

TEXTBOOK
OF
ENGLISH
for
Class – VI
Tulip Series
Book-VI

Patron

Dr. Shiekh Bashir Ahmad (Secretary, BOSE)

Chief Editor:

Mehraj-ud-din Zargar (Dy. Director, Academics)

Editor:

Ms. Naila Neelofar (Academic Officer, English)

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Preface

The Jammu & Kashmir State Board of School Education embarked on a mission to review and revise the school curriculum of the state. As part of this mission, the whole of school curriculum has been revised. The reviewed and revised textbooks of English language from Class I to X have been named as *Tulip Series*. This textbook titled *Tulip Series Book-VI* is the outcome of series of interactions with teachers and academics. However, review/revision does not mean that what was good in the previous textbook should be scrapped altogether. In fact, what was relevant in the previous textbook has been retained in this textbook. But some new contents have also been incorporated in it, necessitated by the changing scenario of the times. An attempt has been made to place the pupils firmly in their locale and then allow them to take off to new heights.

How far the desired goal has been achieved, only stakeholders can tell. Formulating the contours of a textbook is not a one time activity. In order to strive for the best we look forward to the suggestions from the stakeholders, particularly teachers and parents and whatever worthwhile suggestions come, will definitely be given due consideration and the textbook shall be tailored accordingly.

I place on record my thanks to Dr. Sheikh Bashir Ahmad, Secretary, J&K State Board of School Education for anchoring the review/revision programme. I also place on record my appreciation for Mr. M. D. Zargar, Deputy Director, Academics K/D and Ms Naila Neelofar, Academic Officer (English) for their dedication and efforts which have made this review possible. I am also thankful to Joint Secretary, Publication, Dr. Renu Goswami and her team for publishing the textbook in time.

Professor (Dr.) D. B. Gupta
Chairman
J & K BOSE

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Dr. Sheikh Bashir Ahmad
Secretary
BOSE

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PROSE

LET'S BEGIN

*Do you know these words? If you don't, find out their meanings: **bandage, crutch, cripple, honour, misfortune, system.***

Look at the pictures in this unit and guess in what way this school may be different from other schools.



I had heard a great deal about Miss Beam's school, but not till last week did the chance come to visit it.

When I arrived there was no one in sight but a girl of about twelve. Her eyes were covered with a bandage and she was being led carefully between the flower beds by a little boy who was about four years younger. She stopped, and it looked like she asked him who had come. He seemed to be describing me to her. Then they passed on.



Miss Beam was all that I had expected — middle-aged, full of authority, yet kind and understanding. Her hair was beginning to turn grey, and she had the kind of plump figure that is likely to be comforting to a homesick child. I asked her some questions about her teaching methods, which I had heard, were simple.

“No more than this is needed to help them to learn how to do things — simple spelling, adding, subtracting, multiplying and writing. The rest is done by reading to them and by interesting talks, during which they have to sit still and keep their hands quiet. There are practically no other lessons.

“The real aim of this school is not so much to teach thought as to teach thoughtfulness — kindness to others, and being responsible citizens. Look out of the window a minute, will you?” Miss Beam said.

I went to the window which overlooked a large garden and a playground at the back. “What do you see?” Miss Beam asked.

“I see some very beautiful grounds,” I said, “and a lot of jolly children. It pains me, though, to see that they are not all so healthy and active-looking. When I came in, I saw one poor little girl being led about. She has some trouble with her eyes. Now I can see two more with the same difficulty. And there’s a girl with a crutch watching the others at play. She seems to be a hopeless cripple.”

Miss Beam laughed. “Oh, no!” she said. “She’s not really lame. This is only her lame day. The others are not blind either. It is only their blind day.”

I must have looked very surprised, for she laughed again.

“This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. During the blind day, their eyes are bandaged absolutely and they are on their honour not to peep. The bandage is put on overnight so they wake blind. This means



that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way — both the blind and the helpers.

“There is no misery about it,” Miss Beam continued. “Everyone is very kind, and it is really something of a game. Before the day is over, though, even the most thoughtless child realises what misfortune is.

“The blind day is, of course, really the worst, but some of the children tell me that the dumb day is the most difficult. We cannot bandage the children’s mouths, so they really have to exercise their willpower. Come into the garden and see for yourself how the children feel about it.”

Miss Beam led me to one of the bandaged girls. “Here’s a gentleman who has come to talk to you,” said Miss Beam, and left us.

“Don’t you ever peep?” I asked the girl. “Oh, no!” she exclaimed. “That would be cheating! But I had no idea it was so awful to be blind. You can’t see a thing. You feel you are going to be hit by something every moment. It’s such a relief just to sit down.”

“Are your helpers kind to you?” I asked.

“Fairly. But they are not as careful as I shall be when it is my turn. Those that have been blind already are the best helpers. It’s perfectly ghastly not to see. I wish you’d try.”

“Shall I lead you anywhere?” I asked.

“Oh, yes”, she said. “Let’s go for a little walk. Only you must tell me about things. I shall be so glad when today is over. The other bad days can’t be half as bad as this. Having a leg tied up and hopping about on a crutch is almost fun, I guess. Having an arm tied up is a bit more troublesome, because you can’t eat without help, and things like that. I don’t think I’ll mind being deaf for a day — at least not much. But being blind is so frightening. My head aches all the time just from worrying that I’ll get hurt. Where are we now?”



“In the playground,” I said. “We’re walking towards the house. Miss Beam is walking up and down the garden with a tall girl.”



“What is the girl wearing?” my little friend asked.

“A blue cotton skirt and a pink blouse.”

“I think it’s Millie,” she said. “What colour is her hair?”

“Very light,” I said.

“Yes, that’s Millie. She’s the Head Girl.”



“There’s an old man tying up roses,” I said.

“Yes, that’s Peter. He’s the gardener. He’s hundreds of years old!”

“And here comes a girl with curly red hair. She’s on crutches.”



“That’s Anita,” she said.



And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be. I also realised that if I had to describe people and things to someone else, it made them more interesting to me. When I finally had to leave, I told Miss Beam that I was very sorry to go.

“Ah!” she replied, “Then there is something in my system after all.”

E.V. Lucas
(abridged and simplified)

Glossary

| | |
|---------------------|--|
| kind: | gentle and considerate towards others |
| plump: | stout; pleasantly fat |
| responsible: | aware of one’s duties |
| at play: | playing |
| hopeless: | unfortunate; without hope |
| lame day: | day on which students act as if they were lame |



| | | |
|--------------------------------|---|---------------------------------|
| <i>misfortune</i> | : | unfortunate condition; bad luck |
| <i>their eyes are bandaged</i> | : | they are blindfolded |
| <i>are on their honour</i> | : | have promised |
| <i>misery</i> | : | difficulty; unpleasantness |
| <i>thoughtless</i> | : | careless |
| <i>awful</i> | : | bad |
| <i>troublesome</i> | : | difficult |
| <i>gradually</i> | : | slowly |

WORKING WITH THE TEXT

A. Put these sentences, from the story, in the right order and write them out in a paragraph. (Don't refer to the text. Check your memory).

- I shall be so glad when today is over.
- Having a leg tied up and hopping about on a crutch is almost fun, I guess.
- I don't think I'll mind being deaf for a day — at least not much.
- But being blind is so frightening.
- Only you must tell me about things.
- Let's go for a little walk.
- The other bad days can't be half as bad as this.

B. Answer the following questions :

1. Why do you think the writer visited Miss Beam's school?
2. What was the 'game' that every child in the school had to play?



3. “Each term every child has one blind day, one lame day...” Complete the line.
Which day was the hardest? Why was it the hardest?
4. What was the purpose of these special days?

LANGUAGE WORK

A. Match the words and phrases with their meanings in the box below:

- | | |
|----------------|-------|
| 1. homesick | _____ |
| 2. practically | _____ |
| 3. it pains me | _____ |
| 4. jolly | _____ |
| 5. thoughtless | _____ |
| 6. crutch | _____ |
| 7. misfortune | _____ |
| 8. ghastly | _____ |

T shaped support for a lame person fitting under the armpit, it hurts me, frightful, happy, almost or very nearly, intense feeling of returning home after being away from it, bad luck, not very caring.

B. Write these lines in order from the story

1. I had heard a great deal about Miss Beam’s school.
2. Miss Beam was all that I had expected — middle-aged, full of authority.
3. I went to the window which overlooked a large garden.



4. “We cannot bandage the children’s mouths, so they really have to exercise their willpower.”

C. 1. Given below is a page from a dictionary. Look at it carefully and;

- (i) find a word which means the same as ‘ghastly’. Write down the word and its two meanings.
- (ii) find a word meaning a part of the school year.
- (iii) find a word that means examination.

term *noun*

1 a fixed length of time: *He was made captain of the football team for a **term** of one year.*

2 a part of the school year: *There are three **terms** in a school year.*

terms *plural nouns* the things you are asking for: *If you agree to my **terms**—free meals and good wages—I will work for you.*

terrace *noun*

1 a level area cut out from the side of a hill

2 a flat area outside a house: *We sat on the **terrace** in the evening.*

3 a row of houses joined together

terraced *adjective*: a **terraced** house

terrible *adjective*

1 causing fear: *We saw a **terrible** storm.*

2 very bad: *Your writing is **terrible**.*

terribly *adverb*: *It is **terribly** (= very) hot.*

terrify *verb*

(*present participle* **terrifying**, *past* **terrified**)

to fill with fear: *The animals were **terrified** by the storm.*

terror *noun*

great fear: *a feeling of **terror***

territory *noun*

(*plural* **territories**)

1 land ruled by one government: *This island is **British** **territory**.*

test² *noun*

an examination: *I passed my driving **test** today.*

test tube *noun* small thin glass tube: *We put **chemicals** in **test tubes** in our **chemistry** class.*

text *noun*

1 the words used in a book

2 a few words from a book

textbook *noun*: *A **textbook** is a book we use to learn about something.*

than

(used when we compare things, in sentences like these): *My brother is older **than** me. Mary sings better **than** anyone else in the class.*

thank *verb*

to say we are grateful to someone: *I **thanked** her for the present she sent me.*

***Thank you** for the present you sent me.*

***No, thank you,** I don't want any more tea.*

thankful *adjective* very glad; grateful

thanks *plural noun* word used to show that we are grateful: ***Thanks** for helping me. It was **thanks** to John (= because of him) that we won the game.*

that

1 (*plural* **those**) the one over there; the one further away than this one: *This is my bowl; **that** bowl is yours.*

2 (*plural* **those**) (used to point out someone or something; used to mean the one known or mentioned already): *Did*



2 an area belonging to one person or animal:
*Wild animals will not allow other animals to enter their **territory**.*

test¹ verb

1 to look at something to see if it is correct or will work properly: *Before he bought the car, he drove it to **test** it.*

2 to ask someone questions: *The teacher **tested** the children on their homework.*

*you bring **that** photograph? We played football and **after that** (= next) we went home.*

3 (used instead of **who**, **whom**)

2. Now make lists of;

- (a) all the words on the page (plus any more that you can think of) that begin with *terr-*.
- (b) five words that may follow the last word on the page, *that*.
- (c) write down your own meaning of the word 'thank'. Then write down the meaning given in the dictionary.

D. A poem for you to read

All but blind
In his chambered hole
Gropes for worms
The four-clawed Mole.

All but blind
In the evening sky
The hooded Bat
Twirls softly by.

All but blind
In the burning day
The Barn Owl blunders
On her way.

And blind as are
These three to me,
So, blind to Someone
I must be.

(Walter de la Mare)



GRAMMAR WORK

I. Study the underlined words in the following sentences:

– “Gradually I discovered that I was ten times more thoughtful than I ever thought I could be.”

– “It’s perfectly ghastly not to see.”

These two words tell us ‘how’ things are being talked of. Such words are called adverbs of manner. We usually form an adverb of manner by adding **-ly** to the adjective;

ADJECTIVE

ADVERB

careful

carefully

absolute

absolutely

serious

seriously

But **y** changes to **i** before **ly**:

easy

easily

angry

angrily

Adverbs of manner usually come after the verb:

- Do you always work so neatly?
- We walked slowly towards the school building.

Now, cross out the wrong words in the following sentences:

- i. All the children in Miss Beam’s school took the games serious/ seriously.
- ii. The bandaged girl walked careful/carefully to avoid hitting a thing.
- iii. Miss Beam bandaged the girl complete/completely.
- iv. The visitor felt unhappy/unhappily after leaving the school.
- v. Miss Beam expected her children to arrive punctual/punctually.



- B. Look at your hands carefully. Now, write down for each finger one action for which that finger is particularly important. For example, the second (or index) finger helps to hold the knife down firmly when cutting.



LET'S WRITE

The following sentences make up a complete story, but they are jumbled. Rearrange them to form a meaningful story.

- i. The crow drank the water.
- ii. He hit upon a plan.
- iii. He flew here and there in search of water.
- iv. He tried to reach the water but failed.
- v. He collected pebbles in his beak and dropped them one by one in the pot.
- vi. Once upon a time, there was a crow who was very thirsty.
- vii. He saw a pot in a garden that contained very little water.
- viii. The water level rose up, and he drank it and quenched his thirst.

Write a short paragraph of 100 words on **your classroom**.



DO IT YOURSELF

Collect photographs of two famous personalities (for example, Mother Teresa), one man and one woman, who have done something for the suffering people. Paste them on a sheet of paper and under each photograph write a brief biographical note. Hang the sheet on your classroom wall.

LET'S BEGIN

Discuss in class: Do you like homework? Do you do it yourself, or do you get help? What homework do you usually have?



Patrick never did homework. “Too boring,” he said. He played hockey and basketball and Nintendo instead. His teachers told him, “Patrick! Do your homework or you won’t learn a thing.” And it’s true, sometimes he did feel like an ignoramus. But what could he do? He hated homework.

Then one day he found his cat playing with a little doll and he grabbed it away. To his surprise it wasn’t a doll at all, but a man of the tiniest size. He had a little wool shirt with old-fashioned britches and a high tall hat much like a witch’s. He



yelled, “Save me! Don’t give me back to that cat. I’ll grant you a wish, I promise you that.”

Patrick couldn’t believe how lucky he was! Here was the answer to all his problems. So he said, “Only if you do all my homework till the end of the semester, that’s 35 days. If you do a good enough job, I could even get A’s.”



The little man’s face wrinkled like a dishcloth thrown in the hamper. He kicked his legs and doubled his fists and he grimaced and scowled and pursed his lips, “Oh, I am cursed! But I’ll do it.”

And true to his word, that little elf began to do Patrick’s homework. Except there was one glitch. The elf didn’t always know what to do and he needed help. “Help me! Help me!” he’d say. And Patrick would have to help — in whatever way.

“I don’t know this word,” the elf squeaked while reading Patrick’s homework. “Get me a dictionary. No, what’s even better, look up the word and sound it out by each letter.”

When it came to maths, Patrick was out of luck. “What are timestables?” the elf shrieked. “We elves never need that. And addition and subtraction and division and fractions? Here, sit down beside me, you simply must guide me.” Elves know nothing of human history, to them it’s a mystery. So the little elf, already a



shouter, just got louder. “Go to the library, I need books. More and more books. And you can help me read them too.”



As a matter of fact, everyday, in every way that little elf was a nag! Patrick was working harder than ever and was it a drag! He was staying up nights, had never felt so weary, was going to school with his eyes puffed and bleary.

Finally, the last day of school arrived and the elf was free to go. As for homework, there was no more, so he quietly and slyly slipped out the back door.

Patrick got his A's; his classmates were amazed; his teachers smiled and were full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude.



You see, in the end, Patrick still thought he'd made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Patrick had done it himself!

Carol Moore

Glossary

| | | |
|----------------------------------|---|---|
| <i>Nintendo</i> | : | a video game |
| <i>ignoramus</i> | : | an ignorant person who lacks education |
| <i>britches</i> | : | breeches, or short trousers. The writer here spells it, for fun, to rhyme with the word 'witches' |
| <i>dishcloth</i> | : | a cloth used for washing dishes |
| <i>hamper</i> | : | a basket with a lid |
| <i>grimaced, scowled</i> | : | face/forehead showed disgust, anger and disapproval |
| <i>glitch (an informal word)</i> | : | a fault in a machine that prevents it from working properly; malfunction (here, hitch or problem) |
| <i>shriek(v)</i> | : | to give a short, high-pitched cry |
| <i>nag</i> | : | one who troubles someone all the time by complaining or asking them to do something |
| <i>drag (an informal word)</i> | : | something dull and uninteresting |
| <i>bleary</i> | : | dim |
| <i>slyly</i> | : | secretively |
| <i>chores</i> | : | work that must be done everyday, often boring |
| <i>attitude</i> | : | a feeling about someone or something |



WORKING WITH THE TEXT

Answer the following questions:

1. What did Patrick think his cat was playing with? What was it really?
2. Why did the little man grant Patrick a wish?
3. What was Patrick's wish?
4. In what subjects did the little man need help to do Patrick's homework?
5. How did Patrick help him?
6. Who do you think did Patrick's homework — the little man, or Patrick himself?
Give reasons for your answer.

LANGUAGE WORK

A. Fill in the blanks in the sentences below with the words or phrases from the box. (You may not know the meaning of all the words. Look such words in a dictionary, or ask your teacher.)

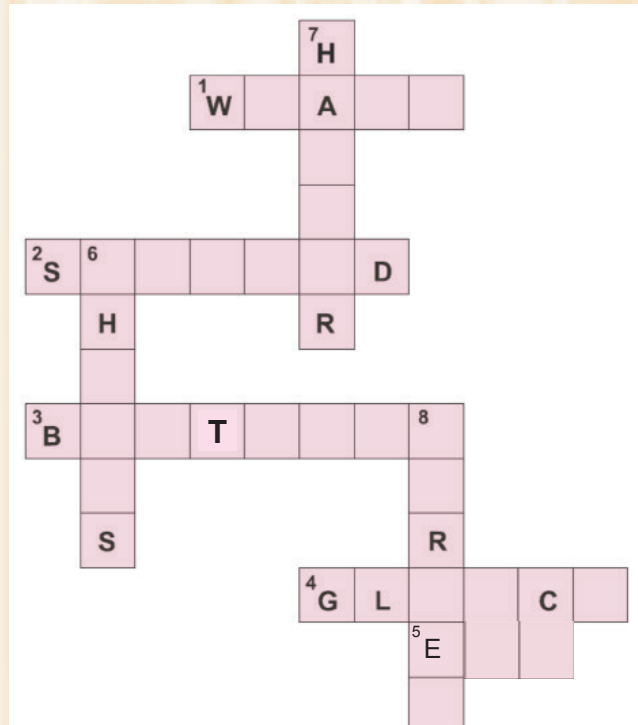
| | | | |
|-------------|--------------------|------------------|--------|
| out of luck | mystery | true to his word | chores |
| semester | between you and me | look up | |

1. Some people find household _____ a bore, but I like to help at home.
2. Who stole the diamond is still a _____.
3. This _____ we are going to have a class exhibition.
4. _____, the elf began to help Patrick.
5. Can you _____ this word in the dictionary?



6. I started early to be on time, but I was _____. There was a traffic jam!
7. She says she's got a lot of books, but it is _____, I think most of them are borrowed.

B. Use the clues given below to complete this crossword puzzle:



Across

1. very tired.
2. had an angry look on the face.
3. short trousers.
4. a fault in a machine that prevents it from working properly.
5. a small and naughty boy; fairy.



Down

6. work that must be done everyday, often boring.
7. a basket with a lid.
8. short, high-pitched cry.

GRAMMAR WORK

I. Study this sentence:

- It was designed to stand 185 feet (56 m) high and was constructed of white marble.

This sentence consists of two parts:

- a. It was designed to stand 185 feet (56 m) high.
- b. [It] was constructed of white marble.

Each part gives complete meaning and is therefore called an *independent clause*.

Notice that the two clauses have the same subject, 'It', but it has been omitted in the second clause. These **independent clauses** have been joined by 'and', and made into a compound sentence. You can frame a *compound sentence* by using **but** and **or** also as in:

- He is poor **but** he is honest.
- Work hard **or** you'll fail.

Now join the following pairs of clauses by using **and/but/or**:

- | | |
|-------------------------------|---------------------------|
| i. a) Lata is a singer. | b) She is very smart. |
| ii. a) Mehmood is from Jammu. | b) Rafiq is from Kashmir. |
| iii. a) He is from the city. | b) He is very simple. |
| iv. a) Jitendar is an actor. | b) His wife doesn't work. |
| v. a) Be quiet. | b) You'll be thrown out. |
| vi. a) I stayed at home. | b) I watched television. |
| vii. a) I bought a book. | b) I didn't read it. |



II. Choose the correct word:

- i. Apples is/are grown everywhere in Kashmir.
- ii. Bananas aren't/isn't grown in Kashmir.
- iii. My hands is/are cold.
- iv. Who is/are those men?
- v. Your jeans are/is dirty.
- vi. Where is/are my glasses?
- vii. My feet is/are cold.
- viii. Is/are the shops open?
- ix. Your coat is/are good.
- x. Where are/is the children?



LET'S TALK

- A. In the story Patrick does difficult things he hates to do, because the elf pretends he needs help. Have you ever done something difficult or frightening by pretending about it in some way?

Tell your classmates about it.

Or

Say what you feel about homework. (The words and phrases in the box may help you.) Do you think it is useful, even though you may not like it? Form pairs, and speak to each other.

For example:

You may say, "I am not fond of homework."

Your partner may reply, "But my sister helps me with my lessons at home, and that gives a boost to my marks."

Partner I

(not) be fond of, (not) take to, (not) develop a liking for

(not) appeal to, (not) be keen on, (not) have a taste for



Partner II

support assist with the aid of
 help be a boon give a boost to

**LET'S WRITE**

- A. This story has a lot of rhyming words, as a poem does. Can you write out some parts of it like a poem, so that the rhymes come at the end of separate lines?

For example:

Patrick never did homework. "Too boring," he said.

He played baseball and hockey and Nintendo instead.

- B. Look at these sentences:

1. "Too boring," he said.
2. Cleaned his room, did his chores.

When we speak, we often leave out words that can easily be guessed.

We do not do this when we write, unless we are trying to write as we speak (as in the story).

So, if we were to write carefully, we would say:

- "Homework is too boring," he said.
- He cleaned his room and did his chores.

- C. Rewrite the following incomplete sentences carefully, so that the reader does not have to guess what is left out.

1. more and more books
2. too difficult
3. got up late, missed the bus
4. solved the mystery



D. Look at this cartoon by R.K.Laxman. Read the sentence given below the cartoon. Discuss the following questions with your partner :

- What is it about?
- Do you find it funny? If so, why?
- Do you think a cartoon is a serious drawing? Why or why not?



Get on with your homework — the sums, the composition, history, geography, chemistry, physics — and stop reading *The Laws Against Child Labour!*

LET'S BEGIN

What do you read in your spare time? Choose from the list. Compare your list with your partner. Talk about what and why you like to read what you have chosen.

- a. Life accounts of great men and women.
- b. Detective stories.
- c. Stories from *The Arabian Nights*.
- d. Novels.
- e. Short stories.

LET'S READ

Ahmed, Kamal, Solomon and Shabnam are sitting around their grandmother at bedtime to listen to a story. The grandmother, whom they call 'Nany', has promised them that she would tell them a true story.

NANY : Listen, children! I'm going to tell you the story of a very great man. His name is Muhammad (PBUH). He was born in 571 A D, more than fourteen hundred years back, in a respectable family in Makkah, Saudi Arabia. Those were the times when the Arabs buried their daughters alive. Most people did not want daughters.

AHMED (*interrupting*) : But, Nany, why did they kill their daughters?

NANY : Nobody wanted girls to be born to them. They considered girls inferior to boys. Therefore, whenever a daughter was born, the father would take her away, dig a pit and bury her alive. Even the cries of the daughter would not melt her father's heart.



- SOLOMON (*shocked*) : Oh, God! How could the father do it?
- NANY : All the Arabs did it. They gambled, drank wine and indulged themselves in all kinds of evil deeds.
- KAMAL : Was there no Government there? I mean, police, etc.
- NANY : No, the Arabs lived in groups called tribes; each tribe had a head who would control everything. Killing of daughters, drinking, dancing and other evil deeds were the fashion of the day.
- SHABNAM: Fashion? What do you mean?
- NANY: I mean all the Arabs would do the same, whether they were rich or poor.
- ALL THE CHILDREN : Oh, how sad!
- NANY: Yes, it was during these times that Muhammad (PBUH) was born of Aamina who had been married to Abdullah from a respectable family, called Quraysh, in Makkah. As luck would have it, Abdullah had died before Muhammad (PBUH) was born.
- AHMED : Oh! Who looked after him then?
- NANY : His grandfather, Abdul Mutalib. He was the head of his tribe. According to the Arab tradition, Muhammad (PBUH) was placed in the custody of a woman, Halima, who brought up Muhammad (PBUH) for four years and suckled him. After this, his mother looked after him. Once Aamina took him to her relatives in Madinah. They spent one month there. On her way back to Makkah, Aamina fell ill and died. At that time Muhammad (PBUH) was six years old.



Then, the whole responsibility of Muhammad's (PBUH) upbringing fell on the shoulders of his grandfather, Abdul Mutalib. However, when Muhammad (PBUH) was eight, his grandfather also died. But before his death, he left his grandson in the custody of his son, Abu Talib, the elder brother of the deceased father of the Prophet (PBUH).

ALL THE CHILDREN : Did Abu Talib have no children of his own?

NANY : No, no! He had his own children also. But, he loved Muhammad (PBUH) like his own child. He took Muhammad (PBUH) with him on his trade journey to Syria. At that time, Muhammad (PBUH) was twelve. During this journey, they met a Christian monk who advised Abu Talib not to continue his journey but take Muhammad (PBUH) back to Makkah.

ALL THE CHILDREN : Why did he do so?

NANY : He told Abu Talib that he had seen in Muhammad (PBUH) all the characteristics of the last prophet that the Bible talks about. In order to keep him away from any harm, he should return to Makkah. It is said that Abu Talib returned to Makkah after selling his merchandise from which he had earned very good profit.

CHILDREN : What happened after that?

NANY : Well, like his uncle, Muhammad (PBUH) also adopted trade as his profession. He (PBUH) took the merchandise with other caravans to different places and every time earned a good profit. All the people appreciated his (PBUH) honesty, truthfulness and straightforwardness.



That time a rich widow, Khadija (RA), who had heard a great deal about Muhammad's (PBUH) honesty, sent him with her merchandise to Syria. Her servant accompanied him. It was the second time that Muhammad (PBUH) was going to Syria. On their way, the caravan stopped near a church. A priest there started observing Muhammad (PBUH) very keenly.

ALL THE CHILDREN : Nany, was he the same priest who had seen Muhammad (PBUH) for the first time with his uncle?

NANY : No, I don't think he was the same priest. He was somebody else. Anyway, people got suspicious and began to shout. The priest took shelter at the roof of the church and from there assured the people that he meant no harm, but was comparing the description of the last prophet as given in the Bible with the features that he had found in Muhammad (PBUH).

SHABANAM : Nany, you mentioned the Bible before also. What is it?

NANY : Oh! I'm sorry, I forgot to tell you. The Bible is the religious book of the Christians, the followers of Jesus Christ (A.S).

ALL THE CHILDREN : Oh!

NANY : The priest was in no doubt that Muhammad (PBUH) was going to be that last Prophet. On hearing this, the people felt relieved, and after selling his merchandise Muhammad (PBUH) returned to Makkah. Khadija's (RA) servant talked very high of Muhammad's (PBUH) honest dealings during his trade trip to Syria. Because of



his honesty, truthfulness and good dealing, Muhammad (PBUH) came to be known as ‘Ameen’ (the custodian). Khadija (RA) was so impressed that she decided to marry him. At that time, she was 40 and Muhammad (PBUH) was only 25.

- SOLOMON : Oh, it means that Muhammad (PBUH) was very young.
- NANY : Yes, fifteen years younger than Khadija (RA). The marriage took place. After marriage, the husband and wife spent their wealth generously to help the poor and the needy, and they lived a very frugal life.
- ALL THE CHILDREN : How interesting, Nany! A rich couple giving all their riches to the poor. We haven’t heard of such a thing before.
- NANY : Oh, yes. The couple would spend most of their wealth for others and lived a hard life for themselves.
- SOLOMON : Nany, didn’t they have children?
- NANY : Of course, they had. From Khadija (RA), Muhammad (PBUH) got two sons and four daughters. The sons namely Qasim and Abdullah died young while Zainab (RA) Ummi-Kulsum (RA), Ruqayya (RA) and Fatima (RA) were all married and had children.

When Muhammad (PBUH) was 32 or 33, he started thinking about the universe and its creator. He would spend days together in meditating in one of the caves, called Hira. One day, at the age of 40, when Muhammad (PBUH) was meditating in Hira, an angel appeared before him and asked him to read. Muhammad (PBUH) said, “I can’t read.” The angel embraced him and repeated the



same word thrice. The third time the angel said, ‘Read in the name of thy Lord’. Muhammad (PBUH) was scared, went home and told his wife to wrap him in a blanket for he was shivering with fear. He related the incident to his wife who took him to her nephew, Warqa, who was a Christian scholar. When Warqa heard Muhammad’s (PBUH) account, he told him that he was going to be the prophet and the angel he had seen was none other than Gabriel (AS). What the angel had asked him to read were the first verses of the holy Qur’an that was revealed to Muhammad (PBUH) as the last book of Allah. Thus he became the last messenger of Allah.

AHMED : Nany, that means the predictions that the priests in Syria had made were true.

NANY : You’re absolutely right, Ahmed. [*Continuing*] After some time Muhammad (PBUH) openly preached Allah’s commandments and his prophethood. He (PBUH) began to invite people to Islam. He (PBUH) told people to worship Allah alone and accept Kalima (the oneness of Allah), offer prayers, called *nimaaz*, observe Ramadan (fast), give Zakat (the share of the poor in the wealth of the rich) and perform Hajj (pilgrimage to the holy city of Makkah). He (PBUH) also asked people to purify their lives by following the principles of truth, honesty and justice. Arabs were pagans and worshipped different gods which they had kept in their place of worship, the present Kaabah.

SHABNAM : Oh, the people must have opposed him.

NANY : You’re right. Not all the people heeded him and many



became his arch-enemies. His wife, Khadija (RA), was the first woman to accept Islam. Later on, Abu Bakr (RA), Umar-bin-Khataab (RA), Uthman-bin-Afaan (RA) and his cousin, Ali (RA) became his companions in propagating the new faith called Islam. The Arab tribes, especially the nobles from his own dynasty, Quraysh, tried their best to keep him away from propagating the message of God, but failed. Ultimately, they forced him to leave his birthplace, Makkah.

ALL THE CHILDREN : They forced him to leave!
[surprised]

NANY : Yes, he migrated to Yathrib about four hundred kms from Makkah which was subsequently named as Madinah. This is popularly known as *hijrat* (migration) and from here, the Muslim calendar starts. Muhammad (PBUH) spent the rest of his life there. The pagans of Makkah did not allow him and his companions to live in peace in Madinah and even forced many battles on them. Muhammad (PBUH) and his companions had to fight in defence to safeguard their faith and territory. Ultimately, Muhammad (PBUH) emerged victorious against all the odds. He established a very strong Islamic state whose headquarters were in Madinah. Muhammad (PUBH) passed away at the age of 63 in Madinah. Millions of Muslims visit his resting place every year, especially during Hajj, the annual pilgrimage to Makkah. O.K. children. Now go to sleep. Good night!

ALL THE CHILDREN : Good night, Nany! Thank you for telling us this wonderful story.



Glossary

| | |
|---------------------------------|---|
| <i>PBUH:</i> | Peace Be Upon Him |
| <i>Makkah:</i> | name of the place where Kaabah is situated towards which all the Muslims turn in Nimaaz. Around Kaabah is the grand holy mosque called Masjid-ul-Haraam |
| <i>monk:</i> | priest |
| <i>ameen:</i> | an Arabic word meaning trustworthy, custodian |
| <i>scared:</i> | afraid |
| <i>pagans:</i> | people who do not believe in one God |
| <i>heed:</i> | listen, pay attention to |
| <i>Abu Bakr.....Ali:</i> | Prophet Muhammad (peace be upon him) had four very close companions – Abu Baker Siddique (RA), Umar-ibn-Khatab (RA), Uthman-ibn-Afaan (RA) and Ali-ibn-Talib (RA). Uthman (RA) and Ali (RA) were his sons-in-law while as Abu Baker (RA) & Umar (RA) were his fathers-in-law. All the four became caliphs, one after the other, after the death of the Prophet (PBUH) |
| <i>Hajj:</i> | one of the five fundamentals of Islam that is performed during the first two weeks of <i>Zilhajj</i> , the last month of the Muslim calendar |
| <i>RA:</i> | Arabic words <i>Radia Allah-u unhu</i> for man and <i>Radia Allah-Unha</i> for woman, meaning may God be pleased with him/her |
| <i>AS:</i> | Arabic words <i>Alihi Salam</i> , meaning may God's peace be upon him |

WORKING WITH THE TEXT

I. Answer these questions:

1. When and where was Muhammad (PBUH) born?



2. Who was Halima? Why did she bring up Muhammad (PBUH)?
3. Why did the Arabs kill their daughters, and how?
4. How old was Muhammad (PBUH) when his mother died?
5. How old was Muhammad (PBUH) at the death of his grandfather, and who looked after him afterwards?
6. Why and with whom did Muhammad (PBUH) go to Syria?
7. What advice did the monk give to Abu Talib, and why?
8. When did Muhammad (PBUH) visit Syria a second time? What happened there?
9. How did Muhammad (PBUH) prove as a trader?
10. How did Khadija (RA) come to know about Muhammad (PBUH)?
11. Where did Muhammad (PBUH) see the angel? What did he tell him to do?
12. Who was Warqa? Why did Muhammad (PBUH) see him?
13. What was the age difference between Muhammad (PBUH) and Khadija (RA) when they got married? How many children did they have?
14. Did people readily accept what Muhammad (PBUH) told them? How do *you* know?
15. Why did Muhammad (PBUH) leave Makkah?

II. Say whether the statements are true or false. Write T or F in the boxes.

1. Muhammad (PBUH) was born after his father's death.
2. Halima was Muhammad's (PBUH) foster mother.
3. Muhammad (PBUH) visited Syria when he was four years old.
4. The first Christian priest met Muhammad (PBUH) in Makkah.
5. The Christian priests found all the signs of the last prophet in Muhammad (PBUH).



6. Abdul Mutalib was Muhammad's (PBUH) uncle.
7. Abu Talib did not like Muhammad (PBUH).
8. 'Ameen' is the title that Muhammad (PBUH) got because of his honesty.
9. Hira is the name of the house where Muhammad (PBUH) saw Gabriel (AS) for the first time.
10. Muhammad (PBUH) became the prophet when he was 33.
11. The Qur'an was revealed to Muhammad (PBUH) when he migrated to Madina.
12. Muhammad (PBUH) left Makkah of his own.
13. The first Islamic Government was established in Madina.
14. Hajj is performed in the first month of the Muslim calendar.

LANGUAGE WORK

- I. Muhammad (PBUH) was brought up by his uncle.

The underlined expression above is a *phrasal verb* used in the past ('bring up' is the present form). A *phrasal verb* consists of a verb followed by a preposition or an adverb. 'To bring up' means to care for (a child) until it is an adult. If you break the phrase into two words, the words have different meaning.

Now guess the meaning of the underlined phrases in these sentences:

1. We should cut down our expenses if the shop is to make a profit.
2. Our school will come out with its progress report soon.
3. You should not disrespect your elders but carry out their orders.
4. He gave up smoking three months back.


















5. They promised to support him in his elections, but later on backed out.
6. The plane takes off at 5 a.m. We should be at the airport one hour before its departure.

II. 'Grandfather' is a compound noun – 'grand + father'. Make compound words by joining words in A and B.

| A | B |
|---------|----------|
| walking | pressure |
| feature | life |
| blood | stick |
| cotton | film |
| flower | roll |
| wild | room |
| bed | vase |

III. Arrange the following words as they would appear in a dictionary. Also indicate syllable division (where necessary) by putting a dot in between each syllable.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| finger | aeroplane | write | nib | star |
|  |  |  |  |  |
| pad | printer | cassette | thumb | file |
|  |  |  |  |  |
| floppy | crescent | fish | dog | tap |



cylinder



cup



cycle



lorry



train



bus



speak



knife



headphone



lock



medal



spider



lips



picture



clock



camera



motorbike

- IV. *Ali was Muhammad's (PBUH) cousin.* The word *cousin* can be used for both male and female children of your aunt or uncle. You can use it also for the children of your mother's brother, or any other distant relation. We don't say cousin brother or cousin sister for cousin refers to both the sexes.

She is my cousin.

He is my cousin.

What words do you use in your language for the following relations. (The English relationship words are given in brackets).

1. Sister's husband (brother-in-law).....
2. Wife's brother (brother-in-law).....



3. Mother's brother (uncle)
4. Mother's brother's son (cousin).....
5. Father's brother (uncle).
6. Father's mother (paternal grandmother).....
7. Mother's mother (maternal grandmother).....

GRAMMAR WORK

I. Study the underlined words in the following sentences:

- The Arabs buried their daughters alive.
- Even the cries of the girl would not melt the heart of her father.

In the above sentences their and her are pronouns which modify the nouns following them. We use **my/your/his/her/their, etc.** before nouns as in:

- Ann likes **her** hat.
- Mehmood loves **his** children.
- I'm going to wash **my** hands.
- Do you like **your** job?
- We like **our** village.
- They don't like **their** jobs.
- Kashmir is famous for **its** beauty.

Now fill in the gaps with **my/our/your/his/her/their/its**:

1. Aamina is going to wash.....clothes.
2. Ahmed is with.....friend and.....father works in a bank.



3. We are going to invite all.....friends to the party.
4. It's a very big company.....head office is in Delhi.
5. They're going to seegrandmother who lives in a village.
6. I saw my friend, Ahmed, with.....parents.
7. I liked.hat. Did you like mine?

Note: Write 'yours' and not 'your's' which is incorrect.

II. You know nouns can be countable or uncountable. Uncountable nouns usually do not take the plural marker –s/es at the end. We, therefore, use determiners like **some**, **any**, **much**, etc. with them. **Some** is used with uncountable noun and **any** is also used with uncountable. **Many** is used with countable nouns only. For example:

- I must buy **some** coffee and juice.
- Do you have **any** money with you?
- There isn't **much/any** time left now.
- Raja has **many** pencils in his box.

There are many uncountable nouns related to different pieces of clothes which are always available in pairs – gloves, socks, shoes, etc. With these nouns we usually use 'a pair of –'. Which of the following nouns will take 'a pair of.....' before them:

| | | | |
|------------------|-----------------|-----------------|----------------|
| milk | trousers | tongs | bread |
| chocolate | jeans | breeches | pyjamas |
| shorts | rice | trunks | cheese |

III. Muhammad (PBUH) said to the angel, "I can't read."

'Can't' is the contracted form of 'cannot', which is the negative form of 'can'. It indicates 'inability' to do something'. If you have to say that you have the ability to do



something you can say, “I can do it”. **Can** is a modal verb. In the following sentences the underlined words are all **modal verbs** which express different ideas (given in brackets).

- i. She can solve this problem on her own. We shouldn't interfere at all. (EXPRESSING ABILITY)
- ii. I can go there. I'm not afraid of the boss. (EXPRESSING POSSIBILITY)
- iii. Can I have your pen, please? (SEEKING PERMISSION)
- iv. I may visit him if I go to Delhi next month. (EXPRESSING POSSIBILITY)
- v. 'May I come in, please?' 'Yes, Come in.' (SEEKING PERMISSION)
- vi. We might visit them. (EXPRESSING POSSIBILITY).
- vii. You must/should see me in the office tomorrow morning. (EXPRESSING OBLIGATION)
- viii. You must be Japanese. (EXPRESSING POSSIBILITY)

What would you say in the following situations?

- a. You don't have your textbook with you. Your friend has. You ask for it.
You say: _____?
- b. You wish to apply for leave and go to Headmaster's room. Before you enter the room.
You say: _____?
- c. Many boys are swimming in the lake. You also know swimming. You tell another friend about it.
You say: _____.
- d. You are planning to visit Delhi. You expect to see your friend, Mohan, there. You talk about this possible meeting to a friend.
You say: _____.



- e. You see a foreign tourist in the market, but you can't make out where he is from. You feel he is from Italy. You talk to him and tell him.

You say: _____

- f. You are away from home and you want to ring your family up. There is a telephone at a shop. You go to the shopkeeper and seek his permission to use his phone.

You say: _____.

- g. Your friend, Waseem, is ill. You inform another common friend about it, suggesting to call on him.

You say: _____

IV. Study the following sentences from the text:

We haven't heard of such a thing before.

We use '*have/ has (or haven't/ hasn't)*' + *past participle* form of the main verb (*hear, heard*) to make *present perfect* tense, and for an *action in the past* with a result *now* as in:

- You *haven't cleaned* your shoes. (You can't wear them like that.)
- I *have lost* my book. (I can't find it now.)
- He *has/hasn't* gone to bed.

Now complete the sentences with a verb from the list .Use have/has + past participle of the verb). The first one is done for you:

VERBS: finish, go, read, take, do, paint

- a. 'Are you still writing the letter?' 'No, I *have finished* it'
- b. 'Is Waseem here?' 'No, he.....to school.'
- c. I can't find my handkerchief. Somebody.....it.



- d. 'Do you want this book?' 'No, thanks. I it'
- e. Waseemhomework. He's playing now.
- f. His room looks different. He.....it



LET'S TALK

- I. Collect as much information as you can about the life of one of the following:

Jesus Christ, Mahatma Buddha, Guru Nanak

Work in groups and each group shall make a presentation before the class. Acquire more information about the life of the prophet Muhammad (PBUH) from any book in your library.

- II. You have read that the holy Qur'an was revealed to the prophet Muhammad (PBUH) and the Muslims regard it as the last word of God. Collect as much information as you can about one of the following books and talk to a partner about it.

The Qur'an, The Baghavad Gita, The Bible, The Granth Sahib

LET'S WRITE



On the basis of what you have discussed in the classroom in **Let's Talk**, write a brief account of the person. Compare your writing with some of your classmates. When you write a brief account of that person, it is called a personality profile.

Write a profile of about 100 words about a person who has impressed you the most.

You have read about the prophet Muhammad (PBUH), his (PBUH) birth, parentage, where he (PBUH) grew up, what occupation he (PBUH) had, and many other things.

- Write a brief biographical sketch about the prophet Muhammad (peace be upon him) in your own words.



DO IT YOURSELF

Mosque is a place for Muslims to worship Allah. Other people also worship God in their own way.

Write down the name of the community against the place of worship mentioned below:

Temple

Gumpa

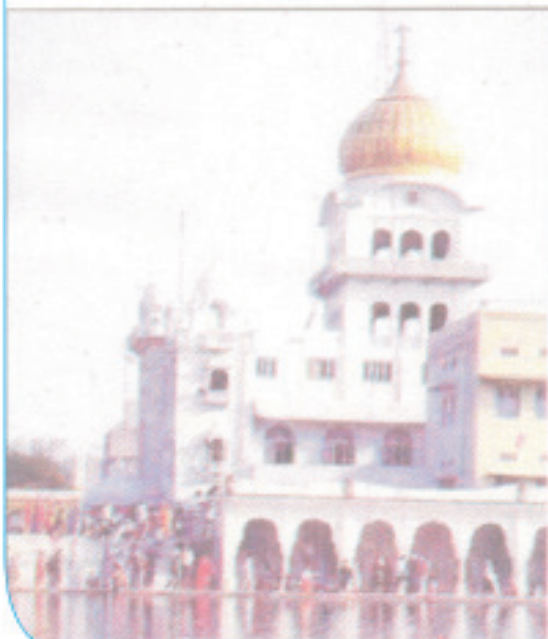
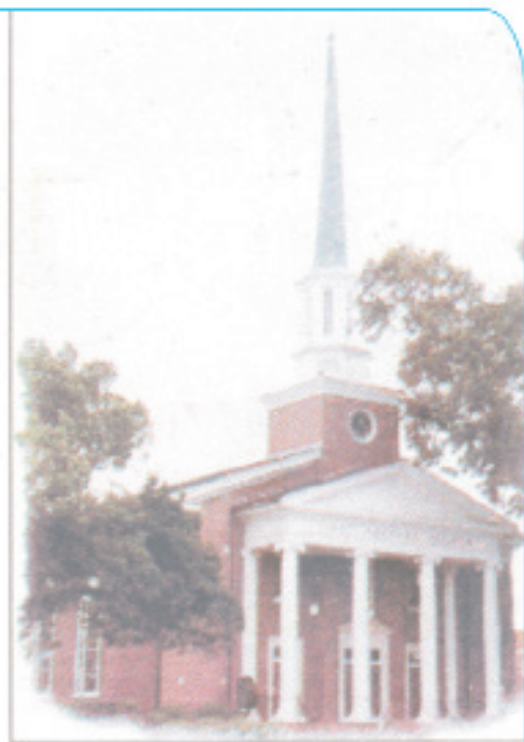
Church

Gurudwara

Synagogue

The following pictures represent different religions. Identify which picture represents what religion? Write the names of the religions in your notebook. Also, collect more pictures about other religions you know. Check your list with the partners of your group.

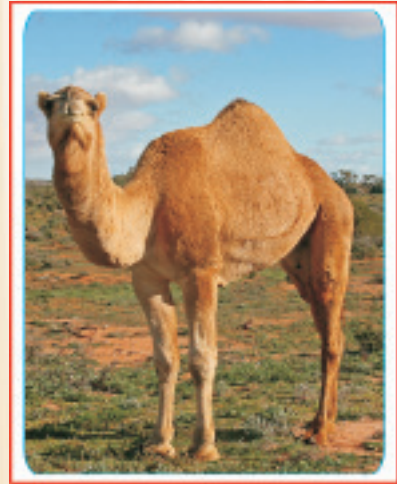




LET'S BEGIN

- Name four deserts of the world.
- Name the places where camels are found.
- Find the difference between a hot desert and a cold desert.

Sama's father, a doctor by profession was transferred from Srinagar to Nubra valley in Ladakh. He asked his daughter to spend her summer vacation with him in Nubra. Both the father and the daughter stayed as paying guests at Dixit Dolma's house. Sama and Dolma became friends at very first sight and, therefore, Sama asked Dolma to tell her something about Nubra.



Dolma : Do you know that Ladakh is a desert?

Sama : Oh! You are kidding me.

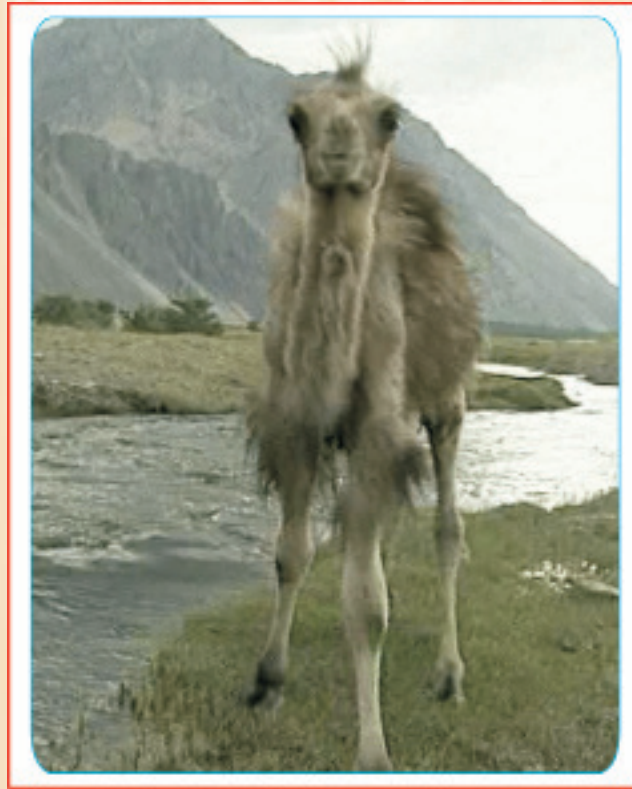
Dolma : No, no. It is true. Ladakh is known not only as a desert but in fact, a cold desert.

Sama : It is wonderful. I had heard only about the Sahara in Africa and the Thar in Rajasthan. Oh! it is thrilling to know that right now I am enjoying the magnificence of one of the most beautiful cold deserts of the world.

Dolma : One more speciality is the camel in Ladakh.

Sama : Now you're kidding me again. It is like a bald man carrying a comb or an Eskimo enjoying an ice cream.

Dolma : No, no. I am telling you the truth. I will arrange a meeting with Moosa Ali on Sunday.



▪ **Zoological name**

Camelus Bactrianus

▪ **Herbivore**

Prefers grass leaves and shrubs but will eat dry vegetation and salt bush that other mammals avoid.

▪ **Habitat**

Steep grassland, mainly valleys and canyons in mountainous areas.

A few wild herds exist in Nubra.

Sama was very curious to know who this Moosa Ali was. However, it was a bright Sunday morning and Sama was very happy because she had no other friends at Nubra. Sama and Dolma after enjoying gur gur tea and Mukh Mukh, left for Moosa Ali's home.



Description

- Length 10 feet
- Height 7 feet
- Weight 1500 pounds
- Light to dark brown coat, short in summer with thin mane on chin, shoulder, hind legs and humps.
- Winter coat longer, thicker and darker.



Sama was surprised to see the camel calf in the company of a boy. Dixit Dolma pointing towards the boy said, “Look he is Moosa Ali.”

After exchanging pleasantries, Dolma asked Moosa Ali to tell them something about the Bactrian Camel.

Moosa Ali asked them to accompany him along with his camel calf into the vicinity of his village, Diskit, where a group of wild Bactrians was present.





The Bactrian Camel is originally a native of Mangolia where it is called the Haftkai. However, it is also found in remote areas of the Gobi and Taklamakan deserts in Mangolia and China where it was heavily hunted for its hide and meat.

It is interesting to know that most of the transport across the Karakoram and Silk route was on the double humped Bactrian Camel because of its outstanding performance on the mountains and desert trails.

The Bactrian Camel is one of the best prepared mammals for the harsh extremes of the desert. Faced with the scorching heat, chilling cold and scarcity of food and water, many animals struggle but the wild Haftkai faces all the odds. The Camel can cover around 50 kms a day.

The Camel's long narrow nostril and dense eyelashes efficiently prevent damage from sandstorms. It sweats and urinates little, thus prolonging resistance to thirst.





Special Adaptation

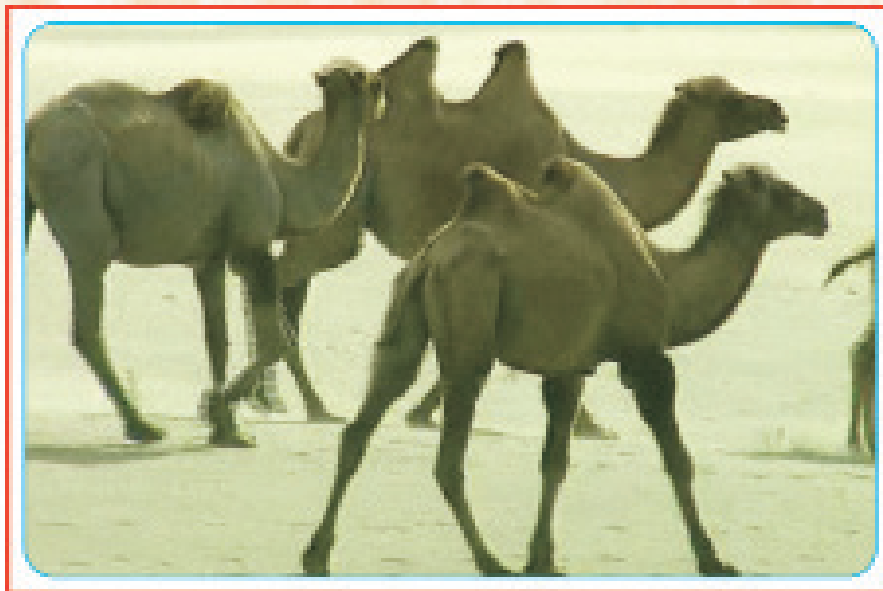
- Snowshoe effect prevents sinking in sand as the body weight rests on sole pads with only front ends of the hooves touching the ground.
- Long legs allow the camel to travel great distances easily.
- Thick calloused knees protect the joints when the animal lies down.

Sama : It is so great to see the camel calf clinging to Moosa Ali.

Moosa Ali : I have many times tried to find the camel calf's mother, so that the camel can join its herd, because I take it as my moral duty.

Dolma : It is so happy with you. It treats you as its mother.

The most noticeable feature of the Bactrian camel is its two humps. At the hump, the average height of the Camel is 7 feet. A common misconception is that the camel's humps are used for storage of water. In reality, the humps contain a huge amount of fat, approximately thirty six kgs, which is used when the food is scarce. This feature gives the camel the ability to live for many days without food.





Sama : Nowadays one hardly finds harmony between man and animal. It seems that the two cannot co-exist. Encroaching upon the animal world deprives the animal world of their habitat. Every now and then we hear about a tiger killing a man and a man killing a bear.

Gestation

- 12-15 months followed by single birth.
- Life span : 40 years.

Status

- Endangered
- Former wide range of this species has been dramatically reduced due to competition with domestic herds, particularly for water.



Moosa Ali : The population of the Bactrian Camel is also declining currently. The Bactrian Camel is found only in Mangolia, China and Ladakh (Nubra) and the number of wild Bactrian Camel is a few thousand world wide. However, the encouraging thing in Nubra is that it is increasing in number.

Dolma : What's the reason behind it?

Sama : Obviously, man-animal relationship. Didn't you notice the camel calf's love for Moosa Ali?

Moosa Ali : It is a symbiotic relationship – a hope for the wild Bactrian Camel to survive and grow in number which has otherwise almost reached the brink of extinction.



Dolma : Well, Moosa, you had taken a chance to look for the reunion of camel calf with its herd but could not find the calf's mother. So the story goes on between the two of you.

Moosa Ali : Yes, the camel calf is my companion and the two of us will face the hard times ahead of us together.

Courtesy: Dept of EMRC, Kashmir University

The film Moosa Ali's Camel has been produced and scripted by Shafqat Habib at EMMRC, KU.



Glossary

| | | |
|--------------------|---|---|
| <i>Nubra</i> | : | a valley in Ladakh |
| <i>acquaint</i> | : | make aware of or familiar with |
| <i>gur gur tea</i> | : | tea drunk in Ladakh |
| <i>mukh mukh</i> | : | a type of snack |
| <i>Haftkai</i> | : | Bactrian Camel is called Haftkai in Mongolia |
| <i>scorching</i> | : | intensely hot |
| <i>chilling</i> | : | very cold |
| <i>scarcity</i> | : | lack of something |
| <i>symbiotic</i> | : | interaction between two different organisms living in close physical association, in which both of them are benefited |

WORKING WITH THE TEXT

1. Where is the Bactrian Camel found?
2. What is the most noticeable feature of the Bactrian Camel? How does it help the Camel?
3. How does the Bactrian Camel adapt itself to different environment?
4. Is the camel calf happy with Moosa Ali? If yes, why do you think so?
5. What are the factors responsible for increase in the population of the Bactrian Camel in Nubra?

LANGUAGE WORK

Fill in the blanks:

1. In J&K, the Bactrian Camel is found in _____ .

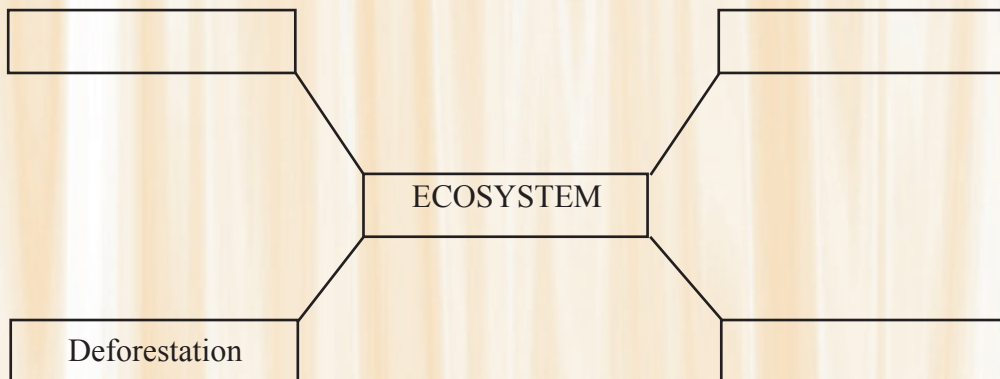


2. _____ is the name of Moosa Ali's village.
3. The humps of the Camel do not store _____ but _____ which is used when the animal falls short of food.
4. The Bactrian Camel is also called _____ in Mongolia.
5. The average height of the double humped camel is _____ and its weight is _____.



LET'S WRITE

1. Sum up your ideas of a healthy ecosystem in a small paragraph.
2. How is our ecosystem disturbed? Mention at least four causes. One is done for you.



3. Write an e-mail informing your friend about the flora and fauna of your place.
4. Write down the names of any four deserts.

GRAMMAR WORK

I. Study this sentence:

It is the valley of Kashmir that contains glorious mountains, gardens, sacred places and the world's famous lakes.



This sentence has two parts: a) 'It is the valley of Kashmir', and (b) 'Kashmir has glorious mountains, gardens, sacred places and the world's famous lakes'. But, in the second part instead of 'Kashmir' we have used 'that' which refers to 'Kashmir'. When words like 'that', 'who', and 'which' (in fact, most of the **wh-words**) refer to a noun that has been mentioned before, it is called a **relative pronoun**. In the following sentences, the underlined words are all relative pronouns and the clause that begins with a relative pronoun is called a relative clause;

- i. Ahmad is the boy who lives next door.
- ii. This is the house which/that Mohan lives in.
- iii. Is that the boy whose brother is a singer?

Sometimes a relative pronoun can be omitted also:

- i. This is the photo I like the best. (OR that/which I like the best)

Now, fill in the blanks with **that/which/who/whose** in the following sentences (sometimes you can have a sentence without them):

- i. Do you know the teacher.....won this year's best teacher award?
- ii. The foodwe eat gives us energy.
- iii. The picture..... she gave me actually belongs to Nisha.
- iv. Uneasy lies the head..... wears the crown.
- v. Agha Shahid Ali was a Kashmiri poet.....lived in America.
- vi. This is the house.....walls broke because of yesterday's earthquake.
- vii. Fruit.....contains lot of vitamins is good for health.
- viii. A thief is a person.....steals things.
- ix. The manphoned didn't tell his name.
- x. An aeroplane is a machineflies.



II. 'Lakes' is the plural of 'lake'. What is the plural of the following words:
(Some words may have it and some may not. Just Check them.)

| | | | | | |
|--------|----------|-------------|-----------|--------|--------|
| watch | radio | sheep | daughter | palace | knife |
| shrine | army | toy | Kashmiri | cat | leaf |
| room | baby | lorry | ox | cow | tomato |
| carrot | fruit | novel | book | chip | fly |
| news | bookcase | workman | classroom | teapot | inkpot |
| camel | advice | information | fish | pony | deer |

Some nouns have no singular, e.g. scissors, trousers, clothes, etc.

Can you find some more such nouns?

Tongue Twister

Picky People pick Peter-Pan Peanut butter

It is the peanut-butter picky People pick.

LET'S BEGIN

Our State is famous for many things. Study the following and gather information about them:

| |
|----------------------------------|
| Gardens |
| Wood carving |
| Arts & handicrafts |
| Rivers/lakes |
| Winter sports |
| Scenic beauty |
| Hospitality |
| Kashmiri cuisine (called Wazwan) |
| Temples |

LET'S READ

Who does not know about the valley of Kashmir (a beautiful place in the north of India)? It is called 'Paradise on the Earth'. It is famous not only for its scenic beauty but also for its handicrafts that have won name and fame throughout the world. Among these handicrafts is the Kashmiri shawl, a fine and light wrapping that keeps you warm in winter and gives elegance to your personality.

Kashmir has been producing shawls for centuries now. Francis Bernier was the first European who visited Kashmir in 1664 and who wrote about the softness and delicacy of this local fabric.



These shawls are woven on handlooms by men and are about 2 metres long and 1.25 metres wide. Bernier talks about two types of shawls: one made with local fine wool, and the other from the soft under-fleece hairs from the breast of the wild goat (the *kel* goat), the latter much more expensive. In winter, the wild goats, found in the high altitudes of Tibet and Central Asia, grow a layer of soft hair under their normal coarse hair (this helps them survive in cold at the high altitudes). When spring comes, these goats shed off their extra layer by rubbing their bodies against bushes and rocks. Now, there are farms where the goat is reared and the wool is collected. The local people gather this fleece (called *phamb* in Kashmiri) and sell it in Kashmir valley. We have now farms where the *kel* goats are reared and the wool is collected on a large scale. In Kashmir and other areas, local goats also produce wool and are combed to remove it, but the shawls made from this wool are inferior in quality to those made from wool got from the wild goat.

Local shopkeepers or vendors sell the wool taken from the goats to women who sort the fleece before spinning it on a spinning wheel. The superior quality thread is reserved for the warp and the coarser thread for the weft. The finer and softer the threads are, the better money you can get.

Kashmiri weavers always use horizontal looms, two or three sit

together at the same loom. The women prepare the warps by ‘doubling’ the thread. The designer (called *naqqash*) decides the pattern; the colour caller or *tarah-goru* reads the design from the bottom upwards and calls out each colour in turn together with the



Jamawar Shawl



number of warp threads under which the bobbin of the weft has to pass. A pattern master called the *talim goru* writes these instructions down using the traditional signs or ‘shawl alphabet’. The weavers keep this transcription called the *talim* in front of them as they work at the loom.

The motifs (designs) drawn on the shawls are as diverse as the natural beauty of Kashmir. Both men and women work on the patterns in their homes. The *naqqash* works out the patterns. The most popular design is the decorative border at both ends of the shawl. The design is worked evenly on both sides. The pashmina shawls are of two kinds: the loom shawl, woven entirely on the loom, and the shawl, with an embroidered pattern. The world famous ‘ring shawl’ is an exquisite and fine fabric that can pass through a ring. High in the plateau of Tibet and the eastern part of Ladakh, at an altitude of above 5,000 m, roam the *Tibetan antelope (Pantholops Hodgsoni)*. During grazing, a few strands of the downy hair from the throat are shed which are painstakingly collected by the nomads and finally supplied to the Kashmiri shawl makers as *Shahtoosh*. The *Shahtoosh* shawl made from the fleece (called *tosa* in Kashmiri) of the Tibetan antelope, Chiru, is a rare fabric now. Another rare and sophisticated shawl is the *Jamavar* shawl. In this, the warp and weft threads are dyed before weaving according to a design.

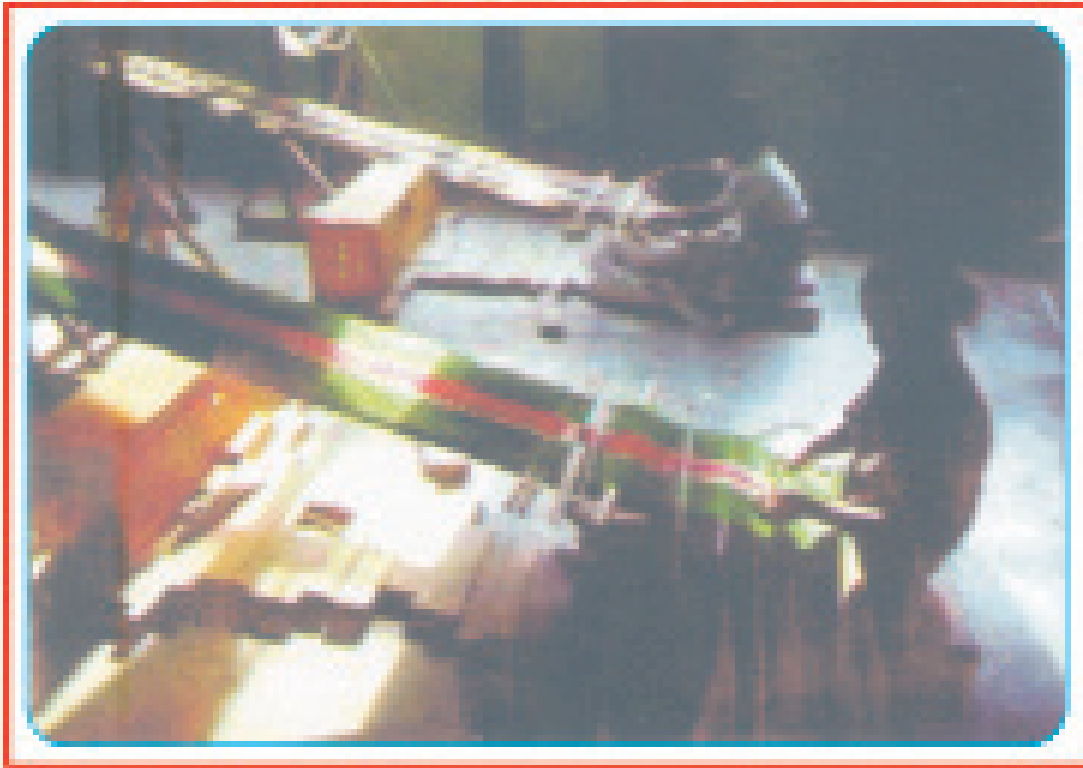
The price of a pashmina shawl varies from thousands of rupees to lakhs of rupees, depending on the craftsmanship and the time taken in its making.

The credit for starting the shawl industry goes to Sultan Zain-ul-Abideen (popularly known as *Budshah*). According to Carl Von Hugel, who visited Kashmir in 1836, the Sultan summoned in the fifteenth century a highly skilled weaver Naghz Beg from Turkestan to build a loom for weaving shawls. The Mughals reorganised the industry. Akbar and his successors wore shawls of Kashmir. After Napoleon presented a rare shawl to Empress Josephine, shawls became a craze in France. The British were the first to develop an interest in the Kashmiris’ woven goods. Both Britain and France sought to manufacture and copy ‘Cashmere’ * shawls, but they followed a technique more in keeping with the

*Kashmir was spelt as Cashmere by Europeans.



European tradition. The European shawls were trimmed which weakened the shawl and thus the beauty was marred. The European women preferred Kashmiri shawls whose warp and weft were interwoven and interlocked, making their decorated sections much stronger. Also, the European shawls were woven in several pieces which had then to be sewn together, a technique that was quite different from the one followed in Kashmir. It was only during the nineteenth century that the Europeans learnt to make a single piece of shawl.



Kashmiri shawls are used as wedding gifts and form an important item in the bride's trousseau. They are worn by men of elite class over the shoulders.

Kashmiri shawl industry feeds a lot of people, men and women, especially in villages in Kashmir. Even young girls and boys help their parents in embroidery work. Although people have to sit a long time to weave, they do it to earn their livelihood.



Glossary

| | | |
|------------------|---|--|
| <i>paradise</i> | : | heaven |
| <i>elegance</i> | : | grace; attraction |
| <i>fleece</i> | : | the woolly fur of a sheep |
| <i>loom</i> | : | a special frame for weaving |
| <i>warp</i> | : | the threads that go along the length of a piece of cloth or a loom and crossed by weft. [What word is there for 'warp' in your mother tongue?] |
| <i>weft</i> | : | the threads carried by the shuttle back and forth across the warp. [What do you call 'weft' in your mother tongue?] |
| <i>bobbin</i> | : | a small round or tube-shaped object around which thread is put, often before putting it in a sewing machine or loom (called <i>phirik</i> in Kashmiri) |
| <i>rare</i> | : | not common and, therefore, sometimes valuable |
| <i>craze</i> | : | fashion |
| <i>trousseau</i> | : | a bride's collection of clothes and other things for her wedding |

WORKING WITH THE TEXT

I. Answer these questions:

1. What do you understand by 'the talim'? Who writes it?
2. How is Pashmina obtained? How is it different from other types of wool?
3. How did the Europeans come to know about the Kashmiri shawl?
4. Who brought the shawl to Kashmir? How do you know?



5. How is the Kashmiri shawl different from the European one?
6. What makes the Kashmiri shawls popular?

II. Say whether the following statements are true or false. Write T or F in the boxes:

1. Naghz Beg visited Kashmir in 1836.
2. Josephine got a Kashmiri shawl from Akbar.
3. Pashmina wool is taken from a goat.
4. The Europeans could not copy the Kashmiri shawl.
5. The Kashmiri shawl is made in Europe.
6. Hugel visited Kashmir more than a century after Bernier.
7. The European women preferred the Kashmiri shawl to their own.

LANGUAGE WORK

Kashmir is the place where Kashmiris live. They speak Kashmiri.

Make similar statements about the following:

| PLACE | PEOPLE | LANGUAGE |
|--------------|--------------|----------|
| Britain | _____ | English |
| China | Chinese | _____ |
| Israel | _____ | _____ |
| Palestine | Palestinians | _____ |
| Japan | _____ | Japanese |
| America | _____ | _____ |
| Saudi Arabia | Arabs | _____ |
| Holland | _____ | _____ |
| Ireland | _____ | _____ |

GRAMMAR WORK



The 'ring shawl' can pass through a ring.

In this sentence, the underlined word shows us the relationship of 'the shawl' with the 'ring'. Words that show the relationship of subject with object are called prepositions. Some other prepositions are:

The policeman is **between** the two thieves.



The mother is standing **behind** the girl
and the girl is looking **into** the mirror.
The mirror is **in** front of her.



The dog is sitting **beside** his mistress.



Turn the book **at** page 5.



The plane is flying **over** the man. It is **above** the ground.



Doggie is sitting **outside** and **in** front of his kennel.



The kennel is **behind** it.

The monkey is sitting **on** the tree.



Sheila is jumping **over** her friend.



The two friends are shaking hands **with** each other.



They are talking **to** each other.

The flag is flying **over** the mountaintop.



The children are going **into** the church. They are running **towards** it.



There is a man **at** the church gate.

The boat is sailing **in** the river. There is a lot **of** water **under** the boat.



II. A shawl is a piece of fabric worn to keep us warm in winter. Do you know the names of the following pieces of clothing? Look at the pictures and write the names under/against each.


The pictures in the following sentences represent the different concepts that prepositions

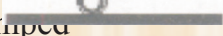




are used for. Guess the concept and replace the pictures with appropriate prepositions given above.

i. Aslam put his ball  the box, and he locked it.


ii. The ball is  the floor. Lift it and go out to play.

iii. The thief jumped  the wall and ran away.



iv. The ball is  the carpet. Get it from there.



v. Don't look  the window. They're watching you.



vi. Construct your house a little  the ground level. The flood water will not enter your house.

vii. Somebody is knocking  the door. Could you see who it is?



LET'S TALK



Kashmiris do not only weave shawls. They weave carpets as well which are famous in the whole world. Talk to a friend about how carpets are woven on the loom. If you don't know, ask somebody in the class who can explain it to you. Note the differences/similarities between the shawl and carpet weaving.

LET'S WRITE



The following sentences describe how to make carrot pudding (popularly known as 'gajar ka halwa'), but the sentences are in jumble.

Read them and organise them to make a meaningful recipe:



- a. When the milk is absorbed, add 3 tablespoons of ghee.
- b. Get one kilogram of red carrots.
- c. Add ground dry fruits.
- d. Add one litre of milk and a tin of milkmaid and boil the mixture for 30 minutes.
- e. Wash the carrots, grate them and put them in a pan.
- f. Stir continuously till the grated carrot turns brownish.
- g. Serve hot.

The correct order is: _____

Now write the recipe of how to make a cup of “Kahwa/Sugar tea/ Nun chai/Gurgur tea”.
What ingredients do you put in it?

DO IT YOURSELF



Visit one of the silk factories in Jammu/Kashmir, and see how silk is produced. Talk to a weaver there. Make notes about it. The next day, talk to your class about what you learnt after visiting the factory.

Tongue Twister

The owner of the inside inn was inside.
His inside inn with his inside outside his inside inn.

LET'S BEGIN

“I fear I may not be hijacked by space”, said Kalpana Chawla and that was what exactly happened to the great astronaut. In 1997, an Indian-American, Kalpana Chawla, was a part of the international crew aboard the U.S. Space Shuttle, Columbia, becoming the first woman born in India to go into space. Sadly, the second mission of Columbia ended in a tragedy.

1. A space shuttle is a spacecraft that is made for repeated space travel (unlike a rocket), for example, between the earth and a space station.
2. Use a dictionary to do the tasks below:
 - (i) Find out the meanings of the following words and phrases:
 - (a) naturalised U.S. citizen _____
 - (b) space _____
 - (c) frontiers of space _____
 - (d) aboard _____
 - (e) lift off (How is it different from ‘take off’?)

 - (f) crew _____
 - (ii) Notice the spellings of these words in this lesson: *airplane*, *program*. This is how these words are spelt in American English. How are they spelt in British English?

**A News Report**

Tragedy in Space
U.S. Space Shuttle Columbia
Breaks into Flames

In an unprecedented space tragedy, U.S. Space Shuttle Columbia, carrying an Indian born American astronaut Kalpana Chawla and six others, broke apart in flames as it streaked over Texas towards its landing strip on Saturday, 1 February 2003, killing all the seven on board.

The shuttle lost contact with NASA at about 9 a.m. (19.30 hrs IST) as it came in for landing. It was flying at an altitude of over 200,000 feet and travelling at over 20,000 kms per hour when ground control lost contact with the shuttle.

Columbia had lifted off on 16 January 2003, from the Kennedy Space Center, Florida. It had stayed in orbit for 16 days and the seven-member crew conducted 80 experiments before it began its downward journey, which ended in the tragedy. This was Columbia's 28th space flight and the shuttle was said to be good for 100 flights.

Kalpana Chawla said that she never dreamed, as a child in Karnal, that she would cross the frontiers of space. It was enough that her parents allowed her to attend an engineering college after she graduated from Tagore School.

After a Bachelor of Science degree in aeronautical engineering, against great opposition from her father, she went for a master's degree to the United States of America. She later earned her PhD in aerospace engineering. Kalpana Chawla was the first Indian-American woman astronaut to blast off from the launch pad at Cape



Canaveral, Florida, and participate in a successful mission in space. Her family from India cheered along with the staff at the Kennedy Space Center as they watched the Columbia lift off.



Kalpana was born in Karnal, Haryana, but was a naturalised U.S. citizen, married to a flight instructor, Jean-Pierre Harrison. Besides, being an astronaut, she was licensed to fly single and multi-engine land airplanes, single-engine seaplanes and gliders. She was also a certified flight instructor. After qualifying as a pilot, Kalpana began to consider another challenge: applying to NASA's space shuttle programme. She was first hired as a research scientist at NASA. In 1994, she was selected by NASA for training as an astronaut.

When asked what it was like being a woman in her field she replied, "I really never, ever thought, while pursuing my studies or doing anything else, that I was a woman, or a person from a small city, or a different country. I pretty much had my dreams like anyone else and I followed them. And people who were around me, fortunately, always encouraged me and said, 'If that's what you want to do, carry on'."



Kalpana's first space mission in the space shuttle, the Columbia, was 15 days, 16 hours and 34 minutes long. During that time she went around the earth 252 times, travelling 10.45 million kilometres. The crew included a Japanese and a Ukrainian astronaut. The crew performed experiments such as pollinating plants to observe food growth in space, and tests for making stronger metals and faster computer chips — all for a price tag of about 56 million dollars.



On the Saturday night when the news about the Columbia disaster broke, there was shock and disbelief. The town of Karnal spent a sleepless night as thousands of households stayed glued to their television sets in the hope that Kalpana and the crew had somehow survived. About Kalpana, a journalist writes:

She was a heroine. It takes enormous ability to become an astronaut. You need to know a lot about everything, from biology to astrophysics to aeronautical engineering. In this age of super-specialisation, you must have encyclopedic knowledge to be an astronaut. Her achievement is awe-inspiring.

For millions of young Indians, the story of Kalpana Chawla, a girl from a small town who touched the skies, had become an inspiration. In a message that she sent



from aboard the space shuttle, the Columbia, to students of her college in Chandigarh, Kalpana said, “The path from dreams to success does exist. May you have the vision to find it, the courage to get onto it.... Wishing you a great journey.” There will surely be many who start off on this journey to fulfil their dreams.

*[adapted from Span
January/February 1998]*

Glossary

| | |
|-----------------------|--|
| tragedy: | a serious accident or disaster |
| unprecedented: | never having happened or existed in the past |
| crew: | people manning an aircraft |
| aeronautical: | relating to the science of aircraft design, building and operation |
| astrophysics: | the type of astronomy that explains the behaviour of stars and other heavenly bodies |

WORKING WITH THE TEXT

A. Answer the following questions:

1. Where was Kalpana Chawla born? Why is she called an Indian -American?
2. When and why did she go to the U.S.? Whom did she marry?
3. How did she become an astronaut? What gave her the idea that she could be an astronaut?
4. What abilities must an astronaut have, according to the journalist?
5. Describe Kalpana Chawla’s first mission in space.
6. What does Kalpana Chawla say about pursuing a dream? Do you agree with her that success is possible?



B. Read the newspaper report to find the following facts about the Columbia's ill-fated voyage.

1. Date and place of lift off: _____
2. Number of astronauts on board: _____
3. Number of days it stayed in space: _____
4. Number of experiments done by scientists: _____
5. Date of return journey: _____
6. Height at which it lost contact: _____

LANGUAGE WORK

A. Match the following:

- | | |
|--------------------------------|--|
| 1. unprecedented space tragedy | • something that causes feelings of respect and wonder. |
| 2. certified flight instructor | • having knowledge of a wide variety of subjects. |
| 3. space mission | • nowadays; in these times. |
| 4. super specialisation | • a set of jobs to be done in space by a group. |
| 5. encyclopedic knowledge | • a person with the correct qualification to teach people to fly planes. |
| 6. awe-inspiring | • a sad accident of a kind that has never happened before in space. |
| 7. in this age | • great expertise in a limited field or a particular subject. |

B. Use these phrases in sentences of your own, after finding out their meanings.

- | | | |
|------------------|---------------|------------------|
| 1. broke apart | 4. lifted off | 7. cheered along |
| 2. streaked over | 5. blast off | 8. on board |
| 3. spread across | 6. went on | 9. carry on |



C. We add 'un-' to make opposites.

For example, true — untrue.

Add 'un'- to the words below to make their opposites. Then look up the meanings of the words you have formed in the dictionary.

- | | |
|---------------------|----------------------|
| 1. identified _____ | 6. educated _____ |
| 2. controlled _____ | 7. interesting _____ |
| 3. attended _____ | 8. qualified _____ |
| 4. successful _____ | 9. trained _____ |
| 5. important _____ | 10. answerable _____ |

GRAMMAR WORK:

I. You have already learnt something about simple past tense. You know we use simple past tense to talk about actions as in 'She made plants, birds and animals which looked very real'. In this sentence, 'made' and 'looked' are the past forms of 'make' and 'look'. The verbs usually end in **-ed**. Some verbs do not take **-ed**. Such verbs are called **irregular** verbs. Study the following verbs given as examples:

| PRESENT | PAST | PAST PARTICIPLE |
|---------|---------|-----------------|
| teach | taught | taught |
| come | came | come |
| hear | heard | heard |
| know | knew | known |
| see | saw | seen |
| bring | brought | brought |
| fly | flew | flown |

Find some more irregular verbs and write their conjugation.

II. If you have to talk about the time now, you can use *present continuous tense*. Present continuous is also used:



- (a) *when we talk about a time connected with present as in, ‘These days more and more people are learning English’.*
- (b) *when we refer to a situation that is more or less temporary as in, ‘Sonam is looking for his sister’.*
- (c) *when we talk about some future definite plan or action as in, ‘The President is leaving for England on Monday’.*

For *present continuous tense*, we use is/am/are + V +ing. (V = verb)

Now use the present continuous form of the verbs given in brackets in each of the following sentences:

(The first one is done for you.)

- a) Do you want anything from the market? Mother _____ (go) there. [is going]
- b) I don’t think we should disturb him. He’s _____ (work) on his project.
- c) ‘Do you know where Mohan is?’ ‘Yes. He’s _____ (write) a letter to his uncle in his room.
- d) I _____ (sell) my bike next week. It’s very old.
- e) She _____ (plan) to visit Delhi next month. Do you want anything from there?
- f) I don’t think they _____ (join) us for dinner.
- g) ‘What’s Akbar doing?’ ‘He _____ (have) a bath.’
- h) You can turn off the television. I am not _____ (watch) it.
- i) Please be quiet. I am _____ (work).
- j) Is she _____ (play) the game?’ ‘No, she isn’t.’



LET'S TALK

In her message to the students of her college, Kalpana Chawla said, “May you have the vision to find the path from dreams to success.... Wishing you a great journey.”

Form pairs. Use “May you...” and “I wish you/Wishing you” to wish your partner good luck and success in;



- (i) a sports event,
- (ii) a quiz or a competition, and
- (iii) a test or examination.

Be sure to thank your partner when s/he wishes you in turn. You may also look up a telephone directory, or go to a post office, and get a list in English and Hindi of standard phrases that can be sent in greeting telegrams anywhere in India. Discuss which of these you might use, and when. Compare English and Hindi phrases for expressing good wishes. Do you know such phrases in any other language?



LET'S WRITE

- A. Do you have a 'dream', or something you very much wish to do? Write a paragraph saying what you want or wish to do. Then say (in another paragraph) how you think you can make your dream come true.
- B. Given below are some words that are spelt differently in British and American English. Fill in the blanks accordingly.

| <i>British</i> | <i>American</i> |
|----------------|-----------------|
| 1. colour | _____ |
| 2. _____ | labor |
| 3. _____ | traveler |
| 4. counsellor | _____ |
| 5. centre | _____ |
| 6. _____ | theatre |
| 7. _____ | organize |
| 8. realise | _____ |
| 9. _____ | defense |
| 10. offence | _____ |

LET'S BEGIN

Do you know? (Put a ✓ or ✗ in the boxes:)

- Home garbage can be used to generate electricity.
- Water from sewages can be reused after treatment.
- Waste paper can be recycled to make new paper.
- Broken glass can be moulded into new items.
- Waste metal can be recycled to make new things.
- Pollution can be controlled by recycling the waste.

Exchange your notebook with your friend and see if he knows everything.

LET'S READ

Do you know that we can save our valuable resources by reusing the waste that is collected everyday in our cities and villages? We should reuse the waste instead of burning it because burning of rubbish creates pollution problems. The process by which we make waste reusable is called 'recycling'.

Various kinds of wastes – sewage, paper, garbage, industrial chemicals, etc. can be recycled for beneficial use. Can you imagine what would be the benefits if all the newspapers in the world are recycled to avoid cutting of trees for making paper? It is estimated that about 75,000 trees would be saved in the United States of America every week just by recycling the Sunday edition of *New York Times*.

Recycling is not very expensive. After the material has been collected from the consumers, it must be cleaned, sold to an industry and transported, re-manufactured and sold once again to consumers. The European countries have established bottle banks into which used bottles can be returned. Usually, there are no payments – people throw bottles



in huge containers at their own will. In Switzerland and Denmark, the bottle banks recover 50% of the glass that these countries need. In Britain 12% is recovered and in India, used bottles are sold which are then reused. In countries where glass milk bottles are used, an average bottle makes about 30 trips to and from the dairy.

In recycling glass, the broken glass, known as 'cullet', is re-melted in furnaces and then shaped into new bottles or other objects. Thus, we can conserve our resources.

Half the world's waste consists of paper. If we use recycled paper, we can save our forests, a rich and vital resource crucial for environmental balance. Many countries have stopped importing newspaper pulp for their paper mills. Instead, they import waste paper and re-pulp it and then reuse it not only for newspapers but also for books, etc. Japan now makes half of its paper by recycling.

Plastic scraps can be recycled and shaped into different objects. Though its recycling is not simple, it is not impossible either. We can recycle plastic waste and make durable fencing and thus save timber. However, plastic products, particularly plastic bags, are not good for health. People throughout the world still use plastic bags which are dangerous for one's health. There is a campaign going on in the world today against the use of plastic bags. Experts recommend the use of jute or cloth bags to avoid the dangers that plastic bags pose to human beings. A bigger danger is the careless dumping of plastics, especially polythene bags. Plastics do not biodegrade in nature. If you bury a plastic bag in the ground, it can still be dug out intact after 500 years. Worse still, certain poisonous chemicals leak from plastic and get into water making it unfit for use. Carelessly thrown plastics blow around in the surroundings, get into soil, choke drains and waterways, and sometimes kill animals that eat them by mistake. They can also be collected and illegally sold back into the market, causing serious health risks.





Metal is the most important product that can be recycled easily. The car that you own or a car on the road will consist partly of earlier cars that have been scrapped and recycled into new steel and other material.

In India, efforts are on to re-utilise and recycle the waste through treatment plants in many parts of the country. The National Environmental Engineering Research Institute (NEERI) at Nagpur is also involved in developing suitable technologies for the treatment of waste-water, and utilisation of domestic and industrial waste-water in agriculture after purifying it. One purifying plant in Gujarat is able to treat 450, 000 litres of waste daily and generating energy equal to that produced by 10 tonnes of coal. But, this is not enough. There is a lot of waste material that we do not reuse yet. Our population is growing at a fast rate, but our resources, especially the natural resources, are very limited. We cannot afford to waste our resources when there are means and methods available to reuse them. Recycling the waste material not only saves money but also helps the environment. Do you know the **three R's** of the modern world? These are:

- **Reduce** (meaning, let's minimize our waste output).
- **Reuse** (don't simply use and throw; reuse whatever you can).
- **Recycle** (things like paper, plastic, glass, metal, etc. should all be recycled, i.e., converted to fresh raw material).

So, in recycling we will be saving our lives from the hazards of pollution. It would also mean saving our valuable resources.

Glossary

| | | |
|--------------------|---|--|
| <i>thermal</i> | : | connected with heat |
| <i>pollutants</i> | : | things that make air, water, etc. dirty |
| <i>bottle bank</i> | : | Huge containers that can be used to throw used bottles into it which are later on taken to a furnace for recycling |
| <i>scrap</i> | : | things which are of no use |



furnace : a container which is heated to a very high temperature, so that substances that are put inside it, such as metal, will melt or burn

timber : wood used for buildings

WORKING WITH THE TEXT

I. Answer these questions:

1. Why should we recycle things?
2. Why is it easy to recycle plastic or metal?
3. Why is plastic dangerous for health?
4. What are the benefits of recycling paper?
5. Two ways of recycling glass are mentioned in the text. What are they?
6. For what purposes can waste water be easily reused?
7. Mention the efforts that India is making in recycling things.

II. Say whether the following statements are right or wrong. Put ✓ or ✗ in the boxes:

1. The Americans can save seventy-five thousand trees if they recycle *New York Times*' Sunday issue.
2. We cannot recycle plastic.
3. 'Cullet' is another name for broken glass.
4. Paper waste makes one-fourth of world's total waste.
5. The Swiss and the Dutch recover 50% of their glass from recycling.
6. India needs to do more to recycle her waste.



LANGUAGE WORK

- I. 'Recycle' means to do a thing again so that it becomes a new thing. It is made up of two parts: 're' meaning 'again' and 'cycle' meaning 'a series of repetitive actions'. You can use 're' as a prefix with many words (a 'prefix' is a word or part of a word that is added before another word to enlarge the meaning of that word). For example, **re-write, re-shape, re-do, re-gain, re-employ**, etc. (NOTE: You can join these words or alternatively use the hyphen). The following are some other prefixes (meaning is given in brackets):

post-(after) as in **post-war**

non- (not) as in **non-violence**

anti- (against) as in **anti-social**

bi-(twice)as in **bi-annual**

il-(not) as in illegal

im- (not) as in impossible

Now guess the meanings of the underlined expressions in the following sentences. You can use a dictionary if necessary.

- i. The school is celebrating its bicentenary next week.
 - ii. He's been imprisoned for his anti-government views.
 - iii. The President will address the post-lunch session of the parliament.
 - iv. Many employees were arrested for non-payment of their taxes.
 - v. This note from Grandpa is almost illegible.
 - vi. I don't like that boy. He's very impolite.
 - vii. We'll have to re-organise the groups to accommodate more girls.
- II. Dictionaries do not only give you the meaning/usage of words. They also tell you how many sound-groups called 'syllables' a word has. Most of the dictionaries show syllable division by putting a dot [.] between each syllable. For instance, 'cat'



is a single syllabic word; therefore it will have no dot shown; 'rubbish' is a two-syllabic word which contains a dot in the middle [rub.bish]. You can have even more than two syllables in a word, as in 'computer' [com.pu.ter].

Guess how many syllables these words have. Consult the dictionary only after you have finished. All the words are from the text.

| | | | |
|---------|---------|-----------|--------|
| plastic | bum | different | cullet |
| metal | import | furnace | pulp |
| recover | consist | western | money |

GRAMMAR WORK

- I. Glass, paper, and metal are nouns which cannot be counted. You cannot use 'one', 'two', etc. with them. You can say: 'some glass', 'a sheet/piece of paper', 'some metal,' etc. They are called **uncountable nouns**. They are different from *cat*, *boy*, and *watch* (you can say: 'a cat/two cats, one boy/two boys, and a watch/many watches') which can be counted and are therefore called countable nouns. You can use numerals before them and add -s to form plurals.

Now complete this list by putting a/an or some before the words:

| | |
|--------------|---------------|
| an egg | some cheese |
| _____ apple | _____ fly |
| _____ sweets | _____ orange |
| _____ bread | _____ bananas |
| _____ meat | _____ rice |
| _____ sugar | _____ pen |



II. Fill in the blanks with the correct form of the verb given in the brackets. You will need to use **is/am/are** and add **-ing** to the main verb.

The President _____ (address) the nation on the eve of Independence Day. This speech is likely to interest everybody. He _____ (call upon) people to fight narrow-mindedness, illiteracy and poverty. All the TV channels _____ (telecast) the address live. If you wish, you can listen to the speech from any of the channels in your home. After his speech, the President _____ (leave) for Chennai where he _____ (inaugurate) the newly-built hospital building.

The Prime Minister and his cabinet colleagues _____ (accompany) him to Chennai. I _____ (go) to listen to the address as soon as it is telecast. My friends, Hameed and Tashi, _____ (come) to my home. You know, they don't have a TV set in their hostel. If you like, you can come too.



LET'S TALK

What are some of the things that we usually recycle at home? (e.g. use empty bottles as containers, storing pickles, old boxes for keeping odd items, important papers, old calendars for lining shelves and covering notebooks, etc). Talk to a partner and make a list. Compare your answers with another pair.



LET'S WRITE

Read this notice and then write a similar notice requesting people to throw all vegetable refuse in a compost pit.

MUNICIPALITY AT YOUR SERVICE

DO NOT LITTER!

USE DUSTBINS.

KEEP YOUR CITY CLEAN!



DO IT YOURSELF

Many English words have entered other languages. There must be several words in your mother tongue that have come from English. Make a list of as many as you can of such words. Also, say whether these words are pronounced in the same way as in English or differently.

Tongue Twister

If you tell Tom to tell a tongue-twister his tongue will be twisted as tongue twister twists tongues.



POEMS



Beauty



LET'S BEGIN

What is beauty? Try to describe what beauty is, or list some of the things or persons you think are beautiful.

Now let us read a poem on beauty.

*Beauty is seen
In the sunlight,
The trees, the birds,
Corn growing and people working
Or dancing for their harvest.*

*Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.*

*Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
And even in your rest.*

E-Yeh-Shure



Glossary

| | |
|-----------------|--|
| harvest: | crops cut and collected from fields |
| sigh: | If the wind sighs, it makes a long, soft sound as it moves through trees |
| chant: | to sing repeatedly or continuously |
| earnest: | serious; determined |
| deed: | an intentional act |
| repeat: | to do something, or to happen more than once |

THINKING ABOUT THE POEM

- The poet says, “Beauty is heard in ...”
Can you hear beauty? Add a sound that you think is beautiful to the sounds the poet thinks are beautiful.
The poet, John Keats, says:

*Heard melodies are sweet,
But those unheard are sweeter.*

What do you think this means? Have you ever ‘heard’ a song in your head long after the song was sung or played?

- Read the first and second stanzas of the poem again. Note the following phrases:

corn growing, people working or dancing, wind sighing, rain falling, a singer chanting

These could be written as

- corn that is growing
- people who are working or dancing

Can you rewrite other phrases like this? Why do you think the poet uses shorter phrases?

- Find pictures of beautiful things you have seen or heard of.
- Write a paragraph on beauty. Use your own ideas along with the ideas in the poem. (You may discuss your ideas with your partner.)



Where Do All the Teachers Go?



LET'S BEGIN

For a little child a teacher is special. It is difficult for a small child to think of his/her teacher as an ordinary person.

*Where do all the teachers go
When it's four o'clock?
Do they live in houses
And do they wash their socks?

Do they wear pyjamas
And do they watch TV?
And do they pick their noses,
The same as you and me?

Do they live with other people?
Have they mums and dads?
And were they ever children,
And were they ever bad?

Did they ever, never spell right;
Did they ever make mistakes?
Were they punished in the corner
If they pinched the chocolate flakes?
Did they ever lose their hymn books?

Did they ever leave their greens?
Did they scribble on the desk tops?
Did they wear old dirty jeans?*



*I'll follow one back home today;
I'll find out what they do.
Then I'll put it in a poem
That they can read to you.*

Peter Dixon

Glossary

| | |
|--------------------------|--|
| pyjamas: | loose fitting night clothes |
| pick their noses: | remove mucus from the nose with a finger |
| mums & dads: | mothers and fathers (parents) |
| pinch: | to steal something |
| scribble: | to write or draw something quickly or carelessly |
| hymn: | a song of praise that the Christians sing to God |

THINKING ABOUT THE POEM

1. Answer these questions:
 - (i) Why does the poet want to know where the teachers go at four o'clock?
 - (ii) What are the things normal people do that the poet talks about?
 - (iii) What does he imagine about
 - (a) where teachers live?
 - (b) what they do at home?
 - (c) the people with whom they live?
 - (d) their activities when they were children in school?
 - (iv) Why does the poet wonder if teachers also do things that other people do?
 - (v) How does the poet plan to find out? What will he do once he finds out?
2. What do you think these phrases from the poem mean?
 - (i) punished in the corner.
 - (ii) leave their greens.



A House, A Home



LET'S BEGIN

What is the difference between a house and a home? Discuss it with your partner. Then read the poem.

*What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.*

*What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.*

Lorraine M. Halli



Glossary

| | |
|-----------------|---|
| yard: | a piece of land next to a house. (Courtyard) |
| eaves: | (pl.) the edge of a roof that sticks out over the top of a wall |
| chimney: | a hollow structure that allows the smoke from a fire place to escape to the air outside |
| stucco: | a type of plaster used for covering walls and ceilings |

THINKING ABOUT THE POEM

1. Do you agree with what the poet says? Talk to your partner and complete these sentences.
 - (i) A house is made of _____.
 - (ii) It has _____.
 - (iii) A home is made by _____.
 - (iv) It has _____.
2. Now complete these sentences about your house and home.
 - (i) My house is _____
_____.
 - (ii) The best thing about my home is _____
_____.



Vocation



LET'S BEGIN

On your way to school or market you see many people at work. In pairs, discuss what you have noticed. Then read this poem. You may read it aloud with a partner, if you like.

*When the gong sounds ten in the morning and
I walk to school by our lane,
Every day I meet the hawker crying, “Bangles,
crystal bangles!”*

*There is nothing to hurry him on, there is no road
he must take, no place he must go to, no time
when he must come home.*

*I wish I were a hawker, spending my day in the
road, crying, “Bangles, crystal bangles!”*

*When at four in the afternoon, I come back from
school,*

*I can see through the gate of that house the
gardener digging the ground.*

*He does what he likes with his spade, he soils his
clothes with dust, nobody takes him to task, if he
gets baked in the sun or gets wet.*

*I wish I were a gardener digging away at the
garden with nobody to stop me from digging.*

*Just as it gets dark in the evening and my mother
sends me to bed,*



*I can see through my open window the watchman
walking up and down.*

*The lane is dark and lonely, and the streetlamp
stands like a giant with one red eye in its head.*

*The watchman swings his lantern and walks with
his shadow at his side, and never once goes to
bed in his life.*

*I wish I were a watchman walking the street
all night, chasing the shadows with my lantern.*

Rabindranath Tagore

Glossary

| | |
|-----------------------|---|
| <i>gong:</i> | a metal disc which is hung in the frame and hit with a stick to produce sound |
| <i>hawker:</i> | a person who travels about selling goods |
| <i>swing:</i> | move to and fro; sway |
| <i>chase:</i> | run after; pursue |

THINKING ABOUT THE POEM

1. Your partner and you may now be able to answer these questions.
 - i. Who is the speaker in the poem? Who are the people the speaker meets? What are they doing?
 - ii. What wishes does the child in the poem make? Why does the child want to be a hawker, a gardener, or a watchman? Pick out the lines in each stanza which tell us this.
 - iii. From the way the child envies the hawker, the gardener and the watchman, we can guess that there are many things the child has to do, or must not do.

Make a list of do's and don'ts. The first line is done for you.



The child must
come home at a fixed time.

The child must not
get his clothes dirty in the dust.

Now add to the list your own complaints about the things you have to do, or must not do.

- iv. Like the child in the poem, you perhaps have your own wishes for yourself. Talk to your friend, using “I wish I were...”
- 2. Find out the different kinds of work done by the people in your neighbourhood. Make different cards for different kinds of work. You can make the card colourful with pictures of the persons doing the work.



First Day At School



LET'S BEGIN

Do you remember your first day at school? How did you feel when you first entered the school? How do you feel now? Work with a partner and see how he/she felt on the first day of school?

*A million billion willion miles from home
 Waiting for the bell to go. (To go where?)
 Why are they so big, other children?
 So noisy? So much at home they
 must have been born in uniform.
 Lived all their lives in playgrounds,
 Spent the years inventing games
 that don't let me in. Games that are rough,
 that swallow you up.
 And the railings.
 All around, the railings.
 Are they to keep over wolves and monsters?
 Things that carry off and eat children?
 Things you don't take sweets from?
 Perhaps they're to stop us getting out
 Running away from the lesson,
 What does a lesson look like?*





*Sound small and slimy.
 They keep them in classrooms,
 Whole rooms made out of glass. Imagine.
 I wish I could remember my name.
 Mummy said it would come in useful,
 Like wellies. When there's puddles.
 Yellow wellies. I wish she was here.
 I think my name is sewn on somewhere
 Perhaps the teacher will read it for me.
 Teacher, The one who makes tea.*

Roger McGough



Glossary

| | |
|-----------------|---|
| willion: | meaningless rhyming word (with 'million' and 'billion') |
| railing: | a fence made from posts and bars |
| wellies: | long rubber boots |
| puddle: | a pool of liquid on the ground, usually from rain |

THINKING ABOUT THE POEM

Answer these questions:

1. Who do you think is the speaker of the poem?
2. What does the speaker feel about other boys in the school?
3. Who, according to the speaker, are the 'things you don't take sweets from'?
4. What 'glass rooms' does the speaker talk about? What does he imagine people do there?



5. What would the teacher read for the boy? Why do you think the speaker's name has been sewn on to him?
6. 'Sewn' is the past participle form of 'sew' (= to stitch). It is an irregular verb. Find out the past participle form of the following verbs:
go keep eat make carry
come think run write feel
7. Did you like the above poem? Why? Talk to a partner about it. Ask him/her about his/her views about the poem.
8. Write a paragraph of 100 words on your school. You may write:
 - About the building.
 - How far it is from your home.
 - What facilities you have and you don't have.
 - What is the school timing?
 - How many friends you have.
 - Are there enough plants and trees in and around your school?
 - What do you do to keep your school and classroom clean?
 - School Library
 - Any other.



What Do We Plant?

LET'S BEGIN



Why do we need trees? Rank the list below from 1 to 10, where 1 is *least important* and 10 is *very important*. Add more options if you like.

| | |
|--|--------------------------------------|
| | For building houses. |
| | For building ships and boats. |
| | For a clean environment. |
| | For avoiding soil erosion. |
| | For making the Earth look beautiful. |
| | For fire. |
| | For charcoal and fodder. |
| | For making furniture. |
| | For a pollution-free Earth. |
| | For giving shade to the tired. |

What do we plant when we plant the tree?

We plant the ship which will cross the sea.

We plant the mast to carry the sail.

We plant the planks to withstand the gales,

The keel, the keelson, the beam, the knee;

We plant the ship when we plant the tree.

What do we plant when we plant the tree?





We plant the houses for you and me.
We plant rafters, the shingles, the floors.
We plant the studding; the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.
What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.



Henry Abbey

Glossary

- sail:** strong cloth stretched on poles in boats and ships. It fills up with wind and moves the boat
- plank:** a long narrow flat piece of wood
- keel:** the long piece of wood or steel along the bottom of a boat that forms part of its structure and helps to keep the boat balanced in the water
- rafter:** any of the large sloping pieces of wood which support a roof
- shingle:** a thin flat tile usually made of wood, that is fixed in rows to make a roof or wall covering



- studding(n):** small pieces of wood that are fixed to a surface for decoration
- lath:** a long thin flat strip of wood used to make a structure to support plaster on walls
- crag:** a high rough mass of rock projecting upward or outward
- staff:** the long pole on which a flag is tied

THINKING ABOUT THE POEM

Answer these questions:

1. Would you agree with the poet that trees are mainly planted for the uses that he mentions? Are there other uses?
2. Many uses can easily be met with other materials. Identify those uses where we can use other material (iron, for instance) and thus save the trees.
3. What does the poet mean when he says, “We plant the house when we plant the tree.”?
4. ‘We plant the shade, from the hot sun free.’ What does this line suggest about the importance of trees?
5. How many times is the question, ‘What do we plant when we plant the tree?’ repeated in the poem? Why do you think the poet does this?
6. What will happen if we keep on only ‘using’ the trees?
7. Add three more words of your own to each row that rhyme with the words given:
 - i. tree, three, we
 - ii. ship, tip, lip
 - iii. you, sue, chew
 - iv. shade, made, fade.....
 - v. parts, carts, charts.....



- 9 Chinar tree, the symbol of Kashmir's beauty, has been indiscriminately axed in the recent years. Choose a partner and tell him/her why the Chinar is important in Kashmir, and what will happen if we continue felling down these trees? Also, list five local trees with the help of your partner, and describe their main uses.
10. Find out the origin and uses of a tree found very commonly in your native place.





Time You Old Gipsy Man!



LET'S BEGIN

Guess what the following expressions mean:

- Time and tide waits for none.
- Time is a great healer.
- A stitch in time saves nine.
- Better late than never.
- Never put off till tomorrow what you can do today.
- Death keeps no calendar.

Compare your notes with a partner and see if he/she has written the same meanings.
How would you say these things in your mother tongue?

Time, you old gipsy man,
 Will you not stay,
Put up your caravan
 Just for one day?
All things I'll give you,
 Will you be my guest?
Bells for your jennet
 Of silver the best.
Goldsmiths shall beat you
 A great golden ring,





Peacocks shall bow to you,
Little boys sing.
Oh, and sweet girls will
Festoon you with may.
Time, you old gipsy;
Why hasten away?

Ralph Hodgson

Glossary

- gipsy:*** a member of a race found in parts of Europe and America who travel from place to place in caravans
- jennet:*** a small Spanish saddle horse
- festoon:*** to decorate with leaves or flowers
- may:*** the flowers of the hawthorn tree

THINKING ABOUT THE POEM

Answer these questions:

1. Why do you think the poet calls time the ‘old gipsy man’?
2. What request does the poet make to time?
3. What will happen if time becomes the poet’s guest?
4. The poet is not the only one who honours time. There are others also who honour it. Who are they? What will they gift to time?



5. Who will sing to time?
 - a. sweet girls
 - b. little boys
 - c. peacocks
6. What will goldsmiths make for time?
 - a. A necklace
 - b. A ring
 - c. A silver ring
 - d. A golden ring
7. Explain “Festoon with may”.
8. Choose a partner and discuss with him/her why you would/would not like to be a gipsy.
9. Those people who never waste time succeed in their lives. Do you believe in keeping time in whatever you do in life? Write a short paragraph about how you spend the day from morning till evening.
10. Your terminal examinations are very close. Make a timetable for yourself allocating time for different subjects. Do not forget to keep some time to rest and play too.



What is Green?

LET'S BEGIN

Sit in pairs. Now close your eyes and think of three things that are green in Nature. Share your ideas with your partner.

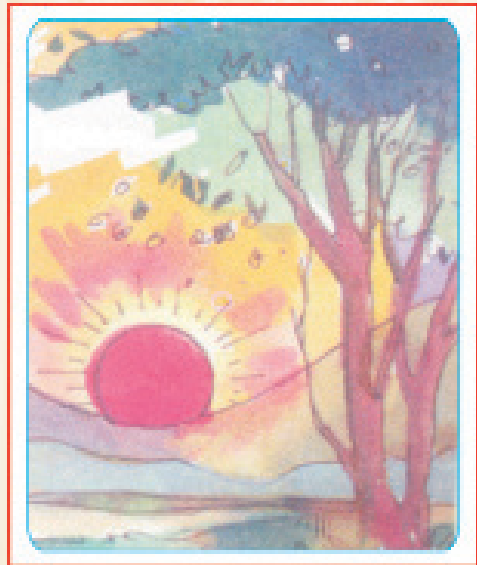
READ ALOUD

Green is the grass
And the leaves of trees.
Green is the smell of a country in breeze...

Green is a coolness
You get in shade
Of the tall old woods
Where the moss is made.

Green is a flutter
That comes in Spring
When frost melts out
Of everything.

Green is grasshopper,
Green is jade,
Green is hiding
In a shade.





Green is olive
 And pickle.
 The sound of green
 Is a water trickle.
 Green is the world
 After rain
 Bathed and beautiful
 Again....

Green is the meadow,
 Green is the fuzz
 That covers up
 Where winter was.
 Green is ivy and
 Honeysuckle vine.
 Green is yours
 Green is mine....

-Mary O'Neill



Glossary

- jade:** a hard ornamental stone of varying shades of green
- olive:** oily fruit of a tree that is cultivated round the Mediterranean
- fuzz:** light fine particles of fibres, here perhaps the tiny shoots of new seedlings that push their way up after the snow melts



- ivy:* an evergreen plant that climbs by roots on trees and walls.
- honeysuckle:* a climbing shrub with beautiful cream coloured flowers.
- vine:* a climber (plant).

THINKING ABOUT THE POEM

Answer these questions:

1. Name a few green things around us mentioned in the poem.
2. Name a few things that are not really green but have been called green by the poet.
3. What does the word 'flutter' stand for?
4. Does the colour green have sound for the poet? What is it?
5. What does the world look like after the rain?
6. What does the word 'fuzz' refer to in the lines 'Green is the fuzz/That covers up/Where winter was'?
7. What do you think is the symbol of winter here?
8. What do you think the word 'green' stands for in the poem?
9. What do you think the poet is referring to when she says 'Green is yours/Green is mine....'?
10. Do you think this world of ours is as 'green' as we would want it to be?



STORIES



1

A Tale of Two Birds

LET'S BEGIN

- *A mother bird and her two young ones lived in a forest.*
- *The mother was killed in a storm and the young birds were separated from each other.*
- *Each found a different home.*

There once lived a bird and her two new-born babies in a forest. They had a nest in a tall, shady tree and there the mother bird took care of her little ones day and night.

One day, there was a big storm. There was thunder, lightning and rain, and the wind blew down many trees. The tall tree in which the birds lived also came down. A big, heavy branch hit the nest and killed the bird. Fortunately for the baby birds, the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of robbers lived. The other landed outside a rishi's ashram a little distance away.





Days passed and the baby birds became big birds. One day, the king of the country came to the forest to hunt. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon the king lost his way and didn't know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired by then, he got off his horse and sat down under a tree that stood near a cave. Suddenly he heard a voice crying out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry, or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird in the tree under which he was sitting. He also heard faint noises emanating out from the cave. He quickly got on to his horse and rode away as fast as he could.

- *The king was amazed to hear a similar voice again.*
- *He came to know the birds' true story.*
- *He met the rishi who explained the behaviour of each bird.*

Soon, he came to a clearing which looked like an ashram. It was the *rishi's* ashram. The king tied his horse to a tree and sat down in its shade. Suddenly he heard a gentle voice announce, "Welcome to the ashram, Sir. Please go inside and rest. The *rishi* will be back soon. There's some cold water in the pot. Please make yourself comfortable." The king looked up and saw a big, brown bird in the tree. He was amazed. "This one looks like the other bird outside the cave," he said to himself aloud.



"You are right, Sir," answered the bird. "He is my brother but he has made friends with robbers. He now talks as they do. He doesn't talk to me any more." Just then the *rishi* entered the ashram.



“Welcome, Sir,” he said to the king. “Please come inside and make yourself at home. You look tired. Rest for a while. Then you can share my food.”

The king told the *rishi* the story of the two birds and how each had behaved so differently though they looked so alike. “The forest is full of surprises,” he said.

The holy man smiled and said, “After all, one is known by the company one keeps. That bird has always heard the talk of robbers. He imitates them and talks about robbing people. This one has repeated what he has always heard. He welcomes people to the ashram. Now, come inside and rest. I’ll tell you more about this place and these birds.”

(Anonymous)

Glossary

| | |
|-----------------|---|
| <i>cave</i> : | a dark hollow in a cliff, hill or underground |
| <i>gang</i> : | groups of criminals who work together |
| <i>rishi</i> : | a hermit; saint |
| <i>ashram</i> : | a place of religious retreat for Hindus |
| <i>amaze</i> : | surprise, wonder |

THINKING ABOUT THE TEXT

1. How did the two baby birds get separated?
2. Where did each of them find a home?
3. What did the first bird say to the stranger?
4. What did the second bird say to him?
5. How did the rishi explain the different ways in which the birds behaved?
6. Which one of the following statements sums up the story best?
 - (i) A bird in hand is worth two in the bush.



(ii) One is known by the company one keeps.

(iii) A friend in need is a friend indeed.

LANGUAGE WORK

Fill in the blanks with appropriate words:

landed amazed hit flew surprises

1. The strong wind _____ the birds away deep into the forest.
2. One of the birds _____ outside a rishi's ashram.
3. The king seemed _____ to hear a similar voice again.
4. The heavy branch _____ the nest and killed the bird.
5. Life is full of _____.

Write down the meaning of the following phrases:

1. blew away
2. rode after
3. rode away
4. got off
5. look up
6. make friends

Writing

1. Sum up the moral of the story in your own words.
2. Write 100 to 200 words on 'A man is known by the company he keeps'.

GRAMMAR WORK

Direct and Indirect Speech

When the exact words used by a speaker are reproduced within quotes or quote/unquote, it is called Direct Speech: (Please avoid saying 'Inverted commas begin and inverted commas close').



e.g.: The teacher said to me, “You are a good boy.” (Direct Speech)

Reporting Verb(RV) Reported Speech(RS)

The exact words of the speaker which are put within quotes is called Reported Speech.

Who says and to whom

The verb that introduces the Reported Speech is called Reporting Verb.

Basic Rules:

Rule 1: If the Reporting Verb is in the present or future tense, the tense of the Reported Speech remains unchanged though pronouns change.

Direct : The Principal says, “The English teacher will teach narration on Monday.”

Indirect : The Principal says that English teacher will teach narration on Monday.

Direct : Ravi will say, “I like films.”

Indirect : Ravi will say that he likes films.

Direct : Sauna says, “Her father is at the office.”

Indirect : Sauna says that her father is at the office.

Rule 2: : If the reporting verb is in the past tense, the tenses in the Reported Speech are changed into corresponding Past Tenses.

a) Simple present is changed into simple past:

Direct : Anu said, “She studies late in the night.”

Indirect : Anu said that she studied late in the night.

Direct : Andleep said. “Sukini works very hard.”

Indirect : Andleep said that Sukini worked very hard.



However, if the Reported Speech conveys some universal truth or a habitual fact, the simple present tense in the reported speech remains unchanged.

- Direct : The teacher said, "The sun rises in the east."
Indirect : The teacher said that the sun rises in the east.
Direct : Rahim said, "I get up early in the morning."
Indirect : Rahim said that he gets up early in the morning.

Change the narration of the following:

1. The teacher says, "Rahul will pass."
2. The servant will say, "Dinner is not ready."
3. Mona says, "Sana will do her work on Tuesday."
4. Saba said, "I will join the college."
5. Rama says, "I will study at the University."
6. Bashir said, "I will take up science subjects."
7. Kiran says, "I will take up arts subjects."
8. Raja will say, "I cannot study mathematics."
9. Suhana will say, "My favourite actor is Shahrukh Khan."
10. Ragini will say, "I want to become a painter."



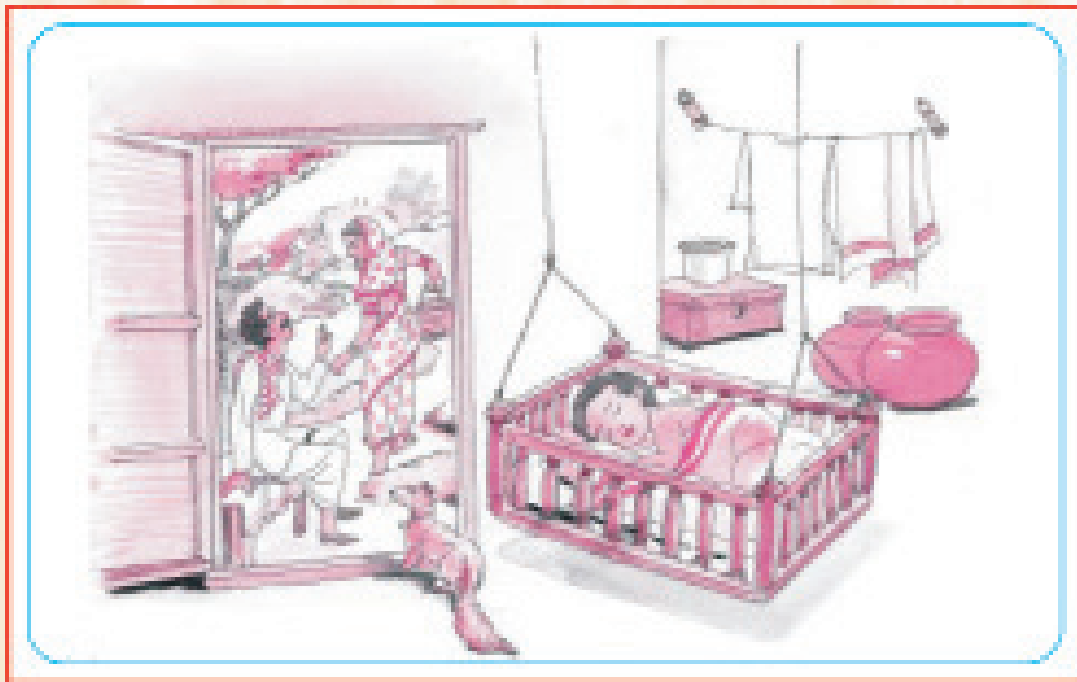
The Friendly Mongoose

LET'S BEGIN

- *A farmer, his wife and their small child lived in a village.*
- *There was also a baby mongoose in the house, who they believed would be their son's companion and friend in future.*
- *One day the farmer and his wife went out leaving the child alone with the mongoose.*

Once a farmer and his wife lived in a village with their small son. They loved him very much. "We must have a pet," the farmer said to his wife one day. "When our son grows up, he will need a companion. This pet will be our son's companion." His wife liked the idea.

One evening, the farmer brought with him a tiny mongoose. "It's a baby mongoose," said his wife, "but will soon be fully grown. He will be a friend to our son."





Both the baby and the mongoose grew. In five or six months, the mongoose had grown to its full size — a lovely animal with two shining black eyes and a bushy tail. The farmer's son was still a baby in the cradle, sleeping and crying alternately.

One day, the farmer's wife wanted to go to the market. She fed the baby and rocked him to sleep in his little cradle. Picking up the basket, she said to her husband, "I'm off to the bazaar. The baby is sleeping. Keep an eye on him. Frankly, I don't like to leave the child alone with the mongoose."

"You needn't be afraid," said the farmer. "The mongoose is a friendly animal. It's as sweet as our baby and they are the best of friends, you know."

The wife went away, and the farmer, having nothing to do in the house, decided to go out and take a look at his fields not far away. He ran into some friends on the way back and didn't return for quite some time.

- *The farmer's wife returned home from the market carrying a heavy basket.*
- *She found the mongoose at the entrance of the house with blood on his face and paws.*
- *She jumped to the conclusion that it was her son's blood, and the mongoose was the guilty one.*

The farmer's wife finished her shopping and came back home with a basketful of groceries. She saw the mongoose sitting outside as if waiting for her. On seeing her he ran to welcome her, as was customary. The farmer's wife took a look at the mongoose and screamed. "Blood!" she cried. The face and paws of the mongoose were smeared with blood.





“You wicked animal! You have killed my baby,” she screamed hysterically. She was blind with rage and with all her strength brought down the heavy basket full of groceries on the blood-smeared mongoose and ran inside to the child’s cradle.

The baby was fast asleep. But on the floor lay a black snake torn and bleeding. In a flash she realised what had happened. She ran out looking for the mongoose. “Oh! You saved my child! You killed the snake! What have I done?” she cried touching the mongoose, who lay dead and still, unaware of her sobbing. The farmer’s wife, who had acted hastily and rashly, stared long at the dead mongoose. Then she heard the baby crying. Wiping her tears, she went in, to feed him.

(A story from The Panchatantra)

Glossary

| | |
|--------------------|--|
| companion: | partner; friend |
| cradle: | a baby’s bed or cot |
| rock: | to move backward and forward or from side to side in a regular way |
| grocery: | food and household items |
| customary: | routine; habit |
| scream: | a high-pitched cry of fear, pain, etc. |
| smear: | to spread a liquid or a thick substance over a surface |
| hysterical: | overwhelmed with the feeling of fear, pain, anger, etc. |
| rage: | extreme or violent anger |

THINKING ABOUT THE TEXT:

1. Why did the farmer bring a baby mongoose into the house?
2. Why didn’t the farmer’s wife want to leave the baby alone with the mongoose?



3. What was the farmer's comment on his wife's fears?
4. Why did the farmer's wife strike the mongoose with her basket?
5. Did she repent of her hasty action? How did she show her repentance?

Do you have a pet — a cat or a dog? If not, would you like one? How would you look after it? Are you for or against keeping birds in a cage as pets?

LANGUAGE WORK

Write the conjugation of the following verbs:

Shop

Live

Grow

Sleep

Wait

Scream

Cry

See

Rock

Finish

Fill in the blank:

endangered save rocked smeared faithful wicked

- 1) The mother _____ the cradle so that the baby falls asleep.
- 2) The body of the Mongoose was _____ with blood.
- 3) The Mongoose _____ his life to _____ the life of the child.
- 4) The farmer's wife accused Mongoose of being a _____ animal.
- 5) The Mongoose proved to be a _____ animal.



GRAMMAR WORK

Complete the following choosing a suitable collective noun:

| | | | | |
|-------|------|---------|---------|--------|
| team | crew | orchard | library | school |
| swarm | herd | bouquet | bunch | class |

1. A _____ of students.
2. A _____ of cattle.
3. A _____ of bees.
4. A _____ of players.
5. A _____ of sailors.
6. An _____ of fruit trees.
7. A _____ of flowers.
8. A _____ of grapes.
9. A _____ of students.
10. A _____ of books.

Fill in the blanks choosing suitable material nouns from the box:

| | | | | |
|-------|-------|------|------|-------|
| paper | sugar | gold | milk | water |
|-------|-------|------|------|-------|

1. All that glitters is not _____.
2. _____ is rich in calcium.
3. _____ is very sweet.
4. We must drink boiled _____.
5. _____ can be recycled.

Note: We do not use “**the**” with material nouns generally.

However, notice the following:

1. The paper of this book is not glazed.
2. The sugar in the bowl has ants in it.
3. The gold used in this necklace is of 22 carats.
4. The milk delivered at home is pure.
5. The water of this pond is dirty.



The Shepherd's Treasure

3

LET'S BEGIN

- *A poor shepherd once lived in Iran.*
- *Though uneducated, he was very wise and helpful.*
- *The king decided to meet him in disguise.*

In a village in Iran, there once lived a shepherd. He was very poor. He did not have even a small cottage of his own. He had never been to school or learnt to read and write, for there were very few schools in those days.

Though poor and uneducated, this shepherd was very wise. He understood people's sorrows and troubles, and helped them, face their problems with courage and common sense. Many people came to him for advice. Soon he became famous for his wisdom and friendly nature. The king of that country heard about him, and thought of meeting him.



Disguised as a shepherd and riding on a mule, one day the king came to the cave where the wise shepherd lived. As soon as the shepherd saw the traveller coming towards the cave, he rose to welcome him. He took the tired traveller inside the cave, gave him water to drink and a share of his own meagre meal. The king rested for the night in the cave and was greatly impressed by the shepherd's hospitality and wise conversation.

- *The shepherd was able to make out that his visitor was none other than the king.*



- *The king made the wise shepherd governor of a small district.*
- *Other governors became jealous of the new governor and called him dishonest.*

Though still tired, the king decided to depart the next morning. He said, “Many thanks for your kindness to a poor traveller. I have a long way to go. Permit me to leave.”

Looking straight into the eyes of his guest, the shepherd replied, “Thank you, Your Majesty, for paying me the compliment of a visit.”

The king was astonished as well as pleased. ‘He is indeed very wise,’ he thought to himself. ‘I need people like him to work for me.’ And the king appointed this humble shepherd the governor of a small district.

Although he rose to power and dignity, the shepherd remained as humble as ever. People loved and honoured him for his wisdom, sympathy and goodness. He was kind and just to one and all. His fame as a fair and wise governor soon spread throughout the country.

Now the governors of other provinces grew terribly jealous of him and began to talk to the king against him. They said, “He is very dishonest, and keeps for himself part of the money that he collects as tax from the people.”

Why did he always carry with him, they added, an iron chest? Perhaps he carried in it the treasure that he had secretly collected. After all, they said mockingly, he was an ordinary shepherd and could behave no better.

- *The new governor was called to the palace.*
- *He was ordered to explain why he always carried an iron chest.*
- *What did the chest contain?*

At first, the king did not pay attention to these reports, but how long could he ignore these governors and their endless stories about the shepherd? One thing was certain, the king discovered. The new governor did carry an iron chest with him all the time.



So, one day, the new governor was summoned to the palace. He came riding on his camel, and to everyone's delight, the famous iron chest was there fastened securely behind him on the camel's back.

Now the king was angry. He thundered, "Why do you always carry that iron chest with you? What does it contain?" The governor smiled.



He asked his servant to bring in the chest. How eagerly the people standing around waited for the shepherd to be found out! But how great was their astonishment, and even of the king himself, when the chest was opened! No gold or silver or jewels but an old blanket was all that came out. Holding it up proudly, the shepherd said, "This, my dear master, is my only treasure. I always carry it with me."

"But why do you carry such an ordinary blanket with you? Surely, you are the governor of a district?" the king asked. To which the shepherd replied with quiet dignity, "This blanket is my oldest friend. It will still protect me if, at any time, Your Majesty should wish to take away my new cloaks." How pleased the king was, and how embarrassed the jealous governors became to hear the wise man's reply! Now they knew that the shepherd was indeed the humblest and the wisest man in the land. The king made him the governor of a much bigger district that very day.

(An Iranian folktale)

Glossary

- cottage:** a small house
- advice:** opinion or recommendation on how to act in a particular situation



| | |
|------------------------|--|
| <i>disguised(adj):</i> | having an appearance that hides the identity or true form |
| <i>astonish:</i> | surprise |
| <i>humble:</i> | meek; not proud |
| <i>governor:</i> | ruler |
| <i>mockingly:</i> | with contempt or ridicule |
| <i>summon:</i> | to order someone to come or be present at a particular place |
| <i>fastened:</i> | fixed. |
| <i>dignity:</i> | esteem; respect |
| <i>embarrassed:</i> | ashamed |

THINKING ABOUT THE TEXT

1. The shepherd hadn't been to school because
 - (i) he was very poor.
 - (ii) there were very few schools in those days.
 - (iii) he wasn't interested in studies.

Choose the right answer.

2. Who visited the shepherd one day, and why?
3. Why did the other governors grow jealous of the shepherd?
4. Why was the new governor called to the palace?
5. Why was everyone delighted to see the iron chest on the camel's back?
6.
 - (i) What did the iron chest contain?
 - (ii) Why did the shepherd always carry it?
 - (iii) Is it an example of the shepherd's humility or wisdom or both?
7. How did the king reward the new governor?

LANGUAGE WORK

Make sentences with the following words:

Treasure: _____

Compliment: _____



Mock: _____

Terrible: _____

Thunder: _____

Write the opposite of the following words:

Kind: _____

Wise: _____

King: _____

Honest: _____

Humble: _____

Smile: _____

Reply: _____

Delight: _____

Sorrow: _____

Educated: _____

GRAMMAR WORK

Change the narration:

1. The teacher says, "The sun rises in the east."
2. The teacher said, "The earth revolves around the sun."
3. My Mother said, "Hard work always pays."
4. Shabir said, "I am going home on Saturday."
5. The shopkeeper said, "What can I do for you gentleman?"
6. The old man asked, "How much will you give me for this watch?"
7. Ray said, "Have you come to pick up a clock or watch?"
8. The teacher said to the student, "May I help you solve the problem?"
9. Ravi said, "Shabir, let's play."
10. The teacher said, "Maintain silence, students."



Granny's Fabulous Kitchen

**4**

LET'S BEGIN

Below is given a list of various foods. Choose the one(s) you like the most and with a partner discuss what is special about the food(s) you like.

| | | |
|------------|---------|------------|
| Dal | Biryani | Pulao |
| Fried rice | Kabab | Plain rice |
| Gushtaba | Chicken | Yakhni |

Whenever Granny made vanilla or chocolate fudge, she gave me some to take to Mohan, the gardener's son.

It was no use taking him roast duck or curried chicken, because in his house no one ate meat. But Mohan liked sweets – gulab jamun, rasgullas, jalebies which were made with lots of milk and lots of sugar, as well as Granny's homemade English sweets.

We would climb onto the branches of the jack-fruit tree and eat fudge of peppermints or sticky toffee. We couldn't eat the jack-fruit, except when it was cooked as a vegetable or made into a pickle. But the tree itself was wonderful for climbing. And some wonderful creatures lived in it – squirrels and fruit bats and a pair of green parrots. The squirrels were friendly and soon got into the habit of eating from our hands. They too were fond of Granny's chocolate fudge. One young squirrel would even explore my pockets to see if I was keeping anything from him.

* **Note:** 'Lots' is used with uncountable nouns, 'a lot of' used with countable nouns



Mohan and I could climb almost any tree in the garden, and if Granny was looking for us, she'd call from the front verandah and then from the pantry at the side of the house and finally from her bathroom window on the other side of the house. There were trees on all sides, and it was impossible to tell which one we were in, until we answered her call. Sometimes Crazy would give us away, by barking beneath our tree.



When there was fruit to be picked, Mohan did the picking. The mangoes and lichees came into season during summer, when I was away at boarding school, so I couldn't help with the fruit gathering. The papayas were in season during winter, but you don't climb on the papaya trees – they are too slender and wobbly. You knock the papayas down with a long pole, and catch them before they hit the earth.

Mohan also helped Granny with the pickling. She was justly famous for her pickles. Green mangoes pickled in oil were always popular. So was her hot lime pickle. And she was equally good at pickling turnips, carrots, cauliflowers, chillies, and other fruits and vegetables. She could pickle almost anything, from nasturtium seed to jack-fruit. Uncle Ken didn't care for pickles, so I was always urging Granny to make more of them.

My own preference was sweet chutneys and sauces, but I ate pickles too, even the very hot ones.

One winter, when Granny's funds were low, Mohan and I went from house to house, selling pickles for her.

In spite of all the people and pets she fed, Granny wasn't rich. The house



had come to her from Grandfather, but there wasn't much money in the bank. The mango crop brought in a fair amount every year, and there was a small pension from the Railways (Grandfather had been one of the pioneers who'd helped bring the railway line to Dehra at the turn of the century) but there was no other income. And now that I come to think of it, all those wonderful meals consisted of only one course, followed by a sweet dish. It was Granny's cooking that turned a modest meal into a feast.

I wasn't ashamed to sell pickles for Granny. It was great fun. Mohan and I armed ourselves with baskets filled with pickle bottles, then set off to cover houses in our area.

Major Clarke, across the road, was our first customer. He had red hair and bright blue eyes and was almost always good-humoured.

“And what have you got there, Rusty?” he asked.

“Pickles, sir.”

“Pickles! Have you been making them?”

“No, sir, they're my grandmother's. We're selling them, so we can buy a turkey for Christmas.”

“Mrs. Bond's pickles, eh? Well, I'm glad mine is the first house on your way, because I'm sure that basket will soon be empty. There's no one who can make a pickle like your grandmother, son. I've said it before and I'll say it again, she's God's gift to a world that's terribly short of good cooks. My wife's gone shopping, so I can talk quite freely, you see. . . . What have you got this time? Stuffed chillies, I trust. She knows they're my favourite. I shall be deeply wounded if there are no stuffed chillies in that basket.”

There were, in fact, three bottles of stuffed red chillies in the basket, and Major Clarke took all of them.

Our next call was at Miss Kellner's house. Miss Kellner couldn't eat hot food, so it was no use offering her pickles. But she bought a bottle of preserved



ginger. And she gave me a little prayer-book. Whenever I went to see her, she gave me a prayer-book, and it was always the same.

Further down the road, Dr Dutt, who was in charge of the hospital, bought several bottles of lime pickle, saying it was good for his liver. And Mr Hari, who owned a garage at the end of the road and sold all the latest cars, bought two bottles of pickled onions and begged us to bring him another two the following month.

By the time we got home, the basket would usually be empty, and Granny richer by twenty or thirty rupees – enough, in those days, for a turkey.

Uncle Ken stayed for Christmas and ate most of the turkey.

“It’s high time you found a job,” said Granny to Uncle Ken one day. “There are no jobs in Dehra,” complained Uncle Ken.

“How can you tell? You’ve never looked for one. And anyway, you don’t have to stay here forever. Your sister Emily is headmaster of a school in Lucknow. You could go to her. She said before that she was ready to put you in charge of the dormitory.”

“Bah!” said Uncle Ken. “Honestly, Aunt May, you don’t expect me to look after a dormitory seething with forty or fifty demented small boys?”

“What’s demented?” I asked.

“Shut up,” said Uncle Ken.

“It means crazy,” said Granny.

“So many words mean crazy,” I complained. “Why don’t we just say crazy? We’ve a crazy dog, and now Uncle Ken’s crazy too.”

Uncle Ken clipped me over the ear, and Granny said, “Your Uncle isn’t crazy, so don’t be disrespectful. He’s just lazy.”

“And eccentric,” I said. “I heard he was eccentric.”

“Who said I was eccentric?” demanded Uncle Ken.



“Miss Leslie,” I lied. I knew Uncle Ken was fond of Miss Leslie, who ran a beauty parlour in Dehra’s smart shopping centre.

“I don’t believe you,” said Uncle Ken. “Anyway, when did you see Miss Leslie?”

“We sold her some mint chutney last week. I told her you liked mint chutney. But she said she’d bought it for Mr Houghton who’s taking her to the picture tomorrow.”

(Ruskin Bond)

Glossary

| | |
|---------------------------|--|
| <i>fudge:</i> | a soft sweet made from sugar, butter and milk which often has flavour added to it |
| <i>squirrel:</i> | a small furry animal with a long tail which climbs trees and feeds on nuts and seeds |
| <i>nasturtium:</i> | a plant with yellow, red or orange flowers and round leaves |
| <i>pantry:</i> | a small room or large cupboard in a house where food is kept |
| <i>stuffed:</i> | filled |
| <i>eccentric:</i> | strange or unusual, sometimes in an amusing way |
| <i>seething:</i> | crowded |
| <i>dormitory:</i> | sleeping room with many beds |

THINKING ABOUT THE TEXT

I. Answer these questions:

1. Granny would send some fudge to Mohan. Why wouldn’t she send meat?
2. Besides Rusty and Mohan who was fond of Granny’s fudge?



3. You can't climb a papaya tree. Why? How can you bring the papayas down?
4. What would Granny do to earn money? Who helped her in her trade?
5. What would Granny buy with the money that Rusty and Mohan earned for her? Who took a good share of the meal in Granny's kitchen?
6. What were Major Clarke's views about Granny and her pickles?
7. What advice did Granny give to Uncle Ken? What did he say in reply?
8. Why did Rusty lie about Miss Leslie? Why did he mention Mr Houghton?

II. Say whether the statements are true or false. Write T or F in the boxes.

1. Granny was an expert in making English sweets.
2. Mohan worked in Granny's kitchen.
3. Uncle Ken liked Granny's pickles.
4. Mohan and Rusty always sold Granny's pickles in the market.
5. Granny bought her house after the death of her husband.
6. Rusty's grandfather was an employee in the Railways.
7. Major Clarke bought four bottles of pickle.
8. Dr Dutt found lime pickle good for liver.
9. Miss Leslie is the wife of Uncle Ken.
10. Miss Leslie had really bought chutney from Rusty.

LANGUAGE WORK

- I. Guess the meanings of the underlined words in the following sentences. These meaning will be different from the ones you have learned in the story.



1. There was a knock at the door and we were all frightened.
2. This library houses hundreds of old manuscripts.
3. She's been really down since her husband died.
4. Return the jacket. It's not made of a good stuff.
5. He was charged with stealing a pair of trousers.

II. Match words in Column A with their opposites in Column B.

| A | B |
|-------|------|
| hard | sour |
| sell | rich |
| small | soft |
| sweet | buy |
| front | big |
| live | back |
| poor | die |

- ## III. Many fruits and vegetables are mentioned in the story. Write them in your notebook. With a partner discuss whether any or all of them are found in your place.

GRAMMAR WORK

- I. Study the underlined words in the following:

- The papayas were in season during winter.
- Green mangoes pickled in oil were always popular. So was her hot lime pickle.

‘Were’ and ‘was’ are verbs which have been used with plural and singular subjects, respectively – ‘The papayas’ is plural and ‘hot lime pickle’ is singular.

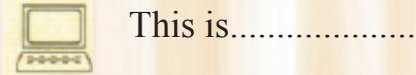
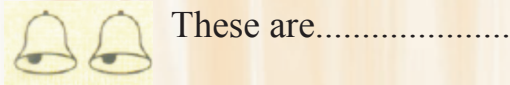
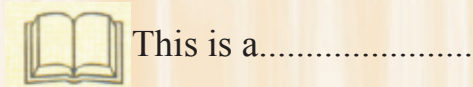
It is important that subject and verb should agree with each other in a sentence.



Study these examples also:

- Dogs **bark.** ~ A dog **barks.**
- Children **are playing** ~ The child **is weeping.**
- Teachers **have come** ~ The teacher **has gone** to her class.

Now look at the following pictures and write how many of them there are.
Use: “There is a...” or, “There are...” in the picture.



II. Use contracted forms for the underlined expressions in the following sentences:

1. Rusty was not ashamed of selling Granny’s pickles.
2. Uncle Ken did not care for pickles.
3. No, sir, they are my grandmother’s.
4. I have said it before and I will say it again.
5. It is high time you found a job.
6. What is demented?
7. We have a crazy dog and now Uncle Ken is crazy too.
8. I do not know who killed the bird. It is really bad.
9. She will be with us for the whole month.



The Story of the Hills

**5**

READ AND ENJOY

I heard so much about Basaintgarh and its environs and the denizens of that area that I decided to go and spend my summer vacation there. When I reached Basaintgarh I felt as if I had been dropped in a bucket of cold water after having been picked out of a cauldron of boiling oil. All around there were green maize fields with farmers working in them and the sweet sound of sohadis floated in now and then, carried by the blowing breeze.

Deodar and Partal trees on the high hill ranges swayed in the breeze like young boys dancing merrily.

The next day news spread all around that a man from the city had come. It is my nature that I cannot sit still at one place. I came out of the forest rest-house to look for a suitable spot where I could sit and watch the spectacle of the mountains and if I got into the mood, to write something.

I found a spot. Under a deodar, there was green grass (no need to spread a duree), and from there, one could have a lovely view of the river Ujh. I looked at the bottle green clear water and could not take my eyes off it. A little further down, the water of the river struck against a rock; it looked like someone foaming at the mouth in a frenzy of rage. Flakes of clouds in the blue sky looked like bits of cotton wool.

Close to my chosen spot, I noticed a girl of very tender age, grazing the cattle. Something was it the cool breeze? sent me dozing.

After a spell of dozing, I was startled to find the girl sitting close to me.

Seeing me sit up with a start, she got a bit embarrassed and pulling the end of her dupatta on her head, she said, "I have been watching you all these days and wondering who you are. The village folk told me strange stories about you. I also thought you would be like one of those fellows. That's why when I saw you for the



first time, I hid behind the tree. I thought that I would break your head with a stick if you advanced towards me.”

“But why?” I asked, surprisingly.

She felt a little awkward, “I had heard that city people who come here are selfish and since you are also from the city I thought But when I saw that you remain lost in yourself or walking around or writing, I thought that you are some.....”

“Madcap?” I asked. Her already large eyes became even larger. She did not say anything, but just nodded in affirmation. “But who are you?”

“A man from the city.”

“That I can see. But what is it that your are writing?”

“Whatever comes to my mind.”

She didn’t seem to like this answer. She asked again, “What have you written on that piece of paper?”

“This? This is a story which I have written.”

“Can you read it out to me?”

I smiled to myself. A little while ago she was ready to break my head. And now? She is so full of talk. I did not tell her, though, what passed through my mind.

I began to read, “There is the custom of dohri in the hilly regions. Ten years had passed since Santoo Gaddi’s wife died. He could get another wife only if he gave a girl from his family into the family of his in-laws to be. But Santoo had no one except Patoo, his little niece. And who would inherit and take care of all his land and belongings after him? He had kept a woman but she had also gone back to her people. Without a son, there would be no one after his death, to keep the name of his family going. I have to find a husband for Patoo, he thought. If not today, then tomorrow and if she had to be married off one day, then why not today? My home will become full of life again. Mast Ram, the village lambardar is in need of



a wife and his sister is in need of a husband. Mast Ram is middle-aged, about forty and my niece Patoo is about ten. But what does it matter? Girls grow up pretty fast. Mast Ram has asthma, no doubt. But then, who lives for ever? All of us have to go one day. After Mast Ram goes, Patoo too may find another husband.

“If a lot of thinking helps in the success of some ventures, it can also mess up some. Therefore, why should I rack my brains too much? The decision was made. A bride came home, another was dispatched, Santoo got a wife and Patoo got her own household to look after. What did little Patoo know that her household would be her prison? What did she know of the world and of life? His asthma had assumed such an advanced stage that he looked to be in the last leg of his journey. Patoo wondered what fate had kept in store for her. There were other girls of the village, why was she alone so ill-starred? Should she also desert her husband and marry someone else, like the other girls? She would have perhaps reconciled herself to her fate, had she not come across a young man that had once again kindled in her desire to live happily. Patoo was in a fix – ‘O God, tell me what to do? Where should I go?’”

I stopped reading. “Then?” She asked with surprise. Without lifting my head, I replied, “I have written only this far.”

“O man!” She said in a painful voice. When I looked up I found her eyes wet but I didn’t understand why. “O man! Are you a jotisi?”

Though knowing it was not proper to laugh, I could not check myself. “What makes you think so?” I asked.

“You have penned my story.”

I understood in a flash the tale of her tears. “Your story?” I didn’t want to believe it.

“Yes,” and she got up, and like one lost, picked up her staff, dusted her clothes and ran out from there, muttering. “This is my story, O man, this is my story,” her voice echoed. And each hill was saying, “This is my story, O man, this is my story!”

(Nilamber Dev Sharma)

**Glossary**

| | | |
|--------------------|---|---|
| <i>denizens</i> | : | inhabitants, people who live in a particular area |
| <i>sohadis</i> | : | folk song sung by farmers at the time of planting paddy saplings |
| <i>deodar</i> | : | a cedar tree |
| <i>partal</i> | : | a fir tree |
| <i>spectacle</i> | : | a striking sight |
| <i>duree</i> | : | thickly woven cotton spread |
| <i>dozing</i> | : | sleep lightly; be half sleep |
| <i>startled</i> | : | surprised |
| <i>madcap</i> | : | an impulsive person |
| <i>affirmation</i> | : | approval |
| <i>dohri</i> | : | reciprocal marriage; barter-type marriage |
| <i>lambardar</i> | : | village chief |
| <i>asthma</i> | : | a respiratory disease making a person breathe with an audible sound |
| <i>jotisi</i> | : | a soothsayer: one who foretells the future |

THINKING ABOUT THE TEXT**Answer the following questions:**

1. Where does the writer spend his summer vacation? How does he find the place?
2. How does the writer describe the beauty of the place?
3. Whom does the writer meet? What do they talk about?



4. What is the name of the custom of a type of marriage mentioned in the story? What type of custom is it?
5. What makes the little girl weep at the end of the story? What does she go on saying?

LANGUAGE WORK

I Rearrange the jumbled letters to make them meaningful. The words are in the story.

d i s a h o s

r d d o e a

e d o z

i o h r d

i r e b d

n a n s t e g

e a r s t

m r r o t o w o

r e t i s s

II. Write down the meanings of the following phrases:

Come across

Pick up

Pen my story

Marry off

Full of time

Be in a fix

GRAMMAR WORK

I. Study this sentence:

– When the other wives of the king heard of this, they felt very jealous.

This sentence consists of two parts: one, ‘When the other wives heard of this’ and two, ‘they felt very jealous.’ As you can see, the second part of the sentence



gives a complete meaning, therefore, it is called an **independent clause**. The first part depends on the second part for the completion of its meaning and is therefore called the **dependent clause**. Such sentences where one is an independent clause and the other is dependent on another one, are called **complex sentences**. They are different from compound sentences that you read about in an earlier lesson.

Some of the words that connect the two clauses together are: **wh-words, that, if or whether, unless, until** and many others that you will learn later. These can be used in the beginning or in the middle of the sentences.

Now join the following pairs of clauses together using the connectives given in the bracket.

- (A) i. The king inspected the rooms of his six soldiers.
ii. The king was very pleased with them. (when)

When the king inspected the rooms of his six soldiers, he was very pleased with them.

- (B) i. The crow brought a herb from the jungle.
ii. The crow gave the herb to the girl. (which)

- (C) i. The crow promised the girl.
ii. The crow would get a herb. (that)

- (D) i. I'll wait here.
ii. You come back. (until)

- (E) i. You speak slowly.
ii. I can understand. (if)

- (F) i. I told him.
ii. I had finished my work. (that)



II. Fill in the blanks with **what/which/who:**

1. is your name?
2. You can have an ice cream or a coke.....you want?
3.is older, you or your brother?
4.is your favourite leader?
5.colour is your umbrella. Mine is red.
6.hotel did you stay at in Delhi?



LET'S TALK

Did you like the above story? What are your feelings about the little girl?



LET'S WRITE

The following jumbled sentences make up a complete story. Re-arrange them properly.

- i. Saying these words the wolf attacked the lamb and ate it.
- ii. A hungry wolf reached there.
- iii. Now the wolf said, "Your father must have abused me then."
- iv. Once upon a time a lamb was drinking water near the bank of a river.
- v. The lamb replied respectfully, "Sir, the water is flowing down from your side. How can I make it muddy?"
- vi. "Why are you muddying the water?" asked the wolf.
- vii. The wolf then said, "Why did you abuse me last year?"
- viii. On seeing the lamb, his mouth watered. He wanted to kill the lamb.
- ix. The lamb replied, "But I was not born last year."



DO IT YOURSELF

Folk tales make interesting reading. Read a folk tale from Kashmir or Ladakh and note down what similarities and/or differences it has from the above folk tale from Jammu.