

KERALA READER ENGLISH

STANDARD VI
PART 1



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 my parents, teachers and all elders respect, 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.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.

Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.

Tava shubha name jage,
Tava shubha asisa mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jaya jaya, jaya he!

Kerala Reader - English

Standard VI Part 1

Prepared by:

State Council of Educational Research & Training (SCERT)

Poojappura, Thiruvananthapuram -12, Kerala.

E-mail: scertkerala@gmail.com

Typesetting by: SCERT Computer Lab.

First Edition : 2015, Reprint : 2016

Printed at: KBPS, Kakkanad, Kochi-30

©

Government of Kerala

Department of Education

Dear students,

The new English Coursebook for Standard VI, has been designed to make your reading and learning of English thoroughly enjoyable and effective.

It will lead you through a world of new learning experiences, opening up vistas of known and unknown ideas and thoughts.

I am certain you'll enjoy doing the activities towards the end of the texts. They are intended to increase your self-confidence and improve your vocabulary and analytical skills. It will help you to use English effectively and appropriately.

Happy reading!

Dr.P.A.Fathima
Director
SCERT

Textbook Development Team

Members

Abdul Khader N M, MMAUPS Thuruthi Kasargode
Abdu Razak A, AMUPS ParackalKanmanam, Thekkumury, Tanur, Malappuram
Jahfar K, PTMUPS Amminikkadu, Perinthalmanna, Malappuram
Hrdya J, GHSS Aruvikkara, Thiruvananthapuram
Krishna K, AMUPS Kooriyad, Malappuram
Minu G S, GUPS Anakudy Vamanapuram, Thiruvananthapuram
Preetha P V, NVT English, GVHSS Mancha, Nedumangad, Thiruvananthapuram
Rani S, Trainer, BRC Kilimanoor, Thiruvananthapuram
Reghunathan T K, GHS Vennakara, Palakkad
Reshmi Reghunath, GVHSS Karakulam, Thiruvananthapuram
Santhosh Kumar A V, Udinur Central AUPS, Kasaragode
Seema J Nath, GVHSS Mancha, Nedumangad, Thiruvananthapuram
Shaji M, GUPS Karingapara, Adissery, Malappuram
Sukhadan K N, CAUPS Pariyapuram, Tanur, Malappuram

Experts

Dr Chitra T Nair, Asst. Professor, University College, Thiruvananthapuram
Dr Chitra V R, Asst. Professor, University College, Thiruvananthapuram
Dr Manju C R., Asst. Professor, Govt. Arts College, Thiruvananthapuram
Dr Muraleedharan K C, Asso. Professor, Payyannur College, Kannur
Reeja Thankachan, Asst. Professor, University College, Thiruvananthapuram

Artist

Ramesan P, Art Teacher, Iringannur HSS, Kozhikode

Academic Co-ordinator

Jose D Sujeev, Research Officer (English & IT), SCERT, Kerala

CONTENTS

| | | |
|---------------|---------------------------|-----------|
| Unit 1 | Rain of Love | 7 |
| Unit 2 | Still We Rise | 38 |
| Unit 3 | Glimpses of Nature | 71 |



Unit 1
Rain of Love

Unit at a Glance

Rain of Love

Prose:

Life with Grandfather (Kesavan Sankara Pillai)

Making a Mango Pickle (Bibhuti Bhushan Bandopadhyay)

Poem

The Little Boy and the Old Man (Sheldon Allan)

Learning Outcomes

By learning this unit, the learner will be able to:

- understand simple questions starting with 'what', 'who', 'why', etc.
- answer in English during classroom interaction.
- read and enjoy simple stories and understand the essential elements of a short story.
- write dialogues according to the given situations.
- develop a script based on the picture and the story he/she has read.
- identify expressions of the character from their dialogues.
- read, enjoy and appreciate poems.
- identify features and usages of present continuous tense and simple past tense.
- develop interest in collecting the names of their ancestors.
- write short messages.
- enjoy and appreciate films, by watching them.
- undertake simple project works.

Family Tree

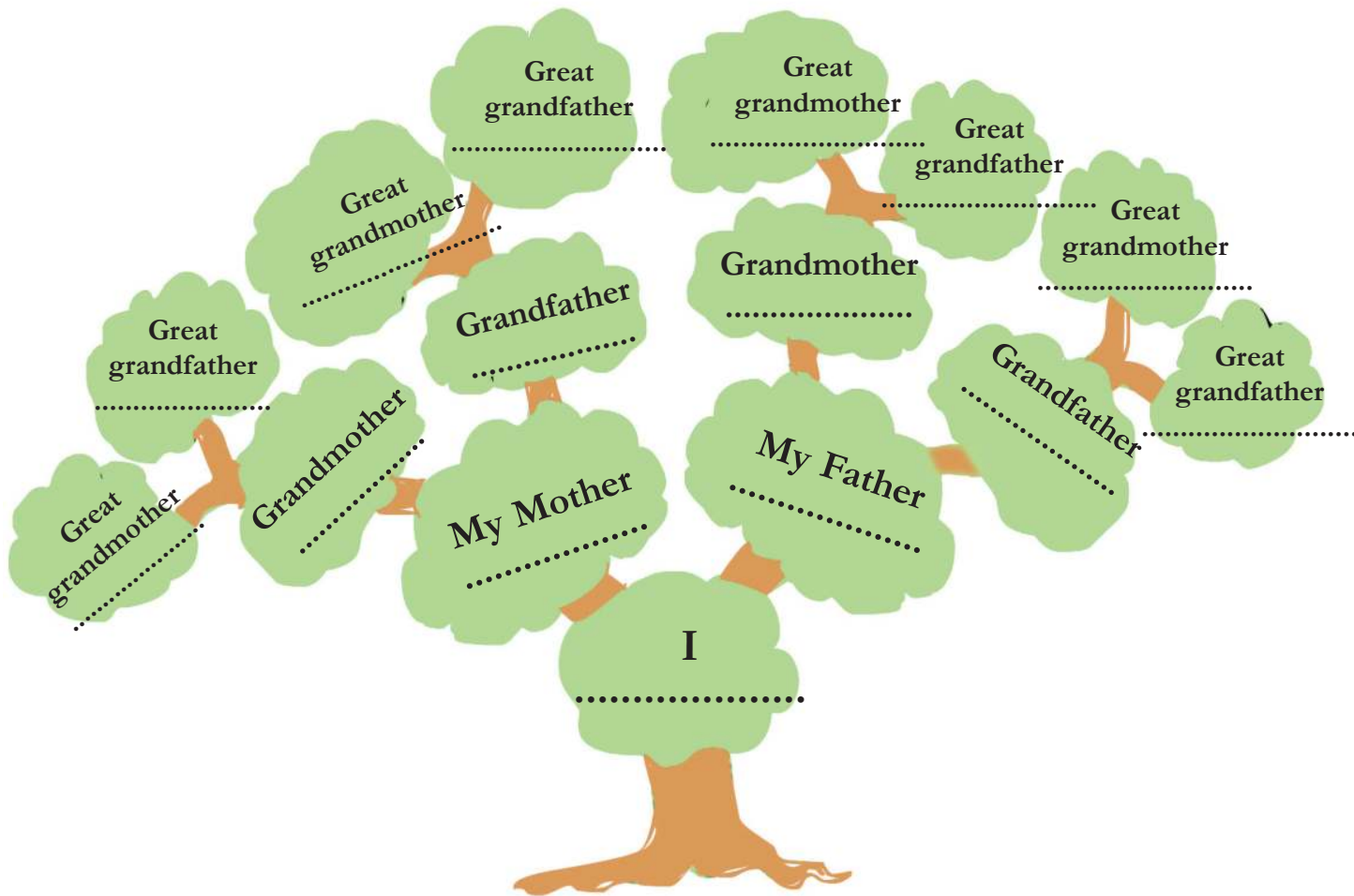
How many members are there in your family?

Who are they?

Here is a family tree.

Collect details of your parents, grandparents, great grandparents, etc.

Write their names and complete the family tree.



Life With Grandfather



This is Raja's family.

Can you guess who the members of his family are?

Who does Raja like the best in his family?

Read the story and find out the answers to these questions.

My Home

Everybody called me 'Raja'. It is not my real name, but I liked being called 'Raja'. I lived with my grandfather and grandmother. They were my guardians. My mother died when I was young. My father left me with my grandparents, who brought me up.

We lived in a large house. But we were a small family. There were grandfather, grandmother, uncle and I. We had many relatives but they lived in their own houses.

Grandfather was a tall, strong man. He always spoke in a loud voice. He knew everyone in the village. People respected him. They came to him for advice and help.

Grandmother was kind and gentle. She took good care of me. She would follow me like a shadow, saying, 'Drink this milk' or 'Eat your food' or 'Have your bath' or 'Go to bed'. I did not like this, but still I loved her very much.

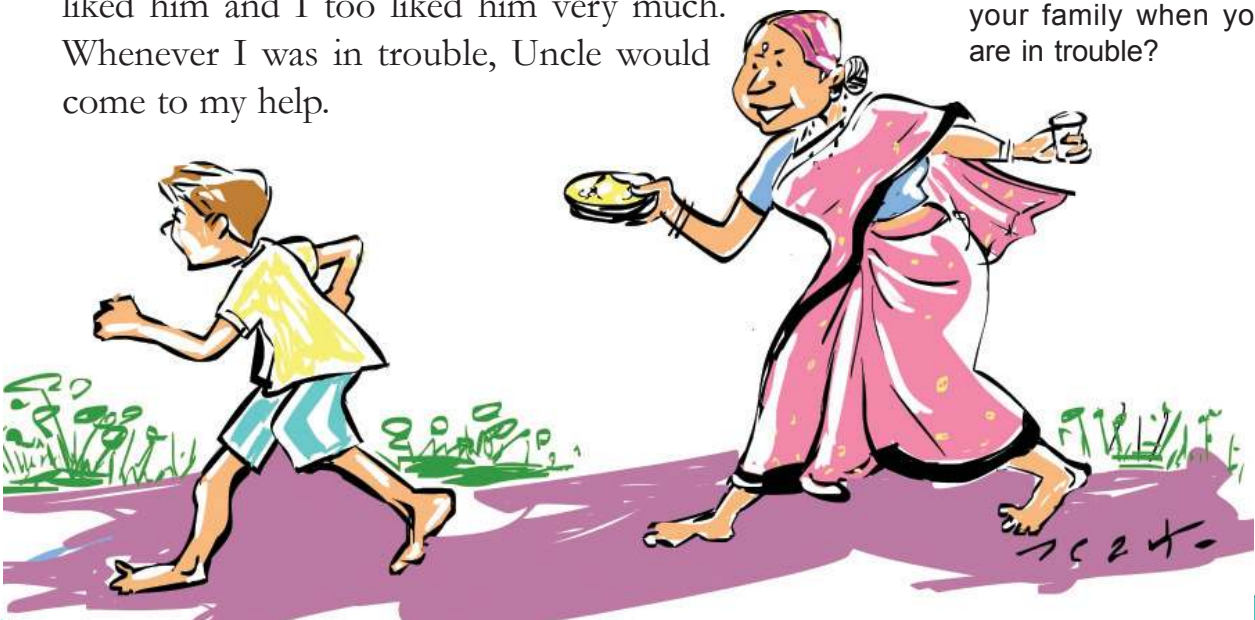
My uncle was young and very clever. He helped Grandfather in looking after his fields and gardens. People liked him and I too liked him very much.

Whenever I was in trouble, Uncle would come to my help.

1. Do you think Raja's grandfather was a man respected by everyone? Pick out sentences from the story to justify your answer.

2. What will you feel if somebody insists you to do something?

3. Who helps you in your family when you are in trouble?



At home I did not have any friend to play with. Grandfather did not like my going out to play with other children. He believed that I would be spoiled if I did so. Other children did not like to come to our house because they were afraid of Grandfather.



Yet, life with Grandfather was not dull. I liked my home and the very large garden all around it. There were many trees in the garden: coconut trees, mango trees and other kinds of trees. There were birds, butterflies and honeybees. There were many tanks, with plenty of fish in them. Kingfishers, storks and other water birds came to the tanks to catch the fish.

In a corner of the compound was a grove, where trees, shrubs and creepers grew wild. Jackals, mongooses, wild cats and owls lived in the grove.

We had many cows, bulls and bullocks. Little calves played and ran about in our garden.

I liked to play with the calves and I liked to watch the birds in the garden. I looked for jackals coming out of the grove. I ran after mongooses and I caught butterflies and reptiles.

4. We saw many things around Raja's house. List them out.

- coconut tree
-
-
-

5. What brings more colour to Raja's life?

Making a Shower

It was an evening after a heavy rain. Grandfather was picking flowers from the jasmine bush under the sandalwood tree. The leaves of the tree were full of raindrops. I knew I could make rain if I shook the tree and Grandfather and I would get a good shower. I liked bathing in the rain. But he might not like it. But it would be great fun.

So I quietly went near the sandalwood tree and shook it with all my strength. There was a heavy shower and both Grandfather and I were soaked. I loved it. But Grandfather did not. He turned to me with an angry look. I was sure he would catch me and beat me. So I ran. He ran after me. I ran fast. But he ran faster. He had almost caught me when he stumbled and fell. I ran away to the

6. Who do you like to play with at home?

7. What was the reaction of the Grandfather when he was soaked in the shower?



paddy fields and hid myself there. I heard Grandfather shout that he would teach me a lesson when I came back home.

I did not want to go home because I feared Grandfather would beat me. I stayed on in the fields. It was getting dark. I was afraid to stay there alone in the darkness. I remembered all the ghost stories I had heard. I stood up, looked around and then ran towards home.

I was still afraid to face Grandfather. So I did not go inside the house. I went to the cowshed and took shelter in the loft. From there I could see Grandfather sitting on the verandah saying his prayers.

Grandmother was waiting for me. When I did not turn up, she looked for me everywhere in the house. Then she came out and called aloud for me, thinking that I was somewhere in the garden. She did not get any answer. Then she went to Grandfather and asked him where I was. 'You look for him in the house,' Grandfather said. 'He is hiding somewhere.'

'He is not in the house,' Grandmother said. 'I looked for him everywhere.'

8. Why did Raja select the loft in the cowshed as his hiding place?

9. 'Grandmother was extremely worried when he knew that Raja was missing.' Pick out the sentences from the passage which convey this idea.



The News Spreads

Then Grandfather stood up and went outside and called aloud. 'Come Raja, come. I won't beat you.' But I did not answer him, for I thought that he would beat me.

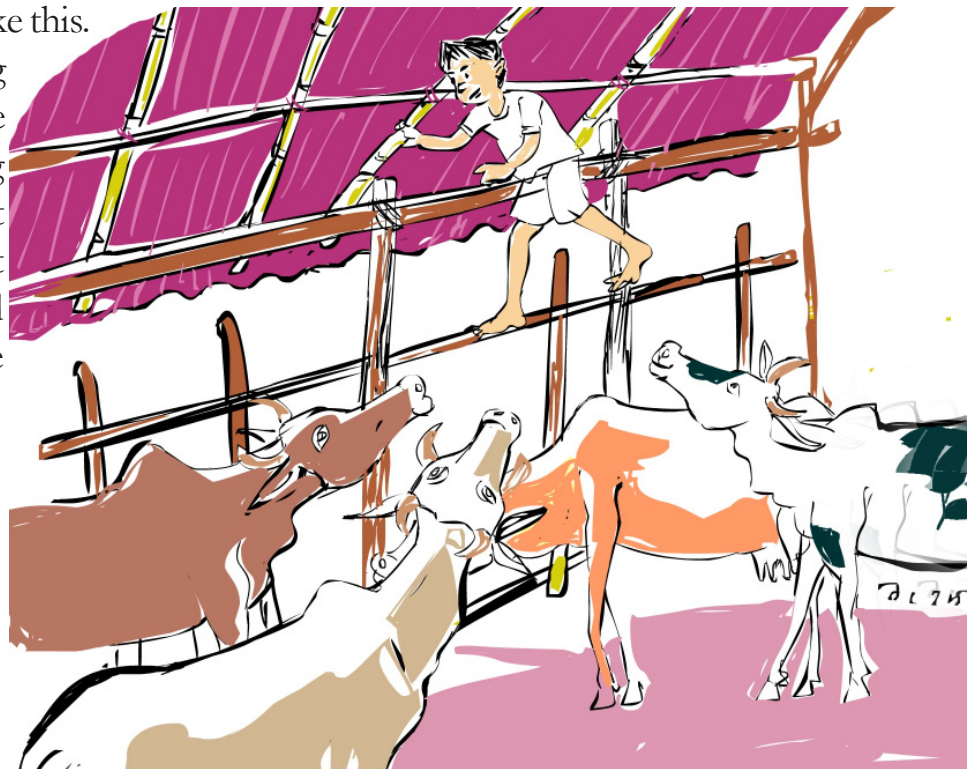
Grandmother was angry and said, 'He won't come. You drove him away. I heard you say that you would beat him if he came home. Poor child, he is afraid of you and has run away.'

Grandfather called the servants and asked them to go out and look for me. They went out but after a while returned to say that they could not find me. Grandmother started weeping. Grandfather started walking up and down the courtyard.

The news that I was missing spread. Our neighbours came first, then our relatives and then others who had heard the bad news. Many came to offer their sympathies to Grandmother.

Grandfather did not like this.

He shouted, 'Nothing has happened to the boy. He is hiding somewhere. Can't some of you go out and find him instead of wasting your time here?'



10. Grandmother felt angry with Grandfather. Do you support the Grandmother? Why?

11. Why did Grandfather lose his temper?

Some of them went out to search for me.

More and more people came and soon there was a big crowd. By now Grandmother had lost all hope of seeing me again. She started telling the people what a good boy I was. The search parties returned without finding me. Grandmother started weeping loudly. The women in the crowd also wept. The servants of the house joined in the wailing. They all acted as if I were dead.

I felt very sorry for Grandmother. I wanted to come out.

Grandfather was a man of strong will. But I knew that he too felt very sad. He did not, however, lose hope. He stood up, turned in the direction of our family temple and prayed. 'Help me God,' he said. 'Give me my child. I want him now. I cannot wait any longer.' He then stood silent in prayer.

12. Where might the people have searched for Raja? Why couldn't they find him?

13. 'I wanted to come out.' What prevented Raja from coming out?



At that moment Uncle returned. He learnt what was happening at home. He looked around and guessed where I was. He came to the cowshed and asked me to come down. I came down. Uncle took me into the house. Grandfather had just finished his prayer and turned. As he opened his eyes he saw me standing before him. He took me up in his arms in joy, hugged me and said, ‘God heard my prayers and has given you back to us.’

14. What would Raja say to his grandfather when he returned home?



Kesavan Sankara Pillai (1902-'89), known as Shankar, was an Indian cartoonist and writer. He is considered as the father of Indian cartoons. He is particularly noted for his political cartoons. He is most remembered for establishing Children's Book Trust in 1957 and Shankar's International Dolls Museum in 1965. Shankar won many awards like *Padma Sree* (1956), *Padma Bhooshan* (1966) and *Padma Vibhooshan* (1976). His work *Life with Grandfather* is a fiction, published in 1953.

Let's revisit the story

1. Pick out sentences from the story which show Grandmother's love for Raja.

2. Raja loves both Grandmother and Grandfather. But they are somehow different. Compare the characters of Grandmother and Grandfather.

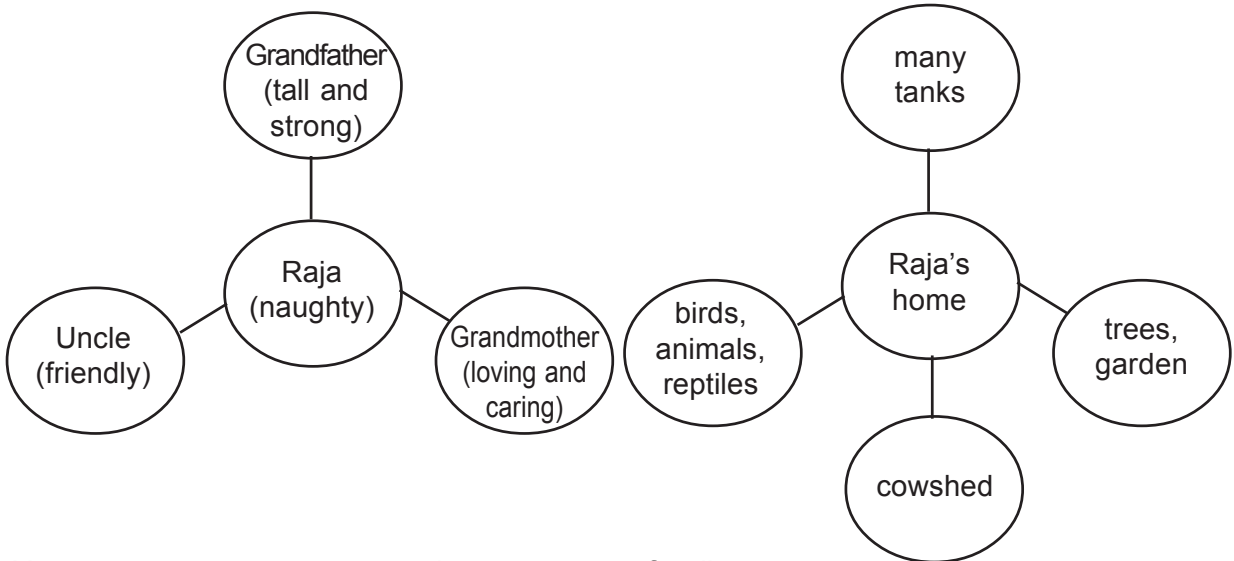
3. Raja hid in the cowshed for a long time. Was it right to do so? Write your views in a few sentences.

4. Did you like the story? Which part of the story did you like the most? Write a note on why you liked the story.

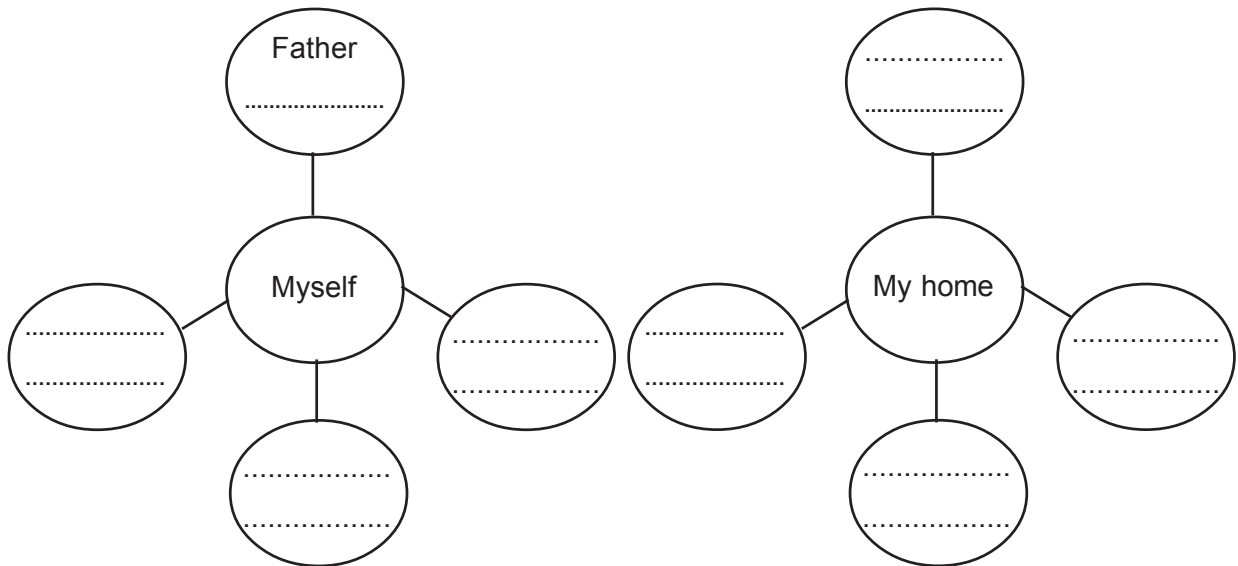
5. In the story, Raja made a shower by shaking the sandalwood tree. It was great fun for him. You must have had such funny experiences in your life. Recollect and present such an experience before your friends in the class.

Activity 1

Go through the concept maps on Raja's family and his homestead.



Now, prepare concept maps about your own family.



Using the hints from the concept maps you have prepared, write a short description about your family.

Activity 2

Look at the pictures given below and fill in the boxes suitably.

Empty speech bubble for the first scene.



Hey crazy boy. I will teach you a lesson.

Empty speech bubble for the second scene.



Oh!.... Help me, help me. I have broken my legs.

Empty speech bubble for the third scene.



What is this boy doing there?

Empty speech bubble for the fourth scene.



Empty speech bubble with dotted lines for the fourth scene.

Empty speech bubble for the fifth scene.



Empty speech bubble with dotted lines for the fifth scene.

Now, let's complete the following events.

Event no. 1

Raja shakes the sandalwood tree. Raindrops shower on him and his grandfather.

Event no. 2

Event no. 3

Event no. 4

People make various comments about Raja's disappearance.

Event no. 5

Now, read and understand how the first event is developed into a script.

Event no. 1

(The stage is decorated with flowers and trees. Raja, a ten year old boy, enters from the left side of the stage.)

Raja : Oh, lovely flowers, big trees! Once again I have come here to see you.
Where are you my friends, my pretty butterflies, my sweet calves?
(Raja sees his grandfather standing under a tree, picking flowers from the jasmine bush.)

Raja : *(To himself)* Hi.... What are you doing there under the tree?

Grandfather: All the flowers have fallen. I must collect them soon.

Raja : I want to have a shower. Oh tree! Give me rain. Give me rain.
(Raja shakes the tree and raindrops shower on Grandfather. Grandfather gets angry. Raja hides behind the tree.)

Grandfather: You crazy boy... I will teach you a lesson.

You may blow up the remaining events including characters, dialogues, actions, etc. and prepare a script.

How well did I prepare the script?

My script

| Sl. No. | In my script | Yes | No |
|---------|---|-----|----|
| 1 | I fixed the main events of the story before writing the script. | | |
| 2 | I mentioned the places where each event had taken place. | | |
| 3 | I included suitable characters for each event. | | |
| 4 | I wrote suitable dialogues for different situations. | | |
| 5 | I mentioned the entry and exit, positions, movements and actions of each character. | | |
| 6 | I mentioned the properties and costumes in the script. | | |

Activity 3

Look at the illustrations from this story. What are the characters doing here?



1. Grandfather is picking the flowers. (pick)



2. Raja is the tree. (shake)



3. Raja is at his grandfather. (laugh)

Activity 5

After reading the story 'Life with Grandfather', Vinod, a student of Class VI, decided to send a message to his grandfather on the occasion of Grandparents Day. Some messages are given below. Put a tick mark on the messages which Vinod can send.

- The greatest gift I ever had from God is you. Happy Grandparents Day.
- In remembrance of the first death anniversary of your beloved parents.
- Sending lots of love and wishes on your wedding anniversary.
- May your birthday be filled with the warmth of sunshine, the sounds of laughter, the feeling of love and the sharing of good cheer.
- Thank you for being a great Grandfather. Your memories will always be there in my heart.
- Your marriage be blessed with love, joy and companionship for all the years of your lives!
- A wonderful day filled with much love, many wonderful surprises and lasting memories to cherish in the days ahead. Happy Birthday.
- Heartfelt condolences.
- They say that you can count your true friends on one hand-but not the candles on your birthday cake! Happy Birthday.
- I miss you Grandpa... You are the one with whom I can share all my secrets. May you live longer.

Now, write a message to your grandfather on the occasion of Grandparents Day.

We have read the story 'Life with Grandfather'. What similarities or differences do you find between the little boy and the old man? Here is a poem which opens a way to think about it.

The Little Boy and The Old Man



Said the little boy, 'Sometimes I drop my spoon.'
Said the little old man, 'I do that too.'
The little boy whispered, 'I wet my pants.'
'I do that too', laughed the little old man.
Said the little boy, 'I often cry.'
The old man nodded, 'So do I.'
'But worst of all,' said the boy, 'it seems
Grown-ups don't pay attention to me.'
And he felt the warmth of a wrinkled old hand.
'I know what you mean,' said the little old man.



Sheldon Allan (Shel Silverstein) (1930–'99) was an American poet, singer, cartoonist, screenwriter and author of children's books. He is famous for his poems and theatre practices. His *A Boy Named Sue* won the 1970 Grammy Award. *The Little Boy and the Old Man* is taken from the book *Words Alive* which includes a number of poems.

Let's revisit the poem

1. Identify similar activities of the boy and the old man and write them down.

2. 'I know what you mean...' Why does the old man say so?

3. Is the little boy or the old man satisfied? Why? Justify your answer.

Activity i

The little boy felt the warmth of a 'wrinkled old hand'. Here 'wrinkled old hand' describes old age. Add a few more words describing old age.

e.g. grey hair

Activity ii

Pick out lines from the poem and rewrite them in the form of a conversation.

- Little boy : Sometimes I drop my spoon.
- Old man : _____
- Little boy : _____
- Old man : _____
- Little boy : _____
- Old man : _____
- Little boy : _____
- Old man : _____

Preparing mango pickle is not an easy task always. But does it create problems in one's life? Let's go through this story.

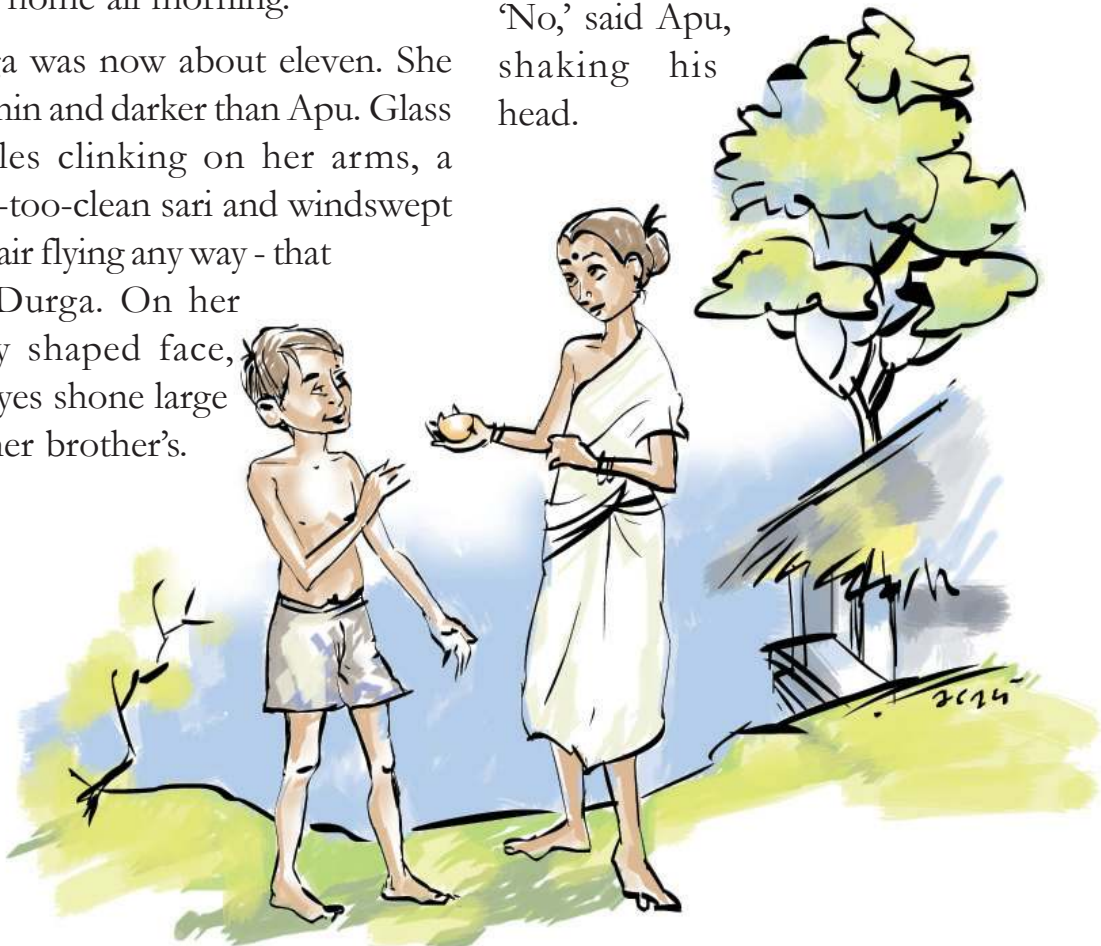
Making A Mango Pickle

It was eight or nine in the morning. Harihar's son was playing by himself in the open verandah of their house when Durga called out suddenly from behind the jackfruit tree in their courtyard, 'Apu, Apu-u-u-u...'. She had just made an appearance after having been away from home all morning.

Durga was now about eleven. She was thin and darker than Apu. Glass bangles clinking on her arms, a none-too-clean sari and windswept dry hair flying any way - that was Durga. On her finely shaped face, her eyes shone large like her brother's.

'What is it?' asked Apu, jumping off the verandah in front of their house and coming up to her. Durga held a half coconut shell in her hands. She lowered it to show Apu its contents - slices of tender green mango before the seed had hardened. Then, in an undertone, 'Is Ma back from the ghat yet?'

'No,' said Apu, shaking his head.



Making a Mango Pickle

'Can you fetch me a bit of oil and some salt?' she asked him secretively. 'I'll pickle these....'

'Where did you get them from, Didi?' Apu was delighted.

'They were lying on the ground just under the Sindurkunto tree. Now, get me a pinch of salt and some oil, will you?'

'But Ma will give it to me if I bring down the oil pot from the shelf,' replied Apu, scared.

'Run and get it, fast. It will be a while before she's back; she's gone to wash the clothes. Hurry up!'

'The shell,' said Apu. 'Give me the shell. I'll pour it into the shell. You stand by the back door and keep a look out.'

'Mind you, don't spill any oil on the floor. Better be careful. Otherwise Ma'll know for sure: you're such a good for nothing.'

When Apu came out of the house, Durga took the coconut shell from him and expertly got the mix of oil and salt into the mango slices. 'Here, put out your hand-'

'Didi, are you going to eat all the rest yourself?'

'Do you think you can get us a nice chilli? I'll give you an extra slice if you do.'

'But how shall I get to the chillies, Didi? They're right up on the shelf. I can't even reach it!'

'Don't bother; I'll get some more mangoes later in the day. You know that tree by the pond - there's lots and lots of budding mangoes that'll fall off in the afternoon sun.'

The back door opened with a sharp clang and Sarbojaya was heard calling out, 'Dugga... O... Dugg-a-a-a!'

'That's Ma calling - quick, go and see what's up. Finish it up over there.... No wait, you've got grains of salt all over your mouth. Wipe them away first.'

Durga heard her mother call out yet again, but there was no way she could reply for her mouth was quite full. She began furiously devouring the slices of pickled mango. When she found that she still had many left, she hid behind the trunk of the jackfruit tree and started to gobble up the rest. Apu stood beside her frantically swallowing his share, for there was no time to chew. As he ate, he smiled a guilty smile at his sister.

'You little monkey,' she said to her brother, 'why don't you wipe your face clean? There is salt all over your face even now!'

Then, putting on a most innocent expression, she entered the house.

'What is it, Ma?' she asked.

Making a Mango Pickle

‘And where had you gone a–wandering, may I know?’ asked Sarbojaya, ‘and where’s that monkey gone?’

‘I’m hungry, Ma,’ announced Apu, appearing suddenly.

‘Now hold on, let me take a breath.

O, Dugga, go and check on the calf, will you? It’s been lowing away.’

A little later, when she sat down in the verandah in front of the kitchen to cut up a cucumber for children, Apu flopped down next to her.

‘Ma, do take some more of that white stuff out of the cucumber, it sticks in my mouth,’ he said.

Durga spread out her palm to get her share and asked a little hesitantly, ‘Isn’t there anymore of the rice fry, Ma?’

‘Oh, it’s impossible...all those tart mangoes have set my teeth on edge.’ began Apu. He stopped abruptly when he saw Durga frowning and winking at him.

‘Where did you get mangoes from?’ asked his mother.

Apu was afraid to tell the truth; he looked questioningly at his sister wondering what to reply.

Sarbojaya turned to her daughter and demanded, ‘So you’d gone out again?’



Making a Mango Pickle

Durga paled. ‘Ask him, I was just there by the jackfruit tree... and then, just as you called-’

Fortunately, the conversation was cut short by the entry of the milk woman Shorno. She had come to milk their cow. ‘Go, catch the calf,’ said Sarbojaya to her daughter.

Apu followed his sister out to watch the cow being milked. As soon as he stepped into the outer courtyard, Durga landed him a smart blow on his back. ‘You wretch! Monkey!’ She made faces at him and mimicked him. ‘All those tart mangoes have set my teeth on edge... Dumbo! No brains at all.’



Bibhuti Bhushan Bandopadhyay (1894- 1950) was one of the leading writers of modern Bengali literature. He was a teacher, but later he served as a travelling publicist for the Goraksini Sabha.

Bibhuti Bhushan’s works are largely set in Bengal with characters from rural life. His best known work is the novel, *Song of the Road (Pather Panchali)*, which was later adapted into a film of the same name by Satyajith Ray. The story *Making a Mango Pickle* is an extract from the abridged version of *Pather Panchali*.

Let’s revisit the story

1. What similarities do you find between Apu and Durga?

2. Pick out the sentence which tells that Durga is pretty.

3. ‘You stand by the back door and keep a look out’. Why does Apu say so?

Activity 1






Who is the speaker?

You have read the story *Making a Mango Pickle*, haven't you? Given below are some dialogues taken from the story. Identify the speaker.

| | Dialogue | Speaker |
|----|---|---------|
| a | 'Is Ma back from the ghat yet?' | |
| b | 'Give me the shell. I'll pour it into the shell.' | |
| c. | 'Do you think you can get us a nice chilly? I'll give you an extra slice if you do.' | |
| d | 'Where's that monkey gone?' | |
| e | 'Ma, do take some more of that white stuff out of the cucumber, it sticks in my mouth.' | |

Activity 2

Read the story again. Write down which dialogue fits the expressions given.

| | Dialogue | Expression | Picture |
|---|---|------------|---|
| a | 'Where did you get them from, Didi?' | Anxiety |  |
| b | | Happiness |  |
| c | | Fear |  |
| d | | Anger |  |
| e | 'They are right upon the shelf. I can't even reach it.' | Sadness |  |

Project Work

The story revolves around a poor, Bengali Brahmin family in the early years of the 20th century. The father, Harihar is a priest who is unable to make both ends meet. The mother Sarbojaya, has the chief responsibility of raising her mischievous daughter Durga and caring Indir, a distant aunt of Harihar. With the arrival of Apu in the family, dramatic moments happen in their daily life.

Now, watch the film *Pather Panchali* and express your views in the space given.

Pather Panchali - In my view

| | |
|---|--|
| 1. What is the main theme of the film? | |
| 2. Who are the other characters you see in the film, who are not in the text? | |
| 3. Which scene in this film attracts you the most? Why? | |
| 4. Identify a funny incident in the film. | |
| 5. Mention the most tragic event in the film. | |

Write an appreciation of the film *Pather Panchali*.



I can



| I can | I can do it well | I can do with the help of others | I need improvement |
|---|------------------|----------------------------------|--------------------|
| read and enjoy simple stories and understand essential elements in a short story. | | | |
| write dialogues according to the given situations. | | | |
| develop a script based on the pictures in the story. | | | |
| read, enjoy and appreciate poems. | | | |
| identify the features and uses of present continuous and simple past tense. | | | |
| do vocabulary activities on my own. | | | |
| do language activities on my own. | | | |
| familiarise the style of sending short messages. | | | |
| understand more about films and write appreciations about them. | | | |
| identify the expression of characters in the story. | | | |



clink (v): to make a sharp ringing sound, like two glasses being hit against each other

They *clinked* the glasses and drank for each other's health.

courtyard (n): an open space partly or completely surrounded by buildings

devour (v): to eat something quickly
When Durga saw her mother she *devoured* the slices of mango.

drench (v): to make somebody completely wet
Raju's face was *drenched* with sweat.

frantically (adv): done quickly in a way that is not very well organized
They worked *frantically* to finish the work on time.

furiously (adv): with great energy or speed
They worked *furiously* all weekend, trying to get it finished on time.

ghat (n): a place in the mountains

grove (n): a small area of land with a particular type of tree on it: a grove of mango trees

guess (v): to try and give an answer or make a judgment without being sure
Can you *guess* the answer to this question?

hug (v): to put your arms around a person and hold him tightly, to show that you like or love them
The friends *hugged* each other when they met after a long time.

jackal (n): a wild animal like a dog seen in Asia, that eats dead animals

mongoose (n): a small tropical animal with fur, that kills snakes, rats, etc.

nod (v): to move your head up and down to show agreement, understanding, etc.
I asked him if he would help me and he *noded*.

reptile (n): a cold blooded vertebrate animal that includes snakes, lizards, crocodiles, turtles, etc.

sandalwood (n): a hard tropical wood, with a sweet smell and is used to make perfume

scare (v): to become frightened
People were *scared* when they saw a snake.

shine (v): to be bright (shone: pp of shine)
The dark polished wood *shone* like glass.

soak (v): to put something in liquid for sometime so that it becomes completely wet
I *soak* the clothes in soap water before I wash them.

stumble (v): to hit your foot against something while walking or running and almost fall
Rani *stumbled* over a rock and fell down.

swallow (v): to make food, drink, etc. go down your throat without chewing
The nurse asked the patient to *swallow* the pills.

sympathy (n): showing that you understand and care about somebody's problems
We should show a little more *sympathy* to the poor.

tart (adj): having an unpleasant sour taste
The unripe mangoes had a *tart* taste.

wail (v): to make a long loud high cry because you feel sad or pain
The people *wailed* on seeing the bus accident.

warmth (n): the state of being enthusiastic and friendly
When my teacher patted on my back I was reminded of the *warmth* of my mother.

whisper (v): to speak very quietly so that other people cannot hear what you are saying
Mini leaned over and *whispered* something into her husband's ear.

windswept (adj): looking as though you have been in a strong wind
She combed her *windswept* hair.

wrinkle (v): lines or folds especially on the body of a person due to old age
I could see many *wrinkles* on my grandmother's face.

TEACHER PAGE



You may go through the details given below. This will help you handle the class in an effective manner. These are general instructions. Detailed instructions for processing each text and activity will be given in the Teacher Text.

How to process the text

An entry text to the units is given to generate interest among the learners. So, it is very important to introduce them in a meaningful and interesting manner. Identifying the themes will help you to plan a good introduction. In the first unit, the deep bondage of human relationships in our families is depicted through the funny events of childhood days. The second unit focuses on the marginalised women in the society. The third unit helps us feel the beauty of nature and warns us the need to preserve it. The stories are subdivided into smaller units and questions for interaction with the learners are given alongside the texts. These questions mainly serve the following purposes:

- Help to read the picture.
- Elicit learners' assumptions and perceptions of the text.
- Help the learners make predictions on what might happen next.
- Bring out the reflections of the learners.
- Help the learners check the emotions of the characters (empathy/ antipathy/ sympathy, etc.).
- Analyse a situation critically.
- Instill in the learners an urge to read.
- Assess the progress of reading.

Let the learners read the text on their own. You may ask them to sit in groups and discuss what they have read. You may interact with the groups and initiate a discussion to help them understand the difficult areas. Then, you may read the text aloud in meaningful chunks. Two or three pupils can read the text aloud in the classroom.

The classroom language needed for teacher talk

The teacher talk should:

- elicit divergent ideas from the learners
- build up responses in simple English
- initiate discussions
- consolidate ideas to make them clear

Discussions with the learners are possible with the help of various linguistic devices.

- using tags for seeking confirmation, making assertions etc.
- reporting
- using discourse markers (for expressing attitudes, politeness, etc.)
- agreeing or disagreeing
- stating one's own opinion
- using short responses
- building up certain responses

How to deal with language activities and theatre games

Simple theatre games and interesting language activities are helpful for easy acquisition of second language. The activities need not be kept reserved till the end of the unit. If you feel that some of the activities can be done while processing the story, you are free to do so. You may first give these activities as individual tasks with clear instructions. Or else, you can assign the task as pair or group activity with clear instructions. Working and playing together in small groups will promote interaction, togetherness and team spirit.

Theatre games also help in language acquisition. They trigger the imagination of the learner and make learning a pleasurable experience. A simple theatre game creates ample opportunities for the learners to use language meaningfully.

How can we incorporate creative drama in our classroom process

Creative drama is an improvisational, non-exhibitional and process-oriented drama, where participants are guided by a leader to imagine, enact and reflect upon experiences. Here the role of the teacher exists only as a facilitator. Creative drama is not primarily concerned with teaching theatre skills. The purpose of creative drama is to use the natural dramatic impulse to facilitate learning.

e.g. Take one of the events from the story, 'Life with Grandfather'.

After processing the text, we can ask the learners to stand in a circle. The teacher can give instructions to them:

Raja is missing. The news spreads. Many people like teachers, politicians, filmstars and policemen gather in Raja's house. People begin to speak about the mishap.

The teacher may give the instruction as follows:

Dear children, imagine you are one among the villagers, gathered at Raja's house. Plan and practise appropriate dialogues and actions of each character. Those learners who are standing around can encourage them. After the performance, you can select and appreciate the best performance based on the following indicators.

- Appropriate dialogues
- Use of actions, expressions and postures suitable for the characters
- Clear and audible dialogue delivery
- Stage settings

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You can assess your learners at each stage of the learning process. Informal interactions, interactive questions, reading the text, association of pictures with the text, language activities and theatre games give you ample opportunities for assessing your learner. Apart from these, you can see a separate page at the end of each unit entitled 'I can' for the self-assessment of your learners.

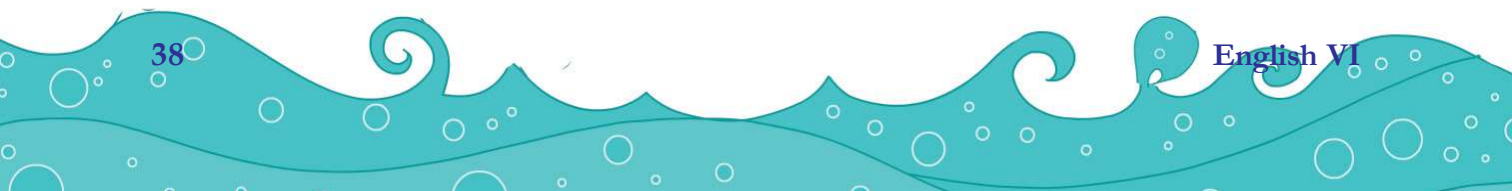
How to use information and communication technology

It is always a challenging task for the teacher to catch the attention of every learner. Learners are exposed to the world of digital audio-visual materials and attempt to teach them by using the old 'chalk and talk' method alone may not turn out to be a fruitful exercise. So every teacher must think of bringing about effective audio-visual texts into their classes and incorporate technology into the teaching-learning process effectively. Internet is a rich source of various kinds of materials. Google Images, YouTube, TeacherTube etc. will provide you with materials that can be used effectively in the classroom. The addresses of many such websites and Youtube are given in the Teacher Text.





Unit 2
Still We Rise



Unit at a Glance

Still We Rise

Prose:

Cinderella

One Child, One Teacher, One Pen and One Book can Change the World (Malala Yousafzai)

Poem

Woman Work (Maya Angelou)

Learning Outcomes

By learning this unit, the learner will be able to:

- interact in English in various situations.
- analyse a newspaper report.
- read and appreciate a story.
- read and appreciate a poem.
- read a passage and do the activities related to it.
- write the thoughts of a character.
- develop a skit.
- prepare an announcement.
- prepare an invitation card.
- frame exclamatory sentences.
- undertake simple project works.

Look at the newspaper report given below:

Express News

Ten year old girl dies of 'torture' by stepmother

Lucknow : A ten year old girl surrendered to death at the Medical College Hospital here on Thursday, on being tortured by her stepmother.

According to the police, the deceased is Salakha, daughter of Aravind, Indira Nagar, Lucknow. Salakha was a student of Class VI of Government High School at Indira Nagar. She was admitted with serious injuries to a hospital in the city around 6

pm on Thursday. The doctors who found the parents' explanation unsatisfactory, informed the police. Later, she was shifted to the Medical College Hospital where she died around 11pm.

Preliminary medical reports confirmed that the girl had undergone extreme physical torture which resulted in her death. There were several marks on her body. Local residents said that they had informed childline activists about the incident.

- What is the news report about?
- What is the reason for the girl's death?
- What would you do, if such a thing happened in your locality?
- Have you ever come across such incidents in your life?

Cinderella

Who does all the work at home? What kind of work do you do? Imagine that you have to do all the household work alone. How will it be? Or, try to think of such a girl who does all domestic work without having proper food, clothing, etc. Read the story of such a girl.

The Cinder Girl

Once upon a time, there was a rich man who lived happily with his wife and daughter. One day, his wife fell sick. When she felt that her end was drawing near, she called her only daughter near her and said, 'Dear child, be good and pious, and God will always take care of you. I will look upon you from heaven, and will be with you.' And

1. What advice did the dying mother give her daughter?



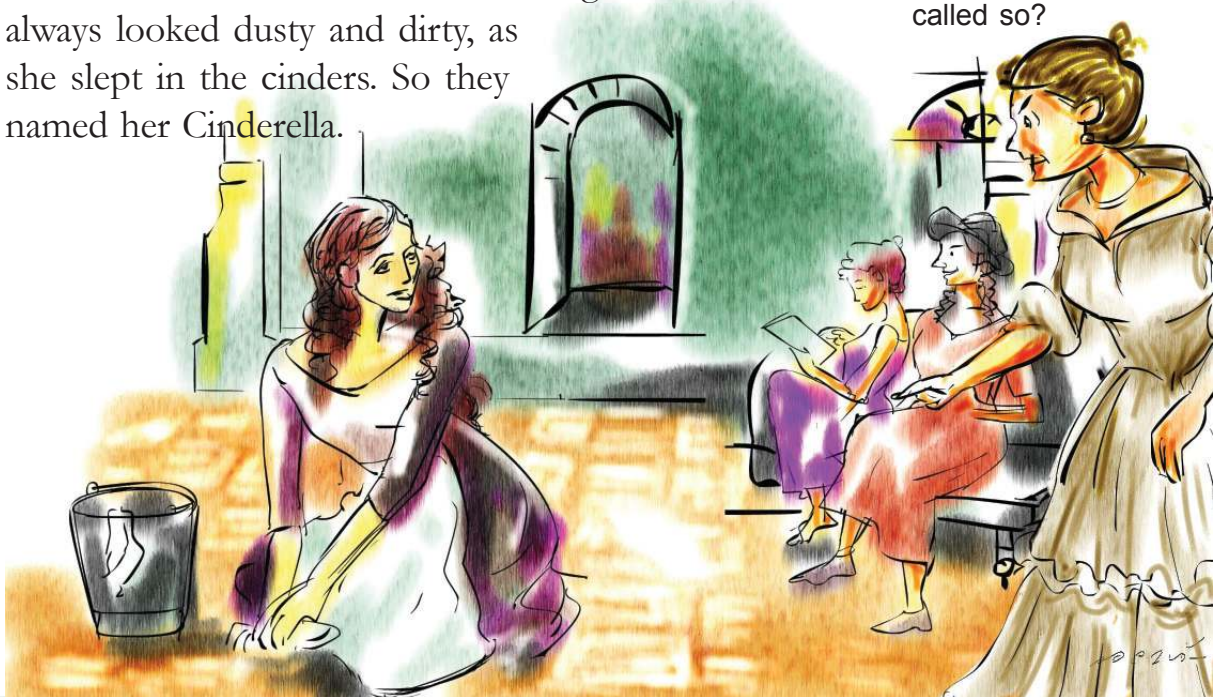
then, she closed her eyes forever. The maiden went every day to her mother's grave and wept, and remained pious and good. When winter came, the snow covered the grave with a white covering. Then, the sun came in the early spring and melted it away. Soon Cinderella's father married again. The new wife was a proud and unkind woman.

The new wife brought her two daughters along with her. Though they were beautiful and fair in appearance, at heart, they were wicked and ugly. And then began the evil times for the poor girl. 'Is the stupid creature to sit in the same room with us?' asked they. 'Those who eat food must earn it. She is nothing but a kitchen maid!' They took away her pretty dresses and forced her to put on an old grey one. They also gave her wooden shoes to wear. The stepsisters laughed at her and sent her to the kitchen. There she was made to do heavy work from morning to night - get up early in the morning, draw water, make the fire, cook and wash. In the evenings, she was quite tired after the day's hard work. As she had no bed to lie upon, she had to rest on the hearth among the cinders. She always looked dusty and dirty, as she slept in the cinders. So they named her Cinderella.

2. What happened to the mother's grave when winter came?

3. Cinderella was ill-treated by her step-mother and stepsisters. What could be the reasons?

4. Why is Cinderella called so?



The Magic Begins

One day the young prince of the land invited all the young girls of the kingdom to a ball, planning to choose his princess from amongst them. Cinderella's sisters were delighted on hearing this invitation. They selected the best gowns; they dressed their hairs. But they were not taking Cinderella with them. 'You can go when beggars hold a ball,' they told her. 'Comb our hair, brush our shoes, and make our buckles fast, we are going to the prince's ball.' When she heard this, Cinderella could not help crying, for she too liked to go to the party. She begged her stepmother to take her along. 'What! You Cinderella! In all your dust and dirt, you want to go to the ball! You have no dress and no shoes! You want to dance!' She turned her back to Cinderella and hurriedly set out with her two proud daughters. When Cinderella lost sight of them, she felt very sad. She started crying. Tears rolled down her cheeks. She thought of her own mother. 'If my mother had been alive, she would have sent me to the ball.'

Suddenly she heard a voice: 'You'll certainly go to the ball. I am your fairy godmother.' Cinderella turned around. She saw a fairy standing in front of her. 'I am the Queen of fairies,' she said. 'I will send you to the ball.'

'Well,' said her godmother, 'be a good girl, and I will contrive that you shall go.'

She went with Cinderella into her chamber, and told her, 'Run into the garden, and bring me a pumpkin.'

Cinderella went immediately to gather the finest pumpkin she could get, and brought it to her godmother. She could not imagine how this pumpkin could help her go to the ball. The fairy waved a magic wand over the pumpkin.

Suddenly the pumpkin changed into a red coach. Then the fairy said, 'You'll travel in this coach to the palace. But we must have horses to draw it. There is a mouse-

5. 'You can go when beggars hold a ball.' What would be the feelings of Cinderella to this comment?

6. 'If my mother had been alive, she would have sent me to the ball.' Why does Cinderella think so?



trap in the backyard of your house. Bring it to me.' Cinderella went out and brought the mouse-trap. There were six mice in it. The fairy waved the magic wand over it and all the mice were turned into six white horses.

Looking at the coach and the horses, the fairy said, 'Now we have a coach to travel in and six horses to draw it. But we haven't any footmen. Go again into the garden and you will find six lizards behind the watering pot. Bring them.' When Cinderella brought the lizards, the fairy changed them into footmen. The footmen bowed at her. They wore blue and yellow clothes. Cinderella was very happy to see them. But she became sad when she looked at her clothes. 'But I cannot go in these rags,' she said.

'I will give you wonderful clothes,' the fairy said. The fairy touched Cinderella with her magic wand. Her rags changed into beautiful clothes of silk and gold. There were diamonds in her hair, and she wore two pretty glass shoes. Then the fairy said, 'You can go to the ball now. But remember, the magic ends at 12 o' clock. You must return home before that time.'

7. What changes occurred to the following things?

- a. Pumpkin
- b. Mice
- c. Lizards
- d. Rags

8. What will happen to Cinderella if she cannot return home before 12 o' clock?

The Ball

Cinderella went to the ball dressed in wonderful clothes. She rode in the red coach. Six footmen waited on her. In the ball-room, she looked like a princess. Nothing was then heard but a confused noise, 'How beautiful she is! How beautiful she is!'

The prince noticed her at once. He danced only with her. Her sisters were now jealous of her. But they did not recognise Cinderella. She went on dancing and forgot about the time. Then the clock started to strike twelve.

9. Had Cinderella appeared in her old clothes, how would the prince have treated her?



She now remembered the words of the fairy. She bowed to the prince and ran quickly out of the ball-room. Arriving home, she ran to seek out her godmother to tell everything that had happened at the ball. She said that she heartily wished she could go to the ball the next day as well, because the prince had invited her. Then, her two sisters knocked at the door. Cinderella ran and opened the door.

'You stayed such a long time!' She cried, gaping, rubbing her eyes and stretching herself as if she had been sleeping.

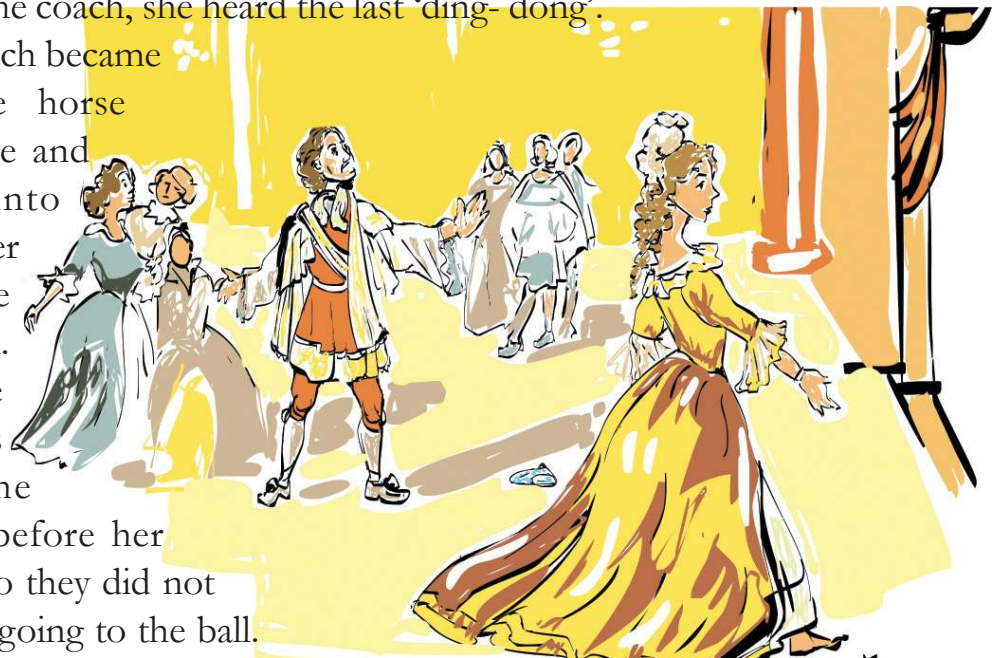
10. Why did Cinderella pretend to be asleep?

'If you had been at the ball,' said one of her sisters, 'you would not have been tired with it. The finest princess was there, the most beautiful that mortal eyes have ever seen.' Cinderella seemed very indifferent to what they said. Indeed, she asked them the name of the princess; but they told her they did not know. Cinderella smiling, replied, 'She must, then, be very beautiful indeed; how happy you have been! Could not I see her? Ah, dear sister, do lend me your yellow dress which you wear every day.' 'Yes, to be sure!' cried her sister. 'Lend my clothes to such a dirty cinder-wench as you are! I should be such a fool.' The entire family burst into laughter.

The next day the two sisters were at the ball, and so was Cinderella, dressed even more magnificently than before. The prince was always by her side, and never ceased to give his compliments and kind words to her. Cinderella forgot about the time. She thought that it was no later than eleven when she counted the clock striking twelve. She jumped up and fled, as nimble as a deer. In her hurry, she left one of her glass shoes in the ball-room.

As she reached the coach, she heard the last 'ding-dong'. Suddenly the coach became a pumpkin. The horse turned into mice and the footmen into green lizards. Her clothes became the old rags again. But the one shoe on her foot was unchanged. She reached home before her sisters arrived. So they did not know about her going to the ball.

11. Cinderella forgot the words of her fairy god-mother, on the second day. What may be the reason?



The Search

The prince became very sad when Cinderella left him. His servants brought him the glass shoe that Cinderella had left in the room. He wanted to find out the beautiful girl who had danced with him. The next day, he sent messengers to announce that the prince would visit every home to find out the lady. This news excited the ladies. The two stepsisters were very glad, because they had pretty feet. They put on their best clothes and waited for the prince. But Cinderella didn't have any good clothes.

The prince visited every house. He invited girls to try on the shoe, Cinderella had left in the ball-room. The girls tried it on, but it did not fit any one of them. Finally, the prince reached Cinderella's house. The eldest stepsister went to her room to try on the shoe, and her mother stood by. But she could not get her big toe into it, for the shoe was too small. Then, her mother handed her a knife, and said, 'Cut the toe off, for when you are a Queen, you will never have to go on foot.' So the girl cut off her toe, squeezed her foot into the shoe. She concealed her pain, and went down to the prince. The prince looked at her shoe, and saw blood flowing under it.

'Not the right bride at all!' The prince shouted in anger. Then, the other sister tried the shoe. She went into her room to do so and got her toes comfortably in, but her heel was too large. Then her mother handed her the knife, saying, 'Cut a piece off your heel; when you are the Queen, you will never have to go on foot.' So the girl cut off a piece of her heel, and thrust her foot into the shoe. The prince looked at her feet and became more angry and shouted: 'There is blood on your shoe. The shoe is too small. Not the right bride at all!'

Then Cinderella came forward and said, 'Let me try it.' Her sisters laughed at her. 'Clear out of here. How dare

12. 'This news excited the ladies.' What is the news referred to?

13. Pick out sentences which show that the stepmother and her daughters were greedy and overambitious.



you come here in these dirty rags, you ugly creature?’ they said. But the prince asked her to try the shoe. ‘I have seen you somewhere, but I cannot remember where,’ he said. Cinderella put her left foot into the shoe and it fitted her perfectly. Everybody was astonished. She then pulled out the other shoe from her pocket and put it on her right foot. Just then, the fairy appeared and touched her with her magic wand. In a moment, her rags changed into clothes of silk and gold. The prince danced with joy and cried, ‘This is the right bride! The shoes are fit for her. She is the right bride after all.’ He said to Cinderella, ‘You are the most beautiful girl in the country. I will make you my bride.’

The prince married and took her to the palace. Cinderella pardoned her sisters and took them to the palace. They lived there happily thereafter.

(Slightly adapted)

14. ‘Cinderella pardoned her sisters and took them to the palace.’ What quality of Cinderella is revealed here?

Let's revisit the story

1. Cinderella had to suffer because of the bad treatment from her stepmother and stepsisters. Write briefly about her sufferings and her reactions to it.

2. Cinderella left one of her glass shoes in the ball-room. How did this incident change her life?

3. Is Cinderella a lovable girl? Why do you think so? Pick out sentences to substantiate your answer.

Activity 1

Read the following passage.

Cinderella begged her stepmother to allow her to attend the ball.

'What! You Cinderella! In all your dust and dirt, you want to go to the ball! You have no dress and no shoes! You want to dance!' She turned her back to Cinderella and hurriedly set out with her two proud daughters. When Cinderella lost sight of them, she felt very sad. She started crying. Tears rolled down her cheeks.

Wiping her tears, she began to think. What would be the thoughts of Cinderella?

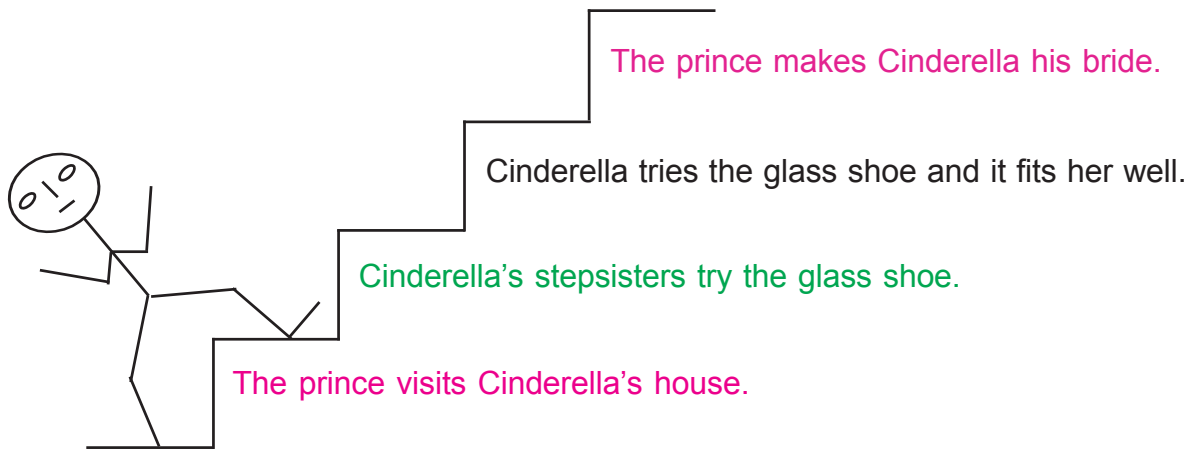


Activity 2

The prince became very sad when Cinderella left him. His servants brought him the glass shoe that Cinderella had left in the room. He wanted to find out the beautiful girl who had danced with him. The next day, he sent messengers to announce that the prince would visit every home to find out the lady... Finally, the prince came to Cinderella's house.

Let's develop a skit based on the events that made Cinderella the prince's bride.

The following ladder of events will help you develop the skit.



Cinderella

Characters:

- I. Cinderella
- II. Prince
- III. Stepmother
- IV. Stepsister (1)
- V. Stepsister (2)
- VI. Fairy godmother
- VII. A courtier

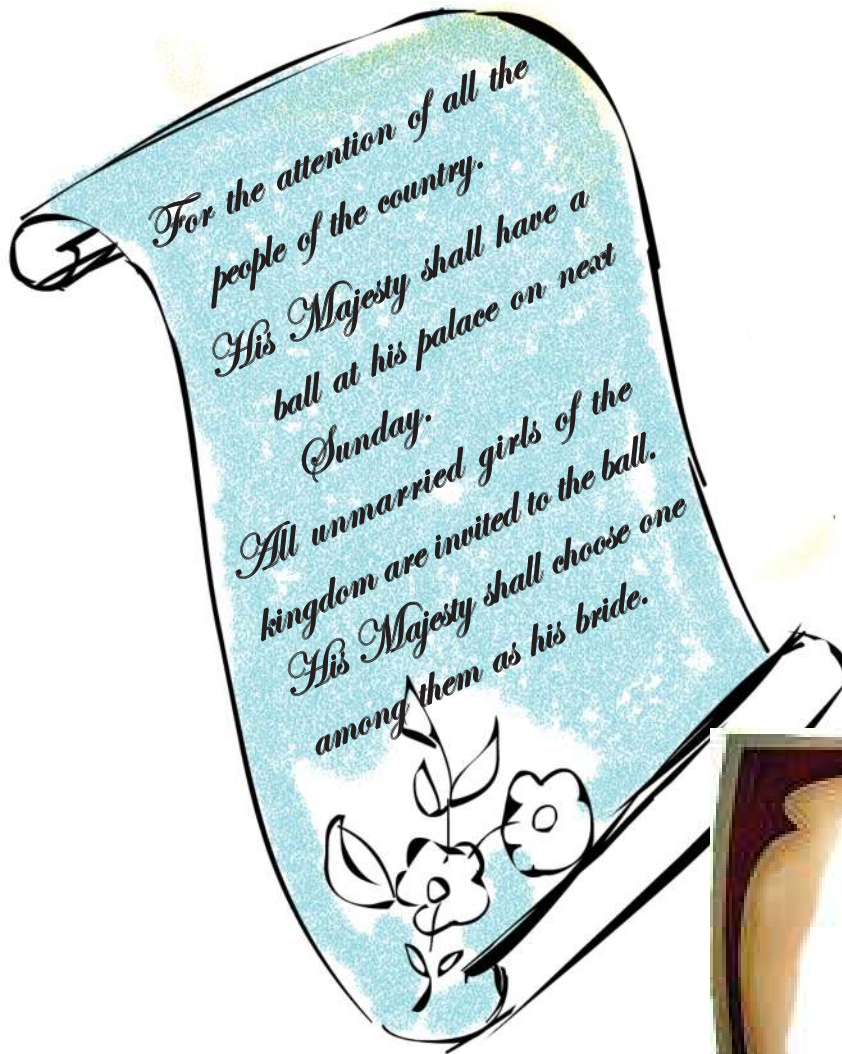
Curtain rises.

[A well decorated room of Cinderella's house. Cinderella's stepmother and stepsisters are eagerly waiting for the prince. A courtier enters and announces the arrival of the prince.]

Courtier :

Activity 3

The prince invited the girls in the land to the ball through a public announcement. This was the announcement read by the messenger in public places.



The prince chose Cinderella as his bride. The prince asked the messenger to make an announcement in public places around the kingdom about the royal wedding. Prepare the announcement.



Activity 4

We usually invite friends and relatives for parties or celebrations. Here are two such invitations. Read them.



Join us for the Birthday party
Our little Peter is turning nine.

Saturday, October 4
11.00 am
at our residence
'Green Valley'
Perur

We hope to see you there.



With your blessings,
let our home be blessed forever

We
cordially invite you and your family
on the occasion of the
HOUSE WARMING CEREMONY
On Saturday March 8
at 8.00 am

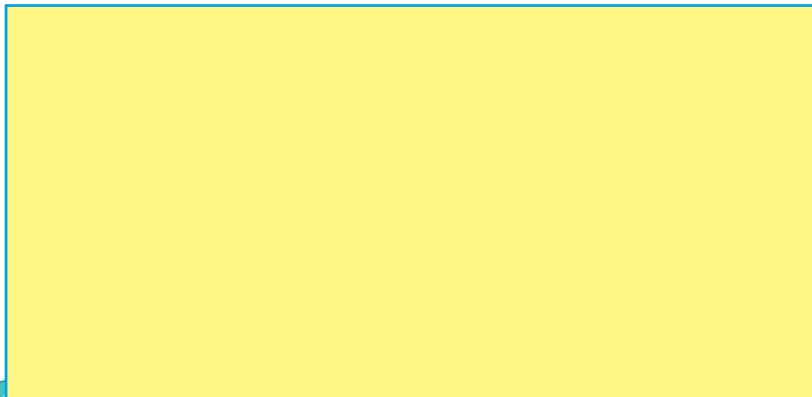
Prakash
'Nest'
Rose Garden, Kochi

Now, design an invitation card for your birthday.

Include details like:

- Whom you want to invite.
- Where the venue is.
- When it will be.

- _____
- _____





How beautiful she is!



What a smart girl she is!



How pretty she looks!



Let's make similar expressions using the words given in brackets.

(happy, delightful, strange, selfish)

You may begin like this:

'How _____ !'

'What a _____ !'

'_____ !'

The prince exclaims, 'How beautiful she is!'

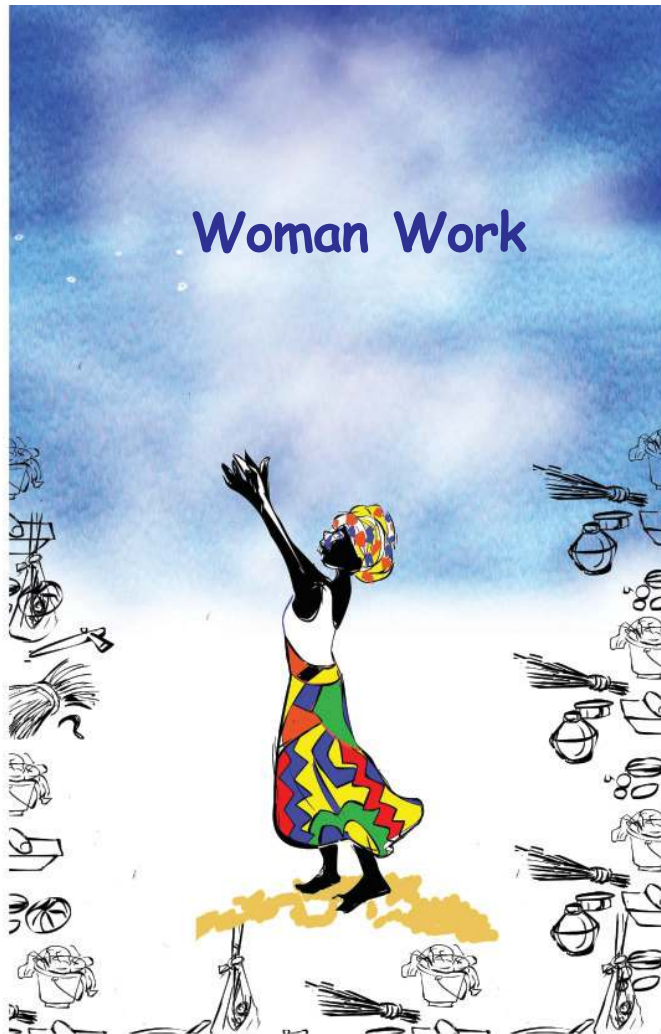
We can change this expression in the following way.

She is very beautiful.

Look at the table given below and fill the blank spaces.

| | |
|-------------------------------------|---|
| How kind she is! _____ | She is very kind. She is very smart. |
| What a lovely girl she is! _____ | _____ She is very young. |

What are the different kinds of work your mother does at home?
Does your father help your mother with domestic chores?
Who does the cooking?
Here is a poem that describes a woman at work.



I've got the children to tend
The clothes to mend
The floor to mop
The food to shop
Then the chicken to fry
The baby to dry
I got company to feed
The garden to weed
I've got shirts to press

The tots* to dress
 The can* to be cut
 I gotta* clean up this hut
 Then see about the sick
 And the cotton to pick.

Shine on me, sunshine
 Rain on me, rain
 Fall softly, dewdrops
 And cool my brow again.

Storm, blow me from here
 With your fiercest wind
 Let me float across the sky
 'Till I can rest again.

Fall gently, snowflakes
 Cover me with white
 Cold icy kisses and
 Let me rest tonight.

Sun, rain, curving sky
 Mountain, oceans, leaf and stone
 Star shine, moon glow
 You're all that I can call my own

tot*: very young child

can*: (here) sugarcane

gotta*: a slang for 'have got to'



Maya Angelou (1928 – 2014) was an American author, poet, dancer, actress and singer. She is best known for her series of seven autobiographies, which focus on her childhood and early adult experiences. The first, *I Know Why the Caged Bird Sings* tells of her life up to the age of seventeen and it brought her international recognition and acclaim.

Let's revisit the poem

1) Who is the speaker of the poem?

2) Is the woman really happy to do her household chores? Mention the lines from the poem which support your answer.

3) Why does the woman ask the storm to blow her from there?

4) Look at the lines given below.

'Fall gently, snowflakes
Cover me with white
Cold icy kisses and
Let me rest tonight.'

Here the woman seeks relief from her busy world of household chores. She requests the snowflakes to help her. Here, snowflake is considered as her friend and a human being. Can you find out similar examples from the poem? Pick out the lines.

5) 'You're all that I can call my own.' Why does the woman say so? Which among the following is not a possible answer?

- a) It is only nature that gives her company and refreshes her mind and body.
- b) She claims that they always remain beside her as life-giving friends.
- c) She has no other true companion in life.
- d) Nature is the only enemy that she has in her life.

Activity i

The woman in the poem 'Woman Work' has no time to rest amidst her various domestic chores. Likewise, Cinderella had to do all the work at home. What are the household works that the woman, Cinderella and you do at home? List them down.

| Woman | Cinderella | You |
|--------------------|---------------|-------|
| tends her children | fetches water | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Activity ii

Read the following lines from the poem 'Woman Work'.

I've got the children to tend
The clothes to mend
The floor to mop
The food to shop
Then the chicken to fry
The baby to dry
I got company to feed
The garden to weed
I've got shirts to press
The tots to dress
The can to be cut
I gotta clean up this hut
Then see about the sick
And the cotton to pick.

The word 'tend' in line 1 and 'mend' in line 2 end with the same sound. They are rhyming words.

Pick out other pairs of rhyming words from the above lines.

Activity iv



Read a few lines from the poem 'Amanda' by Robin Klein.

Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking to you, Amanda!

Stop that sulking at once, Amanda!

You're always so moody, Amanda!

Anyone would think that I nagged at you, Amanda!

What do these lines remind you of?

Don't your parents give you a lot of instructions?

Write down a list of things that your parents/elders ask you to do/not to do.

Both the women in Angelou's 'Woman Work' and Robin Klein's 'Amanda' lack freedom. Comment on this statement.

You are part of different families, societies, communities, etc. Sometimes, you have to face many struggles and obstacles. Who will help you in such situations? In Cinderella's life, a fairy helped her to change her fortune. But, in real life, can we expect such fairies to help us?

There are some people in our society who raised their voice for their rights and also for bringing about positive changes in the society. Malala Yousafzai is one among them. She is the girl who stood up for education and suffered for that. Let's read the speech of Malala, which she delivered at the U N General Assembly.

One Child, One Teacher, One Pen and One Book can Change the World

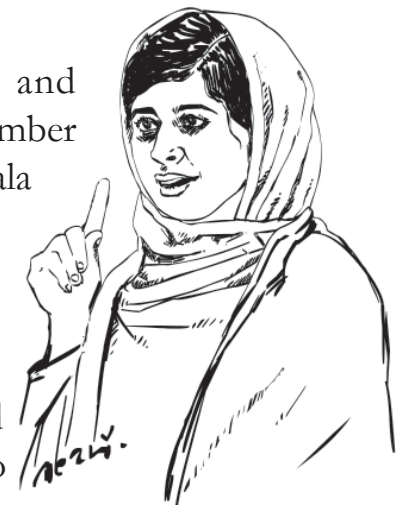
Respected elders and my dear brothers and sisters,

Today, it is an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life.

I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you God for whom we all are equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.

Dear brothers and sisters, do remember one thing. Malala

Day is not my day. Today is the day of every woman, every boy and every girl who have raised their



voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the

One Child, One Teacher... Change the World

same way, when we were in Swat, the North of Pakistan, we realised the importance of pens and books when we saw the guns.

The wise saying, 'The pen is mightier than the sword' was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them.

Honourable Secretary General, peace is necessary for education. In many parts of the world terrorism, wars and conflicts stop children from going to

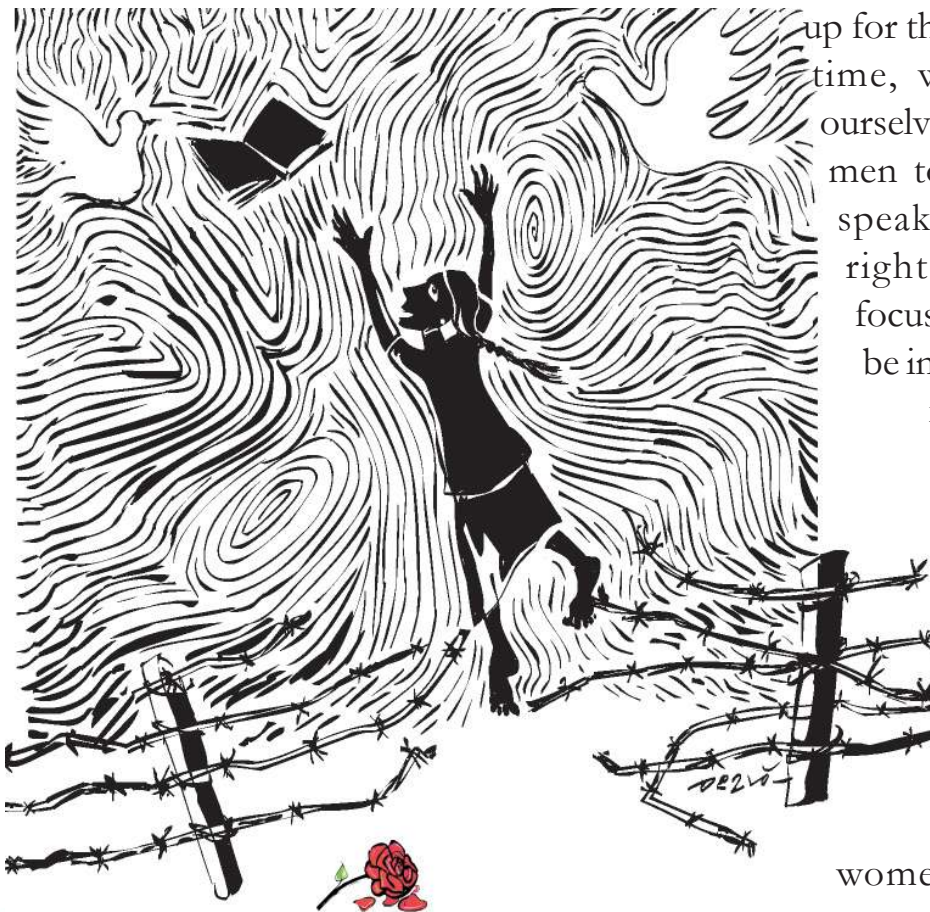
schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. Many innocent and poor children are victims of child labour. Young girls have to do domestic child labour and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most.

There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

We call upon the world leaders that all the peace deals must protect women and children's



One Child, One Teacher... Change the World

rights. A deal that goes against the dignity of women and their rights is unacceptable. We call upon all governments to ensure free, compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudices based on caste, creed, religion or gender, to ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of

peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

'One child, one teacher, one pen and one book can change the world.'

Education is the only solution.
Education First.



Malala Yousafzai is a Pakistani activist for female education and the youngest-ever Nobel Prize recipient (2014). She is known mainly for human rights advocacy for education and for women in her native Swat Valley, where girls were at times not allowed to attend schools. Yousafzai's advocacy has grown into an international movement.

Activity 1

Each sentence given below is followed by three statements. One of them is directly related to the sentence. Put a tick mark (✓) against the appropriate statement.

1. Malala Day is the day of

- a) Malala herself.
- b) United Nations Organization (U N O).
- c) every woman, every boy and every girl who have raised their voice for their rights.

2. According to Malala, one of our powerful weapons is

- a) the sword.
- b) the pen.
- c) the gun.

3. Malala is focusing on women's rights and girls' education because

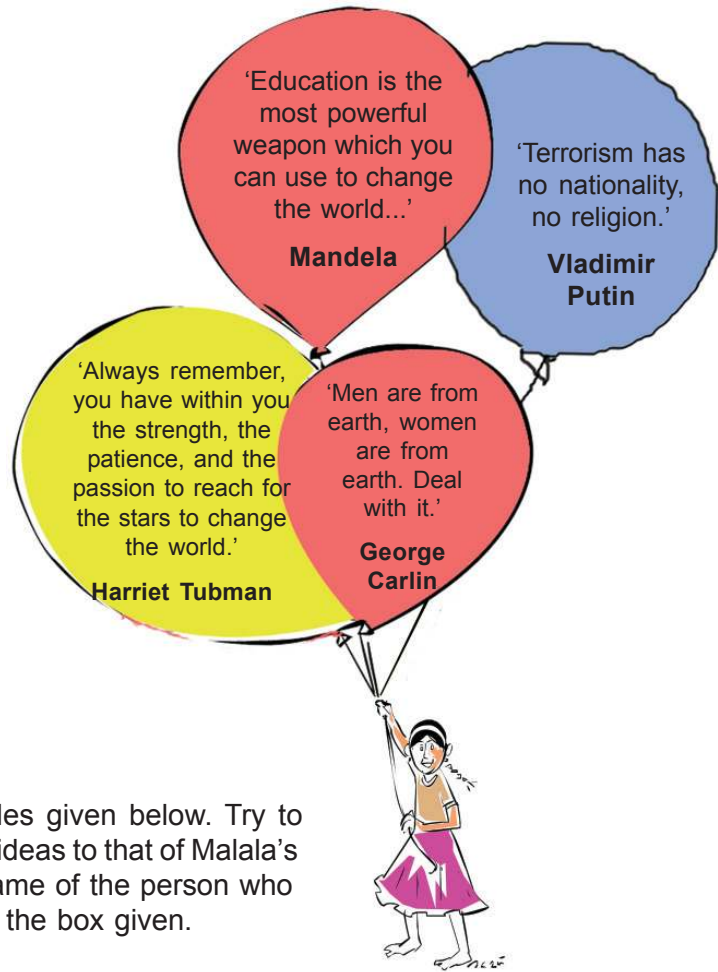
- a) they are suffering the most.
- b) they are very powerful.
- c) they are the major group in the society.

4. Malala speaks

- a) for herself.
- b) not for herself, but for all boys and girls.
- c) for her country.

Activity 2

Read the following famous quotes.



Now, read Malala's words in the circles given below. Try to pick out the quotes which carry similar ideas to that of Malala's words, from the balloons. Write the name of the person who has made the corresponding quote in the box given.

We call upon all governments to fight against terrorism and violence.

.....

We want schools and education for every child's bright future.

.....

MALALA

A deal that goes against the dignity of women and their rights is unacceptable.

.....

We call upon our sisters around the world to embrace the strength within themselves.

.....

Activity 3

Look at the picture given below. How can you reach Malala? You can reach Malala, only if you go through the correct statements from her speech. Find your way.



Now, write down the correct statements that you found on your way to reach Malala.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Editing

Read the passage given below. There are a few errors in it. They are underlined.

Once upon a time there lived a lovely prinsess with fair skin and blue eyes. She was so fair that she was named Snow White. Her mother dies when Snow White was a baby and her father married again. This queen was very pretty but she was very cruel also. The wicked stepmother wanted to be the more beautiful lady in the kingdom and she would often ask her magic mirror, 'Mirror! Mirror on the wall! Who is the fairest of them all.' And the magic mirror would say, 'You are, Your Majesty!' But one day, the mirror replied, "Snow White is the fairest of them all!" The wicked queen was very angry. 'What a fair lady is Snow White!' She became jealous of Snow White and ordered her huntsman to take Snow White to the forest and kill her. 'I want you to bring back her heart," she ordered. But when the huntsman reached the forest with Snow White, he took pity on her and set her free. He killed a dear and took its heart to the wicked queen and told her that he had killed Snow White. Snow White wandered in the forest all night, crying.

Edit the passage and rewrite it.

Project Work

You may have come across many newspaper reports on women who have overcome challenges in their lives.

Collect similar newspaper reports and prepare a wall magazine. Give a suitable title to it.



I can



| I can | I can do it well | I can do with the help of others | I need improvement |
|--|------------------|----------------------------------|--------------------|
| follow the instructions given by the teacher. | | | |
| involve in the interaction sessions led by the teacher. | | | |
| read and enjoy the story. | | | |
| read and enjoy the poem. | | | |
| read and understand the passage given. | | | |
| write the thoughts of the character | | | |
| analyse a newspaper report. | | | |
| prepare an invitation card. | | | |
| do language activities on my own. | | | |
| develop a skit by fixing events, selecting characters and writing dialogues. | | | |
| do simple project work. | | | |



astonish (v): to surprise greatly

Everybody was *astonished* by the tricks shown by the magician.

ball (n) : a large formal party which includes dancing

can: (here) sugarcane

compliment (n): a remark that expresses praise or admiration

The first rank holder received glowing *compliments* from his teachers.

contrive (v): to manage to do despite difficulties

He *contrived* to live in a small house on his small income.

deceased (adj): dead

The news of the *deceased* appeared in the newspaper.

deck out (v): to decorate someone or something

The room was *decked out* with flowers and balloons.

flee (v): to leave a place quickly because you are afraid of possible danger

The thief *fled* away before the police arrived.

gotta: a slang used by people to mean 'have got to'

haughty (adj): arrogant and superior towards others
Jeeva's high social position has made her *haughty*.

hearth (n): a brick or stone-lined fireplace, used for heating the room

Meera sat before the *hearth* as she was cold.

hunch (v): to bend the top part of the body forward and raise shoulders and back

She leaned forward *hunching* over the desk.

laugh at (v): to make fun of

Don't *laugh at* other's mistakes.

limp (v): to walk slowly or with difficulty because one leg is injured

The man *limped* because of an injury.

magnificent (adj): extremely beautiful and attractive

The bride looked *magnificent* in her wedding dress.

nag (v): to keep complaining about the behaviour of a person

The mother *nagged* about her son's studies.

nimble (adj): able to move quickly and easily

He is as *nimble* as a cheetah.

oblige (v): to make someone bound to do something because it is a duty

Parents are *obliged* by law to send their children to school.

pious (adj): having or showing a deep respect for God and religion

Rukma behaves gracefully because she is a *pious* woman.

put on (v): to dress

Arjun *put on* his new uniform and went to school.

rag (n): old torn cloth

The beggar was dressed in *rags*.

ride (v): to sit on a vehicle and control its movement

She is *riding* a bicycle.

shroud (n): a piece of cloth that a dead person's body is wrapped in before it is buried

slouch (v): to stand, sit or move in a lazy way, often with shoulders and head bent forward

The boys *slouched* against the wall.

snowflake (n): a small soft piece of frozen water that falls from the sky as snow

squeeze (v): to press firmly with your fingers

He *squeezed* the juice out of the orange.

stretch (v): to extend a part of the body to its full length

He *stretched* out his hand for the bag.

sulk (v): to look angry and refuse to speak or smile because you want people to know that you are upset

He often *sulks* away from the crowd.

tot (n): a very young child



Unit 3
Glimpses of Nature

Unit at a Glance

Glimpses of Nature

Prose:

The Rightful Inheritors of the Earth

(Vaikom Muhammad Basheer)

The Book of Nature (Jawaharlal Nehru)

Poem

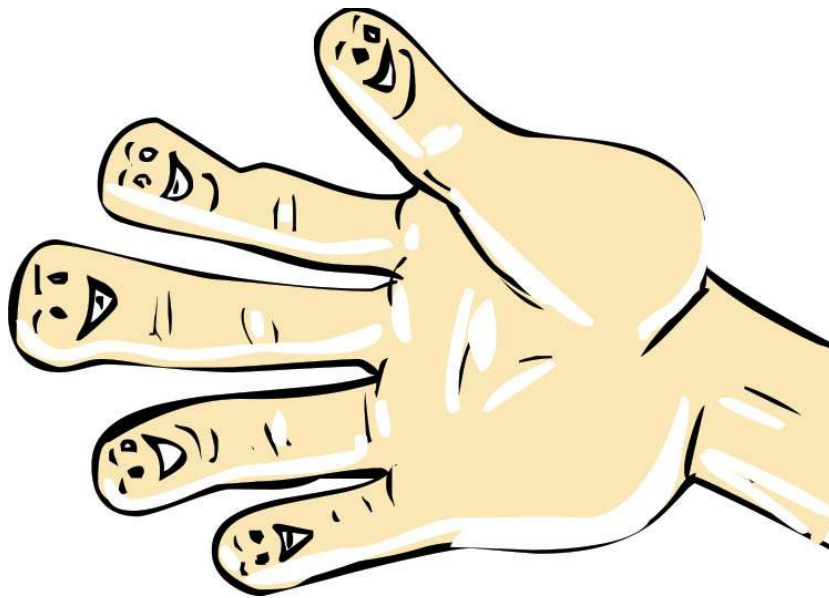
The Mountain and the Squirrel (Ralph Waldo Emerson)

Learning Outcomes

By learning this unit, the learner will be able to:

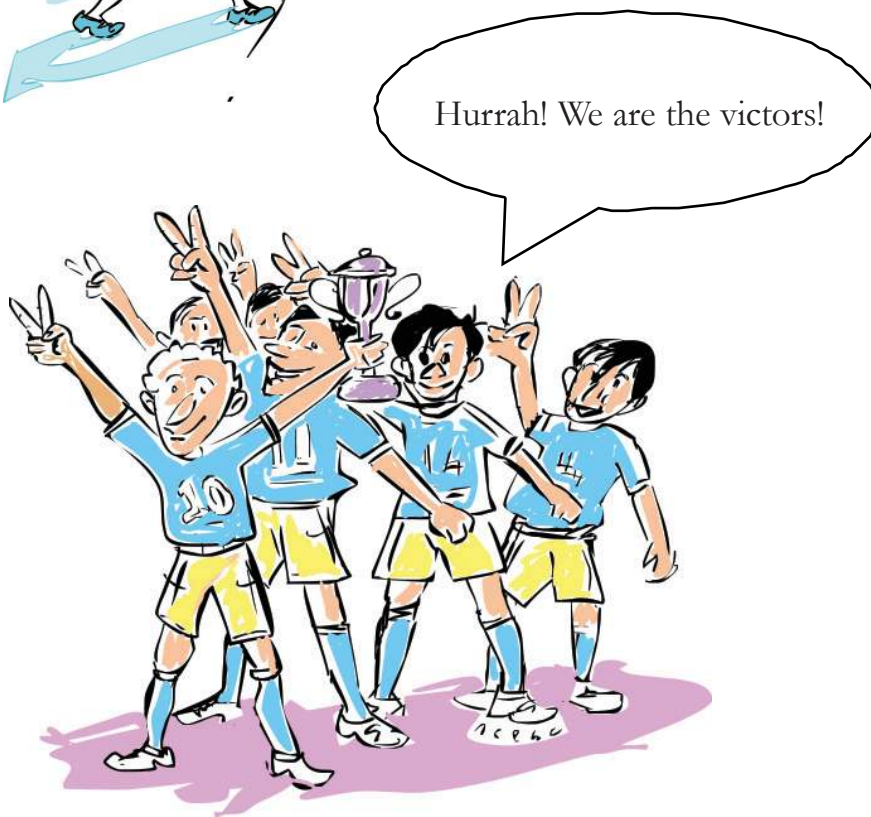
- read and enjoy a prose passage.
- identify different expressions used in a story.
- develop a narrative/story.
- write conversations relevant to the context.
- write a speech appropriate to the situation.
- prepare a poster.
- understand the usage of 'while'.
- use prepositions meaningfully.
- edit a paragraph.
- understand the central idea of a poem and appreciate it.
- undertake simple projects.

Look at your palm. Are all your fingers equal in size?



Which is the most important finger?





1. Are all the five fingers necessary for us?
2. Do you think any finger is less important than the others?
3. What would happen if any one of your fingers is missing?
4. Do you think anything in this world is less important? Why?

Every being on earth is equally important. Nothing is superior or inferior to any other. Here is a poem that gives you this message. Read and enjoy the poem.

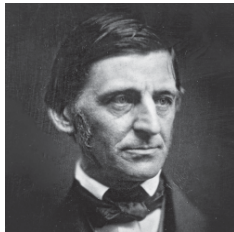
The Mountain and the Squirrel



The Mountain and the Squirrel
Had a quarrel,
And the former called the latter 'Little Prig'.
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.

*Bun: (here) squirrel

If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.'



Ralph Waldo Emerson (1803-82) was an American philosopher, essayist and poet. He was born and brought up in Boston. He was a social critic and a champion of individualism. His main works are *Self Reliance*, *The Over-Sown*, *The May-Day* and so on. He wrote a lot about the relationship between man and nature.

Let's revisit the poem

1. What made the squirrel angry?

2. The squirrel speaks of a 'sphere'. What does it mean?

3. 'Talents differ.' What does the poet mean by this expression?

4. How did the mountain and the squirrel settle their argument?

5. Which one of the following does not match with the theme of the poem?
- i) Every creature in the world, big or small, has its own importance.
 - ii) Each person has his or her own individual talents.
 - iii) Everything in this world has a role of its own, nothing is greater or less than any other.
 - iv) The mountain requests for the squirrel's help.

Activity i

1. Fill in the columns with appropriate expressions given in the brackets:
(very big, small, can carry forest on the back, can crack a nut)

| Squirrel | Mountain |
|----------|----------|
| | |
| | |

Activity ii


Read the last four lines of the poem:

*A very pretty squirrel track;
 Talents differ; all is well and wisely put;
 If I cannot carry forests on my back,
 Neither can you crack a nut.*

In the first line, the word 'track' has the same sound as the word 'back' in the third line.

The word 'track' rhymes with the word 'back'.

Pick out more rhyming words from the poem.



Activity iii

Read the following lines from the poem:

*The mountain and the squirrel
Had a quarrel,
And the former called the latter 'Little Prig'.*

In the third line, the sound 'l' is repeated in the beginning of the words, 'latter' and 'little'. This is an example for alliteration.

Look at another example.


My love's a red, red rose. In this example, 'r' sound is repeated three times.

Now, identify and write down words that are examples for alliteration, from the last four lines of the poem.

Activity iv

Write a summary of the poem choosing relevant sentences from those given below.

- i) The mountain and the squirrel begin a quarrel with each other.
- ii) They quarrel because the mountain feels that it is more important.
- iii) The squirrel says that it takes a year to make all sorts of things and weather.



iv) The squirrel says that he is quicker than the mountain.

v) The mountain has got many trees on it.

vi) The squirrel says the mountain is wise.

vii) The squirrel is grateful to the mountain for giving him a path to move along.

viii) The poem tells us that everyone has his/her own talent and hence, everyone has a contribution to make.

Everyone is talented and has something to contribute to the society. Man is always in the company of animals, birds, insects and often shares his thoughts, concerns, doubts and frustrations with them. Let's read and enjoy a short story by Vaikom Muhammad Basheer.

The Rightful Inheritors of the Earth

When I became the owner of a tiny little piece of this wide earth, I felt very happy. It was a two-acre plot with coconut palms and an old house where we could live. Those were the days when the price of coconuts was going up and I was in high spirits at the thought of the palms laden with coconuts.

But then came the trespassers.

They did not care about the fence we had put up at the boundary. Moreover, they did not seem to be at all afraid of my watchdog Shan. They did not seem to care for anyone in the world, not even the government.

The first arrivals were birds and butterflies. A wide variety of birds and so many, many butterflies! Perched on the boughs, the birds chirped on and on. The butterflies fluttered around in the courtyard, flashing their colours in the sunlight. Then came the crows. Their raucous cawing was unbearable than the racket of other birds. But the worse was that they missed no chance to swoop down on our hens and chicks.

Next to arrive were the hawks- birds that perched on our coconut palms. However, while they sat in higher planes, their aims were just as low- down in the dust! The hawks and the crows had the same agenda while they watched and waited.

1. Why did the author feel happy?

2. 'But then came the trespassers.' Who were the 'trespassers'?

3. Why did the author call the birds and butterflies 'trespassers'?

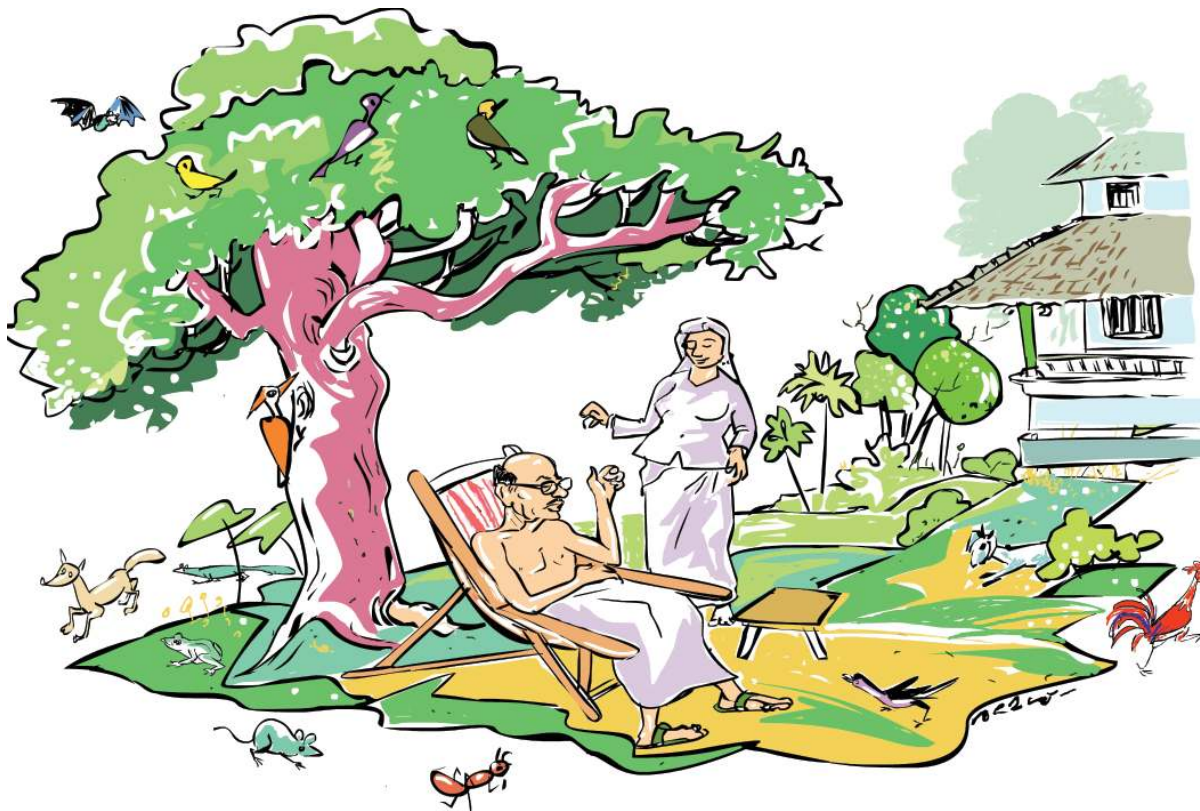
Nor were they alone. There were mongooses in the bamboo thicket and there were foxes in the shrubs close by, ready to pounce on the hens. Then there were rats. Rats, of course, were found everywhere.

Even as I wondered what right all these creatures had to be on my land, there arrived a fierce creature without paws or wings - a cobra! It stood before me, dignified, majestic, its hood spread out. It hissed as if asking me what business I had on this land. Didn't it know that I was the new owner?

'You had better leave my two-acre land at once,' I said. But then, where could it go? Hadn't the whole earth been taken over by man, bit by bit?

4. Which words are used by the author to describe the cobra?

5. 'But where could it go.' Why didn't the cobra go to some other place?



My wife said, 'The jackfruit has ripened. Squirrels and crows are feasting on it. The guavas and mangoes! Birds and bats are eating up everything.'

'But that's the beauty of it,' I replied. 'God has created variety of things in this universe -fruits, edible roots, grass, grain, flowers, water, air, warmth and light. Now, while we are the owners of this land, without a doubt, the birds, beasts, reptiles, and insects too have a right to these things just as we have. God has made them for all the creatures, and we had better remember that occasionally.'

'Are you saying, rats have a right as well?' my wife asked. 'They don't seem to think we humans have any. They go about as though the earth belongs to them!' she said.

So we go around, killing them. How sad that we kill rats to let our own life undisturbed! What we need is a new

scientific way of living - a new way that helps us to live without killing any living creature.

'Anyway, I had no taste for killing rats, or anything else.'

While that was so, however, I had to do something soon about our coconuts.

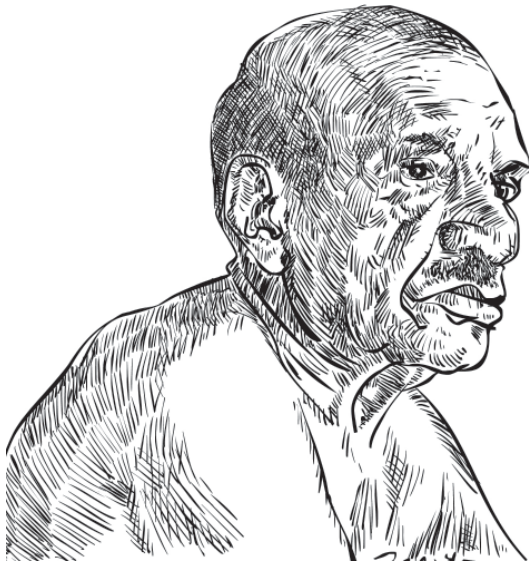
We needed them.


They formed a part of our daily food. 'But what could I do?' I wondered.

While I was still wondering, my wife decided to take things into her own hands one day. She went shopping for two hours and bought many things. One was a large tin of rat poison. The poison was mixed with bananas, rice,

6. Why did God create a variety of things in this universe?

7. Why did the author think of a scientific way of living?





tapioca, and left everywhere in the compound. In four days five hens, twelve squirrels, two hundred rats, and a cat disappeared.

But the tender coconuts went on falling. Everyone now accused the owls. They peck at the tender coconuts.

A few months later, however, the real culprits were found out - the bats!

After dusk, huge bats came in swarms and flew straight to the palms where the tender coconuts hung. Clinging to the outer coverings of the coconuts, they gnawed into them from the softest sides at the top. When they had cut through the kernel within, they sucked out the sweet, nourishing water stored inside and flew away, satisfied.

‘Let’s buy a gun,’ said my wife. ‘We can shoot the bats, the foxes and the polecats with it.’

‘Not me!’ I said. ‘Guns should never have been invented.’

But alas, a few days later, my wife’s cousin turned up with a grim-looking gun. He said, ‘Nearly three thousand coconuts are destroyed every day. These bats are the pests.

But there is no point in shooting bats down at this spot.

On a little islet nearby, stands an old temple. Next to it grow a pair of banyan trees. You can see at least three thousand bats hanging on the twigs of the banyan trees.

I’m going to kill them all!’

I prayed fervently, ‘Oh bats! Bats! Save your lives!’

It was astonishing. It was a miracle. The bats were saved!

My wife and her cousin came back in about two hours time looking really scared. My wife said, ‘We just managed to escape narrowly.’ There are some houses around the temple.

When we arrived at the place, a hundred people with weapons surrounded us within minutes. They looked menacing. If we shot at the bats, they said, they would kill us.

8. Who were destroying the coconuts?

9. The gun is a symbol of cruelty. What does the author say about guns?

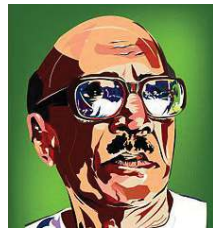
10. Where were the bats found in large numbers?

‘Do you know why? They believe that bats are the souls of their ancestors.’

I took a decision, then. I said firmly, ‘Bats are no ancestors of ours. But they are among God’s countless creations. Let the coconuts be destroyed. That doesn’t matter. Let us be satisfied with what is left after they have taken their share. They certainly have a right to the coconuts. All living beings are the rightful inheritors of the earth.’

11. Why did the people not allow them to kill the bats?

(Slightly adapted)



Vaikom Muhammad Basheer(1908-94) was a Malayalam fiction writer. He was a humanist, freedom fighter, novelist and short story writer. He was noted for his down-to-earth style of writing that made him equally popular among literary critics as well as the common man. This extract is taken from the translation of the story *Bhoomiyude Avakashikal*. He was awarded the *Padma Sree* in 1982. He is fondly known as Beypore Sultan.

Let’s revisit the story

1. ‘They did not seem to care for anyone in the world, not even the government.’ Who are the ‘they’ referred to?

2. ‘God has made them for all the creatures and we had better remember that occasionally.’ What message do you get from the given statement?

3. ‘We can shoot the bats, the foxes and the polecats with a gun!’ Do you think what the author’s wife says is right? If so, justify your answer.

Activity 1

In the story, you can find the following exchanges between the author and his wife. Read the story again and complete the conversation between them:

We are the owners of this land. The birds, beasts, reptiles and insects too have a right to this land just as we have.





Let's buy a gun. We can shoot the bats, the foxes and the polecats with it.

Activity 2

Look at the poster:



What message does this poster convey?

Now, prepare a poster on the theme –'Every creature has the right to live on earth.'

Activity 3

Does the earth only belong to the human beings? What is the author's view about this?
Pick out sentences from the text to justify the author's view.

Activity 4

Look at the following sentence from the story:

'...Hadn't the whole earth been taken over **by** man...?'

The underlined word 'by' is a preposition.

Here's another sentence taken from the story:

'It was a two-acre plot **with** coconut palms and an old house where we could live.

Those were the days when the price of coconuts was going up and I was in high spirits at the thought of the palms laden **with** coconuts.'

The word 'with' is also a preposition.

Look at the pictures and read the sentences given along with them.

i) She is sitting **by** her computer and speaking over the phone.



ii) The field was taken over **by** concrete buildings.



iii) Haritha always comes to school **by** bus.



iv) Everyday my teacher comes **with** a smile on her face.
She's very friendly **with** us. She takes us **with** her
whenever she goes out for a walk in the garden.



Fill in the blanks choosing the right prepositions given in brackets.

(by, with, from, of, in, at)

Haritha reached home from school _____ 6 o'clock in the evening. Her mother was angry _____ her. She was late because there was a quiz competition _____ the school. She bagged the first prize in the contest organised _____ the Literary Club of the school. She was awarded a cash prize of Rs 1000/-. Her mother was very happy and was proud _____ her daughter.

Activity 5

Look at the following sentence:

'While I was still wondering, my wife decided to take things into her hands one day.'

The word 'while' is used to combine two sentences.

Here 'while' shows two actions happening at the same time.

The above sentence can be split into two. It can be written as:

I was still wondering.

My wife decided to take things into her hands one day.

Now, split the following sentences into two:

1. While the author was travelling home, he heard the result of his exams.
2. While I was making dinner, my sister was watching television.
3. While I was speaking over phone, my friend was reading magazine.
4. While I was at school, I was good in Maths.
5. While my father was climbing the stairs, he slipped and fell down.



Letters from a Father to His Daughter is a collection of letters written by Jawaharlal Nehru to his twelve year old daughter Indira in the summer of 1928. At that time, Nehru was in Allahabad and Indira was in Mussoorie. Nehru used to write letters from time to time to Indira. 'The Book of Nature' is one of those letters.

The Book of Nature

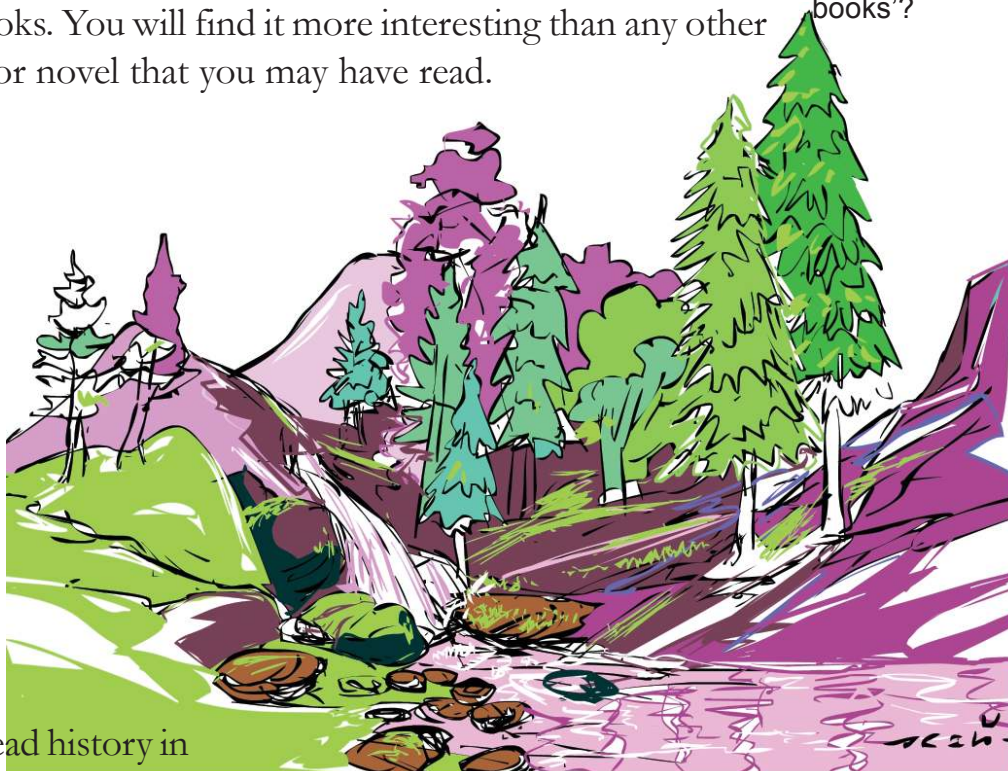
When you and I are together, you often ask me questions about many things and I try to answer them. Now that you are at Mussoorie and I am in Allahabad, we cannot have these talks. I am therefore going to write to you from time to time short accounts of the story of our earth.

I am afraid I can only tell you very little in these letters of mine. But that little, I hope, will interest you and make you think of the world as a whole, and of other peoples in it as our brothers and sisters. When you grow up, you will read about the story of the earth and her peoples in fat books. You will find it more interesting than any other story or novel that you may have read.

1. What is the author trying to tell his daughter?

2. Nehru says that he cannot have talks with his daughter. Why?

3. Why did Nehru say that Indira would read about the earth in 'fat books'?

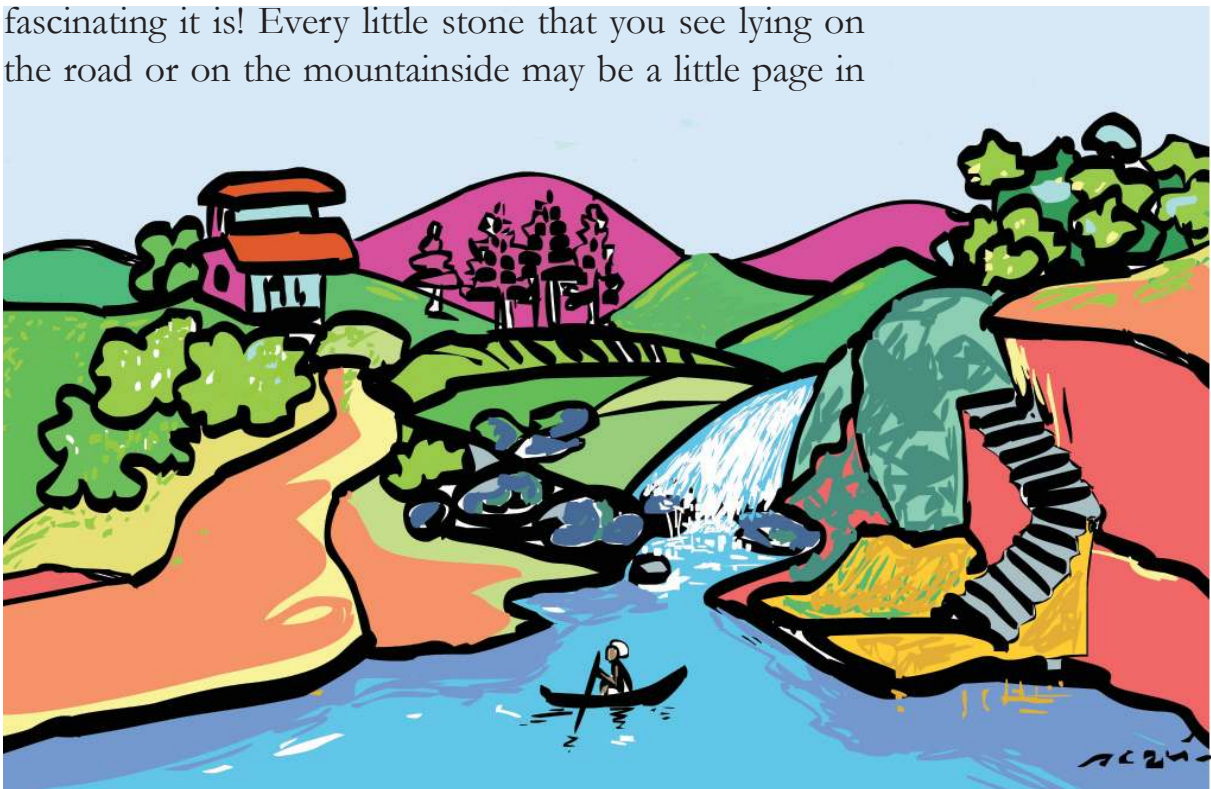



You read history in

books. But in old times when men did not exist, surely no books could have been written. How then can we find out what happened then? We cannot nearly sit down and imagine everything. This would be very interesting, for we could imagine anything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books, but to go to the great Book of Nature itself.

You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountainside may be a little page in

4. What does Nehru mean by 'reading the Book of Nature'?





nature's book and may be able to tell you something, if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

If you see a little round shiny pebble, does it not tell you something? How did it get round and smooth and shiny, without any corners or rough edges? If you break a big rock into small bits, each bit is rough and has corners and rough edges. It is not at all like a round smooth pebble. How then did the pebble become so round and smooth and shiny? It will tell you its story if you have good eyes to see and ears to hear it. It tells you that once upon a time, it may be long ago, it was a bit of rock, just like the bit you may break from a big rock or stone with plenty of edges and corners. Probably, it rested on some mountainside. Then came the rain and washed it down to the little valley where it found a mountain stream, which pushed it on and on till it reached a little river. And the little river took it to the big river. And all the while, it rolled at the bottom of the river and its edges were worn away. Thus the rough surface was made smooth and shiny. So it became the pebble that you see. Somehow, the river left it behind and you found it. If the river had carried it on, it would have become smaller and smaller, till at last it became a grain of sand and joined its brothers at the seaside to make a beautiful beach, where little children can play and make castles out of the sand.

If a little pebble can tell you so much, how much more could we learn from all the rocks and mountains and the many other things we see around us?

5. Pick out the sentences that show Nehru's love for nature.

6. What are the pages and alphabets of nature, according to Nehru?

7. What does Nehru mean by 'good eyes to see and ears to hear'?

Activity 1

I am afraid I can only tell you very little in these letters of mine. What does the expression 'I am afraid' mean? Choose the best option from those given below in the box

- Nehru is afraid to tell something.
- Nehru feels that Indira will be frightened.
- Nehru is doubtful whether his letters will not be sufficient to provide complete information.

Activity 2

Nehru tells the story of a pebble. Read it.

Once upon a time, long long ago, the stone was a bit of a rock with plenty of edges and corners. Probably it rested on some mountainside. Then came the rain and washed it down to the little valley where it found a mountain stream, which pushed it on and on till it reached a little river. And the little river took it to a big river. And all the while it was rolling and rolling at the bottom of the river. Its edges were worn away and its rough surface made smooth and shiny. Thus it became a pebble. The river carried it again and it became smaller and smaller, till at last it became a grain of sand and joined its brothers at the seaside to make a beautiful beach. There little children used to make castles out of sand.

Imagine the pebble is telling its own story. How would the story be? You may begin like this:

Once upon a time, long long ago I was a bit of a rock with plenty of edges and corners. Probably I rested on some mountainside _____

Activity 3

The present world faces many threats. It is our duty to protect nature. Imagine that your School Nature Club is organizing an awareness programme to protect nature. **Prepare a speech for the occasion.**

Features of a Speech

- Who is the speech addressed to?
- What is the salutation?
- How will you begin the speech?
- You can begin your speech with a quotation. Which lines would you like to quote?
- What are the ideas that you wish to convey?
- Sequence your ideas according to their order of importance.
- How will you conclude your speech?

Editing

After reading the story of the pebble, Haritha, a student of Class VI attempted to write the story of a tree. But there are some errors in it. Help her edit the story.

Once upon a time, the tree was a seed planted with a gardener. It rested on the soil till the rains came. The seed wish to see the outside world. It pushed out an sprout. From it, two tender green leaf peeped out. The cool wind touch its heart and sunlight shone upon it. It grew and danced in the breeze the soil gave it food and water. It grow in strength and spread out its branches. It gave shade and people take rest under it.

Project Work

Prepare a collage by collecting pictures/ paper cuttings showing the harmonious living of man, birds, animals, trees, etc. Give a suitable title too.



I can



| I can | I can do it well | I can do with the help of others | I need improvement |
|--|------------------|----------------------------------|--------------------|
| read and understand simple stories. | | | |
| prepare a poster. | | | |
| split sentences beginning with 'while'. | | | |
| use prepositions in various contexts. | | | |
| enjoy listening to a poem, read aloud and recite it. | | | |
| identify different expressions used in a story/poem. | | | |
| write a story in my own words. | | | |
| actively participate in classroom interactions. | | | |
| identify the rhyming words in a poem. | | | |
| make use of the new words in new situations. | | | |
| identify and edit errors in a passage. | | | |
| develop a conversation. | | | |
| write a speech understanding its features. | | | |



agenda (n): a list of items to be discussed at a meeting

What is the *agenda* of today's meeting?

ancestor (n): a forefather

Apes and monkeys are considered to be the *ancestors* of human beings.

astonishing (adj): very surprising

His *astonishing* performance attracted everyone.

bough (n): a large branch of a tree

The sparrow sat on the *bough* of a tree.

bug (n): a small insect, something of less importance

chirp (v): to make a short, sharp, cheerful sound as of small birds

The birds *chirped* on and on sitting on the branch of a tree.

cling (v): to hold on tightly

Children love to *cling* to their mothers.

culprit (n): a person who has done something wrong or against the law

The *culprit* was caught and handed over to the police.

dignify (v): to make others seem impressive

Do not *dignify* cheating as intelligence.

disgrace (n): the loss of other people's respect and approval because of their bad behaviour

Ramu's behaviour has brought *disgrace* on her family.

edible (adj): suitable to be eaten

The vegetables Raju grows in his garden are *edible*.

fascinating (adj): extremely interesting and attractive

The results of the survey are *fascinating*.

fervently (adv): showing strong or intense feelings.

We *fervently* hope they will win the match.

flutter (v): to move lightly and quickly with wings

The butterflies *fluttered* around the flowers.

gnaw (v): to bite something hard so that it gradually disappears

The dog *gnawed* the bone until it broke in two.

grim (adj): very serious in appearance

Her *grim* face showed that something was wrong.

inheritor (n): a person who receives money and property from his/her ancestors

Indians are the *inheritors* of a great culture.

islet (n): a small island.

There is an ancient church on the nearby little *islet*.

kernel (n): the inner edible part of a nut, especially once the hard shell has been removed

The *kernel* of coconut is very tasty.

laden (adj): heavily loaded with.

The branch of the mango tree is *laden* with ripe mangoes.

majestic (adj): grand or impressive

My uncle has a *majestic* house.

menacing (adj): seeming likely to cause you harm or danger

The *menacing* look of the rats chased the cat away.

narrowly (adv): closely

They *narrowly* escaped the accident.

nourish (v): to keep a person, an animal or a plant alive and healthy with food, etc.

Most plants are *nourished* by water drawn up through their roots.

occasionally (adv): sometimes; not often

He visits me *occasionally*.

perch (v): to land and stay on the branch of a tree

The birds *perched* on the boughs of the jackfruit tree.

pounce (v): to move suddenly forward in order to attack or catch something

The kitten *pounced* at the ball I threw to it.

racket (n): a loud unpleasant noise

Stop making that terrible *racket*!

Glossary



raucous (adj): loud and rough sound

We could hear the sound of *raucous* laughter coming from the shop across the street.

sphere (n): a round object (here: the earth)

spry (adj): full of life and energy

swarms (n): a large number of insects or bees moving around together

The bees came in *swarms* and flew straight into the hive.

swoop (v): to fly quickly and suddenly downwards, mainly to attack

A hawk *swooped* down on a chicken.

talent (adj): a natural ability to do something well

Reshmi was extremely *talented* in singing.

tender (adj): easy to bite through and cut

The cucumbers are *tender*.

thicket (n): a group of bushes or small trees growing closely together

The robbers hid in the bamboo *thicket*.

trespasser (n): a person who enters other's land or property without permission

There was a board kept on the property '*Trespassers* will be prosecuted'.