tense**. Now, do the following exercise.

A. Here is how Karim, John and Indu plan their summer holidays.

Fill the blanks with suitable form of verb given in brackets.

Hello, I am Karim. Every summer we _____(go) to Chennai to visit my grandparents. But this summer, we _____(not visit) them. We _____(go) on a tour to Singapore. We _____(do) a lot of shopping there. We _____(visit) all the sight-seeing places in Singapore. We _____(stay) there for ten days.





Hello, I am John. This summer I _____(go) camping with my classmates and we _____(climb) up trees. We _____(make) campfires and _____(sleep) in tents. But it _____(last) only for a week. Then, like every summer I _____(read) books and _____(watch) T.V at home.

Hi, I am Indu. Every summer we _____(go) to my grandpa's village. He has a lovely farm. This summer too, we _____(go) there. I _____(ride) a horse. I _____(climb) trees and _____(go) fishing and _____(pick) up flowers also. I _____(feed) the lovely animals.



B. Fill the blanks with the verb in simple future tense. (One is done for you)

Ex. He _____(come) tomorrow.

Ans: He **will come** tomorrow.

1. Karim _____(travel) around Europe next year.
2. The exams _____(be) in June.
3. The students _____(finish) the English project in two days.
4. He _____(call) me tomorrow afternoon.
5. I _____(get) you something to drink.

C. Write negative sentences for the given positive sentences. (One is done for you.)

Ex. They will go shopping on Saturday.

Ans: They **will not go** shopping on Saturday.

1. My mother will assign work to me.

2. He will get the job.

_____.

3. We shall buy another house.

_____.

4. The doctor will see you very soon.

_____.

5. He will leave tomorrow.

_____.

D. Framing questions that take Yes/No responses

Read the following sentences from the story.

Little man : Can't you find some other work?

Big man : No, I can't.

The King : Have you heard about the wild elephant?

Big man : Yes, your Majesty.

The King : You must go to the forest and kill the tiger. Will you do it?

Big man : Yes, your Majesty! I will kill the tiger.

Look at the answers to the above questions. Those answers begin with either YES or NO.

The above questions begin with words can, have, will, did etc. (The Auxiliary Verbs). Now let us see how these questions are framed.

1. Observe the position of the auxiliary verb in the statement and the question.

S.No.	Statement	Question
1	She is learning classical dance.	Is she learning classical dance?
2	They were playing chess	Were they playing chess?
3	He will finish the project in time.	Will he finish the project in time?
4	We can enjoy the movie.	Can we enjoy the movie?
5	I should write the examination.	Should I write the examination?

Now, frame questions to the given statements. (One is done for you)

1. He was a skilled archer

Ans: Was he a skilled archer?

2. The king will take both of them.

3. I am not a skilled warrior.

4. She is preparing dinner for us.

5. The little girl can tell the names of all Indian Presidents.

6. My friends are going on an excursion.

7. They were building a house by this time last year.

8. I should attend the meeting.

9. We shall take up the challenge.

10. The Prime Minister has declared the lockdown.

2. Observe the following Statements and Questions.

Statement	Yes / No question
Birds fly in the air.	Do birds fly in the air?
A cow gives us milk.	Does a cow give us milk?
He got top rank in the examination.	Did he get top rank in the examination?

Now, frame questions for the given statements: (One is done for you)

1. The rainbow appears in the sky.

Ans: Does the rainbow appear in the sky?

2. The Sun rises in the east.

3. Trees give us fruits.

4. He wrote a novel.

5. She sang a song on the dais.



Writing

A. In the story the big man was appreciated for killing the tiger and the wild elephant. He started ignoring the little bowman. Describe the feelings of the little bowman in this context.

Make use of the following hints

Unlucky I am – with my skill – killed the tiger – killed the wild elephant – but credit went to the big man – the King and the people praised him — I was ignored – really unfortunate – what can I do now? – can I reveal the truth — may the King punish us – better to keep quiet.

B. You have read the lesson 'The Brave Little Bowman'. Rewrite it in the form a story.



Talking Time

LANGUAGE FUNCTION: Offering and asking for help:

Read the following conversation between Gowtham and Sudha. Work in pairs.

Gowtham : Hello! Sudha. What will you do tomorrow?

Sudha : I'll work on my English project.

Gowtham : Shall I help you to complete your project work?

Sudha : I'll be glad if you can.

Gowtham : Certainly, Sudha.

Sudha : Thank you very much.

Here are some examples for asking for help / offering help:

Asking for help

- Could you help me.....
- Would you mind
- Can you do me a small favour,..
- Please.....
- Can you please lend me

Offering help

- Can / May I help
- Would you like me to help you....
- I will help you.....
- If you need any help, let me know....
- Do you want me to help you.....

Frame sentences to make offers using the words given and practice.

- 1. Cook the dinner (shall): _____
- 2. Clean the floor (Can) _____
- 3. Cup of coffee (Would) _____
- 4. Do the shopping (Will) _____
- 5. Make some sandwiches (Would) _____

 **Listening**

Listen to the story and answer the questions that follow.

An Audacious Village

A country's protected by the armed forces like the army, the navy and the air force. If one wants to join the armed forces, one needs bravery and patriotism. You may have many professionals like engineers, doctors, lawyers, teachers, etc., in your locality. However it is rare to find people who work in the army from your area. Madhavaram, called Military Madhavaram in West Godavari District, which is famous for sending men to serve in the armed services for centuries. Almost every household in the small village has at least one member serving in the armed forces.

During colonial rule, youth from the village flocked to the military and participated in major wars. Nearly 90 soldiers from this remote village participated in World War I and the figure rose up to 1,110 in World War II. Many soldiers from this village have laid down their lives.

Soldiers from the village have been a part of every war that independent India has fought. Many soldiers from this village sacrifice and guard the Indian frontiers. The girls in the village prefer to marry military men. The villagers, to commemorate the sacrifice and services of the soldiers, built a memorial for soldiers on the lines of New Delhi's Amar Jawan. For many years, joining the Indian Armed Forces has remained the career of choice for the young men of the village.

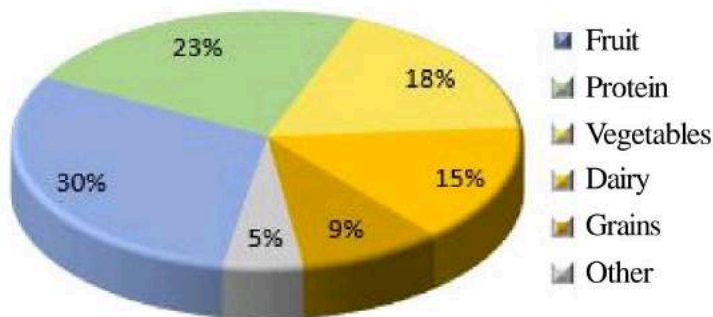
Answer the following questions:

1. What qualities are required to join the Armed forces?
2. Whom do the girls in the village prefer to marry?
3. How did the villagers commemorate the sacrifice made by the soldiers?
4. How many World Wars are mentioned in the story?
5. What is Amar Jawan famous for?

 **Study Skill**

A. Study the following pie-chart and answer the questions that follow.


Recommended Diet



1. What is the pie chart about?
2. What is the percentage of vegetables in the diet recommended?
3. _____ occupied 9% of the diet recommended. ()
 a) Vegetables b) Grains c) Other
4. Which two items are equally recommended in our diet? ()
 a) Grains & Other b) Dairy & Vegetables c) Vegetables & Protein

5. Identify the true/false statement.
- a. The percentage of fruit in our diet is 23% ()
- b. Grains occupy the least percentage of our diet. ()
- c. Vegetables occupy 18% share of our diet. ()

B. Dictionary Entry

 **play**
/pleɪ/

See definitions in:

All Sports Games Gambling Art Music

verb

1. engage in activity for enjoyment and recreation rather than a serious or practical purpose.
"the children were playing by a pool"

Similar

2. take part in (a sport).
"I play squash and badminton"

Similar: take part in

noun

1. activity engaged in for enjoyment and recreation, especially by children.
"a child **at play** may use a stick as an aeroplane"

Similar: amusement entertainment relaxation recreation enjoyment

2. the conducting of a sporting match.
"rain wrecked the second day's play"



Fun Time

Look at the word 'make'. By replacing the underlined letter 'k' in the word with **r**, **l** and **t** we can make new words like 'mare, male, mate' and so on. Now make at least three new words by replacing the letter underlined with any letter of your choice.

make - mare male mate

1. same - _____

2. poke - _____
3. robe - _____
4. sail - _____
5. bake - _____

Riddles :

Here are some riddles for you to solve. (One is done for you)

Ex. I am tall when I am young and I am short when I am old. What am I?

Answer : Candle

1. You walk into a room that contains a candle, a kerosene lamp, a match and a fireplace. What would you light first?

Ans: _____

2. A man dies of old age on his 25th birthday. How is this possible?

Ans: _____

3. What has many keys but can't open a single lock?

Ans: _____

4. What is black when it is clean and white when it is dirty?

Ans: _____

5. Where does today come before yesterday?

Ans: _____

Tongue Twisters:

Say them aloud.

1. Troubles never troubled Trouble, as he himself troubled troubles.
2. Mine collected fine and wished to have wine but the shopkeeper closed at nine for fear of fine.
3. Bumble often mumbles something to Rumble but the latter does not catch the matter as nothing matters to him.

4. Mr. Will, prepared a will as he willed to inherit his paper mill to his daughter, Jill.
5. Ms. Sind wound the bandage round the wound and soon unwound it as it was not wound properly around the wound.



Poem

A Fairy Song

Over hill, over dale,
Thorough bush, thorough brier,
Over park, over pale,
Thorough flood, thorough fire!
I do wander everywhere,
Swifter than the moon's sphere;
And I serve the Fairy Queen,
To dew her orbs upon the green;
The cowslips tall her pensioners be;
In their gold coats spots you see;
Those be rubies, fairy favours;
In those freckles live their savours;
I must go seek some dewdrops here,
And hang a pearl in every cowslip's ear.

By William Shakespeare



William Shakespeare (1564 – 1616) was an English playwright, poet, and actor often called the English National Poet and considered by many to be the greatest dramatist of all time. He was nicknamed The Bard of Avon. Shakespeare's works include 38 plays, 2 narrative poems, and 154 sonnets and a variety of other poems. His plays like Hamlet, Macbeth, King Lear are some of the finest works in those genres. Some of his works are studied as academic subjects at postgraduate level across the world. This poem (A Fairy Song) is taken from his comedy play 'A Mid Summer Night's Dream.



Glossary

1. **Dale** : valley
2. **Thorough (ancient)** : through
3. **Brier** : a thorny plant
4. **Pale** : a wooden strip forming part of a fence
5. **Swifter** : faster
6. **Sphere** : range
7. **Freckles** : spots
8. **Savours** : flavours
9. **Cowslip** : a kind of plant grown in Europe and West Asia.

Choose the correct options to complete the sentences.

1. The fairy wanders _____ ()
(a) over the dale (b) over the hill (c) everywhere
2. The fairy is serving the Fairy Queen by dropping _____ upon the green.
(a) dew drop (b) cowslips (c) rubies ()
3. The fairy walks faster than the rotation of the _____ ()
(a) Fairy Queen (b) dew drops (c) Moon
4. The fairy wants to hang a _____ in every cowslip's ear.
(a) dew drops (b) ruby (c) pearl ()
5. Who are the fairy queen's pensioners? ()
(a) cowslips (b) dew drops (c) orbs

Answer the following questions:

1. Where does the fairy wander?
2. How quickly does the fairy wander?
3. Who does the fairy serve?

4. What are the spots on the cowslips compared with?
5. Identify and write the other rhyming words in the poem:

(E.g. dale – pale)

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



Fun-time answers: sale, sake, save / pole, pore, pose / rose, role, rope / sail, tail, mail, rail / bale, base, bare, bade

Riddles answers: 2. a match / 3. He was born on 29th February, / 4. A piano / 5. A blackboard / 6. In a dictionary



Check Point

Indicators	On my own	With friend's help	With teacher's help
I was able to read the main reading text.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercise.			
I was able to do the writing tasks.			
I was able to perform different functions in English language.			
I was able to do the task under study skills.			
I was able to recite the poem.			
I was able to answer the questions under the poem.			

Vocabulary

Snatch

Handy

Stranger

Spear

Pattern

Pretend

Wagon

Mischievous

Errand

Fringed

Attention

Manoeuvred,

Advantage

Curiosity

Bloomy

Powered

Guidance

Aviation

Aeronautical

Transform

Stunning

Boarding

Astounding

Compartment

Exaggeration

Architecture,

Brimming

Enthusiastic

Picturesque

Compensating

Skilled

Highness

Appreciate

Panic

Tossing

Deserve

Ability

Swift

Mounted

Crooked

BLOSSOMS - 7

ENGLISH READER

Semester-2

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2021-22. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

There are eight lessons in the textbook. The lessons are developed on the basis of the themes prescribed by NEP-2020 viz., wit and humour, motivation, culture and tourism, bravery, freedom, women empowerment, inclusivity, love for animals and responsibility. Utmost care has been taken in the selection of main-reading, poems and extensive-reading that they are age and level appropriate. It is vivid that the variety of genre included the textbook will facilitate the students in exploring the different types of literature and help them grow interest in writing discourses on their owl and also achieving the learning outcomes.

We are grateful to the Honourable Chief Minister of Andhra Pradesh Sri.Y.S.Jagan Mohan Reddy for being our source of inspiration to carry out such an extensive reform in the education department field of education. We extend our gratitude to Honourable Minister of Education Dr. Adimulapu Suresh, for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadru, IAS, Commissioner, School Education, Mrs. Vetriselvi. K, IAS State Project Director, Samagra Shiksha, for their constant motivation and esteemed guidance.

We convey our special thanks to Sri C A V Prasad, Member, School Education Regulatory and Monitoring Commission, Professor Ramanujam Meganathan, NCERT, Dr. V. Madhavi, Assistant Professor, SKD University, Anantapur, Dr. R.Poornima, Academic Consultant, British Council, Smt. K.N. Sobha, Assistant Professor, Anna University, Chennai and the textbook writers who studied curriculum from North America to South Africa and recommended the best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERT of Karnataka, Kerala, and Tamilnadu in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution and dedication in the development of this textbook.

Constructive feedback from the teachers and parents is invited for the refinement of the textbook.

Dr. B. Pratap Reddy

Director

SCERT – Andhra Pradesh

Our National Anthem

- Rabindranath Tagore

*Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Panjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
uchchala-jaladhi-taranga
Tava Subha name jage, tave subha asisa mage,
gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, Jaya he, Jaya he,
jaya jaya jaya jaya he.*

Pledge

- Pydimarri Venkata Subba Rao

**India is my country. All Indians are my brothers and sisters.
I love my country and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.**

BLOSSOMS - 7
ENGLISH READER
Class - 7

Semester - 2

Contents

S.No	Content	Month	Pages
1.	The Art of Weaving	Nov	1
2.	The Why - Why Girl	Dec	20
3.	The Bond of Love	Jan	35
4.	Gurajada - The Legend	Feb	50
Revision		Mar	



Student Corner



Teacher Corner

The learner

1. *The Art of Weaving*

1. Listening and speaking

- identifies the silent letters in the given words.
- sings the poem and appreciate it.
- visits and understands what is to be learnt in language laboratory.

2. Reading comprehension

- reads a variety of texts and arrange the sentences in sequential order.

3. Grammatical awareness

- writes grammatically correct sentences using Present Continuous Tense etc.
- learns the Reported speech sentences, changes statements from Direct to Indirect Speech.

4. Vocabulary

- identifies the adverbs and learn some idioms to express happiness.

5. Creative writing

- prepares an invitatin card using the given card.
- writes question tags to the given questions.

2. *The Why - Why Girl*

1. Listening and Speaking

- Listens the story and reproduces its content.
- sings the poem and appreciate it.

2. Reading comprehension

- identifies the message of the lesson and the poem.

3. Grammatical Awareness

- uses Wh questions for asking information.

4. Vocabulary

- learns the homphones and its meanings.

5. Creative writing

- prepares a script to present a drama.

3. *The Bond of Love*

1. Listening and speaking

- responds to instructions made in class, school assembly.
- listens the story and reproduces its idea and theme.

- 2. Reading comprehension**
 - reads a variety of texts and arrange the sentences in sequential order.
- 3. Grammatical awareness**
 - learns Adverbs and its placements.
 - identifies the Voice in the sentences.
 - learns about Prepositions and its usage.
- 4. Vocabulary**
 - writes ei, ie words.
- 5. Creative writing**
 - writes guided conversation.

4. Gurajada - The Legend

- 1. Listening and speaking**
 - listens the story and gets the idea.
 - say the statements whether true or false.
 - uses giving advice in different contexts.
- 2. Reading Comprehension**
 - identifies the characters in the lesson and understands their nature.
- 3. Grammatical Awareness**
 - writes grammatically correct sentences for a variety of situations using Simple Future.
 - writes negative sentences for the given positive sentences and frames questions .
- 4. Vocabulary**
 - finds synonyms to the words.
 - writes antonyms to the given words.
- 5. Creative Writing**
 - writes Diary entry and Book review.

Instructions to teachers

In this book...

Certain values and attitudes, namely compassion, friendship, caring for elders, forgiveness, patriotism, saving environment and humour which are more relevant to the present society are included.

The components in each Unit are designed to create interest among students and make them involve in various learning activities to improve their language skills.

1) Pre-reading:

- Each lesson contains a face sheet with a picture on it.
- This picture is to be used as a trigger for interacting with learners with the help of various questions.

2) Reading:

- Reading session is conducted to enable the learners to make sense of the reading text and reflect on the text.
- Each reading text has a form and a theme.
- The reading text may be divided into a few segments and transacted in a few periods.

3) Vocabulary:

- Vocabulary session focuses on enriching the learners' language.
- To enable the learners to identify words and to use them in their day to day communication.
- It is always better to contextualise vocabulary in real life situations.

4) Grammar:

- Grammar session lays emphasis on making the learners' language more accurate and to enable the learners to use grammar in different contexts in their real life.
- It is always better to teach grammar contextually.

5) Writing:

- Writing session aims at enabling the learners to develop imaginative thinking abilities to express themselves creatively.
- A discussion is to be generated on what the learners are going to write and let them note down the points before they start writing the given task.

6) Talking Time:

- ‘Talking Time’ session activates and stimulates the learners to generate the language by themselves.
- There is a lot of scope to attract the learners towards English language by involving them in various activities in this sessions namely minimal pairs, language functions etc.

7) Project Work:

- Project work gives scope for “Learning by doing.” So, ensure that every student should participate.
- Project work enables the learners to improve their language skills and to participate in teamwork.

8) Listening:

- Listening session provides a lot of input that is very important for second language acquisition especially for improving speaking skill.
- It is always better to provide opportunities both inside and outside the classroom for the learners to be exposed to listening input.

9) Extensive Reading (Read it yourself) :

- This session enables the learners to build reading speed which helps learners to understand English faster and better.
- It may be seen that the objective of extensive reading is ‘reading for pleasure.’

10) Study skills:

- This books lays the greatest emphasis on developing study skills where learners infer, analyse, evaluate, interpret and refer to dictionary on their own.

11) Fun Time:

- This session activates and stimulates the learners to think and use their imagination in puzzle solving, answering riddles etc.
- ‘Fun Time’ makes them enjoy using English.

12) Poem:

- The inclusion of four poems in this book helps the learners enjoy and appreciate poetry.

UNIT 1

The Art of weaving



Pre-Reading

Look at the following picture and Answer the questions that follow.



1. Have you seen any of these in your locality / place?
2. How do they make these puppet?
3. Have you ever tried to make anyone of the craft?
4. Are there any craftsmen/craftswomen in your village/area?
5. What art / craft do you like the most?

Let's go through a case-study related to the art of weaving practised as a profession in one of the towns of Andhra Pradesh.

The Art of Weaving



Reading

My English teacher had taken the class for a case-study to Mangalagiri which is one of the most famous towns in the Guntur District.

We went to Mangalagiri, one of the famous towns in Guntur District, along with our English teacher on a case-study.

First, we consulted a master weaver, Veeraiah, for the details "where to go?", "whom to meet?" Mr. Veeraiah cordially welcomed us. He said "Mangalagiri is famous for its sarees and fabrics produced by handicraft weaving. Many families live on the art of weaving here."

We asked him, "*Could you please tell us about the fabric of Mangalagiri?*" He expressed his gratitude for our concern for them and responded most positively:

"This fabric is the product of weaving with the help of pit looms. It takes much time to weave and requires a lot of patience to prepare everything ready. Mangalagiri sarees are special for their quality and the process we follow. The quality of fabric depends upon the yarn we use. Generally, we purchase cotton yarn from different mills from our state and Jari from Surath, Maharashtra."

"*Sir, can you explain how you begin the process of weaving?*" asked one of our classmates.

Veeraiah said, "First, the yarn is boiled in the water, mixed with caustic soda, for a couple of hours and also bleached to make it suitable for dyeing".

"*Sir, do you purchase coloured yarn for weaving coloured fabrics?*" asked one of us.

"No. dyeing is an important and significant step in handloom saree production. Our techniques give a unique and durable colour to the fabric. After dyeing it is washed, dried at room temperature and brought for the process of spinning, locally called 'aasu'. Later yarn spools are made ready for the next step of making a fabric."



We went through the streets of Mangalagiri and observed people doing something with the yarn.

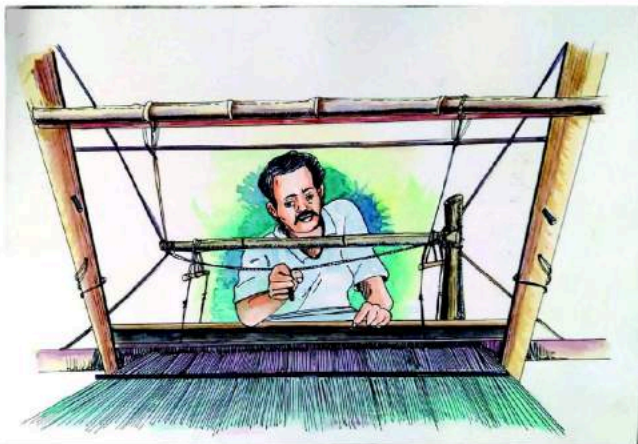
One of us asked, "What are you doing?" Ramaiah, a weaver, greeted us with a smile and replied, "*We are street-sizing.*"

"*Street-sizing?* Could you please tell us what street - sizing is ?" asked one of us.

Ramaiah took us to an open area where the yarn was spread in full length of warp in 25 metres. A wonderful view to look at. The radiance of the colours in the bright sun lasts forever in our memory.



"After dyeing, the yarn is sundried and combed to get it stiff through street-sizing. Street-sizing is the extension of the warp, spraying of starch and brushing followed by drying to get it ready. We need an open and a spacious place for street-sizing. Next the warp is rolled on an iron rod which is fixed in a loom to weave. Now, it is all set for the weaving." He added, pointing to the long-stretched yarn which was rich and colourful.



We were happy exploring the process of weaving on the looms.

We went on to visit another house in Mangalagiri. There we noticed a man working. *One of us enquired, "Sir, what are you doing?" He replied, "I am weaving a saree."*

We understood that **Handloom** is a simple machine used for weaving. It is a manual operating system. The fabric which is made on the pit loom (*maggam*) with a doobby attachment mechanism is very unique and beautiful.

While we were going on the streets of Mangalagiri, we met another weaver Sambayya who was selling handloom sarees. *We asked him, 'Why is the fabric produced in Mangalagiri special from other fabrics?'*

His enthusiasm was evidently seen when he said, "The Nizam design is a unique characteristic feature of this fabric. The uniqueness of Mangalagiri cotton is because of its durability. The fabric is woven only on a pit loom, and there are no gaps on the weave towards the edges of the fabric along with the fact that it is created in my Mangalagiri alone. The body and the *pallu* is embellished with *zari* or golden thread work with a Nizam boarder and geometrical and simple designs.

"Sir, do you weave my sarees only?" one of my classmates asked him.

"No. We weave not only sarees but also fabric for dress materials, *Kurtas*, *Dupattas* and shirts. *Jhola* bags made of this fabric are well known to everyone," he proudly responded.

"Sir, are these fabrics cheaper than fabrics produced in powerloom mills? Could you explain?" our teacher asked.

'Yes, a very good question sir. Indeed, weaving fabric on a hand loom is more expensive than that of a power loom. It's an art. People should have a taste of wearing these clothes.

It has a rich appearance. The quality of work done by the weavers and the pain the weavers take for weaving a saree keep the love for our Mangalagiri fabric," he explained.

Enthusiastically we asked him, *"Sir, how many people have to work for weaving a saree? How long does it take to complete a saree?"*

He smiled and said, "5 to 6 persons have to work in each stage. The length of the warp is around 25 metres long which can make four sarees at a time. This requires approximately 10 days. It means, it takes 2 to 3 days for single saree."



Not knowing how we can repay his services as he is the source of learning the facts of weaving, we expressed our heartfelt thanks to him, before leaving Mangalagiri.

Around 5000 weavers are working in the Mangalagiri textiles industry in a population of eighty thousand. Mangalagiri has a special place in the world textile map because of the handloom sarees and the dress-materials woven here are world famous.

The weavers face many problems in the textile industry they face tough competition, change in fashion, trends, scarcity of raw material and the involvement of middle men. However the traditional value of handloom fabric is increasing for their uniqueness. Handloom fabric, thus, has a lot of global demand because of its artistic appeal.





Glossary

Fabric (n.)	: cloth or other material
Occupation (n.)	: a job or profession
Migration (n.)	: movement from one region to another
Hank (n.)	: coil or yarn bundle
Warp (n.)	: vertical thread
Weft (n.)	: horizontal thread
Pirn (n.)	: a rod onto which weft thread is wound for use in weaving
Radiance (adj.)	: glowing brightly or shining
Extension (n.)	: stretching out
Knotting (v.)	: tying
Enthusiasm (n.)	: keen interest
Evidently (adv.)	: in a way that is seen or understood
Durability (n.)	: permanence
Geometrical (adj.)	: decorated with regular lines or shapes
Distinguish (v.)	: differentiate or identify
Dobby (n.)	: a mechanism attached to a loom for weaving small patterns
Expensive (adj.)	: costly



Reading Comprehension

A. Answer the following questions

1. What is the speciality of a Mangalagiri sari?
2. Explain what the warp and the weft are.
3. Why do the weavers perform street-sizing?
4. What problems do the weavers of Mangalagiri face?
5. Are the handloom fabrics expensive? Why?

B. Arrange the following sentences in sequential order and write them in the space provided.

1. The yarn is kept in the sunlight for drying.
2. The street sizing process is done to make the thread thick and strong.
3. The yarn is boiled and sent for dyeing.
4. The yarn is rolled on an iron rod and fixed on a loom to weave.
5. The yarn bundles are placed on spinning wheel.

.....
.....
.....
.....
.....

C. Read the following statements and say whether they are true or false.

1. Power looms are more expensive than handlooms. []
2. Warp and weft is an interlacing method of weaving. []
3. Warp refers to horizontal threads on woven cloth. []
4. Nizam border is a unique feature of Mangalagiri saree. []
5. Mangalagiri is a small town in Vijayawada district. []

Correct the false statements and write them here:

1.
2.
3.
4.
5.

 **Vocabulary**

A. Match the following words denoting their professions or trades.

- | | | |
|---|---------|--------------|
| 1. A person who makes pots | (d) | a. tinker |
| 2. A person who weaves fabric | () | b. sculptor |
| 3. A person who goes from place to place to mend pots, pans etc., | () | c. florist |
| 4. A person who makes furniture | () | d. potter |
| 5. A person who carves stones into idols. | () | e. carpenter |
| 6. A person who sells flowers | () | f. weaver |

B. Read the following:

Today I helped my mom in the kitchen. I carefully cut the vegetables and my mom slowly placed them into a boiling pot of water. Next, mom quickly browned the onions while I patiently peeled off the potatoes. Immediately, my mom deeply fried the potatoes also. I eagerly waited for my next job, which was to gently sprinkle spices into the vegetable soup. But I accidentally poured too much cumin. I quietly told my mom my mistake, and she sweetly told me that, initially, we made such mistakes. Gradually, you would be out of confusion.

In the above event, there are many words ending in 'ly'. They are adverbs. They are formed by adding 'ly' to adjectives.

Adjective + ly = adverb

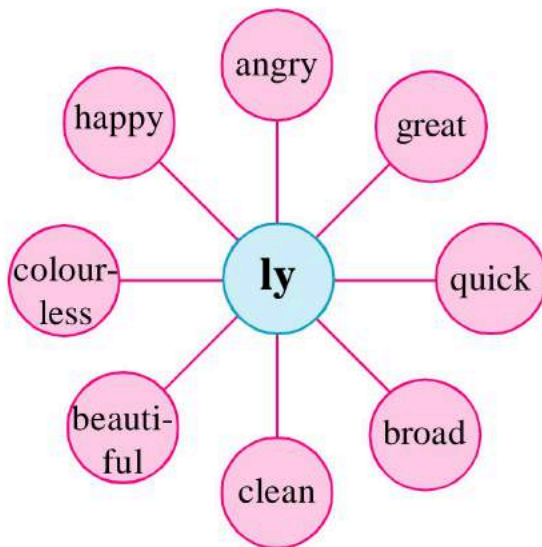
E.g: approximate + ly

Identify the adverbs from the paragraph given above and write them in the space given.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

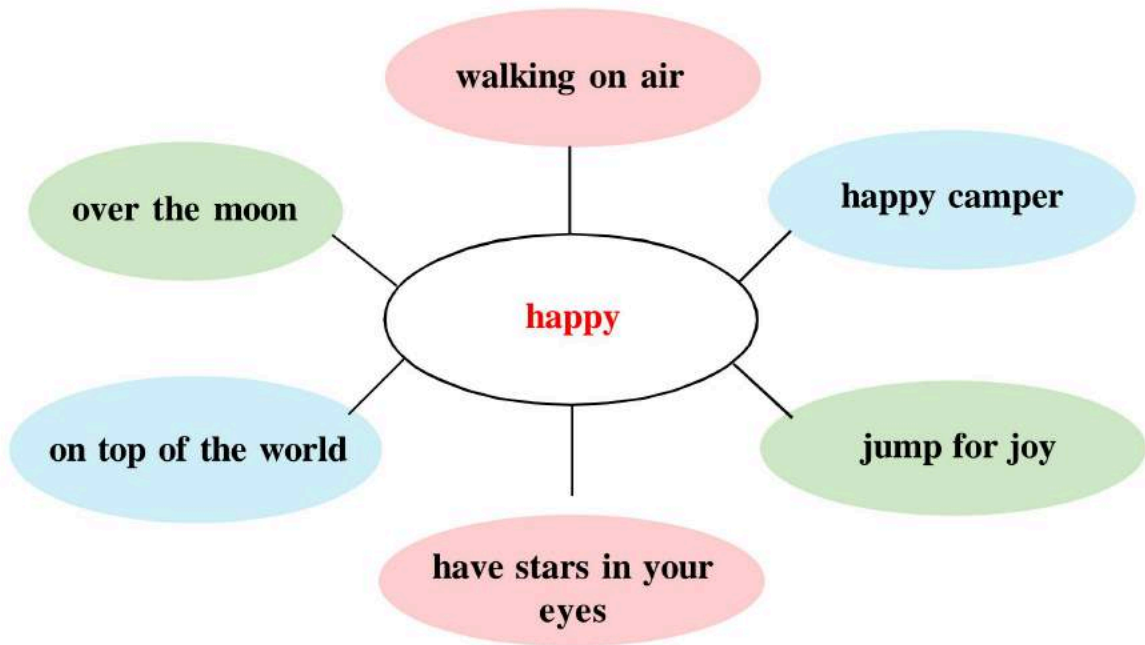
Look at the following images and make adverbs by adding 'ly'.

One is done for you.



- | | |
|---------------------|---------|
| 1.happily..... | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

C. Let's learn some idioms to express 'happiness'.



Use these idiomatic expressions in your own sentences. One is done for you.

E.g. I have been over the moon when I got gold medal in the National Athletics.

1.
2.
3.
4.
5.

 **Grammar**

A. Read the following sentences from the text:

One of us enquired, "Sir, what *are you doing*?"

He replied, "I *am weaving* a saree on the loom."

Observe the verb in the sentence. It is in present progressive tense. It denotes the 'on going' actions.

Present continuous tense / Progressive tense

When Mary visits Kavya's home to play, Kavya, her brother Naveen, and her neighbour Bibi are working in the garden.

Read the conversation among them.

Mary : Hello! Friends, what are you doing here?

Kavya : I'm digging a pit, Mary.

Naveen : I'm clearing the clay from the pit.

Mary : What are you plucking Bibi ?

Bibi : I'm plucking weeds in the garden.

Mary : Why are you digging the pit?

Kavya : We are planning to grow a rose plant here.

Mary : You are doing a very good job. Keep it up.

You might have noticed the use of present progressive tense in the above conversation.

Look!, Hear!, See!, Watch!, Listen!, etc., are generally used in present continuous tense.

Ex: Look ! I'm drawing .

See ! how the peacock is dancing.

Listen! I'm talking to you.

1. Frame as many sentences as you can from the following table.

I		making	
We		cutting	sweets for me.
You	am/not	weaving	saree in the room.
He	is/not	folding	cloth on handloom.
She	are/not	boiling	water in the pot.
It		writing	English homework.
They			

- a.
- b.
- c.
- d.
- e.

2. Write meaningful sentences using present continuous tense with the sets of words given.

- a. butterflies- fly- garden
- b. dogs - run - street
- c. baby - crawl- floor
- d. boy - dance - stage
- e. girl - paint - picture

B. Reported Speech

Look at the following sentences from the lesson.

- 1. *Ramaiah, a weaver, greeted with a smile and replied, "We are street-sizing."*
- 2. *He replied, "I am weaving a saree on the loom."*

*The part of the sentence that is kept within the inverted commas is the sentence actually spoken by the speaker. So, the above sentences are said to be in **Direct Speech**.*

*When the same sentences are told by someone other than the speaker they are said to be in **Indirect speech (Reported Speech)***

- e.g.
- 1. *Ramaiah, a weaver, greeted with a smile and replied that they were street-sizing.*
 - 2. *He replied that he was weaving a saree on the loom.*

Let's observe the underlined words in the above sentences.

"that" is used as conjunction.

'are' in the sentence (1) has become 'were' and 'am weaving' in the sentence (2) has become 'was weaving'.

Pronoun 'we' in the sentence (1) has become 'they'

'I' in the sentence (2) has become 'he'

Now, read the following conversation and complete the passage that follows.

The weaver: Along with 5 persons, I have to work in each stage to weave a saree.

The students : We are very happy to learn from you.

The weaver told the students _____ along with 5 to 6 persons _____ had to work in each stage to weave a saree and the students replied him _____ were very happy to learn from him.

C. Observe the position of the objects/things in the given picture.



Now, Read the following sentences. Tick () the suitable preposition.

1. The fridge is between / under the door and the cupboard.
2. The shelf is fixed in / under the wall.
3. The clock is in/on the wall.
4. The chairs are under/ next to the table.
5. The pot is on/in the cooker.



Writing

Go through the following invitation card.



Now, prepare an invitation card for a handicraft exhibition cum sale.

(Items of display: handloom fabrics, mats, designing pots, clay dolls, wall hangings etc., - 29-7-2021 -10.00 am to 5.30 - free entry- District Handloom Cooperative society-by Homage to Heritage Association, Andhra Pradesh)



Talking Time

1. Role play:

Jaya : Hallo! What are you doing?

Riya : I'm getting ready for the party.

Jaya : Oh! Really, How are you going there? .

Riya : Hmmm! We are going there by car.

Jaya : I see. Are your children coming?

Riya : Yes. They are coming.

Jaya : I am also planning to bring my children.

Riya : Oh! Very nice. Meet you there. Bye.

Language Function:

Here is a conversation between two friends in the classroom.

Raheem : Good morning, Shyam! Are you searching for something?

Shyam : You are right. I am searching for my English note book.

Raheem : You gave it to our English teacher yesterday, didn't you?

Shyam : Oh, My goodness! You have also given your notes, haven't you?

Raheem : Yes, Bobby has given my notes to the teacher, hasn't he??

Shyam : Okay. We shall collect them from our teacher, shan't we?

In the above conversation 'didn't you', 'haven't you', 'hasn't he', 'shan't we' are tag questions. Tag questions are used to get confirmation.

Eg: Monika is a good girl, isn't she?

I. Fill in the blanks with suitable question tag given in the box.

1. You like chocolates, _____ ?
2. She is amazing, _____ ?
3. You can't sing, _____ ?
4. You are my best friend, _____ ?
5. I'm a good boy, _____ ?
6. They are reading books, _____ ?
7. My father doesn't cook well, _____ ?
8. He wasn't listening, _____ ?

Help box

- couldn't you
- don't you
- aren't they
- aren't I
- isn't she
- doesn't he
- aren't you
- was he

Read the words aloud:

Identify the silent letters in the following words while your teacher is reading them aloud.

almond	wren
palm	wrote
yolk	wrestle
calm	wriggle
salmon	wrinkle
calf	sword
half	whole
chalk	wreck
talk	two
walk	wrap
folk	writing

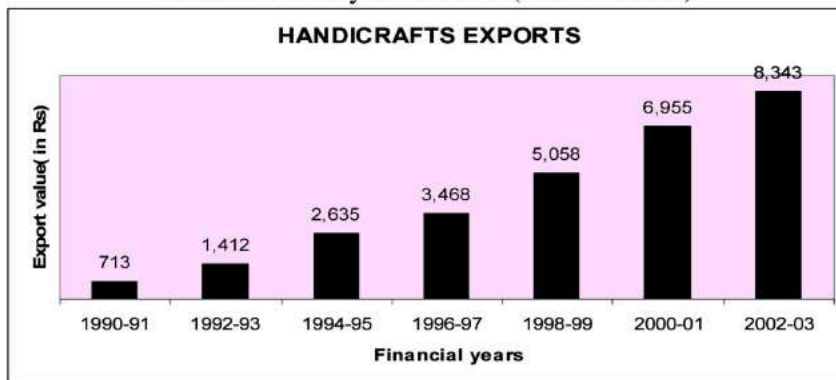


Study Skill

Read the bar diagram carefully and answer the following questions.

HANDICRAFTS EXPORT

Source: Ministry of Textiles (Rs. in Crores)



1. What is the bar diagram about?
2. What is the source of the information?
3. How many financial years are covered?
4. The export value was the highest in
A) 1990-91 B) 2000-01 C) 2002-03
5. The observed trend for exports is
a) always increasing b) always decreasing
c) neither increasing nor decreasing



Project

Design an advertisement for a cloth showroom.

Details to be included:

- | | |
|-------------------------------------|----------------|
| 1. Name of the shop. | 2. Items sold. |
| 3. Address and contact information. | 4. Tag line. |
| 5. Sale offers (Discounts). | |



Fun Time



Prepare a door-mat using old pieces of cloth, wool, fur, coir, etc. available in your surroundings

Language Game

Fill in the blanks with suitable spellings. One is done for you.

1. a r t (creative work, skill)
2. - a r t (portion or piece)
3. -- a r t (used for drawing a big picture)
4. --- a r t (a cart that is drawn by an ox)
5. ---- a r t (starting an engine again)
6. ----- a r t (beat through cleverness)
7. ----- a r t (process of diagram)
8. ----- a r t (dearest to heart)



Listening

Listen to the following announcement made in an exhibition. Fill in the table given below.

Good evening to everybody. Warm welcome to all of you to this Sunday's special programme. This is Vamsi welcoming to you all to the Dum Dum Exhibition. The show will be open from 4 p.m to 8 p.m. every day.

The visitors are requested to get their tickets from the counter. It is on the right to the Halloween corner. Each ticket costs Rs. 50/- and a family ticket is Rs. 200/-. There is a refreshment stall opposite to the ticket counter.

We have some special attractions: a motor cyclist in the well, a giant wheel, performing parrots, shooting galleries, many handicrafts and handloom fabrics. The show will run only for four more days. Request all your friends and relatives to visit this exhibiton without fail.

Fill in the table as you listen.

Name of the Exhibition	1.
Name of the announcer	2.
Open between	4 p.m. to 8 p.m.
Duration on each day	3. hours.
A five member family is likely to be attracted to buy a	4. ticket costs Rs.

Special attractions	a) Motor cyclist in the well. b) Giant wheel c) (5) ... parrots d) Shooting galleries
The visitors cannot come after	Tick the correct option: a) Three days () b) Seven days () c) Two days ()



INDIAN WEAVERS

WEAVERS, weaving at break of day,
Why do you weave a garment so gay?...
Blue as the wing of a halcyon wild,
We weave the robes of a new-born child,

Weavers, weaving at fall of night,
Why do you weave a garment so bright?
Like the plumes of a peacock, purple and green,
We weave the marriage- veils of a queen.

Weavers, weaving solemn and still,
What do you weave in the moonlight chill?
White as a feather and white as a cloud,
We weave a dead man's funeral shroud.

- Sarojini Naidu

About the Author



Sarojini Naidu

Sarojini Naidu, the Nightingale of India was born on 13th February, 1879 in Hyderabad. She is an Indian Independence activist, politician, a renowned orator and accomplished poet. She was elected as the first President of the Indian National Congress. Sarojini Naidu as a poet belongs to an era of struggle, slavery and freedom fighting. The poem Indian Weavers, one of her poems, explains different stages of life.



Glossary

Weaver	= a person who weaves fabric
Halcyon	= a tropical Asian and African kingfisher with brightly coloured plumage
Break of day	= early morning
Garment	= a single item of clothing
Robe	= a long loose outer garment
Fall of night	= late in the evening
Veil	= a piece of material owned by a woman to protect face
Plume	= along soft feather or arrangement of feathers
Solemn	= deeply serious
Funeral	= a ceremony to honor a deceased person
Shroud	= a cloth for the dead

Appreciation:

I. Match the rhyming words and write them in the blanks given:

- | | |
|----------|-----------|
| 1. day | a. queen |
| 2. wild | b. bright |
| 3. night | c. gay |
| 4. green | d. shroud |
| 5. still | e. child |
| 6. cloud | f. chill |

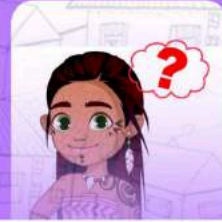
II. Choose the correct answer:

- What do the weavers weave in the early morning? ()
a) a bright blue cloth b) a dull grey cloth
c) a soft white cloth d) a red coloured cloth
- The _____ is purple and green coloured. ()
a) dress of the weaver b) dress of the new born child
c) queen's marriage veil d) robe of the king
- What do the weavers weave in the chilly moon light? ()
a) a garment light as feather b) a garment meant to cover the dead man
c) a garment to keep away the chill d) a garment to wrap a new born child

UNIT 2

The Why – Why Girl

Mahasweta Devi



Pre-Reading

Look at the pictures and answer the following questions



- 1) Do you know the athlete?
- 2) What do you mean by 'Beti Padhao Beti Bachao'?
- 3) Name some famous women personalities.
- 4) Talk about any girl child of high achievement.



Let's read about a narrator's experience with a girl child of 10 from the North-Eastern states of India, who has illiterate parents and no formal schooling. Yet, the girl is very smart enough to know the reasons for everything happens in and around her. She never hesitates to ask 'why'....

The Why - Why Girl



Reading

"But why?"

The question came from a small girl, about ten years old. Moyna was chasing a large snake. I ran after her, grabbed her plait and shouted, "No, Moyna, don't!"

"Why shouldn't I?" asked Moyna.

"It's not a grass snake nor a rat snake. It's a cobra, said I. Then question came from her, "Why shouldn't I catch a cobra? We eat snakes, the head you chop off, the skin you sell, the meat you cook."

"Yes, but don't do it this time" I said.

"But why?" She asked.

I dragged her back to the Samiti office where I worked. Moyna's mother, Khiri was there weaving a basket. The Samiti was a place where people could come to learn to read and write, or simply sing and dance together.

"Come and rest for a little while." I said to Moyna.

"Why?" said Moyna.

"Aren't you tired?" I asked. Moyna shook her head vigorously. "Who will bring the Babu's goats home? And collect firewood and fetch water lay the trap for the birds?" came Moyna's questions one after another.

"Moyna, don't forget to thank Babu for the rice he sent us," said Khiri.

"Why should I? Didn't I sweep the cowshed and do a thousand jobs for him? Did he ever thank me? Why should I thank him" Moyna ran off saying so.

Khiri shook her head and said, "Never saw a child like this. All she keeps saying is 'why'. No wonder the village postmaster calls her the Why - Why girl."

1. Do you have any pet name?
2. Mention at least five pet names that are popular in your area.

"I like her", said I.

"She's so obstinate and unyielding." Khiri retorted. "Just won't give in".

Moyna was a Sabar. The Sabars were a poor and landless tribal group. The other Sabars never complained but Moyna's questions were endless - "Why do I have to walk miles to the river for water? Why do we live in a leaf hut? Why can't we eat rice twice a day?"

Moyna tended the goats of the village landlords or Babus, but she was neither humble nor grateful to her employers. She did her work and came home. "Why should I eat their leftovers? I will cook delicious meal with green leaves a rice, crabs and chilli powder", she said. The Sabars did not usually send their daughters to work. But Moyna had to work because her mother had a bad leg and her father had gone to faraway Jamshedpur in search of work. She also went to the forest every day with her brother, Goro, to collect firewood.



1. Are there any children in your surroundings who work for others?
2. Mention some fields where we see children working?

That October, I stayed in the village for a month. One morning, Moyna declared that she would move in with me. "

'No" Khiri said.

"Why not? It's a big hut. How much space does an old woman need?" Moyna said, referring to me.

And she came with one change of clothes and a baby mongoose. "It eats very little and chases away the bad snakes. The good ones, I will catch and give to mother. She makes lovely snake curry. I'll bring some for you."

Malati, our Samiti teacher, told me, 'She'll exhaust you with her whys and she did - "Why do I have to graze the Babus goats? His sons can do it themselves. Why can't the fish speak? Why do stars look so small if many of them are bigger than the Sun?"

One night she asked me, "Why do you read books before you go to sleep?"

"Because books have the answers to your whys!" I replied. Moyna was silent for once she completed all her work, came up to me and said, "I will learn to read and find the answers to my questions."

When Moyna grazed the goats she told the other children all that she had learned from me. "Many stars are bigger than the Sun but they live far away, so they look small. The Sun is nearer. The fish have a silent language. The earth is round, did you know that?"

When I returned to the village a year later, the first thing I heard was Moyna's voice. "Why is the school closed?" she questioned Malati, dragging along the bleating goat. Why shouldn't I study too?" asked Moyna.

'Who's stopping you?' School is over for the day. You know, Moyna, I take the class from 9 to 11 in the morning,' said Malati.

Moyna stomped her feet and said, "Why can't you change the hours? I have to graze Babu's goats in the morning. I can only come after eleven. If you don't teach, how will I learn? If you don't change the hours, none of us, goatherds and cowherds, can come.'

She saw me and fled with her goat.

I went to Moyna's hut in the evening. Nestling close to the kitchen fire, Moyna was telling her little sister and elder brother, "You cut one tree and plant another two. You wash your hands before you eat, do you know why? You'll get stomach pain if you don't. If you attend classes at Samiti, you will know all these."

Who do you think was the first girl to be admitted to the village primary school? It was Moyna.

Moyna is eighteen now. She teaches at the Samiti school. If you pass the school you're sure to hear an impatient, demanding voice - "Don't be lazy. Ask me questions. Ask me why mosquitoes should be destroyed, Why the pole star is always in the north sky.....?.'

1. Is it right Moyna expecting thanks from the landlord?
2. Are you curious like Moyna? Why?

And the other children too are learning to ask 'why'. Moyna doesn't know I'm writing her story. If she did, she'd say, "Writing about me? Why?"

About the Author:



Maha Sweta Devi

Mahasweta Devi was an Indian writer in Bengali and an activist. She was born on 14th Jan 1926. Her notable literary works include Rudali, Aranyer and Adhikar. She raised issues of politics, gender and class. She was honoured with Sahitya Academy Award, Jnanpith Award, Padma Vibhushan, Banga Bibhushan and Ramon Magasaysay Award. She died on 28th July 2016. The *Why-Why Girl* is her first picture book beautifully illustrated by Kanyika Kini.



Glossary

Chasing (v)	: pursuing or following someone or something to catch
Dragged (v)	: pulled along forcefully
Vigorously (adj)	: energetic and lively
Obstinate (adj)	: stubborn, refusing to change one's opinion
Unyielding (adj)	: not giving way to pressure
Sabar (n)	: a group of tribes in Odisha and West Bengal
Tended (v)	: took care of something or someone
Exhaust (v)	: make (some one) feel tired
Retorted (v)	: said something in anger or in a witty manner
Bleat (n)	: wavering cry made by a sheep or goat
Impatient (adj)	: showing a tendency to be quickly irritated



Reading Comprehension

A. Answer the following questions.

1. Why was Moyna called 'The why-why girl'?
2. What did the people do at the Samiti office?
3. What work did Moyna do for her family?
4. What kind of a girl was Moyna?
5. Name someone like Moyna in your surroundings.
6. Do you like Moyna ? Why?

B. State whether the given statements are true or false. Write 'T' for True and 'F' for False.

1. The people in Moyna's tribe eat snakes. ()
2. The author did not like Moyna. ()
3. It is very easy to persuade Moyna. ()
4. Moyna knew that the author was writing her story. ()
5. Moyna had to fetch water from the far off river. ()

- C. Read the following sentences from the story. Arrange them in order of their happening. One is done for you.

Statement	No
One morning, Moyna moved into the narrator's hut.	
Moyna chased a cobra one day.	1
Moyna demanded the teacher to change the school timings.	
Moyna got admitted in school.	
The narrator told Moyna that she can find answers to all her whys from the books.	
Moyna became a teacher at the Samiti.	



Vocabulary

- A. You have come across the words **plait, meat, write, etc** in the text. Read the pairs of words given below.

Plait – plate

Meat – meet

Write – right

These words have the same sound but have different meanings and may have different spelling too. Such words are called ‘**Homophones.**’

Read the paragraph and edit the underlined words using the correct words.

One knight, (a) I saw two men buy (b) the sea. There (c) feet were stuck in the sand. They saw the tiéd (d) coming up. The man with the red hare (e) caught hold of the other. Sum (f) boys who were nearby helped them come out of the danger.

- B. Pairs of homophones are given in the brackets. Refer to the dictionary and fill in the blanks with the correct answers.

- The horseman _____ the horse along the _____. (road, rode)
- Apply the _____ or you will _____ the fence. (break, brake)
- Some tribes _____ before they hunt their _____. (prey, pray)
- I _____ the bleating of a _____ of sheep passing by the school. (heard, herd)
- The sweets were _____ by the _____. (maid, made)

C. PHRASAL VERBS

You have come across the following phrases from the lesson.

1. I ran after her, grabbed her plait and held her back.
2. She just won't give in.
3. Her father had gone off to far away Jamshedpur in search of work.
4. Moyna declared that she would move in with me.
5. If you pass by, you are sure to hear her impatient demanding voice.

In sentence 1, the phrase ran after is a combination of the verb 'ran' and the adverb 'after'. Here run after means to chase or pursue.

Ex. I ran after the bus, but it did not stop for me.

In sentence 2, give in is a combination of the verb 'give' and the preposition 'in'. Give in means stop competing or arguing and accept defeat.

The other phrasal verbs from the text are

Fill in the blanks with the suitable phrasal verbs given .

pass by move in give in run after go off

1. Latha's father refused to send her to the picnic but when she requested for many times he..... and sent her.
2. Why do dogs cats?
3. You will smell the fragrance of the night queen when you our garden.
4. Our family to the new house once it was white washed.
5. Electricity has in my area.



Grammar

A. 'Wh' Questions

Look at the following sentences from the text.

- a. Why do we live in a leaf hut?
- b. How much space does one old woman need?

Types of Wh - questions



The underlined words are used to ask questions.

Now read the story once again and list out questions from the story.

1.
2.
3.
4.
5.

B. Rearrange the words to make meaningful 'Wh' questions. Remember to use a capital letter to start a question and end with a question mark (?)

Ex. did / eat / what / you / yesterday?

Ans: What did you eat yesterday?

1. is / the Father / who / of / our Nation?

.....

2. subject / which / your / is / favourite?

.....

3. is / where / working / Sultan?

.....

4. do / you / when / wake up?

.....

5. project / will / whose / get / the / prize?

.....

C. Read the sentence given below. Frame wh - questions to get the underlined word as your answer.

Sangeetha planted a mango sapling in her backyard on her birthday because she loved mangoes.

Ex. Who planted a mango sapling?

Ans. Sangeetha

1.
2.
3.
4.
5.

B. Using 'If Clause'.

Read the sentence from the text.

1. If you attend classes at Samiti, you will get to know all these things.

In the given sentence, the clause 'If you attend the Samiti' expresses the condition.

The main clause 'you will know all these' tells about the effect or result of the condition.

Rread the following sentences also.

2. If you are hungry, I will get you something to eat.
3. I will attend the party if she invites me.

Points to remember

- i. The condition introduced by 'if' expresses a real possibility in future.
- ii. If the verb in the 'if clause' is in the present tense, the main clause takes will+ verb.
- iii. 'If clause' can be placed either before or after the main clause.
- iv. When the 'if clause' comes before the main clause, a comma is used after the 'if' clause.
When the 'if' clause comes after the main clause, a comma should not be used.

Complete the following sentences using appropriate clause.

1. If you are good at English, (get better job)
2. If you ask the teacher, (clarify your doubts)
3., you will get pink colour. (mix red and white)

4. If you dial 1098, the child helpline (help you)
5., it will bite you. (pull the dog's tail)

In the above sentences we find 'if clause' before the 'main clause'. We can write the sentences by interchanging their positions also. One is done for you.

1. You will get a better job if you are good at English.
2.
3.
4.
5.

 **Writing**

A. Work in groups. Develop a script for the story 'The Why -Why Girl' to present in the form of a drama.

B. Conventions of Writing.

Rewrite the following using appropriate punctuation marks.

aren't you tired i asked moyna shook her head vigorously. who will bring the babu's goats home and collect firewood and fetch water and lay the trap for the birds came moyna's questions one after another.

 **Talking Time**

Language Function: Giving Directions :

Role play the following conversation.

- Sowmya :** Excuse me! Can you tell me the way to museum?
Ramya : Go straight. At the traffic lights, turn right. Go along the street. Walk past the park.
Sowmya : Shall I reach the museum?
Ramya : Certainly. If you go fifty meters ahead of the park, you will be there.
Sowmya : Great! Thanks for your help.
Ramya : You are welcome.

Language Functions to give Directions

- Go straight...
- Turn left / right at the junction / traffic lights
- Go past...
- Go over the junction...
- Go along the road until...
- The... is on your left / right.
- It's opposite...
- It's next to...
- It's in between... and...



Project

- A. Collect information about any successful woman in your district and write a paragraph about her. Cover the following points.**

Name

Place

Field in which she is famous

Interesting facts about her

Collect photos & News paper clippings



Listening

Listen to the story and answer the questions.

The Camel and The Baby

One day, a camel and her baby were chatting. The baby asked, "Mother, why do we have humps?" The mother replied, "Our humps are for storing water so that we survive in the desert."

"Oh!" said the child, "and why do we have rounded feet mother?" The mother replied, that is "because they are meant to help us walk comfortably in the desert. These legs help us move around in the sand."

The baby asked, "Alright. But why are our eyelashes so long?" "To protect our eyes from the desert dust and sand. They are the protective covers for the eyes", replied the mother camel.

The baby camel thought for a while and said, "So we have humps to store water for desert journeys, rounded hooves to keep us comfortable when we walk in the desert sand, and long eyelashes to protect us from sand and dust during a desert storm. Then what are we doing in zoo???"

The mother was dumbfounded.

Questions:

1. Who are the characters in the story?
2. Where do camels usually live?
3. The camels in the story are in ()
(a) a desert (b) a zoo (c) a village
4. The humps of the camels help in ()
(a) storing food (b) storing water (c) walking through the desert.
5. The camel's long eyelashes protect them from
(a) dust (b) sand (c) dust and sand



Fun Time

A. Riddle:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I act like a cat.
I look like a cat.
Yet I am not a cat.
What am I?
Ans: The kitten | <ol style="list-style-type: none"> 2. I can fly but
I have no wings
I can cry but
I have no eyes
What am I?
Ans: Cloud |
|---|--|



Study Skill

Read the data given in the table and answer the given question:

Reasons for dropouts among children aged 5 -14 years (1997-98)

Reasons for Dropouts	Rural Percent			Urban Percent		
	Male	Female	Total	Male	Female	Total
Child not interested in studies	14.8	22.4	37.2	15.5	19.2	34.7
To work for daily wages	1.8	0.7	2.5	2.5	1.1	3.6
Attend to domestic work	1.1	2.6	3.7	2.2	2.7	4.9
Financial constraints	7.1	4.1	11.2	6.6	9.2	15.8
Other reasons	3.2	4.2	7.4	4.2	6.5	10.7

Source: Ministry of Human Resource development

1. What is the table about?
Ans.
2. What is the major reason for dropouts in urban areas?
Ans.
3. What is the total percentage of dropouts in urban areas due to financial constraints? ()
a) 15.8 b) 11.2 c) 34.7
4. Which reason is the less significant for dropouts? ()
a) Financial constrains b) to work for daily wages c) other reasons
5. What is the total percentage of dropouts due to other reason in rural areas? ()
a) 3.2 b) 4.2 c) 7.4



Poem

BE THE BEST OF WHATEVER YOU ARE

If you can't be a pine on the top of the hill,
 Be a scrub in the valley - but be
 The best little scrub by the side of the rill;
 Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
 And some highway happier make;
 If you can't be a muskie then just be a bass -
 But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
 There's something for all of us here,
 There's big work to do, and there's lesser to do,
 And the task you must do is the near.

If you can't be a highway then just be a trail,
 If you can't be the sun be a star;
 It isn't by size that you win or you fail -
 Be the best of whatever you are!

Douglas Malloch

About the Author



Douglas Malloch

Douglas Malloch (May 5, 1877 - July 2, 1938) was an American poet, short-story writer and Associate Editor of *American Lumberman*, a trade paper in Chicago. He was known as a "Lumberman's poet" both locally and nationally. He is noted for writing *Round River Drive* and "Be the Best of Whatever You Are" in addition to many other creations. He wrote many poems like 'A Man', 'Ain't I fine today?', etc.



Glossary

Scrub = bush

Rill = streamlet

Muskie = a species of fish found in North America (big in size)

Bass = shared by many species of fish (black basses, Asian basses, etc.)

Crew = staff

Comprehension :

A. Choose the correct options to complete the sentences

1. If you can't be a pine tree, be a ()
a) rill b) hill c) scrub
2. If you can't be a tree, be a ()
a) bush b) branch c) flower
3. If you can't be the, be the crew. ()
a) leader b) officer c) captain
4. What is less important? ()
a) no job b) all the jobs c) only some jobs
5. The poet wants us to be the of whatever job/work we do ()
a) hardworking b) honest c) best

B. Answer the following questions:

1. What kind of a scrub one must be, if one can't be a pine tree?
2. What does the poet suggest to become if we can't be the Sun?

3. How does the poet want us to be in our work?
4. Which work/job is great according to the poet's opinion?
5. What is the central idea of the poem?

C. Pick out the rhyming words from the poem and write them in space given. One is done for you.

- | | |
|-----------------|-----------------|
| 1. hill - rill | 5. , |
| 2. , | 6. , |
| 3. , | 7. , |
| 4. , | 8. , |



Check Point

Check points	On my own	With friends' help	With teachers' help
I was able to read the main reading text.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercise.			
I was able to do the writing tasks.			
I was able to do the task under study skills.			
I was able to enjoy the poem.			



UNIT 3

The Bond of Love



Pre-Reading

Look at the pictures and answer the questions that follow.



1. Identify and name the animals in the picture.
2. Do you have any pet animals?
3. Have you ever felt their love and affection? How?
4. Do you think our pet animals too miss us when we are away? Discuss.
5. How are the pet animals similar and different from the domestic animals?

Let's read about the story of a sloth bear who happened to be a loving and playful pet of a woman and how the bond of love for each other is established.

The Bond of Love



Reading

I will begin with Bruno, my wife's pet sloth bear. I got him for her by accident. Two years ago, we were passing through the sugarcane fields near Mysore. People were driving away the wild pigs from the fields by shooting at them. Some were shot and some escaped. We thought that everything was over when suddenly a black sloth bear came out panting in the hot sun. One of my companions shot the bear on the spot.

As we watched the fallen animal, we were surprised to see that the black fur on its back moved. It was a baby bear that had been riding on its mother's back. The little creature ran around its parent making a pitiful noise.

I ran up to it to capture. It scooted into the sugarcane field. I finally caught the baby bear by holding it in its scruff while it snapped and tried to scratch me with its long, hooked claws.

We put it in one of the gunny-bags we had brought. When I got back to Bangalore, I duly presented it to my wife. She was delighted! She at once put a coloured ribbon around its neck, and after discovering the cub was a 'boy' she named it Bruno.

Bruno soon took to drinking milk from a bottle. Within a very few days he started eating and drinking everything else. Everything is the right word, for he ate porridge made from many ingredients, vegetables, fruit, nuts, meat, curry, rice, bread, eggs, chocolates, sweets, pudding, ice-cream, etc. He also started drinking milk, tea, coffee, lime-juice, aerated water, butter-milk and, in fact, any liquid.



The bear became very attached to our two Alsatian dogs and to all the children of the tenants living in our bungalow. He was left quite free when he was young. He spent his time playing, running into the kitchen and going to sleep on our beds.

One day an accident befell him. I had placed poison (barium carbonate) to kill the rats and mice in my library. Bruno entered the library and he ate some of the poison. He could not stand on his feet. I guessed what had happened. I rushed in the car to the vet's residence. The vet searched his medical books and found the medicine for the poison. Bruno grew weak and vomited. The vet gave three shots of injections. After thirty minutes, Bruno looked at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?'

The months rolled on and Bruno had grown many times the size he was when he came. He had grown bigger than the Alsatis, but just as sweet, just as mischievous, just as playful. And he was very fond of us. Above all, he loved my wife, and she loved him too! She had changed his name from Bruno, to Baba, a Hindustani word signifying 'small boy'. He could do a few tricks, too. At the command, 'Baba, wrestle', or 'Baba, box,' he tackled anyone who came forward for a fight. Give him a stick and say 'Baba, hold gun', and he pointed the stick at you. Ask him, 'Baba, where's baby?' and he cradled a stump of wood affectionately which he had carefully kept in his straw bed. But because of the tenants' children, Baba, had to be kept chained most of the time.

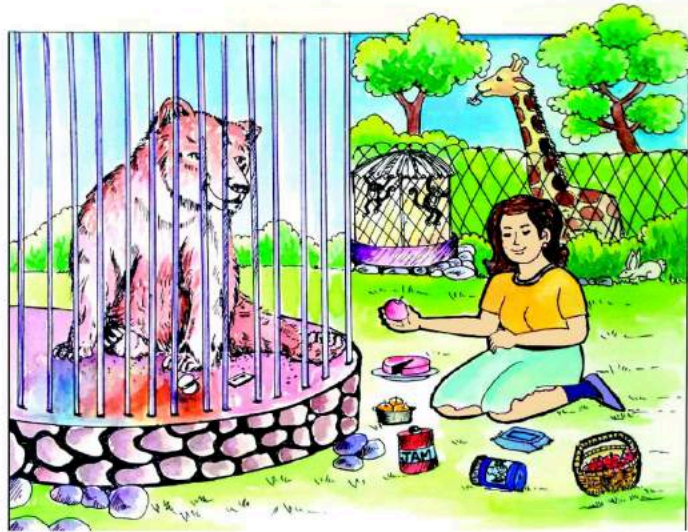
- 1. What tricks do you like to teach your pet?
- 2. Do you really think the pet animals have love for one person in the family particularly?
- 3. Have you ever seen such a bond between the pet animals and the member of the family? Share your experience with your friends.

Then friends, my son and I advised my wife, to give Baba to the zoo at Mysore. He was getting too big to keep at home. After some weeks, she accepted at last. Hastily, and before she could change her mind, a letter was written to the curator of the zoo. The superintendent of the zoo sent a cage from Mysore in a lorry and Baba was packed off.

We all missed him greatly; but in a sense we were relieved. My wife was inconsolable. She wept and fretted. For the first few days, she would not eat a thing. Then she wrote a number of letters to the curator. How was Baba? Back came the replies, "Well, but fretting; he refuses food too." For three months, I managed to stop my wife from visiting Mysore. Then she said one day, "I must see Baba. Either you take me by car or I will go myself by bus or train." So I took her by car.

Friends said that the bear would not recognise her. I had thought so too. But while she was yet some yards from his cage, Baba saw her and recognised her. He howled with happiness. She ran up to him and petted him through the bars.

For the next three hours, she did not leave that cage. She gave him tea, lemonade, cakes, ice cream and what not. Then closing



time' came and we had to leave. My wife cried bitterly; Baba cried bitterly; even the hardened curator and the keepers felt depressed.

"Oh please, sir," she asked the curator, "may I have my Baba back"? He answered, "Madam, he belongs to the zoo and is government property now. I cannot give away government property. But if the superintendent at Bangalore agrees, certainly you may have him back."

We went to the superintendent in Bangalore. My wife pleaded, "Baba and I are missing each other. Will you please give him back to me?" He was a kind-hearted person. He wrote to the curator telling him to lend us a cage for transporting the bear to Bangalore.

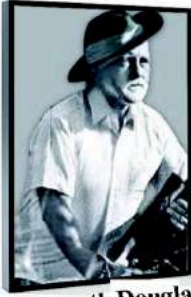
We went to Mysore again with the superintendent's letter. Baba was driven into a small cage and hoisted on top of the car; the cage was tied securely, and carried to Bangalore.

Once home, a squad of coolies made an island for Baba. It was surrounded by a dry pit. A wooden box was brought and put on the island for Baba to sleep in at night. Straw was placed inside to keep him warm, and his 'baby' and 'gun', was put back for him to play with.

In a few days, the coolies hoisted the cage on to the island and Baba was released. He was delighted; standing on his hind legs; he pointed his 'gun' and cradled his 'baby'. My wife spent hours sitting on a chair there while he sat on her lap. He was fifteen months old and pretty heavy too! Who can say now that a sloth bear has no sense of affection, no memory and no emotions?

- Kenneth Anderson (Abridged)

About the Author:



Kenneth Douglas
Stewart Anderson

Kenneth Douglas Stewart Anderson (1910-1974) was an India-born British writer who wrote books about his adventures in the jungles of South India. He often went in to the jungle alone and unarmed to meditate and enjoy the beauty of untouched nature. His famous works include 'Jungles Long Ago', 'The Tiger Roars' and 'Jungle Tales for Children'.



Glossary

Panting (adj.)	: breathless
Companions (n)	: friends
Scooted (v)	: ran away
Grab (v)	: snatch
Scruff (n)	: the back of a person's or animal's neck
Inconsolable (adj.)	: not able to be comforted
Disdainfully (adv)	: in a way of showing pride
Curator (n)	: a person in charge of the zoo
Fretting (adj.)	: worried
Gnarled (v)	: rugged twisted
Hoisted (v)	: raised by means of ropes or pulleys



Reading Comprehension

A. Answer the following questions.

- "I got him for her by accident."
 - Who says this?
 - Whom does 'him' refer to? Whom does 'her' refer to?
 - What is the incident referred to here?
- "He stood on his head in delight."
 - Who does 'he' refer to?
 - Why was he delighted?

3. "We all missed him greatly: but in a sense we were relieved."
 - (i) Who does 'we all' stand for?
 - (ii) Who did they miss?
 - (iii) Why did they feel relieved?
4. What did Bruno eat in the library? What happened to him?
5. Do you think Bruno was a loving and a playful pet? Why?
6. How was the problem of keeping Bruno at home finally solved?

B. State whether the following statements are true or false.

1. Bruno was a loving and playful pet animal. ()
2. The zoo superintendent did not allow the narrator's wife to take Bruno back home. ()
3. The 'baby' of Baba was a stump of wood. ()
4. The chemical that Bruno ate in the library was barium chloride. ()
5. Bruno was sent to Bangalore zoo. ()

C. Read the following sentences and put them in the order of their occurrence in the story.

His wife named the baby bear Bruno.	
The narrator and his wife visited the zoo in Mysore.	
The narrator brought a baby bear home.	1
Bruno ate rat poison and was treated by a vet.	
Bruno was sent to Mysore zoo.	
The narrator and his wife pleaded with the zoo superintendent to give them back Bruno.	
They started calling him Baba.	
Bruno came back home and continued living with the narrator's home on a special island.	
Baba was overjoyed and stood on his head.	
Both the narrator's wife and Baba missed each other.	



A. Dictionary Activities

1. Consult the dictionary and fill in the missing letters with 'ei' or 'ie'

- | | |
|------------------|---------------|
| 1. Mischievous | 6. R __ gn |
| 2. Hyg __ ne | 7. Pat __ nce |
| 3. Incred __ nts | 8. Sl __ gh |
| 4. F __ lds | 9. V __ n |
| 5. Pr __ st | 10. W __ gh |

Note:

1. Achieve, believe, thief, pierce (In general 'i' occurs before 'e')
2. ceiling, receive, conceive, deceive (After 'c', 'e' occurs before 'i')
3. Neighbour, weight (Based on the sound 'AY')

2. Spell Check: Put a tick ' ' mark for the right one and ' ' for the wrong one.

S.No.	Words	Tick / Cross
1	ingredients	
2	forfeit	
3	decieve	
4	caffeine	
5	greif	

B. Collective Nouns

Read the following sentences from text.

Once home, a **squad of coolies** made an island for Baba.

In the above sentence, notice the words in bold letters. 'squad' is a collective noun which means a group of people having a particular task.

A collective noun refers to a group of things. For example, a herd of elephants, a pack of cards, a flock of birds, etc.,

C. Refer to a dictionary and match the following nouns with their collective nouns.

One is done for you.

- | | | | |
|------------|--------------|-------|------------------------|
| 1. troupe | a) flowers | () | 1. a troupe of monkeys |
| 2. series | b) experts | () | 2. |
| 3. troop | c) thieves | (1) | 3. |
| 4. panel | d) people | () | 4. |
| 5. box | e) events | () | 5. |
| 6. cluster | f) trash | () | 6. |
| 7. heap | g) mountains | () | 7. |
| 8. bouquet | h) stars | () | 8. |
| 9. crowd | i) sweets | () | 9. |
| 10. range | j) monkeys | () | 10. |

Note: The collective noun represents the whole group as a single noun, so it takes the singular verb.

Example: A herd of elephants is crossing the highway.

In this sentence, the noun 'herd' takes the singular verb 'is crossing' though there are many elephants. Here the word 'herd' is considered as a single unit.



A. Adverb and its Placement

Read the sentences from the text.

I duly presented it to my wife.

In the sentence above the word 'duly' is used to confirm the action giving a 'present'.

Such words are called adverbs of confirmation or negation.

The words such as **certainly, definitely, surely, indeed** and **undoubtedly** used to confirm the action. So they are adverbs of confirmation.

The words such as **never, no, not** are adverbs of negation.

These words are usually placed between subject and main verb or auxiliary and main verbs.

Position of Adverbs

There are three positions of adverbs.

1. At the beginning
 - a. Tomorrow, we have a yoga class.
 - b. Surely, I'll help you.
2. In the middle
 - a. He seldom makes a mistake.
 - b. We often go to temple.
3. At the end
 - a. Children played happily.
 - b. She danced gracefully.
4. **Rewrite the sentences by placing the adverbs in the appropriate place. One is done for you.**

Eg : Radhi never can walk fast.

Radhi can never walk fast.

1. They will visit the zoo certainly.
2. We go on a picnic usually.
3. You baked well the cake.
4. Your decisions are correct absolutely
5. Get quickly my bag.
6. She was praised by all well.
7. We speak truth always.
8. The boy harshly talked to his friend.
9. He talks often to me.
10. Seldom Reeta completes her work on time.

B. Voice

Read the following sentences from the text.

- 1) An island was made for Baba
- 2) Baba ate everything

Notice the 'subjects' and the 'action words' in the sentences above.

Sentence	Subject	Action word	Is the subject the doer of the action?
1	An island	was made	No
2	Baba	ate	Yes

After studying the table, we can say that in sentence '1' the subject is not doing the action 'make' and in sentence '2' the subject is doing the action 'eat'.

If the subject is the doer of the action we say the sentence is in active voice and if the subject is not the doer of the action the sentence is in passive form.

So here sentence '1' is in passive voice and '2' in active.

Let's see how imperative sentences are written in passive form.

The imperative sentences can be written in passive voice in the following way.

Active : Do it at once.

Passive : Let it be done at once.

Active : Open the door.

Passive : Let the door be opened.

Active : Do not beat the bench.

Passive : Let the bench not be beaten.

Change the following into passive voice

1. Bring a glass of water.
2. Do not pick the paper.
3. Give him the book.
4. Do not write the questions.
5. Do not waste water.
6. Plant more saplings on either side of the road.



Writing

A. Guided conversation

In the story 'The Bond of Love', you have read how the narrator's wife pleaded with the zoo superintendent to give her Baba back. The conversation given below is incomplete. Sit in pairs and complete it.

Narrator's wife : Hello, sir. I am here to request for a favour.

Superintendent : Hello, Madam! What can _____?

Narrator's wife : Bruno is _____. I _____
So, I want to take Bruno back home.

Superintendent : I'm sorry ma'am. I can not allow you to take him. You have left Bruno under _____so, Bruno is now _____. We can't give him back.

Narrator's wife : Sir, Bruno is not taking food. He is growing _____
So please allow _____

Superintendent : Yes! Alright, Madam.! please write a letter and _____

Narrator's wife : _____

B. Pair work

Now write a conversation on your own, imagining that your friend and you are the Narrator and his wife. The wife is pleading with him to take her to the zoo where Bruno is kept. See that you add proper punctuation, interjections like oh, ah, hurrah, etc., Remember to keep your sentences short.



Talking Time

Now, sit in groups of four and enact the conversation before the class with proper intonation.

Language Functions

In the guided conversation under writing 'A', you can notice 'I'm sorry' and 'Yes! Alright' tell us that one can easily decline or accept the requests in a polite manner. Here are some examples for you to make these language functions easy.

Accepting the request	Denying the request
Yes! Alright.	No, thank you.
Sure, thank you.	I'm sorry, I can't allow...
That's a good idea.	That sounds great, but I can't...
Yes, let's do it.	I'm honoured, but I...
Let's go for it.	I like it, but I can't do it now.
That would be nice...	It's very kind of you, but...
Sounds great/ good.	Thanks a lot, but I can't...



Listening

Listen to the story and answer the questions that follow by ticking the correct option.

Dolphins are extraordinarily intelligent animals. They display culture, affection, care and emotions like humans. They have several highly developed forms of communication. They have a "signature whistle" which allows other individuals to recognise them. Dolphins are unselfish animals. They are known to stay and help injured individuals, even helping them to the surface to breath. They also help other water animals. There are many instances of dolphins helping humans and even whales. Dolphins are social animals. They live in groups and co-operate with each other to get food and in raising the calves, their young ones. Dolphins are extremely playful and curious animals. They play-fight with each other and also play with seaweed. Do you know dolphins can jump as high as 20 feet out of the water!

Questions:

- What do dolphins do to make them recognize the other dolphins? ()
a. wags the tail b. signature whistles c. jump up above water
- According to the passage dolphins are ()
a. intelligent and playful b. intelligent and selfish c. cruel
- There are instances of dolphins helping _____ and _____. ()
a. birds and sharks b. ships and boats c. humans and whales
- What are the young ones of dolphins called? ()
a. cubs b. calves c. babies
- How high can a dolphin jump out of water? ()
a. as high as 30 feet b. as high as 5 feet c. as high as 20 feet



Project

Visit your neighbourhood and know how many of your neighbours have pet animals at home.

Fill in the table given below.

S.No	Name of the neighbour	Pet animal	Name of the pet animal	Type of food they feed their pet	What game their pets like to play	Where do they leave the pet when they go for long tours

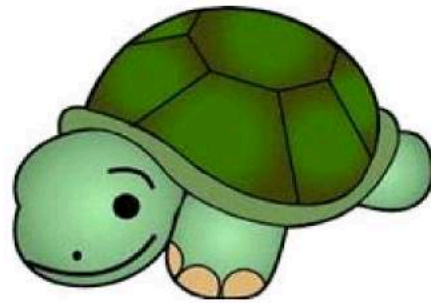
As you visited your neighbours' house, you might have observed their pet animals, their food habits, play things, and whom they are most attached to among the family members. You may grow interest to have a pet for yourself. If so, write a few lines about the animal you would want as pet and mention your reasons.



Fun Time

Work in pairs and create your own cartoon character. Decide on the following

1. Will your character be human or an animal?
2. What will the character look like?
3. What kind of character will it be-kind, clever, adventurous?
4. Where does the character live?
5. What does the character do?
6. What is the name of your character?



Read it yourself

Hachiko – A Symbol of Loyalty

Hachiko was a Japanese dog remembered for its loyalty towards its master.

Hachiko, a golden -brown, pure-bred Akita was born in November, 1923 in Japan. A year later Hachiko came to its master, Ueno Hidesaburo as a gift from his students. Ueno Hidesaburo was a professor in agriculture department at the Tokyo Imperial University.

When Hachiko came to the Professor's house, he was very weak. The whole family looked after him with great care. Within six months Hachiko's health got improved.

The Professor would take the train to his work and come back by evening. Hachiko would accompany the Professor to the station every morning and would come back to the station every evening to receive his master. Their routine continued for years.

On 21 May 1925, the Professor did not return as he died of cerebral hemorrhage on his way back home. Hachiko waited for his master as usual, but he did not return from work. Hachiko would visit the railway station every morning and evening. He longed for his owner. This went on for next



nine years, nine months and fifteen days. Hachiko would wait at the station patiently.

People took a notice of this adorable dog. Hachiko gained national attention. He became the headline of the newspaper. On October 4, 1932 one of the students of the Professor published a story.

The story's headline read: "Tale of a Poor Old Dog: Patiently Waiting for Seven Years for the Dead Owner." Hachiko waited for his master for almost ten years and died

at the age of thirteen. He was buried next to Professor Ueno. The story of Hachiko's love and loyalty towards his master made the Japanese build a bronze statue for Hachiko at the same railway station where he used to wait for his master.



Glossary

- Akita** (n) - a large breed of dog from Japan
Cerebral hemorrhage (n) - bleeding in the brain
Adorable (adj) - lovable

Answer the following questions

1. Who was Hachiko?
2. How was Hachiko when he arrived to the professor's house?
3. Where would Hachiko accompany the professor every day?
 - a) to the university
 - b) to the railway station
 - c) to the river
4. What happened to the Professor one day?
5. Where did Hachiko wait for the Professor? How long did he wait for his master?
6. How did Japanese pay their tribute to Hachiko?



Check Point

Check points	On my own	With friends' help	With teachers' help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to do the vocabulary tasks			
I was able to do the grammar task.			
I was able to do the writing task.			
I was able to perform different language functions in English.			
I was able to listen to and respond to the story narrated / read by my teacher.			
I was able to collect data from my neighbourhood and write report on the same.			
I was able to enjoy the fun-time.			
I was able to read the story given under "Read it yourself" and answer the questions given under it.			



UNIT
4

Gurajada - The Legend



Pre-Reading

Go through the banner/poster and answer the questions that follow:

Welcome
TELUGU LANGUAGE DAY
August 29



Venue: Seminar Hall
Time: 10 a.m. to 1 p.m.



Sri. Gidugu Rama Murty

1. What is the banner about?
2. Why do we celebrate such days? Discuss
3. Mention some names who contributed to the society through their literature.
4. Name some writings that influence our society.
5. Do you know any Telugu writer who brought changes in the society through his/her writings?



Let us read about a distinguished writer in Telugu and English, also a contemporary of Tagore, whose works have immensely influenced the people and brought tremendous changes in the society.

Gurajada - The Legend



Reading

*“Never does land, mean clay and sand
The people, the people, they are the land.”*

The legendary lines are the translation of Gurajada’s ‘*Desabhakthi*’ by Sri Sri Gurajada. It shows that he was the harbinger of the modern era Telugu literature. He was a reformer of many scholars, writers and historians have praised him as a revolutionary in his thought. He brought out bloodless revolution in both the literary and social spheres. He revolutionized theme and treatment, he rescued language from the learned and gave it back to people, the ultimate creators of language. He looked ahead of his time, with a broad vision.



Having strong faith in spoken Telugu, Gurajada in a letter to one of his disciples opined, “My cause is the cause of the people and I have cultured opinion at my back. I do not mind the people who fight against me without understanding the issue. Their conversion can do no good to the language. They are so hopelessly wedded to the old, highly artificial literary dialect.”

Gurajada was naturally an artist. He viewed the world with a painter’s brush and writer’s creative pen. Through his artistic work he wakes up the reader to fight the social evils. But his social views and his personality reflect abundantly in his work. He said, “I paint life artistically, idealizing of course. Though art is my master I have a duty to society.”



His dream and vision were of a new social system. His attitude towards women's education, social equality and widow re-marriages are all surprisingly modern.

The year 1911 is significant in the history of modern Telugu literature as the movement for spoken dialect was started by Gidugu and Gurajada.

They paved path to the modernity of Telugu language by introducing every day used words, homely phrases and common place idioms, expressions most familiar to all ears from peasant to the priest, from prince to the poor. The characters in his works are high-spirited and have modern outlook. His style of writing is simple yet sublime in meaning.

In 1912, being inspired by the work done by Gurajada, the Bangeeya Sahitya Parishat (The Bengal Literary Association) which was run by the legends of Bengal like Rabindranath Tagore, Romesh Chander Dutt and Syamendra Mohandas, invited Gurajada to attend a meeting at Calcutta now called Kolkata.

Syamendra Mohandas of the Bangeeya Sahitya Parishat, once visited Vizianagaram. He had written a letter to Gurajada before he left Vizianagaram. In his letter he felt sorry that he had not met him to talk on the subject of introducing a suitable style in the vernaculars and the present tendency of modern Bengali.



In this connection, Gurajada met Rabindranath Tagore twice in 1912. The first one was just a Darshan. In the next visit Gurajada interacted with Viswakavi Rabindranath Tagore. After Gurajada had visited Tagore he wrote an article on the experiences and impression of their meeting.



1. How do you feel when you meet great people?

Grace and dignity must be given to the language not by the ornamental words but by noble, simple, lucid, powerful and straight forward ideals. Finally, he retired in 1913 and the Madras University honoured him with the title “Emeritus Fellow”. He passed away on 30th November 1915 leaving behind the legacy of immortal literature for future generations. No library is complete without the works of the legendary writer Gurajada.

Tagore maintained a constant touch with Mahakavi Gurajada on his works and social reforms. Tagore had shared his experiences in his letter to Gurajada. From this letter we can understand both Tagore and Gurajada had a good relationship and they worked with the same spirit to preserve vernacular languages.

Rabindranath Tagore

(1861-1941)

Ramgarh,
Kumaon Hills,
May 24th, 1914.

Dear friend,

Thank you for your kind letter. I had been forced to go through a very great dissipation of mind for a long time— so I have taken shelter here in the solitude of Himalayas to gather my scattered forces and regain my spiritual equilibrium. You can easily understand that this is most important for me and I cannot set my mind to anything else for some time to come. I am sure you will understand and excuse me if I fail to meet your demand, at least for the present.

With kind regards,

Yours sincerely,
Rabindranath Tagore

1. Do you preserve the letter or appreciation from any one you love most?

(Source: 'Gurajadalu' - Compendium of all available works of Mahakavi Sri Gurajada Apparao.)



Glossary

Legendary	(adj)	: Very well known
Immortal	(adj)	: living for ever
Revolutionary	(adj)	: causing a complete change
Harbinger	(n)	: who fore shadows the future events.
Scholar	(n)	: a learned person
Disciple	(n)	: a follower to learn something
Abundantly	(adv)	: plentifully; in a sufficient degree
Idealize	(v)	: to regard something as ideal
Rescued	(v)	: saved from danger
Dialect	(n)	: a particular form of a language of a region or a group
Significant	(adj)	: notable; important
Vernacular	(adj)	: language of common people
Sublime	(adj)	: of great excellence or beauty
Lucid	(n)	: clear



Reading Comprehension

A. Answer the following questions in two or three sentences.

1. What works did Gurajada do to promote the spoken dialects?
2. Why did Gurajada meet Rabindranath Tagore? Why was the meeting special?
3. Which work of Gurajada did find attractive Tagore?
4. Mention the significance of the year 1911.
5. Why did Viswakavi write a letter to Mahakavi ?
6. Who translated Gurajada's "Desa Bhakthi" poems?
a) Gidugu Rama Murthy b) Tagore c) Sri Sri.
7. What did Syamendra Mohandas appeal to Gurajada?
a) To write some books in Bengali.
b) To translate the works of Tagore and Bunkim.
c) To introduce a suitable style in Bengali vernacular language.

B. Put the following sentences in the order of events.

1. Gurajada was invited to attend the meeting of the Bangeeya Sahitya Parishad at Kolkata.
2. Madras University honoured him with the title “Emeritus Fellow”
3. Rabindranath Tagore wrote a reply letter to Gurajada from Himalayas.
4. Gurajada met Rabindranath Tagore to discuss the importance of vernacular language.
5. Gurajada wrote an article on the experiences and impression of his meeting with Tagore.

Answer:

1.
2.
3.
4.
5.

C. State whether the following statements are true or false.

1. Gurajada Apparao could not meet Tagore []
2. Gurajada started Sahitya Parishad and promoted the Traditional language []
3. Gidugu Ramamurthy and Gurajada were the principal members to introduce spoken dialects. []
4. Gurajada and Tagore were the contemporaries. []
5. Gurajada’s work for classical literature attracted Tagore. []



Vocabulary

A. Choose the word with similar meaning (synonyms) for the underlined words from the list given below

Legendary sublime rescued dialect lucid

1. Gurajada's style of writing is clear. Ans:
2. Gurajada is one of the greatest personalities from Andhra Pradesh. Ans:
3. 'Desabhakti' is simple in language but excellent in thought. Ans :
4. The NDRF team saved many lives during the floods. Ans :
5. Telugu is spoken in different slangs. Ans :

1. Read the following sentences :-

- a. Be regular in attending classes. You will miss a lot if you are irregular (in the above sentence "irregular" is the antonym of the word "regular")
- b. The children must obey their parents. They must not disobey them.

Here the antonym is formed by adding 'dis' to the word 'obey'. We can form antonyms by adding certain prefixes to the words.

Fil in the blanks with the antonyms of the underlined words.

1. Don't be Only responsible citizens can create wonders.
2. You should be very patient enough to achieve success. If you are
You may not reach your goals.
3. Stars are visible during night and during day.
4. Nothing is So, work hard to make anything possible.
5. An efficient person can get a job easily but an person cannot.



Grammar

The Simple Past and Past Perfect Tenses

Let us observe the following sentences:

Gurajada retired in 1913.

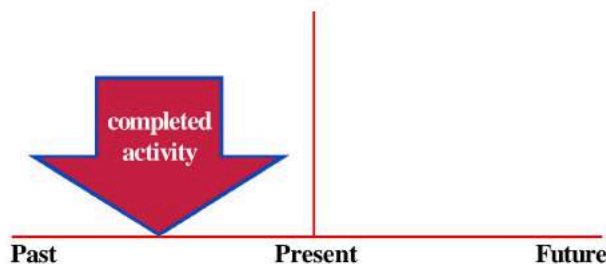
Gurajada met Rabindranath Tagore at latter's residence on two occasions in 1912.

In the above sentences, the words '**retired**', '**met**' denote completed actions. These actions are said using past form of the verb.

Simple Past Tense

Usually, verbs in simple past are used to denote the actions completed in the past with the time mentioned.

- E.g.
1. Tagore **wrote** a letter to Gurajada in 1914.
 2. We **visited** Kashmir last year.
 3. They **worked** with the same spirit to preserve vernacular languages in those days.



Now, let's consider the following sentence from the text:

After Gurajada **had visited** Tagore, he **wrote** an article on the experiences and impression of their meeting.

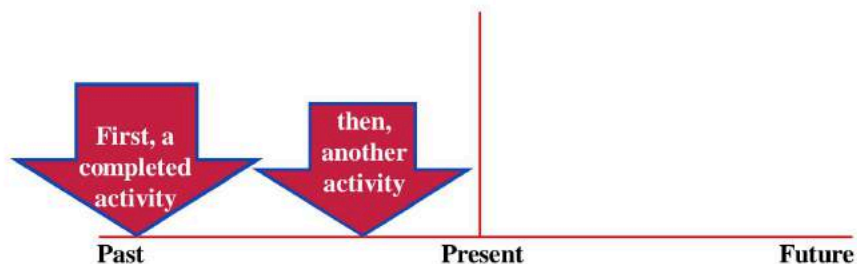
Action 1: Gurajada **visited** Tagore.

Action 2: Gurajada **wrote** an article.

Both the actions took place in the past. But the action 1 took place before action 2. In such cases the action 1 is said by using **past perfect tense** and action 2 is said by using **simple past**.

Let's see one more sentence from the text

Syamendra Mohandas **had written** to Gurajada before he **left** Vizianagaram.



Here are some more examples:

1. Vissu **had taken** breakfast before he **went** to school.
2. After I **had completed** my project, my father **arrived**.

Exercise: Fill in the blanks with the right form of the verb given in the brackets.

1. The doctor (leave) before the patient (arrive)
2. After the fire (start), people (rush) out of the building.
3. I him yesterday. (meet).
4. I (recognize) him immediately as I (see) him.
5. Long before the chief guest (arrive), the rain (stop).



Writing

A. Book Review:

Read the following:

Book Review of 'Kanya Sulkam'.

Physical features (Get up):

Title of the Book	: Kanyasulkam in Telugu.
Writer of the book	: Sri. Gurajada Apparao.
Quality of Paper	: Good
No. Of pages	: 280 pages.
First Published	: 1892. Telugu.
Publishers	: 2007 in English, Indiana University press. 248 pages.

Important Points:

- The book reflects social issues of the late 19th century.
- It supports the widow remarriage.
- It educates the disadvantages of child marriages.
- It tries to stop the marriages in which the girls of tender age are sold to the old persons.
- The title itself shows the evil, Kanyasulkam.
- The influence of book is still in the society.

B. Diary entry:

Imagine that you got *The Best Actor Award* for your performance in the skit in the district level competitions conducted on the occasion of the International Mother Language Day. Now, make an entry in your diary.



Talking Time

1. Roleplay:

Read the following conversation and note the underlined expressions which we used for apologizing.

Sunny : I am sorry, I have damaged your watch.

Bunny : It was a gift from my father. I wish you were more careful with it.

Sunny : Believe me, I am not careless. It was raining when I was returning home yesterday. I wanted to protect it from the rain. The watch slipped from my wrist and got damaged. I am **extremely sorry**.

Bunny : Oh! It was an accident then. Never mind.

Sunny : That is so nice of you. You are very kind-hearted. Thank you.

Bunny : It's all right.

Language Function

Giving advice

Read the following sentences

1. You should get up early.
2. You should not eat junk food.
3. You should not walk in the middle of the road.
4. You should obey your parents.

Observe the following table

Should Shouldn't	wear mask maintain social distance clean your hands with sanitizer, do not touch your eyes, nose and mouth, get close contact with sick a person cough and sneeze in your hands limit your social gatherings
-----------------------------	--

Using the table above give an advice to your friend.

E.g. You should wear mask.



Listening

A. Listen to the following story and answer the questions.

Lal Bahadur Shastri's Honesty

When Lal Bahadur Shastri was the Prime Minister of India, he went to a textile mill. He requested the owner of the mill to show him cheaper sarees for his wife. The owner showed him some exquisite sarees. When Shastri ji asked the price, he felt they were very expensive. He asked for cheaper sarees. The owner showed him cheaper sarees. But, shastri ji still found them expensive. The owner was surprised and requested not worry about the prices. And he told Sastri ji that it would be his privilege to give the sarees as gift for he was the prime minister of india.

Shastri Ji replied that he could not accept such expensive gifts and he would only take a saree that he could afford.

Questions:

1. What is this story about?
2. Where did Sastry Ji go?
3. What did he want to buy for his wife? ()
 a) a saree b) a gold chain c) a purse
4. The owner of the textile mill showed very expensive sarees.
 Tick whether this statement is true or false. (True / False)
5. Did Shastri ji accept sarees free as a gift?

Comprehension

1. “Nobody wanted to be friends with the boy.” Why?
2. Why were the boy’s parents worried about him?
3. What did the boy’s father ask him to do when he got angry?
4. Why did the number of nails driven on the board gradually decrease?
5. What is the moral of the story?

State whether the following statements are true/ false:

1. The boy’s parents were very happy with the boy. []
2. The boy was very bad tempered. []
3. The boy was playing with the hammer and nail. []
4. The boy’s father asked him to pull out one nail every time when he holds his temper all day long. []
5. We should treat everyone with love and respect. []



Study Skill

Study the tree diagram and answer the questions.



Questions:

1. What is the tree diagram about? ()
2. What are the four basic skills in learning a language? ()
3. Number of receptive skills is _____ . ()
 a) 1 b) 2 c) 3
4. Editing is one of the subskills of _____ . ()
 a) listening b) reading c) writing
5. Reading is one of the _____ skills. ()
 a) productive b) receptive c) active



Fun Time

Add a letter to the given word to make it a new one. You can use the clue given in brackets. The first one is done for you.

1. **ink** : **pink** (a colour)
2. old : _____ (a metal)
3. word : _____ (a weapon)
4. pine : _____ (back-bone)
5. wig : _____ (part of a plant)
6. ask : _____ (the work assigned)



Check Point

Check points	On my own	With friends' help	With teachers' help
I was able to read the main reading text			
I was able to use the glossary given			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises			
I was able to do the writing tasks			
I was able to do the task under the study skills			



Vocabulary

Cordially

Responded

Fabric

Significant

Durable

Radiance

Embellished

Trend

Expensive

Generally

Grabbed

Vigorously

Obstinate

Unyielding

Delicious

Chases

Graze

Bleating

Stomped

Impatient

Companions

Ingredients

Aerated

Disdainfully

Fretted

Recognise

Hoisted

Patted

Curator

Residence

Revolutionary

Artificial

Personality

Idealizing

Modernity

Vernacular

Tendency

Preserve

Immortal

Lucid