

A

Composite

Modern English Text Book

CLASS - VII

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PREFACE

Let's Learn English series, which have been recently revised and improved under a new title, **A Composite Modern English Text Book** was written strictly based on the new curriculum and syllabus for English prepared and designed by the State Council of Educational Research and Training, Government of Manipur. In writing and preparing the Textbooks for Upper Primary Level (Classes VI-VIII), the writers kept in view the essentials of language education in modern pedagogy, vis-a-vis the needs, age, ability, aptitude, environment and interest of the learners of the state of Manipur. The series consisting of Course Book, Supplementary Reader, Workbook and Grammar and Composition constitute a composite learning package for students. The authors did their best to make the textbooks learner-friendly and goal oriented in presentation, methodology and learning output.

As per the perspective of the curriculum, attempts have been made to maintain the component items of global, national and local interests covering the thematic and sub-thematic contents. The lessons have been graded to suit the linguistic requirements of each class. The identified or spelt out objectives of the different textbooks are ushered in to fulfill the pursuit of learners and learner facilitators.

Interesting select poems are inserted to induce and motivate the learners in the field of English Poetry with ease and enjoyment.

Adequate illustrations including visual aids in every lesson are set to reinforce effective learning. Communicative approach to English teaching has been made in every lesson.

The authors would like to address the English teachers to ensure dynamic and dedicated teaching of English to get the maximum levels of learning competence.

The writers took great pains to take up the work within a very short period at their disposal in the public interest. They tried their best to produce quality textbooks. Suggestions for improvement of the books will highly be appreciated.

Authors

FOREWARD

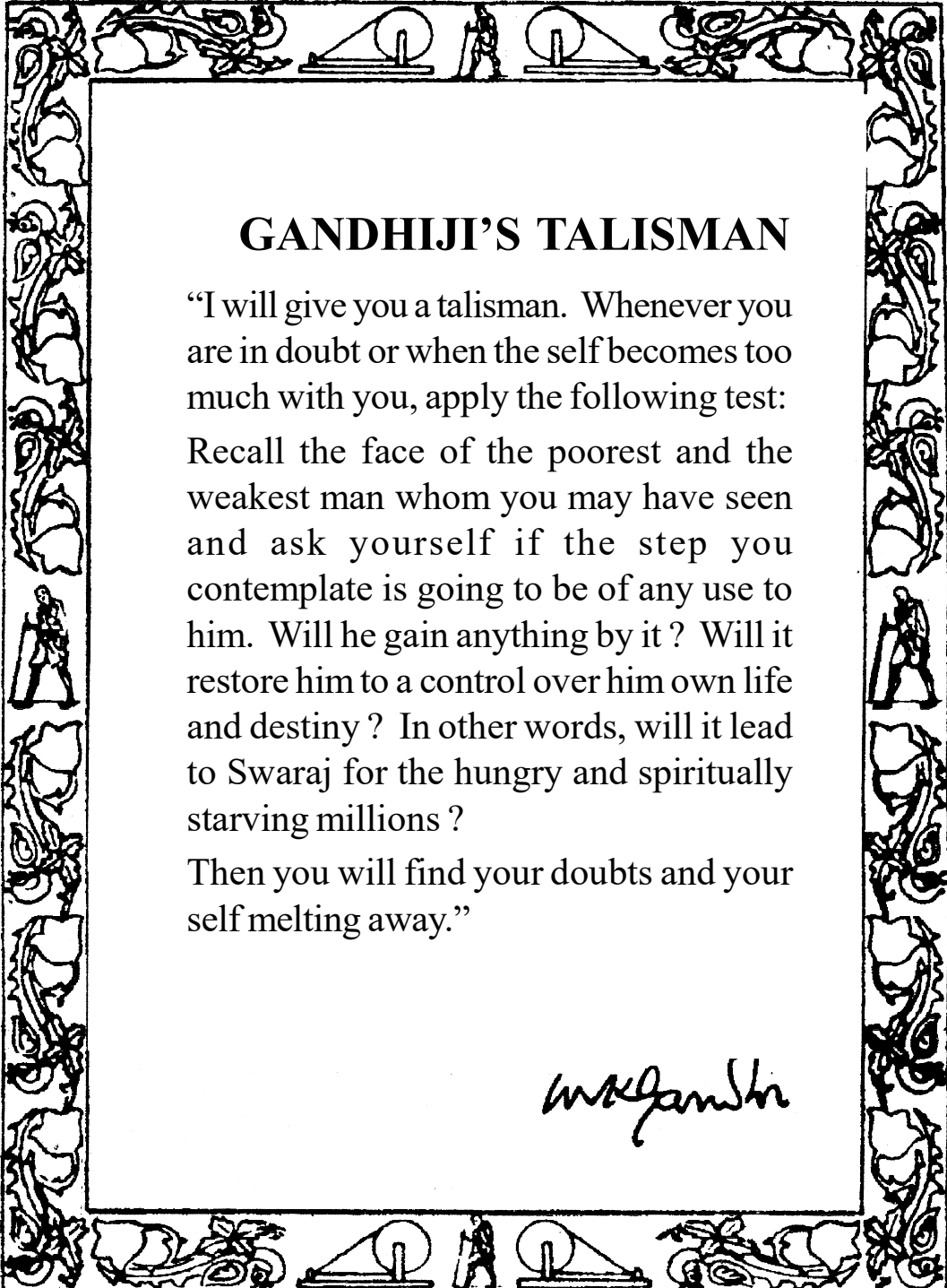
In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has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

Revised and Improved

**Ashangbam Saumyawanta Singh
Konika Khuraijam**

Editor

Prof. N. Khagendra Singh

Learning Outcomes

Class VII

English

The learner:

- responds to different kinds of instructions/requests/directions etc.
- participates in different events such as role-play / poetry recitation/ skit /drama / debate / speech / elocution / declamation / quiz etc.
- speaks about news / debate on T.V. and radio, audio-video programmes etc.
- engages in conversations in English with family, friends, people from different professions using appropriate vocabulary.
- discusses, in pairs / groups, excerpts, dialogues, poems read aloud in the class.
- ask and responds to questions based on the text read / heard.
- recites poems / songs in groups and individually with appropriate pause and intonation.
- reads a variety of textual materials in English / Braille and identifies details.
- characters, main idea and sequence of ideas and events.
- seeks information in print / online, notice board, sign boards in public places, newspaper, etc. and acts accordingly.
- constructs meaningful sentences with a sense of grammatical accuracy.
- organises sentences and writes short paragraphs coherently in English / in Braille with the help of verbal and visual clues on environment concerns and social issues etc.
- writes answers to inferential questions based on the texts read / heard.
- writes formal letters, descriptions / narratives, personal diary, email, SMS, etc.
- writes dialogues from a story and story form dialogues.



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Unit I

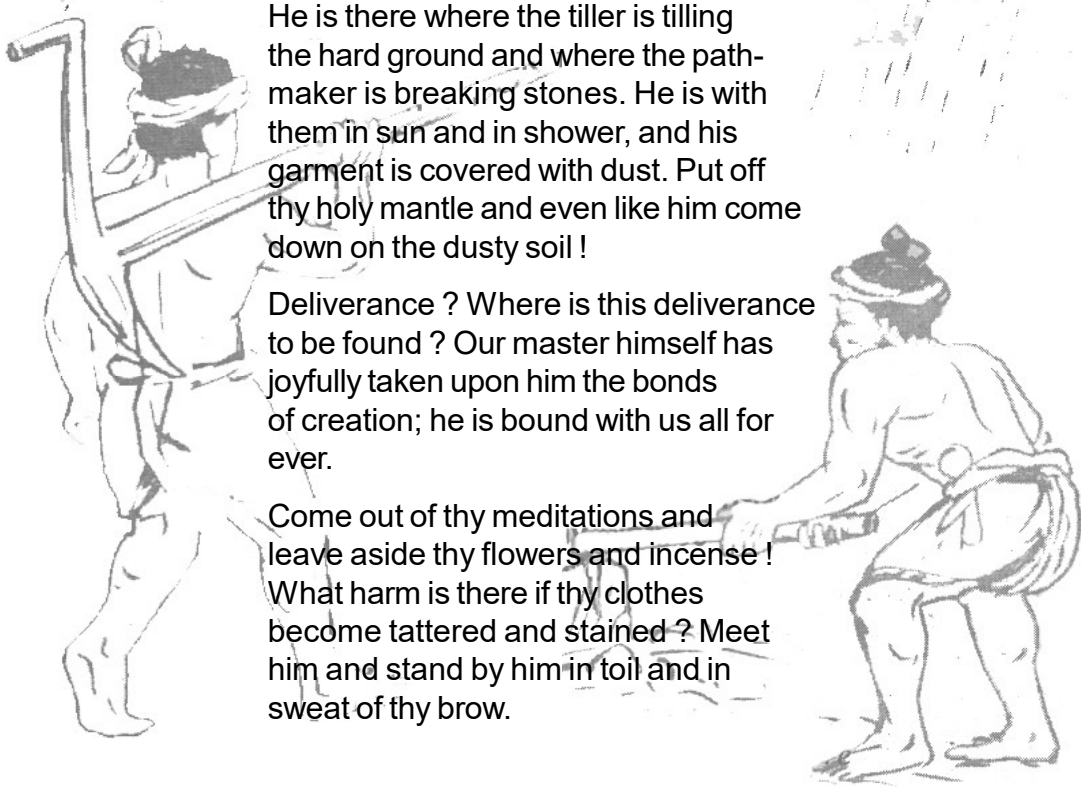


Leave this chanting and singing and telling of beads ! Whom dost thou worship in this lonely dark corner of a temple with doors all shut ? Open thine eyes and see thy God is not before thee !

He is there where the tiller is tilling the hard ground and where the path-maker is breaking stones. He is with them in sun and in shower, and his garment is covered with dust. Put off thy holy mantle and even like him come down on the dusty soil !

Deliverance ? Where is this deliverance to be found ? Our master himself has joyfully taken upon him the bonds of creation; he is bound with us all for ever.

Come out of thy meditations and leave aside thy flowers and incense ! What harm is there if thy clothes become tattered and stained ? Meet him and stand by him in toil and in sweat of thy brow.



– Rabindranath Tagore

GLOSSARY

chanting	:	reciting in the singing manner
telling of beads	:	counting beads and praying
tiller	:	one who ploughs the land
path-maker	:	one who is making the path or road
garment	:	article of clothing
holy	:	sacred
mantle	:	loose garment without sleeves worn over other clothes
deliverance	:	set free from bondage
bonds	:	the bindings
creation	:	the action and process of making the universe
meditations	:	thinking deeply (particularly on religious issues)
incense	:	mixture of herbs and spices producing fragrant smoke when burnt
tattered	:	torn
stained	:	leaving coloured or dirty marks on clothes
toil	:	hard work.

COMPREHENSION

1. **Answer the following questions:**
 - i. What is the poet trying to express in this poem ?
 - ii. What does the poet mean by “chanting” and “telling of beads” ?
 - iii. The poet says that God is not to be found in the temple. What is your opinion on this ?
 - iv. According to the poet, where can God be found ?
 - v. What does the poet mean by deliverance ?
 - vi. What does the poet mean by ‘meditations’, and ‘flowers and incense’ ?
2. **Read the quotations and answer the questions that follow:**
 - i. “Whom dost thou
worship in this lonely dark corner of a
temple with doors shut” ?
 - a) Who is “thou” ?
 - b) Whom is he worshipping ?
 - c) What does the worshipping “in this lonely dark corner of a temple with door shut” mean ?

- ii. He is with
them in sun and in shower and his
garment is covered with dust.
- a) Who is "He" ?
 - b) To whom does the word 'them' refer to ?
 - c) Whose garment is covered with dust and why ?
- iii. "He is bound with us for ever."
- a) Who is "He" ?
 - b) Why is "He" "bound with us for ever" ?

3. Explain the meaning of the following lines:

- i. Put off
thy holy mantle and even like him come
down on the dusty soil !
- ii. Our master himself has
joyfully taken upon by him the bonds
of creation;
- iii. Meet
him and stand by him in toil and in
sweat of thy brow.



4. Find in the poem an antonym (a word opposite in meaning) for each of the following words :

i. Light (as in daylight)

ii. Soft

iii. Sadly

iv. After

v. separated

5. COMPOSITION

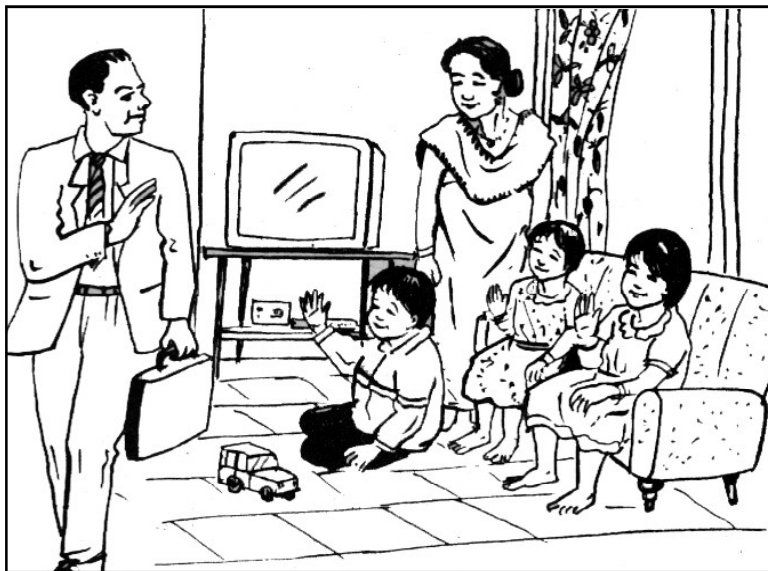
Do you believe in respecting labourers ? Give reasons for your answer in a paragraph.

2

MY RELATIVES



My name is Bembem. My Mother's name is Mani and my father's name is Thoiba. I have a younger sister and a younger brother. My sister is called Naobi while my brother is called Naoba. We love each other very much. Our



parents always think about our welfare. They always try to do something good for us. Our parents understand each other. There is a sense of respect, regard and love between them. It provides us a feeling of warmth and security. A happy family begins

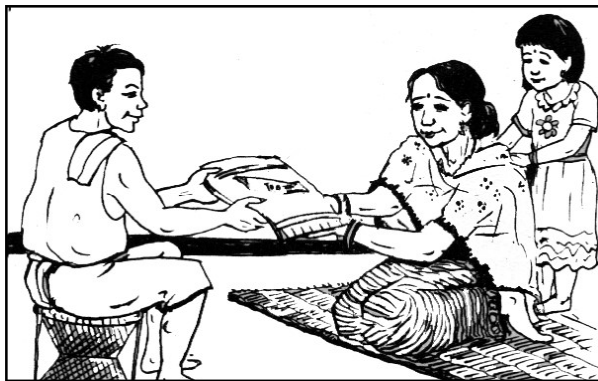
with the parents. The bond of love, concern and understanding between father and mother makes our family a happy one. They tell us about many families where there is no love and understanding. These are broken families. A good family is the nucleus of a good society. Good families build a good society. Good societies build up a good human world. If there are many broken families in a society, we will see many evils. A broken society full of broken families will never progress.

My parents are strict with us. They love us but do not pamper us. They always say that pampering spoils children. Mother says, "Honey is good for health, but too much honey is poison." "They work hard to send us to school. They say that education is very important for the making of a good human being. Good human beings mean a good society and a good world.

We have an aunt called Ibecha. She is my father's sister. She is married and lives with her family at Thangmeiband, a locality in Imphal. Her husband's name is Lukhoi. My aunt works in a bank while my uncle is a journalist. They have two children- a boy and a girl. Ibohal is the name of the son and Memcha is the name of the daughter. They are my cousins. We love each other very much. We visit them regularly. Sometimes, on Sundays and holidays we play together. Memcha studies in our school.



I have an uncle called Sanajaoba, my father's younger brother. He is a lawyer. His wife is a doctor. Her name is Pakpi. My uncle and my aunt love us very much. They have two daughters who are younger than me and Naobi. We play together. I help them in their studies since I am older than them. Uncle often takes



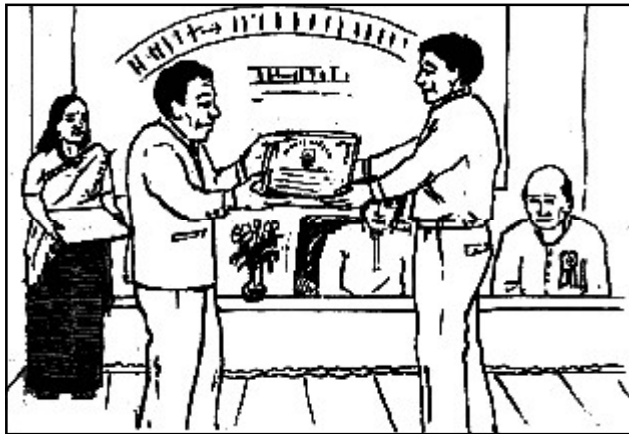
us to the movies. He says that he enjoys spending time with his nephews and nieces. Since aunt Pakpi is a doctor, she takes a lot of care about our health. Whenever we fall ill, she gives medicines to make us all right. She goes to a hospital to treat patients. But whenever someone in the locality falls ill, she

goes to help the person. She always gives medicines to poor families without charging any money. She also treats them free of cost. She says, "As a doctor, it is my responsibility to help them. I do not expect money for doing my duty." She says that I am her favourite niece. Whenever she goes to treat a poor person, she tells me that poverty is created by human beings. A few human



beings make the lives of millions of people miserable. She says, "Only human beings can put an end to poverty. We have to remove poverty from our society."

Every year, on the Ningol Chakkouba day, our mother takes us to her parents' house. They live at Singjamei. My maternal grandfather and grandmother are always



delighted to see us. They always have new clothes ready for us on this day. They give us snacks and tell us stories of birds and animals. On this day, we share a nice meal together. Our maternal uncle is called Tomba. He is a student of Computer Science. When our father comes to drop us at their house, uncle Tomba greets him by calling

him **Ibai**. They talk a lot about the social problems of Manipur. Our maternal grand-father and grandmother tell them of the values that have changed over the years. They fondly remember the simplicity, the integrity and the principles that people in Manipur used to cherish in their younger days.

Our maternal aunt Linthoi also joins us with her children for the Ningol Chakkouba. Her husband is an artiste. He works in a theatre. He has directed many famous plays. His name is Ibochou. He has come to drop his family. Uncle Tomba also calls him *Ibai*. He also joins the talk and shares his ideas about Manipur with the other relatives.

Aunt Linthoi is an agriculturist trained in Agricultural Science. She has received a number of awards for her contribution to the development of agriculture. She is working hard to produce high- yielding varieties of paddy. She always speaks of millions of people who go hungry every day. In India alone, there are millions who are starving. She has a daughter and a son. All of us eat and play to our hearts' content on the Ningol Chakkouba day.

GLOSSARY

nucleus	:	central part or thing round which others collect
effect	:	result, consequence
pamper	:	over-indulge, to give more than necessary
journalist	:	person employed to write for journal or newspaper
lawyer	:	person pursuing law as a profession
cherish	:	hold dear
<i>Ibai</i>	:	Manipuri term for brother-in-law

COMPREHENSION

1. Answer the following questions in one sentence each:

- i. What is a happy family ?
- ii. What is a good society ?
- iii. Why shouldn't parents pamper their children ?
- iv. Who takes the children to movies ?
- v. Where do the children go on the Ningol Chakkouba day ?
- vi. What do Thoiba and Tomba talk about ?

2. Answer the following questions in about 20-25 words each:

- i. How is Bembem's family a happy one ?
- ii. Write on Bembem's aunt Pakpi .
- iii. Make a list of Bembem's relatives.

3. Answer the following questions in about 50-60 words each:

- i. Show the relationship between good families and good society .
- ii. Write briefly on the things discussed on the Ningol Chakkouba day .

VOCABULARY

4. Fill in the blanks choosing the correct words from the box :

problems	play	broken
maternal	aunt	eat
work	progress	

- i. There are many families.
- ii. can be made in a good society.
- iii. Parents hard to send their children to school.
- iv. On holidays, the cousins together.
- v. Pakpi is Bembem's
- vi. Tomba is Bembem's uncle.
- vii. The children and happily on the Ningol Chakkouba day.
- viii. The two brothers-in-law talk about thein the Manipuri society.

5. The suffixes – er, – or, – ian and – ist tell who a person is :

Example : Chem + ist = Chemist

Choose the correct suffix to form the right words and write them in the space provided:

drum	.....	science	.....
operate	.....	philosophy	.....
music	.....	vend	.....
piano	.....	physics	.....
act	.....	library	.....
report	.....	column	.....
parachute	.....	sculpt	.....

LANGUAGE WORK

6. The comma is used to denote the shortest pause. It is used to separate a series of words in the same construction. It is also used to separate each pair of words and words connected by 'and'. Here are some examples:

Vietnam, Thailand and Myanmar are South-East Asian Countries.

We need books, tables and chairs.

Insert commas, wherever necessary, in the following sentences :

- i. He lost his money home property and friends.
- ii. She is humble meek modest and calm.
- iii. The picnic was dull boring and tiresome.
- iv. The saints and sinners kings and beggars rich and poor strong and weak kneel before God.
- v. Manila Jakarta Kuala Lumpur Yangon and Bangkok are cities.
- vi. We must be brave courageous and truthful.
- vii. He bought rice fish vegetables and spices from the market.

7. Look at the following sentences :

Could you please shut the door ?

He requested me to shut the door.

Shut the door !

He ordered me to shut the door.

Wouldn't it be better if the door is shut ?

He suggested shutting the door.

Now, rewrite the following sentences using these verbs in the box :

ordered	suggested	begged
advised	invited	wondered

- i. Send him right now.

.....

- ii. Let's have lunch.

.....

iii. Do you think I could go now ?

.....

iv. Why don't you do a computer course ? You really must.

.....

v. Please come for dinner on Sunday.

.....

vi. Please, please forgive me !

.....

PRONUNCIATION

8. Read the following pairs of words aloud and note the difference:

fourth	fort
thought	taught
through	true
thank	tank
three	tree
thin	tin

COMMUNICATIVE WORK

9. Divide the class into groups of five or six and discuss the following topic:

Love in the family.

COMPOSITON

10. Think about your favourite traditional festival. Try recollecting the excitement you felt. Develop a paragraph of about ten lines, on it.

Unit II

3

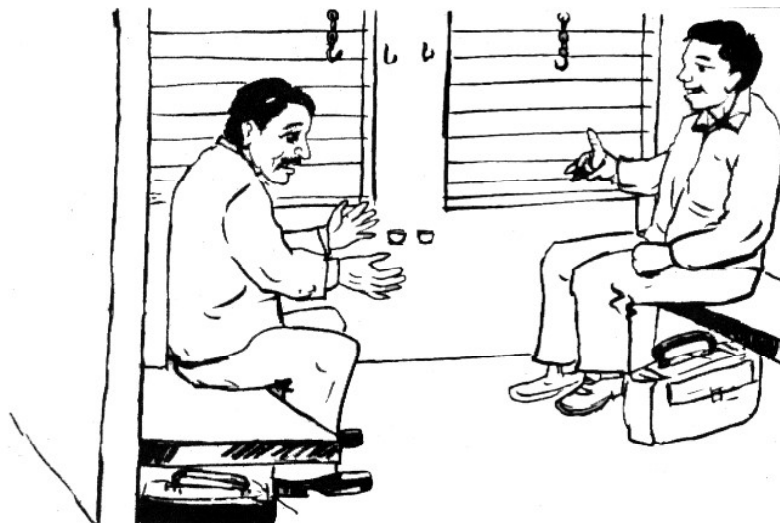


ALWAYS ROOM FOR GOODNESS

Grandfather always had to answer questions from Panthoi, his ten-year-old grand daughter. She had a habit of asking questions on many things, some of which were quite unusual for a girl of her age. Today, at tea time, she suddenly asked, "Grandfather, are men basically good or bad? Should I love men in general?"

The girl's question caught her grandfather with surprise. He thought for a moment, with a smile on his face. Then he said, "Dear child, I'll tell you some stories. You can draw your own conclusion from these stories." The grandfather then began:

Khagemba was in a train on his way to the University of Delhi where he had some personal business to attend to. In his compartment he saw a man watching him with great interest. He felt irritated. "Probably this man has some design on my goods. I ought to be careful", thought he. The man was tall and strongly built.



At a station the man said to Khagemba, "Won't you have breakfast ? Come on, let's go to a restaurant".

"But who would look after my things ?" queried Khagemba.

"Don't worry," the man said. He then requested a passenger in the compartment to look after their goods for some time. The passenger readily agreed to do so.

At the restaurant the man insisted on paying the bill for their breakfast.

At Delhi station the man asked Khagemba where he would be staying. "Well there's a hotel where I stay whenever I come to Delhi," said Khagemba.

"Come on, let's go. I'll see that everything is all right with you," said the man. Khagemba told him that it would not be necessary, but the man insisted.

At the hotel the manager, an old acquaintance of Khagemba, received him well and this pleased the tall man. Still he said to the manager, "Well, Mr. Manager, please take good care of my friend here." Then turning to Khagemba he said, "So long then ! I think you are well settled. I'll be on my way."

Baffled by the man's behaviour, Khagemba said, "But I have something to ask you. Why are you so concerned about me ? I'm from Manipur

and you are from somewhere. I can find no explanation for your behaviour".



The man explained, "You see, I had a brother who looked almost like you. You reminded me of him and I wanted to take care of you because I thought you might be new here. My brother was an officer in the army and he was killed in Kashmir. By the way, I'm Ramprakash and I'm from Haryana.

But who cares whether you are from Manipur or whether I'm from Haryana. We are all human beings and that's what matters. I hope you will enjoy your stay in Delhi. So long."

Panthoi exclaimed, "Grandfather, that's an excellent story, almost like a thriller, full of suspense. Now, please tell me the next one."

Grandfather began. Once a young man, Chandra and his niece, Bina, from Manipur were on their way to Trichur, a town in Kerala, for Bina's admission to a medical college there. On the way in the train they met Mr. Nair from Kerala and they became friends. When the party reached Trichur, Mr Nair said, "I'll go along with you to the medical college and see that everything goes well. Who knows what may happen ?"

Chandra protested, "My friend you're tired. Please go home. We can take care of ourselves." Mr. Nair, however, would not listen to Chandra's 'No' and finally he did accompany Chandra and Bina to the medical college. At the college things became easy for Chandra with the help of Nair and the formalities of Bina's admission were completed. By afternoon, they left Bina in her hostel and they came back to a hotel. Chandra was grateful to Mr. Nair. His presence had certainly made everything very easy for him. Then as they relaxed over a cup of hot tea Chandra said to Mr. Nair, "Now, friend, thank you. You're tired. Please go home. I'm really grateful to you."

But Mr. Nair smiled and after a while began to say. "My friend, why are you so eager to send me home ? I left my hometown on the way last night. We are going back together tomorrow."

Chandra was surprised and said, "But why ! Why all this trouble for me ! It was not necessary at all."

"Well, when I realised that you and your niece were from Manipur and that you were new in Kerala, I began to worry. Suppose something undesirable happens to you with so many rogues ready to pounce on innocent strangers. I then decided that I should take care of you and I took it as a GOD-given duty for me. I hope it explains everything," Mr. Nair said.

"Grandfather, that's a nice story. I find it as thrilling as the first one. Yes, the world is full of good people", exclaimed Panthoi.

"Are you still interested in hearing another story, little one ?" grandfather asked. "Oh, certainly, grandfather, please tell me another one," pleaded the girl. And grandfather began another story about goodness of men.

Once, four Manipuri young men were in a train on their way to Kolkata from Bangalore. There were a Bengali couple with three children sitting along with them in the same compartment. At a station the Bengali gentleman got off the train to buy a few things. But he came back soon and looked very worried. He told something to his wife and it was clear that some misfortune had fallen on them. One of the Manipuri young men, out of curiosity, asked if something bad had happened, but the man remained silent. The young man again asked politely what the matter was. This time the wife replied that when the husband had gone down to buy a few things his pocket had been picked. Now they did not have any money left with them except the Rs. 20.00 that she had with her. "How can we reach our village ? I cannot think of any means," she continued.

The four Manipuris remained silent. Not a word came out of them.

"How much would you need to reach your village ?" One of the young men slowly asked, after about five minutes.

"Well brother, my village is in the north, in Coochbehar, a long way beyond Kolkata. At least I would need five hundred Rupees. I'm in a fix. I don't know how to manage it", the Bengali gentleman replied.

"Certainly, you must be having some friends in Kolkata. You can borrow some money from them." One of the young men suggested.

But the man replied, "I'm new in Kolkata. I don't have anyone known to me there. I shall leave everything to God. It is up to him. Now, please let me rest. I don't want to talk about the thing any more."

The four young men did not have anything more to say. Silence prevailed in the corner of the compartment where the little drama was taking place. There was pain of uncertainty on the faces of the man and his wife, which affected even the three children.

In a station where the train stopped for a few minutes, the four young men got off the train and went to a newspaper stall. They were speaking in hushed tone as they bought a copy of a newspaper and a film magazine.

At the Howrah station, there was a hustle and bustle of activities as people tried to get off the train. The Bengali family, with misery written on their faces, prepared themselves to get off the train. They did not know what the future had for them.

The man and his wife took down the suitcases and the boxes one by one from the luggage rack and placed them on the floor of the compartment.



Suddenly, his eyes fell on a white envelope on the top of the boxes on the floor. "What is this ?" he said picking it up.

"I saw one of the young men leaving it here," said the eldest child.

The man opened the envelope and inside it, there were five notes of Rs. 100. And there was also a slip of paper. Scribbled on it were the words; "Hope, this will see you through to your home."

"My God," he rushed out of the door. He had a glimpse of the four young men at a distance. But soon they were lost to his view amidst the mass of humanity.

The grandfather then concluded, "Yes, little one. Men are noble creatures whose heart is filled with thoughts of mutual love and help. In the face of dividing themselves into Assamese, Bengalis, English, Japanese, Negroes, etc. a common human bond of love and a desire to help each other runs through every one of us. You should know that there is always room for goodness".

GLOSSARY

basically	:	in the main
draw your own conclusion	:	come to a conclusion in your own way.
compartment	:	carriage or sections in a train
has some design	:	to have some plan to gain something for one's own self
so long	:	good bye
thriller	:	a story which is exciting
formalities	:	official things
pounce on	:	attack
in a fix	:	mess; difficult situation
hushed tone	:	low voice
hustle and bustle	:	noisy activity
luggage rack	:	a shelf for luggage above the seats in a train, bus, etc.
had a glimpse	:	saw for a moment

COMPREHENSION

1. Answer the following questions in a sentence each:

- i. Why was Khagemba going to Delhi ?
- ii. Who looked after the goods of Khagemba when he got off to have breakfast with the stranger ?
- iii. What was the tall man's brother ?
- iv. Why did Bina and Chandra go to Trichur ?
- v. How did things become easy for Chandra at the medical college ?
- vi. Why did not Mr. Nair get off at his own home town ?
- vii. Where were the four Manipuri young men going to ?
- viii. What happened to the Bengali gentleman when he got off the train at a station ?
- ix. Where was the Bengali gentleman's home ?
- x. What did the four young men buy in a station ?
- xi. What were inside the envelope that the Bengali gentleman found on the top of his suitcase ?

2. Answer the following questions in about 20-25 words each:

- i. What habit did Panthoi have ?
- ii. Why was Khagemba irritated ?
- iii. Why was the tall man pleased at the hotel where Khagemba was to stay ?

- iv. What did Khagemba ask the man ?
- v. Why did Mr. Nair want to go along with Chandra and Bina to the medical college ?
- vi. Why was Chandra surprised ?
- vii. Why did the Bengali gentleman look worried after he came back to the compartment ?
- viii. Why couldn't the Bengali gentleman borrow some money from his friends in Kolkata ?

3. Answer the following questions in about 50-60 words each:

- i. Why was Ramprakash interested in Khagemba ?
- ii. What were Mr. Nair's explanations for accompanying Chandra and Bina to Trichur ?
- iii. What was the problem of the Bengali family ? How was it solved ?
- iv. Do you think that people are basically good ? Justify your answer.
- v. What did the grandfather say at the end of the stories ?

4. Choose the correct answer from the four alternatives given and write it in the space provided:

i. In Delhi, Khagemba stayed.

- (a) in a hotel which was new.
 - (b) with Ramprakash
 - (c) with a friend.
 - (d) in a hotel where he usually stayed.
-

ii. Mr. Nair helped Chandra because

- (a) Chandra was in difficulty in the medical college.
 - (b) he thought he ought to help a stranger who came to his state.
 - (c) he knew some rogues were ready to pounce on Chandra and Bina.
 - (d) he wanted to see if he could get some money from Chandra.
-

VOCABULARY

5. Fill in the blanks in the sentences below with the words given in the box:

eager	misfortune	compartment	acquaintances.
-------	------------	-------------	----------------

- i. It was a big, but there were only a few passengers.
 - ii. I have many, but only two friends.
 - iii. The boys are tired and, to go home.
 - iv. struck the man, and he lost money in his business.
6. Some of the words given below are wrongly spelt. Encircle those words which are wrongly spelt. Then re-write them correctly.

basicaly	surprise	pasenger	exaplaining
acquaintances	formalities	inocent	certainely mutual

LANGUAGE WORK:

7. Jumbled words

The letters of the following words are jumbled. Rewrite them meaningfully :

(i) hviaoubre (ii) psemgli (iii) ngyou (iv) hepo (v) lpeh

8. Look at the following sentence:

Baffled by the man's behavior, Khagemba said, "But I've something to ask you."

This sentence is actually a combination of two sentences.

Khagemba was baffled by the man's behaviour.

Khagemba said, "But I've something to ask you."

These two sentences have been combined into a single sentence with the help of the past participle 'Baffled'.

Also note that the first sentence contains the passive verb 'was baffled.'

Now, combine the following pair of sentences into one with the help of the past participle form of the verb:

- i. The singer was praised by the people. She smiled back at them.

.....

.....

- ii. The girl was knocked down by a taxi. She was taken to a hospital.

.....
.....

- iii. Mr. Chaoba came to our school. He was accompanied by his son.

.....
.....

- iv. Mr. Nair was thanked by Chandra. He went home.

.....
.....

- v. The gentleman was helped by the Manipuris. He can reach his home now.

.....
.....

PRONUNCIATION

9. Read aloud with your teacher the following words and note the different sounds of 'O' in them .

Refer to a dictionary.

box	go	do
dog	mow	pool
got	sow	wool
cop	row	nook
fox	tow	look

COMMUNICATIVE WORK

10. Have you ever done any good act, like giving alms to a beggar or helping a poor man ? Make groups of four and discuss and note down the number of good things each group has done. Later on, read out to the whole class.

COMPOSITION

11. Write a paragraph on the various good things that you can do for the people of your locality.



4

A GREAT LEADER OF THE OPPRESSED AND THE DOWNTRODDEN

The day was very hot. In the classroom the teacher was vigorously shaking the hand-fan but there was no relief. The boys felt very thirsty. They went to a well nearby to get water. Bhim could not join them. He had to wait near the door for his only friend to bring water for him in a small earthen pot. This kind boy would then pour the water from above in the open mouth of Bhim.





One day Bhim and his brother were on the way to Goregaon to meet their father. It was noon and the way was long. They were tired and they took a cart. Soon the cart-driver came to know that the two boys were **untouchables**. He threw down their luggage and forced them to get off the cart. These are just two of the many humiliating incidents that took place in the life of one of the great leaders of free India, B.R. Ambedkar.

Bhimrao was born on April 14, 1891 in a tent of the military Headquarters of Mhow in Central India. Both his grandfather and father served in the British Army with distinction. His family moved from place to place because of the various transfers. Bhimrao Ramji Ambedkar had his first name from his mother Bhima, and the second name, from his father Ramji Sankpal.

He was a good and serious student in the class. Many teachers liked him and a teacher lent his surname Ambedkar to save the boy from the cruelties of casteism. Casteism had its evil face on India for many years. There have been continued conflicts between the high and low caste people in India. B.R. Ambedkar was deadly against the evils of casteism.

He was a very brilliant student. Appreciating his merit, the Maharaja of Baroda sent him abroad for higher studies. He did his M.A. from Columbia

University in America. There he also studied law and got his LLM and Ph.D. degrees.

Coming back to India, he became a teacher of law and practised quite successfully at the Bombay High Court. He held meetings, organised

satyagrahas and mobilised the oppressed people to protest against untouchability. Ambedkar wanted justice and equality for the untouchables. He wanted to put an end to the evil practice of casteism. He was very much against the wrong idea of division between man and man. He thought that religion should be above all narrowness. He attended the Second Round Table Conference in London in 1931 as a representative of the oppressed people in India. Ambedkar strongly demanded a separate electorate for the untouchables. However, he had to accept the reservations of seats for the untouchables inside the Hindu block in the Indian legislative bodies.



Dr. B.R. Ambedkar

Pandit Nehru admired him for his knowledge of law. He was made the first Law Minister of free India. As a member of the Constituent Assembly he took the leading role in drafting the Constitution of India. As a matter of fact, he is called 'the Father of the Indian Constitution'.

The Hindu Leaders were always wary of Ambedkar. In an effort to liberate the oppressed from the tyranny of casteism, B.R. Ambedkar and two lakh of his followers embraced Buddhism in 1956. Today, his followers have rejected the derogatory term Sudra and call themselves Dalits.

Fondly called 'Babasaheb' by the people, this learned man and the liberator of the downtrodden died on December 6, 1956.

In the history of mankind, great men come and go. They lived and died for their country and the people.

GLOSSARY

relief	:	deliverance from distress or pain
untouchable	:	Low caste people in Hindu caste system
casteism	:	A system of dividing Hindu Society in castes
luggage	:	bags containing traveller's belongings
electorate	:	body of electors
tyranny	:	cruel and arbitrary use of authority
derogatory	:	involving discredit
sudras	:	lowest in the Indian caste system

COMPREHENSION

1. **Answer the following questions in one sentence each :**
 - i. Why was the teacher shaking the hand-fan vigorously ?
 - ii. What did the boys do when they felt thirsty ?
 - iii. Why did Bhim's family move from place to place ?
 - iv. Why did a teacher lend his surname to Bhim ?
 - v. What did he demand in the Second Round Table Conference in London ?
 - vi. What do his followers call themselves today ?
2. **Answer the following questions in about 20-25 words each :**
 - i. Why did Bhim wait for his friend to bring water for him ?
 - ii. Mention two humiliating incidents in the life of B.R. Ambedkar.
3. **Answer the following question in about 50-60 words:**
 - i. Write on Ambedkar's struggle against casteism.
 - ii. How were the Dalits oppressed in India ?
4. **Mark (T) for the correct statements and (F) for the false statements:**
 - i. Bhim drank water from the well like the other boys. ☐
 - ii. Bhim and his brother were forced to get down from the cart. ☐
 - iii. The teacher lent his surname to embarrass the boy. ☐

- iv. Ambedkar fought strongly against casteism. ☐
- v. Ambedkar supported the division between man and man. ☐
- vi. Pandit Nehru admired Ambedkar. ☐
- vii. He is known as the Father of the Indian Constitution. ☐
- viii. He along with many of his follows embraced Buddhism. ☐

VOCABULARY

5. An antonym is a word opposite in meaning to another word. Try to find antonyms of the following words:

Example:

	Cruel	–	kind
	accept	–	reject
rear	.....	hot	.....
ascend	.....	open	.....
agree	.....	brilliant	.....
lend	.....	wrong	.....
create	.....	first	.....

6. Circle the words that are wrongly spelt and rewrite them correctly:

selfish	usefull
brutish	playful
devlish	truthfull
slaveish	wearysome
ancestral	loathesome
colonyal	tiresome
financeal	handsome
tribeal	troublesome
musical	

LANGUAGE WORK

7. Fill in the blanks with the right words in their correct forms:

pierce	dril	gore
prick	perforate	bore

- i. The angry bull charged at him and his thigh.
- ii. They the ground to make a well.
- iii. If you don't use a needle properly, you'll your fingers.

- iv. The doctor the boil on his arm. It healed very fast after that.
- v. The road-engineers were a hole in the middle of the road.
- vi. After the tickets had been printed, they were at one end so that they could be torn neatly.

8. The following verbs take the preposition with after them. Use them in sentences as shown in the examples below:

Examples:

Comply + *with*: You have to comply with the new rules.

part + *with*: I don't want to part with my old radio.

quarrel	.....
side	.....
coincide	.....
associate	.....
clash	.....
bear	.....
cope	.....
fill	.....

PRONUNCIATION

9. Read the following pairs of words aloud and try to note the difference:

show	sow
she	sea
shield	seal
shift	sift
sheep	seep
ship	sip
shame	same
mesh	mess
ash	ass

COMMUNICATIVE WORK

10. Divide the class into groups of five or six students each and discuss the following topic in your group:

Unity is Strength

COMPOSITION

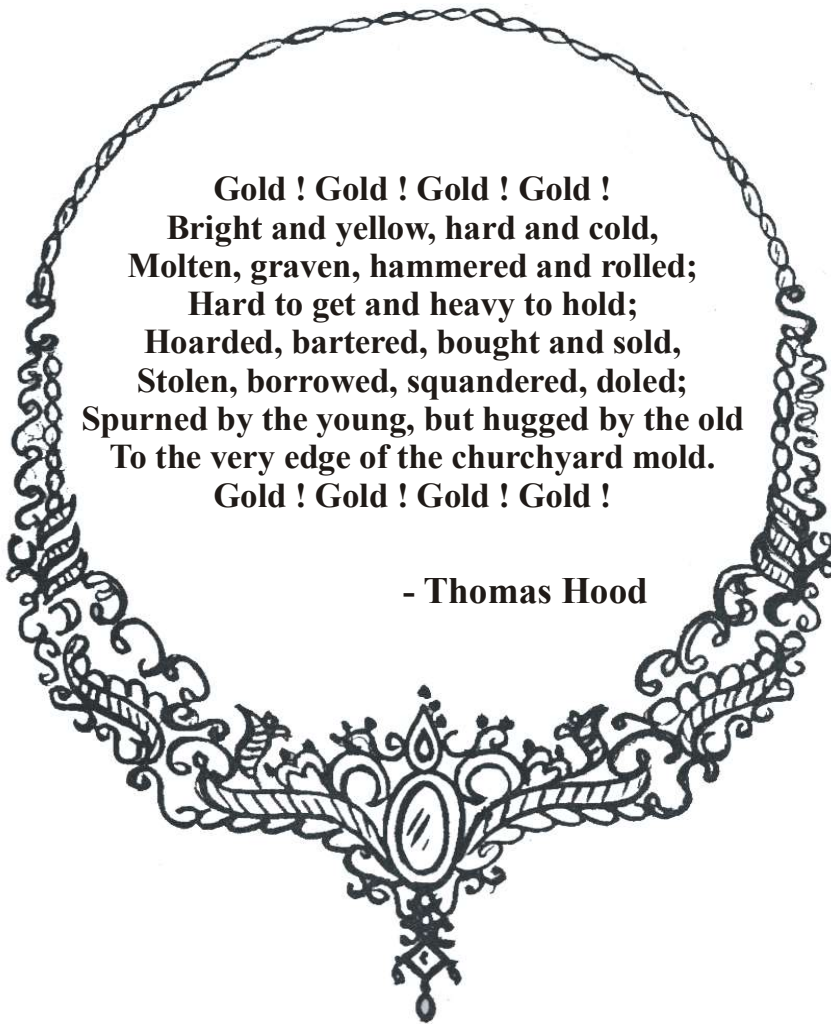
11. Imagine yourself as Dr. Ambedkar, when he was a little boy. Write a paragraph on how you felt when you were thrown off the bullock cart.

Unit III



**Gold ! Gold ! Gold ! Gold !
Bright and yellow, hard and cold,
Molten, graven, hammered and rolled;
Hard to get and heavy to hold;
Hoarded, bartered, bought and sold,
Stolen, borrowed, squandered, doled;
Spurned by the young, but hugged by the old
To the very edge of the churchyard mold.
Gold ! Gold ! Gold ! Gold !**

- Thomas Hood



GLOSSARY

molten	:	melted
graven	:	carved
hammered	:	beaten with hammer
hard	:	difficult
hoarded	:	stored
bartered	:	exchanged for something
squandered	:	wasted
doled	:	given in small quantities
spurned	:	rejected
hugged	:	kept close fondly
mold	:	ground, soil
to the very edge	:	to the boundary
the churchyard	:	the burial ground in the churchyard

COMPREHENSION

1. Answer the following questions:

- i. Describe mankind's fascination with gold.
- ii. Describe the external qualities of gold.
- iii. How does the poet say that gold is expensive and valuable ?
- iv. Which words in the poem tell us that some people buy and keep gold for the sake of possessing it ?
- v. The poet says that young people do not care for gold. Why is this so ?
- vi. The poet also says that old people value gold very much. Can you say why ?
- vii. What do people do with gold ?
- viii. Explain the meaning of the following lines:

Spurned by the young, but hugged by the old
to the very edge of the churchyard mold.

2. Now, try to memorise the poem.

3. Recite the poem in a CHORUS taking care of the rhyme and intonation.

COMPOSITION

4. Are you fascinated with anything in life ? Write a paragraph about it.

6

THE SELFISH GIANT



Every afternoon, as they were coming from school, the children used to go and play in the Giant's Garden.

It was a large lovely garden with soft green grass. Here and there over the grass were beautiful flowers like stars. There were twelve peach trees that, in the springtime, broke out into delicate blossoms of pink and pearl and, in the autumn, bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How Happy we are here!" they cried to each other.



One day, the Giant came back. He had been away to visit his friend the Cornish Ogre, and had stayed with him for seven years. When he arrived, he saw the children playing in the garden.

“What are you doing here?” he cried in a very gruff voice, and the children ran away.



“My own garden is my own garden. Any one can understand that, and I will have nobody to play in it but myself,” said the Giant. So he built a high wall round it and put up a notice board:

TRESPASSERS WILL BE PROSECUTED.

He was a selfish Giant.

The poor children had nowhere to play now.

They tried to play on the road, but the road was very dusty and full of hard stones. They used to wander around the high wall and talk about the beautiful garden inside. “How happy we were there!” they said to each other.

Then Spring came and all over the country there were little blossoms and little birds. But in the garden of the Selfish Giant it was still winter.

The birds did not come in it as there were no children, and the trees forgot to blossom.

The only people who were pleased were the Snow and the Frost. The Snow covered the grass with her great white cloak, and the Frost painted all the tree Silver. Then they invited the North Winds to stay with them, and he roared all day about the garden, and blew the chimney-pots down. "This is a delightful spot," he said, "We must ask the Hail on a visit," So the Hail came. Every day for three hours, he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

"I cannot understand why Spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold white garden. "I hope there will be a change in the weather."

But Spring never came, nor the Summer.

The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. "He is too selfish," she said. So it was always Winter there, and the snow danced about through the trees.

One morning. The Giant was lying awake in bed when he heard some lovely music.

It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head and the North Wind ceased roaring and a delicious perfume came to him through the open window. "I believe Spring has come at last," said the Giant, and he jumped out of bed and looked out.

What did he see ?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting on the branches of the trees. In every tree that he could see there was a little child.

And the trees were so glad to have the children back again that they had covered themselves with blossoms, and waved their arms gently above the children's heads. The Birds were flying about twittering with delight and the flower looking up through the green grass laughing.

It was a lovely scene but in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small

that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still covered with frost and snow, and the North Winds was blowing and roaring above it. "Climb up, little boy !" said the tree, and it bent its branches down as low as it could. But the boy was so tiny .

The Giant's heart melted as he looked out.

"How selfish I have been" he said. "Now I know why Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever !" He was really very sorry for what he had done .

So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him ,they were so frightened that they all ran away, and the garden was in winter again. Only the little boy did not run for his eye were full of tears that he did not see the Giant coming . The Giant stole up behind him and took him gently in his hands, and put him up into the tree.

The tree broke at once into blossoms, and birds came and sang on it and the little boy stretched out his two arms and flung them around the giant's neck and kissed him.

When the other children saw that the Giant was not wicked any longer ,they came running back, and with them came the Spring. "It is your garden now, little children", said the Giant. He took a great axe and knocked down the wall. And when the people were going to market at twelve O' clock they found the Giant playing with the children in the most beautiful garden they had ever seen.



All day long, they played, and in the evening they went up to the Giant to bid him good-bye.

"But where is your little companion," he said, "the boy I put on the top of the tree?" The Giant loved him the most because he had kissed him.

"We don't know," answered the children, "he has gone away."

"You must tell him to be sure to come tomorrow," said the Giant. But the children said that they did not know where he lived and had never seen him before. The Giant felt very sad.

Every afternoon, when school was over the children came and played with the Giant. But the little boy whom the Giant loved was not seen again.

The Giant was very kind to all the children, yet he longed for his first little friend.

Years went by, and the Giant grew very old and feeble. He could not play about with anyone, so he sat in a huge armchair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said, "but the children are the most beautiful flowers of all."

One winter morning he looked out of his window as he was dressing.

Suddenly, he rubbed his eyes in wonder and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossom. Its branches were golden and silver fruits hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and went toward the child. But when he came quite close his face grew red with anger, and he said, "Who has dared to wound you?" For on the palms of the child's hands were the prints of two nails, and the prints of the little feet.

"Who has dared to wound you?" cried the Giant. "Tell me, that I may take my big sword and slay him."

"No," answered the child. "but these are wounds of love."

Who are you? said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him, "You let me play once in your garden, today you shall come with me to my garden, which is Paradise."

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

– *Oscar Wilde*

GLOSSARY

Cornish Ogre	:	a monster from a place called Cornwall in England
gruff	:	not friendly
trespassers	:	those who enter a place without permission
prosecuted	:	brought a criminal charge against somebody in a law court
linnet	:	a kind of songbird
awe	:	fear and wonder

COMPREHENSION

1. **Answer the following questions in a sentence each:**
 - i. Where did the children go every afternoon ?
 - ii. Where had the Giant gone ?
 - iii. Why didn't Spring come to the Giant's garden?
 - iv. When the Giant heard the linnet singing. What did he feel ?
 - v. What was the wonderful sight that the Giant saw in his garden ?
 - vi. In one corner of the garden it was still winter. Why was it ?
 - vii. What was the scene that made the Giant's heart melt ?
 - viii. Why did Giant have the greatest love for the little boy ?
 - ix. What was the answer of the children when the Giant asked for the little boy in the evening ?
 - x. What did the children find when they came to the garden that afternoon ?

2. Answer the following questions in about 20-25 words each:

- i. Why does the writer say that the garden of the Selfish Giant was lovely?
- ii. Why did the children have no place for playing ?
- iii. What happened to the garden of the Selfish Giant when Spring came?
- iv. What differences were there between the Giant's garden and other places in Autumn and Winter ?
- v. What did the Giant see when he heard some lovely music one morning ?

3. Answer the following questions in about 56-60 words each:

- i. Why did the Giant's heart melt when he looked out ?
- ii. What were the changes that took place when the Giant put the little child on the branch of the tree ?

4. Write *T* for true and *F* for false statements:

- i. The Giant was selfish. ☐
- ii. Spring did not want to come to the Giant's garden. ☐
- iii. Hail was dressed in grey and his breath was like ice. ☐
- iv. The Giant did not want to see the little boy. ☐
- v. The Giant died a peaceful death. ☐

5. Fill in the blanks with the right words given in the brackets:

- i. It was a large lovely garden, with soft grass. (grey, green, black, white)
- ii. The poor children had nowhere to now. (run,sing, play, dance)
- iii. The Frost all the trees silver. (brushed, painted, powdered)
- iv. "I believe Spring has at last." (cover, come, changed, went)
- v. The Giant lay dead under the tree, all covered with blossoms.
(pink, blue, white, red)

6. Match the words in column 'A' with those of column 'B' to make complete sentences:

A	B
i. The snow	i. were covered with beautiful flowers like stars.
ii. A small child	ii. was a selfish one.
iii. The Giant	iii. was surrounded with high walls.
iv. The Garden	iv. was crying bitterly.
v. Here and there the garden	v. covered the grass with her white cloak.

PRONUNCIATION

7. Say aloud the following pairs of words, after your teacher. Mark the initial sounds of each pair:

<u>f</u> ade	<u>p</u> aid
feign	pain
farm	palm
thank	tank
three	tree
thin	tin
shame	same
ship	sip
shine	sign
there	dare
then	den
they	day

8. (a) A word can be divided into syllables like this:

advise	ad + vise	(2 syllables)
agreement	a + gree + ment	(3 syllables)

- (b) Divide each of the following words into syllables. Underline the stressed syllable in each word. You can use your dictionary.

Example: con vey

canteen

forgetful

compare

alone

solitary

container

LANGUAGE WORK

9. Look at the two sentences :

(i) I love my mother.

(ii) My mother is loved by me.

The two sentences have the same meaning. In the first sentence the subject 'I' is doing something. In the second sentence the subject 'my mother' is not the doer, but the receiver of the action. The first type of sentence is said to be in the **Active voice** and the second sentence is said to be in the **Passive voice**.

Try changing the following sentences in the Passive Voice :

(i) The Giant saw the children.

(ii) The snow covered the grass.

(iii) The Autumn gave golden fruit to every garden.

(iv) He saw a most wonderful sight.

(v) I will take you, to my garden.

COMMUNICATIVE WORK

10. Divide the class into groups of 5 or 6 students. Let the topic below be discussed by the groups and let the group leaders jot down the points and read them out to the whole class.

Topic : “Childhood Memories”

COMPOSITION

11. Imagine yourself to be the Giant. Write a letter to the little boy to come and play in your garden.

Unit IV



WOODMAN, SPARE THAT TREE

Woodman, spare that tree !
Touch not a single bough !
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
There, woodman, let it stand,
Thy axe shall harm it not.

When but an idle boy,
I sought its grateful shade;
In all their gushing joy
Here too my sisters played,
My mother kissed me here;
My father pressed my hand
Forgive this foolish tear,
But let that old oak stand.

My heartstrings round thee cling,
Close as thy bark; old friend !
Here shall the wild bird sing,
And still thy branches bend.
Old tree ! The storm will brave !
And woodman, leave the spot;
While I have a hand to save,
Thy axe shall harm it not.

– *George Pope Morris*

GLOSSARY

woodman	:	woodcutter
spare	:	keep it safe
bough	:	branch
forefather	:	ancestor
cot	:	cottage
gushing	:	flowing in plenty
oak	:	a tree with rough hard wood
heart strings	:	one's deepest feelings of love or pity
cling	:	stick fast
bark	:	outer covering of trunk and branches

COMPREHENSION

1. Answer the following questions :

- i. Why does the poet want the woodman to spare the tree ?
- ii. Give the various reasons for which he wants to protect the tree.

2. i. What does the poet mean when he says,

- (a) "And I' ll protect it now"?
- (b) "I sought its grateful shade"
- (c) "Forgive this foolish tear" ?
- (d) "My heartstrings round thee cling" ?
- (e) "Old tree ! The storm will brave" ?

3. Find out the rhyming words in the first stanza and write them down:

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

COMPOSITION

Imagine yourself to be the tree. Write an informal letter to the human beings on the consequences of cutting down trees. (Teachers should, beforehand discuss the composition of an informal letter, - the greetings or salutation, body and the ending.)

8

THE TWO RUNAWAYS



For about the first time in his life Robin shut a door quietly. Nobody must hear him going out, nobody must see him rushing down the path to the back gate – he was running away !

"I'm fed up with everything," he kept saying to himself. "Fed up with doing the kitchen fire, fed up with tearing off to school and back again to do more jobs, fed up with being the eldest of a horrible family. I feel exhausted at the end of the day."

He shut the back gate behind him. Now he was in the lane. He would go to the end of it, walk up the hill and catch the bus to the next town. Then he would go down to the docks – and if he couldn't get on a ship somehow or other his name wasn't Robin Linton.

"Nearly fifteen – and always having to do this, that and the other for mother, never a minute's peace. Keeping the twins in order, little beasts, reading to Mary – well, she can't help having to lie on her back so much, I suppose – and rushing round trying to find out what mischief Jack's got into. Getting in the wood, helping to wash up, not having any money of my own. And then mother says, "Robin, you are the man of the family since Dad's gone," and thinks that's good enough to make me lead the life I do. I feel so depressed. Well, I am going to have a life of my own now."

He thought about it as he went up the hill to get the bus, shifting his bag of belongings from one shoulder to another. He was big for his age. He could surely get a job on a ship and then he would be off to another country, he'd see the world, he'd be a man. And he would never, never go back home again to see all people who had kept him so hard at work. They were just so many chains that tied him down.

There was no bus waiting at the top of the hill. "Blow !" said Robin. "It's gone. Now I'll have to walk. Or perhaps I can hitchhike – it would be fine to get a lift in a car."

He thumbed this car and that, but nobody stopped for him. Then at last a smart little car came by, with a middle aged man driving it. He stopped when he saw Robin. "Want a lift, son ? Hop in. Where are you going ?"



The man was burly and his face was very brown, but he looked kind. Robin thought he was an American by his speech, but he turned out to be Canadian. He was soon telling Robin all about his 'wunnerful' country.

"Now, son", he said at last, after they had gone about ten miles. "Where exactly do you want me to put you down ? Are you off on a visit somewhere ?"

Robin went red and turned his face. He was afraid of saying that he was running away in case the man took him to the police station or something like that.

"I just want to get down somewhere near the docks," he mumbled. The burly man looked at him sharply. The boy looked smart. He saw that he had on what must be his best suit. He noticed the bursting bag of belonging. He looked tired though. What was the boy up to ? Was he running away ?

"You're not running away, by any chance, are you ?" he said. When Robin said nothing, he swung his car into a side – road, pulled up, and stopped.

He turned and looked at Robin. Nice-looking boy-very nice–bit sullen perhaps, and needed a hair cut. Good wide-set eyes, strong and healthy-looking. Had he done something wrong ? Was he running away in case the police were after him ?

"You know," said the man unexpectedly. "I was a frightful little coward too, once. I ran away, just like you ! I felt disgusted with things at home, and off I went. Ran away, instead of facing it out."

Robin was startled. "Did you ?" he said. "But—from all you've told me, it was a very good thing for you. You went all over the world – you settled down in Canada, and had a fine ranch. You settled down in Canada, and had a fine ranch. You made a lot of money."

"Yes, I gained a whole lot of things," said the Canadian. "And I lost a whole lot too. For one thing, I lost my family when I ran away. I was hard, I wouldn't write, not even to my poor old mother. Now she's dead. How'd you like it if you heard your mother was dead, all of a sudden, and it was too late just to tell her you were sorry, and you had loved her, even though it didn't seem like it. I didn't even send her a present."

—Robin thought suddenly of his own mother. She often appeared tired and cross-but she was kind to him and proud of him . And she had a lovely smile when he came home from school. No-he wouldn't like it at all if he heard she was dead. He was going to run away all right-but he would send her a letter quite often.

"Then I had a sister." said the Canadian, lighting a pipe. "Prettiest thing you ever saw—bright blue eyes and curly brown hair, and a smile that was like the sun coming out. Well, I lost her too. She got married, I heard, and went away. I could never find out where. And I had a young brother—I detested him then because I had to look after him. But he was a merry, cheeky fellow, and how I'd like to have him now."

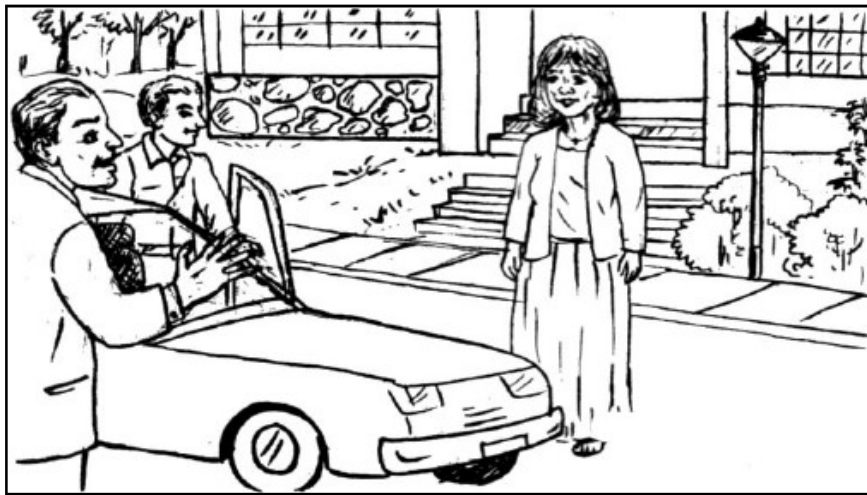
"Haven't you anyone now then ?" said Robin.

"Not a soul," said the man. "My wife died and I've no children. I am rich and I have got friends. But they are not family. To think I threw away my mother and sister and my brother, and ran away from my stupid little difficulties ! Well, my boy, I tell you, I was a coward, just like you—but if you have a mother and sister and brothers, don't throw them overboard. Stick by them whatever you do !"

“Well, But I am not running away” said Robin, surprising himself very much. “Mother needs me because my father’s dead. And I am the eldest of the lot. I’m not running away, so don’t think it.”

“Pleased to hear it, son,” said the Canadian, and shook Robin solemnly by the hand. “And all I can say is— if I had a young brother like you, I’d be proud of him. Come on— we’ll go back the way we came, and I’ll drop you at your home.”

And without another word, he drove all the way back. When they got to the bus stop on the hill, Robin showed him the way to go to his home. They stopped at the little front door.



Robin’s mother ran into the garden. “Robin ! Where have you been ? I found your cloths had gone—oh ! I was so afraid you’d run away, like your Uncle Tom did, years ago.”

The big Canadian was just putting in his clutch to drive off when he heard Robin’s mother calling all this out. He stopped suddenly and leaned out of the car. He stared so hard at Robin’s mother that she drew back, offended.

Then a strange thing happened. The Canadian got out of the car, walked through the gate like a man in a dream, and took Robin’s mother by the hands.

“Bess !” he said. “It’s little sister Bess ! Don’t say your name isn’t Bess. You’ve still got the same blue eyes, Smile at me-let’s see that again.”

And Robin’s mother smiled. Her blue eyes were suddenly bright with tears.

“It isn’t you, Tom—not after all these many, many years, is it ?” she said. “Oh, Tom—our mother’s dead—but I’m here, and our brother isn’t far away. And you’ve got nephews and nieces—here’s Robin, one of them.”

“Yes, I’ve met him,” said her brother. “But he’s a better boy than I ever was, Bess. He isn’t a coward—he’ll never run away and lose you all. Don’t think it ? That’s right, isn’t it, Robin ?”

Robin nodded. He couldn’t speak. Things were happening so fast, he could hardly make head or tail of them. But he knew one thing all right—he was never going to run away from ANYTHING again.

And then he came to life, and became the noisy, eager, high-spirited boy he always was. He rushed into the back garden, *yelling*.

“Hey, Mary—Jack, twins where are you? Come here and see what I’ve got. A big surprise.”

The twins flung themselves on him. “Oh, Robin—we thought you’d run away. You made mother cry.”

“Pooh—run away indeed ! As if I’d ever do a silly thing like that,’ said Robin. Aren’t I the man of the family ?”

(Slightly adapted from Enid Blyton’s “The Two Runaways” in The **Yellow Story Book**)

GLOSSARY

runaway	:	persons running away from home
horrible	:	dreadful
mischievous	:	petty misdeed
hitch-hike	:	travel by seeking free lifts in passing vehicle
thumbed	:	asked for a free ride on a motor vehicle
sulky	:	sullen, ill-tempered
ranch	:	large farm
detested	:	hated strongly
burly	:	of a person, big and strong
solemnly	:	gravely, soberly
‘wunnerful’	:	a way of saying wonderful
depressed	:	without hope
mumbled	:	spoke with low voice
pooh	:	expressing contempt

COMPREHENSION

1. Answer the following questions in a sentence each:

- i. What is the age of Robin Linton in the story ?
- ii. What are the names of the twins ?
- iii. Why did the Canadian stop his car into a side-road ?
- iv. Why was Robin startled ?
- v. Why did the Canadian detest his young brother ?
- vi. Why did the Canadian stare hard at Robin's mother ?
- vii. What was the name of Robin's mother ?
- viii. What is Robin to Tom ?
- ix. What is Robin's last question to himself ?
- x. Who were the two runaways ?

2. Write *T* for 'true' and *F* for 'false' against the statments given below:

- i. Robin was fed up with doing the kitchen fire.
- ii. Robin did not shut the back gate behind him
- iii. Robin felt so depressed.
- iv. A middle-aged man was driving a smart big car.
- v. A kind gentleman took Robin to the docks.
- vi. The gentleman was an American.
- vii. The Canadian made a lot of money.
- viii. Robin did not think of his mother.
- ix. Tom brought Robin home.
- x. Robin loved the twins.

3. Mark the correct answer from the alternatives given :

- i. Robin was the eldest son of
 - a) a happy family.
 - b) a horrible family.
 - c) a poor family.
 - d) a broken family.

ii. The gentleman looked at Robin

- (a) sharply.
- (b) timidly.
- (c) sternly.
- (d) kindly.

iii. The Canadian had

- (a) a daughter.
- (b) a son.
- (c) no child.
- (d) a twin.

iv. Robin was Tom's

- (a) niece.
- (b) nephew.
- (c) no child.
- (d) brother.

v. Tom's sister had

- (a) blue eyes.
- (b) black eyes.
- (c) brown eyes.
- (d) green eyes.

4. Answer the following questions in about 20-25 words each:

- i. Write about the work Robin had to do at home.
- ii. Why did Robin run away from his home ?
- iii. Relate how the gentleman took Robin in his car.
- iv. How did Robin know that the man himself was a runaway ?
- v. How did the gentleman lose his family and relatives ?
- vi. How did Tom meet Bess ?
- vii. What did Bess say of thier family ?
- viii. What did Robin think of his mother ?

5. Answer the following questions in about 50-60 words each:

- i. What would you do if you were Robin?
- ii. Bring out the elements of surprise in the story.

LANGUAGE WORK

6. Fill in the blanks in the following sentences with the correct phrases/idioms given in the box. You can make changes if necessary:

fed up with	come by	to get down	to run away
a lot of	to look after	to make head or tail	all over

- i. Tom.....from his home.
- ii. Robin wants.....near the docks.
- iii. I have.....my old mother.
- iv. Robin was.....doing the kitchen fire.
- v. I have to do.....work.
- vi. It is difficult for me.....of the problem.
- vii. A little car.....there.
- viii. He went.....the world.

7. Fill in the gaps in the following sentences with suitable prepositions:

Once there lived a bird and her two newborn babies.....a forest. They had a nest.....a tall, shady tree and there the mother bird took care.....her little ones day and night.

One day, there was a big storm. The wind blew.....many trees. The tall tree.....which the birds lived also came down. A big heavy branch hit the nest and killed the bird.

VOCABULARY

8. Learn the following word-formation:

Noun

mischief
wonder
tiredness
fright
solemnity
right
coward
health
peace
suddenness

Adjective

mischievous
wonderful
tiresome
frightful
solemn
rightful
cowardice
healthy
peaceful
sudden

Adverb

mischievously
wonderfully
tirelessly
frightfully
solemnly
rightfully
cowardly
healthily
peacefully
suddenly

9. Complete the following conversation between Robin and Tom:

Tom : Want a lift, son ? Hop in.
 Robin : Thank you.....
 Tom : Where are you going ?
 Robin :
 Tom : Are you not running away ?
 Robin :
 Tom : I ran away, just like you !

PRONUNCIATION

10. Drill and practice the pronunciation of the words:

kitchen	behind	town	mother	enough
smart	thought	prettiest	cheeky	garden
nephew	surprise	family	through	though

COMMUNICATIVE WORK

11. In group of five or six discuss the story and note down the strong points and weak points of *Robin*:

strong points

.....

weak points

.....

COMPOSITION

12. Story writing is an art. Compose a story with the given outlines and the picture given below :



An old husband and wife in a village – electric line, but no electricity –
Angry – Cut off line – but bill keeps coming every month – Complains to electricity
department – At last lives a happy life with only candles !
(Try to make the story as humorous as possible !)

Unit V

9

THE LEGENDARY RIVALS



One evening, there was a **mukna-kangjei*** match between two teams of a village. The sun was on the top of the western hills. The mild reddish light fell on the playing field, which was full of people. On one side the clear water of Loktak lake reflected the scene. One of the teams was of the king's side. The other was the team of the prince, the king's brother.



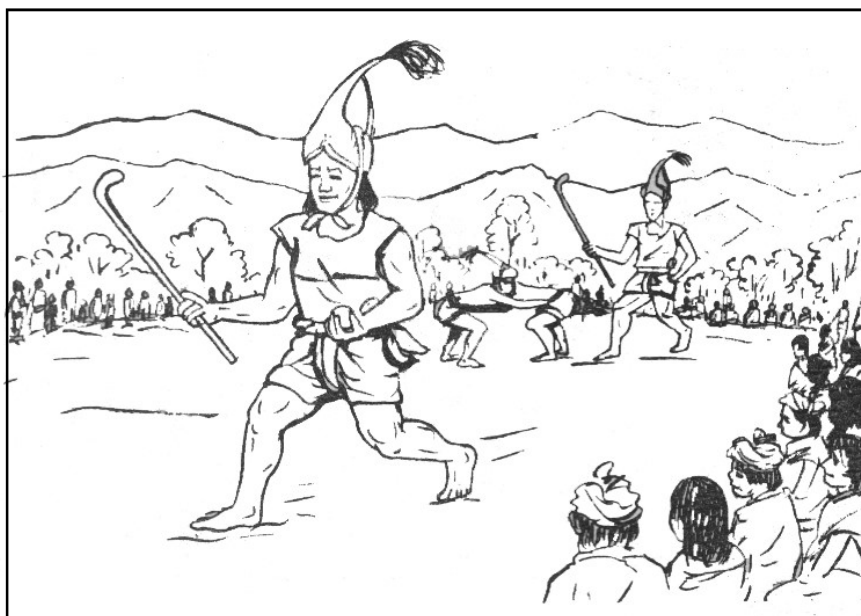
The king's side had a handsome young man. Tall, strong and fast was the young man. As soon as the game started, he caught the ball. He moved very fast, swinging his stick, and scored a goal. The game started again. The strong young man moved through the players of

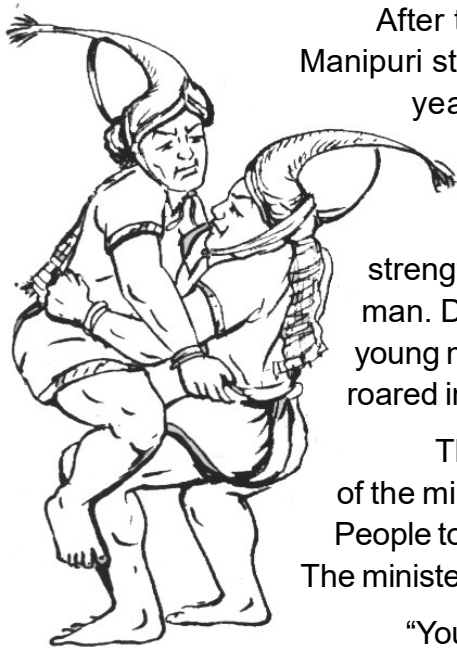
* Old Manipur style of game in which wrestling and hockey are combined.

the opposite team, and scored another goal. He had no match. An elderly man said. 'Nongban you hurt people. Don't be so rough.' The young, handsome man was Nongban, who was a champion wrestler and mukna-kangjei player. He said, "Weak men should not come. It is a man's game." Everyone was unhappy. But there was no match for Nongban in Moirang where the game took place.

In a corner of the field a stout and handsome young man was looking at the scene. He was a poor man in old clothes. Somebody saw him. He asked the young man to join the game. The young man was very polite. He said that he was poor and had no proper clothes for the play. The man offered him his clothes. When the young man stood up, the whole crowd turned towards him. Everyone cried that a match for Nongban was found.

The young man slowly came to the field. He was a perfect match for Nongban. Nongban did not take it politely. But the young man showed respect and humility to all in the crowd. Everyone was happy with his manners. The game started. Nongban tried to catch the ball and run with it. But now his match came. He was caught and stopped by the other young man. He snatched and carried the ball, and scored a goal. It was started again and the unknown young man scored again. The proud Nongban became very angry. But now the young man was more than a match for Nongban. He caught Nongban again and in the tussle defeated him. There was a wild cry of joy among the crowd. Then, the game was over.





After the game, there was wrestling match, the Manipuri style of wrestling called 'Mukna'. For seven years Nongban had been the undefeated champion. Now, Nongban and the unknown young man came face to face. Nongban tried his best with his skill and strength. But it was of no use against the young man. Down came Nongban at last. The unknown young man became the new champion. The crowd roared in joy in the defeat of Nongban.

The big roar of the crowd reached the house of the minister. He came out to see what was there. People told him the whole story of Nongban's defeat. The minister called in the young man.

"Young man, what is your name?" he asked.

"Sir, I am a very poor man. I have no name." The young man replied. The minister was not happy.

"What! This young man is arrogant. Who are your parents?" the minister asked.

"Sir, they died long ago. I don't know their names." replied the young man. The minister became very angry and was about to punish him. Then a young beautiful woman came running. She looked like a princess in old and worn out clothes. She fell on her knees before the minister and requested him not to punish the young man, who was her brother. She told him that the young man's name was Khamba



and she was Khamnu. They were orphans and their parents were Puremba and Ngangkhareima. The minister broke down weeping. "Oh ! My children, I am the most ungrateful man in the world. After the death of my friend, your father, I could not trace you. Now God has given me back my lost children", he cried. "Where have you been so long, my children ?" he asked. The weeping young woman told him how they were brought up in their childhood by a kind old friend of their parents, Kabui Salang Maiba. They remained unknown in a corner of Moirang when they came down from the hills.

A new sun was rising in Moirang. The minister's son was Pheiroijamba to whom the young woman had been betrothed. Now, he also had found his long lost bride-to-be.

All the people of Moirang were happy. The smiling sun slowly went down the hills. That wrestling match of Khamba and Nongban has become immortal. Even now this Manipuri style of wrestling is quite popular.

GLOSSARY

legendary	:	very famous and talked about
reflected	:	sent back the image
swinging	:	swaying
scored	:	sent to the goal
politely	:	showing good manner
humility	:	humbleness

COMPREHENSION

1. **Answer the following questions in a sentence each:**
 - i. Where did the **Mukna Kangjei** match take place ?
 - ii. What were the teams playing the match ?
 - iii. When did the match take place ?
 - iv. Who was the champion player for seven years ?
 - v. How did the champion justify his rough play ?
 - vi. Who were the parents of Khamba ?
 - vii. Who was the new champion ?
 - viii. Who was the sister of the new champion ?

2. **Answer the following questions in about 20-25 words each:**
- Why was everyone unhappy at Nongban's play ?
 - Why did the stout and handsome young man refuse to play at first ?
 - Why did proud Nongban become very angry ?
 - What did the minister do when he came to know them ?
3. **Answer the following in about 50-60 words:**
- Describe the scene of the field in the village.
 - How was Nongban defeated in the game ?
 - How did Khamba beat Nongban in the wrestling ?
 - How did people come to know of Khamba ?
4. **Complete the sentences with appropriate words from the lesson:**
- The scene of **Mukna Kangjei** was reflected.....
 - The young handsome man did not join the play because
 - Nongban tried to catch the ball but the unknown young man.....
 - The crowd roared in joy
 - The minister came out because
 - The young man said that he did not know the name of his parents as
 - The minister could not trace
 - The two children were brought up
 - The son of the minister was
 - The wrestling match has become immortal.

VOCABULARY

5. **Frame meaningful sentence using each of the following words:**

smile	reflect	wrestling	immortal
swing	handsome	snatch	defeat

6. **LANGUAGE WORK**

Look at the pair of words below :

Book	Books
Horse	Horses
Bus	Buses
Watch	watches
mango	mangoes

The words on the left are called Noun in Singular number and the words on the right are called Noun in Plural number. Try changing these Singulars into Plurals :

class, hero, glass, bench, life, wolf, city, pony, bamboo, man.

PRONUNCIATION

7. **Say the following words with the help the teacher:**

(Teachers should look up the words in the dictionary about the pronunciation and meaning.)

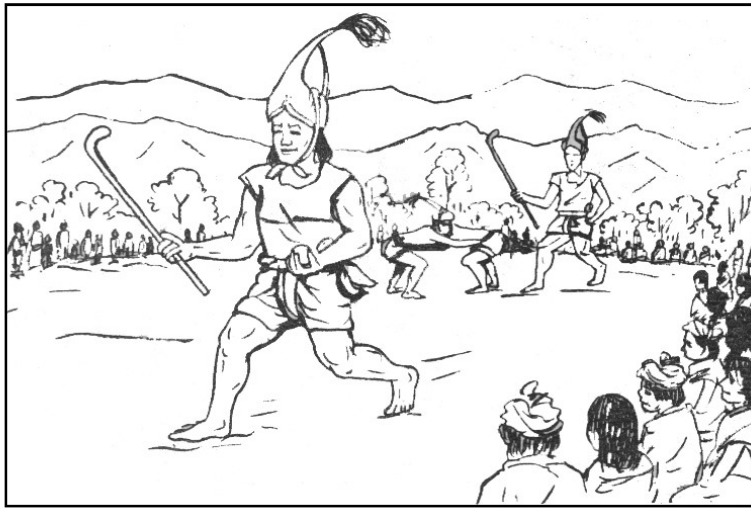
village	match
water	caught
reflected	humility
started	undefeated
poor	marriage

(Note: we are likely to make mistakes in the pronunciation of the words ending in– age, –ed, etc.)

COMMUNICATIVE WORK

8. Group work: form groups of five or six students each and discuss the following topic:

The Mukna Kangjei and modern hockey.



COMPOSITION

9. Try to develop a paragraph on the beauty of sun rise with the help of the given hints.

The arrival of the sun – from darkness to light – beautiful light around
Chirping of birds - beginning of activities-

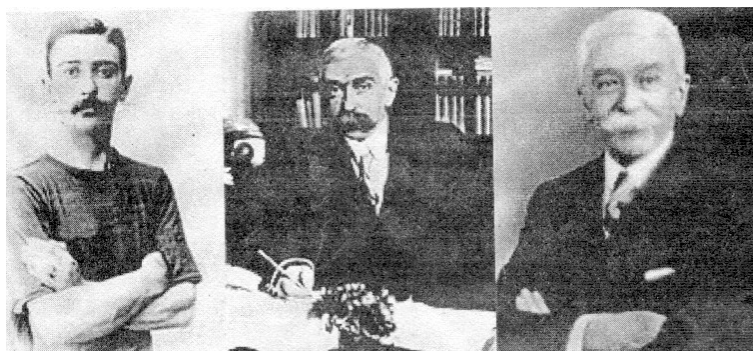


Manipur is in the extreme north-east of India. The small state is surrounded by ranges of mountains. Very few people knew the place in the past. People outside the state knew it mainly for its colourful dances. But now, it has made its presence felt in the world of sports. At one time, no one could think of the Manipuris competing in the Olympics. Now it is a reality. In the contingent of India. Manipur is proudly represented.

The Olympic Games have their origin in ancient Greece. The years between 500 to 400 B.C. were probably the golden period of ancient Greek civilization. There was an all round development of art, science, philosophy,

architecture, music and theatre. Most of these have now gone. But the Olympic Games still remain, and this has become one of the happiest and youthful instruments in bringing the world together.

The ancient site of the Olympic Games was Olympia, in Southern Greece. Here athletic contests in honour of Zeus were held every four years.



Le Baron Pierre de Coubertin

The games formally began from the year 776 B.C. But, the Roman Emperor, Theodosius-I, stopped it in 393 A.D. However, Baron Pierre de Coubertin of France brought back the games again. He proposed the organisation of modern Olympic Games in 1892. The first modern Olympic Games were held in 1896 in Athens, Greece.

In the earliest form of the Games, there was only one sports-item. It was a foot race covering a distance of 192 meters. In the first 13 Olympic Games, it was the only event. Over the years other items including chariot race were added. No women took part in it. Even in the



first modern Games of 1896, there was no woman. In that 13 countries took part and there were only 311 athletes. The winner was given a silver medal and a crown of olive branches. The runner-up was given a bronze medal and a laurel crown. Gold medals were given only from 1908 when the games were held in London.

Women began to take part from 1900. In the Paris Games 11 women took part in golf and tennis. Since then, the Olympic Games have become the competition for men and women. However, in the field and track events, women took part only from 1928.

The Olympic Games are now managed by the International Olympic Committee (IOC). The games have been held in different cities of the world. Now competition takes place in different kinds of sports. The Olympic Games of 2004 have been held in Athens.

India has been taking part in the Olympic Games for many years. But Indians have not done well in these games. In hockey, India won the gold medals many times. But in individual sports India has not done well.



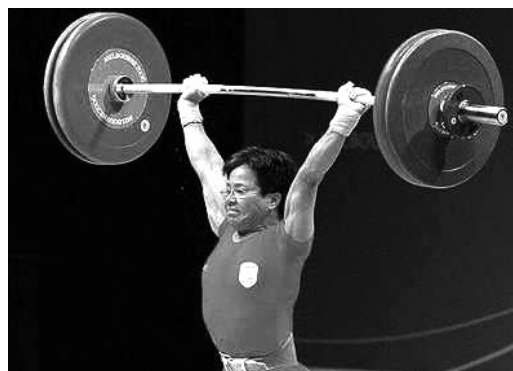
There have been good wrestlers, boxers, runners, shooters and other sports-persons. But so far only three bronze medals have been won. One is for wrestling, another for tennis and the third for weight lifting. In the Athens Olympics India won only one Silver Medal in shooting. Major Rathore is the proud winner of the first silver medal by an Indian in the Olympics.

Now the state of Manipur has begun to play her part. Manipuri players have been doing well in sports at the national level. In boxing, cycling, weightlifting, football and hockey, we have national and international players. One of our body builders, Mr. N. Maipak was Mr. India. Our hockey players played in the Olympics. Thoiba, Nilkamal and Tikken have been very good hockey players from Manipur. Nilkamal is the first Olympian from Manipur.

Women have come up in the field of sports in Manipur. In a number of games and sports events Manipuri women are taking the lead. In football, the majority of players of India are from Manipur. In hockey, cycling, boxing, weightlifting, Manipuri women have reigned in the world of Indian sports and games. Both Surjalata and Tingongleima were captains of the Indian Women's Hockey team. But in the Olympics, the female



weightlifters have brought fame to Manipur. In the Athens Olympics 2004 two Manipuri women represented India. Kunjarani was in the 46 kg group and Sanamacha Chanu was in the 52 kg group. Kunjarani came out 4th in the Olympic Games.



The Olympic Games, the biggest sporting event in the world are the meeting ground of the world's best sportspersons. At one time we used to look at the games with wonder. But now our own sports persons are taking part.

GLOSSARY

extreme	: as far as possible; remote
surrounded	: encircled
probably	: almost certainly
architecture	: art and science of designing and constructing building
event	: item
take part	: join
takes place	: occurs
international player	: player who plays at international level
reigned	: dominated

COMPREHENSION

1. Answer the following questions in a sentence each :

- i. When did the Olympic Games start ?
- ii. Who stopped the Olympic Games ?
- iii. Who revived the modern Olympic Games ?
- iv. What was the main competition in the first 13 Olympics ?
- v. When did the modern Olympic Games first begin ?
- vi. What was the prize of the winner in the Olympic race in the earliest form of the game ?
- vii. How many women took part in the Olympic Games of Paris ?

- viii. How are the Olympic Games managed now-a-days ?
 - ix. How many medals has India won so far in athletics ?
 - x. Who is the first Olympian from Manipur ?
 - xi. Who are the women Olympians from Manipur ?
 - xii. Who are the players from Manipur who captained Indian teams ?
2. **Answer the following questions in about 20-25 words each :**
- i. Describe how the modern Olympics Games came into being.
 - ii. How was the earliest form of the game ?
 - iii. What had been the contribution of India in the Olympic Games ?
3. **Answer the following questions in about 50-60 words each :**
- i. How did women athletes gradually take part in the Olympic Games ?
 - ii. What had been the contribution of Manipuris in the field of games and sports specially in the Olympics ?
4. **Fill in the blanks with appropriate answer from the alternatives given:**
- i. The Olympic Games formally began from the year (776 BC/500BC)
 - ii. Modern Olympic Games began in the year (1892/1896)
 - iii. Women began to take part in the Olympic Games from the year (1996/1900)
 - iv. India has won three medals. (bronze/silver)
 - v. The first Olympian from Manipur is(Maipak / Nilakamal)
 - vi. The first Manipuri who was Mr. India was (Tikken/Maipak)
 - vii. In the Athens Olympics of 2004 the two Manipuri women who represented India were (Kunjarani and Sanamacha / Surjalata and Tingongleima)
 - viii. In the Athens Olympics of 2004, there were in hockey team. (some Manipuris/no Manipuris)

VOCABULARY

5. **Fill in the blanks in the following sentences with the words given in the box :**

managed	extreme	contest
national	international	distance

- i. The World Health Organisation is an body.
- ii. The committee the tournament very well.

- iii. Our school team won the quiz
- iv. Over population is a huge problem for India.
- v. The trekkers covered the in time.
- vi. The Palk strait is towards the south of India.

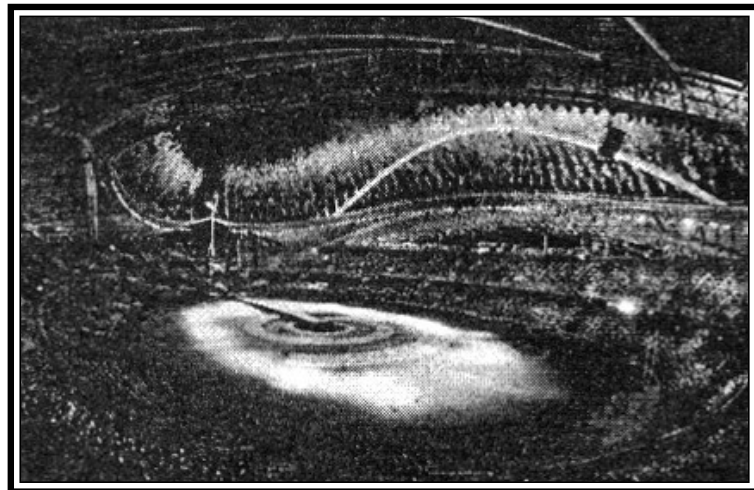
LANGUAGE WORK

6. Rewrite the following sentences as directed :

- i. He proposed the organisation of modern Olympics Games.
(Change into the passive)
- ii. Gold medals were given only from 1908. (Change into an active form)
- iii. The Olympic Games are now managed by the International Olympic Committee.
(Change into an active form)
- iv. Now the state of Manipur has begun to play her part. She has players in the field of hockey, football, boxing, cycling and weightlifting. (Combine the two sentences into one sentences)
- v. Manipuri girls have reigned in the field of football.
(Rewrite the sentences by replacing the word 'reigned' by another word)

7. Frame sentences with the following :

- i. take place
- ii. take a lead
- iii. take part



COMPOSITION

8. Write a paragraph on your favourite person who became famous despite being a handicapped/physically challenged.

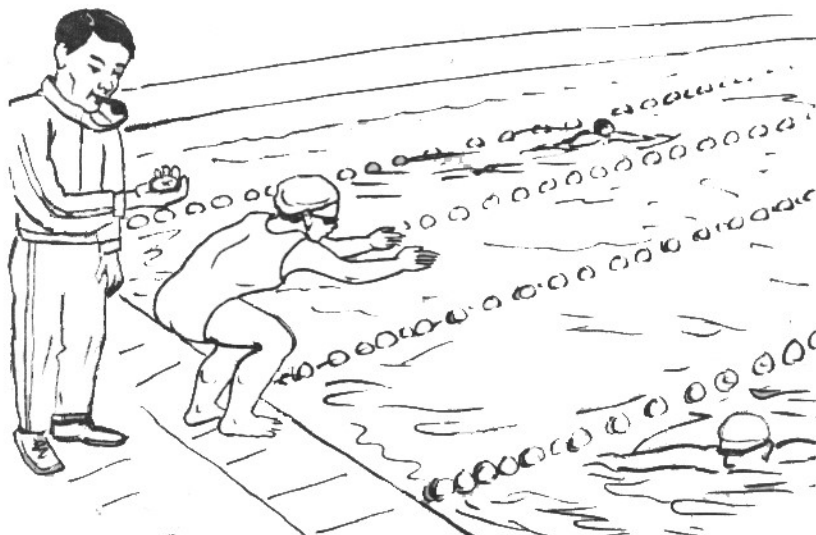
11

EPITOME OF WILL-POWER AND COURAGE



The following are inspiring stories of courage and will power in human beings. Against insurmountable odds some courageous human beings have achieved great things, blazing a trail of glory behind them.

It happened at the Olympic Games of 1956 held in Melbourne, Australia. A tall beautiful girl stood on top of the Olympic rostrum receiving her Gold medal. Tears ran down her cheeks. Anyone present would have believed that her tears were the result of understandable emotion. But those were no ordinary tears. They were tears of disbelief. Nobody could have dreamt of such a day, for at the age of five she had been struck by a severe bout of polio. The attack left her barely able to move a muscle in her body. The doctors had little hope that she would ever walk again. Now, years later, Shelley Mann was a world champion.



The doctors asked Shelley Mann to get into the swimming pool as an exercise. They thought swimming would help restore some strength to her emaciated limbs. It was a long and painful road to recovery. After her Olympic victory, Shelley recollected how she had cried in ecstasy the day she had managed to lift an arm out of the water. Soon, lifting her arm out of the water became an everyday achievement. Next she swam ten meters, then the breadth of the pool, then the length. She persisted, month after month. Finally, the lengths began to multiply. Slowly she worked life into her dead limbs. She became the greatest American swimmer of her time, setting eight national records and winning an Olympic medal. She won the gold medal for the 100 m butterfly with an Olympic record time of 1 min. 11.0 sec.

Another great Olympic champion destroyed the myth of polio's destructive power. She was Wilma Rudolph, one of the greatest women athletes. She dominated the Rome Olympics and wound up with three gold medals. She won the 100 m in 11.0 sec., comfortably won the 200 m in 24



sec. and anchored the American 4 x 100 m relay quartet, equaling a world record time of 44.5 sec. Wilma was born on June 23, 1940 in a poor Afro-American family, in Clarksville, Tennessee. She was the seventeenth of 19 children. She was born prematurely and weighed only 2.04 kg. at birth. Her health did not improve as, except for poverty, there was a shortage of everything else in the Rudolph household. Wilma later joked that she ran fast because she always needed to get to the dining table first. As if poverty was not enough as an enemy, Wilma lost the use of her left leg at the age of four after being hit by polio, double pneumonia and scarlet fever.

She was confined to bed for two years before she learned to walk with the help of braces. The doctors recommended regular massages of Wilma's limp leg. The entire Rudolph household enthusiastically gave her four rubs daily. Soon Wilma found strength seeping back into her legs, and the braces gave way to orthopaedic shoes. She was soon fit enough to join her brothers and sisters in the basketball court.

When Wilma was 11, her mother returned home one day to find her daughter running around enthusiastically on the basketball court. At first sight this did not strike her as unusual. A little later she realized that there was something different that day. Her daughter was running round without her orthopaedic shoes ! Wilma became good enough on the court to begin playing basketball for her school. Then, one day an athletic coach who watched her play, convinced her that she had the potential to become a star sprinter. Sure enough, she sprinted her way into the top bracket and within four years joined the American Olympic contingent for the 1955 Olympics. The 16 years old was only a moderate success, and was eliminated in the heats of the 200 m, but she won a bronze as member of the 4 x 100 m relay team. But by the time Wilma reached Rome four years later in 1960 she had become a superstar, and her powers of acceleration were so great that even a poor start could not hinder her. The medals proved it.

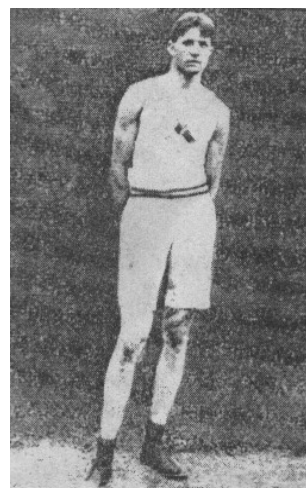
Another young woman overcame great odds to emerge a winner. She was Dawn Fraser of Australia and, like Shelley Mann, she too was a swimmer, in the 1956 Melbourne Games where Mann won her first gold medal, Dawn Fraser picked up two gold medals and a silver. She remained unbeaten for the next four years and easily retained her Olympic title in Rome in 1960, when she won the 100 m freestyle with a timing of 1 min 01.2 sec. She continued to train hard for the Tokyo Olympics and in February 1964 she brought down her timing to just 58.9 sec.

The following month her car rammed into a parked lorry. Her mother was killed in the accident, her sister and a friend were injured. Dawn chipped a vertebra in the neck. All hopes seemed to crash with the accident. She spent six weeks in a plaster cast. But her determination was remarkable. The accident would not be allowed to keep her away from training. Five months before the Tokyo games she had made it to the Australian squad.

At the age of 27, she went on to win the 100 m freestyle title beating the 15 years old American swimmer who was the favourite to win. Dawn Fraser not only won an Olympic gold in this event but also set up Olympic record and became the first swimmer to win the same event three times.

If the three women were classic examples of the epitome of will power and courage, so was Raymond Clarence Ewry among male sportsmen. Ewry who contracted polio as a boy, was confined to a wheelchair for a while.

But the indomitable spirit of the man impelled him to do intense physical exercise to keep himself physically fit. He pursued his career with enthusiastic zeal and got a degree in mechanical engineering from Purdue University. But Ewry astounded the world not by his engineering degree, but by his outstanding achievement in the Olympic Games from 1900 to 1908. When he participated in the Paris Olympics of 1900, he was 26. He specialised in standing jump in which he won three gold medals for the three events – standing high jump, standing long jump and standing triple jump. He repeated the feat in the St. Louis Games in 1904. Subsequently the standing triple jump was not included in the Olympic Games. He won two more gold medals in the London Olympic in 1908. He won two other gold medals in the Intercalated Games in Athens in 1906. It was an unprecedented feat in the history of the games.



Olympic history is full of such stories of handicapped men and women who became champions. The three women in our story became champions because they refused to accept defeat; on the other hand, any chronicle should necessarily begin with Ray Ewry. They saw themselves not as what they were but as what they could become.

GLOSSARY

epitome	:	perfect example
rostrum	:	the winner's stand
emaciated	:	extremely thin as a result of illness
ecstasy	:	feeling of great happiness
braces	:	metal supports attached to a weak leg in order to strengthen it
orthopaedic shoes	:	special shoes that provide support to the legs
eliminated	:	removed
overcome great odds	:	succeeded in spite of great difficulty
freestyle	:	a method or style of swimming
chipped	:	broke
vertebra	:	a small bone which forms a part of back bone
intercalated	:	inserted between two

COMPREHENSION

1. **Answer the following questions in a sentence each :**
 - i. Why did Shelley Mann cry when she won the gold medal at the Olympic Games of 1956 ?
 - ii. What would the people present have thought when they saw Shelley Mann crying after winning the medal ?
 - iii. What effect does polio have on the limbs ?
 - iv. Why did Shelley Mann start swimming ?
2. **Answer the following questions in about 20-25 words each :**
 - i. Why did Shelley Mann never dream of an Olympic medal ?
 - ii. How did Wilma Rudolph destroy the myth of polio's destructive power?
 - iii. What were the events in which Ewry won gold medals in Olympics ?
3. **Answer the following questions in about 50-60 words each :**
 - i. How did Wilma Rudolph emerge as a star sprinter ?
 - ii. What was so remarkable about Don Fraser's achievement as a swimmer ?
 - iii. How did the three women athletes prove to the world that will-power and courage can beat all obstacles ?
4. **Fill in the blanks with the missing words/words in the following sentences :**
 - i. After the Olympic victory, Shelley Mann recollected how she had cried the day she had managed to lift an arm out of the water.
 - ii. Wilma Rudolph was confined to bed for two years before she learned to walk with the help of
 - iii. One day, her mother found the eleven-year-old Wilma Rudolph running around without her
 - iv. Dawn Fraser Australia like Shelley Mann was also a
5. **Match the following words in A with those in B to make complete sentences :**

A

The athlete won
A group of sportspersons make
A handicapped person can even become
100m butterfly is

B

a team.
a gold medal.
a swimming race.
an Olympic star.

VOCABULARY

6. The following words can all be used to talk about group of persons. Find the odd one out :
- i. Staff can be used for :
people in an office, sailors on a ship, teachers in a school
 - ii. Team can be used for a group of :
reporters, surgeons, children
 - iii. Cast can be used for a group of :
actors in a film, characters in a novel, actors in a play
 - iv. Gang can be used for a group of :
singers, thieves, college students
 - v. Band can be used for a group of :
robbers, musicians, politicians

LANGUAGE WORK

7. Fill in the blanks in the following sentences with the appropriate form of the verbs given in the brackets :
- i. The doctors asked Shelley to get into the swimming pool as an exercise. So she swimming daily. (practise)
 - ii. The doctors recommended massage of Wilma's limp leg. So, her entire family her four rubs daily. (give)
 - iii. In a car accident many years ago, Dawn a vertebra in the neck. (break)
 - iv. Dawn Fraser was also a woman Olympic star who was a winner many times. She two gold medals and a silver in 1956 Melbourne Games. (win)
 - v. Handicapped men and women who were champions in the Olympic Games faith in what they (have, become)

COMPOSITION

8. Imagine that you are one of the three handicapped Olympic stars. Write in about fifty words on what you would feel by the time you win a gold medal for the first time.

Unit VI



What is this life if, full of care,
We have no time to stand and stare ?

No time to stand beneath the boughs
And stare as long as sheep or cows ?

No time to see, when woods we pass
Where squirrels hide their nuts in grass ?

No time to see, in broad daylight,
Streams full of stars, like skies at night ?

No time to turn at Beauty's glance,
And watch her feet, how they can dance?

No time to wait till her mouth can
Enrich that smile her eyes began ?

A poor life this if, full of care,
We have no time to stand and stare.

—Wilhain Henry Davies

GLOSSARY

- care : worry, anxiety
stare : to look for a long time at something with eyes wide open
broad daylight : clear light of the day when things can be seen easily
Beauty's glance : the glance of beautiful woman

COMPREHENSION

1. Answer the following questions:

- i. Describe briefly what the poet says about leisure.
- ii. The poet says,
"A poor life this if, full of care,
We have no time to stand and stare,"
What does he mean by this ?

2. Read the poem carefully and tick the right answer.

- i. Full of care means
(a) full of love (b) full of worries (c) full of work.
- ii. The poet has compared nature to
(a) a beautiful stream, (b) a beautiful lady (c) a wood.
- iii. The stream seems to be full of stars because of
(a) the sun shining on the rippling water, (b) the reflection of stars on the water, (c) the small waves on the surface.

3. How does the poet describe nature ?

COMPOSITION

4. What do you do in your spare times ? Write a paragraph on it.



A RELENTLESS KILLER-DISEASE



Jamuna is only thirty, but recently her husband, Gopal, died. Now, she is a widow. Worse than that the doctors say that she and her two children, the elder one aged eight and the younger six, have contracted HIV from her husband. Life for them has been turned into a long and tedious journey of pain and misery from which there is no escape. So are the lives of Gopal's parents who suffer silently the agony of the loss of their first born son.

Fifteen years ago Gopal was a smart school boy, full of life, that is characteristic of youth. Gentle, well-mannered, intelligent and studious, he was popular among his teachers and friends. His father was an officer in a government office and his mother, a teacher in a school. Gopal had a brother and a sister, both younger than him. They looked up to him as a hero, a model for them to imitate.

One day at school, one of Gopal's best friends, who was actually jealous of him, charged him with dishonesty. This upset Gopal so much so that he could not be cheerful for several days. His usually happy and cheerful appearances disappeared and a pall of gloom fell on him. One day after the school, three of his classmates approached Gopal and told him that they had medicines to make him forget his sadness and make him happy again. Gopal fell for it. They all went to the little wood that was near their school, and there Gopal for the first time got injected with heroin.

The next day after school Gopal could not resist the temptation of meeting the three friends and sharing the needles with them. Soon it became a daily habit for Gopal. Instead of paying attention to the lessons in the classroom, Gopal anxiously waited for the end of the school when he and his three friends would go to the wood. Slowly but surely, the poisonous drug got hold of Gopal's life. Each day Gopal would resolve that he would keep away from the poison. But when the classes were over he felt an irresistible urge, like the pull of a powerful magnet, to be with the three friends.

Soon Gopal became a boy different from what he was. He avoided his former friends and kept company with a new set of friends. He began to steal money from his father and often quarrelled with his mother for money. His parents had noticed the change in his character, but they blamed his adolescence for it. "Adolescence is a period of storm and stress", they said to each other.

Gopal, in spite of his addiction, managed to pass the HSLC Examinations and in course of time he even became a graduate. He then got a job in one of the government offices. However, over the years, he had become a hard-core heroin addict. His helpless parents did all they could to get their beloved son cured of his habit. They put him in rehabilitation centres several times, but every time Gopal came out, he relapsed to his old deadly habit.

Meanwhile, Gopal had fallen in love with Jamuna, a beautiful girl. Jamuna knew Gopal's addiction, but love had blinded her. She even hoped that she would be able to bring him to the right path in course of time. And so, one day they eloped and they were married.

After the marriage, Gopal tried hard, very hard indeed, to give up the evil habit that had a terrible grip over his life. He loved his wife and the baby that his wife was now carrying in her womb. But, such is the strangle - hold of the poison on one's life that only death can free a person from its grip. Gopal was now only the skeleton of his former healthy and handsome self.

It was after the birth of the second son that Gopal became ill. The doctors made a careful examination of his blood. They told him that he was HIV positive and that he had AIDS. They further tested the blood of his wife

and the two children and found that all three had the terrible disease. Six years later Gopal died leaving all his friends and near and dear ones sad and distraught. But what is most painful is the terrible fate of his young wife and his two innocent children.



This is the sad and painful story of an unfortunate man who fell a victim to the most dangerous killer-poison, which has become a horrible curse for humanity at large, including many thousands in Manipur. Doctors say that in Manipur there are more than 18,853 HIV positives up to October, 2004. It means that life for these young men and women is like a long tunnel of darkness with only one end— an untimely death, which will bring untold pain to their near and dear ones. Thus, all of us should know that life is beautiful and glorious. Should not each one of us live and celebrate the joy of living and struggle to attain the highest glory in life ? On the other hand, life is full of pitfalls that will swallow us up in an abyss of pain and misery. Should we not, especially the young and unwary ones, guard ourselves against these pitfalls ? And that is a big question.

GLOSSARY

contracted	:	got an illness
tedious	:	something that is not interesting or pleasant.
agony	:	pain
looked up	:	admired and respected
upset	:	made somebody feel annoyed or unhappy
pall of gloom	:	thick cloud of sadness
fell for	:	to be tricked into believing something that is not true
got hold of	:	had the control of
resolve	:	make a firm decision
irresistible	:	a feeling that cannot be suppressed
urge	:	strong desire
adolescence	:	the period when a person develops from childhood to adulthood
hard core	:	a person who cannot change his belief.
rehabilitation centres	:	centres where addicts, etc are cured so that they become normal again
relapsed	:	went back to the former condition
strangle-hold	:	complete control
pitfalls	:	hidden dangers
abyss	:	a hole with no end

COMPREHENSION

1. **Answer the following questions in a sentence each :**
 - i. From whom had Jamuna contracted HIV ?
 - ii. What did Gopal's best friends do to him one day ?
 - iii. Why could Gopal pay no attention to his lessons ?
 - iv. Whom did Gopal's parents blame for the change in his character ?
 - v. Did Gopal love his wife ?
 - vi. What is life full of ?
2. **Answer the following questions in about 20-25 words each :**
 - i. What kind of boy was Gopal before he became an addict ?
 - ii. Why was Gopal upset one day ?
 - iii. Why could Gopal not keep himself away from heroin ?
 - iv. In what way did Gopal's character change after he became an addict ?
 - v. What did Gopal's parents do to cure their son ?
 - vi. How is heroin addiction a curse for humanity ?
 - vii. How should we look on life ?
 - viii. Why should young men be careful ?

3. **Answer the following questions in about 50-60 words each :**
- Write how Gopal injected himself with heroin one day.
 - In what way did Gopal become a different boy from what he formerly was ?
 - How was Jamuna's life affected by Gopal ?
 - Describe the beauty as well as the pitfalls of life.
4. **Match the groups of words in A with those in B to make complete sentences :**

A	B
i. Gopal's parents silently suffered	but he found it was not easy to do so.
ii. Some wicked friends	but that did not make life
iii. Gopal tried to give up the addiction	the pain of losing their son eldest.
iv. Gopal had a government job	drugs are indeed unfortunate.
v. People who fall victim to	tricked Gopal into tasting heroin

VOCABULARY

5. **Fill in the blanks with the words given in the box :**

temptation	celebrate	addiction
miserable	adolescence	irresistible

- We should always be on guard against drug
 - Drugs like heroin makes life
 - Guard yourself against the of tasting drugs.
 - Gopal tried hard to keep away from the drug, but its pull was
 - is a period when young men should guard themselves against going the wrong way.
 - We all should the joy of living.
6. **The words in the boxes have similar meanings (synonyms) with the words listed below. Match them :**

able	alone	ask	fetch
error	harmless	mutual	rely

enquire	.....	capable	.....
depend	.....	common	.....
bring	.....	solitary	.....
innocent	.....	mistake	.....

LANGUAGE WORK

7. Look at the following sentence :

The next day after school Gopal could not resist the temptation of meeting the three friends and sharing the needles with them.

The underlined words 'meeting' and 'sharing' are the present participle forms of the verbs 'meet' and 'share', but here they are used as nouns. Such nouns are called Gerunds sometimes they are also called Verbal Nouns because they are verbs that behave like nouns.

Learn that :-

A gerund can be the subject of a verb in a sentence.

Example : Swimming is a good exercise.

A gerund can be the object of a verb in a sentence.

Example : I love dancing.

A gerund can be the object of a preposition in a sentence.

Example : I am tired of eating the same food daily.

Now, fill in the blanks in the following sentences with the gerund forms of the verbs given in the box :

bother	smoke	spend	see
buy	run	answer	

- i. is believing.
- ii. I enjoy in the open.
- iii. We do not like your in the hall.
- iv. I have thought of a second-hand car.
- v. He is annoyed of the phones again and again.
- vi. I am busy, please stop me.
- vii. We cannot approve of your so much of money.

COMMUNICATIVE WORK: Form groups of 4 or 5 students

8. Discuss and write down four or five slogans in your group against drug-addiction. Later on, read them out to the whole class.

PRONUNCIATION

9. Read aloud each of the following words with stress on the underlined syllables :

recent	widow	husband	teacher
in <u>jected</u>	at <u>ten</u> tion	av <u>oided</u>	ad <u>dic</u> tion

COMPOSITION

10. Think about any other disease or sickness which are as deadly as AIDS. Write a paragraph on it.

Unit VII



Every one that flattters thee
Is no friend in misery
words are easy, like the wind;
Faithful friends are hard to find.

Every one will be thy friend
Whilst thou hast wherewith to spend;
but if store of crowns be scant
No man shall supply thy want.

If that one be prodigal
Bountiful they will him call;
and with such-like flattering,
'pity but he were a King.'

But if fortune once do frown
Then farewell his great renown:
They that fawn'd on him before
Use his company no more.

He that is thy friends indeed
He will help thee in thy need;
If thou sorrow, he will weep;
If thou wake, he cannot sleep.

Thus of every grief in heart
He with thee doth bear a part
These are certain signs to know
Faithful friends flattering foe.

- William Shakespeare

GLOSSARY

flatters	:	praises someone insincerely to gain something
misery	:	suffering of body and mind
crown	:	old British coin worth 25 pence
prodigal	:	wasting of money
fawn'd	:	flattered

COMPREHENSION

Answer the following question :

- i. When you are in misery, who is not your friend ?
- ii. With what does the poet compare 'words' ?
- iii. When will everyone be your friends ?
- iv. Can there be friends, when you do not have money ?
- v. What comments will people give to a person who is prodigal ?
- vi. What happens to a man who has lost his fortune ?
- vii. Who do you consider as a true friend ?
- viii. How do you distinguish a friend from a foe ?

COMPOSITION

Find a similar poem, about friendship and write it down neatly in your note book. Write why you like the poem.



It was the hour of twilight on the day of the Holi festival. A group of village boys, sitting under a mango tree, were playing, throwing dust at one another.

Mani and Abdul came walking arm-in-arm and joined them. Both were wearing new clothes stitched that very day, identical in every respect : colour, size and material. The boys were in the same class, at the same school and lived in houses facing each other at the corner of the road. The boys' parents were farmers owning about the same size of holdings and occasionally had to borrow money from the money-lender at difficult times. In short, the two boys had everything in common except that Mani had both parents living and three brothers, whereas Abdul had only his father.

The two boys came and sat on the road-side. Seeing them identically dressed, one of the boys asked, "Hey Mani, Abdul you changed your names also?"

This gave another boy a mischievous idea. "Why don't you two have a wrestling match ? We can see whether you are also equal in strength or whether one is tougher than the other," he said.

The first boy thought this a good idea and added, "Yes Mani, Abdul, let's see which of you can get the better of the other."

"Come on !" shouted another boy, "It's only for fun."

Abdul looked at Mani. "No," said Mani firmly. "My mother will thrash me."

His fear was well-founded. As he was leaving home, his mother warned him, "You made such a fuss to get new clothes ! If you tear or dirty them, you know what is coming to you."

It's true that Mani had bullied his parents. When he heard that Abdul was getting a new shirt, he had insisted that he should get one exactly like Abdul's or he would not go to school. His mother had tried to reason with him, "Son, Abdul has to work in the field, his clothes are worn out. Yours are still as good as new."

"Who says so ?" Mani had cried, wiping a tear in his shirt with his finger.

His mother tried another move. "Abdul was given a thrashing by his father before he was given his new clothes. Would you also like a thrashing ?"

Mani refused to be put off. "Okay," he said defiantly, "Tie me up ! Beat me ! But you have to get me a shirt like Abdul's."

"All right," replied his mother finally, "Go and ask your father."

Mani knew that if his mother had said 'no' his father was not likely to agree. But he was not one to give up. He refused to go to school, refused to eat and refused to come home at night. Finally, his mother gave in and persuaded his father to buy him new clothes. She brought Mani from Abdul's father's cowshed where he had been hiding.

Having left home smartly dressed Mani did not like to do anything that would spoil his clothes. In any case, he was most reluctant to wrestle with Abdul.

Just then one of the rowdies put his arms around Mani's neck and said, "Come on, let's have a wrestling match." He dragged Mani on to the open ground.

Mani tried to wriggle out of the boy's grasp and said, "Look Kaoba, I do not want to wrestle, Leave me alone."

Kaoba refused to let go and threw Mani on the ground. The boys shouted in glee, "Mani has lost, Kaoba has won ! Kaoba has won ! Hurrah, hurrah !

Abdul lost his temper. He took Kaoba by the hand and said, "Come on, I will wrestle with you."

Kaoba hesitated. But the other boys egged him on. The two boys grappled with each other. Abdul tripped Kaoba and sent him sprawling on the ground. Kaoba began to howl.



The boys realised that what had started as a joke had become a serious affair. Afraid that Kaoba's parents might beat them they scattered and ran away in different directions.

Mani and Abdul also left the arena. They had hardly gone a few steps when Mani's eyes fell on Abdul's shirt. Its pocket and a six-inch strip were torn. They stopped dead in their tracks overcome with fear. They examined the tears in the shirt. As if this was not enough, they heard Abdul's father shouting from his house, "Where's Abdul?"

The boys' hearts stopped beating. They knew they were going to have it. No sooner did Abdul's father see his torn shirt than he would skin him alive. He had borrowed money from the moneylender, spent a lot of time choosing the cloth and having it stitched.

Again Abdul's father shouted, "Who's crying? Where is Abdul?"

Suddenly Mani had a brain-wave. He dragged Abdul to one side. "Come along with me," he said. As they entered the lane between the two houses, Mani started unbuttoning his shirt. "Come on, take off your shirt. You wear mine," he ordered.

"What about you? What will you wear?" asked Abdul.

"I'll wear your shirt," replied Mani, "Hurry up before anyone sees us."

Abdul began unbuttoning his shirt but could not follow what Mani was getting at. "Exchange shirts ? How will that help ? Your father will thrash you."

"Of course, he'll thrash me. But I have a mother, who'll protect me," replied Mani.

Abdul had often seen Mani hide behind his mother when his father wanted to beat him. He had to take a slap or two from his mother, for sure ! But that was a gentle slap from a mother compared to the father's heavy hand .

Abdul hesitated. Just then he heard someone cough close by. The boys quickly exchanged shirts and came out of the lane and walked gingerly towards their homes.

Mani's heart was pounding with fear. But he was in luck. It was Holi. And it was only natural that there should be some rough play. When his mother saw his torn shirt she only frowned, and forgave him. She took a needle and thread and mended the torn shirts.

The boys got over their fear and set off again arm-in-arm to see the Holi festivities outside the village.

A boy who had noticed the exchange of shirts spoiled the fun by taunting them, "So you have interchanged, huh?"

Fearing that the boy had seen them changing their shirts, Mani and Abdul tried to slink away. By then other boys also knew what had happened and set up a chant, "You have exchanged shirts."

The two boys tried to slip away but the gang followed them yelling, "You are experts in exchange." Fearing that the story might reach their fathers' ears, the two friends ran towards their homes.

Abdul's father was sitting on a chair in the front yard, smoking his hookah. He called out to the boys, "Why are you running away from your friends? Come and sit near me,": he ordered.

His gentle tone worried the boys. "It is just as we feared. He knows the truth and is only pretending to be kind." they thought.

Abdul's father, a stout and tough man, picked up ten-year old Mani in his arms. He called out, "Iteima Tombi, from today your son is mine."

Tombi came out of her house. She laughed and said, "Dear brother, you can't even look after one son, how will you tackle with two ?"

“As from today, *Iteima*, I am ready to bring up ten if they are like Mani.” said Hasan in a voice choked with emotion.

Hasan cleared his throat and told Tombi that he had seen the two boys go into the lane. “I decided to see what the boys were up to,” he said.

The other women of the neighbourhood also gathered round to hear what Hasan was saying.

What he had to say didn’t take long. He told them how the boys had exchanged their shirts and said, “Abdul asked Mani, what if your father beats you?” And do you know that, ‘But then I have a mother,” Mani said.

With tears in his eyes, Hasan added, “How true ! Mani’s reply has changed me. He has taught me what is really useful.”

The women were moved by the tale of Mani and Abdul’s affection for each other.

The story of Mani and Abdul spread through the village. It reached the village Headman who announced: “From today we will call Mani and Abdul true friends.”



The boys also were happy. Soon not only the village but even the skies resounded with the cries, “Mani, Abdul, true friends.”

–Translated and adapted from a Gujarati story by Pannalal Patel

GLOSSARY

holdings	:	land that one possesses for cultivation
tide over	:	to help in difficult times
get the better of	:	defeat
made such a fuss	:	gave a lot of attention
bullied	:	forced to do something
gave in	:	surrendered
rowdies	:	persons who show noisy and violent behaviour
egged	:	encouraged strongly
sprawling	:	lying flat
arena	:	place of activity
stopped dead	:	stopped completely
skin him alive	:	remove one's skin alive, punish cruelly
brain-wave	:	sudden clever idea
taunting	:	unkind remarks
slink away	:	to move away silently and secretly
chant	:	song
iteima	:	Manipuri term for sister-in-law

COMPREHENSION

1. **Answer the following questions in a sentence each:**
 - i. What did the mischievous boy want Mani and Abdul to do ?
 - ii. Why did Mani refuse to go to school ?
 - iii. What did Kaoba do to Mani ?
 - iv. What happened to Abdul's shirt ?
 - v. What did Mani and Abdul do in the lane ?
 - vi. What did Mani's mother do when she saw Mani's torn shirt ?
 - vii. What did Hasan say to Tombi as he picked up Mani in his arms ?
 - viii. What did the village headman announce ?
2. **Answer the following questions in 20-25 words each:**
 - i. Why are the shirts of Abdul and Mani called identical ?
 - ii. How were Abdul's family different from Mani's family ?
 - iii. Why did Kaoba howl ?
 - iv. Why were Mani and Abdul overcome with fear when they saw Abdul's torn shirt ?
 - v. How was Mani sure his punishment would not be very severe ?
 - vi. Why did Hasan's gentle tone worry the two boys ?
 - vii. How did Tombi react when Hasan said that Mani would from that day be his son ?

3. Answer the following questions in about 50-60 words each :

- i. Write how Mani bullied his parents to get a new shirt.
- ii. Narrate Mani and Abdul's encounter with the rowdies when they came out with their new shirts.
- iii. Write how Mani saved Abdul from his father's punishment.
- iv. Why did the two boys try to run away when the boys taunted them that they had exchanged shirts ?
- v. How are Mani and Abdul true friends ?

VOCABULARY

4. Complete the blanks in the following sentences as shown in the examples. Use the words given in the box.

Examples:

The *English* live in England. An *Englishman* speaks English.
He eats *English* breakfast.

- i. The live in Switzerland. A
eats.....cheese.
- ii. The.....live in Poland. A.....
speaks.....and dances.....mazurkas.
- iii. The.....live in Denmark. A.....
speaks and drinksbeer.
- iv. The.....live in Scotland. A.....
speaks.....eats.....porridge
and like poetry.
- v. The.....live in Egypt. A.....
speaks.....and eats.....lentils.
- vi. The.....live in Tibet. A.....
speaks.....and drinksbuttered tea.
- vii. The.....live in America. An.....
speaks.....and eatshot dogs.
- viii. The.....live in China. A.....
speaks.....and eats.....noodles.

Danes (s)
Danish
Egyptians (s)
Americans (s)
Chinese
Swiss
Poles (s)
Polish(s)
Tibetans
Scots(s)
Scotch
Scottish

5. Complete the following family table. One is done for you:

Male	Female	Young One
Drake	duck	duckling
Gander		
Pig		
	Vixen	
		Colt
	Doe	

LANGUAGE WORK

4. Look at the following sentence:

- i. He was in the habit of *flying kites* for hours.

This sentence can be re-written in the following manner.

He used to *fly kites* for hours.

Now, rewrite the following sentences using 'used to' phrase :

- i. She was in the habit of sleeping in the morning.
- ii. Ratan was in the habit of playing chess before his marriage.
- iii. Kamal was in the habit of smoking cigarette, but now he does not.
- iv. Radha was in the habit of drinking ten cups of coffee each day.
- v. Their grandmother was in the habit of telling them stories at night.

7. Look at the following two sentences:

- (a) How wise he is ! (Exclamatory)
- (b) He is very wise. (Assertive)

Now change the following Assertive sentences into Exclamatory sentences:

- i. You are a very careless driver.
- ii. The night is very beautiful.
- iii. These flowers are very lovely.
- iv. You are a great fool.
- v. Kamal is very strong.

PRONUNCIATION

8. Say the following words aloud with stress on the underlined syllable.

im <u>po</u> rtant	<u>p</u> atient	<u>s</u> urgery	re <u>g</u> ain
<u>o</u> perate	ope <u>r</u> ation	ex <u>p</u> eriment	<u>c</u> onscious

COMMUNICATIVE WORK

9. Discuss in a group of 5 or 6 students, and write a paragraph explaining the meaning of the maxim :

"A friend in need is a friend indeed"

(The Teacher should thoroughly do an oral discussion, then, ask the students to read out their written work , group wise)

COMPOSITION

10. Write a paragraph of about ten lines, on how you would prove to be a good friend to your best friend.

Unit VIII



The earth was green, the sky was blue :
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn;

A stage below, in a gay accord,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank, and soared to sing.

The cornfield stretched a tender green
To right and left beside my walks;
I knew he had a nest unseen
Somewhere among the million stalks.

And as I paused to hear his song,
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

– *Christina Rossetti*

GLOSSARY

sunny	:	bright with sunlight
between the two	:	between the sky and the earth
speck	:	very small spot
corn	:	grain plant
gay accord	:	in happy harmony
soared	:	go up high in the sky; flew
stretched	:	make longer, wider
stalks	:	stems of plants

COMPREHENSION

1. Answer the following questions :

- i. What is the difference between the colour of the earth and the sky ?
- ii. When did the poet see the skylark ?
- iii. What did the white butterflies do ?
- iv. How did the skylark fly ?
- v. Where was the nest of the skylark ?
- vi. What was happening when the poet paused to hear the song of the skylark ?
- vii. Describe the picture of the sky and the earth shown in the poem.
- viii. What is the difference between the flight of the skylark and that of the butterflies ?

2. Write the words that rhyme with each other in the poem :

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

3. Memorise the poem.

COMPOSITION

4. You must have watched the beauty of nature. Write a paragraph on what you felt when you saw its beauty.



Life on the earth probably began merely as a tiny mass of jelly-like protoplasm in the sea. Life, however, has a mysterious force in it, which we call 'evolution'. It simply means the natural ability of life to grow from the simpler form to the more complicated one. Through this mysterious force, over a period of million and million of years, life gradually progressed from the simple forms to the next and then to the next stages of advanced forms. Scientists know of the progress of the life-forms through study of fossils. The study of fossils tells the scientists that fish developed in the water, and these fish developed to be amphibians, and the amphibians developed into reptiles and the reptiles developed into birds and so on.

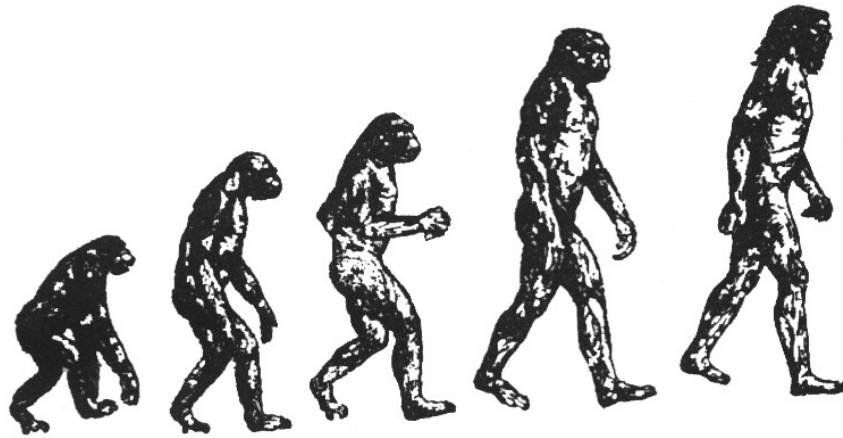
As far as men are concerned, they appeared on the earth much later than many of the animals. Scientists believe that the monkey and the apes are men's closest relatives. In other words, it means that men evolved from the apes. Scientists believe that apes began to live on this earth 65 million years ago. Then about 6-14 million years ago a kind of the apes preferred to live on land, instead of on trees as they usually did. These apes were the earliest ancestors of mankind.

Over millions of years down the history of the earth apes passed through several stages of evolution, each one of them having difficult scientific names. Let us pass over these stages of human evolution and pick up the ancient men 2 million years ago, which is an important stage in the process of evolution.



HOMO HABILIS USED STONE TOOLS TO CUT FLESH

Here is a picture of these men, 2 million years ago. Scientists call these men **Homo Habilis**. They have hunted a boar and are eating it uncooked because they did not know the use of fire. These men, however, had a more developed brain than other apes and they hunted in groups with stone instruments.



This picture represents men's next stage of development. These men called **Homo Erectus**, could stand and walk erect. Other apes could not do this. They lived about one and a half million years ago. Down the ages, about 3 lakhs of years ago, these men learnt the use of fire. Initially, the **Homo Erectus** lived in Africa, but gradually they migrated to other parts of the world.

The **Homo Erectus** developed into the modern man called the **Homo Sapiens**, some 2,50,000 years ago. Gradually these men became extinct; but one group called the **Neanderthal man** lived in Europe only about 50,000 years ago. This race lived in Europe and Western Asia.

The Cro-Magnon People– The **Neanderthals** became extinct about 40,000 years ago and a new group of men called the **Cro-Magnon** people evolved. According to the scientists they are the direct ancestors of modern men. A large number of their skeletons have been found in Europe and these tell a lot about their life style.



Now, let us go back in time and trace the pattern of life of a Cro-Magnon man on a particular day. Let us call this man Mr. Magnon.

Mr. Magnon is a healthy man. His daily activity is hunting wild animals like reindeer, bison and wild horse. He does this with a number of his friends. These wild animals are very useful to his people. They eat the meat, and the hide is useful for making their clothing. Mr. Magnon and his friends have spears topped with pointed stones as spear-heads to hunt with. Mr. Magnon wears some sort of dress made of reindeer hides, which his mother stitched together for him with a needle made of bones. These clothes protect him from the cold.

Mr. Magnon feels that he needs a new spear-head because the old one has become almost useless. In fact, he has almost finished the making of one and in a day or two, it will be ready to replace the old one. He has another stone implement which he can use as an axe. His friends say that he is an expert hunter, strong and cunning.

During the hunt, Mr. Magnon and his friends chase the animals and kill them. It is a tough chase, often very exhausting. After they kill an animal they take it back to their cave so that the women-folk can cook the meat for them to eat.

In the afternoon Mr. Magnon likes to draw the picture of some wild animals. Today he will paint the picture of a bison that he had hunted earlier on the day. In fact, the walls and also the roof of the cave where he lives in are full of paintings drawn by him. Some friends of Mr. Magnon live in huts. But Mr. Magnon loves his caves because he can paint pictures on the walls and on the roof.

This was the life-style of a Cro-Magnon man forty thousand years ago. The Cro-Magnon people are regarded as the first stage of modern man. After it men gradually left the caves and lived in the plains where they built huts. Then men learnt about agriculture some 11000 years ago in the Middle East. Several thousands of years later, about 5000 years ago, the Egyptians learnt about writing and led a highly organised and civilised life.



GLOSSARY

jelly-like	:	like jelly, i.e. food which is soft, resilient and semi-transparent
protoplasm	:	a colourless substance like jelly which forms the living part of an animal or plant cell
amphibians	:	animals that can live both on land and in water
evolved	:	developed gradually
erect	:	straight
migrated	:	moved from one place to another
extinct	:	no longer in existence
hide	:	animal skin which can be used as leather
chase	:	run after

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. How did life probably begin ?
 - ii. What is the mysterious force that life has in it ?
 - iii. What helps the scientists in their study of the progress of life forms ?
 - iv. Who are the closest relatives of man ?
 - v. Did the **Homo Habilis** know of the use of fire ?
 - vi. How are **Homo Erectus** different from other apes ?
 - vii. Where did the Neanderthal Man live ?
 - viii. Who are the direct ancestors of modern men ?
 - ix. What were the daily activities of Mr. Magnon ?
 - x. What kind of dress did Mr. Magnon wear ?
 - xi. What does Mr. Magnon love to do in the afternoon ?
 - xii. Why does Mr. Magnon love to live in a cave ?
2. Answer the following questions in about 20-25 words each :
 - i. What does the study of fossils tell the scientists ?
 - ii. What happened to some apes 6-14 million years ago ?
 - iii. How did the **Homo Habilis** eat their food ?
 - iv. How can scientists know about the **Cro-Magnon** people ?
 - v. How was hunting useful to Mr. Magnon and his people ?
 - vi. Why and how will Mr. Magnon take a new spear-head ?
 - vii. How are the walls of Mr. Magnon's cave ?
 - viii. Describe two important activities of human beings that finally led to civilization.

3. Answer the following questions in about 50-60 words each :
- Give a description of the life of the **Homo-Habilis**.
 - Narrate the pattern of life of the **Homo-Erectus**.
 - Describe a typical day in the life of Mr. Magnon.
 - Describe the evolution of men to the stage of civilization from that of the **Cro-Magnon** men.
4. The different stages of man's evolution from the early stage to the modern man are jumbled up in the following list. Write them correctly on the right side :
- | | |
|------------------|-----------|
| i. Protoplasm | i. |
| ii. Homo Erectus | ii. |
| iii. Neanderthal | iii. |
| iv. Cro-Magnon | iv. |
| v. Homo Sapiens | v. |
| vi. Homo Habilis | vi. |
| vii. Modern man | vii. |
5. Match the words in A with those given in B to form complete sentences:

A	B
i. Evolution means ability of life	had brains more developed than other apes.
ii. Men appeared on this earth	learnt of the use of fire.
iii. The Homo Habilis	lived only about 50,000 years ago.
iv. The Homo Erectus	to grow from the simpler form to the more complicated ones.
v. The Neanderthals	much later than many other animals.

VOCABULARY

6. Change the underlined words in the sentences given below with the words opposite in meaning given in the box :
- There is a bird below the tree.
 - The man accepted the present.
 - The diamond seems to be very cheap.

- iv. We shall defend the fort at any cost.
- v. The horse is running very slow.
- vi. I don't want to lend any money.

refused	borrow	fast	above	attack	dear
---------	--------	------	-------	--------	------

7. We can make new words by adding 'pre -' and 'dis-' to some other words :

Examples : Pre + determine = predetermine
 dis + locate = dislocate

Now, add either 'pre--' or 'dis--' to the following words and make new words:

fix honour please position join history

LANGUAGE WORK

8. Read the following words :

easily	nicely	quickly	readily
--------	--------	---------	---------

These words are called adverbs. They have been formed by adding - ly to words which are adjectives :

easy + ly	=	easily
nice + ly	=	nicely
quick + ly	=	quickly
ready + ly	=	readily

(Take note of the change in the spelling of *easily* and *readily*.)

Now make adverbs by adding 'ly' to the following words in the box and use them in the sentences below :

slow	happy	sad	soft	swift	angry
------	-------	-----	------	-------	-------

- i. He said "I've no money at all."
- ii. The tortoise ran but won the race.
- iii. "Why don't you listen to your mother," said my father
- iv. The child is asleep. Please talk
- v. My daughter came home because she had won a prize.
- vi. The bird flew away when it saw the hunter.

9. Look at the verbs in group A and B :

A	B
i. I <u>see</u> the moon	i. He <u>runs</u> .
ii. Kalidas <u>wrote</u> a book.	ii. Vegetables <u>grow</u> in the field.

The verbs in A have objects.

In sentence i. the verb see has moon as its object.

In sentence ii. the verb wrote has book as its object.

These verbs require objects to make their sense complete. Verbs that require objects to make complete sense are called *Transitive verbs*.

But, the verbs in B have no objects. In these sentences the meaning of the verb is complete in itself. Verbs that do not require objects to make complete sense are called *Intransitive verbs*.

Now, write whether the following verbs are transitive or intransitive :

- i. Neena gave a book to Shella.
- ii. Birds fly in the sky.
- iii. He teaches us English
- iv. Flowers bloom in the garden
- v. The baby is sleeping comfortably.
- vi. My mother loves me.

PRONUNCIATION

10. In English 'ch' is pronounced sometime as 'k' as in character" and sometimes 'ch' as in 'church':

**Now, write whether the 'ch' in the following words are 'k' or 'ch'.
One has been done for you :**

<u>Ch</u> icken	ch
<u>Ch</u> ease	
<u>Ch</u> olera	
<u>Ch</u> ronic	
<u>Ch</u> ristmas	
<u>Ch</u> ef	

11. Read the following words loudly. Put greater force on the underlined syllables :

<u>i</u> nterest	<u>E</u> nglish	<u>d</u> ictionary	<u>b</u> enefit
<u>e</u> ver	<u>o</u> ver	<u>o</u> pen	<u>f</u> unny

COMMUNICATIVE WORK

12. Form groups and discuss how men are different from apes. List the points of your discussion and then read them out to the whole class.

COMPOSITION WORK

13. Imagine yourself to be a cave man. Write ten points of advantages modern man has, when compared to you (cave man)

Unit IX



(A Short Play)

(Mustapha, the Caliph or Ruler, has heard that a judge in his kingdom is as wise in his decisions as Solomon, so he sets out to test the truth of this report, dressed like a private person and mounted on his horse.)

SCENE 1

Place: A street in Baghdad.

Characters: MUSTAPHA (the Caliph) and ALI (a lame beggar)

ALI : (seizing the end of Mustapha's robe as he rides by) : Alms, kind sir, alms in the name of Allah !

MUSTAPHA : (handing him some money) : Take this, and may Allah bless you! (Ali still holds on to the robe.) What more do you want ? Have I not given you alms ?

ALI : Yes, great master, but the law says not only shalt thou give alms to thy brother, but also do for thy brother whatsoever thou canst.

MUSTAPHA : Well, and what can I do for you ?

ALI : You can save me from being trodden under the feet of men and beasts, for this will surely happen to me in the crowded streets.

MUSTAPHA : How can I save you ?

ALI : By letting me ride with you, and putting me down safely in the market-place where I have business.

MUSTAPHA: Be it so. Come, climb up behind. (Stooping down, he helps the cripple to mount the horse. At length they reach the market-place.) Here we are at the market-place. Is this where you wished to stop ?

ALI : Yes.

MUSTAPHA (impatiently) : Then get down.

ALI : No, it is you who must get down.

MUSTAPHA : But why, friend ?

ALI : That I may have the horse.

MUSTAPHA : That you may have the horse ! What do you mean ?

ALI : I mean that he belongs to me. If you do not get down I will take the case before the judge. We are in the town of the just judge, you know, and he will certainly decide in my favour.

MUSTAPHA : But why should he when the animal is mine ?

ALI : When he sees us -you with your strong straight limbs that Allah has given you for the purpose of walking, and I with my poor crippled feet - he will decide that the horse belongs to him who has most need of it.

MUSTAPHA : If he does that he is not a just judge.

ALI (laughing) : Oh, as to that, although he is just, I expect he can make mistakes like everyone else. Who is to prove that it is your horse ?

MUSTAPHA (to himself) : This will be a good opportunity to test the wisdom of the judge.

ALI : What are you muttering about ?

MUSTAPHA : Nothing that will interest you, my cunning beggar - but I am content with your plan. Let's go before the judge.

SCENE II

Place : The Judge's Court

Characters : Judge, Writer, Farmer, Butcher, Oil Merchant, Mustapha, Ali & Officers.

(The Writer and the Farmer have quarrelled over a young slave – as to who owned him. The slave is deaf and dumb and cannot speak for either. When Mustapha and Ali enter, the judge is just going to try this case.)

JUDGE : Are the writer, the farmer, and the slave present ?

OFFICER (bowling) : They are here, my lord.

JUDGE : Let the farmer speak first.

FARMER (bowing low) : Great judge, this boy you see is my slave. I bought him only last week. This man has stolen him from me. I pray you, make him give me back my slave.

WRITER (eagerly) : It is not true, my lord. This boy has been my slave for several years; I have taught him to be very useful to me. It is the farmer who is guilty. He stole my slave from me last week and declares he bought him in the market. I pray you, restore my slave to me.

JUDGE : I will decide this matter. Leave the boy here and return tomorrow. (Farmer and Writer go out). What case comes next ?

OFFICER : The case of the butcher and the oil merchant.

JUDGE : Let them come forward. (They come forward, the merchant holding the butcher's wrist.) I will first hear what the butcher has to say.

BUTCHER (bowing low) : My lord judge, I went to buy some oil from this man, and in order to pay for it, drew a handful of money from my pocket. The sight of it must have tempted him, for he seized me by the wrist to wrench the money from me. We have come before you, great judge, I holding my money, and he still grasping my wrist.

JUDGE : Now, oil merchant, what have you to say ?

OIL MERCHANT : This man came to purchase oil from me. When I gave him the bottle he asked if I could change a gold piece. I drew out a handful of money and laid it on a barrel in my shop. He seized it and was walking off with it, when I caught him by the wrist and called out 'Robber !' I declare that this money is truly mine.

JUDGE : Leave the money with me and return tomorrow. (They give the money to an officer, then bow low and depart). What is the next case ?

OFFICER : The case of two men who each lay claim to a fine Arab horse.

JUDGE : Let them come forward. (Mustapha and Ali come forward, bowing low. The judge addresses Mustapha). What have you to say ?

MUSTAPHA (bowing low) : My lord judge, I came from afar to visit your city. At the gate I met this cripple, who first asked in the name of Allah for alms, and then that he might ride behind me to the market - place. When we arrived there he refused to dismount, declaring that the horse belonged to him.

JUDGE : Now let the cripple speak.

CRIPPLE : My lord, what has been said is not true. I was on my way to the market-place, riding this horse, which belongs to me, when I saw a traveller half with fatigue. In the kindness of my heart I offered to let him ride with me to the market-place. He refused to dismount and declared that my horse was his !

JUDGE : Leave the horse here and return tomorrow.

SCENE III

Place : The Judge's Court again.

Time : The next day.

Characters : The same.

JUDGE : Where are the writer and the farmer ?

OFFICER (bowing) : They are here, my lord, and the butcher and the oil merchant, the man who calls himself Mustapha, and the cripple Ali.

JUDGE : Let the writer come forward, (The writer comes forward bowing). The slave is yours: that is my judgement. Take him home. Officer, give the farmer fifty blows for stealing the slave and lying about it. (The writer goes off happily with his slave. The officer leads out the farmer).

Now let the oil merchant and the butcher come forward. Here, butcher, is the money. It is truly yours, and the oil merchant has no right to any part of it. Go in peace. Officer, give this oil merchant two score lashes that he may remember not to be dishonest. The oil merchant is led out. Let Mustapha and Ali now come forward. Mustapha, would you recognize your horse among others ?

MUSTAPHA : Surely, my lord.

JUDGE : Follow me.

SCENE IV

Place : The Stables.

Characters : Judge, Officer, Mustapha & Ali

[Enter the judge, Mustapha and the Officer.]

JUDGE : Now, Mustapha, point out your horse.

MUSTAPHA (going up to his horse) : Here it is, my lord.

JUDGE : It's well, Mustapha, Return now to the court room. Officer, bring Ali here. (Mustapha goes out, and the officer returns with Ali).

JUDGE : Point now, Ali to the horse that belongs to you.

ALI (going up with confidence to the same horse) : This, my lord, is mine.

JUDGE : Good. Now let us return to the courtroom.

SCENE V

Place : The courtroom again

Characters : JUDGE, ALI, MUSTAPHA & OFFICERS

JUDGE : Mustapha, the horse is yours. Go to the stable and take him. Officer, give this rogue fifty lashes. He will deserve them, in as much as he tried to wrong the man who had befriended him. (All go out except Mustapha). Why do you wait, Mustapha ? Are you not satisfied with the judgement given ?

MUSTAPHA : Truly, O Judge, I am satisfied, but I long to know how you arrived at your decisions, for I am sure your judgements in the first two cases were as just as in mine. Know that I am Mustapha. Caliph of Baghdad, and I came hither to test you. Tell me, I pray you, how you arrived at your decisions.

JUDGE (bowing low and kissing his master's hand) : Glory and prosperity be to you, O Prince of the Faithful and Protector of Believers.

MUSTAPHA : Rise, friend, I desire that you tell me the reasons for your judgements.

JUDGE : O Prince of the Faithful, it is very simple. Your highness saw that I postponed my decisions until today ?

MUSTAPHA : Yes, I saw that.

JUDGE : Well this morning, I called the slave and by signs I bade him put fresh ink into my inkstand. This he did promptly and carefully, as if he had done the thing a hundred times before. I said to myself, 'This boy has not been the slave of a farmer. He belongs to the writer'.

MUSTAPHA : Good ! And the butcher ? How did you reach that decisions ?

JUDGE : Did you notice, O Prince of the Faithful, that the oil merchant had his clothes and hands covered with oil ?

MUSTAPHA : Surely I did.

JUDGE : Well, last night I placed the money in a vessel filled with water. This morning when I looked at it there was not a particle of oil to be seen on the surface of the water. I said to myself. 'If this money belonged to the merchant it would be greasy from the touch of his hands. As it is not, the butcher's story must be true'.

MUSTAPHA : Good again ! And my horse ? How did you find out the truth about that ?

JUDGE : O Prince that was difficult. Until this morning I was greatly puzzled.

MUSTAPHA : The cripple did not recognize the horse, I suppose ?

JUDGE : On the contrary, O Protector of the Poor, he pointed him out at once.

MUSTAPHA : How, then, did you discover that he was not the owner ?

JUDGE : Commander of the Faithful, I brought you to the stables separately not to see whether you would know the horse, but whether the horse would know you. When you approached him, the creature turned towards you, thrust his head forward, and looked at you with affection. But when the cripple touched him, he laid back his ears and made as if to sidle away. Then I knew that you were truly his master.

MUSTAPHA : Allah has bestowed upon you wisdom above the ordinary, and you are worthy to fill my place. But I, the Caliph, could not fill yours,, most wise judge, and henceforth yours shall be the highest office in the land next after mine. Let it be written in the records of our court.

- R.M. Seaforth

GLOSSARY

seizing	:	catching hold of
shalt	:	shall
thou	:	you
thy	:	your
canst	:	can
trodden	:	stepped over
crippled feet	:	lame feet
muttering	:	murmuring ; talking to himself in low voice
restore	:	give back
butcher	:	person who kills animals for the purpose of selling the meat.
grasping	:	holding tight
two score	:	forty
promptly	:	immediately
greasy	:	oily
bestowed	:	given

COMPREHENSION

1. **Answer the following questions in a single sentence each :**
 - i. How did Mustapha help Ali over and above giving him alms ?
 - ii. Why could not the slave tell the judge who his master was ?
 - iii. Who shouted 'Robber' ?
 - iv. To whom did the slave belong ?
 - v. What punishment did the oil merchant receive ?
 - vi. How did the horse behave when Ali approached him ?
 - vii. How did the Caliph reward the wise judge ?
2. **Answer the following questions in about 20-25 words each :**
 - i. Why was Ali sure the judge would give him the horse ?
 - ii. What was the farmer's story about the slave ?
 - iii. What was the butcher's story about the money ?
 - iv. What was Ali's story about the horse ?
 - v. How was the judge able to find out that the money belonged to the butcher?
 - vi. How did the horse behave when Mustapha approached it ?

3. **Answer the following questions in about 50-60 words each:**
- Write how Ali claimed the Caliph's horse .
 - What was the case between the writer and the farmer ?
 - How did the judge decide the case between the writer and the farmer?
 - Narrate the story of the butcher and the oil merchant to show that the judge was wise.
 - How did the judge decide the case between Ali and Mustapha ?
 - What were the Caliph's feelings about the judge at the end ?

VOCABULARY

4. **Fill in the blanks in the sentences with the words given in the box:**

muttering	tempted	declare	fatigue
befriend	seize	promptly	affection

- When I saw there was danger, I left the place.
- After twenty miles walk, we were almost dead with
- The mad man wasto himself that he was a rich man.
- The shopkeeper.....me to buy a second hand shirt.
- A mother's.....for her children is beyond limit.
- The thief tried tothe rich man.
- The accused tried to.....that he was innocent.
-the man', the police shouted.

LANGUAGE WORK

5. **Look at the two sentences. They are two ways of saying the same thing:**

Tomba will not go if he is not compelled.
Tomba will not go unless he is compelled.

Now, rewrite the following sentences using 'unless' in place of 'if'

- He never goes to Delhi if it was not absolutely necessary.
- Romita will not come to the party if she is no invited.
- If a king rules wisely, the people love him.
- If Tomba is not intelligent, he will not understand this poem.
- A woman is not respected if she is not well-deserved.
- The land cannot be cultivated if there is no rain.
- Sobita will not sing if there is no microphone.
- The child will not crying if his mother comes.

COMMUNICATIVE WORK

6. Make groups of five or six students and write an imaginary dialogue/ conversation between Ali and the Caliph after Ali has been punished.
(Teachers need to explain beforehand the essentials of a good dialogue:
(i) colloquial and not bookish language
(ii) Reflection of personality in the speech of the individual
(iii) Expression of thought in an easy and natural way)

PRONUNCIATION

7. Read the following pair of words aloud and note the difference :

<i>Full</i>	—	<i>Pull</i>
<i>Faint</i>	—	<i>Paint</i>
<i>Fear</i>	—	<i>Peer</i>
<i>Fire</i>	—	<i>Pyre</i>
<i>Fig</i>	—	<i>Pig</i>
<i>Fort</i>	—	<i>Port</i>

COMPOSITION

8. If you were the caliph, how would you reward the judge ?

The End