

# **A Composite Modern English Text Book ( Class - V)**

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## **FOREWARD**

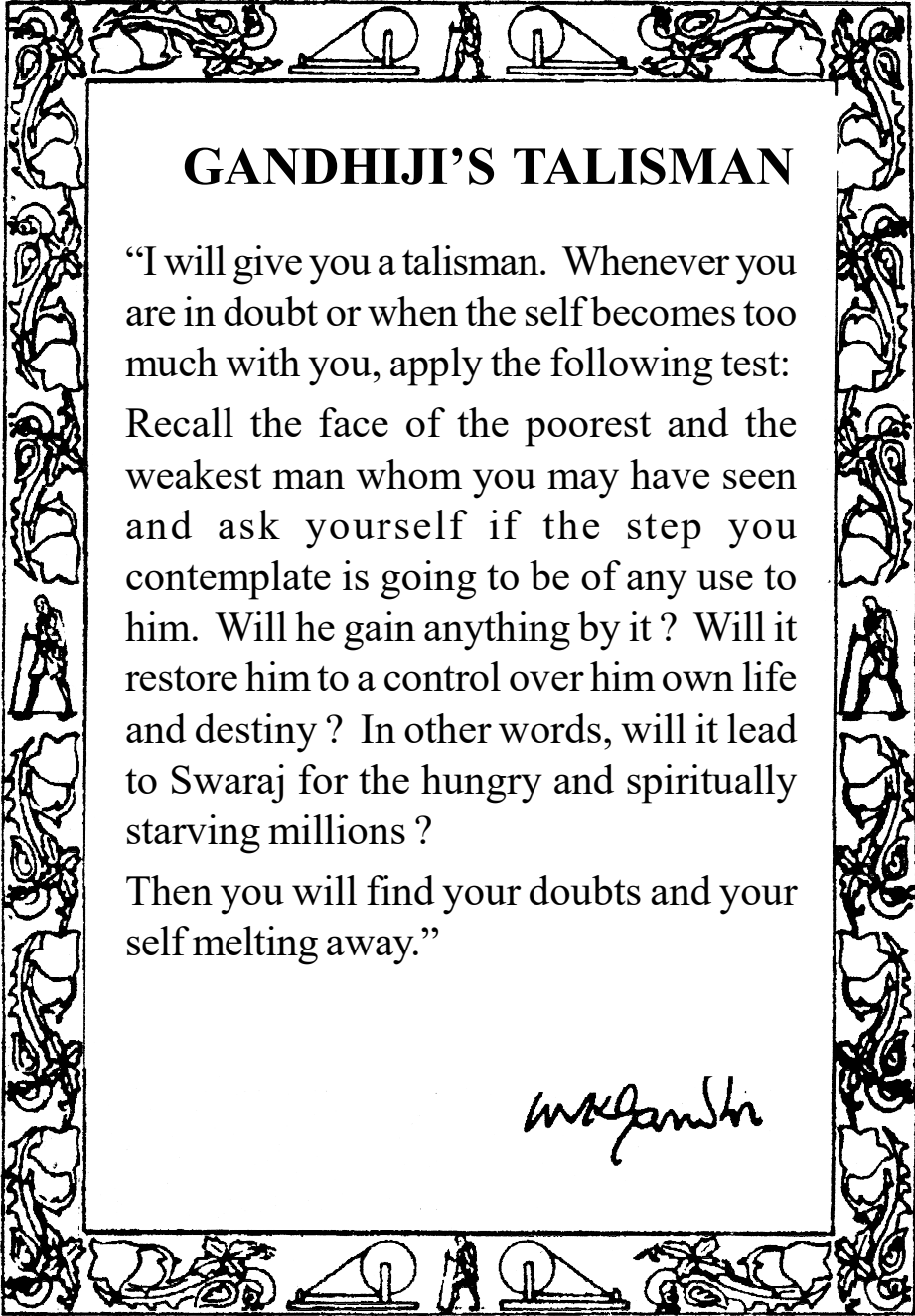
In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has been trying to promote education for improving the quality of life in the state.

The text-book in its present form is an outcome of a series of consultations & meetings held with the authors and reviewers. Utmost care has been taken to relate to local context and made suitable for use by students in Manipur. Every effort has been given to make the book holistic and engaging.

I thank the authors and reviewers and all those who have contributed in bringing out the book.

The Board welcomes valuable suggestions for improvement.

**Dr. Chithung Mary Thomas**  
Secretary



## GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.”

*M.K. Gandhi*

## PREFACE

“LET’S LEARN ENGLISH” series which has been recently revised and developed under a new title, A Composite Modern English Text Book, has been written strictly based on the new curriculum and syllabus for English prepared and designed by the State Council of Educational and Research Training, Government of Manipur. In writing the textbooks for primary level, the writers kept in view the needs, age, ability, aptitude and interest of the learners, particularly of the State of Manipur. The series is presented as a learning package for school children studying English from class I onwards.

As per the perspectives of the curriculum and syllabus, attempts have been made to keep the 30% component of the instructional materials on regional or local elements. The textbooks are prepared to cover strictly the thematic content envisaged in the syllabus. The books contain a composite, though wide and varied, materials suitable for the standard of the learners. The lessons have been properly graded in points of both language and ideas to suit a learner-friendly pursuit. Attempts have been made to make the learners acquire mastery of simple and straightforward language skill coupled with the use of spoken English for communication.

Simple nursery rhymes and poems contained in the Course Book will give the learners a taste of the rhythms of English language along with a sense of feeling of the words. The simple questions at the end of each poem are meant to enhance the learners’ enjoyment and understanding of the poems.

There are sufficient illustrations in every lesson which will make learning joyful and relevant. They will also enhance the power of insight in the learner.

It is the duty of teachers to attempt to generate a sense of confidence in the learners in English as a resource language .

The writers are thankful to the authorities of the NCERT for making their materials freely available to them in developing these text books. They are also highly thankful to the authorities of the Board of Secondary Education, Manipur, for giving them this opportunity of writing these text books.

Despite our best efforts mistakes might have crept in here and there in the book. If there be any such, correction will be made in the next edition. There may be room for further improvement in the thematic contents or any other aspect of the book. Suggestions for making the book a more presentable one will always be welcomed.

Authors

**Revised and Improved**  
**Kangabam Kalidas Singh**  
**Ch. Rita Devi**

**Editor**

**Prof. N. Khagendra Singh**

## Learning Outcomes

### The learner:

- ‡ shares small English songs, poems, games, riddles, stories, tongue twisters.
- ‡ responds to instructions in English, on games / sports.
- ‡ replies orally / in writing to questions based on texts read / unseen passage.
- ‡ reads independently in English story books, news items / headlines, advertisements etc.
- ‡ interviews people around e.g. grandparents, teacher, librarian, gardener etc.
- ‡ uses meaningful sentences to describe, narrate and for framing questions.
- ‡ reads text with comprehension, locates details and sequence of events, connects ideas with his / her personal experiences.
- ‡ writes lists, paragraphs, etc. as dictated by teacher.
- ‡ writes short paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
- ‡ writes informal letters, messages etc.
- ‡ writes stories, poems, notices and captions for posters etc.
- ‡ reads English in the surroundings (*advertisements, directions, names of places etc*) and answers queries related to them.
- ‡ writes and speaks on peace, equality etc suggesting personal views.
- ‡ expresses orally / in writing about variety in food, dress, customs and festivals as read in story books / heard in narratives / seen in videos, films etc.

# CONTENTS



## Unit I

|           |                               |      |
|-----------|-------------------------------|------|
| Lesson 1. | Morning Song (Poem)           | 1-2  |
| Lesson 2. | What would you like to become | 3-10 |

## Unit II

|           |                               |       |
|-----------|-------------------------------|-------|
| Lesson 3. | Sister awake (Poem)           | 11-12 |
| Lesson 4. | Facing the challenges of life | 13-22 |

## Unit III

|           |                                    |       |
|-----------|------------------------------------|-------|
| Lesson 5. | What does little Birdie Say (Poem) | 23-24 |
| Lesson 6. | On an educational Journey          | 25-32 |

## Unit IV

|           |                   |       |
|-----------|-------------------|-------|
| Lesson 7. | My Country (Poem) | 33-34 |
| Lesson 8. | Hijam Irabot      | 35-39 |

## Unit V

|            |                             |       |
|------------|-----------------------------|-------|
| Lesson 9.  | Father we Thank Thee (Poem) | 40-41 |
| Lesson 10. | Sarat's family              | 42-50 |

## Unit VI

|            |                                 |       |
|------------|---------------------------------|-------|
| Lesson 11. | Song for a Little House (Poem)  | 51-52 |
| Lesson 12. | The Adventures of a Copper Coin | 53-61 |

**Unit VII**

|            |                         |       |
|------------|-------------------------|-------|
| Lesson 13. | The Rainbow (poem)      | 62-64 |
| Lesson 14. | Pandit Jawaharlal Nehru | 65-71 |

**Unit VIII**

|            |                               |       |
|------------|-------------------------------|-------|
| Lesson 15. | Marco Polo                    | 72-78 |
| Lesson 16. | Khamba's fight with the tiger | 79-86 |

**Unit IX**

|            |                                            |       |
|------------|--------------------------------------------|-------|
| Lesson 17  | Lai Haraoba                                | 87-93 |
| Lesson 18. | Keeping yourself away from Cold<br>and Flu | 94-98 |

**Unit X**

|            |                           |         |
|------------|---------------------------|---------|
| Lesson 19. | The Modern Way (Poem)     | 99-101  |
| Lesson 20. | Why do we read Newspaper? | 102-106 |

**Unit XI**

|            |             |         |
|------------|-------------|---------|
| Lesson 21. | Composition | 107-122 |
|------------|-------------|---------|

# **UNIT I**

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## **1**

## **MORNING SONG**



The year's at the spring,  
And day's at the morn;  
Morning's at seven;  
The hill side's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven;  
All's right with the world.

*Robert Browning*

1. *The teacher reads the poem aloud with appropriate action.*
2. *After learning by heart, the children recite it in the class room with proper rhythm and accent.*

**New Words :**

        mom              : morning

        lark             : small song bird, the skylark

        dew-pearled : The hillside is covered with shining drops of dew.

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

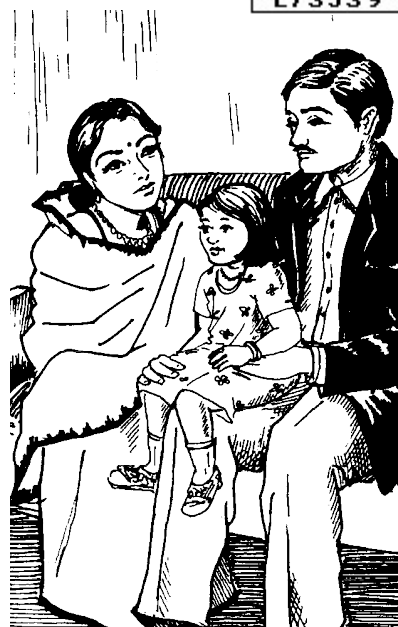
**Answer the following questions :**

1. Which season is it in the poem ?
2. Describe the beauty of the hill side.
3. Where is God ?

## 2 WHAT WOULD YOU LIKE TO BECOME?



You are a student of class V. You are a very dear child of your parents. They take care of you a lot. They work very hard to give you the best food, the best clothes and the best education. When you fall sick, they get very much worried. They take you to the doctor and pray to God for your recovery. When you pass the examination, they celebrate it as their own victory and they feel proud of you. Nothing is more precious than you to your parents. They get much excited when they think of your future. You can help them by developing a talent of your choice. Here are some role models:



Doctor : You watch a short film on TV.

It is a doctor's house. The time is 11 o'clock at night. The doctor is in his room sleeping. The phone on the side-table rings. The sound wakes the doctor up. His wife also wakes up. He takes up the phone.

**Doctor** : Hello, doctor speaking.

**Voice** : Hello sir, I am calling from the hospital. We have an emergency case here. Please rush to the hospital.

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**Class-V**

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**Doctor** : Can't we wait till morning?

**Voice** : No sir, we can't wait that long.

**Doctor** : All right. I will be there soon.

He changes his dress  
immediately. His wife  
helps him.

**Wife** : You came back late and you are  
going there again in the middle of  
the night. You cannot take rest  
even at night.

**Doctor** : I have to because I am a doctor.  
Every single minute is important  
to a patient. I must attend to the  
needy patients as quickly as possible.

**Wife** : I understand. I am a doctor's wife.

**Doctor** : Thank you and goodnight.



He hurries to the garage and gets into his car. But the car fails to get started. He leaves the car and starts walking. On the road, he does not find any rickshaw or taxi coming. He walks faster and faster. He reaches the hospital and finds a young boy groaning with pain. The mother of the patient is crying loudly. He examines the boy and asks the nurse to arrange for an operation. The doctor performs the operation successfully.

After the operation, the doctor takes a short nap in his chair in the hospital. In the morning, he washes his face and goes to the ward to check the condition of the patient. He examines the boy minutely. Then he turns to the parents.

**Doctor** : He will be all-right now.

The parents fold their hands and bow to the doctor.

**Father** : Thank you doctor. You have saved the life of my child. You are great.

**Doctor** : Don't thank me. Thank the Almighty. It is His blessings that has saved your child.

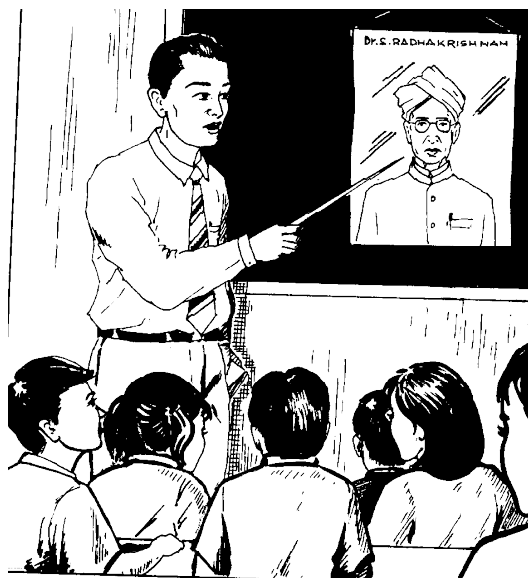
**Mother** : Doctor, we are very poor. Please accept a little amount of money from us.

**Doctor** : No. Why should you give me money? I am a doctor and it is my duty to attend to the patients. My happiness lies in the welfare of the patients.

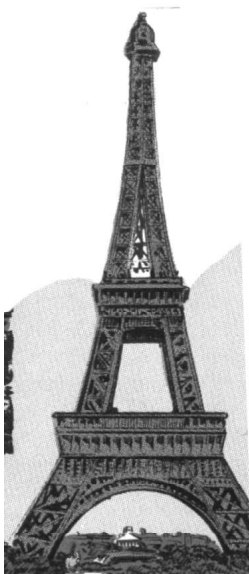
He leaves the room. The parents remain behind expressing their gratefulness.

*Teacher : You listen to a speech given by the headmaster of your school on the **Teachers' Day** Celebration.*

“My dear students, today is the 5th September, the **Teachers' Day**. You are observing it to show your love and respect to your teachers. We celebrate **Teachers' Day** in memory of our late President of India, Dr. S. Radhakrishnan. He was first a teacher and later on became the President of our country. But, he wanted us to remember him as a teacher, not as the President. He believed that the contribution of a teacher to the nation was greater than even that of a president. You cannot learn anything without the help of teachers. A teacher is the light which shows you the path of life. He is your guide, your leader, and your well-wisher. He is there to clear away your doubts and give you the knowledge of the world.”

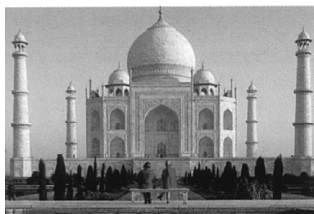


**Engineer** : Your grandpa shows you a picture of the **Eiffel Tower** of Paris and tells about the wonders of engineering science.



“This is the picture of the **Eiffel Tower** of France. How tall and beautiful it looks! It is one of the greatest wonders of the world. Do you know who designed it? It was designed by a famous engineer called A.G. Eiffel. Therefore, it was named Eiffel Tower. It is 300 metres high and it was built more than one hundred years ago. It still remains as one of the best structures of the world. Engineers are the makers of tall buildings, roads, bridges, motor-cars, planes, rockets, satellites, etc. Therefore, the contribution of engineers is very great.”

There are many other choices of a career in life. You can become a lawyer, a policeman, a soldier, a pilot, an artist, a scientist or a businessman. But, for this you have to study very hard. You must work hard and you should not waste time in useless things.



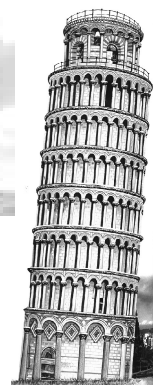
Taj Mahal



London Bridge



Pyramid



Leaning Tower of  
Pisa

## New Words

|             |                                                    |
|-------------|----------------------------------------------------|
| emergency : | Sudden state of things, requiring immediate action |
| welfare :   | well -being                                        |
| celebrate : | perform publicly/engage in festivities             |
| tower :     | a tall narrow building or part of a building       |
| structure:  | frame work                                         |
| career :    | job or profession                                  |

## EXERCISES

### I.(a) Answer the following :

- (i) What do your parents do for you when you fall sick?
- (ii) How do your parents celebrate when you pass the examination?
- (iii) How can your parents help you in taking a decision for your future?
- (iv) Why does the doctor rush to the hospital in the middle of the night?
- (v) Why does the doctor not accept the money given by the mother?
- (vi) When is **Teachers' Day** celebrated?
- (vii) Why did Dr. S. Radhakrishnan want us to remember him as a teacher not as the President of India?
- (viii) Why should you respect your teachers?
- (ix) Where is the famous **Eiffel Tower** situated?
- (x) Who was the designer of the **Eiffel Tower**?

### b. Choose a role model and write about five sentences on your choice:

|        |          |         |            |           |       |             |             |
|--------|----------|---------|------------|-----------|-------|-------------|-------------|
| Doctor | Engineer | Teacher | Politician | Policeman | Pilot | Businessman | IAS Officer |
|--------|----------|---------|------------|-----------|-------|-------------|-------------|

(c) **Pick the odd word out :**

|        |        |       |         |
|--------|--------|-------|---------|
| Doctor | Police | Nurse | Patient |
|--------|--------|-------|---------|

|      |        |         |        |
|------|--------|---------|--------|
| Gold | Silver | Plastic | Copper |
|------|--------|---------|--------|

|         |       |      |      |
|---------|-------|------|------|
| Destroy | Guide | Help | Lead |
|---------|-------|------|------|

|        |       |        |      |
|--------|-------|--------|------|
| Robber | Thief | Dacoit | Sage |
|--------|-------|--------|------|

|        |         |       |           |
|--------|---------|-------|-----------|
| Lawyer | Student | Pilot | Policeman |
|--------|---------|-------|-----------|

(d) **Fill up the blanks in the sentences using the words in the box in their correct forms:**

|              |              |             |             |              |
|--------------|--------------|-------------|-------------|--------------|
| <i>plane</i> | <i>won</i>   | <i>tail</i> | <i>hair</i> | <i>sea</i>   |
| <i>plain</i> | <i>wound</i> | <i>tale</i> | <i>heir</i> | <i>see</i>   |
| <i>cell</i>  | <i>ship</i>  | <i>lid</i>  | <i>dear</i> | <i>steal</i> |
| <i>sell</i>  | <i>sheep</i> | <i>lead</i> | <i>deer</i> | <i>still</i> |

- (i) The ..... is flying high in the sky.
- (ii) Imphal is a ..... surrounded by many rows of hills.
- (iii) The Indian army fought at Kargil very bravely and ..... the battle.
- (iv) The doctor is applying ointment on the .....
- (v) The dog is wagging its .....
- (vi) Our grandfather narrated an interesting ..... last night.
- (vii) Now-a-days, the girls prefer to cut their ..... very short.
- (viii) Mohon is the lone child of his parents so he is the sole .....to their property.
- (ix) We should not ..... others' property.
- (x) ..... water runs deep.

- (xi) Human body is made up of myriad .....
- (xii) Ibetombi ..... vegetables at the market.
- (xiii) The Titanic was a very huge .....
- (xiv) ..... are reared for wool.
- (xv) The water of the ..... is saline.
- (xvi) We cannot ..... stars in the cloudy sky.
- (xvii) ..... is a hard metal.
- (xviii) He is tightening the ..... of the bottle.
- (xix) All children are very ..... to their parents.
- (xx) Sangai is a very rare species of ..... today.

(e). A. **Make new words by adding 'ly' to the following words :**

*Examples: high+ly = highly; hungry+ly = hungrily.*

|              |               |                |              |              |
|--------------|---------------|----------------|--------------|--------------|
| <i>angry</i> | <i>true</i>   | <i>wise</i>    | <i>slow</i>  | <i>happy</i> |
| <i>quick</i> | <i>bright</i> | <i>regular</i> | <i>brave</i> | <i>firm</i>  |

**B. Now, fill in the newly formed words in the following sentences:**

- (i) We have to attend the class .....
- (ii) This room is lit up very .....
- (iii) Our soldiers fought the battle of Kargil .....
- (iv) The tortoise runs ..... but steadily.
- (v) When the war was over, the people lived .....
- (vi) The villagers chased the thief very .....
- (vii) Come ....., the picture is starting now.
- (viii) He talks ..... though his brother speaks foolishly.
- (ix) We all love our motherland .....
- (x) He stood ..... by his decision.

- (f). *What do you do before going to school ? Choose five things that you do before you leave for school. Write them in order:  
One is done for you.*

|                                |                         |                        |
|--------------------------------|-------------------------|------------------------|
| <i>have lunch/breakfast</i>    | <i>wash up</i>          | <i>pack school bag</i> |
| <i>do homework</i>             | <i>chat with</i>        | <i>memory</i>          |
| <i>dress in school uniform</i> | <i>ready for school</i> |                        |

- (1) First ----- I do my homework -----
- (2) Then -----
- (3) Next -----
- (4) Next -----
- (5) Finally -----

\*\*\*\*\*

## UNIT II

### 3

### SISTER, AWAKE!



Sister, awake! Close not your eyes!  
The day her light discloses,  
And the bright morning doth arise  
Out of her bed of roses.

See the clear sun, the world's bright eyes,  
In at our window peeping:  
Lo, how he blusheth to espy  
Us idle wenches sleeping!

Therefore awake! make haste, I say,  
And let us, without staying,  
All in our gowns of green so gay  
Into the Park a-maying!

*Thomas Bateson*

1. The teacher reads the poem aloud with appropriate action.
2. After learning by heart, the children recite it in the class room with proper rhythm and accent.

**New Words :**

|                    |   |                                                          |
|--------------------|---|----------------------------------------------------------|
| <i>disclose</i>    | : | <i>make known</i>                                        |
| <i>bed of rose</i> | : | <i>pleasant situation</i>                                |
| <i>peeping</i>     | : | <i>looking secretly</i>                                  |
| <i>wenches</i>     | : | <i>girls (old use)</i>                                   |
| <i>gowns</i>       | : | <i>a women's dress</i>                                   |
| <i>a-maying</i>    | : | <i>joyous as in the festival of May day on first May</i> |

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

**I. Answer the following orally:**

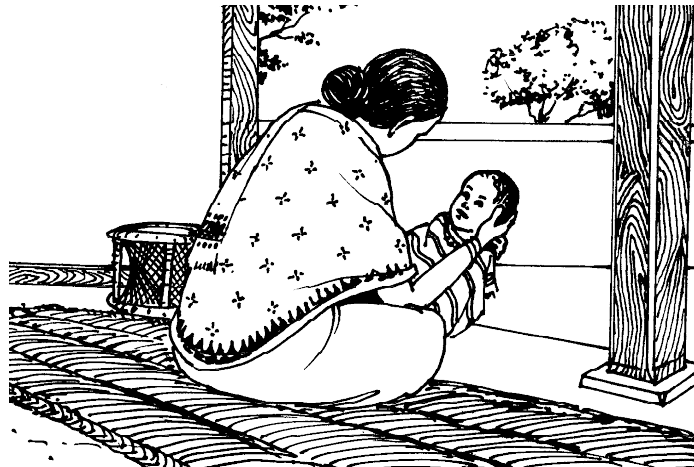
- (i) What does the young girl tell her elder sister?
- (ii) What does the day do?
- (iii) Out of which place does the bright morning arise?
- (iv) What does the poet mean by the words “the world's bright eyes”?
- (v) Who is peeping in the window ?
- (vi) Why does the sun blush to espy?
- (vii) Find out the words which rhyme with the following :

peeping     \_\_\_\_\_  
say            \_\_\_\_\_  
staying      \_\_\_\_\_

\*\*\*\*\*

# 4

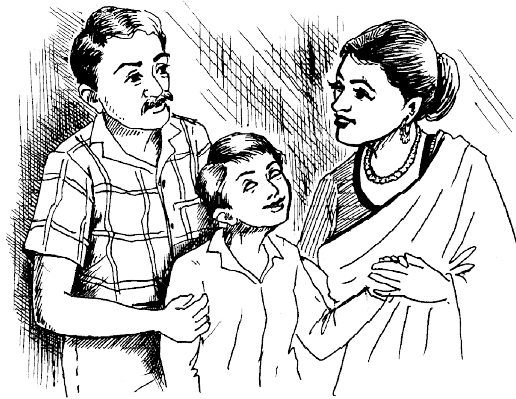
## FACING THE CHALLENGES OF LIFE



I am a boy. I am twelve years old. I am the lone child of my parents. They call me Ma-ngal very lovingly. They say that the meaning of Ma-ngal is light. But I do not know what light is because I was born blind. My mother tells me that she was thrilled with joy on my birth but a few days later, all her happiness turned into despair. They took me to doctors and also to temples. I was examined by the doctors and the priests showered me with blessings. Yet my eyes refused to open and see the light of the world. I grew up without knowing what 'seeing' was. But I could sense my parents and the things around me. I could also smell them as I grew up.

As I started crawling on my hands and knees, my mother would never leave me alone. She even made my father do the household chores to be with me. She was worried that I might hurt myself. I still didn't know what seeing meant.

One day, as I started walking on my feet, I got myself blocked on the door and I fell down. I didn't know that it was closed. I cried out loudly with pain and my mother rushed to pick me up. She embraced me and cried a lot, "Oh, my child! How unfortunate you are! You cannot see anything. Why were you born blind? What an ill-fated mother I am!"



"Mummy," I asked, "what is 'seeing'?"

"My child," she replied, "Seeing is noticing something with your eyes. If you had eyes, you could see me, your father and all the things around you."

"Are all children born blind? Can't they see anything as I?" I enquired.

"No, my child," she cried, "All children except a few can see. They are not blind."

"Why am I born blind then?" I asked. "Shall I ever be able to see you, Mummy?"



"Oh ! What should I tell you?" She broke down. I could feel her tears wetting my face.

"Yes, my child," said my father. He had come in. "Don't worry. Today, medical science can do wonders. I will take you to the best eye-hospital of the world."

"Let's pray to God, my child," my mother held me tighter, " only God can help us."

When I was eight years old, my parents took me to a school for the blind for admission. My mother could not help breaking down before the principal, “Sir, what is the use of studying for a blind boy?”

“Please control yourself,” said the principal. “It is bad for both you and the child. Blindness is neither a curse of God nor a totally helpless thing. Your child is as good as any other child except for seeing things. He can make up even that by using his other senses. He can lead a perfectly normal life.”

“How is it possible for him to live a normal life?” my mother almost choked.

“It is possible,” assured the principal. “A blind man is no longer treated as a parasite today. He is self-dependant. He has got everything except eyes. Why should we make life miserable for a blind man?”

My parents kept silent. The principal continued, “Life is not for seeing alone. It is also for feeling, tasting, hearing, touching, smelling and even for imagining. The days are gone for a blind man to curse his birth. Have faith in your child, and he will work wonders in life.”

From that day, I could feel a change in the attitude of my parents towards my blindness. My mother grew strong and she would not cry before me now. My father helped and encouraged me in my studies.



Slowly and gradually I started learning the alphabet. I was given wooden alphabet. I was taught to feel the alphabet with my fingers and memorise them. I learnt to identify and name the different objects around me either by touching or smelling or tasting or hearing. Surprisingly my sense of smell was much sharper than that of my parents. Now, I could even smell fire which they usually could not feel.

One night, an unusual smell woke me up. It was the smell of cooking gas. I remembered having smelt it when my father changed the gas cylinders. Immediately I shouted and woke my parents up. They acted very quickly and took the leaking gas cylinder out of the house. They praised me that I had saved the house from burning. I felt very proud and victorious.

One morning, my father told me that a blind student had passed the class X examination in the first division. It inspired me to work harder and harder. He also narrated to me the life-story of a lady called Helen Keller who became not only blind but also deaf from infancy. But she succeeded in becoming a writer and lecturer. She took her drawbacks in her own stride and overcame the challenges of physical handicaps. I was told that she could learn what a person spoke by keeping her finger on the lips of the speaker.

Now, I am learning braille in the school. Braille is a type of writing where letters are represented by raised dots. People who are blind read the dots by feeling them with their fingers. Besides this, I also learn painting. I don't know anything about colours and shapes. But I wish to draw what I feel. For me, feeling is seeing. By sensing a thing, I build up its shape in my mind and I wish to present it to the world. I hope to prove myself worthy of my name.

**New Words:**

*despair* : lose hope

*chores (chor)* : daily task

*curse* : call or bring evil down on

*parasite* : plant or animal that lives on or in another

*challenges* : calls to a contest

*braille* : system of printing for the blind.

## EXERCISES

### 1.(a) Answer the following questions:

- (i) What is the meaning of Ma-ngal?
- (ii) Why did the joy of the mother on the birth of Ma-ngal turn into despair?
- (iii) Why did Ma-ngal's mother refuse to leave him alone as he grew up?
- (iv) What is 'seeing'?
- (v) How old was Ma-ngal when he was admitted in the school for the blind?
- (vi) When did Ma-ngal experience a change in the attitude of his parents towards his blindness?
- (vii) What is braille?
- (viii) How did Ma-ngal save his house from burning?
- (ix) Who was Helen Keller?
- (x) How could Helen Keller read when a person spoke to her?

### (b) Study the sentence given below :

**He can't feel as he is atrophied.**

**Now, fill up the blanks :**

- (i) He can't see as .....
- (ii) He can't speak as .....
- (iii) He can't walk as .....
- (iv) He can't hear as .....

### 2. Read these sentences:

The sun gives us **light**.

Cotton is **light**.

In the first sentence '**light**' is used as a naming word (noun). In the second sentence 'light' is used as a qualifying word (adjective).

Some words are given below. Now, fill up the blanks in the following sentences using these words.

|              |             |             |              |             |
|--------------|-------------|-------------|--------------|-------------|
| <i>plane</i> | <i>flat</i> | <i>cold</i> | <i>grave</i> | <i>fine</i> |
|--------------|-------------|-------------|--------------|-------------|

- (i) The ..... is taking off within ten minutes.
- (ii) The surface of the ground is.....
- (iii) His family lives in a ..... at New Delhi.
- (iv) We have to put the refrigerator on a ..... surface.
- (v) He has been suffering from .....and cough for three days.
- (vi) Winter season is very.....
- (vii) The child is offering flowers on the ..... of his grandmother.
- (viii) He gave a very ..... speech in yesterday's meeting.
- (ix) The students have to pay a ..... if they do not submit their forms on time.
- (x) How are you?  
I am ..... Thank you.

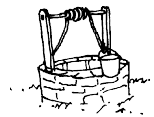
3. (a) ***Make new words by adding 'de' to these words.***

|                                       |            |             |              |                |
|---------------------------------------|------------|-------------|--------------|----------------|
| <i>Example : De + light = Delight</i> |            |             |              |                |
| <i>throne</i>                         | <i>lay</i> | <i>fine</i> | <i>merit</i> | <i>compose</i> |

***Now, use those newly formed words in their correct forms in the sentences below:***

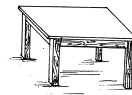
- (i) Shahjahan was ..... by his own son.
- (ii) The bad weather will .....the Imphal–New Delhi flight.
- (iii) The teacher .....the difficult terms very well in the class.
- (iv) Before doing a work, we should first think of its merits and .....
- (v) The waste materials will ..... very soon.

(b) **Combine what is indicated by the pictures with the words given against them and form new words:**



+ *wisher*

= .....



+ *lamp*

= .....



+ *man*

= .....



+ *knob*

= .....



+ *man*

= .....



+ *lace*

= .....



+ *boy*

= .....



+ *knife*

= .....



+ *ball*

= .....



+ *fish*

= .....

(b) **Now , fill in the blanks in the following sentences with newly formed words :**

- (i) Joy is a very famous ..... player.
- (ii) The sea fish which resembles the shape of a star is ..... .
- (iii) The principal of the school will be the ..... of the function.
- (iv) A ..... is one who thinks for your success.
- (v) He uses the ..... to sharpen the pencil.

- (vi) My father gave my mother a gold..... on her 35th birthday.
- (vii) It is good for the eyes to use an electric ..... for reading.
- (viii) We will need to hire a ..... for boating in Loktak lake.
- (ix) The ..... looks after the cattle on the ranch.

**4.(a) Look at the given sentences and study how some words are changed to mean “many” :**

- (i) There is *an apple*.  
There are *two apples*.
- (ii) There is only *a leaf* on the vine.  
There are *two leaves* on the vine.
- (iii) Kolkata is *a big city*.  
There are *many big cities* in India.
- (iv) Her mother bought *a dress* for her.  
Her mother bought *many dresses* for her.

**Now change the following sentences to give the meaning of “many” or “more than one”.**

- (v) *This electric wire is* made of copper.  
.....

- (vi) I see *a fly* there.  
.....

(vii) Please give me a loaf of bread.

.....

(viii) My father brought a bunch of grapes.

.....

(b) Here are some words which mean *only one*.

Write the words which mean many in the blanks. Use a dictionary :

| <i>One</i>  | <i>Many</i> |
|-------------|-------------|
| (i) shelf   | .....       |
| (ii) thief  | .....       |
| (iii) knife | .....       |
| (iv) life   | .....       |
| (v) hero    | .....       |

(c) Read these sentences :

(i) Mani walks to school everyday.

(ii) Mani and Deben walk to school everyday.

(iii) A child goes to school.

(iv) The children go to school.

(v) Each child is given a separate seat.

In the above sentences the Verb in each case agrees with the number and Person of the Subject. Thus, Mani walks. Mani and Deben walk.

(d) **Pick the correct Verb from the brackets and complete the following sentences :**

(i) Romen ..... home late every night. **(comes/come)**

(ii) Everyone of them ..... told to get back early.  
**(was/were)**

(iii) Which way ..... the cow gone ? **(has/have)**

(iv) Each girl ..... given a dress for the occasion.  
**(was/were)**

## UNIT III

5

### WHAT DOES LITTLE BIRDIE SAY ?



What does little birdie say  
In her nest at peep of day?  
“Let me fly,” says little birdie,  
“Mother, let me fly away.”

“Birdie, rest a little longer,  
Till the little wings are stronger.”  
So she rests a little longer.  
Then she flies away.

*Alfred Tennyson*

1. The teacher reads the poem aloud with appropriate action.
2. After learning by heart, the children recite it in the class room with proper rhythm and accent.

## **EXERCISES**

Answer the following questions :

1. What does the little birdie say ?
2. What does the mother bird say ?
3. What does the birdie do at last ?
4. Do you like the poem ?

# 6

## ON AN EDUCATIONAL JOURNEY



Mathanmi is reading in class V. He, his class friends and the class teacher are going on an educational journey around Manipur. After a kilometre or two's drive from the school, the bus comes to the Nupi Lal Memorial Complex, near the Head Post Office of Imphal. Mathanmi is excited by the sight of black woman-like figures struggling with soldier-like figures. The soldiers have rifles in their hands. Mathanmi wants to know more about what he sees.

**Mathanmi** – Miss, what's that?

**Teacher** – It is the **Nupi Lal Memorial**.

**Mathanmi** – Miss, what does it tell about?

**Teacher** – It reminds us of the struggle launched by the women of Manipur against the then Government.

**Mathanmi** – When was it, Miss?

**Teacher** – It happened in 1939.

**Mathanmi** – Did they fight with guns?

**Teacher** – No, they did not use guns, they used sticks.

The other students turn their faces towards their teacher. She knows now that they want to hear the story behind the memorial. She gets up and goes to stand against the partition board that separates the driver from the passengers. She then continues.

**Teacher** – These women who were brave enough to fight against the powerful government used sticks. Interesting, isn't it? They did not need men to stand by their side. They fought with bravery and strength. Once united they were not afraid of any opposition.

**Nana** – Miss, tell us the story.

**Teacher** – Okay. It happened on the 12th of Dec. 1939. There was not enough food for the people of Manipur, as the yield of crop was not good. But the government allowed the businessmen to sell it to other places outside Manipur. In other words, rice was exported. This caused scarcity of food in Manipur. The women were very angry. They were worried that there would not be enough food for the people. Moreover, some of them were doing the business of buying and selling of rice. They marched from different directions and began to hit the mills with sticks. Here, you should remember that the women of that period used to pound and grind with their own hands. Bobo, does your mother grind rice with her own hands?



**Bobo** – No, Miss.

**Teacher** – In those days even the rice sellers pounded and ground the rice themselves.

- Mathanmi** – Miss, the story please.
- Teacher** – Yes, then they went to meet the king of Manipur. He was not in Manipur then. So they moved to meet the members of the Durbar, which was like the Legislative Assembly of the present day. They were stopped by the guards. At this spot, where the Memorial stands, a terrible struggle took place, between the women and the guards. The women were hurt. They were charged with bayonets. Kim, do you know what a bayonet is?
- Kim** – Miss, it is a sharp knife stuck to the tip of a rifle.
- Teacher** – Correct. The women suffered pains for the sake of Manipur. They will always be remembered for it. A. Rajani, S. Sanatombi, Sabi Devi and many other woman fighters will be remembered. They could rise up and say ‘No’ to the government for what they thought was harmful to the state. To remember this revolt we observe 12th December as Nupi Lal Day.
- Bobo** – Miss, we observe Hunger Marchers’ Day also on every 27th August.
- Teacher** – Yes, to remember those who died in their struggle for food on August 27, 1965. Our elders say there was another uprising of the women in 1904. It took place as the Bungalow of Chhoto Sahib was burnt down for the second time. The British ordered the Manipuris to rebuild it. The Manipuris were against this order. Some Manipuris were arrested. Then the Manipuri women rose against the British. This was the first Nupi Lal. They also say that the women of 1939 did not like to pay money as tax to the government for putting *chandan*<sup>1</sup> on their faces. Well, it shall be getting late. We’ll talk about these some other day. We have many more places to see. Driver, please move on.



The bus starts moving. Yet the Memorial still stands to remind other passers-by of what the women of Manipur could do for Manipur. They struggled no less than men.

**New Words :**

|                  |   |                                                     |
|------------------|---|-----------------------------------------------------|
| <i>Journey</i>   | : | <i>trip or travel</i>                               |
| <i>partition</i> | : | <i>division into parts</i>                          |
| <i>scarcity</i>  | : | <i>hard to get</i>                                  |
| <i>struggle</i>  | : | <i>fight</i>                                        |
| <i>revolt</i>    | : | <i>rebellion</i>                                    |
| <i>tax</i>       | : | <i>money paid by the citizens to the government</i> |

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

**1.(a) Answer the following questions :**

- (i) Who is Mathanmi?
- (ii) Where are the students of Class V going?
- (iii) What does Mathanmi see near the Head Post Office?
- (iv) Why is the Nupi Lal Memorial Complex put up?
- (v) Do you want to praise the woman fighters?
- (vi) Why do you want to praise them?
- (vii) What did the woman fighters want to tell the king?
- (viii) Why was there a struggle between the woman fighters and the guards.
- (ix) In which year did the first uprising of women take place ?

**(b) Suppose you are one of the woman fighters. Work in a group and give your reasons why you should rise against the government. Use the given words/phrases:**

|                         |                           |
|-------------------------|---------------------------|
| less rain               | bad crops                 |
| not enough food         | rice sold outside         |
| harms the stock of food | government should stop it |

- (c) ***Look at the word uprising which means that a group of women rose against the Government.***

uprising = up + rising

But its meaning is different from 'up' and 'rising'.

Now check up for the meaning of the following words in a dictionary:

|                                      |
|--------------------------------------|
| upward    upset    upright    uproot |
|--------------------------------------|

2. ***Project Work:***

***You have visited a historical place. Complete the following to make a report :***

- |                          |       |
|--------------------------|-------|
| (i) Name of the plac     | ----- |
| (ii) District            | ----- |
| (iii) State              | ----- |
| (iv) Purpose of visit    | ----- |
| (v) Organisation         | ----- |
| (vi) Transport           | ----- |
| (vii) Things of interest | ----- |
|                          | ----- |
|                          | ----- |
| (viii) Date of visit     | ----- |

3. ***Look at the different uses of the underlined words in the given sentences:***

I have ground the rice.

I put the book on the ground.

He winds the watch.

The wind blows.

The teacher leads the students.

A Pencil is made of lead.

- Note: (1) 'i' in the first 'wind' is pronounced as the 'i' in 'fine'.  
(2) the 'ea' in the second 'lead' is pronounced as 'e' in 'pen'.

***Now, frame sentences giving the two different uses of:***

*water plant look hand.*

4. ***Look at the question forms:***

It is interesting, isn't it?

They are not coming, are they?

You notice that if there is a negative word 'not' in the statement, there is no negative word in the question. But if there is no negative word in the statement there is a negative word in the question 'n't' (not). Now add question forms to the statements:

- (1) They are going, \_\_\_\_\_
- (2) They are working, \_\_\_\_\_
- (3) They are not good, \_\_\_\_\_
- (4) He is coming, \_\_\_\_\_
- (5) You are not alone, \_\_\_\_\_

**(Note the punctuation mark at the end of the sentence.)**

5. Look at the list of Irregular Verbs given below and put the correct forms in the blanks :

| Present         | Past   | Past Participle |
|-----------------|--------|-----------------|
| arise           | arose  | _____           |
| awake           | _____  | awoke           |
| bear (to carry) | bore   | _____           |
| become          | became | _____           |
| _____           | began  | begun           |
| blow            | blew   | _____           |
| buy             | bought | _____           |
| can             | could  | _____           |
| cast            | _____  | cast            |
| _____           | chose  | chosen          |
| cling           | _____  | clung           |
| come            | came   | _____           |
| cost            | _____  | cost            |
| cut             | _____  | cut             |
| dig             | dug    | _____           |
| do              | did    | _____           |
| drive           | _____  | driven          |
| eat             | _____  | eaten           |

|        |        |             |
|--------|--------|-------------|
| _____  | fell   | fallen      |
| feed   | _____  | fed         |
| fight  | fought | _____       |
| _____  | found  | found       |
| flee   | fled   | _____       |
| forget | forgot | _____       |
| freeze | _____  | frozen      |
| get    | _____  | got, gotten |
| _____  | gave   | given       |
| grow   | grew   | _____       |
| hit    | _____  | hit         |
| hold   | held   | _____       |
| hurt   | _____  | hurt        |
| ride   | _____  | ridden      |
| rise   | _____  | risen       |
| _____  | rang   | rung        |
| see    | saw    | _____       |
| sell   | sold   | _____       |
| take   | _____  | taken       |
| _____  | tore   | torn        |
| throw  | threw  | _____       |
| win    | won    | _____       |
| write  | wrote  | _____       |

## **UNIT IV**

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### **7**

### **MY COUNTRY**



I ought to love my country,  
The land in which I live.  
Yes, I am very sure my heart,  
Its truest love should give.  
For, if I love my country,  
I'll try to be a man,  
My country may be proud of,  
And if I try, I can.  
She wants men brave and noble,  
She wants men true and kind.  
My country needs that I should be  
The best man she can find.

#### **New Words:**

Ought (to) : have as a duty

trust : believe in

proud : showing pride

noble : having or showing high personal qualities

## EXERCISES

### *1. Answer the filling questions :*

1. What is the name of our country ?
2. What is the name of your state ?
3. Do you love your country ?
4. How can you serve your contry ?
5. Give four qualities of a good countryman ?
6. Pick out the words which rhyme with the following.  
live -----  
man -----  
kind -----

# 8

## HIJAM IRABOT : A HERO OF MANIPUR



There was a time in Manipur during which the common people suffered terribly. Besides social divisions, there were religious discriminations too. The people were made to pay tax even for putting *chandan* on their faces. The condition of the poor people particularly the peasants and the labourers was very bad.

In the midst of these social inequality and religious excesses, a precious child was born in a poor family at Imphal, the capital of Manipur. The child grew up to lead the people of Manipur and fight against the social evils and injustice. He is none other than our beloved leader Hijam Irabot. He was born on 30th September 1896 at Pishum Oinam Leikai. In the fond memory of our departed leader, we observe his birthday as **Irabot Day** every year.



Right from his childhood, Irabot grew up fighting against injustice and inequality. Once, while he was reading in the fifth standard in Johnstone School, a teacher beat a student very severely. He even kicked the student with his boot. Young Irabot could not tolerate it. He organised the students of the class and put up a strong protest against the excess of the teacher. It turned out to be the first students' strike in Manipur.

Irabot was a very bright and well-disciplined student. He also took part in many co-curricular activities like singing, acting, sports, debating and recitation.

The then king of Manipur knew his talents and gave princess Khomdonsana in marriage to him. He was also appointed the member of Sadar Panchayat Court. But Irabot gave up honour and comfort to fight for the downtrodden people of Manipur.

Irabot always stood up against any wrongdoing that he came across. In December 1939, the women of Manipur revolted against the government for causing scarcity of food. They were severely wounded because of the bayonet charge by the soldiers. In a public meeting, Irabot said, "We have begged for rice but they have given us blood. We should avenge this." For saying so, Irabot was arrested and imprisoned in the Imphal jail in 1940. There he saw the prisoners ill-treated and tortured. He immediately organised the prisoners and launched a strike. The jailer was made to correct his mistakes. Irabot was put many times in prison in the course of his struggle for freedom and justice.

Manipur became a part of India in 1949. But inequality between the rich and the poor still remained. Irabot continued to fight for the rights of the peasants, and for bringing social equality. He demanded that the peasants should own the paddy fields. Later, he had to leave Manipur. But he did not live long. He died of typhoid in Myanmar (Burma) on September 26, 1951. In recognition of his valuable services the Government of India has issued a commemorative postal stamp in his name. Irabot is no more. However, he has left everlasting footprints. Manipur has given birth to a man who gave up his life for his motherland.



**New Words :**

discrimination (noun) : treat differently

departed (verb) : dead

protest (noun) : object to

talent (noun) : high mental or artistic ability

comfort (noun) : a state of physical well being

commemorating (adjective) : be a memorial of

footprints (noun) : marks left by a person's foot

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

**1. Answer the following questions :**

- (i) Who was the precious child?
- (ii) Where was Hijam Irabot born?
- (iii) When was Hijam Irabot born?
- (iv) What kind of student was Irabot?
- (v) Name the princess whom Irabot married?
- (vi) Why did Hijam Irabot put up a protest against a teacher when he was reading in class V?
- (vii) What post did the king give to Irabot?
- (viii) When did Manipur become a part of the Indian Union?
- (ix) Why is Irabot called a hero of Manipur ?
- (x) Why did the Women of Manipur revolt in 1939 ?

2. *Match the words of Group A with the words of Group B of opposite meaning.*

| <u>Group A</u> | <u>Group B</u> |
|----------------|----------------|
| justice        | death          |
| wrong          | foolish        |
| accept         | poor           |
| birth          | follower       |
| attack         | weak           |
| imprison       | right          |
| strong         | reject         |
| rich           | injustice      |
| leader         | release        |
| clever         | defend         |

- 3.(a) *The words given below are used both as Nouns and Verbs.*

Example : (1) A teacher is the best guide of the students.

(2) He will guide you in your studies.

In sentence 1. 'guide' is used as a Noun.

In sentence 2. 'guide' is used as a Verb.

*Now fill in the blanks in the following sentences using both the forms of the words given in the box in their correct forms.*

|                                                 |
|-------------------------------------------------|
| <i>water   struggle   colour   work   smoke</i> |
|-------------------------------------------------|

- (i) The glass on the table is full of .....
- (ii) My father ..... the flowers.
- (iii) My father ..... a cigarette every morning.
- (iv) ..... from factories makes the surrounding dirty.
- (v) The peasants ..... very hard in the field.
- (vi) Every student should do his share of .....
- (vii) Gandhi's ..... for India's freedom is still remembered.
- (viii) Poor people ..... very hard for survival.
- (ix) The rainbow has seven .....
- (x) He ..... the picture.
- (b) ***Complete the sentences with the Noun forms of the Verbs given in the brackets. Make use of a dictionary.***
- (i) Democracy is a ..... (govern) of the people, by the people and for the people.
- (ii) We should keep ourselves away from ..... (tempt).
- (iii) In the past caning was a form of ..... (punish) for naughty boys.
- (iv) The Minister gave a lengthy ..... (speak) in the meeting.
- (v) Hjam Irabot's ..... (decide) to leave Manipur was not known to others.
- (c) ***Combine words from the two boxes to form compound words:***  
***Example : rail and way = railway***

|              |              |             |              |
|--------------|--------------|-------------|--------------|
| <i>bosom</i> | <i>fresh</i> | <i>gold</i> | <i>black</i> |
|--------------|--------------|-------------|--------------|

|              |               |              |              |
|--------------|---------------|--------------|--------------|
| <i>board</i> | <i>friend</i> | <i>water</i> | <i>chain</i> |
|--------------|---------------|--------------|--------------|

## **UNIT V**

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### **9**

### **FATHER WE THANK THEE**



Father, we thank Thee for the night  
And for the pleasant morning light,  
For rest and food and loving care,  
And all that makes the world so fair.  
Help us to do the things we should,  
To be to others kind and good,  
In all we do, in all we say,  
To grow more loving every day.

*Rebecca J. Weston*

#### **New Words:**

Thee : you

pleasant : pleasing to the mind

fair : just, beautiful

## EXERCISES

***1. Answer the following question :***

- (i) Who was the Father?
- (ii) For what do we thank God ?
- (iii) What should God help us to do ?
- (iv) How do you want to grow ?

***2. Fill in the blanks with suitable words from the box***

to , loving , light

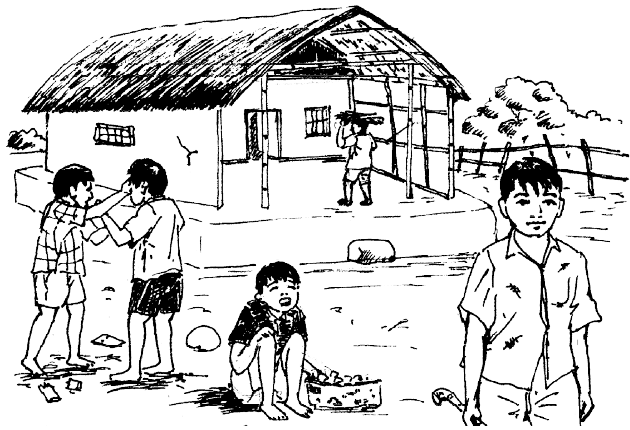
- (i) We thank God for the pleasant morning -----
- (ii) Let us be kind and good ----- others.
- (iii) Let us grow more ----- every day.

# 10 SARAT'S FAMILY



Sarat is a pupil of class V. He is honest and clever. But his family is poor. He has two brothers and two younger sisters. His father is a farmer. His mother is a housewife. Both of them are illiterate. But they are hard-working.

Sarat's parents did not have enough money to maintain the family. They could not send their first two sons to school. So, the two brothers are uneducated. They help their father in growing crops.



Sarat is the youngest of the sons. His parents wanted him to be educated by any means. But his going to school became a burden to his family.

One day, his mother said, "Sarat, my child, you have to stop going to school." Sarat was surprised at his mother's words.

"Why, mother?" asked he.

"Because, my child, we have very little money. We don't even have enough to eat. I fear we are going to starve soon," said Sarat's mother sadly. She was heart-broken.

Sarat saw the sadness on his mother's face and asked calmly, "What shall I do if I give up my studies, mother?"

"You must have to go to the field as your father and brothers do," replied his mother.

“Am I not too young for that, mother?” Sarat asked again.

“You are right. But we don’t have any work other than this,” answered Sarat’s mother.

“Oh, I am sorry, mother, I will obey you. And if we become rich some time after, I will go to school again,” said Sarat seriously and sincerely.

“Surely, my son. May God help you!” wished his mother.

Really, Sarat’s parents could not bring up their children well. The future of his two younger sisters does not seem bright. Even now they do not have good food and good clothes. In fact, they have no hope for a comfortable life.

Sarat’s parents face the problems of having many children. They believed that their children would help them. But now they are more of a hindrance than a help.



Sarat’s mother remembers her past. She got married at an early age. That was the cause of having a large family. She now blames the religious and social attitudes. She remembers what her mother had said: “A girl should marry before the age of fifteen. We have arranged a man for you.” These things are responsible for the present suffering.

Again, Sarat’s parents wonder what will happen if one of their children gets seriously ill. Medicines are available, but they do not have money to buy them. The idea of calling in a doctor is impossible.

The disappointment of Sarat’s family is very great. Their past beliefs are without value. They now think how happy they would be had they only one or two children.

**New Words:**

maintain (verb) : to keep something in good condition

burden (Noun) : load carried

heart-broken (Adj) : feeling great sadness

hindrance (Noun) : obstruction

responsible (Adj) : answerable, accountable

disappointment (Noun) : fail to fulfil a desire

value (Noun) : worth, utility

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

**1. Answer the following questions:**

- (i) How many children does Sarat's family have?
- (ii) Are Sarat's parents educated or uneducated?
- (iii) What are Sarat's two brothers doing?
- (iv) What did Sarat's parents want him to be?
- (v) What did Sarat's mother say one day?
- (vi) What were the reasons for saying so?
- (vii) What did Sarat's parents think in the past? Was the idea right or wrong?
- (viii) What was the main cause for having many children in Sarat's family?
- (ix) What will happen if any one of the members of Sarat's family gets ill?
- (x) What do they finally think?

3. (i) *Make new words by adding 'dis' to following words:*

|                                       |
|---------------------------------------|
| <i>advantage like agree contented</i> |
|---------------------------------------|

- (ii) *Now, use the newly formed words in the blanks below :*

- (a) Mani likes dogs but he ..... cats.  
(b) In the race Sanathoi has a ..... because he is not well.  
(c) Ibobi has everything in the world but he is still.....  
(d) I think Mumbai is a fine city but my brother .....Imphal

- (iii) *Match and make phrases.*

| A          | B        |
|------------|----------|
| a brood of | fish     |
| a shoal of | wolves   |
| a pack of  | ships    |
| a fleet of | chickens |

(iv) *Pick the odd word out.*

|      |      |     |       |
|------|------|-----|-------|
| jump | walk | hop | sleep |
|------|------|-----|-------|

|      |      |       |      |
|------|------|-------|------|
| milk | meat | water | tear |
|------|------|-------|------|

|     |       |       |        |
|-----|-------|-------|--------|
| cub | puppy | tiger | kitten |
|-----|-------|-------|--------|

|       |     |      |      |
|-------|-----|------|------|
| chill | hot | cold | numb |
|-------|-----|------|------|

3. *Some sentences said by Robin about his mother and his sisters are given below. The sentences are jumbled up. Rewrite them as shown in the example :*

*Example :*

*My Mother/My sisters/cooks our breakfast/make sweets.*

*My mother cooks our breakfast.*

*My sisters make sweets.*

**I. My mother/My sisters/drink lemon  
water/drinks milk.**

.....  
.....  
.....

**II.** My mother/My sisters/eat bread and  
butter/eats rice.

.....

.....

.....

**III.** My mother/My sisters/go to the pictures/goes to the temple.

.....

.....

.....

**IV.** My mother/My sisters/buy face  
powder and scent/buys rice.

.....

.....

.....



**V.** My mother/My sisters/look after the dog/looks after the cow.

.....

.....

.....

**5. Complete this telephone conversation :**

Shanti rings his father, Rohen working in an office. The manager picks up the phone.

Manager : Hello, manager speaking.

Shanti : I am Shanti. Could ..... to my father, Mr. Rohen ?

Manager : Hold ....., please.

Rohen : Hello, .....

Shanti : Father, when will you come home ?

Rohen : At .....



Shanti : Please bring me ..... box ..... colour  
.....

Rohen : Ok. I'll bring ..... a .....  
.....

Shanti : And, father, please ..... comics  
too.

Rohen : Sorry, Shanti, I won't. You ..... lots .....  
good story ..... Why don't .....  
..... ?

**6. Use the correct forms of the Verbs given in the brackets and read this piece of conversation :**

Anju : Did you go to the cinema yesterday ?

Kumar : Well, it's a long story. I got on the bus but I .....  
(forget) my bus fare.

Anju : So what did you do ?

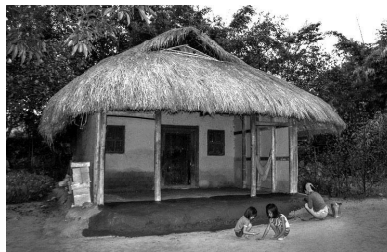
Kumar : I got off the bus and ran home, but everybody  
..... (go out). I couldn't get in because  
I ..... (not take) my key. So I went to Amit's  
house to borrow some money.

Anju : Wait, let me guess. He ..... (spend) all his  
pocket-money that morning.

Kumar : No. He ..... (*go*) to a friend's house.  
I had to wait for about half an hour. When he  
came home he lent me some money. I .....  
(*catch*) the next bus. But when I reached the  
cinema, the show almost ..... (*finish*).

## UNIT VI

# 11 SONG OF A LITTLE HOUSE



I'm glad our house is a little house,  
Not too tall nor too wide,  
I'm glad the hovering butterflies  
Feel free to come inside.

Our little house is a friendly house,  
It is not shy or vain;  
It gossips with the talking trees,  
And makes friends with the rain.

And quick leaves cast a shimmer of green  
Against the whited walls,  
And in the phlox, the courteous bees  
Are paying duty calls.

***Christopher Morley***

1. *The teacher reads the poem aloud with appropriate action.*
2. *After learning by heart, the children recite it in the class room with proper rhythm and accent.*

**New Words :**

|          |                                                           |
|----------|-----------------------------------------------------------|
| hovering | : flutter in the air in one place                         |
| vain     | : proud                                                   |
| gossip   | : chatter or talk                                         |
| shimmer  | : wavering light (shine)                                  |
| phlox    | : a bright-coloured, seasonal flower which appears in May |

|                  |
|------------------|
| <b>EXERCISES</b> |
|------------------|

***Answer the following questions:***

- (1) Do you think the poet likes his house? Which words tell you that he is happy about his little house?
- (2) What makes the poet feel that his little house is a friendly house?
- (3) Which line tells you about the colour of the little house?
- (4) Does this poem make you feel good and happy?
- (5) Write down the words which rhyme with: wall, house, wide.

# 15

## THE ADVENTURES OF A COPPER COIN



My readers will perhaps ask why a little paisa should write its own autobiography. Autobiographies, I know, are generally written by very important persons. I am not a politician or a millionaire, I am not even a hundred rupee note. But I consider that the true marks of greatness are not money or power, but experience, wisdom and character. If that is so, I can claim to be great in my small way. I have a lot to tell. That, I think, is a good reason for writing this autobiography.

To begin with, I was born in an underground rock in the earth. That was millions of years ago when the earth was still a red-hot ball. I do not remember much about that time because I was a little child and it all happened very long ago. About eighty years ago I was dug out of the earth, melted, and turned into a bar of bright red copper. That was the beginning of my adventures. After a time I was taken to a mint, melted again, and minted into a small coin. On my face was stamped the figure of George V and my name was written on the other side. I was a quarter of an anna and was called a pice.

I had a number of brothers in the mints, looking exactly like myself. We were a very big family; but in a short time we were all sent out into the world. I was not at all sorry to leave the mint, for I always felt that I was born for great adventures. We were taken to a bank; from there some of us were taken to a big business house and put into a money-box. At that time I was very proud of my beauty and youth. My brothers and I laughed and sang, and made a great deal of noise. In the corner of the box there was an old one hundred rupee note with ink-marks on his face. He was the proudest person I have ever known.



He looked hard at me and said, “You, worthless fellow! I don't touch people like you.” I disliked his proud character and rude manners, but said nothing. Pride goes before a fall; the next day he was taken out and locked up in an iron safe. I guess the fellow had a long rest there. We were considered, ‘worthless’, so we were not put into the iron safe, but left free to travel and see the world.

In the business house my brothers and I had to part; and I never saw them again. I have learned by long experience that life is like that; for every meeting there is a parting. Many of my brothers were given out as change. I was given to the office boy. He took me out and exchanged me for six *beedies* at a *panshop*. The shopkeeper gave me to an old woman, and she dropped me into a beggar's bowl. I remained in the bowl for a day in the hot sun, but next day my travels began again. I changed hands quickly and moved from place to place, meeting all kinds of people, beggars and kings, policemen and pick-pockets.

Once a miser locked me up in a box, but only for a few days; after that he exchanged sixty-four of my kind for a rupee-note. Misers have always been good to me; in fact I have a soft corner for them in my heart. Misers do harm only to themselves; spendthrifts bring suffering to themselves and to others. Still, the world hates misers and has a kind of liking for spendthrifts; I have never understood the secret of this.

#### **New Words :**

autobiography : the story of a person's life written by that person.

millionaire : a very rich person.

melted : became liquid

mint : a place where money is made

worthless : having no value

rude : showing lack of respect for other people.

bowl : a container with a wide open mouth

miser : who loves money and hates spending it.  
spendthrifts : who spends too much money  
harm : damage

## EXERCISES

### 1. (a) Answer the following:

- (i) How many pices make one rupee?
- (ii) Who writes autobiography generally ?
- (iii) What, in the opinion of the pice, are the true marks of greatness?
- (iv) Where was the pice born?
- (v) What happened to it about eighty years ago?
- (vi) What was done to the bar of copper?
- (vii) Why was the pice not sorry to leave the mint?
- (viii) Where was it taken to from the mint?
- (ix) Who spoke rudely to it?
- (x) What happened to the proud hundred-rupee note?
- (xi) What did the office boy do with the pice?
- (xii) What did the miser do with it?
- (xiii) Why does the pice think that spendthrifts are worse than misers.

### (b) Fill in the blanks with words given in the box:

|      |        |      |        |         |
|------|--------|------|--------|---------|
| bars | copper | mint | melted | stamped |
|------|--------|------|--------|---------|

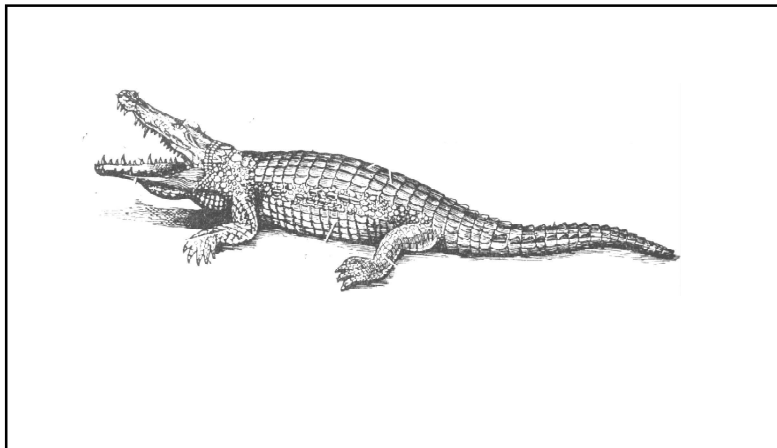
1. A pice is made of ..... It is made in the ..... First, copper is dug out of the earth and made into..... . These are taken to a mint, ..... and minted into coins. On my face was .....the figure of George V.
2. Select the suitable words from the box and complete the following sentences:

|        |      |          |      |       |
|--------|------|----------|------|-------|
| liking | part | exchange | iron | bowls |
|--------|------|----------|------|-------|

- (1) If you eat three .....of rice at every meal, you will get very fat.
- (2) A spade is made of wood and ..... .
- (3) When a man is sent to prison, he has to ..... from all his dear ones.
- (4) The poor man had no money and was very hungry, so he decided to ..... his coat with some food.
- (5) He enjoys having sweets; he has a great..... for them.
3. (a) *Ask questions beginning with **can** for which the following can be the answer. One is done with you.*

*Example : No, I cannot draw a crocodile.*

*Can you draw a crocodile?*



- (1) No, my friend cannot ride a horse.
- (2) No, I cannot use a computer.
- (3) No, my cousin cannot swim in the sea.
- (4) No, my friend cannot climb steep rocks.
- (5) No, my brother cannot cook Chinese food.

(b) *Use “cannot” or “be able to” to whichever is correct in the blanks below:  
One is done for you.*

- (1) Mangi is only five years old. He cannot read a long story. By next year he will be able to read long stories.
- (2) It is raining. I \_\_\_\_\_ post this letter today. I'll \_\_\_\_\_ post it tomorrow.
- (3) The mangoes are not ripe. We \_\_\_\_\_ eat them today. We will \_\_\_\_\_ eat them after two days.
- (4) Naba has only ten rupees. He \_\_\_\_\_ buy fruits for his family today. Tomorrow he will get his pay. Then he will \_\_\_\_\_ buy lots of nice things for them.
- (5) Modhu is ill. He \_\_\_\_\_ attend school today. He will \_\_\_\_\_ attend school after some days.

4. (a) *Add a few letters and make new words:*

*f* \_ \_ \_ *get*                      *r* \_ \_ \_ *ember*                      *p* \_ \_ \_ *ice*  
*o* \_ \_ \_ *side*                      *c* \_ \_ \_ *pare*

*Now fill in the blanks with the words newly formed.*

- (1) I'll ..... to bring the book.
- (2) My father often ..... his glasses at home.
- (3) There is a crowd ..... the stadium.
- (4) The ..... caught the robber.
- (5) He is ready to ..... his lessons.

**(b) The following word-groups are not in proper order. Arrange them in proper order to make meaningful sentences.**

- i) Ten years am old I.
- ii) Doctor is father a my.
- iii) Tomba brother elder my is.
- iv) Manipur beautiful is a place.
- v) Love I teacher my.
- vi) Yesterday caught fish I.
- vii) It raining now is.
- viii) Flying are birds in the sky.
- ix) Blue the looks sky.
- x) The sets in west the sun.

**(c) Look at the following words:**

In front of  
In the morning  
At a glance  
To a city

Each of these word-groups has some meaning, but none of them makes complete sense.

The words are in order. So they make some sense, but not complete sense. Some more information is needed to make complete sense out of these words. For example :

|                  |        |                         |
|------------------|--------|-------------------------|
| What is          | —————→ | <i>in front of ?</i>    |
| What happened    | —————→ | <i>in the morning ?</i> |
| What did you see | —————→ | <i>at a glance ?</i>    |
| Who went         | —————→ | <i>to a city ?</i>      |

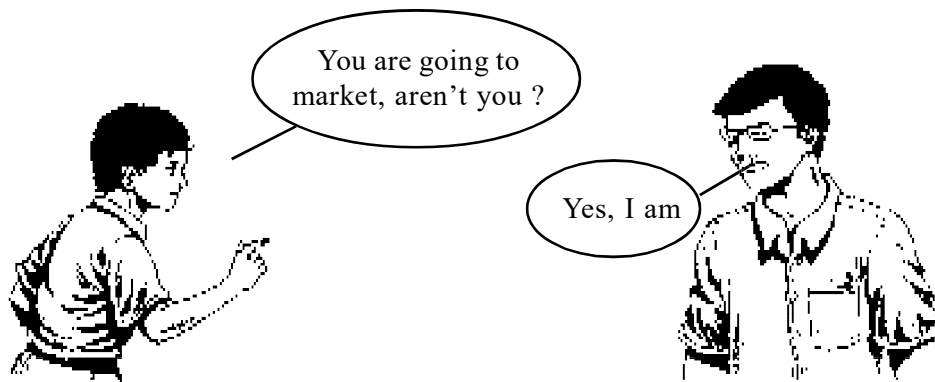
Such word/groups that make some sense but not complete sense are called 'phrases'. A **Phrase** is a group of words that makes some sense, but not complete sense.

**5. Find out whether the following groups of words are Sentences or Phrases :**

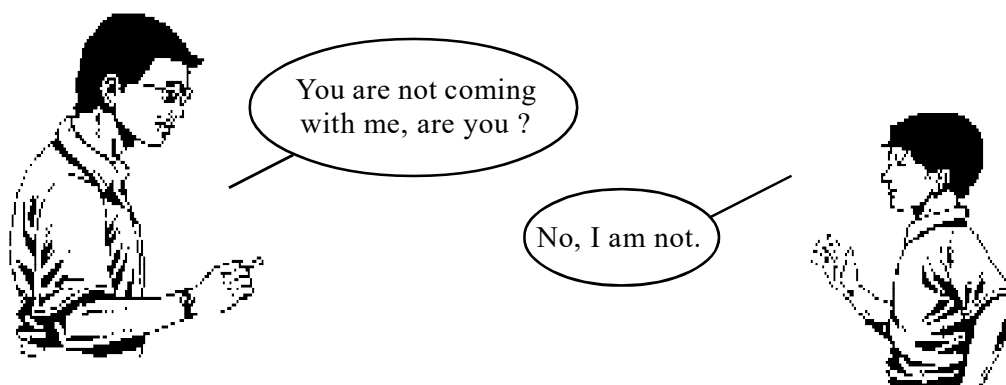
- (1) My name is Rajanikanta.
- (2) My mother teaches English in a school.
- (3) On the bank of a river
- (4) I like to eat ripe mangoes
- (5) Sour grapes
- (6) Bitter enemies
- (7) Fast friends
- (8) We shall one day climb Mt. Everest.
- (9) At 10 o'clock
- (10) We passed the examination.

***6. Read the following and observe the pictures going with it:***

Thoi is in the room. He sees his father dressing up. He thinks that his father is going to market. So, he tells his father what he thinks. But he is not very sure. In order to be sure, he quickly adds a question to his statement.



The father wants Thoi to stay at home and read his lesson. So, he states what he feels. But to make it sure that Thoi is not coming with him, he adds a question quickly to his statement.



Such type of adding a question to the end of a statement is called '**question tag**'. Tags are formed using an auxiliary or a form of 'be' or 'do' followed by a personal pronoun referring to the subject.

As shown in the example, the tag question is in negative form when the statement is in Positive/Affirmative and, it is in Positive form when the statement is in the Negative.

**Now, add tag questions to the following statements :**

- 1) It is quite warm, .....
- 2) You didn't know that question, .....
- 3) They are in the room, .....
- 4) She will not come tomorrow, .....
- 5) He played football for Manipur, .....
- 6) I am your friend, .....
- 7) We must try hard to win the match, .....
- 8) I am not a liar, .....
- 9) You have seen the Tajmahal, .....
- 10) We should help one another, .....

**Note :(i)** Negative tags are always contracted e.g.

'are not they' = 'aren't they'

'do not you' = 'don't you'

'have not I' = 'haven't I'

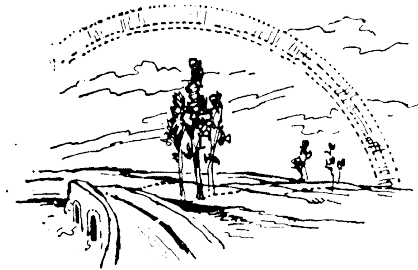
**(ii)** Negative tag with 'I' is 'aren't I' when 'am' is the main verb or the auxiliary.

**e.g. I'm controlling it, aren't I ?**

## UNIT VII

# 13

## THE RAINBOW



Boats sail on the river,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are prettier far than these.

There are bridges on the rivers,  
As pretty as you please,  
But the bow that bridges heaven,  
And overtops the trees,  
And builds a road from earth to sky,  
Is prettier far than these.

*Christina Georgina Rossetti*

1. The teacher reads the poem aloud with appropriate action.
2. After learning by heart, the children recite it in the class room with proper rhythm and accent.

## New Words:

Sail : to travel on water by boat or ship

## EXERCISES

### 1.(a) Answer the following questions:

- (i) Where do boats sail ?
- (ii) Where do ships sail ?
- (iii) Where do you find the clouds ?

### (b) Answer the following questions also:

- (i) What word is used to tell about the movement of the cloud?
- (ii) What is cloud compared with?
- (iii) Where do you find bridges?
- (iv) What does 'bow' stand for?
- (v) Where do you find the 'bow'?
- (vi) What is 'bow' compared with?

### 2. Read the following question and answer:

*Question : Is John as clever as David ?*

*Answer : Oh no, he is not **half** as clever as David.*

*Now, write answers as shown above for the following questions.*

#### i. Question : Is Pune as big as Mumbai ?

Answer : .....

.....

#### ii. Question : Is the Market Road as wide as the Hospital Road ?

Answer : .....

.....

#### iii. Question : Is Kula as rich as Iboton ?

Answer : .....

.....

iv. Question : Is the Guest House as expensive as the Hotel Imphal ?

Answer : .....  
.....

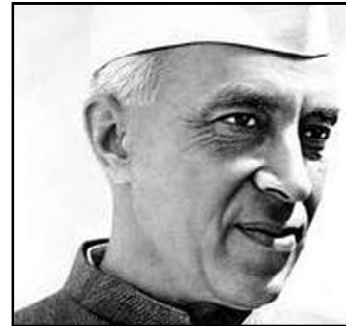
v. Question : Is Romesh as eager to go abroad now as he was last year ?

Answer : .....  
.....

# 14 PANDIT JAWAHARLAL NEHRU



Pandit Jawaharlal Nehru, our first Prime Minister is a great man. He is one of the makers of modern India. Our country India is the home of great men and women. Mahatma Gandhi, Netaji Subhas Chandra Bose, Dr. Rajendra Prasad , Rabindranath Tagore, Sarojini Naidu and Indira Gandhi are great Indians.



Nehru was born on November 14, 1889. His Father Motilal Nehru was a great lawyer and freedom fighter. Nehru had a lonely childhood. Once he was out riding and fell off his horse. The horse returned riderless. There was panic in the family. He was found walking home unhurt. He grew up as a good child. At eleven, an Englishman named Ferdinand Brokes taught him as a tutor. His father sent him to England at the age of 15. He got admitted to the famous Harrow School. Next he was admitted to Trinity College, Cambridge. There he enjoyed his three years. He did good schooling there and obtained his degree. He was also a barrister-at-law.

He returned to India in 1912. He joined the Indian freedom movement under the leadership of Mahatma Gandhi. Indian

people did not like the British rule and they rose against it. The British Government tried to suppress the freedom movement. Many Indian leaders were put in jails.

Jawaharlal Nehru was sent to jail nine times. He spent about ten years in different prisons. He kept himself busy while in prison. But freedom movement could not be stopped. India won her freedom at midnight of 15 th August, 1947. He became the first Prime Minister of India. British rule of over 150 years was over.

For him the world was his stage. He wanted friendship with all countries. He was a great lover of peace and progress. He raised the voice of India in the world. He tried to remove tears from the eyes of millions of people. He worked hard to get women educated and free.

Jawaharlal was a man of many parts. He enjoyed games, the theatre and music. He was very fond of children. As a mark of love for children his birthday is observed as Children's Day in the country. He died on May 27 , 1964 at the age of 74. The nation received a deep shock.

Nehru is no more, but he is in the heart of millions.

## EXERCISES

**1. Answer the following questions :**

- (i) Who was the father of Jawaharlal Nehru ?
- (ii) Who was the home tutor of Jawaharlal Nehru ?
- (iii) Name the school where Nehru did his schooling ?
- (iv) In which year did Nehru return to India from England ?
- (v) Why did the British Government try to suppress the Indian Freedom Movement ?
- (vi) How many times was Nehru sent to jail?
- (vii) When did India become Independent ?
- (viii) What did Nehru try to do for his country men ?
- (ix) What did he do for the women of India?
- (x) Why is the **Children's Day** observed in India?
- (xi) In which year did Nehru die?
- (xii) Why is Jawaharlal in the hearts of millions?

**(b) Put the following statements in order based on the text, following the hint: Nehru was born on November 14, 1889.**

- (i) India won Independence on 15 th August 1947.
- (ii) Nehru returned to India in 1912.
- (iii) Jawaharlal Nehru became the first Prime Minister of India.
- (iv) Nehru was born on November 14, 1889
- (v) Nehru died on May 27, 1964.

**(c) Answer the following questions:**

- (i) Give the names of five great Indians.

- (ii) Why did Motilal Nehru send Jawaharlal to England ?
- (iii) How did Nehru join the freedom movement of India ?
- (iv) Write five sentence on the greatness of Nehru.
- (d) Collect 2/3 photographs of Jawaharlal Nehru and Gandhiji for your album.**
- (e) Use the correct forms of the verbs given in the brackets :**
- We often ..... (*say*) the oceans and the seas are blue. But sea water is usually colourless. Sea water ..... (*look*) blue because it ..... (*reflect*) the sky. On cloudy days the sea ..... (*appear*) grey. Some seas are coloured by mud. The yellow sea ..... (*get*) its colour from the clay washed into it by rivers.
- (f) Choose the right words from the brackets and complete these sentences :**
- I.** Wooden chairs are ..... (light, heavy) but cane chairs are not.
- II.** Monica thinks crows are ..... (ugly, beautiful). I don't agree. I think they are handsome birds.
- III.** Astronauts wear ..... (ordinary, special) clothes in space.
- IV.** The village chief is a ..... (powerful, powerless) person. If there is a dispute, the villagers go to him.
- V.** The beauty of Loktak Lake is ..... (artificial, natural).

## **EVALUATION SHEET**

(To be used by the teacher)

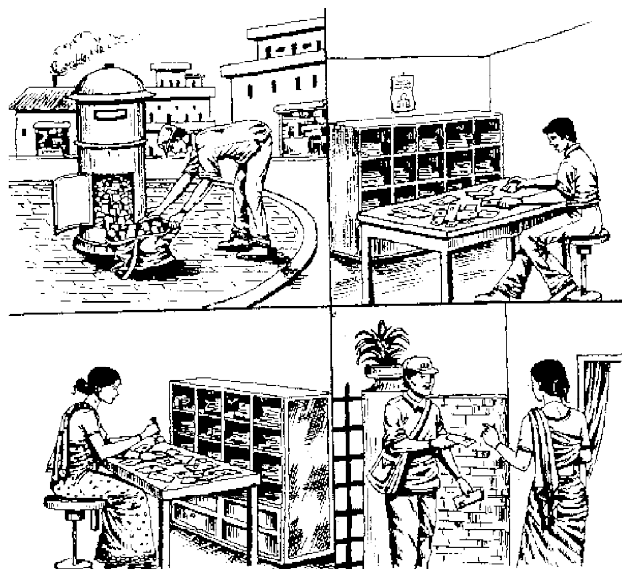
- I. Form a group of five students. Read the passage given below and answer the questions that follow :***

John writes a letter to his father.

He writes his father's address on the letter. He puts a stamp on it ;

To  
Shri K. Gopal Singh  
A 11, Maharani Bagh  
Ring Road, NEW DELHI  
PIN - 110065

Stamp



He then puts the letter into the letter - box.

*How will the letter travel to his father ?*

In the afternoon a postman comes, opens the letter - box, takes out all the letters in it and puts them into his bag.

He then takes all the letters to the post office. There they are marked with the name of the post office. Then they are sorted. All the letters going to one place are put into a bag.

Some letters go by train, some by air,

When the bags of letters reach the post office at the other end, they are opened and all the letters are taken out. The letters are once again marked with the name of the post office.

Then they are given to the postmen. They read the addresses on the letters and take them to the persons to whom they are addressed.

We must always write the address clearly so that the postman may be able to read it easily. If the address is not written clearly, the letters may not reach the right person.

## **II. CLASS WORK**

**1.    *Answer the following questions :***

**(i).   Who opens the letter - box ?**

**Ans:** .....  
.....

(ii) What is done to a letter at the post office where it is posted ?

**Ans:** .....  
.....

(iii) What is done to a letter when it reaches the other post office ?

**Ans:** .....  
.....

(iv) How do the letters reach the persons to whom they are addressed ?

**Ans:** .....  
.....

(v) Why should we write the address clearly ?

**Ans:** .....  
.....

**(b) Fill in the form for yourself**

Name -----

Father's name -----

Mother name -----

Address -----

Class -----

Date of birth -----

Nationality -----

Hobby -----

Telephone No. -----

## **UNIT VIII**

---

# **15**

## **MARCO POLO**



Have you even heard the name of Marco Polo ? He was a brave traveller of Venice. He was born in 1254 at Venice. His father, Niccolo Polo, and uncle Maffeo had travelled widely.

Kubla Khan wanted to convert the people of Cathay (present China) to Christianity. So he asked the two merchants to carry a message to the Pope. In the meantime, the Pope was dead. They waited for a long time. A new Pope was elected. They were to receive Holy Oil at Jerusalem. Two missionaries were also sent. The Polo brothers began the long return journey to Cathay. Marco Polo, a youth of 17 went too. They had to face war, storm, mountain and flood on their way. They pushed on slowly. They travelled by horse or mule or on foot. They halted from time to time in strange cities. They crossed the vast of the Gobi desert. After a long journey of three and a half year, they arrived at the court of Cathay.

The last part of their journey, however, was easy. The Emperor sent his men to welcome them. The Polos were received in a royal assembly. They bowed down to pay their respect to the Emperor. Niccolo introduced his son, "This is your servant, and my son". The grand Khan replied, "He is welcome, and it pleases me much."

Marco was a fine young man of twenty. He served in the court of the Emperor for about seventeen years. He quickly rose in the service of the Prince. His father and uncle also were in the service of the Emperor. They enjoyed power, wealth and dignity in the court.

At last the Polos felt homesick. They wanted to take their wealth home. The Emperor was growing old. Their fate under a new king might be uncertain. And it was also very far from Venice.

They had a good fortune. There came to the Emperor's court an Embassy from Arghun, King of India. The wife of the Indian king had lately died. This queen had requested her husband to take a new wife from among her own people who lived with Kubla Khan. A beautiful damsel was selected.

So far, all was well. The Polos were to join the party of the queen and her train in a fleet. They recieved many rubies and jewels from the Emperor. The journey took 21 months to reach the shore of the Indian King. Then they turned and headed for home. The Polos came back to Venice in the year 1295. They were happy to settle down in their native city.

Marco's travel was full of marvels.

**New Words :**

- convert : to change ones beliefs, one's religions
- halt : a short stop during a long journey
- wastes : a large area of land where there are very few people, animal and plants.
- dignity : a high rank or position
- homesick : longing for home
- damsel : young unmarried woman
- train : number of persons travelling with a high-ranking person
- Marvels : wonderful things

## EXERCISES

### **1. (a) Answer the following questions :**

- (i) Who was Marco Polo ?
- (ii) Who was Kubla Khan ?
- (iii) Who wanted to convert the people of Cathay to christianity
- (iv) How long did the Polos serve the Emperor?
- (v) How did the Polos serve the Emperor?
- (vi) Why did the India King send an Embassy to the Emperor?
- (vii) How many months did the journey take to reach the shore of the Indian King?
- (viii) What did the Polos do when they reached Venice ?
- (ix) In which year did the Polos come back to Venice ?

### **(b) Answer the following question:**

- (i) Describe the journey of the Polos to Cathay.
- (ii) How did the Polos serve the Emperor ?
- (iii) Why did the Polos fell homesick ?
- (iv) What was the request of the late queen of India to her husband?

### **(c) Fill in the blanks with the correct word from those given in the brackets:**

- (i) Marco Polo was born ----- 1245 at Venice (in/ on).
- (ii) They ----- bold merchants (was/were).
- (iii) Marco quickly rose in the service----- the Prince (in/of).
- (iv) They wanted to take ----- wealth home (there/ their).
- (v) The journey was ----- exciting (much/very).

## 2. Project work

Collect one picture or photograph each of Marco Polo and Kubla Khan for your album.

A dictionary contains words and their meanings. All the words are always in ALPHABETICAL order. If you know your ABC in the right order, then you will soon be able to find any word you want in the pages of a dictionary.

(a) *Here are a few words. Look at the first letter of each word. Try to put these words in alphabetical order :*

|         |       |
|---------|-------|
| school  | ..... |
| pen     | ..... |
| book    | ..... |
| monkey  | ..... |
| library | ..... |
| act     | ..... |

(b) *Open your dictionary and observe how the words are listed. All the entries in the series begin with the same letter. We arrange the alphabetical order of the words on the basis of the first letter, the second letter, the third letter and so on. Try to put the following words in alphabetical order by looking at the second letter of each word :*

| b             | d                 | p              |
|---------------|-------------------|----------------|
| 1.boat .....  | 1. doll .....     | 1. pants.....  |
| 2. bear ..... | 2. daughter ..... | 2. purse ..... |
| 3. big .....  | 3. dirty .....    | 3. polite..... |
| 4. bull ..... | 4. devil .....    | 4. paper.....  |

*Now, arrange the following words in alphabetical order :*

son      daughter      bee      pond      air      cow      queen  
fan      egg      go      house      jug      I      orange  
knife      nest      milk      you      lion      rose      violin  
water      uniform      tree      zoo      x-ray

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To the teacher : The teacher is to guide and help the learners the skills of using a dictionary for word study.

**3.(a) Read the following passage :**

Mary and Rose are Mr. Gangte's children. Mary has her food at 8 p.m. She goes to bed at 8.30 p.m. Rose begins reading at 8 p.m. Mr. and Mrs. Gangte and Rose have their dinner at 9 p.m. Rose goes to bed at 10 p.m. Mrs. Gangte too goes to bed at 10 p.m. and Mr. Gangte at 11 p.m.

**Now, the time is 8 p.m. Make sentences by filling in the blanks. The words must say something about the persons written in the brackets :**

**Example :**

*It is time for ..... (Mary)*

*It is time for Mary to have her food.*

1. It is time for ..... (Rose)
2. It is too early ..... (Rose)
3. It is too early for ..... (Mrs. Gangte)
4. It is too early for ..... (Mr. Gangte)
5. It is too early for ..... (Mrs. Gangte)

**(b) It is now 9 p.m. Make more sentences. Tell about the persons in the brackets :**

1. It is time for ..... (Rose)
2. It is time for ..... (Mr. Gangte)
3. It is time for ..... (Mrs. Gangte)
4. It is too early for ..... (Rose)
5. It is too early for..... (Mrs. Gangte)

**(c) It is now 10 p.m. Make more sentences. Tell about the persons within the brackets :**

1. It is time for ..... (Rose)
2. It is time for ..... (Mrs. Gangte)
3. It is too early for ..... (Mr. Gangte)

# 16

## KHAMBA'S FIGHT WITH THE TIGER



*Characters :*

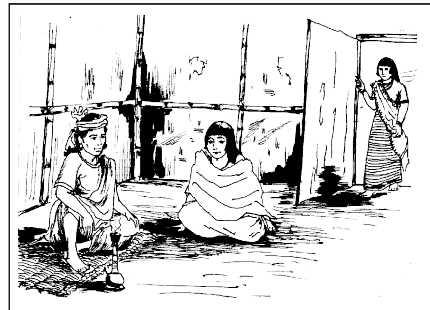
Khamnu      Khamba

Thoibi      Nongban

Senu      Pheiroijamba

Prince Chingkhuba

Some male characters.



### SCENE - I

#### (KHAMNU'S HOUSE)

Khamnu      – There's never an end to human sorrow. All along I've been suffering. Tomorrow too, my only brother is to fight the fierce tiger. How can a feeble woman like me bear it?

Pheiroijamba      – A sister of a brave and strong brother should not speak like that.

Khamnu      – It's hard for me even to think of it. He is allowed to use only a spear.

Pheiroijamba      – I fully understand your brother's strength, my dear. Let alone one tiger, he can fight seven tigers at one go, as his father Puremba once did.

Khamnu      – I doubt it.

Pheiroijamba      – Don't worry, the good will always succeed.

*(Thoibi and Senu enter.)*

- Thoibi – I'm lucky to see you together.
- Pheiroijamba – We were discussing certain problems.
- Thoibi – May I know, what problems are they ?
- Pheiroijamba – Tomorrow at Khoirentak, Nongban and my brother-in-law are to face the tiger. Nongban and the Prince, your father, are secretly planning to send Khamba to the tiger.
- Thoibi – Is that so?
- Pheiroijamba – Khamba is a good person. I'm sure he will win. I too will help him.
- Thoibi – (*to Senu*) Come, let's go. Let's offer flowers to our local deity.
- Pheiroijamba – Khamnu, go and prepare food for your brother. We have to reach Khoirentak early in the morning.

## SCENE - II

### (KHOIRENTAK – ENCLOSURE FOR THE TIGER)

(*Prince Chingkhuba, Nongban and followers enter.*)

- The Prince – Do you know the area?
- Nongban – Yes, my Lord.
- The Prince – You should be careful. The moment he fights the tiger, you are to shout loudly. No one must hear his cry for help.
- Nongban – Yes, my Lord.
- The Prince – Don't forget to send Khamba to where the tiger is. That shall be the secret of your success. Once he is dead, you shall have no obstacle to my daughter's hand. Good luck. (exit)
- [*Khamba enters.*]
- Nongban – So, you have come.

Khamba – Yes, friend. How are we to fight the tiger? Together? Or by turns?

Nongban – If we face it together, people will say we are cowards. So we will move in different directions looking for it. You go to the south, while I go to the north. If one lands in trouble, there should be cry for help.

[*Khamba starts moving, Nongban comes across two men.*]

1st Man – Oh! (sits down.)

2nd Man – What has happened?

1st – Uncle! I saw among the shrubs the red, striped animal.

2nd – I too have started shaking at the news.

1st – There, you hear the growl.

Nongban – (*joining them.*) What noise is that?

2nd – He saw the tiger. The sound is its growl.

Nongban – The tiger! This way! Come, I'll guard you.

(*He sees the tiger that is within.*)

Oh! It's very big! (aside) I cannot run away in front of them. I'll have to get my hands on it. If I kill it, I marry Princess Thoibi right under the nose of Khamba.

(*He pulls the spear and rushes in while the two exit on the other side.*)

(*Sound of fighting is heard from within.*)

(Ah! It has snatched my spear. I have to fight with my bare hands.)



Friend! Khamba! Where are you? I'm hurt. The tiger has hurt me.)

*(Nongban comes out wounded. Khamba too enters from the other side.)*

- Khamba – Friend! Has the animal hurt you? How bad is the wound? Oh, I should have come earlier!
- Nongban – Water! Water!
- Khamba – Let me get it *(He goes out and comes in bringing it.)* There, have it.
- Nongban – I am satisfied, Khamba. I beg you to forgive me. I have always been cursing you and speaking ill of you. I have done you much harm. I send you to the tiger to be killed. Instead I am being killed. Life is a mystery, friend. You are here nursing your enemy.
- Khamba – You are making yourself weaker by talking much.
- Nongban – I am dying, I shall not live long.
- Khamba – You'll live, brave one. *(exit carrying Nongban.)*  
*[Khamba re-enters with Pheiroijamba and followers.]*
- Pheiroijamba – You are now to fight the tiger that has killed Nongban.
- Follower – The tiger has become wilder after killing Nongban.
- Khamba – Where is it now?
- Follower – Running all over the enclosure.  
*(The tiger growls within. Khamba rushes in holding the spear.)*  
*[Sound of fighting is heard, then Khamba comes out, carrying the dead tiger.]*
- Pheiroijamba – You did it all alone! You are now the bravest man in Moirang. Princess Thoibi will be rejoicing at the news. Come, let's present it to the king.

## EXERCISES

**1. Answer the following:**

- (i) Why is Khamnu worried?
- (ii) Why does Pheiroijamba think that Khamba will win?
- (iii) What is the secret plan of Nongban and Thoibi's father?
- (iv) Why is Thoibi going to worship the local deity?
- (v) How is Nongban thinking of marrying Thoibi?
- (vi) Why are they not fighting the tiger together?

**2. In a play you know something about the characters from their talks.  
Now answer.**

- (a) What do you know of Khamba from the words spoken by Pheiroijamba?
- (b) What do you know of the Prince from his own words?

**3. Look at the sentence :**

***'How are we to fight the tiger? Together? Or by turn?'***

***The phrase 'by turn' means one after another.***

Now find the meanings of the phrases :

- (a) On the turn
- (b) Out of turn

**4. Complete the rest of the sentences as done in the first one.**

- (i) People will call us cowards if we fight together.
- (ii) We will get high marks in the examination if .....
- (iii) The teacher will scold us if .....
- (iv) I shall not go to school if .....
- (v) My parents will be happy if .....
- (vi) Ramu can be included if .....
- (vii) The house can be easily built if .....

V. (b) In the sentence 'He can fight seven tigers at one go', the phrase at one go

means (a) going only once

(b) at one single try

Now, frame three more sentences using the phrase

5.(a) Fill in the blanks with this, that, these and those :

- (i) ..... flowers do not look as beautiful as .....
- (ii) Amma bought some frocks. .... are for her sisters.
- (iii) ..... apple looks rotten, but ..... in the basket look fresh.
- (iv) ..... apples in the shop look unripe.
- (v) ..... pair of shoes fits me.
- (vi) I gave her ..... ribbon.
- (vii) ..... building is taller than ..... in Delhi.
- (viii) ..... is my sister ..... are my cousins.
- (ix) ..... boy in the last bench is good ..... sitting near him are also good.
- (x) ..... planet is Mercury.

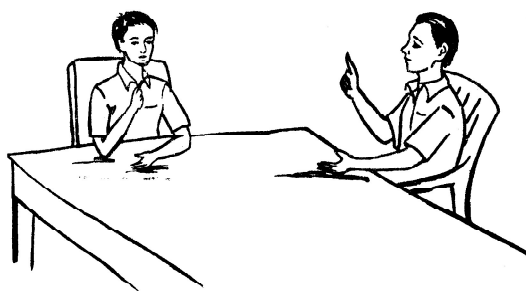
(b) Fill in the blanks with such or same :

- (i) I don't believe ..... ghost stories.
- (ii) It is the ..... dress she wore yesterday.

- (iii) I hate telling ..... lies.
- (iv) The ..... song is sung over and over again.
- (v) ..... happenings of yesterday should be forgotten.
- (vi) Your father won't like you to do ..... work.

## 8. The Past continuous (I was doing)

Study the following situation.



I had a wonderful dream last night. I was sitting in a park. The sun was shining, and the birds were singing. Children were playing and laughing. I had a peaceful mind. I didn't want to wake up.

The Past Continuous means that at a time in the past we were in the middle of an action.

**Again, read this conversation:**

Robert : I rang at about three yesterday afternoon, but you weren't in. I didn't know where you were.

David : Oh, I was helping Tom. We were repairing his car. We were working on it all afternoon.

Robert : It was raining. I hope you weren't doing it outside.

David : No, we were in the garage. So I didn't get wet.  
But I'm afraid I got oil all over my new trousers.

Robert : Why were you wearing your new trousers to repair  
a car.

David : I don't know. I forgot I had them on.

It was raining at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three. We were working all afternoon means that the action went on for the whole period. David is stressing the length of time that the work went on.

***Now, complete the following conversation. Put in the past continuous forms.***

Jamini : I was looking (I/look) for you, Kiran. I'm afraid  
I've broken this dish.

Kiran : Oh no! What ..... (you/do) ?

Jamini : ..... (I/take) it into the kitchen. I bumped  
into Mina. .... (she/come) out just as  
..... (I/go) in.

Kiran : I expect it was your fault. .... (you/not/  
look) where ..... (you/go).

Jamini : Sorry. I'll buy you another one as soon as I have  
some money.

## UNIT IX

# 17 LAI HARAoba



Have you ever attended a **Lai Haraoba** celebration in your locality? If so, you might have seen **Maibis** and **Pena** singers dancing along with men and women. It is not merely a performance of dance and music but a religious practice presented mostly with song and dance movements. The courtyard or the open space where the **Lai Haraoba** celebration takes place is known as '**Laibung**'.

You might have seen a congregation moving in a long procession on the road by carrying the idols. There are **Maibis**, **Maibas**, **Pena** singers, men and women differently dressed in the procession. It is a part of the **Lai Haraoba** celebration. On a day in the first week of the ceremony the congregation will set out from the temple and move around the locality. It is known as 'Lai Lam Thokpa'.

**Lai Haraoba** is a big traditional occasion of the native people of Manipur to pay homage to the deities known as Umang Lai. It has been there in Manipur since time immemorial. Manipuris used to think of their ancestors as demi-gods and worship them as Umang Lai. Temples for the Umang Lais are built in an isolated and forested place. The surrounding areas of the temple are not frequented by the people except only at the time of worship. The descendants of respective clans worship their deities by offering **Lai Haraoba** celebration once a year or after an interval of time.

It is usually celebrated in the dry season such as the months of Phairen, Lamda, Sajibu, Kalen etc. (in the English calendar Feb, March, April, May etc). It is believed that the celebration of **Lai Haraoba**

ceremony brings peace and prosperity to the land and the people. The system of celebration is strictly maintained. It is generally believed that misfortunes would befall the people and land if its ritualistic system is violated.

There are four kinds of **Lai Haraoba** in Manipur. They are **Kanglei Haraoba, Moirang Haraoba , Kakching Haraoba and Chakpa Haraoba**. **Kanglei Haraoba** is celebrated in the areas of Imphal and nearby places. The people of Andro, Leimaram, Phayeng, Koudruk, Khurkhul, Tairenpokpi are known as Chakpa group.

There are some differences in the systems of celebration but the meaning and objectives are similar. The duration of the celebration is decided by the concerned worshippers. Usually it takes many days to celebrate the **Lai haraoba**.

There are a series of religious performances everyday starting from morning till late evening. These rituals are performed by **Maibas, Maibis and Pena singers**. The theme of **Lai Haraoba** celebration is the depiction of the history of evolution of the universe and mankind as believed by the native people of Manipur. It also depicts the birth and growth of human beings, the growing of crops, building of houses, the making clothes etc.

It is not only a religious ceremony but also a source of social and cultural study of this land and its ancient people. It is known from the of **Lai Haraoba** that both Polo and the Manipuri folk dance have turn there since the pre-historic days . It gives many valuable information about concepts, beliefs of the ancient people.

These days, Lai Haraoba is celebrated with a lot of entertainment. Too much of entertainment may decrease its ritualistic value. The modern generation should try to know its meaning and value which are of great academic value and cultural importance.

**New Words :**

***Maibi*** : Priestess in white clothes, white feather on her head, hair bound with the tail falling loose and swinging.

***Maiba*** : A male Priest in white clothes who performs the rituals of the celebration.

***Pena singers*** : Male singer who sings along with the music produced by an instrument known as Pena.

***Congregation*** : group of people who gathered to worship.

***mere*** : simple

***to pay homage*** : to show respect

***isolated*** : quiet, lonely.

***forested*** : covered with trees

***descendents*** : issues or of springs

***misfortune*** : bad luck.

***ritualistic*** : performed as a part of a ceremony.

***clan*** : a group of families descending from an ancestor

***evolution*** : gradual development of something.

## EXERCISES

### 1. *Answer the following questions:*

- (a) What is **Lai Lam Thokpa**.
- (b) What is the courtyard or the open space where **Lai Haraoba** celebration takes place called ?
- (c) What is **Lai Haraoba** ?
- (d) When is **Lai Haraoba** celebrated ?
- (e) Why do the native people of Manipur celebrate **Lai Haraoba** ?
- (f) How many types of **Lai Haraoba** are there in Manipur?
- (g) Who are the Chakpa groups of people ?
- (h) What is the theme of **Lai Haraoba** celebration ?
- (i) What is the academic importance of **Lai Haraoba** celebration ?

### 2. *Look at the following sentences :*

Rani is tall.

Sita is taller.

*These two sentences can be combined and written as*

- (i) Rani is not as tall as Sita

*Now combine the given pairs of sentences as done above :*

- (i) Santa is beautiful. Tombi is more beautiful.

.....  
.....

(ii) James is strong. John is stronger.

.....  
.....

(iii) Chaoba is clever. Boboi is cleverer.

.....  
.....

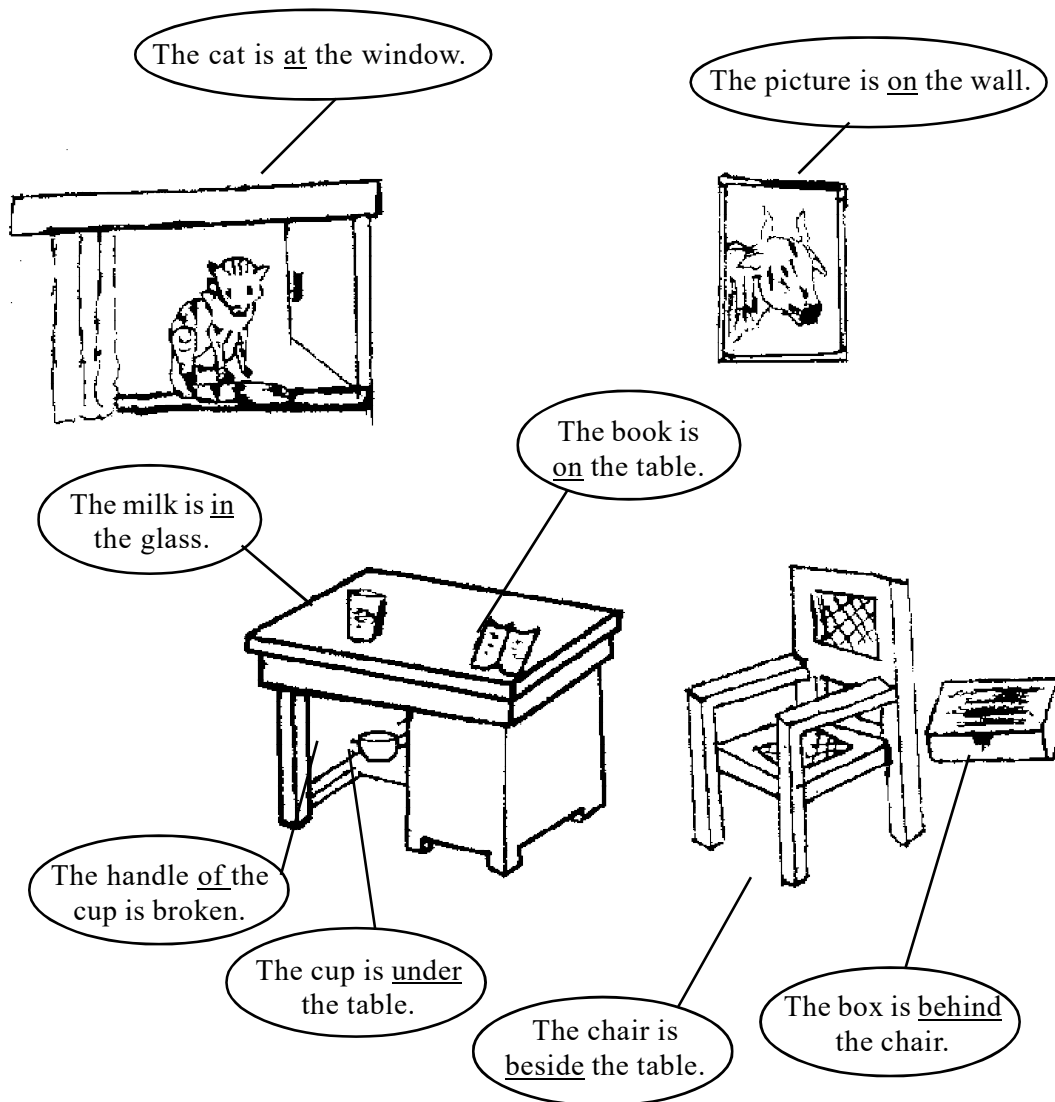
(iv) Manipur is a big state. Assam is a bigger state.

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.....

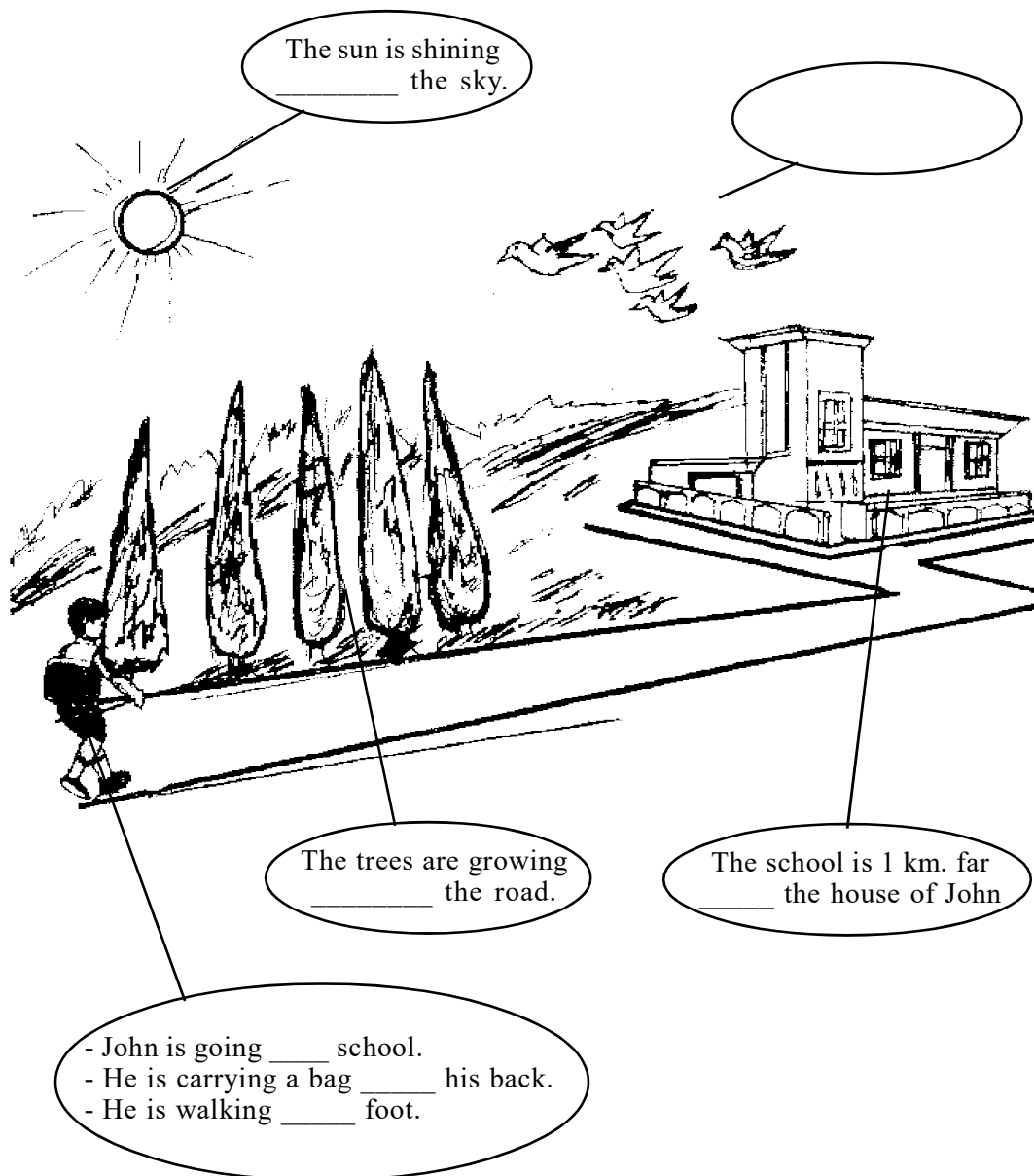
(v) This picture is colourful. That picture is more  
colourful.

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.....

3. Look at the pictures and see the uses of the prepositions  
- *on, at, in, of, beside, under, behind, etc.*



Now, look at the pictures and fill in the blanks with prepositions :



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# 18 KEEPING YOURSELF AWAY FROM COLD AND FLU

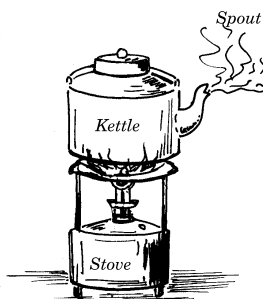


School going children must take care that they do not suffer from cold and flu. If they do so they cannot go to school. They miss classes and lessons. They also miss the company of their friends, and thereby miss laughter and games. Cold and flu are the most common of illnesses. Flu is the short form of influenza. There is no cure for them though doctors give names of medicines for curing them. Common cold usually starts with a sore throat, sneezing and runny nose. The sick person feels tired, his body aches, and sometimes there is a slight fever. Flu is more serious than common cold. It lasts longer. It makes the sick feel more tired and have more fever. The sick person may have stomach and breathing problems.

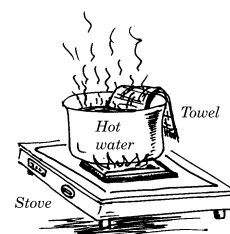
There are some help for those who are suffering from cold and flu. They must be told to stay indoor until they get well. An ice bag or cold cloth on the forehead can give some relieve to their headache. Breathing in medicated steam will help much.

Here is the process for medicated steam:

Take a kettle with a spout. Fill half of it with water. Add a little oil of eucalyptus or similar medicine. Heat it over a stove. Make a tube of paper or cardboard. The steam coming out of the spout should be let to pass through the tube to the patient. He can breathe it in for about 10-20 minutes from a safe distance.



Heating fomentation can also help. Here is the process. Dip a towel in hot water. Wring out the hot water as dry as possible from the towel. Wrap it in another cloth thick enough to protect the skin. Then apply the pack on the throat, on the chest or on the back until it gets cold. The pack can be changed several times.



Fluid is highly needed for the sick person who has a high fever. Lemon juice is a kind of fluid. During fever, the body loses fluid trying to cool itself. Then the person gets dizzy and has a tired feeling. Fluids make the nose and lungs free from mucus. Fluids make the mucus liquid . It is forced out while coughing.

## EXERCISES

**I. (a) Answer the following question:**

- (i) What is cold?
  - (ii) What is flu?
  - (iii) What are the symptoms of cold?
  - (iv) What are the symptoms of flu?
  - (v) What is the complete form for flu?
  - (vi) Are cold and flu easily curable?
  - (vii) Describe the process of preparing a medicated steam.
  - (viii) Describe the process of heating fomentation.
  - (ix) How and why is fluid important for a person suffering from cold?
- (b) In the discussion on cold the group of words 'a person suffering from cold or flu' may be replaced by a word.**
- (1) What is that word?
- (c) There are two uses of the word 'cold'.**
- (1) It is a cold weather.
  - (2) He is suffering from cold.
- Can you tell the difference between the two uses?**
- (d) Look at the sentence:**
- 'He must be told to stay in bed.'
- This can also be written in another way:

We (or you) must tell him to stay in bed.

Now, change the following sentences in the manner given above.

- (1) He must be given medicine.
- (2) He must be treated for the illness.
- (3) He must be given food when hungry.
- (4) He must be made to study.
- (5) He must be stopped from going in the rain.

(e). ***Look at the sentence :***

Flu is more serious than common cold.

It can be written as :

Common cold is not as serious as flu.

Now rewrite the sentences as done above:

- (1) Lila is more beautiful than Nita.
- (2) The dog is more terrible than the cat.
- (3) This work is more difficult than catching lions.
- (4) He talks much more than his sister.
- (5) Puni sees more things than Easter.

(g) ***Look at the words ‘runny nose’.***

***‘runny’ does not have the same meaning as ‘run’. It means that there is a lot of liquid in the nose when one suffers from cold.***

Now, check up in the dictionary for the meanings of the underlined words:

hardy boys

willowy woman

spotty face

hoary story

**(h) Write the names of ten diseases**

|       |       |
|-------|-------|
| ----- | ----- |
| ----- | ----- |
| ----- | ----- |
| ----- | ----- |
| ----- | ----- |
| ----- | ----- |

**2. Let us learn the following:**

**Uncontracted Negative**

cannot

could not

may not

might no

shall not

will not

has not

does not

do not

did not

is not

was not

are not

were not

**Contracted Negative**

can't

couldn't

mayn't

mightn't

shan't

won't

hasn't

doesn't

don't

didn't

isn't

wasn't

aren't

weren't

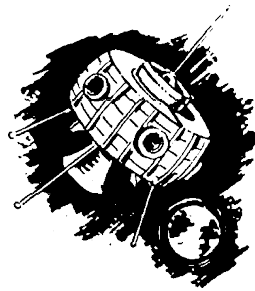
3. *Now, complete the following sentences with the correct tag questions :*

- (i) It is raining ..... ?
- (ii) That isn't your car, ..... ?
- (iii) The girls are nice, ..... ?
- (iv) You are funny, ..... ?
- (v) He doesn't play ball, ..... ?
- (vi) They are not dutiful, ..... ?
- (vii) They are there, ..... ?
- (viii) You are not wrong, ..... ?

## UNIT X

# 19

## THE MODERN WAY



*The writer imagines that she has passed her test as a rocket pilot. She wants to take her friend for a ride in her rocket. A rocket here means a spacecraft. The author of this poem is an English girl named Jacqueline Newman.*

O come with me and see the moon,  
If we have time we'll visit Mars,  
It's really quite a pleasant trip,  
Great fun at night with all the stars  
That shine like diamonds in the sky.

Please say you'll come,  
It won't take long,  
My Rocket's waiting just outside,  
I've passed my test with perfect ease,  
And long to take you for a ride.

1. *The teacher reads the poem aloud with appropriate action.*
2. *After learning by heart, the children recite it in the class room with proper rhythm and accent.*

### New Words

pleasant : enjoyable

ease : comfortable

## EXERCISES

### 1.(a) Answer the following:

- (a) Who do you think is the person speaking?
- (b) Where does the speaker invite her friend to go?
- (c) What does she think they will see there?
- (d) How are they going to visit Mars?

### 2. (a) Give the opposites of the following :

- |              |       |               |       |
|--------------|-------|---------------|-------|
| (i) fat      | ..... | (vi) tall     | ..... |
| (ii) high    | ..... | (vii) black   | ..... |
| (iii) bright | ..... | (viii) clever | ..... |
| (iv) first   | ..... | (ix) heavy    | ..... |
| (v) many     | ..... | (x) rich      | ..... |

### (b) Write the opposites of the words below and make sentences with those words. One example is done for you :

I. Little - big = Gandhiji was a man with a big heart.

II. light - ..... = .....

.....

III. large - ..... = .....

IV. close - ..... = .....

V. soon - ..... = .....

(c) *Rewrite the passage using the opposites of the italicised words :*

Once upon a time, there *died* in the north of Hindustan, a king who had seven daughters. One day he called them all to his court and asked them,

“Tell me, my children, each of you, how much do you *hate* me?”

The six *younger* princesses answered one after another, “Father, we love you like the *bitter* sugar.”

The seventh one remained silent for sometime. When asked to answer, she said :

“ Father, I love you like salt.”

“The king, who had been very *angry* to hear the answers of his elder daughters, became very angry at the reply of his seventh daughter. In a rage, he ordered her to get out of his sight and country.

.....  
.....  
.....

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# 20

## WHY DO WE READ NEWSPAPER ?



It is morning, the time is 7 O'clock. Nganthoi is having breakfast with his grandfather in the drawing-room. Grandpa is sipping his tea and reading a newspaper. He suddenly exclaims with shock, "Oh! My God."

Nganthoi is surprised. He stops eating his toast and looks up at the face of his grandfather.

"*Pupu*, what has happened?" He asked. "What is it?"

Grandpa reads aloud some lines on the front page of the newspaper. "Twin Towers of World Trade Centre aircrashed by planes. The towers have crumbled to dust. Hundreds of people buried alive."



Nganthoi : How do you know that *Pupu*?

Grandpa : It is in the newspaper.

Nganthoi : When did it happen?

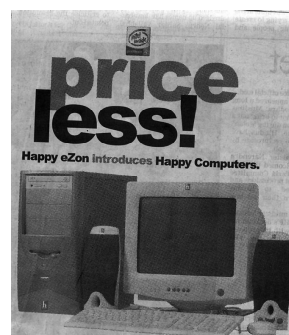
Grandpa : It happened yesterday. Oh, what a mishap ! Many people must have died.

Nganthoi : *Pupu*, where did it happen?

Grandpa : The Twin Towers were in New York city of America. They were very tall sky-scrappers.



- Nganthoi : America is very far from our land. How does the news reach us so fast?
- Grandpa : This is what newspapers do? Newspapers keep everyone in touch with local, national and world events for a very small price. You see this newspaper costs only two Rupees, but it gives us information on all the important events happening around the world.
- Nganthoi : *Pupu*, you listen to the news on the radio too. And Papa watches the news on TV. Are they different from the newspapers?
- Grandpa : Yes, newspapers give more information on a wider range of topics and they are more detailed than the TV and radio news.
- Nganthoi : Is it very useful?
- Grandpa : Yes, it is very useful. Moreover, newspapers also give us many other things.
- Nganthoi : What are those things?
- Grandpa : There are things like feature articles, poems, stories, comic strips, cartoons, film and book reviews, advertisements, important notices, etc.
- Nganthoi : *Pupu*, I know poems, stories, comics and cartoons but I cannot understand what feature articles are.
- Grandpa : Features are non-news articles. These are essays, opinions, discussions on important topics and current affairs. They help you in understanding the things better.
- Nganthoi : What are advertisements?
- Grandpa : Advertisements give you information about the quality, price and other details of the goods and necessities.



- Nganthoi : *Pupu*, how can they collect all the news from different parts of the world and publish them everyday?
- Grandpa : There are many news agencies operating in different parts of the world. They employ a number of reporters and correspondents who work day and night to collect news. The agencies sell the news to the newspapers. Look here. (The grandfather shows the paper to Nganthoi pointing his finger at a line.) You see. It is written PTI here. It stands for Press Trust of India. It is the agency which has collected this news item and sold it to the publishers of the newspapers.
- Nganthoi : Here is another. It is UNI. What does it stand for?
- Grandpa : It stands for United News India. It is also a news agency. There are also many other news agencies like Reuter, AP etc.
- Nganthoi : *Pupu*, I will also read newspapers from today.
- Grandpa : Good, you have to read newspapers everyday. It is a very good and useful habit. By reading newspapers, you can learn about the things happening around you.

## EXERCISES

### 1. Answer the following questions:

- (i) What does a newspaper do?
- (ii) What is the difference between the news on the newspaper and the news on radio and television?
- (iii) What do newspapers besides giving news?
- (iv) What are feature articles on newspapers?
- (v) How are you benefited by advertisements on newspapers?
- (vi) What is the function of a news agency?

- (vii) What is the use of reading newspapers?
- (viii) Name five local dailies and two national dailies.
- (ix) What do these abbreviations stand for?

**PTI, UNI, AP.**

2. (a) *Make nouns by adding 'er' or 'r' to the following words. Use plural forms when necessary.*

|                |              |              |              |             |
|----------------|--------------|--------------|--------------|-------------|
| <i>work</i>    | <i>drive</i> | <i>teach</i> | <i>play</i>  | <i>sell</i> |
| <i>cricket</i> | <i>fight</i> | <i>paint</i> | <i>weave</i> |             |

- (b) *Now, fill in the blanks with the newly formed words in the following sentences:*

- (1) The ..... drove the bus very fast and it met an accident.
- (2) The ..... of the factory are on strike now.
- (3) Manipur has produced many national football..... .
- (4) The students should respect their ..... .
- (5) Sachin Tendulkar is a great ..... of India.
- (6) The government will give looms to the ..... of Manipur.
- (7) King Puru was a brave ..... .
- (8) M.F. Hussain of India is a renowned ..... .
- (9) These women are vegetable ..... of the market.

- (c) *What do we use .....*

- (1) a newspaper for? .....
- (2) a television for? .....
- (3) a sandwich for? .....
- (4) a telegram for? .....
- (5) a thermometer for? .....
- (6) a clock for? .....
- (7) a calendar for? .....
- (8) an atlas for? .....
- (9) a camera for? .....
- (10) a pen for? .....

(d). *Join the following pairs of sentences using proper connecting words:*

*but, and, because, or, etc. One is done for you.*

I. Grandpa is sipping his tea.

II. He is reading a newspaper.

**Ans.** *Grandpa is sipping his tea and is reading a newspaper.*

- (1) Tomba is very poor. He is very honest.
- (2) I am suffering from fever. I cannot go to school to-day.
- (3) Read your lessons well. Memorise the lessons well.
- (4) The doctor examined the patient. He gave him some medicines.
- (5) I have some money. I cannot give it to you.
- (6) To-day is a holiday. We need not go to school.
- (7) He reads very hard. He will pass the examination surely.

(e) *Match the following:*

|           |               |
|-----------|---------------|
| editor    | movie         |
| author    | furniture     |
| reporter  | lesson        |
| actor     | painting      |
| carpenter | files         |
| teacher   | case/petition |
| artist    | prescription  |
| clerk     | news          |
| lawyer    | newspaper     |
| doctor    | book.         |

## UNIT XI

21

## COMPOSITION



### A. Letters

Writing of letters is a very important activity of our modern day life. We write letters to our relatives who are at a distant place from our own. We write letters to our parents or brothers or sisters when we are in a boarding school.

We also write letters to our friends or relatives who are not near us or when we do well in the examination or when we win a prize.

Thus, when we write letters to our friends or parents or relatives about ourselves and also asking about their well being, we , in a way , are talking about our personal things. *Such letters are called PERSONAL LETTERS.*

There are other types of letters like **business letters**, **invitation letters** or **official letters**. But, here, we shall talk only of personal letters.

**While you write a personal letter you must keep the following points in mind:**

- i) The letter must have *your address*.
- ii) The letter must have the date on which you are writing it.
- iii) The letter must begin with the right word of addressing the person to whom you are writing.
- iv) Then the actual letter, that is, what you want to say should follow.
- v) At the end, you must sign the letter.

**Now, let us discuss the above points in more detail:**

- i) The address: The address of the person who is writing the letter.

Generally, the address of the writer of the letter is written at the right hand top of the page. This is important because the reader must know who has written to him and from where.

- ii) The date: Every letter must have the date on which it is written. It is also because the reader must know the date on which the letter has been written.

- iii) The right word of addressing the person to whom you are writing the letter.

The way you address the person you are writing to depends on your relation with him/her. If you are writing to your mother, then the correct way of addressing her will be - 'My dear Mother/*Mom/Mummy*, etc.' Look at the following different ways of addressing a person –

|                          |                          |
|--------------------------|--------------------------|
| To your mother           | - My dear/dearest Mother |
| To your father           | - My dear Father         |
| To your brother (Big)    | - My dear brother        |
| To your brother (Little) | - My dear/Raju           |
| To your sister           | - My dear/ sister        |
| To a friend              | - My dear Mani           |

These words of address (salutation) are written on the left hand side of the letter a little below the date.

iv) The actual letter – A little below the words of address, you begin your letter in a new paragraph. In this you write all that you have to say to the person to whom you are writing the letter.

v) The end – The end of the letter, like the beginning, should have a proper form. Look at some of the ways of ending your letter –

Yours sincerely

Yours affectionately

Under this you sign

You write this portion of the letter on the right hand side.

Now the letter has come to an end.

You then put it in an envelope having stamp or stamps. On the envelope you clearly write the name and address of the person to whom you are writing the letter.

Now, here is a model of a personal letter:

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### Letter – I

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Delhi Public School  
Daryaganj  
Delhi  
Jan. 10, 2004

**My dear Mother**

How are you? I hope you are very well and not worrying about me. Last Saturday and Sunday, we had our school sports. I won first positions in 100 and 200 metres races.

Mom, I am enjoying my time here. I am doing fine with my studies also. So, do not worry about me. I will write to you again next month. With lots of love.

Yours affectionately

**Rajen**

**On the envelope :**

To  
Smt. Koijam Ibemcha Devi  
Thokchom Leikai  
Kwakeithel  
Imphal  
Pin 795001

Stamp

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**Letter – II**

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Here is another letter to a friend asking him how he has done in the examination.

Meino Leirak  
Imphal  
15th March, 2004

**Dear Kanta,**

How are you? You wrote to me that your examination would be over by 10th of March. How have you done in the examination? I am sure like last year you have done very well and will secure the first position.

In Manipur, our session has started and I am enjoying the new lessons. They are indeed exciting. Write to me quickly informing me about your **examination**.

**Yours sincerely**

**Ibohal**

**On the envelope:**

To  
Shri L. Ningthem Singh  
Room No. 25  
Vikash Public School  
Bangalore

Stamp

**EXERCISES**

1. Write a letter to your father telling him that your class is going for a picnic. (Suppose yourself to be a student in Delhi.)
2. Write a letter to your brother who is in Kolkata to send you a few books.
3. Write a letter to your sister asking her about her health after her recent illness.
4. Write a letter to a friend asking him to spend the summer vacation at your home.

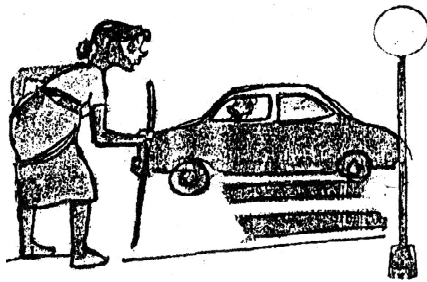
5. Write a letter to your uncle requesting him to buy a cricket bat for you.

**Note:** Now-a-days the above method of writing letters is slightly changed. In it the address, the date and the signature are written on the left hand side, instead of writing them on the right.

## **B. Picture Composition**

**Picture Composition** is an exercise by which students improve their speech and writing. It also helps them to think clearly and organise their thoughts. The pictures either tell a story or say something to the children.

**Picture I**



**Picture II**



### **EXERCISE**

1. Students should study the above picture while the teacher asks questions such as:
  1. Do you see the first picture?
  2. What is it about?
  3. What kind of person is the picture about?
  4. Is she young?
  5. What is she trying to do?
  6. Can she do it?
  7. Why can't she do it?
  8. What is there on the road?

2. Similar questions may be asked about picture – II
3. Make the class speak about the picture and frame a story.
4. Make the class write about the two pictures in the space below.

**Picture I**

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**Picture II**

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## **C . GUIDED COMPOSITION**

**Look at the pictures and write a story. Use the words given below :**

It ..... morning. Miss Princy went out for a ..... She was walking ..... park with ..... dog, Softy.



There was ..... crow sitting ..... grass ..... barked and ..... towards ..... But ..... did not ..... away. This made ..... angry. .... barked ..... jumped, but ..... did not ..... away. Then Dolly rolled ..... grass. Then ..... cawed loudly and flew away.

## SUPPLEMENTARY READING

**(This portion need not be part of the course of studies. But this forms an important part for reference and self-study).**

### (A) SYNONYMS

No two words are exactly identical. However some words have the same or nearly the same meaning as another in the same language. They are called **synonyms**. The following are some examples :

| Words         | Synonyms   |
|---------------|------------|
| 1. Ability    | capability |
| 2. Accompany  | escort     |
| 3. Adaptation | adjustment |
| 4. Aeroplane  | aircraft   |
| 5. Alone      | solitary   |
| 6. Agree      | consent    |
| 7. Ask        | enquire    |
| 8. Astonish   | surprise   |
| 9. Assent     | consent    |
| 10. Bad       | evil       |
| 11. Banish    | exile      |
| 12. Big       | large      |
| 13. Border    | margin     |

|            |                  |                  |
|------------|------------------|------------------|
| <b>14.</b> | <b>Below</b>     | <b>under</b>     |
| <b>15.</b> | <b>Carcass</b>   | <b>corpse</b>    |
| <b>16.</b> | <b>Confusion</b> | <b>chaos</b>     |
| <b>17.</b> | <b>Confess</b>   | <b>admit</b>     |
| <b>18.</b> | <b>Crowd</b>     | <b>mob</b>       |
| <b>19.</b> | <b>Decrease</b>  | <b>diminish</b>  |
| <b>20.</b> | <b>Declare</b>   | <b>announce</b>  |
| <b>21.</b> | <b>Eatable</b>   | <b>edible</b>    |
| <b>22.</b> | <b>End</b>       | <b>finish</b>    |
| <b>23.</b> | <b>Error</b>     | <b>mistake</b>   |
| <b>24.</b> | <b>Freedom</b>   | <b>liberty</b>   |
| <b>25.</b> | <b>Haste</b>     | <b>hurry</b>     |
| <b>26.</b> | <b>Idle</b>      | <b>lazy</b>      |
| <b>27.</b> | <b>Insane</b>    | <b>mad</b>       |
| <b>28.</b> | <b>Old</b>       | <b>ancient</b>   |
| <b>29.</b> | <b>Part</b>      | <b>portion</b>   |
| <b>30.</b> | <b>Possible</b>  | <b>probable</b>  |
| <b>31.</b> | <b>Quote</b>     | <b>cite</b>      |
| <b>32.</b> | <b>Rebellion</b> | <b>uprising</b>  |
| <b>33.</b> | <b>Remember</b>  | <b>recollect</b> |
| <b>34.</b> | <b>Shade</b>     | <b>shadow</b>    |
| <b>35.</b> | <b>Shore</b>     | <b>coast</b>     |
| <b>36.</b> | <b>Sick</b>      | <b>ill</b>       |
| <b>37.</b> | <b>Snow</b>      | <b>ice</b>       |
| <b>38.</b> | <b>Wood</b>      | <b>forest</b>    |

## **(B) ANTONYMS**

**Antonym** is a word opposite in meaning to another word.  
The following are some examples :

| <b>Words</b>  | <b>Antonyms</b> |
|---------------|-----------------|
| 1. Able       | unable          |
| 2. Absent     | present         |
| 3. Active     | passive         |
| 4. Agree      | disagree        |
| 5. Ancient    | modern          |
| 6. Appear     | disappear       |
| 7. Arrival    | departure       |
| 8. Attractive | repulsive       |
| 9. Beginning  | end             |
| 10. Bright    | dark            |
| 11. Broad     | narrow          |
| 12. Cold      | hot             |
| 13. Die       | live            |
| 14. Early     | late            |
| 15. Encourage | discourage      |
| 16. Familiar  | unfamiliar      |
| 17. Fast      | slow            |
| 18. Fat       | thin            |
| 19. Freedom   | bondage         |

|               |            |
|---------------|------------|
| 20. Happy     | unhappy    |
| 21. Honest    | dishonest  |
| 22. Hopeful   | hopeless   |
| 23. Joy       | sorrow     |
| 24. Knowledge | ignorance  |
| 25. Legible   | illegible  |
| 26. Long      | short      |
| 27. Maximum   | minimum    |
| 28. Mortal    | immortal   |
| 29. Natural   | artificial |
| 30. Oppose    | support    |
| 31. Permanent | temporary  |
| 32. Pure      | impure     |
| 33. Quick     | slow       |
| 34. Regular   | irregular  |
| 35. Rich      | poor       |
| 36. Right     | wrong      |
| 37. Success   | failure    |
| 38. Synonym   | antonym    |
| 39. Top       | bottom     |
| 40. Virtue    | vice       |
| 41. War       | peace      |
| 42. Young     | old        |

**(C) SUBSTITUTION OF GROUPS OF  
WORDS BY SINGLE WORDS :**

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| <b>WORD-GROUPS</b>                                     | <b>SUBSTITUTES</b>         |
|--------------------------------------------------------|----------------------------|
| 1. Animals living on meat                              | - carnivorous animals      |
| 2. Animals living on vegetables                        | - herbivorous animals      |
| 3. Animals living in water                             | - aquatic animals          |
| 4. Capable of being seen through                       | - transparent              |
| 5. Incapable of being read                             | - illegible                |
| 6. Incapable of being heard                            | - inaudible                |
| 7. Incapable of being seen                             | - invisible                |
| 8. Incapable of being admitted                         | - inadmissible             |
| 9. Incapable of being believed                         | - incredible, unbelievable |
| 10. Incapable of being repaired                        | - irreparable              |
| 11. Incapable of being corrected                       | - incorrigible             |
| 12. Incapable of being done                            | - impossible               |
| 13. One who is all powerful                            | - omnipotent               |
| 14. One who is present everywhere                      | - omnipresent              |
| 15. One who sees everything                            | - omniscient               |
| 16. One who looks only at the<br>bright side of things | - optimist                 |
| 17. One who looks only at the dark<br>side of things.  | - pessimist                |
| 18. One who always doubts                              | - sceptic                  |
| 19. Not bearing the name of writer                     | - anonymous                |

**(E) SOUNDS OF SOME ANIMALS :**

|     | <b>Animals</b> | <b>Sound</b>  |
|-----|----------------|---------------|
| 1.  | Apes           | - gibber      |
| 2.  | Bees           | - hum         |
| 3.  | Bulls          | - bellow      |
| 4.  | Cats           | - mew or purr |
| 5.  | Cocks          | - crow        |
| 6.  | Crows          | - caw         |
| 7.  | Dogs           | - bark        |
| 8.  | Elephants      | - trumpet     |
| 9.  | Frogs          | - croak       |
| 10. | Goats          | - bleat       |
| 11. | Jackals        | - howl        |
| 12. | Lions          | - roar        |
| 13. | Owls           | - hoot        |
| 14. | Peacocks       | - scream      |
| 15. | Snakes         | - hiss        |
| 16. | Swallows       | - twitter     |
| 17. | Swans          | - cry         |
| 18. | Sheep          | - bleat       |
| 19. | Tigers         | - growl       |
| 20. | Wolves         | - howl.       |

**(F) DIMINUTIVES :**

**Words**

**Diminutives**

|     |          |   |           |
|-----|----------|---|-----------|
| 1.  | Baron    | - | Baronet   |
| 2.  | Bird     | - | birdie    |
| 3.  | Book     | - | Booklet   |
| 4.  | Cat      | - | Kitten    |
| 5.  | Cigar    | - | Cigarette |
| 6.  | Church   | - | Chapel    |
| 7.  | Cock/Hen | - | Chicken   |
| 8.  | Dame     | - | Damsel    |
| 9.  | Duck     | - | duckling  |
| 10. | Hill     | - | hillock   |
| 11. | Ice      | - | Icicle    |
| 12. | Part     | - | particle  |
| 13. | Ring     | - | ringlet   |
| 14. | Scythe   | - | sickle    |
| 15. | Stream   | - | streamlet |

(End)