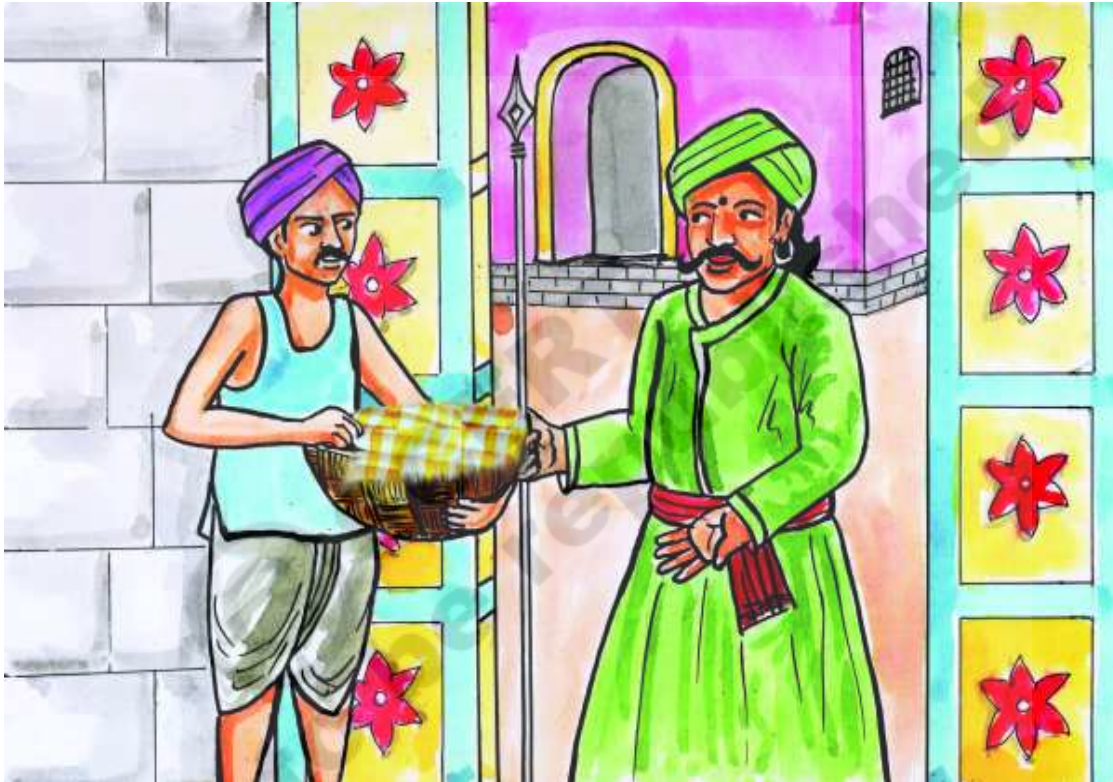


Look at the picture and discuss the questions that follow:



1. Who do you think are the men at the gate?
2. What does the man have in the basket?
3. Why does the gatekeeper stop him at the gate?
4. Why does the man with the basket want to go into the fort?

A. Reading

Read the following play and answer the questions that follow:

Once there lived a fisherman in a town near the Arabian Sea. He was a wise old fisherman. Here is a story about him.

The fisherman had a daughter. She was seventeen years old. That was the age of marriage for girls in those days. So the fisherman was looking for a good bridegroom for his daughter. He found several young men, but he did not have enough money to get his daughter married to one of them. Some of his friends advised him to see the Raja who ruled the town and ask him for help. He was ready to take their advice, but he did not wish to go to the Raja without any gifts. He wished to take with him a gift that was good enough for the Raja.

What gift could a fisherman give except fish! But this fisherman was too old to go far out into the sea. Every day he saw several big fish in the sea and tried to catch one. But he failed. Then one day he was lucky. A very big fish fell into his net and he immediately set off for the Raja's palace with great joy. But, at the palace gate, the gate-keeper stopped him.

Gate-keeper : You cannot go in.

Fisherman : But I must see the Raja. I wish to give him this fish as a gift.



- Gate-keeper : You need not give him any fish. He has enough fish for several days.
- Fisherman : But I must speak to the Raja. I want to speak to him about an important matter.
- Gate-keeper : You need not speak to the Raja. You can speak to me instead.
- Fisherman : I do not wish to speak to you about it.
- Gate-keeper : Why can't you speak to me? Is it a secret? I can keep secrets.
- Fisherman : You need not keep my secret and you must not stop me here. Every one in the town can see the Raja at any time. The Raja himself said so, I hear.
- Gate-keeper : But I am sorry you are wrong. The Raja has ordered me not to let anyone in now. I must obey his order. I will not let you in.
- Fisherman : Please let me in. I must see the Raja and give him this fish.
- Gate-keeper : Do you want to sell him the fish? What is its price?
- Fisherman : I am not selling it. I am giving it to the Raja.
- Gate-keeper : But still he will certainly pay a good price for it. Now shall we divide the money between us? Will you give me half the price?
- Fisherman : How can I do that?
- Gate-keeper : You need not do that and you need not go in now.
- Fisherman : What shall I do now?
- Gate-keeper : You can do one of the two things. Either agree to give me half the price or leave this place and go home.
- (The fisherman stood there for some time thinking.)*
- Fisherman : Will you take half of anything that the Raja gives me?
- Gate-keeper : He will give you either gold or silver. What else will he give you?
- Fisherman : I don't know anything about that. Answer my question. Will you take half of anything I get from the Raja?
- Gate-keeper : Yes, I shall take anything. Now you can go in.
- Fisherman : Thank you very much. I shall certainly give you half the price I get for this fish.

(The fisherman appeared before the Raja with his big fish. He placed the fish with great respect at the Raja's feet.)

- Fisherman : I have long wished to see Your Highness and pay my respects to you. But I did not come till now because I was not able to find a gift that was good enough for you. Today, I was lucky enough to catch this.



- Raja : What is your name, my man?
- Fisherman : My name is Jalraj, Your Highness.
- Raja : I have heard of you. All fishermen respect you and say that you are the wisest among them. I respect all good and wise men among my people. So, please sit down and tell me everything about this fish.
- Fisherman : It is a fish that lives in deep sea far below the surface of the water. It sometimes comes up and jumps several feet above the water. It came up this morning and fell into my net. Now it is here before you. Send it to your cooks immediately and you will enjoy your dinner today.
- Raja : Stay for dinner and enjoy it with us, my man. I invite you to dine in the palace today. Now what shall I give you in return for this gift?
- Fisherman : Nothing, Your Highness. Your Highness and everybody in the palace must enjoy my gift. That is all I want.
- Raja : No, that is not enough. You must take something in return.
- Fisherman : Then, will Your Highness give me anything I ask for?
- Raja : Yes, anything.

- Fisherman : Then please order your men to give me two hundred lashes with a whip on my back.
- Raja : What a strange request this is! People say you are a wise man. But I don't think your request shows any wisdom. What fun will you get out of lashes on your back?
- Fisherman : You and your men can get some fun watching the man lashing me.
- Raja : But I don't want to have such fun. Ask me for something else.
- Fisherman : I do not wish for anything else, Your Highness.
- Raja : All right then. You will have your lashes. Are you ready for them?
- Fisherman : Yes, I am, Your Highness. But please call your gate-keeper in. The Raja sent his men to the gate-keeper and in a few moments he appeared.
- Fisherman : Your Highness, please give this man one hundred lashes out of the two hundred lashes that you have promised me.
- Gate-keeper : What! One hundred lashes! Why must I share this punishment with you?
- Fisherman : We agreed to divide the price of the fish between us. You wanted half of anything I got from the Raja in return for it. I am getting two hundred lashes from him. And half of two hundred is one hundred.
- Raja : Not one hundred. Give that gate-keeper all the two hundred lashes and dismiss him from my service. I feel ashamed because I kept such a bad servant all these days. You are indeed very wise, my good fisherman.



This man was trying to cheat you. You have very cleverly brought punishment on him. I wish to give you a good reward for your cleverness and wisdom. Ask me anything.

Fisherman : I have a daughter and I must soon give her away in marriage. I am very poor.

Raja : Bring here the bridegroom of your choice. I shall get her married.

Fisherman : I thank your Highness.

Glossary

set off : to begin a journey
 whip (n): a long thin piece of rope or leather
 lash (n): a hit with a whip

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the play.	
I got the idea of the play on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the play.	
I used the glossary given at the end of the play.	

I. Choose the correct option to answer each of the following. Write the letters a, b, c, or d in the brackets provided.

- What did the fisherman want for his daughter's marriage? []
 (a) time (b) money (c) clothes (d) jewellery
- What advice did the fisherman's friends give him? []
 (a) to see the Raja (b) to see the Queen
 (c) to see the Bank Manager (d) to see the money lender
- What did the fisherman want to take with him? []
 (a) his daughter (b) a gift (c) his wife (d) his friends
- Who stopped the fisherman at the palace? []
 (a) the guard (b) the soldier (c) the gatekeeper (d) the queen's attendant

5. Why did the gatekeeper stop the fisherman? []
(a) to get something from the fisherman (b) his duty was not to allow anyone
(c) fisherman was his enemy (d) fishermen were not allowed
6. The gatekeeper asked the fisherman to give him half the reward because..[]
(a) he was greedy (b) he was poor
(c) he loved money (d) he wanted to become rich
7. “Stay for the dinner and enjoy it with us.” Why did the speaker say so? []
(a) to honour the guest (b) to show his hospitality
(c) to show his royalty (d) to show humanity
8. “Everybody in the palace must enjoy my gift.” What does this show us of the speaker? []
(a) generosity (b) ambition (c) wisdom (d) selfishness

Problems of the Stomach

In Burma, in days gone by, a wealthy landlord decided to build a rest house for wandering monks. He invited, or rather, commanded the men of the village over which he held sway, to work on the project.

“You will earn merit by this work,” he announced, “so I will not pay you.”

Nobody wanted to displease him so all the able-bodied men of the village came to help all except the village simpleton. He sat on a log and watched the others work, marvelling at their industry. The landlord’s blood boiled when he spotted the idler.

“Why aren’t you working!” he hollered.

“I would have liked to work on this noble undertaking,” said the simpleton, rising to his feet, “but my stomach is empty. Who can work on an empty stomach?”

Seeing that the man was of robust build and capable of contributing massively to the task on hand, the landlord ordered his servants to feed him. This took a long time as the man kept on asking for second and third helpings of the food that was being served to him. But finally, he pushed his plate aside, belched loudly and went to wash. Then he returned to the site. Some time later the landlord went to inspect the work and was furious when he saw the simpleton again sitting idly on the log.

“Why aren’t you working!” he roared. “I would have liked to work,” said the simpleton, rising to his feet. “Indeed I want to work on this noble undertaking. But my stomach is full. Who can work on a full stomach?”

— *A tale from Myanmar*

II. Answer the following questions:

1. What are the characters in the story?
2. The fisherman's gift to the Raja was a big fish. Why was it not something else?
- *3. What is your opinion about the gatekeeper?
- *4. If you were the gatekeeper, would you let the fisherman into the palace?
5. Why did the fisherman ask for 200 lashes on his back?
6. What gift would you ask the king, if you were the fisherman?
7. Why did the King want to dismiss the gatekeeper?
8. The King was happy with the fisherman and angry with the gatekeeper at the same time. Why was this so?
- *9. If the Raja did not help the fisherman, what would be the end of the story?

III. Rearrange the words in each sentence to make sensible sentences. Then arrange them in the order of occurrence in the story. Make a good paragraph with these sentences using appropriate joining words like, 'but', 'however', 'then', 'after that', 'finally', etc.

1. went to the king's/ palace with a gift / the fisherman
2. did not have enough money / for his daughter's marriage/ the fisherman
3. stopped /the gatekeeper / him
4. two hundred lashes/the fisherman asked / the Raja to give him
5. promised to get / The Raja / the fisherman's daughter married
6. on condition / the gatekeeper / allowed / the fisherman / that he would get half the price
7. at the strange request of the fisherman / the Raja was surprised / and knew about the bad gatekeeper
8. from the service/ Raja gave / to the gatekeeper and dismissed him / two hundred lashes

B. Vocabulary

Read the following sentence carefully:

The fisherman placed the fish with great respect at the Raja's feet.

The underlined word can be replaced with 'politeness'. The word 'politeness' in the above context gives the same meaning as respect. Words which give the same or nearly the same meaning as other words are called Synonyms.

I. Now read the following passage carefully. Replace the underlined words with other words that have the same meaning.

The King felt ashamed to have a bad servant in his court. He dismissed the servant from the service as he was a cheat. But he praised the fisherman for his wisdom. Finally, the fisherman was successful to find a worthy young man for his daughter. He married off his daughter with the help of the King.

II. Read the following passage carefully. You find certain words have been left out. Fill in the blanks with words opposite in meaning for those underlined.

The King liked the fisherman but _____ the gatekeeper. The bad servant was _____ and the fisherman was rewarded. Thus, the wise fisherman taught a lesson to the _____ gatekeeper with his wisdom.

III. Suffix is a letter or a group of letters added at the end of a word to make new words.

eg. kind + ness – *kindness*, colour + ful - *colorful*.

Add suffix to the root word and form new words. Use the new words in sentences of your own.

Word	Suffix	New word
sweet	ful	
truth		truthful
require		
high		
move		
kind	ment	
clever		
faith		
thought	ness	
doubt		
calm		
use		
pay		

IV. Words with suffix, “-ing” (present participle)

Read the following sentence from the text and notice the underlined word.

I am getting two hundred lashes from him.

The underlined word in the above paragraph is present participles. It is formed by adding the suffix “-ing” to the verb.

Look at the following and observe the changes in the spellings

base verb form	suffix	present participle
get	-ing	getting
look		looking
tap		tapping
become		becoming
suspect		suspecting
go		going

Formulate the rules governing the changes/no changes in the spellings of the present participle for the following base forms of verbs:

1.	ask + ing =	9.	beg + ing =
2.	sit + ing =	10.	write + ing =
3.	move + ing =	11.	skip + ing =
4.	read + ing =	12.	close + ing =
5.	fight + ing =	13.	walk + ing =
6.	give + ing =	14.	travel + ing =
7.	shake + ing =	15.	advise + ing =
8.	dance + ing =	16.	sing + ing =

C. Grammar

Use of 'must'

I. Read the following sentence from the story.

Gatekeeper : I must obey the king's order. I will not let you in.

In the above sentence, 'must' shows some obligation and compulsion. It expresses that the work is to be done without fail.

Give sentences of your own where only must can be used.

Example : You must stop at the traffic light.

Use of the Simple Present

II. Study the routine of a class VI student, Rajesh.

S.No.	Time of the day	Activity
1.	5:00 a.m.	gets up from bed
2.	5:15 a.m.	brushes his teeth
3.	5:45 a.m.	takes his bath
4.	6:00 a.m. - 7:30 a.m.	attends to his homework
5.	7:30 a.m. - 7:45 a.m.	takes his breakfast
6.	8:00 a.m.	walks to the main road to board the school bus
7.	8:30 a.m.	reaches the school
8.	8:45 a.m. - 4:30 p.m.	attends classes at school

Now write answers to the following questions:

1. What time does Rajesh get up?
2. What does Rajesh do between 6:00 and 7:30 a.m.?
3. How does Rajesh reach his school?
4. When does Rajesh take his breakfast?
5. How long does Rajesh stay at school?

III. The Present Continuous Tense

Look at the underlined words in the following passage.

It is 4 pm now. All the children are at play. Raju and his friends are playing Volleyball. Sindu is practising running. The Physical Director (PD) is giving instructions to Kabaddi players. Some girls are watching Tennis. A few boys are drawing lines of Ball badminton court.

The underlined words in the passage above refer to an “action” in progress. That means, it gives an idea that the action is not completed yet, but, is still going on. This is called Present Continuous Tense.

Complete the following sentences using present continuous form.

1. The old man is silent. He _____ on what advice he has to give to the soldier. (think)
2. He has not done his homework. He _____ it now. (do)
3. My shirt is dirty. I _____ it. (wash)
4. You must carry your umbrella. It _____ heavily. (rain)
5. Don't disturb her. She _____ very seriously. (study)

IV. 'Wh-' question words.

Look at the underlined words in the following sentences taken from the text.

Why can't you speak to me?

What shall I do now?

What is your name, my man?

The underlined words are called 'wh-' words. The other 'wh-' words are 'where,' 'whom,' 'which,' 'when,' 'how' and 'who.' They are used to ask questions.

Read the following paragraph and make questions using appropriate wh-words
The first one is done for you.

Dileep and Sindhu are in the class. Sindhu is sitting in the front row. Chandu is reading English but Sindhu is doing exercises. Rajani is sitting in the second row. She is sharpening her pencil carefully. The English teacher is writing on the blackboard. The children in the front bench are taking down the notes. The children in the back bench are murmuring something. Sunita is going out to drink water.

eg: Where are Dileep and Sindhu?

D. Writing

Read the following letter carefully. You notice that it has five main components:
1. station and date 2. salutation 3. body of the letter 4. closing 5. signature
(subscription) 6. address on the Envelop

Thallada.

29th November, 2011.

Dear Raju,

I am fine here and hope the same with you. I have been to my uncle's place in Hyderabad during Dasara holidays.

In Hyderabad I visited Ramoji Film City, Nehru Zoological Park, Charminar and Salarjung Museum. I liked all the places very much. It was a thrilling experience for me. Make a trip to Hyderabad in the summer vacation. There are so many tourist places in Hyderabad that are worth visiting.

*Yours lovingly,
Kamalesh*

Address on the Envelop:

To

*Rakesh,
H.No. 10-51,
K.S.P. Road, Palvancha,
Pin code: 507115.*

*I Write a letter to your friend describing a place that you have visited recently.

II. Study the following passage carefully. Use capital letters wherever necessary.

rabindranath tagore was one of the greatest poets of 20th century. he was not only a great poet, an artist but also a musician and a reformer. he was the first indian to receive the nobel Prize.

III. Write a paragraph describing how you generally spend your leisure time.

E. Study Skills

Read the following extract from a newspaper.

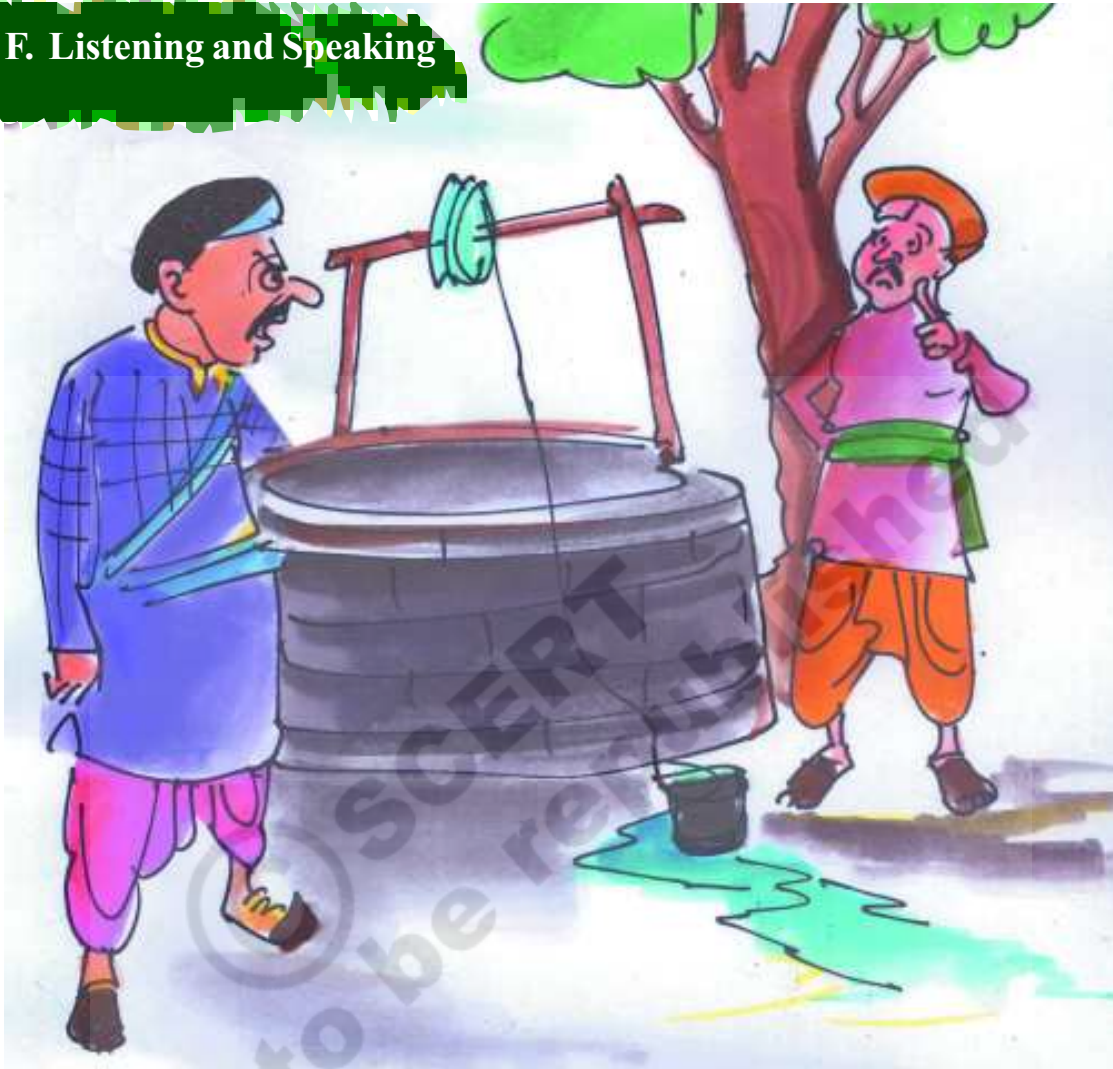
Green Heaver

My father took me to Wayanad in Kerala for a short trip. It is a wonderful place. This cool and green place is an extreme contrast to my hot and dry native town. Wayanad is a green heaven for me! It is a real feast to eyes!

Now look up a dictionary and list different meanings of the words underlined in the extract. The first one has been done for you.

Word	Meaning 1	Meaning 2	Meaning 3
hot	having high temperature	food which causes burning feeling in the mouth	a subject which causes a lot of discussion
cool			
extreme			
feast			
wonderful			

F. Listening and Speaking



I. Listen to the story 'The Clever Ramalinga' and answer the following questions: Choose the right option by writing 'a' or 'b' or 'c' or 'd' in the brackets provided.

1. Ramalinga's wife had a lot of things. What were they? []
(a) sarees (b) jewels (c) books (d) sweets
2. Where did Ramalinga's wife put the jewels at night? []
(a) in a box (b) in a iron safe
(c) in a purse (d) under the pillow
3. Who watered the plants? []
(a) Ramalinga's wife (b) the thieves
(c) Ramalinga himself (d) the servants.

II. Listen to the story again. Say whether the following statements are True or False

1. Ramalinga dropped the box of jewels into the well. ()
2. The servants began to draw the water out of the well. ()
3. The servants came again on the next day. ()
4. Ramalinga was angry at the servants. ()
5. The servants lost their jobs. ()

III. Listen to your teacher carefully. Now retell the story to your friend. You may use the following clues.

- great poet.....
- known for his wit.....
- very wise.....
- sharp to invent clever tricks.....
- quick to find answers to difficult problems.....
- beloved to the king.....
- loved and respected by everyone.....

G. Project

Collect stories and pictures that reflect wit and humour. Present them before the class. Prepare a grid of such stories for display on the wall magazine. Use the grid and review one or two stories. Use the following format to prepare the grid.

S.No.	Title of the Story	Collected from (source)	Main characters in the story	Brief description of the main characters	Other interesting details

H. Extensive Reading

Read the following story and answer the questions

The Sheik's White Donkey

I was travelling across the desert with Sheik Mahmoud Ibn Moosa and his caravan of ninety camels and nineteen men. The Sheik was a dignified old man with fierce dark eyes and a white beard. He rode a large white donkey, and his donkey was dignified too. The Sheik treated him as a friend and an equal. They were almost always together all day. They slept in the same tent every night.

I was carrying with me about eighty pieces of gold in a leather bag, I kept the bag in my tent at night and every morning I checked to see that the pieces of gold were safe. On the ninth morning the bag was not there.

I went at once to the Sheik and complained to him about the loss of my bag. He sat in silence for a few minutes stroking his beard. At last he said, "The caravan will not leave this camp today. Before evening comes, you will have your gold."

After lunch, the Sheik went into his tent and closed the flap of the tent behind him. After dinner my host slowly came out of his tent and sent for me. He told me to sit up near him in front of his tent. Then he said, "Bring me the men." All his men stood in a row in front of him.

When all the men were there, the Sheik spoke "Today some trouble has come to my guest, this traveller. Someone has stolen his bag of gold. Stealing is a crime and to steal from a guest is seven times worse. As no one from outside has been near our camp, the man who stole the bag is standing before me now. He thinks he can hide his crime, but I can find him out with the help of my wonderful donkey."

“My white donkey,” he continued, “is not an ordinary one. He is a wise animal. My donkey cannot speak our language. But I can understand his language. He will soon tell me who stole your bag.”

Then he looked at his men and said. “Now I order each of you to go into the tent alone. Close the flap of the tent so that no one can see you except the donkey and God. Pull my donkey’s tail. When an innocent hand touches his tail, he will be silent. But when the hand of the thief touches his tail, the donkey will speak to us all in his language. We will take the thief and kill him without mercy.”

As soon as he finished, he ordered the last man in the row to go into the tent first. He went in and came out. All the others went in and came out. Nothing happened. I thought that the donkey was not so wise, after all.



But Mahmoud Ibn Moosa said to me quietly, “Don’t worry. It is all right. You will get your gold soon.” I wondered how. Moosa asked all his men to stand in a line.” Hold your hands in front of you with the palms up,” he shouted. Each man held out his hands. The Sheik then walked slowly to the row. He bent down and laid his face on the palms of each one’s hands. I was amazed when he did this again and again. He came to the twelfth man and laid his face on the man’s palms. Suddenly he lifted his face, pulled out his sword and shouted, “You dirty thief! Get that gold, or I will kill you at once!”

The man fell on his feet begging for mercy. Then he jumped up and ran outside the circle of camels. He pulled up a stone and came back with my leather bag of gold.” Give it to the traveller,” shouted the Sheik. The man put the bag into my hands, and I found that all the eighty pieces were in it. Then the Sheik ordered two men to beat the thief. After a minute, I begged mercy for him; and, at my host’s command, the men let him go.

I was eager to know how the Sheik found the thief. The next day I asked him to explain. He looked at me and said,” You must not tell my men.” “Certainly, not,” I said.

“Well, yesterday when I was in the tent I took some mint and put it in water. When the water began to smell like mint, I put the donkey’s tail into the water. The tail, too, smelled like mint. That evening, you remember, each man went into the tent and pulled the donkey’s tail. All of them, except the thief, pulled the tail. His hand alone had no smell of mint upon it.”

I was all praise for the Sheik’s wisdom.

Answer the following questions:

1. Can you suggest any other suitable title to the story?
2. How did the Sheik find out the thief?
- *3. If you were in the Sheik’s place, how would you solve the problem?
4. Do you think the donkey was a clever animal? How can you say?
- *5. The Sheik treated his donkey as a friend and an equal. What does this tell us about the Sheik?

Self Appraisal

One day Raju went to a Telephone booth which was at the cash counter of a store & dialed a number.

The store-Owner observed and listened to the Conversation:

Raju : Sir, Can you give me the job of cutting your lawn?

Man : (at the other end of the phone line) I already have someone to cut my lawn.

Raju : Sir, I will cut your lawn for half the price than the person who cuts your lawn now.

Man : I'm very satisfied with the person who is presently cutting my lawn.

Raju : (with more perseverance) Sir, I'll even sweep the floor & the stairs of your house for free.

Man : No, thank you.

With a smile on his face, Raju end call with thank you.

The Store-owner, who was listening to all this, walked over to Raju.

Store Owner : Son...I like your attitude; I like that positive spirit & would like to offer you a job.

Raju : No thanks,

Store Owner : But you were really pleading for one.

Raju : No Sir, I was just checking my performance at the job I already have.

I am the one who is working for that man was talking to!

This is called “Self Appraisal”

Appendix - I

Texts for Listening

UNIT - 1

The Friendly Mongoose

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

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

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

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

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

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

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

“You wicked animal! You have killed my baby,” she screamed hysterically. She was blind with rage. She hit the mongoose hard with a stick and ran inside to the child’s cradle.

The baby was fast asleep. But on the floor lay a black snake torn and bleeding. In a flash she realised what had happened. She ran out looking for the mongoose.

“Oh! You saved my child! You killed the snake! What have I done?” she cried touching the mongoose, who lay dead and still, unaware of her sobbing. The farmer’s wife, who had acted hastily and rashly, stared long at the dead mongoose. Then she heard the baby crying. Wiping her tears, she went in to feed him.

UNIT – 2

Charaka

“Prevention is better than cure” is the principle we follow today. But in ancient times people bothered about their health only when they fell ill. But now the physicians have discovered the factors responsible for patient’s diseases. A physician should have a thorough professional knowledge, patience and sympathy towards patients to cure diseases.

Nearly twenty centuries ago a great man named Charaka made certain remarks related to human health and diseases, in his famous Ayurvedic treatise *Charakasamhita*. This treatise contains many things related to human body which our doctors follow even today.

Charaka was the first person to find out what actually makes a human being fall sick. As a great physician, he presented the concept of digestion, metabolism, and immunity. He differentiated the body of one human being from the other by showing how the same quantity of food taken by different people make some fat, and some others thin and strong.

Charaka studied the anatomy of human body. He gave the number of bones present in the human body including teeth. He was right when he said that the heart is a controlling centre.

Charaka, under the guidance of the ancient physicians Atreya and Agnivesa wrote the treatise *Charakasamhita*. It remained a standard work on the subject and was translated into many languages of the world including Arabic and Latin.

In spite of his great contribution in the field of medicine, we know very little about Charaka as a person.

UNIT – 3

Glenn Cunningham

Glenn Cunningham was a good runner. In races at school, he ran faster than his friends. “I want to become the fastest runner in the world,” Glenn told himself.

One day, there was a big fire at Glenn’s school. He was burnt very badly. His legs were burnt more than any other part of his body. The doctors looked at his legs and said that he would not be able to run again.

“I want to run!” shouted the boy. “I want to run!”

“You will not be able to run,” said the doctors.

“You should be happy if you can walk.” But Glenn did not listen to the doctors. “I won’t give up,” he told himself. “I’ll run!”

Glenn was in bed for a year. When he got up, he tried to walk. He fell down. But Glenn did not give up. He kept trying. At last, Glenn was able to walk. The doctors were surprised. Then Glenn started to run. Soon he could run faster than his friends.

Later, Glenn became the fastest runner of his time. Glenn Cunningham showed that anything can be done if one tries hard.

UNIT – 4

To Catch Some Thieves

One evening Ali was cycling home after a cricket match. It was getting dark and there was no moonlight. He was in a hurry to get home. He took the shortest way home and happened to pass by his uncle's watch factory.

There was a lorry outside the factory and the gate was open. The night watchman was not there.

“This is very strange,” Ali thought to himself. “I must find out more.”

He got off his bicycle and hid it behind a big tree. As he did this, he heard heavy footsteps. He quickly went behind the tree and looked around. He saw four men carrying boxes to the lorry, “Ah, these watches will get all of us a lot of money for the coming New Year,” one of them said in a low voice.

Ali knew at once that the men were thieves. He kept very still and quiet. He was a little afraid and his heart went thud-thud-thud. He waited until the thieves had gone back into the factory to get some more watches. Then he ran to the lorry and let out the air from all the tyres. After that, he got on to his bicycle and cycled at top speed to the police station about a kilometre away.

When Ali reached the police station, he was out of breath. He told the police inspector, “Please, Sir, thieves! thieves!”

“Slow down, young man,” the inspector said with a smile. “Catch your breath first and then talk. Now, where?”

“My uncle's factory in Vikhroli,” answered Ali. “Four of them. I've let out the air from all the tyres of their lorry.”

“Very good,” said the inspector. “We'll go there at once. You can come with us if you like.” Ali got into the police car with the inspector. They drove off and another police car followed them. Ali was very excited. This was the first time he had travelled in a police car, and with the siren on!

Soon they reached the factory. The thieves were taken completely by surprise. They tried to run away but the policemen caught them and took them to the police station.

The inspector took Ali home in his car. He told Ali that his men would bring his bicycle to him later. Ali's father and mother were glad to see their son. They had been afraid that something had happened to him. When the inspector told them what Ali had done, they were very happy and proud.

On the New Year's Day, Ali's uncle presented him with a new bicycle.

UNIT – 5

A Little Boy and a Kind Tree

There is a story about a kind tree and a little boy. The little boy played in the shade of the tree every day. The tree loved him very much. One day the boy sat at the foot of the tree. There were tears in his eyes.

“Why are you crying?” asked the tree. “Because I'm hungry,” said the little boy.

“Eat my fruit,” said the kind tree, and bent down one of its branches. The boy ate the fruits and was happy. The boy grew up. One day he sat under the tree. He was sad. “Why are you sad?” asked the tree. “I'm going to marry,” said the young man. “But I have no house to live in.” “Cut down my branches,” said the tree. “And build a house.” The young man built a house with the branches of the tree. The young man became a sailor. One day he sat under the tree. He looked unhappy. “Why are you unhappy?” asked the tree.

“Because my captain is a bad man and cruel to me,” said the sailor. “I want to have my own ship.” “Cut down my trunk and build a ship,” said the tree. The sailor built a ship on his own. The tree was gone. Only the stump was there. In ten years, the sailor lost his ship. He came home. He was a helpless old man! One cold winter's day the old man stood near the stump of the old tree. He leaned on his stick and trembled with cold. “Make a fire out of me,” said the stump of the tree, “and warm yourself.” The stump of the kind tree burned in the fire.

UNIT – 6

The Magic Spring

Once in a small village near the mountains lived an old farmer and his wife. They had no children. They were very old. One morning the old farmer woke up early. He took his axe and went to the mountains. He wanted to cut some firewood. He climbed the mountain very slowly. The sun was up. It was hot. The old man felt tired and slept under a tree. A small animal touched the old man's right foot. He jumped up in fear and

looked around. He saw a squirrel running towards a small hole. "Please stop", cried the old man: "Please come back." But the squirrel had disappeared. The old man was afraid. Suddenly he felt thirsty. "Oh! How thirsty I am!" said the old man. "How I wish I could get a mouthful of cold water!" But there was no water anywhere. "Mr. Squirrel, my friend, I'm very thirsty," the old man cried out. "Give me something to drink. Please give me some water." Suddenly he heard a bubbling noise: a spring of water was coming from the squirrel's hole! "How wonderful!" said the old man. He knelt down by the spring, took some water in his hands, and drank it. "How sweet!" he said. "How cool!" Suddenly he felt very sleepy. He lay down on the grass. "What a strange place!" he said and soon fell asleep.

After some time the old man woke up. It was late in the evening. "What a long sleep it was!" said the old man. He jumped up and started running home. "Is the old woman worrying about me?" he asked himself. On his way he picked up the bundle of firewood. It was a heavy load. But he carried it easily. He felt young and strong. "How young I feel!" he said. He ran home quickly. His wife was waiting for him at the gate. "Hello, old woman," he called out to her. "I'm hungry. Give me something to eat." But the old woman was puzzled. "Who is this young man speaking as if he was my husband?" she said to herself. "What's wrong with you?" he said. "Don't stare at me like that. I'm your husband." The old woman could not believe her eyes. It took some time for both the husband and the wife to understand what had happened. Then the wife said, "Tell me the exact place. I want to drink from the magic spring and be young like you."

The next day, the old woman got up early in the morning and set out for the spring. The farmer stayed at home. "Come back soon," he told his wife. "Don't be late." He was very happy. He was once again young and strong. "Now my wife is going to drink at the magic spring. How young she will be!" he said to himself. It was late afternoon. The wife did not come back. The farmer waited and waited. Still she did not come. So he too set out for the mountains. He ran as fast as he could. He called out her name. "Please answer me", he cried. "Come back to me." But there was no answer. "O, how unhappy I am!" cried the farmer.

At last he reached the magic spring. "Where are you?" he shouted. "Don't hide from me." Then he heard a tiny cry. He turned round. There, on the grass, he saw a tiny baby. It waved its tiny hands and made some baby noises. The farmer looked closely at the baby. His wife's clothes were wrapped around her. And she had his wife's face! Then he knew what had happened. She drank too much water from the spring. "What a pity!" he said. He took his baby-wife in his arms, carried her home, and looked after her lovingly.

UNIT -7

The Olympic Champion and the Ducks

The Greeks started the Olympic Games on the plains of Olympia. Their last Olympic Games were held in 261 A.D. These games were started again in 1896 and are being held once in every four years.

At the Olympic Games of 1928 in Amsterdam, Bobby Pearce won a gold medal for rowing race. He also won the hearts of all who saw him win.

Bobby Pearce was born in Sidney in Australia. His father was a great sculling champion. (Sculling means 'one man rowing with two oars', one in each hand). When Bobby was five, he was rowing around Sidney harbour in a small boat. A little later, he won his first race, competing against the olds. One of the judges asked him, "How old are you, Bobby?" And he replied proudly, "Six".

By the time he was twenty, Bobby was the sculling champion of Australia. The following year he went to Amsterdam to compete in the Olympic Games. In the finals he competed against Ken Myers of America. From the start of the race, Bobby was in the lead. At the half-way stage, he was still leading and very much ahead of Myers. It seemed that Bobby would easily win.

Then, suddenly, something happened. Bobby heard a shout from the bank and he looked over his shoulder. He saw a duck and her brood of ducklings swimming across the canal. They were swimming into the course of his boat and the boat was going to run into them. The poor birds had no idea that they were in the middle of an Olympic race!

Immediately Bobby slowed his boat down. Myers was catching up very fast. The people on the shore were shouting as if they were mad. But, Bobby waited patiently until all the ducklings were out of danger. Then he picked up speed again and went on to win the race easily.

Of all the Olympic heroes, it was he who won everybody's heart. A Dutch newspaper wrote, "He won the goodwill of the children of Amsterdam". His friends in the Australian Olympic team were not surprised by the incident of the ducks. "Bobby is that kind of man," they said.

From the age of six, Bobby Pearce competed in races for thirty three years and retired from sports in 1945. How many of these races do you think he lost? Not a single race!

UNIT – 8

The Clever Ramalinga

Many years ago, there was a poet in the court of Vijayanagar. His name was Ramalinga. He was a very clever man. There are many stories about him. Here is one of them.

Ramalinga's wife had a lot of jewels. She wore them in the day. At night she put them away, in a box. She kept the box in her bedroom. Ramalinga had two servants. They were rogues. One day, they decided to steal the jewels. One servant said, "We'll steal the jewels in the night." The other said, "Yes, in the night, they'll sleep. Then we'll take away the box." Ramalinga was standing behind them and overheard what they had said. It was dark, so they did not see him.

It was eleven o'clock in the night. The servants went to the bedroom and looked in. Ramalinga and his wife were not asleep. Ramalinga knew that the servants were near. He said loudly to his wife, "There are many thieves in the town. You have a lot of jewels. We must keep them safe. I have a plan. We shall put all the jewels in a box. Then we'll drop the box in the well. Nobody will look there for the jewels." The servants heard this. "We can now take the jewels easily," they thought.

Ramalinga quickly took out all the jewels from the box. Then he filled the box with stones. He and his wife took the box out, and dropped it into the well. It fell into the water with a loud noise. Then Ramalinga and his wife went back into the house.

After some time, the servants went to the well. "How will we take out the box?" one of them asked. "Let's draw all the water in the well," the other said. "Then we can take the box out." They got two buckets and ropes and began to draw the water out. It flowed into the garden. It was a very deep well. It was almost morning. But still there was a lot of water in the well. "Soon it's going to be morning," said one servant. "The master will get up soon. So let's stop working. We'll come back to the well again at night."

Ramalinga was watching all this. He saw the servants going away. He called them. Then he said, "Thank you for watering the garden. There are no jewels in the box. You are thieves. Get out of here!"

Appendix - II

A Note to the Teacher

‘Our World Through English’ has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes ;
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition ; and
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, dramas, posters, slogans, letters, etc.

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

B. Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find word puzzles, matching questions, finding synonym / antonym tasks, word-formation activities, etc.

C. Grammar: This section contains some grammar tasks/activities/exercises. You will find the tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

D. Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they help the students write a piece collaboratively.

E. Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

F. Listening & Speaking: This section contains one or two listening texts (given in Appendix-1), and some tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to. You will also find some activities that encourage the children to participate in the discussions, debates, seeking and giving information, etc.

G. Poem: This section contains one or two poems followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic

appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they learnt.

H. Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

I. Extensive Reading: This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Checklists: There are a few checklists given in each unit for helping the learner to assess his /her own learning. The self- assessment tools include those related to reading and constructing various discourses.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening, reading, reading for pleasure, and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.
- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units have been organised as listening, speaking, reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-reading Session:

- i. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (show a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
- ii. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
- iii. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

- i. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers caused by the unfamiliar words or structural complexities.
- ii. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and,
 - The parts that they liked most in the passage.
- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to

take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- Individual construction;
- Presentation by a few individuals;
- Sharing in group for refinement;
- Presentation by the groups; and,
- The presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is a rough scheme of work.

	SECTION	PERIODS
A.	Reading:	4 periods
B.	Vocabulary:	2 periods
C.	Grammar:	3 periods
D.	Writing:	3 periods
E.	Study Skills:	1 period
F.	Listening & Speaking:	2 periods
G.	Poem:	2 periods
H.	Project:	2 periods
I.	Extensive Reading:	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VII,VI) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?

2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.
- Encourage collaborative learning by dividing the class into mixed ability groups.
- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of “read a sentence and ask a question.”
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft, dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that.

Happy teaching!

Appendix - III

Expected outcomes at the end of the Class VI

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing.
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres.
6. The competence to appreciate the beauty of literature and to develop a taste for literature.
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development.
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom.
9. The competence to appreciate similarities and differences across languages in their classroom and in the society.
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm.
11. The competence to use language as a tool for knowledge acquisition and its sharing.
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment.