Approved by the Text-Book Committee, Madras

NATIONAL READERS

BOOK FIVE

DUNCAN GREENLEES, M.A. (Oxon.)
Principal
Sri Bala Gurukul High School, Madras

THE NATIONAL PUBLISHING CO.
12 Second Line Beach, Madras

Annas Twelve



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NATIONAL READERS

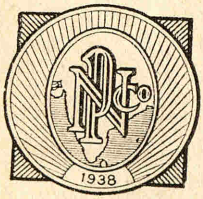
BOOK FIVE

BY

DUNCAN GREENLEES, M.A. (OXON.)

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THE NATIONAL PUBLISHING CO.

12 SECOND LINE BEACH, MADRAS

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PREFACE

This Reader continues the work done in the four previous Readers in the same series. I have tried to choose poems, stories and other pieces, which may be suitable for boys and girls of the average age of Form III. No effort has been made to cover the entire Grammar Syllabus of the form, but to illustrate and give exercise in certain of its outstanding features. The Readers do not aim at replacing the regular Grammar or the Dictionary, and they do not supply the meanings of words and phrases.

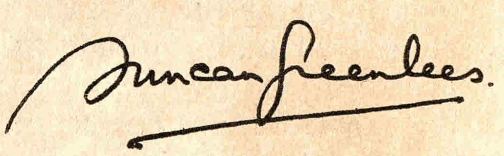
The idea all through has been to prepare the pupil for the regular High School course which begins in Form IV and ends with the Public Examination for the S.S.L.C. In this course the greatest need is an attitude of self-reliance, the greatest evil a dependence on spoon-feeding, as in the printed Notes on Detailed Texts.

The language used is simple and idiomatic, as required in modern English. As far as possible, the big showy words which pleased the 'Village Schoolmaster', but which are not at all useful for the twelve-year old, have been avoided. The experience given by the intimate daily contacts of a residential high school has been utilised in selecting the words to be introduced in each stage of the course.

The lessons are nearly all short and easy. But the pupil who masters them during his year in Form III will be better equipped for further studies in English than most of those who merely skim through bigger books. The full assignments found at the end of each lesson, if worked through by the pupils in advance, and corrected, will enable rapid progress to be made in the classroom.

The teacher is earnestly advised so to draw up his terminal syllabus for the year that the whole book may be finished. The lessons have been arranged in an order which gives sufficient variety, and they should all be studied if the book is to give its full advantage to the student.

Sri Bala Gurukul High School,
Madras, December 1940.



P. S. Said Abraham Lincoln

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this is a Good Book

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1. OUR HOMELAND

homeland	**vegetation**	**really**	**civilization**
continent	**lofty**	**ancient**	**the more**
various	**vast**	**mention**	**not only . . . but also**

India is our homeland. It is the land in which we were born. We therefore love it. There is no one who does not love his homeland. We love it the more, because there is no country like it in the world.

Few countries are as big as India. It is really a continent with various types of climate, of scenery, and of vegetation. There are in this country high mountains with lofty peaks, large rivers with many branches, and vast rich plains with busy towns. These make the country beautiful and wealthy. There are really few useful crops which do not grow somewhere in India.

Ours is one of the oldest countries in the world. All over the country are to be seen ancient cities and buildings, besides other interesting places, which speak of its old civilization and greatness. No visitor to India should ever fail to pay a visit to some of them.

India has also been the home of many great men and women, who have won fame in different walks of life. Their names are known, not only to Indians but also to people of many other countries. Among modern Indians who have become world famous, we may mention Rabindranath Tagore, Sir Muhammad Iqbal, Mahatma Gandhi and Sarojini Devi.

We live in a very famous land, so we are proud of it. We must also try to make our country great and famous by our lives.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

homeland, continent, scenery, vegetation, lofty, vast, ancient, civilization, mention, really, the more, not only . . . but also, as . . . as.

2. Answer the following questions in your own words:—

(i) Why do we love India?

(ii) How is India really a continent?

(iii) What should we do for our country while we live?

(iv) Name three other great Indians, not mentioned in this lesson.

3. There is no one who does not love his homeland.

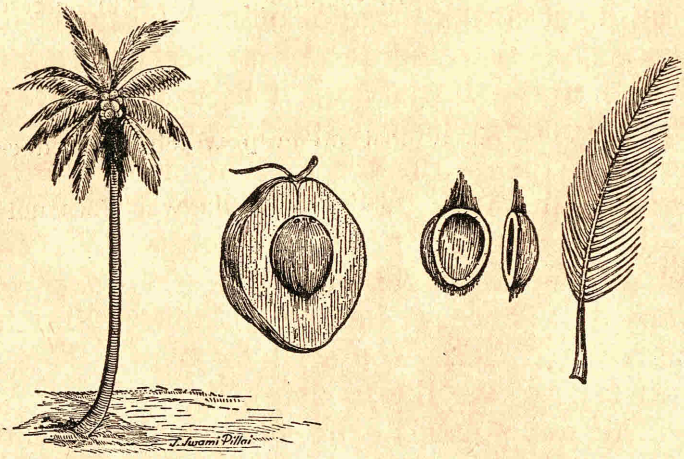
This sentence has two *negatives*. They can be removed and the sentence rewritten as follows: —

Every one loves his homeland.

Rewrite the following sentences similarly: —

(i) There is almost no crop which India does not grow.

(ii) There is no visitor to India who does not visit them.



2. THE COCONUT

cluster	**kernel**	**shelter**	**timber**
damage	**mass**	**sea-shore**	**vessel**
fibre	**palm**	**surround**	**at the top**
fleshy	**store**	**thatch**	**for the use of**

Few trees in India are as useful as the coconut palm. It is often found on the sea-shore and by the side of rivers. It grows to a great height, and bears a crown of leaves and a cluster of nuts at the top.

There is not a part of it which is not used by man. The fruit is the most useful of these parts. The trunk is used as timber for houses. The leaves are plaited and used in thatching the roofs of houses.

The fruit grows in clusters amongst the leaves. As it hangs at a great height from the ground, it might break when it falls. It is, therefore, protected in a wonderful manner.

The part of the fruit which grows into the young coconut tree is the kernel or seed. This kernel is inside the fruit. The white fleshy nut surrounding it is the food stored up for the use of the seed when it begins to grow. We eat the nut and make cakes out of it. We also get oil from it. There is, besides, a milky fluid inside the nut. It helps the seed to grow. This fluid is sweet, so we like to drink it.

The nut sticks to the shell, which is hard to break. We use the hard shells as drinking vessels. All round the shell is a great mass of fibre which saves it from damage if it falls to the ground. We make mats, ropes, brushes, and many other useful articles out of the fibre.

How useful the coconut palm is! It helps man with food and shelter.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

cluster, damage, fibre, fleshy, kernel, mass, plait, seashore, shelter, store, surround, thatch, timber, vessel, at the top, by the side of, for the use of.

2. Answer the following questions in your own words: —

(i) Where do coconut trees often grow?

(ii) Which is the most useful part of the tree?

(iii) How is the nut protected from breaking?

(iv) How is coconut fibre useful to us?

(v) How does the coconut help man with shelter?

3. Choose the right preposition and fill up the blanks: —

(i) We get oil — the nut. (to, of, from)

(ii) We make many useful articles — the fibre. (for, from, out of)

(iii) Flowers grow — bunches on plants. (with, to, in)

(iv) The bund saves the village — water. (from, for, with)

(v) Gopal helped me — money last week. (for, with, to)

4. Rewrite as directed: —

(i) There is not a part which is not used by man. (Remove the negatives.)

(ii) The fruit is the most useful of all the parts. (Use *more useful.*)

(iii) As it hangs from a great height, it might break when it falls. (Write this as two separate sentences.)

(iv) This fluid is sweet, so we like to drink it. (Begin the sentence with *as.*)

(v) There is, besides, a milky fluid inside the nut. It helps the seed to grow. (Combine into one sentence.)

5. How useful the coconut palm is! What kind of sentence is this? Rewrite this as an assertive sentence.

GRAMMAR

(*a*) Nouns which are names of persons or things in general are **common nouns.** Nouns which are names of particular persons or places are **proper nouns.** Nouns which are names of qualities which cannot be seen or touched but which can only be felt or thought of are **abstract nouns.** Nouns which are names denoting a collection or group are **collective nouns.**

(*b*) Classify the following nouns under these headings: —

(i) Names of persons or things in general.
(ii) Names of particular persons or places.
(iii) Words expressing qualities.
(iv) Names standing for a collection or a group.

nut, tree, man, fruit, sea-shore, river, Ganges, height, cluster, crown, timber, shell, food, oil, mass, damage, India.



3. JACK THE GIANT-KILLER

bade	**disturb**	**bravery**	**be a match for**
bless	**determine**	**cave**	**give way**
rage	**thunder**	**rust**	**long long ago**
ruin	**fierce**	**look like**	**not far from**

Long long ago, there lived in a village in England a farmer, who had a son named Jack. Jack was a brave lad, and the farmer was, therefore, proud of him.

Not far from the village was a cave where a fierce giant lived. Whenever the giant was hungry, he would come into the village and carry away a large number of sheep and oxen. The farmers of the village were helpless against the giant and did not know what to do. They feared that if this went on for a long time. they would all be killed.

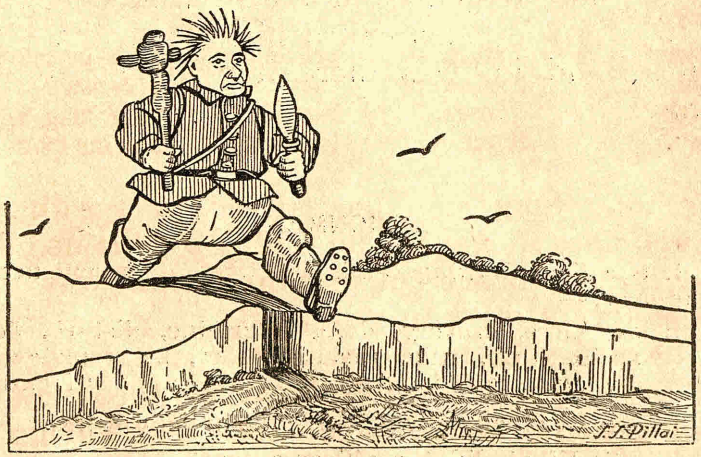
One day Jack learnt from his father all about the giant and his wicked deeds.

'Father, let me go and fight the giant,' said Jack to his father. 'I will kill him and save the people from ruin.'

'No, Jack,' replied his father, 'You are too young, and the giant is too big and strong. You are no match for him.'

'I am young, father, but I am brave,' said Jack. 'Only give me leave, and I will kill him easily.'

When the farmer saw that Jack was determined to fight the giant and kill him, he bade him go with his blessing.



Jack now took his axe, spade, and horn, and ran up the mountain where the giant lived. There he dug a deep pit and covered it with sticks and earth and leaves, so that it looked like

solid ground. He then took his horn and blew it as loud as he could.

The giant, who was sleeping soundly, awoke in a great rage, and ran out to see who had dared to come there and disturb his sleep. When he saw Jack standing before him, he rushed forward to kill him. As he ran over the pit which Jack had dug, the sticks gave way, and the giant fell down into it with a thundering noise. Jack ran to the pit at once, and, jumping upon the giant, killed him with his axe.

In great joy, Jack ran home and told his father the happy news. When the people of the village heard it, they thanked Jack for freeing them from the giant, and all praised him for his bravery. They also called him 'Jack, the Giant-killer', and he was thereafter known by that name.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

bade, bless, bravery, dare, determine, disturb, fierce, praise, rage, ruin, rush, thunder, be a match for, give way, long long ago, look like, not far from.

2. Answer the following questions in your own words: —

(i) What did the villagers fear?
(ii) Why did they not fight the giant and kill him?
(iii) Why was Jack's father at first unwilling to let him go to fight the giant?
(iv) Why did Jack take the horn with him?
(v) How did Jack kill the giant?

3. Certain questions and the answers to them are given below. Combine them together and make a sentence out of each pair.

Questions:

(i) Why did the people of the village thank Jack?

(ii) Why was Jack called Jack the Giant-killer?

(iii) When did the giant come into the village?

Answers:

(i) Because he killed the giant.

(ii) Whenever he was hungry.

(iii) Because he freed them from the giant.

4. Give words meaning the exact opposite of:—

wicked, save, forward, inside, hard, useful.

5. Rewrite as directed:—

(i) Only give me leave, and I will kill him easily. (Begin the sentence with *if*.)

(ii) I am young, but I am brave. (Begin the sentence with *though*.)

(iii) There lived in a village in England a farmer, who had a son named Jack. (Write this as two separate sentences.)

(iv) When he saw Jack standing before him, he rushed forward to kill him. (Begin the sentence with *he*.)

6. Give examples of proper and abstract nouns from this lesson. What adjectives are derived from the latter?

7. Note carefully the use of 'too', and how it is different from 'so' or 'very'.

GRAMMAR

(*a*)	Farmer	Farmers
	Stick	Sticks
	Noise	Noises

The nouns on the left hand side are in the **singular** number; they name one object. Those on the right are in the **plural** number; they name more than one object. The plural is here formed by adding *s* to the singular. This is the general rule.

There are other ways of forming the plural. They are briefly given here:—

(i) by adding *es* to the singular when the word ends in *s, sh, ch* (soft as in match, not hard as in monarch).

(ii) by changing the *y* into *i*, and adding *es*, when the *y* is preceded by a consonant, and the *f* into *v* and adding *es* in some cases, e.g. **army, armies; leaf, leaves.**

(iii) by changing the inside vowel, as in **man, men.**

(iv) by adding *en* to the singular as in **child, children; ox, oxen.**

Write the plurals of the following:—

brush, country, man, ox, leaf, princess, knife, bench, woman, tree, shell, branch, tooth, city, boy, calf, key.

(*b*) Note the difference in spelling and pronunciation between *praise, prize* and *price; farmer* and *former;* and the spellings of *giant, fierce* and *noise.*

4. THE GIANT

scowl	**at length**
frown	**look in the face**
through and through	**to strike dumb**

There came a giant to my door,
A giant fierce and strong;
His step was heavy on the floor,
His arms were ten yards long.
He scowled and frowned; he shook the ground;
I trembled through and through.
At length I looked him in the face,
And cried, 'Who cares for you?'

The mighty giant, as I spoke,
Grew pale and thin and small,
And through his body, as 'twere smoke,
I saw the sunshine fall.
His blood-red eyes turned blue as skies,
He whispered soft and low,
'Is this,' I cried, with growing pride—
'Is this the mighty foe?'

He sank before my earnest face,
He vanished quite away,
And left no shadow in his place
Between me and the day.

Such giants came to strike us dumb
But, weak in every part,
They melt before the strong man's eyes,
And fly the true of heart.

—*Charles Mackay*

When we face any danger or trouble bravely, we always find that it grows less or vanishes away altogether.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

scowl, frown, through and through, look in the face, at length, to strike dumb.

2. Answer the following questions in your own words:—

(i) Why was the poet so frightened of the giant at first?

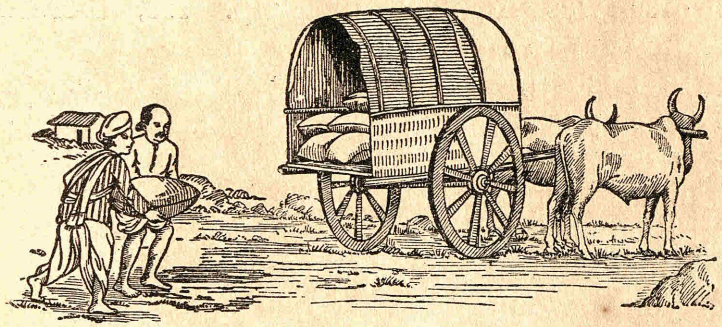
(ii) How was the giant suddenly made to grow small?

(iii) What made the poet wonder at the giant's gentleness?

(iv) How can we easily overcome any difficulty?

3. Complete the following table:—

Verb Present tense	Verb Past tense	Abstract noun	Adjective or participle
strike	...	...	striking
...	grew	...	...
...	...	...	living
...	...	speech	...
...	...	...	free
...	...	...	laughing
...	...	...	proud



5. A FRIEND IN NEED

gentleman	mishap	for a moment	just then
lonely	repay	in need of	none other than
lucky	stranded	draw near	too . . . to
magistrate	but for	fall from	what to do

Once a farmer wanted to take his corn to the market to sell. He loaded his cart with bags of corn, and drove the cart to the market. As he was driving along a lonely road, one of the bulls stumbled, and a bag fell from the cart.

The farmer stopped his cart and tried to lift the bag, but it was too heavy for him to lift. He stood there for a moment, not knowing what to do. Just then, he saw a man coming towards him. He felt glad, for he thought he could get his help in loading the cart with the bag again; but when the person came near, the farmer found that he was none other than the magistrate of the place. He wondered how he could ask the magistrate to help him.

As the magistrate drew nearer, he saw the farmer was in need of help. He, therefore, walked up to him.

'A mishap, sir?' asked the magistrate. 'This is a lonely road, and few people can be seen here. It is lucky that I came along just in time.' So saying, the magistrate helped the farmer in lifting the bag into the cart.

'How kind of you, sir!' said the farmer. 'But for you, I would have been stranded here. How can I repay your kindness?'

'That is easy, sir,' said the magistrate. 'Only lend a helping hand whenever you see a person in difficulty. That is what a gentleman does.'

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

gentleman, lonely, lucky, magistrate, mishap, repay, stranded, stumble, but for, for a moment, in need of, just then, none other than, too . . . to, what to do, draw near.

2. Answer the following questions in your own words:—

(i) Why did not the farmer lift the bag into the cart?
(ii) Who came along just at that moment?
(iii) What did the farmer think of doing then?
(iv) What did the magistrate do?
(v) Who is a gentleman?

3. Give words meaning the exact opposite of:— easy, big, high, sell, heavy, glad, near, lucky, kind.

4. Fill up the blanks in the following sentences by supplying one or the other of the phrases given in assignment 1.

(i) The sun was hot, and I could not walk; — a car came along the road and I got into it.

(ii) Night set in and the boy was alone. He did not know —.

(iii) As Bharata drew near, Guha found that he was — Rama's brother.

(iv) The sum was — difficult for me — work.

(v) When the gentleman saw that the old man was — food, he gave him the food he had.

5. But for your help, I would have been stranded.

This can be written in the following ways: —

Had it not been for your help, I would have been stranded.

Had you not helped me, I would have been stranded.

If it had not been for your help, I would have been stranded.

If you had not helped me, I would have been stranded.

GRAMMAR

(*a*) *Few* trees in India are as useful as the coconut palm.
Few people can be seen here.

In these sentences, *few* has an almost negative meaning, *hardly any* tree or *almost no* people.

(*b*) (i) A bag fell from the cart.

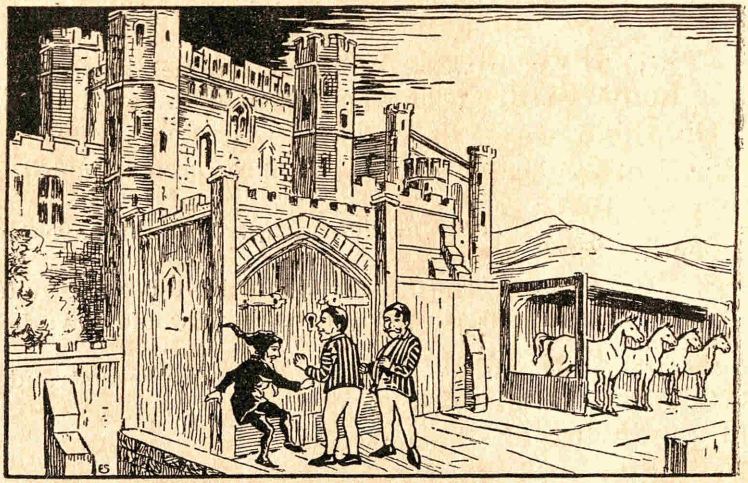
(ii) How can I repay your kindness?

(iii) Lend a helping hand.

(iv) How kind of you!

All these are sentences. The first sentence states a fact. It is an **assertive** sentence. The second asks a question. It is an **interrogative** sentence. The third makes a request. Sentences which give a command or make a request are **imperative** sentences. The last expresses a feeling of joy or surprise. It is an **exclamatory** sentence.

Every sentence begins with a capital letter. A full stop (.) is placed at the end of an assertive or imperative sentence, a question mark (?) at the end of an interrogative sentence, and an exclamation mark (!) at the end of an exclamatory sentence.



6. THE THREE BROTHERS—I

ant-hill	key-hole	laugh at	look for
dwarf	plead	break up	hold back
fortune	roast	far off	run about
hollow	stable	all sorts of	run down
insect	honey	in search of	set out

Once upon a time, there were three princes in a far-off country. The first two of them went out into the world to seek their fortunes. They were foolish young men, and soon wasted all their money; so they could not come home again. Many months passed, and they did not return.

Their young brother, who was a little dwarf, went out to look for his brothers and bring them home again; but when he had found them, they

only laughed at him, because they thought that he wanted to go in search of a fortune, while they, who were so much wiser, had got on so badly. However, they all set out together to return to their home in their father's capital.

On their way, they found an ant-hill. The elder brothers wanted to break it up, to see how the poor little frightened ants would run about trying to save their eggs. But the little dwarf said, 'No, no, let the poor things live in peace. I won't let you disturb them.'

So on they went, and soon they came to a lake, where many ducks were swimming about here and there. The two brothers wanted to catch some and roast them for dinner. But the dwarf pleaded with them, 'Let the poor birds enjoy themselves; you shall not kill them.'

Next, they came to a bees' nest in the hollow of a tree, where there was so much honey that it ran down the trunk. The two cruel brothers wanted to light a fire under it and kill the bees, to get their honey. But the dwarf held them back and said, 'Let the pretty insects enjoy their honey; I cannot let you burn them.'

At length, the three brothers came to a castle; and in the stables, they saw fine horses, but all were made of stone, and no man was to be seen. Then they went through all the rooms, till they came to a door which was locked inside. But they could see into the room through the key-hole in the door. In that room, a funny little

old man was sitting at a table. They called to him twice, but he did not hear them; when they called the third time, he got up and came out to meet them.

He said nothing, but quietly led them to a beautiful table covered with all sorts of good things. They ate and drank as much as they wanted, and then went to a room to sleep in.

ASSIGNMENT

1. Use these words and phrases in sentences of your own: —

ant-hill, dwarf, fortune, hollow, insect, key-hole, plead, roast, stable, all sorts of, break up, get on, here and there, in search of, look for, run about, run down, in front of, set out, get up, laugh at, hold back.

2. Answer the following questions in your own words: —

(i) Why could not the two brothers return home?
(ii) Why did they laugh at their young brother?
(iii) Why did they want to break up the ant-hill?
(iv) Why did they want to catch some ducks?
(v) Why did they want to kill the bees?
(vi) What did the three brothers see in the castle?

7. THE THREE BROTHERS—II

heap	**castle**	**fished up**
pearl	**magic**	**free from**
syrup	**spell**	**bring up**

The next morning the old man took them to a marble table. On it there were three papers, which told how the castle was under a magic spell and how it could be freed from it. The first paper said, 'A thousand pearls belonging to the king's daughter are lying in the forest under the sand; they must all be found; and, if at sunset one is missing, the seeker will be changed into stone.'

The eldest brother set out into the forest, and looked all day for the pearls; but by evening he had not found even the first hundred. At sunset, he was turned into stone.

The next day, the second brother tried, but he had no more success than the first, for he could only find the second hundred. So he also was turned into stone.

At last came the little dwarf's turn, and he began to look in the sand. But the pearls were so hard to be found, and it was so hot and tiring! So he sat down on a fallen tree, and began to cry. Then the king of the ants whose lives he had saved came with five thousand of his little people to help him. They soon found all the thousand pearls and piled them up in a heap in front of him.

The second paper said that the key of the queen's room must be fished up out of the lake. When the dwarf came to the shore of the lake, he saw the ducks whose lives he had saved swimming about. They dived down, and soon brought up the key for him from the bottom of the water.

The third task was the hardest of all. It was to choose out the youngest and the best of the king's three daughters. Now, they were all beautiful and all exactly alike; but he was told that the eldest had eaten some sugar, the second some sweet syrup, and the youngest a spoonful of honey. So he was to guess which of them had taken the honey.

The little dwarf did not know what to do. But just then, he heard a buzzing noise, and saw the queen of the bees whom he had saved from the fire. She came flying in through the window to help him. She tried the lips of all the three princesses, but at last sat upon the lips of the one who had taken the honey. So, the dwarf knew which was the youngest.

Thus the magic spell was broken, and all who had been turned into stone came to life again and took their own human forms. The dwarf prince married the youngest and the best of the princesses, and when her father died he became the king of that country. His two brothers went back to their own land.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

heap, pearl, pile, spell, syrup, at last, fished up, free from, bring up, marble, castle.

2. Answer the following questions in your own words: —

(i) What did the old man in the castle show them?

(ii) What did each of the three papers say?

(iii) Why were the two brothers turned into stone?

(iv) How did the dwarf find all the pearls?

(v) How did he get the key of the queen's room?

(vi) How did he know which of the princesses had taken honey?

3. Insert suitable words or phrases in the blanks in the following sentences: —

(i) The mother — — her child who was lost in the crowd.

(ii) There was — much honey — it ran down the trunk of the tree.

(iii) The key of the room had to be — — — of the lake.

(iv) The three sisters were all exactly — .

GRAMMAR

(*a*) Say if each of these is male or female: —

prince, man, brother, princess, ant, duck, bee, insect, horse, daughter, people, queen, father, king, dwarf, princes.

All nouns which are names of males are said to be in the **masculine gender**, e.g., prince, man, brother, king, father, horse.

Nouns which are names of females are said to be in the **feminine gender**, e.g., princess, woman, queen, duck, daughter, bee.

Nouns which are names of things without life are said to be in the **neuter gender**, e.g., lake, nest, tree, castle, stable, stone.

Nouns which are common to both male and female are said to be in the **common gender**, e.g., people, insect, ant, child, friend.

(*b*) Write the other genders of:—

prince, man, brother, duck, bee, horse, daughter, queen, father.

(*c*) Note the difference in spelling and pronunciation between *princes* and *princess*.

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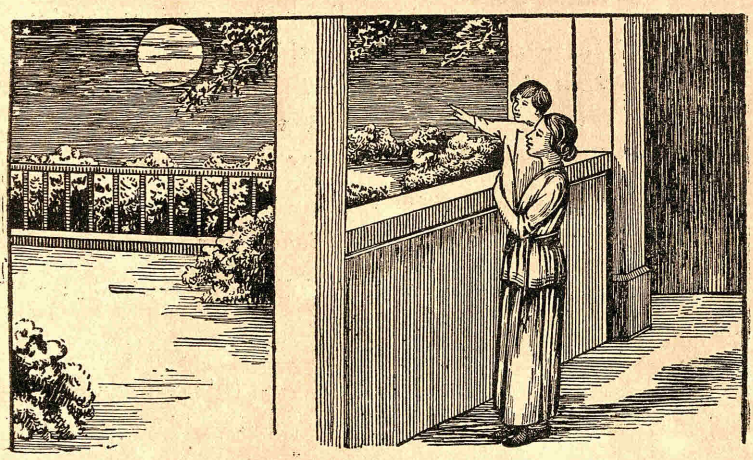
8. OH, LOOK AT THE MOON

bow **look up**
nursery **last week**

Oh, look at the moon!
She is shining up there.
Oh, mother, she looks
Like a lamp in the air!

Last week she was smaller,
And shaped like a bow;
But now she's grown bigger,
And round as an O.

Pretty moon, pretty moon,
How you shine on the door,
And make it all bright
On my nursery floor.



You shine on my play-things
And show me their place,
And I love to look up
At your pretty, bright face.

And there is a star
Close by you, and may be
That small, twinkling star
Is your little baby.

—*Eliza Lee Follen*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

bow, nursery, twinkle, look up, last week.

2. Answer the following questions in your own words: —

(i) Where does the moon shine?

(ii) What does it look like?

(iii) How was it shaped last week?

(iv) What does the little star seem to be?

3. Give the plurals of: —

lamp, door, nursery, baby, face, star.

4. Fill up the blanks in the following sentences with suitable phrases: —

(i) — — I was younger, and this year I am older.

(ii) There is a mountain — — this village.

(iii) — — was September and this month is October.

(iv) I live — —, and I can walk to the school easily.

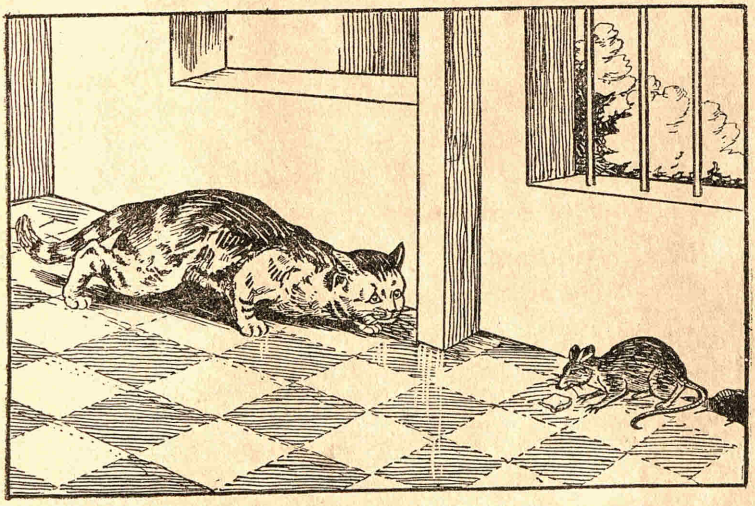
5. Note that every line in the poem begins with a capital letter.

6. Give an example of an exclamatory sentence from this poem. Change it into an assertive sentence.

7. Note that the last word in the second and fourth lines of each group has the same kind of sound. This is called **rhyme**; it gives music and beauty to a poem and helps you to remember it.

8. Learn this little poem by heart.

9. Write the ideas of this poem in your own words.



9. A CLEVER CAT

attract	in vain	window sill
passed	longing	lie in wait
entrance	from house to house	make a meal of
find out	pounce	was afraid

A cat which had become old and weak went about in search of food; but she could not find any. She was so hungry that she was afraid she might die. She went about from house to house, but all in vain. At last, she found a small piece of bread on a window sill. She thought it was not enough for her meal, and was feeling sad.

In her younger days, she had often caught many rats and eaten them. The holes in which

the rats were living were all well-known to her. In one of the holes, she had seen a fat rat living, which she had often failed to catch. She was still longing to make a good meal of it, but did not know how to manage it.

At last she hit upon a plan. Rats are always fond of bread, and by the smell of it, they can find out where it is. The cat took the piece of bread to the hole in which the fattest rat was living, put it near the entrance and lay in wait close by. Only a few seconds passed, and the rat, attracted by the smell of the bread, came out to eat it.

Immediately, the cat pounced upon it, killed it, and ate it up.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

attract, passed, entrance, eat up, find out, in vain, from house to house, hit upon, longing, manage, pounce, window sill, lie in wait, make a meal of, was afraid.

2. Answer the following questions in your own words: —

(i) Where did the cat find a small piece of bread?

(ii) Why was she feeling sad?

(iii) How did she know there was a fat rat living in one of the holes?

(iv) How can rats find out where there is anything to eat?

(v) What was the plan the cat employed to catch the fat rat?

3. Pick out the subject, predicate and object, in the following sentences and arrange them in a tabular form: —

Subject	Predicate	Object

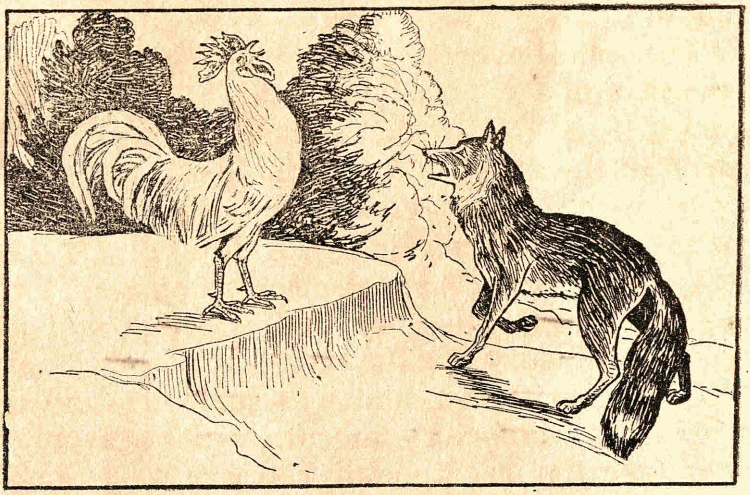
(i) A cat went about in search of food.
(ii) She had seen a fat rat living in a hole.
(iii) The cat took the piece of bread to the hole.
(iv) The cat pounced upon the rat and ate it up.

GRAMMAR

(*a*) When a noun is used as the subject of a verb, the noun is said to be in the **nominative case.** To find out if a noun is in the nominative case, put the question Who or What? before the verb. The answer is in the nominative case. Who found a piece of bread? The cat. So, the word *cat* is in the nominative case. The noun which is the direct object of a verb is said to be in the **accusative case.**

To find out if a noun is in the accusative case, put the question Whom or What? before the verb. The answer is in the accusative case. What had she seen? She had seen a fat rat. What did she take to the hole? She took a piece of bread to the hole. So the words *rat* and *bread* are in the accusative case.

(*b*) Note the difference in spelling between *piece* and *peace.*



10. THE FOOLISH COCK

announce	**cunning**	**awls**	**over and over again**
carpenter	**flatter**	**howl**	**run away with**
cobbler	**remote**	**at best**	**so kind as to**

In a certain remote village there lived a cock which had been well looked after by his master. Early in the morning this cock used to crow as if to announce the dawn of the day. All who heard him would know that the night was past. The farmer would go out with his plough, the carpenter with his tools, the washerman with his clothes, and the cobbler with his awls. Every workman would set out on his day's work in order to earn his bread.

One day a jackal who heard the cock crow

also came out, hoping to get his prey. He came howling along to the place where the cock was standing.

'The whole world thanks you, Mr. Cock, and I thank you too,' said the jackal. 'Not only do you set us on our work, but also you give us fine music in the early hours of the day.'

'Do you believe so, my friend?' replied the cock, feeling rather proud of himself. 'I take pleasure in doing some service to others. I tell you that the day has dawned and that you can begin your work for the day.'

'True, my friend, and it is such nice music I hear from you every morning. I really enjoy your sweet music though you are so young.'

'Really!' said the cock, 'I never thought I was singing so sweetly. Still, if you are so kind as to say so, I must be really thankful to you.'

'Certainly, my friend,' replied the jackal. 'I don't think you ever heard your late father singing. I have heard him over and over again. He used to be at his best only when he shut both his eyes and sang. Being his son, you too can sing more sweetly if you close both your eyes and sing.'

Feeling highly flattered, the cock thought it was true. He shut both his eyes, and began to crow as loud as he could. Suddenly, the jackal sprang upon him and ran away with him. The cunning fellow enjoyed a good dinner that day.

ASSIGNMENT

1. Use these words and phrases in sentences of your own: —

announce, awls, carpenter, cobbler, cunning, flatter, howl, plough, remote, at his best, look after, over and over again, run away with, so kind as to.

2. Answer the following questions in your own words: —

(i) What do we know when we hear a cock crow?

(ii) How did the jackal flatter the cock?

(iii) How did he manage to catch the cock?

3. Insert suitable words in the blanks: —

(i) The cock was well looked — by his master.

(ii) The farmer went out with his —, the carpenter with his —, the washerman with his —, and the cobbler with his —.

(iii) You have set us — our work.

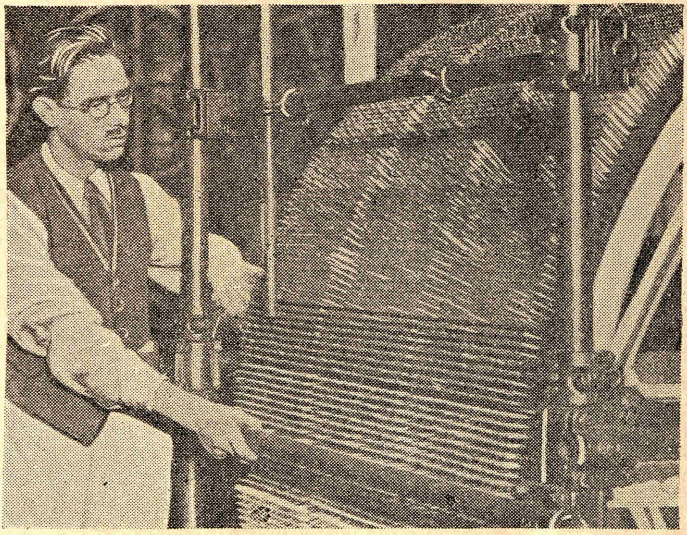
(iv) He began to crow — loud — he could.

GRAMMAR

(*a*) We **pray** to God before we begin our work.
The jackal went out in search of **prey**.

The two words **pray** and **prey** have different meanings.

(*b*) The farmer went out with his *plough*. The word plough is a noun. He began to *plough* his field; here the word *plough* is a verb. The same word is used both as a noun and as a verb. Many words may be of different parts of speech according to the way they are used in a sentence. So before parsing a word we must be careful to see what work it is actually *doing* in the sentence.



11. A BOX OF MATCHES

boil	**contain**	**solution**	**to make a fire**
flint	**machine**	**at work**	**long afterwards**
century	**packet**	**in turn**	**make up**
factory	**separate**	**put in**	**pack into**

Every home has at least one box of matches. When we want to light a fire with which to cook our food, we strike a match. There was a time when men did not know how to make a fire at all. Long afterwards, they learnt to make a fire by rubbing dry wood or striking a piece of stone against a flint or hard stone. That was how men made a fire for a very long time.

The match was invented about a century ago. The first matches made were those which one could strike anywhere. Such matches have red tips and are seen even to-day in some shops and homes. These light readily when the tips are rubbed, so they are not safe to carry. Men, therefore, later made a different kind of matches with black tips containing a different substance. These light only when the heads are rubbed against the side of the box. They are called 'safety' matches.

How many things have to be done before a box of matches is ready for use! The timber used for making matches has first to be carried from the forest to the factory. In the factory, the timber is cut by a machine into smaller pieces. These pieces are then passed through another machine which cuts them along the length, until they are made into long and thin sheets of wood. The sheets used for making matches are thicker than those used for making match-boxes.

These thin sheets of wood are next cut into pieces of a certain length. They are further cut into small match sticks by another machine. The little sticks so made are boiled in a solution, so that they may catch fire and burn well. At last, the tips are dipped in another solution which cools and forms the striking heads. The sticks are then dried. This is also done by a machine.

Other machines are similarly at work making

the boxes and the outer covers. The matches are packed into the boxes, and the boxes pushed into the outer covers, again by machines. These are the boxes that we buy in shops. They are made up in packets of twelve each, and these are packed again in wooden cases and sent to different markets for sale.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

boil, case, century, convenient, factory, flint, invent, machine, packet, separate, solution, at least, at work, in turn, long afterwards, so . . . as, to make a fire, put in, make up, pack into.

2. Answer the following questions in your own words: —

(i) How did men make a fire in early days?
(ii) How do we make a fire now?
(iii) Why are the match-sticks boiled in a solution and dried?
(iv) How do we strike the safety match?
(v) Why is the other kind of match not safe?

3. 'Every home has at least one box of matches.' Rewrite this sentence beginning, *There is no home* .....

4. Fill up the blanks, using suitable words or phrases: —

(i) We feed our children when they are young; and they will look after us — — when we grow old.
(ii) Jack was not — strong — the giant.
(iii) The hunter caught a duck and — — —, over which he roasted it.

5. Give the plurals of: —

box, match, century, machine, factory, sheep, dozen.

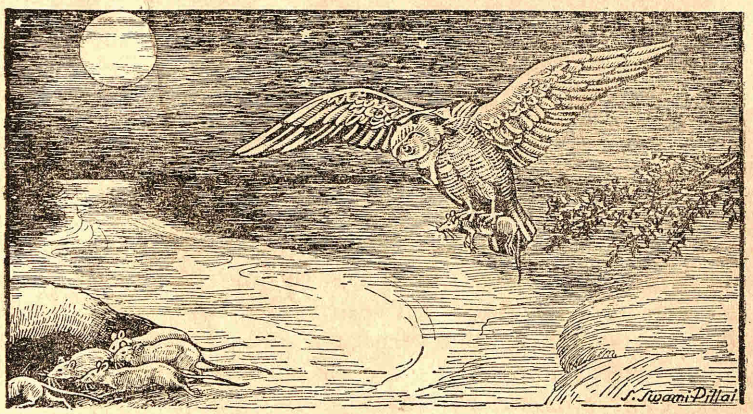
GRAMMAR

(*a*) (i) You strike a match.
(ii) These matches are safe.
(iii) The moon shines.

Split up these sentences into subject and predicate. The predicate in (i) is *strike a match,* and the verb is *strike.* The act of striking passes on to *match. What* do you strike? A *match. Match* is the object. Verbs which take objects after them are called **Transitive verbs.** In the other two sentences the verbs *are* and *shines* do not take objects after them. They are called **Intransitive verbs.** In the second sentence, the sense is not complete unless the word *safe* is added. The word or words which complete the sense are called **complements.** Intransitive verbs which take complements are called verbs of **incomplete predication.** The verb *shines* in the third sentence is an intransitive verb of **complete predication.**

(*b*) Give the objects or the complements in the following sentences: —

(i) The coconut palm is very useful.
(ii) He saw the ducks swimming about.
(iii) The magistrate helped the farmer.
(iv) This fluid is sweet.
(v) We drink the milky fluid.



12. SIX LITTLE MICE

dangle	**hoarse**	**skip**
declare	**prowl**	**the very next time**
frisk	**scamper**	**hither and thither**
guess	**sedate**	**stay out**

Six little mice they lived in a wood,
Six little mice so pretty and good,
Their tails were long and their eyes were bright;
And they loved to frisk in the clear moonlight.

Old Mother Mousey she shook her head:
'My dears, you're safer by far in bed;
Now trust your mother, she's old and wise,
And she fears the owl with the big brown eyes.'

The six little mice all looked sedate,
And declared they'd never stay out too late.
But the very next time the moon shone bright,
They forgot their promise and went out at night.

What a time they had! It was splendid fun
Hither and thither to skip and run.
Little they guessed that the big brown owl
Was coming that way on his nightly prowl.

He pounced on one, he pounced on two,
With a loud too-whit and a hoarse too-whoo;
He carried them off, that owl so brown,
And their poor little tails hung dangling down.

Away they scampered, a frightened four,
But two little mice will come home no more;
And the owl's brown babies up in the tree
Had mouse for dinner and mouse for tea.

—*Sill, Edward Rowland*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

dangle, declare, frisk, guess, hoarse, prowl, scamper, sedate, skip, by far, hither and thither, no more, the very next time, stay out.

2. Answer the following questions in your own words: —

(i) Why did Mother Mouse ask her young ones to stay at home?

(ii) What did the young mice promise?

(iii) Did they remember their promise?

(iv) How did they enjoy themselves?

(v) What happened to two of the little mice?

3. Give the singulars of:—mice, babies.

4. 'What a time they had!' What kind of sentence is this? Rewrite it as an assertive sentence.

5. Tell in your own words the story of the two poor little mice.

GRAMMAR

(*a*) *Six little* mice, *big brown* eyes, *splendid* fun, *poor little* things. What part of speech are the ialicized words in these word-groups?

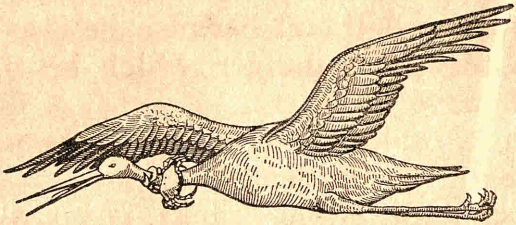
They qualify or describe nouns; they tell you what the things are like. They are **adjectives.** Adjectives are generally placed before the nouns they qualify.

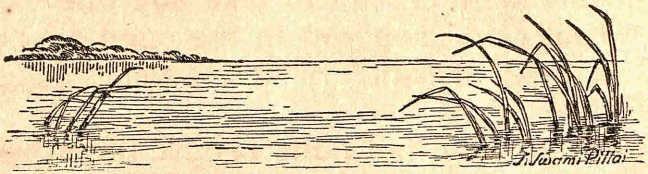
Read these sentences:—

Their tails were *long.*
Their eyes were *bright.*

In these sentences the adjectives *long* and *bright* are used as **complements.** Then they come after the nouns they qualify. They qualify the subject. They are therefore called **subjective complements.**

(*b*) Is there any rhyming in this poem? How are the rhymes arranged?





13. BEWARE OF FALSE FRIENDS

beak	**grow sad**	**drive into**
crane	**as well as**	**face a danger**
pond	**live upon**	**catch hold of**
drain	**think of**	**no sooner than**

Once upon a time, a crane who lived in a nest near a lake grew too old and weak to catch the fish for his prey. For some time he was living upon the young frogs who could be caught easily. Then he did not know what to do. At last he thought of a clever plan, and went down to the shore of the lake.

'Poor fishes!' said the crane loudly. 'Very soon, the fishermen will drain the water in this lake and kill you all.'

On hearing this, the fishes in the lake grew sad, and they all swam near to the place where the crane was standing. A crab who lived in the lake also followed them, because he was sorry to hear of the great danger which his friends would soon have to face.

'Mr. Crane,' said the crab, 'Is there no way of saving us all from death?'

'Well,' said the crane, 'There is no way out of the danger if you stay here; but I can help you in this manner. I can take you one by one in my beak and drop you in the pond close by.'

'How kind of you!' cried the fishes in great joy.

The crab could not quite believe the words of the crane. So he wanted to see if what he said was true.

'We have long been friends,' said the crab. 'Do please take me first to the pond.'

Not knowing that the crab wanted to test him, the crane gladly took him in his beak and flew off with him to the pond. He flew and flew, but yet there was no sign of any pond.

'Friend, I am too big and heavy for you to carry in your beak any further,' said the crab. 'I will catch hold of you round the neck, and then you can easily take me.'

The crane agreed to this too, and flew off again with the crab.

'Where is the pond?' asked the crab. 'You said it was close by.'

'Pond?' replied the crane. 'That was just a trick to catch you and the fishes, and eat you up.'

No sooner had the crane said this than the crab drove his claws into his neck and killed him. The fishes in the lake, as well as the crab, were all saved.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

agree, beak, crane, drain, fishermen, intend, loudly, pond, sign, trick, as well as, drive into, drop in, live upon, no sooner . . . than, shortly, think of, face a danger, catch hold of, grow sad, in great joy.

2. Certain questions and the answers to them are given below. Combine them together and make a sentence out of each pair.

Questions:

(i) Why could not the crane catch the fish?

(ii) Why did the crab want to go first?

(iii) Why did the crab want to catch the crane round the neck?

Answers:

(i) Because he wanted to kill the crane.

(ii) Because he wanted to test the crane.

(iii) Because he was too old and weak.

3. The crane was *too* old *to* catch fish.

This can also be written thus: The crane was *so* old *that* he could *not* catch fish.

Transform the following sentence similarly: —

I am too heavy for you to carry.

4. *No sooner* had the crane said this *than* the crab drove his claws into his neck and killed him.

This can also be written thus: *As soon as* the crane had said this, the crab drove his claws into his neck and killed him.

Transform the following sentence similarly: —

No sooner had the fishes heard the words of the crane *than* they swam near to him.

5. *Fish.* This is generally used as both singular and plural. But when different kinds of fish are spoken of, we say *fishes.*

6. Complete the following sentences by supplying suitable complements: —

(i) The crane grew —.

(ii) The people of the village called Jack — —.

(iii) We must make our country —.

(iv) The fishes grew —.

14. HOW A TELEGRAM IS SENT

click	**quite so**	**next (Wednesday)**
deliver	**telegram**	**tapped**
messenger	**telegraph**	**write out**
operator	**urgent**	**take time**

Ahmed—Ramu, a messenger delivered a brown-coloured letter to the teacher to-day. What was it about?

Ramu—It was a telegram. His son is coming home next Wednesday.

A.—Is that the boy who went to England?

R.—Yes; it is he.

A.—Has he arrived in Bombay?

R.—Yes, he has. He landed in Bombay only this morning.

A.—This morning! How could a letter come here so soon?

R.—It was a telegram and not a letter. Letters take time, but a telegram comes very quickly.

A.—How convenient it is! Then we can send telegrams always, and not letters.

R.—No, no. It costs only one anna and a quarter to send quite a long letter, but much more to send a telegram.

A.—How much have you to pay to send a telegram then?

R.—Nine annas for a message of eight words. The name of the person to whom you send it and his address must also be paid for. For

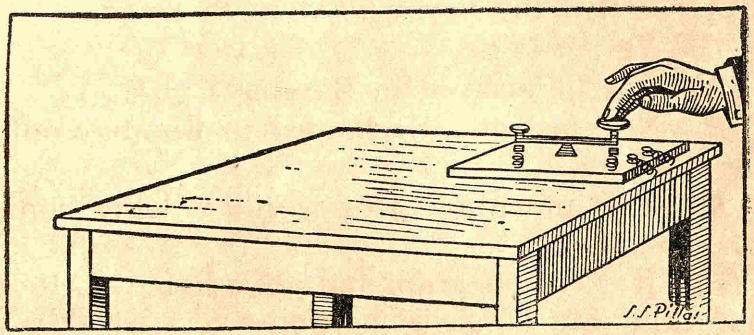
longer messages, one anna must be paid for every additional word.

A.—Then we can use telegrams only for sending short and urgent messages.

R.—Quite so.

A.—How is a message sent so quickly by telegram?

R.—At the telegraph office where you give your message, it is tapped out on a machine. Each letter of the alphabet is tapped out in a



different way. The overhead wires, which you see in some places, connect this machine with others in other offices. The tapping in one office makes clicking sounds in the office where the message is to be received. The operator there understands these clicking sounds, and changes them back into words. Then he writes out the message, and sends it in a closed cover to the person for whom it is meant.

A.—I see. Now I understand the reason why telegraph wires run all over the land. They connect all the offices together.

R.—They run under seas and oceans too, and connect country and country.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

click, deliver, messenger, operator, quite so, telegram, telegraph, urgent, next (Wednesday), tapped, write out, take time.

2. Answer the following questions in your own words:—

(i) Which travels quicker, a letter or a telegram?

(ii) Why can we not always send telegrams?

(iii) What is the cost of sending a telegram?

(iv) What does the operator at the office of sending do?

(v) What does the operator at the receiving office do?

3. Fill up the blanks in the following sentences:—

(i) A telegram travels faster — a letter.

(ii) The operator — these sounds — into words.

(iii) The wires — office — office.

(iv) I understand the reason — telegraph wires run all over the land.

(v) This telegram — two rupees.

4. Give words meaning nearly the same as:—

deliver, urgent, connect.

5. Rewrite as directed: —

(i) How convenient it is! (Change this into an assertive sentence.)

(ii) A messenger delivered a brown-coloured letter. (Begin the sentence with—*A brown-coloured letter.*)

(iii) The operator changes the sounds back into words. (Begin the sentence with, *The sounds.*)

(iv) *On hearing this,* the fishes grew sad. (Expand the italicized words into a clause.)

(v) The crab could not quite believe the words of the crane. He wanted to see if what he spoke was true. (Combine into one sentence using *because.*)

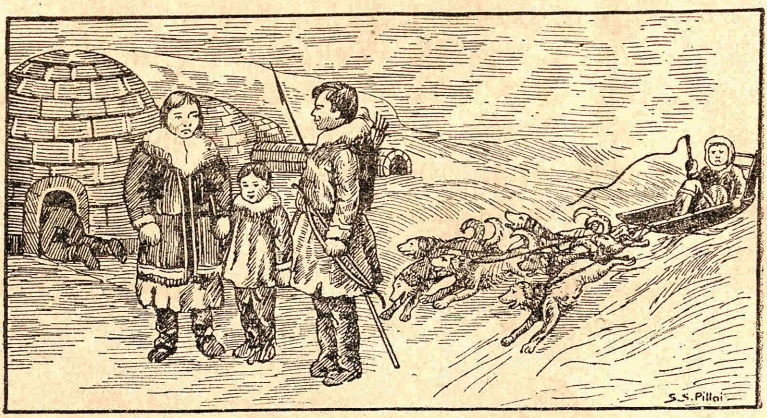
6. 'This morning!' 'Quite so.' These are really sentences. They can be expanded thus: *'This morning!'*—Did he arrive this morning? *'Quite so.'* Yes, he did arrive this morning.

7. Note the difference in the use of the words *sound* and *noise.*

Just as I was going to sleep last night I heard the *sound* of a man's footsteps quite close to me.

Immediately after the rains ceased, I heard the *noise* of a huge tree falling down.

8. Note the difference in spelling and pronunciation of *quite* and *quiet.*



15. ESKIMOS

block	**frozen**	**extremely**	**live by**
bundle up	**melt**	**break camp**	**gaze at**
crawl	**sledge**	**differ from**	**in wonder**

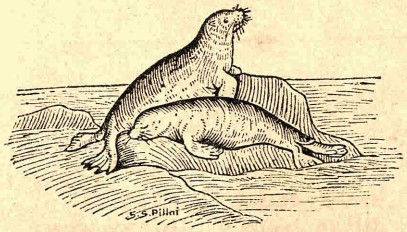
The Eskimos are a people who live in the lands along the shores of the Arctic Ocean. They look so different from us that we should gaze at them in wonder if we saw any of them in our town. They wear funny clothes made from the thick skins of animals, and live by catching fish and hunting.

The land they live in is extremely cold. For six months in the year the sun is never seen in the sky, and it is always night. The earth is covered with snow and ice, and even the water in the sea turns into ice. What vegetation can

grow in that icy land? Not even grass grows there.

How, then, do the Eskimos live in that country? Since no tree grows there, they build their houses out of blocks of frozen snow. These houses are called *igloos.* The entrance to such a house is through a small opening; it is so low and small, that the Eskimos have to crawl in on their hands and knees when they have to get in.

The sea gives them the food they need. They catch the seal in the sea, and live on its flesh. When the sea is frozen, as in winter, they fish through holes cut in the ice. In summer they go out to sea in their little boats, and fish from them.



SEALS

After the winter, comes the summer. It is as long as the winter, and the sun shines almost the whole day and night. As the heat of the sun melts the ice, they cannot live any longer in their snow houses. The summer is also the time for them to go out and hunt bears for their flesh and skin. So they move with their families from place to place. As they move about, they live in tents made of the skins of animals. When they break camp at a place, they bundle up their things, and carry them in carts. These carts are not like our carts,

for they have no wheels. They are called sledges, and they are drawn by dogs. Dogs are almost the only animals which can live where no grass grows, so the Eskimos keep them. Dogs serve them much as horses and oxen serve us in India.

ASSIGNMENT

1. Use these words and phrases in sentences of your own: —

block, bundle up, crawl, extremely, frozen, melt, sledge, break camp, live by, live on, gaze at, in wonder.

2. Answer the following questions in your own words: —
   (i) Why do the Eskimos live in houses made of snow?
   (ii) Why do they not grow crops for food?
   (iii) Why do they move about in summer?
   (iv) Why do they not keep horses and oxen for drawing their carts?
   (v) How do the Eskimos pass their time in summer?

3. Fill up the blanks with suitable prepositions: —
   (i) In India people live — cultivation.
   (ii) Kings live — palaces.
   (iii) Mahatma Gandhi lives — goat's milk.
   (iv) Great men live — others.

4. Rewrite as directed: —
   (i) They look so different from us that we should gaze at them in wonder. (Write this in two sentences.)

(ii) The land they live in is extremely cold. (Supply the word understood.)

(iii) Since no trees grow there, the Eskimos build their houses out of blocks of frozen snow. (Write this in two sentences.)

(iv) These carts are not like ours. (Use *different.*)

(v) As the heat of the sun melts the ice, they cannot live any longer in their houses. (Begin the sentence with *The heat.*)

GRAMMAR

(*a*) Give the singulars of: —

clothes, Eskimos, sledges, oxen, wheels.

(*b*) Note the difference between *cloth* (the material), and *clothes* (garments made of cloth). If no tailor has worked on them, we may speak of *cloths,* but if they have been stitched we must say *clothes.*

(*c*) (i) The sledge has no wheels.
Sledges have no wheels.

(ii) The Eskimo lives in a house.
Eskimos live in houses.

Give the subject words and the verbs in these two pairs of sentences. Note that when the subject is singular, the verb also is singular. When the subject is plural, the verb also is plural.

(*d*) Rewrite the following sentences, using the plural forms of the subjects: —

(i) The fruit grows in clusters.

(ii) There is a star close to the moon.

(iii) The match was invented about a century ago.

(iv) A letter takes time to travel.

(v) The operator understands these sounds.

(vi) How is a message sent so quickly by telegram?

16. THE SUN

distant		**wondrous**
undressed	**pass away**	**go to bed**

Somewhere it is always light,
For when 'tis morning here,
In some far distant land 'tis night,
And the bright moon shines there.

When you're undressed and going to bed,
They are just rising there,
And morning on the hills doth spread
When it is evening here.

And other distant lands there be,
Where it is always night;
For weeks and weeks they never see
The sun, nor have they light.

For it is dark both night and day,
But what's as wondrous quite,
The darkness it doth pass away,
And then for weeks 'tis light.

Yes, while you sleep the sun shines bright,
The sky is blue and clear;
For weeks and weeks there is no night,
But always daylight there.

—Thomas Miller

This little poem reminds us that even when there is darkness for us here, there is light somewhere else for others. When we have trouble, others have joy; when they have pain, we get pleasure. So we should always try to be cheerful, even when things go wrong.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

distant, undressed, wondrous, go to bed, pass away.

2. Answer the following questions in your own words: —

(i) Where is it night when we have day?

(ii) How does morning spread on the hills?

(iii) In what parts of the world is it daylight for months on end, and then night for many months?

3. Express each of the following sentences as *two* simple sentences: —

(i) When 'tis morning here, in some far distant land 'tis night.

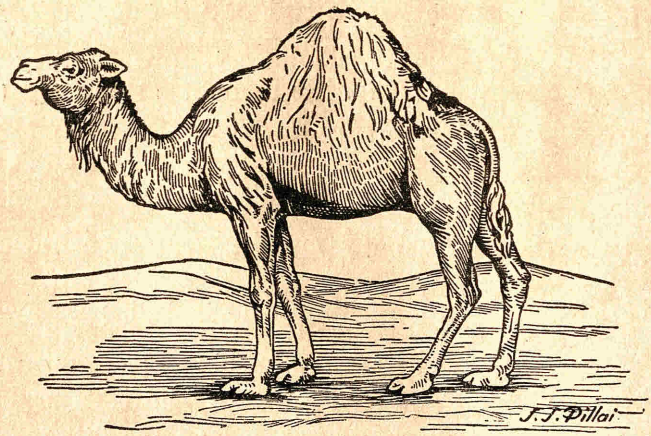
(ii) What's quite as wondrous, the darkness it doth pass away.

(iii) While you sleep the sun shines bright.

4. Give words meaning the exact opposite of: —

distant, bright, morning, darkness, sleeping.

5. *Doth* is an old form of *does*. It can now be used only in poetry.



17. THE CAMEL

dwell	**tough**	**hump**	**leather**
scanty	**tract**	**weed**	**suited for**
scarce	**pad**	**shrub**	**provide with**

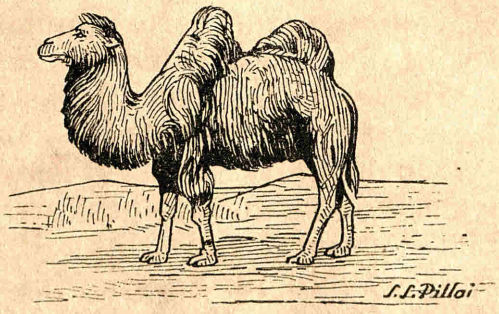
Look at the animal in this picture. It is a camel. It is found largely in the deserts of Africa and Arabia. A desert is a vast rocky or sandy tract of land, where water is scarce and vegetation scanty. No animal is better suited for life in a desert than the camel.

How ugly the camel looks with its long, thin legs and its humped back! And yet how useful it is to desert dwellers! It is to the desert dweller what the cow and the goat are to us. It supplies him with meat and drink. It also provides him with its skin for making his dress and leather tents. But for the camel, life would be hard for the people of the desert.

The camel is useful to the people of the desert in another way too. It is like a ship in carrying men and goods across the lonely sandy deserts. It is therefore called the 'ship of the desert'.

How does the camel travel in a sandy desert where no other animal can live? As it walks on spreading padded feet, it does not sink into the sand as a hard-hoofed animal does. It can therefore march easily across the sandy desert. Again, the bitter weeds and thorny shrubs, which are the only plants growing in deserts, are a feast to the camel. It is very fond of them, and can easily live on them. Lastly, it can march for several days through the desert without a drink of water. Whenever it gets water, it drinks a large quantity of it and stores it up in its stomach for future use. It uses this stored-up water whenever it feels thirsty on its march.

There is another kind of camel with two humps. It is found only in Central Asia. It differs from the Arabian camel in that it has shorter legs and tougher feet. It can therefore march on rocky places as easily as on sandy deserts.



What a wonderful creature the camel is! How kind and generous God is to it and to the desert dweller who uses it! People therefore describe the camel as an instance of the wisdom of God.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

suited for, dwell, pad, provide with, scanty, scarce, tough, tract, instance, describe, generous.

2. Answer the following questions in your own words: —

(i) How is the camel a wonderful creature?

(ii) How is the camel useful to the desert dweller?

(iii) Why is it called the ship of the desert?

(iv) How is the camel able to march in a waterless desert?

(v) How does the Central Asian camel differ from the Arabian?

3. Life would be *hard*. It has a *hard* hoof.

Notice the difference in the meaning of *hard* in these two cases. Write the opposite words in the two meanings.

4. 'It does not sink into the sand as a hard-hoofed animal *does*.'

What does *does* stand for? Supply it. In such cases *do* (*does*) is a substitute verb. Give any other example of this kind.

5. Make these sentences assertive: —

(i) How ugly the animal looks!

(ii) How useful it is to the desert dweller!

(iii) What a wonderful creature the camel is!

Note that *how* and *what* introduce exclamatory sentences.

GRAMMAR

Read these sentences: —

(i) The camel supplies him with meat and drink.

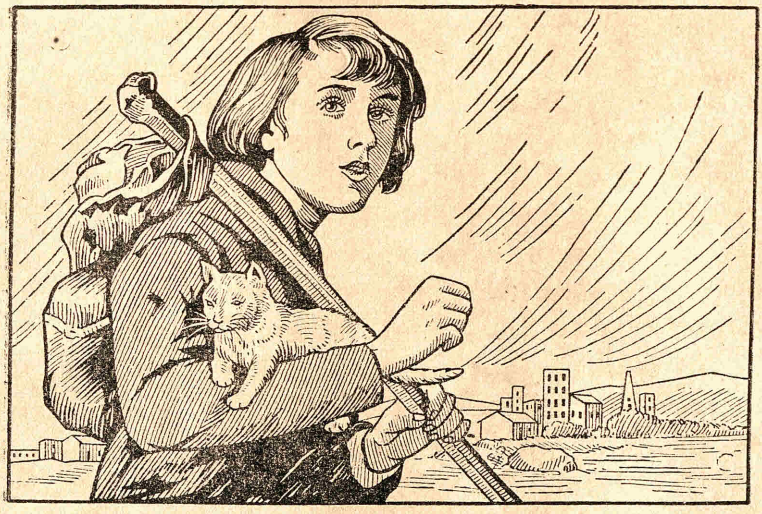
(ii) It is very fond of them, and can easily live on them.

(iii) It uses this stored-up water whenever it feels thirsty.

All these are sentences. In (i) there is only *one* finite verb. Such a sentence is called a **simple sentence.**

In (ii) there are two independent sentences joined by the conjunction *and*, and there are two finite verbs. Such a sentence is called a **double sentence.**

In (iii) there are two finite verbs and two clauses. One of these, namely *whenever it feels thirsty* depends on the other. It is a dependent or subordinate clause. It tells you *when* the camel uses the water. The other clause, *it uses this stored up water*, is the principal clause. It tells you *what* the camel does. Such a sentence, with one principal clause and one or more subordinate clauses, is called a **complex sentence.**



18. DICK'S LUCKY CAT

orphan	devour	to put in	to take notice of
support	cellar	to put up	for the rest of
property	exclaim	to part with	to make one's fortune
grateful	merchandise	to get a place	far off
pavement	destination	to take pity	bring up
invite	captain	send off	

There was once a poor country lad named Dick Whittington. He had lost his father and mother. He was an orphan with no one to support him. All that he had was a cat, which he had picked up and fed when it was starving. The cat was grateful to him.

Dick thought that if he went to town he could easily make his fortune. He therefore left the village and came to London, the greatest city in the world. He soon saw that life was harder still in a town. For several days nobody took any notice of him. He and his cat often slept on the stony pavement without getting any supper. At last he got a place as a kitchen boy in a rich merchant's house.

This merchant was a kind man. He had a daughter named Alice, who was also kind to him. She took pity on Dick, and treated him very kindly. The cook in that house was, however, a cruel woman. She often beat Dick, and made him sleep in a cellar full of rats and mice. Luckily, Dick's cat killed the rats and mice, and he was happy even in the cellar.

One day the merchant sent some merchandise in his ships to a far-off land for sale. He allowed his servants to put in their goods also for sale. Each one put in whatever he had. Dick, who had nothing to send, wondered what he could do.

'What are you going to put in for sale, Dick?' asked Alice.

'What have I to put in for sale?' replied Dick. 'I have nothing but my cat.'

'Then put your cat in,' said Alice.

Dick loved his cat so much that he would not easily part with it. Yet, when Alice asked him to send it, he could not refuse to do so. He there-

fore sent off his cat in the ship, and lived all alone. Life became very hard for him afterwards, as he was lonely, and as the rats and mice soon returned to his cellar again.

When the ship reached her destination, the goods in her were put up for sale. One day the king of that country invited the captain of the ship to dine with him. They all sat at the table, and the dishes were placed before them. Immediately, a great many rats and mice rushed in and devoured all the food.

'This is really too bad,' said the captain. 'You ought to keep a cat to kill these rats and mice.'

'A cat?' exclaimed the king. 'What is that like? Will it kill rats and mice?'

'Oh, yes!' said the captain. 'Luckily, there is one in my ship. I'll get it here.'

'Do please bring it,' said the king. 'I'll buy it, and pay you three sacks of gold as its price.'

The cat was brought to the palace and placed before the king. On seeing the rats and mice there, the cat sprang from its place, pounced upon them, and killed them all. The king was very pleased and bought it, paying for it three sacks of gold as he had promised.

Shortly afterwards, the ship returned to London carrying the sacks of gold. As the merchant was an honest man, he gave all the gold to Dick and brought him up as his own

son. He had but lost his cat, but had become a rich man. Alice was very pleased to see that Dick had gained a large fortune. In time Alice married Dick, and the two lived together happily for the rest of their lives.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

orphan, support, property, grateful, pavement, treat, far-off, cellar, exclaim, merchandise, destination, invite, captain, to make one's fortune, to take notice of, to put in, to put up, to part with, to get a place, to take pity, send off, for the rest of, immediately, devour, ought to, luckily, bring up.

2. Answer the following questions in your own words: —

(i) How did Dick think he could make his fortune?

(ii) What was life like in London?

(iii) How did the cook in that house treat Dick?

(iv) How did Dick's cat bring him a large fortune?

3. Fill up the blanks in the following sentences: —

(i) Dick was poor, but the merchant was —.

(ii) Alice was a kind lady, but the cook was a — woman.

(iii) The merchant sells goods, and the people — them.

(iv) Dick lost his cat but — a large fortune.

GRAMMAR

(*a*) State whether the following are simple, double or complex sentences: —

(i) All that he had was a cat.

(ii) He left the country and came to London.

(iii) If he went to town, he thought he could easily make his fortune.

(iv) The merchant was a kind man.

(v) She took pity on Dick and treated him kindly.

(*b*) Dick had nothing *but* a cat.

He had *but* lost his cat.

But he had become a rich man.

Notice the difference in the meaning of *but* in the three cases.

In the first sentence it means *except;* it is used as a *preposition.*

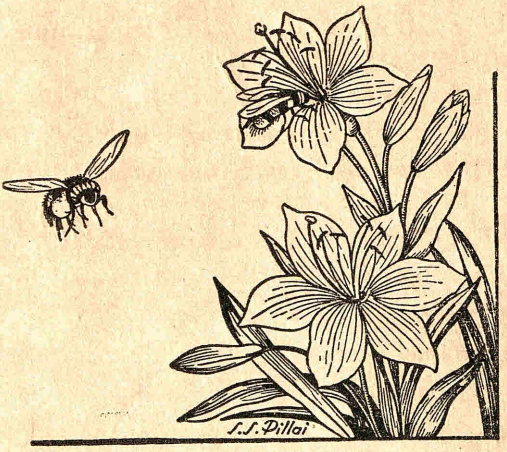
In the second sentence it means *only;* it is used as an *adverb.*

In the third sentence it is used as a *conjunction.*

(*c*) Arrange these words in pairs, one meaning the exact opposite of the other.

kind, grateful, great, hard, happy, bad, far-off, gain, lose, near, good, sad, soft, small, ungrateful, cruel.

(*d*) Note that *ship* is treated as a feminine noun.



19. HOW DOTH THE LITTLE BUSY BEE

labour	**wax**	**improve**
account (for)	**to give**	**healthful**

How doth the little busy bee
  Improve each shining hour,
And gather honey every day
  From every opening flower!

How skilfully she builds her cell!
  How neat she spreads her wax!
And labours hard to store it well
  With the sweet food she makes.

In work of labour or of skill
  I would be busy too:
For Satan finds some mischief still
  For idle hands to do.

In books or work or healthful play,
Let my first years be passed,
That I may give for every day
Some good account at last.

—*Isaac Watts*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

wax, labour, store, account, skilfully, healthful, mischief, to give account for.

2. Answer the following questions in your own words:—

(i) What work does the bee do?
(ii) Why does it labour hard?
(iii) What will happen if you are idle?
(iv) How should you spend your first or early years? Why?

3. Transform the following into assertive sentences:—

(i) How skilfully she builds her cell!
(ii) How neat she spreads her wax!

4. Let my first years be passed.—
Rewrite this, beginning with '*Let me*'.

GRAMMAR

The bee shows her *skill* in building her cell.
The bee is *skilful* in building her cell.
The bee builds her cell *skilfully*.

Name the part of speech of each of the italicized words in these sentences. Form similar words from:—wonder, beauty, sorrow, play, joy, gratitude.

Note:—*Satan* is the name of the chief of wicked spirits in the religions of Jews and Christians. He tries to make people do wicked things.

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20. STRONGER THAN A LION

shelter	**any more**	**jump at (an idea)**
yonder	**ran off**	**to no purpose**
wily	**at leisure**	**in company with**
pass by	**on and on**	**to see use in**

Once a farmer had a horse that served him faithfully. There was no work that the horse did not do for him. He loved his horse and treated him well.

Years passed by, and the horse grew old. He grew too old to work any more. The farmer saw little use in keeping him, and so drove him out, saying, 'I will not take you back unless you get stronger than a lion.'

The poor horse wandered for a long way without food or shelter, and was very sad. At last a fox met him, and asked him why he was so sad. The horse told him his story, and begged for help.

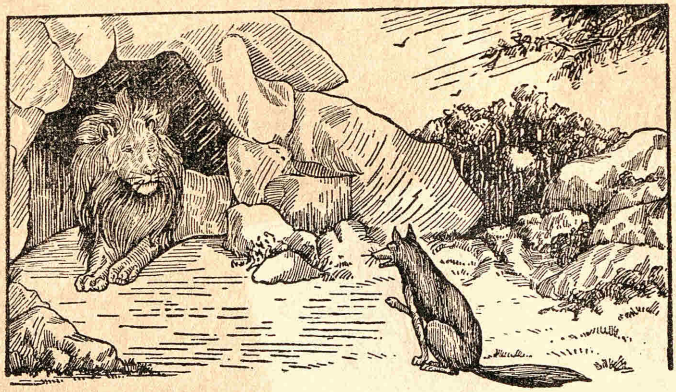
'How wicked the farmer is!' said the fox. 'I'll certainly help you. Lie down here and pretend to be dead, while I go and bring a lion.'

Now a lion lived in a den near by, and the fox soon met him there.

'O King of the beasts!' said he. 'Yonder lies a dead horse, who will make an excellent feast for you.'

This news pleased the lion so much that he set off immediately for the place in company with the fox.

'O Lord of the forest!' said the fox. 'You can't very well eat him here. Lie down so that



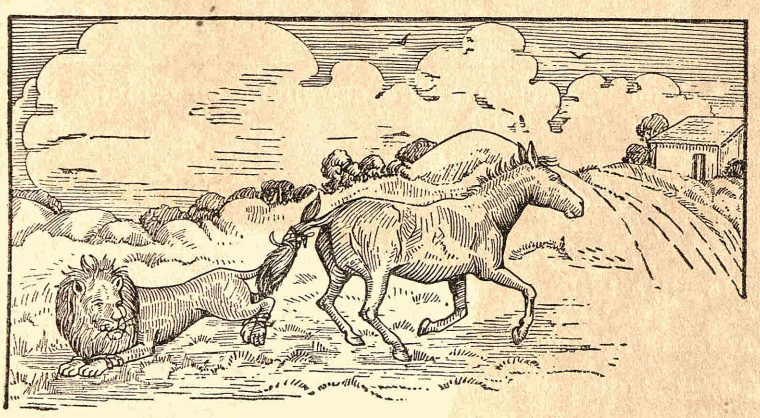
I may tie him fast to you by his tail. You can then drag him to your den and eat him at your leisure.'

The lion jumped at the idea and at once agreed. When he lay down, the wily fox bound his legs together and tied him to the tail of the horse. This done, the fox asked the horse to get up quickly and run away.

Up jumped the horse and ran off as fast as he could, dragging the lion behind him. The lion roared in a great rage and tried to get free, but to no purpose. On and on ran the horse, and at last he reached his master's house.

When the farmer saw his old horse with the lion tied to his tail, he could not believe his eyes.

'Look, master,' said the horse. 'Am I not stronger than a lion?'



'You have indeed become stronger than a lion,' said the farmer. He then took back his faithful servant and treated him kindly ever after.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

shelter, yonder, wily, any more, jump at (an idea), ran off, at leisure, to no purpose, on and on, in company with, to see use in, pass by, ever after.

2. Answer the following questions in your own words: —

(i) Why did the farmer drive out the horse?

(ii) How did the fox help the horse?

(iii) Why could not the farmer believe his eyes?

(iv) What did the farmer do then?

3. Remove the negatives in the following sentences:—

(i) There was no work that the horse did not do for him.

(ii) I will not take you back unless you get stronger than a lion.

4. 'The farmer saw *little* use in keeping him.' Here *little* means *almost no.*

Read these sentences:—

(i) There was *a little* milk in the jug.

(ii) *The little* milk in the jug was drunk by the cat.

In (i) *a little* means that there was *some.* In (ii) *the little* means that there was *very little* milk, and *even that* was drunk by the cat.

5. Give one word for those italicized in the following sentences:—

(i) Years *passed by.*

(ii) The lion got up *at once,* and went *in company with* the fox.

(iii) The lion *set off* for the place.

GRAMMAR

(*a*) Rewrite as complex sentences:—

(i) Years passed by, and the horse grew old.

(ii) He grew too old to work any more.

(iii) This done, the fox asked the horse to get up quickly.

(*b*) 'The horse reached his master's house.' What are the nouns in this sentence? *Horse* is the subject of the verb *reached.* It is in the **nominative case.** *House* is the direct object of the verb *reached.* It is in the **accusative case.** *Master's* denotes possession. It is in the **genitive case.** Possession can also be indicated by the preposition *of;* thus: the house *of* his master.



21. RUBBER

eraser	**convert**	**for the purpose**	**drip**
industry	**plantation**	**profitable**	**filter**
specially	**transplant**	**tap-cuts**	**acid**
familiar	**export**	**manufacture**	**bales**
impurity	**sticky**	**circumference**	**plant out**

Nowadays there is hardly anyone who is not familiar with rubber. The ball the child plays with is made of rubber. The eraser the schoolboy uses is also made of rubber. The tyres round the wheels of motors and bicycles are made of rubber too. Yet very few people know how rubber is made.

Rubber is made from the juice of a tree which grows wild in the forests of Brazil and Africa. The seeds of rubber trees were first

taken to London some years ago, and from there sent to India, Ceylon, Malaya and other places.

As rubber is made into many useful articles, its manufacture has become a profitable industry. Big forests have been converted into rubber-plantations, in which the seeds are sown, and the young plants are carefully protected until they are big enough to plant out. They are then transplanted into lands specially prepared for the purpose.

In the plantations the rubber trees are planted close together, so that the workmen may make tap-cuts and collect juice from a number of trees without walking very far. The trees begin to yield after four years, and grow to a height of fifty or sixty feet. Many men and women are employed in the plantations, collecting the juice and taking it to the factory.

They make a tap-cut round half the circumference of the tree. These cuts are just as deep as the thickness of the bark. From these cuts a sticky juice slowly drips. This is collected in buckets fixed to the trees just below the cuts, and taken to the factory.

In the factory the juice is first filtered to remove sand, pieces of bark, and other impurities. It is then mixed with an acid which makes it solid. This solid is then pressed between heavy rollers and made into sheets. These sheets are next washed in running water and dried in special rooms. They are then

ready for export. They are packed in bales and sent to different places.

It is out of these sheets of rubber that toys, tyres, tubes and many other useful articles are made.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

eraser, tyre, manufacture, industry, specially, convert, plantation, transplant, circumference, for the purpose, export, profitable, tap-cuts, sticky, drip, filter, acid, bales, plant out, impurity, familiar.

2. Answer the following questions in your own words: —

(i) Mention some of the uses to which rubber is put.
(ii) Why are the rubber trees planted close together?
(iii) How is the juice obtained from the trees?
(iv) What is done with it in the factory?
(v) From which countries does rubber mostly come?

3. There is hardly anyone who is not familiar with rubber. Note the use of *hardly*. This means, there is *almost no* one . . .

GRAMMAR

(*a*) Form abstract nouns from protect, transplant, convert, employ, excellent, cruel.

(*b*) Read these sentences: —

(i) Very few people know *how rubber is made.*
(ii) The ball *which the child plays with* is made of rubber.

(iii) The young plants are carefully protected *until they are big enough to plant out.*

Note the italicized clauses in these complex sentences. In (i) the clause does the work of a noun, for it tells you *what* they know; it is a **noun clause.** In (ii) it does the work of an adjective, for it tells you *which* ball you speak of; it is an **adjective clause.** In (iii) it does the work of an adverb, for it tells you *how long* they are protected; it is an **adverb clause.**

Expand the italicized phrases in the following sentences into adjective clauses:—

(i) The tyres *round the wheels of motors* are made of rubber too.

(ii) Rubber is made from the juice *of a tree.*

(iii) They are then transplanted into lands *specially prepared for the purpose.*

(*c*) Point out the adverbs in the following sentences and state what words they modify:—

(i) The farmer treated his horse well.

(ii) How wicked the farmer is!

(iii) The lion roared aloud.

(iv) How skilfully she builds her cell!

(v) Dick loved his cat very much.

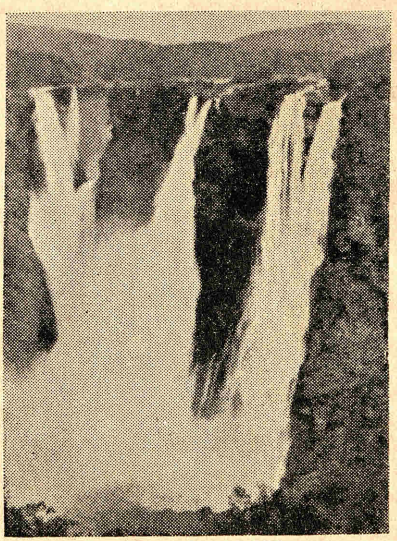
(vi) He could easily make his fortune.

(*d*) Note that *solid* can be used as a noun or as an adjective.

22. MYSORE—I

attraction	**haunt**	**harness**
tourist	**sandalwood**	**historic**
paradise	**generate**	**monument**
no less than	**enlightened**	**edict**

Mysore is an ancient Indian State with great attraction for tourists. Few countries in the world with the same area offer such a variety of attractions as Mysore. It has therefore been called 'the tourists' paradise'. No wise visitor to India ever forgets to visit Mysore.



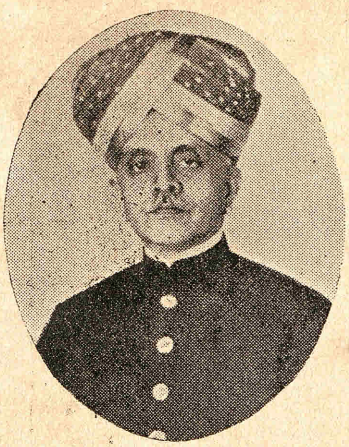
GERSOPPA FALLS

Mysore is a high land, and therefore enjoys a mild and cool climate. Its forests are the haunt of the tiger, the wild buffalo, and the elephant. It is also the home of teak and sandalwood. On the slopes of the hills in the Western Ghats are many coffee gardens.

There are in Mysore two great waterfalls, which visitors to the State must never miss. The one at Sivasamudram has been harnessed for

producing electric power, which is used for lighting towns and villages, and working mines and factories. The falls at Gersoppa are among the highest in the world, and are a magnificent sight. Arrangements are being made to use them also for generating electricity.

Mysore is rich in historic buildings and monuments. A rock edict of Emperor Asoka has been found in the Mysore State. The great statue of Gomateswara, fifty-seven feet high, standing on a hill at Sravanabelagula is also well-known. Great temples like those of Belur and Halebid, and other palaces and gardens are worth a visit. The ruined fort at Seringapatam attracts visitors no less than the natural scenery of the country.



The advanced state of Mysore and the industrial progress made during the reign of its wise and enlightened ruler, the late H. H. the Maharaja Sri Krishnaraja Wadiyar IV, also draw a large stream of visitors from all parts of the world.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

attraction, tourist, paradise, no less than, mild, haunt, sandalwood, generate, enlightened, harness, magnificent, historic, monument, edict.

2. Answer the following questions in your own words: —

(i) Why is Mysore called 'the tourists' paradise'?

(ii) How is the waterfall at Sivasamudram useful to the State?

(iii) What things show that Mysore has an important history?

(iv) What other things attract visitors in large numbers?

3. Rewrite as directed: —

(i) No wise visitor to India ever forgets to visit Mysore. (Begin the sentence with *Every.*)

(ii) *Being an ancient State,* Mysore is rich in historic monuments. (Expand the italicized phrase into a clause.)

(iii) Few countries in the world offer such a variety of attractions. (Begin the sentence with *Perhaps no other.*)

(iv) Mysore is a high land, and therefore enjoys a mild and cool climate. (Make it a simple sentence.)

4. Note the spelling of *magnificent.*

GRAMMAR

(*a*) The falls at Gersoppa are among the *highest* in the world.

This can also be written thus: —

Only a few other falls in the world are as *high* as the one at Gersoppa.

The falls at Gersoppa are *higher than* almost any other fall in the world.

High is in the **positive degree**; *higher* in the **comparative degree**; *highest* in the **superlative degree.**

(*b*) *Tourist's* map. *Tourists'* paradise. *Tourist's* is singular, *tourists'* is plural. The genitive case of a singular noun is formed by adding (') (the *apostrophe*) and *s;* the genitive of a plural noun ending in *s* is formed by adding (') (the *apostrophe*) only.

Are the following words singular or plural:—

men, women, camels, children. How is the genitive case formed for each of these?

(*c*) A rock edict of Emperor *Asoka* has been found in the Mysore State.

Here *Asoka* goes with *Emperor.* It is a **noun in apposition.** It is in the same case as the noun with which it is in apposition.

Give another example of a noun in apposition in this lesson, and say what case it is in.

23. MYSORE—II

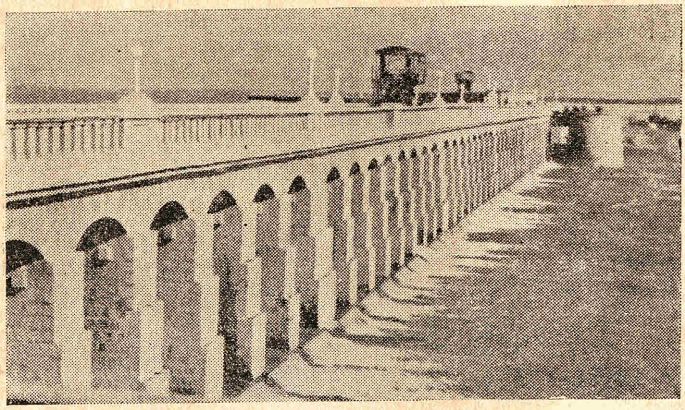
assume	direction	terrace	celebration
popular	occupation	fascinate	side by side
in plenty	artificial	tolerance	in addition to
lit up	reservoir	technical	administration

H. H. Sri Krishnaraja Wadiyar IV, the late Maharaja, ruled the country for nearly forty years. He was a kind and popular ruler, eager to develop the State and make his subjects happy and prosperous. His reign was one of steady progress in many directions. His successor, the present Maharaja, His Highness Sri Jaya Chamaraja Wadiyar Bahadur was born on 18th July 1919, and came to the throne on 8th September 1940. He is devoted to his people and has trained himself carefully to look after them well. Under his care Mysore will continue to prosper year by year.



The chief occupation of the people of the State is agriculture. Several rivers flow through the State, of which the Cauvery is the most important.

A dam has been built across this river in order to store its waters in an artificial lake. This lake, which is one of the largest reservoirs in the world, is called Krishnaraja Sagar, and irrigates a large area. The beautiful terrace gardens below it are so fascinating that they have been called 'a paradise on earth'.



KRISHNARAJASAGAR DAM

There are many industries in Mysore, and these employ a large number of people. The gold mines at Kolar are the deepest mines in the world. The Iron and Steel Works at Bhadravati are the second largest of their kind in the British Empire. Mysore produces good sugarcane in plenty, and there is a Sugar Factory at Mandya. Besides this there are, in the cities of Mysore and Bangalore, factories for making sandalwood oil, silk, porcelain and glass wares.

Mysore also occupies a high place in education. There are schools everywhere in the State, where boys and girls are educated. In addition, there are colleges and technical schools for men and women in Mysore and Bangalore.

The city of Mysore may be considered as India's garden city. It is the cleanest city in India. The Maharaja's palace in Mysore is a grand and beautiful building. The Chamundi Hill near by is worth visiting. It is lit up at night by electricity, so that its outline may be seen at night and makes a pleasing view. Lakhs of people come yearly to Mysore for the Dasara celebrations. The public offices are in Bangalore, which again is a city of fine parks and gardens. Other towns of importance in the State are Seringapatam, Kolar and Sringeri, the last of which is famous as a place of pilgrimage.

The rulers of Mysore have always shown tolerance and interest in religion. Many of the great religious teachers of India made Mysore their home for a part of their lives, and spread their teachings from there. One finds in Mysore people of different faiths living side by side peacefully. His Highness treats them all alike with extreme kindness, and they in turn love him and regard him as their father.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

porcelain, assume, popular, in plenty, lit up, reign, direction, occupation, artificial, reservoir, terrace, fascinate, administration, in addition to, technical, tolerance, faith, regard, celebration, side by side, wares.

2. Answer the following questions in your own words:—

(i) Why do people from various countries come to see Mysore?

(ii) What industries are important in Mysore?

(iii) Why are the terrace gardens called 'a paradise on earth'?

(iv) Why do the people of Mysore love their Ruler and regard him as their father?

3. Give words meaning the exact opposite of:—

artificial, happy, love, important, ancient.

4. Rewrite, using the positive and comparative degrees of the italicized words:—

(i) The Kolar mines are the *deepest* mines in the world.

(ii) Mysore is the *cleanest* city in India.

5. Rewrite as directed:—

(i) The lake, one of the largest reservoirs in the world, is called Krishnaraja Sagar. (Write this in two sentences.)

(ii) Several rivers flow through the State, of which the Cauvery is the most important. (Write this as a simple sentence.)

(iii) His Highness treats them all alike with extreme kindness, and they in turn love him. (Make this a complex sentence.)

(iv) The chief occupation of the people is agriculture. (Begin the sentence with *Agriculture.*)

(v) The beautiful terrace gardens are so fascinating that they have been called 'a paradise on earth'. (Write this as a double sentence.)

6. Give suitable titles for each paragraph in this lesson.

GRAMMAR

'Many of the great religious teachers made *Mysore* their *home.*' What is the finite verb in this sentence? Is it transitive or intransitive? What is the object of the verb? What other word is needed to complete the sentence? *Home* is a complement. It goes with the object Mysore; it is therefore an **objective complement.**

24. THE ETERNAL SHELTER

secure	**everlasting**
dream	**bear away**

O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,
And our eternal home;

Beneath the shelter of Thy Throne
Thy Saints have dwelt secure;
Sufficient is Thine arm alone,
And our defence is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

Time, like an ever-rolling stream
Bears all its sons away;
They fly forgotten, as a dream
Dies at the opening day.

O God, our help in ages past,
Our hope for years to come,
Be Thou our guard while troubles last,
And our eternal home.

—*Isaac Watts*

This noble poem, by a writer who lived three hundred years ago, is generally sung as a hymn on all national occasions by English people. It reminds us that though our lives are short, God is Eternal and His help is always available if we seek it.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

shelter, eternal, secure, everlasting, dream, defence, bear away.

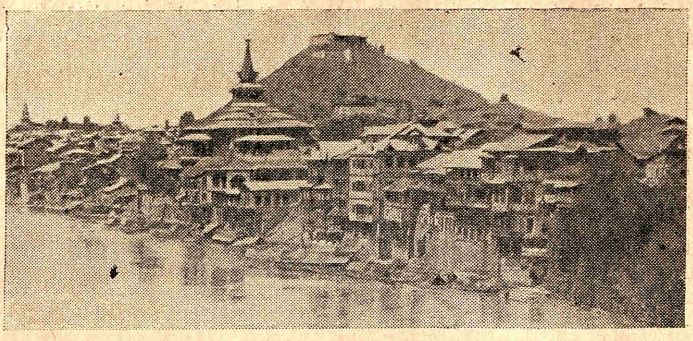
2. Answer the following questions in your own words: —

(i) How did the Saints find security?
(ii) Which is older, God or the mountains?
(iii) How does Time carry away its sons?
(iv) How does Time seem to God?

3. Study these phrases and clauses: —

like an evening gone
as the watch that ends the night
like an ever-rolling stream
as a dream dies at the opening day.

The poet is comparing a thousand ages, their shortness, Time and the forgetting of the dead, to certain other well-known things. He says they are *similar* to these. Such comparisons are called similies, and they are very common in English poetry, as in the poetry of all nations.



25. KASHMIR

extensive	**jewellery**	**to abound in**
residence	**embroidery**	**grow up**
include	**pastime**	**fit for**

Kashmir, which lies in the western part of the Himalayas, is the largest Indian State, being larger in area than even the State of Hyderabad. It is set in the midst of the Himalayas in a broad valley between two high mountain ranges, which are always covered with snow. Throughout the land there are lovely lakes, extensive forests, and flower and fruit gardens, which make the country very beautiful. It is regarded as one of the most beautiful countries in the world.

Kashmir is full of lovely scenery, and also enjoys an agreeable climate in summer. It is mostly at a height of about 5,000 feet above sea level, and is therefore delightful for residence in summer. Many Indians and Europeans go there

when it is hot in the plains, to enjoy its fine climate and glorious scenery. Kashmir was the Emperor's summer home even in the time of the Mughal Empire, and the great Jehangir did much to make its capital city more attractive.

The State includes the valleys of three great rivers—the Indus, the Jhelum and the Chenab. It is naturally very fertile. Agriculture is the chief occupation of the people; and rice, wheat and maize are the principal crops grown. Kashmir abounds in extensive flower and fruit gardens also. But as land for gardens is scarce, people grow some of them upon boats floating on the rivers. Pears and apples are fruits largely grown there.

In tracts which are not fit for cultivation, the people are mainly occupied in goat-farming. The goats of Kashmir give fine woolly hair, and shawl-weaving and carpet-making are the main industries of the State. Kashmir shawls and carpets are very fine, and are in great demand everywhere. Silk embroidery, jewellery and wood-carving are some of the chief arts for which the State is also famous.

The capital is Srinagar. It is an ancient city built on either side of the Jhelum. It is also crossed by canals in every direction. It is the summer residence of the Maharaja and the place to which many tourists go to spend their holidays. Large numbers of house-boats float on the canals and rivers, and rowing is the chief

pastime of the holiday-makers. They hire these house-boats and sail on the canals in the city.

The country being very mountainous, it is not easy to go from one part to another. Yet many good roads have been made, and the Jhelum Valley road is one of the finest roads in the world for motors.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

valley, extensive, residence, includes, fit for, set in, embroidery, jewellery, carve, to abound in, pastime, grow up.

2. Answer the following questions in your own words:—

(i) Describe the situation of Kashmir.

(ii) How did Kashmir become famous in olden days?

(iii) What are its main crops and fruits?

(iv) Why are shawls and carpets important industrial products of the State?

(v) Write a short paragraph on Srinagar.

(vi) Why is travel difficult in the State?

3. Some questions and the answers to them are given below. Combine them together and make a sentence out of each pair.

Questions:

(i) Why do people go to Kashmir in large numbers?

(ii) Why are gardens grown upon boats?

(iii) Why are woollen manufactures famous in Kashmir?

(iv) Why is it hard to travel from place to place in Kashmir?

Answers:

(i) Because land for gardens is scarce.

(ii) Because goat-farming is the occupation of many people in poor tracts and the goats of Kashmir give fine woolly hair.

(iii) Because the country is very mountainous.

(iv) To enjoy the fine climate and glorious scenery.

4. Rewrite as directed:—

(i) The Jhelum Valley road is one of the *finest* roads in the world. (Use the positive and comparative degrees.)

(ii) Jehangir had *not a little* to do to make this capital more beautiful. (Use one word for the italicized phrase, and use the proper form of *do* as the finite verb.)

(iii) *The country being very mountainous,* it is not easy to travel in it. (Change the italicized phrase into a clause.)

(iv) Kashmir shawls and carpets are very fine, and are therefore in great demand everywhere. (As a complex sentence.)

GRAMMAR

(*a*) *A* and *an* are called **indefinite articles**; *the* is called the **definite article.** *A* is used before words beginning with a consonantal sound, while *an* is used before words beginning with a vowel sound.

Rewrite the following, inserting the proper article wherever necessary:—

It is ancient city built on either side of Jhelum. It is summer residence of Maharaja and place to which many tourists go to spend their holidays.

(*b*) Large numbers of house-boats float on the canals and rivers, and rowing is the chief pastime of the holiday-makers.

This is a double sentence. It can be split up into different parts and analysed as shown below: —

Kind of sentence—*Double.*

(i) Large numbers of house-boats float on the canals and rivers—Main clause.

Subject—numbers.

Enlargements of the subject—large, of house-boats.

Finite verb—float.

Object with enlargements—nil.

Complement with enlargements—nil.

Extension of predicate—on the canals and rivers.

(ii) (and) rowing is the chief pastime of the holiday-makers.—main clause, co-ordinate with (i).

Connecting word—and.

Subject—rowing.

Enlargement of the subject—nil.

Finite Verb—is.

Object with enlargements—nil.

Complement with enlargements—the chief pastime of the holiday-makers.

Extension of predicate—nil.

26. QUEEN MAB

flutter	**arbour**	**glow-worm**	**gloom**
wand	**dainty**	**gifted**	**at a wish**
fountain	**scent**	**dale**	**all through**
delicious	**glitter**	**horrid**	**show the way**

A little fairy comes at night,
  Her eyes are blue, her hair is brown,
With silver spots upon her wings,
  And from the moon she flutters down.

She has a little silver wand,
  And when a good child goes to bed
She waves her wand from right to left,
  And makes a circle round its head.

And then it dreams of pleasant things,
  Of fountains filled with fairy fish,
And trees that bear delicious fruit,
  And bow their branches at a wish.

Of arbours filled with dainty scents
  From lovely flowers that never fade;
Bright flies that glitter in the sun,
  And glow-worms shining in the shade;

And singing birds with gifted tongue
  For singing songs and telling tales,
And pretty dwarfs to show the way
  Through fairy hills and fairy dales.

But when a bad child goes to bed,
From left to right she weaves her rings,
And then it dreams all through the night
Of only ugly, horrid things!

Then wicked children wake and weep,
And wish the long black gloom away;
But good ones love the dark, and find
The night as pleasant as the day.

—*Thomas Hood*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

flutter, wand, fountain, delicious, arbour, dainty, scent, glitter, glow-worm, gifted, dale, horrid, gloom, at a wish, all through, show the way.

2. Answer the following questions in your own words:—

(i) What does the fairy do when a good child goes to sleep? What happens then?

(ii) What does the fairy do when a bad child goes to bed? What happens then?

(iii) How do wicked children like the night?

(iv) How do good children like it?

(v) What does the little fairy look like?

3. Fill up the blanks in the following sentences:—

(i) Last night I dreamt — pleasant things.

(ii) The vessel is filled — milk.

(iii) The fountains shine — the sparkling light.

(iv) I go — bed at 9 o'clock.

4. What do *she* and *it* stand for in this lesson? What parts of speech are they? Give a list of words which are the same parts of speech in this lesson.

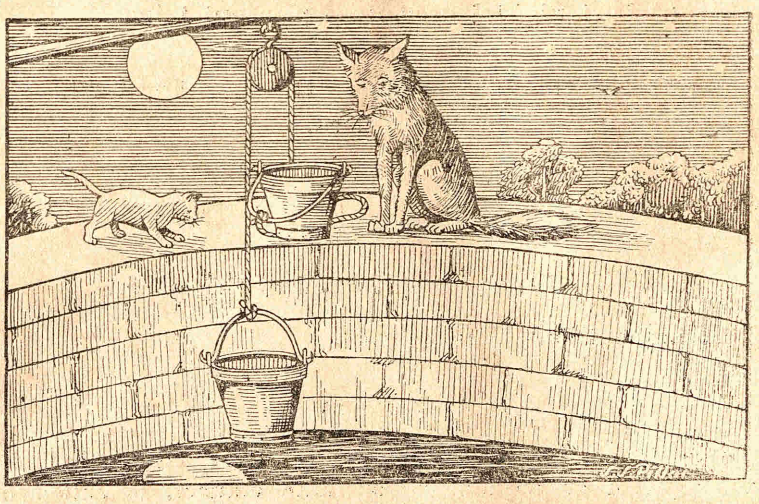
5. How are the rhymes arranged in this poem?

6. Learn this poem by heart.

GRAMMAR

A sentence which contains more than two principal clauses, with or without subordinate clauses, is called a **multiple sentence.**

What kind of sentence is the second stanza? Give the clauses and their relation.



27. A WISE KITTEN

clung	**to your heart's content**
pulley	**to take (one thing or person) for (another)**
cheese	**to help (one) with (a) thing**
surface	

One moonlight night a very hungry fox went out in search of prey. He wandered about for a long time, but could get nothing to eat. At last he came to a farmhouse, and there he met a little kitten.

'How small you are!' said the fox. 'You'll hardly be enough for me. Yet something is better than nothing. So I'll kill you and eat you up.'

'Eat me!' cried the kitten. 'What a pity! If you promise not to, I'll help you to get a full meal. I know where the farmer keeps his

cheese. Only come with me, and you can eat to your heart's content.'

Overjoyed at the words of the kitten, the fox followed her. They came to the farmyard, where there was a deep well with two buckets hanging on a pulley.

'Look in here,' said the kitten, 'and you'll see the cheese.'

The fox looked into the well, and saw the shadow of the moon in the water. He took the shadow for the cheese, and thought it looked very good. So he was anxious to eat it.

'How can I get down there?' said the fox.

'This way,' said the kitten, jumping into the bucket at the top.

Down went the bucket with the kitten. As soon as it reached the surface of the water, the kitten took hold of the rope and clung to it.

'You can bring up some of the cheese for me,' said the fox.

'How I wish I could!' said the kitten. 'But it is too heavy for me to carry. Just climb into the other bucket at the top and come down.' The fox accordingly got into the other bucket.

No sooner did he climb in, than the bucket went down to the bottom of the well. The kitten being lighter than the fox, her bucket came up at once. The fox was drowned in the water, while the kitten jumped out and got home safely.

ASSIGNMENT

1. Use the following word and phrases in sentences of your own:—

clung, to help (one) with (a thing), to your heart's content, to take (one thing or person) for (another).

2. Answer the following questions in your own words:—

(i) Why was the fox so eager to kill and eat even the little kitten?

(ii) What did the kitten promise to get for the fox instead?

(iii) What did the fox think to be cheese?

(iv) Why did the bucket with the fox go down?

(v) What happened to the fox?

3. Fill up the blanks in the following sentences, using suitable phrases chosen from the list given below:—

help you with, in vain, his heart's content, took hold of, took the magistrate for, in search of, in the midst of, to give account for.

(i) The fox killed a large goat and ate it to — — —.

(ii) Dick wandered about the streets of London — — — work.

(iii) The fox wandered for a long time in search of his prey, but — —.

(iv) The farmer — — — — a passer-by.

(v) I have a cat in my ship, and I can — — — it.

(vi) Jack — — — his axe and killed the giant.

4. Rewrite as directed:—

(i) He wandered about for a long time, but could get nothing to eat. (As a complex sentence.)

(ii) You'll hardly be enough for me. Yet something is better than nothing. (Combine into one sentence in two ways.)

(iii) No sooner did he climb in, than the bucket went down to the bottom of the well. (Use *as soon as*.)

GRAMMAR

(*a*) *Down went the bucket with the kitten.* Here the words come in an unusual order. The usual order is: The bucket went down with the kitten. Sometimes the order of words is changed for **emphasis**. At the beginning of a sentence we can speak with more strength, because we have more breath. So, strong and important words are often put first in the sentence.

(*b*) *The kitten being lighter than the fox,* her bucket came up at once. The italicized group of words is a phrase and not a clause.

Kitten is in the nominative case, but is not joined to a finite verb, but only to a participle 'being'. It is not related to the main clause, 'her bucket came up at once', which has its own subject and predicate. Thus *Kitten* stands unrelated or apart from the main sentence, and it is called **nominative absolute**. (*Absolute* means *not related.*)

The absolute phrase can be changed into a clause thus: *As the kitten was lighter than the fox,* her bucket came up at once.

(*c*) What pronouns are used for the fox and the kitten in this lesson? What are their genders then? Point out the other personal pronouns in the lesson and state whom they stand for.



28. SUGAR

sap	fuel	bleach
harvest	furnace	vacuum
revolve	obtain	crystal
crush	stage	to serve as
squeeze	evaporate	lime

Everyone knows sugar very well, but few know how it is made. Sugar is made in our country from the sugarcane, or from the sap of the palmyra palm. Much sugar is made in the United States of America from sugarcane and in Canada from a tree called the maple. In some Western countries sugar is made from a root called the beetroot.

Sugarcane grows well in the hot tropical countries. As it needs a good supply of water, it is grown largely on wet lands in big plantations. It takes from nine to twelve months to ripen. When the canes are ripe, they contain

the largest quantity of sugar. They are then harvested, and sent to the factory in bullock-carts, lorries or trains.

When the canes reach the factory, they are passed through a machine having sharp revolving knives which cut them into small pieces. These pieces are then crushed by sets of rollers, and the cane-juice is squeezed out. The crushed pieces serve as fuel, and feed the fire in the boiler furnaces.

The juice crushed from the canes contains not only sugar but also many impurities. The next stage in the preparation of sugar is the removal of these impurities. For this purpose they add lime to the boiling juice. The impurities settle down into a thick mass at the bottom. By filtering, the juice is next cleaned.

The filtered juice is then evaporated, bleached, and again allowed to settle. The clear liquid so obtained is boiled in a vacuum until crystals are formed. These crystals are washed with water in a revolving machine, and so white sugar is obtained. This white sugar is then dried in a revolving drum heated by steam, and afterwards cooled off. When so cooled off, the sugar is ready for use. It is put into bags and sent to different places by train and in ships.

Among the sugar factories in South India, the one at Nellikuppam in South Arcot district and the one at Mandya in Mysore State are the largest.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

sap, revolve, crush, squeeze, furnace, obtain, stage, evaporate, bleach, vacuum, crystal, to serve as.

2. Answer the following questions in your own words: —

(i) What is Indian sugar made from?

(ii) What do they make sugar from in some of the Western countries?

(iii) Why is lime added to the boiling cane juice?

(iv) How is the cane juice further purified?

(v) Why is the white sugar heated by steam in a revolving drum?

3. Give words meaning the exact opposite of: —

ripe, forget, ugly, pure, honest.

4. *Western.* Form similar words from *north, south* and *east.*

GRAMMAR

Verb	*Noun*
prepare	preparation
separate	separation

What kind of nouns are *preparation* and *separation*?

Form similar nouns from: filter, evaporate, revolve, form, purify.

29. OLD FOLKS AT HOME

dreary	**squander**	**roam**
memory	**banjo**	**rove**

Way down upon the Swanee River,
Far, far away,
There's where my heart is turning ever,
There's where the old folks stay.
All up and down the whole creation
Sadly I roam,
Still longing for the old plantation,
And for the old folks at home.

All the world is sad and dreary
Everywhere I roam;
Oh, darkeys, how my heart grows weary
Far from the old folks at home!

All round the little farm I wandered
When I was young,
Then many happy days I squandered;
Many the songs I sung.
When I was playing with my brother,
Happy was I;
Oh, take me to my kind old mother!
There let me live and die.

All the world is sad and dreary
Everywhere I roam;
Oh, darkeys, how my heart grows weary
Far from the old folks at home!

One little hut among the bushes,
One that I love,
Still sadly to my memory rushes,
No matter where I rove.
When will I see the bees a-humming
All round the comb?
When will I hear the banjo thrumming
Down in my good old home?

All the world is sad and dreary
Everywhere I roam;
Oh, darkeys, how my heart grows weary
Far from the old folks at home!

—*Stephen Collins Foster*

This poem is a song telling how a negro slave in America, after he was freed from slavery, longed to go back to his old master's plantation where he lived as a child. A great civil war seventy years ago put an end to slavery in the United States, but many of the former slaves were very unhappy when they had to leave their old masters who had been kind to them. They were free, but as their masters had been ruined by the war they could no longer live in the old home. They had to wander to other parts of America in search of work among strangers.

This song is known to almost every English-speaking child throughout the British Empire and the United States. The tune to which it is sung is one of great beauty, and moves the heart of one who listens to it.

ASSIGNMENT

1. Use the following words in sentences of your own: — dreary, squander, memory, comb, roam, rove, banjo.

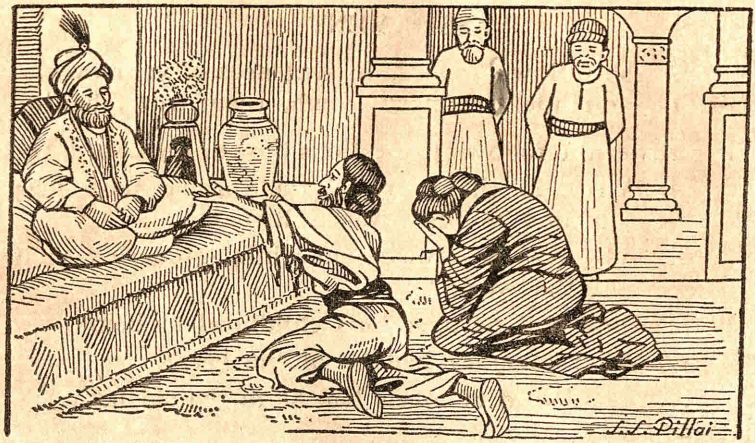
2. Answer the following questions in your own words: —
   (i) Why did the heart of the former slave keep turning to the Swanee River?
   (ii) Why was he always sad while wandering about in the world?
   (iii) How had he spent his childhood at home?
   (iv) What memory had he of the bees?
   (v) What kind of music had he in the old home?

3. Rewrite the following sentences as directed: —
   (i) All the world is sad and dreary everywhere I roam. (As a double sentence.)
   (ii) All round the little farm I wandered when I was young. (As a double sentence.)
   (iii) One little hut among the bushes still sadly to my memory rushes. (As a complex sentence.)
   (iv) Oh, take me to my kind old mother. (Using *want*.)

4. Write a short description of the old home on the banks of the Swanee River.

Note that Savannah River (called Swanee by the Negroes) is a big river in North America between Georgia and South Carolina in the middle of the cotton country.

5. There are two English proverbs giving the central thought of this poem. These are, 'There's no place like home', and 'East, west,—home's best'. Write five sentences explaining this idea in your own way.



30. HONESTY IS BETTER THAN GOLD

hoard	**dealer**	**to have mercy on**
grudge	**pardon**	**to be on the look out for**
Caliph	**exchange**	**to fall on one's knee**
Vizier	**put to death**	**to make up for**

In Bagdad, once upon a time, there was an old man called Hassan, whose wife was named Fatima. Both of them were very greedy, and longed to have plenty of gold.

Hassan, who was a servant of the Caliph, was well paid. He could easily have lived in a fine house, worn a good dress, and eaten plenty of the finest food. Yet he and his wife, who were misers, lived in a hovel, were ill-clad, and ate only the poorest food. In this way they saved up many gold pieces every month. They hid their hoard in their miserable hut, and longed to increase it more and more.

In time Hassan and Fatima grew so miserly that they did not like to spend even the little money that they spent on food. To make up for it, Hassan stole a ruby every day from the Caliph's palace and took it home in his cloth. Fatima was extremely pleased with her husband's cleverness.

When a large number of valuable rubies had been collected, Hassan wished to exchange them for gold.

'Leave that to me,' said Fatima. 'I will take them one by one to the bazaar, and get a good price for them.'

So Fatima went one day to the bazaar with a big ruby. By this time the loss of the rubies had been noticed in the palace, and the dealers were on the look out for them. As soon as Fatima approached one of the dealers with the ruby, the latter sent his son running to the Vizier, to report the matter to him.

The Vizier at once went with his men to search the house of Hassan. There they found a sack of gold and the missing jewels. He ordered his men to take Hassan and Fatima before the Caliph to be punished.

'You have both done a very wicked thing,' said the Caliph. 'For stealing jewels from the palace and trying to sell them to dealers. you should be put to death.'

Hassan and Fatima, who were trembling before the Caliph, fell on their knees and begged

him to have mercy on them. The Caliph, who was a wise ruler, wanted to teach them a good lesson. So he spared their lives, and set them free; he even told them that they might return home with their gold. Only the rubies should be returned to the palace. Hassan and Fatima praised the Caliph for his kindness, and were about to leave the court.

'Yes,' said the Caliph, 'you can have all the gold, but none shall give you food or clothes. If any one does, he shall be put to death.'

Hassan and Fatima were so glad that their gold had been returned to them that they went home happily. But after a few days they became very miserable, for they could get neither food nor clothes. They could not eat their gold, nor could they make it into cloth.

At last, they did not know what they ought to do; so they made up their minds to go and ask for pardon. They appeared before the Caliph and said, 'Take all this gold; give us some work which will help us to earn our food and clothes.'

The Caliph saw that they had learnt the lesson, and therefore pardoned them. Hassan was given work in the palace again, and he and his wife knew that gold was not as valuable as honest work and simple food.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

long (as a verb), hoard, miserly, exchange, dealer, valuable, put to death, spare, pardon, miserable, to make up for, to be on the look out for, to fall on (one's) knees or feet, to have mercy on.

2. Answer the following questions in your own words: —

(i) What did Hassan do to make up for the money spent on food?

(ii) How did the Vizier know that the missing jewels were in Hassan's house?

(iii) Why did the Caliph allow them to go home with their gold?

(iv) What did they say to him when they had learnt the lesson?

3. What kind of noun is each of the following?—

cleverness, punishment, preparation. Form similar nouns from: happy, attract, employ, occupy, eager, content.

4. Imagine you are the Caliph. Try to tell the story of Hassan. Begin in this way: —

Hassan was one of my servants. I knew he was a greedy man. For some time I had noticed rubies were missing . . .

5. Choose the proper words given below, and fill up the blanks in the following sentences: —

set free, hoard, hid, longed, spare.

(i) The boy — to see Mysore, and so his father took him there for Dasara.

(ii) The thief stole a watch and — it in his clothes.

(iii) I am busy preparing for the examination, and can — no time for playing games.

(iv) Hassan had enough money, but he wanted to increase his —.

(v) When the prisoner had finished his term in prison, the jailors — — —.

GRAMMAR

(*a*) *Clad.* This is the past participle of *clothe.*

clothe—present tense.

clothed or clad—past tense.

clothed or clad—past participle.

The verb *clothe* forms the past tense by adding *d.* Some form the past tense by adding *ed* or *t,* thus: sleep, slept; wish, wished; send, sent.

Some verbs form the past tense by means of a vowel change, thus: sit, sat; come, came.

Give the past tense and past participle of:—

live, wear, eat, grow, spend, make, wish, leave, take.

(*b*) Hassan and Fatima said, 'Take all this gold'.

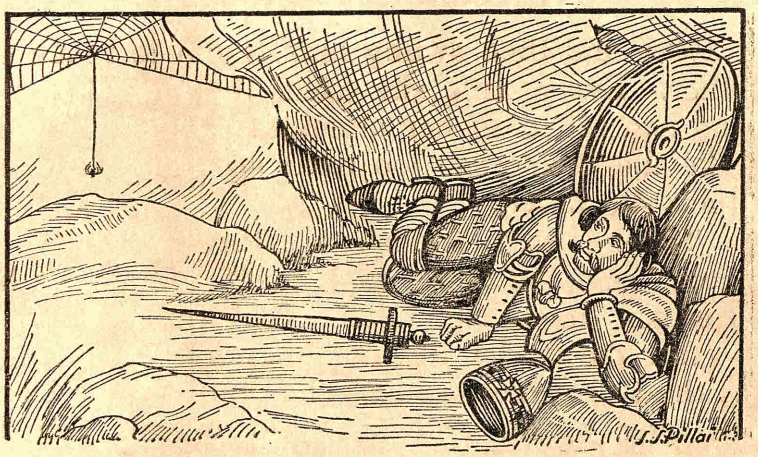
Take all this gold are the exact words spoken by Hassan and Fatima. To show this they are put within quotation marks (' '). This is called **direct speech.**

Note that when the exact words of a person are used in quotation marks, the first word begins with a capital letter, and the quoted speech is separated from the rest of the sentence by a comma.

(*c*) Give the personal pronouns in this story, and say what they stand for.

Study the following table of personal pronouns:—

Case	First person		Second person		Third person	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative ...	I	we	thou, you	you	he, she, it	they
Accusative ...	me	us	thee, you	you	him, her, it	them
Genitive ...	my, mine	our, ours	thy, thine your, yours	your yours	his, her, hers, its	their, theirs



31. A LESSON FROM A SPIDER

discourage	**rafter**	**persevere**
spider	**web**	**all alone**
abandon	**flee**	**no more**

Robert the Bruce was a brave king of Scotland, who fought many battles in a great war to make his country free. Six times he tried to defeat his enemies, but every time he failed to drive them out. His army was scattered, his followers left him, and at last he stood all alone.

'There is little use in my trying again to free Scotland,' thought the Bruce to himself. 'The enemy is strong, and I am weak. I may as well give up the fight, and hide in the mountains.'

Thus discouraged, the Bruce fled to the mountains and hid himself in a hut there. Early one morning, as he lay in his hut, he saw a spider trying to spin a web between two rafters. She fastened one end of her thread to one of the

rafters, and then swung herself out to reach the other. Every time she tried, the thread broke, and she failed in her attempt to build the web. Like the Bruce she too tried six times, and six times she failed.

'Surely, that foolish creature will try no more,' said the Bruce to himself, 'when she has tried six times, and failed every time.'

But the spider did not abandon her attempt as the Bruce had thought she would She began all over again, and prepared herself for the seventh attempt. This was an anxious moment for the Bruce.

'This little spider failed six times like myself,' said he, 'and yet she attempts it for the seventh time. If she succeeds in this attempt, I too will try for the seventh time to conquer the enemy and free my country.'

Slowly and steadily did the spider work. And at last she succeeded in fastening her thread to the rafter at the other end.

'Victory comes to those who persevere to the very end!' cried the Bruce, jumping out of his bed. 'I have learnt a lesson from the spider, and I shall also try once more. Surely I shall succeed at last.'

So the Bruce gathered his army together again, and fought once more to drive out the enemies of Scotland. This time he won a famous victory, and made his country free.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

defeat, army, scatter, discourage, flee, spider, web, rafter, fasten, abandon, moment, force, persevere, all alone, to give up, no more, conquer.

2. Answer the following questions in your own words: —

(i) What did the Bruce fight for?

(ii) Why did he flee to the mountains?

(iii) What did the spider try to do?

(iv) Why did the Bruce watch the spider so anxiously?

(v) What lesson can we learn from this story?

3. Give words meaning the exact opposite of: —
win, fail, weak, scatter, foolish.

4. Form abstract nouns from: —
persevere, free, brave, succeed, fail.

5. *Bruce* was the family name. Robert the Bruce, King of Scotland, was crowned king by his people, but Edward I of England refused to let him be king. After a long war, he defeated Edward II at the battle of Bannockburn, and Scotland was freed.

GRAMMAR

(*a*) Substitute the present tense for the past tense of the verbs italicized in the following sentences: —

(i) A huge tree *lay* across the road.

(ii) The army *fled* to the fort.

(iii) Our school *won* the match.

(iv) The boy *hid* himself in his house.

(v) The spider *swung* her thread to the rafter.

(*b*) The Bruce hid *himself* in a hut. Here the action of hiding passes on to the doer himself and is reflected back on him. *Himself* is a **reflexive pronoun.**

Point out another reflexive pronoun in this story.

(*c*) Read the following sentence: —

The Bruce won the battle *himself.* Here *himself* is used for emphasis. It is an **emphatic pronoun.**

(*d*) Rewrite as directed: —

(i) The spider did not *give up* her attempt. (Substitute one word for the italicized phrase.)

(ii) This spider has failed six times, and yet attempts the seventh time. (As a complex sentence.)

(iii) The Bruce *gathered his army together again,* and fought once more. (Write the italicized words as a phrase.)

(*e*) The spider did not give up her attempt as the Bruce did. Here *did* stands for *gave up;* it is called a **substitute verb.** Do you remember any other substitute verb in this Reader?

(*f*) Distinguish carefully between *battle* and *war, moment* and *movement.*

(*g*) Note the difference between *search* and *search for.*

32. TRY AGAIN

strive	**keep in view**
patience	**in that case**

'Tis a lesson you should heed,
Try again;
If at first you don't succeed,
Try again;
Then your courage should appear,
For if you will *persevere,*
You will conquer, never fear;
Try again.

Once or twice though you should fail,
Try again;
If you would at last prevail,
Try again;
If we strive, it's no disgrace
Though we do not win the race;
What should we do in that case?
Try again!

If you find your task is hard,
Try again;
Time will bring you your reward,
Try again;
All that other folk can do
Why, with patience, may not you?
Only keep this rule in view,—
Try again.

—*W. E. Hickson*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

courage, strive, in that case, patience, keep in view.

2. Answer the following questions in your own words: —

(i) What should we do if we fail in our attempt?

(ii) How should we feel if defeated in a race?

(iii) How will Time bring us our reward?

3. This is a beautiful little poem for you to learn by heart. It puts in words easy to remember the Spider's lesson to the King of Scotland, and will cheer us up whenever we remember it in times of trouble and difficulty.

33. A FOUNTAIN PEN

explain	**vulcanite**	**iridium**
barrel	**substance**	**to wear away**
regulate	**sulphur**	**to go in for (a thing)**

Chandra—Rajam, will you please explain to me how a fountain pen works?

Rajam—Most willingly, Chandra. I'll pull out the parts of my pen and explain them to you.

C.—I see four parts in the pen.

R.—Quite so. This is the barrel. We fill it with ink by means of a filler.

C.—That I know.

R.—This is the holder. It holds the feeder and the nib. It is screwed on to the top of the barrel after that has been filled with ink.

C.—My difficulty is to know how ink flows into the nib without spilling.

R.—That is exactly the work of the feeder. It regulates the supply of ink to the nib.

C.—I see. What are these three parts made of?

R.—Vulcanite, a substance made from a mixture of rubber and sulphur.

C.—That is the gold nib, I know.

R.—Is it all gold? Just look at the tip.

C.—I didn't notice it till now. What is that there?

R.—It's iridium. The tip that writes is made of iridium.

C.—Why so?

R.—Because gold would wear away too quickly.

C.—Perhaps iridium is hard.

R.—It is.

C.—Thank you, Rajam, for explaining it all to me.

R.—What a fine thing the fountain pen is! We don't need to dip the pen in ink and constantly blot what we are writing.

C.—It is, indeed. But even with this we sometimes spill ink while filling the barrel.

R.—This is only an old kind of pen. You have now a new kind. It fills itself with ink quite easily. Many people now use self-filling pens.

C.—Is that so? Then I too shall buy a self-filling fountain pen when I next go in for a pen.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

explain, barrel, regulate, vulcanite, substance, sulphur, iridium, to wear away, to go in for (a thing).

2. Write about ten sentences on a fountain pen.

3. Expand the following in the text into complete sentences: —

(i) Most willingly. (ii) Quite so. (iii) Vulcanite. (iv) Why so? (v) Is that so?

4. Fill up the blanks in the following sentences: —

(i) The teacher — the meaning of the poem to me.
(ii) The tap — the supply of water to the bucket.
(iii) That is — what I want to know.

GRAMMAR

(*a*) Read the following sentences: —

(i) Rajam, will you please explain it to me?
(ii) Most willingly, Chandra.
(iii) Thank you, Rajam, for explaining it all to me.

In these sentences, *Rajam, Chandra* and *Rajam* are addressed by the speaker. They are **Nominatives of Address**; they are in the nominative case.

Note: —When a person is addressed, as in these sentences, the name of the person addressed is separated from the rest of the sentence by commas.

(*b*) Read these sentences: —

(i) Vulcanite is a substance *which* is made of rubber and sulphur.

(ii) The Bruce, *who* was a brave king, fought many battles.

(iii) The tip *that* writes is made of iridium.

In these sentences the words *which, who* and *that* stand for *substance, Bruce* and *tip*. They are therefore pronouns; they are called **relative pronouns**. The nouns for which they stand are called their **antecedents**.

These pronouns also join clauses.

For example, in (ii) the word *who* connects *The Bruce fought many battles* and *was a brave king*. A relative pronoun therefore does the work of a conjunction also.

Note that the clauses introduced by the relative pronouns are adjective clauses.



34. THE SANDS OF DEE

dank	**tide**	**stake**
tress	**mist**	**grave**

O Mary, go and call the cattle home,
And call the cattle home,
And call the cattle home,
Across the sands of Dee.
The western wind was wild and dank with foam,
And all alone went she.

The western tide crept up along the sand,
And o'er and o'er the sand,
And round and round the sand,
As far as eye could see.
The rolling mist came down and hid the land;
And never home came she.

'Oh! is it weed, or fish, or floating hair—
A tress of golden hair,
A drowned maiden's hair
Above the nets at sea?'
Was never salmon yet that shone so fair
Among the stakes on Dee.

They rowed her in across the rolling foam,
The cruel, crawling foam,
The cruel, hungry foam,
To her grave beside the sea.
But still the boatmen hear her call the cattle home
Across the sands of Dee.

—*Charles Kingsley*

ASSIGNMENT

1. Use the following words in sentences of your own:—dank, foam, mist, weed, tress, salmon, stake, crawl, grave.

2. Write in your own words the story contained in the poem.

3. Give the present tense of: —
could, crept, hid, shone, rowed.

4. 'The boatmen hear her *call* the cattle home.' *Call* is here an infinitive; the infinitive sign *to* is omitted. It is omitted after some other verbs like *make, see, hear, feel, let.*

5. *Among, between.* The maiden's hair shone *among* the stakes. A gang of thieves divided the booty *among* themselves. The lane ran *between* the two rows of houses.

Between is used when only two things are mentioned; when more than two things are mentioned *among* is used.

6. How many stakes were there? What were they used for?

There were many stakes planted in the sand to fasten the fishing nets.

GRAMMAR

(*a*) Give examples of collective nouns from this poem.

(*b*) (i) Note the effect got by repeating the same sounds, words and phrases, e.g., o'er and o'er, round and round, cruel crawling foam . . . cruel hungry foam, all alone, rowed . . . rolling.

(ii) Note also the **alliteration** (the same letter at the beginning of a number of words) in 'The *w*estern *w*ind *w*as *w*ild'. What do you notice about the rhymes in this poem? These are always used by poets to make their poems beautiful.



35. THE WONDERFUL LAMP—I

widow	**grieve**	**under ground**
entice	**frighten**	**to try (one's) best**
treasure	**put out**	**to grieve over (a thing)**

There was once a great magician in Africa. He knew by his magic that there was a wonderful lamp in a fairy palace under the ground in China. He longed to have it, and therefore came all the way to China to get it.

When the African magician came above the place, he saw that the passage was too narrow for him to go through easily. Further, he learnt that whoever let his dress touch the walls was instantly killed. He did not want to lose his life, so he wandered about for some days to find someone who would go into the underground palace and get the lamp for him.

At last he came across a Chinese boy called Aladdin. Aladdin was the son of a poor widow. The magician easily enticed him by promising him a little money, and took him to the place.

'This is the way to the underground palace, Aladdin,' said the magician. 'Go down through it, and you will get to the palace. There you will find a lamp burning. You will also find rich treasure by its side. Put out the lamp and bring it. You may also take with you as much of the treasure as you want.' The magician also gave Aladdin a ring, and warned him not to let his dress touch the walls.

Aladdin was very delighted when he heard that he could get plenty of gold and jewels in the palace. He therefore jumped down into the passage and walked through it. At last he came to a beautiful garden where a lamp was burning. Near it he found bags and boxes, all filled with gold and jewels. He filled his pockets with some of these, put out the lamp, and took it back with him to the mouth of the passage.

'How clever of you, Aladdin!' said the magician. 'Give me the lamp, and I'll help you to climb up again.'

'Help me out first, magician,' said Aladdin, 'and then I'll give you the lamp.'

The magician tried his very best to get hold of the lamp before helping Aladdin out, but in vain. Seeing that it was no use trying any more to get it from Aladdin, and as he feared the boy

wanted to steal it and run away, he closed up the mouth of the passage with a big stone, and went off.

Now Aladdin was shut up in that palace underground without anything to eat. He wandered about here and there, but soon saw that there was no hope of escape for him. He felt that he must die there. sat down, and began to grieve over his fate.

As he sat in great sorrow and feeling very hungry, his hand happened to touch the ring given by the magician. At once a spirit appeared before him, and said, 'I am the slave of the ring that you have just rubbed. What do you want?'

For a moment Aladdin was very frightened. He did not know what to do. But when he regained his courage he said, 'Take me back to my house.'

Scarcely had he said so when he found himself before his mother at home. How glad the poor widow was to see her son after so many days!

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

magician, further, entice, treasure, delight, underground, grieve, fate, frighten, to come across, to try (one's) best, to grieve over (a thing), to get hold of, no use, put out.

2. Answer the following questions in your own words: —

(i) Why did the magician fear to go into the passage?

(ii) What made Aladdin go with the magician to the palace?

(iii) What did the magician do when he could not get the lamp at once from Aladdin?

(iv) How was Aladdin saved from the difficulty?

3. Rewrite as directed: —

(i) He longed to have it, and therefore came to China to get it. (As a complex sentence.)

(ii) Scarcely had he said so when he found himself at home. (Use *as soon as.*)

(iii) For a moment Aladdin was very frightened. He did not know what to do. (As a compound sentence.)

GRAMMAR

(*a*) (i) Give the proper nouns in this lesson.

(ii) *African* magician, *Chinese* boy. What part of speech are the italicized words? They are adjectives formed from proper nouns; they are therefore *proper adjectives.*

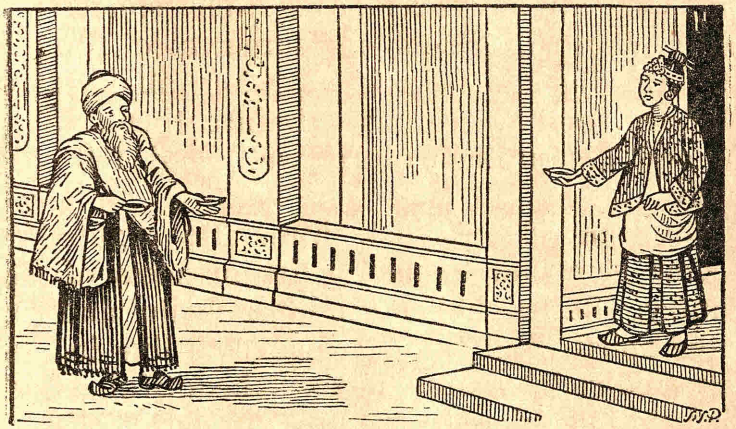
Give adjectives formed from: India, Japan, France, Russia, America, Turkey, England.

(*b*) The spirit said to Aladdin, 'I am the slave of the ring.' The words within quotation marks are the exact words of the spirit. When we so use the words of the speaker, what is it called?

This can also be written thus: —

The spirit told Aladdin that he was the slave of the ring.

Note that the reporting verb is changed into *told,* the reported speech is joined to the main clause by the conjunction *that,* the first person pronoun is changed into the third person pronoun, and the tense of the verb is changed from present to past, because the reporting verb *said* is in the past tense. It is now called **indirect speech,** because the exact words are not given, but only their meaning.



36. THE WONDERFUL LAMP—II

express	delicious	to ask for the hand of (one)
disguise	suspect	by some means or other
hawker	instant	to do mischief
transport	recover	in due time

Aladdin had not eaten food for many days, and was therefore very hungry. But his mother had nothing for him to eat. She had no money to buy any food for him, so she was very sad.

Just then Aladdin remembered the wonderful lamp he had, and asked his mother to sell it and buy some food for him. That lamp was very dirty. So Aladdin's mother rubbed it to make it bright and shiny. Immediately a huge spirit appeared before them and said, 'I am the slave of the lamp. What do you want from me?'

Aladdin's mother was very frightened, for she had not expected such a thing. But Aladdin

who had already seen a similar spirit, said boldly enough, 'Bring us some nice food to eat.' Hardly had he said so, when all kinds of delicious food were placed before them. Aladdin and his mother dined well, and felt very happy

Now an idea struck him. He wanted to become rich and to marry the princess of that country. So he rubbed the lamp again, and said to the spirit, 'Build me a palace to live in, and make me rich.' Immediately a beautiful palace, filled with gold and treasure of various kinds, appeared at the very spot where Aladdin's cottage had stood.

Aladdin now thought that he could ask for the hand of the princess. He sent rich presents to the King, and expressed his wish to marry his daughter. The King, who was pleased with the rich presents sent by Aladdin, gave his daughter in marriage to him.

Aladdin was living happily with his wife for a year or more. The news that he had become rich and married the princess reached the ears of the magician. He at once came to China again, to get the wonderful lamp by some means or other.

The magician disguised himself as a hawker, and went along the streets crying, 'New lamps for old!' When he approached Aladdin's palace, Aladdin was not at home. His wife, hearing the words of the magician, wished to exchange the

old lamp in her palace for a new one. She did not know that it was a magic lamp. She brought it out to the magician, and exchanged it for a new one.

The moment the magician got hold of the lamp, he rubbed it. The spirit of the lamp appeared before him, and the magician asked the spirit to carry the princess, the palace and all that was in it to Africa. And instantly the palace was transported to Africa, with the princess, and all Aladdin's splendid things.

When Aladdin returned home, his palace was no longer there. He suspected that the magician must have done the mischief. He therefore rubbed the ring, and asked its spirit to take him to his wife. In an instant Aladdin found himself with his wife inside the palace in Africa.

Aladdin hid himself when the magician came in. It was time for dinner, and the magician and the princess sat at the table to dine. Suddenly, Aladdin sprang upon the magician and killed him. He then ran about the palace looking everywhere, and soon found the lamp. He rubbed it, and asked its spirit to carry the palace, with them both and with their treasure in it, to China. In a moment the palace stood again in its old place, and Aladdin and his wife were very happy.

In due time Aladdin became king himself, and lived happily with his queen for many years.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

delicious, dine, idea, present, express, disguise, hawker, transport, suspect, instant, spring, recover, to ask for the hand of (one), by some means or other, to do mischief, in an instant, in a moment, in due time.

2. Answer the following questions in your own words: —

(i) How did Aladdin want his mother to buy food for him?

(ii) Why did she rub the lamp?

(iii) What did Aladdin learn about the lamp then?

(iv) What was his wish?

(v) How did the magician get hold of the lamp?

(vi) How did Aladdin recover his wife and all his property?

3. Fill up the blanks in the following sentences with the words or phrases chosen from the list given below: —

(i) As soon as the player -- — — the ball, he threw it at the wicket.

(ii) Our school — to win the match, but it lost it.

(iii) — the fire spread all over the palace.

(iv) These young plants will — become trees. (immediately, in due time, expected, get hold of.)

4. Rewrite as directed: —

(i) His mother had nothing to give him to eat. She had no money to buy any food for him. (Combine into one double sentence.)

(ii) That lamp was very dirty. Aladdin's mother rubbed it to make it bright. (Combine into a complex sentence.)

(iii) Hardly had Aladdin said so, when all kinds of delicious food were placed before them. (Use *no sooner . . . than.*)

5. Write one sentence giving the main ideas in each paragraph of this lesson.

GRAMMAR

(*a*) The spirit said to Aladdin, 'What do you want?'

Here the reported speech is an interrogative sentence. This is changed into the indirect form thus:—

The spirit asked Aladdin what he wanted.

(*b*) Aladdin said to the spirit, 'Bring us some nice food to eat.'

The reported speech is an imperative sentence. This is changed into the indirect form thus:—

Aladdin ordered the spirit to bring them some nice food to eat.

(*c*) Change each of the following sentences into the indirect form:—

(i) The magician said to Aladdin, 'Give me the lamp.'

(ii) The princess said to Aladdin, 'How can we go back to China?'

(iii) Aladdin said to the spirit, 'Take me back to my house.'

(iv) Fatima said to Hassan, 'Did you get it from the palace?'

(*d*) (i) Give words meaning the exact opposite of:— remember, dirty, finish, gain, sad, sell.

(ii) Give the other genders of:— widow, wife.

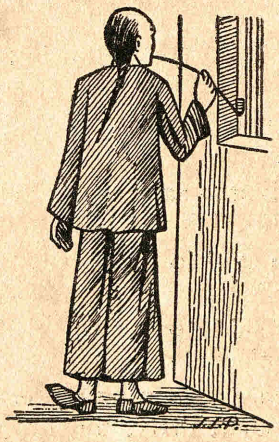
(iii) Give the present tense of:— felt, struck, rose, thought, went, brought, found, hid, sprang, stood.

37. A SAD STORY

muse	**mystery**	**twist**	**up and down**
swear	**puzzled**	**twirl**	**in and out**
stout	**slack**	**tack**	**in days of yore**

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much, and sorrowed more,
Because it hung behind him.

He mused upon this serious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.



Says he, 'The mystery I've found—
I'll turn me round'—
He turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain—it mattered not a pin—
The pigtail hung behind him.

And right and left, and round about,
And up and down, and in and out,
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist, and twirl, and tack,
Alas! still faithful to his back,
The pigtail hangs behind him!

—*W. M. Thackeray*

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

in days of yore, muse, serious, swear, dangle, mystery, puzzled, not a pin, stout, slack, twist, twirl, tack, up and down, in and out.

2. Answer the following questions in your own words: —

(i) Why was the sage sorrowful?
(ii) What did he want to do?
(iii) How did he try to do it?
(iv) Why was he not able to succeed?
(v) Do you think the sage was really wise? Why?

3. Rewrite these sentences as directed: —

(i) He sorrowed more, because it hung behind him. (As a double sentence.)

(ii) He turned him round; but still it hung behind him. (As a complex sentence.)

4. Is this really a sad story? Tell it in your own words in about five sentences.

5. Express the following sentence in the form of Indirect Speech: —

Says he, 'The mystery I've found—I'll turn me round.'

6. Study the following sentence: —

'The mystery I've found.' Where is the verb? Which is the subject? What had he found? The order of words is often changed in poetry for the sake of emphasis, or simply for beauty of sound.

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38. A MESSAGE TO CHANDRA

ford	**curious**	**to water a horse**
pursue	**to feel within oneself**	**at full gallop**
dismount	**to be taken in**	**by then**
inquire	**in hot pursuit**	**soon after**

One afternoon a woman was sitting on a bank while her husband was watering his horse at a ford close by. Just then, a stranger came to where the woman was sitting. Curious to know who he was, the woman asked him whence he came.

'From the other world,' said the stranger.

'From the other world!' cried the woman. 'Then you must be able to give me news of my dead son, Chandra.'

'What! Chandra is your son!' said the stranger. 'Quite a good boy. He is happy too. Only he does not have money enough to buy what he needs.'

'Poor child!' said the grieving mother. 'Will you kindly take him this purse of money for me?'

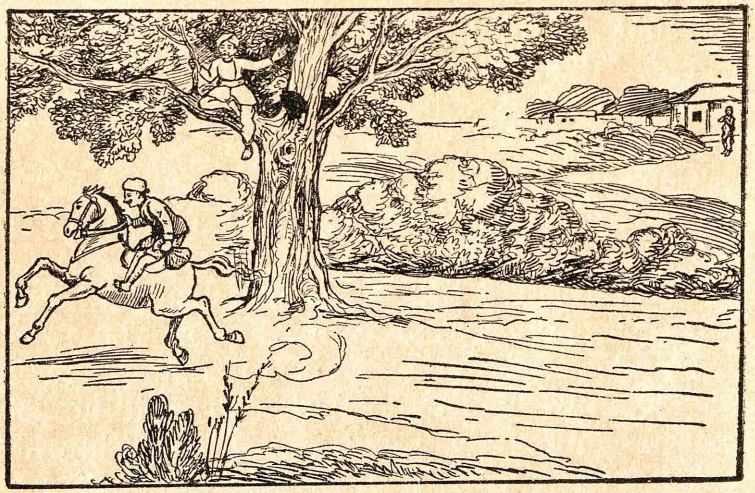
'Certainly I will!' said the stranger, acting as if he were very sorry for the poor boy.

The foolish woman believed the stranger, so she gave him the purse. No sooner did he get it than he walked away with it, feeling within himself that he had been very clever in cheating the simple woman so successfully.

Soon after, the husband returned with his horse. His wife ran up to him to tell him her glad news. The man saw that she had been taken in, and did not stop to ask her any further questions. He mounted his horse and rode after the thief at full gallop.

When the cunning fellow heard the sound of a horse's hoofs behind him, he turned and saw that the woman's husband was coming in hot pursuit. He at once climbed a tree near by, trying to escape. But the horseman did not let him go. He dismounted from his horse, and climbed the tree to catch him.

The thief knew he was sure to be caught if he remained up the tree. So he jumped down,



sprang on the horse, and galloped off at great speed. The horseman too jumped down from the tree, but by then it was too late. The thief had already got quite a long distance ahead and was on horseback, so he could not hope to catch him. He abandoned hope, and returned to his wife in great disappointment.

'Where is the horse, my dear?' inquired the wife.

'Where your purse is,' replied the husband, 'I have sent it through the man from the Other World to our son, so that he may daily have a pleasant ride.'

'That's good indeed,' said the wife, in great joy.

The thief, who had already cheated the woman of her purse, had now got the horse as well.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

ford, curious, whence, simple, pursue, dismount, inquire, by then, quite a, to feel within oneself, to be taken in, in hot pursuit, to water a horse, at full gallop, soon after.

2. Answer the following questions in your own words: —

(i) How can you say that the woman was simple and foolish?

(ii) How did the thief escape from the man who had climbed the tree?

(iii) Did the husband really send his horse to his son?

(iv) Did his wife believe him?

3. Insert suitable prepositions in the blanks in the following sentences: —

(i) Aladdin did not agree — the magician's suggestion.

(ii) The palace was filled — gold and treasure.

(iii) The news — the giant's death spread through the village.

(iv) Alice sympathised — Dick — his grief.

(v) My father sent me money — his servant.

(vi) The captain inquired — the king if there were no cats there.

4. Rewrite as directed:—

(i) *Curious to know* who he was, the woman asked him whence he came. (Expand the italicized phrase into a clause.)

(ii) He is happy. He does not have money enough. (Combine into a double sentence.)

(iii) *The foolish woman believed the stranger,* and gave him the purse. (Change the italicized clause into a phrase.)

(iv) The horseman too jumped down from the tree, but it was too late. (As a complex sentence. Notice the different meanings of *too* in this sentence.)

GRAMMAR

(*a*) *The stranger cheated the woman.* Here *cheated* is the finite verb. The doer of the action is the *stranger.* The word *stranger* is the subject of the sentence. In such cases the verb is in the active voice. This can also be written thus:—

The woman was cheated by the stranger.

Here the name of the person to whom the action goes, i.e. *woman,* is the subject. The verb is here in the passive voice. The doer of the action is expressed by the word *stranger,* coming after the preposition *by.*

(*b*) Change the voice of the verbs in the following sentences from active to passive:—

(i) The magician enticed Aladdin.

(ii) Aladdin ordered the spirit to bring him nice food.

(iii) Aladdin sent rich presents to the king.

(iv) The man was watering his horse.

(v) I have sent it to our son.

'Noble King,' said the Queen of Sheba, 'now I can see why people call you wise and good and just. You care more for the complaints of the poor and the weak than for the flattery of the rich and the strong.'

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

a royal welcome, noble, dust, complain, mind (as a verb), alike, far and wide, to care for, flattery.

2. Answer the following questions in your own words: —

(i) Why did people praise Solomon?

(ii) What did the ants fear when the King rode along with his lords and nobles?

(iii) What did the Queen say when the King told her about the complaint of the ants?

(iv) What is the duty of one who is strong?

3. Choose the proper word and complete these sentences: —

(i) When the magician asked Aladdin to follow him, he — (accepted, agreed, replied) to do so.

(ii) The king — (changed, became, disguised) himself as a farmer and went round the city.

(iii) The magician — (told, warned, informed) Aladdin not to let his dress touch the walls.

(iv) When the King went out, his lords and nobles — (followed, accompanied, marched) him.

GRAMMAR

(*a*) Read these sentences: —

(i) I *shall* take you to the palace.

(ii) You *will* find rich treasure there.

(iii) The King *will* be kind to us.

In these sentences the words *shall* and *will* denote a future action. *Shall* in the first person and *will* in the second and third persons denote a future action.

Read this sentence: —

These poor creatures *shall* not die.

Here *shall* denotes determination. Similarly *will* in the first person denotes determination.

e.g., I *will* turn you out of the house.

(*b*) (i) 'The Queen heard of the fame of Solomon.' Rewrite this, using the possessive case of *Solomon*.

(ii) Point out the relative pronouns in this story, and give their antecedents.

(iii) '*Who* will care for the poor?' Here *who* is an interrogative pronoun. *What* and *which* are also similarly used as interrogative pronouns.

(*c*) 'The ants were saved by Solomon.' Here the verb is in the passive voice. It can be changed to the active voice, thus: Solomon saved the ants.

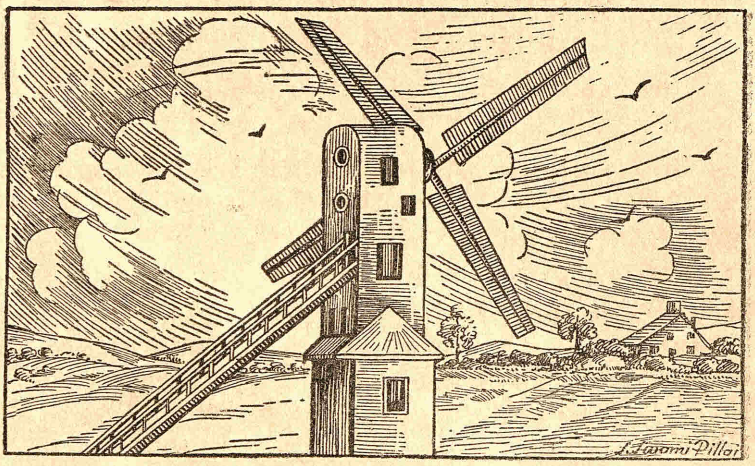
Change the voice similarly in the following sentences: —

(i) The woman was cheated by the thief.

(ii) The palace was transported by the spirit.

(iii) He was asked by the woman whence he came.

(iv) The cock was flattered and deceived by the jackal.



40. THE WINDMILL

behold	**strive**	**fling**	**threshing-floor**
tower	**thrive**	**wrestle**	**melodious**
granite	**barn**	**flail**	**face to face**

Behold, a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of green I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow,
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows what makes him thrive,
And makes him lord of lands.

I hear the sound of flails,
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails
Louder and louder roars.

On Sundays I take my rest;
Churchgoing bells begin
Their low melodious din;
I cross my hands on my breast,
And all is peace within.

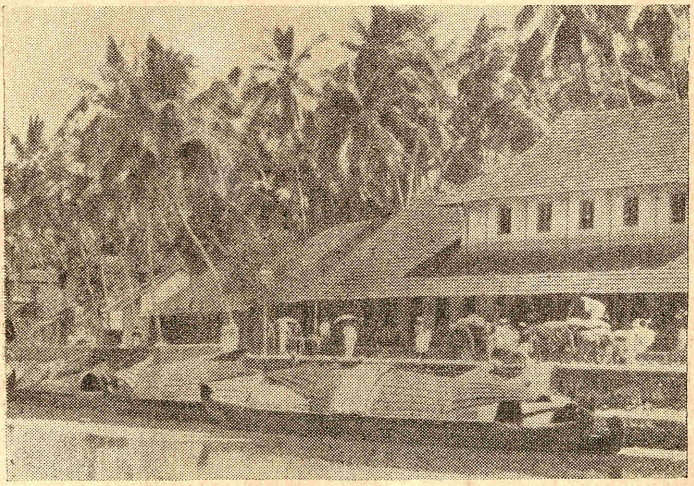
—H. W. Longfellow

ASSIGNMENT

1. Answer the following questions in your own words: —
   (i) What does the windmill do with the corn?
   (ii) How does the windmill show its bravery?
   (iii) What makes the miller rich, and how?
   (iv) Why is all peace within on Sundays?
2. Give the plurals of: —
   thief, foe, victory, palace, speech, fairy.

the palace of H. H. the Maharaja of Travancore. Here are also a fine zoological garden and a good museum. A new University has just been started to enrich the higher education of the State.

From Quilon, it is very pleasant to travel by boat along the beautiful backwaters and canals, between shady banks where lovely villages hide themselves under tall palm trees. Presently you



THE BACKWATER AT QUILON

come to Ernakulam, the capital of Cochin State, opposite which is the fine new harbour of Cochin. From Ernakulam, a bus carries you on to Trichur and to Guruvayur in British Malabar, both of which are famous for their ancient temples.

The people of this lovely land enjoy the blessings of a more widespread education than

those of any other large area in India. They are very good to strangers, and make friends easily with those whom they meet. As Nature is very kind to them, and food is easily available, they have always had plenty of leisure to cultivate the arts. *Kathakali* is a very old kind of religious dance-drama; it is again becoming popular. In Trivandrum the carvers of ivory and sandalwood do very fine work.

Malabar produces many kinds of crops. There are extensive fields of paddy; and bananas, coconuts, arecanuts and pepper plants are to be seen everywhere. All these products are very cheap, so it is easy for the people to get enough food to eat. They are very clever in making tasty preparations out of rice, coconut and the other products of their country.

In the eastern part of the States there are hills, which become high mountains at the northern end. In these highlands there are plantations of tea and coffee, while teak and rubber are also plentiful. The forests on these hills are full of elephants and many other kinds of wild beasts.

Kerala was civilized as early as any part of India, and was trading with Egypt thousands of years ago. The great Sri Sankaracharya was born in a village in Malabar. Travancore is one of the oldest states in India; it has been under Hindu rule for thousands of years. The customs and manners of the people have undergone little

change during all these years. But in modern times changes are gradually taking place, and a few years ago the young Maharaja of Travancore opened the state temples to all classes of his subjects, including the 'untouchables'. Again, the new Cochin harbour has connected the west coast with the trade centres of the world.

The language spoken in these States is Malayalam. It is a little like Old Tamil, but has very many Sanskrit words. One who knows Sanskrit well can almost understand the speech of a man from Malabar. Many people also use Tamil.

There are a great many Jews and Christians in this land. They have lived here for more than fifteen hundred years. There are also large numbers of Muslims. They all live together peacefully, and share the benefits of a steady Government. In British Malabar the people and their civilization are like those of the States, and the whole coastline was once united in the Kingdom of Kerala.

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

yearly, narrow, all the way, banana, continuous, zoological, museum, backwater, picturesque, presently, widespread, hospitable, to make friends with, carver, tasty, to be full of, trade, prosperous, benefits.

2. Answer the following questions in your own words: —

(i) Why is Malabar so wet?

(ii) Why is it a very fertile land?

(iii) What sort of place is Trivandrum?

(iv) What are the principal things to be seen there?

(v) How do many people travel to Ernakulam from the southern side?

(vi) Why has Malabar always been a highly civilized part of India? What part has climate played in making this possible?

(vii) What are the chief crops of the country?

(viii) What are the main products of the highlands?

(ix) Where do the carvers of Trivandrum get their ivory from?

(x) What great reform was carried out by the Maharaja of Travancore a few years ago?

(xi) What are the chief religions of the land to-day?

3. Rewrite the following sentences as directed, without changing the meaning:—

(i) The west coast of India is one of the wettest parts of this great country. (Using the other degrees of comparison.)

(ii) As the soil of Malabar is so rich, there are very many people living there. (Interchanging the principal and subordinate clauses.)

(iii) They are very cheap, so it is easy to get enough food to eat. (As a complex sentence.)

(iv) It was civilized as early as any part of India. (As a negative sentence.)

(v) Cochin State is not less advanced than its southern neighbour. (Removing *not*.)

(vi) There are a great many Jews and Christians in this land. They have lived here for more than fifteen hundred years. (As a double sentence.)

42. FAIRY DAYS

prance	**tombstone**	**sway**
melody	**steeple**	**dame**

Round the tombstones dancing,
Lightly they are prancing;
Watch the Little People
'Neath the village steeple.
Clad in red and yellow,
See that merry fellow
Up to all his jolly games,
Teasing many fairy dames
As he gaily skips around,—
Scarce he seems to touch the ground.
What a happy life is theirs
Free from all our work and cares,
As they spend their every day
All in pleasure and in play,
Singing in the whispering trees,
Gently swaying in the breeze,
While their little voices rise,
Soft, in fairy melodies.

—Duncan Greenlees

ASSIGNMENT

1. Use the following words and phrases in sentences of your own: —

prance, up to, tease, dame, sway, melody, tombstone, steeple.

2. Many churches in England have tall, pointed towers, called *steeples,* and are surrounded by shady gardens where the dead are buried under big tombstones.

The fairies are supposed to be only a few inches tall, and are often called the Little People.

GRAMMAR

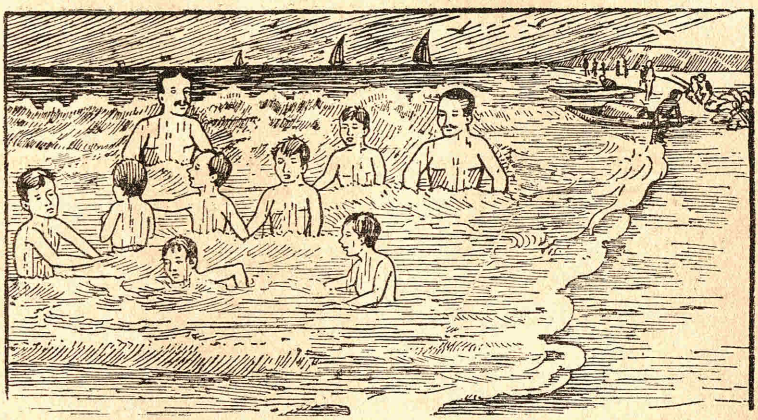
(*a*) Note that the following words are adverbs: —

Lightly, gaily, scarce (*for* scarcely), gently, soft (*for* softly). Most adverbs end in *-ly.* They are said to modify verbs, adjectives or other adverbs. What words are modified by the adverbs given here?

(*b*) Many phrases do the work of adverbs; they tell you *how, where, when,* or *why* an action was done. Most of these are made up of a preposition and a noun, which is said to be *governed by* the preposition. In the line *Round the tombstones* dancing, the italicized phrase tells you *where* the fairies danced. So it is an adverb phrase. It is made up of the preposition *round,* and the noun *tombstones* which is governed by it. Find other adverb phrases in this poem.

(*c*) Substitute adverb phrases for the following adverbs and use them in sentences of your own: —

carefully, down, joyfully, fast.



43. SEA BATHING

to troop off	to land fish	to break a line
to plunge oneself	casuarina	to dry oneself
to cut the water	onions	at the edge of
to get tired	splash	an hour or so
to come up to	knock	to come ashore

Who will come with us this afternoon? We are going for a jolly bathe in the sea. The day is hot and sultry, and we long to have a cool bathe. How delightful it will be to plunge ourselves in the cool water and to dip in the rolling waves!

The bell rings, and the boys gather in the school garden. They give attendance, and troop off gaily with their teachers. There are thirty boys in all, and the teachers will have to watch carefully, so that none may get into difficulties in the sea.

We walk along the narrow path beside the river, between fields of paddy and onions, past wells where the farmers are busy irrigating their crops, through a grove of casuarinas and another of coconut palms. And now we are on the sandy beach, where fishermen are landing fish in their big nets, while the cool salt water comes again and again to splash their feet.

We throw down our shirts on the sand, and run joyfully into the water. Now it has come up to our waists, and we dip our heads again and again beneath the waves. We shout with joy, and splash one another with the foam that floats on the water where the waves have broken.

The waves come like playful brothers. They are so strong that they knock us off our feet, and tumble us over and over. Our mouths are filled with salt water. What fun it is!

Holding hands in a long chain, we walk out into the water like a little army. The waves beat on us, and try to break our line. But now we are stronger than they are, and we hold hands tighter and tighter. And soon we are floating on our backs, up and down, as the waves roll under us. There is a huge wave coming; up we go into the air on the top of it. We are not afraid of anything. Some boys are cutting the water with their hands. They can swim very fast. We must all learn to swim some day. It is fine exercise; the cool water, the fresh

breeze, and our happiness keep us from getting tired.

After an hour or so of play we all come ashore and dry ourselves. We put on our clothes again. Then we say our evening prayer in the sunset at the very edge of the water, and walk home singing.

What a happy holiday! It takes away all our troubles; and while we are bathing in the sea, we forget all about our classroom and tiresome examinations. When I grow up, I am going to be a sailor, and bathe in the sea every day!

ASSIGNMENT

1. Use these words and phrases in sentences of your own: —

to plunge oneself, to troop off, to get into difficulties, to irrigate the crops, to land fish, again and again, splash, to come up to, foam, knock, to break a line, to cut the water, to get tired, an hour or so, to come ashore, to dry oneself, at the edge of, in all.

2. Answer these questions in your own words: —

(i) Why do we want a sea bathe in the afternoon?

(ii) How does the bathe make us cool?

(iii) Why should teachers always accompany the boys on a seabathing excursion?

(iv) What are the farmers doing at their wells?

(v) When is foam made on the surface of the water?

(vi) How do we get stronger than the waves?

(vii) What is the good of learning to swim?

(viii) Why do we not easily get tired while bathing in the sea?

3. Rewrite the following sentences as directed:—

(i) We are going for a jolly bathe in the sea. (As a question.)

(ii) How delightful it will be to plunge ourselves into the cool water! (As an assertive sentence.)

(iii) The bell rings, and the boys gather in the school garden. (As a complex sentence.)

(iv) The teachers will have to watch carefully, so that none may get into difficulties. (As a double sentence.)

(v) We walk past wells, where the farmers are busy. (As two simple sentences.)

(vi) We throw down our shirts on the sand, and run joyfully into the water. (As a simple sentence.)

(vii) They can swim very fast. (As an exclamatory sentence.)

(viii) It takes away all our troubles. (As a negative sentence.)

4. Note carefully the difference between *pray* and *prey*, *bath* and *bathe*, and *tired* and *tiresome*.

5. Substitute other words for the following, without changing the meaning:—

delightful, gather, irrigating, afraid, breeze.

GRAMMAR

(*a*) Form abstract nouns from the following words:—

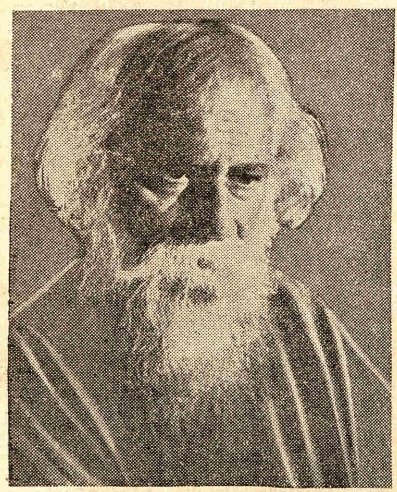
happy, gaily, hot, cool, difficult, joyfully, strong, long, pray, grow.

(*b*) Make a list of the adverb phrases in this lesson, made up of a preposition and a noun, and say which word each phrase modifies. This may be done in the tabular form. What other form of adverb phrase is common in this lesson? Make a similar list of such phrases.

44. TAGORE

to amuse oneself	translate	anthem	literature
to run a centre	offering	artistic	crafts
to carry on	chamber	culture	all over

Is there anyone in India who has never heard of Rabindranath Tagore? He is one of the greatest of living men in our country. His name is known to every educated man in the world. It is as famous in Europe and America as the name of Gandhiji himself. Gandhiji has always given him great honour, and calls him *Gurudev*. They are close friends, and when one is ill the other always goes to see him.



Who is this most famous of Indians? He is the son of Maharshi Devendranath Tagore. He spent his early life at home in the big Calcutta house, and amused himself even as a child with words and rhymes.

To-day his songs are sung by thousands upon thousands of his countrymen. They are full of beauty, and speak of God, of love, and of the beauties of Indian scenery and climate. Very

many have been translated into English, and some of them have been printed in nearly all the languages of the civilized world.

His *Gitanjali* (Song Offering) was the first of his books to appear in English. It was at once welcomed by the great English writers as a most wonderful book. Some day you will read that lovely English translation, which was made by Tagore himself. There are many other books by him. He has written many fine plays, of which *Sacrifice* and *The Post Office* are perhaps the best known. He has also written books on numerous subjects. He was given the Nobel Prize for Literature.

Besides this, he gave India her great National Anthem, *Jana Gana Mana*, which we should all sing in our schools. It tells us how the greatness of our Homeland is made by Hindus, Muslims, Sikhs, Christians and others equally, and how every province has helped to make India the great land we love.

A few years ago, Tagore surprised the world by suddenly beginning to draw and paint in a wonderful way. His paintings have been shown all over the West, and are much admired by artists.

But perhaps his greatest work has been the making of his School and College, with its splendid School of Arts, at Santiniketan, near the station of Bolpur in Bengal. Some of the greatest artists have helped to make this a real

university of world culture. Near by, the students are running a Rural Reconstruction Centre at Sriniketan, where artistic weaving, pottery-work and other such crafts are carried on.

By his students, Tagore is known simply as The Poet. At the sunset prayer, it is his songs which they sing. They all love the grand old man as they would love their grandfather. He also loves all children as if they were his own.

He is tall, with a very noble face, and a long white beard. He speaks in a low and musical voice. There is no one who does not love and honour him even at the first sight.

ASSIGNMENT

1. Use these words and phrases in sentences of your own:—

close friends, to amuse oneself, thousands upon thousands, offering, sacrifice, admire, all over, artistic, culture, to run a centre, to carry on, musical.

2. Answer these questions in your own words:—

(i) What is Gandhiji's opinion of Tagore?

(ii) How do they show their love and honour for each other?

(iii) How did the child Tagore amuse himself?

(iv) What did the English writers think of his first book to appear in English?

(v) What is his famous National Song about?

(vi) How did he surprise the world some years ago?

(vii) What special educational work has he done?

(viii) How is he helping the villages near his home?

3. Express the following sentences in another way as directed, without changing the meaning: —

(i) Is there any one who has never heard of Tagore? (As an assertive sentence.)

(ii) He is the greatest of living men in our country. (In the two other degrees of comparison.)

(iii) His name is known to every educated man in the world. (As a negative sentence.)

(iv) Very many have been translated into English. (Using *a few.*)

(v) There is no one who does not love and honour him even at the first sight. (As an affirmative sentence.)

4. Write seven sentences to show why we consider Rabindranath Tagore as a great man.

5. Make a list of the Provinces and big States of India. Write opposite to each the name of one or more of its great men of whom you may have heard. Try to find out other great names so as to make your list more complete.

GRAMMAR

(*a*) Study the sentence: —

'He also loves all children as if they were his own.' In it there are really three clauses, for we have to imagine the words *he would love them* between *as* and *if*. What kind of sentence is this? The second clause tells you how much he loves children, the third clause imposes a condition, *if they were his own,* on the amount that he would love them. Both are *adverb clauses,* of manner and of condition.

(*b*) 'It tells us how the greatness of our Homeland is made by Hindus, Muslims, Sikhs, Christians and others equally, and how every province has helped to make India the great land we love.'

In this sentence how many finite verbs are there? There are *four* finite verbs, so there are four clauses. The first clause simply tells you something that the subject *It* (the song) does. It is the principal clause. *Tells* is a transitive verb; it must have an object. It tells us *something;* what is that something? 'How the greatness of our Homeland is made by Hindus, Muslims, Sikhs, Christians and others equally,' and also 'how every province has helped to make India the great land.' These are the two *things* which the song tells us. The names of things are *Nouns;* therefore these two clauses are *Noun Clauses.* They are the things told; so they are objects of the verb *tells.* The fourth clause, 'we love', describes the land which has been mentioned in the third clause. Words, phrases and clauses, which describe nouns are *adjectival.* So this is an *Adjective clause.* It describes, or qualifies the noun *land.*

This is called analysing a sentence into clauses. Do it always in the following tabular form: —

No. of Clause	All the words of the Clause	Kind of Clause	Construction of Clause
1	It tells us	Principal	—
2	how the greatness of our Homeland is made by Hindus, Muslims, Sikhs, Christians and others equally.	Noun	Object of the verb *tells* in clause 1.
3	and how every province has helped to make India the great land.	Noun	Object of the verb *tells* in clause 1.
4	we love	Adjective	Qualifying the noun *land* in clause 3.

45. THE VILLAGE BLACKSMITH

smith	**crisp**	**bellow**	**chaff**
sinewy	**week in**	**tan**	**repose**
brawny	**week out**	**sledge**	**toiling**
muscle	**anvil**	**forge**	**wrought**

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes may be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

—H. W. Longfellow

ASSIGNMENT

1. Use the following words and phrases in sentences of your own:—

smith, sinewy, brawny, crisp, tan, to look in the face, week in, week out, bellows, swing, sledge, forge, chaff, repose, toiling, wrought, anvil.

2. Answer the following questions in your own words:—

(i) What does the smith look like?

(ii) How did he get 'brawny arms'?

(iii) Why is his brow wet?

(iv) How is it that he can look everyone in the face?

(v) When does he do his work?

(vi) Why does the smithy attract the children?

(vii) How does he earn his night's rest?

(viii) What lesson has the Blacksmith taught?

3. What words are left out in the following sentences:—

(i) You can hear his bellows blow.

(ii) You can hear him swing his heavy sledge.

4. Rewrite the following sentences as directed:—

(i) And children, coming home from school, look in at the open door. (As a complex sentence.)

(ii) Thanks to thee for the lesson thou hast taught. (As a simple sentence.)

GRAMMAR

(*a*) 'He looks the whole world in the face.'

In this sentence there are eight words. When we say what part of speech each word in a sentence is, and what work it does (=its construction), we are said to be short-parsing it.

This may also be done in a convenient tabular form. Let us thus short-parse each word in the above sentence.

Word	Part of Speech	Construction
He	Personal Pronoun	Subject of the verb *looks*.
looks	Verb	Agreeing with its subject *he*.
the	Definite Article	Qualifying the noun *world*.
whole	Adjective	Qualifying the noun *world*.
world	Noun	Object of the verb *looks*.
in	Preposition	Governing the noun *face*.
the	Definite Article	Qualifying the noun *face*.
face	Noun	Governed by the preposition *in*.

(*b*) In the same way short-parse each word in the following sentences:—

(i) His face is like the tan.

(ii) Watch the Little People.

(iii) Their little voices rise in fairy melodies.

(iv) The sheep give us good wool.

46. A SCHOOL PRAYER

inspire **stillness** **guide**

God above me, God below me,
God before me, God behind me,
God around me and beside me,
God without me, God within me,
Help me and inspire me always;
In my daily work and pleasure,
In my speech and in my silence,
In my action and my stillness
God be always Guide and Master.

All the great religions speak of the great truth described in this little prayer, which has been adapted from one used by St. Patrick on his way to teach Christianity to the Irish people in the sixth century.

ASSIGNMENT

1. Use the following words in sentences of your own: — inspire, stillness, guide.

2. Answer the following questions in your own words: —

   (i) How can God be our guide in speech and in silence?

   (ii) Why do we need His help in our actions?

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