

Lesson 13

DAY DREAM

(A Bangla folk tale)

A. WARMER

What is day-dreaming? Have you ever had a day dream? How is it different from the dream you may have had at night? Share your day dream with your friends.

A poor family lived next door to Gopal Bhand. Both the husband and the wife were day dreamers. One day Gopal overheard them talking. The husband said, “When I get some money, I’m going to buy a cow.”

The wife said, “I’ll milk the cow. I’ll have to get some pots.” The next day she went to the potter and bought pots.

The husband asked, “What did you buy?”

“Oh, these! Some pots. One for milk, one for buttermilk, one for butter and one for ghee.”

“That’s great! But what will you do with this fifth one?”

“That is for sending some milk to my sister,” said the wife.

“What! Sending milk to your sister? Since when has this been going on without even asking me?” shouted the husband and he smashed all the pots in anger.

The wife retorted, “I take care of the cow and milk it. I’ll do what I wish with the extra milk!”

“I work hard all day and buy a cow and you give away the milk to your sister! I’ll kill you first!” roared the husband and threw some pots and pans.

Gopal could not stop himself any more. He walked over to his neighbour’s house and asked, “What the matter? Why are you throwing pots and pans around?”





“This woman is giving away the milk from our cow to her sister!”

“Your cow?”
Gopal asked.

“Yes, the one I’m going to buy when I have enough money.”

“Oh, that cow!”
said Gopal, “But you don’t have a cow yet, do you?”

The neighbour
said, “Just wait, I’m going to get one.”

“Oh really ! Now I know who’s spoiling my vegetable garden!” said Gopal, picking up a stick and pouncing on his neighbour.

“Stop! Stop! Why are you beating me?”

“Your cow ate my beans and cucumbers. Why don’t you tie it?”

“What beans, what cucumbers? Where is your vegetable garden?”

“The one I’m going to plant! I’ve been thinking about it for months, and your cow has been destroying it!”

The neighbour suddenly saw light. They had a good laugh.

(Courtesy: Eklavya Prakashan)

WORDS TO KNOW

overheard (v) : (ओव्अहःड) अचानक सुना heard accidentally

smashed (v) : (स्मैशड) टुकड़ों-टुकड़ों में कर दिया broke violently into pieces

retorted (v): (रिटॉटिड) मुंहतोड़ जवाब देना replied angrily

neighbour (n) : (नेब्अ(र)) पड़ोसी a person living next door

spoil (v): (स्पोइल) बर्बाद ruin

picking up (verb phrase): (पिकिंग अप) उठाते हुए, चुनते हुए grasping and raising

pouncing (v): (पाउन्सींग) अचानक प्रहार करते हुए making a sudden attack

B. LET’S THINK AND TELL

B.1. Answer in one word or phrase:

1. When did the husband expect to buy a cow?
2. What did the wife decide to send to her sister?
3. What was the husband’s reaction on hearing his wife’s reply?
4. When did Gopal go to his neighbour’s house?

C. LET'S THINK AND WRITE

C.1. Choose the correct words from the list given below to fill in the blanks:

mistake	Gopal	take care of	sister
smashed	spoiled	laugh	milk

- overheard his neighbours talking.
- The wife wanted to send milk to her.....
- Her husband..... the pots in anger.
- The wife was toand the cow.
- Gopal complained that the cow his garden.
- The neighbours realised theirand had a good

C.2. Words/ Phrases in the Columns A and B have certain relationship in the story. Identify the relationship and indicate it by putting a line.

Column A

- cow
- sister
- beans, cucumber
- neighbour
- husband and wife

Column B

- daydreamers
- milk
- vegetable
- fifth pot
- Gopal

C.3. Answer the following questions in your own words:

1. What did Gopal Bhand overhear?
2. What do you think about the relation between the farmer's wife and her sister? Give some examples in support of your answer
3. What made the husband angry? What does it tell about his character?
4. Why do you think Gopal told the story of his vegetable garden to his neighbour?
5. What made Gopal and the neighbour laugh?

D. LET'S INCREASE WORD POWER

D. 1. Pots and pans in English refer to cooking/kitchen utensils. Find out what they are called in your mother tongue.

D.2 Pots and pans generally go together. There are many more such words in English that generally go together. Here are some: bread and butter, day and night, far and wide. Such words are called collocations.

Complete the following words that go together by choosing words from the box:

hue and...

safe and...

here and...

now and...

up and ...

slow and...

Help Box

there down steady sound cry then

D.3 Look at the phrase in bold in the following sentence from the story:

*“This woman is **giving away** the milk from our cow to her sister!”*

‘Giving away’, here, refers to giving some thing as a gift. There are many phrases that have ‘give’ in them as one of the elements. Here are some:

give up, give in, give out, give back

Look up a dictionary to find what they mean and then use them in your own sentences.

E. LET’S LEARN GRAMMAR

E. 1. Comma and inverted commas.

Look at the following sentences taken from the lesson:

The husband said, “When I get some money, I’m going to buy a cow.”

The wife said, “I’ll milk the cow. I’ll have to get some pots.”

The comma (,) represents the shortest pause and is used:

- i. to separate a series of words: e.g., I travelled to France, England and India.
- ii. to separate each pair of words connected by and; e.g., we should be devout and humble, cheerful and serene, active and alert.
- iii. to mark off words used in addressing people; e.g., Come into the garden, Naresh.

- iv. To mark off a direct quotation from the rest of the sentence, eg.
The husband asked, "What did you buy?"

The inverted commas ("...") are used to enclose the exact words of a speaker or a quotation. "I would rather die," he exclaimed.

E.1.1 Insert comma and inverted commas wherever necessary.

- A. I have been to France Portugal Spain and China.
- B. Hey Rajiv come to me said Aslam.
- C. High and low rich and poor must all die.
- D. He lost his lands money reputation and friends.
- E. Surdas the great Hindi poet was blind.

E.1.2. Put a tick (✓) in front of the sentences with correct punctuation and put a cross (X) in front of the wrong ones. Punctuate them properly and write them in your notebook.

- (a) "I love to see you smile," said I.
- (b) The cow, is, not healthy.
- (c) Once upon a time, I was the topper of my class.
- (d) "I cannot sleep when it's hot complained, Angelina.
- (e) The king ordered "Bring me a sword".

F. LET'S TALK

F.1. Work in groups and discuss the positive and negative aspects of day dreaming.

For example, you can say:

‘I find it a great source of fun.’

Another person may say:

‘It gives you false hopes.’

G. LET’S WRITE

Write a small paragraph on ‘Day Dreaming’. You must focus on the following points:

- What is day- dreaming?
- What are day dreams about?
- Should one spend one’s time in day dreaming? How are they helpful?
- What are some dos and don’ts about day-dreaming?

H. ACTIVITY

Gopal Bhand was a great witty person. There have been many such persons in the history of India. Birbal, Tenali Raman, Gonu Jha etc. are some among them. Collect thier pictures and some information about them.

Lesson 14

THREE LITTLE PIGS

A. WARMER

- 1. What are the things you need to build a house? List them.*
- 2. Have you ever seen or heard of or read about any animal eating another animal? If so, share your experience with your class.*

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them “Whatever you do, do it the best that you can because that’s the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.



The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said, “Let me in, Let me in, little pig or I’ll huff and I’ll puff and I’ll blow your house in!”

“Not by the hair of my *chinny chin chin*,” said the little pig. But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks. “Let me in, let me in, little pig or I’ll huff and I’ll puff and I’ll blow your house in”.

“Not by the hair of my *chinny chin chin*,” said the little pig. But the wolf blew in that house too, and ate the second little pig.

The wolf then came to the house of bricks.



“Let me in, let me in” cried the wolf, “Or I’ll huff and I’ll puff till I blow your house in”. “Not by the hair of my *chinny chin chin*” said the pig.



Well, the wolf huffed and puffed but he could not blow down that brick house. But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney, he crawled down and splashed right into that kettle of water and that was the end of his troubles with the big bad wolf.

The next day the little pig invited his mother over. She said, “You see it is just as I told you. The way to get along in the world is to do things as well as you can.” Fortunately, for that little pig, he learnt that lesson. And he just lived happily ever after!

WORDS TO KNOW

fortunes (n): (फॉ:चॅन) भाग्य **luck**

chin (n) : (चिन) ठुडी / चिबुक **the part of the face below the mouth**

huff and puff (idm): (हॅफ अँन् पॅफ) – फुँफकार छोड़ना **breath out noisily**

fireplace (compound noun): (फाइअँ प्लेस) अँगीठी **a partially enclosed space at the base of a chimney for a domestic fire**

splashed (n): (स्प्लैश) छपाक से गिरा **fell or cause to fall in scattered drops.**

B. LET'S THINK AND TELL

B.1. Answer the following questions orally:

1. What advice did the mother give to her children before they left to make their fortunes?
2. List the materials used by the three pigs to build their houses.
3. Pick out the words from the text that describe the character of the wolf.
4. What quality of the third pig saved his life?

C. THINK AND WRITE

C.1. Answer the following questions:

1. Why do you think the wolf succeeded in killing the first two pigs?
Give reasons for your answer
2. Why couldn't the wolf succeed with the third pig? Discuss.
3. Which of the three pigs proved to be the wisest? Explain.
4. Can you suggest another title for this story?
5. What do you learn about the pigs' mother?

D. LET'S INCREASE WORD POWER**D.1. Match the words with their opposites:**

- | | |
|--------------|---------------|
| 1. build | a. tiny |
| 2. carefully | b. much |
| 3. agreed | c. started |
| 4. later | d. destroy |
| 5. finished | e. small |
| 6. little | f. earlier |
| 7. enormous | g. disagreed |
| 8. great | h. carelessly |

D.2. Look at the following words used in this lesson:

happily, finally, dearly and fortunately

All these words end in suffix '–ly.' As you will notice all these words are adverbs. Most adverbs end in '–ly'.

Make a list of at least 10 adverbs that end in '–ly' and use them in your own sentences.

D.3. There are many other suffixes, e.g., '–al', '–ment', '–tion', '–acy', '–ness', '–ive', '–ous', '–ful'. Add suitable suffixes to the following words :

1. time
2. argue
3. beauty
4. heavy
5. create
6. useful
7. secret

E. LET'S LEARN GRAMMAR

Read the following sentences:

- a. The wolf said, "Let me in, little pig."
- b. The mother told them, "The way to get along in the world is to do things as well as you can."

In sentence (1), the wolf is the speaker, and in sentence (2), the mother is the speaker. The words/sentences within the quotation marks ("...") are exact words of the speaker.

We can speak or write the words of another person in two ways:

- i. by repeating the words of the other person as they were.
- ii. by stating the meaning of the words of the other person in our own words.

Suppose Ashu speaks the words, "I am feeling tired." Any person other than Ashu can express his words in the following two ways:

(1) Ashu said, "I am feeling tired." Or

(2) Ashu said *that he was* feeling tired.

In sentence (1), the exact words of the speaker (Ashu), that is, "***I am feeling tired***" are quoted within quotation marks. This is called the ***direct or reported speech***.

In sentence (2), we have reported what the speaker (Ashu) said, that is, ***he was feeling tired*** without quoting the exact words. This is called the **indirect speech**.

In sentences (1) and (2), we observe the following facts:

- (i) The first sentence gives Ashu's words as they were spoken by him. So we have put them within quotation marks (double inverted commas).
- (ii) We have used the word **that** in the second sentence to connect the Ashu's words with the words of the reporting person.
- (iii) As the main clause (with the verb said) was in the past tense, so we changed the dependent clause within the inverted commas into past tense.
- (iv) We changed the pronoun **I** into **he**.
So, you can see that when we change a speech from direct to indirect form, the following changes take place:
 - (i) We remove the inverted commas enclosing the direct speech.
 - (ii) We use a relative word (conjunction) **that** before the reported speech.
 - (iii) We change the tense of the reported speech according to the rules of sequence of tenses.
 - (iv) We change the pronouns of the direct speech under certain rules.
 - (v) We also change some other words indicating place, time, etc.

1. Change in tenses:

Direct speech

Simple present

Present continuous

Present perfect

Present perfect continuous

Indirect or reported speech

Simple past

Past continuous

Past perfect

Past perfect continuous

Simple past

Past perfect

Shall and **will** of the future tense **Would****2. Change of adverbs and other special words:****Direct speech****Indirect or reported speech**

ago

before

here

there

last (year, night, etc.)

the previous (year, night, etc.)

this

that

these

those

today

that day

tomorrow

the following day

yesterday

the previous day/the day before

3. Change of pronouns:**Direct speech****Indirect or reported speech**First person pronouns (I, we) According to the person of the **subject** of the reporting verb.Second person pronoun (you) According to the person of the **object** of the reporting verb

Third person pronouns (he, she, it, they) No Change

Examples:

She said, "I want to meet my friend.

She said that she wanted to meet her friend.

They said, “We are going to school.”

They said that they were going to school.

He said to me, “Where are you going?”

He asked me where I was going.

He said, “She will not come.”

He said that she would not come.

If the reported speech is a statement (an affirmative sentence), we use the conjunction **that** and remove the inverted commas. The reporting verb **said** is changed into **told** if it has an object after it.

Direct speech: He said, “I am a doctor”

Indirect speech: He said that he was a doctor.

Direct speech: He said to me, “I am a doctor.” (with object *me*)

Indirect speech: He told me that he was a doctor.

If the reported speech is an imperative sentence, we do not use any conjunction (that, etc.). Instead, we use **to** or **not to** to join the reporting verb with the reported speech. Also the reporting verb said is changed into ordered, **advised**, **requested**, **asked**, etc.

Direct speech: The teacher said, “Pooja, please speak English!”

Indirect speech: The teacher requested Pooja to speak English.

Direct speech: The mother said to her son, “Don’t tell lies.”

Indirect speech: The mother advised her son not to tell lies.

Direct speech: “Sit down, Aniket”, he said.

Indirect speech: He asked Aniket to sit down.

E.1. Report the following in indirect speech:

1. Ayesha said, “I want to eat cake.”

2. Shubham said, “I wrote a letter to my father yesterday.”
3. Anshu said, “The weather here is great.”
4. Parwez said, “I am reading a novel.”
5. He said, “I will clean the blackboard.”
6. Pooja said to me, “I have finished my homework.”
7. “Stop talking, Anuj,” the teacher said.
8. “Give me the key,” he told her.
9. “Take off your shoes,” she told us.

F. LET’S LISTEN AND SPEAK

F.1. Complete this conversation :

Teacher : Mala, why didn’t you come to school yesterday?

Mala : I’m sorry. _____

Teacher : You missed a whole day’s work. Now complete your pending work.

Mala : _____

Work in pairs and role play the conversation.

G. LET’S WRITE

G.1. The following sentences tell the story of ‘The Hungry Fox’, but they are not in correct order. Arrange them in the correct order and also use suitable linkers (conjunctions) to join the sentences.

1. He got tired.
2. He jumped to reach the grapes.
3. He entered a fruit garden.
4. He saw a bunch of grapes.

5. He said to himself, “The grapes are sour.”
6. One day a fox was very hungry.
7. He wanted to eat them.
8. He failed.
9. He left the garden.
10. He tried many times.

H. ACTIVITY

The pigs made their houses of straws, sticks and bricks.

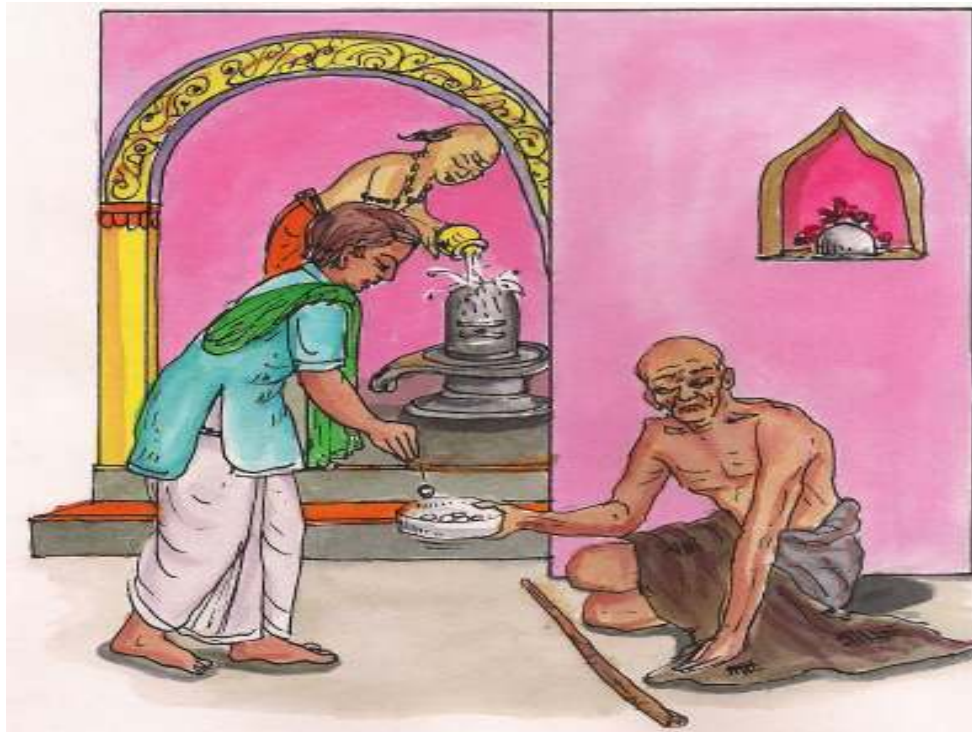
Work in groups and make a list of construction materials (including all sorts of fittings) that people use in building their houses.

Lesson 15

THE BLIND BEGGAR

A. WARMER

- 1. What kinds of beggars have you seen in your city/locality.*
- 2. What are the different ways of begging they use?*



Each morning as I go to school,
If I am not too late,
I stand to watch the beggar-man
Beside the temple gate.

He always sits in that same place,

He has nowhere to live.

He sits and clanks his begging bowl,

And cries to all to give.

I must not mock his cry;

He has no friends to keep him good

And tidy, that is why.

He cannot see the city domes

And clear blue sky behind.

He cannot see me stand, because

That beggar man is blind.

And though his voice is hoarse and loud

And though he cannot see,

God loves that poor old beggar man

As much as he loves me.

MARY DOBSON

WORDS TO KNOW

clanks (v) : (क्लैन्क्स) बजाना makes a loud sound like pieces of metal hitting each other

mock (v) : (मॉक) मजाक उड़ाना ridicule, laugh at somebody in an unkind way

tidy (adj) : (टाइडी) साफ, सुथरा neat and clean

domes(n) : (डोम्ज) गुंबद round roofs with a circular base

hoarse (adj) : (होर्स) आवाज का भारी हो जाना rough, having a harsh sound

B. LET'S THINK AND TELL

Say whether these statements are 'True' or 'False':

1. The beggar always sits at different places.
2. He cries for help.
3. The beggar has no friends.
4. He sits near the church gate.
5. He is untidy.
6. The beggar is lame.
7. The beggar's voice is sweet and pleasant.
8. The poet sees the beggar while going to his office.

C. THINK AND WRITE

C.1. Answer the following questions:

1. Where does the blind beggar sit in order to beg? How does he draw the attention of the public?
2. "I must not mock at the beggar man." What does it tell us about the speaker's attitude towards the beggar?
3. How can you say that the beggar is blind?
4. Pick out the lines from the poem that suggest that God treats every one alike? Do you agree with this observation? Justify your answer.

D. LET'S INCREASE WORD POWER

D.1. Correct the spelling of the following words:

skool	allways	crys	beging	boul
frend	dombs	bicause	voise	lowd

D.2. The person who begs is called a beggar. What do the following persons do?

baker-	A person who bakes.
butcher-	
chef -	
optician –	
caretaker-	
florist-	
cobbler-	

plumber-

greengrocer-

receptionist-

sailor-

watchman-

surgeon-

D.3. Fill in the blanks with the words given in the box:

each	late	watch	beside	always
poke	mock	tidy	voice	loud
dirty				

1. We must notat others.
2. He speaks in a very
3. I don't want tomy nose into your affairs.
4. Weselected programmes on television.
5. boy got a prize.
6. My sister satme and told a story.
7. As usual you're again today.
8. He speaks the truth.
9. I keep my room very
10. I don't like people who look....

D.4. Look at the compound word in bold in the following sentence:

He sits and clanks his **begging bowl**.

The word 'begging bowl' is made of 'begging' and 'bowl'. Match the words in column A with those in column B to make compound words.

A

1. blotting
2. walking
3. covering
4. driving
5. booking
6. dining
7. boarding

B

- a. school
- b. license
- c. table
- d. office
- e. letter
- f. stick
- g. paper

Use the compound words in sentences of your own.

E. LET'S LEARN GRAMMAR

Adjectives are words that qualify, describe or modify another noun or a pronoun in the sentence; as : *good, big, easy, white, tall, high, fine, beautiful, new, clean, cheap, hot*, etc.

Generally, the adjectives come before the nouns. Sometimes the nouns may come before the adjectives; e.g.,

Amit is wearing a **blue** shirt.

The sky is **blue**.

I want to drink a cup of **hot** tea.

The tea is **hot**.

Adjectives can express degrees of modification:

Anita is a rich woman, but Sunita is richer than Anita, and Gita is the richest woman in town.

The degrees of comparison are known as the **positive**, the **comparative**, and the **superlative**. (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things.

The comparative form of an adjective is generally followed by **than** and the word **the** precedes the superlative form of an adjective.

(1) Comparison with -er/-est

The comparative form is generally made by adding **-er** and the superlative form is made by adding **-est** to the positive form. Some adjectives take **-ier** and **-iest** to form comparatives and superlatives; e.g.,

old	older	oldest
dark	darker	darkest
new	newer	newest
fast	faster	fastest.
heavy	heavier	heaviest
dirty	dirtier	dirtiest

(2) Comparison with more/most

All adjectives with more than two syllables (except some adjectives with two syllables).

beautiful	more beautiful	most beautiful
dangerous	more dangerous	most dangerous
harmful	more harmful	most harmful

obedient	more obedient	most obedient
interesting	more interesting	most interesting
useful	more useful	most useful

(3) Irregular adjectives

good	better	best	
bad	worse	worst	
much	more	most	uncountable nouns
many	more	most	countable nouns
little	less	least	
little	smaller	smallest	

E.1. Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative). One has been done for you.

I have a **fast** car, but my friend has a _____ car.

I have a **fast** car, but my friend has a ***faster*** car.

- (1) This is a **nice** cat. It's much _____ than my friend's cat.
- (2) Here is Pooja. She's six years **old**. Her brother is nine, so he is _____ .
- (3) This is a **difficult** exercise. But the exercise on the next page is the _____ exercise in this lesson.
- (4) He has an **interesting** hobby, but my sister has the _____ hobby in the world.
- (5) In the last holidays I read a **good** book, but father gave me an even _____ one last weekend.

- (6) School is **boring**, but homework is _____ than school.
- (7) Skating is a **dangerous** hobby. Jumping from hills is _____ than skating.
- (8) This magazine is **cheap**, but that one is _____.
- (9) We live in a **small** house, but my grandparents' house is even _____ than ours.
- (10) Yesterday Aslam told me a **funny** joke. This joke was the _____ joke I've ever heard.

F. LET'S SPEAK

Say these words aloud:

same	tame	lame	fame
name	frame	blame	claim
all	tall	fall	mall
ball	hall	call	pall
blue	clue	flu	glue
rue	crew	true	do

G. LET'S WRITE

Write a small paragraph on the life of a beggar. You may use some points given below:

How a beggar earns his living - Where he lives - The clothes that he wears - How he survives - How people look upon him - How he becomes a source of nuisance - How the problem of begging be solved.

Lesson 16

THE CROW

A. WARMER

- 1. How do you feel/react if someone asks you something again and again?*
- 2. Have you ever asked your parents any question repeatedly? How did they react?*



An eighty year old man was sitting on the sofa in his house

along with his forty five years old highly educated son.
Suddenly a crow perched on their window.

The father asked his son, “What is this?”

The son replied, “It is a crow.”

After a few minutes, the father asked his son the second time, “What is this?”

The son said, “Father, I have just now told you, it’s a crow.”
After a little while, the old father again asked his son the third time, “What is this?”

At this time some expression of irritation was felt in the son’s tone when he said to his father with a rebuff, “It’s a crow, a crow.”

A little later, the father asked his son the fourth time, “What is this?”

This time the son shouted at his father, “Why do you keep asking me the same question again and again? I have told you so many times that it is a crow. Are you not able to understand this?”

A little later, the father went to his room and came back with an old tattered diary. He had maintained it since his son was born. On opening a page, he asked his son to read that page. When the son read it, the following words were written in the diary:



“Today my little son asked me twenty three times what it was, and I replied to him all twenty three times that it was a crow. I hugged him lovingly each time he asked me the same question again and again for twenty three times.

I did not at all feel irritated I rather felt affection for my innocent child.”

While the little child asked him twenty three times “What is this?” the father had felt no irritation in replying to the same question all twenty three times and when today the father asked his son the same question just four times, the son felt irritated and annoyed.

WORDS TO KNOW

educated (participle adj.) :	(एड्यूकेटेड) शिक्षित पढ़ा लिखा	learned, well read
perched (v)	: (पेंचड) बैठा	sat
expression (n)	: (एक्सप्रेसशन) अभिव्यक्ति	feeling
irritation (n)	: (इरीटेशन) चिड़चिड़ापन	annoyance
rebuff (n)	: (रीबैफ) झिड़कना, फटकारना	unkind refusal
tattered (participle adj.) :	(टैटर्ड) फटा पुराना	torn
maintained (v)	: (मैन्टेन्ड) संभाल कर रखा	kept
hugged (v)	: (हग्ड) गले लगा लिया	embraced
lovingly (adv.)	: (लैविंगली) प्यार से	with love
affection (n)	: (अफेक्शन) स्नेह, प्यार	love
innocent (adj.)	: (इनॉसेन्ट) मासूम, भोला	not guilty
annoyed (adj.)	: (एनॉयड) परेशान हो गया, गुस्सा हो गया	angry

B. LET'S THINK AND TELL

B.1. Answer the following questions briefly:

1. What is age difference between the father and the son?
2. Did the father repeat the same question deliberately? Say Yes or No. Give one reason for your answer.
3. How did the old man maintain his record since his son's birth?
4. Who was more tolerant of the two- son or father?

C. LET'S THINK AND WRITE

C.1. Write in the brackets whether the following statements are true 'T' or false 'F':

1. The old man was illiterate. ()
2. The son was very respectful to his father. ()
3. The old man's diary was torn. ()
4. The son learnt from the diary that his father was very caring. ()
5. The father tolerated everything that the son did as a child. ()

C. 2. Answer the following questions in 50-60 words:

1. What made the old man bring his old diary and ask his son to read out a particular page?
2. What did the son learn about himself when he was a child? How did his father treat him? What difference does he notice in his behaviour towards his father? How, according to you, may he have felt after this?
3. Is it right to consider your old parents as a burden? Justify your answer.
4. Think of another suitable title for the story.

D. LET'S INCREASE WORD POWER

D.1. Find out words from the passage which have the following meanings:

- (a) unexpectedly
- (b) manner of expression

- (c) not different/identical
- (d) repeatedly
- (e) a large comfortable seat with back and arms
- (f) feeling of love

D.2. Fill in the blanks with missing vowels to form meaningful words:

ed - c - t - - n

m - - nt - - n

w - nd - w

irr- t- t -

-xpr -ss - -n

D.3. Fill in the blanks with suitable words given below. You may use one word more than once:

happy, kind, cared, selflessly, obedient

Our parents have for us since our childhood. They have loved us They have worked hard to make us It is our duty to keep them We should be and to them.

E. LET'S LEARN GRAMMAR

Read the following sentences:

1. *The father asked, "What is this?"*
2. *The son replied, "It is a crow."*

In sentence (1) the father is the speaker and in sentence (2) the son is the speaker. The words/ sentences within the inverted commas ("...") are the exact words of the speaker. They are called direct or reported speech. We can report what the speaker says without using the speaker's exact words as shown below:

The father asked what that was.

The son replied that it was a crow.

Such sentences are in the indirect speech. Look at another set of examples:

The father said to his son, "Read this page."

The father instructed his son to read that page.

E.1. Pick out some more examples of direct speech and indirect speech from the text and list them in the space provided below:

1. _____

2. _____

3. _____

4. _____

F. LET'S LISTEN AND WRITE

Teacher should read out text in given appendix and ask his/her students to fill in the blanks given below:

A mother went for shopping with her six year old..... There, they met an old, man who tried to them to buy from him. The little girl said, " Mummy , let's give that poor man some" "We're in a.....,"replied the mother . "And besides, it's not our" She hastened past the poor man her little girl along. She went on to purchase dresses though she had of them. At night, with her mother

by her side, the young girl, 'Dear God! I thank you for all you have done for me.Mummy and Daddy." She further added, "Dear God, forgive Mummy who to help the poor man that it was not her problem. "The mother felt greatly of herself when she heard this.

G. LET'S WRITE

Your grandfather is very old. He has many habits most of which you like but there are some that bore and irritate you.

Describe in a short paragraph the good and bad habits of your grandfather.

H. ACTIVITY

H.1. Work in pairs and role play the conversation between the father and the son.

H.2. Ask and answer as given below:

What things do you like/dislike about your parents?

You may answer as below:

I like my parents' habit of buying me the things I like to buy.

I don't like my parents when they stop me watching the serials I like.

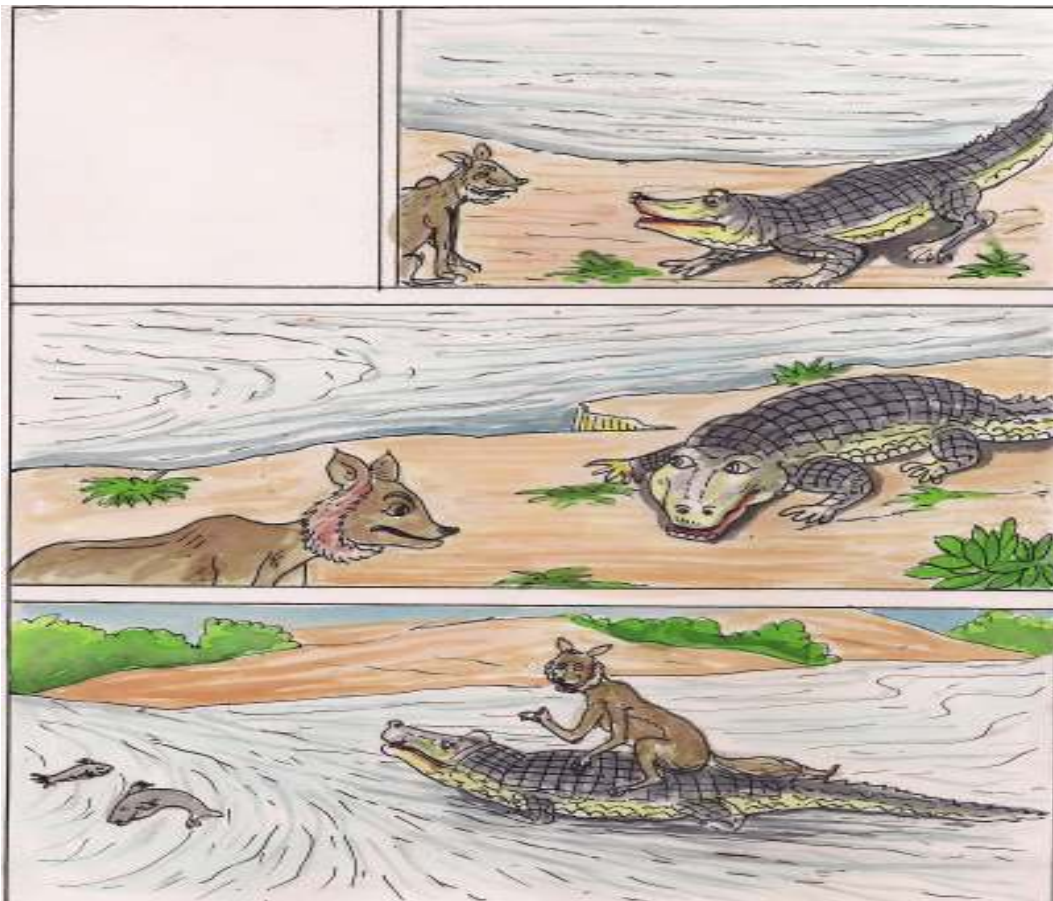
Lesson 17

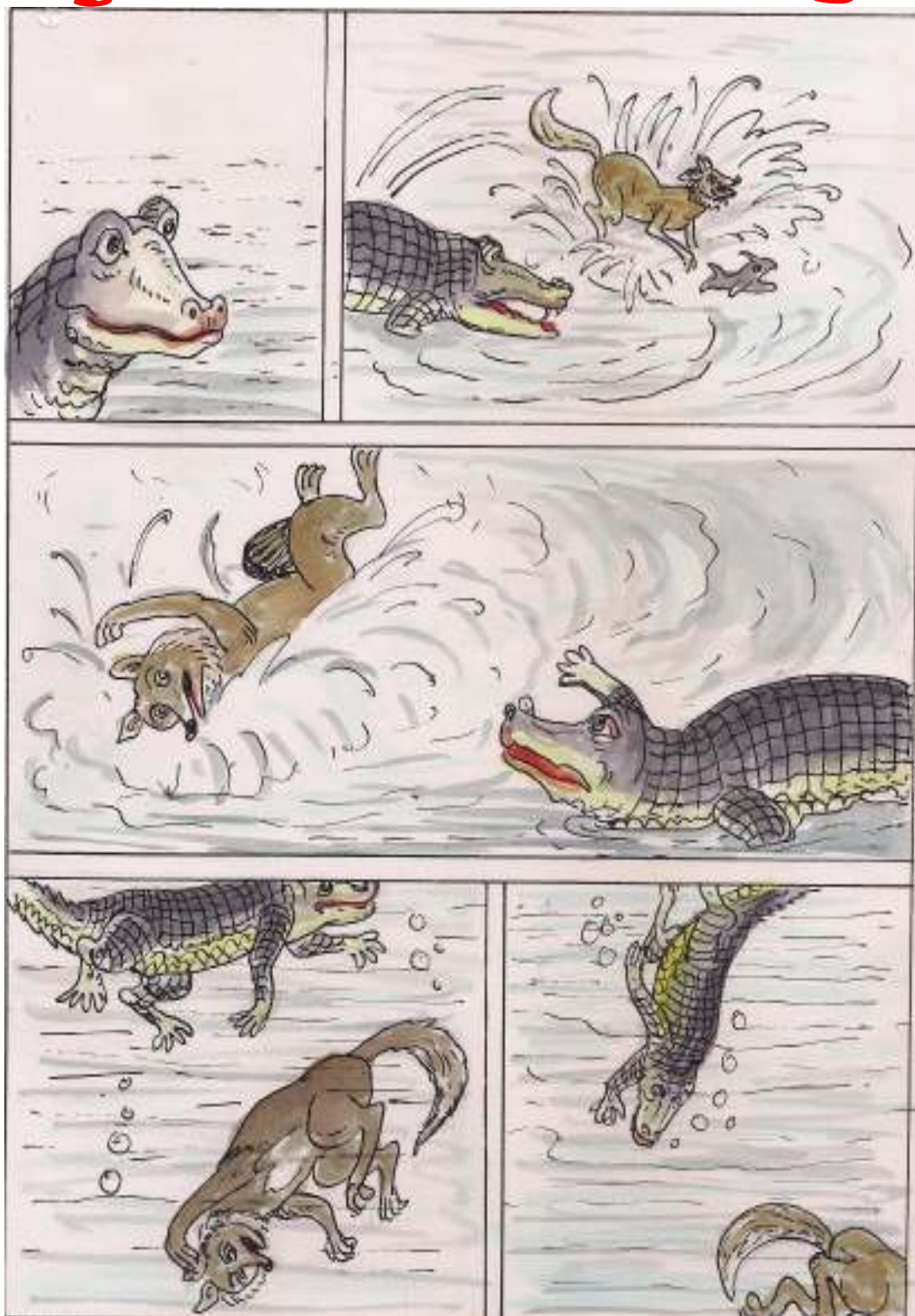
THE CROCODILE'S ADVICE

A. WARMER

Have you ever asked anyone for his / her advice for anything? Did you follow the advice? Share your experience with the class.

Look at the cartoon strip given below and construct a story on it. You may take the help of the text given in the appendix.







WORDS TO KNOW

sinking (pr . part.): (सिंकिंग) डूबने की स्थिति going down below the surface of water

rescues(v) : (रेस्क्यूज) खतरे से बचाता है saves from danger

ashore(n) : (अशोर) तट, किनारा to the shore

heed(v) : (हीड) ध्यान देना pay attention to

warning(n) : (वा:निंग) चेतावनी advice against wrong or foolish actions

advising(pr . part.) : (एडवाइजिंग) सुझाव या राय देना recommending a course of action

B. LETS' THINK AND TELL

B.1. State whether the following statements are true or false:

1. The crocodile wanted to eat the fox.
2. The crocodile and the fox decided to hunt on rabbits.
3. The crocodile gave a foolish advice.
4. The crocodile could not swim.
5. There is no point in advising fools.

B.2. Answer the following questions:

- (1) What did the crocodile say when he learnt that the fox was hungry?
- (2) " You Know how to hunt food on land, not water" who said this and why ?

C. LET'S THINK AND WRITE**C.1 Tick (✓) the correct answer for each of the following questions:**

1. Who was wiser?
(a) crocodile (b) fox (c) rabbits (d) fishes
2. Who was hungry?
(a) none (b) fox (c) crocodile (d) everyone
3. What did the fox decide to hunt on?
(a) grasses (b) fruits (c) fishes (d) rabbits
4. What created problem for the fox?
(a) coming to the other side with the crocodile
(b) not heading to the crocodile's advice

C.2. Fill in the blanks with suitable words given in the box:

rescued	rivers	clever	fishes	swim
other	land	the fox	hungry	come

1. Crocodiles live in _____.
2. The fox did not know how to _____.
3. The fox is a _____ animal.
4. The crocodile invited _____ to _____ to the _____ side.
5. The fox was very _____.
6. There were lots of _____ in the river.

7. The fox knows how to hunt on _____.

8. The crocodile _____ the fox.

C. 3. Arrange the following sentences in a proper order to make a story:

- The fox fell prey to greed.
- The crocodile rescued him.
- Once there were two friends – a fox and a crocodile.
- He was tempted to see the fishes.
- The crocodile wanted to help him.
- The fox was very hungry.
- The fox did not listen to the crocodile's advice.
- He took the fox to the other side of the river.
- He jumped into the water to catch a fish.
- The crocodile warned the fox not to hunt in water.
- He began to sink.
- Greed is an evil.

C.4. Answer the following questions:

1. What was the reaction of the fox when he saw fishes in the river?
What did he do on seeing them and what happened thereafter?
2. How did the fox feel when he was rescued by the crocodile? Did he repent for not listening to the crocodile's advice?
3. What made the crocodile say that there is no point in advising fools?

4. What lesson do you learn from the cartoon story?

D. LET'S INCREASE WORD POWER

D.1. Tick (✓) the words with the correct spelling:

- i. (a) frends (b) friends (c) freinds (d) frainds
- ii. (a) corocdile (b) crocodile (c) corocodile (d) crocodyle
- iii. (a) rescuse (b) riscues (c) rescues (d) rescoose
- iv. (a) criated (b) created (c) crated (d) kreated

D.2. Go to the text and find out words which are opposite (antonyms) to the following words:

- (i) foes (ii) careless (iii) missed (iv) endangers
- (v) rose (vi) ignore (vii) false

D.3 Match the words in column 'A' with their meanings in column 'B':

A	B
lots of	made
careful	a large number/ amount of
sinking	on the shore or land
ashore	cautious
rescues	going below the surface of water
created	saves from danger
warn	take notice of
heed	inform of danger

E. LET'S LEARN GRAMMAR

E.1. Look at these sentences from the lesson:

I have caught one! I have caught one!

The Present Perfect tense is used to express actions which have just or already been completed at the time of speaking or writing. This tense expresses the very recent past:

They've just left.

It also tells of a state or situation which has started in the past and is continuing up to now:

I have lived in Patna for a long time. (I am still living there.)

The event may be a finished state or activity but the period of time in which it has taken place is not finished:

I have written a letter this morning. (the letter is finished and it is still morning.

It tells about an event with a present result :

I have lost my keys.

The Present Perfect tense of any English verb is formed from the Simple Present of the auxiliary **to have**, followed by the **past participle** of the verb. Most English verbs form the past participle in a regular, predictable manner. These verbs are commonly referred to as **regular verbs**. The past participle of a regular English verb is formed by adding the ending **-ed** to the bare infinitive of the verb. For instance, the past participle of the verb **to work** is **worked**.

I have worked

You have worked

He has worked

She has worked

E.1.1. Fill in each blank with the present perfect form of the verb given in brackets:

- (i) Anshu _____ (buy) a new pen.
(ii) We _____ (do) our homework.
(iii) Ayesha _____ (help) her friend a lot.
(iv) Anwasha _____ (read) this book.
(v) I _____ (clean) the blackboard.
(vi) My friends _____ (solve) all the sums.
(vii) I _____ (not, take) your pen.
(viii) Who _____ (write) this poem?

E.2. Past Perfect Tense

The Past Perfect tense is used to refer to a non-continuous action in the past, which was already completed by the time another action in the past took place. Notice that Simple Past and Past perfect are generally used together with conjunctions like *when*, *after*, *before* and *until*. The Past perfect refers to the first action and Simple past to the second action.

The Past Perfect tense is formed from the Simple Past of the auxiliary **to have**, followed by the past participle of the verb.

The Simple Past of **to have** is **had**. The auxiliary **had** is often contracted to **'d**. For example: I had worked

I'd worked

E.2.1. Fill up each blank with the past perfect form of the verb given in brackets:

- (i) When I arrived at the cinema, the film _____
(start).
- (ii) She _____ (live) in Delhi before she went to
Kolkata.
- (iii) We were late for the train because we _____
(forget) our tickets.
- (iv) Anwesha _____ (study) a lot before the
exam.
- (v) Parwez and Anil failed because they _____
(make) a lot of mistakes.
- (vi) The children _____ (not, do) their homework,
so they were in trouble.
- (vii) I _____ (visit) Patna five years ago.
- (viii) Anshu _____ (finish) his homework
long before.

E.3. Look at the sentence taken from the lesson:

I should not have come with you.

More examples:

I'm sorry I should not have lost my temper.

You should have asked for some help.

You should have consulted a good doctor.

Complete the following on the pattern of the sentences given on the previous page :

1. We should not have
2. They should not have
3. I should have
4. The police should have
5. The leader should have
6. The doctor should have
7. You should not have
8. The fox should not have

F. LET'S TALK

F.1. Talking about crocodiles

What do you know about crocodiles? Discuss in groups of 4-5 in class and then tell your teacher.

G. LET'S WRITE

G.1. Writing about crocodiles:

What do you know about crocodiles? Discuss in class and write 5-6 sentences.

H. ACTIVITY

Draw pictures of a fox and a crocodile and write on their physical appearance in two or three sentences.

READ, THINK AND ENJOY

1. SENGAI BLESSES A FAMILY

Sengai was a wise man and a great teacher. One day a rich man came to Sengai and said to him, “I have come to request you to bless our family. Please write something for our continued prosperity.”

Sengai sent for a large sheet of paper. When it was brought to him, he wrote on it: “Father dies, son dies, and grandson dies.”

The rich man became angry. He said to Sengai, “I requested you to write something for the happiness of our family. But you have written about death, which is a terrible thing. Why are you making a joke such as this?”



Sengai smiled. Then he explained, I am not joking. Before you die if your son dies, this would grieve you greatly . If your grandson passes on way before your son, both you and your son would be broken-hearted. But if your family, generation after generation, passes away in the order I have mentioned, it will be natural course of life. This is what I call real prosperity.”

The rich man was greatly relieved to hear this. He bowed to Sengai, thanked him, and went away.

LET’S THINK AND DO

1. Have you ever gone to a ‘Sadhu’ or a wise man asking for his blessings? If yes, what was the occasion? Did the blessings prove good for you?
2. What according to you is a sign of happiness and success? List some of its signs.
3. What should one ‘do/not do’ to achieve them? List them.

2. WONDERFUL WASTE

Once the Maharaja of Travancore ordered a grand dinner in his palace. In the afternoon before the dinner, the Maharaja entered the kitchen to survey the dishes that had been prepared for the feast.

“What are you going to do with those vegetable scraps?” he asked the cook, pointing to the basket of scraps near the cook. The cook replied, “They are waste. We will throw them away.”

“You cannot waste all these bits and pieces of vegetables. Find a way to use them,” the Maharaja commanded sternly and walked away.

The cook was in a fix and kept staring at the vegetable scraps for some time. Suddenly, an idea flashed across his mind.

He took all the vegetable bits, washed them and cleaned them well.

Then he cut them into long strips. He put them in a huge pot and placed it on the fire to cook. Next, he ground some fresh coconut, green chillies and garlic together. He added this paste and some salt to the cooking vegetables.

A tempting smell started coming from the pot. Now he whipped some curd and added it to the curry. He also poured a few spoonfuls

of coconut oil and decorated the dish with curry leaves.

Lo and behold! The new dish was ready.

The cook served this new dish to the guests that evening.

Everyone was eager to know the name of the new dish. The cook thought and thought. Then a name came to his mind. He named it avial (uh-vi-ul).

Avial became famous all over Kerala and is now one of the dishes in a traditional Kerala feast. And imagine, it all came from a basket of waste!



LET'S THINK AND DO

1. Several things are thrown away daily as waste in every household. List them. Think of ways to reuse these items.
2. The Maharaja ordered the cook to use the vegetable scraps instead of throwing them away. Work in groups and name some of the things which are thrown away at home or in your school. Think of some interesting ways by which they can be made useful.

3. Name the food that is made in your home :

- (i) For a festival. _____.
- (ii) When you are unwell. _____.
- (iii) Everyday _____.
- (iv) On your birthday _____.

4. 'Avial' is a dish made in Kerala. It is famous all over the state.

Do you have a similar dish in your state made from a mix of many ingredients?

- (i) What is it called? _____
- (ii) Note down the ingredients used to make it. _____
- (iii) Write down the recipe:

5. Look at the following words:

Root word	new word	by adding	by dropping
order	ordered	-ed-	-
eager	eagerly	-ly-	-
go	going	-ing-	-
name	named	- d -	-
cloudy	cloudier	- er -	y

Make new words by adding or deleting a few letters from the root words. Some are done for you in the chart below :

	-ed	-ing	-r/-er	-est
taste	tasted			
wise	x	x		
order		x	x	x
wash			x	x
long	x	x	longer	
cook				x
add			x	x
clean				
stare				
fire			x	x
tempt				x
fix			x	x
new	x	x		

3. THE WONDER COT

In a small town in Bihar there lived a skilled carpenter called Piyaram Achari. Such was his skill that he never had to go and market the beautiful things he created. People flocked to his house and bought various items he created.

He had an intelligent son, Sitaram, who often watched him at work with great fascination. He refused to go to school or play with the other children. Whenever Piyaram was away, Sitaram picked up his tools and tried his hand at chiselling and polishing waste wood pieces lying around. The father was unaware that his son was slowly becoming a talented carpenter.

Sitaram was now a young man and life went on smoothly. But one day, his father suddenly passed away. The family was in a crisis. For a couple of days they ate whatever their neighbours shared with them. On the third day Sitaram's mother woke him up and asked: "How are we going to make a living, dear son?"

Sitaram sat up in his bed and said, "Mother, I shall become a carpenter like father." His mother smiled and said, "But, you haven't learnt carpentry!" Her son replied, "Mother, I have watched father make so many things, and I feel I can start by making a few things. I want to give it a try."

From that day, Sitaram was busy making doors and windows

and some odd things. The sound of the chisel and the hammer attracted the passersby. They placed orders with Sitaram and were happy with his craftsmanship. He made enough to live on.

Sitaram had lot of spare time and his head was full of wonderful designs. One day, he decided to make a cot. What he had in mind was not a plain cot, it was a four-poster cot. Not the regular four-poster cot to hang curtains from but the posters would have soldier-like figures. It would be an ideal cot for a king he thought. He discussed his dream project with friends and acquaintances and started working on it.

Word soon spread and it reached the ears of King Parasnath. One of his courtiers told him, “Your majesty, the cot has four soldiers in the four corners to take care of the one who sleeps on it!” Parasnath had been having nightmares and sleepless nights. Demons, snakes, spies and robbery were recurring themes in his dreams. With no peace of mind, he thought he should give the cot a try. He asked his minister to meet Sitaram secretly and find out the price.

Sitaram was surprised when the minister called on him. He told the minister that he would not sell the cot but would gift it to the king. The king could reward him after using the cot. The minister arranged for the cot to be taken to the palace that night. The king was pleased as soon as he set his eyes on the cot. He was especially pleased to see the beautifully sculpted four soldiers. Soon, the king was fast asleep on the cot.

One night, a demon crept into the bedchamber. One of the soldiers came alive as soon as he saw the demon. The soldier caught hold

of the demon, dragged him outside, and killed him. After killing the demon, he returned and narrated the adventure to the other soldiers. The king woke up and heard the conversation. In the morning, the king was told about the demon's body lying outside the palace gates. Nobody knew how the body had appeared there or who had killed it. The king then told the minister about what had happened the previous night. The king had a bag of gold coins sent to Sitaram.

A few days later, the king was fast asleep, when one of the soldiers came alive on hearing a hissing sound. A hideous looking serpent was crawling towards the king's bed; the soldier caught it by its tail, took it beyond the palace gates and killed it. He then discussed his valorous act with the other soldiers. The king heard the soldier's narration. The next day the dead serpent outside the palace became the news. The royal astrologer was called. He told the king that he need not worry about being killed by a snake because the snake had been killed. The king sent another bag of gold coins to Sitaram.

Another night, the third soldier of the cot heard strange noises, came alive, and went to investigate. He found two thieves trying to break the locks of the treasury. The soldier managed to catch them and tie them with a rope. When he came back to the king's bed-chamber, he told the other soldiers how he had prevented a robbery. The king overheard the conversation, went out and called his bodyguards. He asked them to search the palace. They found the two thieves lying bound, luckily, the locks were intact. The thieves were then imprisoned. The king sent another bag of gold coins to Sitaram.

Soon the kingdom was rife with rumours that it would be attacked soon. King Parasnath asked his courtiers to be alert and bring him news if any. Though the rumours were bothering the king, he had faith in the soldiers of the cot. So, he slept soundly in the night with no apprehensions about the safety of the kingdom.

One night, the fourth soldier came alive and went to the minister's apartment. He found a suspicious looking man lurking in the courtyard. He was a spy from the neighbouring kingdom. He had been sent to kill the minister and create turmoil which would be an ideal situation for an attack. A scuffle broke between the soldier and the spy and the minister woke up and called his bodyguards. They came and separated the two. The minister was surprised to see the soldier from the cot.

"You...?" the minister exclaimed. "Yes, sir, I'm one of the soldiers of the cot. The person I caught is a spy; he might have killed you. Let me now go back to my place in the cot. We are always at the service of the king!" The soldier turned round and disappeared.

The minister saw the intruder being taken away by the bodyguards and rushed to meet the king. After he listened to the minister, the king said, "The soldiers of the cot have saved my life and yours. They have protected the treasury and saved the kingdom from an imminent attack. If they help us, we can even go to war with our neighbours. But before that, I would like to meet the carpenter and congratulate him."

The king told his courtiers about the young carpenter, Sitaram, and his wonder cot. "Sitaram is now our royal carpenter,

henceforth he will be known as Sitaram Achari. Though a carpenter he will also attend my court.’ The king’s proclamation was greeted with cheers.

When Sitaram went home escorted by bodyguards, his mother’s joy knew no bounds. She teased him. “So, you’re now a carpenter, a royal carpenter?”

LET’S THINK AND DO

1. Have you ever listened to such types of stories? Share them with your classmantes.
2. How did Sitaram become a royal carpenter?
3. How do you view this statement: “So, you’re now a carpenter, a royal carpenter”?

THE CROCODILE'S ADVICE

(Text)

Once there lived two friends – a fox and a crocodile.

Fox: Friend, I'm feeling very hungry.

Crocodile: Are you coming to the other side?

Fox: For what?

Crocodile: There're lots of rabbits. You can pounce on them
very fast and satisfy your hunger

(The fox sits on the back of the crocodile and they swim towards the
other side)

Fox: Hey, there're lots of fishes in the river.

Crocodile: Oh yes. But don't try to catch them. You know
how to hunt food on land, not water . So you've to
be very careful.

Fox (jumps and gets one): I've caught one! I've caught one!

Crocodile(surprised): What? (Fox is not on his back)

Fox: gulp ... gulp ...eh (sinking)

(Crocodile dives in and rescues the fox and brings him ashore):

Fox: I should not have come with you to the other side. That's what
created the problem.

Crocodile: You fool! You tried to hunt in water as you do on land.
That's why you fell into the water. Didn't I warn you? You never paid
any heed to my warning. It's true that there's no point in advising fools.

APPENDIX

TEXT-1

Have you ever wondered how ants are able to communicate with each other? They don't talk like human beings, so how do they let their buddies know when they've found a big pile of food, or if a predator is nearby?

Though ants might not speak like you or I do, they actually have a very detailed "language" that uses movement and...believe it or not, smell! Ants release a special type of chemical called "pheromones" – by smelling the pheromones, other ants are able to follow the scent trail to food, protect their young, or even protect each other in event of danger.

In addition to smell, ants will use touch to make a point. For example, if one ant finds a pile of food, it will rub its antennae and front legs on its neighbour to get its attention and pass on the good news! To help with this, their legs are covered in special hairs that make them even more sensitive and able to feel touch and vibrations.

TEXT-2

A mother went for shopping with her six year old daughter. There, they met an old, poor man who tried to persuade them to buy balloons from him. The little girl said, " Mummy, let's give that poor man some money." "We're in a hurry,"replied the mother. "And besides, it's not our problem." She hastened past the poor man dragging her little girl along. She went on to purchase expensive dresses though she had plenty of them. At night, with her mother by her side, the young girl prayed, 'Dear God! I thank you for all you have done for me. Bless Mummy and Daddy.' She further added, "Dear God, forgive Mummy who refused to help the poor man saying that it was not her problem. "The mother felt greatly ashamed of herself when she heard this.