

LEARN YOUR ENGLISH SERIES

**Textbook
for
Class VIII**



PUNJAB SCHOOL EDUCATION BOARD

ENGLISH READER

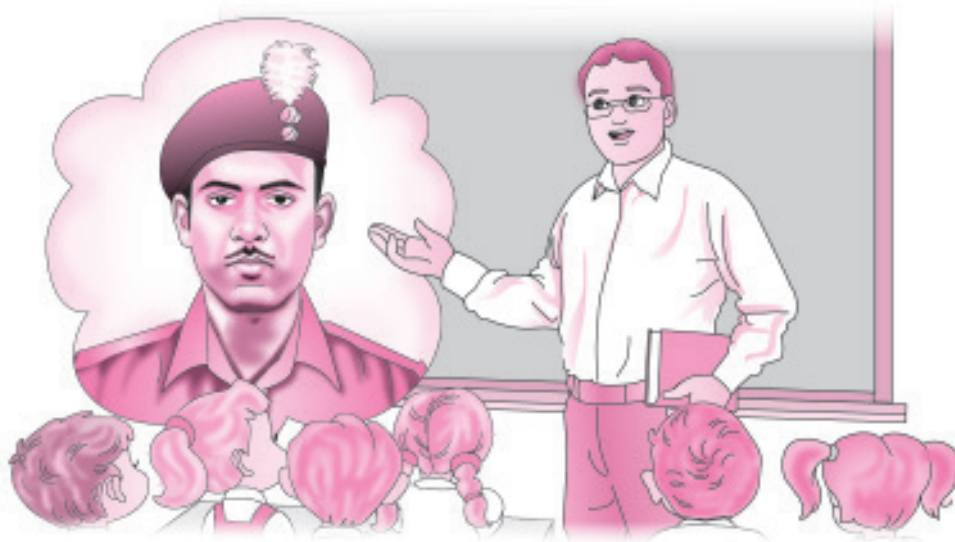
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Prose Lesson :

1. Abdul Hamid

This is class VIII. Mr. Varma, the class teacher, is telling the class a story. It is the story of a brave soldier named Abdul Hamid. He was a Company Quarter Master Havaladar in the Indian army. He was a very brave soldier. He fought in the 1965 war between India and Pakistan.



Mr. Varma : It is the early morning of 10 September, 1965. India is fighting against Pakistan. A Pakistani Regiment of Patton Tanks is marching on the Bhikiwind-Amritsar Road, in the Khemkaran Sector of India. It has reached a village named Cheema. This village is on the border. In this Sector, the battle has been going on since September 6.

Here, Havaladar Abdul Hamid of 'Four Grenadiers' and the other soldiers of his company are waiting to face the Pakistani Army. Brave Abdul Hamid is sitting in a jeep. He has a special gun. The Patton Tanks of the Pakistani army are not very far from him. He could hit the tanks with his gun if he wanted to. He

is a good shot. But he waits. He doesn't want to waste his shots. He wants to hit each tank with his shot. The Pakistani tanks are very powerful and dangerous. They are coming nearer and nearer. They are firing continually. Brave Abdul Hamid marches forward. He sees a Pakistani Tank. He turns his gun and fires a shot. And wow ! The tank catches fire. It goes up in flames. All the soldiers of Abdul Hamid's company are so happy.

Ajit : Sir, was he such a good shot ?

Mr. Varma : O yes ! He was. He was a crack shot. Once at night he shot a bird, just hearing its sound.

Suresh : Really !

Mr. Varma : Listen further. Now he sees another tank. Abdul Hamid fires and it bursts into flames. Four more tanks are seen. They want to attack Abdul Hamid's Company and kill him. He is their biggest enemy. They turn the guns in their tanks towards him. But before they can fire, Abdul Hamid hits the third tank also. And there it goes ! It has caught fire. Flames are rising high up into the sky. But alas ! One shell of the enemy hits his jeep. The brave hero falls down. He is badly wounded. But he doesn't lose heart. He orders his soldiers, "Move forward; fight on !"

Ajit : What a brave soldier he was !

Mr. Varma : Yes, indeed. His soldiers loved him. They obeyed his orders and fought bravely. Some more tanks of the enemy were destroyed. The Pakistani soldiers got afraid and they fled away. This brave soldier of the Indian army died for his country. He was awarded the Param Vir Chakra posthumously. His name will always be remembered by the people of his country. His village has been named 'Hamid Dham' after his name.

New Words / Phrases and their Use

1. a good shot (*one who can shoot any target successfully*) – He is such a *good shot* that he hardly ever misses his aim.
2. continually (*continuously with short breaks, over a long period*) – It has been raining *continually* all this week.
3. crack shot (*accurate and skilled at shooting*) – Abdul Hamid was a *crack shot* and killed many enemy soldiers.
4. to lose heart (*to get discouraged or disappointed*) – You must try again and not *lose heart* at your failure.
5. damage (*to harm or cause a loss*) – Smoking can *damage* your health very badly.
6. posthumously (*after the death of a person*) – Havaladar Abdul Hamid was honoured *posthumously* for his bravery.

Textual Comprehension

I. Answer each question briefly :

1. Who was Abdul Hamid ?
2. Which sector was he fighting in ?
3. Where is the village named Cheema situated ?
4. What sort of tanks did Pakistan have ?
5. What made the Indian soldiers happy ?
6. How did Hamid destroy the enemy tanks ?
7. How did Hamid fight the enemy and what happened to him ?
8. How was Hamid honoured for his bravery ?
9. How do you feel about Abdul Hamid after reading the story of his bravery ?

II. Find from the lesson lines which show that :

1. Hamid was a crack shot.
2. He was a brave soldier.
3. He did not lose heart.
4. His soldiers loved him.
5. His name will always be remembered.



III. Tick (✓) the correct option to complete each sentence :

1. Hamid could hit the tanks with his gun if he wanted to, but he waited because _____
 1. he did not want to waste his shots.
 2. the enemy soldiers were coming nearer.
 3. the tanks were powerful and dangerous.
2. Hamid was their biggest enemy because _____
 1. his soldiers loved him.
 2. he was a brave soldier.
 3. he was destroying their tanks.
3. Hamid could shoot a bird at night guided by its sound because _____
 1. he was a crack shot.
 2. he did not like birds.
 3. he loved shooting at night.
4. Though Hamid was wounded badly, he wanted his soldiers _____
 1. to fight on.
 2. to reach Cheema.
 3. to remember his name.

IV. Choose words from the box to complete each sentence :

1. Abdul Hamid was awarded _____
2. One shell of the enemy hit _____
3. The Pakistani Army had got _____
4. Abdul Hamid died fighting for _____
5. The war between India and Pakistan _____



- Patton tanks.
- was fought in 1965.
- Param Vir Chakra for his bravery.
- his country in the Khemkaran Sector.
- Abdul Hamid while he was destroying the enemy tanks.

Vocabulary Enrichment

I. Match the words in column 'A' with their opposites in column 'B' :

A	B
far	up
die	rise
fall	live
war	safe
down	near
brave	peace
biggest	smallest
forward	cowardly
dangerous	backward



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

A	B
obey	prize
afraid	cause harm
award	feeling fear
special	to do as told to do
border	member of an army
soldier	happening after death
damage	a line dividing two countries
posthumously	not ordinary; different from usual

III. Choose a suitable adjective for each blank :

1. A _____ gun
2. A _____ tank
3. A _____ shot
4. A _____ award
5. A _____ soldier

crack
brave
machine
powerful
posthumous

IV. Fill in the blanks, selecting words from the following :

War is really a _____. On receiving the orders, the troops have to march _____. They have to carry a lot of war material with them. This material includes _____, _____ and a lot of other equipment. The battlefield is a great scene of _____ and _____ everywhere. The defeated _____ loses ground and suffers _____ losses. The gunfire goes unabated till the _____ for ceasefire arrive.

fire
guns
huge
army
curse
shells
orders
flames

V. Complete this table for the Present, Past and Past Participle forms of the given Verbs :

	Present	Past	Past Participle
1.	<i>sit</i>	_____	_____
2.	_____	<i>did</i>	_____
3.	_____	_____	<i>gone</i>
4.	<i>hit</i>	_____	_____
5.	_____	<i>fought</i>	_____
6.	_____	_____	<i>died</i>

VI. Make as many colour words from the box as you can :

W	B	G	G	M	Q	B
H	L	R	R	E	D	L
I	U	E	E	N	R	A
T	E	Y	E	O	O	C
E	P	I	N	K	S	K
O	R	A	N	G	E	D
P	Y	E	L	L	O	W

Grammar in Use

Form of the verb that shows the time of the action, is called the Tense.

We have three main tenses in English :

1. Present
2. Past
3. Future

Each tense can have four different forms :

1. (i) Present Indefinite (*write / writes*)
(ii) Present Continuous (*is / am / are + writing*)
(iii) Present Perfect (*has / have + written*)
(iv) Present Perfect Continuous (*will / shall + have + written*)
2. (i) Past Indefinite (*wrote*)
(ii) Past Continuous (*was / were + writing*)
(iii) Past Perfect (*had written*)
(iv) Past Perfect Continuous (*had been writing*)
3. (i) Future Indefinite (*will / shall + write*)
(ii) Future Continuous (*will / shall + be + writing*)
(iii) Future Perfect (*will / shall + been + written*)
(iv) Future Perfect Continuous (*will / shall + have + been + writing*)

I. Say the Tense of each sentence. Then change the sentence into the corresponding Past form :

1. Soldiers are fighting at the border.
2. War has been going on since long.
3. Abdul Hamid fires at the Pakistani tanks.
4. They want to attack our country.
5. One shell hits his jeep.
6. Then four more tanks come.
7. The soldiers are moving forward.
8. Our army has won the battle.



We have four main kinds of sentence :

1. **Assertive** : An assertive sentence can be *affirmative* or *negative*, as –
 1. She goes to school daily. (*affirmative*)
 2. She does *not* go to school daily. (*negative*)
2. **Interrogative** : An interrogative sentence asks a question, as –
 1. Does she go to school ?
 2. Where is she going ?
3. **Imperative** : An imperative sentence indicates some request, wish, prayer or order, as –
 1. Switch on the lights.
 2. Always tell the truth.
4. **Exclamatory** : An exclamatory sentence expresses some sudden emotion of surprise, joy, sorrow, etc. as –
 1. What a lovely rose it is !
 2. How brave Abdul Hamid was !

II. Write two sentences of your own for each of the above kinds :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Composition Writing

- I. Relate, in your own words, the story of Abdul Hamid's bravery.
- II. Imagine you are Ramesh. You meet Ram Singh, a soldier from Abdul Hamid's company. Write an imaginary dialogue you had with Ram Singh.

Poem :

1. True Growth



It is not growing like a tree
In bulk, doth make man better be
Or standing long as an oak, three hundred years
To fall a log at last, dry, bald and sere.

A Lily of a day
Is fairer far in May,
Although it fall and die that night
It was the plant and flower of Light.

In small proportions we just beauty see
And in short measures life may perfect be.

— Ben Jonson

New Words / Phrases and their Use

1. bulk (*large size or volume*) – It is always cheaper to buy in *bulk*.
2. bald (*leafless or hairless*) – Men usually go *bald* in their old age.
3. at last (*in the end, finally*) – Thank God, we are home *at last*.
4. sere (*dried up, decayed*) – Who would care for a poor *sere* old man ?
5. proportion (*relative size or extent*) – Water covers a large *proportion* of the earth's surface.

Comprehension and Appreciation of the Poem

I. Below is given the central idea of the poem. Choose a suitable word from the box to fill in each blank :

This poem has a _____ meaning. In it the poet says that a short life of _____ and perfection far better than a long but useless life. An oak lives for three _____ years. At last it falls down as a leafless and _____ log of wood. On the other hand, a lily lives _____ for a day. It has a very short life. But it lives a life of _____. It gives joy to the beholder. The poet says that the short life of a lily is far _____ than the long life of an oak. Life can be perfect and beautiful in short _____ also.

deep
only
better
useless
beauty
hundred
measures
perfection

II. Explain the meaning of the last two lines of the poem.

III. Find in the poem all the rhyming pairs of words, as – tree and be.

IV. Write true (T) or false (F) against each statement :

1. To be perfect, one must have a long life.
2. An oak tree lives for three hundred years.
3. Mere long life does not make a man great.
4. Real beauty can't be seen in small sized objects.
5. It is the quality of life that matters, not the length of life.

2. Say 'No'



There was once a witty barber named Gopal. He had helped the king, Raja Krishna, many a time. He was the king's favourite now. The king loved him for his wisdom. Whenever Gopal asked the king for anything, the king never said NO to him. He would immediately say 'YES !' with a smile. The king trusted Gopal completely.

The king's ministers and courtiers became jealous of Gopal. They would always try to make Gopal look like a fool. But every time Gopal would get the better of them. He would make them all look like complete fools.

One day the ministers and the courtiers thought of a plan. They decided to talk to the king when Gopal was not around. One of them said to the king, "Your Majesty, you trust Gopal too much. He gets away with so many things because you say YES to whatever he says. If for once you say NO to what he says, you will see that he can't solve any of your problems."

The king thought for a while and then said, "You are all jealous of him. In spite of what you say, I know he is very clever and witty. I shall prove it to you that even if I say NO to what he says, he will still be as clever and witty as always. Let's then see what happens."

All the ministers and the courtiers went away very pleased. They were certain that the king would find Gopal neither clever nor witty.



The next day Gopal arrived at the court. He noticed the ministers and the courtiers giggling at his back. He at once knew there was something fishy, so he decided to be careful.

The king, the courtiers and the ministers started discussing the usual issues. The king wanted to know how the people of his kingdom could be made wise and intelligent. Gopal stepped forward with a suggestion. He said, “Your Majesty, I think we should ask them to have a discussion on some topic every day, for one hour at least.”

The king looked at Gopal and said, “No !”

Gopal was shocked because the king had never said NO to him. He thought a little and then said, “Your Majesty, don’t you think a friendly discussion would help people think clearly. They will also gain confidence in themselves.”

Once again the king said flatly, “No !”

Gopal stayed quiet and watched what was happening. Every time he said anything, the king would shake his head saying a big NO. Gopal was surprised to see that the king was saying NO to whatever he said. He felt certain that it was some dirty plan of the king’s ministers who wanted to get rid of him. He decided to wait patiently for the right opportunity to get back at them.

When all the discussion was over, Gopal stepped forward and said, “O King ! You are great, but without these ministers and courtiers of yours, I don’t think you would be able to manage your kingdom. So I request you to give them each a special reward of five hundred gold coins.” The ministers and the courtiers were overjoyed to hear this. They could not believe their ears – ‘Had Gopal gone mad ? Why was he praising them ? Why was he trying to help them ?’

However, they were all very happy at the thought of getting five hundred gold coins. But they had forgotten what they had themselves wanted the king to do.

The king looked at Gopal and said firmly, “No !”

The ministers and the courtiers were all very sad to hear this. Gopal continued, “Your Majesty, if that is not possible, I would request you to give them each a fertile piece of land in your kingdom.”

Once again the ministers and the courtiers looked happy. But the king shouted back, “No !” The ministers and the courtiers were almost in tears to hear this. By now the king had realized that Gopal knew what the ministers and the courtiers had planned. He smiled to think : “Gopal will now show them how clever and witty he remains, even if I say NO to what he says.”

At last Gopal said, “O King ! But I would request you not to ask your ministers and courtiers to work like farmers in your fields.” The king suppressed his laughter and said : “No ! I will ask them to work in my fields daily !”

The ministers fell at the king’s feet and said : “O King ! We are all very sorry. We are really very sorry. Now we know how clever and witty Gopal is. Please forgive us !”

Before the king could say anything, Gopal said, “Your Majesty, I think you should forgive them.”

The king again shouted back, “No !”

At once, all the ministers and courtiers got up and ran away. Both the king and Gopal burst out laughing. Now they knew that the jealous ministers as well as courtiers had learnt their lesson.

New Words / Phrases and their Use

1. favourite (*liked more than others*) – Apple is my *favourite* fruit.
2. get away with (*to do something wrong and not be punished*) – Don’t cheat. You will never *get away with* it here.
3. get the better of (*to defeat somebody*) – I always *get the better of* him when he tries to befool me.
4. completely (*fully*) – She was *completely* absorbed in her work.
5. witty (*intelligent, quick to answer*) – His *witty* talk always makes me laugh.
6. giggle (*laugh in a silly manner*) – The girls *giggled* at his joke.
7. opportunity (*chance*) – He did not avail himself of that good *opportunity*.
8. instructions (*directions*) – You should follow the *instructions* carefully.

Textual Comprehension

I. Answer each question in your own words :

1. Who was the king’s favourite and why ?
2. Who were the king’s courtiers and ministers jealous of and why ?
3. What did the courtiers ask the king to do ?
4. What discussion was going on in the court ?
5. What was Gopal’s suggestion to make the people intelligent ?
6. What did Gopal realize when the king said ‘NO’ to whatever he said ?
7. What did Gopal request the king to give his courtiers and ministers ?
8. What made the courtiers sad ?
9. Why did the ministers and the courtiers run away ?
10. How were the jealous courtiers taught a lesson ?

II. Tick (✓) the correct answer :

1. Gopal, the barber, was very _____.
(a) kind.
(b) witty.
(c) jealous.
2. The courtiers tried their best to make Gopal look a fool because _____.
(a) they were jealous of Gopal.
(b) they wanted to save the king.
(c) they wanted to become witty themselves.
3. The ministers believed that Gopal got away with so many things because _____.
(a) he was very clever.
(b) the king loved him.
(c) the king said 'YES' to whatever he said.
4. Gopal was surprised because _____.
(a) the courtiers were jealous of him.
(b) the king had never said 'NO' to him.
(c) the king was saying 'NO' to whatever he said.
5. The courtiers were happy at the thought of _____.
(a) making Gopal a fool.
(b) saying 'NO' to whatever Gopal said.
(c) getting five hundred gold coins each.

III. Complete each sentence any way you like :

1. Gopal noticed the ministers _____.
2. Gopal requested the king to _____.
3. The king never said 'NO' to _____.
4. Gopal knew that the courtiers _____.
5. The ministers and the courtiers were so _____.
6. The ministers and the courtiers had to admit that _____.

Vocabulary Enrichment

I. Match the words in column 'A' with words in column 'B' that mean almost the same :



A	B
1. sad	fully
2. witty	trust
3. giggle	prize
4. reward	laugh
5. believe	darling
6. favourite	quickly
7. completely	unhappy
8. immediately	intelligent



II. Fill in the blanks with the words given :

Raman was the _____ of King Krishnadev Rai. He was the most _____ courtier and the king had full _____ in him. All the important _____ were discussed with him. He was _____ handsomely by the king every now and then. This made the other courtiers _____ of them. The king had _____ this jealousy many a time, but said nothing. Once they all made a _____ to get _____ of him.

rid
 plan
 issues
 jealous
 trusted
 noticed
 favourite
 rewarded
 confidence

III. Write each word in the correct group :

able	solve	ability	enable	believe	solution
fool	belief	befool	foolish	soluble	believable

1. Nouns : _____
2. Verbs : _____
3. Adjectives : _____

Grammar in Use

An **Adverb** is a word that tells *How*, *When* or *Where* an action is done, as –

1. He ran slowly. (How ?)
2. She came today. (When ?)
3. My father has gone out. (Where ?)

I. Complete each sentence using a suitable Adverb :

1. He won't play _____
2. She comes here _____
3. Do this exercise _____
4. The army fought _____
5. The moon shines _____
6. The king shouted _____
7. Our soldiers fought _____
8. The bus was running _____



Note : The Adverb form of 'fast' is 'fast' not '~~fastly~~'.

II. Fill in the blanks with 'too' or 'so' :

1. Gopal was *so* witty *that* no one could fool him.
Gopal was *too* witty *to* be fooled.
2. The courtiers were _____ shocked that they could say nothing.
The courtiers were _____ shocked to say anything.
3. The ministers were _____ jealous that they did not praise Gopal.
The ministers were _____ jealous to praise Gopal.

III. Rewrite each sentence using 'too to' in place of 'so ... that' :

1. I am so busy that I cannot talk to you.
2. The news is so good that it cannot be true.
3. It was so dark that I could not see anything.
4. She was so late that she could not catch the train.
5. The question was so difficult that I could not answer it.

Pronunciation Practice

I. Say each pair of words aloud.

Note the long and short sound in each pair :

live – leave	day – die
it – eat	way – why
hit – heat	may – my
fast – fist	how – high
last – list	fowl – file

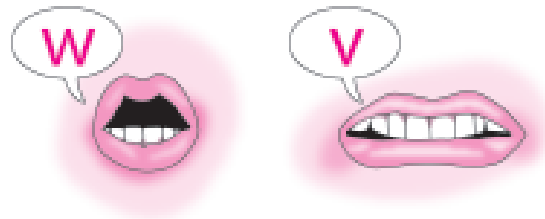
II. Say each pair of words aloud. Note the two different sounds of ‘s’ :

/s/	/z/
hiss	his
case	phase
loose	lose
cease	sees
house	houses

III. Say the following pairs of words aloud :

(Take care that the sound ‘v’ is produced with the help of the upper teeth and the lower lips. The sound ‘w’ is produced by rounding the lips.)

V	W
verse	worse
vet	wet
vest	west
vale	wail
vile	while



Composition Writing

- I. Suppose Gopal meets the king the same evening. Pen down an imaginary dialogue between the two about the incident that took place in the court that day.
- II. There are many humorous stories about King Akbar and Birbal. Reproduce briefly any in your own words.

Prose Lesson :

3. How Daddy Decided What He Wanted to Be



When Daddy was a little boy, he was often asked : “What do you want to be when you grow up ?” Daddy always had an answer ready. But each time his answer was different. At first, he would say he wanted to be a night watchman. He liked to think that while the whole town slept, the night watchman could walk about and make noises. He was quite certain he wanted to be a night watchman when he grew up. But then he thought of the ice-cream man who came along daily with his bright green cart. If he became an ice-cream man, he could have a cart and eat all the ice cream he wanted to ! So little Daddy decided to be an ice-cream man.

Little Daddy's parents were surprised to hear that their son wanted to be an ice-cream man. They thought he was only trying to be funny. But little Daddy seriously thought it would be a very tasty way of life when he grew up.

Then one day little Daddy saw a man wearing a blue uniform at an auto workshop. The man was playing with all sorts of cars. But those were real cars, not toys ! The man would crawl under the cars, playing there a strange game.

"Who's that man ?" little Daddy asked.

"He's a car mechanic," said one of the workers.

Now little Daddy said he would be a car mechanic. He would play all the time with cars ! There could be nothing in the world more interesting. Nothing, truly ! When Daddy said he would be a car mechanic, someone asked him :

"But what about the ice-cream man ?"

That was a problem, indeed. Daddy had decided to become a car mechanic, but he did not want to give up the bright green ice-cream cart also. Soon he found a way out.

"I'll be a car mechanic and an ice-cream man !"

Everyone was very surprised. But little Daddy said : "That won't be hard at all. I'll sell ice cream for some time in the morning. Then I'll go to the auto workshop. There I'll work with cars for some time, and again go to sell more of ice cream. In the afternoon, I'll again go back to the workshop. Later, I'll go to sell more of ice cream. I'll park my green cart outside the workshop while I am working inside."

Everyone laughed to hear little Daddy. It made him angry, and he said : "If you laugh at me, I'll be a night watchman also. After all, there's nothing to do at night."

Everyone had to agree with little Daddy. But a few days later he changed his mind. He said he wanted to be a pilot. Then he said he wanted to be an actor. And after Grandpa took him to an office, he decided to be a clerk. To be a sailor was also on his mind. Or at least a shepherd !

Finally, he decided he wanted to be a dog. All that day he ran around on all fours, barking at strangers. He even tried to bite an elderly lady when she wanted to pat his head. Little Daddy learned quite well how to bark, but he couldn't scratch behind his ear with his foot, the way all dogs do. He thought if he went outside and sat beside a street dog, he'd learn it more quickly. And that was exactly what he did.

Just then a sage came walking down the street. He stopped and watched Daddy for a while. Then he asked :

“What are you doing ?”

“I am trying to be a dog,” little Daddy said.

“Don't you want to be a man ?” asked the sage.

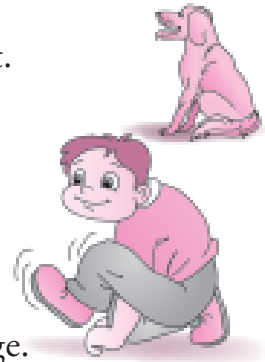
“I've been a man for a long time,” said Daddy.

“What sort of man are you, if you can't be a dog even ? Is that what a man is like ?”

“Well, what is a man like ?” Daddy asked.

“Think about that yourself,” said the sage, and walked away.

But little Daddy felt much ashamed of himself, and began to think. He thought and thought. The more he thought, the more ashamed he was of himself. The sage had not explained to him what a man is like. But suddenly Daddy knew what a man is like. And he realised



another important thing also. It was that he was yet too small to know what he wanted to be. The next time he was asked what he wanted to be, he thought of the sage and said : “I want to be a man !”

No one laughed when little Daddy said this. And that was the best answer he could think of. He still thinks so, and always says to me :

“The only important thing you have to remember is that you must be a good man. This is the most important thing whatever you want to be – a pilot, a shepherd, a sailor, an ice-cream man, or whatever. And a man does not really have to know how to scratch behind his ear with his foot.”

(Source : ‘*When Daddy was a Little Boy*’ by Fainna Glagoleva.

The given story is a translation from Russian by Alexander Ruskin)

New Words / Phrases and their Use

1. certain (*sure*) – We are *certain* our team will win the match.
2. grow up (*grow into an adult*) – His children have all *grown up*.
3. crawl (*to move slowly on one’s belly or hands and knees*) – The baby has just learnt to *crawl*.
4. mechanic (*a person whose job is to repair machines*) – His brother is a good car *mechanic*.
5. way out (*a way of escaping a problem*) – There was no *way out* and we had to face the situation.
6. at all (*in any way, to any degree*) – I don’t like his habit of telling lies *at all*.
7. on all fours (*bent over with hands and knees on the ground*) – We went crawling *on all fours* among the bushes.
8. stranger (*an unknown person*) – It is never safe to accept eatables from a *stranger*.
9. scratch (*rub the skin with nails*) – Why are you *scratching* your head ? Is there any problem ?
10. for a while (*for a period of time*) – The two friends sat together in the park and chatted *for a while*.

Textual Comprehension

I. Answer each question briefly :

1. Why did Daddy want to be a night watchman ?
2. Why did he want to be an ice-cream man ?
3. What was it that he saw in an auto workshop ?
4. What was it that Daddy liked about a car mechanic ?
5. How did Daddy say he would both be a car mechanic and an ice-cream man ?
6. Why did Daddy want to scratch behind his ear with his foot ?
7. What was it that made Daddy feel ashamed of himself ?
8. When did Daddy stop thinking what he wanted to be ?
9. What does Daddy think now to be the most important thing ?

II. Who says these words and to whom in the story :

1. Who's that man ?
2. What are you doing ?
3. I am trying to be a dog.
4. Think about that yourself.
5. This is the most important thing whatever you want to be.

III. Complete each sentence with suitable words from the box :

1. I'll sell ice cream for _____
2. Everyone had to agree _____
3. He was quite certain he _____
4. A man doesn't have to know _____
5. The sage had not explained to him _____

- with little Daddy.
- what a man is like.
- some time in the morning.
- wanted to be a night watchman.
- how to scratch behind his ear with his foot.

Vocabulary Enrichment

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

A	B
pilot	one who keeps a watch
actor	one who flies an aircraft
clerk	one who repairs machines
sailor	one who looks after sheep
stranger	one who you do not know
shepherd	one who keeps records in an office
mechanic	one who acts in a film or on the stage
watchman	one who is a member of the crew on a ship

II. Use any of the prefixes (in- / un- / dis-) to make the opposites of :

A **prefix** is a letter or group of letters added to the beginning of a word to change its meaning; as – rearrange, dishonest, illiterate, etc. We use some prefixes to form opposites; as – inefficient; unwise; disconnect; irregular.

- | | | |
|---|--|--|
| 1. real _____
2. easy _____
3. active _____
4. respect _____
5. obey _____
6. certain _____ | | 7. human _____
8. do _____
9. honour _____
10. correct _____
11. different _____
12. pack _____ |
|---|--|--|

III. Use the correct form of the given words to fill in the blanks :

1. interest : This book has many _____ stories.
2. real : I am not _____ satisfied with your work.
3. shame : You should be _____ of your behaviour.
4. strange : I saw two _____ standing outside the house.
5. explain : You will have to give an _____ of your absence.
6. different : What is the _____ between a man and an animal ?

Grammar in Use

I. Complete the following rules for the use of articles using correct words from the box :

1. We use 'a' with _____
2. We use 'an' with _____
3. We use 'the' with _____

. a vowel sound.
. a consonant sound.
. a particular person, place or thing.

II. Fill in the blanks with suitable Articles :

_____ police have been looking for _____ eight-year old boy who tried to rob _____ sweet-shop with _____ gun. The boy threw _____ carrier bag at _____ shopkeeper and asked him to fill it up.

"I don't know whether he wanted me to fill _____ bag with sweets or money," said _____ shopkeeper to _____ police. "I am not sure if _____ gun was real or not, but I don't think it was _____ toy gun."

III. Complete each sentence so that it means the same as the one above it :

1. "Who is that man ?" Daddy asked.
Daddy asked who _____
2. "What are you doing ?" he asked Daddy.
He asked Daddy what _____
3. Daddy said, "I want to be an ice-cream man."
Daddy said that he _____
4. Daddy said, "There is nothing to do at night."
Daddy said that there _____
5. "I have been a man for a long time," said Daddy.
Daddy said that he _____
6. "Don't you want to be a man ?" the sage asked Daddy.
The sage asked Daddy if _____

IV. Punctuate the following using capital letters where necessary :

1. whos is that man daddy asked
2. arent you ashamed of yourself
3. i want to be a dog little daddy said
4. little daddys parents were very surprised
5. you think about that yourself said the sage
6. ill be a hunter and an icecream man he said

Pronunciation Practice

- *Say the following words aloud :*

what	wrist	sage	ship	chin
when	write	sip	shop	chop
white	wrong	sun	shoe	chart
which	wrench	seat	sheep	cheap
where	wrestler	soft	sheet	check

Composition Writing

- I. What do you want to be in your life when you grow up ?

Write a short paragraph on it, giving your reasons.

- II. Write a few words of advice for your younger brother or sister; as –

1. *You should learn to be a good human being.*
2. _____
3. _____
4. _____
5. _____
6. _____

Poem :

2. Abou Ben Adhem

This poem shows how Abou was able to win the love of God through the love of his fellowmen. Love of man is the true love of God. It is the best way to please God and win His love. If we love our fellow human beings, God will love us. Read this poem and you will know.



Abou Ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold :
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
“What writest thou ?” – The vision rais’d its head,
And with a look made of all sweet accord,
Answer’d, “The names of those who love the Lord.”

“And is mine one ?” said Abou. “Nay, not so,”
 Replied the angel. Abou spoke more low,
 But cheerly still; and said, “I pray thee, then,
 Write me as one that loves his fellow men.”
 The angel wrote, and vanish’d. The next night
 It came again with a great wakening light,
 And show’d the names whom love of God had blest,
 And lo ! Ben Adhem’s name led all the rest.

– Leigh Hunt

New Words / Phrases and their Use

1. increase (*become greater in amount or number*) – The price of oil has been *increased*.
2. exceeding (*to be greater in amount or number*) – Your expenditure is *exceeding* your income.
3. presence (*a person or spirit that you cannot see but that you feel is near*) – She felt a *presence* behind her.
4. vanished (*disappeared*) – All fear has *vanished* from my life since I believe in God.
5. vision (*a picture in your imagination*) – The idea came to her in a *vision*.

Comprehension and Appreciation of the Poem

I. Tick (✓) the correct answer(s) :

This poem conveys the idea that

1. God helps those who help themselves.
2. Love of man is the love of God.
3. God blesses those who love fellow human beings.
4. God appears in our dreams.
5. With God all things are possible.
6. Fear the man who fears not God.
7. Man proposes, and God disposes.



II. Answer each question briefly :

1. The poet prays : '*May his tribe increase !*'
Why does the poet make this prayer ?
2. What did Abou see when he woke up from his dream ?
3. What had made Abou bold ?
4. What did Abou ask the angel ?
5. What was the angel's reply ?
6. What did Abou request the angel to do ?
7. What did the angel do before vanishing ?
8. What did the angel show Abou the next night ?

Vocabulary Enrichment

I. Use each pair of words in sentences of your own so as to bring out the difference in their meanings :

1. peace : We want to live in peace.
piece : _____
2. angel : _____
angle : _____
3. write : _____
right : _____
4. pray : _____
prey : _____
5. made : _____
maid : _____

II. Instead of saying 'light of the moon', we can say 'moonlight' which is a compound word. Give one compound word :

1. the time of night — _____
2. work for home — _____
3. cloth for a table — _____
4. leader of the class — _____
5. brush for the teeth — _____
6. the pot for flowers — _____

Grammar in Use

Below is given a summary of the poem, but it has not been edited. There is one mistake in each line. Underline the mistake and write the correct word on the given space :

It was a moonlit night. Abou Ben Adhem is sleeping _____
in his room. Sudden he awoke from his dream. He _____
saws an angel writing in a book of gold. Abou asked _____
him what he was write. The angel replied that he _____
was writing the names of their who loved God. _____
When Abou ask if his name was there in the list, _____
the angel said it isn't. Abou requested the angel to _____
write he as one who loved his fellow men. The angel _____
wrote and disappear. The next night the angel _____
showed Abou the name of those who had been _____
blessed with the loves of God. Abou's name was _____
on the top of all other names. _____

Composition Writing

Reproduce the story of the poem in the form of a dialogue between Abou and the angel :

(One Night in Abou's Room)

Abou : What are you doing here in my room, O Angel ?

Angel : _____

Abou : _____

Angel : _____

Abou : _____

Angel : _____

(The Next Night)

Abou : _____

Angel : _____

Abou : _____

Angel : _____

4. Three Questions

A thought came to the mind of a certain king. He thought he would never fail in anything if he knew three things : (1) the right time for an action; (2) the right people to listen to; and (3) the most important thing to do.

The king sent messengers throughout his kingdom. He promised a large sum of money to anyone who would answer these questions. Many wise men came to the king with their answers. But their answers were all different.

In reply to the first question, some said the king must prepare a timetable, and follow it strictly. Others said it was impossible to decide in advance the right time for everything. Therefore, the king should notice everything and do whatever seemed necessary at that particular time. Yet others said the king should have a council of wise men to tell him the right time for every action. Some others said the king must have magicians. Only magicians could look into the future and tell the right time for an action.

Equally different were the answers to the second question. Some said the right people for a king to listen to were his advisers. Others said his soldiers were most important for him; and so on.

To the third question, some said the most important thing was science. Others said it was warfare; still others said it was religious worship.

All the answers were so different that the king was not satisfied. He gave no one any reward. Now he decided to seek the advice of a certain hermit who was known for his wisdom. This hermit lived

in a wood which he never left. He met none but common people. So the king put on very simple clothes. Before reaching the hermit's hut, he got off his horse. He left the horse with his bodyguard and went on alone.

As the king came near the hermit's hut, he saw the hermit digging the ground in front of his hut. The hermit greeted the king and continued digging. The hermit was old and weak. As he worked, he breathed heavily.

The king went up to the hermit and said, "O wise hermit, I have come to know from you the answers to three questions : How can I learn to do the right thing at the right time ? Who are the most important people for me ? And what affairs need my first attention ?"

The hermit listened to the king, but said nothing. He went on digging. "You are tired," said the king. "Let me have the spade and dig for you."

"Thanks !" said the hermit. He gave his spade to the king, and sat down on the ground. When the king had dug two beds, he stopped and repeated his questions. Still the hermit gave no answer. He stood up, stretched out his hand for the spade, and said to the king, "You can rest for a while, and let me work."

But the king did not give him the spade. He continued digging for a long time. The sun had gone down behind the trees. At last the king stuck the spade into the ground, and said, "O wise hermit, I came to you to know the answers to my questions. If you have none to give, please tell me so. I will go back home. It is getting late."

"Here comes someone running," said the hermit.

The king turned round and saw a bearded man running towards them. His hands were pressed against his stomach from which blood



was flowing. When he reached the king, he fainted and fell to the ground. The king and the hermit removed the man's clothing and found a large wound in his stomach. The king washed and covered the wound with his handkerchief, but the blood would not stop flowing. The king dressed the wound again and again. At last the bleeding stopped.

The man felt better and asked for something to drink. The king brought fresh water and gave it to him. By this time the sun had set and the air was cool. The king and the hermit carried the wounded man into the hut and laid him on the bed. The man closed his eyes and lay quiet. The king was feeling tired by the day's digging. He lay down on the floor and slept all night. When he awoke, he saw the bearded man looking at him.

"Forgive me !" said the bearded man in a weak voice.

"I do not know you, and there is nothing to forgive you for," said the king.

“You do not know me, but I know you,” said the bearded man. “I am an enemy of yours. I had sworn to have revenge on you, because you put my brother to death and seized our property. I knew you had come here. I had made up my mind to kill you on your way back. But the day passed and you did not return. When I came out of my hiding-place, your bodyguard recognized me and wounded me. I escaped from him but I would have died if you had not dressed my wounds. I wished to kill you, but you have saved my life. Now, if I live, I will serve you as your most faithful servant. Please forgive me !”

The king was very happy to have won an enemy so easily as a friend. He forgave him and said that he would send his own doctor to look after him. He also promised to give him back his property.

Leaving the wounded man, the king went out of the hut. He looked round for the hermit. Before going back, he wished once more to ask the hermit for answers to his questions. The hermit was sowing seeds in the beds that had been dug the day before. The king went up to the hermit and said, “O wise hermit, for the last time I beg you to answer my questions.”

“Your questions have already been answered !” said the hermit.

“Have been answered ! What do you mean ?” said the king

“Yes, look here,” replied the hermit. “If you had not helped me yesterday and had not dug these beds for me, you would have gone away. Then that man would have attacked you. Then you would have wished you had stayed here with me. So the most important time was when you were helping me and digging the beds for me. And I was the most important man at that time. To do me good was your most important business.

“Later, when that man came running to us, the most important time was when you were nursing him. If you had not dressed his wounds, he would have died. You could not have won him as a friend. So he was the most important person at that time. What you did for him was your most important business.

“Remember then : There is only one time that is important. That time is ‘NOW’. It is the most important time because it is only ‘NOW’ when we have any power to act.

“The most important person is one with whom you are at a particular moment. You never know what will happen in the future. You don’t know whether you will ever meet that man again or not. Thus, the most important business is to do that person good. And for this purpose alone was man sent into this world.”

New Words / Phrases and their Use

1. messenger (*one who carries messages*) – I got the summons through a *messenger* from the court.
2. prepare (*to make something or somebody ready*) – I am working hard to *prepare* for the exams.
3. necessary (*that is needed*) – Hard work is *necessary* for success in life.
4. satisfied (*pleased*) – My boss is *satisfied* with my work.
5. sow (*plant or spread seeds in the ground*) – The farmers are *sowing* seeds in their fields.
6. revenge (*something done in return for the harm done to you*) – Forgiveness is the best form of *revenge*.
7. spade (*a tool used for digging*) – The farmer was digging in his land with a *spade*.
8. look after (*to take care of*) – Parents *look after* their children with love.
9. hermit (*one who lives a very simple life for religious reasons*) – The *hermit* lived in a wood outside the city.
10. purpose (*aim, intention*) – I don’t know the *purpose* of his coming here so late in the night.

Textual Comprehension

Answer each question very briefly :

1. What were the king's three questions ?
2. What were the different answers to the king's first question ?
3. What different answers did the king get to his second question ?
4. What different answers were offered for his third question ?
5. Why did the king decide to go to the hermit ?
6. Where did the hermit live ?
7. What kind of clothes did the king wear and why ?
8. Why did the king not go to the hermit with his bodyguard ?
9. What was the hermit doing when the king reached there ?
10. What did the king do for the hermit and why ?
11. Who had wounded the stranger and why ?
12. How did the king help the wounded person ?

Vocabulary Enrichment

Fill in the blanks with the opposites of the given words :

1. I am not an _____ of yours. (*friend*)
2. He is a very faithful _____ of mine. (*master*)
3. The old man was too _____ to walk. (*strong*)
4. The hermit was known for his _____. (*folly*)
5. I have warned him for the _____ time. (*first*)
6. The farmer was _____ seeds in his field. (*reaping*)
7. It is _____ to bring the dead back to life. (*possible*)
8. They have made _____ with their enemy. (*war*)
9. You should _____ these rules of grammar. (*forget*)
10. They are going to _____ him for his bravery. (*punishment*)
11. Don't put off till _____ what you can do today. (*yesterday*)
12. The _____ is dead and gone; we can't bring it back. (*future*)

Grammar in Use

Study the following sentences :

1. He *answered* my questions. (Active)
My questions *were answered*. (Passive)
2. God always *punishes* the sinners. (Active)
The sinners *are* always *punished*. (Passive)

When our main focus is on the action done and not the subject, we often use the Passive form of the verb. In such sentences the Object of the Active Verb is made the Subject of the Passive Verb.

- *Learn the Passive form of the verb in these three tenses :*

	Present Simple	Past Simple	Future Simple
Active	V ₁ (+s / es)	V ₂	will / shall+V ₁
Passive	is / am / are+V ₃	was / were+V ₃	will / shall+be+V ₃

I. Fill in the blanks with the Passive form of the italicised verbs :

1. We *answer* all the letters regularly.
All the letters _____ regularly.
2. We *answered* all the letters regularly.
All the letters _____ regularly.
3. We *shall answer* all the letters regularly.
All the letters _____ regularly.
4. They *give* special care to the education of girls.
Special care _____ to the education of girls.
5. They *gave* special care to the education of girls.
Special care _____ to the education of girls.
6. They *will give* special care to the education of girls.
Special care _____ to the education of girls.
7. They *make* butter and cheese from milk.
Butter and cheese _____ from milk.
8. They *will make* butter and cheese from milk.
Butter and cheese _____ from milk.



Pronunciation Practice

Rule : When the letter **c** is followed by the vowels **a / o / u**, it has a hard sound. Hard **c** has a **k** sound. When **c** is followed by **e / i / y**, it usually has a soft sound. Soft **c** has an **s** sound.

cat	cot	cut	rice	city	spicy
-----	-----	-----	------	------	-------

Now say aloud each word in the box. Then write in two separate groups the words that contain a hard **c** sound and the words that contain a soft **c** sound :

cow	price	recess	palace	doctor	grocery
coat	cattle	pencil	decide	chance	because
once	caller	surface	corner	cinema	become
		carriage	decorate		

Composition Writing

- I. Reproduce in the form of a dialogue and in you own words the king's questions and the answers given by the hermit :

King : What is the right ?

Hermit : _____

King : _____

Hermit : _____

King : _____

Hermit : _____

- II. Suppose your younger brother wastes too much of his time in useless things. Write him a letter advising him regarding the value of time and how best he should make use of it.



5. Our National Symbols

Every independent country of the world has some national symbols of its own. These symbols inspire and unite its people. They stand for the various cultural features and values of that nation. These symbols play an important role in motivating the people of the nation to work together. They constantly remind the people of their great cultural and national values.

The national symbols of our country are :

1. Our National Flag
2. Our National Emblem
3. Our National Anthem
4. Our National Song
5. Our National Animal
6. Our National Bird
7. Our National Flower.



Our National Flag is called the **Tiranga** or the **Tricolour**. It has three colours – saffron, white and green. The saffron is at the top. The green is at the bottom. Between the saffron and the green, there is the white colour. In the middle of the white part, there is a navy blue wheel with twenty-four spokes. We call it the Ashoka Chakra.

The saffron colour of our flag stands for courage and sacrifice. The white colour stands for truth and peace. The green stands for fertility and prosperity. The wheel stands for peaceful change. It is a symbol of our ancient culture also. Thus our Tricolour is a symbol

of peace, progress and hope for the future. It fills us with pride. It reminds us of the great sacrifices of those who got us our freedom. We salute our national flag. We salute our great freedom fighters.

Our National Emblem is a replica (a very great and exact copy) of the Capitol (top or head) of Ashoka's pillar at Sarnath. It was at Sarnath that Lord Buddha delivered his first sermon after his Enlightenment. Our National Emblem has two parts, the top and the base. The top has four lions, sitting back to back, with their faces in different directions. The base has a horse on the left, a wheel in the middle, and a bull on the right. Below these three figures, the words '*Satyameva Jayate*' (truth alone triumphs) are inscribed. Our National Emblem is also the Seal of the Government of India. We have it on all our currency, stamp papers, revenue stamps, official documents, and all official publications. It was adopted by the Government of India on 26 January 1950.

Our National Anthem (*Jana Gana Mana*) is a song that is highly melodious and deeply meaningful. It was written and composed by Rabindranath Tagore. He was a great poet and was awarded the Nobel Prize for literature in 1913. Our National Anthem is sung on all ceremonial occasions. It is also sung at the time of morning prayers in our educational institutions. It gives the message of peace, patience, tolerance and national unity. We should stand at attention when the National Anthem is being played or sung.

Our National Song (*Vande Mataram*) was written by Bankimchandra Chatterji. The song is in the form of a son's respectful homage to his motherland. During the struggle for India's freedom, this song was a source of great inspiration for our great freedom fighters.

Our National Animal is the Tiger. This animal is a symbol of grace, strength, agility and fearlessness. Since November 1972, the tiger has been adopted as our National Animal.

Our National Bird is the Peacock. This bird is deeply loved for its lovely and colourful plumage and for its graceful dance. Since 1963, it has been adopted as our National Bird. The hunting of the peacock and of the tiger has now been banned.

Our National Flower is the Lotus. This lovely flower symbolises purity and righteousness. Many Hindu gods and goddesses are shown holding this flower or seated on it. The grace and beauty of this flower is unmatched.

All these National Symbols play a vital role in our life. They inspire us to remain united. They encourage us to uphold the great traditions and values of our culture.



New Words / Phrases and their Use

1. independent (*having its own government*) – India became an *independent* country in 1947.
2. motivate (*to make somebody want to do something*) – She is very good at *motivating* her students.
3. inspire (*to give somebody the desire to do well*) – Gandhiji *inspired* us to follow the path of non-violence.
4. stand for (*to be a symbol of something*) – The white colour in our flag *stands for* peace and truth.
5. symbol (*a sign that has a fixed meaning*) – The red colour is a *symbol* of danger.
6. progress (*the process of improving or developing*) – India has made a great *progress* since Independence.
7. revenue (*money that a government receives through taxes*) – There has been a shortfall in government *revenues* this year.
8. document (*an official paper that can be used as proof*) – You will have to produce all these *documents* in the court.
9. plumage (*the feathers covering a bird's body*) – The peacock has a lovely *plumage*.

Textual Comprehension

I. Answer the following questions in your own words :

1. Name the various National Symbols of our country.
2. What are the different colours in our national flag ?
3. What is the saffron colour in our flag a symbol of ?
4. What is written on the base of our National Emblem ?
5. On what occasions is our National Anthem sung ?
6. What should we do when our National Anthem is being sung ?
7. What do you know about the writer of our National Anthem ?
8. Why is the hunting of peacocks prohibited in our country ?
9. What is the importance of our national symbols in our life ?
10. What do you know about our national animal ?
11. Where do we have the Ashoka Pillar ? What is its importance ?
12. What is the Seal of the Government of India ? What is it used for ?

II. Choose words from the box to complete each sentence :

1. Our national flag fills us _____
2. We have the green colour _____
3. The peacock is loved for its _____
4. We have the Ashoka Chakra _____
5. Our National Emblem is the _____
6. Many Hindu gods are shown _____
7. We sing the National Anthem _____
8. We should stand at attention when _____

- with a feeling of pride.
- holding the lotus in their hand.
- at the bottom of our national flag.
- the national anthem is being sung.
- lovely plumage and graceful dance.
- in the white part of our national flag.
- official Seal of the Government of India.
- during the morning assembly of our school.

III. Tick (✓) the correct choice to complete each sentence :

1. The Ashoka Chakra has _____
 - a. thirty-six spokes.
 - b. twenty-four spokes.
 - c. forty-eight spokes.
2. Rabindranath Tagore was awarded the Nobel Prize _____
 - a. in 1913.
 - b. in 1931.
 - c. in 1950.
3. Our National Anthem is _____
 - a. Vande Mataram.
 - b. Jana Gana Mana.
 - c. Satyameva Jayate.
4. The peacock has been our national bird _____
 - a. since 1947.
 - b. since 1950.
 - c. since 1963.
5. Our National Anthem was written by _____
 - a. Rabindranath Tagore.
 - b. Swami Vivekananda.
 - c. Bankimchandra Chatterji.

Vocabulary Enrichment

I. Find the odd one out in each group :

- | | | | | |
|-----------|--------|-----------|----------|-------|
| 1. chirp | bark | mew | speak | _____ |
| 2. nurse | driver | bike | pilot | _____ |
| 3. dumb | silent | calm | quiet | _____ |
| 4. glad | happy | slow | joyful | _____ |
| 5. smile | sing | laugh | giggle | _____ |
| 6. corn | rice | wheat | farmer | _____ |
| 7. lovely | pretty | beautiful | truthful | _____ |

II. Fill in the blanks with suitable words from the box :

at, up, for, out, after, down, into, forward
--

1. Do not look _____ upon the poor.
2. Look _____ the blackboard, please.
3. Children always look _____ to holidays.
4. Look _____ this word in the dictionary.
5. She is looking _____ a job near her house.
6. Tom gets ill very soon; please look _____ him.
7. Look _____ for the shark when you are in the sea.
8. The inspector said, " I will look _____ the matter."

III. There is one misspelt word in each of the following sets. Underline the misspelt word and write it correctly on the given space :

- | | | | | |
|------------|-----------|-----------|-----------|-------|
| 1. unity | offical | emblem | patience | _____ |
| 2. salute | anceint | sacrifice | national | _____ |
| 3. stamp | fertility | ravenue | motivate | _____ |
| 4. people | remind | homage | curency | _____ |
| 5. safron | symbol | country | direction | _____ |
| 6. reform | anthem | peaceful | documant | _____ |
| 7. inspire | courage | freedom | goverment | _____ |

Grammar in Use

I. There is one mistake in each line of the passage given below. Underline the mistake and write it correctly on the given space :

Tigers are the bigger members of the cat family. _____
They live into the forests of Asia and Indonesia. _____
Tigers hunt deers or large cattle. They usually _____
lie still during the day, and hunting alone by _____
night. They are very stronger. One tiger can _____
pull a dead buffalo which even a groups of _____
people would finding difficult to move. _____

II. You have already learnt on page 37 the Passive Form of verb in three tenses. Now learn the passive form of the verb in three other tenses :

	Present Continuous	Past Continuous	Future Perfect
Active	is/am/are+V ₁ -ing	was/were+V ₁ -ing	has/have+V ₃
Passive	is/am/are+being+V ₃	was/were+being+V ₃	has/have+been+V ₃

Fill in the blanks with the Passive Form of the italicised verbs :

1. They *are planting* trees along the road.
Trees _____ along the road.
2. They *were planting* trees along the road.
Trees _____ along the road.
3. They *have planted* trees along the road.
Trees _____ along the road.
4. Someone *is stealing* money from my drawer daily.
Money _____ from my drawer daily.
5. Someone *was stealing* money from my drawer daily.
Money _____ from my drawer daily.
6. Someone *has stolen* money from my drawer.
Money _____ from my drawer.

III. Complete these sentences, using the Passive Form of the verb in brackets :

1. Dogs _____ in the garden.
(not allow)
2. This bridge _____ last year.
(build)
3. I _____ by my grandparents.
(bring up)
4. This film _____ by Raj Kapoor.
(direct)
5. Pure ghee and milk _____ in this stop.
(sell)
6. Today's match _____ because of the rain.
(cancel)
7. Three people _____ in a road accident yesterday.
(kill)

Pronunciation Practice

Rule : When the letter **g** is followed by the vowels **a, o, or u**, it has a hard sound. When **g** is followed by **e, i, or y**, it usually has a soft sound. Soft **g** has the sound you hear at the beginning of ‘jam’, and a hard sound at the beginning of ‘gate’.

gain	got	gum	age	giant	gypsy
------	-----	-----	-----	-------	-------

Now say these words aloud. Put them in two groups according to the sound of ‘g’ (hard or soft).

ago	page	game	engine
flag	stage	organ	pigeon
god	guru	figure	orange
gold	large	gutter	change
gym	sugar	giraffe	arrange

Composition Writing

- I. Prepare for your classroom a colourful chart of as many national symbols of ours as you can.
- II. We had a number of freedom fighters who laid down their lives for their motherland. Write a brief paragraph on any one who you think was the greatest of them.
- III. As a citizen of India, write three things you would always do, and three that you would never do.

1. I shall always follow the laws of my country.

2. _____

3. _____

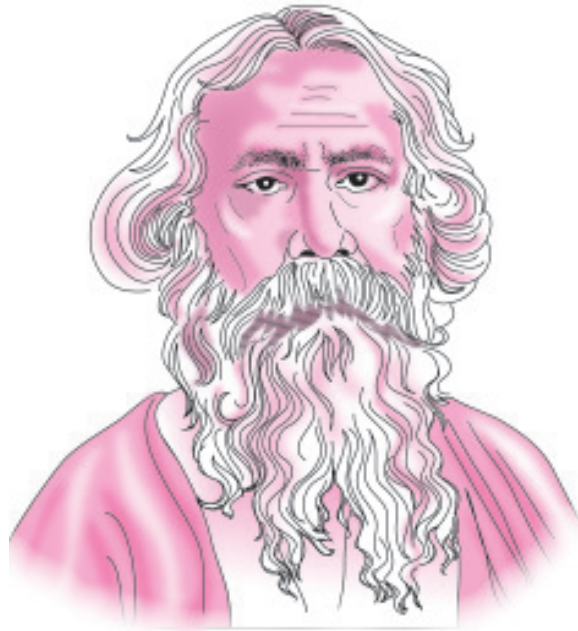
1. _____

2. _____

3. _____

Poem :

3. This Is My Prayer To Thee



This is my prayer to thee, my Lord.
Strike, strike at the root of penury in my heart.
Give me the strength lightly to bear my joys and sorrows.
Give me the strength to make my love fruitful in service.
Give me the strength never to disown the poor or bend
my knees before insolent might.
Give me the strength to raise my mind high above
daily trifles.
And give me the strength to surrender my strength to
Thy will with love.

— *Rabindranath Tagore*

New Words / Phrases and their Use

1. strike-struck-struck(*hit*) – The stone *struck* her on the forehead.
2. insolent (*rude, not showing respect*) – No teacher likes him because of his *insolent* behaviour.
3. might (*great strength or energy*) – He pushed the stone with all his *might*.
4. trifles (*things not so important*) – I don't waste my time on such *trifles*.
5. surrender (*to admit that you have been defeated*) – The enemy soldiers were forced to *surrender*.

Comprehension and Appreciation of the Poem

Answer each question briefly :

1. Who does the poet pray to in this poem ?
2. What penury does the poet talk of ?
3. How does the poet want to bear his joys and sorrows ?
4. How does the poet think his love can be fruitful ?
5. Who does the poet want never to disown ?
6. How will the poet react to those who are mighty and rude ?
7. What will be the poet's attitude towards daily trifles ?
8. To whom does the poet want to surrender and how ?

Vocabulary Enrichment

Find from the poem words that have the given meanings :

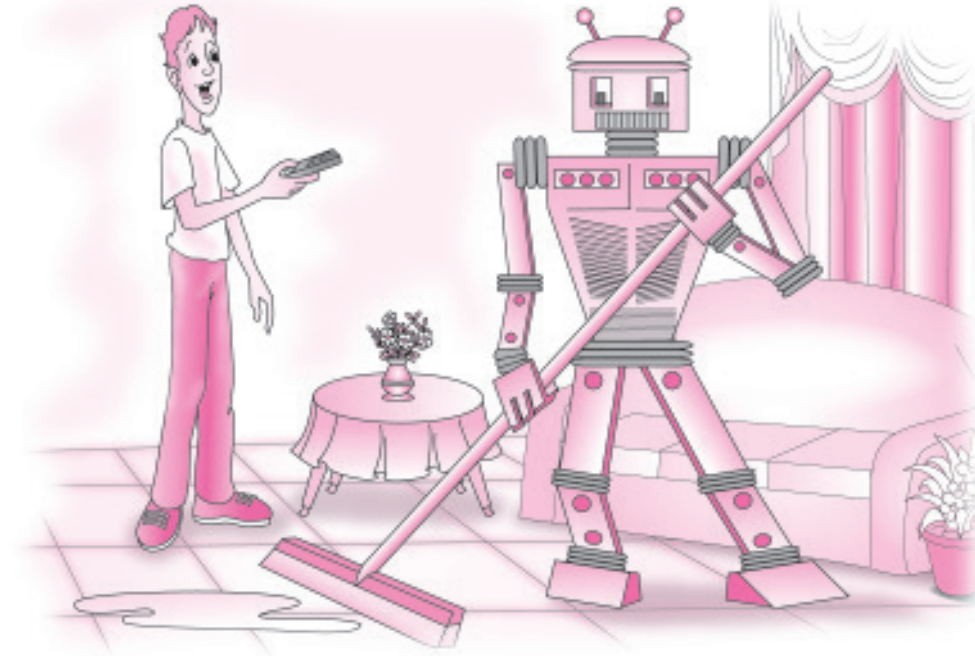
1. _____ : producing useful results.
2. _____ : the state of being very poor.
3. _____ : without being seriously worried or concerned.
4. _____ : the main cause of a problem or difficult situation.
5. _____ : stop having any connection with somebody / something.
6. _____ : what somebody wants to happen in a particular situation.

Composition Writing

Write a few sentences on what you would pray to God for, and how you would respond if God granted your prayer.

Prose Lesson :

6. A Robot Called Makito



Robin was the only child of his parents. He was sixteen years old. He was tall for his age and very slim. He had bright black eyes, always glowing with curiosity. He spent most of his time reading books. He loved making new and interesting things. He had an excellent memory and a sharp brain. While the other students at school played in their free time, Robin would sit in the school library and read. He spent all the money his father gave him on books.

When Robin was ten years old, his mother had cancer. She was very sick for a long time. And when she died, Robin was very sad. He would not talk to anyone. The doctor said to his father, "The boy must come out of his depression, or he will be very sick. You must spend some time with him and talk to him." The father did his best, but could not get Robin out of his sadness.

Robin's aunt arrived from London. She loved Robin and she knew his love for books. She opened her bag. It was full of lovely books with colourful pictures. She said, "Robin, I know how sad you are. These books will perhaps help you to be less sad."

Robin kissed his aunt and picked up one of the books. It was on robots. Robin began to read the book. Soon he was completely lost in it. When he had finished, he said to his father, "Papa, I want to start going to school. There I shall get some more books on robots."

One day, Robin found in the school library a new book on robots. He asked the librarian, "Ma'am, could I take this book home?" The librarian said, "Robin, you can keep it for a week only. It is a new book and the other children might also want to read it."

Robin took the book home and began to read it. He learnt that robots are machines designed to work like human beings. The word 'robot' has been taken from a Czech word which means 'work'. The first robots were called 'mobots'. They could lift and move things. Later robots were used to do repetitive jobs, like painting cars. They were also used to work in places too dangerous for human beings. Most of the robots were used to work in factories. Their arms could make many kinds of movements. Some robots could shovel things backward and forward.

Robin began to dream of making a robot that could talk to him, and also do some small jobs for him in his room. After clearing his twelfth grade exam, he said to his father, "Papa, I want to learn how to make robots."

Robin's father was a businessman. He owned a car factory. He often took Robin with him to the factory. His partner, Mr Yamawaki, was from Japan. And it was from Japan that they got all the different parts of their cars. When Robin said he wanted to learn how to make robots, his father introduced him to Mr Yamawaki.

Mr Yamawaki said to Robin, “I think before you go to Japan, you should learn the Japanese language. You can do that at the local Japanese Cultural Centre.”

Robin spent a year at the Japanese Cultural Centre and gained some knowledge of the Japanese language. He also learnt a lot about the country of Japan. He learnt that Japan is made up of four main islands and a number of smaller ones. The main islands are Honshu, Hokkaido, Kyushu and Shikoku.

Millions of years ago, these islands were pushed up by the sea, perhaps through some great earthquake. They are now together known as Japan. Many of these islands are covered with thick forests. They have also a large number of lakes and rivers. There are frequent earthquakes in Japan. About 200 of Japan’s mountains are volcanoes. The most famous of these is Mount Fuji.

At last Robin was ready to leave for Japan. He was to spend a year there, trying to make a simple robot for himself. He was also to learn making robots for their own car factory in India. In Japan, he was to stay with the family of Mr Yamawaki.

Robin left for Japan on the first of July. He was received at the airport by Mrs Yamawaki. She was a pretty lady with bright black eyes and curly hair. She took Robin home where he met Kitaro, Mrs Yamawaki’s son. Kitaro was twelve years old. He could not speak English. Robin promised to teach him English while Kitaro said he would teach Robin Japanese.

The next morning, Mrs Yamawaki took Robin to their robot factory. Robin was fascinated with what he saw there. He was introduced to the workers. Robin wished them in Japanese and the workers seemed delighted. Quite a few of them spoke English, and they wished Robin ‘good morning’.

For the next few months, Robin worked hard at the factory. Soon he was able to make a small robot for himself. He called it 'Makito' which is a Japanese name. Workers in the factory helped Robin in the programming of his robot.

Robin's Makito could walk and move its hands. It could do some little tasks. It could make a little sound to say 'Yes'. It could say 'No' in a different sound. Robin was thrilled to see Makito do all the different things it had been programmed to do.

In the morning, Makito helped Robin tidy his room. In the evenings, it helped Mrs Yamawaki lay the table. Some days, it did not want to do anything, and would say 'No'. Then it was left to rest in the box that had been specially made for it.

Robin had now completed a year at the factory. He prepared to leave for India. Soon he was on his way back home, with Makito in its special box. It lay safely in the luggage hold of the plane.

New Words / Phrases and their Use

1. glow (*shine*) – His eyes *glowed* with happiness when he got the prize.
2. curiosity (*eagerness to know*) – He had a natural *curiosity* to learn new things.
3. depression (*state of feeling very sad*) – She was in severe *depression* after her husband's death.
4. repetitive (*repeated many times*) – The *repetitive* nature of this job bores me terribly.
5. programme (*to give a machine to do a particular task instructions*) – She *programmed* the DVD-player to come on at eight.
6. shovel (*lift and move things with a shovel*) – The labourers were *shovelling* snow from the road.
7. fascinated (*attracted greatly*); thrilled (*very happy or excited*) – The beauty of the mountains *fascinated* / *thrilled* the tourists.
8. earthquake (*a sudden movement of the earth*) – There are frequent *earthquakes* in Japan.

Textual Comprehension

I. Answer each question briefly :

1. How did Robin look ? How old was he ?
2. What was it that interested Robin most ?
3. What happened to Robin's mother ?
4. What did the doctor say to Robin's father and why ?
5. What did Robin's aunt do for Robin ?
6. What was the first book on robots that Robin read ?
7. What did the librarian at school say to Robin ?
8. Why did Robin say to his father that he wanted to go to school ?
9. What kind of robot did Robin want to make for himself ?
10. What did Robin say to his father he wanted to learn ?
11. Who was Mr Yamawaki ? What was his advice to Robin ?
12. What are the four main islands of Japan ?
13. What did Robin do while he was living in Japan ?
14. What did Robin bring with him when he came back from Japan ?

II. Put a tick (✓) or a cross (✗) for each statement :

1. Robin was very fond of playing games at school. ☐
2. Robin had a very tall and slim body. ☐
3. Robin never went to school after his mother's death. ☐
4. The librarian allowed Robin to keep the book for a week. ☐
5. Robin's father taught Robin how to make robots. ☐
6. Robin learnt Japanese at the Cultural Centre in Japan. ☐
7. Robin gave his robot a Japanese name, Makito. ☐
8. Mount Fuji is the name of a volcanic mountain in Japan. ☐
9. Mr Yamawaki took Robin to his factory in Japan daily. ☐
10. Robin came back to India by air with his father. ☐

Vocabulary Enrichment

I. Fill in the names of people in each country :

COUNTRY	PEOPLE
Japan	<u>Japanese</u>
Australia	_____
France	_____
Greece	_____
Poland	_____
Burma	_____
Italy	_____
England	_____

II. Look at these compound words :

white-skinned people	dark-eyed lady
1 2 3	1 2 3

The word 1 above describes word 2; words 1 and 2 together describe word 3.

Now find the right word to complete the following compound words :

1. _____ -toothed cat long
2. _____ -witted student narrow
3. _____ -fisted miser sharp
4. _____ -handed batsman quick
5. _____ -necked dress high
6. _____ -minded lady left
7. _____ -legged runner tight

III. Find from the lesson the opposites of the following words :

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. dull _____ 2. ugly _____ 3. drop _____ 4. similar _____ | <ol style="list-style-type: none"> 5. irritated _____ 6. partially _____ 7. ordinary _____ 8. dangerously _____ |
|--|--|

Grammar in Use

I. The following passage is on robots. There is one mistake in each line of the passage. Underline the mistake and write the correct word on the space given against each line :

In films, robots often looks like metal _____
peoples. They can walk, talk and even _____
think. Real robots are very difference. _____
They are machine with arms that can _____
move. We can program robots. This _____
mean they can be instructed to carry _____
out different task. These instructions _____
are store in the robot's computer brain. _____
Most robots are use in industry. Some _____
work in places danger for humans. _____

II. Rewrite each sentence using not only but also :

1. He was sad as well as depressed.
2. Robin was intelligent as well as curious.
3. Makito could walk as well as move his hands.
4. Robots work at machines as well as human beings.
5. The robot helped them in cleaning as well as in washing.

III. Rewrite each sentence in the Passive Form :

1. He *spends* all his time reading books.
All his time is spent reading books.
2. He *spent* all his time reading books.
3. He *will spend* all his time reading books.
4. He *is spending* all his time reading books.
5. He *was spending* all his time reading books.
6. He *has spent* all his time reading books.
7. He *had spent* all his time reading books.
8. He *will have spent* all his time reading books.

Pronunciation Practice

A vowel (*a / e / i / o / u*) can have a short sound or a long sound, as —

Short : had bed dish top mug

Long : tape seal kite cone tube

Rule : If a word (*or* syllable) has only one vowel and the vowel comes at the beginning, or between two consonants, that vowel usually has a short sound.

I. Put these words in two groups, according to their long or short sound :

at	hit	flat	fish	dish	died
if	sip	ask	wax	cake	back
an	cap	gift	will	bike	milk
can	ran	late	tick	map	lamp
zip	pin	tin	rain	has	dime

II. Join the three parts (called syllables) of each word in the three different boxes, and build a word. Say each part aloud while you write it.

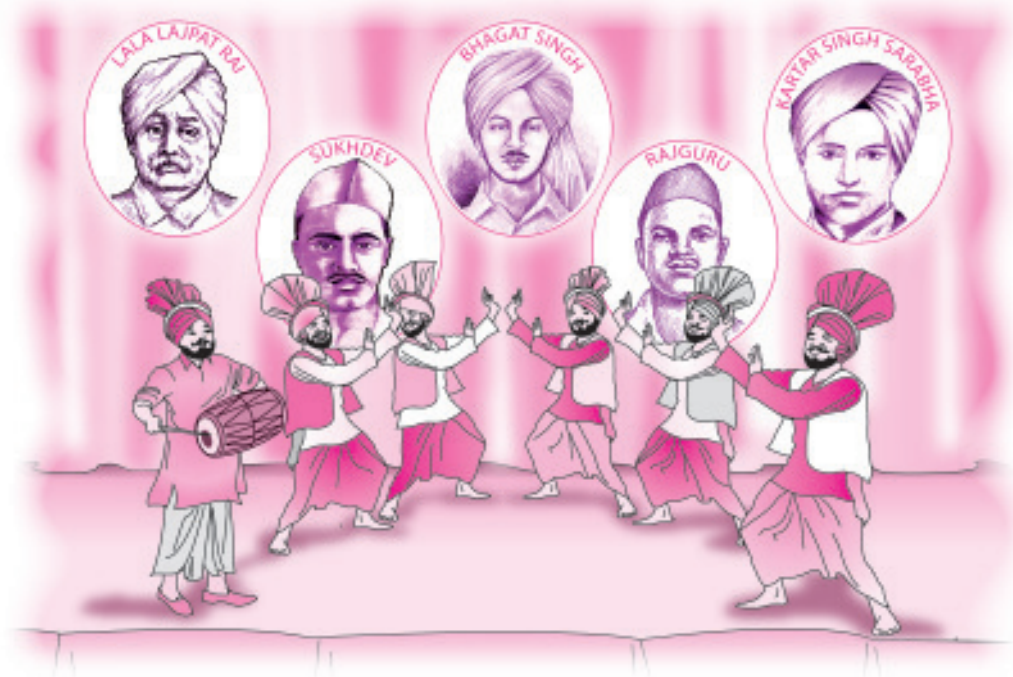
lib	tro	ry	_____
in	gu	ful	_____
beau	ti	duce	_____
lan	ra	age	_____

Composition Writing

- I. Write a paragraph on *The Use of Robots in our Life*.
- II. You must be using a computer. Make chart for your class, showing the different parts of the computer.
- III. Imagine that you have been to Japan. Write a few lines telling what you have learnt about that country.
- IV. Suppose you are Robin. Send an e-mail to a friend of yours giving an account of *Makito*, the robot you have made.

Prose Lesson :

7. The Punjab – A Glimpse



“*Balle, Balle ! O, Balle Balle !* Children, you must have recognized this famous folk dance of Punjab,” said Mr Matthew, pointing at the Bhangra dancers in front of the Punjab Pavilion.

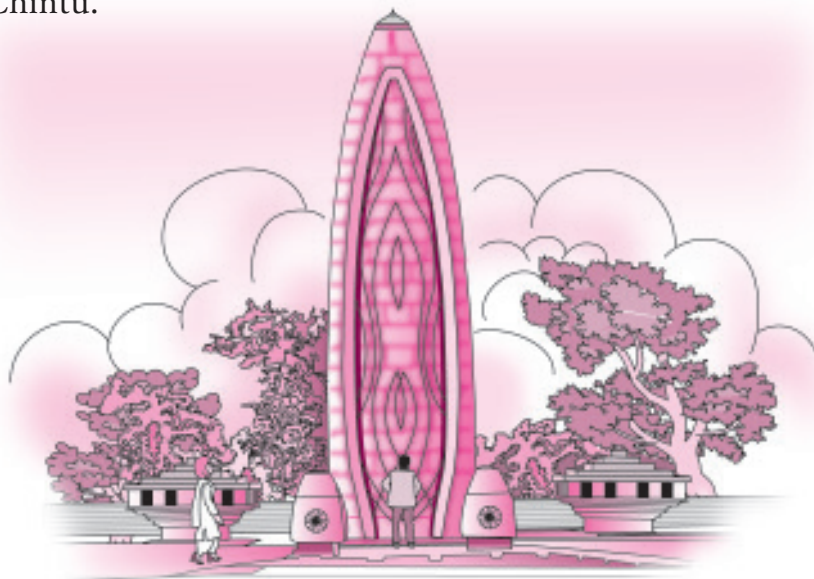
“Yes, sir, we saw this folk dance during the Republic Day celebrations this year,” replied the children.

“This dance is full of energy. It shows the great zest for life of the Punjabis,” said Mr Matthew. “Punjabis are very self-respecting and hard-working people. They never stretch their hands before anybody for alms. They never show their back in the battlefield. The people of Punjab faced all the foreign invasions boldly. During the struggle for India’s freedom, Punjab gave the country great heroes. They included such patriots as Lala Lajpat Rai, Bhagat Singh, Sukhdev,

Udham Singh, Kartar Singh Sarabha and many others. We call Lala Lajpat Rai *Sher-e-Punjab*, and Bhagat Singh *Shaheed-e-Azam*. All these brave sons of Punjab sacrificed their lives for the sake of their motherland.

“Lala Lajpat Rai died as a result of the brutal lathi charge while he was leading a procession against the British in 1928. Bhagat Singh, Sukhdev and Rajguru were hanged for raising their voice against the British cruelties. Bhagat Singh was then just 26 years old. You can see the portraits of all these freedom fighters in this pavilion.”

“Sir, what is this building that has bullet marks all over its walls ?” asked Chintu.



“This is the famous Jallianwala Bagh of Amritsar. Here on 13 April 1919, a crowd of around 20,000 people had gathered for a public meeting. They included men, women and children. The British General Dyer came there with his riflemen. He blocked all the exit points. Without giving any warning, he ordered his riflemen to fire at the crowd. About 1000 people were killed and more than 1500 were wounded.

“Punjab suffered a lot on the eve of the independence of the country in 1947. The country was partitioned. There was terrible bloodshed. Thousands of people had to leave their homes and live as refugees. However, the brave Punjabis worked hard and started life afresh. They played a great role in rebuilding the state. They made Punjab the granary of India with the help of a network of canals and the Bhakra-Nangal project. They brought about a Green Revolution in the country. It is mainly due to the hard work of the Punjabis that India is no longer a poor country, but a developing nation.”

“Sir, wasn’t Punjab further divided when the state of Haryana was carved out of it ?” asked Raju.

“You are right, Raju. In 1966, the state of Punjab was reorganized on the basis of Punjabi and Hindi languages. Some of the hilly areas of Punjab like Lahaul Spiti, the valleys of Kulu and Manali, Kangra, Dalhousie and Shimla were integrated with Himachal Pradesh. Chandigarh was made the joint capital of both Punjab and Haryana. It was declared a Union Territory.

“The reorganized Punjab came into being in November, 1966. Now it has Pakistan on the west, Jammu and Kashmir on the north, Himachal Pradesh on the north-east, and on the south it has Haryana and Rajasthan.”



“Sir, here is the model of a dam. I think it is the famous Bhakra Dam,” said Raju.

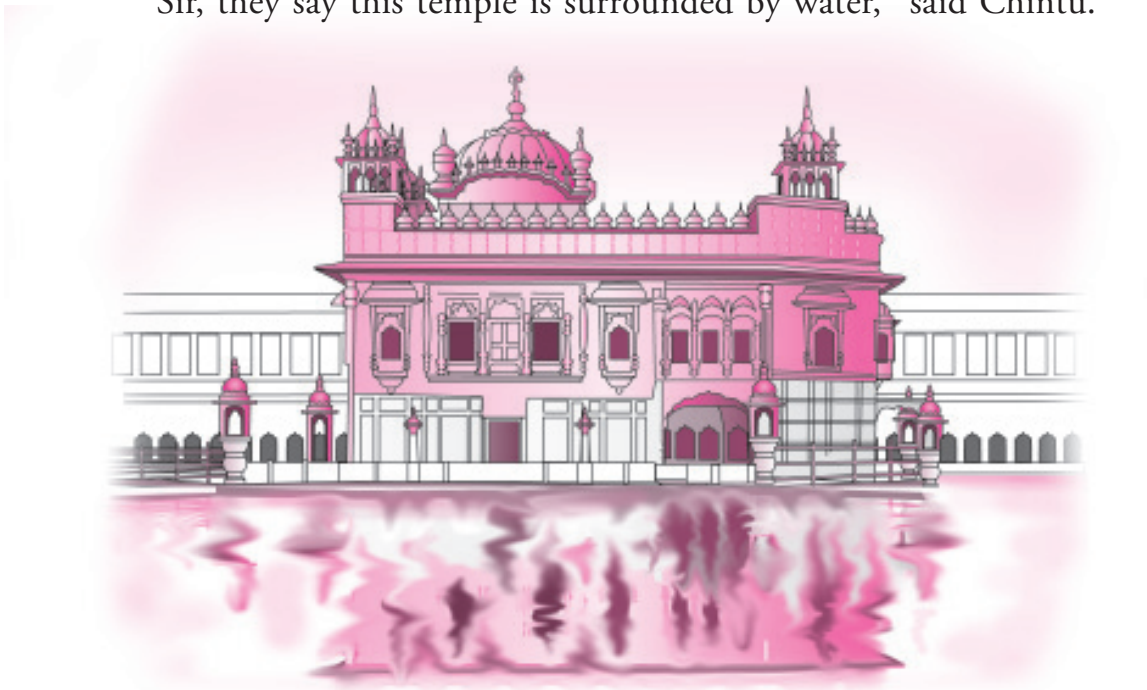
“You are right, Raju,” said Mr Matthew. “This dam is 740 feet

high. Its length is 518 metres, and it is 9 metres broad. Its reservoir, known as Govind Sagar, stores up to 9 billion cubic metres of water. It is used for irrigating 10 million acres of fields in Himachal Pradesh, Punjab and Haryana. The electricity generated in the power houses at Bhakra and Nangal is supplied to the states of Himachal Pradesh, Punjab, Haryana, Rajasthan and Gujarat. Pandit Nehru called Bhakra Dam the temple of modern India.”

“Sir, I can hear the melodious strains of Gurbani. There must be a gurdwara nearby,” said Vicky.

“Well, we are near the Golden Temple of Amritsar. It is the holiest shrine of the Sikhs,” said Mr Matthew.

“Sir, they say this temple is surrounded by water,” said Chintu.



“Yes, it is built in the middle of a square tank. To reach the temple, there is a 60-metre long marble path. This path has marble railings on both sides. The temple is double storeyed. It has a golden dome on the top. The marble slabs used in the construction of the temple

have on them fine artistic engravings. The inner walls are decorated with precious stones. They have on them priceless paintings and other works of art. On the ground floor, under the dome-shaped roof, lies Sri Guru Granth Sahib. It is the holy book of the Sikhs. Do you know it was Sri Guru Arjun Dev, the fifth Guru of the Sikhs, who compiled this holy book ?

“Anandpur Sahib is another place of Sikh pilgrimage. It is a small town on the left bank of the Sutlej River. It was founded by Sri Guru Teg Bahadur. Lakhs of Sikhs gather here annually to celebrate the founding of the Khalsa by Guru Gobind Singh in 1699.”

“Sir, look here. This is the model of a beautifully-planned city. It has a number of gardens. Isn’t this Chandigarh ?” asked Raju.

“Yes, this is Chandigarh. This beautiful city is situated at the foot of the Shivalik Hills. It was designed by a famous French architect, Le Corbusier. Being very close to the hills, Chandigarh has a calm and pleasant atmosphere. The rose gardens of Chandigarh are world famous. The city was formally declared open in October 1953 by the then President of India, Dr Rajendra Prasad.”

“Sir, there are some shops here that sell sports goods. I would like to buy a cricket bat and a ball,” said Vicky.

“But before you buy, could you tell me which city in Punjab produces these goods ?” asked Mr Matthew.

“No, sir,” replied Vicky.

“Well, it is Jalandhar,” said Mr Matthew. “It is one of the most important centres for the production of sports goods in the country. The other shop there has woollen hosiery goods. They are from Ludhiana. Ninety-five per cent of our hosiery industry is in Ludhiana. Would you like to buy some hosiery goods also ?”

“No, sir, I can’t decide which ones to buy. Such purchases are made by my parents,” said Chintu.

“Well, children, you would perhaps like to taste these Amritsari *jalebis*,” said Mr Matthew, moving towards a sweets shop. All the children followed him with smiles on their faces.

New Words / Phrases and their Use

1. recognize (*to know who somebody or what something is*) – I *recognized* him as soon as he entered the room.
2. pavilion (*a temporary building used at public events and exhibitions*) – Did you visit the Punjab *Pavilion* at the Delhi Trade Fair ?
3. zest (*enjoyment and enthusiasm*) – The Punjabis have a great *zest* for life.
4. stretch (*to put out an arm or leg to reach something*) – She *stretched* across the table for the butter.
5. alms (*money, clothes, etc. given to poor people*) – We should never give *alms* to those who beg in public places.
6. invasion (*act of an army entering another country by force*) – The Pakistani *invasion* of Kargil was made unsuccessful.
7. brutal (*violent and cruel*) – It was a case of *brutal* murder.
8. a number of (*a quantity of people or things*) – He had to face *a number of* problems in his life.
9. due to (*because of*) – The plan failed *due to* lack of funds.
10. melodious (*pleasant to listen to*) – She sang in a *melodious* voice.
11. shrine (*a holy place visited by people*) – The Golden Temple is the holiest *shrine* of the Sikhs.
12. pilgrimage (*a journey to a holy place*) – The Jallianwala Bagh has now become a place of *pilgrimage*.
13. architect (*a person whose job is designing buildings*) – Le Corbusier was a famous French *architect*.
14. precious (*rare and worth a lot of money*) – The king’s crown was set with *precious* jewels.
15. irrigate (*supply water for crops to grow well*) – We have a canal near our village to *irrigate* our fields.
16. generate (*produce something*) – We can *generate* electricity from water.

Textual Comprehension

I. Answer each question briefly :

1. What is special about the Bhangra dance ?
2. How can you say that the Punjabis are self-respecting people ?
3. What was Punjab's role in the struggle for India's Independence ?
4. What did General Dyer do at the Jallianwala Bagh in Amritsar ?
5. What States have benefited from the Bhakra-Nangal Project ?
6. What is the religious importance of Anandpur Sahib ?
7. Where is Chandigarh situated ? What is it known for ?
8. What are Jalandhar and Ludhiana famous for ?
9. Who compiled the holy Guru Granth Sahib ?
10. What do you know about the holiest shrine of the Sikhs ?
11. What do you know about Anandpur Sahib ?
12. How have the walls of the Golden Temple been decorated ?

II. Put a tick (✓) or a cross (✗) for each statement :

1. General Dyer lived in Jallianwala Bagh. ☐
2. Le Corbusier was a great Indian architect. ☐
3. Bhagat Singh was hanged on 13 April 1919. ☐
4. The Golden Temple has a tank all around it. ☐
5. India became an Independent country in 1947. ☐
6. The Punjabis have faced many foreign invasions. ☐
7. Guru Gobind Singh founded the Khalsa in 1669. ☐
8. Lala Lajpat Rai is known as *Shaheed-e-Azam* of India. ☐
9. The Bhakra Dam is 518 feet high and 740 feet wide. ☐
10. Fifty per cent of India's hosiery industry is in Ludhiana. ☐
11. Dr. Rajendra Prasad was the President of India in 1953. ☐
12. Chandigarh is situated on the left bank of the Sutlej River. ☐

III. Tick (✓) the correct choice to complete each sentence :

1. The incident of Jallianwala Bagh happened in _____.
 - a. 1919.
 - b. 1928.
 - c. 1947.
2. The reorganisation of Punjab took place in _____.
 - a. 1947.
 - b. 1950.
 - c. 1966.
3. Kulu and Manali are parts of _____.
 - a. Haryana.
 - b. Himachal Pradesh.
 - c. Jammu and Kashmir.
4. Sri Guru Arjun Dev was _____ of the Sikhs.
 - a. the fifth Guru
 - b. the sixth Guru
 - c. the fourth Guru

Vocabulary Enrichment

I. Match the words under column A with their antonyms under column B :

A	B	
exit	fail	_____
lead	south	_____
raise	lower	_____
order	follow	_____
broad	slavery	_____
north	narrow	_____
famous	request	_____
succeed	disperse	_____
freedom	entrance	_____
assemble	notorious	_____

II. Choose the correct word to fill in each blank :

1. empty, blank :

With a blank face she said, "My purse is empty."

2. small, little :

_____ children have _____ hands.

3. handsome, beautiful :

That _____ youngman has a _____ wife.

4. feeble, weak :

The _____ old man spoke in a _____ voice.

5. principal, principle :

The _____ of our school is a man of _____ .

6. union, unity :

You should live in _____ because _____ is strength.

6. tall, high :

He is a _____ man with a round face and a _____ forehead.

III. Complete each sentence with the correct form (V₃) of the given verbs :

cut	wash	polish	recharge	repair	mend	pull out	arrest
-----	------	--------	----------	--------	------	----------	--------

1. He is a corrupt person; I will have him arrested.
2. Don't wear these dirty clothes; have them_____.
3. One of my front teeth is loose; I must get it _____.
4. My hair has grown very long; I must have it _____.
5. Your shoes are very dirty; you must have them _____.
6. Misha's watch has stopped. She wants to have it _____.
7. The battery of my car has run down; I must get it _____.
8. These window-panes are broken. I want to get them _____.

Grammar in Use

- We *make* things.
- We *do* work.

But ‘*make*’ and ‘*do*’ can be used for many different meanings.

There is no fixed rule about their use.

We can learn them only by practice.

We make				
tea	coffee	a tour	clothes	mistakes
a trip	butter	a noise	a choice	a decision
meals	a visit	money	a speech	a journey
petrol	a plan	dinner	breakfast	a promise

We use ‘*do*’ (instead of another verb) if the meanings is clear; as —

We do			
our hair	the flowers	the washing	the shopping
the dishes	the kitchen	the cleaning	our homework

I. Complete each sentence, using ‘*make*’ or ‘*do*’ :

1. A soldier must _____ his duty.
2. Will you please _____ me a favour ?
3. Do not forget to _____ your homework.
4. The baby is sleeping. Don’t _____ any noise.
5. I always _____ my teeth before I go to bed.
6. Write carefully and don’t _____ any mistakes.
7. _____ your mind up to _____ what is right ?
8. Did the Principal _____ a speech at the meeting ?
9. Open your book and _____ the exercise on page 34.
10. You look horribel ! Why don’t you _____ your hair ?
11. Don’t be frightened; he just wants to _____ friends.
12. There is nothing to _____ here; let’s _____ our way out.

Some verbs often have two objects; as —

	direct object	indirect object
We shall buy	some chocolate	for the children.
The postman brought	a letter	for me.
Radha showed	her homework	to the teacher.

The direct object is the name of a thing; the indirect object is a person.

We can leave the preposition for / to if we put the indirect object before the direct object; as —

	indirect object	direct object
We shall buy	the children	some chocolate.
The postman brought	me	a letter.
Radha showed	the teacher	her homework.

II. Rewrite each sentence without for / to :

1. She cooked a nice meal for us.
She cooked us a nice meal.
2. Gandhiji got freedom for us.
3. Please read this letter to me.
4. He lent some money to his friend.
5. My father bought a camera for me.
6. He found a lovely bride for his son.
7. My mother made a birthday cake for me.

III. Rewrite each sentence using to / for with the indirect object :

1. I made them a cup of tea.
I made a cup of tea for them.
2. I got him a glass of milk.
3. He sold his friend his old car.
4. I have written my sister a letter.
5. Mother cooked them delicious supper.
6. Today the teacher gave us no homework.
7. He paid his brother a large sum of money.

Pronunciation Practice

Read each word aloud. Change the short u to short a.

Write the new word in the first column.

Then change the short a to short i.

Write the new word in the second column.

short a short i			short a short i		
fun	_____	_____	bun	_____	_____
us	_____	_____	lump	_____	_____
bug	_____	_____	bud	_____	_____
hum	_____	_____	rug	_____	_____
hut	_____	_____	must	_____	_____
but	_____	_____	stuck	_____	_____
luck	_____	_____	truck	_____	_____
tuck	_____	_____	pun	_____	_____

Composition Writing

- I. Write a short paragraph on 'My Punjab'.
- II. Suppose your class arranged a one-day trip to Chandigarh. Write a letter to your friend telling him / her the places you visited and how you enjoyed this trip.
- III. Prepare a chart for your class listing all the States with their Capitals, and all the Union Territories of India.

Poem :

4. Lucy Gray

Oft I had heard of Lucy Gray
And, when I crossed the wild,
I chanced to see at break of day
The solitary child.

No mate, no comrade Lucy knew;
She dwelt on a wide moor,
The sweetest thing that ever grew
Beside a human door !

You yet may spy the fawn at play,
The hare upon the green;
But the sweet face of Lucy Gray
Will never more be seen.

“To-night will be a stormy night,
You to the town must go;
And take a lantern, child, to light
Your mother through the snow.”

“That, Father ! will I gladly do :
'Tis scarcely afternoon,
The minster-clock has just struck two,
And yonder is the moon !”



1. the wild – uncultivated area of land where few people live; 2. break of day – dawn;
3. solitary – having no companion; 4. dwelt – lived; 5. moor – hilly land, covered
with bushes and little plants; 6. spy – see; 7. fawn – a baby deer; 8. the green – land
covered with grass; 9. minster-clock – the church-clock; 10. yonder – very far away;
14. yonder is the moon – Lucy means to say that there is yet enough time for the
night to fall.

At this the father raised his hook,
And snapped a faggot-band;
He plied his work; – and Lucy Gray
The lantern in her hand.

Not blither is the mountain roe;
With many a wanton stroke
Her feet disperse the powdery snow,
That rises up like smoke.

The storm came on before its time;
She wandered up and down;
And many a hill did Lucy climb.
But never reached the town.

The wretched parents all that night
Went shouting far and wide;
But there was neither sound nor sight
To serve them for a guide.

At day break on a hill they stood
That overlooked the moor,
And thence they saw the bridge of wood,
A furlong from their door.



1. hook – sickle; scythe; 2. snapped – cut with a sharp noise; 3. faggot – bundle of sticks; 4. faggot-band – the string with which the bundle had been tied; 5. plied his work – became busy with his work; 6. blither (bithe-blither-blithest) – happier; 7. roe – a small female deer; 8. wanton – sportive; playful. 9. disperse – scatter; 10. wretched – very sad and unhappy; 11. far and wide – everywhere; 12. daybreak – dawn; 13. overlooked – gave a view from above; 14. thence – from there.

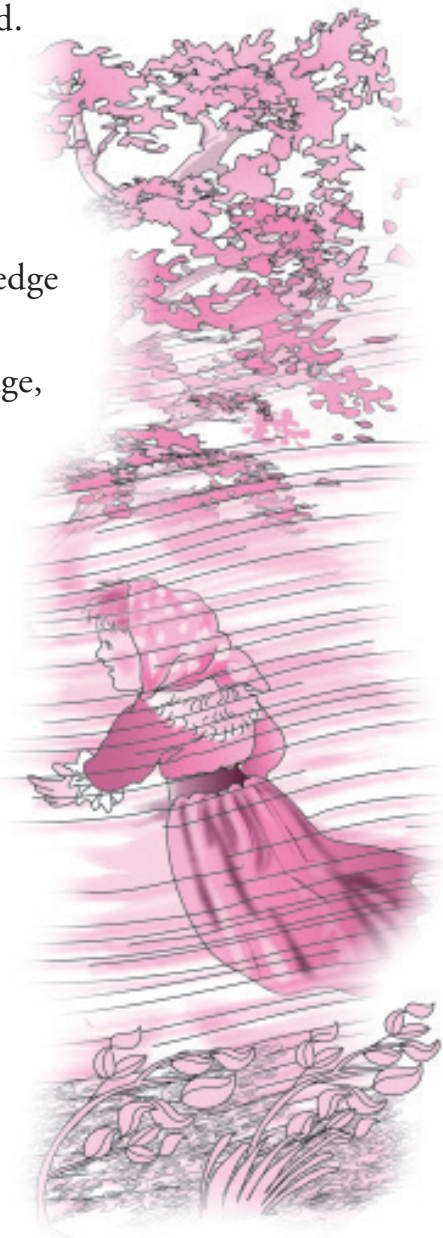
They wept and turning homeward cried.
“In heaven we all shall meet !”
When in the snow the mother spied
The print of Lucy’s feet.

Then downwards from the steep hill’s edge
They tracked the footmarks small;
And through the broken hawthorn hedge,
And by the long stone-wall.

And then an open field they crossed :
The marks were still the same.
They tracked them on, nor ever lost.
And to the bridge they came.

They followed from the snowy bank
Those footmarks, one by one,
Into the middle of the plank;
And further there were none !

Yet some maintain that to this day.
She is a living child;
That you may see sweet Lucy Gray
Upon the lonesome wild.



1. spied – saw; 2. steep – having a sharp slope; 3. traced – found after looking carefully; 4. hawthorn – a thorny bush with white, red or pink flowers; 5. tracked – followed; 6. snowy bank – bank of the stream that had been covered with snow; 7. plank – a long, heavy, thick and narrow piece of wood (that had been covered with snow); 9. maintain – think as true; 10. lonesome – lonely.

O'er rough and smooth she trips along,
And never looks behind;
And sings a solitary song
That whistles in the wind.

—William Wordsworth

Comprehension and Appreciation of the Poem

I. Tick (✓) the correct answers :

1. Lucy had many friends.
2. Lucy's mother was lost in the storm.
3. Lucy was the only child of her parents.
4. Lucy was an obedient and dutiful child.
5. Many people believe that Lucy is still alive.
6. Lucy did not carry any torch or lantern with her.
7. The storm came much later than it was expected.
8. Both Lucy's father and mother went to look for her.

II. Answer each question briefly :

1. Who was Lucy Gray ? Where did she live ?
3. What did the father ask Lucy to do and why ?
4. What shows that Lucy was a dutiful and loving child ?
5. Why could Lucy not reach the town ?
6. What did the parents do to find Lucy ?
7. Lucy's parents followed her footmarks.
Where did they reach at last ?
8. What do you think could have happened to Lucy ?

III. Work with your partner and make a list of all the rhyming words in the poem.

-
1. trips – skips about with quick, light steps;
 2. solitary song – song sung alone and in a lonely place.

Prose Lesson :

8. Childhood

This lesson is an extract from Gandhiji's autobiography titled '*The Story of My Experiments with Truth*'. Here he describes some incidents of his childhood. Gandhiji was then about twelve years old. The incidents he describes had a deep impression on his young mind. Read these incidents and think how different Gandhiji was from the other children of his age. (The text has been slightly simplified.)

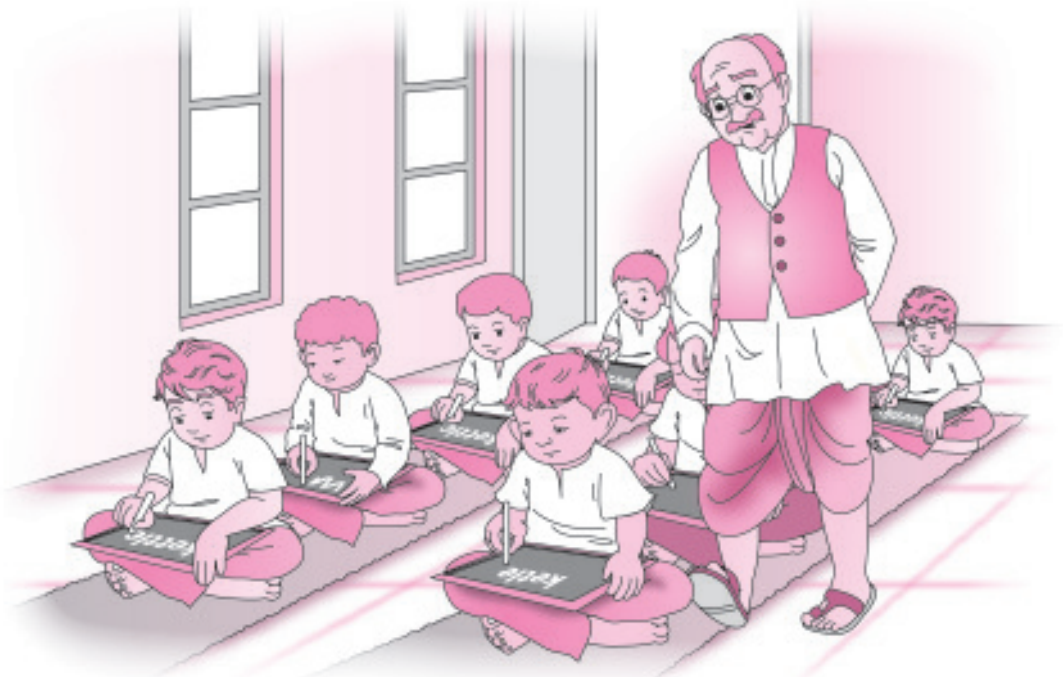


I must have been about seven when my father left Porbandar for Rajkot to become a member of the Royal Court. There I was put into a primary school. I can well recollect the names and other particulars of the teachers who taught me. I was only a mediocre student and there was hardly anything to note about my studies. From this school I went to a middle school, and from there to a high school. By now I had reached my twelfth year.

During this short period, I don't remember having ever told a lie to my teachers or my schoolmates. I used to be very shy and avoided all company. My books and my lessons were my sole companions. To be at school at the stroke of the hour and to run back home as soon as the school closed – that was my daily habit. I literally ran

back, because I could not bear to talk to anybody. I was even afraid lest anyone should poke fun at me.

There is an incident which occurred at the examination during my first year at the high school and which is worth recording. Mr. Giles, the Inspector of Schools, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'kettle'. I had misspelt it.



The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me to copy the spelling from my neighbour's slate. I had thought that the teacher was there to supervise us against copying. The result was that all the boys, except me, were found to have spelt every word correctly. Only I had been stupid. I could never learn the art of copying.

Yet the incident did not in the least diminish my respect for my teacher. Anybody, however highly placed, or howsoever wise, can at times be tempted to go wrong. To err is human. I was by nature blind

to the faults of elders. I had learnt to carry out the orders of elders, not to scan their actions.

Two other incidents of the same period have always clung to my memory. I never had any taste for reading beyond my schoolbooks. However, I disliked being taken to task by my teacher as much as I disliked deceiving him. Therefore, the daily lessons had to be done, but often without my mind in them.

Thus there was of course no question of any extra reading. Even the lessons could not be done properly. But somehow my eyes fell on a book that my father had bought. It was *Shravana Pitribhakti Nataka* – a play about Shravana's devotion to his parents. I read it with deep interest. About the same time, there came to our place a group of itinerant showmen. One of the pictures they showed was of Shravana carrying his blind parents on a pilgrimage. He carried them on his shoulders by means of slings.



The book and the picture deeply touched my heart. 'Here is an example for you to copy,' I said to myself. The painful lament of the

parents over Shravana's death is still fresh in my memory. The melting tune touched me deeply. I played it on a concertina my father had bought for me.

I remember a similar incident connected with another play. Just about this time, I had got my father's permission to see a play named 'Harishchandra'. It was performed by a certain dramatic company. This play captured my heart, and I could never be tired of seeing it. But how often could I be permitted to go ? It haunted me day and night. I must have acted Harishchandra to myself times without number. I asked myself day and night : 'Why should not all be truthful like Harishchandra ?'

I literally believed in the story of Harishchandra. The thought of it often made me weep. It inspired in me one ideal : 'To follow truth and to go through all the ordeals Harishchandra had gone through.' Both Harishchandra and Shravana are living realities for me. I am sure I should be moved as before if I were to read those plays again today.

New Words / Phrases and their Use

1. mediocre (*not very good*) – We don't have any *mediocre* player in our team.
2. literally (*exactly*) – The rebukes of a mother should never be taken *literally*.
3. prompt (*provoke, encourage*) – His speech *prompted* the crowd to violence.
4. diminish (*decrease*) – The world's resources are *diminishing* day by day.
5. tempt (*attract*) – Nothing can *tempt* me to do an act of dishonesty.
6. carry out (*obey*) – I always *carry out* the orders of my elders.
7. take to task (*criticize badly*) – The teacher *took him to task* for telling lies.
8. pilgrimage (*religious journey*) – Haridwar is a place of *pilgrimage* for all Hindus.
9. lament (*expression of great sadness*) – The mother's *lament* over the death of her child was heart-rending.
10. haunt (*keep coming to the mind again and again*) – The sad face of my mother *haunted* me day and night.

Textual Comprehension

I. Tick (✓) the correct option to complete each sentence :

- a. Gandhiji would run back home after school because
 - 1. he was very shy by nature.
 - 2. he was a mediocre student.
 - 3. he had to finish his homework.
- b. Gandhiji could never imagine that
 - 1. the teacher was there to supervise.
 - 2. the teacher would not help him in copying.
 - 3. the teacher wanted him to copy the spelling.
- c. Gandhiji thought that the teacher had acted wrongly because
 - 1. to err is human.
 - 2. the teacher was not wise.
 - 3. the teacher was not highly placed.
- d. Gandhiji always took care to do his daily lessons because
 - 1. he disliked reading.
 - 2. he disliked his teacher.
 - 3. he disliked being taken to task.

II. Answer the following questions :

- 1. Why did Gandhiji's father leave Porbandar for Rajkot ?
- 2. How old was Gandhiji when he was sent to a high school ?
- 3. Why did Gandhiji make his books and lessons his sole companions ?
- 4. Who was Mr. Giles ? Why did he visit Gandhiji's school ?
- 5. What did the teacher want Gandhiji to do and why ?
- 6. Why do you think Gandhiji calls himself 'stupid' ?
- 7. What opinion did Gandhiji form of his teacher and why ?
- 8. What did Shrivatsa do for his parents ?
- 9. How did the story of Harishchandra inspire Gandhiji ?
- 10. What idea do you form of Gandhiji as a child ?

Vocabulary Enrichment

I. Fill in the blanks with the correct form of the given words :

1. Old : We should always respect our _____.
2. High : What is the _____ of this building ?
3. Deep : The cries of the poor woman touched my heart _____.
4. Wise : There is no _____ in giving a child so much money.
5. Spell : There are many _____ mistakes in your writing.
6. Truth : We should all be _____ in our life.
7. Permit : He took my car without my _____.
8. Perform : The _____ of our team was not so good this time.
9. Inspect : The Principal went on a tour of _____ of all classes.
10. Supervise : Under whose _____ did you leave the children ?

II. Choose a suitable literary term to match each definition :

<i>play</i>	<i>poem</i>	<i>comedy</i>
<i>essay</i>	<i>ballad</i>	<i>biography</i>
<i>novel</i>	<i>tragedy</i>	<i>autobiography</i>

1. _____ : It is a story or play that has an unhappy ending.
2. _____ : It is a writing that can be performed by actors on stage.
3. _____ : It is a book that a person writes about another person.
4. _____ : It is a long and imaginary story in the form of a book.
5. _____ : It is a simple song or poem, especially one that tells a story.
6. _____ : It is a light or amusing play or film, usually with a happy ending
7. _____ : It is a book that a person writes about himself, his experiences, etc.
8. _____ : It is a piece of writing, usually short and in prose on any one subject.
9. _____ : It is a piece of writing in verse, especially one that expresses deep feelings or noble thoughts.

Grammar in Use

When two actions happen at the same time, we can use an *-ing* phrase (i.e. a *participle* phrase) for the longer action; as —

1. He *was* very shy.

He avoided the company of other boys.

= *Being* very shy, he avoided the company of other boys.

2. Shravna *carried* his blind parents.

He went from place to place.

= *Carrying* his blind parents, Shravna went from place to place.

I. Combine each pair of sentences, using an *-ing* phrase :

1. The boys *saw* the teacher.

They stopped talking.

2. The robber *took* out a revolver.

He threatened to kill the merchant.

3. The teacher *raised* his voice.

He asked the boys to stop talking.

4. I *believed* the beggar's story.

I gave him some money.

5. The boys *saw* the gardener.

They ran away.

6. We *lived* in the same house.

We helped each other.

7. Kapil *took* up his bag.

He walked out of the room.

8. She *is* very poor.

She can't send her child to school.

II. Fill in the blanks with 'a', 'an' or 'the' :

_____ teacher asked _____ boys in _____ class to copy down _____ words written on _____ blackboard.

Pronunciation Practice

Read the words in the box. Write the words with the same short vowel sound in the correct window. Then write your own words with the same vowel sound on the other three lines.

top	fit	bus	cab	cup
jet	pen	pig	rock	wig
tub	box	tag	step	map

a	e	i	o	u
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Composition Writing

- I. Suppose you are the child M.K. Gandhi, and Mr. Giles came on a visit of inspection to your school. Write a letter to your father relating to him the whole incident that happened that day.
- II. Complete the following sentences any way you like :
1. We should _____
 2. We should not _____
 3. We should _____
 4. We should not _____
 5. We should _____
 6. We should not _____

Prose Lesson :

9. Two Memorable Speeches



On the midnight of August 14, 1947, Pandit Jawaharlal Nehru rose in the Lok Sabha to address the nation with these words :

“Long ago we made a tryst with destiny, and now the time comes to redeem our pledges. At the stroke of midnight, as the world sleeps, India shall awake to freedom.”

In his message to the press on August 15, 1947, he said :

“The appointed day has come, the day appointed by destiny, and India stands forth again, after a long slumber and struggle — awake, vital, free and independent ...

“It is a fateful moment for us in India, for all Asia and for the world. A new star rises, the star of freedom in the East; a new hope comes into being; a vision long cherished materializes. May the star never set and that hope never be betrayed !

“The future beckons to us. Whither do we go and what shall be our endeavour ? To bring freedom and opportunity to

the common man, to the peasants and workers of India, to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

“We have hard work ahead. There is no resting for one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country, on the verge of bold advance, and we have to live up to that high standard ...”



New Words / Phrases and their Use

1. tryst (*a secret meeting*) – This park has become a place for lovers to make a *tryst*.
2. redeem (*fulfil*) – If you make a promise, you must *redeem* it.
3. pledge (*a serious promise*) – He took a *pledge* not to touch wine in future.
4. slumber (*sleep*) – She was in deep *slumber* when a thief entered her room.
5. vital (*important*) – Heart is a *vital* organ of the human body.
6. cherished (*loved deeply*) – The most *cherished* possession of parents are their children.
7. beckon (*to give a signal*) – He *beckoned* to the waiter to bring the bill.
8. ignorant (*lacking knowledge*) – He is still *ignorant* about our plan.
9. prosperous (*rich and successful*) – We can't as yet call India a *prosperous* nation.
10. verge (*edge*) – The old man was on the *verge* of death.
11. endeavour (*effort*) – It will be my *endeavour* to save him from any big loss.
12. advance (*progress*) – India has made great *advances* in the field of industry and agriculture.

One of the best speeches by any Indian ever is the one made by Swami Vivekananda. He made this speech in 1893. The occasion was the World Parliament of Religions at Chicago (USA). He began his speech like this :



“Brothers and sisters of America,

We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I fervently hope, that the bell that tolled this morning in honour of this convention may be the death knell of all fanaticism, of all persecutions with the sword or with the pen, and of all uncharitable feelings between persons wending their way to the same goal ...”

On the concluding day, he said :

“The Parliament of Religions has proved that holiness, purity and charity are not the exclusive possessions of any church in the world if anybody dreams of an exclusive survival of his own religion ... I pity him from the bottom of my heart ...”

New Words / Phrases and their Use

1. universal (*relating to all people*) – Love is a *universal* feeling of the human heart.
2. toleration (*the quality of respecting different views*) – We should all believe in religious *toleration*.
3. persecuted (*treated cruelly*) – The Nazis *persecuted* the Jews.
4. refugees (*those coming from a different land to seek shelter*) – India has given shelter to *refugees* from Bangladesh.
5. fanaticism (*extreme faith*) – *Fanaticism* never does anyone any good.
6. fervently (*strongly, forcefully*) – I *fervently* hope that he will overcome his difficulties.
7. exclusive (*of very high quality*) – This shop sells *exclusive* designer clothes.
8. convention (*a very large meeting*) – Publishers from all over India are holding a *convention* next month.

Textual Comprehension

I. Who said these words and on what occasion ?

1. The future beckons us.
2. We accept all religions as true.
3. Brothers and sisters of America.
4. We are citizens of a great country.
5. It is a fateful moment for us in India.
6. I pity him from the bottom of my heart.

II. Answer the following questions in your own words :

1. When did Nehru address the nation and where ?
2. What appointed day does Nehru talk of ?
3. What does Nehru refer to as ‘a long slumber’ ?
4. Nehru says, “May the star never set.” Which star ?
5. What does Nehru say ‘shall be our endeavour’ ?
6. Why did Swami Vivekananda go to Chicago in 1893 ?
7. How did Swami Vivekananda begin his speech ?
8. What did the Swami say he was proud of ?
9. What did he want to end from the the earth ?
10. What did he say the Parliament of Religions had proved ?

III. Choose suitable words from the box to complete each sentence :

1. India shall wake to freedom _____
2. Nobody should dream of an _____
3. India stands forth again after _____
4. The time has now come for us to _____
5. Holiness, purity and charity are not the _____
6. We believe not only in universal toleration _____
7. Our endeavour shall be to ensure justice and _____
8. We have sheltered the persecuted and refugees _____

- redeem our pledges.
- at the stroke of midnight.
- a long slumber and struggle.
- but we accept all religions as true.
- exclusive survival of his own religion.
- fullness of life to every man and woman.
- of all religions and all nations of the world.
- exclusive possessions of any church in the world.

Vocabulary Enrichment

I. Match the words in column 'A' with their opposites in column 'B' :

A	B
awake	top
purity	rare
bottom	noon
survival	death
freedom	asleep
common	slavery
midnight	pollution
ignorance	prosperity
backwardness	knowledge

II. There is something wrong with each spelling. Can you put it right ?

1. destny _____
2. struggle _____
3. sirvival _____
4. apointed _____
5. holyness _____
6. endeavour _____
7. oportunity _____
8. indpendent _____

III. Use each pair of words in sentences of your own to show the difference in their meanings :

1. made : _____
 maid : _____
2. way : _____
 weigh : _____
3. one : _____
 won : _____
4. accept : _____
 except : _____

Grammar in Use

I. Choose a suitable particle for each blank :

in on to of off into for with

A Particle is a preposition or an adverb that can combine with a verb.

1. I am not used _____ such cold weather.
2. We went to the airport to see him _____ .
3. What are you going _____ to the market ?
4. It looks nice, but what do you eat it _____ ?
5. He left early, complaining _____ a headache.
6. I can't get _____ these shoes – they are too small.
7. He is not the sort of person we can count _____.
8. She looks _____ on her elderly neighbour every evening.

II. Fill in the blanks with suitable linking words :

who what which where why how
--

1. Ask him _____ to put this box.
2. He told me _____ book to buy.
3. I don't know _____ that man is.
4. He has forgotten _____ her name is.
5. Do you know _____ to make coffee ?
6. I can't understand _____ you are so angry.

III. Write questions to which the words in italics are the answers :

1. Misha drinks *milk* in the morning.
What _____
2. We buy *stationery* from this shop.
What _____
3. I reach school *at 9 a.m.*
When _____
4. She visited us *during the holidays*.
When _____
5. I got late *because the train was late*.
Why _____
6. We dislike him *because he is dishonest*.
Why _____
7. He became rich *by working hard*.
How _____
8. A man becomes happy *by helping others*.
How _____
9. He wants to sell *his old house*.
Which house _____
10. She wanted *the room on the first floor*.
Which room _____

Pronunciation Practice

A syllable is a phonic unit into which a word can be divided.

A word can have one or more syllables.

For example, the word **child** has one syllable and the word **children** has two syllables.

Each syllable has a vowel sound and one or more consonants.

Rule : If a one-syllable word has two vowels, the first vowel usually has a long sound, and the second vowel is silent. And if the first vowel is 'a', in that case the word has the long 'a' sound; as —

Tick all the words having a long vowel sound :

- | | | | | | | | |
|----------|-------|-------|-------|-------|-------|-------|------|
| 1. mail | maze | make | man | ban | brain | rake | rail |
| 2. stay | stamp | stray | spray | trade | trail | train | tray |
| 3. sail | say | sad | safe | cape | lame | case | can |
| 4. plant | plate | plane | pain | ray | raft | rain | cane |
| 5. tape | tap | slate | trap | may | mane | train | man |

Composition Writing

I. Write a short paragraph on any well-known personality of your country. Your person can be —

- | | | |
|----------|------------|---------------------|
| a poet | a painter | a social worker |
| a singer | a novelist | a film producer |
| an actor | a musician | a religious teacher |

II. Think of some important days and dates and also say what they are known for; as —

- | | |
|---------------------|---|
| 1. 14 November 1889 | <u>Pandit Jawaharlal Nehru's birthday</u> |
| 2. 26 January 1950 | <u>The Republic Day of India</u> |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |

Poem :

5. Sympathy



I lay in sorrow, deep distressed;
My grief a proud man heard;
His looks were cold, he gave me gold,
But not a kindly word.

My sorrow passed – I paid him back
The gold he gave to me;
Then stood erect and spoke my thanks,
And blessed his charity.

I lay in want, and grief, and pain;
A poor man passed my way ;
He bound my head, he gave me bread,
He watched me night and day.

How shall I pay him back again
For all he did to me ?
Oh, gold is great, but greater far
Is heavenly sympathy.

– Charles Mackay

New Words / Phrases and their Use

1. distressed (*in great sorrow*) – I was much *distressed* to hear the sad news.
2. grief (*great sorrow*) – The wicked son caused his parents a lot of *grief*.
3. cold (*not kind or friendly*) – He looked at her with *cold* eyes.
4. erect (*straight*) – Stand with your arms by your side and your head *erect*.
5. charity (*help for those in need*) – *Charity* begins at home.
6. want (*poverty*) – It was shocking to see so many families living in *want*.
7. far (*very much*) – The patient is feeling *far* better now.

Comprehension and Appreciation of the Poem

Answer each question briefly :

1. How did the proud man help the poet ?
2. How did the poor man help the poet ?
3. What according to the poet is greater than gold ?
4. When could the poet stand erect and why ?

Vocabulary Enrichment

Find the odd word out in each set :

1. feather, beak, egg, wing, tail.
2. sorrow, grief, distress, pain, pride.
3. weather, hot, cold, warm, sunshiny.
4. rich, poor, kind, wealthy, well-do-do.

Grammar in Use

- *Rewrite the following passage in the Present form :*

Once the poet *was* in great trouble. A rich man *helped* him with money. The poet later *paid* the man back his money. Another time, the poet *was* again in trouble. A poor man *helped* him. He *showed* sympathy towards the poet. The poet *did* not know how he *could* repay the man for his kindness.

Once the poet is in great trouble.

10. Saint Ravidas



India has always been the home of saints and sages. Whenever the moral or social life of people shows signs of decay, some saint or prophet appears on the scene. Ravidas was one such saint. He infused new life and vitality into the Hindu social order at a critical period in history.

Ravidas was the son of a cobbler. He was born in the year 1377. He was born at Banaras, the holy city of the Hindus. His parents wanted to have him educated. They sent him to school. Unluckily, his stay at school proved to be very short and unhappy. It was a very painful and unpleasant experience for him. It left a deep and lasting scar on his mind. Ravidas realized that a child born in a low-caste family was not treated well in society.

In such an unfriendly atmosphere, little Ravidas could not put his heart into studies. Often he would sit alone and think deeply. It would then appear as if he were in deep *samadhi*. His teacher noticed that Ravidas was no ordinary child. He was certainly destined for some higher purpose in life.

Ravidas had no interest in material things. He was interested in matters related to the spirit. He wanted to gain spiritual knowledge. He was in search of some spiritual teacher who could show him the right path. Soon he found himself at the feet of Swami Ramanand who took him as his disciple.

Ravidas stayed with the Swami for a few months. Now there was a complete change in his life. Swami Ramanand's sermons left a great impression on his young mind. Through these sermons, he came to understand the true meaning of life. He came to know of the ancient Indian wisdom and culture.

The field was ready,
the seed was sown, and
the crop did not take long to ripen.



When the guru was satisfied that the spiritual flame had been kindled permanently, he asked Ravidas to return home and live the way he wanted to live. The enlightened disciple now felt that he had a divine mission to fulfil. He chose Banaras to be the venue of his future activities.

Ravidas felt that his training in spiritual life was not yet complete. He had a desire to have more and more of spiritual knowledge. First of all, he decided to beautify an area of the forest where he could meditate in peace. One day, while meditating, he felt disturbed by a sudden movement in the bushes.

Ravidas got up and looked around. A she-deer had been caught in a net laid by a hunter. The poor animal was struggling to get free. As the hunter approached her, she looked at him with pleading eyes. It was as if she was begging for mercy. It was her time to feed her three young ones.

The little ones came jumping to her joyfully. But they were shocked when they saw their mother in a miserable plight. The mother and her young ones were a painful picture of misery and helplessness. Their silent prayers and their sad eyes could have melted even a heart of stone. But the cruel hunter remained unmoved. His eyes showed no trace of pity or kindness. He stepped forward to seize the animal and her young ones.

As Ravidas looked at them, his heart melted in pity. He felt it his duty to save the poor helpless animals from death. He went up to the hunter and spoke like this :

“We are all children of the same God. He is our loving father. It is the divine essence that runs in the human heart as love. It is the divine essence that fills the rose with fragrance. Again, it is the divine essence that fills the rainbow with beauty. It is the divine essence that fills the birds with joy, the apples with juice, and the voice with sweetness.

“Therefore, we should have love for every creature living on this earth. All forms of life are sacred. It is man’s most sacred duty to bring peace to a troubled heart. We should never cause pain, suffering or death to any living being. We should love all things — great or small. Even a tiny insect in grass is as sacred as a human child.”

The hunter listened to the sweet words of Saint Ravidas in deep respect. The charm of the saint's personality and his words of deep wisdom washed away all evil thoughts from the hunter's mind. The hunter felt as if a miracle had happened. A momentary contact with the great saint had changed him completely. A killer had become filled with love for God and all His creation. The hunter promised to lead a virtuous life and never to cause hurt to anyone.

Saint Ravidas was always very humble. He was different from most of the scholars and religious men of his time. He never boasted of his knowledge and wisdom. His divine knowledge came direct from within. He had a charming personality. His spiritual message appealed every heart. People listened to him spellbound. He spoke in a simple and clear manner. He told people that all are equal in the eyes of God. The distinctions of caste, colour and creed are meaningless. They are all man-made.

Saint Ravidas brought great hope for those who were poor, weak and backward. He filled them with hope, courage and confidence. He inspired them not to bow to the unjust demands of the high-caste people. He inspired them to recognize the strength of the spirit within them. He asked them to throw all weak thoughts out of their minds. He always said, "Untouchability is a sin against humanity." We can call Saint Ravidas a forerunner of Gandhiji.

Saint Ravidas continued to guide and reform the society of his time all his life. Even in his old age, he had the divine glow on his face. All his mental faculties remained as strong as ever. His spirit remained untouched by the storms and stresses of the material world. His end was peaceful. One great soul on this earth became mixed with the eternal soul. One heavenly light on the earth became blended with the immortal light.

New Words / Phrases and their Use

1. vitality (*energy and enthusiasm*) – The youth are full of *vitality*.
2. critical (*very serious*) – The patient's condition is *critical*.
3. scar (*mark left by a wound*) – She has a *scar* on her left cheek.
4. impression (*effect*) – My words had no *impression* on him.
5. meditate (*think deeply*) – Religious men love to *meditate* on God.
6. plight (*sad situation*) – The *plight* of the poor moved me to tears.
7. essence (*the most important quality*) – Love is the *essence* of all true religions.
8. charm (*attraction*) – Flowers have a *charm* of their own.
9. virtuous (*morally very good*) – She has been leading a *virtuous* life.
10. distinction (*difference*) – I make no *distinction* between boys and girls.
11. eternal (*living for ever*) – Material things are not *eternal*.
12. immortal (*never dying*) – The human soul is *immortal*.

Textual Comprehension

Answer the following questions :

1. When do saints and sages appear on the earth ?
2. How did Ravidas influence the Hindu society ?
3. When and where was Ravidas born ?
4. What desire of his parents remained unfulfilled ?
5. Why could Ravidas not continue with his studies ?
6. What was it that left a deep scar on his mind ?
7. What did Ravidas's teacher notice about him ?
8. Who was Ravidas in search of and why ?
9. What did Swami Ramanand do for Ravidas ?
10. When did Swami Ramanand ask Ravidas to go back home ?
11. What place did Saint Ravidas choose for his meditation ?
12. How did Saint Ravidas save the deer family from the hunter ?
13. What change came in the hunter after his contact with Saint Ravidas ?
14. What were the main points of Saint Ravidas's teachings ?
15. How did Saint Ravidas pass the last days of his life ?

Vocabulary Enrichment

The suffixes *-er*, *-or*, *-ian* and *-ist* mean ‘the person who’; as—
‘cobbler’ means the person who cobbles (mends shoes).
‘historian’ means the person who studies history.

I. Complete these words using the right suffixes :

(You may have to add a vowel or a consonant to complete the spellings.)

- | | |
|-----------------|--------------------------|
| 1. act_____ | 11. scient_____ |
| 2. pot_____ | 12. music_____ |
| 3. run_____ | 13. sculpt_____ |
| 4. pian_____ | 14. operat_____ |
| 5. vend_____ | 15. physic_____ (doctor) |
| 6. optic_____ | 16. report_____ |
| 7. paint_____ | 17. drama_____ |
| 8. chem_____ | 18. electric_____ |
| 9. drum_____ | 19. industrial_____ |
| 10. librar_____ | 20. philosoph_____ |

II. There are sixteen parts of the human body hidden in this square. Can you find them all ?

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

e	i	b	h	e	a	d	e	n	o	x
o	y	f	o	o	t	c	d	a	t	s
t	o	e	o	u	b	i	f	i	s	t
a	e	z	o	m	t	f	i	l	o	o
n	c	a	u	s	c	h	n	p	e	m
k	e	h	i	e	t	h	g	a	i	a
l	t	r	i	o	a	e	e	l	o	c
e	w	a	o	n	r	e	r	m	e	h
u	l	t	o	e	m	l	n	o	s	e
a	i	b	a	c	k	h	i	p	i	e
e	p	a	i	k	n	e	e	t	e	k

Grammar in Use

I. Choose the right word to fill in the blanks :

- **between** — used for two people.
- **among** — used for more than two.
 1. The property was divided _____ the two brothers.
 2. The four girls shared the chocolates _____ themselves.
 3. This is a secret _____ you and me.
- **it's** — the short form of 'it is'.
- **its** — shows possession.
 1. I believe _____ going to rain.
 2. The elephant drinks with _____ trunk.
 3. My cat does not let anyone come near _____ kittens.
- **farther** — at or to a greater distance.
- **further** — more, in addition.
 1. I can swim _____ than you.
 2. Have you any _____ information ?
 3. I could not run _____ than that.
- **this kind** and **that kind** — go together because '*kind*' is singular.
- **these kind** and **those kinds** — go together because '*kinds*' is singular.
 1. I eat only this _____ of chocolate.
 2. Those _____ of animals are found in Africa.
 3. I collect only those _____ of stamps.
- **amount** — used for uncountables.
- **number** — used for countables.
 1. We bought a large _____ of food.
 2. The _____ of accidents has increased.
 3. A large _____ of birds settled in the tree.
- **beside** — at the side of.
- **besides** — in addition to.
 1. She came and sat _____ me.
 2. _____ tea, we had some biscuits.
 3. The bus stopped _____ the post office.

II. Rewrite the following in the Past tense :

His parents *decide* to send him to a school. His stay at school *is* short and unhappy. It *proves* painful and unpleasant. It *leaves* an unpleasant impression on his mind. He *realises* that a child of low caste *is* not treated well. He *cannot* put his heart into his studies. He *stops* going to school. Soon he *finds* himself at the feet of a spiritual guru.

Pronunciation Practice

Read each sentence. Underline each word with a long 'a' sound. Then write the words on the lines below the sentence :

1. Blake was late for the final game.

2. I pray she may never fail in her life.

3. They arrived late and paid at the gate.

4. She says she lost her chain on the train.

5. The prince ate from a plate made of gold.

6. They say an egg a day keeps the doctor away.

Composition Writing

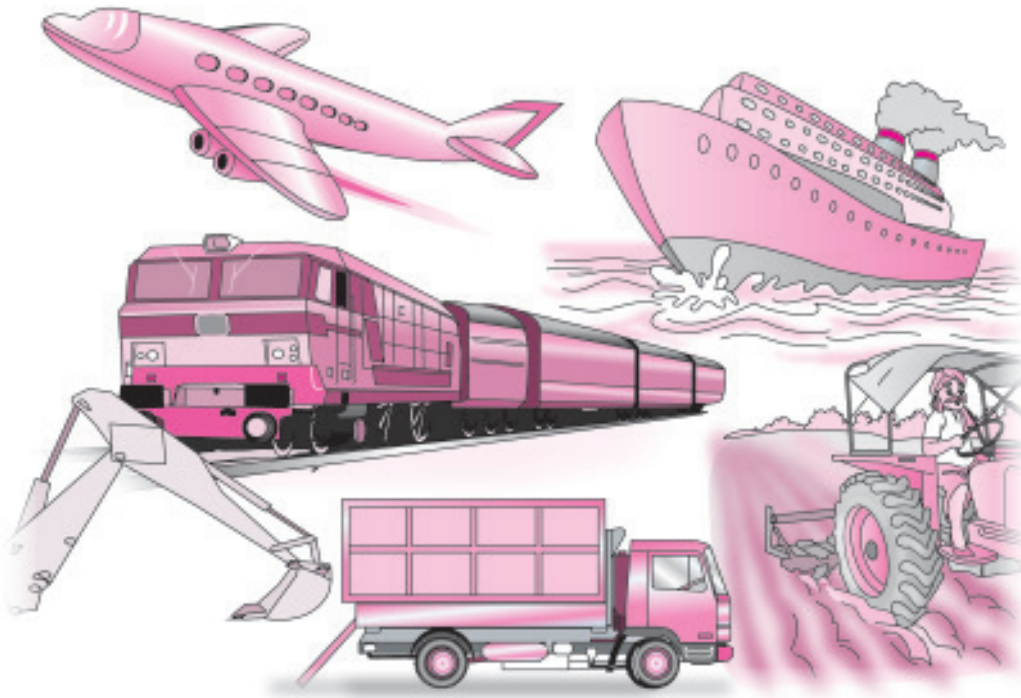
- I. Suppose you have a holy man living in your town or village.
Write what you know about his life and daily activities.

- II. Imagine this is a picture of your granny. She lives with you in the same house. She remained cheerful and is very fond of growing plants. She spends most of her time praying to God. Write a brief description of her telling how she looks and what she does all day.



Prose Lesson :

11. Our Civilisation –I



At first sight, it might seem that modern human beings are very lazy. They get almost all their work done by machines. In fact, machines are man's extra limbs. Man has made these limbs to work for himself. Cranes and lifts are extra arms to do the job of lifting. Trains and motor cars are extra legs to do the job of walking and running.

However, it is difficult to imagine that man took all the bother of inventing machines to save himself the trouble of having to work. It is difficult to imagine that he made extra limbs for himself because of being too lazy to work. In fact, man is not lazy at all. He is the most restless and energetic of all living creatures.

Why then has man taken the trouble of inventing so many devices that save him the labour of lifting, carrying, walking, running and remembering ? The only answer seems to be that these things bore him. They are not the things man really wants to do. So he gets machines to do these things for him. Thus he can have more time and energy for things that he really wants to do.

But what things ?

I cannot answer this question without pointing out the bad parts of our civilisation. However, that would not be fair to do without talking of the good parts first. We must praise our civilisation for its good parts. What are they ?

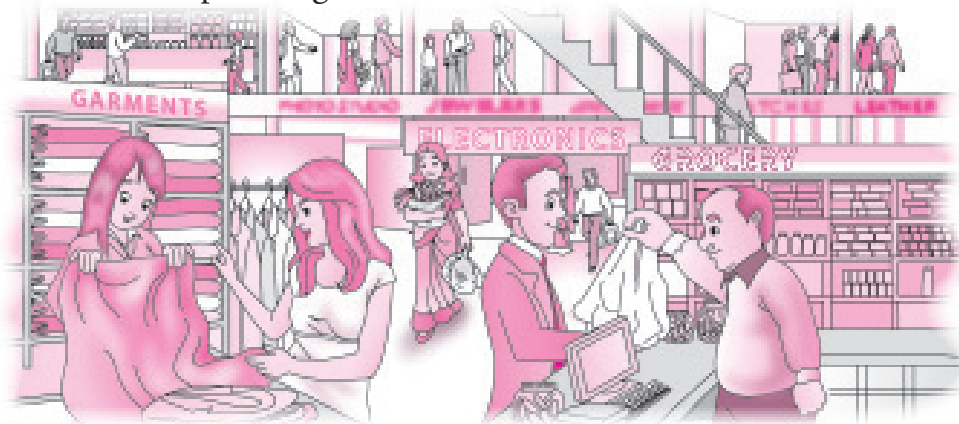
First and foremost, we have order and safety. If today I have a quarrel with another man, I don't get beaten simply because I am physically weaker and he can knock me down. I go to law, and the law will decide as fairly as it can between the two of us. Thus in disputes, right has taken the place of might. Moreover, law protects me from robbery and violence. Nobody can come and break into my house. Nobody can steal my goods or run off with my children. Of course There are burglars, of course, but the law punishes them whenever it catches them.

It is difficult for us to realise how much this safety means. Without safety those higher activities of mankind which make up civilization could not go on. The inventor could not invent; the scientist could not find out; and the artist could not make beautiful things. Thus order and safety, though not civilization in themselves, are things without which civilization would be impossible. They are as necessary to our civilization as the air we breathe is to us. We have grown so used to them that we do not notice them any more than we notice the air.

We are also largely free from the fear of pain. People still fall ill, but illness is no longer the terrible thing it used to be. Now we have anaesthetics to kill the pain of operations. People still fall ill, but much less often. To be healthy is not to be civilized, but unless we have good health, we cannot enjoy anything or achieve anything. No doubt, there have been great men who were invalids. They did all their good work in spite of their ill-health. But their work would have been still better if they had been in good health. Today, men and women not only enjoy better health, they live longer than they ever before.

Thirdly, our civilization is more secure than any of the previous civilisations. This is because it is far more widely spread. Most of the previous civilisations came to an end because they were surrounded by uncivilized people who broke in upon them and destroyed them. That was the fate of Babylon and Assyria. That was the fate of Greece and Rome. The same thing happened over and over again in India and China.

Now, whatever the dangers which threaten our civilisation (and there are many), it seems likely to escape this one. Previous civilisations were like an oasis in a surrounding desert of savagery. Sooner or later the desert closed in and the oasis was no more. But today it is the oasis which is spreading over the desert.



The world has now for the first time a chance of becoming a single whole, a unity. So far as buying and selling and the exchange of goods are concerned, it is already a unity. The things lying in a grocer's shop, for example, have come from several countries.

There are oranges from Brazil, dates from Africa, rice from India, and tea from China. No king, not even Solomon in all his glory, could draw on such rich stores of varied produce as the modern housewife who can do all her shopping at the grocer's.

The fact that these things come to us from all over the world makes one thing very clear. It shows that, for the first time, the world has become a single place. It is no longer a lot of separate places shut off from one another.

New Words / Phrases and their Use

1. extra (*more than usual*) – Take *extra* care when you are among strangers.
2. invent (*to make something new*) – Graham Bell *invented* the telephone.
3. limbs (*parts of body*) – Machines are man's extra *limbs*.
4. dispute (*quarrel*) – We have no *dispute* with our neighbour.
5. robbery (*act of stealing by force*) – There was a big *robbery* here yesterday.
6. violence (*causing hurt or injury*) – Gandhiji did not believe in *violence*.
7. anaesthetics (*drugs causing sleep or numbness*) – *Anaesthetics* save us from the pain of operations.
8. invalid (*unable to take care of oneself*) – The accident left him an *invalid*.
9. secure (*safe*) – I feel myself *secure* with my parents.
11. savagery (*cruelty*) – Beating the child like that was an act of *savagery*.
12. previous (*before the present*) – He has no *previous* experience of this job.
13. several (*many*) – He has written *several* books on cookery.
14. sooner or later (*at some time in the future*) – *Sooner or later* you will have to make a decision.
15. no longer (*not now*) – She *no longer* lives here.
16. separate (*not joined to another*) – The school has a *separate* building for the primary section.

Textual Comprehension

I. Tick (✓) the correct option to complete each sentence :

- a. The modern man
 - 1. does all the work with his own hands.
 - 2. has machines to do almost all his work.
 - 3. has no time to take the help of machines.
- b. Man invented machines
 - 1. to serve as his extra limbs.
 - 2. to use his spare time and energy.
 - 3. to make for him things of art and beauty.
- c. Civilisation would be impossible without
 - 1. machines.
 - 2. order and safety.
 - 3. scientists and inventors.
- d. Modern civilisation is like
 - 1. an oasis surrounded by a desert.
 - 2. an oasis spreading over a desert.
 - 3. a desert spreading over an oasis.

II. Put a tick (✓) or a cross (✗) for each statement :

- 1. Man is lazy, so he invented machines. ☐
- 2. Man in olden days enjoyed better health. ☐
- 3. We have now the rule of 'Might is Right'. ☐
- 4. Order and safety are very essential for civilization. ☐
- 5. The world has now almost become a single whole. ☐
- 6. Previous civilizations were like an oasis in a desert. ☐
- 7. The labour of lifting, carrying and walking bores us. ☐
- 8. Anybody can break into our house without any fear of law. ☐
- 9. Our civilization is not so secure as previous civilisations were. ☐
- 10. Modern civilisation is in the fear of being destroyed very soon. ☐

III. Answer each question briefly :

1. Why do modern human beings seem very lazy ?
2. Is man really very lazy ? How can you say that ?
3. Why do you think man has invented machines ?
4. How can you say our modern civilisation has order and safety ?
5. What does the law do when there is a burglary ?
6. How are order and safety important for us ?
7. What has made it possible to kill the pain of operations ?
8. How is our civilisation more secure than any previous civilisation ?
9. How can you say that the world has become a single place ?

Vocabulary Enrichment

I. Rewrite the misspelt words correctly :

(Not all the words are spelt wrongly.)

- | | | | |
|-------------|-------|----------------|-------|
| 1. single | _____ | 9. modren | _____ |
| 2. truble | _____ | 10. shoping | _____ |
| 3. enargy | _____ | 11. machine | _____ |
| 4. scintist | _____ | 12. opration | _____ |
| 5. seprate | _____ | 13. physicaly | _____ |
| 6. creatur | _____ | 14. houswife | _____ |
| 7. terrible | _____ | 15. srounding | _____ |
| 8. happen | _____ | 16. necessarey | _____ |

II. Complete each sentence with the correct form of the given word :

1. Cranes do for us the job of _____ . (lift)
2. Artists make _____ things for us. (beauty)
3. To be _____ is not to be civilized. (health)
4. Man is the most _____ of all creatures. (energy)
5. Machines increase the _____ of goods. (produce)
6. They are not the things man _____ wants to do. (real)
7. We must praise our _____ for its good parts. (civilize)

Grammar in Use

I. Choose the right word to fill in the blanks :

- **past** — can't be used as a verb.
We can use it as a noun, adjective, preposition or adverb.
- **passed** — is a verb. It is the V₂ form of pass.
 1. We cannot change the _____.
 2. She _____ me in the street.
 3. He _____ his hand across his forehead.
 4. It was _____ midnight when we got home.
 5. He hurried _____ me without stopping.
 6. We _____ through Ambala on our way to Delhi.
- **fewer** — used for numbers.
- **less** — used for quantity.
 1. Today there were _____ cars on the road.
 2. I received _____ money than my brother.
 3. There were _____ people in the park today.
 4. We have _____ to worry than our parents.
 5. I read much _____ now than I used to.
 6. _____ than twenty students passed the test this time.

II. Study the rules and then rewrite each sentence correctly :

- **reason** — it is followed by that (*not* because).
 - **hardly** — not used with negatives.
 - **either** and **neither** — take singular verbs.
 - **double negatives** — never used in English.
1. She can't never tell lies.
 2. He did not do nothing wrong.
 3. The reason was because I was late.
 4. I can't hardly tolerate such a thing.
 5. Neither of the boys were able to do it.
 6. We have two solutions; either are possible.
 7. This is the reason because you fail every time.
 8. The old man couldn't hardly stand on his legs.

Pronunciation Practice

Rule : If a one-syllable word has two vowels, the first vowel usually has a long sound, and the second vowel is silent. And if the first vowel is **i**, in that case the word has the long **i** sound; as —

bike dime die

Underline the word in each pair that has the long vowel sound :

1. kit kite	2. ride rid	3. pine pin	4. rip ripe	5. bit bite	6. fir fire
7. twin twine	8. pile pill	9. dime dim	10. sit site	11. fine fin	12. slide slid

Composition Writing

Complete the following proverbs:

1. As you sow _____
2. Barking dogs _____
3. Coming events _____
4. Slow and steady _____
5. A bad workman _____
6. God helps those _____
7. United we stand, _____
8. Where there is a will _____

Prose Lesson :

12. Our Civilisation – II



In democratic countries, all are equal before the law. All have a voice in deciding who shall govern them and how. But the sharing out of money is still very unfair. The sharing out of money means the sharing out of food and clothing, the sharing out of houses and books, and of other such things. While some few live a life of luxury, many have not even enough to eat and drink. They don't have enough to wear.

Even in the finest cities of the world, there are thousands living in dreadful surroundings. There are many families of five or six persons living in a single room. In this one room, they sleep and dress, wash and bathe, cook and eat their meals. In this one room, they are born, and in this one room they die. And in this one room, they live not for fun, but for being too poor to have another one.

A still greater danger comes from war. You might say there have been wars all through history and mankind has survived in spite of those wars. That is true, but unfortunately in the course of his

development, man has increased his power over nature enormously. He has learnt to tap the hidden forces of nature. He has learnt to use them for whatever purposes he wants to. If his purposes are those of destruction, he can do that in a much faster and terrible manner. Each fresh advance in his mastery of nature increases the dangers from war terribly. With each fresh advance, men learn to destroy one another in ever greater numbers. They learn to destroy one another from ever greater distances, and in more and more different ways.

Man has now discovered how to release the mighty forces locked up in the atom. With this discovery, many nations of the world are now making atom bombs. Now if another war comes, these bombs would be widely used. Nobody knows what the effect of dropping these bombs on a large scale would be. It is quite possible that there would be a total destruction of civilization.

Somebody has remarked jokingly : ‘In the next war, men will fight with atom bombs. But in the war after that, they will fight with bows and arrows.’

Another great defect of our civilization is that it does not know what to do with its knowledge. Science has given us powers fit for the gods, but we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man’s servants. But we have grown so dependent on them that they have almost become our masters. Many of us spend most of their lives looking after and waiting upon machines. And machines are very stern masters. They must be given petrol to drink. They must be given oil to wash with. They must be kept at the right temperature.

And if they do not get their meals when they want them, they grow sulky and refuse to work. They burst with rage, and blow up. Then they spread ruin and destruction all around. So we have to wait upon

them very attentively. We have to do all we can to keep them in a good temper. Already we are finding it difficult to work or play without machines. A time may soon come when they will rule us completely, just as we rule animals.

What then are we to do with all the time and energy machines have saved for us ? On the whole it must be admitted, we do very little with that time and energy. For the most part, we use them to make more and better machines. But those more and better machines will only give us still more time and still more energy. Thus the important question still remains :

What are we to do with that time and energy ?

The answer, I think, is :

We should try to become more civilized.



Machines and the power machines have given us, are not civilisation. They are just aids to civilisation. There is nothing particularly civilized in getting into a train.

Being civilized means making and liking beautiful things. It means thinking freely and living rightly. It means maintaining justice equally between man and man. Man today has a better chance to do these things than ever before. He has more time and more energy. He has less to fear and less to fight against. The only dangers he has to fear or fight against are of his own creation.

The time and energy machines have won for man should be given to making more beautiful things. They should be given to finding out more and more about the universe. They should be given to removing the causes of quarrels between nations. They should be given to discovering how to remove poverty. Our civilisation would then undoubtedly be the greatest one and the most lasting one.

– C.E.M. Joad

New Words / Phrases and their Use

1. luxury (*enjoying special and expensive things*) – The rich can enjoy all the *luxuries* of life.
2. surroundings (*everything around*) – We should keep our *surroundings* clean.
3. in spite of (*despite*) – He went there *in spite of* my warning.
4. enormously (*in a big way*) – Prices have gone up *enormously*.
5. purpose (*motive*) – I don't know the *purpose* of his coming here.
6. destroy (*damage badly*) – Floods have *destroyed* the crops.
7. dependent (*needing the support*) – She is still *dependent* on her parents.
8. sulky (*bad-tempered*) – She is a *sulky* girl and nobody likes her.
9. rage (*great anger*) – The wounded tiger roared with *rage*.
10. maintain (*keep up*) – We always *maintain* good relations with our neighbours.
11. particularly (*especially*) – Milk is *particularly* useful for children.
12. wait upon (*serve*) – He has a nurse to *wait upon* his aged mother.
13. creation (*a thing that has been made*) – All the world is God's *creation*.
14. universe (*everything in the whole space*) – God created the *universe*.
15. lasting (*staying for a long time*) – My advice had a *lasting* influence on him.

Textual Comprehension

I. Tick (✓) the correct option to complete each sentence :

- a. In a democratic country
 - 1. all are equal before the law.
 - 2. all have equal share of money.
 - 3. all have equal food and clothing.
- b. Many families live in a single room because
 - 1. they can't afford to have another room.
 - 2. they feel it a fun to live together in one room.
 - 3. they can bathe, wash, dress, cook and eat in the same room.
- c. Man's mastery over nature has increased
 - 1. the dangers of war.
 - 2. the power of the atom.
 - 3. the worries of scientists.
- d. Science has given man powers
 - 1. fit for inventors.
 - 2. fit for children.
 - 3. fit for gods.

II. Put a tick (✓) or a cross (✗) for each statement :

- 1. Machines don't demand anything from us.
- 2. There is no poverty in finest cities of the world.
- 3. Machines haven't saved any time and energy for us.
- 4. The modern man knows how to use his knowledge.
- 5. Man's mastery over nature has solved all his problems.
- 6. The poor are happy to live together in a single room.
- 7. We should not let machines rule us as we rule animals.
- 8. Mankind has survived because there have been no wars.
- 9. Atom bombs can bring about a total destruction of mankind.
- 10. The sharing of food and clothing is always fair in a democracy.

III. Answer each question briefly :

1. What are the good points of a democracy ?
2. Which can be the negatives things in a democracy ?
3. What is the difference between the life of the rich and the poor ?
4. What sad thing can be seen even in the finest cities of the world ?
5. What has made war immensely dangerous in modern times ?
6. What can happen if there is another war in the world ?
7. What is wrong in the use of machines by the modern man ?
8. How should we use the time and energy machines have saved for us ?
9. What do you think is meant by being civilized ?

Vocabulary Enrichment

We can form verbs by adding the prefix *-en* to certain words; as —

1. enrich — to make rich
2. encage — to put into cage
3. encircle — to put into circle
4. endanger — to put into danger

Fill in the blanks using the correct form of the en- words from the box :

enjoy	enfold	endear	enclose	encircle
enrich	ensure	enlarge	enforce	encourage

1. Reading _____ the mind.
2. Don't _____ bad habits in a child.
3. Men and women should _____ equal rights.
4. Her noble nature has _____ her to everybody.
5. There is no use making a law unless it is _____.
6. The eagles _____ the place where the deer lay dead.
7. The mother _____ the child in an affectionate embrace.
8. Please _____ that all the lights are switched off at night.
9. The lawn in front of my house is very small. I want to _____ it.
10. If you _____ your garden with a wall, it will become difficult for boys to steal into it.

Grammar in Use

I. Rearrange the words to make sentences :

1. equal / law / before / the / are / all.

2. powers / has / man / gods / for / fit / now.

3. a house / too / to / they / poor / buy / are.

4. with / rights / men / women / equal / have.

5. drink / petrol / to / machines / have / must.

6. forces / the / nature / tapped / man / of / has.

7. time / energy / saved / machines / and / us / have.

8. families / there / many / of five / are / persons / or six.

II. Now frame questions to which the given sentences can serve as answers :

(For questions use the pattern : Question-word+did+Subject+V₁+.....)

1. Where _____

They went to the bank of a river.

2. Why _____

They sat down to rest under a tree.

3. Who _____

Mohan gave this book to me.

4. How _____

He behaved very badly at the party.

5. How long _____

Children played in the park for two hours.

Pronunciation Practice

Rule : If a one-syllable word has two vowels, the first vowel usually has a long sound, and the second vowel is silent. And if the first vowel is **u**, in that case the word has the long **u** sound; as —

tube glue fruit

Rule : If a one-syllable word has two vowels, the first vowel usually has a long sound, and the second vowel is silent. And if the first vowel is **o**, in that case the word has the long **o** sound; as —

note boat woe

Underline the word in each set that hasn't a long vowel sound :

1. ride rope rid rode	2. row rod ray rule	3. soap rail soak sip	4. bow not stone note
5. hive hay hop hope	6. robe rod jake load	7. bone boat bat bite	8. tone toad toe tap
9. cane can cone came	10. doe dock pea dice	11. corn coat cook cube	12. got game goal gate

Composition Writing

I. Write four sentences on the good points of our civilization.

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

II. Write four sentences on the bad points of our civilization.

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

Poem :

6. He That Is Down Needs Fear No Fall

He that is down needs fear no fall,
He that is low, no pride;
He that is humble ever shall
Have God to be his guide.

I am content with what I have,
Little be it or much;
And, Lord, contentment still I crave,
Because Thou savest such.

Fullness to such a burden is
That go on pilgrimage :
Here little, and hereafter bliss,
Is best from age to age.

– John Bunyan

New Words / Phrases and their Use

1. low (*humble, weak and depressed*) – God loves the weak and the *low*.
2. content (*satisfied*) – I am *content* with whatever I have.
3. crave (*desire strongly*) – He always *craves* for money.
4. burden (*responsibility*) – The *burden* of the family is on my shoulders.
5. pilgrimage (*religious journey*) – Life is a *pilgrimage* on this earth.

Comprehension and Appreciation of the Poem

Answer each question briefly :

1. Who fears no fall ?
2. Who has no pride ?
3. Who has God for his guide ?
4. What is the poet content with ?
5. What does the poet crave and why ?
6. For whom is fullness a burden ?
7. What does the poet regard as bliss ?
8. Find the rhyming pairs of words in the poem.

Vocabulary Enrichment

Match the words with their opposites :

- | | |
|---------------|-----------|
| 1. much | best |
| 2. worst | little |
| 3. proud | pride |
| 4. humility | content |
| 5. emptiness | humble |
| 6. heretofore | fullness |
| 7. discontent | hereafter |



Grammar in Use

Note : We can use 'need' as a helping verb in *negative* sentences, not in *affirmative* sentences. The sentence –

He **needs** fear no fall.

is grammatically incorrect. As a helping verb the singular form of 'need' is 'need' not 'needs'. Therefore, correct sentence should be –

He *need* not *fear* any fall.

(Here *need* is a *helping* verb.)

(or) He *does* not *need* to fear any fall.

(Here *need* is the *main* verb.)

(or) He *needs* no fear of any fall.

(Here *need* is the *main* verb.)