

TB/V/2014/400(E)

Kerala Reader English

STANDARD V PART 2



Government of Kerala
Department of Education



CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

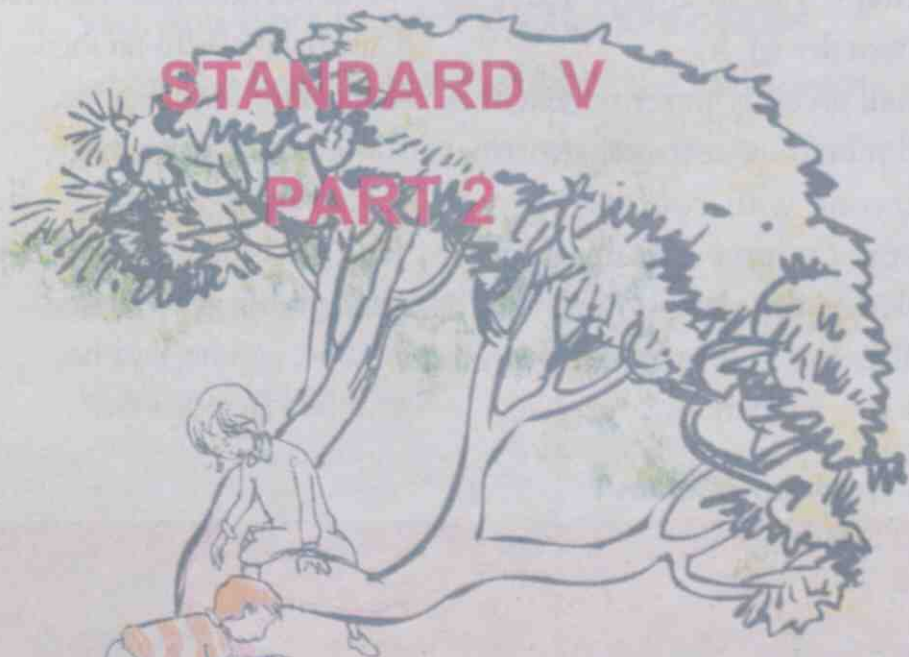
ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

KERALA READER ENGLISH

STANDARD V PART 2



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

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

2014

PLEDGE**THE NATIONAL ANTHEM**

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.

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 V Part 2

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Government of Kerala

Department of Education

2014

Dear learners

This is Part 2 of your English textbook. There are interesting stories, poems, pictures and activities in this book. This book also provides you with opportunities for singing, dancing and acting. I hope you will enjoy the stories and poems given in this book. The activities, I am sure, will be challenging and interesting for you. You have to work in pairs and groups when the book is transacted in the classroom. Your teacher will help you whenever you feel it necessary.

Enjoy learning English.

Wish you all the best.

Prof. K A Hashim
Director
SCERT



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UNIT 4

THE HAPPY PRINCE

Helping Hands

It was Friday night. Mithun was relaxing in a chair. He was watching his favourite TV show. His mother was in the kitchen cleaning dishes, pots and pans. Feeling tired, she decided to take rest for some time. Mithun noticed his mother going to bed early. He asked, 'Are you alright, mom?'

'I'm okay, but I need to take rest for a while,' she replied.

Mithun felt a bit sorry. 'I should've helped Mother,'

he thought. He felt very guilty. He got up and went to the kitchen.

He cleaned every pan and pot. He washed all the dishes and scrubbed every little spot. The kitchen



looked very clean and seemed to sparkle. Mithun was really happy since he had made a difference.

After a while, when Mithun's mother woke up and went to the kitchen to finish the rest of the work, she was really surprised. She could not believe her eyes. The kitchen was so clean. She was very happy that her son had helped her. She went to Mithun's bed and hugged him. 'Thank you my dear for caring me so much. You are really a nice child.' Mithun understood then that helping others makes them happy and it makes one happy too.

How did Mithun help his mother?

If you were in Mithun's place, what would you do?

Do you think Mithun is 'a nice child'?

Do you help your parents in household work?

THE HAPPY PRINCE

There was a prince in a faraway land, who was always happy. When he died, the courtiers of the palace made the statue of the Happy Prince and put it up high in the town. Now, read on....

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold; for eyes he had two bright sapphires and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. 'Be like the Happy Prince. He never cries for anything,' said a mother to her little boy who was crying for the moon.

'I am glad there is someone in the world who is quite happy,' muttered a disappointed man.

1. Why did the people admire the statue of the Happy Prince?

2. Pick out the sentences that show people's admiration for the Happy Prince.



THE LITTLE SWALLOW

One night there flew over the city a little swallow. His friends had gone away to Egypt to save themselves from the approaching winter.

'Where shall I stay?' he asked himself. Then he saw the statue on the tall column. 'I will stay there,' he cried. He alighted just between the feet of the Happy Prince.

'I have a golden bedroom,' he said. When he put his head under his wing a large drop of water fell on him.

'What a curious thing!' he cried, 'there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining.'

Then another drop fell.

'I must look for another place,' he said and was about to fly away. But before he had opened his wings, a third drop fell, and he looked up, and saw - Ah!

3. Have you seen birds making nests? Where do they nest?

4. Why did the swallow decide to stay between the feet of the statue?

5. There were no clouds in the sky. Then, from where did the drops of water come?



THE TEARS

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little swallow was filled with pity.

'Who are you?' he asked.

'I am the Happy Prince.'

'Why are you weeping then?' asked the swallow.

'When I was alive I did not know what tears were. I lived in the palace. Sorrow was not allowed to enter there. Everything about me was so beautiful. My courtiers called me the

6. Why was the prince not aware of tears when he was alive?



Happy Prince, and happy indeed I was if pleasure be happiness.

So I lived, and so I died. And now that I am dead, they have set me up here high. I can see all the ugliness and the misery of my city, and though my heart is made of lead, I cannot but weep.'

7. What made the Happy Prince sad?

THE REQUEST

'Far away,' continued the statue in a low musical voice, 'far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. She is so tired. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying.'

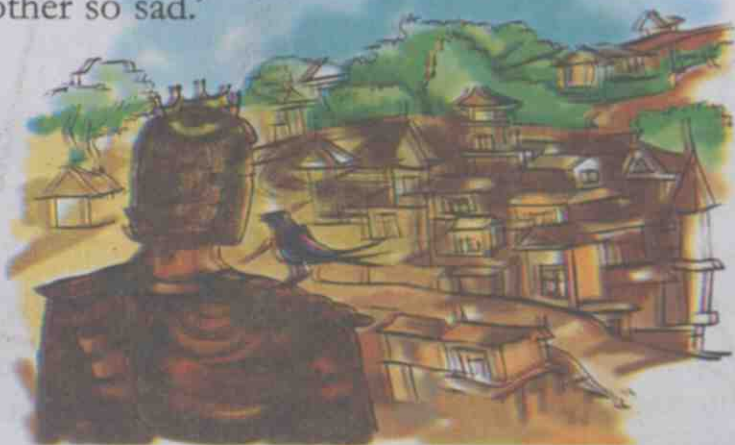
'Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt?'

'I am waited for in Egypt,' said the swallow. 'My friends are flying up and down the Nile.'

'Swallow, Swallow, little Swallow,' said the Prince, 'will you not stay with me for one night and be my messenger? The boy is so thirsty and the mother so sad.'

8. Why was the boy crying?

9. Why was the swallow not ready to help the woman at first?



'I don't think I like boys,' answered the swallow. 'Last summer, when I was staying on the riverside, there were two rude boys who always threw stones at me. They never hit me, of course; we swallows fly far too well for that.'

10. Why do some children throw stones at animals and birds? Have you ever prevented them?

THE MESSENGER

The Happy Prince looked so sad that the swallow was sorry. 'It is very cold here,' he said, 'but I will stay with you for one night, and be your messenger.'

'Thank you, little Swallow,' said the Prince.

So the Swallow picked out the ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.



At last he came to the poor house and looked in. The boy was tossing feverishly on his bed and the mother had fallen asleep. He laid the ruby on the table. Then he flew gently round the bed, fanning the boy's forehead with his wings.

Then the swallow flew back to the Happy Prince, and told him what he had done.

'I feel quite warm now, although it is so cold.' 'That is because you have done a good deed,' said the Prince. The swallow fell asleep.

11. Why did the swallow agree to be the messenger of the Happy Prince?

12. Why did the swallow feel so warm?

13. Will the swallow join his friends the next day?

THE WRITER

The next morning, the Prince said, 'Swallow, Swallow, little Swallow, far away across the city I see a young man. He is leaning over a desk covered with papers. His hair is brown and crisp and his lips are red as a pomegranate. He is trying to finish a play. Hunger has made him faint.'

'I will wait with you here one night longer,' said the swallow. 'Shall I take him another ruby?'

'Alas! I have no ruby now,' said the Prince, 'my eyes are all that I have left. They are made of rare sapphires, brought out of India a thousand years ago. Pluck out one of them and take it to him.'

'Dear Prince,' said the swallow, 'I cannot do that,' and he began to weep.

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I command you.'

So the swallow plucked out the Prince's eye and flew away to the young man. The young man did not hear the flutter of the bird's wings. When he looked up he found the beautiful sapphire.

'I am beginning to be appreciated,' he cried, 'this is from some great admirer. Now I can finish my play,' and he looked quite happy.

14. 'I will wait with you one night longer,' said the swallow. Why did the swallow decide so?

15. Why didn't the writer notice the swallow?

16. Why did the writer think that he was being appreciated?



THE LITTLE GIRL

The next day the swallow flew back to the Happy Prince.

'I've come to bid you goodbye,' he cried.

'Swallow, Swallow, little Swallow,' said the Prince, 'will you not stay with me one night longer?'

'It is winter,' answered the swallow, 'and the chill snow will soon be here. Dear Prince, I must leave you, but I will never forget you.'

'In the square below,' said the Prince, 'there stands a little match-girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money. She has no shoes, no stockings and no sweater. Pluck out my

17. Why did the swallow want to leave the city?

18. Who did the Prince wish to help this time? Why?



'I cannot pluck out your eye. You would be quite blind then,' said the Swallow.

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I command you.'

So he plucked out the Prince's other eye, and darted down with it. He saw the girl. He slipped the jewel into the palm of her hand.

'What a lovely bit of glass,' cried the little girl and she ran home laughing.

Then the Swallow came back to the Prince. 'You are blind now,' he said, 'so I will stay with you always.'

'No, little Swallow,' said the poor Prince, 'you must go away to Egypt.'

'I will stay with you always,' said the swallow and he slept at the Prince's feet.

19. Pick out the sentence that tells us that the swallow has a 'good heart'.



THE CITY SIGHTS

'Dear little Swallow,' said the Prince, 'Fly over my city, and tell me what you see there.'

The swallow flew over the great city, and saw the rich making merry while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children.

Then he flew back and told the Prince what he had seen.

'I am covered with fine gold,' said the Prince, 'you must take it off, leaf by leaf, and give it to my poor people. They always think that gold can make them happy.'

Leaf after leaf of the fine gold, the swallow picked off, till the Happy Prince looked quite dull and grey. He took it to the poor, and the children's faces grew rosier and they laughed and played games in the street. 'We have bread now!' they cried.

20. What sights did the swallow see in the great city?

21. Did the gold given by the Prince make the people in the city happy? How do we know?



THE SACRIFICE

Then the snow came. The poor little swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. 'Goodbye, dear Prince!' he murmured.

'I am glad that you are going to Egypt at last, little Swallow,' said the Prince.

'It is not to Egypt that I am going,' said the swallow. He fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The leaden heart had snapped right in two.

22. 'It is not to Egypt that I am going', the swallow said. Where did the swallow go?

23. What happened to the Prince?



THE TRAGIC END

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue: 'Dear me! How shabby the Happy Prince looks!' he said. 'And here is actually a dead bird at his feet!' continued the Mayor. 'As he is no longer beautiful, he is no longer useful. It's time we pulled down this statue.' So they pulled down the statue of the Happy Prince.

24. Why did the Mayor decide to pull down the statue?

- Oscar Wilde



Let's review the story

1. The swallow's friends had gone away to Egypt to save themselves from the approaching winter. Why do you think the swallow alone was left behind?
2. 'Sorrow was not allowed to enter the palace.' What picture do you get about the palace of the Prince from these words?
3. '...we swallows fly far too well for that.' What did the swallow mean by these words?
4. In the beginning of the story the swallow was not ready to stay with the Prince. What change do you notice in the swallow's character as the story progresses? Pick out sentences to support your answer.
5. Whose sacrifice is greater - the Prince's or the swallow's?

Let's write

1. Imagine you are the reporter of a local daily of the city. Prepare a news report on the pulling down of the statue of the Happy Prince.

HAPPY PRINCE PULLED DOWN

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2. The swallow is an important character in the story. Describe the swallow in your own words.

You may begin like:

The swallow took shelter under the statue of the Happy Prince.

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3. The swallow approached the match-girl. He slipped the sapphire into her hands. The girl looked at the swallow in surprise.

Imagine their conversation and write it below.

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4. Winter was fast approaching. The swallow wanted to go to Egypt. All his friends were waiting for him there. But the Happy Prince wanted him to stay.

That night the swallow sank into deep thought. What could his thoughts be? Write them down.

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5. The Mayor decided to remove the statue of the Happy Prince. Do you agree to his decision? Write a letter to the Mayor stating your opinion.

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6. Some people in the city decided to prepare a notice to be put up against the removal of the statue. Prepare the likely notice.

A large rectangular box with a thin black border, intended for writing a notice. The box is currently empty.

THE PIED PIPER OF HAMELIN

Hamelin was a small town in Germany. The town was full of rats. They were in houses, inns, shops, schools and in every street. Rats became a serious problem. Everyone wanted to find a solution for it.

The Mayor had often held meetings with the people of the town to discuss the problem. In the beginning they thought that cats would drive away the rats. But it was very difficult to find large numbers of cats. They were in a real dilemma.

One day, a stranger came to the town of Hamelin. He carried a pipe with him. He had a stern look and walked straight to the Mayor's office. He faced the Mayor of Hamelin and said, 'It is well-known across Germany that Hamelin has a problem of rats. I will get rid of all the rats. What would my reward be?' For a moment the Mayor was stunned. It was difficult for him to believe that a single man could do it.

'Ten thousand gold coins from our treasury if you can do as you promise,' said the Mayor. The stranger nodded his head and said, 'In a day's time Hamelin will have no rats.'

The stranger walked out into the street, pulled out his pipe and started playing it. An eerie sound floated in the air. People of Hamelin could hear the beautiful tune from every corner of Hamelin and were paralyzed by the enchanting music.



All of a sudden, there was a 'whirring' noise. Thousands of rats came all the way from various directions. They followed the Piper. It seemed that the rats were mesmerized by the delightful music of the pipe. The stranger headed towards the sea, with all the rats of Hamelin behind him. It was an extraordinary sight for the folks of Hamelin.



The stranger played the pipe continuously and walked right into the sea. The rats followed him in large numbers and all of them were caught by the waves, which dragged them into the sea. All the rats of Hamelin were drowned. The strange piper thus got rid of all the rats. He kept his word.

The stranger approached the Mayor for his reward. The Mayor and the town's people enjoyed watching the bizarre sight. But the Mayor had changed his mind. When the stranger went to him, he said, 'It is a wonderful task you have accomplished, but isn't

ten thousand gold coins a hefty reward for a day's work? I will pay you five hundred gold coins.' The stranger looked at the Mayor and then walked out.

In the street, he pulled out his pipe again and started playing it. This time it was a different sound, but eerie as well. All the children of Hamelin started to follow the stranger.



He walked out of town and disappeared into the mountains. The children followed him. Their parents wept. Where had the stranger taken their children? They complained to the Mayor. But he was helpless. He felt guilty that he had been dishonest with the stranger.

Check how well you have read

The following are the main events of the story. Write the sub-events connected to them.

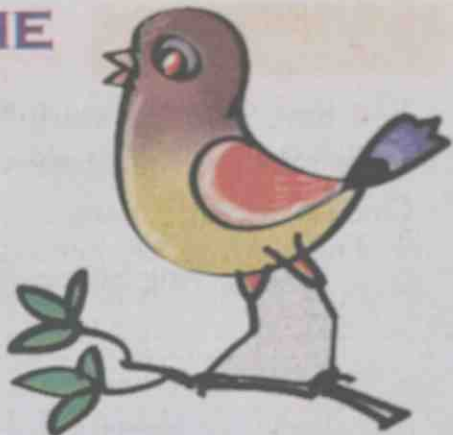
1. The town of Hamelin is full of rats.

2. A stranger arrives at Hamelin.

3. The Mayor offers ten thousand gold coins.

4. The stranger plays his pipe the second time.

SING, LITTLE BIRDIE



Sing, little birdie, sing
 On topmost branches high!
 And when thou spreadst thy airy wing,
 Let not the sweet notes die.

But longer, louder be,
 Until the echoes ring
 That hide away where none may see,
 But only hear them sing.

Methinks that I could stay
 Forever with thee here,
 And list thy strain the livelong day,
 Forgetting sorrow's tear.

W.W.Swanzy

Who is the poet speaking to?
 Where does the little birdie usually sit?
 How does the poet want the birdie to sing?
 What will happen if the poet listens to the bird's song
 the whole day?
 How long does the poet want to stay with the bird?
 Is the poet happy or sad? How do you know?
 Pick out the rhyming words from the poem.

Activity 1

You have read the story 'The Happy Prince'. Can you think of other titles for the story?

One is suggested here.

The Crying Statue

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Activity 2

Read the following expressions taken from the story 'The Happy Prince'.

leaden heart

golden cheeks

The words 'leaden' and 'golden' are describing words.

Match the describing words given in column A with the ones given in column B:

A	B
rosy	nose
chubby	hair
tidy	belly
sleepy	lips
shining	hands
curly	teeth
pointy	cheeks
clumsy	eyes

Activity 3

Read the following sentence.

'Then he flew gently round the bed, fanning the boy's forehead with his wings.'

The action word 'fanning' comes from the root word 'fan'. Fan is the name of an object. Many action words are thus formed from the names of objects.

Look at the action words given below and identify the name of the object in them. Add more words to the list referring to a dictionary.

milking - _____

cradling - _____

whistling - _____

covering - _____

running - _____

locking - _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Activity 4

Let's play a game.

Form two groups.

One group may say a sentence.

The other group can come up with a sentence which is opposite in meaning.

e.g. Group 1 - My house is **big**.

Group 2 - My house is **small**.

You can make sentences using the following words.

old, cold, far, rich, high, gentle, sad, weak

Group 1

Group 2

Group 1

Group 2

Group 1

Group 2

Group 1

Group 2

Group 1

Group 2

Group 1

Group 2

Group 1

Group 2

Activity 5

Look at the following sentences.

The swallow was too tired. So he was unable to fly.

We can express the same idea in the following way:

The swallow was too tired to fly.

Now, combine the following pairs of sentences in the same manner.

The leaden heart was very hard. So it was unable to be melted.

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The boy's mother was very poor. So she was unable to buy medicine for him.

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It was very cold. The swallow was unable to fly.

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Activity 6

Read the following sentence taken from the story.

'Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt?'

The Prince is requesting/asking the swallow to do something.

You can make requests using expressions like:

Can you please.....?

Could you please.....?

Would you please.....?

Would you mind.....?

If you don't mind.....

Now, read the following statements and change them into requests using any of the expressions given above.

- Open the door.
- Bring the attendance register to the office.
- Give me a glass of water.
- Lend me ten rupees.
- Read the lessons to me.
- Carry my bag to school.
- Sharpen my pencil.
- Put a full stop here.
- Buy me a toy car.
- Shut the window.
- Chain the dog.

Activity 7

Look at the following sentence.

The Happy Prince looked so sad that the little swallow was sorry.

What made the swallow sorry?

The swallow was sorry because the Prince looked so sad.

Look at another instance.

The milk is so hot that the children cannot drink it.

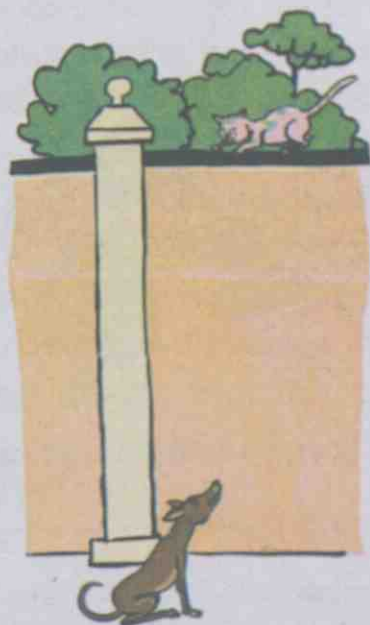
Why can't the children drink the milk?

The children can't drink the milk because it is hot.

Look at the pictures given below and combine the sentences as shown above.

The wall is very high. The dog cannot catch the cat.

Can the dog catch the cat?



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Can the girl get into the bus?



The bus is full of passengers. The girl cannot get into it.

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Can the girl wear the frock?



The frock is very small. The girl cannot wear it.

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.....

Can the boy cross the river?



The river is very wide. The boy cannot swim across it.

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Editing

Read the passage given below. There are a few errors in it. They are underlined.

Deepu wanted to go for a film. He ask his mother some money for the ticket. 'Ask your father', said the mother. He ran to his father's room. By then his father have left. He went back to his mother and get the money.

'Thank you mom,' said Deepu. He ran out. By the time he reached the bus stop the bus had go. Somehow he managed to reached the theatre. But alas! By then the show begun. 'What shall I do? Let me go home. I shall buy some peanuts and walk home,' he decided. He felt for the purse in his pocket. 'My God! Somebody have picked my pocket,' Deepu screamed.

Edit the passage and rewrite it.

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Project Work

Let's Make a Collage

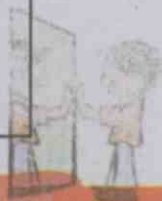
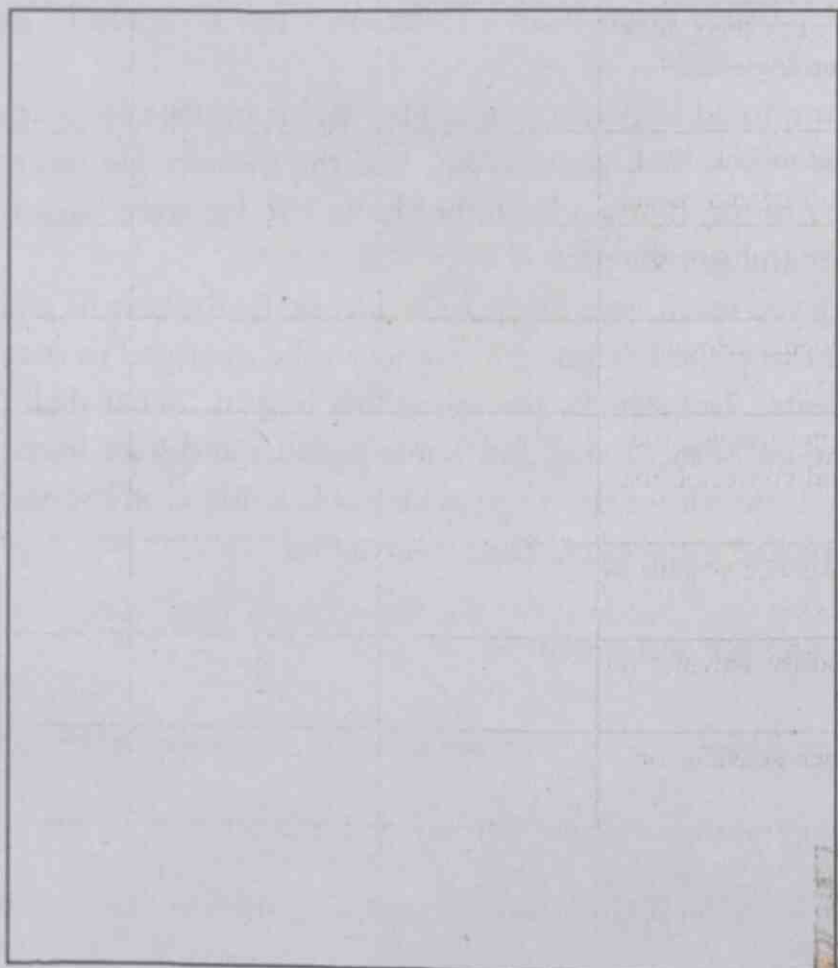
Flying in the sky, the swallow saw a lot of human miseries in the city. Such miseries can be seen in the present world also. Visual media and newspapers bring reports and photographs of them. Try to make a collage, using pictures and news reports.

What kinds of miseries are mostly reported by the media?

Why do these kinds of miseries happen frequently?

How can we prevent such miseries?

Prepare a collage and write briefly on how to prevent these miseries.





	I can do	I can do with	I need
participate in conversations, discussions and debates.			
make presentations in the class.			
follow the instructions given by the teacher.			
involve in the interaction sessions led by the teacher.			
read and enjoy the stories and poems given in the text.			
understand the theme of the given story and poem.			
retell the story in my own words.			
write dialogues relevant to the context.			
write a letter keeping the format and conveying the message.			
prepare a notice suitable to the context.			
do vocabulary activities on my own.			
do language activities on my own.			





My learner can	
read and understand stories.	
answer in English during classroom interaction.	
guess the meaning of words when they are used in appropriate contexts.	
read and enjoy the given poem.	
read the extended reading passage and do the activities individually.	
write a conversation.	
write the thoughts of a character.	
write a letter.	
prepare a notice.	
use 'too... to' to combine sentences.	
use 'so... that' to combine sentences.	
use different structures for making requests.	
edit the errors in a passage.	
undertake simple projects.	





accompany (v): to go somewhere with someone

Meenu's father *accompanies* her to school everyday.

accomplish (v): to fulfill

Rahul *accomplished* all the tasks given to him.

admire (v): to regard somebody with respect
Sachin Tendulkar is *admired* by all cricket lovers.

alight (v): to land

The butterfly *alighted* on the rose to suck nectar.

appreciate (v): to recognise the good quality of somebody

Reshma is sad because her talents are not fully *appreciated* by her friends.

approach (v): to come near

The rainy season is *approaching* fast.

bizarre (adj): very strange

The picture of a beast painted on his shirt gave him a *bizarre* look.

bury (v): to cover something so that it cannot be seen

The old lady *buried* the money in the garden.

chirp (v): to make short loud sounds (of some small birds and insects)

column (n): a tall, solid, vertical post usually round and made of stone

courtiers (n): persons who are part of the court of a king or a queen

Birbal was one of the *courtiers* of Emperor Akbar.

crisp (adj): slightly stiff and dry

The cashier gave him a *crisp* new hundred rupee note.

curious (adj): strange and unusual

It was *curious* that she did not tell anyone about her illness.

dart (v): to move suddenly and quickly

Seeing a dog Neena was scared and *darted* towards her mother.

deadened (adj): without sensation; frozen

delicious (adj): extremely pleasant

The cake is *delicious*.

delightful (adj): very pleasant

The smile of the baby is a *delightful* sight.

dilemma (n): a problematic situation in which it is difficult to decide what to do

When the guests decided to stay with us for a week, we were in real *dilemma*.

din (n): a loud noise that lasts for a long time

drag (v): to pull somebody or something

The little boy *dragged* his toy car.

drown (v): to die because you have been under water

Four people were *drowned* in the floods.

eerie (adj): strange and mysterious

The *eerie* darkness of the cave frightened her.

enchanting (adj): attractive and pleasing

The singer has an *enchanting* voice.

engage (v): to take part in something

The writer is now *engaged* in writing his second novel.

extraordinary (adj): not usual

It was an *extraordinary* sight for us when our teachers came in uniform.

faint (v): to become unconscious

Seeing the bus accident, the little girl *fainted* and fell down.

feverishly (adv): caused by fever

The patient was shivering *feverishly*.

flap (v): to move quickly up and down

When Appu caught the dove by its leg, it *flapped* its wings.

flutter (v): to move up and down lightly and quickly

The butterfly *fluttered* its wings and flew away.

gaze (v): to look steadily at somebody or something for a long time

The children *gazed* at the film star in wonder.



get rid of (idiom): to make yourself free of something that is annoying you

Getting rid of plastic waste is a serious problem today.

gild (v): to make something look bright, as if covered with gold

The setting sun *gilded* the sea.

glow (v): to produce a dull steady light

The stars *glowed* in the clear night sky.

heed (n): to pay careful attention

hefty (adj): larger than usual or expected

They bought the house for a *hefty* amount.

hilt (n): the handle of a sword

lean (v): to rest on something for support

melt (v): to make something become liquid as a result of heating

Ice *melts* into water.

menace (n): something that may cause serious damage; threat

Water pollution is a growing *menace* now.

mesmerize (v): to have a strong effect

Everyone was *mesmerized* by her melodious song.

messenger (n): a person who delivers a message to another

In olden days the rulers had *messengers* in their courts for passing messages.

misery (n): great suffering

The flood brought *misery* to thousands of people.

murmur (v): to say something in a low voice

The child *murmured* a secret in its mother's ears.

neglect (n): the state of not receiving enough care or attention

The Government's *neglect* of the homeless is opposed by all.

notice (v): to pay attention

He *noticed* his friends sitting at the next table.

paradise (n): Heaven

paralyse (v): to make inactive

The traffic was *paralysed* because of the road block.

pity (n): a feeling of sympathy and sadness

I felt *pity* for the poor old woman and lent her some money.

plead (v): to request somebody for something

Her child was seriously ill. She *pleaded* with the doctor to save her child.

plod (v): to walk slowly and heavily

They *plodded* through the muddy road.

pluck (v): to take hold of something and remove by pulling it

The naughty girl *plucked* all the flowers from the plant.

plumage (n): the soft feathers covering a bird's body

polite (adj): having or showing good manners

We should be *polite* to elders.

pomegranate (n): a round fruit with thick smooth skin and red flesh full of large seeds

(*Mathalam/Urumam-bazham*)

praise (v): to express admiration

It was very tasty. She *praised* her mother's cooking.

proclamation (n): an important official statement that is made to the public

All the people in the country must obey the king's *proclamation*.

rare (adj): not seen very often

Tigers are *rare* animals now.

reward (n): money or a thing that you are given for your hard work

The government offers a *reward* to students who win gold in the national school athletic meet.

ruby (n): a dark red precious stone

rude (adj): having or showing lack of respect to other people and their feelings

Rude children throw stones at dogs and birds.



sapphire (n): a clear, bright blue precious stone

settle (v): to stay for some time on something

snap (v): to break suddenly with a sharp noise
The branch Raju was standing on, *snapped* and he fell down.

starve (v): to suffer or die because you do not have enough food to eat
Don't waste food. Thousands are *starving* in this world.

stay (v): to live in a place as a guest or a visitor

I *stayed* at my uncle's house for three nights.

tap (v): to hit something quickly and lightly
She *tapped* at the door.

window-sill (n): a narrow shelf below a window

He placed the plants on the *window-sills*.

UNIT 5

THE GREAT ADVENTURE

Read the profiles given below.

STEPHEN WILLIAM HAWKING

Stephen William Hawking is a great physicist known for his work regarding Black Holes in space. He has authored several popular science books. Even at an early age, Hawking showed a passion for Science and Astronomy. At the age of twenty one, while studying at Cambridge, he was diagnosed with a serious disease. Gradually, he became entirely paralysed and his life got confined to a wheel chair. Despite his illness, he has done ground-breaking work in Physics and Astronomy.



VAIKOM VIJAYALAKSHMI

Vaikom Vijayalakshmi is a gifted singer with a unique voice. She is blind by birth. Right from early childhood, she showed extraordinary talent in singing. She could easily identify the *raga* of a song even if heard for the first time. She learned more than a hundred *ragas* without any formal training in music. She is also an expert at playing Gayathri Veena. She has performed at more than four hundred venues across India. She is also a playback singer. The song *Katte Katte* sung by her in the Malayalam movie *Celluloid* won great appreciation.



What, do you think, is the lesson we should learn from these persons?

How did they succeed in their respective fields?

THE GREAT ADVENTURE

Here's a story of a little girl named Totto-chan who encouraged a differently abled boy to climb a tree.

The students at Tomoe each had a tree in the school ground. They considered it as their own climbing tree. Totto-chan's tree stood on the edge of the school ground near the fence.

It was a large tree and slippery to climb, but if you climbed it skilfully you could get to a fork about six feet from the ground. The fork was as comfortable as a hammock. Totto-chan used to climb there during recess and after school. She would sit on the fork and look into the distance or at the sky, or watch the people pass by.

The children considered 'their' trees their own private property. If you wanted to climb someone else's tree you had to seek their permission very politely, saying, 'Excuse me, may I come in?'

1. Why do the children in Totto-chan's school seek permission to climb a tree?

2. Have you ever climbed a tree? How did you feel then?

3. Do you have your own tree in school or at home? If not, can you think of planting one?



THE INVITATION

Yasuaki-chan had polio. He had never climbed a tree. So he couldn't claim any tree as his own. That is why Totto-chan decided to invite him to her tree. They kept it a secret. They thought people would create a fuss if they knew.

When she left home, Totto-chan told her mother that she was going to visit Yasuaki-chan at his home. She was telling a lie, so she tried not to look at Mother. She kept her eyes on her shoelaces. Rocky, her dog followed her to the station. When they parted company, she told Rocky the truth.

'I'm going to let Yasuaki-chan climb my tree!'

4. Why did Totto-chan invite Yasuaki-chan to climb her tree?

5. How will Totto-chan help Yasuaki-chan?

6. Totto-chan told a lie to her mother. But she revealed the truth to Rocky. What might be the reason?

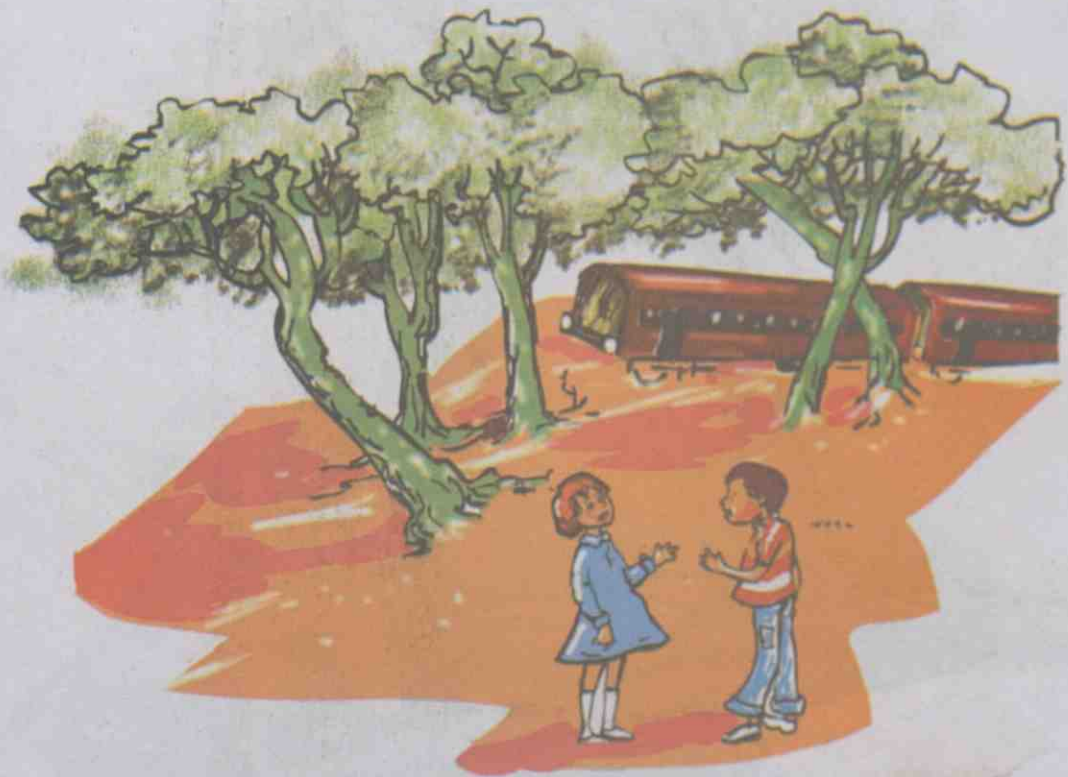


YASUAKI-CHAN

When Totto-chan reached school, she found Yasuaki-chan waiting in the school ground. He was only a year older than Totto-chan, but he always sounded much older when he spoke. When Yasuaki-chan saw Totto-chan, he hurried toward her, dragging his leg and holding his arms out in front to steady himself. Totto-chan was thrilled to think they were going to do something secret and she giggled. Yasuaki-chan giggled too.

7. Pick out the sentence that describes how Yasuaki-chan walked?

8. Why did Totto-chan and Yasuaki -chan giggle?



THE CLIMB

Totto-chan led Yasuaki-chan to her tree. Then, she ran to the nearby shed and got a ladder. She dragged it over to the tree and leaned it against the trunk so that it reached the fork. She climbed up quickly and, holding the top of the ladder, called down, 'All right, try climbing up!'

Yasuaki-chan's arms and legs were very weak. It seemed he could not even get on the first rung without help.

9. How will Totto-chan help him climb the tree?



A FRIEND IN NEED

Totto-chan hurried down the ladder and tried pushing Yasuaki-chan up from behind. Yasuaki-chan took his foot off the bottom rung. He stood beside the ladder with his head bowed. Totto-chan realized that it was going to be very difficult. What should she do?

She longed to have Yasuaki-chan climb her tree. He was also looking forward to it. She went around and faced him. He looked cheerless. Totto-chan puffed out her cheeks and made a funny face to cheer him up.

‘Wait! I’ve got an idea!’

10. What might be the idea?

11. What would you do if you were in Totto’s position?

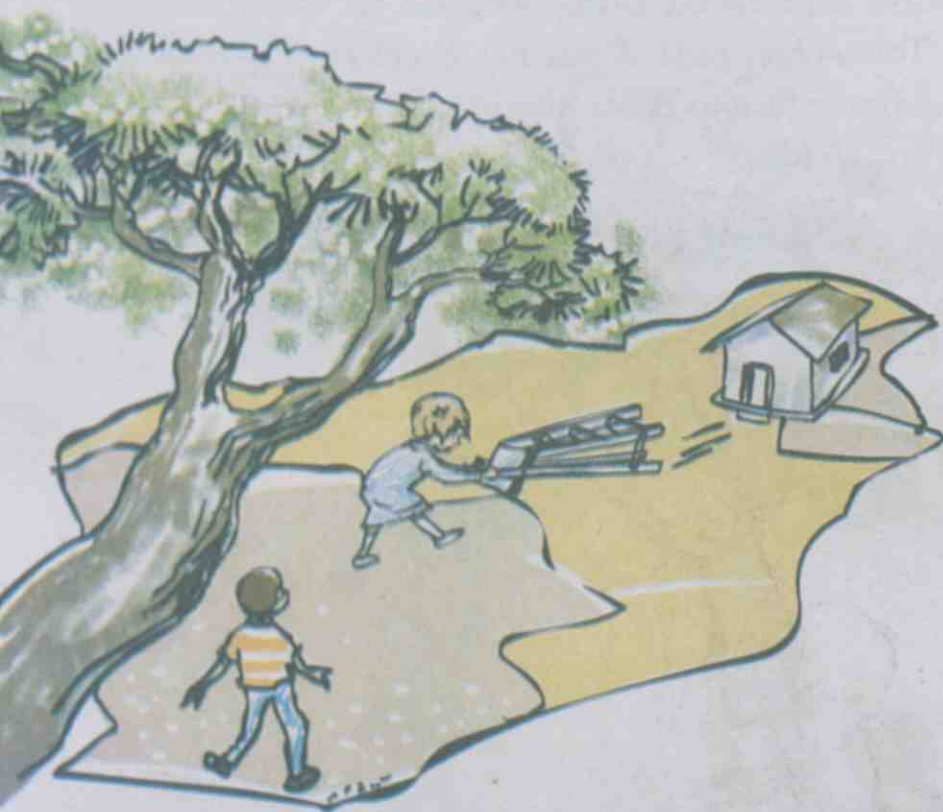


TOTTO-CHAN'S IDEA

Totto-chan ran back to the shed and pulled out many things one after another. She was looking for something that would help her. She finally discovered a stepladder. It would remain steady so she wouldn't have to hold it.

She dragged the stepladder over to the tree. She was amazed at her own strength. She was happy to find that the ladder almost reached the fork.

12. 'While dragging the ladder, Totto-chan was amazed at her own strength.' Why?



'Now, don't be afraid,' she said in a big-sisterly voice. 'This isn't going to wobble.'

Yasuaki-chan looked nervously at the stepladder. Then he looked at Totto-chan. She was drenched in perspiration. Yasuaki-chan was sweating too.

13. Would it be easy for Yasuaki-chan to get on to the tree?

He looked up at the tree. Then, with determination, he placed a foot on the first rung.

They were not aware of the time it took Yasuaki-chan to reach the top of the stepladder. The hot summer sun beat down. But they thought only about getting to the top of the stepladder. Totto-chan followed him lifting his feet up. Yasuaki-chan struggled with all his might, and finally reached the top. 'Hurray!'

14. Have you ever helped your friends like this?



THE STRUGGLE

Totto-chan jumped onto the fork. But she couldn't get Yasuaki-chan onto the tree from the stepladder. She wanted so badly to have Yasuaki-chan onto her tree. She wanted to show him all sorts of things. Clutching the stepladder, Yasuaki-chan looked at Totto-chan. She suddenly felt like crying.

But she didn't cry. She feared that if she did, Yasuaki-chan might start crying, too.

She took hold of his hand. It was bigger than hers and his fingers were longer too. They were all stuck together because of the polio. She held his hand for a long time. Then she said, 'Lie down. I'll try to pull you over.'

15. Totto-chan felt like crying. But she did not cry. Why?





If any grown-ups had seen the scene they would have let out a scream. But Yasuaki-chan trusted Totto-chan completely. Totto-chan was risking her life for him. With her tiny hands clutching his, she pulled with all her might. From time to time a large cloud would mercifully protect them from the blistering sun. At last, the two stood face to face on the tree. Brushing her damp hair back, Totto-chan bowed politely to him and said, 'Welcome to my tree.'

Yasuaki-chan leaned against the trunk smiling rather bashfully and said, 'May I come in?'

16. Totto was risking her life for Yasuaki chan . What does this tell us about Totto-chan?

17. How did the clouds help them?

ON THE TOP OF THE WORLD

Yasuaki-chan was able to see vistas he had never glimpsed before. 'So this is what it's like to climb a tree,' he said happily.

They stayed on the tree for a long time and talked about all sorts of things.

'My sister, in America, says they've got something there called television,' said Yasuaki-chan with enthusiasm. 'She says that when it comes to Japan we'll be able to sit at home and watch sumo wrestling. She says it's like a box.' She simply wondered how sumo wrestlers could get inside a box in your own houses.

18. Yasuaki-chan was climbing a tree for the first time in his life. What could his feeling be?



Sumo wrestlers are so big! But it was fascinating all the same. In those days nobody knew about television. Yasuaki-chan was the first to tell Totto-chan about it.

The cicadas were singing and the two children were so happy. And for Yasuaki-chan it was the first and last time he ever climbed a tree.



This passage is taken from 'Totto-chan, the Little Girl at the Window' by Tetsuko Kuroyanagi, translated by Dorothy Britton. (adapted)

Let's review the story

1. Do you like Totto-chan's school? Why?
2. Why is climbing a tree interesting for the children?
3. Totto-chan cared for others very much. Pick out sentences from the story that show this.
4. 'If any grown-ups had seen the scene, they would have let out a scream.' Why would the grown-ups do so?
5. Did the children know that they were risking their lives?
6. Was Totto-chan right in making Yasuaki-chan climb the tree? Why?
7. Totto-chan climbed the tree. Later she made her friend climb the tree. Which experience do you think made her more happy? Why?

Let's write

1. Prepare the diary entry of Yasuaki-chan on the day he climbed the tree.

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2. You have read the passage. Now tell something about Totto-chan.

- What kind of a girl is she?
- Do you want to be like her?
- Is she brave and helpful by nature?
- She wanted to cry but she did not. Why?

Go through the passage once again. After reading every paragraph, you can write one or two sentences about Totto. Finally you will get a write-up on Totto-chan.

Give a title to your note on Totto. You may draw her picture too.

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3. Totto-chan decided to invite Yasuaki-chan to climb her tree. What would their conversation be?

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4. Make a speech congratulating Totto for encouraging Yasuaki-chan to climb the tree.

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5. The children in Totto-chan's school loved and protected trees very much. What do you do to protect trees in your school? Write about it.

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RIKKI TIKKI TAWI

It rained heavily all night. The sunlight was a little pale. Teddy, a young boy of ten, ran out into the garden. He saw a mongoose lying wet and still on the grass. 'Here's a dead mongoose,' Teddy called out to his mother. 'Let's bury him.'

'No,' said Teddy's mother. 'His heart is beating faintly. Perhaps he will live. Let's take him inside and dry him.' Teddy's father wrapped him up in an old woollen muffler and placed him near the fire. The mongoose sneezed. Teddy and his parents were delighted. They gave him some meat and then took him outside. He sat in the sunlight and shook his fur till it was quite dry. He then shook his long fluffy tail till it looked like bottle brush.

Soon he started taking interest in Teddy and things around him. He followed Teddy around the house and into the garden. He slept in Teddy's room at night.

In the mornings, he came for breakfast sitting on Teddy's shoulder. Teddy gave him a banana and a boiled egg. The mongoose enjoyed the breakfast.

Soon Teddy and the little mongoose became good friends. The mongoose ran through the tall grass crying 'Rikky-tikk-tikki-tikki-tikk'. Teddy used to laugh at him and started calling him Rikki Tikki Tawi.

One morning, Rikki-Tikki was wandering about in the garden. There he saw Nag, the big cobra and his wife, Nagina. Cobras and mongooses are age-old enemies. Although Rikki-Tikki was young, he knew that the main objective of a mongoose's life is to fight and kill snakes.



Nag also knew that a mongoose in the garden meant death for him and his family. He was a full-grown snake and measured five feet from the tip of his tongue to the end of his tail. Rikki-Tikki was still a baby. He told himself, 'I won't fight Nag and Nagina when they are together.' So he jumped up high in the air and ran away.

It was night. Teddy carried Rikki to bed. As soon as the boy was asleep Rikki went off for his nightly walk round the house. Suddenly the silence was disturbed by a faint noise. It came from the bathroom of Teddy's parents.

Rikki-Tikki quickly entered the bathroom. He could hear Nag and Nagina talking on the other side of the bathroom drain.

Nagina told her husband, 'Bite and kill all three people in the house. The mongoose will go away when there is no one left in the house. We will then have the garden to ourselves.'

Then Rikki-Tikki saw Nag slithering into the bathroom through the drain. Although Rikki-Tikki

was very angry he was also a little scared. Nag was so big and poisonous.

Nag waited for Teddy's father to come to the bathroom. He knew he would come at midnight. So he coiled himself up till he looked like a long rope arranged in the shape of a circle. Then Nag went to sleep. Rikki-Tikki hid behind the door and watched Nag.

When Nag was fast asleep, Rikki-Tikki jumped on to his head and dug his teeth into the snake's flesh. Nag was furious. He threw his head from side to side and poor Rikki-Tikki was thrown against the wall again and again. He was hurt and bleeding. But he did not let go his hold of Nag's head.

During the struggle Nag's tail upset the mug and soapdish. They fell to the ground with a loud thud. Rikki-Tikki thought he was going to die. Suddenly the wild duel stopped. Nag's head dropped down and did not stir thereafter. Teddy's father who had entered the bathroom hearing the loud thud had killed him.

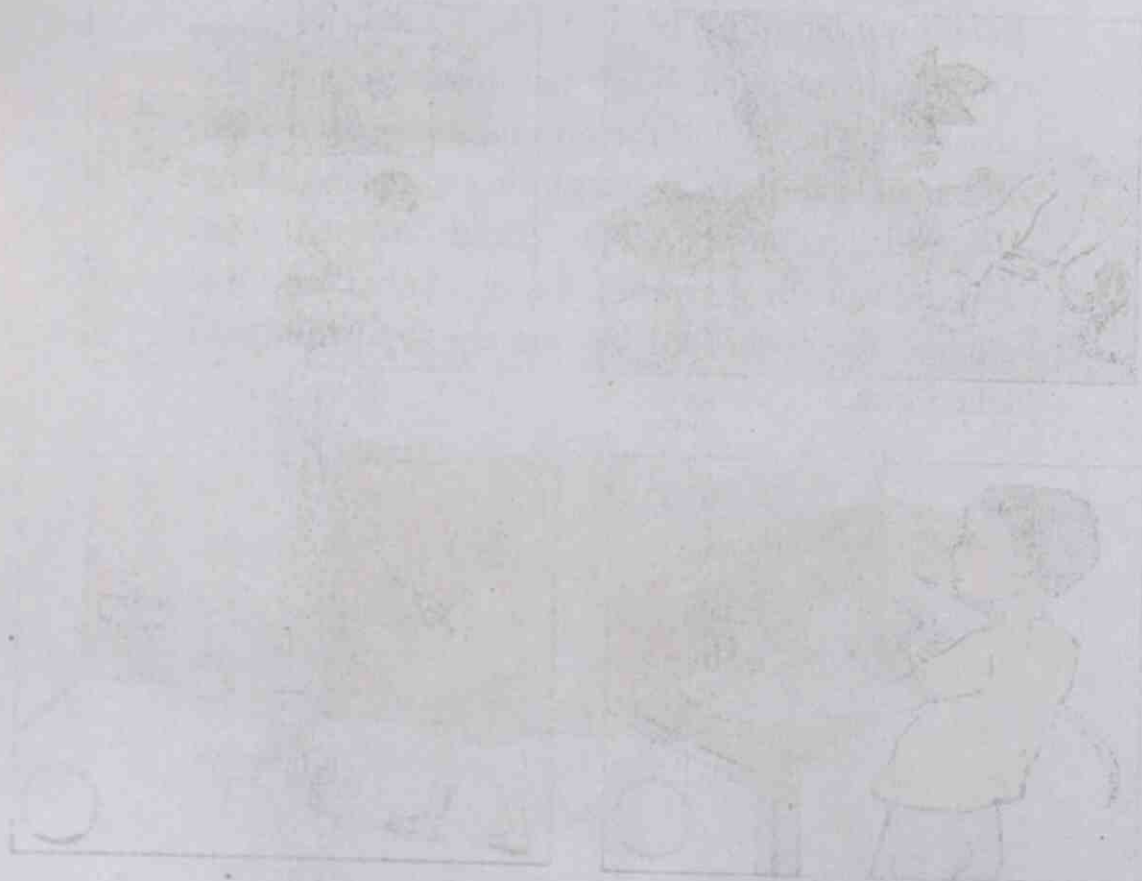


He picked up, the bleeding Rikki-Tikki and went back to his bedroom. He asked his wife to put some medicine on Rikki's wounds.

'I killed the snake,' he said, 'but it is Rikki-Tikki who has saved our lives.'

Teddy's mother washed Rikki's wounds with medicine. She patted his little, sore head and gave him some toffees. Rikki-Tikki was happy. He fluffed up his tail and ran off to Teddy's room.

- Rudyard Kipling



Check how well you have read

Hope you have gone through the story 'Rikki Tikki Tawi'.

Here are some pictures based on the story.

Sequence the pictures in the order the events happened in the story and number them.

Describe each picture.



BED IN SUMMER

In Winter I get up at night
 And dress by yellow candle light.
 In Summer, quite the other way,
 I have to go to bed by day.



I have to go to bed and see
 The birds still hopping on the tree,
 Or hear the grown-up people's feet
 Still going past me in the street.

And does it not seem hard to you,
 When all the sky is clear and blue,
 And I should like so much to play,
 To have to go to bed by day?

Robert Louis Stevenson

Who is the speaker of the poem? Is it a child or a grown-up person?

Why does the child have to dress up by candle light?

Why does the child have to stay in bed?

Have you had such an experience of being in bed while your friends were playing? How did you feel then?

Do grown-ups allow you to play whenever you want to? Do they control you always? What will you do then?

Are there children around you who have to be in bed while you are playing? Do you know them? What makes them lie in bed? What can you do for them?

Activity 1

Identify the rhythm of the song given below and add more lines to it.

If I Find...

If I find a tailor's son,
He will teach me how to stitch;
He will stitch, I will stitch,
we will stitch together.

If I find a painter's son,
He will teach me how to paint;
He will paint, I will paint,
we will paint together.

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Activity 2

Word game

Stand in pairs. Select a word from the passage 'The Great Adventure'.

Make as many words as you can using the letters of the word you have selected.

Activity 3

Totto-chan and Yasuaki-chan had never seen a television set. What about you? Is watching television good or bad? Let's have a debate on it. Find a moderator and conduct the debate.

When you debate on a topic you will have to either support or differ on certain points. Which of the following expressions can be used to support /differ? Write their numbers in separate columns. Make use of these expressions while you debate.

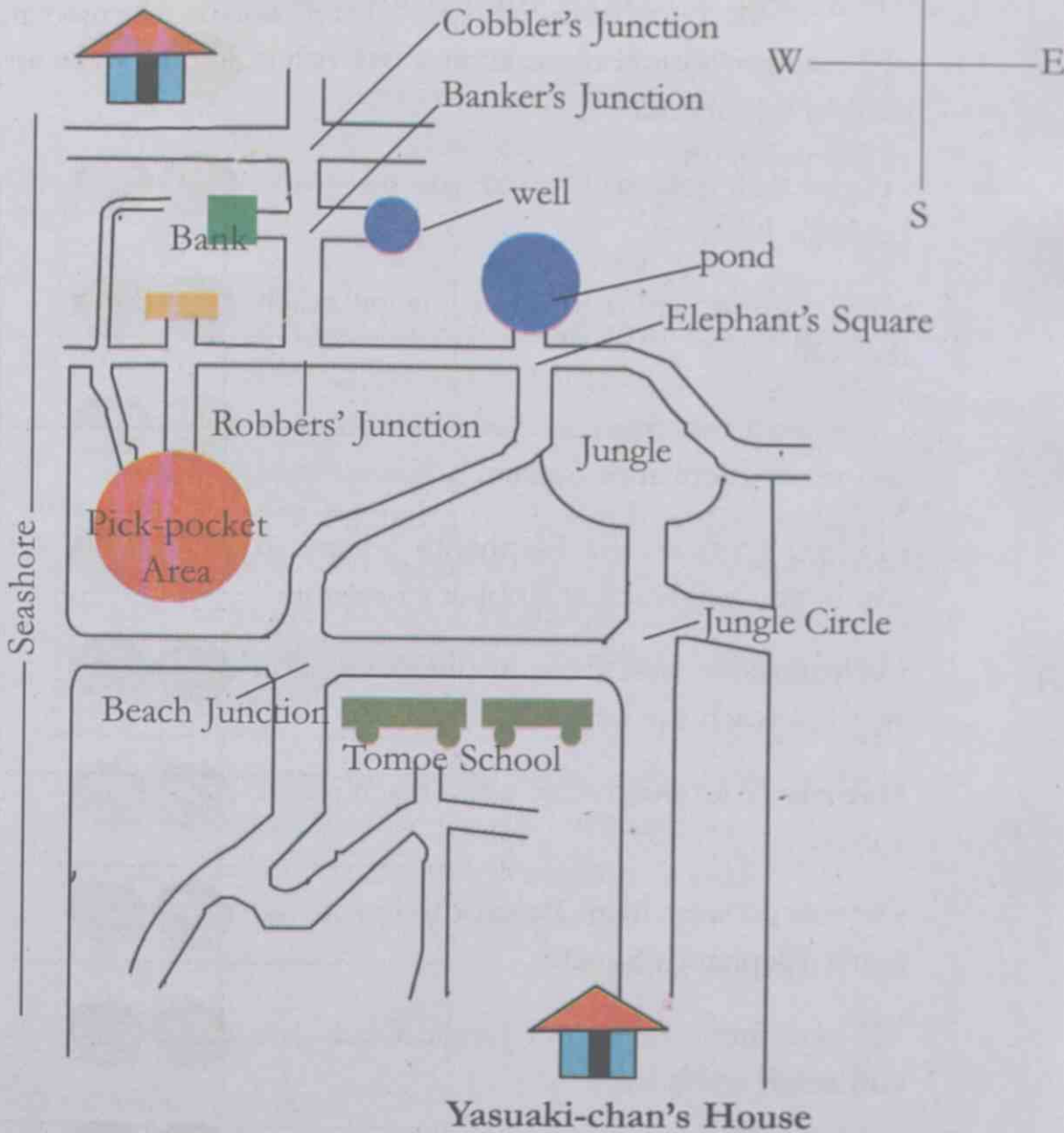
1. I strongly support.
2. I don't agree with you
3. Sorry, I can't agree with you
4. That's a good argument, but.....
5. I'm afraid, you are not right.
6. Good idea!
7. I agree with you.
8. That's true.
9. I support the opinion that...
10. That's right...
11. I have to differ.
12. That's not true.
13. How can you say that?
14. They were cooked up stories.
15. Well, let's think about it .
16. I agree to my friend.
17. That's fine .
18. Please don't cook up stories.
19. Please listen to me.
20. My group supports the idea that...

Expressions to be used for supporting	Expressions to be used to differ

Activity 4

Study the following map and help Totto-chan reach Yasuaki-chan's house.

Totto-chan's House





Yasuaki-chan's House



19. Please listen to me.



20. My group supports the idea that...



Now, read the instructions given below. Some of them are correct and some are wrong. Tick the happy face, if the instruction is correct. Tick the sad face, if it is wrong.



There is a road in front of Totto-chan's house.



• If you go towards the east, you will reach cobbler's Junction.  



• If you turn right from there you will reach banker's Junction.  



• If you go straight from there you will reach the well.  



• If you go east from Banker's Junction you will reach Elephant's Square.  



• If you go from the Elephant's Square to south, you will reach at Robber's Junction.  

• If you move west from Robber's Junction you will reach the jungle.  

• Go east from Beach Circle and reach Jungle Circle.  

• If you go west from Beach Circle you will reach Elephant's Square.  

• If you move east from Jungle Circle you will reach seashore.  

• If you move south from Jungle Circle, you will reach Yasuaki-chan's house.  

Activity 5

Study the following sentence taken from 'The Great Adventure'. The children considered 'their' trees their own private property. If you want to climb someone else's tree you have to seek their permission very politely, saying, 'Excuse me, may I come in?' Now, read the story given below.

Monkeys Go on Strike

A group of monkeys decided to go on a strike. The duration of the strike was from 6 am to 6 pm. They sat silently in a circle under a tree.

After sometime one of the monkeys broke the silence. 'Can we collect some bananas so that we can eat them sharp at 6 pm?' he asked the leader of the monkeys. The leader permitted them to do so. So the monkeys collected bananas and the fast began.

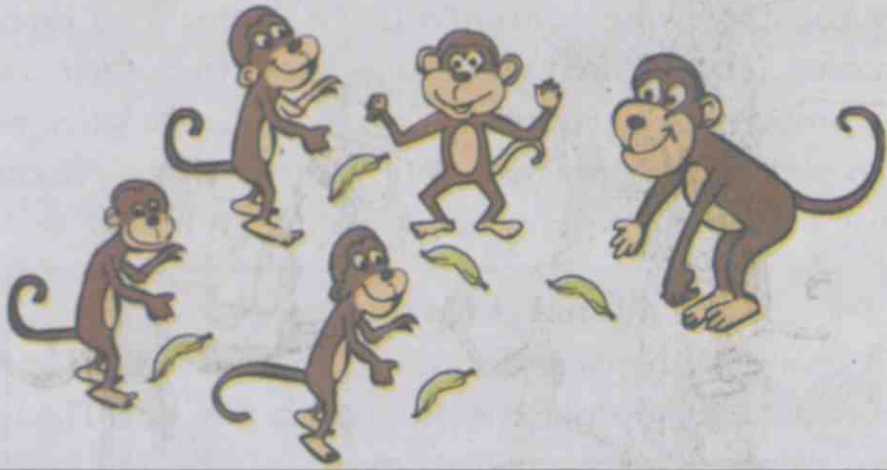
Some monkeys wanted to keep the bananas in their hands, some wanted to peel them, some others wanted to cut them into pieces. Yet another one wanted to keep the pieces in it's mouth...but they needed the permission from the leader.

How will they seek permission? The rest of the story is given in pictures. Add dialogues to the bubbles.

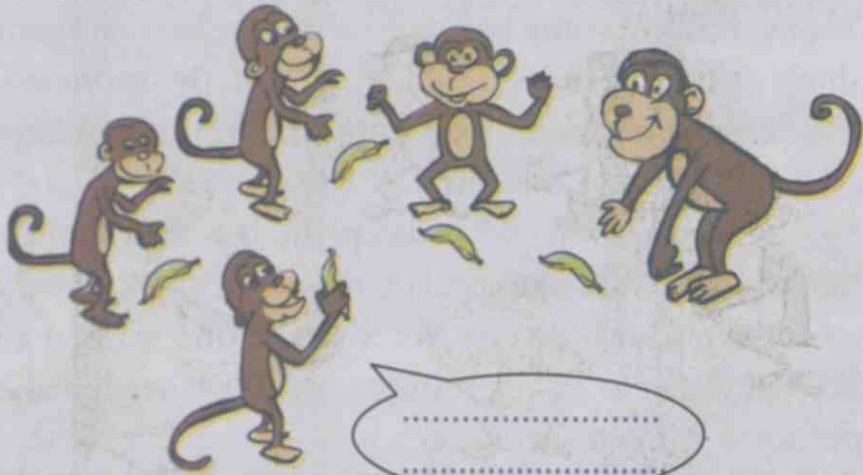
You can make use of the following expressions.

- Can I?
- May I....?
- Shall I....?
- Am I allowed to...?
- Would you mind...?
- Would it be all right if I...?
- Is it alright/Okay that...?
- Is there any chance of my....?

The monkeys collected bananas.



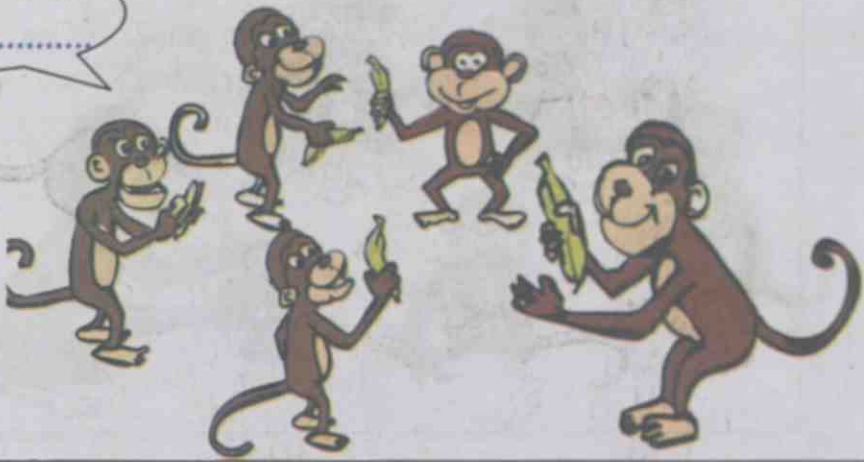
One of them asked:



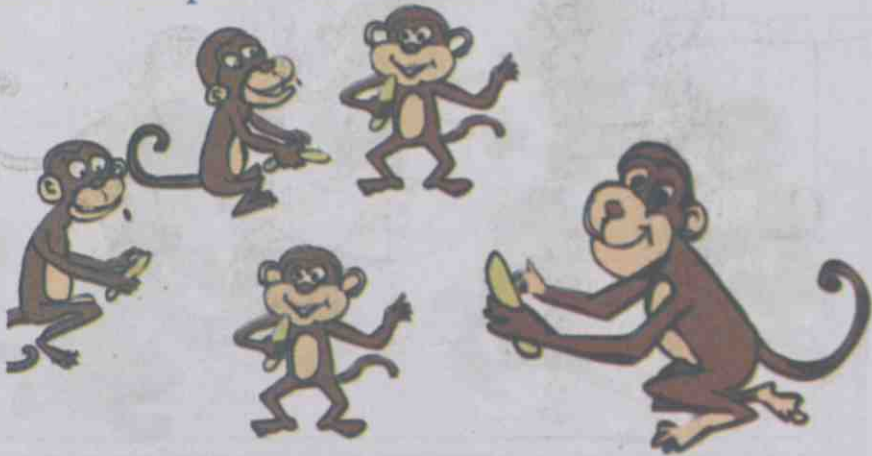
All of them took the bananas in their hands.



Another monkey asked:



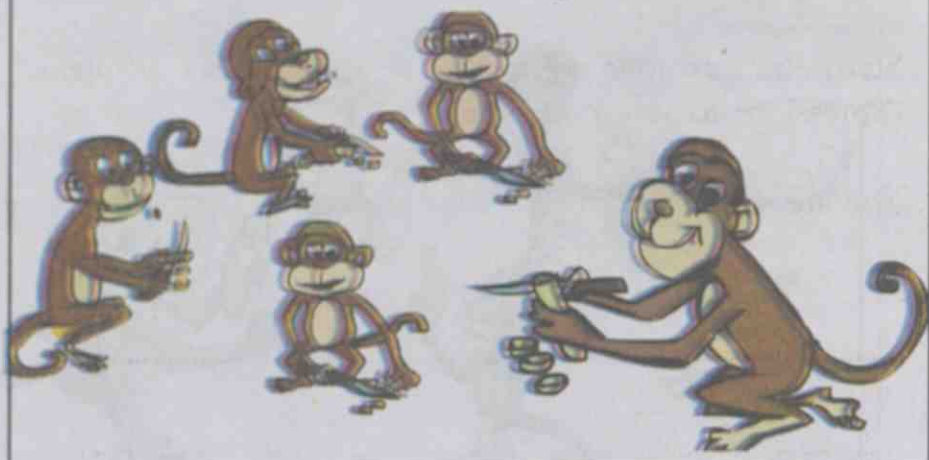
All of them peeled the bananas.



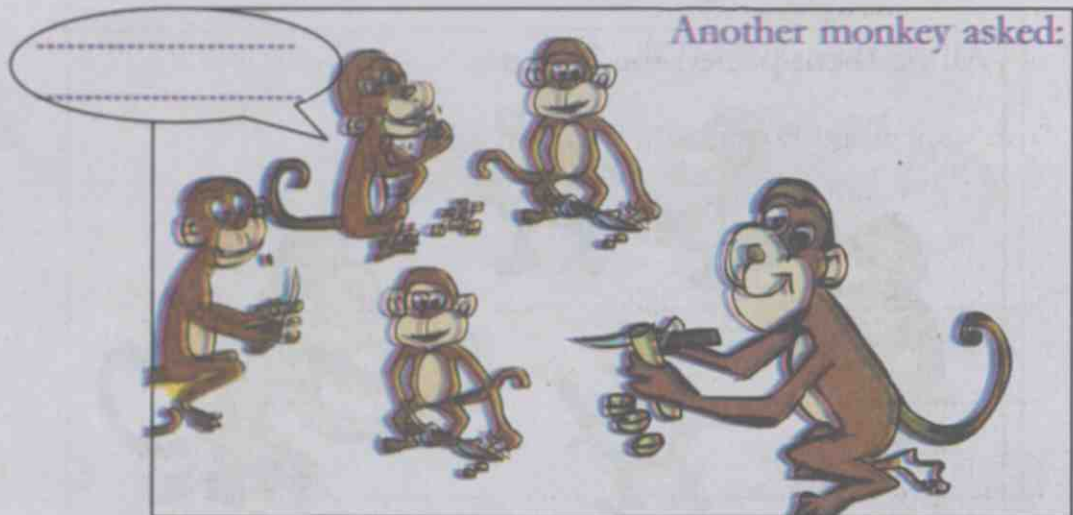
Yet another one asked:



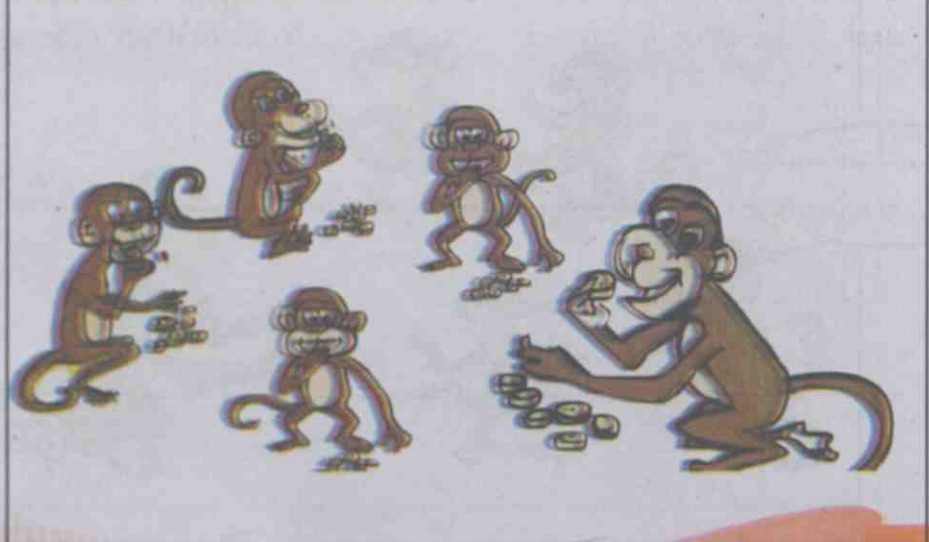
All of them cut the bananas into pieces.



Another monkey asked:



All of them ate the bananas.



Activity 6

Study the situations given. You may write three different expressions to seek permission.

You are late to school. The class has begun.



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You want to go home early from school.



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You forgot to take your pen. Your friend's pen is on the desk. You want to take it.



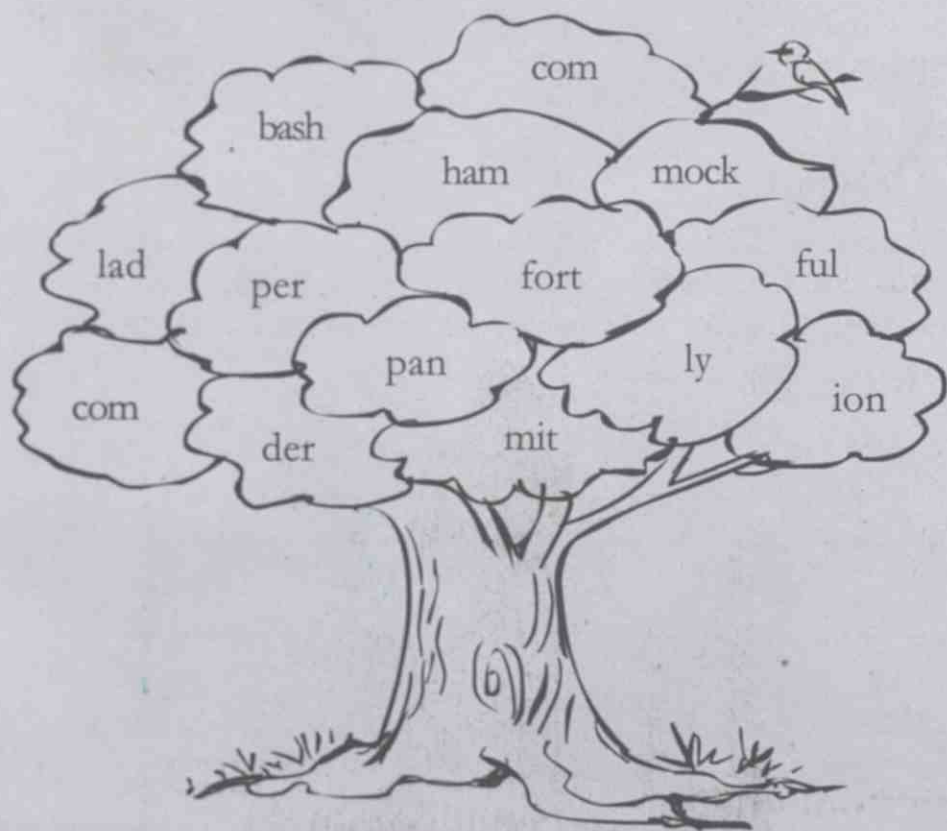
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Activity 7

On the tree shown below you can see letters of certain words. But they are only the parts of a word. You can join the parts and form meaningful words. To help you identify the words, the following clues are provided.

1. A bed made of ropes tied between trees to hang on
2. To make somebody feel better
3. With shyness
4. A person or an animal that travels with you or spends time with you.
5. A piece of equipment for climbing up and down a wall or a tree.
6. To allow somebody to do something.



Activity 8

Complete the passage by choosing the words given in brackets.

(leashfully, ladder, permit, companion, comfortably, hammock)

One day Yasuaki-chan went to meet Totto-chan. She was the only _____ a _____ of Yasuaki-chan. But Totto-chan was sleeping _____ b _____ in a _____ c _____ in the garden. Yasuaki-chan called her. But she did not wake up. Yasuaki-chan looked around. He saw a _____ d _____. He took it and somehow kept it against the tree. He tried to climb up the ladder. Some of his friends saw this and they did not _____ e _____ him to climb up. He looked at them _____ f _____. Totto-chan woke up and saw Yasuaki-chan standing near the ladder. She came down and helped him climb up the tree.



Editing

Totto's Diary

Like all other children at Tomoe, I too have a tree of my own. Yesterday I Yasuaki-chan **invited** to climb my tree. It was really a pleasant experience. Yasuaki-chan was **thrill**. He was **wait** for me when I reached the school. I pulled out a ladder from the shed **near school**. But Yasuaki-chan **cannot** climb it. Then I **brought stepladder**. Then Yasuaki-chan could climb to the top of the ladder. But he **is** not able to climb on to the tree. I **pull** him on to the tree. We sat on the fork of the tree. We talked for a long time. Yasuaki-chan **tell** me about television. He said that we could watch sumo wrestling in that box. But how can a sumo wrestler **a small box get into!** Is Yasuaki-chan telling a lie? No, he is my best friend. He **don't** tell a lie, especially to me.

Edit the passage and rewrite it.

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Project Work

You have read about the achievements of Vaikom Vijayalakshmi, the singer. There are many such differently abled people in Kerala who are well-known in their respective fields. Find out a few of them and their achievements. You can gather information from sources like magazines, books, internet etc. Collect pictures and details and add and compile a collection of profile.

A large rectangular grid for project work, consisting of approximately 15 columns and 25 rows of small squares. The grid is empty and intended for students to collect and compile information about differently abled people in Kerala.



	I can do	I can do with	I need
participate in conversations, discussions and debates.			
make seminar presentations in the class.			
involve in the interaction sessions led by the teacher.			
read and enjoy the stories and poems given in the text.			
understand the theme of the given story and poem.			
write the thoughts of Yasuaki-chan.			
write a note on the character of Totto-chan.			
make a speech suitable to the context.			
write about a personal experience.			
write a description on my own.			
do activities on my own as per the instructions.			
edit the given passage on my own.			



My Learners



My learner can

read and understand stories.

answer in English during classroom interaction.

guess the meaning of words when they are used in appropriate contexts.

read and enjoy the given poem.

read the extended reading passage and do the activities individually.

write a conversation.

write down the thoughts of a character.

write about personal experiences.

prepare a character sketch.

make a speech.

use 'if clause type I' in appropriate contexts.

use appropriate expressions for agreeing or disagreeing.

use different structures for seeking permission.

undertake simple projects.





amaze (v): to surprise somebody very much
The tourists were *amazed* by the beauty of Taj Mahal.

awful (adj): very bad or unpleasant

bashfully (adv): with shyness

A circus clown smiled *bashfully* as he fell down from the donkey.

blistering (adj): extremely hot and uncomfortable

An umbrella can protect us from the *blistering* sun.

bottle brush (n): a brush used to wash bottles

chat (v): to talk in a friendly informal way to somebody

citizenship (n): the legal right to belong to a particular country

claim (v): to demand or ask for something
You can make a *claim* for your LSS scholarship if it is delayed.

clutch (v): to hold somebody or something tightly

The mother *clutched* her baby when the bus braked suddenly.

comfort (v): to make somebody who is worried or unhappy feel better by being kind and sympathetic towards him

companion (n): a person or an animal that travels with you or spends a lot of time with you

cripple (n): a person who is unable to walk or move normally because of a disease or injury

damp (adj): slightly wet

A fan can make your *damp* hair dry.

desert (v): to leave somebody or something without help or support

During summer vacation, the classroom was *deserted* and became dusty.

drag (v): to pull along with effort and difficulty

He *dragged* the sack of rice to the room because it was heavy.

fascinating (adj): extremely interesting and attractive

It is *fascinating* to watch the sunset at Kanyakumari.

faintly (adj): softly

fluffy (adj): feathery, body being very soft and silky with hair

fork (n): (here) a place where a tree is divided into two branches.

It is safe to sit on the *fork* of a tree.

fur (adj): the soft mass of hair that grows on the body of animals

fuss (n): an excited noisy situation.

There was a *fuss* in the classroom when a mongoose ran in.

hammock (n): a type of bed made from a net with ropes on each end to hang it between trees, posts etc.

lean (v): to place in a sloping position

The *leaning* tower of Pisa is one of the wonders of the world.

muffler (n): long scarf worn to keep the neck warm

misfortune (n): an unfortunate accident, condition or event

nervously (adv): with great anxiety and fear
She could not do her lessons well. So she sat in the exam hall *nervously*.



nightly walk : walking at night

objective : purpose, aim

part (v) : to leave one another's company
I was so sad when I *parted* from my friends in the fourth standard.

perspiration (n):sweat; drops of water formed on your skin when the weather is hot
Our skin will be wet with *perspiration* during summer.

puff out (phr.v): to make something bigger or rounder by filling it with air.
She *puffed* out her cheek.

recess (n) : a short break
During *recess* at school, children have their snacks.

rung (n): one of the bars that forms the step in a ladder

shake (v): vibrate

slender (adj): thin and narrow

Long days of fasting make one weak and *slender*.

slither (v): glide, slide

slithering (adj): a sliding or crawling movement

sneeze (v): to have air come suddenly and noisily out through the nose and mouth

trunk (n): the thick main stem of a plant

vistas (n): a beautiful view of the country side, a city etc.

From the top of the hill, one can see the *vistas* of the locality.

wander (v): roam, walk here and there

wobble (v): to move from side to side in an unsteady way

The circus man *wobbled* while walking on the rope.

wrap : to cover with

MY WORD LIST

You can write the new words you have come across in this textbook and find its meaning using a dictionary.

Word	Meaning

CHILDREN'S RIGHTS

Dear Children,

Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the Kerala State Commission for Protection of Child Rights.

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

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Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Visit : nireekshana.org.in (RTE Monitoring System)



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Ammu
National Games, Kerala 2014

എമ്മുയും അച്ചുക്കും അടയാൾ
അച്ചുവടംകൊണ്ടും കളിക്കും, വളരും.

