



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 in 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 Chinaveerabhadru, 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 - 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 placemets.
 - 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 gests 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.

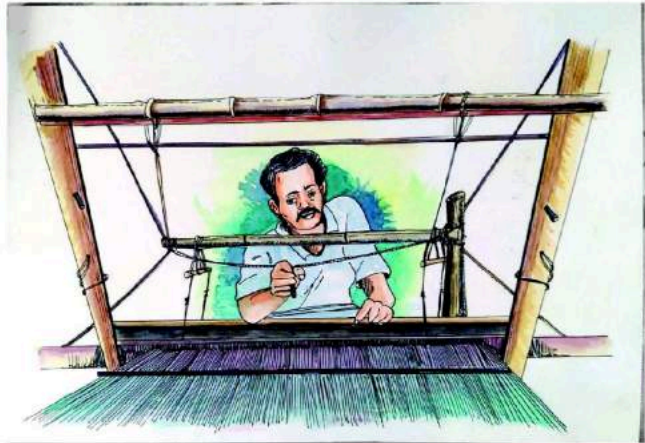
One of us asked, "What are you doing?" Ramaiah, a weaver, greeted us with a smile and replied, "*We are street-sizing.*"

"*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 dobby 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?*"

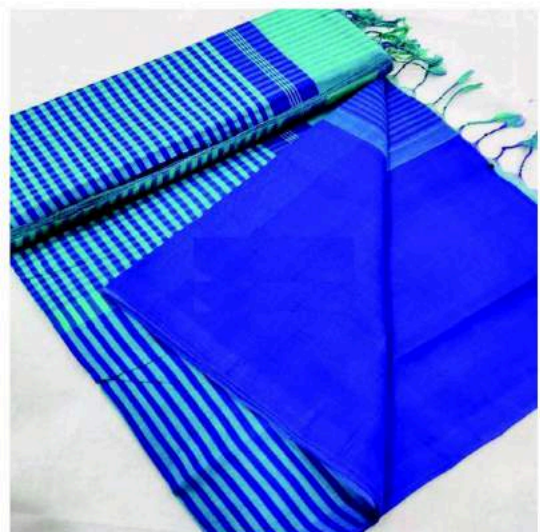
He smiled and said, "5 to 6 persons have to work in each stage. The length of the warp is around 25 metres long which can make four sarees at a time. This requires approximately 10 days. It means, it takes 2 to 3 days for single saree."



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

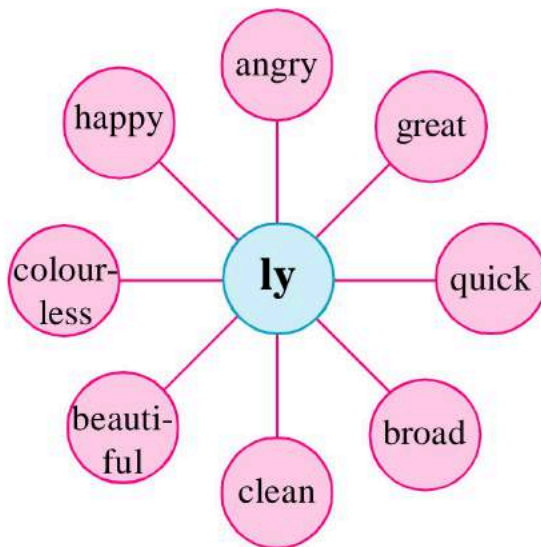
E.g: approximate + ly

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

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

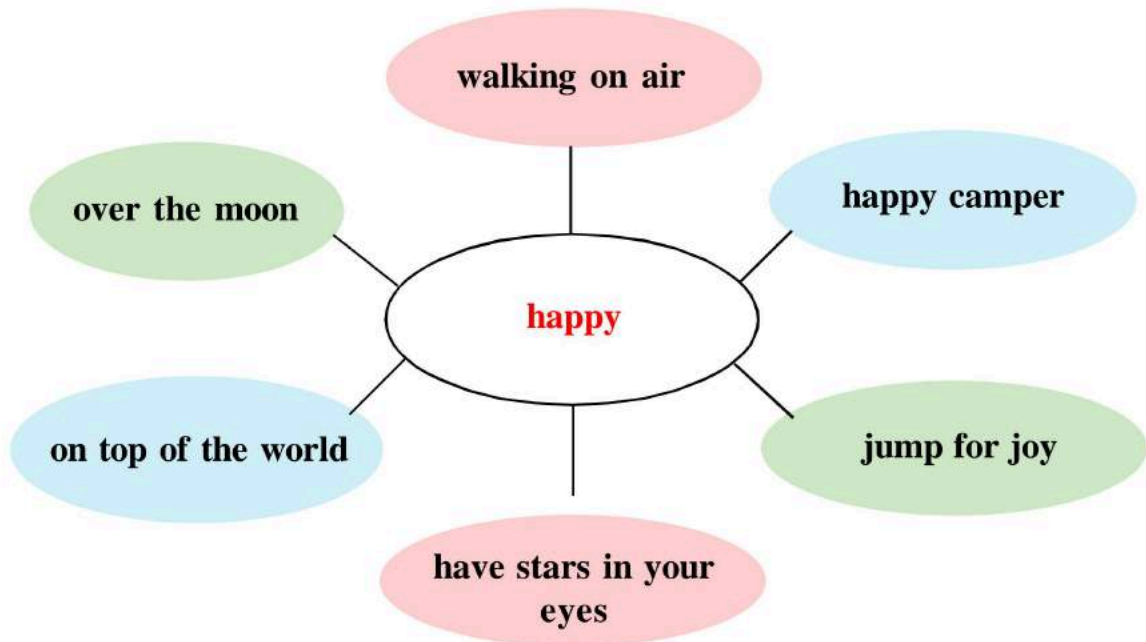
Look at the following images and make adverbs by adding 'ly'.

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

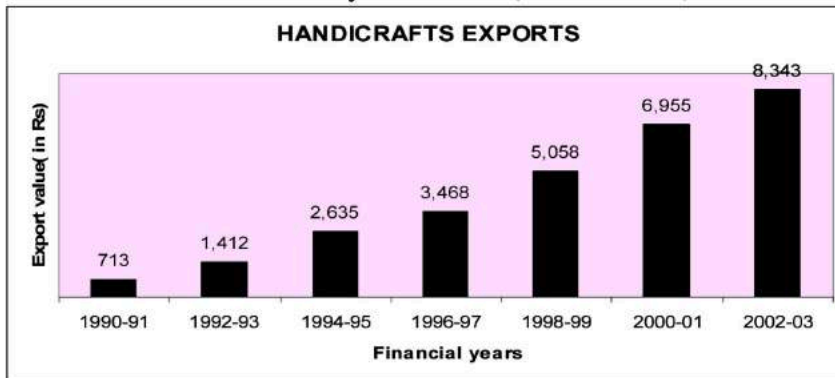


Study Skill

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 ()



Poem

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 |

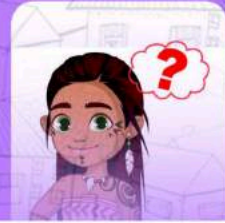
II. Choose the correct answer:

1. 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
2. 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
3. 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 warp 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 tied (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:

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



Fun Time

A. Riddle:

- I act like a cat.
I look like a cat.
Yet I am not a cat.
What am I?

Ans: The kitten

- 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



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.

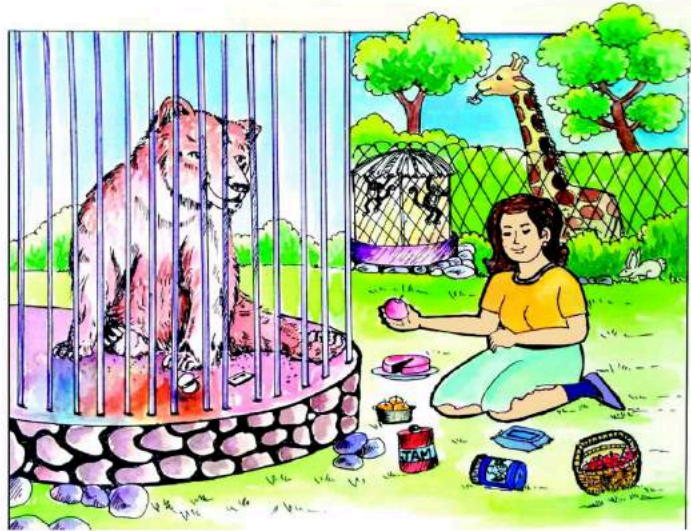
1. What tricks do you like to teach your pet?
2. Do you really think the pet animals have love for one person in the family particularly?
3. Have you ever seen such a bond between the pet animals and the member of the family? Share your experience with your friends.

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.

 **Grammar**

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 breathe. 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

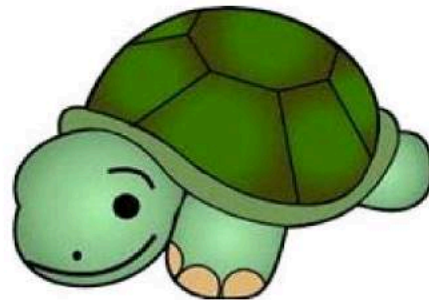
As you visited your neighbours' house, you might have observed their pet animals, their food habits, play things, and whom they are most attached to among the family members. You may grow interest to have a pet for yourself. If so, write a few lines about the animal you would want as pet and mention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

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?



T5H4C6

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 Sahithya 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.

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.

Fill 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.

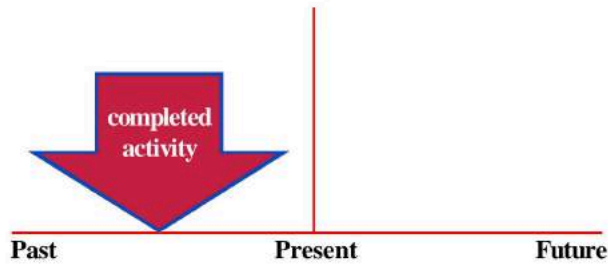
Gurajada met Rabindranath Tagore at latter's residence on two occasions in 1912.

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.

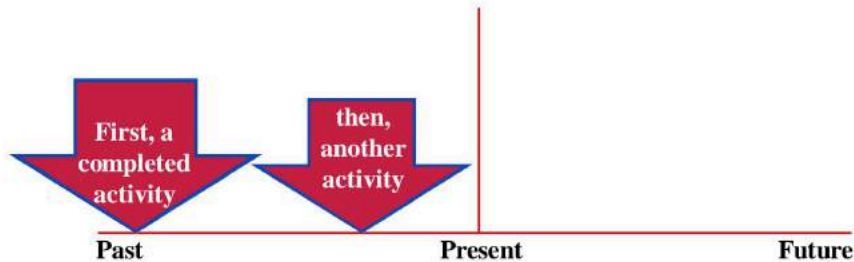
Action 1: Gurajada **visited** Tagore.

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
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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	Companions
Responded	Ingredients
Fabric	Aerated
Significant	Disdainfully
Durable	Fretted
Radiance	Recognise
Embellished	Hoisted
Trend	Patted
Expensive	Curator
Generally	Residence
Grabbed	Revolutionary
Vigorously	Artificial
Obstinate	Personality
Unyielding	Idealizing
Delicious	Modernity
Chases	Vernacular
Graze	Tendency
Bleating	Preserve
Stomped	Immortal
Impatient	Lucid