

# KERALA READER ENGLISH

## STANDARD VI PART 2



**GOVERNMENT OF KERALA**  
**DEPARTMENT OF EDUCATION**

State Council of Educational Research and Training (SCERT, Kerala)

**2016**

## PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

### **Kerala Reader - English Standard VI Part 2**

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Department of Education  
2016**

Dear students,

The Part 2 English Reader for Standard VI, has been designed to make your reading and learning of English thoroughly enjoyable and effective.

It will lead you through a world of new learning experiences, opening up vistas of known and unknown ideas and thoughts.

I am certain you'll enjoy doing the activities towards the end of the texts. They are intended to increase your self-confidence and improve your vocabulary and analytical skills. It will help you to use English effectively and appropriately.

Happy reading!

**Dr. J. PRASAD**  
**Director**  
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## Unit 4 Work is Worship

## Unit at a Glance

### Work is Worship

#### Prose:

The Grain as Big as a Hen's Egg (Leo Tolstoy)

Clever Carla (Robert Scotellaro)

#### Poem:

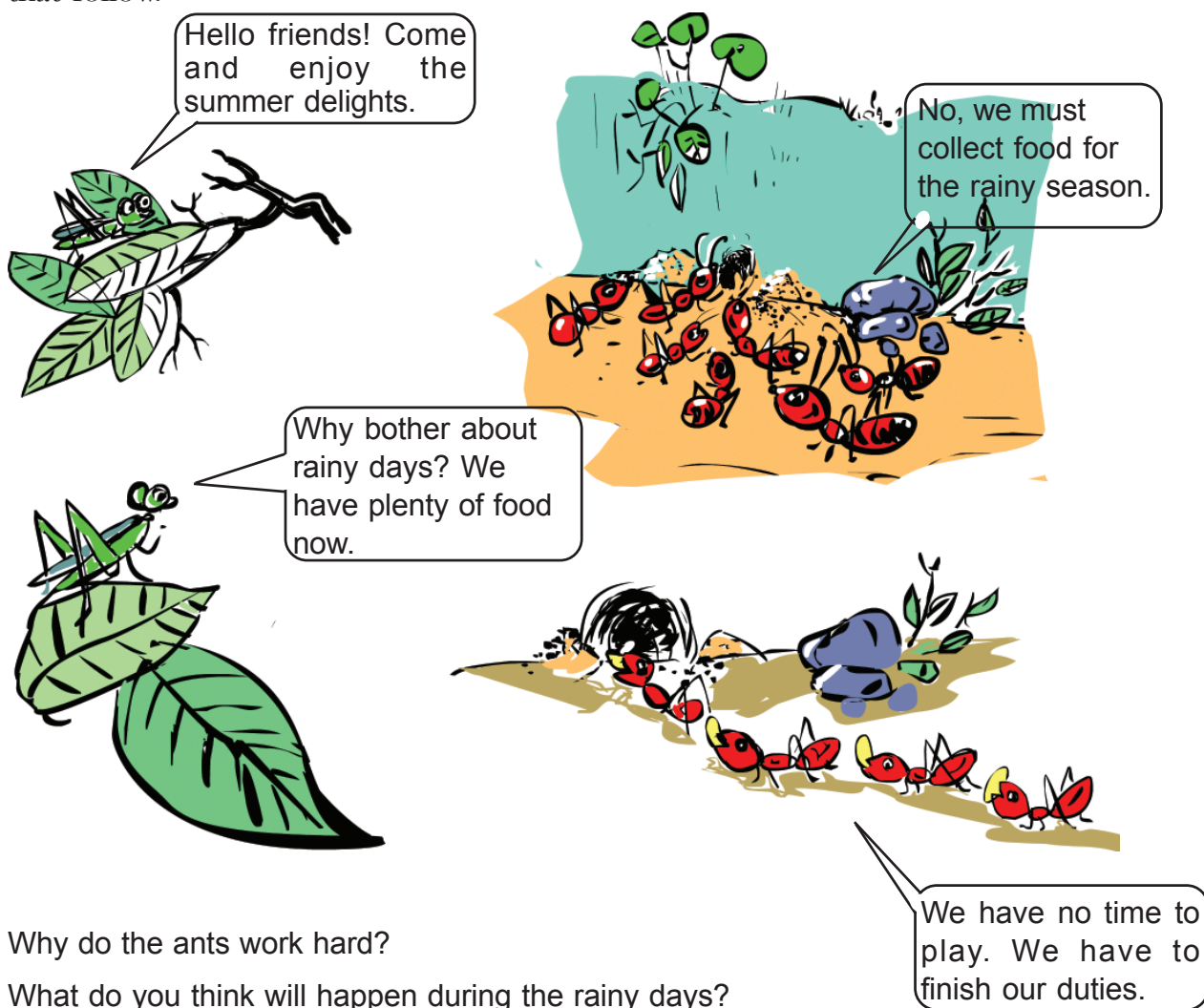
The Ploughman (Oliver Wendell Holmes)

## Learning Outcomes

**By learning this unit, the learner will be able to:**

- read and appreciate short stories.
- write a conversation based on the story.
- prepare a speech from the given hints.
- describe different life-related situations.
- prepare short descriptions about persons.
- read and identify the features of a play.
- identify and arrange events of the play in order.
- use 'hardly' to convey negative sense.
- use 'as ... as' to combine sentences.
- collect data to prepare a project.
- read and appreciate poems.

Here are some pictures with dialogues. Read them carefully and answer the questions that follow.



Why do the ants work hard?

What do you think will happen during the rainy days?

If you happen to see the grasshopper, what advice will you give?

Now, look at the picture given here.

What are these people doing?

Who does the work at home?

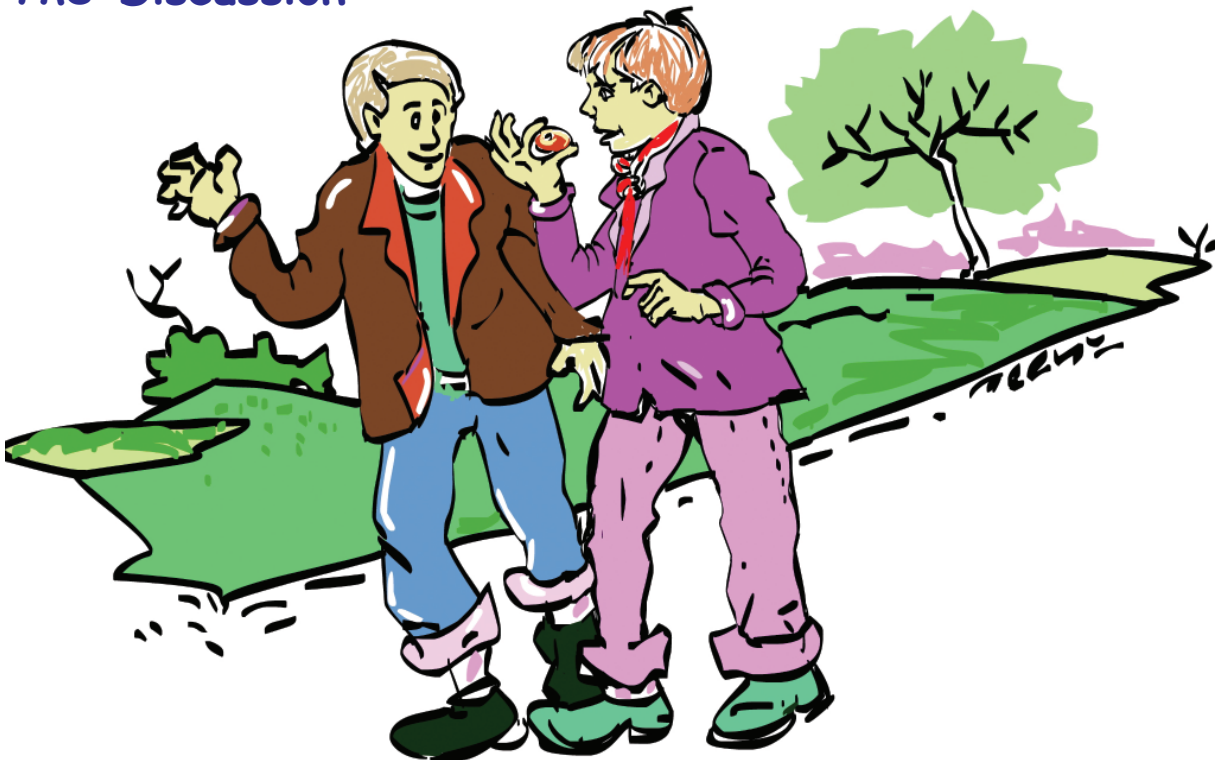
Are all the members of the family responsible for the work here?



# The Grain as Big as a Hen's Egg

Farming is not merely an act of cultivating crops. It glorifies labour, helps to develop a concern for fellow beings and brings about a perfection to human life. Read the story and realise the importance of farming and its impact on our life and culture.

## The Discussion



One day some children found, in a ravine, an object shaped like a grain of corn, with a groove down the middle, but as large as a hen's egg. A traveller passing by saw it. He bought it from the children for a penny. He took it to the town and sold it to the king as it was a curious one.

The king called all his wise men, and told them to find out what the thing was. The wise men thought and thought, but couldn't make head or tail of it. A few days later, when the thing was lying on a window sill, a hen flew in and pecked at it till she made a hole in it. Then everyone saw that it was a grain of corn.

1. Pick out the sentence that gives you the idea that the wise men could not understand anything about the corn.





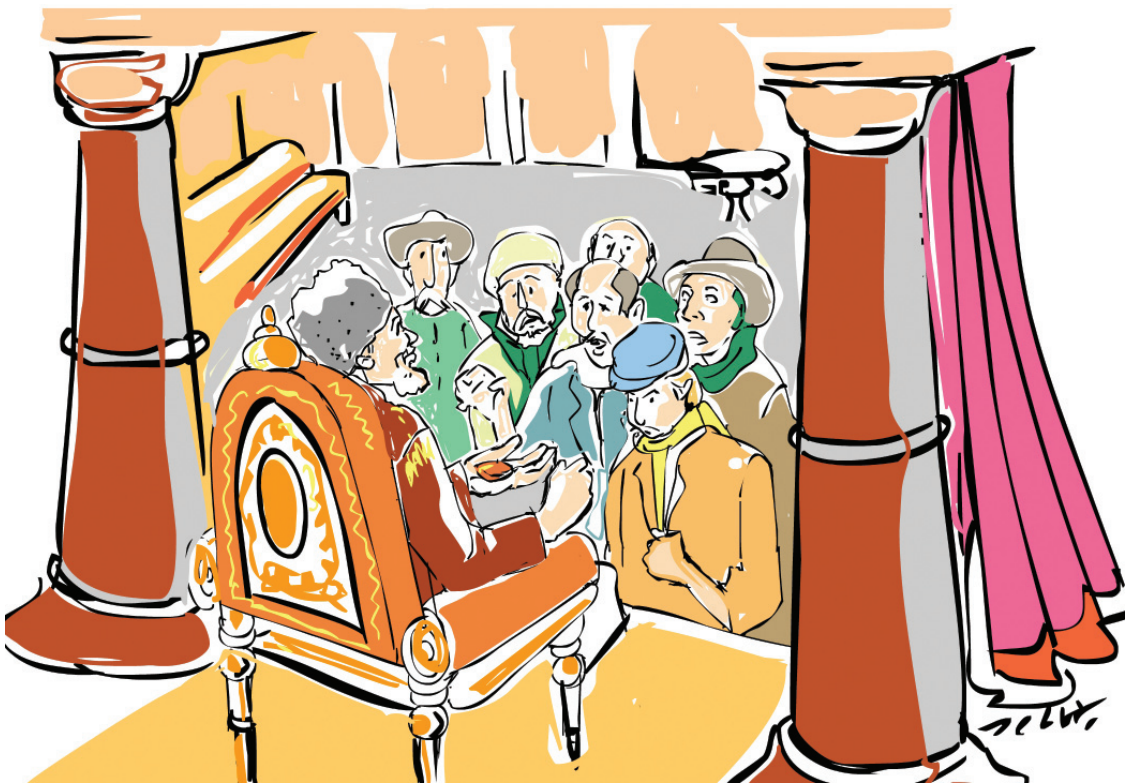
The wise men went to the king and said:

‘It is a grain of corn.’

At this the king was much surprised; he ordered the learned men to find out when and where such corn grew. The learned men pondered again, and searched in their books, but could find nothing about it. So they returned to the king and said:

‘We can give you no answer. There is nothing about it in our books. You will have to ask the peasants; perhaps some of them may have heard from their fathers when and where a grain grew to such a size.’

2. The learned men failed to find an answer about the corn. What do you think the king would do next?



So the king gave orders that some very old peasants should be brought before him. His servants found one such man and brought him to the king. He was old and bent, pale and toothless. He could just manage to totter into the king's palace with the help of crutches.

The king showed him the grain, but the old man could hardly see it. He took it however, and felt it with his hands. The king questioned him, saying:

‘Can you tell us, old man, where such grains grew? Have you ever bought such corn, or sown it in your fields?’

The old man was so deaf that he could hardly hear what the king said and only understood with great difficulty.

‘No!’ he answered at last, ‘I never sowed nor reaped any like this in my fields, nor did I ever buy any such. When we bought corn, the grains were always as small as they are now. But you might ask my father. He might know where such grains grew.’

3. Why did the peasant suggest that his father might give a better solution?



## The Great Grandfather



The king sent for the old man's father, and he was brought before him. He came walking on one crutch. The king showed him the grain and the old peasant, who was still able to see, took a good look at it.

And the king asked him: 'Can you tell us old man, where a corn like this used to grow? Have you ever bought anything like it, or sown it in your fields?'

Though the old man was rather hard of hearing, he could hear better than his son.

'No,' he said, 'I never sowed nor reaped any grain like this in my field. As for buying, I never bought any, for in my time, money was not yet in use. Everyone grew his own corn, and when there was any need, we shared with one another. I do not know where such kind of corn grew. Ours was larger and yielded more flour than the present day grain, but I never saw any like this.'

4. '... for in my time, money was not yet in use.' How would the people have got the grain they wanted?



I have, however, heard my father say that in his time, the grain grew larger and yielded more flour. You had better ask him.'

So the king sent for the old man's father. They found him, and brought him before the king. He entered walking easily and without crutches. His eyes were clear, his hearing good, and he spoke distinctly. The king showed him the grain, and the old grandfather looked at it, and turned it about in his hand.

'It is long since I saw such a fine grain,' said he, and he bit a piece off and tasted it.

'It's the very same kind,' he added.

5. What difference do you see in the grandfather and the old peasant?

## The Corn

'Tell me, grandfather,' began the king, 'when and where was such corn grown? Have you ever bought any like it, or sown it in your fields?'

And the old man replied:

'Corn like this used to grow everywhere in my time. I lived on corn like this in the days of my youth, and fed others on it. It was such a grain that we used to sow, reap and thresh.'

And the king asked:

'Tell me, grandfather, did you buy it anywhere, or did you grow it all yourself?'

The old man smiled.

'In my time,' he answered, 'no one ever thought of such a sin as buying or selling bread; and we knew nothing of money. Each man had enough corn of his own.'

6. What details of the grain did the great grandfather give?

7. What is the sin mentioned by the grandfather?





## The Grain as Big as a Hen's Egg

'Then tell me grandfather,' asked the king, 'where was your field, where did you grow corn like this?'

And the grandfather answered: 'My field was God's earth. Wherever I ploughed, it was my field. Land was free. It was a thing no man called his own. Labour was the only thing men called their own.'

'Answer me two more questions,' said the king. 'The first is, why did the earth bear such grain then and has ceased to do so now? And the second is, why does your grandson walk with two crutches, your son with one, and you yourself with none? Your eyes are bright, your teeth sound, and your speech clear and pleasant to the ear. How have these things come about?'

And the old man answered: 'These things are so, because men have ceased to live by their own labour, and have taken to depending on the labour of others. In olden times, men lived according to God's law. They had what was their own, and coveted not what others had produced'.

8. What moral do you learn from the old man's words?



Let's revisit the story

1. How did the wise men try to find the details of the corn?

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2. Why was the great grandfather healthier than his son and grandson?

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3. How did the king become aware of the merit of labour, at the end of the story?

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4. How was the life of the people in olden days?

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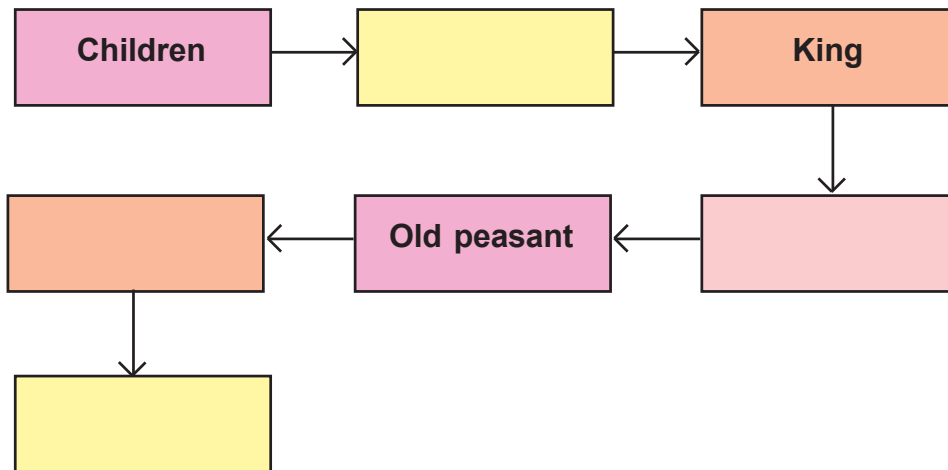
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### Activity 1

The journey of the big grain of corn started when the children playing found the corn in a ravine and ended when it reached the old peasant's grandfather, who unfolded the details about the grain. Let's complete the journey of the big grain of corn by filling in the empty boxes.



### Activity 2

The king sent for the old man's grandfather and he was brought before the king. The king showed him the grain. The great grandfather looked at it and smiled.

Imagine and write the possible conversation between the king and the great grandfather.

King : Dear grandfather, can you tell me where this corn was grown?

Great Grandfather : \_\_\_\_\_

King : \_\_\_\_\_

Great Grandfather : \_\_\_\_\_

King : \_\_\_\_\_

Great Grandfather : \_\_\_\_\_

King : \_\_\_\_\_

Great Grandfather : \_\_\_\_\_

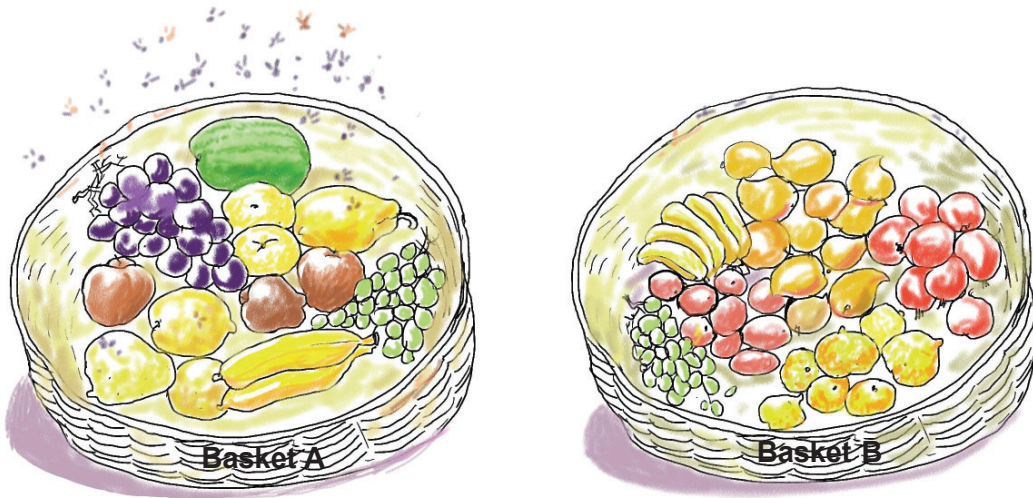
King : \_\_\_\_\_

Great Grandfather : \_\_\_\_\_



### Activity 3

Look at the pictures carefully.



Do you see flies hovering over the fruits in Basket A?

Why do you think there are no flies around the fruits in Basket B?

Discuss and write.

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### Activity 4

In Kerala, we buy most of the vegetables and food items from the market. But, there are many people who grow vegetables and food grains in their houses/farms/schools.

a. Name some vegetables and fruits that you can cultivate at home/in your school.

| Vegetables | Fruits |
|------------|--------|
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |
| _____      | _____  |

b. Now, write down the advantages of growing vegetables and fruits at home. The following hints will help you.

(fresh, pesticide-free, healthy life, nutritious, stress reduction, satisfaction, additional income, natural manure)

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### Activity 5

The king decided to honour the great grandfather. He organised a function to felicitate him. The great grandfather made a speech about the difference between the life-style and the methods of farming during his own time and that of the present generation. What would be the likely speech made by the great grandfather? Write the **speech** using the hints given in the box below.

Hints:

| Past                                           | Present                   |
|------------------------------------------------|---------------------------|
| i. lived by one's own labour                   | depend on others          |
| ii. had no desire for what others had produced | jealous and greedy        |
| iii. used natural methods of farming           | use artificial methods    |
| iv. not selfish and were generous              | selfish and self-centered |

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## Activity 6

Look at the words given below. Compare the features of the old peasant and the great grandfather. One is done for you.

bright eyes, deaf, greedy, generous, healthy, lazy, clear speech,  
sharp ears, unhealthy, irrational, unselfish, rational, selfish, toothless,  
indistinct speech, hard working, poor eyesight, strong teeth

| Old Peasant   |
|---------------|
| poor eyesight |
|               |
|               |
|               |
|               |
|               |
|               |

| Great Grandfather |
|-------------------|
| bright eyes       |
|                   |
|                   |
|                   |
|                   |
|                   |
|                   |

Using the words you have listed, write a description each about the old peasant and the great grandfather.

Old Peasant

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Great Grandfather

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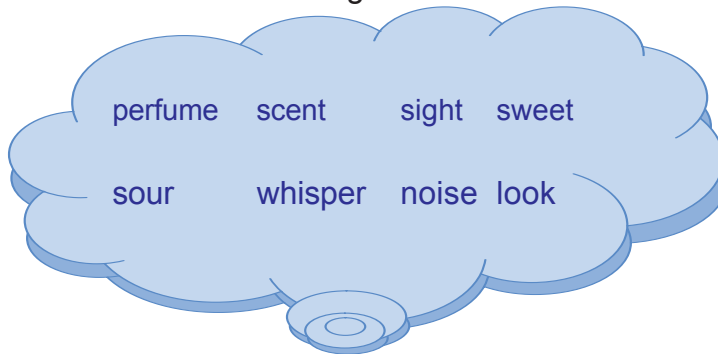
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### Activity 7

Read the words given in the bubble. Find out words that are related to the encircled words. Write them in the blanks given.



|       |       |       |
|-------|-------|-------|
| see   | _____ | _____ |
| hear  | _____ | _____ |
| smell | _____ | _____ |
| taste | _____ | _____ |

### Activity 8

Read the sentences given below. Rewrite them using 'hardly'. One is done for you.

e.g. The king showed him the grain but the man could not see it.

The king showed him the grain but the man could hardly see it.

1. The old man was so deaf that he could not hear what the king said.

\_\_\_\_\_

2. The wise men thought for a long time but couldn't make head or tail out of it.

\_\_\_\_\_

3. The learned men pondered again and searched in their books, but could not find anything about it.

\_\_\_\_\_

4. We knew nothing of money in our old days.

\_\_\_\_\_

### Activity 9

Read the following sentence from the story.

The grain was as large as a hen's egg.

We can split this sentence into two:

The grain was large.

A hen's egg was large.

Now, find out the appropriate pair of sentences from the table and combine using 'as....as'. One is done for you.

|                             |                               |
|-----------------------------|-------------------------------|
| <del>Kishore is tall.</del> | A lotus is also beautiful.    |
| Nithin is young.            | An ant is small too.          |
| Tintu Luka runs fast.       | <del>Anand is tall too.</del> |
| A jasmine is beautiful.     | A deer also runs fast.        |
| A grain is small.           | Athul is also young.          |

e.g. 1. Kishore is as tall as Anand.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Here's a short play of a farmer who tries to sell his products. Read it and enjoy.

## Clever Carla

*In the city of Palermo, Italy, there lived a poor farmer and his young daughter, Carla. The farmer worked hard to cultivate fine grains and fresh vegetables, which he sold at a nearby market. Carla helped her father by watering the plants and collecting the grains.*

### Scene 1

*One day the farmer loaded his wagon with grains and hitched up his only horse.*

Farmer : Wish me luck, Carla, I am going to the market and hope to return before dark with my pockets filled with money.

Carla : Good luck, Papa. Do come back soon. I will have the rest of the grains collected by the time you come back.



## Scene 2

### In the Street

Merchant : Hey! Wait, my good fellow.

*(He picks up a handful of grains and admires them.)*

I see you do fine work. Very fine indeed! *(He looks at the farmer with a sly grin.)* How much for everything?

Farmer : Twenty copper pieces for everything.

Merchant : It's a deal! Here is the money. *(The merchant climbs on to the wagon, seats himself next to the farmer.)*

Now step down and be on your way.

Farmer : What's this?

Merchant : Come now, my dear fellow, let us not argue. You did agree to sell me everything, didn't you?

Farmer : Well, yes... but....

Merchant : I take you at your word. 'Everything' includes your wagon and your horse. After all, a deal is a deal! If you don't agree with me, we will go before the judge. There is one just down the street!



## Scene 3

### In the Court

Judge : Did you agree to sell 'everything'?

Farmer : Well... yes... but...

Judge : Then a deal is a deal! And you must do as you agreed.

*(The farmer walks back home, with the cruel merchant's laugh ringing in his ears. When he gets home, he explains everything to Carla just as it happened.)*

Carla : What a greedy old man!

But don't worry Papa, I have an idea.

*(Early the next day, Carla selected a basket full of the best, ripe watermelons that the farmer had ever made.)*

Carla : Let me try my luck at selling these.

## Scene 4

### In the Street

Merchant : Young lady, you look tired. Perhaps I can help you.

Carla : That would be very nice indeed.

*(She holds out a pair of water melons.)*





Merchant : How much for everything?  
*(He grins shyly, thinking he can make another good deal for himself.)*

Carla : How much will you give me?  
*(The merchant takes three copper coins in his hand.)*

Merchant: These are difficult times, lady.  
This is all I can offer.

Carla : Everything in your hand?

Merchant: Yes, certainly.

Carla : Then it is a deal!  
*(She holds out her hand for payment. The merchant grins shyly and slides the coins into her hands.)*

Carla : Oh, thank you. And I see that you have three lovely rings. I will have them as well. Thank you. They are very colourful.

Merchant: What! You must be crazy.

Carla : But you had agreed to give me ‘everything’ in your hand, didn’t you?  
And remember, a deal is a deal! Just the way you had a deal with my father, the other day.

Merchant: Oh! No! *(Reluctantly he removes the rings and gives them to Carla. He wipes his tears. She sees his tears and returns the rings.)*

Carla : I can’t cheat anybody as you did. My father taught me not to harm anybody. Take your rings back. *(The merchant looks at Carla in wonder.)*



**Robert Scotellaro** was born in New York. His short fiction and poems have appeared in hundreds of print and online journals and anthologies. In 2003, he was the recipient of Zone 3's Rainmaker Award in Poetry. His book, *Measuring the Distance*, was shortlisted for the *da Vinci Eye Award* and it received Honorable Mention for the Eric Hoffer Book Award.

## Activity 1

Number the pictures in the same order as the events took place in the play.







Write the events in the right order in the space given below.

1. The farmer loaded his wagon with grains.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

### Activity 2

Read these lines which describe a farmer's work.

When the sun rises, I go to work.

When the sun goes down, I take rest.

I dig the well from which I drink.

I farm the soil which yields my food.

A farmer tills and toils in the farm to produce good products.

The work of a farmer is hard and eventful as described in the above lines.

Do you know any farmer in your locality? Collect their names, the crops they cultivate, the products, the way they sell it, etc.

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Look at the picture and describe the work of a farmer.

Don't forget to describe the work done by the family members of the farmer too.



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## Editing

The king of Ananthapuri wants to promote farming in his kingdom. One of his courtiers prepared a news report. There are some errors in it. Help him edit the report.

Ananthapuri: The king of Ananthapuri is worried about the poor condition of farming in his kingdom. He visit all parts of his kingdom. He could hardli see any cultivated land except in some areas. So he issued orders to began farming in all parts of the kingdom as early was possible. The king offered hundred gold coins for the best farmer, which makes the best result in farming.

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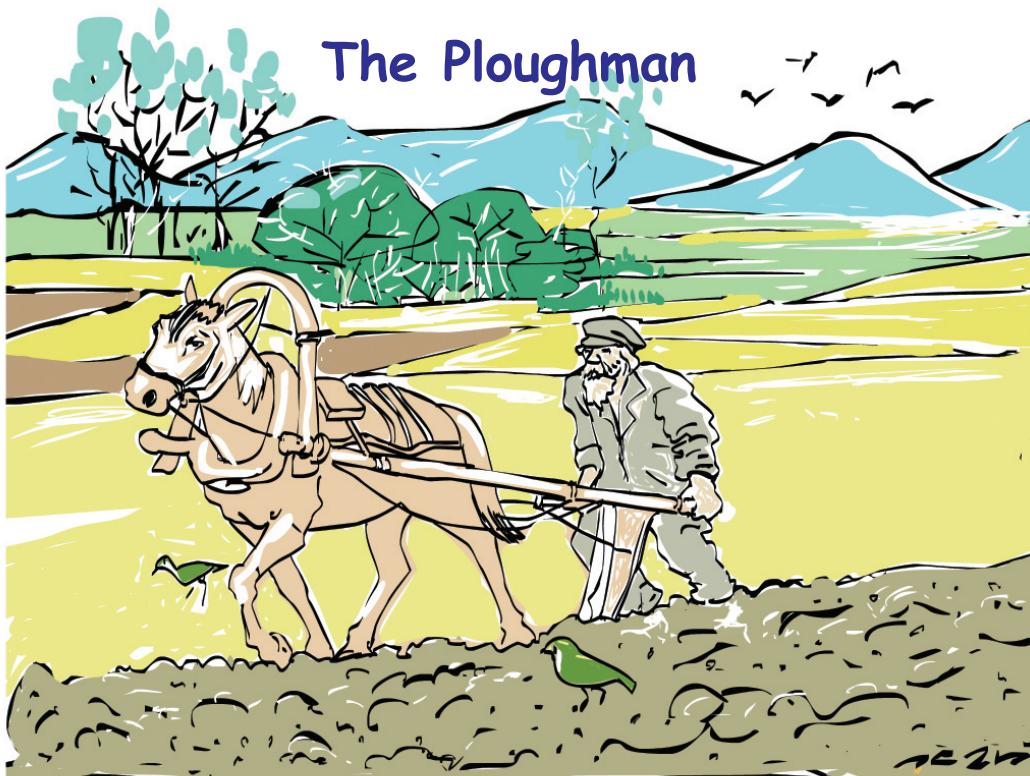
## Project

Collect names of as many fruits and vegetables as possible. Add the names of vegetables and fruits listed in Activity 4 on Page 115. Find out the vitamins and nutrients present in them, with the help of the Science textbook and your teacher.

List them down in the format as given below. One is done for you.

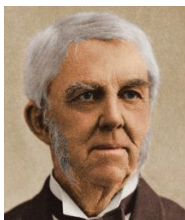
| Name of the Fruit/Vegetable | Nutrients/Vitamins         |
|-----------------------------|----------------------------|
| Carrot                      | Vitamin A, minerals, fibre |
|                             |                            |
|                             |                            |
|                             |                            |
|                             |                            |
|                             |                            |

Here is a poem written by the famous American poet Oliver Wendell Holmes. It is about a farmer's life, hard work and living.



These are the hands whose sturdy labour brings.  
The peasant's food, the golden pomp of kings;  
This is the page whose letters shall be seen,  
Changed by the sun to words of living green;

This is the scholar whose immortal pen  
Spells the first lesson hunger taught to men;  
These are the lines that heaven-commanded Toil,  
Shows on his deed, - the charter of the soil!



**Oliver Wendell Holmes Sr.** (1809–94) was an American physician, poet, professor, lecturer, and author based in Boston. A member of the Fireside Poets, his peers acclaimed him as one of the best writers of the day. His most famous prose works are the *Breakfast-Table* series, which began with *The Autocrat of the Breakfast-Table*. He was also an important medical reformer.



### Activity i

A poet turns letters and words into various styles to frame lines of a poem. Likewise, a farmer turns seeds to crops. Which lines give you this idea?

### Activity ii

In this poem, the poet considers both farming and writing as creative work. Let's examine how the poet compares these two activities. Study the following table and fill in the missing parts. Use the hints given in the bracket.

(pen, page, crops, seeds)

| Poet    | Farmer        |
|---------|---------------|
|         | field         |
| letters |               |
| words   |               |
|         | farming tools |

### Activity iii

Pick out pairs of rhyming words from the poem.

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### Activity iv

We are aware of the importance of agriculture. Why can't we celebrate *Chingam* 1<sup>st</sup> as the 'Farmer's Day' in our school? To make the programme colourful, what preparations are to be made?

1. Inviting farmers to the school.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, prepare a letter of invitation for the farmers.





I can



| I can                                                       | I can do it well | I can do with the help of others | I need improvement |
|-------------------------------------------------------------|------------------|----------------------------------|--------------------|
| read and enjoy short stories.                               |                  |                                  |                    |
| write conversation based on the story.                      |                  |                                  |                    |
| understand the features of a speech and deliver a speech.   |                  |                                  |                    |
| use appropriate words to describe persons.                  |                  |                                  |                    |
| collect data from various sources and prepare a project.    |                  |                                  |                    |
| read and enjoy plays.                                       |                  |                                  |                    |
| use 'hardly' in sentences to convey a negative sense.       |                  |                                  |                    |
| refer to a dictionary and find meanings of difficult words. |                  |                                  |                    |
| arrange the events of a play in the correct order.          |                  |                                  |                    |
| recognise how to use 'as...as'.                             |                  |                                  |                    |
| read and enjoy a poem and appreciate it.                    |                  |                                  |                    |



**argue** (v): to speak angrily to somebody because you disagree with them

The students *argued* with each other about the answer to the question.

**cease** (v): to stop happening

The Commander ordered his men to *cease* the war.

**charter** (n): an official document

The *charter* for upgrading the college was received last month.

**corn** (n): any plant that is grown for its grain  
a field of wheat *corn*

**covet** (v): to desire something very much, especially that belongs to somebody else

He had *coveted* for a chance to work with a famous musician.

**crazy** (adj): not sensible; stupid

He must be *crazy* to lend money to a spendthrift.

**crutches** (n): a long stick with a crosspiece at the top used to walk by a lame person

**cultivate** (v): to prepare and use land for growing plants or crops

The land around here has never been *cultivated*.

**distinctly** (adv): easily or clearly heard, seen, felt, etc.

Even though it was raining, I *distinctly* heard someone calling.

**grain** (n): the small hard seeds of food plants such as wheat, rice, etc., a single seed of such a plant

**grin** (v): to smile widely

He *grinned* at me as if sharing a secret joke.

**groove** (n): a long narrow cut on the surface of something hard

There is a *groove* seen on the door.

**hitch** (v): to get a free ride in a vehicle

The traveller *hitched* around the city on a rickshaw.

**peck** (v): to hit or pick with the beak

A robin *pecked* at crumbs lying on the ground.

**plough** (v): to dig and turn over a field or other area of land

Nowadays we use tractor to *plough* the fields.

**pomp** (n): the impressive clothes, decorations, etc.

There is all the *pomp* and ceremony of a royal wedding.

**ponder** (v): to think carefully and reach a decision

The senator *pondered* the question for a moment.

**ravine** (n): a deep and narrow valley with steep sides

*Ravines* are found in mountaneous areas.

**reluctantly** (adv): not willingly

The travellers *reluctantly* agreed to pay the higher fare.

**scholar** (n): a person who knows a lot in detail about a particular subject

He was the most distinguished *scholar* in the university.

**sly** (adj): done in a secret or dishonest way, often intending to trick people; cunning (adv: slyly)

**sturdy** (ad): strong and not easily damaged

Vinu purchased a *sturdy* pair of boots for trekking.

**thresh** (v): to separate grains of rice, wheat, etc.

The old woman *threshed* the grains.

**toil** (v): to work very hard and/or for a long time

The peasants *toil* in the fields from morning to evening.

**totter** (v): to walk or move with weak unsteady steps

The drunkard *tottered* along the streets.

**yield** (v): to produce crop

These are trees that no longer *yield* fruits.



Unit 5  
*Helping Hands*

## Unit at a Glance

### Helping Hands

#### Prose:

The Champ (Girija Rani Asthana)  
A Glass of Milk

#### Poem

If I can Stop One Heart from Breaking (Emily Dickinson)

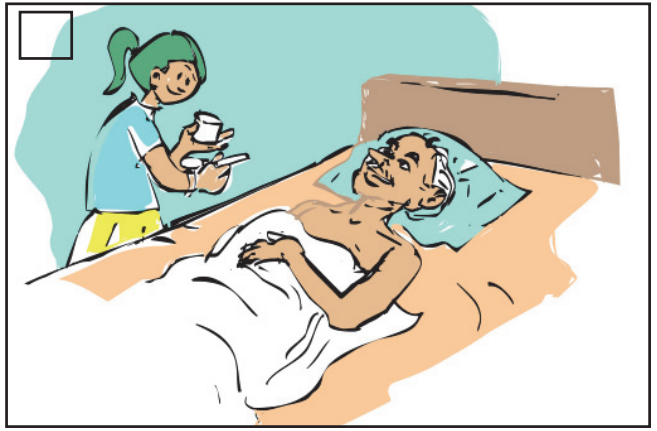
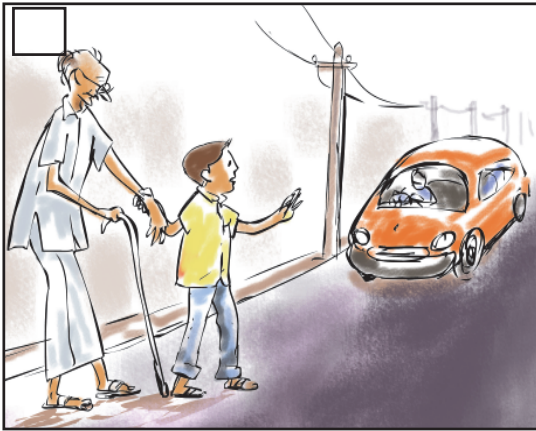
### Learning Outcomes

**By learning this unit, the learner will be able to:**

- read and enjoy a story.
- read a passage and sequence the events of the story.
- read and enjoy a poem.
- write down the thoughts of a character.
- write beautiful descriptions of nature.
- engages in word game individually.
- prepare caution notices, signboards, etc.
- use 'let's' in different contexts.
- identify the speaker and addressee from a given quotation.
- play language games.
- use singular and plural nouns in different contexts.
- write newspaper reports.



Go through the pictures given below.



Little deeds of kindness  
Little words of love  
Make our earth an Eden  
Like the heaven above.

Which of the pictures given above are related to deeds of kindness?

Put a tick mark (✓) against those pictures in the boxes provided.



# The Champ

We rarely do come across people who are willing to help others. Such people can change the world with their love and care. Here is an interesting story of a village girl. Let's read and see how her timely action helps someone in need.

## To the Swimming Pool

'You swim freestyle?' asked Ranjit.

'Or backstroke?' enquired Aman.

'Or butterfly?' questioned Ranjit.

'Or breaststroke?' Aman queried.

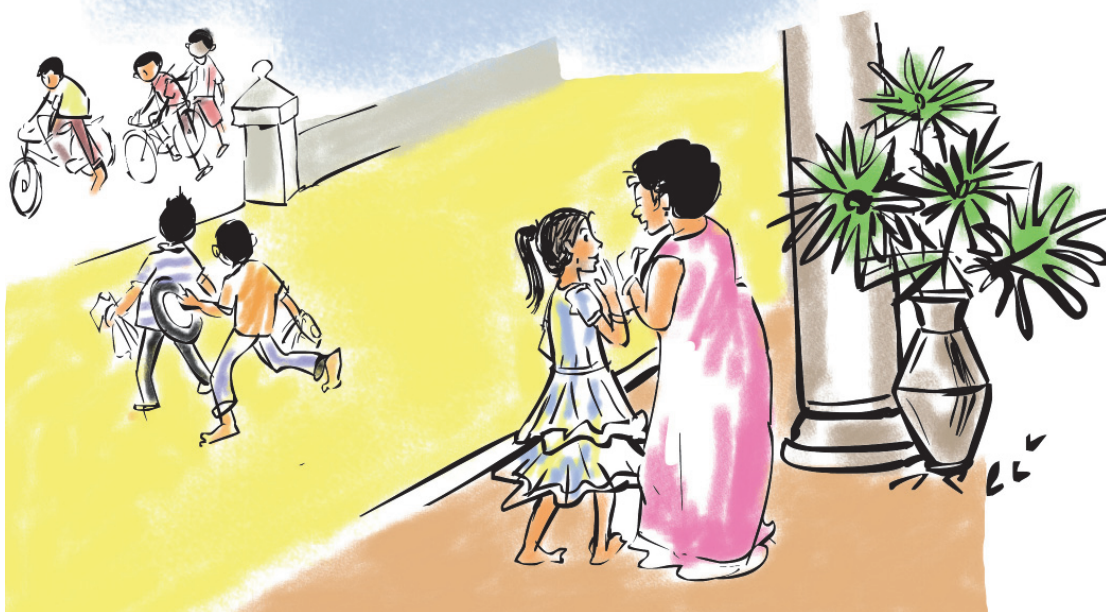
'No, I don't know any of these. I just swim,' replied Radha nervously.

'It means you can just float or crawl, not swim properly,' Ranjit said in a condescending manner.

'No, my dear Ranjit, she can swim and swim very well. Don't forget that she lives on the banks of River Sarayu. She learnt swimming even before she could walk,' said Radha's aunt who had come to the drawing room when

1. What was the conversation all about?

2. How did Radha's aunt react to Ranjit's remark?



## The Champ

she heard this inquisition of her niece by her sons. 'You better take her with you to the club,' she ordered.

The boys didn't say anything. It was clear that they didn't want to take their cousin from a small town to the club where they were going with their friends. But they didn't dare to disobey their mother either. They thought hard to come up with some excuse. Suddenly, Aman said, 'Ok Radha, pack your swimming costume and come,' and he winked at Ranjit.

'Swimming costume! But I don't have any. Back home I swim in my salwar kurta,' Radha said innocently.

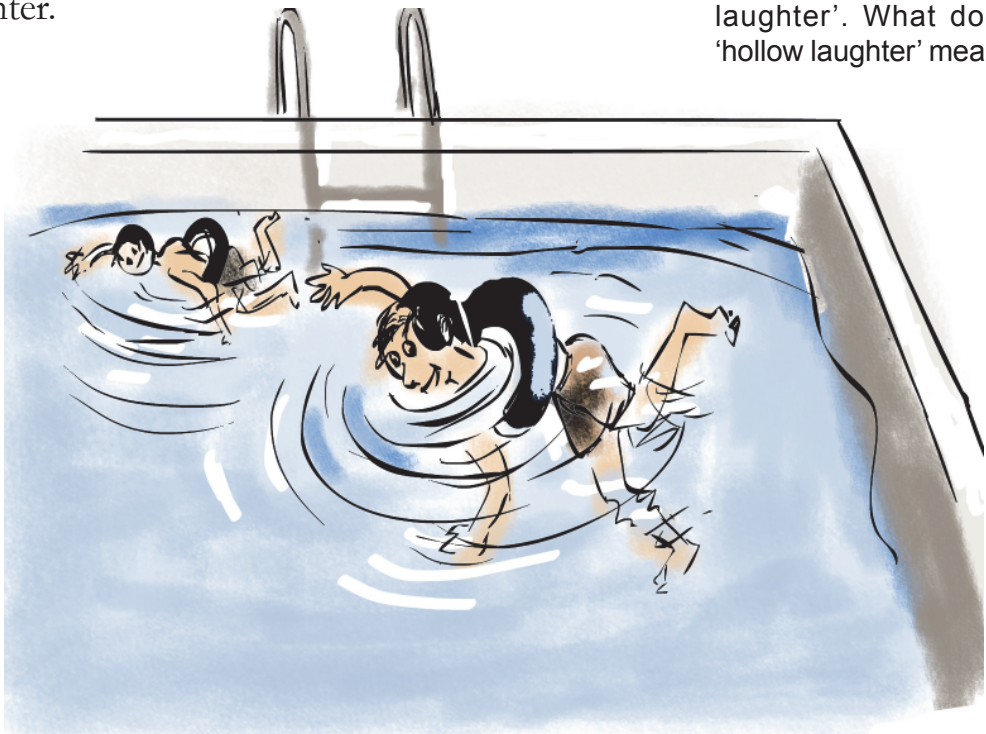
'But you can't swim in your salwar kurta in the club's swimming pool.' Aman said and looked triumphantly at Ranjit. Just then, they heard cycle bells ringing outside indicating that their friends had arrived and they rushed out.

Radha watched them going. She saw her aunt running after the boys with a frown.

'Oh, don't bother about me, aunt. I'm not keen to go. I would rather watch TV with you,' Radha said with a hollow laughter.

3. The boys did not take Radha to the pool. What excuse did the boys give?

4. Radha spoke to her aunt with a 'hollow laughter'. What does 'hollow laughter' mean?



## A Village Girl

Radha rested her head on the back of the sofa on which she was sitting and closed her eyes. She had lied when she told her aunt that she was not keen to go. Actually she was very keen. She loved swimming and back in her small hill-town, in the middle of Kumaon hills in UP, she swam in the small river almost every day.

Radha was very excited when after her Class VIII exams, she got her aunt's invitation to spend her summer vacation with her in Delhi. She had never been out of her small town and eagerly looked forward to her visit to her aunt's place. But within a week of her arrival, she was thoroughly disenchanted with Delhi and felt lonely. Not that her cousins, Ranjit, a year older and Aman of her age, were rude to her but the companionship which she looked forward to was missing. Her city cousins and she with her small town background were poles apart. She had nothing in common with them. They and their friends talked about computers and video games, listened to pop music and watched western films and she didn't understand any of these things. She felt lost among them and thus kept mostly to herself. But when she heard that her cousins were going for swimming, she thought she would also go with them as she knew swimming well. But alas! Here also her cousins disappointed her. Tears ran down her cheeks.

5. Why was Radha excited when she got her aunt's invitation to Delhi?

6. Pick out the sentences which tell us that Radha felt lonely at her aunt's home.





## The Picnic

‘We are going for a picnic on the banks of the river Yamuna, this Saturday,’ announced Radha’s uncle in the evening when he returned from office.

‘Hurrah,’ shouted Ranjit and Aman. ‘We’ll call Gaurav, Neha and Sameer also.’

‘We’ll swim and go for boating. Oh! What fun we’ll have.’ The boys were very excited. Radha too was excited and looked forward to the day of picnic.



On Saturday, they started early in the morning and by noon they were at a beautiful secluded spot on the banks of the Yamuna. This place was at the foothills of Shiwalik and the blue water of the river was crystal clear. The weather was pleasant and a cool breeze was blowing.

After lunch, the grown-ups got busy with their card-game and the children went out to explore the surrounding woods. Radha went with them for a while but soon felt out of place and separated from them. She came back, took her book and settled down on a big rock near the water edge and started reading. Soon she heard some voice and looked up. She saw Ranjit, Aman and their friends Sameer, Gaurav and Neha coming in her direction.

7. Radha found it difficult to mingle with the other children. Which sentence expresses this idea?



‘Hey! Let’s go into the water. It’s cool and inviting,’ suggested Ranjit.

‘Oh goody. What fun!’ Aman shouted. They wore their swimming costumes. Soon all of them were in the water, shouting and laughing and enjoying themselves. Radha watched them wistfully.

A little beyond where Ranjit, Aman and their friends were playing in the water, the current was very swift. Radha saw Aman very near to it.

‘Aman, don’t go beyond that big boulder. The current is very fast there,’ she warned.

‘Don’t bother Radha, we all know swimming and can take care of ourselves,’ Aman replied carelessly.

Radha felt sad and went back to her book.

8. Radha was concerned much about her cousins. How do we know this?



## The Danger

‘Aman, Aman come back... you fool,’ Radha heard the shouts. She quickly looked up and found Aman caught in the current and being carried away rapidly towards the middle of the river. All the others were shouting but no one dared to jump into the current. Radha quickly took off her shoes and jumped into the water.

When she surfaced, she saw Aman trying hard to swim against the current. But the current was too swift for him and he was finding it difficult to swim against it.

Radha didn’t find swimming against the current difficult as she was used to swimming in the swift stream in the hills.

Soon Radha caught up with Aman. He was shocked and thoroughly exhausted.

9. ‘Aman was caught in the current’. What difference do you notice in the reactions of Radha and that of others?

10. Do you think Radha had any problem in swimming against the swift current? Why?





## Helping Hand



‘Don’t panic Aman. I’m here to help you,’ Radha said soothingly. ‘Just hold my waist with one hand and try to paddle slowly with your feet. I’ll carry you with me.’ Aman did exactly what he was told. Radha started swimming back slowly. Now with Aman’s weight, it was tough for her to swim against the current. She used all her strength and inched back towards the river bank.

By the time she reached there, a big crowd had gathered. Half a dozen hands caught hold of her. Someone said, ‘Let go off Aman. We are here.’

Then someone scooped her out of water and laid her down slowly on the sand. She was panting and her throat was dry. She shivered uncontrollably. Someone brought a blanket and wrapped it around her. She closed her eyes.

## The Champ

‘Drink this,’ she heard her aunt’s voice and opened her eyes. Her aunt was holding a hot mug of steaming coffee. ‘This will give you strength.’

Radha drank two mugs of coffee and felt quite relieved. ‘Hey champ. You’re great!’ She looked up and saw Ranjit looking at her sheepishly. ‘What a swimmer you are! You swim like a fish.’



11. How did Radha respond to Ranjit’s comment on swimming?

‘But I don’t know any style,’ Radha replied with a tinge of bitterness.

‘Oh! Please forgive us, Radha. We eat our words. But I will love to learn your style... your very own style Radha,’ said Ranjit and held out his hand to her.

Radha’s face glowed with happiness.

*(Slightly adapted)*

12. ‘We eat our words’. What does Ranjit mean by this statement?



**Girija Rani Asthana**, an Indian short story writer has been writing for children for the past twenty-five years in English and Hindi. She writes both fiction and non-fiction for children of all age groups. She has written about twenty books and hundred short stories for children. She has won various awards for her picture books and short stories.



## Let's revisit the story

1. 'Her city cousins and she, with her small town background were poles apart. She had nothing in common with them.' How was Radha different from her cousins?

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2. Radha is brave and helpful. Do you agree with this statement? Pick out some instances from the story that support your answer.

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3. Imagine that you were also present at the spot where Radha saved Aman. Describe what happened in about 100 words.

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## Activity 1

Here's the last part of the story.

*'Oh! Please forgive us, Radha. We eat our words. But I will love to learn your style... your very own style Radha,' said Ranjit and held out his hand to her.*

Ranjit felt sorry for what they had done to Radha. What would his thoughts be? Write the thoughts of Ranjit.

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## Activity 2

Here are some scrambled words. The words describe the various qualities of a person.

[fshsiel, tmiospitci, ysh, sgoerneu, studenavour, amen, teglen, neste, dincnotfe]

Unscramble them and complete the word pyramid with the help of the hints given.

1. nervous about meeting or speaking to other people

2. narrow minded, petty

3. nervous or worried

4. calm and kind

5. caring only about oneself

6. liberal, open-handed

7. sure about one's own ability

8. expecting good things to happen

9. willing to take risks

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|---|--|---|--|---|--|--|---|--|---|--|
| 1 |  | H |  |   |  |  |   |  |   |  |
| 2 |  | E |  |   |  |  |   |  |   |  |
| 3 |  | E |  |   |  |  |   |  |   |  |
| 4 |  | E |  |   |  |  |   |  |   |  |
| 5 |  | E |  |   |  |  | H |  |   |  |
| 6 |  | E |  |   |  |  |   |  |   |  |
| 7 |  | O |  |   |  |  | E |  |   |  |
| 8 |  | P |  |   |  |  |   |  | C |  |
| 9 |  | D |  | E |  |  |   |  | O |  |

### Activity 3

Read the dialogues given in the table below. Who is the speaker? Who is it addressed to? What characteristics of the speaker are expressed here?

Pick out the relevant words from the bracket and complete the table.

(appreciating, mocking, encouraging, caring, concerned, innocence)

| Speaker | Addressee | Dialogue                                                                   | Characteristic of the speaker |
|---------|-----------|----------------------------------------------------------------------------|-------------------------------|
| Radha   | Ranjit    | 'No, I don't know any of these.<br>I just swim.'                           | innocence                     |
|         |           | 'It means you can just float or crawl,<br>not swim properly.'              |                               |
|         |           | 'She learnt swimming even before she<br>could walk.'                       |                               |
|         |           | '....don't go beyond that big boulder.<br>The current is very fast there.' |                               |
|         |           | 'Drink this. This will give you strength.'                                 |                               |
|         |           | 'Hey champ. You're great...! You swim<br>like a fish.'                     |                               |

## Activity 4

In the story 'The Champ', we have seen Radha, the brave girl. Imagine Radha got an award for bravery from the President of India. Prepare a newspaper report about it.

- What will the headline be?
- Where will you write the place and date?
- How will you report the event?

Features of a newspaper report.

### 1. Headline

- catches attention
- sums up the story

### 2. Byline

- writer's name (if necessary)

### 3. Place line

- where the story begins/happens

### 4. Lead

- the opening section
- gives the most important information
- should answer most of the 5 Ws (What, Who, When, Where and How)

### 5. Body of the text

- supplies details
- important details first
- simple true statements

### 6. Quotations

- what someone actually said

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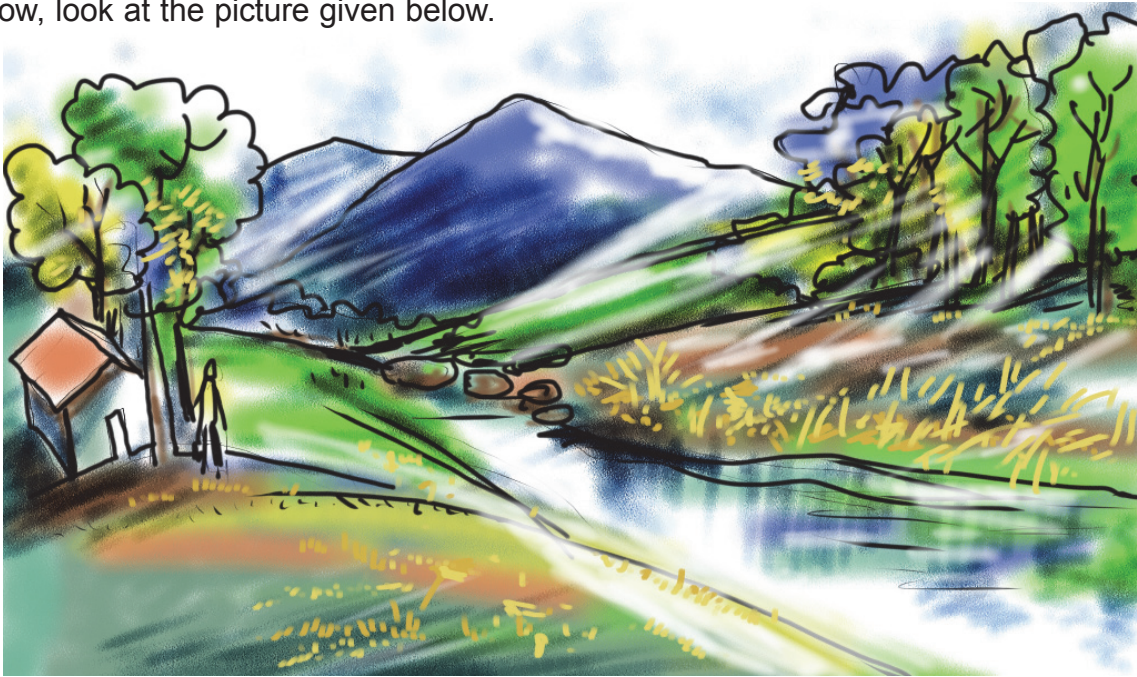


### Activity 5

Read the description taken from the story.

*On Saturday, Radha and her cousins started early in the morning and by noon they were at a beautiful secluded spot on the banks of the Yamuna. This place was at the foothills of Shiwalik and the blue water of the river was crystal clear. The weather was pleasant and a cool breeze was blowing.*

Now, look at the picture given below.



Have you seen any such beautiful place in your village or anywhere else?

Describe this picture.

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You can improve your writing by including sensory rich words, describing words and words denoting time as given below.

#### 1. Sensory rich words

- Words indicating sounds- e.g. rattling, buzzing, rustling
- Words indicating touch (feeling) - e.g. spongy, soft, warmth, smooth
- Words indicating visuals, sights - e.g. blue sky, green fields, the moon

- Words indicating smell - e.g. fragrance, perfume
- Words indicating taste - e.g. sweet, bitter, sour

## 2. Describing words

- Adjectives - e.g. beautiful, marvellous, ugly, interesting

## 3. Words denoting time

- Time - early, noon, morning, night

### Activity 6

‘Hey! Let’s go into the water. It’s cool and inviting.’

In this sentence, ‘Let’s’ is used to make a suggestion to a group that includes the speaker.

Go through this conversation.

Teacher : Let’s play an interesting game today, shall we?

Students : Yes sir, we like games.

Teacher : Well... then get ready. Let’s start now.

Students : Ok sir, we are ready.

Now rewrite the sentences using ‘let’s’.

One is done for you.

- a. The function will be held next week. We should prepare a notice.

The function will be held next week. Let’s prepare a notice.

- b. It is Priya’s birthday tomorrow. Shall we invite our friends?

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- c. Uncle said, ‘We can go for a picnic.’

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- d. It is our school anniversary tomorrow. Shouldn’t we decorate our school with flowers and balloons?

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- e. It is raining. We shall play in the showers.

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## Activity 7

Read the following sentences.

1. But alas! Here also her cousins disappointed her. Tears ran down her cheeks.
2. By the time she reached there, a big crowd had gathered. Half a dozen hands caught hold of her.

The underlined words specify the number of nouns.

### Countable

A pen - several pens

An apple - four apples

### Uncountable

Water

Sugar

Identify the countable and uncountable nouns from the words given below.

Write them down in the respective columns.

[ink, flower, gold, kerosene, table, bag, love, door, work, pencil, stick, advice]

### Countable Nouns

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### Uncountable Nouns

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Find out the nouns from the story and write down the countable and uncountable nouns in the respective columns.

### Countable Nouns

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### Uncountable Nouns

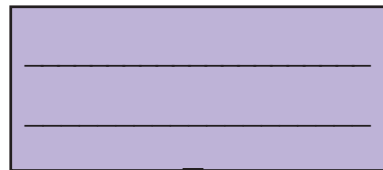
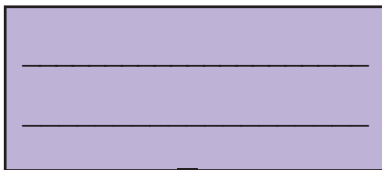
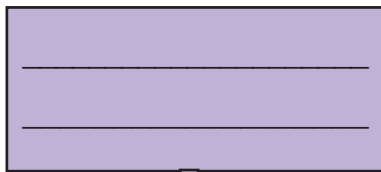
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### Activity 8

In the story 'The Champ', Aman met with an accident. There was no signboard warning the tourists about the possibilities of danger at the picnic spot. We can avoid many accidents if there are proper signboards/ warning boards. Can you prepare some signboards/ warning boards like the ones given below?

Dangerous Current,  
Swimming Prohibited

Go Slow,  
Slippery Road





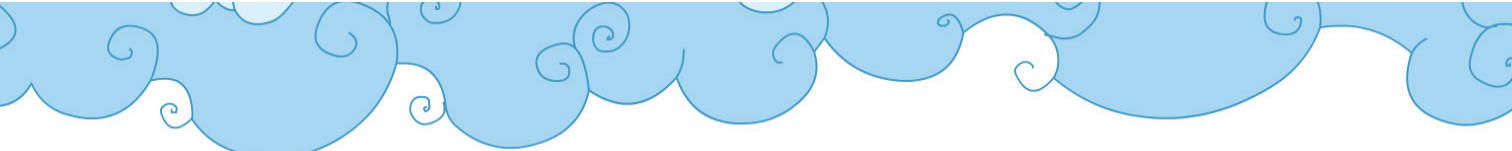
## Editing

Ranjith read a story and wrote a summary of it in his notebook. But there are some errors in it which are underlined. Help Ranjith edit the story and rewrite it properly.

Once there lived a old man. He had for sons. they often quarrelled with each other.

The father want to make them understand the wisdom of unity. He call the sons to his bedside and give each one a stick and ask them to break them. The sons broke the sticks with ease. the father then asked the sons to tie some stick into a bundle and break them. The son were not able to break it. They learn the lesson, 'Unity is Strength'.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## A Glass of Milk

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Has any stranger ever approached you for help? How did you treat him/her? Here you find a young woman's experience when a stranger approaches her for some water.

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One day, a poor boy was selling goods from door to door to pay his way through school. It was a hot day and he felt tired and hungry. He had only one thin dime left with him.

He decided not to ask for a meal at the next house. However, he lost his nerve when a lovely young woman opened the door. Instead of a meal, he asked for some water. She thought he looked hungry and so, brought him a large glass of milk.

He drank it slowly and then asked, 'How much do I owe you?' 'You don't owe anything,' she replied. 'Mother has taught us never to accept pay for acts of kindness.'

He said, 'Then, I thank you from my heart.'

As Howard Kelly left the house, he not only felt stronger physically, but his faith in God and man was also strengthened. He had decided to give up and quit.

Years later, that woman became old and critically ill with an unknown disease. The local doctors were baffled. They finally sent her to the big city, where they called in specialists to study her rare disease. Dr Howard Kelly was called in for the consultation. When he realised her and the town she came from, a strange light filled his eyes.

Immediately he rose and went down the hall of the hospital to her room. Dressed in his doctor's gown, he went in to see her. He recognised her at once. He went back to the consultation room determined to do his best to save her life. From that day he gave special attention to the case.



After a long struggle, the battle was won. Dr Kelly requested the business office to pass the bill to him for approval. He looked at it, then wrote something on the edge and the bill was sent to her room. She feared to open it, for she was sure it would take the rest of her life to pay for it all. Finally, she looked at it and something caught her attention on the side of the bill. She read the words....

‘Paid in full with one glass of milk.’

(Sd/-)

Dr. Howard Kelly

Tears of joy flooded her eyes as her happy heart prayed. ‘Thank you, God that Your love is shed abroad through our hearts and hands.’

## A Glass of Milk

1. The events of the story 'A Glass of Milk' are given in a jumbled order. Arrange them in the proper sequence.

- She read the words written on the bill.
- The boy was selling goods from door to door.
- Tears of joy flooded her eyes.
- The young woman gave a glass of milk to the boy.
- The woman was admitted in a hospital.
- Dr Howard paid the bill.

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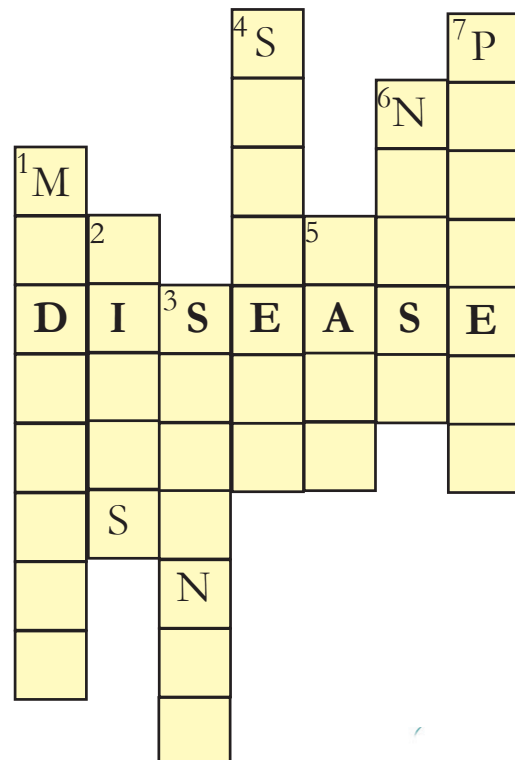


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2. In the story, Dr Howard Kelly works in a hospital. Have you ever visited a hospital? Complete the following word grid, using words related to 'hospital'.

### Clues:

1. a substance/liquid that you drink or swallow to cure an illness
2. small round pieces of medicine that you swallow without chewing.
3. a tube with a long needle that is used to inject drugs into a person's body or to take a small amount of blood from a person.
4. treatment of injuries by cutting the body open using instruments.
5. a separate area in a hospital for people with the same type of medical condition.
6. a person who takes care of sick or injured people in a hospital.
7. a person who receives medical treatment in a hospital.





There are many people who have a helping mentality. Helping others makes their life fruitful and beautiful. Here is a poem that describes the thoughts of such a person.

## If I can Stop One Heart from Breaking



If I can stop one heart from breaking,  
I shall not live in vain;  
If I can ease one life that's aching,  
Or cool one pain,  
Or help one fainting robin  
Unto his nest again,  
I shall not live in vain.

## If I can Stop One Heart from Breaking



**Emily Dickinson** (1830 - 86) was an American poet. She was born in Amherst, Massachusetts. She is regarded as one of America's greatest poets and is well-known for her unusual life of self-imposed social seclusion. Most of her poems deal with themes of death and immortality.

1. According to the poet, what is the real way of making one's life meaningful?

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2. Why does the poet repeat the line, 'I shall not live in vain' in this poem?

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3. Helping a bird is an act of kindness. Pick out from the poem the line which bears the same meaning.

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4. Pick out the words used in the poem that show physical suffering or discomfort.

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5. The title of the poem '*If I can Stop One Heart from Breaking*' tells us about the importance of helping others. How do you feel when you help others?

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6. Choose a suitable theme for the poem from the box given below.

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freedom, honesty, kindness, unity, happiness



### Activity i

I. Choose the best alternative.

1. What does the poet mean by '*stop one heart from breaking*'?
  - a. Help the person suffering from heart diseases.
  - b. Save a person from dying.
  - c. Comfort a person when one is sad.
  
2. 'I shall not live in vain.' Which among the following suits the meaning of this line?
  - a. My life will be useless.
  - b. My life will be meaningful.
  - c. My life will be dreadful.
  
3. The poet does not want to:
  - a. stop the heart from breaking.
  - b. ease the life from aching.
  - c. hurt the one who is happy.

### Activity ii

You may also want to do the following things like the poet. Prioritise them according to your preference.

- a. Stop one's heart from breaking.
- b. Ease one's life that is aching.
- c. Soothe a pain in someone's life.
- d. Help the robin from fainting.

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### Activity iii

Read the following dialogues.



What are some other ways in which you can help others?

List them out in the given space.

e.g. I like helping my mother in the kitchen.

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I can



| I can                                                                        | I can do it well | I can do with the help of others | I need improvement |
|------------------------------------------------------------------------------|------------------|----------------------------------|--------------------|
| understand the essential elements of a short story.                          |                  |                                  |                    |
| participate in discussions in the class and express my opinion.              |                  |                                  |                    |
| write simple descriptions of places and people.                              |                  |                                  |                    |
| prepare signboards or notice boards.                                         |                  |                                  |                    |
| write newspaper reports.                                                     |                  |                                  |                    |
| use the dictionary and other books for reference to enrich my vocabulary.    |                  |                                  |                    |
| identify singular nouns and plural nouns and use them in different contexts. |                  |                                  |                    |
| listen and comprehend a poem.                                                |                  |                                  |                    |
| use 'let's' in different contexts.                                           |                  |                                  |                    |
| write the thoughts of a character.                                           |                  |                                  |                    |
| make use of the new words from the text.                                     |                  |                                  |                    |
| express my feelings and opinions on various topics.                          |                  |                                  |                    |
| participate in language games.                                               |                  |                                  |                    |
| identify the speaker and addressee in a given quotation.                     |                  |                                  |                    |

## Glossary



**backstroke** (n): a style of swimming in which you lie on your back

**baffle** (v): to be too difficult to understand

One of the questions in the question paper *baffled* me completely.

**boulder** (n): a very large rock

**breaststroke** (n): a style of swimming that you do on your front, moving your arms and legs away from your body and then back towards it in a circle

**champ** (n): champion

**condescend** (v): to treat someone as inferior than oneself

When giving a talk, be careful not to *condescend* to your audience.

**costume** (n): dress

The actor had four *costume* changes during the play.

**current** (n): the movement of water or air flowing in a certain direction

The swimmer was swept away by the *current* of the river.

**disenchanted** (adj): no longer feeling enthusiasm; not feeling good or worth doing

He was *disenchanted* with his job as a lawyer.

**exhaust** (v): to be tired

She felt *exhausted* after a long journey.

**faint** (adj): feeling weak and tired

The travellers were *faint* from hunger.

**freestyle** (n): a swimming race in which people taking part can use any stroke they want

**frown** (v): to make a serious, angry or worried look by bringing your eyebrows closer together so that lines appear on your forehead

What are you *frowning* at me for?

**glow** (v): to look very pleased or satisfied

Radha was *glowing* with pride after winning the gold medal.

**inquisition** (n): an investigation

I was subjected to lengthy *inquisition* about the murder that happened next to my house.

**nervously** (adv): not confident, afraid

She smiled *nervously*.

**niece** (n): the daughter of one's brother or sister

**scoop** (v): to move or lift with a quick movement

The people *scooped* the drowning man and brought him to the shore.

**sheepish** (adj): looking or feeling embarrassed because you have done something wrong

The boy gave his friends a *sheepish* smile.

**soothingly** (adv): make somebody who is upset or anxious, feel calmer

'There's no need to worry,' he said *soothingly*.

**triumphant** (adj): very successful

The *triumphant* stage show made her a famous actor.

**vain** (adj): that does not produce the result you want; useless

I knocked loudly in the *vain* hope that someone might answer.

**wink** (v): to close one eye and open it again quickly  
He *winked* at her and she knew he was thinking the same thing that she was.