

A TEXTBOOK
OF
ENGLISH LANGUAGE
For

Class – V

Tulip Series
Book-5



The Jammu and Kashmir Board of School Education

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Foreword

Curriculum addresses the needs of students and contains a variety of themes which are interesting, relevant and vibrant. Since curriculum is a dynamic concept, it becomes imperative to assimilate and adopt the changing trends in education.

Tulip V reflects the basic principles NEP in the area of language learning and teaching. The focus of the textbook is on developing communicative skills. The contents have been presented in an interesting manner with pictures to stimulate the curiosity and attention of the learner. Contextualization has also been incorporated in the textbook in order to enable the learner to negotiate meaning and construct knowledge freely and with felicity. The exercises have been developed to ensure that the child takes keen interest in tackling them. Rote memorization has been discouraged and the teacher is expected to explore new pedagogical strategies suitable to the child and his/her context. The aim is to make the child an active participant in the learning process. The textbook presents a variety of activities and themes ranging from nature, health, environment, culture, gender sensitisation and moral education to engage the child in a creative manner. Teachers are expected to assess textbook knowledge and comprehension based on critical and creative thinking as well as language skills through activities based on everyday real-life situations.

A major challenge in the teaching of English is that it is not taught as a language but as a subject in our schools. It is hoped that the teachers will share their rich experience with us to make this textbook more communicative. Their suggestions are always welcome so that the textbook may further be improved. In fact, it is the teacher who has to adopt play-way pedagogy to attract the learners to develop their communicative skills. The contents developed in this textbook are the outcome of the efforts of the Academic Division with the support of the subject experts. I appreciate the fruitful effort.

Prof (Dr.) Parikshat Singh Manhas
Chairperson

ACKNOWLEDGEMENTS

Pedagogy has often been a casualty in our classrooms. Addressing this issue, Tulip V encourages the use of skits, punctuation, pronunciation, quiz, recitation and role play to engage the child in a creative manner. This will minimise boredom and stress on children. Many great writers have been included in this textbook whose work will be a source of enjoyment and inspiration to the students. Apart from them, local authors and poets have been incorporated to make the students feel free and placed in a context which resembles their day-to-day experiences. The plurality of J&K is reflected in Tulip V.

Gratitude is due to all the experts who participated in the workshops for developing the textbook. Special thanks are due to Prof Arvind Gigoo for a poem on the television and to Dr Jan Mudasir Gul for clicking some photographs for the textbook along with the staff of the Academic Division. I thank the former Chairpersons, Secretaries, Directors and Joint Secretaries, Publications for supporting the development and publishing of this textbook.

Thanks, is also due to Ms Naila Neelofer from the Academic Division and the team of experts to bring out this textbook. I extend my thanks to Prof. (Dr.) Parikshat Singh Manhas, Chairperson and Ms Manisha Sarin, JKAS, Secretary to facilitate the reprint edition of this textbook. If some acknowledgement has been inadvertently missed, the same shall be included in the next issue.

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NOTES

1. The Fowler and the Quails (From *Jataka Tales*)

Unity is a great virtue. A man cannot do anything alone unless he works with others. Teamwork and collaboration make us achieve our aim with great ease. There is an old saying that the five fingers of a hand are not alike, but the power of a fist which brings the five fingers together is immense. That made the great poet Shakespeare say, "We know what we are, but we know not what we may be." If we cooperate with each other, no one will be able to break us. But if we quarrel among ourselves, our enemies will take advantage of this and defeat us. Read out the story and find out if the following statement by Mother Teresa is true or false:

*I can do things you cannot,
You can do things I cannot;
Together we can do great things.*

Once upon a time there lived a quail in a forest at the head of many thousands of quails. A fowler who caught quails came to that place. He used to imitate the note of a quail till the birds had been drawn together. He flung his net over them and whipped the sides of the net together, so as to get them all huddled up in a heap. Then he crammed them into his basket, and sold his prey for a living before going home.

Now one day the leader quail said to other quails, "This fowler is creating havoc among our kinsfolk. I have a device whereby he will be unable to catch us. Henceforth, the very moment he throws his net over you, let each one of you put his head through a net and then all of you together must fly away with the net to such a place as you please, and there let it down on the thorn brake. This done, we will all escape from our several meshes." "Very good," said they all in agreement.

On the morrow, when the net was cast over them, they did just as the leader-quail had told them. They lifted up the net, and let it down on a thorn brake escaping from underneath. While the fowler was still disentangling his net, evening came



William Foster

on; and he went away empty-handed. On the morrow and the following days the quails played the same trick. So it became the regular thing for the fowler to be engaged till sunset disentangling his net, and then he went home empty-handed. His wife grew angry and said, "Day by day you return empty-handed. I suppose you have got a second establishment to keep up elsewhere."

"No, my dear" said the fowler. "I've no second establishment to keep up. The fact is those quails have come to work together now. The moment my net is over them, off they fly with it and escape leaving it on a thorn-brake. But they won't live in unity always. Don't you bother yourself, as soon as they start bickering among themselves, I shall bag the lot, and that will bring a smile to your face."

Not long after this, one of the quails in alighting on their feeding ground, trod by accident upon another's head. "Who trod on my head?" angrily cried the latter. "I did, but I didn't mean to. Do not be angry," said the first quail.

But notwithstanding this answer, the other remained as angry as before. Continuing to answer one another they began to bandy taunts, saying, "I suppose it is you



John Gould

single-handed who lifts up the net." As they

wrangled thus with one another, the leader quail said,

"There's no safety with one who is quarrelsome. The time has come when they will no longer lift up the net, and, therefore, they will come to great destruction. The fowler will get his opportunity. I can stay here no longer." And thereupon he with his followers went elsewhere.

Sure enough the fowler came back again a few days later, and first collecting them together by imitating the note of a quail, flung his net over them. Then said one quail, "They say when you were at work lifting the net, the hair of your head fell off. Now is your time; lift away." The other rejoined, "When you were lifting the net, they say both your wings moulted. Now is your time, lift away."

Whilst they were each inviting the other to lift the net, the fowler himself lifted the net for them and crammed them in a heap into his basket and bore them off home which made his wife happy.

New Words

quail, fowler, note, prey, havoc, morrow, device, thorn brake, underneath, disentangle, bicker, bag, alight, trod, bandy, wrangle, moult, whilst

Glossary

quail:	a small bird (Batair in Hindustani)
fowler:	a hunter who catches birds
note:	sound (of an animal)
at the head of:	leading (a group, etc.)
prey:	an animal that is hunted and killed for food
havoc:	confusion
morrow:	the next day
device:	trick
thorn brake:	a thorny bush
underneath:	beneath
disentangle:	separate, unfold
bicker:	quarrel
bag:	catch
alight:	land on something
trod:	(past form of tread) walked
bandy:	exchange words argumentatively; discuss an idea or rumour in a casual way
wrangle:	quarrel
moult:	shed feathers, hair or an outer layer periodically
whilst:	while; a period of time

Thinking about the Text**(A) Answer the following questions:**

1. How did the fowler catch the quails?

2. What trick did the quails play on the fowler?

3. What did the fowler's wife tell him when he returned home empty-handed?

4. Why did the quails wrangle?

5. Why did the leader quail decide to leave?

6. What made the fowler successful in the end?

(B) Who said the following and to whom? (One is done for you.)

1. "This fowler is creating havoc among our kinsfolk."

Leader quail

Quails

2. "Day by day you return empty-handed." _____

3. "I've no second establishment to keep up." _____

4. "Who trod on my head?" _____

5. "There's no safety with one who is quarrelsome." _____

(C) Fill in the blanks with the right word given in the brackets:

- (a) We _____ to God. (prey/pray)
 (b) We should not _____ rules. (brake/break)
 (c) My grandmother told me an interesting _____ (story/storey)
 (d) Have you read the *Jataka* _____? (tails/ Tales)
 (e) The boy is playing in the lawn at the _____. (movement/moment)

(D) Find from the lesson words which mean the following:

- a) to try to follow the manner, style, character, etc.
 b) a distinctive vocal sound, as of a species of bird or animal.
 c) to strike a thing with several strokes of a strap, rod, etc.
 d) force into a container with more than it can hold.
 e) the next day.

Language Work

Give one word for the following. The first one has been done for you:

- | | |
|--|------------------------------|
| 1) popular, often for a short period; trendy | F a s h i o n a b l e |
| 2) area of a city where there are factories | I _____ t _____ l |
| 3) pretty to look at | B _____ t _____ l |
| 4) kind and thinks of others | T _____ t _____ l |
| 5) well known | F _____ u _____ |
| 6) something or someone you can trust | T _____ t _____ y |
| 7) people with nowhere to live are | H _____ l _____ s |
| 8) something that saves your money is | E _____ m _____ l |

Grammar Work

You have read in Class IV about the sentence and its kinds. Now rearrange the following words into meaningful sentences in the space provided and also say what kind of sentences they are as shown in the example below:

- i. Give your me please pen

Ans. Give me your pen please. (Imperative sentence)

1. Sky the blue is.

2. In read I standard fifth.

3. Under cat table the is.

4. Did this where you from get?

5. Go you should to a doctor good.

6. A great idea what is it!

7. Do you where live?

8. What beautiful house is it a!

9. Wish I a were writer!

10. May live long you!

Let's Talk

Why do you think the fowler succeeded in catching the quails? Share your views with the class.

Let's Write

The moral of the story is 'United we stand, divided we fall' or 'Union is strength'. What are the disadvantages of non-cooperation?

Teacher's Page (The Fowler and the Quails)

1. Dear teacher, ask the children to underline/identify difficult words other than the new words. Teach them to look up their meanings in the dictionary. A pocket size dictionary at this stage will be good enough.
2. Let the children pronounce the difficult words a couple of times.
3. Start with a folk tale of a hunter. Ask the learner if they remember/ know some folk-tales bearing the moral – Union is strength – i.e. *The Wise Farmer and His Sons* or any other stories.
4. You can also lay emphasis on the meaning of folk-tale.
5. You can dramatise the story by asking the children to bring sticks and tie them into a bundle and ask them to try to break it and after untying it let them break the individual sticks.
6. Discuss the food chain as one of the themes and livelihood/ employment/ occupation as well. Hunting as a sport and as a profession/ occupation may also be discussed in detail. Wildlife, ecological balance and habitats be also discussed.
7. Let unity, presence of mind, disunity or jealousy, etc. and their consequences be discussed for a wider impact on the learners. Different proverbs like 'United we stand, divided we fall', 'The sooner the better', 'Nip the evil in the bud', etc. be deliberated upon by the learners in groups.
8. The teacher should make it a point to use of audio, visual audio-visual teaching aids in the classroom to enhance conceptual thinking of children. This can also help in creating an interesting and interactive environment in the classrooms.
9. Children can get more benefited as the use of teaching aids discourages rote memory, clarifies confusion and motivates the students by lending them direct experience in the classroom situation.

The Idiot Box

He plays with the remote control and watches the spider man,
He doesn't know how to play football and shape a snowman.
He made his daddy and mummy buy an LED for him,
He shuts himself in his private room and doesn't let anyone in.

He hasn't seen a mountain, a flower garden and a waterfall,
He laughs when he sees an untrue man fly over a hill.
He doesn't turn the leaves of a picture book or comics,
He changes the channels to suit his shifting moods.

He doesn't relish the food stuffed in his mouth,
He is excited seeing pirates eat fishes and fruits.
He wears thick glasses and contracts his eyes to see
Men, women and children walk in the drawing rooms.

Arvind Gigoo



New Words

remote, control, remote control, spider, spider man, shape, snowman, LED, untrue, comics, channel, shifting, relish, stuffed, pirates, glasses, contract

Glossary

remote:	distant
control:	to have power or influence over
remote control:	a system for controlling machinery from a distance by radio signals
spider:	an eight-legged creature which makes threads into nets to catch insects to eat
spider man:	a movie film shown on TV
shape:	to make
snowman:	figure of a man made out of snow by children
LED:	It stands for Light-emitting Diode; a TV set with advanced technology
untrue:	false, pictures of men and women shown on TV
comics:	a magazine for children containing comic strips
channel:	a band of radio waves used for broadcasting television
shifting:	changing
relish:	taste, enjoy
stuffed:	filled
pirates:	persons who sail the seas and rob other ships
glasses:	spectacles
contract:	to make smaller

Reading is Fun

1. What do you understand by the idiot box?

2. Who is "He" in the poem?

3. Why can't he play football or shape a snowman?

4. Why is he not interested in things around him?

5. What is it that makes him laugh?

6. Why is he not interested in books?

7. Why does he have to wear thick glasses?

Language Work

A. Use the clues to find the missing letters. Make sentence of the new words.

1. An officer of law: _ _ d _ e.
2. Children like it most: _ c _ _ r _ _ _ .
3. A green/yellow fruit: _ _ n _ o.
4. Affectionate and loving: c _ r _ _ g
5. A cow like animal: _ _ k.
6. Another word for a clown: _ o _ e _ .
7. Curious to do something: _ _ g _ _ ,
8. Not fat: _ _ _ n.

B. Use the clues to find the missing letters. Make sentence of the new words.

1. Doing no work: _ d _.
2. Not easy to do: _ _ f _ _ t.
3. Very wise: _ n _ l _ _ n _.
4. Single: _ _ e.
5. 13 to 19 years of age: _ _ n _ c.
6. People play cricket with it: _ _ t.
7. Opposite of close: _ p _.
8. A musical instrument: _ _ l _ h _.

Let's Talk

Nowadays mobile phones are being used excessively like T.V. Share with your class the harmful effects of excessive mobile phone use.

Let's Write

The poem teaches in a funny way that television should not be watched excessively. Now write a sentence on the following harmful effects of excessive T.V. watching:

1. Wastage of time
2. Couch potatoes
3. Reduces concentration
4. Addiction
5. Affects reading habits
6. Harmful for eyes
7. Loss of creativity

Teacher's Page (The Idiot Box)

1. Ask the students for how much time they watch TV daily.
2. Talk about the programmes they watch.
3. Ask them why they like these programmes.
4. Who else at home likes these programmes?
5. Talk about the importance and misuse of TV at home.
6. Ask the children to discuss how TV has changed their lives.
7. Ask the children to write a few sentences on their favourite channel.
8. Discuss the journey of TV with the learners, e.g., first it was a TV set with an antenna, then a colour TV which was succeeded by LCD and then LED and HDTV.
9. Discuss the use of technology in making the electric gadgets compact, portable and hassle-free.
10. Ask the children to read the works of famous children authors such as Lewis Carroll.

2. Birbal the Wise

Birbal is famous for his wit in Indian history. He was appointed a poet and singer in the court of Emperor Akbar. But his wit soon earned him a place of courtier among the Navaratnas of Akbar. Read this story and find out how intelligence and presence of mind helps Birbal solve a tricky situation. Wit is a pivotal part of one's personality. It helps us in building keen perception and mental acuity. This capacity of inventive thought and quick understanding helps one handle awkward and tricky situations in an intelligent way.

Once Surya Singh, the Prince of Manipur, came to Delhi on business. He was travelling alone. It was a secret mission. So he did not bring a single servant with him. On the way, he saw a weak and tired-looking man sitting on the roadside. He stopped his horse and asked him, 'Which way are you going?'

'I have to go to Delhi, sir. I must be there before nightfall, but I will never reach the city for I am tired.' Surya Singh felt sorry for him. He got off his horse, and asked the man to get on to it.

'You ride my horse and I'll walk. I am also going to Delhi, but I do not know the road very well. You can show me the way.'

The man gladly got on the prince's horse. Surya Singh walked beside him. When they arrived at the city gates, Surya Singh asked the man to get down.

The man looked surprised. 'Why should I get off the horse?' he asked.

The prince explained politely, 'Now that we have reached the city we shall have to go our different ways. I am staying here and do not want to be late.'

'You may go where you like,' was the reply. 'I am not stopping you.'

'But give me my horse first,' said Surya Singh.



Birbal by Mughal Painter

‘Your horse? Do you say it is yours?’

‘Of course, do you doubt it?’

‘You are taking advantage of a kind man,’ was the answer. ‘I showed you the way to the city. Now you say my horse is yours.’

‘Your horse?’

‘Yes, mine,’ said the man. Before he could ride away, Surya Singh took hold of the reins of the horse.

‘Let’s go to the judge,’ he said.

The two came to Birbal. When Birbal saw them he asked Surya Singh what he could do for him. He heard the story of the horse from the prince and the traveller.

‘Leave the horse with me,’ he said. ‘Tomorrow I will give it to its owner.’

After both the men had left, Birbal told his servant to take the horse, follow the two men at a distance, then free the animal and see which one of the two it followed. Afterwards, he was to bring it back and put it in the stable with other horses of the same size and colour.

The next day, Birbal called Surya Singh and the traveller and took them to the stable. There were about a dozen horses of the same size and colour.

‘Your horse is here,’ said Birbal to the two men.

The traveller could not recognize the horse, but Surya Singh found him at once. The horse knew its master too.

‘This kind man,’ said Birbal to the traveller, ‘offered you a ride on his horse, and you tried to rob him. You shall get fifty strokes of the whip.’ Then he turned to the prince, ‘Surya Singh, I already know your name and address.’

‘You know me, then? I thought it was a secret. I had heard you were a wise judge and I wanted to see you.’

‘I know you are the Prince of Manipur,’ said Birbal. ‘We have a large country to rule and it is our business to know who is coming. The government has arranged for your stay here.’

Surya Singh thanked him. ‘There is one more thing,’ he said. ‘I should like to know how you decided my case.’

‘Willingly,’ replied Birbal. ‘I knew who you were and realized you would not tell a lie. But I needed proof. My servant followed you both with the horse, and set it free. It went after

you, not the traveller. Then again the traveller could not identify the horse in the stable but you had no difficulty.'

The prince was greatly impressed by Birbal's wisdom, and he knew he had found the right man to solve his problem.

New Words

mission, nightfall, doubt, advantage, rein, stable, recognize, offer, rob, whip, wisdom

Glossary:

mission:	a specific task or duty assigned to a person
nightfall:	the approach of darkness; night
doubt:	uncertainty about the truth, fact, etc.
advantage:	better or more favourable position
rein:	a leather strap used to control the horse
stable:	a place where horses are kept
recognize:	to accept or be aware of
offer:	to present
rob:	to take something from someone illegally, as by force or threat of violence
whip:	a length of leather used to beat a person or urge an animal
wisdom:	knowledge, judgement and good sense

Thinking about the Text

A. Answer these questions:

1. Who was Surya Singh? Who did he meet on his way?

2. How did Surya Singh help the traveller?

3. Where did the two men go to settle the dispute?

4. How did Birbal settle the dispute?

B. Complete the following sentences:

a) Surya Singh was kind because he asked the man

b) The traveller was dishonest because

Language Work

A. Horses live in stables and cows live in sheds. In Column A, names of some animals are given.

Match them with the places they live in Column B:

Column A

Column B

- | | |
|------------|--------|
| 1. horse | shed |
| 2. lion | web |
| 3. chicken | water |
| 4. bird | tree |
| 5. cow | stable |
| 6. rabbit | hive |
| 7. spider | coop |
| 8. bee | nest |
| 9. fish | burrow |
| 10. owl | den |

B. Phrasal Verbs: A phrasal verb consists of a verb and a particle (preposition, adverb or both).

Its meaning has to be understood as a whole e.g. *look into* means to investigate. Here are some phrasal verbs which have been used in the story. Use them in sentences of your own.

get off get on get down ride away bring back
put in look at arrange for

Grammar Work

A) Past Simple Tense

Look at the following sentence:

1. I met him yesterday.

The above sentence expresses some action which happened at some time in the past.

Thus, Past Simple Tense is used to show an action which happened or took place at some time in the past and the Second Form of the Verb is used with all Subjects.

But in Negative and Interrogative Sentences of Past Simple, 'did' is used to form the sentences.

Thus the Negative sentence of the above will be:

- (a) I did not (didn't) meet him yesterday.

Similarly, the Interrogative sentence of the above will be:

- (b) Did I meet him yesterday?

NOTE: The Second Form of the Verb (met) is changed to the First Form of the Verb (meet) in both the Negative and Interrogative sentences.

This tense is also used to express some past habit, e.g.:

1. She never came here in the daytime.
2. She studied many hours every day.

EXERCISE

Use the correct tense form (Simple Past Tense) in the following sentences:

1. I _____ the zoo last Friday. (visit)
2. He _____ the President last night. (see)
3. She _____ out half an hour ago. (go)
4. The snake _____ the boy. (bite, not)
5. They _____ their fields last week. (plough)
6. _____ they _____ the house last Sunday? (leave)
7. He _____ her last Wednesday. (meet)
8. We _____ the party last week. (enjoy, not)
9. When _____ the rain _____? (stop)

10. We _____ to the movie yesterday. (go)

B) Look at the following sentence used in the text:

- He stopped the horse and asked him, “Which way are you going?”

This sentence is in direct speech or direct narration. The same sentence can be turned into indirect speech in the following way:

- He stopped the horse and asked him which way he was going.

While turning a Wh-question into indirect narration we use the subject before the verb.

Note: Wh-question is a question which starts with a Wh-word e.g. What, Which, Why, Where, When, Who, etc.

Now turn the following sentences into indirect narration:

1. He said to him, “How old are you?”
2. He said to me, “Where do you live?”
3. “When did he arrive?” she asked me.
4. You said to her, “Who told you?”
5. The teacher asked us, “Why are you late?”

Let's Talk

The stories regarding Birbal's wisdom are very popular. Learn any such story and share it with your classmates.

Let's Write

Write a paragraph on your pet animal.

Teacher's Page (Birbal the Wise)

1. Ask the learners to name some wise men about whom they have heard. Let them recollect some incidents of their lives where presence of mind helped them out of an undesirable situation.
2. Let the students know about the judicial system – old and new – and make a comparison and contrast of the two to widen their understanding.
3. Come to the lesson. Talk about the circumstantial evidence in the present story which helped the wise Birbal to reach the correct decision. How does the evidence of the witnesses help judges in deciding complicated cases? Discuss the role of the modern techniques of investigation and the modus operandi of the criminals in modern societies.
4. Discuss the themes like sympathy, pity, treachery, evidence, judiciary, crime, investigation, integrity of man, means of transport, presence of mind and wit, etc. and ask the learners about any more themes of the story – honesty, dishonesty, trust, mistrust and their implications on society.
5. Discuss the change of narration – Direct and Indirect – taking sentences from the lesson. Let the learners construct a dialogue between a lawyer and a witness or judge and the plaintiff/ complainant or they can also form a dialogue between a king and his advisor.
6. Discuss phrasal verbs, synonyms and antonyms, etc., and short forms of using words.
7. Ask them to listen to a folk tale from their grandparents at home.
8. Ask the learners to read out the story which should be done at the start of the lesson.

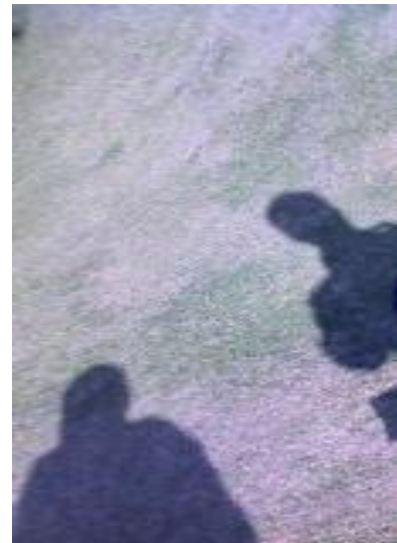
The Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow.
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way;
He stays so close beside me, he's a coward you can see;
I'd think it a shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.



Robert Louis Stevenson

New Words

shoot up, India-rubber ball, notion, nursie, stick, buttercup, arrant, sleepyhead

Glossary

shoot up:	rise or grow quickly
India-rubber ball:	a ball that can bounce very high
notion:	idea
nursie:	nurse
stick:	attach

- buttercup: a small wild plant with **bright** yellow flowers
- arrant: **bad**
- sleepyhead: a person who is tired or sleepy

Reading is Fun

1. Who is the speaker of the poem?

2. What are the changes that occur in the poet's shadow?

3. What does the speaker think of his shadow in Stanza 3?

4. What did the speaker find one morning before the sun was up?

5. Why is the shadow funny?

Language Work

1. Match the words in Column A with their opposites in Column B:

Column A

a. funny

b. fall

c. proper

d. sometimes

e. foolish

f. tall

g. courageous

h. fast

i. asleep

j. close

Column B

a. awake

b. short

c. often

d. improper

e. serious

f. wise

g. slow

h. rise

i. open

j. cowardly

2. Write down words rhyming with each of the following. One has been done for you.

1. Ball

call

tall

fall

2. found

3. shine

4. slow

5. see

6. way

Let's Talk

Did you see something funny happening in the recent past? Share it with your classmates.

Let's Write

Write a few sentences on your shadow.

Teacher's Page (The Shadow)

1. Recite the poem aloud in the class.
2. Ask children whether they have observed their own shadow at different times of day and in the evening when there is no bright light. How do they feel? Have they ever got scared of their own shadow? The children can be encouraged to make different masks on the wall with the help of their hands like birds, animal-head, etc. to enjoy the lesson.
3. Ask the children to find at what time of the day is the shadow tallest.
4. Ask the children to shine a torch behind their hand and see its shadow on the wall. Ask them to move the torch a little away from their hand and then again see the shadow.
5. You can also recite a small poem by Louise Bender Scott:

*When the sun shines, I can see
My shadow right in front of me
When I walk, my shadow walks,
When I hop, my shadow hops,
When I jump, my shadow jumps
And when I stop, my shadow stops.*

3. Gulliver Among the Little People

Gulliver's Travels recounts the story of Lemuel Gulliver, an Englishman trained as a surgeon who narrates the adventures that befall him on his sea voyages. The story is set in early eighteenth century England. His ship called the *Antelope* witnesses a fierce storm. He, however, swims safely to a shore and soon falls asleep. He wakes up to find himself tied to the ground with small pieces of thread. Read out the story to find out what happens next.

Once a ship called *The Antelope* was on its way to the South Seas. There were thirty sailors in it with a captain and a doctor. The ship was sailing near a rock.

All of a sudden there was a storm with rain and thunder. The sea roared, the wind blew and the waves rose high. The ship struck the rock and broke in two. The sailors jumped into the sea. Only one man reached the shore and saved himself. He was the ship's doctor, Lemuel Gulliver.

Gulliver found himself all alone on an island. He left the seashore and walked for some time across open fields. Then he lay down on the soft grass. He was very tired and soon fell asleep.



He woke up early in the morning. He wanted to get up but he could not move his arms or legs. They were tied to the ground with strings.

He said to himself, "Oh! I can't move my arms or legs. They are tied, and some animal is moving on my body. It is walking to my face. What animal can it be?"

It was a tiny man, only six inches tall! In a short time there were dozens of little men on Gulliver's body and there were many more around him. Some among them carried bows and arrows. Gulliver was in Lilliput, the country of tiny men.

He wanted to get up. He said to himself, "These strings are not thicker than threads. I can easily break them and free myself."

He broke one or two strings and was able to move his left arm a little. He tried to catch some of the little men, but they all slipped through his fingers and ran away.

Then there was a loud shout and little arrows came and hit Gulliver all over his body. They were sharp and painful.

Gulliver said to himself, "These arrows are very painful and I won't try to break any more strings. But how can I free myself?"

Gulliver lay there quietly and did not move for a long time. Now the tiny men did not shoot any more arrows at him. They made a platform near his head. Several of them climbed on the platform and one of them spoke. But Gulliver did not understand the tiny man's words.

Gulliver was very hungry and thirsty. He made some signs for food and drink. They understood his signs and brought him baskets full of tiny loaves of bread and tiny fruit. Gulliver ate two or three loaves at a time. Then they brought him water in tiny tubs. He drank it and then went to sleep again.

The men then went to their king and said, "There is a giant near the seashore. He was sleeping and we tied him to the ground. What shall we do with him?"

The king wanted to see the giant for himself. He said, "Make a very big cart, put the giant on it and bring him here."

The tiny men soon made a wooden cart. It was two metres long and one metre wide and it had twenty-two wheels. The wheels were also made of wood. Hundreds of tiny horses pulled the cart and hundreds of tiny men joined together to tie Gulliver to it.

Then the horses pulled the cart with Gulliver on it. The next day they reached the gate of the city. Then the King of Lilliput came and saw Gulliver. He was very surprised and said to himself, "Oh! This man is very big. His arms and legs are like tall trees."

Gulliver was taken to an old temple and put there. The king's men tied one of his legs with strong chains to a pillar. Crowds of people came and saw him. Some of them shot arrows at his face, but the king stopped this. Gulliver did some funny tricks and pleased the king and the people.

Then one day Gulliver said to the king, "Please take away my chains. I want to walk about."

The king said, "That will be dangerous. You will walk on people's bodies and kill them."

"No, I will be careful. I will not kill anyone. Your people will be quite safe," Gulliver said.

The king said to his men, "Take his chains away. He is not a dangerous giant."

Then Gulliver was free and he lived among the people of Lilliput for several months.

(Adapted from Jonathan Swift's *Gulliver's Travels*)

New Words

sailor, roar, struck, lay, tie, strings, tiny, loaf, giant

Glossary

sailor:	a person who works on a ship
roar:	make a long, loud, deep sound
struck:	past tense of 'strike' which means hit
lay:	put something in a horizontal position
tie:	bind together
strings:	pieces of strong thin cord used for fastening and tying things
tiny:	very small
loaf:	bread which is shaped and baked in a single piece and can be sliced for eating
giant:	a tall and strong imaginary creature

Thinking about the Text

1. What happened to the ship on the way to the South Sea?

2. What happened to the captain and the sailors?

3. How did Gulliver save himself?

4. Where did Gulliver find himself?

5. Why was Gulliver unable to get up in the morning?

6. How was Gulliver taken to the city gate?

7. How did Gulliver please the king and the people?

8. What did Gulliver ask the king? What did the king say?

Language work

A) Match the words from Column A with their opposites in Column B:

A

high

B

dangerous

soft	empty
early	push
tiny	dwarf
tall	noisy
more	blunt
thick	low
sharp	hard
quiet	late
full	big
giant	short
pull	less
safe	thin

B) Fill in the blanks using the following phrasal verbs:

- | | | | |
|-----------------|----------|----------|-----------|
| jumped into | lay down | wake up | got up |
| slipped through | ran away | shoot at | take away |
- i) The king said to his men, “_____ his chains _____”.
- ii) Don’t _____ birds.
- iii) I usually _____ early in the morning.
- iv) Gulliver _____ and found himself tied to the ground with strings.
- v) The thief _____ when he saw the police coming.
- vi) The foolish goat _____ the well.
- vii) Gulliver _____ and fell asleep.
- viii) Gulliver tried to catch some of the Lilliputians, but they all _____ fingers and ran away.

C) Create your own comparisons:

- i) as tiny as -----
- ii) as tall as -----
- iii) as soft as -----
- iv) as sharp as -----
- v) as beautiful as -----

Grammar Work**Look at these sentences:**

- a) We washed ourselves and sat down.
 b) He said to himself, "It is very late."

The underlined words are reflexive pronouns.

Reflexive pronouns are formed by adding '–self' (in singular) and '–selves' (in plural) to the personal pronouns. Here is a list of reflexive pronouns

Personal Pronouns	Reflexive Pronouns
I	myself
We	ourselves
You (singular)	yourself
You (plural)	yourselves
he	himself
she	herself
it	itself
they	themselves
one	oneself

Now fill in the blanks with reflexive pronouns given below:

yourself herself myself themselves
 himself itself yourselves

- Gulliver swam in the sea and saved _____.
- The rat found _____ in the trap.
- The girl wanted all the toys for _____.
- I do not think of _____ alone. I think of others too.
- Look in the mirror and see _____.
- Muskan and Munazah dressed _____ in their new frocks and went out.
- The host said to the guests, "Help _____."

Let's Talk

Ask the learner to imagine himself/herself in a fairyland and discuss his/her adventures with the class.

Let's Write

Write a few lines on any imaginary situation of a fantastic nature.

Teacher's Page (Gulliver among the Little People)

1. Introduce "Gulliver Among the Little People" as fantasy and tell the children to imagine themselves as Gulliver and start thinking how they would behave in such a situation. Tell them about such fantastic stories/ tales from their locale like that of Machama or Mama in the Zoon Dub.
2. At this level it may not be wise to introduce *Gulliver's Travels* as a political satire/ social satire or an allegory. However, it would be desirable to let the students imagine themselves in a fairyland.
3. Ask children if they have read any of the stories of Harry Potter or Lewis Carroll's *Alice in Wonderland* or Daniel Defoe's *Robinson Crusoe*. Ask them if they have heard about the *Arabian Nights*.
4. Tell the learners the difference between an autobiography and biography.
5. Ask the learners to write a few lines on an imaginary situation of their own choice.
6. Ask children to read more chapters from *Gulliver's Travels* in the library of their school.
7. The teachers can show the film to the children on the computer.
8. The teacher should make full use of teaching aids to make the lesson interesting and communicative.
9. Let the children do a dialogue exercise based on this lesson.

From The Pied Piper of Hamelin

Into the street the piper stepped,
Smiling first a little smile,
As if he knew what magic slept
In his quiet pipe the while;
Then, like a musical adept,



To blow the pipe his lips he wrinkled,
And green and blue his sharp eyes twinkled,
Like a candle flame where salt is sprinkled;
And ere three shrill notes the pipe uttered,
You heard as if an army muttered;
And the muttering grew to a grumbling;
And the grumbling grew to a mighty rumbling;
And out of the houses the rats came tumbling.
Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats,
Grave old plodders, gay young friskers,
Fathers, mothers, uncles, cousins,
Cocking tails and pricking whiskers;
Families by tens and dozens,
Brothers, sisters, husbands, wives —
Followed the piper for their lives.
From street to street he piped advancing,
And step for step they followed dancing,
Until they came to the river Weser,
Wherein all plunged and perished.
Save one who, stout as Julius Cæsar,
Swam across and lived to carry
(As the manuscript he cherished)
To Rat-land home his commentary...

Robert Browning

New Words

adept, wrinkle, sprinkle, ere, shrill note, mutter, grumble, rumble tumble, plodder, plod, frisker, frisk, cock tails, prick whispers, plunge, stout, Julius Caesar

Glossary

adept:	expert
wrinkle:	(here) folds that appear on skin or lips while talking
sprinkle:	drop or spread small pieces or amounts of something over something
ere:	(archaic) before
shrill note:	loud sound
mutter:	utter sound or words with a low voice
grumble:	make a low heavy sound
rumble:	make a continuous sound
tumble:	fall down suddenly and quickly
plodder (noun):	a person who walks slowly
plod (verb):	to walk slowly
frisker (noun):	a person who moves playfully
frisk (verb):	to move playfully
cock tails:	bend them upwards and sideways
prick whispers:	raise them
plunge:	fall or jump from a high place
stout:	brave and strong
Julius Caesar:	a great Roman King

Reading is Fun

1. How does the poet describe the eyes of the piper?

2. Who comes out of the houses?

3. Pick out the adjectives used to describe the rats in the poem.

-
-
4. What effect does the piper's music cause?

-
-
-
5. Who plunges into the river Weser?

-
-
-
6. Who is as stout as Julius Caesar?

-
-
-
7. Who narrates the commentary in the Rat land home?
-
-
-

Language Work

The poet compares the eyes of the piper with the flame of a candle. He also compares the rat that does not drown into river Weser with Julius Caesar. Such a comparison is known as a simile. A simile is a comparison between two objects using the words – like, or as, e.g.;

1. The pudding is as sweet as honey.
2. He is as brave as a lion.
3. She is beautiful like a moon.
4. Rahim is strong like an iron.

Now write down ten similes using “like” and as.

Let's Talk

Recall the things you enjoy doing. Tell them to your class.

Let's Write

Fill in the following information:

My name:

My D.O.B.:

My residence:

My school:

My class:

My hobby:

My aim in life:

Now, using the above facts/information, write a paragraph about yourself.

Teacher's Page (From The Pied Piper of Hamelin)

1. Recite the poem aloud in the class.
2. Ask the learners if they enjoy being children. Try to know the rationale behind their thinking.
3. Ask the students about their daily routine.
4. Ask them to write a few lines on the activities they like and the activities they don't but have to perform them.
5. Introduce the theme of the poem to the children that how the rats had over run Hamelin. This had caused a great stress to the public who demanded of the Mayor and "our Corporation" that the rats be destroyed or else the people would remove them from power. It was the Pied Piper who played the magical tune on his flute that drowns the rats into the river Weser. Only one rat is saved who later on narrates the event in his rat land.
6. Ask children if they like to listen to music. Ask them if they know to sing and play any musical instrument.
7. Sum up the favourite activities performed by the children.
8. Ask them if they love to read magical stories and watch surreal programmes like *Balveer*, etc.
9. Ask them what they would like to do if they are bestowed with magical powers. The discussion carried out in the class shall enrich their imagination and speaking skills.

4. The Man Who Swallowed a Snake

There are many sagacious people in and around us like doctors, teachers, engineers and other professionals who work for the betterment of the people. They use their wisdom to help us come out of adverse situation. In this story, a wise man treated the victim without frightening him about the poisonous snake in his stomach through his wisdom. Read the story and find out how the wise man acted in a difficult situation without losing his presence of mind.

One day a wise man was riding along a road when he came across a man who was fast asleep. As he passed by, he saw a snake sliding into the sleeping man's mouth.

The wise man dismounted quickly and tried to scare the snake away, but to no avail. Taking up his club, he struck the sleeping man with several powerful blows. Awakened abruptly from his sleep, the man fled for safety to a nearby tree. It was



an apple tree, and the ground around it was covered with rotten fruit. 'Eat them!' ordered the wise man, stuffing the mouth of the terrified man with apples until no more would go in.

'Why are you doing this to me?' asked the man. 'What have I done to offend you? If you have a quarrel with me, settle it with your sword! Oh, cursed was the hour that you first saw me, and blessed is the man who never sets eyes on you! Look! My mouth is pouring with blood and words! O God, I beg Thee, repay him in like manner!' Yet, however much the man cursed, the wise man continued to shower him with blows.

'Keep running!' shouted the wise man, and the man kept running from his pursuer, picking himself up off the ground whenever he fell flat on his face. Stuffed with apples, his body covered in cuts and bruises, he was chased backwards and forwards by the wise man until nightfall when he was seized by a violent bout of vomiting. Everything came up, including the snake.

When the man saw the ugly black reptile, he forgot all about the beating he had received and fell on his knees. 'Truly,' he said, 'you are an angel for me! Oh, blessed is the hour that you first saw me, for I was dead and you have given me new life. Had I known, how could I have

said such foolish things? I would have praised you, had you given me the slightest hint as to what you were really doing. Instead, you kept quiet, and carried on beating me in silence.'

'Had I told you about the snake,' replied the wise man, 'you might have died of fright. You would have been so terrified that you would not have been able to eat, nor to vomit. I heard you abuse me but carried on with what I had to do, repeating to myself, "O Lord, make it easy!"'

(Adapted from Rumi)

New Words

slide, dismount, club, blow, abruptly, fled, rotten, stuff, offend, pursuer, bruise, nightfall, fright

Glossary

slide:	move smoothly
dismount:	get off a horse, bicycle or motorcycle
club:	a heavy stick
blow:	a hard hit with a heavy object
abruptly:	suddenly
fled:	ran away
rotten:	decayed; something that can no longer be used
stuff (v):	completely fill with something
offend:	make someone upset or angry
pursuer:	someone who chases
bruise:	a dark area on the skin where one has been hurt
nightfall:	the time in the evening when it is dark
fright:	shock and fear

Thinking about the Text

1) What did the wise man see while riding?

2) What did the wise man do when he could not scare the snake away?

3) Why did the wise man chase the man?

4) Why did the man fall on the wise man's feet?

5) Do you think that the wise man proved to be intelligent enough to save the man's life?

Language Work

A) Find from the text words/phrases which mean the following:

- a) To make a person or an animal frightened
- b) To flow quickly and in large amounts
- c) Completely filled
- d) A short period of time
- e) To empty the contents of the stomach through the mouth

B) Find the opposites of the following words from the text:

foolish	awake	mount	slowly	powerless	danger
blessed	virtue	stop	backward	old	remember
difficult	beautiful	white	alive		

Grammar Work

(A) Look at the following sentence from the text:

The wise man dismounted quickly and tried to scare the snake away, but to no avail.

The underlined words in the above sentence are verbs. These verbs are **regular verbs**. A regular verb is a verb which has **–ed** or **–d** in **past** and **past participle** forms. e.g.

talk	talked	talked
dance	danced	danced
say	said	said

Whereas other verbs which do not need **–ed** or **–d** for forming **past tense** and **past participle** are called **irregular verbs** e.g.

cut	cut	cut
go	went	gone
tell	told	told
feed	fed	fed

Some verbs are both regular and irregular, e.g.,

learn	learnt	learnt	learned	learned
spoil	spoiled	spoiled	spoilt	spoilt
light	lit	lit	lighted	lighted

Now complete the table given below. Consult a dictionary if necessary.

Present	Past	Past participle
Be	was were	been
Beat		
	bet	
		bought
Learn		
	spilled or spilt	
Choose		
		dug
Find		
		forgiven
	laid	
See		
Sink		
	sprang	
	stung	
		taken

(B) Pick out five action words from the story and write them in the spaces below:

(C) Look at the following Sentences.

Direct: He said to me, "Are you going to Jammu tomorrow?"

Indirect: He asked me whether / if I was going to Jammu the next day.

Direct: I said to the child, "What are you doing?"

Indirect: I asked the child what he was doing.

The above sentences in direct speech are interrogative sentences (Questions)

In changing an interrogative sentence from direct into indirect speech, the following changes are made:

- The reporting verb is changed to ask, enquire, demand, want to know, etc.
- If or whether is used after the reporting verb when the question begins with a helping verb.
- If the question begins with a question word (who, what, which, why, how, etc.) no conjunction is used to connect the reporting speech with the principal clause.
- The question form is changed into the assertive form and the question mark is removed.

Now change the following sentences from direct into indirect speech:

- My friend said to me, "Will you help me in this matter?"
- He said to me, "What can I do for you?"
- I said to her, "Why is the child weeping?"
- The wolf said to the lamb, "Why are you making the water muddy?"
- She said to me, "How often do you take tea?"
- I said to her, "Is it snowing?"
- I said to Mubashir, "Will you lend me your book?"
- The teacher said to the student, "Have you solved the question?"
- They said to me, "Did you watch TV last night?"
- I said to her, "Do you really belong to Kashmir?"

Now Change the following into direct speech:

1. The teacher asked the newcomer what his name was.
2. My friend asked me if I was feeling well.
3. I asked her when she would go to Mumbai.
4. He asked me if he could use my computer.
5. I enquired of him what the house had cost him.
6. The teacher asked the students if they had revised the lesson.
7. He asked his brother if he wanted to become a doctor.
8. I asked my friend if he would accompany me to the market.

Let's Talk

Did you enjoy reading the story? Share your views with your classmates.

Let's Write

The wise man saved a life with his wisdom. Recall any such story and write it briefly in your own words.

Teacher's Page (The Man Who Swallowed a Snake)

1. Ask the learners about any Sufi's or wise man's miracle they remember or know of.
2. Tell them about sagacious people – doctors, teachers, saints and other professionals – who work for the betterment of the people.
3. Tell the children how the wise man treated the victim without frightening him about the poisonous snake in his stomach. Let the children work in pairs/ groups and think of some adverse situation/s they or their friend may get in and the way to come out of such situation/s to test their presence of mind.
4. Recapitulate the rules about the change of narration they studied in the previous lesson.

You Are Old, Father William

"You are old, Father William," the young man said,

"And your hair has become very white;

And yet you incessantly stand on your head –

Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,

"I feared it might injure the brain;

But, now that I'm perfectly sure I have none,

Why, I do it again and again."

"You are old," said the youth, "as I mentioned before,

And have grown most uncommonly fat;

Yet you turned a back-somersault in at the door –

Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his grey locks,

"I kept all my limbs very supple

By the use of this ointment – one shilling the box –

Allow me to sell you a couple?"



Illustration by John Tenniel

"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;

Yet you finished the goose, with the bones and the beak –

Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,

And argued each case with my wife;

And the muscular strength, which it gave to my jaw,

Has lasted the rest of my life."



John Tenniel

"You are old," said the youth, "one would hardly suppose

That your eye was steady as ever;

Yet, you balanced an eel on the end of your nose –

What made you so awfully clever?"

"I have answered three questions, and that is enough,"

Said his father, "Don't give yourself airs!

Do you think I can listen all day to such stuff?

Be off!, or I'll kick you downstairs!"

(From *Alice in Wonderland* by Lewis Carroll)

New Words

incessantly, sage, locks, supple, suet, to give oneself airs, such stuff

Glossary

incessantly: without interruption; constantly

Why I do it: "Why" is not a question word here. It is an expression like "well" or "now then"

sage: a wise person; the word is used humourously about the old man, i.e., Father William

lock: hair

supple: flexible; easy to bend

suet: a kind of fat which old men with weak jaws can eat without much difficulty

to give oneself airs: to think high of oneself; to be too proud

such stuff: matter of this kind, i.e., such nonsense

Reading Is Fun

1. What did the young man say to Father William?

2. What was Father William's reply?

3. What was the funny thing Father William did in his old age?

4. How did Father William keep his limbs flexible in his youth?

5. What advice did the young man give to Father William?

6. The poem is full of humorous expressions like – ‘And yet you incessantly stand on your head.’ Write down the other humorous expressions/lines from the poem.

Language Work

1. ‘Downstairs’ is a compound word used in the last line of the poem which is made up of ‘down’ + ‘stairs’ = ‘downstairs’. Now consult a dictionary and find at least ten more words which end or start with ‘stair’ or ‘stairs’. Before consulting the dictionary, you may do this exercise in the class with your friends.
2. In the first four lines of the poem, the last four words, i.e., ‘said’ and ‘head’ and ‘white’ and ‘right’ rhyme with each other alternately (that is they end in similar sounds). Now find the other rhyming words used in the poem.

Let’s Talk

In the poem, we find that Father William’s son seemed to be inquisitive and caring. Do you think we should also be inquisitive and caring towards our elders in our families? Discuss this in your class.

Let’s Write

Write a short paragraph on Father William.

Teacher's Page (You Are Old, Father William)

1. Remind the children about the chapter they studied in Class IV, i.e., a story from *Alice in Wonderland*.
2. Give a brief idea to children about the conversation between Father William and the young man.
3. Focus on the rhyme scheme of the poem. Ask the children to coin some more rhyming words.
4. The teacher would start the poem by asking children if they have any old person/s in their families.
5. Ask them about their behaviour. Let them speak out their heart, whether they enjoy their company or get irritated.
6. The line "Father William, You are old, said the youth" is repeated again and again. The line is a "refrain" or a "burden". The teacher may cite this poetic device from a few more poems.
7. Ask the children if they agree whether the young man's advice to Father William is worth considering.
8. Ask the children if they think that Father William is eccentric or energetic.
9. Let the children discuss the difference between youth and old age.

5. The Man Who Empowered the Blind

Have you ever been in a room when the lights suddenly go off and everything becomes dark? How lost you feel! But then the lights come back and all is well for you. Imagine someone for whom the lights never come back and his/her world is dark all the time. These are the sightless people whose eyes cannot see. Here is a story of one such person who empowered the blind to read and write.

Louis Braille was born in a small village of Coupvray near Paris, France in 1809. Monsieur Braille, Louis' father, made harnesses and saddles with an awl.

One day little Louis picked up the awl and made a stab at the leather. As he bent down, the awl suddenly flipped up and injured his eyes, leaving him blinded. Now the three-year old Louis was in total darkness, never to see again.

Those days the blind in the backward parts of Europe and Asia were often trained to be beggars. Poor Monsieur Braille could never forgive himself for the accident to his son and everybody tried to make life easier for him. The boy had a cane and soon learned to tap his way around the village.

"There comes little Louis," the villagers said when they heard the tapping of his cane. They scratched out grooves on the road so that Louis would count out the exact number of cane taps it took him to reach the road. Tap, tap, tap so many taps to the big trees. So many more to the pond. Then many more to



Étienne Leroux

the hills. This tapping stayed with him through his life and was to mean much to the world later on.

At home as he grew older, Louis tried to help his father in the harness shop, handling the tools and bits of leather. Louis' fingers grew nimble and strong, his hearing became very keen. At the village school his teacher was amazed at how well Louis learned by ear and memory.

Yet he was **unhappy**, for Louis wanted to learn to read and write like other children and he knew he could not. Then it so happened that the school master heard of a school in Paris called the Royal Institute for the Young Blind. He got Louis admitted into this Institute, where he learned to play the piano and the cello expertly. Louis graduated from the institute after eight years. Then the institute appointed him as a teacher of the blind children. For the rest of his life he devoted himself to teaching and helping the blind.

At about the time Louis Braille came to the institute, the institute's founder, Valentin Hauy had developed a new way of reading for the blind. In this way the letters were "embossed" – that is, "raised" on the other side of the heavy paper so that the blind person could trace their shape with his fingers. Louis would trace each letter over and over again. "I will learn to read," he said determinedly. And he did. But for a quick mind like Louis Braille's this was much too slow a way to read, for the letters had to be very large – at least an inch high. So even a very short story would fill many heavy volumes and a blind child would have to spend a long time doing just a little reading.

Besides, it was hard and expensive to print books with embossed letters, so there was very little for the blind to read. For long or important books, a blind person had to depend on friends to read out to him.

"There must be an easier way for the blind to read and write," young Braille said over and over again. "Only books can free the blind. A person can never be truly educated unless he can read."

Louis was only seventeen years old when an idea struck him that there must be an easier, quicker way for the blind to read than by trying to feel all the way around each letter. He was looking for a code.

One evening he found the answer. He was sitting in a restaurant listening to a friend read aloud from a newspaper. Suddenly he heard something that made him jump up. In his excitement Louis pounded on the table, shouting, laughing and crying all at once.

The new article was about night writing, a new signal code in the French army. An artillery captain named Charles Barbier in the Napoleon Army had developed a technique of sending messages by means of dots and dashes “in relief,” that is, standing above the surface of the paper like embossed type. This code could be used in the dark because it could be felt with the finger tips. If a man could read and write a message in the dark without using his eyes, then a blind person could do it too!

Louis met Captain Barbier who explained his code to him. He punched some holes in a sheet of paper with a simple awl not so different from the one that had cost him his sight.

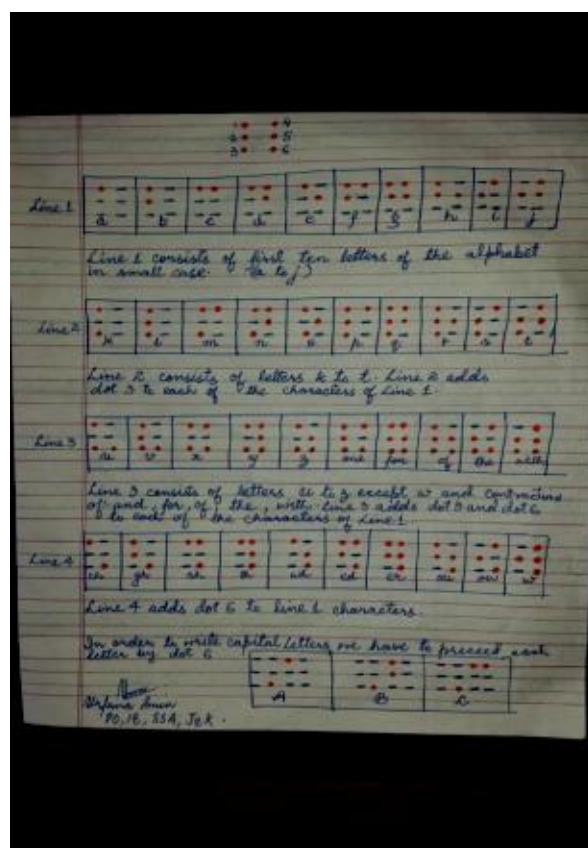
The Captain made Louis feel the bumps or dots that he had made on the other side of the paper. A certain combination of dots meant a certain army command like, “Retreat to the main line,” or “Cease fire,” and so on.

Louis Braille was overjoyed. Punching dots on paper was easy, fast and inexpensive. Now he could figure out a way by which the blind might punch out all words in a code made of dots.

After many months of hard work when Louis was twenty, in 1829, he had worked out his system. He designed a little hand punch that could be used with an oblong “cell” containing six holes. There was a special combination of dots for every letter of the alphabet, for every number and for every punctuation mark. Another blind person who knew the code could now feel the dots made by the punch and read what Braille had written.

After a while Louis learned to punch-write almost as fast as a person could talk and he could identify dot-writing with his fingers almost as quickly as sighted people could read printed type.

Louis punched out a number of stories as they were read to him from books. He knew the method. But now the authorities of the institute would not accept Braille’s idea. People who could



see were satisfied with the old methods and felt there was no reason to change to something new. Printers of the old-style embossed books were afraid they would lose business if Braille's system were adopted.

But Braille went on with his work. He taught his blind pupils in private after school hours. They soon realised how much better his method was and they told other blind people about it. Braille began to get letters from the blind in every country in the world begging for instruction.

For the next few years Braille worked to improve his system. He worked at his teaching and his music too. He designed a special code for musical notes so that a blind musician like himself could learn to play a score by reading the music with his fingertips.

Little by little, Braille and his friends punched out textbooks, storybooks and songbooks. Then some printers invented machinery for making copies of these books. But still his system was hardly known to the public. To Braille's great disappointment it had not caught on.

Loui's health began to fail and it seemed to him that the work of his lifetime might die with him. But he was still to have his moment of triumph. Among his music pupils was a blind young girl who was a very fine pianist. Braille had taught her his dot method of reading and writing music.

One evening she gave a concert which was highly applauded. The young girl held up her hand for silence. Then she made a speech about Braille and what his method had meant to her. "I beg you to applaud him, not me," she said, "I play through his eyes."

The next day the Paris newspapers were filled with stories about Braille and his work for his blind pupils. So much interest was aroused that many schools finally agreed to use his system.

When Braille heard about this, he wept out of joy because, he said that his life had not been a failure after all. This was in 1852 when Braille was forty-three years old. Two years later the Institute for the Young Blind officially adopted Louis' system and named it after him. Books were translated into "Braille" and through books, the blind found empowerment they had never dreamt of.

New Words

harness, saddle, awl, flip up, cane, tap, cello, afflict, emboss, code, pound, tremendous, score

Glossary

harness:	an arrangement of leather straps and metal pieces by which a horse, mule, etc., is fastened to a vehicle, etc.
saddle:	a seat for a rider, on a horse
awl:	a small pointed hand tool for making holes in wood, leather, etc.
flip up:	toss or turn over in the air
cane:	walking stick
tap (V):	a gentle sound or stroke made by hand or some object
tap (N):	hit something gently, and often repeatedly, especially making short sharp noises
cello:	a musical instrument
afflict:	cause suffering or unhappiness
emboss:	raise or print (a design, etc.)
code:	a system of letters or symbols which represent something in a secret or short form
pound:	strike heavily
tremendous:	vast; huge
score:	written version of the music for a film/play

Thinking about the Text

1. How did little Louis lose his eyesight?

2. How did the young blind Louis find his way to different places?

3. What helped him to excel in playing musical instruments?

4. How were the blind taught reading when Louis Braille started studying at the Institute for the Young Blind?

5. What was Captain Barbier's invention? How did it help Braille?

6. Why were the authorities of the Institute for the Young Blind unwilling to accept Braille's method?

7. How did the concert prove to be a great event in Louis' life?

8. Give the following biographical details about Louis Braille:

Louis Braille

1. Year of birth:
2. Father's name:
3. Father's occupation:
4. The year in which he joined the Institute for the Young Blind:
5. The year of graduation:
6. The year in which he made the system for the blind
7. The year his system was introduced in the institute

Language Work**A. Complete the following statements:**

1. Blind people before and during the days of Louis Braille earned their bread by _____.
2. The people of Coupvray were _____ to Louis Braille when he became blind.
3. The reading method used by Louis Braille had limitations such as _____.
4. Louis Braille was _____ when Captain Barbier explained his new invention to him.
5. Louis Braille evolved a system in which one letter was distinguished from another by _____.
6. Even when so many punched books were available for the blind, Louis Braille looked unhappy because _____.
7. Louis Braille's method of teaching the blind was called _____.

B. Read these sentences:

1. The head of the school soon found that Louis **quickly** learned whatever was taught to him.
2. A person can never be **truly** educated unless he can read.

In the above sentences, **quickly** and **truly** are adverbs. Now pick out at least five adverbs from the lesson and write them in the spaces below:

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

C. Give one word for the following:

1. A keyboard instrument _____
2. To move back _____
3. To clap your hands to show appreciation _____
4. A person who plays the piano _____

D. Match the words with their opposites.**Words**

1. tough
2. forgive

Opposites

- a. clumsy
- b. fresh

- | | |
|---------------|-------------|
| 3. weary | e. failure |
| 4. nimble | d. calmness |
| 5. tremendous | e. crooked |
| 6. triumph | f. tender |
| 7. excitement | g. ordinary |
| 8. straight | h. punish |

Grammar Work

Use of would and used to.

1. Louis would trace each letter over and over again.
2. So even a very short story would fill many heavy volumes.

In each of these sentences would is used to talk about repeated actions in the past. These repeated actions in the past could also be expressed by used to. For instance, one would say:

Louis used to trace each letter over and over again.

Used to is also employed while talking about past situations as in the following sentences:

1. She used to travel a lot when she was young.
2. There used to be a lot of trees on this road.

A. Rewrite the following sentences using used to and would. If both can be used in some cases, indicate the second alternative in the bracket.

1. This huge building was a coffee house.
2. She helped the poor when she was at school.
3. I played football everyday last year after office hours.
4. When my sister was seven years old she ate ice cream regularly, but now she does not like it at all.
5. Her parents celebrated her birthday every year till she was five.
6. Tinku never sang earlier but now he sings in almost every school function.
7. My father smoked twenty cigarettes a day until two years ago but now he does not even touch them.
8. Whenever our English teacher was angry with us he gave us a lot of homework.

9. The main road facing my house was always empty a few years ago, but **today** it is awfully crowded.
10. I drove very fast when I began to learn driving.

Let's Talk

Discuss with your classmates the contribution of Louis Braille.

Let's Write

As the head boy/ girl of the Roshni School for the Blind, J&K, you have been asked by the editor of the school magazine to contribute a brief biographical sketch of Louis Braille for the first issue of the magazine. Using the information collected in question 8 of **Thinking about the Text**, write a biographical sketch of Louis Braille in a brief paragraph.

Teacher's Page (The Man Who Empowered the Blind)

1. Ask the students how they feel when they come across a blind person?
2. Ask the students to make a group and play the role of a blind man and express the difficulties they face.
3. Ask them to make a comparison between the blind and the sighted. Tell them how reading and writing came into existence and continue by telling them how important reading and writing for the blind for making their life better.
4. Arrange a trip to the local blind school. Let the children interact with the people in the school, especially the learners there.
5. Ask the children to write a short profile of any one of the learners in the blind school after interacting with them.
6. Recite the poem on the blind boy in the class that you have read in Class IV.

The following points shall be helpful for the teacher in teaching the differently-abled children:

1. Just like a normal child learns reading first, a visually impaired child also needs to learn to read braille first.
2. Make sure that the child is sitting straight.
3. The braille reading material should be at a comfortable height.
4. Check the finger and hand position of the child. Braille should be read with the tips of the fingers. The fingers should be slightly bent and the wrist slightly elevated.
5. Ensure that the child is using both the hands while reading.
6. Let the child touch the dots softly.

THE EAGLE

He clasps the crag with crooked hands,
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls.

And like a thunderbolt he falls.

Alfred Tennyson



Aquila Calva

New Words

clasp, crag, crooked, azure, wrinkled, crawl, thunderbolt

Glossary

clasp:	hold tightly
crag:	a steep rough rock forming part of a cliff, peak
crooked:	not straight
azure:	deep blue like the colour of the clear sky or sea
wrinkled:	having folds
crawl:	move along the ground on hands and knees; move helplessly or powerlessly
thunderbolt:	a flash of lightning accompanying thunder.

Reading is Fun

1. How does the eagle stand on the mountains?

2. What does the eagle do on the mountains?

3. What is the eagle compared to in the end? Why?

4. Pick out the rhyming words from the poem.

Language Work

- A. Complete the summary of the poem by filling in the words from the box:

The eagle uses it to hold on to the steep, high up in the sky. It is free to fly anywhere in the blue sky. The world beneath appears very small from the height. Above the mountains, the eagle looks upon the which seems like a baby. When the sharp vision of the eagle spots its prey, it towards the earth quick as a thunderbolt.

crawling	ocean	rocks	descends	claws
----------	-------	-------	----------	-------

- B. Write down the names of the objects of nature that appear in the poem.

Let's Talk

Which is your favourite bird? Tell your class about it?

Let's Write

Write down the names of birds found in your area/region. Write a short description of any two of them.

Teacher's Page (The Eagle)

1. Ask the students about birds. Ask them about wild, domestic and migratory birds. Then ask them about their favourite bird. Make them come one by one and write a few lines on the board about their favourite bird.
2. Ask them if they have ever watched an eagle. Then discuss the character of the eagle from the poem. To make the lesson more interesting, compare the qualities of the favourite birds of the students with the eagle.
3. Ask the children to draw their favourite bird and an eagle.
4. Ask them how their favourite bird is different from an eagle.
5. Ask the students if they have a pet. If yes, ask them to describe it in a few lines.
6. Ask the children to learn the names of ten birds in their mother tongue.

6. The Prodigal Son

The prodigal son is a story of love and forgiveness of parents. The Almighty has blessed mankind with umpteen bounties and blessings, but the most lovable of them is the selfless love, care and shelter provided to us by our parents. The story also reflects the grace and mercy of God. Repentance on behalf of man is the only way to atone for the sins.

There was a rich man who had two sons. He loved his sons very much. The elder son was hard working and obedient but the younger one wanted to enjoy without working hard. He wanted to live a life of absolute freedom. He did not want to share any responsibility as he had an eye on his father's property. He said to his father, "Father, give me the share of the property that belongs to me." Inheritances were normally given when the father died. This brazen demand for an early division of estate was selfish and immature. But the father divided his wealth between the two sons.

Not a long time afterwards the younger son travelled to a distant land, where he wasted his money. He lavishly dined, wine and gambled. At last, when he had spent even the last penny, he almost starved to death. There came a terrible famine throughout the country that made living harsh. He had no money, no home to live in and nothing to eat. He badly needed a job. So he went and hired himself to one of the inhabitants of that country who sent him on to his fields to feed animals. He longed to make a meal of the pods the animals were eating, but no one gave him anything.

The hunger pangs made him to fall down and he became unconscious. On regaining his consciousness, he thought, "How many of my father's hired men have more bread than they want, while I here am dying of hunger, I will go to my father, and say to him, 'Father, I have sinned against Heaven and before you. I no longer deserve to be called a son of yours, treat me as one of your hired men and I will work for you.'"

This would ensure him a place to live in and food to eat. He went to his father who was patiently waiting for him to return. The father embraced the lost son and kissed him tenderly.

"Father," cried the son, "I have sinned against Heaven and before you; I am not worth calling your son." "I have wronged you, my dear father," said the son.

But the father said to his servants: "Fetch a good robe quickly and put it on him; and bring a ring for his finger and shoes for his feet. Fetch the fat goat and kill it, and let us feast and enjoy ourselves; for my son here was dead and has come to life again; he was lost and has been found."

And they began to make merry.

His elder son who was out on the fields returned and heard music and dancing. Then he called one of the fellows to him and asked what all that meant.

"Your brother has come," he replied; "and your father has had the fat goat killed because he has got him home safe and sound."

Then he was angry and would not go in. But his father came out and entreated him.

"All these years," replied the son, "I have been slaving for you, and I have never at any time disobeyed any of your orders, and yet you have never given me so much as a kid for me to enjoy myself with my friends; but now that this son of yours is back, who has destroyed up your property, you have killed the fat goat for him."

"You, my dear son," said the father, "are always with me, and all that is mine is also yours. We are bound to make merry and rejoice, for this brother of yours was dead and has come back to life; he was lost and has been found." The father said to his older son that one should not forget to rejoice when a sinner repents and returns to God. It is a moment of pleasure that your brother has realized his mistake and is seeking mercy and forgiveness. Let us accept him for he wants to become a good man. God teaches us to be kind and merciful.

(Abridged)

New Words

prodigal, inhabitant, pod, coming to himself, hired men, fetch, feast, lost to the fold, merry, entreat, slaving

Glossary

umpteenth	many
inheritance:	money, property, etc., that is received from someone when that person dies
prodigal:	extravagant; one who wastes one's money
harsh	difficult
inhabitant:	a native
pod:	a seed vessel of certain plants, as peas

hired men:	servants
fetch:	go and bring
feast:	a special meal with large amounts of food
lost to the fold:	gone astray
merry:	happy
entreat:	request
slaving:	working like a slave

Thinking about the Text**(A) Answer these questions:**

1. Why did the man divide his wealth between his two sons?

2. Why did the younger son hire himself to someone?

3. What did the younger son decide to tell his father?

4. How was the prodigal son received by his father?

5. Why was the elder son angry?

6. Why was the family bound to make merry?

(B) Match the following:

A	B
a) distant	1. severe shortage of food
b) famine	2. the abode of God and the angels
c) longed	3. kindly
d) hearty	4. young one of a goat
e) tend	5. far away
f) heaven	6. to have a strong desire
g) tenderly	7. healthy and strong
h) kid	8. destined; sure
i) bound	9. feel or express great joy
j) rejoice	10. to care for

(C) Put a () or (X) against the statements given below:

- The man **had** four sons. ☐
- There came a terrible **famine** **throughout** the country. ☐
- The **younger** son repented. ☐
- The **father** did not welcome his son when he came back. ☐
- The elder son was **angry** with his father for welcoming the younger son. ☐
- In the **end** the elder son also agreed with his father. ☐

(D) Who says the following:

- (a) "Father, give me the share of the property that comes to me." _____

- (b) "I have sinned against Heaven and you." _____
(c) "Fetch a good coat quickly, the best one and put it on him." _____
(d) "We are bound to make merry and rejoice." _____
(e) "Your brother has come." _____

Language Work

A dictionary not only gives us word meaning but tells us about other things as well.

Collocation is one of them.

Collocations are words that are frequently used together. These word combinations are often difficult to understand, so you need to learn them in order to sound natural in English.

Verbs and Nouns

Some examples of common verb + noun collocations:

make friends

take a photo

make a speech

play the piano

make a noise

surf the web

have fun

1. Match the verbs on the left with the nouns on the right. Use your dictionary to help you if you need to.

- | | |
|----------|---------------|
| 1. make | a) a question |
| 2. tell | b) a train |
| 3. watch | c) TV |
| 4. catch | d) a mistake |
| 5. ask | e) a joke |

Adjectives and Nouns

Some examples of common adjective + noun collocations:

a great success

a narrow escape

heavy traffic

fresh fruit

broad shoulders

a serious illness

a steep hill

a sunny day

2. Fill in the gaps with the adjectives given in the box:

thick	good	strong or broad	heavy
-------	------	-----------------	-------

- a) I used to be a _____ smoker.
- b) He has a _____ Scottish accent.
- c) She was late, but at least she had a _____ excuse.
- d) The plane could not take off because of _____ clouds.

Prepositions:

Fill in the blanks with the prepositions given in the box:

for	to	about	at	on
-----	----	-------	----	----

- 1. I'm worried _____ Jane. She's usually home by now.
- 2. You have to apply _____ a visa before you go.
- 3. Can you describe the man _____ me?
- 4. That girl over there keeps smiling _____ me.
- 5. He goes to school _____ foot.

Grammar Work

You have already learnt narration. So far you have done Assertive, Interrogative and Imperative Sentences.

Now let us do Optative Sentences:

While changing an optative sentence into the indirect speech, observe the following rules:

- 1. Change the Reporting Verb into verbs such as pray, bless, wish, bade, etc.
- 2. Change the optative sentence into the assertive sentence.
- 3. The tenses of verbs, pronouns and words denoting nearness are changed according to rules.

Look at the following examples:

- 1. He said, "May you live long!"
He prayed that he might live long.
- 2. He said, "May Allah hear my prayers!"
He prayed that Allah might hear his prayers.
- 3. The beggar said, "Would that I were rich!"
The beggar wished that he had been rich.
- 4. He said, "Good bye, my son! I will not return home till my work is completed."
He bade good bye to his son and told him that he would not return home till his work was completed.
- 5. The teacher said, "Good morning, boys! How are you?"

The teacher wished good morning to the boys and asked them how they were.

Now turn the following sentences from direct into indirect speech:

1. The mother said, "May you prosper my son!"
2. He said, "How clever I am!"
3. The poor man said, "Would that I were a king!"
4. He said, "What a pity! You have not finished your work."
5. The old woman said, "Alas! My only son has died."
6. They said, "Oh! What a fine day it is!"

Now turn the following into indirect speech:

1. He prayed that God might bless me.
2. I bade farewell to my friend.
3. The people cried out that the leader might live long.
4. I prayed that he might prosper.
5. She prayed that God might pardon that sinner.
6. He wished that he had been young again.

Let's Talk

In this story, the younger son repents, confesses and is forgiven by his father. Discuss in groups why it is good to feel sorry after one has done wrong and then confessed.

Did you like this story? Tell the class why you liked it.

Let's Write

Did you enjoy reading this story? If yes, then write it briefly in about a 100 words.

Or

Sum up an incident in your words (100 – 150) about how your parents reacted when you committed a wrong.

Teacher's Page (The Prodigal Son)

1. You can **begin** with asking the learners about their families – parents, brothers, sisters, grandparents, uncles, aunts, cousins and their habits.
2. You **may** talk of love-hate relations in the **family** and the causes in addition to the themes of parental love, obedience, disobedience, respect, disrespect, hard work, laziness, sagacity, foolishness, austerity, prodigality, prosperity and repentance.
3. You **may** also give the learners the concept of family as an institution which is vulnerable to disintegration in this fast techno-savvy world.
4. You may also discuss the impact of family and parental involvement or their company on the personality of the child.
5. The teacher may direct the children to ask the parents to write a brief paragraph on the behaviour of his/her ward.
6. The narration – dialogue/ direct and indirect form – may also be discussed and taught in the light of the text along with collocations and the use of dictionary – verb-noun, adjective-noun, preposition, etc. Types of sentences also need to be discussed with special reference to optative sentences.
7. Discuss moral values in the light of the story and caution the learners about the disastrous consequences of vices and the benefits of virtues. Tell them to cultivate desirable behaviour and virtuous habits.

THE FOUNTAIN

Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night!

Into the moonlight,
Whiter than snow,
Waving so flower-like
When the winds blow!

Into the starlight,
Rushing in spray,
Happy at midnight,
Happy by day!

Ever in motion,
Blithesome and cheery,
Still climbing heavenward,
Never awearry

Glad of all weathers,
Still seeming best,
Upward or downward,
Motion thy rest;—

Full of a nature
Nothing can tame,
Changed every moment,
Ever the same;—

Ceaseless aspiring,
Ceaseless content,
Darkness or sunshine
Thy element;—

Glorious fountain!
Let my heart be
Fresh, changeful, constant,
Upward, like thee!



James Russell Lowell

New Words

leap, morn, spray, blithesome, heavenward, aweary, ceaseless, aspire, content

Glossary

leap:	spring into the air
morn:	morning
spray:	liquid falling in droplets
blithesome:	happy
heavenward:	toward the sky
aweary:	tired
ceaseless:	never ending
aspire:	seek
content:	satisfied

Reading is Fun

1. How is the fountain described in the first stanza?

2. How does the fountain look in the moonlight?

3. How does the poet describe the happy mood of the fountain?

4. What is the poet's wish in the end?

Language Work

- A. Pick out the adjectives used for the fountain in the poem?
- B. Pick out the verbs that show the movement of the fountain?
- C. Pick out the sets of rhyming words from the poem:

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

Let's Talk

How does the moonlight make the night beautiful? Share your ideas with the class.

Let's Write

Make a list of things used to make a fountain.

Teacher's Page (The Fountain)

1. Ask the students if they have seen a fountain.
2. Give the learners the concept about decorative fountains, musical fountains, drinking fountains, etc.
3. Talk about the uses of fountains and also inform the learners about the ancient and medieval fountains as pieces of architecture.
4. Ask the learners if they have seen any fountain in their state.
5. The teacher should refer to the 'fountain' that children are familiar with.
6. The learners be made to understand the working of the fountain.
7. Discuss how a fountain enhances the beauty of a place.
8. Ask the students about their feelings about the fountain.
9. Tell them to write a few sentences on it.
10. Ask the learners to find out about at least three famous fountains.

7. THE CAT'S PARADISE

Just imagine that we come from school or office and have no place to go. What would we do? How unsafe and uncomfortable we would feel! Our homes are small beautiful worlds where we enjoy the love and care of our parents.

"The Cat's Paradise" presents a contrast between freedom and comfort. Louis, a fat domestic cat of Cherie experiments to leave her home to enjoy the attractive life of streets. Fascinated by the act, Louis is happy to wander around. He comes to his senses when he feels the pangs of hunger in his stomach. He had never fetched his food. In fact the food had always come to him. He realises that the streets are beautiful only when seen from behind the window panes of one's home. In reality the situations are quite difficult.

Do you have any pet animal at home? How does it behave in different situations? Does it like to be indoors or roam freely outside with other animals? Read the story and find out how Louis changes his mind about freedom after roaming outside with other cats.

Also, find out whether this holds true:

East or west, home is the best.

Louis was a fat cat who was very fortunate. He lived in luxury. His companion, a woman named Cherie, fed him salmon and caviar. He slept on feather pillows before a fire. Still, Louis often stared longingly out of the window. When he stretched his neck, he could sometimes see cats across the way, romping across slate roofs and lolling beneath the sun.

Louis wanted just one thing: he wanted to live the life of those cats on the rooftops. "Paradise!" he purred. And he vowed the moment he had the chance, he'd run away to paradise.

One day a miracle happened. Cherie forgot to close the kitchen window, and when she turned her back, Louis leaped out.

"How beautiful!" he crooned. He could smell sunshine and trees, flowers and baking croissants. He trembled with just the tiniest bit of fear when three cats meowing menacingly approached, but they laughed at Louis. "Silly goose! What are you scared of?" they asked. Louis decided he'd meow too. He opened his mouth and joined in their wailing. When the others lolled along the rooftop, Louis lolled right beside them.

Before long, an old tomcat stepped forward. "Bonjour," he said, "my name is Tom. I see you don't know the ways of the world. I'd be glad to



teach you."

"I accept!" Louis said gratefully. He had never had a cat friend.

Louis was soon following Tom and his gang as they darted through the streets. Like them, he drank water from gutters and it tasted sweeter than cream. Everything seemed beautiful. When a female cat passed by, Louis gasped with admiration. "Good day," Louis said to the female, but the others bit his neck and shoved him out of the way.

"Never mind her," Tom said. "You'll meet lots of lovely females out in this world."

They continued walking beneath the warm springtime sun, enjoying the sights and the smells. They languidly made their way back to the rooftop where they'd met.

Louis was starting to feel hungry. "What do you eat up on these roofs?" he asked Tom.

"Whatever we find," Tom replied.

Louis was embarrassed; he had never hunted for food. He began to look around, but he couldn't find a thing and feared he might starve. Then, suddenly, he saw a man preparing a meal through a window. On the man's table, just above the windowsill, lay a juicy pork chop. Without thinking, Louis jumped through the window and onto the table. He snatched the chop, but before he could get out the window, the man saw him and reached for a broom. He smacked Louis so hard that the chop dropped from his mouth. Louis just managed to escape before the broom came down again.

Tom was standing just outside the window, shaking his head. "Food on tables isn't for us," he said. "We eat from the gutters and alleys. We'll wait until dawn and find our food in the garbage heaps."

Louis was horrified. "Wait all night?"

Tom calmly nodded his head. "You'll learn," he said sagely.

They left the rooftop to roam dark alleyways. Night dragged on far too slowly for Louis. The evening mist made him shiver. As rain began falling and the brisk winds blew, Louis began to think how dreary the world outside was after all. There was no sun, no warm roofs, no playing and prancing. His paws slipped on the cobblestone streets, and he began to dream of Cherie's house and his nice pillows.

Suddenly Tom hissed, "Quick, over here!" He was gliding close to the side of a building. When they reached the shelter of a door, Tom whispered, "That man with the hook and basket out there? See him? He's the animal catcher. If he finds us, we're dead!"

Now Louis was shivering with fear as well as cold. Rain and wind and men with hooks? Garbage and slippery streets? What more could happen out here?

Louis heard rustling. He turned and saw three men carrying garbage out to the streets. He raced to inspect it. He longed for a nice piece of meat, a little salmon and some caviar. He rifled through the bags, but he found just three dry bones.

Tom, Louis could see, was an artist. He rifled through the garbage slowly and diligently, and he found a few strips of thin, stale meat. As the cold rain fell onto Louis, all he could think about was his warm, dry prison, where a bowl of salmon and caviar surely awaited him.

When the sun began to rise, Tom looked at him and winked. "You've had enough of life out here, haven't you?"

"I have," Louis said meekly.

"Do you want to go home?" Tom asked.

"I do," Louis said, "but how do I find my house?"

Tom wearily shook his head. "When I saw you leave your house yesterday, I knew a fat cat like you wasn't meant for the joys of freedom. Follow me." Louis followed Tom along cobblestone streets, up to slate rooftops, along paths he barely remembered. Soon they were at Cherie's window. Tom turned to him and said, "Here you are. Goodbye!"

Louis could not bear to leave his friend out here in the wilds. "Come with me," Louis said. "I'll share my bed and food. Cherie is generous."

Tom waved a paw. "I'd die in there with all those fluffy pillows and rich foods. That's for weaklings. I need to be free!" He turned and jumped up on the roof and disappeared.

Louis slipped inside. When Cherie saw him, she screamed, "Bad boy!" But she gathered him in her arms and fed him caviar. Later, stretched out before the fire, Louis rested his head on his feather pillows and closed his eyes. Now he understood that paradise was a place where he might be locked up forever, but he would always have fresh meat, fluffy pillows and a fire.

That was paradise, after all. For a cat, that is.

Emile Zola (Translated from the French)

New words

salmon, caviar, romp, loll, croon, croissant, bonjour, dart, gasp, shove, chop, smack, prance, rustle, rifle, meekly, fluffy

Glossary

salmon:	one of several species of fish
caviar:	eggs of a fish, roe, considered a delicacy
romp:	(esp. of a child and an animal) play with energy
loll:	sit, stand or lie in a relaxed way
croon:	sing or say something in a soft and low voice
croissant	crescent shaped roll made of yeast dough
bonjour:	it is a French word which means 'good day'
dart:	move or run rapidly
gasp:	breathe with an open mouth because of pain or surprise
shove:	push someone or something roughly
chop (n):	a slice of meat
smack:	to hit someone or something with force
prance:	walk energetically or move in a lively way
rustle:	make a soft, dry sound
rifle:	to search thoroughly with the intent to steal
meekly:	gently; quietly
fluffy:	soft and woolly

Thinking about the Text**A. Answer the following questions:**

1. What kind of life did the cat lead?

2. Why did the cat feel a need to leave the comforts of the house?

3. In what ways was life on the tiles different from life in the house?

4. What advice did the tomcat give about meat on tables?

5. What did the tomcat feel about life in a house?

6. What (according to the fat cat) was true happiness?

B. Complete the following sentences:

a) Louis wanted to live the life of.....

b) Tom wearily shook his head because.....

Language Work

Use the following words and expressions in sentences of your own:

In the midst of, the whole day long, romping, fixed belief, resolved, signs of, from afar, desolate, succulent

Grammar Work

Clause

A Clause is a group of words which forms part of a sentence and has a Subject and a Predicate. c.g.;

I have a watch which is studded with diamonds.

In the above sentence, there are two clauses, i.e.,

‘I have a watch’ and ‘which is studded with diamonds.’

The first clause, i.e., ‘I have a watch’ is called the Principal or Main Clause and the second clause, i.e., ‘which is studded with diamonds’ is called the Subordinate or Dependent Clause as its sense is complete only when read with the Principal or Main Clause.

NOTE: Some sentences contain two or more Principal or Main Clauses and no Subordinate or Dependent Clause at all.

EXERCISE

Now identify the Principal or Main Clause/s and the Subordinate or Dependent Clause/s (if any) in the following sentences:

1. He must weep, or he'll die.
2. Walk quickly, else you'll not overtake him.
3. This is the house that his brother built.
4. You may do as you please.
5. He threw the stone but it missed the aim.
6. She neither obtains success nor deserves it.
7. Whatever you do, do well.
8. We rested when evening came.
9. Tell him the news as you have heard.
10. I returned home because I was ill.

Let's Talk**Activity**

Instruct the students to sit in two groups. In the light of the lesson, let one group speak about the cats that live with humans. The second group will speak about the cats that are roaming freely outside. With your prompts, allow the students to come to a conclusion about who has a better life

Let's Write

Write a paragraph about the main idea of the story using the following points:

- Louis lived the life
- he was not satisfied with the life of luxury
- why not satisfied
- life outside
- life inside
- impossible for tomcat to live outside

Note: i) The 's' in Louis is silent.
ii) Cherie is pronounced sherry.
iii) Naive is pronounced nai-eev.

Teacher's Page (The Cat's Paradise)

1. Dear teacher, while teaching this story ask a few guided questions of the students to arrest their attention. Ask the students to concentrate on the presentation part so that they are able to answer these questions, e.g.; How does Louis change his mind about freedom after roaming outside with other cats? What are the tomcat's ideas of living within the four walls?
2. The teacher should acquaint the students with words new to them, explain their meanings and train them in pronouncing them correctly.
3. In the introduction, the teacher can talk about some pets and their behaviour in different situations and also tell them to be humane to animals.
4. The students may also be told how a story begins, reaches its middle and finally ends.
5. The teacher should concentrate on developing four basic skills LSRW through this story.

PAPER BOATS

Day by day I float my paper boats one by one down the running stream.
In big black letters I write my name on them and the name of the village
where I live.

I hope that someone in some strange land will find them and know who
I am.

I load my little boats with shiuli flowers from our garden, and hope that
these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up into the sky and see the little
clouds setting their white bulging sails.

I know not what playmate of mine in the sky sends them down the air to
race with my boats!

When night comes I bury my face in my arms and dream that my paper
boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets
full of dreams.



R.N. Tagore

New Words

float, running, shiuli, bloom, launch, lading

Glossary

float: stay on the surface of a river

running: flowing

shiuli: a kind of flower like jasmine

bloom: flower

launch: put paper boats in water

lading (n) : the action of loading a ship or a boat; the act of bailing and dipping

Reading is Fun

1. Who is the speaker of the poem?

2. When does the child float the paper boats?

3. What does the child write on the paper boats?

4. Why does the child do so?

5. What does the child put in the paper boats?

Language Work

- A. Choose the correct compound word for each of the following from the box given below:**

1. Work that involves handling papers.
2. A book with a cover made of thin card.
3. A small piece of bent wire used for holding papers.
4. Money in paper form rather than coins.
5. A place where newspapers are sold.
6. A small heavy object put on top of pieces of paper to keep them in position.

paper clip	paper money	paperback
paperweight	paperwork	paper shop

B. Match the words in Column A with their opposites from Column B:**Column A**

black
live
strange
little
dawn
safe
night

Column B

die
known
dusk
day
white
big
dangerous

Let's Talk

If you were the child in the poem, what would you tell your classmates about the paper boat?

Let's Write

How do we send messages nowadays? Write about a few of the methods in your notebook.

Teacher's Page (Paper Boats)

1. Ask the students whether they like the rainy day.
2. Ask them if they have ever made any paper boat and made it float on water.
3. Making the classroom situation more exciting, ask the students to make paper boats of different colours and decorate them. Also make them to write some messages on them.
4. Ask the children to make as many things from paper as they can make.
5. Ask the children to learn the names of ten flowers in their mother tongue.

8. Pangong Tso

Environment greatly influences our quality of life. A clean environment refreshes our surroundings. Trees, plants, lakes and other water bodies purify our environment. Lakes replenish ground water and are an important source of recreation and tourism. They also serve as an important habitat for birds and fish. Ask the children to learn the names of at least eight lakes of J&K in their mother tongue.

Hoor has recently arrived with her father from a vacation in Ladakh. Her friends, Nadeem and Fatima, have come to see her at home. The children are talking in the garden while Hoor's father is busy with the flowerbeds. He is within hearing distance.

Hoor: Do you remember the movie 3 Idiots?

Fatima: Yes.



Nadeem: Aal iij well!

Hoor: In the last scene there is a lake. Yes or no?

Nadeem: Yes.

Fatima: It's beautiful – big with long, sandy shores. It changes its colour from Green to blue and vice versa. I would love to go there.

Hoor: We went there. It's the Ping-Pong Lake in Ladakh.

Nadeem laughs]: Ping-Pong! That means table tennis.

Hoor [to her father]: Papa! See what Nadeem is saying.

Hoor's father [approaching]: I heard him. He's right.

Fatima: Uncle, what's the 3 Idiots lake called then?

Hoor's father: It is called the Pangong Lake.

Fatima: Pangong! What name is that?

Hoor's father: It means a very long curve.

- Hoor: Nobody in the whole school has seen the lake.
Nadeem: It must be like the Dal Lake.
Hoor: It's different. It's clean, green, blue and many other colours.
Hoor's father: Hoor is very excited after having seen the Pangong Lake. I'll tell you about it. It is situated 160 kms away from Leh and the journey is very exciting.
- Fatima: There must be monasteries. I've read there are many monasteries in Ladakh.
Hoor's father: Yes, Fatima. I'll tell you about the lake first, okay?
Hoor: That's great.
Nadeem: Is it as big as the Dal?
Hoor's father: No, it's much bigger, over 130 kms long and 6 - 7 kms wide. That makes it about 700 sq kms.
Fatima: Dal Lake is only 11 sq kms!
Hoor's father: And Pangong has saline water.
Nadeem: Aren't there any fish then?
Hoor's father: Only some crustaceans. There are many ducks and gulls. During summer many migratory birds like the Bar-headed goose, the Brahmini ducks and the black-headed Siberian crane are seen. Wildlife including the Kiang and Marmot are also found around the lake.
Hoor: Papa! You told me that Pangong freezes during winter, didn't you?
Hoor's father: Yes.
Fatima: But it is saline water.



- Hoor's father: Yes. Not only is Pangong the world's highest brackish lake, but it also freezes completely in winter. The temperature drops down to - 30°C.
Fatima: That must be very cold. Why is it so?
Hoor's father: Ladakh is a high-altitude place, Pangong is 14256 feet above sea level while Kashmir is 6000 feet above sea level.
Nadeem: Where does its water come from?
Hoor's father: You know, part of Pangong is in China. That's why civilians are allowed to go only 7 kms from the lake's head in Ladakh. From the Indian side the lake is fed by two streams. Above the lake is the beautiful mountain range called the Pangong Range, on which there are a number of glaciers. These streams have formed marshes and wet lands around the lake.

- Hoor: Papa, where does the lake's water go?
- Hoor's father: Pangong is actually a basin of inland drainage. In the past it had an outlet into a tributary of Indus River but that was closed by natural damming. Recently the lake has also shrunk.
- Fatima: Are there any people living around Pangong?
- Hoor's father: I told you people are allowed to go only 7 kms along the shore of the lake. At that point is a village called Spangmik. There are a few more villages with little population around Pangong. From Spangmik, the Changchemo mountain range can be seen and also its reflection in the lake's waters.
- Fatima: How do these people live there in winter?
- Hoor's father: They live there only in summer. In winter they leave with their flocks of sheep and pashmina goats to distant pastures. There they live in tents called *rebo*.
- Nadeem: That means they are nomads.
- Hoor's father: Yes. And they are called Chang-pa.
- Fatima: What do these people eat in summer?
- Hoor's father: They cultivate barley and peas, only sufficient for themselves.
- Fatima: Do these people cause pollution to their lake?
- Hoor's father: No. Pangong is a very clean lake with placid waters. It is being identified as a wetland of international importance under the Ramsar Convention.
- Hoor: What does that mean?
- Hoor's father: It means that Pangong will be looked after by an international organization. They will make sure it is not polluted and will also conserve it. Children, it is time for your studies now.
- Nadeem: When will you tell us about the journey to Pangong?
- Hoor's father: The next time we meet, for sure.

New Words

excited, monastery, saline, crustacean, gull, Bar-headed goose, Brahmini ducks, Kiang, Marmot, brackish, marsh, basin, tributary, damming, pasture, placid, wetland, conserve

Glossary

- excited: thrilled
- monastery: a building in which monks and nuns live and worship
- saline: salty
- crustacean: a water animal with a hard shell
- gull: a bird with black and white or gray and white feathers
- Bar headed goose: a migratory bird that breeds in Central Asia
- Brahmini duck: a member of the duck/goose family
- Kiang: a wild ass
- Marmot: a kind of squirrel

brackish:	salty
marsh:	wetland
basin:	area from which streams flow into a river or lake
tributary:	river/stream that flows into a larger river/lake
damming:	to build a dam
pasture:	meadow
placid:	calm
wetland:	marshy land
conserve:	preserve

Thinking about the Text**A. Answer these questions:**

1. What does 'Pangong' mean and where is it situated?

2. Describe the Pangong lake?

3. Which migratory birds and animals are found in the Pangong in summer?

4. Why are civilians allowed to go only 7 kms along the shore of the Pangong?

5. Name the village/s situated around the lake.

6. What does Ramsar Convention mean?

Language Work

Framing Questions to fit Answers

Sometimes we are asked to frame questions to fit answers. For instance, look at the following:

1. I met Muncer in the morning.
When did you meet Muncer?
2. The children are playing cricket.
What are the children playing?

In the above Questions and Answers, we can gather the nature of questions from the underlined word/s.

EXERCISE

Write Questions to which the following Answers may fit. The questions you frame should be related to the underlined word/s.

1. Somebody has turned off the TV.
2. We normally get up at 5 a.m.
3. There are hundred students in our class.
4. The boys were playing football.
5. The beggar is asking for money.
6. My school is only 1km from my home.
7. Her mother is a doctor.
8. I am buying novels for my sister.
9. We go every summer to some hill station.
10. She goes to her office by her car.

Grammar Work

Future Simple Tense

Look at the following sentences:

1. I shall meet him tomorrow.

2. He will come here next Sunday.

The above sentences express some action which will take place or happen at some time in future.

Thus, the Future Simple Tense is used to show or express an action which will happen or take place at a certain time in future and 'shall/will + the First Form of the Verb' is used with all the Subjects. However, with the First Person Pronouns (I & We), we prefer to use 'Shall' instead of 'Will'.

Contracted or Short forms:

1. will not = won't
2. shall not = shan't
3. will/shall = 'll

EXERCISE

Use the correct Tense form (Simple Future Tense) in the following sentences:

1. She _____ me on Monday. (meet)
2. She _____ my invitation. (accept, not)
3. I _____ this work tonight. (finish)
4. When _____ your doctor? (you see)
5. I may finish early. Then I _____ to the library. (go)
6. _____ you _____ to work on the weekend? (agree)
7. Tomorrow _____ Monday. (be)
8. Who _____ you to complete the task? (help)
9. She _____ a doctor when she grows up. (be)
10. I _____ the doctor tomorrow. (consult)

Let's Talk

Have a class discussion on the topic: 'Importance of Water Bodies'.

Let's Write

Write a few sentences on any local lake you have visited.

Teacher's Page (Pangong Pso)

1. Ask the students about any local lake.
2. Tell them scientifically how a lake comes into existence and then start the lesson.
3. Ask the children to learn the names of lakes and rivers of J&K in their mother-tongue.
4. Let them discuss in groups what can be done to save the lakes.
5. Ask them to write a brief paragraph on any water body they know of.

This Land of Ours

The bulbul chirps to the blossoms:
A flower-garden is this land of ours,
This land of ours is a flower-garden,
A flower-garden is this land of ours.

Sunny summits girdle it around –
Fair walls of shining marble –
In the midst is this gem, so green;
A flower-garden is this land of ours.

In the vales of mountain ranges
Spring has chosen a seat to rest.
Tulips bloom in gardens like Shalimar –
A flower-garden is this land of ours.

Springs, rivers and streams,
Rivulets and roaring waterfalls,
Are thrilled with the joy of spring.
A flower-garden is this land of ours.

Around roses the bulbul turns in love
And the bumblebee seeks the narcissus –
Kashmiris feel drunk in excitement.
A flower-garden is this land of ours.

Mahjoor, this homeland of ours
Is a charming garden, indeed;
Let us shower our love on it.
A flower-garden is this land of ours.



Ghulam Ahmad Mahjoor

(Translated from the Kashmiri by Prof G.R. Malik)

New Words

bulbul, chirp, blossom, summit, girdle, bloom, rivulet, roaring, thrilled, bumblebee, narcissus

Glossary

bulbul:	a bird
chirp:	(especially of a bird) to make a short high sound
blossom:	a small flower on a tree or plant
summit:	the highest point of a mountain
girdle:	surround

bloom:	grow
rivulet:	a very small stream
roaring:	making loud and deep sound
thrilled:	extremely pleased
bumblebee:	a large hairy bee
narcissus:	a fragrant white and yellow flower, similar to a daffodil

Reading is Fun

1. What does the bulbul say to the blossoms in the first and second stanza?

2. How is the valley described in the third stanza?

3. How does the poet describe the happy mood of the rivers and waterfalls?

4. What is the poet's wish in the end?

Language Work

- A. Pick out the adjectives used in the poem.
- B. Write the antonyms of the given words from the poem.

(One is done as an example)

<u>fair</u>	<u>ugly</u>
<u>shining</u>	
<u>bloom</u>	

_____	thrilled	_____
_____	joy	_____

Let's Talk

How do gardens, mountains, rivers, streams and waterfalls make a place beautiful? Share your ideas with the class.

Let's Write

Make a list of things that we should do to preserve the beauty of J&K.

Teacher's Page (This Land of Ours)

1. The teacher may refer to the various picnic spots of Kashmir like Gulmarg, Pahalgam, Nishat, Shalimar, etc., that children are familiar with.
2. Then the students might be asked about the scenic beauty and surroundings of these picnic spots.
3. The students can then share their feelings regarding the natural beauty of J&K.
4. Ask the children to learn and sing two vernacular songs.

I Take Wings

They imposed all on me
rules and regulations

They judged me
ticks and crosses

I took all on me
rights and wisdom

I judged myself
maxims and opinions

I am a bird now
They still mock at me
for not being able to
climb the tree
whose leaves I kiss every morning.

Meha Gupta

New words

regulations judge maxims opinion mock

Glossary

regulations	guidelines, codes
judge	to give an opinion about
maxims	fundamental principle
opinion	belief, view
mock	to laugh at, deride

Answer the following questions:-

- Q 1. Who do you think is the speaker of the poem?
- Q 2. What do you understand by 'I am a bird now'?
- Q 3. What does it mean to climb the tree?
- Q 4. What do you understand by 'ticks and crosses'?

Language work

Complete the summary of the poem by filling in the words from the box.

girl/woman	rules and regulations	fly
skills	climb	society

The poem is about a _____ who challenges the stereotypes. The girl thinks that the _____ is biased against her. She frees herself from the _____ of the society. She is now a bird who has learnt to _____. But, the people still doubt her _____. The society finds a reason to ridicule her inability to _____ the tree though she is able to fly like a bird, which tells us that every child is special in his or her own way and needs to be encouraged for that.

Let's talk

What is your favourite pastime? Do you like to:-

Play games

Dance

Sing

Draw sketch or anything else

Let's write

Write a brief biographical sketch on any one of the following:-

- a) Deepa Malik
- b) Shreya Ghoshal
- c) Sonal Mansingh
- d) Amrita Sher-Gil