

**KERALA READER**

**ENGLISH**

**PART - I**

**STANDARD VII**



**Government of Kerala  
Department of General Education**

**State Council of Educational Research and Training (SCERT) Kerala**

**2024**

## THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he  
Bharatha-bhagya-vidhata  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga  
Tava subha name jage,  
Tava subha asisa mage,  
Gahe tava jaya gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharatha-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he

---

## PLEDGE

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

---

*Prepared by :*

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Dear learners,

In this first volume of the English Textbook for Standard VII, we offer you a number of learning texts and activities which are expected to enhance your proficiency in English by honing both your receptive and productive skills in the language. We hope that this textbook will provide you a pleasurable learning experience. They will also provide you gateways to other learning resources which you may use on your own or with the assistance of teachers. They will help you become self-reliant in English. We have also tried to make this book interesting with attractive illustrations and a learner-friendly layout. The SCERT is grateful to the team of teachers and subject experts who joined us in preparing the textbook. We look forward to receiving creative criticism and suggestions for improvement.

Wishing you a happy and fruitful engagement with this textbook.

**Dr. Jayaprakash R. K.**

Director  
SCERT Kerala

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# CONTENTS

**1**

## Harmony of Marvels

**7-34**

A Robot with a Virus.....	9
And In Wonder And Amazement I Sing .....	24
Glimpses of the Emirates .....	27

**2**

## Imagination

**35-56**

A Doll's Journey .....	37
Foreign Lands .....	46
The Story of My Life .....	51

**3**

## Cloud Nine

**57-86**

A Trip to a Hot Spring.....	59
Laughing Song .....	75
The World of Humour .....	79

## Icons used

The Doorway



Reading



Performance



Writing



Poem/Song



Glossary



# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Unit

1

# HARMONY OF MARVELS



*Wonder is the beginning of wisdom.*

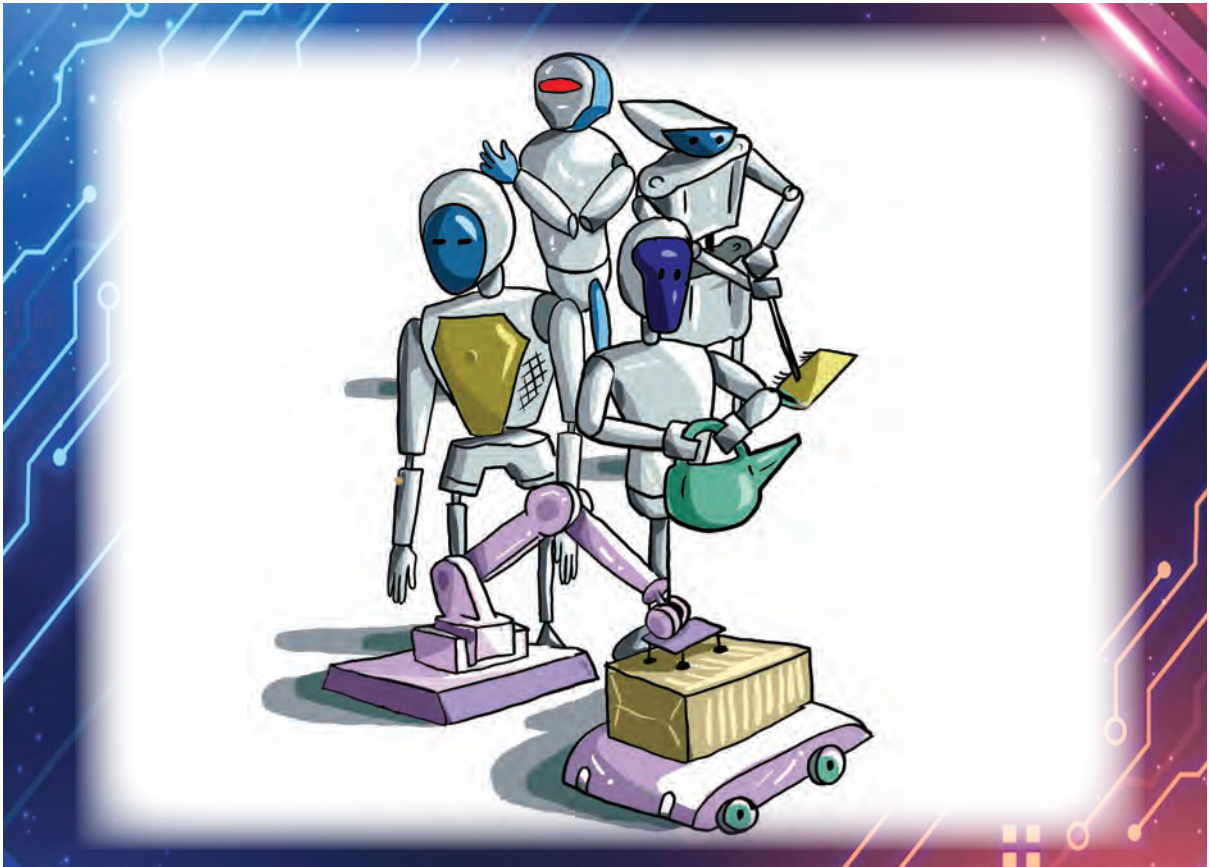
*Socrates*





## The Doorway

Look at the picture of different types of robots.



- What are some common tasks that robots can perform?
- Have you ever seen or heard of a robot that helps with household chores?
- If you get the services of a robot at home, what will you make it do?

List some of the gadgets and devices used at home.

- 
- 
- 
-



Let's read the story of a boy and a robot.

# A ROBOT WITH A VIRUS

Pedro Pablo Sacristan

It was a sunny morning. The vibrant golden sunlight danced across the streets. It cast warm hues upon the house tops. The air was crisp and refreshing. The sunbeams peeped into Ricky's room through the skylight. He was still in bed. He was a young boy of eleven.

Ricky lived in a lovely, futuristic house, which had everything you can ever want. But he was slovenly in his habits. He just threw his belongings all over the place.

## My Word Gallery



His mother had to collect his belongings from all corners of the house.

His mother, who was the manager of a bank, left in the morning for work. She always had work for Ricky. "Ricky, keep your school bag in the study room",

Why are Ricky's habits described as 'slovenly'?

“Ricky, put your clothes in the washing machine”, “Ricky, wash your tiffin box”, “Ricky, iron your T-shirt and trousers” and so on. But he was always playing!

Ricky didn't help much around the house. But he was as excited as his parents when they bought the latest model of a butler robot. As soon as it arrived, off it went; cooking, cleaning and ironing. But the most important work it did was picking up Ricky's clothes from the floor.

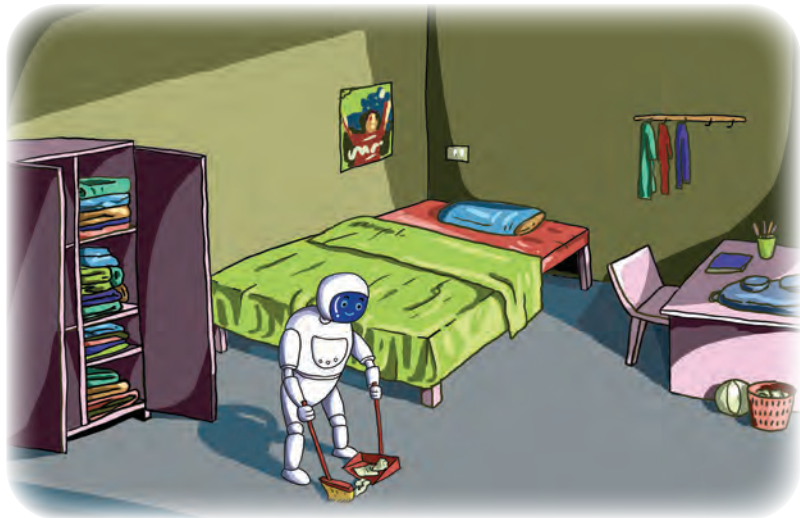
On the first day, when he went to sleep, his bedroom was in a disastrous state as usual. But when he woke up the next morning, everything was perfectly clean and tidy.

What household chores did the butler robot take over?

“Wonderful! How neat and tidy my room looks!” he exclaimed.

In fact, it was actually ‘too clean’. Ricky couldn't find his favourite T-shirt, nor his favourite football. “Ma, where is my T-shirt?”, “Where is my ball?” He pestered his mother.

He could not find his things even after he had searched up and down. He asked himself, “Where could they have gone?”



### My Word Gallery

However much he searched during the day, those two items did not reappear. And the same was to happen with other things too.

Ricky cast a suspicious eye on the gleaming butler robot. “I think it's his handiwork”, he thought.

He hatched a plan to spy on the robot, and began following it around the house. Finally, he caught it red-handed, while it was picking up one of his clothes. Ricky followed the robot without making a sound. To his surprise, he saw the robot folding his T-shirt neatly and keeping it on a pile of clothes in the store room.

What does the author mean by 'he caught it red handed'?

Off he went, running to his parents. "Father, this butler robot is faulty. He has filched my things. I think they programmed him badly. Let us send him off." "Absolutely not", Father shook his head. He was an expert in robotics. He had been delighted with the new butler; it was a dream come true. But Ricky was obstinate. "I want to get rid of him." A heated argument between Ricky and his father followed.



Father : A robot is a wonderful device. Look at the things it can do.

Ricky : I don't think so. He is doing more harm than good.

Father : You are wrong, Ricky. You don't understand how a robot works.

Ricky : I can't agree with you. A robot will be a big problem if it is not properly programmed.

Ricky kept on complaining to his parents about the robot hiding things. That outweighed whatever useful things he did.

### My Word Gallery



One day, the robot who was whirring past heard the boy's complaints. The robot returned with a pair of Ricky's shoes and some of his clothes.

"Here, sir. I did not know it was bothering you," said the butler in his metallic voice.

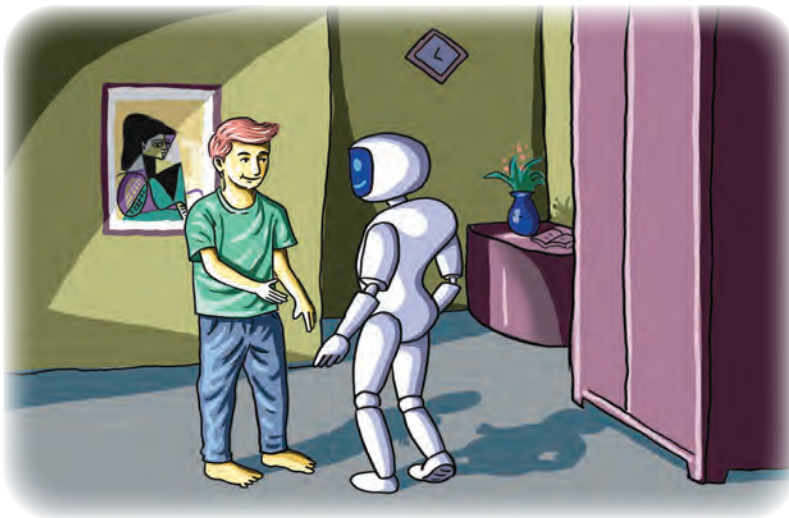
"How could it not, you thief? You've been nicking my stuff for weeks!"

"I had seen your things lying scattered on the floor. I thought that you did not need them. I am programmed to collect all that is not wanted. At night I send them to places where other humans can use them. I am a maximum efficiency machine. Were you unaware of it?" the robot said, with a certain pride.

Ricky was ashamed. He had spent all his life treating things as though they were useless. He cared for nothing. Yet, there were many people in the world who would have been delighted to have Ricky's things. Unlike him, they would have taken good care of them too. He realised that the robot was neither broken nor mis-programmed. Rather, it had been programmed extremely well!

"Here, sir. I did not know it was bothering you."  
What does the robot mean?

### My Word Gallery





Since then, Ricky decided to become a 'Maximum Efficiency Boy'. He put real care into how he treated his things. He kept them tidy and made sure he didn't have more than what was necessary. And he took a leaf out of the robot's book. With his pocket money, he began to help people and buy needful things for them.

What changes came about in Ricky's behaviour?

(Adapted)

#### About the author



Pedro Pablo Sacristan was born in Madrid, Spain in 1973. He holds a master's degree in Management. His passion for education and writing led him to create a collection of short stories for children on values. Some of his stories have been collected as an audio book titled *The Pedro Fable Collection*. His famous short stories include 'Red Moon', 'Black and White', 'The Lazy Little Bird', 'The Mocking Tiger' and 'The Tree and the Vegetables'.



**1 a. These are some of the events that are described in the story. Read them carefully.**

1. Ricky searches for his missing T-shirt and football.
2. Ricky's parents purchase the butler robot.
3. Ricky complains to his parents about the butler robot.
4. Ricky's mother gives him chores to do around the house.
5. Ricky starts taking better care of his possessions.
6. Ricky decides to become a 'Maximum Efficiency Boy'.
7. Ricky wakes up to find his room perfectly clean and tidy.
8. Ricky follows the butler robot around the house to spy on it.
9. Ricky catches the butler robot red handed.
10. Ricky becomes ashamed of how he treated his belongings.

**Arrange the events in order.**

1	Ricky's parents purchase the butler robot.
2	
3	
4	
5	
6	
7	
8	
9	
10	Ricky decides to become a 'Maximum Efficiency Boy'.

**b. Write a paragraph using the events described above.**

--



2. We saw a change in Ricky's behaviour at the end. Write them below.

Before	After
Ricky was messy and careless.	Ricky became more careful of his belongings.



3. Ricky tells his best friend Robin about the robot that his father bought. Write the conversation between Ricky and Robin.

Ricky : Hey, you won't believe what happened! My father bought a robot.

Robin : .....

Ricky : .....

Robin : .....

Ricky : .....

Robin : .....

Ricky : .....

Robin : .....

Ricky : .....



**4 a. Read the following part from the story.**

- Father : A robot is a wonderful device. Look at the things it can do.
- Ricky : I don't think so. He is doing more harm than good.
- Father : You are wrong, Ricky. You don't understand how a robot works.
- Ricky : I can't agree with you. A robot will be a big problem if it is not properly programmed.

**Pick out expressions from the passage which show disagreement.**

- 
- 
- 

**b. Now let's find out what Athul and Anju have to say about robots.**

- Athul : I think robots are awesome! They can do so many things that humans cannot.
- Anju : Yes, Athul, I agree they can do cool stuff, but there are some downsides to them too.
- Athul : I totally get that, but let's talk about the advantages first. Robots can work 24/7 without getting tired.
- Anju : Yeah, that's true. They can be like super helpers, especially in factories where they can make things faster.
- Athul : Exactly! And they can go to places that are too dangerous for people, like the deep sea or outer space.



The sentences above show agreement and disagreement.

Agreement	Disagreement
I agree they can do cool stuff.	But there are also some downsides.



5. Let us conduct a debate in the class on 'We cannot live without mobile phones'. Form two groups. Group A can support the argument and Group B can oppose it. You may fix a moderator for the debate.



Let us list the important points from Group A and Group B.

Use	Abuse
• easier and faster communication	• wastes time
•	
•	
•	
•	
•	



6. Sara has bought a washing machine from a popular outlet. Unfortunately, it has stopped working. Here is an e-mail sent to the company to get it repaired.

To : xxxxxxxx123@mail.com

Sub : Complaint regarding washing machine

Sir,

I purchased a washing machine from your company a few weeks ago. But it is not working now. Kindly attend to the issue at the earliest. Copies of necessary documents are attached.

Sara

Ricky kept on complaining to his parents about the robot, but they didn't listen to him. So he decided to register a complaint through email with the robot manufacturing company asking them to replace the mis-programmed robot.

**Help him prepare an email.**

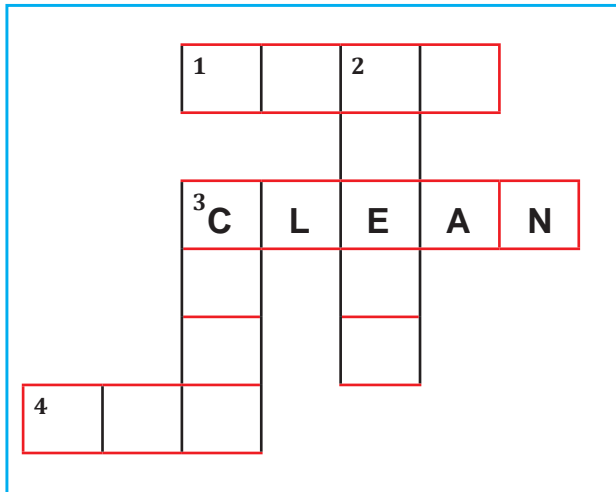
From :

To :

Sub :



7. Complete the following crossword puzzle related to household chores following the directions given.



**Across**

1. clean with water
3. free from dirt
4. thing used for wiping floors clean

**Down**

2. cleaning with a broom
3. cut something into pieces with repeated, sharp blows



- 8 a. Ricky's mother wanted him to do various household chores. Here is what she keeps telling him:

"Ricky, keep your school bag in the study room".

"Ricky, put your clothes in the washing machine".

"Ricky, wash your tiffin box".

"Ricky, iron your T-shirt and trousers".

**Your parents too might have asked you to do certain things. Write a few of them.**

1	
2	
3	
4	
5	



**b. How will you ask your parents to do something for you?**

Fill in the following table by giving some examples. One is done for you.

1	Mother, please help me pack my lunch.
2	
3	
4	
5	



**9. Look at the following paragraph from the story.**

Off he went, running to his parents. "Father, this butler robot is faulty. *He has filched my things.* I think they programmed him badly. Let us send him off."

Note the sentence given in italics.

Sentences like the above refer to an action completed in the past having its relevance in the present.

**Try to find sentences of a similar pattern from the paragraph given below. Write them down in the space given.**

I have lived here for thirty years. I have always looked upon this place as my home. My children advised me against living here in my old age. There are no good hospitals here. But the government has promised the residents here a new multi speciality hospital which is expected to come up soon. I have realised that you cannot expect to have everything you like to have. I think you too have realised it.

I have lived here for thirty years.



10. You might have prepared some posters while observing Environment Day. Look at these sample posters.



a. Analyse the posters for the following:

- content
- picture/graphics/illustration
- layout
- message

What functions do they serve?

to educate	.....	.....
------------	-------	-------

Collect some posters and observe them carefully.

Do you think posters like these have a special kind of language? Give some examples.

.....

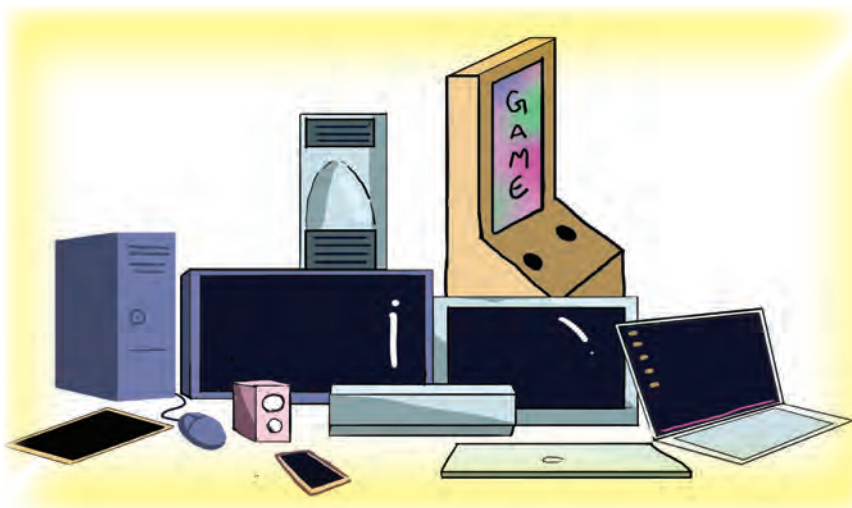
.....

.....

**b. Prepare some slogans on the misuse of electronic gadgets.**

Don't let gadgets replace your outdoor games.

**c. As in Ricky's home, we use a number of gadgets to make our work easier. They educate and entertain us too. But often they are misused. Design a poster on the misuse of electronic gadgets.**



Here is an interesting poem about looking at the world in wonder and amazement.



Let us read it.

## AND IN WONDER AND AMAZEMENT I SING

Rabindranath Tagore

The sky is full of the sun and the stars  
The universe is full of life  
Among all these I have found a place  
And in wonder and amazement I sing.

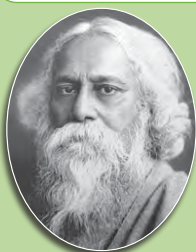
The world is swayed  
By eternity's rushing tide  
Rising and falling  
I have felt its tug in my blood  
Racing through my veins  
And in wonder and amazement I sing.

While walking in the woodlands  
With my feet I have touched the blades of grass  
I have been startled by the flowers' fragrance  
They have all maddened my mind  
The gifts of gladness and joy  
Are strewn all around  
And in wonder and amazement I sing.

I have pricked my ears  
I have opened my eyes  
I have bared my heart to the world  
In the midst of the known  
I have sought the unknown  
And in wonder and amazement I sing.

(Translated by Kumud Biswas)

## About the author



Rabindranath Tagore (1861-1941) was a poet, fictionist, playwright, essayist, composer and painter, who won the Nobel Prize for literature in 1913 for his collection of poems *Gitanjali*. Tagore is the author of the national anthems of India and Bangladesh.

## Answer the following questions.

1. Why does the speaker sing in wonder and amazement?
2. What do you think 'eternity's rushing tide' means?
3. Pick out the worldly wonders described in the poem.
4. What 'maddened' the poet's mind?
5. Why does the speaker prick his ears, open his eyes and bare his heart?
6. What do you think the poet means by:  
'In the midst of the known  
I have sought the unknown'?



1. Read the following lines from another poem, 'The Sands of Dee' by Charles Kingsley.

"O Mary, go and call the cattle home,  
And call the cattle home,  
And call the cattle home  
Across the sands of Dee"

The phrase '*And call the cattle home*' is used three times. Such repetitions are called refrain.

A refrain is a line or phrase that is repeated within the lines or stanzas.

**Can you find out a line which is repeated in this poem? Write it down.**

.....



## 2. What fills the speaker with wonder and amazement?

- The sky full of the sun and the stars      • .....
- .....      • .....



## 3. Look at the words taken from the poem. Put them in proper pairs.

- |    |         |           |
|----|---------|-----------|
| a. | flowers | world     |
| b. | grass   | racing    |
| c. | mind    | blades    |
| d. | veins   | fragrance |
| e. | swayed  | maddened  |

a.

swayed - world

b.

c.

d.

e.



## 4. Let us revisit the first stanza.

The sky is full of the sun and the stars  
 The universe is full of life  
 Among all these I have found a place  
 And in wonder and amazement I sing.

In the first line the initial sound 's' in 'sky' is repeated in 'sun' and 'stars' also. This repetition is called alliteration.

The repetition of initial consonant sounds of a word in the same line of a poem is called alliteration.

Can you find other examples from the poem?

.....

.....

.....





Travelling always excites us. Here is a brief travel note about a country just across the sea.

## GLIMPSES OF THE EMIRATES



### My Word Gallery

What would await an accidental tourist in UAE, I wondered as I came out of the airport into the open air. Yes, I was an accidental tourist! I had been to Oman to stay with my niece. I had just squeezed in two days on my way back home. But two days were enough to give me an eyeful and plenty of food for thought. The dense clouds hovering above the wings of the aircraft had already given me an eyeful. And the desert which seemed to stretch endlessly was a spectacle too.

Why does the author say that he had squeezed in two days?

The long drive in my friend Asokan's car from Ras Al-Khaimah to Abu Dhabi was a memorable experience. We never got tired of stopping and venturing out into the beach. The sea had the same serene appearance everywhere. One feels a kind of heavenly bliss at these quiet beaches.

Why does the author say, 'One feels a kind of heavenly bliss at these quiet beaches'?

At Sweihan in Abu Dhabi, I caught sight of something unexpected. It was the entrance to the Noor Abu Dhabi Solar Power Plant. It is the largest single site solar power plant in the world, producing a stupendous 1.2 GW of power. Of course, tourists are not allowed inside. I had to satisfy myself with the magnificent photographs of the power plant on the net. The plant has an amazing 3.2 million solar panels. I wish tourists were given an aerial view of the plant.

Why did the author have to satisfy himself with the photographs on the net?

I was able to view the imposing Burj Khalifa, the tallest building in the world. Climbing it all the way up would take you to the top of the world! Of course, I could not do it. A boat ride at Bur Dubai late in the evening was a fascinating experience. The dazzling lights and their reflections on the creek give you a feeling of being out of the world. It was only matched by a ride on the metro from Al Nahda to Stadium. Watching the landscape from a train is always entertaining. But here was a landscape totally different from anything I had ever seen.

What does the author mean by 'a feeling of being out of the world'?

But nothing matched the Louvre Abu Dhabi Museum, a marvel by any standards. It houses some of the world's most fascinating archaeological remains, paintings, sculptures and other artefacts. It carries the name of the famous Louvre Museum in France on an agreement. It has also rented more than 300 pieces from the Louvre for display. I thought it terribly unlucky of me to have spent only half a day in the museum. I would have loved to spend at least a week!

### My Word Gallery

On boarding the flight to Calicut, I wished I had more time for a visit like this. At least two weeks. Another time. I might get a chance again. You never know.

Why did the author think he was unlucky in his visit to the Louvre Museum?





1. Pick out sentences related to the following pictures from the passage and write them in the space provided.



.....

.....

.....

.....

.....

.....

.....

.....

.....



2. Serah is guiding her friend Mizhi, who is not familiar with the locality, on how to reach her school.

### Read the conversation.

- Mizhi : Hey, Serah ! Do you know how to get to my school, Town Model School?
- Serah : You've never gone to the school from here, have you?
- Mizhi : Never. How should I get there, on foot or taking a bus?
- Serah : Why don't you walk? It's fun.
- Mizhi : Cool! So, how do we get there?
- Serah : Alright, listen. This lane joins Beach Road. Walk along Beach Road till you come to the big green sign for Thooval Theeram Road. Everything clear so far?
- Mizhi : Got it, Beach Road, green sign, Thooval Theeram Road.
- Serah : Exactly! Turn left and keep going for about 200 metres. Then, turn left again onto Anganwadi Road.
- Mizhi : Right. What's next?

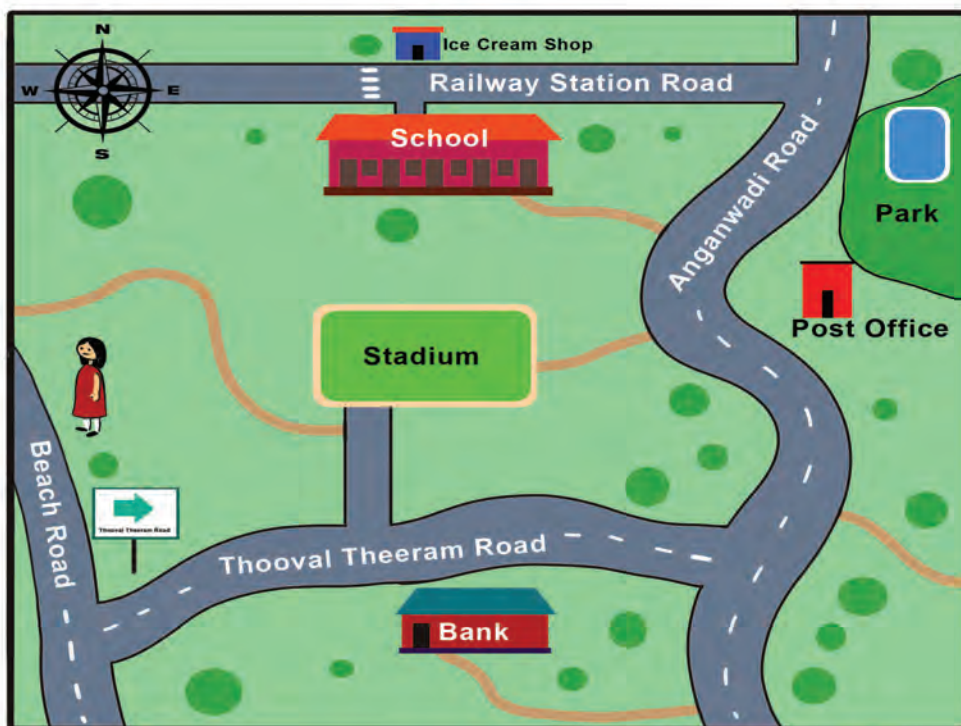
Serah : Walk past the post office and the park. It's a nice stroll!

Mizhi : That is wonderful. What comes after that?

Serah : Turn left onto Railway Station road. Keep going straight. After about 150 metres you'll see your school on the left. You won't miss it. There is an ice cream shop across the road!

Mizhi : Thanks awfully. I will have a go. Bye.

### Way to my school



### Let us read the following instructions.

To reach Town Model School, go straight along Beach Road for 50 metres. You can spot a big green sign board indicating Thooval Theeram Road. Go 200 metres along Thooval Theeram Road and take a left turn to Anganwadi Road. Continue walking past the post office and the park. Take the first left turn onto Railway Station Road. Walk straight ahead for 150 metres. You'll find the school on your left. You won't miss it if you notice the ice cream shop across the road.



a. Take your pencil, crayons and paper. Let us draw a map connecting your home to your school. Show landmarks on the way like a park, a super market, a bank, an Akshaya Kendra and a post office. Let us name the roads too. Use all the bright crayons you have to make the map colourful.



b. Write a paragraph describing the way to school from your home and share it with your friends.

You may consider some of these directions.

- Go along the street until you reach the traffic lights.
- You'll see a bank on the left.
- It's about 2 km from here.
- Go along this road.
- Go straight on/ahead.
- Miss the first two turns.
- At the roundabout, take the first exit.
- Turn left at the crossroads.
- Take the second right.
- It's on your left.
- Turn right.
- You'll see it in front of you.
- It's on the other side of the road.
- Keep walking beyond the park.
- Once you reach the junction, turn right.



3. Your friend Neshwa Mariyam from UAE decided to visit your home in Kerala. Here is the boarding pass of Neshwa Mariyam who arrived at Cochin International Airport from Dubai International Airport.

Arrow Vis Airways		Boarding Pass	
	Passenger Name : <b>NESHWA MARIYAM</b>	Flight : <b>AB123</b>	Seat : <b>123A</b>
	From : <b>Dubai</b>	Date : <b>24 Aug</b>	Gate : <b>A1</b>
	To : <b>Kochi</b>	Boarding Time : <b>08 : 00 AM</b>	
			
		Name : <b>NESHWA MARIYAM</b> Date : <b>24 Aug 2023</b> Boarding Time <b>08 : 00 AM</b>	
		Flight : <b>AB123</b> Seat : <b>123A</b> Gate : <b>A1</b> From : <b>Dubai</b> To : <b>Kochi</b>	

You can see the passenger's name, boarding airport, destination, flight number, seat number and departure gate number. A passenger cannot enter a flight without the Boarding Pass.

After landing, Neshwa Mariyam was given a form to be filled up. Help her complete it. You can use the Boarding Pass to fill in some of the entries.

### Self-Reporting Form

All passengers coming to India are required to fill up this pro forma and submit it at the Travellers' Counter at the exit.

#### Personal Information

Name of the passenger .....

Flight Number..... Seat Number.....

Date of Arrival ..... Port of Origin of Journey .....

Port of Final Destination .....

#### Contact address in India for all travellers

House number.....Street.....Village.....

Tehsil..... District / City .....

State..... Pin.....

Residence number ..... Mobile number .....

Email ID.....

Details of countries visited in last 28 days

.....

Are you suffering from any of the following symptoms? (Put a '✓' mark.)

- |                        |                              |                             |
|------------------------|------------------------------|-----------------------------|
| • Fever                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Cough                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Respiratory distress | Yes <input type="checkbox"/> | No <input type="checkbox"/> |



4. Note the words in *italics* in the following sentences.

- a. The sea had the same *serene* appearance everywhere. One experiences a kind of heavenly bliss at these quiet beaches.
- b. I was able to view the *imposing* Burj Khalifah, the tallest building in the world.

Some words are used to describe people, places and things.  
They describe how people, places or things look like, taste, smell or feel.

**Write a description about a place you have recently visited using some of these words.**

*beautiful, pretty, quiet, busy, peaceful, noisy, green, safe, dangerous, crowded, empty, colourful, lively, breathtaking, peaceful, bustling, vibrant*



## Glossary

accidental	:	by chance
amazement	:	a feeling of great surprise or wonder
bared	:	uncovered
butler	:	a senior male servant
dazzling	:	extremely bright
dense	:	thick
disastrous	:	causing great damage
eternity	:	infinite or unending time
eyeful	:	a long, steady look at something
fascinating	:	extremely interesting
filched	:	stole
futuristic	:	having or involving very modern technology
GW	:	Gigawatt -1000 megawatts
handiwork	:	something that one has done
hatched a plan	:	made a plan
hovering	:	remaining in the air above
hues	:	colours
nicking	:	stealing
obstinate	:	stubborn
pricked	:	stood erect when on alert
serene	:	calm and peaceful
skylight	:	glass window set in a roof to let light in
slovenly	:	careless or untidy
spectacle	:	a striking and attractive sight
squeezed in	:	obtained (something) from someone with difficulty
startled	:	felt or showed sudden shock or alarm
strewn	:	untidily scattered
stupendous	:	extremely impressive
suspicious	:	showing doubt
swayed	:	moved or caused to move slowly
venturing	:	daring to do something
whirring	:	making a low, continuous sound



Unit

2



# IMAGINATION



*The true sign of intelligence is not  
knowledge but imagination.*

*Albert Einstein*





## The Doorway

Look at the following pictures and read the captions below.



I love my doll very much.



I give my doll a bath everyday.



I feed my doll regularly.



I read my doll interesting stories.



I play with my doll in the evening.



I lull my doll to sleep at night.

Imagine you had a doll at home. How did you take care of it?





Here is an anecdote about a girl and her doll. The German writer Franz Kafka plays an important role in it. It has also appeared in his biography.

## A DOLL'S JOURNEY

It was a Saturday afternoon. Kafka was walking through a park in Berlin. He met a girl who was crying because she had lost her favourite doll. Kafka joined her in searching for the doll unsuccessfully. He consoled her. He also promised her that he would meet her the next day to continue looking for the doll. The next day they met at the park in the evening.

What did Kafka promise the girl?



After searching for some time, Kafka pretended that he had found a letter under a bench in the park. He gave the letter to the girl. Kafka had prepared the letter which was meant to be from the doll. "Don't worry about me," the letter said, "I am on a trip around the world. It is really exciting. I will tell you everything when I am back."

### My Word Gallery

The girl continued to receive letters from the doll. She wrote about her adventures in detail. The letters delighted the girl. This went on for some time, but Kafka noticed that the girl was becoming moody as days passed. She badly wanted her doll to come back, and Kafka felt that he could not make up letters indefinitely. Finally he found a way out.



There were no letters for some days. Then one day Kafka told the girl that the doll was engaged to be married. He had met her while on a trip to another part of the country. Kafka also told her that she had even introduced him to the young man she was going to marry. She was sorry that she could not write letters for some time. She promised that she would be writing as soon as the preparations for the wedding were over. The girl was happy to hear from her doll, but she wondered when she would be able to see her again.

Why was the girl moody?

### My Word Gallery

'There were no letters for some days.'  
Why?

Do you like the ending of the story?  
Suggest another ending.



1. Read the story once again and identify the following.

Location	Characters	Theme



2. Read these sentences taken from the story.

*It was a Saturday afternoon. Kafka was walking through a park in Berlin. He met a girl who was crying because she had lost her favourite doll.*

Kafka comforted the little girl who was in great distress. **Here is a small part of their conversation. Can you complete it?**

Kafka : Oh dear, why are you crying?

Little girl : My Levi... Levi... my doll...

Kafka : .....

Little girl : .....

Kafka : .....

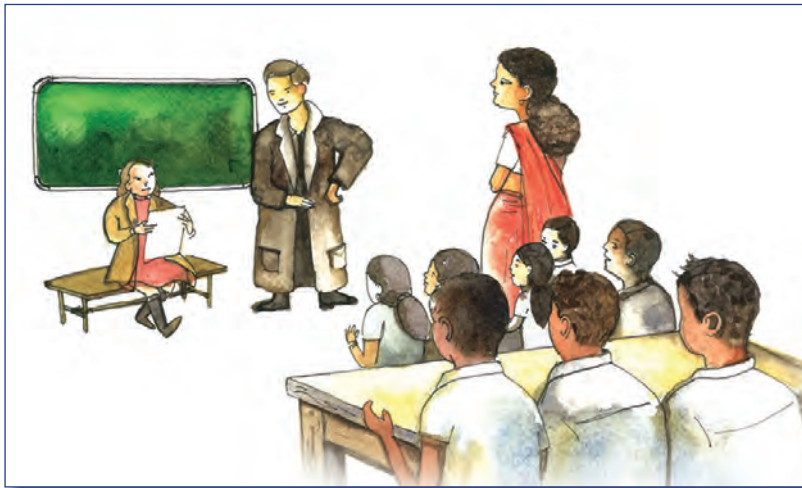
Little girl : .....

Kafka : .....

Little girl : .....



3. Enact the roles of the little girl and Kafka using the conversation prepared.



4. Read these sentences taken from the story.

*The girl continued to receive letters from the doll. She wrote about her adventures in detail. The letters delighted the girl. This went on for some time.*

After reading the letters from the doll, the girl was eager to see her. She waited and waited, but the doll didn't turn up. So she decided to put her thoughts and emotions in her diary.

**Write the diary entry of the girl.**

My Diary	
	Thursday 18th July
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	



5. Here is a letter written by the doll to the girl. Read it.

*Dear Irma,*

*How are you? Hope you got all my letters and enjoyed reading them.*

*How can I forget those happy days with you! It was from you I first felt mother's love. You bathed me, dressed me, carried me in your arms and made a bed for me. You were always busy with sewing clothes for me, taking me everywhere you went and feeding me.*

*How I wish you were with me now! It is such fun here. When shall we meet again?*

*With lots of love,*

*Yours*

*LEVI*

**Imagine you are Irma and write a reply to Levi.**





6. What if Irma were living in our times? Close your book and listen to your teacher.

Irma loved spending time with her friends. In the evening she **would** go cycling. She **could** ride for a long time without getting tired. Early in the morning she **would** have great fun drawing and painting. But everything changed when she got a smartphone for her birthday.



At first, Irma used her phone for talking to her friends and taking photos. But as time went on, she found she **could** not take her eyes off the screen. Once she started using her smartphone, she **would** scroll through social media, watch videos, and play games for hours. Often she could not help reaching for her phone even when she was busy with other things.

Irma's mother noticed this and she thought Irma **should** not let herself be carried away by the smartphone. Spending time outdoors and enjoying real-life moments **should** be just as important as the digital world to her.



- a. Now read the passage. Pick out the sentences with words in *italics* and write them below.

• In the evening she *would* go cycling.

- 
- 
- 
- 
- 
- 
- 



- b. Fill in the blanks with suitable sentences from the above.

Should/ Would/ Could	Function	Example
	to refer to duty or obligation	1. Spending time outdoors and enjoying real-life moments should be just as important as the digital world to her. 2. ....
	to refer to past habits	1. .... 2. .... 3. ....
	to refer to past ability	1. .... 2. ....



7. Read the following sentences taken from the story. Notice the words in *italics*.

1. He met a girl *who* was crying because she had lost her favourite doll.
2. Kafka had prepared the letter *which* was meant to be from the doll.

Now read this poem.

They kept their streets so clean and nice,  
With actions *that* were truly wise.

There was a boy named Jack, *who* led the way,  
Picking up litter every single day.  
He knew *that* a clean town brings cheer,  
So he worked hard to keep it clear.

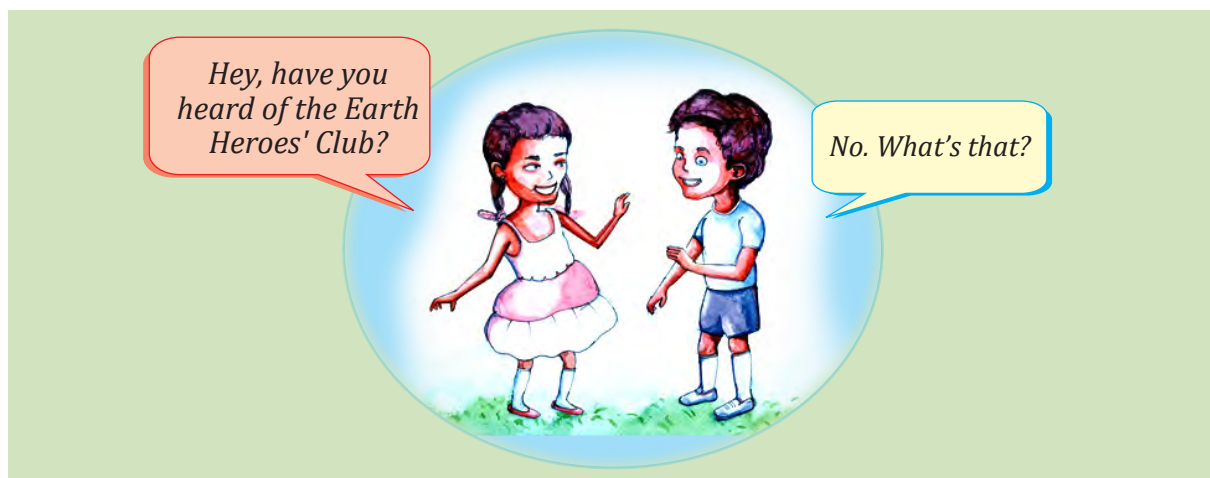
And then there was Lucy, *who* had a knack,  
For using less plastic and cutting back.  
She carried a bottle *that* she'd always fill,  
Choosing to help, rather than just chill.

In the park, they found a spot,  
A secret garden *that* meant a lot.  
Plants and flowers, *which* they adored,  
They cared for each, their spirits soared.



Use the words in *italics* to complete the following conversation between Diya and Milan.

[*that/which/who*]





It's a group of kids \_\_\_\_\_ are really passionate about environment conservation.



That sounds cool!  
Who can join?



Anyone \_\_\_\_\_ wants to make a difference! Everyone can play a part in taking care of our planet, they say.

That's really smart. Do they do anything else?



They convinced the shopkeepers to give up plastic bags \_\_\_\_\_ are harmful to the environment.



That's a big achievement! How can I get involved?



You can attend their meetings \_\_\_\_\_ they hold every Friday after school.

I'm excited to join!  
Thanks for telling me about the club.



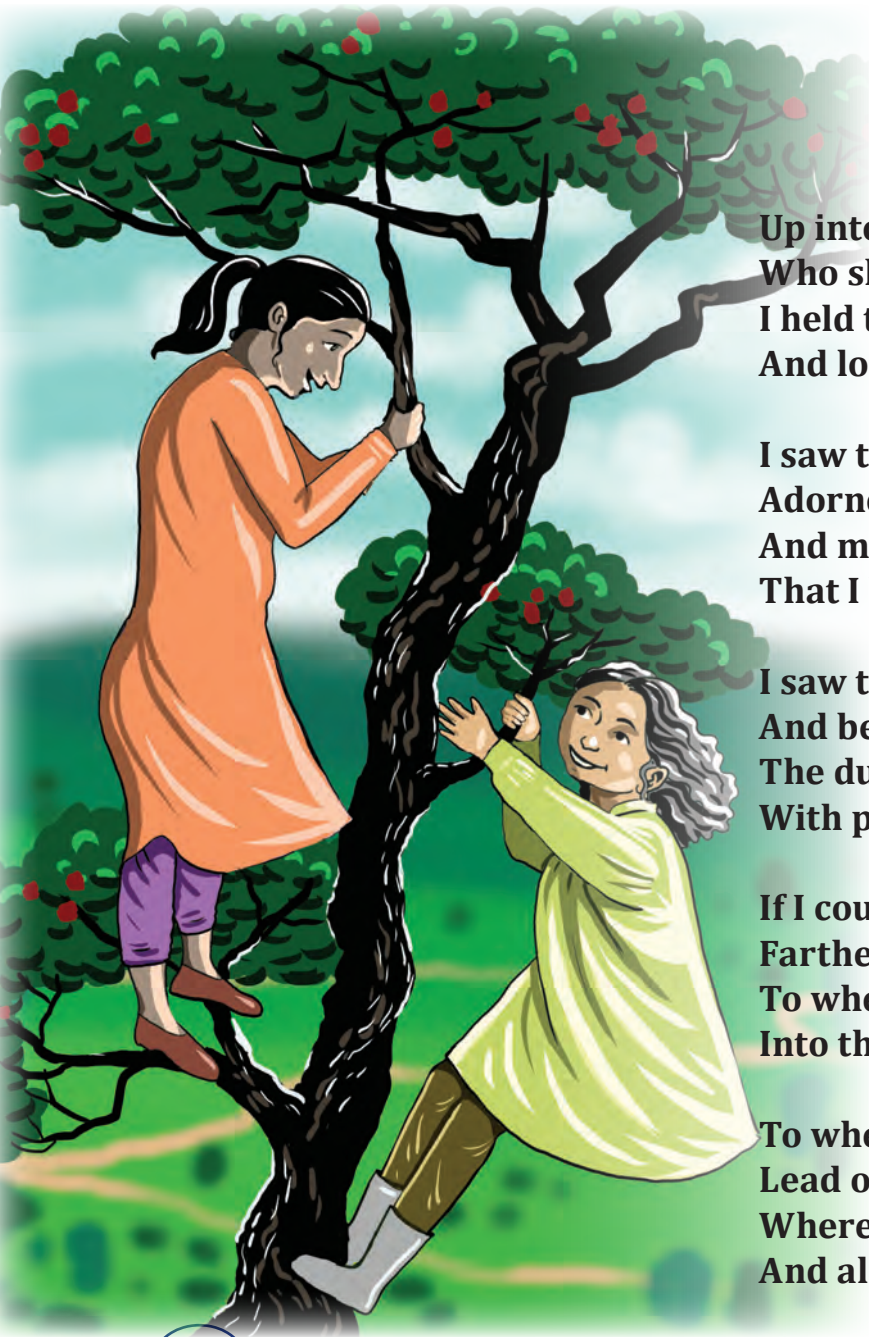
Do you remember your experience when you looked out of your home to see the sights outside?



Here is a poem about a child who tried to look out.

## FOREIGN LANDS

Robert Louis Stevenson



Up into the cherry tree  
Who should climb but little me?  
I held the trunk with both my hands  
And looked abroad on foreign lands.

I saw the next door garden lie,  
Adorned with flowers, before my eye,  
And many pleasant places more  
That I had never seen before.

I saw the dimpling river pass  
And be the sky's blue looking-glass;  
The dusty roads go up and down  
With people tramping in to town.

If I could find a higher tree  
Farther and farther I should see,  
To where the grown-up river slips  
Into the sea among the ships,

To where the road on either hand  
Lead onward into fairy land,  
Where all the children dine at five,  
And all the playthings come alive.

## About the author



Robert Louis Stevenson (1850-94) was a Scottish novelist, essayist, poet and travel writer. He is best known for popular novels like *Treasure Island*, *Strange Case of Dr Jekyll and Mr Hyde* and *Kidnapped*. He also published four collections of poems, *A Child's Garden of Verses*, *Penny Whistles*, *Underwoods* and *Ballads*.

## Answer the following questions.

1. What does the poet mean by 'looked abroad on foreign lands'?
2. How was the child able to see places never seen before?
3. What did the child see from the tree?
4. Why does the poet say that the river is the sky's blue looking-glass?
5. What does the poet mean by 'grown-up river'?
6. How would the child be able to see the sea and ships?
7. What does the child expect to find in fairy land?
8. When do 'playthings come alive'?



1. a. The child enjoys the sights from the top of the tree. Give a description of what the child sees.

.....

.....

.....

.....

- b. Have you ever tried to look out into the street from a tree or the top of a building? If you have, what did you see? If you haven't, what do you expect to see?

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2. a. Look at the following lines from the poem.

Up into the cherry tree  
Who should climb but little me?  
I held the trunk with both my hands  
And looked abroad on foreign lands.

The words 'tree' and 'me' end with the same sound. Similarly 'hands' and 'lands' end with the same sound. They are rhyming words.

Rhyme means the repetition of the same sound at the end of different lines in a poem.

**Identify the other rhyming words from the poem and circle them.**

- b. Look at the above stanza again.

Up into the cherry tree - **a-**  
Who should climb but little me? -**a-**  
I held the trunk with both my hands -**b-**  
And looked abroad on foreign lands. -**b-**

The last words of the first two lines end with the same sound ('tree' - 'me') which is marked 'a'. The third and fourth lines end with the words 'hands' and 'lands'. They have the same ending sound which is different from 'a'. So, they are marked 'b'. The rhyme scheme of the poem is **a a b b**.

Rhyme scheme is the pattern of rhymes in a poem.

**Identify the rhyme scheme of the following stanza.**

I saw the next door garden lie,	- a-
Adorned with flowers, before my eye,	.....
And many pleasant places more	.....
That I had never seen before.	.....



**3. Look at the following line from the poem.**

And looked abroad on foreign lands.

The same vowel sound is repeated in the words 'abroad' and 'foreign'. It creates an assonance.

Repetition of vowel sounds in a line is called assonance. It is also known as 'vowel rhyme'.

**Find out other examples for assonance from the poem.**

- .....
- .....
- .....
- .....





4. Look at the following lines.

And many pleasant places more  
That I had never seen before.

The words 'pleasant' and 'places' alliterate.

**Find out more examples of alliteration from the following stanzas.**

I saw the dimpling river pass  
And be the sky's blue looking-glass;  
The dusty roads go up and down  
With people tramping in to town.

If I could find a higher tree  
Farther and farther I should see,  
To where the grown-up river slips  
Into the sea among the ships,

To where the road on either hand  
Lead onward into fairy land,  
Where all the children dine at five,  
And all the playthings come alive.

.....

.....

.....



Here are some people who made it big against all odds.



**Stephen William Hawking**

British physicist,  
cosmologist and author



**Arunima Sinha**

The first female amputee  
to climb Mount Everest



**Ravindra Jain**

Indian music composer,  
lyricist and playback singer

*Now read an excerpt from Chapter 1 of Helen Keller's autobiography.*

## THE STORY OF MY LIFE

The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion on a name for me. The first baby in the family was not to be lightly named, everyone was emphatic about that. My father suggested the name of Mildred Campbell. She was one of our highly esteemed ancestors. But in the excitement of carrying me to church my father forgot the name on the way. When the church minister asked him for it, he gave the name Helen Adams.



How did Helen get her name?

I showed many signs of an eager, self-asserting disposition when I was still a baby. I insisted upon imitating everything that I saw other people doing. At six months I could pipe out “How d’ye”. One day I attracted every one’s attention by saying “Tea, tea, tea” quite plainly. Even after my illness, I remembered one of the words I had learned in these early months. It was the word “water”. I continued to make some sound for that word after all other speech was lost. I stopped making the sound “wah-wah” only when I learned to spell the word.

Why does Helen say she showed many signs of an eager, self-asserting disposition?



### My Word Gallery

They tell me I walked the day I was a year old. My mother had just taken me out of the bathtub and was holding me in her lap. I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother’s lap and almost ran toward them. But the impulse was quickly gone. I fell down and cried for her to take me up in her arms.

These happy days did not last long. Just one year. One brief spring, when the robin and the mockingbird sang their melodious songs. A summer with its blooming roses and fruits. An autumn with its golden fruits and shedding leaves. It happened in February, in the middle of winter. I was struck by the illness which closed both my eyes and ears forever. The doctor thought I would not live, but early one morning the fever left me. There was great rejoicing in the family that morning. But no one, not even the doctor, knew that I would never see or hear again.

I fancy I still have confused memories of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waking hours. I also remember the pain and confusion with which I woke up after a disturbed sleep. I turned my eyes away from the once loved light. But, except for these fleeting memories, it all seems very unreal, like a nightmare. Gradually I got used to the silence and darkness that surrounded me. I forgot completely that it had all been very different. It was my teacher who changed everything and set my spirit free. But the first nineteen months of my life had been different. I had caught glimpses of broad, green fields, a luminous sky and trees and flowers. The darkness that followed could not wholly blot them out.

*(Adapted)*

Why didn't Helen's happy days last long?

What tragedy struck Helen in February?

### My Word Gallery

Why were the first nineteen months of Helen Keller's life different ?

## About the author



**Helen Keller** (1880-1968) was born in Alabama, USA. She lost her sight and hearing nineteen months after birth due to an undiagnosed brain disease. She went on to become the first differently abled person to graduate in America. She was considered one of 100 most influential people in the country. Today Helen Keller is a symbol of determination, endurance and struggle. Her autobiography 'The Story of My Life' is a record of her struggles and success.



1. **Dev is trying to list out the events in the early life of Helen Keller. But he is not able to put them in order. Read the passage once again and help him write the following in the correct order.**

- Helen started walking the day she became a year old.
- Helen learned the word 'water' in her early months.
- There was a heated discussion on naming the baby.
- Helen was the first baby in the family.
- Helen fell ill.
- Mildred Campbell was the name suggested for the baby.





2. Choose another suitable title from the options given below for the passage. You may also give one of your own.

- THE QUEST FOR A NAME
- UNFOLDING GRIEF
- SEASONS
- 



3. Some seasons are mentioned in the passage. Write their names and features in the columns given below.

<b>Seasons</b> ➡	<b>Spring</b>			
<b>Features</b> ➡	The robin and the mockingbird sing melodious songs.			



4. How many seasons do we have in India? Collect pictures and photographs of how nature looks in different seasons.



5. Imagine you are a news reporter and you have got an opportunity to talk to Helen Keller's mother, Kate Keller. What questions would you like to ask her?

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## Glossary

abroad	: in different directions or over a wide area
adorned	: made more attractive
anecdote	: a short, interesting story
ancestor	: forefather
blot out	: wipe out
church minister	: a priest
consoled	: comforted
dimpling	: running into a lower surface
dine	: eat
emphatic	: firm or very sure
fairy land	: a beautiful imaginary place
flickering	: burning or shining unsteadily
glimpses	: partial views
how d'ye	: how do you do
impulse	: a sudden, strong urge or desire to act
indefinitely	: without a fixed end
luminous	: shining
moody	: sad
nightmare	: a frightening dream
pipe out	: to speak in a high or shrill voice
slips	: slides smoothly
tenderness	: gentleness and kindness
tramping	: travelling or wandering on foot
wondered	: thought about something you wanted to know

## CLOUD NINE



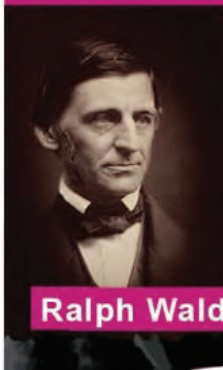
Mahatma Gandhi

Happiness is when  
what you think,  
what you say,  
and what you do are  
in harmony.

No medicine cures  
what happiness  
cannot.



Gabriel Garcia Marquez



Ralph Waldo Emerson

For every minute  
you are angry,  
you lose  
sixty seconds of  
happiness.

Don't wait around  
for other people to  
be happy for you. Any  
happiness you get  
you have got to make  
yourself.



Alice Walker







## The Doorway



Have you had been on a tour with your classmates, friends or family?

What makes a tour jolly and interesting?

Have you taken photographs on such occasions? Why do we take photographs?

Have you ever read a description of a picnic or a journey?



Let us read about a little girl who went on a school trip which gave her a lot of fun and thrill. This excerpt is taken from *Totto-Chan, The Little Girl at the Window*.

## A TRIP TO A HOT SPRING

Tetsuko Kuroyanagi

Summer vacation came to an end, and the day of the trip to the hot spring resort finally arrived. For the students it was the most important event at Tomoe. The trip was to a seaside school at a place called Toi on the Izu Peninsula in Shizuoka. There was a hot spring right in the sea, where the children could both swim and take a hot bath. The trip would last three days and two nights. One of the students' father had a vacation home there, where all fifty of the Tomoe students from the first to sixth grades could stay. Totto-Chan really did not know if her mother would let her go. 'Mom, may I go for the trip?' she asked hesitantly. But her mother had already got the Headmaster's letter and made up her mind to let Totto-Chan go.

### My Word Gallery



What made her mother let Totto-Chan go for the trip?



“Now then,” said the headmaster when they had all assembled to start the trip, “We’re travelling by train and by ship, and I don’t want any of you to get lost. Do you understand? All right, off we go!” That was the only instruction he gave, yet the children were amazingly well-behaved in the train. Nobody ran up and down the cars, and the only talking was done quietly among those sitting next to each other.

The children were amazingly well-behaved. Why?



The Tomoe pupils had never been actually told how to behave in public. But somehow their school life had instilled into them the basics of decency and good behaviour; they never bullied others, never took to unruly behaviour, picked up litter wherever they found it, and never annoyed or disturbed others. The biggest surprise was Totto-Chan. In her old school, she had done unimaginable things. She would even talk to musicians in the street out of the window in the middle of a class. At Tomoe, from her first day she was attentive in class and did her lessons properly. If any of the teachers from her old school saw her now, they would not believe their eyes. “Surely, it’s not Totto-Chan”. They would have said, “It must be somebody else”.

What were the values cultivated by the students at Tomoe?

### My Word Gallery

At Numazu they embarked on a ship that was just like what they had all dreamed about. It wasn't a big ship. But they were all so excited that they inspected every corner of the deck, pulling at and poking their hands into everything. But soon the sea became rough. Totto-Chan began to feel sick, as did some others. When the ship rocked, one of the older boys stood amidship and ran from one side to the other saying "Oops". It was so funny that the children couldn't help laughing even though they felt so seasick. When they disembarked, the "Oops boy" began to feel sick just when everyone else had recovered and was feeling fine!

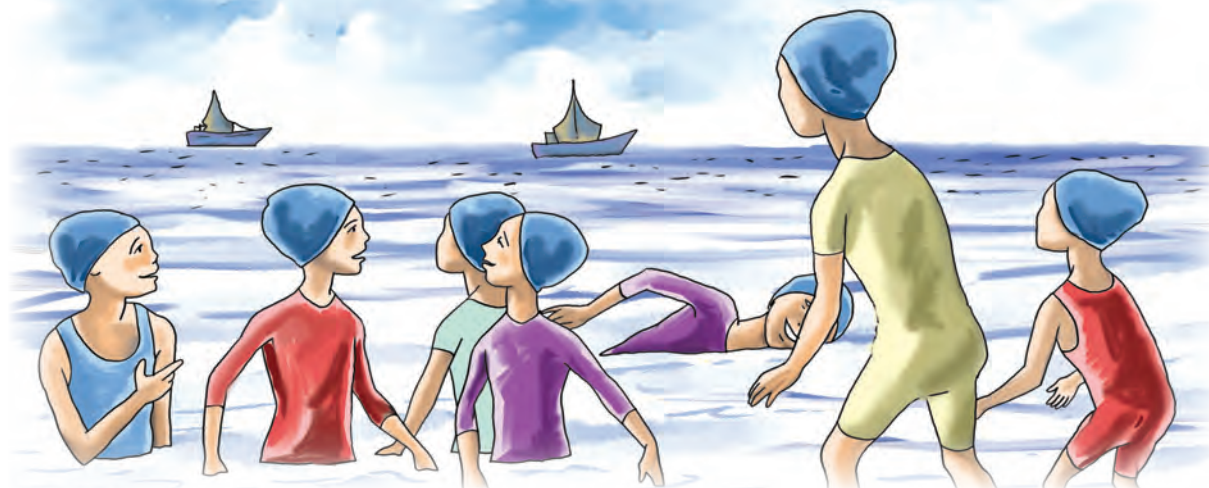


The spa at Toi was in a quiet, beautiful village on the sea surrounded by wooded hills. After a short rest, the teachers took the children down for a swim in the sea. It wasn't like the swimming pool at school. So they wore their swimsuits.

The hot spring in the sea was most unusual. It was not enclosed, so there was no line separating the hot spring from the rest of the sea. If you crouched down where you were told the hot spring was, the hot water came up to your neck.

### My Word Gallery

The hot spring in the sea was most unusual. Why?





It felt lovely, just like being in a hot bath. In those days the seashore was so deserted, it was like being on their own private beach. The children revelled in this unusual hot spring sea-bathing.

When they got back to the house in the evening after staying in the water so long, their fingers were a mass of wrinkles. Each night, once they were tucked into their quilts, the children took turns telling ghost stories. Totto-Chan and the other first graders got so frightened that they cried. But in spite of their tears, they would ask, "And then what happened?"

Unlike camping inside the school and the Bravery Test, the three-day stay at Toi Spa was a real-life experience. There was a forest full of cicadas and a shop where you could buy popsicles. And they met a man on the beach who was building a big wooden boat all by himself. It was already boat-shaped. The first thing each morning they did was to run down to the beach to see how much more he had done. The man gave Totto-Chan a very long and curly wood shaving.

### My Word Gallery

How was the stay at the spa a real-life experience for the children?



“How about a souvenir photograph?” asked the headmaster when they were to leave. They had never had a photograph taken of all of them together and the children were excited at the idea. No sooner was the headmaster ready with his camera than someone had gone to the toilet. Then someone else had his gym shoes on the wrong feet and had to change them around. When he finally said, “Is everyone ready?” one or two of the children were lying on the ground. They had become tired of holding their poses so long. It was a big problem getting everyone ready for the photograph. The whole process took a very long time.

Why did the photo session take a very long time?

### My Word Gallery



But that photograph, with the sea in the background and each child posing according to his or her fancy, became a treasured possession for each of them. One look at it, and memories would flood back. Totto-Chan never forgot that first happy summer vacation.

Totto-Chan never forgot the first summer vacation. Comment.

*Translated by Dorothy Britton  
(Adapted)*



### 1. The trip lasted three days and two nights.

**Make a list of activities of the Tomoe students during the trip.**

1. embarked on a ship	5. ....
2. ....	6. swam about in the sea
3. pulled at and poked their hands into everything	7. ....
4. ....	8. ....

You might have gone on a tour from school or with your family.

**Make a list of your activities during the tour.**

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



### 2. Rearrange the following events of the hot spring trip in the correct order.

1. The children assembled at the school on the appointed day before setting off.
2. After a short rest, the teachers took the children down to the sea.
3. They embarked on a ship.
4. The children enjoyed this unusual hot spring sea-bathing to the utmost.
5. The headmaster gave some instructions to the children before going to the sea.
6. The sea became rough and Totto-Chan and some others began to feel ill.
7. The children were excited at the photo session.
8. The man who was building a boat gave Totto-Chan a very long and curly wood shaving.



1. The children assembled at the school on the appointed day before setting off.



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. After a short rest the teachers took the children down to the sea.



6. \_\_\_\_\_



7. \_\_\_\_\_



8. The children were excited at the photo session.



3. "Mom, may I go for the trip?" She asked hesitantly. What would be the likely conversation between the mother and the daughter thereafter?

Totto-Chan : "May I go for the trip?"

Mother : "Hot spring trip? You are quite young, aren't you?"

Totto-Chan : .....

Mother : .....

Totto-Chan : .....

Mother : .....

Totto-Chan : .....

Mother : .....

Totto-Chan : .....

Mother : .....

Totto-Chan : .....

Mother : .....





4. Totto-Chan had an intense desire to join the school tour to the hot spring. She came home from school one day and asked her mother, “May I go for the trip?”

Have you had such an experience seeking permission from your parents/ teachers/ friends to get or do something? How do you seek permission in different ways? Instead of ‘May I...’, expressions like ‘Can I’, ‘Shall I’ are also used.





**There are various ways to give or refuse permission. Find out more.**

Of course.

Sure.

No problem.

.....

.....

Sorry.

No, please don't.

I'm afraid, you can't.

.....

.....

Imagine that you are at a festival /water theme park/exhibition ground.  
You meet your friends there.

Complete the table.

Seeking permission	From whom ?	Response
Can I keep my baggage here?	Cloakroom keeper	Of course, you can.
May I take the ticket?	Friend	.....
.....	.....	.....
<b>You can seek permission more politely using 'please'.</b>		
Can I use your mobile phone, please?	Friend	.....
.....	Mother	.....
.....	Friend	.....
.....	Father	.....



### 5. Read the following paragraph.

*“How about a souvenir photograph?” asked the headmaster when they were getting ready to leave. They had never had a photograph taken of all of them together and the children were excited at the idea.*

**The excited students busied themselves before the photo session.**

**Can you imagine and write some of the things, they might have done?**

A student had gone to the toilet.

Some students combed their hair.

.....

.....

.....



### 6. Totto-Chan was excited on the eve of the tour. She couldn't sleep well. What would have been her thoughts and feelings? Fill in the blanks with appropriate words.

- anxiety
- .....
- .....
- gratitude

**Write the thoughts that flashed through her mind.**

Thanks Mom... You are such a lovely Mom to send me for the trip. What would the trip be like? What special food will my friends bring? .....

.....

.....

.....

.....





7. Totto-Chan never forgot that first happy summer vacation. Make an entry in Totto-Chan's diary, imagining yourself to be Totto-Chan.

06/03/1950

*I can never forget this  
day in my life.....*

.....

.....

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.....

Read the Book  
*Totto-Chan, The Little  
Girl at the Window.*





## 8. Read the conversation below.

- Gazal : What are you doing there?
- Gana : I **am watching** a movie.
- Gazal : What about your brothers?
- Gana : They **are playing** football.
- Gazal : Is your sister with them?
- Gana : No, she **is doing** her homework.

In all these sentences some actions are in progress. An '-ing' is used to show it.

**Compare the responses in the above conversation with the one given in bold letters in the following paragraph.**

"Now then," said the headmaster when they had all assembled to start the trip, "**We're travelling by train and by ship**, and I don't want any of you to get lost. Do you understand? All right, off we go!"

Here are two more sentences of the same type.

- The Prime Minister **is coming** tomorrow.
- My friend **is getting** married next month.

In the above sentences '-ing' is used to talk about something that is planned for the future.

Look at this conversation.



**Mention some of the things you planned to do during the next vacation.**

1. I am joining the football coaching camp beginning on 10<sup>th</sup> April.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....



9. Read the following sentences and analyse the use of the phrase in bold letters.

When the ship rocked, one of the older boys stood amidship and ran from one side to the other saying “Oops”. It was so funny that the children **couldn’t help laughing** even though they felt so seasick.

Complete the table using appropriate sentences from the options given.

Options

- But my friend liked it.
- They were in a secret conversation.
- We couldn’t help questioning it.
- I couldn’t help supporting him.

Situation	Response	Usage
It was so funny.	They couldn’t control themselves from laughing, though they were seasick.	They couldn’t help laughing.
He was very tired.	I felt sympathy towards him.	..... .....
The film was boring to me.	..... .....	So I couldn’t help staying to watch till the end.
..... .....	I didn’t want to hear it. But I couldn’t leave.	I couldn’t help overhearing what they were saying.
The authorities introduced a new rule.	It was not acceptable to us.	..... .....



10. Read the following profile. It is also given as a paragraph below. Fill in the blanks with appropriate words from the options given.

#### About the author

### Tetsuko Kuroyanagi



Birth : August 9, 1933  
 Nationality : Japanese  
 Parents : Moritsuna Kuroyanagi and Cho Kuroyanagi  
 Place of birth : Tokyo city, Japan  
 Education : Keio University, Tokyo College of Music  
 Career : Actress & Television personality  
 Goodwill Ambassador for the UNICEF  
 Lead actress in the radio drama(1954)  
*Tombo Yambo Nimbo*

Major achievements : Entered the Guinness Book of World Records in 2011 for having the highest number of broadcasts by the same host  
 Global Leadership for children Award(UNICEF)  
 Japanese Cultural Broadcasting Award-the highest television honour in Japan

Major work : *Totto-Chan, The Little Girl at the Window* (autobiographical fiction) - a best seller with over 8 million copies sold

Japanese writer Tetsuko Kuroyanagi .....(is/was) born .....(in/on) August 9, 1933 .....(at/in) Tokyo. She was born .....(to/for) Moritsuna Kuroyanagi and Cho Kuroyanagi. She..... (completes/completed) her education in Keio University and Tokyo College of music. She is .....(a/an) actress and ..... (a/an) television personality. She is.....(a/the) Goodwill ambassador for UNICEF. She got many.....(award/awards) like Global Leadership for children Award (UNICEF) and Japanese Cultural Broadcasting Award, ..... (who/which) is the .....(high/highest) television honour in Japan. Her masterpiece *Totto-Chan, the Little Girl at the Window* went on to ..... (sell/sold) over 8 million copies.



Sometimes the sheer presence of nature fills us with joy.  
We see laughter and happiness all around us.



Let us read the poem.

## LAUGHING SONG

William Blake

When the green woods laugh with the voice of joy,  
And the dimpling stream runs laughing by;  
When the air does laugh with our merry wit,  
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,  
And the grasshopper laughs in the merry scene,  
When Mary and Susan and Emily  
With their sweet round mouths sing "Ha, Ha, He!"

When the painted birds laugh in the shade,  
Where our table with cherries and nuts is spread,  
Come live, and be merry, and join with me,  
To sing the sweet chorus of "Ha, Ha, He!"

## About the author



William Blake (1757-1827) was an English poet, painter and engraver of the Romantic Age. His poetry contains the idea of striking a balance between innocence and experience. *Songs of Innocence and of Experience*, *The Marriage of Heaven and Hell* and *Milton* are his major works.

## Answer the following questions.

1. Who is the speaker in the poem?
2. What does the poet mean by 'dimpling stream'?
3. How do the children express their happiness?
4. Why are the birds described as 'painted'?
5. What does the poet ask us to do?
6. Why do you think the poem is titled 'Laughing Song'?



## 1. Read the following lines from the poem.

When the air does laugh with our merry wit,  
And the green hill laughs with the noise of it;

**The words 'wit' and 'it' rhyme. Find out other rhyming words from the poem.**

.....

.....

.....

.....



## 2. Read the following lines from the poem.

When the green woods laugh with the voice of joy,  
And the dimpling stream runs laughing by;

**The words 'voice' and 'joy' create an assonance.**

**Find out other sets of words in the poem which have assonance.**

.....

.....

.....

.....



## 3. Look at the following lines.

When the meadows laugh with lively green,  
And the grasshopper laughs in the merry scene,

**The meadows and the grasshopper laugh like us. Pick out from the poem other examples of animals or objects which behave like human beings.**

.....

.....

.....

.....

**This is personification.**

Personification is the figure of speech in which human characteristics are attributed to an abstract quality, animal or inanimate object.



4. The poet describes the joy of nature vividly. Pick out instances from the poem.

Green woods laugh with the voice of joy.	



5. Complete the table given below.

Title of the poem	
Name of the poet	
Content/theme of the poem	
Why you liked it	



6. Write an appreciation of the poem 'Laughing Song'. You can use the details from the above activities to complete it.

'Laughing Song' is a short poem by William Blake.

.....

.....

.....

.....

.....



Everybody likes jokes. Here are some good ones, related to humorous situations from the lives of eminent personalities.

## THE WORLD OF HUMOUR

I wake up every morning at nine and grab for the morning paper. Then I look at the obituary page. If my name is not on it, I get up.

**Benjamin Franklin**



**Arthur Conan Doyle**, the famous author of detective stories, once went to Paris. He hired a cab at the railway station to go to the hotel. "What hotel would you like to go to, Mr Conan Doyle?" asked the cabman. The writer was greatly surprised. "How do you know my name?" he asked. "Well, it's simple," the cabman said. "The other day I read in the newspapers that you would probably visit Paris this week. Then I noticed that your suit was made of good English tweed." "Wonderful!" said Conan Doyle. "You are a born detective!" "Thank you, sir," the cabman replied. "But I am not exactly a good detective". "Why do you say that?," asked Conan Doyle. "You see, sir, your name is written on your luggage."



Do you think the cabman is a good detective? Why?



**Mark Twain**, the famous American writer, was travelling in France. Once he was going by train to Dijon. That afternoon, he was very tired and wanted to sleep. He therefore asked the conductor to wake him up when they reached Dijon. But first he explained that he was a very heavy sleeper. "I'll probably protest loudly when you try to wake me up," he said to the conductor. "But do not take any notice, just put me off the train anyway."

When Mark Twain woke up, the train was already in Paris. The angry writer ran up to the conductor and said, "I've never been so angry in all my life."

The conductor looked at him calmly. "You are not half as angry as the American whom I put off the train at Dijon," he said.



### My Word Gallery

Who did the conductor put off the train? Why?

**Albert Einstein** was apparently a late talker and his parents were worried about his mental development. At last, at the supper table one night, he broke his silence to say, "The soup is too hot." Greatly relieved, his parents asked why he had never said a word before. Albert replied, "Because everything was alright till today."



### My Word Gallery

Why did it take Albert Einstein so long to speak?

Do you think everything was alright till Einstein complained about the soup?



1. a. Try to find the answers to the following funny questions.  
The pictures may help you.



1. Which letter of the alphabet contains a huge quantity of water?
2. Why are fish so smart?
3. Why did the kid eat his homework?
4. The more you take, the more you leave behind. What is it?
5. Which building has a number of stories?
6. Why is history a sweet subject?
7. "I have teeth but can't eat." Who am I?
8. What has a face and two hands, but no arms or legs?
9. What goes up as soon as the rain comes down?
10. Which two words, when combined, hold a lot of letters?

- b. Sit in pairs and frame at least two funny, tricky and interesting questions.

1. ....

2. ....

Conduct a quiz as a class activity.



2. Do you remember any funny experience in your life? Describe one of them below.

.....

.....

.....

.....

.....

.....



3. There are many popular jokes in your mother tongue. They are often published in magazines or journals. There are many such jokes in movies too. Collect some of them. Present them in your class.

Try to translate one of them into English.







4. Look at the following cartoon strips and say what you think of them. Develop stories from them.

a.





b.





## Glossary

amazingly	: in a way that causes great surprise or wonder
amidship	: in the middle of a ship
annoyed	: became slightly angry or irritated
apparently	: evidently
bravery test	: a test or game to prove your courage
chorus	: a group of singers who sing together
cicada	: an insect which makes a loud shrill noise
crouched down	: bent knees and lowered oneself
delighted	: felt great pleasure
deserted	: vacant
detective stories	: stories with plots that revolve around the investigation and solving of a problem
embarked	: went on board a ship or aircraft
get lost	: go away (an expression of anger/ impatience)
grab	: seize suddenly and roughly
instilled	: established an idea or attitude in a person's mind, gradually but firmly
litter	: make a place untidy with rubbish
meadow	: a grass land
merry	: cheerful and happy
obituary page	: a page which carries news about the death of people
popsicle	: a piece of flavoured ice or ice-cream on a stick
quilt	: a warm bed cover
revelled	: enjoyed something very much
setting off	: beginning a journey
tweed	: a rough surfaced woollen cloth originally produced in Britain
unruly behaviour	: disobedient behaviour
wrinkle	: folding/mark on the skin

# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

*Fundamental Duties- It shall be the duty of every citizen of India:*

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

## CHILDREN'S RIGHTS

*Dear Children,*

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

*Let's see what your rights are:*

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Right to freedom of speech and expression.</li><li>• Right to life and liberty.</li><li>• Right to maximum survival and development.</li><li>• Right to be respected and accepted regardless of caste, creed and colour.</li><li>• Right to protection and care against physical, mental and sexual abuse.</li><li>• Right to participation.</li><li>• Protection from child labour and hazardous work.</li><li>• Protection against child marriage.</li><li>• Right to know one's culture and live accordingly.</li></ul> | <ul style="list-style-type: none"><li>• Protection against neglect.</li><li>• Right to free and compulsory education.</li><li>• Right to learn, rest and leisure.</li><li>• Right to parental and societal care, and protection.</li></ul> |
|--|--|

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### Major Responsibilities

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- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

*Contact Address:*



**Kerala State Commission for Protection of Child Rights**

'Sree Ganesh', T. C. 14/2036, Vanross Junction

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Website : [www.kescpcr.kerala.gov.in](http://www.kescpcr.kerala.gov.in)

**Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400**

**Kerala Police Helpline - 0471 - 3243000/44000/45000**

**Online R. T. E Monitoring : [www.nireekshana.org.in](http://www.nireekshana.org.in)**