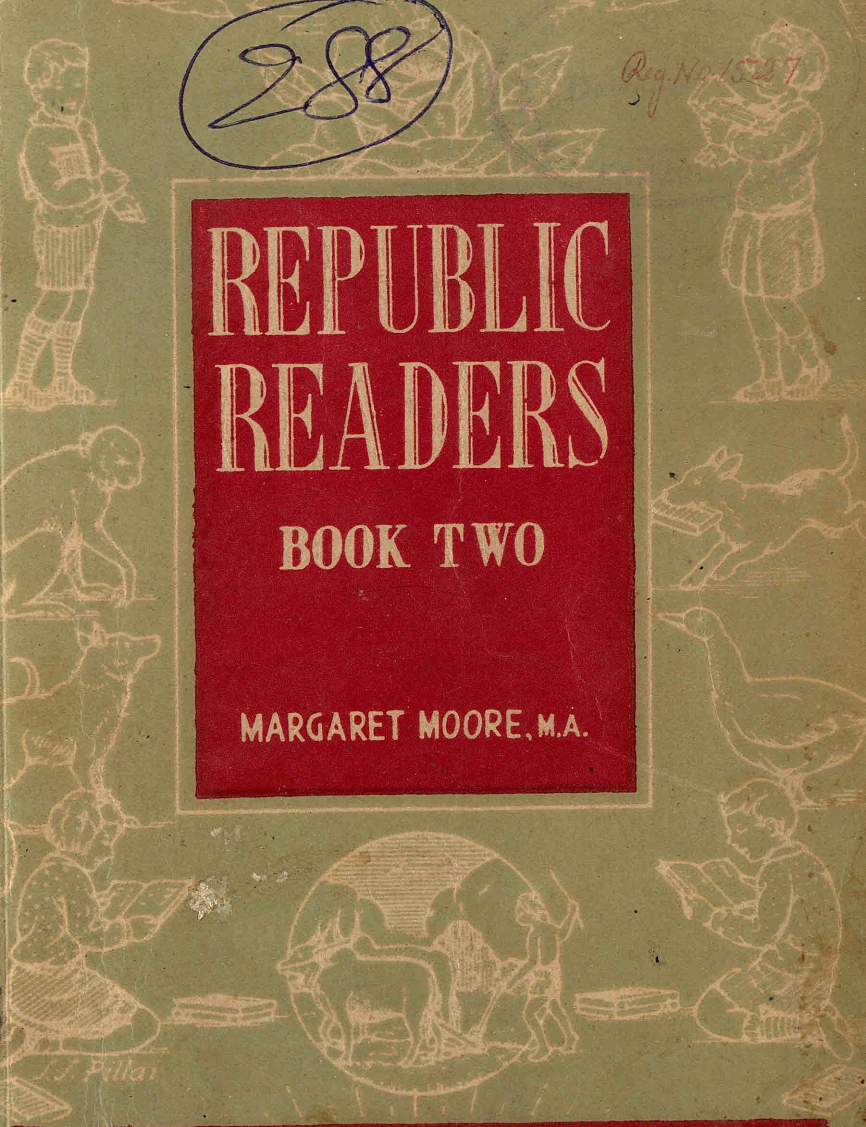
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REPUBLIC READERS

BOOK TWO

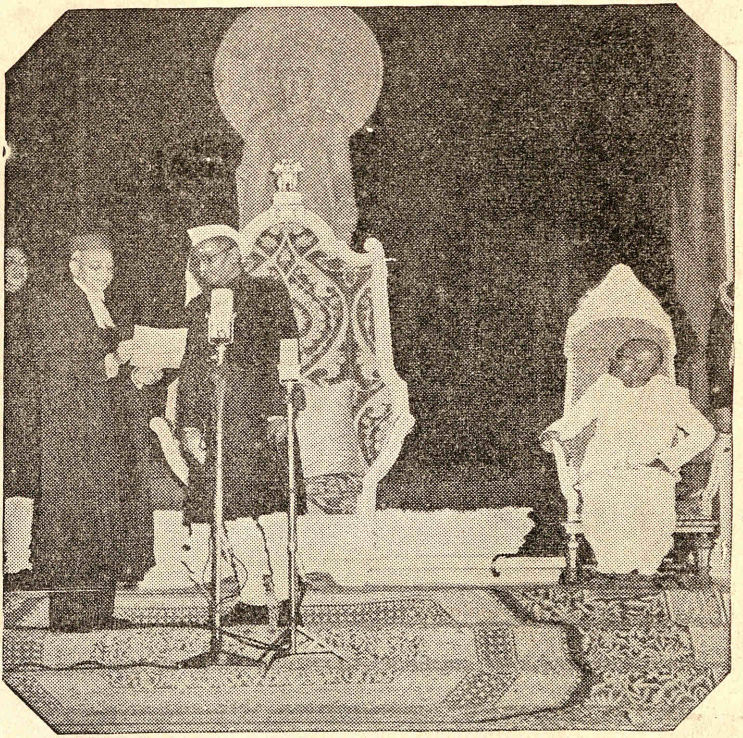
MARGARET MOORE, M.A.



THE NATIONAL PUBLISHING CO., MADRAS-1

ESTD 1938

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Rajen Babu—First President—taking oath.

REPUBLIC READERS

BOOK II

(Prepared in accordance with the 1949 Syllabus)

EDITED BY

MARGARET MOORE, M.A.

THE NATIONAL PUBLISHING CO.,

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PREFACE

Republic Readers I and II, based on a vocabulary of about a thousand words of high frequency in India, form a complete unit and offer a fresh type of approach to help pupils to acquire a working knowledge of English in a two-year course.

A variety of interesting study material, that has a natural appeal to the thought and feelings of pupils of the age-group 11 to 12, is given in this Reader II. Lessons are carefully graded according to difficulty in the comprehension of sentence structure and of the thought conveyed.

The grammar materials lay stress on word-order structure of pattern sentences suggested in the new Syllabus and emphasised by the latest departmental circular.

Exercises in sufficient number and variety are given so as to help pupils to use function words with understanding and develop correct habits of sentence structure. There is, however, ample scope for teachers to support them with *pattern-practices* and *substitute-frames* of their own design.

This Reader is richly illustrated. The pictures afford plenty of scope for oral and written composition suitable for rural as well as urban conditions.

EDITOR

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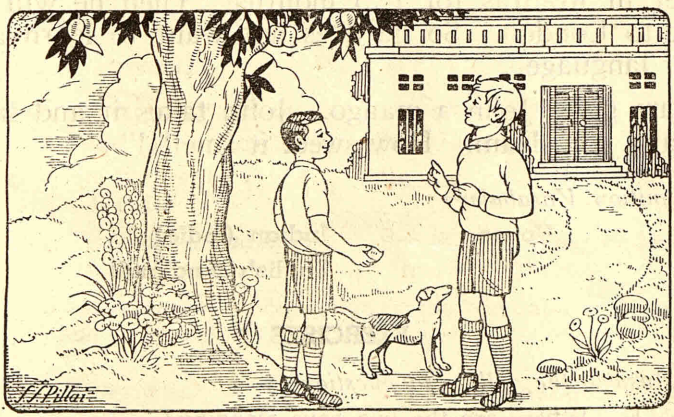
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LESSON 1

IN A GARDEN

plant	want	an
dog	say	older than
mango	look at	
tall	about	



There are two boys in a garden. Who are they? They are friends. One is an English boy and the other is an Indian boy. The English boy's name is John and the Indian boy's name is Ram.

They are standing under a tree and John is looking up at the fruit in the tree. John is ten years old and Ram is eleven years old. Ram is older than John, but John is taller than Ram.

John has come to see Ram's garden, for he loves to see the trees and plants. He asks Ram about them and Ram answers his friend's questions.

Ram has a dog called Jim. Jim is standing between Ram and John. The boys like to run and play with Jim in the garden.

John's house is near Ram's home. Ram learns English at School. He is happy to be with John who helps him to speak English. Ram can speak English, but John cannot speak other languages.

John goes to a school in London. He will be with his father in Madras for two months. Then he will go back to London. So he does not want to learn any other language.

Ram gives John a mango. John takes it and says, "Thank you, Ram. How sweet it smells!"

Recognition Vocabulary :

House **Indian (India)**
English (England)

EXERCISES

I. *Answer the following questions:—*

1. Where are the two boys standing?
2. What is John looking at?
3. Who is older, John or Ram?
4. Which of the two boys is the taller?
5. Why has John come to Ram's home?
6. Where is Jim standing?
7. Can John speak Tamil?
8. Why does not John want to learn Tamil?
9. What does Ram give John?
10. What does John say to Ram?

II. *Fill in the blanks with the right words :—*

	Present Simple	*Present Perfect*
1.	John *comes* to see Ram's garden.	John *has come* to see Ram's garden.
2.	Ram *learns* English at school.	Ram — — English at school.
3.	John *looks* at the fruit.	John — — at the fruit.
4.	Ram — to school.	Ram *has gone* to school.
5.	John *goes* home.	John — — home.
6.	We *learn* to make toy-houses of clay.	We — — to make toy-houses of clay.

III. *Learn :—*

	Statements.	*Questions.*
1.	(*a*) *Rama is* at school.	*Is Rama* at school?
	(*b*) *John has* a dog.	*Has John* a dog?
	(*c*) He *can speak* English.	*Can* he *speak* English?
	(*d*) They *are standing* under a tree.	*Are* they *standing* under a tree?

(To ask a question the position of the noun and verb, *to have* and *to be* and *can,* is reversed.)

	Statements.	*Questions.*
2.	(*a*) John goes to school (singular) (does go).	*Does* John go to school?
	(*b*) John and Ram go to school (plural) (do go).	*Do* Ram and John *go* to school?
	(*c*) John came home (past) (did come).	*Did* John *come* home?

(With verbs other than *to be, to have* and *can* in the present simple or past simple, the helping verb *do* must be used).

3. *Statement.* *Negative.*

John *eats* the mango. John *does not* eat the mango.

(*Do* is also used in negative sentences.)

IV. *Turn the following statements into questions:—*

(*a*) John is an English boy.

(*b*) They are friends.

(*c*) The boys are standing under a tree.

(*d*) John has come to see Ram's garden.

(*e*) He loves to see the plants.

(*f*) He asks Ram about them.

(*g*) Ram answers his friend's questions.

(*h*) The boys go to school.

(*i*) John has a mango.

V. *Put the following sentences into the Negative :—*

1. They are friends.
2. John has a dog.
3. They are standing under the tree.
4. He loves to see the plants.
5. He can speak English.
6. John goes to a school in Madras.

VI. *Copy and fill in the blanks with 'give' or 'take' :—*

1. Hari's friend — him a story book. Hari — the book.
2. Ram has — John a mango.
3. John is — the fruit home.

VII. *Learn :—*

John says, "Thank you, Ram."

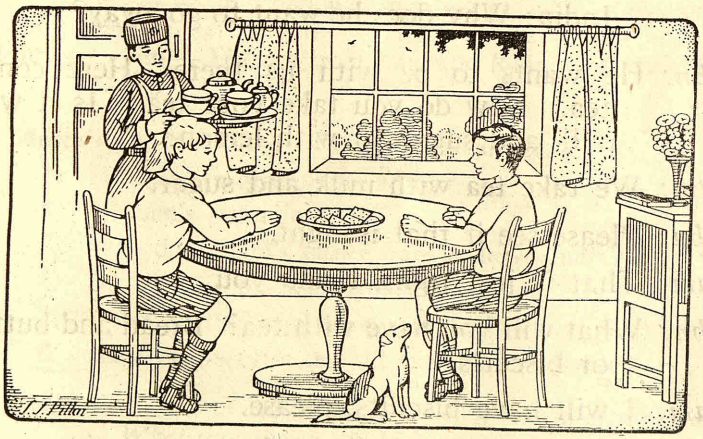
(The words actually spoken by John are put within 'Quotation' marks. In the same way, words actually written or spoken within a sentence are put in quotation marks.)

LESSON 2

AT THE TEA-TABLE

bread	**many (more)**	**like**
butter	**both**	**again**
milk	**buy**	**just**
sugar	**sit**	

John has asked Ram to tea.
The two friends are sitting at the table.
Jim is near Ram's chair.



John: That is a good dog, Ram.
Ram: Father bought it last year at Coonoor.
John: I should like to have a dog like Jim.
Ram: Have you no dog at home in London?

John: No, mother has given us two rabbits, one for me and one for my sister. I love my rabbit.

Ram: Is your sister here?

John: No, she is in London with mother. Father is going back to London. He will not come again to India.

Ram: So I shall not see you again in India.

John: Father has worked twenty years in India. He wants to be at home in London. You are now a free people. I am very happy about it, Ram.

Ram: Your father may work a few years more in India: Why does he want to go away?

John: He wants to be with us there. Here comes tea. How do you take your tea? Is it with milk and sugar, or with lemon?

Ram: We take tea with milk and sugar.

John: Please see if that is right.

Ram: That is just right, thank you.

John: What will you have with tea? Bread and butter, or biscuits?

Ram: I will have biscuits, please.

John: Take some more biscuits, Ram.

Ram: No, thank you. Let us each give one to Jim.

John: There is a hill over there. How far away is it, Ram?

Ram: It is a mile from here.

John: I should like to go up the hill. I shall ask father to let me do so.

Ram: We shall both go. Jim will go with us.

Recognition Vocabulary :

rabbit **lemon** **biscuit**

EXERCISES

I. *Fill in the blanks with right words from the lesson :—*

John and Ram — at the Tea-table. Jim — with them. John — to have a dog like Jim. He — a rabbit and he loves —. John's father — — to London. John — go with — father to London. Ram takes tea with — and —. He — not take tea with lemon. Jim — biscuits from John and Ram. Jim cannot — to them, "Thank —."

II. *Answer the following in complete sentences :—*

1. Has mother given John a dog?
2. Is John's sister in India?
3. Why does John's father want to leave India?
4. Do we take tea with lemon?
5. What do the boys have with tea?
6. How far away is the hill from John's house?

III. 1. *You want to ask your teacher to give you a story book. What should you say to him?*

2. *Your friend gives you a cup of coffee. You do not want it. What should you say to him?*

(The *Present Participle* is always formed by adding — *ing* to the infinitive, *e.g., be — being, go — going.* The *Past Participle* is used with the verb, *to have,* to form the *Present Perfect* and the *Past Perfect tenses, e.g.,* Ram *has eaten* a mango. He *has learnt* his lesson.)

IV. *Learn :—*

Present Tense.	*Past Tense.*	*Past Participle*
be	was	been
are	were	been
have	had	had
come	came	come
go	went	gone
do	did	done
learn	learnt	learnt
ask	asked	asked
help	helped	helped
give	gave	given
play	played	played
run	ran	run
speak	spoke	spoken
work	worked	worked
take	took	taken

V. *Give* (a) *the present participles and* (b) *the past participles of :—*

go, learn, give, ask, play, run, speak, take.

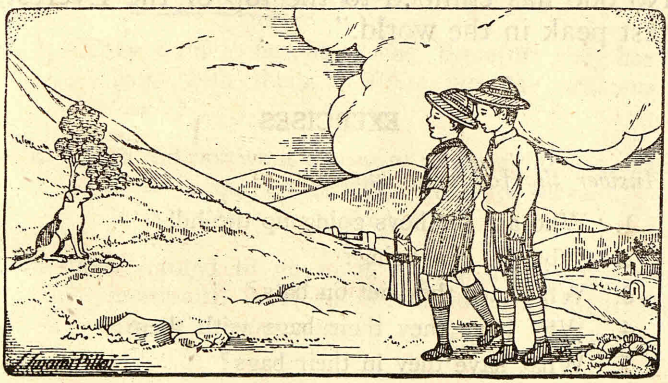
VI. *Give an example of each of the following from lessons 1 and 2 :—*

1. Statement. 2. Question. 3. Exclamation.

LESSON 3

GOING UP THE HILL

way	**top**	**put**
hat	**small**	**therefore**
bag	**carry**	**put on**
servant	**talk**	**so....as**



The two boys who are walking up the hill are Ram and John. Jim is showing them the way up the hill.

As the sun is hot, they have put on hats. Ram is in his scout uniform.

They want to be out all day, therefore they have their bags with them.

Ram wanted a servant to carry their bags, but John said, "In England we carry our bags ourselves." So

the servant did not go with them. In each bag there was food.

A hill is smaller than a mountain. John and Ram are going up only a hill, not a mountain. As they are walking, they are talking about hills and mountains. John wants to see a very high mountain; for the mountains in England are not so high as those in India.

"Have you seen the Himalayas?" asked John. "No, I have never seen the Himalayas" said Ram.

"No one has climbed to the top of the Everest, the highest peak in the world."

EXERCISES

I. *Answer the following questions :-*

1. Who are the boys going up the hill?
2. What is Jim doing?
3. Why have they put on hats?
4. Why have they their bags with them?
5. What have they in their bags?
6. What are they talking about?
7. Has Ram ever gone up the 'Himalayas'?
8. Have you ever gone up a hill?
9. Have you ever seen the 'Himalayas'?
10. Which is the highest peak in the world?

II. *Join the following pairs of sentences, using 'and' or 'but' :—*

1. In India a servant carries the bag. In England people carry their own bags.
2. John looks at Jim. Ram looks at Jim.
3. John wanted Ram to take more biscuits. Ram did not want them.

4. Ram learns English. His sister learns English.
5. John has no dog. John has a rabbit.
6. John's father can work a few years more in India. John's father wants to go to London.

III. *Learn :—*

As the sun is hot, they have put on hats.

They have put on hats, *because* the sun is hot.

The sun is hot, *therefore* they have put on hats.

IV. *Rewrite the following sentences as directed :—*

1. They want to be out all day, therefore they have their bags with them. (*Write out the sentence using 'as'.*)

2. John did not want a servant to carry his bag, therefore Ram went up the hill without a servant. (*Write this sentence using 'because'.*)

3. John wanted to go up a high mountain, because the mountains in England are not very high. (*Write out this sentence using 'as'.*)

V. *Learn :—(Comparison of Adjectives.)*

Positive.	*Comparative.*	*Superlative.*
sweet	sweeter	sweetest
kind	kinder	kindest
hard	harder	hardest
small	smaller	smallest
long	longer	longest
great	greater	greatest
high	higher	highest
happy	happier	happiest
good	better	best
bad	worse	worst

VI. *Learn :—*

The mountains in England are *not so high as* those in India (*Positive*)

The mountains in India are *higher than* those in England. (*Comparative*)

1. *Give the Comparative forms of the following :—*
   (*a*) A hill is not so high as a mountain.
   (*b*) England is not so hot as India.
   (*c*) Ram is not so tall as John.

2. *Give the positive forms of the following sentences :—*
   (*a*) London is larger than Madras.
   (*b*) Sita is happier than Lalitha.
   (*c*) My pencil is longer than yours.

LESSON 4

A CHILD'S PRAYER TO GOD

heart	**safe**	**such**
child (children)	**quiet**	**keep**

I thank thee, Lord, for quiet rest,
And for Thy care of me;
O! let me through this day be blest,
And kept from harm by Thee.

O! let me love Thee, kind Thou art
To children such as I:
Give me a gentle, holy heart,
Be Thou my friend on high.

Help me to please my parents dear,
And do whate'er they tell
Bless all my friends, both far and near
And keep them safe and well.

Recognition Vocabulary:

lord	**thou (thy, thee)**	**holy**
harm	**gentle**	**bless**

I. *Learn :—*

'Blest' is spelt 'blessed' in prose. It is spelt 'blest' here to rhyme with 'rest'. ('Blessed' is pronounced as 'blest' in modern English.

It is pronounced 'Blessed' in texts from the Bible, *e.g., Blessed are the meek.*)

II. *Find the words that rhyme with the following:—*

me, I, dear, tell.

III. *Answer the following questions :—*

1. For what does the child thank God?
2. What does the child want God to give her?
3. Who is the child's friend on high?
4. Whom does the child want God to bless?

IV. *Fill in the blanks with words from the poem:—*

A child thanks God for quiet — and for His — of her. She prays to God to keep her from —. God is — to children. She asks God to give her a gentle, — heart. She asks God to help her to — her dear — . She prays to God to bless all her friends, both — and — and keep them safe and —.

V. *Fill in the blanks with 'safe' or 'well' :—*

1. 'How do you do?'
   'Quite — , thank you.'
2. There was a great rainfall. The walls of the house fell. But the people in it were quite —.
3. He was ill with fever. But now he is quite —.
4. His money is — in the bank.

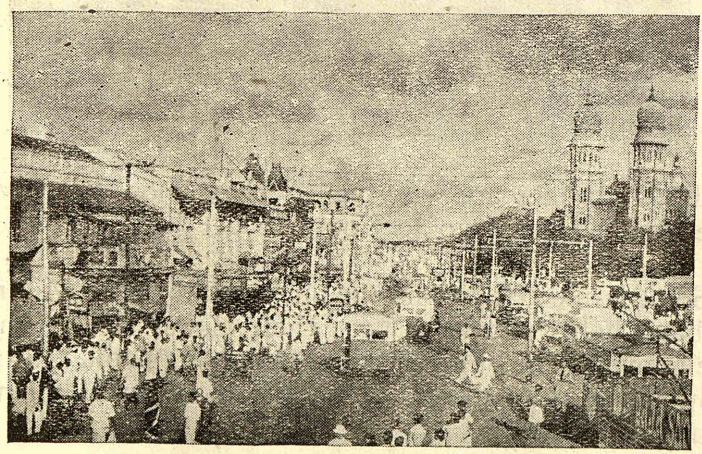
LESSON 5

VIEWS OF MADRAS—(i)

building	**store**	**wise**
view	**judge**	**several**
crowd	**market**	**nice**
official (officer, office)	**bank**	**without**
	thing	
shop	**clerk**	

Each picture shows a view of Madras City.

Here is a view of a very busy part of the city. What a crowd there is! Some are going home from

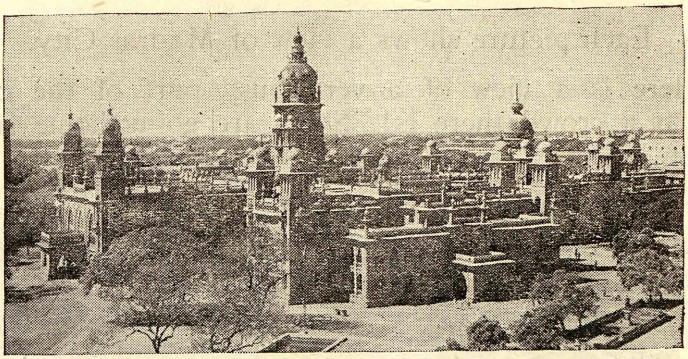


their offices. Others have come to buy or sell things. There are many shops and stores. Good business is

done at them every evening. Most of the shops close on Sundays.

How many kinds of fruit there are in the fruit-market! How nice they look! Can you name the fruits that you see?

In this picture you see the High Court Buildings. In them are several courts. Each Court has one or more



judges. Judges are wise men. They know the law of the land. People go to Court to get justice.

Some banks are among the finest buildings in Madras. A bank helps people to keep their money safe. There are many officials and clerks working in a bank. Banks help business to grow. Without them much business cannot be done.

Recognition Vocabulary:

court **law** **business (busy)**

EXERCISES

I. *Answer the following questions :—*

1. On what day of the week do most shops close business?
2. Why do people go to courts?
3. How does a bank help people?
4. When is good business done at the following places? (in the morning or evening or all through the day.)
   (*a*) Vegetable market.
   (*b*) Shops in the China Bazaar Road.
   (*c*) Coffee hotels.
   (*d*) Moore Market in Madras.

II. *Learn :—*

How nice they look !
They look very nice.

Change the following exclamations into statements :—

(*a*) How many kinds of fruit you have in your garden!
(*b*) How sweet the mango smells!
(*c*) How high the mountain is!

III. *Write out the following sentences using 'their' or 'there':—*

1. — are many shops in Madras.
2. People go — to buy things.
3. John and Ram carry — bags themselves.
4. — are many clerks going to — offices.
5. In the fruit shop — are many kinds of fruit.
6. The fruit sellers are happy because — business grows.
7. People keep — money in banks.

IV. *Write one sentence about each picture shown in the lesson and make each sentence as long as you can.*

LESSON 6

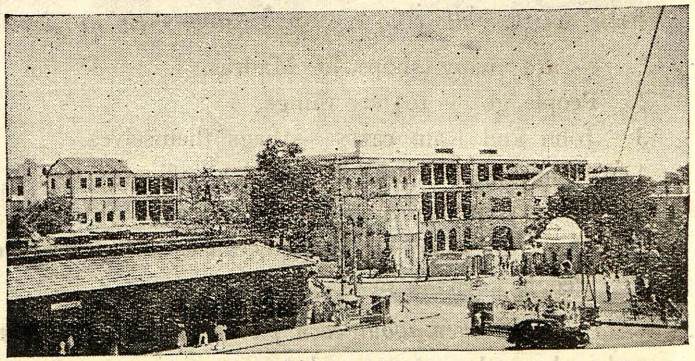
VIEWS OF MADRAS—(ii)

duty	**attention**	**hospital**
bridge	**(attend)**	**policeman**
tram	**doctor**	**sick (sickness)**
	nurse	**alike**

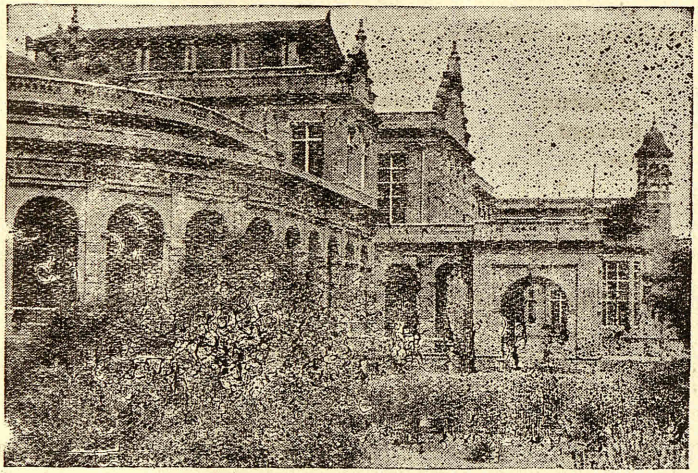
The Policeman on duty has a difficult work to do.

Have you seen the crossing at the bridge over the Cooum near the General Hospital? Trams, buses, motor-cars, bicycles and jutkas go this way and that. Below the bridge is the Electric railway. All trams and buses stop at the Central Station.

The General Hospital is opposite the Central Station. It is the largest hospital in our State. Patients may



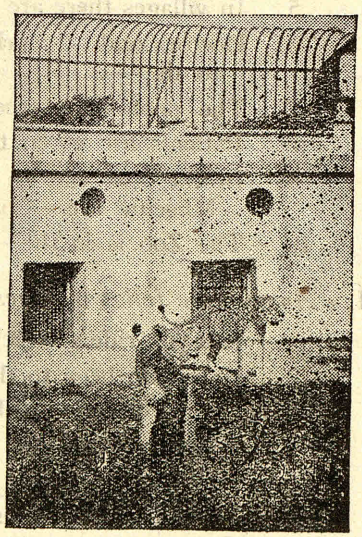
have the best attention there. There are hundreds of beds for the sick. The rich and poor go to it. The



MUSEUM

poor can have free beds and food at the hospital. There are many doctors working in the hospital. They attend on the rich and the poor alike. The nurses there have a difficult work to do. They do their work cheerfully and are kind to the patients.

The picture at the top shows the Museum in Madras. The birds in it are not living birds. They are stuffed birds.



This picture shows a part of the Zoo. The Zoo is in the middle of a park. Can you name the animals in the picture?

Recognition Vocabulary :

park	**museum**	**stuffed birds**
crossing	**electric**	**opposite**
patient	**difficult**	
zoo	**cheerful (ly)**	

EXERCISES

I. *Fill in the blanks with words from the lesson:—*

1. A place where one road crosses another is called the —.
2. In Madras people can go by — or — or —.
3. The Central Station is — the General Hospital.
4. The tram goes — the bridge but the Electric train goes — the bridge.
5. In villages there are no Electric — or —.
6. Doctors and — work in the hospital. They are kind to the —.
7. The poor have free — and — in the hospital.
8. Patients are given the best — in the hospital.
9. In the Zoo can be seen — birds, but those in the Museum are — birds.
10. The Zoo is in the — of the Park.

II. *Answer the following questions:—*

1. Can you ride a bicycle?
2. Have you been to the Zoo ?
3. Have you seen stuffed-birds in a Museum?
4. When you are sick, do you go to the Hospital?
5. How do the nurses in hospital do their work?
6. Which is the nearest bus-stop to your school?
7. Is there a hospital in your town? Where is it? Are there beds in it for the sick?

8. Which goes more quickly or faster, a jutka or a bus?
9. Write out the names of (*a*) six animals you can see in the Zoo and (*b*) six Indian birds that you know.
10. What do you call a man who is in bed in the hospital?

III. *Learn :—*

The General Hospital is *the largest* hospital in our State. (*Superlative*)

The General Hospital is *larger than* any other hospital in our State. (*Comparative*)

No other hospital in our State is so large as the General Hospital. (*Positive*)

IV. *Give the Comparative and Positive forms of the following:—*

1. Mount Everest is the highest peak in the world.
2. Madras is the largest city in our State.
3. The China Bazaar Road is the busiest part of Madras.

V. *Fill in the blanks using the 'Noun' form of the words given in brackets :—*

1. Doctors give their best — to the patients. (attend)
2. Nurses show great — to the patients. (kind)
3. Trams run by —. (electric)
4. The best thing to do in the case of — is to go to a hospital. (sick)

VI. *Give the opposites of :—*

right, far, up, high, well, close, wise, kind, below, rich.

LESSON 7

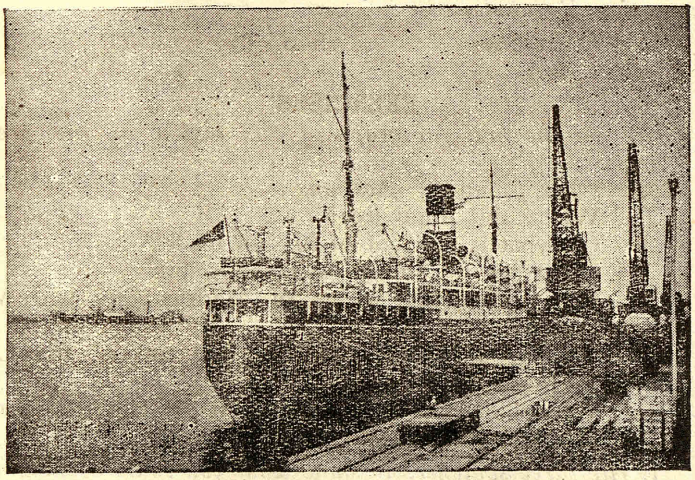
A MADRAS BOY

place	quick (ly)	live
boat	beautiful	sometimes
side	wonderful	almost
fisherman	(wonder)	which
lot	either	because
any	lucky	however
a lot of	by the time	

Mani lived in Madras, in a street away from the busy part of the city. He thought himself a lucky boy, for, any Sunday, he could go out with his father on a tram or on a bus to see wonderful places in the city of Madras.

Mani loved the Electric train. It is so clean and shining and the trains are so swift and lovely. He could get to the other side of Madras more quickly and cheaply by an electric train than by bus. Sometimes, on holidays, he and his father would go out by bus; for Mani loved to see everything as he passed and ask his father lots of questions.

By the time he was eleven years old, Mani had seen most of the wonderful sights of Madras city. He had seen the High Court Buildings, the Light House, and



the Harbour. He loved to stand on the Light House and see the harbour, the Fort, the Iron Bridge, and the steamers and fishermen's boats on the sea.

There were two places, however, that Mani liked even better than the Light House. One was the Zoo and the other was the Museum. Mani liked both of them, because he loved animals.

At the Zoo, which is in the middle of a beautiful park called the People's Park, you can see living animals and birds from many parts of the world.

The Museum has stuffed birds, fishes, and animals in it as well as many other things.

But Mani liked best to go out shopping with his mother in the Netaji Subhas Chandra Bose Road of Madras. On either side of that road there are some of the finest shops in India. You can buy almost anything there, if only you have the money.

Recognition Vocabulary :

steamer **cheap (ly)**
fort

EXERCISES

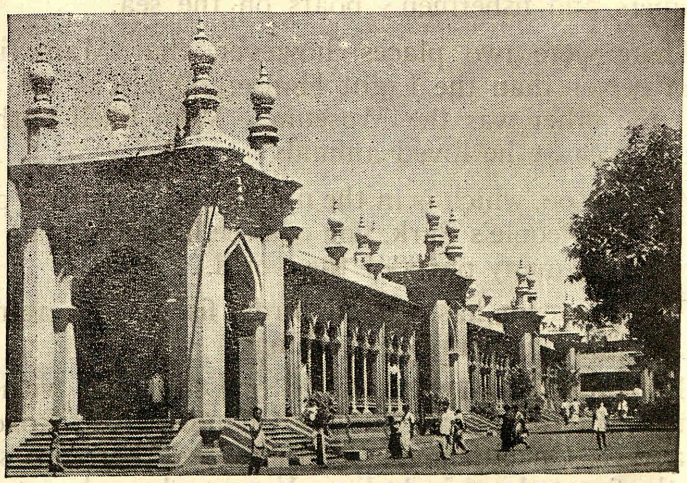
I. *Write out the first paragraph of this lesson in the present tense.*

II. *Answer the following questions :—*

1. Where did Mani live?
2. Of what is the roof of his hut made?
3. What are the things seen in his hut?
4. What wonderful sights of Madras City had Mani seen?
5. What could Mani see from the top of the Light House?
6. What did Mani like better than the Light House?
7. What can one see in the Museum?

III. *Write three sentences to show what you could see, standing at the gate of your school and looking out into the street.*

IV. *Look at this picture of the Moore Market in Madras and write three sentences about it.*



MOORE MARKET

LESSON 8

A VILLAGE BOY

hut	mat	send
floor	beach	bring
fire	stick	sweep
air	dress	gather
cow	brass	forget
bath	little	pick
field	mud	rest
seed	hard	to look after
harvest	strange	at sunset
corner	cook (cooking)	for the first time

In a village, not far away from Madras, lives a boy whose name is Murugan.

Murugan's home is a little mud hut with a roof of rice-straw and palm leaves. Its floor is of shining earth beaten hard. In it are a few mats and some pots for cooking. There is also a big brass pot for fetching water from the pond.

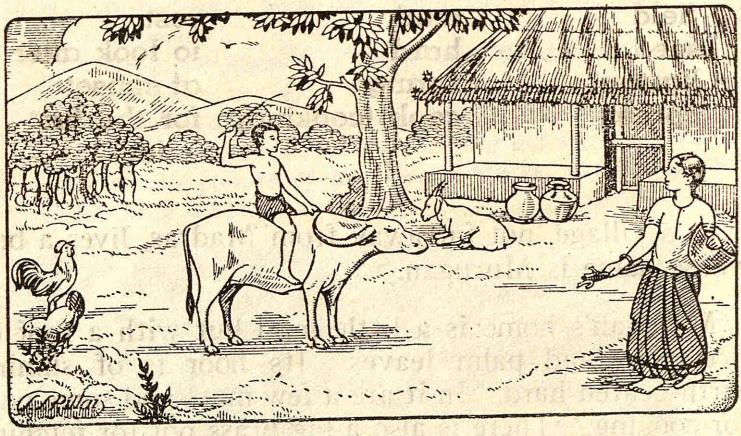
In one corner of the house is a little fire-place of clay and a stone on which to cook food. But often the cooking for the family is done outside the hut, in the open air.

Murugan is twelve years old and does a lot of work to help his father and mother. At home, or in the fields, his dress is only a cloth round his waist. When he was seven, he was sent to the Village School. But

after two years he had to stop going to school, for his father wanted him to look after the cow and the buffalo. Murugan has now quite forgotten what he learnt at school.

Murugan's father has a great deal of work to do. He ploughs the land, sows new seed, waters the fields, gathers the harvest and does many other things.

Murugan loves to take the buffalo for a bath in the



pond. Often at sunset he perches himself on the buffalo's back and goes home from the fields.

He has a sister who is ten years old. She rests her basket on her waist and goes out to pick up sticks and cow-dung. Though she is young, she is very helpful to her mother. She brings water from the pond. She sweeps the floor and helps Mother to light the fire. She has never been to school.

Murugan's home is near a great banyan tree. Under the shade of the banyan tree the village people sit and talk, when their work is done.

Murugan can never forget the day when he went on a long journey in his father's bullock cart to the great city of Madras. What he liked here most were the busy streets with strange buildings, the electric trams and motor-cars. For the first time in his life, he stood on the beach and saw large steamers sailing to far off lands.

Recognition Vocabulary :

roof	**clay**	**fetch**
straw	**waist**	**perch**
palm (leaves)	**buffalo**	**a great deal of**
earth	**cow-dung**	
pond	**basket**	

EXERCISES

I. *Answer the following questions:—*

1. Where does Murugan live?
2. Of what is the roof of his hut made?
3. What are the things seen in his hut?
4. Where is the fire-place?
5. What kind of dress does Murugan wear?
6. Why had Murugan to stop going to school ?
7. What work does Murugan's father do?
8. How does Murugan's sister help Mother?
9. What do the village people do under the shade of the banyan tree ?

II. *Put the following sentences in the 'Past Tense':—*

1. He ploughs the land, sows new seed, waters the fields, gathers the harvest and does many other things.
2. She brings water from the pond, sweeps the floor, and helps Mother to light the fire.
3. Under the shade of the banyan tree, the village people sit and talk when their work is done.

III. *Join the following sentences using words given in brackets:—*

1. (When) Murugan was nine years old. He then stopped going to school.
2. (Though) Murugan's sister is very young. But she is very helpful to her mother.
3. (Though) The nurses have difficult work to do. But they do it cheerfully.
4. (When) Murugan perched himself on the buffalo's back. He was then very happy.

IV. *Fill in the blanks with words given in brackets:—*

(in, at, into, up, after)

1. Look — the picture.
2. The doctors in the hospital look — the patients.
3. Looking — at the tree, he saw a bird perching on a branch.
4. He opened the box and looked — it.
5. The mother looks — the baby.
6. Have you ever looked — the lion in the Zoo?
7. He looked — the bag for his pencil.

LESSON 9

ONE THING AT A TIME

rule **while** **a good (rule)**
good **well (better)** **at a time**
gay

I

Work while you work,
Play while you play,
That is the way
To be happy and gay.

II

All that you do,
Do with your might;
Things done by halves
Are never done right.

III

One thing at a time,
And that done well,
Is a very good rule,
As many can tell.

Recognition Vocabulary :

might (N)

EXERCISES

I. *Answer the following questions:—*

1. What is the way to be happy and gay?
2. When are things never done right?
3. What is the very good rule given in the poem?

II. *Fill in the blanks with words chosen from those given:—*

never	every		not
always	only	way	did
well	would	rule	follow
right	should	time	at
might	more		

1. While we work we must think — of that work. We must — think of other things. If we do so, we cannot do our work —. In the same —, we must play well, while at —. We should — mind the thing we — do. If we thought of other things we — be unhappy.

2. We should do — kind of work given to us with all our —. We should — leave it half-done. If we — so, we should never do it —.

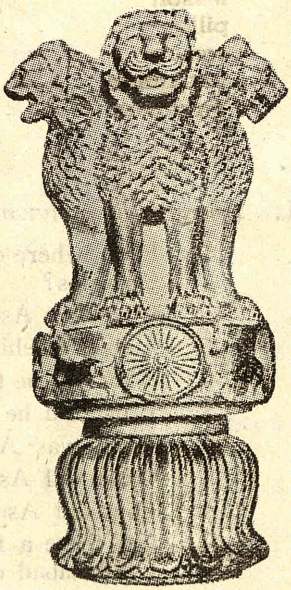
3. We cannot do — than one piece of work at a —. To do one thing — a time is a very good — for us to —.

LESSON 10

ASOKA

soldier	kill	copy
war	win (won)	even
rock	die	still
post	lie	make up one's mind
iron	beg	not only——
	steal	but also
wise	fight	
clever	know	

You would have all seen the wheel on our National Flag. You would have also seen the lions on our postage stamps. Do you know from where they were taken? Both of them were taken from the Asoka pillar at Saranath. Why did the wise men of our land copy them?



Asoka was not only the greatest king of India but one of the greatest in the world. He was a good king who followed the teaching of Buddha. He taught people to love one another. They were not to kill, not to steal, and not to lie.

When his soldiers fought and won the battle of Kalinga, Asoka was filled with sorrow at the death of

many men in the war. So he made up his mind that he would never again go to war. He begged his sons not to think that it was the duty of kings to go to war.

Asoka built many rest-houses for travellers and hospitals for the old and the sick. He even built a hospital for animals. On iron pillars, and on caves and rocks, he wrote how people should live in peace. One of his most beautiful pillars is still in the fort at Allahabad. It has been there for over two thousand two hundred years without rusting. That shows how clever the craftsmen were who made those pillars.

Recognition Vocabulary:

lesson
pillar
sorrow
craftsmen
travellers
rust (ing)
shape

EXERCISES

I. *Answer the following questions:—*

1. From where did our men copy the lions on our postage stamps?
2. Who was Asoka?
3. Whose teaching did Asoka follow?
4. What did he teach his people to do?
5. What did he tell his people to do?
6. When was Asoka filled with sorrow? Why?
7. What did Asoka make up his mind to do?
8. How did Asoka help (*a*) people and (*b*) animals?
9. Are there a few other pillars like that in the fort at Allahabad or not?
10. What shows the cleverness of the craftsmen of Asoka's time?

II. *Learn: Tense forms.*

1. In the sentence 'Rama *has written* a letter to his uncle', the verb *has written* shows that the action is completed at the present time. This form of tense is called the 'present perfect'.

2. By the time he was eleven years old, Mani *had seen* most of the wonderful sights.

The verb *had seen* is in the 'past perfect'. The action of seeing was completed before he was eleven.

3. The composition *will have been written* by to-morrow evening. (Future perfect).

4. Both 'will' and 'would' show future.

e.g., You would all have seen the wheel on our National Flag.

III. *Join the following sentences using of the words given against them:—*

1. The lions on our postage stamps were taken from the Asoka pillar. The wheel on our National flag was taken from the Asoka pillar. (*Both—and*)

2. Asoka built hospitals for the old and the sick. He built hospitals for animals. (*not only——but also*)

3. Where is Saranath? Do you know?

4. The craftsmen made those pillars. They were very clever. (*who*)

IV. *Learn:—*

Old and *sick* are adjectives. If they take *the* before them they stand for *old people* and *sick people* and do the work of nouns.

V. *Make the adjectives in the following sentences do the work of nouns:—*

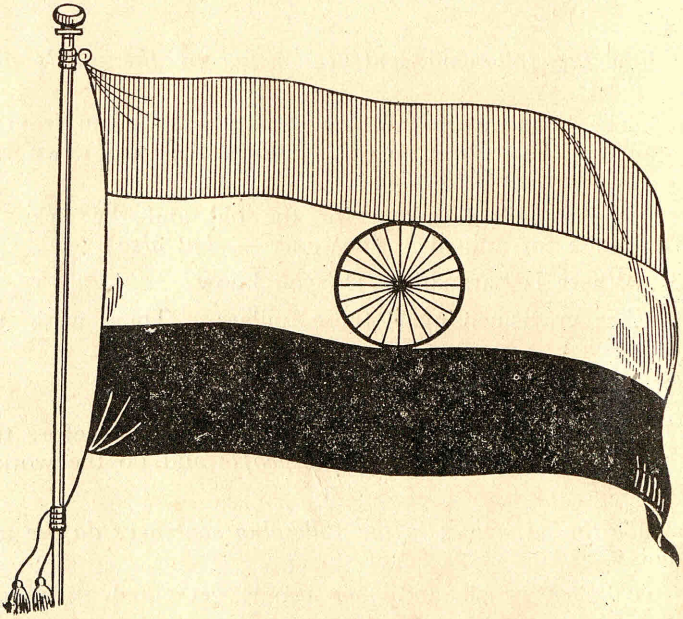
(*a*) *Rich* people and *poor* people get equal attention in hospitals.

(*b*) In the days of Asoka *weak* men did not fear *strong* men.

LESSON 11

OUR NATIONAL FLAG

piece	fair	remember
life	ready	honour
wealth	(readiness)	mean
size	orange	(meaning)
price	pure (purity)	too
leader	fly	stand for
small	ought (to)	give up



Every free nation in the world has a flag which the people honour. When our nation became free, our national leaders gave us a flag to honour.

A flag is a coloured piece of cloth with some national marks on it. Though it is only a piece of cloth, it is very sacred. We stand and salute the flag on important days, such as 'Independence Day'. So does every nation honour its own flag. The colours and marks on our national flag have a meaning which all of us ought to know.

What are the colours on our National flag? There are three colours. At top is the orange. At the bottom is the green. Between these two is the white. When the flag is flown, the orange ought to be at the top.

What do these colours mean? The orange colour stands for the readiness of people to give up everything to serve the honour of their country. People should not only give up their wealth but also their lives for the honour of their flag. The white colour means purity for which our country stands. Mahatma Gandhi wanted us to love Truth and Ahimsa. The white colour of the flag makes us remember that we should always live pure and simple lives. The green colour stands for the love and prosperity of our country. It makes us remember that, through our love for every nation in the world, we should make our country great and prosperous. Did not Mahatma Gandhi teach us to love Truth and Ahimsa?

The wheel on the flag stands for *Dharma*. 'Dharma' means righteousness and justice.

So our National flag means for us self-sacrifice, purity, prosperity and righteousness.

We should all be ready even to die to serve the honour of our flag. "Even death is too small a price" says Nehru "for the honour of so fair a jewel."

Recognition Vocabulary :

	prosperity	**self-sacrifice**
mark	**righteousness**	**salute**
independence	**justice**	

EXERCISES

I. *Answer the following questions:—*

1. (*a*) What are the colours on our National Flag?
   (*b*) What does each colour mean?
2. What does the wheel on our National Flag stand for?
3. Why is the National Flag so sacred?
4. What does Jawaharlal call a *fair jewel?*
5. Can any one do more than die for the honour of the flag? Tell in your mother-tongue what Jawaharlal means by saying 'Even death is too small a price for the honour of so fair a jewel.'

II. *Give the past tense and past participle forms of :—*

Become, stand, show, make, say, fly, die.

III. *Form Nouns from the following :—*

free, pure, simple, true, prosperous, great, righteous.

IV. *Pick out the subjects and objects in each of the following:—*

1. Honour your National Flag.
2. The white colour means purity.
3. What do the colours mean?
4. The National leaders have given us a flag.
5. Ram gave John a mango.

V. *Put the correct mark of punctuations at the end of the following sentences:—*

1. He will be with his father in Madras for two months
2. Is your sister here
3. I have never been to the Himalayas
4. Do you know from where they were copied
5. How foolish you are
6. Let us go up the hill
7. Am I not just like a man
8. What a beautiful City Madras is
9. What do you want

LESSON 12

(i) A FABLE

bone	**ever**	**catch**
king	**really**	**find**
enough	**reply**	**nor**

all over the world
find out for oneself
to help one out of a difficulty

Can you imagine that birds and animals might talk? You have heard that a parrot can be taught to speak a few words. That is because a parrot's tongue is so made that it can catch a word or two and say them out. Really, birds and animals have never talked nor will they ever talk.

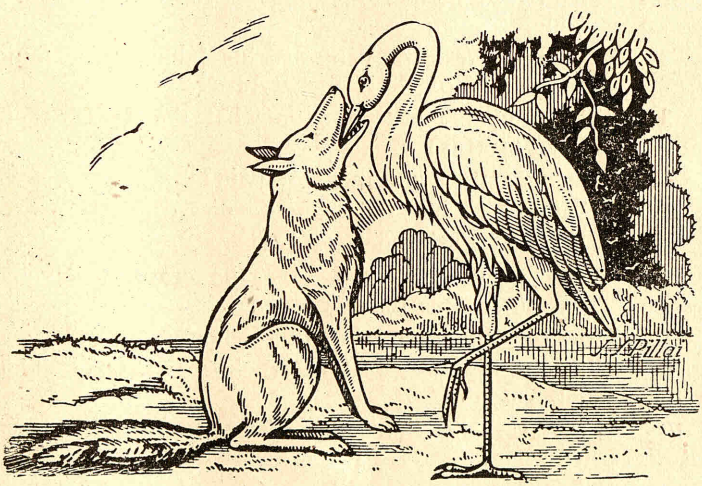
However, some people make birds and animals talk in stories or fables. There are many fables which are very interesting. The most famous of the fables are those of the *Panchathanthra.* It is said that by learning those fables some stupid Indian Princes became wise kings.

The fables of Aesop, a Greek, are even more famous than those of the *Panchathanthra,* for they are learnt all over the world. Each fable stands for some truth, which you should find out for yourself.

(ii) THE WOLF AND THE CRANE

A wolf, as he was eating food, swallowed a bone which stuck in his throat. Being in great pain, he went to a crane and asked, "Will you please take the bone out of my throat with your long beak?"

"What will you give me, if I do so?" asked the crane. "If you will only help me out of my difficutly, I shall reward you well" replied the wolf.



The bold crane therefore, put her beak down the wolf's throat, and soon had the bone out. Then she asked, "Where is my reward?"

"How foolish you are!" said the wolf. "When you put your head between my jaws I could have bitten you to death. But I did not do so. So you have

escaped with your life. Is that not reward enough for you?"

Recognition Vocabulary :

fable	**stupid**	**escape**
parrot	**famous**	**bite (bitten)**
crane	**interesting**	**swallow**
wolf	**bold**	**beak**
throat	**reward**	**jaw**

EXERCISES

I. *Answer the following:—*

1. Tell in your mother-tongue what you understand by a fable.
2. Who was Aesop? Why are his fables more famous than those of the Panchatantra?
3. Tell in your mother-tongue what the Panchatantras (five tantras) are.
4. Why was the wolf in great pain?
5. What did he ask the crane to do?
6. What was the crane's reply?
7. What would the wolf give the crane for helping him out of his difficulty?
8. How did the crane take out the bone?
9. When the crane asked for the reward, what did the wolf say?
10. Do you really think that there are people like the wolf?

II. *Rewrite the sentence as directed:—*

1. A wolf, as he was eating food, swallowed a bone, which stuck in his throat. (*Write this as three simple sentences.*)
2. 'But I did not do so'. (*What does 'so' stand for?*)
3. How foolish you are! (*Turn this into a statement.*)
4. The crane should not have helped the wolf. (*Use 'ought' for 'should'.*)

5. The *bold* crane *put her* beak *down* the wolf's throat *and soon had* the bone *out.* (*Give the part of speech of the words in italics.*)

III. *Learn:*

A sentence has a complete meaning, e.g.,

1. In 'Being in great pain, the wolf went to a crane'. 'The wolf went to a crane' gives a complete meaning. It is a *sentence.*
2. 'Being in great pain' is a group of words forming a part of the sentence. It has no subject or predicate. Such a group of words is called a *phrase.*
3. If a group of words forming part of a sentence has a subject and a predicate it is a *clause.*

A wolf swallowed a bone *which stuck in his throat.* The *italicised* group of words is a *clause—which* is the *subject* and *stuck* is the *predicate.*

IV. *In the following, three are sentences and three are not. Pick out the three that are sentences:—*

1. I shall give you a reward.
2. Because he loved animals.
3. By learning those fables.
4. Thank you.
5. As the sun is hot.
6. They have come to buy things.

V. *Two of the following groups of words are phrases and the others are clauses. Pick out the phrases:—*

1. That some stupid princes became wise kings.
2. Standing at the top of the hill.
3. Which are very interesting.
4. To speak a few words.
5. When you put your head between my jaws.

LESSON 13

A MONKEY IN MAN'S CLOTHES

monkey	**try**	**catch**
sand	**bear**	**into**
branch	**tear**	
proud	**throw**	**look like**
funny	**pull**	**get free**

A man went into a river to bathe. He had put his clothes on the sands of the bank.

A monkey, that was upon the tree near by, saw the man's clothes. When the man was bathing in the river, the monkey went down, took the clothes and put them on.

Being proud of his clothes, he said to his friends, "I am just like a man now. Am I not?"

The other monkeys thought it funny to see a monkey in a man's clothes. But an old wise monkey said, "You may look like a man, but can you climb like a monkey?"

The monkey in man's clothes tried to climb up the tree. Just then the clothes caught on a branch, and the monkey could not get free. Now the other monkeys jeered at him. They pulled his tail and teased him. The monkey in man's clothes could not bear this. So he tore off the clothes and threw them away.

Recognition Vocabulary :

climb **jeer** **tease**

EXERCISES

I. *Answer the following questions:—*

1. Where had the man put his clothes before going into the river?
2. Seeing the man's clothes, what did the monkey do?
3. What did the monkey in man's clothes say to his friends?
4. What was the monkey proud of?
5. What did the old wise monkey say?
6. What happened when he tried to climb up the tree?
7. Why did the other monkeys jeer at the monkey in man's clothes?
8. Why did the monkey tear off his clothes?

II. *Write out the last four sentences of the lesson as statements in the present tense.*

III. *Give the past tense and past participle forms of:—*
take, put, look, try, catch, tear, throw.

IV. *Fill in the blanks with 'could' or 'would' or 'should':—*

1. The monkey in man's clothes — not climb up the tree. He — not have torn the clothes, if the other monkeys had not jeered at him. He — not have worn the man's clothes.
2. I — like to have an orange.
3. We — always honour our flag.
4. The wolf — have bitten the crane to death but he did not.
5. The crane — have been wise, if she had not helped the wolf.

V. *Wherever there is a clause, there is a conjunction, with which it begins. In the second paragraph of the lesson there are two clauses. Pick out the conjunctions with which they begin.*

VI. *Rewrite the following sentences as directed :—*

1. You may look like a man but you cannot climb like a monkey. (using 'though')

2. *Being proud of his clothes,* he went to his friends. (change the italicised words into a clause beginning with 'As'.)

3. The monkey *in man's clothes* could not bear being jeered at. (change the italicised words into a clause beginning with 'that'.)

VII. *Learn :—*

The Passive voice is formed by the verb to be plus the Past Participle. The object becomes the *subject.* The subject becomes the *agent,* e.g.,

The monkey *took* the clothes. (Active voice).

The clothes *were taken* by the monkey. (Passive voice).

Put the verbs in the following in the Passive voice:—

1. He tore off the clothes.
2. His friends teased him.
3. He threw the clothes away.
4. The crane took out the bone in the wolf's throat.
5. He ate a mango.

LESSON 14

THE FOOLISH MOUSE

wall	**begin (began)**	**yet**
front	**stay**	**quite**
nest	**seem**	**inside**
pretty	**hang**	**above**
foolish	**fear**	**had better**

"Oh! mother!" said the little mouse,
"When I went for a walk to-day
I saw a pretty little house,
Where you and I may stay.

The walls were made of nice new wood
In front there was a door;
And quite inside was something good,
High up above the floor.

Oh, mother! let us go, do, please!"
Said the foolish little mouse,
"I really think there is some cheese
Hung up inside the house."

"My darling," said the mother mouse,
"We'd better stay in here;
What seems to you a pretty house
Is but a trap, I fear."

The little mouse began to fret,
And sat quite still all day.
He said to himself, "I'll go there yet,
When mother's out of the way."

When bed-time came, the mother mouse
Lay down in her nest for a nap:
The little one went to the nice new house,
He went in, and was caught in a trap.

Recognition Vocabulary:

mouse	**trap**	**fret**
cheese	**nap**	
darling	**new**	

EXERCISES

I. *Pick out the rhyming words in each stanza.*

II. *Fill in the blanks with the right words from the poem:—*

A little mouse one day went for a —. He saw a little — house. Its — were made of — new wood. There was a door in —. Inside the house — up — the floor, there — something good.

He went to his mother and said, " — and I may stay there. Let — go, do —. I — there is some — for you and me." The mother said that they had better — where they were. What seemed to the mouse a pretty house was but a —.

The mouse — and sat — still all day. He made up his mind to go there when his mother was — of the —.

At —, when the mother went for a nap, the little — went to the nice new house. He went in and was — in a —.

III. *Learn :—*

1. *Murugan's* home is near a banyan tree.
   The apostrophe and s ('s) are used to show possession of all singular nouns.

2. *Children's* bicycles are parked here.
   The apostrophe and s here show the possession of a plural noun not ending in *s*.

3. The *boys'* bats have been given.
   If a plural noun ends in s, only an apostrophe is added to show possession.

   (*Note:*—Take care not to use the apostrophe to show possession of personal pronouns: *yours, hers, his, ours, its, theirs.*)

4. *I'll* go there yet.
   I'll = 'I shall' or 'I will'.
   The apostrophe here shows that letters are left out.
   What are the letters left out in 'We'd'?

LESSON 15

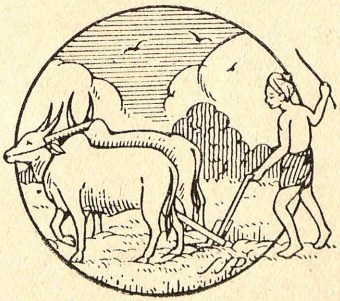
LIFE IN VILLAGES

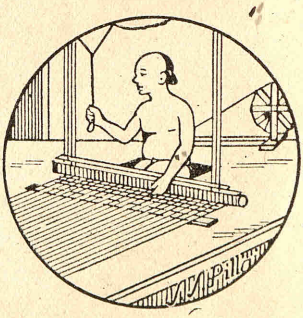
grain	weak	become
government	recent	bring
land	same	use (useful)
soil	fall (en)	together
power	rise	
in fact	care for one another	

Kings have come and kings have gone. Great cities have risen and fallen. But the people in our villages have been living together in the old, old way.

The people of the city do not care for one another. Even neighbours do not know each other. But in the village, the peasants live together always loving and helping one another.

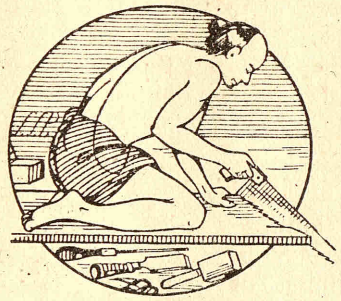
The peasants in our villages till the soil, sow the seed and grow grain for all. They give food grains to all

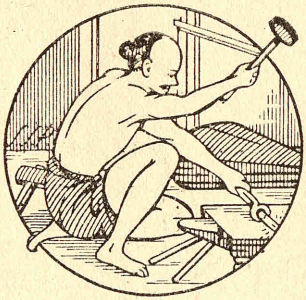




others in the village. In the same way, every man in the village does some useful work for others. The

weaver weaves the cloth. The carpenter makes the plough. The blacksmith makes things of iron. In fact,





every workman does something to help others. Thus they live in a kind of brotherhood.

In olden days, there were *Panchayats* to look after the welfare of the villagers. They would keep the peace of the village. If any family had not enough land, the *Panchayat* would give them more land and make them happy. But in recent years, the co-operative life of the village has become weak. Now the Government are trying to bring back the *Panchayat* and give it power to help the villagers.

Recognition Vocabulary :

peasant **till (V)**
weaver
welfare
co-operation (ive)

EXERCISES

I. *Answer the following questions :—*

1. Do you think that people in the city really care for one another? *Give in your mother-tongue reasons for your answer.*

2. How do the people in the village help one another?
3. How did the Panchayats in olden days help the peasants?
4. Are the villagers living now in the same old kind of brotherhood?
5. The Government are trying to bring the Panchayats back. Do you think that it will do good to the villagers? *Give in your mother-tongue reasons for your answer.*

II. *Change the voice of the verbs in the following sentences:—*

1. The weaver weaves the cloth.
2. The carpenter makes the plough.
3. The blacksmith makes things of iron.
4. Every workman does something to help others.

III. *After leaving school or college, would you like to live and work in a village? Give in English four reasons for your answer.*

IV. *Give two examples to show that the people in the village live in the old, old way.*

V. *Great cities have risen and fallen. Name two such cities in India and two from outside India.*

VI. *Find one word from the lesson for each of the following:—*

1. One who lives next door or in the same street.
2. Rice or wheat or something like it used as food.
3. One who makes useful things out of wood.
4. Working together to the same end.
5. Ability to do or act.
6. Health and prosperity.

VII. *Make sensible sentences out of the following groups of words:—*

1. grain, peasants, all, grow.
2. a, villager, of, live, co-operative, life, kind.
3. bring, panchayats, government, will, back, the.
4. everyone, something, do, useful, others, must, for.
5. happy, soon, very, be, will, India.

LESSON 16

PRAHLADA

elephant	angry	burn
danger	obey	surely
form	punish	certainly
nothing	grow	before
safe (ty)	worship	except
wild	refuse	
win over	neither——nor	give up

There once lived a demon-king named Hiranyakasipu. From Brahma he had a boon which gave him safety from every form of danger. He could not be killed by God, man or beast. He could die neither by day nor by night. He could be killed neither inside nor outside his home. Thus protected, he called himself God and prohibited all forms of worship in his kingdom.

Hiranyakasipu had a son whose name was Prahlad. This little boy worshipped Vishnu. His father advised him to give up worshipping Vishnu. But Prahlad refused to obey his father. So he was very severely punished.

Prahlad was put under a teacher who taught his pupils that there was no God except Hiranyakasipu.

But Prahlad did not mind what the teacher said. He went on worshipping Vishnu and made other boys also do so. Hearing this, Hiranyakasipu grew very angry. He made up his mind to put his son to death for disobedience. He made serpents bite Prahlad. But

they could do no harm to Prahlad. Even wild elephants could not kill Prahlad. Hiranyakasipu did everything that he could to kill Prahlad. Fire would not burn him. Water would not drown him.

Hiranyakasipu did not know what to do. He made up his mind to win him over by kind words. But he could do nothing to make Prahlad give up worshipping Vishnu.

One day, in great anger, Hiranyakasipu asked, "Where is your Vishnu?" "He is everywhere," replied Prahlad. "Is he in this pillar?" asked Hiranyakasipu again. "Certainly," said Prahlad. "Then I will kill him," said the demon-king. Getting up in great anger, he kicked the pillar.

Out from it came *Narasimha*, half-man and half-lion and tore Hiranyakasipu to pieces. Hiranyakasipu was killed in the doorway of the palace just at sun-set, before night came on.

Recognition Vocabulary:

demon	**serpent**	**prohibit**
boon	**beast**	**severely**
kingdom	**protect**	
palace	**advise**	

EXERCISES

I. *Answer the following questions:—*

1. What boon did Hiranyakasipu get from Brahma?
2. Whom did the demon-king want his son to worship?
3. How did Prahlad make his father angry?
4. What did Hiranyakasipu do to kill Prahlad?
5. When and how was Hiranyakasipu put to death?

I. 1. He could not be killed by god, man or beast. (*Write this as three simple sentences.*)

2. *Write each of the sentences in your answer to 1 above, changing the voice of the verb.*

3. *Learn:*

He could not die by day. He could not die by night. He could die *neither* by day *nor* by night.

4. He could be killed neither inside nor outside his home. (*Write this as two sentences.*)

5. Serpents could not kill Prahlad. Wild elephants could not kill Prahlad. (*Join the sentences, using 'neither' and 'nor'.*)

6. *Learn:*

Hiranyakasipu had a son. His son's name was Prahlad.

Hiranyakasipu had a son *whose* name was Prahlad.

7. Ram had a friend *whose* name was John. (*Write this as two sentences.*)

8. The monkey's clothes caught on a branch. The monkey could not climb the tree. (*Join into one sentence.*)

9. Prahlad was put under a teacher who taught his pupils that there was no God except Hiranyakasipu. (*Pick out the conjunctions with which the clauses in this sentence begin. Give in full each clause.*)

II. *Pick out the phrases in the following sentences:—*

(*a*) Hiranyakasipu did not know what to do.

(*b*) He tried to win his son over by kind words.

(*c*) The demon-king was killed in the door-way of the palace.

IV. *Fill in the blanks with words formed from the one given in brackets:—*

(*a*) Prahlada was really — to his father except in the case of worshipping God. He — his father, because he thought the king's order was wrong. His — made his father very angry. (*obey*).

(*b*) Hiranyakasipu thought that Brahma's boon made him — from every kind of danger. He thought that he could do anything —. He did not know that it was — to make the gods angry. (*safe*).

(*c*) The king spoke — to his son. But such — could not win him over to his side. No one could be more — than the demon-king. (*kind*)

V. *Punctuate:—*

Hiranyakasipu asked where Vishnu is He is everywhere replied Prahlad is he in this pillar asked Hiranyakasipu Certainly said Prahlad.

LESSON 17

NON-VIOLENT BATTLES

salt	**wrong**	**kill**
soul	**promise**	**pretend**
act	**lift**	**feel**
heart	**change**	**succeed**
evil	**touch**	**till (Conj.)**
cruel	**hate**	
	put up with	
	strike back	

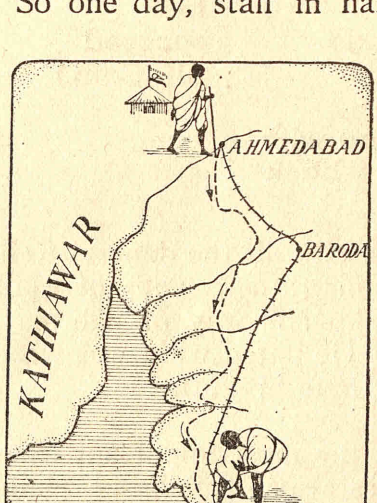
Prahlad cheerfully put up with all the dangers to his life. He had great love for his father. Only he would not take his father for God. His way of fighting is called a non-violent battle. He hated what was wrong in his father but he did not hate his father.

Gandhi, when he became the most important leader in India, followed Prahlad's way of fighting against evil. He asked the people not to help the English rulers. This he called 'Non-co-operation'. He said that no one must hurt another or lift his hand even to strike back. He wanted everyone to speak the truth even at the point of the sword. When something went wrong, he fasted for days together. He would not eat food till people promised to fight non-violently and love the poor *harijans*. So he came to be called *Mahatma*, which means "The Great Soul."

The Mahatma's fight against the salt-tax is one of the most famous non-violent battles.

You know that salt makes food tasty. Most poor Indians had nothing except salt to make their food tasty. And salt was highly taxed by the English Government. Gandhi thought that this was a cruel tax. So he said that he would make salt with his own hands. This was an unlawful act.

So one day, staff in hand, Gandhiji marched to a village called Dandi on the sea-shore. Thousands of people followed him ready to die. Among them was Sarojini Naidu who wrote many beautiful English poems.



At Dandi, Gandhiji made salt out of sea-water. So he was put in jail. Many people in India did not go to work the next day. Thousands went to jail.

Lord Irwin, who was then Viceroy, wanted to win over Gandhiji by friendly talks. But there was no change in the way people were treated by the Government.

Gandhiji even went to London, and came back without success. In 1932 he started another non-violent battle. This time lakhs of people were put in jail. Even women joined the fight. They were beaten with *lathis* by the police. Even Jawaharlal's old mother was beaten.

Such battles went on till India gained freedom. Gandhiji was often sad to see violence and hatred among the people. This was because Mohamed Ali Jinnah, the great Muslim Leader, wanted a part of India, Pakistan, only for Muslims.

When Hindus and Muslims killed one another, mostly in East Bengal and Behar, Gandhiji walked from village to village, teaching people to love one another. He said that the Hindus should do no wrong, even if the Muslims did wrong. This was too difficult for some Hindus to follow.

At Delhi, one mad Hindu, who hated Gandhiji's non-violence, pretended to touch Gandhiji's feet and shot him with a revolver. With the name of God on his lips, the Mahatma fell dead.

Not only Indians but people all over the world felt sad at the death of the great leader.

It was Gandhiji that led the country to freedom. So he is called *the father of the nation.* Though Gandhiji is dead, he will live for ever in the hearts of us all.

Recognition Vocabulary :

battle	**non-violent**	**shoot (shot)**
tax	**important**	**march**
viceroy	**unlawful**	**treat**
revolver	**hurt**	
jail	**strike**	

EXERCISES

I. *Answer the following questions:—*

1. What was Gandhiji's way of fighting against evil?
2. Why did he often fast?
3. What does *Mahatma* mean?
4. Why did Gandhiji fight against the tax on salt?
5. Where is Dandi? What did Gandhiji do there?

II. *Find from the lesson for what each of the words in italics stands:—*

1. *This* he called 'non-co-operation'.
2. *This* was because Mohamed Ali Jinnah wanted a part of India.
3. *This* was too difficult for some Hindus to follow.

III. *Who was Sarojini Naidu?*

IV. *Why is Gandhiji called 'the Father of the Nation'?*

V. *Fill in the blanks with the opposites of the words in italics:—*

1. Gandhiji *loved* all and — none.
2. He had great love not only for those who treated him as a *friend* but also for those who treated him as an —.
3. To work together with the Government is *co-operation,* not to do so is —.
4. To eat well is to *feast* but to go without food is to —.
5. When things went *right* Gandhiji was *glad,* but when they went — he was —.
6. Gandhiji was himself very *poor,* not —.

7. There were many Indians who were *friendly* to Gandhiji but there were also a few who were —.
8. He always spoke the *truth,* never an —.
9. When he found *violence* instead of —, and *hatred* instead of —, he felt he would rather *die* than —.
10. People will *ever remember* the Mahatma; they can — — his service to India.

VI. *Give one word for each of the following groups of words:—*

1. one who follows another.
2. not easy to do.
3. put up with.
4. go on foot.
5. one who writes poems.
6. not going to work.
7. one who rules over the land instead of a king.
8. the head of a state in a republic.
9. lack of success.
10. a group of people who rule the land.

VII. *Rewrite the following sentences as directed in the brackets :—*

1. He would not eat food till people promised to fight non-violently. (using 'after' for 'till')
2. He said that no one must hurt another or lift his hand to strike back. (using 'neither' and 'nor' for 'or')
3. Even Jawaharlal's old mother was beaten by the Police. (changing the voice of the verb)
4. This was too difficult for some Hindus to follow. (using 'so-that-not' for 'too')
5. Though Gandhiji is dead, he will live for ever in the hearts of us all. (using 'but' for 'though')

LESSON 18

KINDNESS TO ANIMALS

meat **little** **sing**
pain **untired (tired)** **wing**
spring (season)

Little children, never give
Pain to things that feel and live:
Let the gentle Robin come
For the crumbs you have at home,
As his meat you throw along,
He'll repay you with a song.

The little lark goes soaring high
To the bright windows of the sky
Singing as if 'twere always spring
And fluttering on an untired wing.
Oh! let him sing his happy song,
Nor do these gentle creatures wrong.

Recognition Vocabulary :

robin **soaring** **repay**
lark **crumbs** **flutter**
creatures

EXERCISES

1. What are the words that rhyme with *give, high, song?*
2. What are the things that feel and live?
3. What is meant by each of the following?

   (*a*) crumbs, (*b*) soaring high, (*c*) bright windows of the sky, (*d*) untired wing.

4. Name the English birds given in the poem. What Indian birds do more or less the same as they?
5. Write out all the letters taking away the apostrophe: 'He'll; 'twere.
6. How does Robin repay the food you give it?
7. *Fill in the blanks with the right words:—*

The crow is black and the cooil is —. But when — time comes, the crow only — which is not — to the ear, while the cooil sings —.

LESSON 19

HOW A SULTAN FOUND AN HONEST MAN

gentleman	**empty**	**sound (V)**
point (V)	**dance**	**as soon as**
honest	**meet**	
(dishonest)	**find**	

A Sultan wanted to find an honest man to collect the taxes of his kingdom, and a wise minister advised him to call for applications. All the applicants were invited to the Sultan's palace.

"I will show you the honest man when you ask them to dance," said the minister to the Sultan.

The applicants came and they were told to meet the Sultan passing one at a time through a dark empty corridor. As soon as they were all together before the throne, the Sultan said, "Gentlemen, I should very much like to see you dance."

But all the applicants refused except one man, who danced cheerfully and well.

"That is the honest man," said the minister, pointing to the dancer.

In the dark corridor, the minister had placed bags of money, and all the dishonest men had filled their pockets as they passed through to the Sultan. If they had danced, their pockets would have sounded like money-boxes being shaken, and so they had refused.

Recognition Vocabulary :

applicant	**collect**
minister	**place (V)**
pocket	**shake (-en)**
throne	**corridor**

EXERCISES

I. *How did the minister help the Sultan to find the honest man to collect the taxes?*

II. *Rewrite filling in the blanks with correct prepositions:—*

An honest man was wanted to collect the taxes — a kingdom. The minister's advice was to call — applications. Many applied — the post. The minister invited the applicants — the palace. All the applicants were made to go — a dark corridor and stand — the throne. When the applicants were asked to dance all — one refused to do so, for they had all filled their pockets — stolen money.

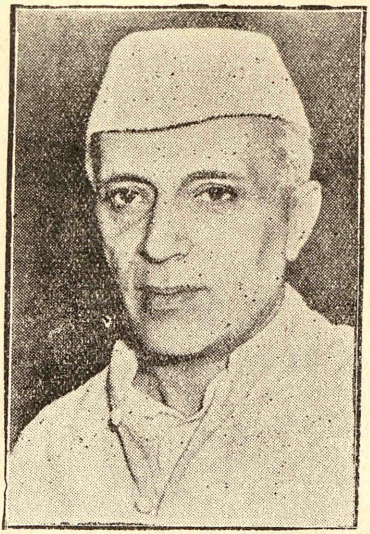
III. *Complete the following sentences:—*

1. The minister wanted the applicants to dance so that.....
2. As the applicants were passing through the dark corridor, all except one.....
3. The honest applicant had nothing to fear so he.....
4. The minister thought of.....
5. No sooner were they all before the Sultan.....
6. All except one refused to dance, because they feared that.....

LESSON 20

JAWAHARLAL NEHRU

enemy	**step**	**enjoy**
belong	**educate**	**important**
send	**(education)**	**have got to**
write	**bear**	**(must)**
may (might)	**understand**	**get on**



Jawaharlal Nehru is to-day one of the best known men in the world. He belongs to a family which has done India great services. Jawaharlal was the only son of Motilal Nehru. He was sent to Harrow in England for education. When he returned to India he found that there was great and hard work for him to do, so that India might be a free country. He followed Mahatma Gandhi and often went to jail.

Jawaharlal has written many books in English. The most famous of them is the one about his own life. When you know enough English, you are sure to read and enjoy it. It is this book more than any other that made the English people as well as other people that

speak English understand India. So it is very important.

Mahatma Gandhi taught people not to hate anybody, not to quarrel, but to work together in the service of our country. His way of carrying on the fight for freedom was new and difficult. He taught people to give up fear and to love even their enemies. At first, people thought that Jawaharlal Nehru who had been educated in the West might not agree with Gandhiji in his way of fighting for freedom. But very soon Jawaharlal showed that he could get on very well with the Mahatma.



He did much to teach non-violence to the villagers of his own province, the United Provinces. One day he asked a group of village leaders, "If you saw the police take me prisoner, what would you do?"

They replied at once, "We would rush in and save you." "No, no," said Jawaharlal, "that is just what you mustn't do! You must keep very calm and quiet. You mustn't move a step. You must not, even if you saw the police beat me with *lathis*."

"But we couldn't bear it," they shouted. "You've got to bear it," was Jawaharlal's answer.

Recognition Vocabulary :

group	return	shout
province	quarrel	rush
prisoner	agree	move

EXERCISES

I. *Answer the following questions:—*

1. How has Jawaharlal's family become famous?
2. Where was Jawaharlal educated?
3. What did he find when he returned to India?
4. Which among his books is the most famous?
5. Why is the book on Jawaharlal's life so important?
6. What was Mahatma Gandhi's way of carrying on the fight for freedom?
7. What did people think at first about the way that Jawaharlal would go, in the fight for freedom?
8. How did he show that the fears about him were false?
9. Tell the story of how Jawaharlal tried to teach non-violence to the villagers of his province.

II. *Write out Jawaharlal's talk to the villagers as a dialogue.*

III. *Fill in the blanks with prepositions:—*

Jawaharlal found that he had great work to do — his motherland. He followed the Gandhian way — fighting — the freedom — our country. He almost always agreed — Mahatma Gandhi. However, he could not sometimes agree — what his leader said. He often went — jail.

IV. 1. He has written many books. (*change the voice of the verb*)

2. Jawaharlal's autobiography has made the English people as well as other peoples understand India. (*use 'not only—but' for 'as well as'*)

3. *When he returned to India,* he found he had a lot to do. (*turn the italicised words into a phrase*)

4. You have got to bear it. (*Write out three ways in which the same could be said in other words.*)

V. *One of the words in brackets belongs to the same class as the three outside the brackets. Find the word in each case:—*

(*a*) glad, sad, hungry (fear, quickly, happy).
(*b*) but, or, if (now, ever, when).
(*c*) he, me, us (boy, her, here).
(*d*) sit, remember, obey (bring, advise, school).
(*e*) kindness, fear, violence (afraid, gently, sorrow).
(*f*) in, on, between (threw, through, side).

LESSON 21

JAWAHARLAL'S LOVE OF CHILDREN

letter **laugh** **everywhere**
chance **(laughter)**
thank (ful) **comb (V)**
make friends with **do one's bit**

Jawaharlal has a great love for children. He wants children everywhere to open their eyes and ears to the beauty of life that surrounds them. He asks, "Can you tell flowers by their names, and know birds by their songs?"

To his own daughter, he has written beautiful letters which tell her of the history of the world. All boys and girls who can read and understand simple English must be thankful to Jawaharlal for writing them. Those letters are found in a book which is worth keeping.

In 1949, the children of Japan wrote to Jawaharlal asking him to send them an elephant. He sent them a beautiful young elephant called *Indira*. The children of Japan were told that the elephant was a gift from the children of India.

This elephant came from Mysore and travelled all the way by sea to Japan. When it came to Tokyo, thousands and thousands of children came to see it. Many Japanese children had never seen an elephant before.

Recently, Jawaharlal went to the United States of America, to Canada and to England. Wherever he went, he easily made friends with children. Whenever he had the chance, he played with them a little. American mothers found that Jawaharlal was happy to be with children. They admired him for his love of children. Jawaharlal asked for a children's party, when he was in Washington. There he spent a whole hour playing with children.

A young boy whom he met in his American tour, wore an angry look and would not be amused. Jawaharlal tried all he could to make that fellow laugh but without success. But Jawaharlal would not give up his attempt. He quickly picked up a comb and began combing his bald head. In a moment, the whole place was ringing with the boy's laughter.

Jawaharlal has made, not only grown up people but children of other lands, think of India.

He is now the Prime Minister of the Republic of India. He wants every boy and girl to do his or her little bit to make our country great.

Recognition Vocabulary :

history	**surround**	**worth**
fellow	**admire**	**easily**
party	**amuse**	
tour	**attempt**	
worth keeping	**ringing with laughter**	

EXERCISES

I. *Answer the following questions:—*

1. What does Jawahar want children everywhere to do?
2. What does he ask children to tell him?

3. Why are the letters of Jawahar to his daughter important?
4. What did the children of Japan write to ask Nehru?
5. What did he do in answer to their request?
6. What is the name of the elephant which Nehru sent?
7. When the elephant reached Japan, why did thousands of children come to see it?
8. How did Nehru show his interest in children in his travels?
9. How did Nehru show his love of children while in Washington?
10. What did American mothers feel about his love of children?
11. How did the young boy look when Nehru saw him?
12. How did Nehru succeed in making him laugh?
13. What does Nehru expect every boy and girl in India to do?

II. *Fill in the blanks with nouns formed from the words in italics:—*

1. Jawaharlal *gave* the Japanese children a young elephant. This was sent as a — from Indian children.
2. He *attempted* twice. He did not succeed in his first —.
3. He has *served* India well. He has done a great — to India.
4. He *laughs*. The place rings with his —.
5. He *cheerfully* played with the children. It was with great — that he played with the children.
6. He became very *angry*. He was filled with —.
7. It was very *beautiful*. It was a —.
8. They admired him for his love of children. They had great — for his love of children.
9. He is a very *powerful* man. He is a man of great —.

LESSON 22

DO YOUR BEST

sure **spell** **do one's best**

'Do your best, your very best,
And do it every day;
Little boys and little girls,
And do it every day;
Little boys and little girls,
That is the wisest way.

If you write your copy-book,
Or if you read or spell,
Or if you seam, or hem, or knit,
Be sure you do it well.

For he who always does his best,
His best will better grow;
But he who shirks or slights his task,
He lets the better go.

Recognition Vocabulary :

copy-book	hem	slight
task	knit	
seam	shirk	

EXERCISES

I. *Which is the wisest way?*

II. "If you write your copy-book, be sure you do it well".

Make sentences like this using 'read,' 'spell,' 'seam,' 'hem,' 'knit' instead of 'write'.

III. *Write out the third stanza in three separate sentences.*

IV. *Fill in the blanks with the right word from the poem :—*

The wisest way for boys and — is to do their — every — They must be sure to do every kind of work —. If they — their best, their best will grow —. If they are lazy and do not do their work, they — the better —.

LESSON 23

THE STORY OF SAVITRI

story	brave	born
breakfast	next	also
jewel	possible	deep
forest	lose	towards
sight	draw	oh !
(eye-sight)	marry	
ache	choose	
(headache)	count	

once upon a time
far and wide
fall in love with

Once upon a time there lived a king named Aswapati. He was a wise and good king and his people loved him well. But he had no sons. For eighteen years he worshipped the Goddess Savitri. At last, the Goddess was pleased with his worship and granted his prayer. A pretty little daughter was born to the king and he named her *Savitri*. The king was very fond of the child. In fact, she was the darling of the whole kingdom.

Savitri grew up to be a very beautiful girl. One day Aswapati sent her out to travel far and wide. During her travel she met a young prince Satyavan, by name, living in a forest hermitage with his father. Savitri at once fell in love with him. Satyavan was the son of the blind king Dyumatsena, who had been driven away from his kingdom.

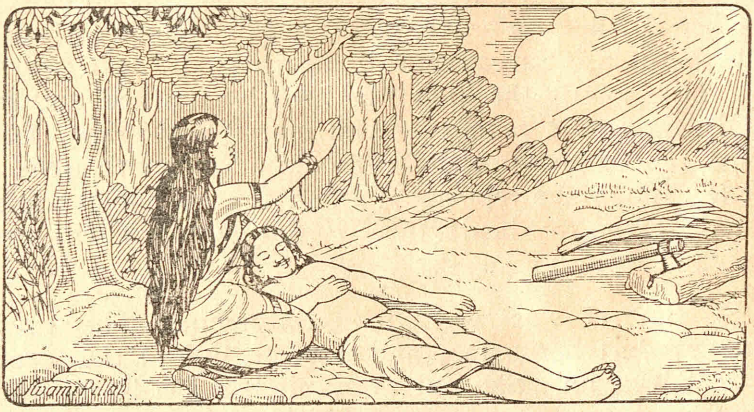
When Savitri went to her father to tell him the story of her travels, Sage Narada was present there. The sage told her that Satyavan would make a good match for her, for he was brave, good, and handsome. "But," said Narada, "Satyavan will die this day next year." At these words the king was greatly alarmed and he said, "Savitri, I cannot let you marry Satyavan. You must choose some other husband." Savitri thought a little. Then she replied, "Father, that is not possible I have given my heart away to Satyavan. I will wed Satyavan and no one else."

So Savitri was wedded to Satyavan. The royal princess left her palace and went to live in the forest with Satyavan. She put away all her jewels and rich dresses and wore the simple clothes of a forest maid. She lived happily with her husband, cooking the food and doing every kind of household work. But deep down in her heart she felt the fear of losing her husband. She was counting the days and day after day her anxiety increased.

At last the day named by Narada came. Savitri got up early and worshipped the Goddess. After breakfast, Satyavan went out to the forest with his axe to cut wood. Savitri said she would go with him. So she went out with him into the forest. Satyavan was at work for a short while, when he felt a painful headache. She was watching him and ran to his help. Satyavan fell on the ground and Savitri placed his head on her lap and sat there.

Suddenly, there came before her a dark and fearful form, wearing a crown of gold. Savitri stood up and asked him who he was. "I am Yama, the God of

Death," he said, "and I have come to take away Satyavan's life." So saying, Yama drew out the soul



of Satyavan and started towards his kingdom in the south. But the wife of Satyavan quietly followed the God.

After going some distance Yama looked back and saw Savitri. "Woman, why dost thou follow me?" he asked. "God of Dharma," she answered, "It is written in the sacred books that husband and wife are one. The wife should follow her husband wherever he goes. So I follow my Lord."

Yama was pleased with her reply. He said, "Savitri, you may ask me any boon except the life of Satyavan, and I shall grant it." Thereupon Savitri asked for four boons one after another. First, she asked that her father-in-law should get back his eye-sight. As her second boon she asked that he should get back his kingdom. These boons were granted. Then she prayed Yama to bless her own father with a hundred

sons. Lastly she asked that she herself should have children, born to her. Yama promised her that also.

Then, Savitri cleverly asked, "Oh, thou, Lord of Dharma, how can I have sons, if you do not grant me my husband's life?" Vaivaswatha thought for a while and said, "Savitri, you are a true and brave woman indeed! I have promised to grant you the boon and you shall have it." Savitri bowed before the God and he blessed her.

Yama's promises were all fulfilled. Satyavan came back to life and his father got back his eye-sight and kingdom. Savitri lived happily with her husband for many years.

Recognition Vocabulary :

hermitage	fond	grant
sage	handsome	wed
prince	sacred	alarm
anxiety	royal	increase
distance	household	fulfil
match	blind	bow (V)
maid		watch
crown		
lap		

EXERCISES

I *Answer the following questions :—*

1. Where and when did Savitri and Satyavan meet?
2. Why was not Savitri's father willing to let her marry Satyavan?
3. Why did Savitri want to have her own way?
4. Describe the kind of life that Savitri lived with her husband in the forest.
5. What was the cause of Savitri's anxiety?
6. What did Savitri do on the day named by Narada?

7. How did Savitri please Yama?
8. What were the four boons granted by Yama?
9. How did Savitri bring back her husband to life?

II. *Rewrite the following as directed :—*

1. Why dost thou follow me? (*Use 'you' for 'thou.'*)
2. The royal princess left her palace and went to live in the forest with Satyavan. (*Turn this into a simple sentence.*)
3. Savitri got up early and worshipped the Goddess. (*Turn this into a simple sentence.*)
4. The *husband* went with his *son* for a walk and saw the *king* and the *prince* and a *man-servant* standing at the palace gate. (*Write out this sentence using feminine forms of the words in italics.*)

III. *Learn :*

1. The king said to Savitri, "I shall not let you marry Satyavan." (*Direct*)
   The king said that he would not let her marry Satyavan. (*Indirect*)
2. Savitri asked him who he was. (*Indirect*)
   Savitri asked, "Who are you?" (*Direct*)

IV. *Turn the following into the Indirect form of speech :—*

1. Yama said, "I have come to take away Satyavan's life."
2. "I shall also go with you," said Savitri to Satyavan.
3. Jawaharlal said to the villagers, "You have got to bear it."
4. "Be calm and quiet," said he to them.

V. *Turn the following into the 'Direct' :—*

1. The mouse asked her mother to let her go to the pretty little house.
2. The teacher told us to go home.
3. The wolf told the crane that he would give her a reward.
4. The monkey asked if he did not look like a man.
5. John thanked Ram for the mango.

LESSON 24

TRY AND TRY AGAIN

try **hard**
keep the rule

'Tis a lesson you should heed,
Try, try, try again;
If at first you don't succeed
Try, try, try again.
If you find your task is hard,
Try again.
Time will bring you your reward,
Try again.
All that other folks can do,
Why with patience should not you?
Only keep this rule in view
Try again;

Recognition Vocabulary :
folks **patience** **rule (N)**

EXERCISES

I. *Answer the following questions:—*

1. What are the words that are repeated again and again in the poem?
2. Do you like repeating words like that?
3. What are you told to do if you do not succeed at first?
4. What is the rule that you are asked to keep in view?
5. Which line tells you that you should wait for your reward?

II. *Rewrite the following as directed :—*

1. It is a lesson that you should *heed.* (*Use 'attend' for 'heed'.*)
2. If at first you don't *succeed,* try again. (*Use the Adjective form of the word 'succeed.'*)
3. If you work — you can do all that other folk can do. — work has its own reward. Take heed never to be —. (*Fill in the blanks with words formed from 'patience.'*)

LESSON 25

A LETTER

present (N) **dictionary** **take care of**
birthday **library**

Usman Road,
Theogarayanagar.
December 10, 1949.

Dear Ahmed,

Uncle gave me an English Story Book for my birthday present. It is a lovely book with many pictures. The story is very interesting. But on every page I find new and difficult words. You cannot enjoy the story without knowing the meaning of those words. I have no dictionary at home. Will you kindly let me use your dictionary for a week? I shall take great care of it and return it to you after use.

My story book may be interesting to you also. Our School Library has not a copy of the book. If you want to read the story, I shall be glad to send you the book with your dictionary.

Your loving friend,
Abdul.

Recognition Vocabulary :

copy (N) **glad**

EXERCISES

I. *Answer the following questions :—*

1. Who has written the letter? To whom?
2. Where has Abdul written his address?
3. How does he begin the letter?
4. How does he end the letter?
5. What does Abdul ask for?
6. Why does he want a dictionary?
7. When will he return it?

II. 1. *How would you begin and end a letter to : (a) your uncle; (b) your Headmaster or Headmistress?*

2. *Write out the name and address of (a) your friend, (b) your uncle or aunt.*

III. *Get the different parts of the following table together and write four different letters to your brother:—*

1	2	3
Please Will you please Kindly	send me give me ask mother to give me	—rupees
4	**5**	**6**
this week next week soon	because I want to buy as I have to get	a fountain pen a new book some

IV. *Fill in the blanks with the words given :—*

spelling	know	which	whose
make	use	dictionary	

A dictionary is a book — you should always —. When you find a word — meaning you do not — look it up in the —. You can also — sure of the — of a word in the dictionary.

V. *Arrange each of the following groups of words in alphabetical order :—*

1. garden, general, government; gain, good, give; god, great, grant

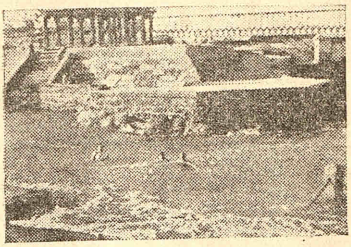
2. business, beautiful, prosperous, enough, co-operative, battle, application; justice, craftsman, purity, fact, another, violence; national, remember, swallow, recent, prohibit, repay, corridor

LESSON 26

KERALA

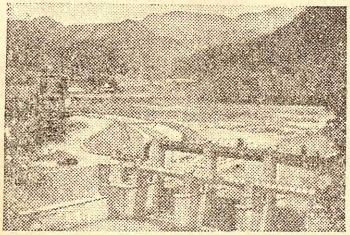
language	plenty	ago
weather	lovely	both——and
rain	heavy	
force	strong	

The land that lies between the Western Ghats and the Arabian Sea is called Kerala. If you look at a map of the Madras State you can see where Kerala lies. It lies between Goa or Gokurnam in the north and Cape Comorin in the south. Cape Comorin is also called Kanya Kumari. The countries that lie in the west-coast or Kerala are Travancore, Cochin, Malabar and Kanara. Years ago they were ruled by the Chera Kings.



There is a very interesting story about Kerala. Long ago all the land to the west of the Western Ghats lay under water. Then Parasurama, the sixth *avathar* of Vishnu, wanted to make a new country. Standing at Gokurnam, he took his axe and threw it with all his force. The axe fell at Cape Comorin, and the sea went back. Thus Kerala rose out of the water.

Kerala is one of the loveliest parts of the Madras State. It is a land of hills and dales. It is often called "The Garden of India," for the hill slopes of Kerala are full of huge forests. Plants and trees grow in plenty there. Wherever you go, you can see lovely sights around you. There is a good rainfall all over the country and pleasant weather throughout the greater part of the year.



The language of the west-coast is Malayalam. It is very much like Tamil, and it has also a strong likeness to Samskrit. Indeed it enjoys the sweetness of both Tamil and Samskrit. There are many great books of poetry and prose in Malayalam.

There are many holy places on the west-coast. Kaladi was the place where *Adi Sankara* was born. At Vaikom, in Travancore, there is the famous temple of *Mahadeva.* The Padmanabha Temple at Trivandrum and the Sri Krishna Temple at Guruvayur are also famous for their beauty and sacredness.

Recognition Vocabulary :

ghat	**poetry**	**huge**
	prose	**pleasant**

EXERCISES

1. *Answer the following questions:—*

   1. Where does Kerala lie?
   2. What are the countries that lie in Kerala?

3. What is the story about Kerala?
4. Why is Kerala called 'The Garden of India'?
5. Give the names of three holy places in Kerala?

II. *Fill in the blank places with "threw" or "through" :—*

1. The applicants went — the dark corridor.
2. Satyavan — the axe down and lay on the ground.
3. As he went — the forest he saw a fox.
4. He tore up the paper and — it away.
5. Prahlada quite calmly went — fire and water.
6. He — the ball with great force.

III. *Fill in the blanks with forms of the verb "grow":—*

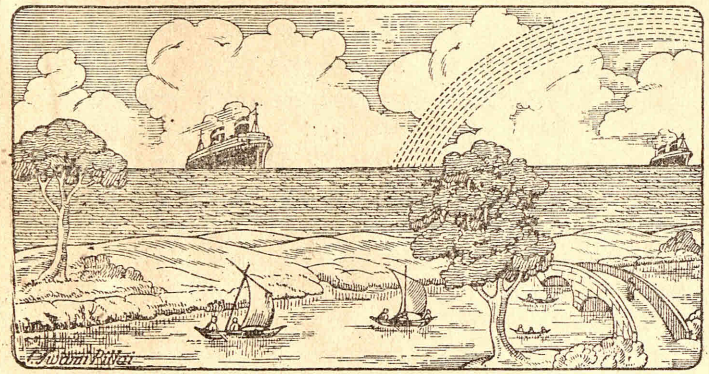
1. Plants and trees — in plenty there.
2. A banyan tree — near Murugan's hut.
3. Peasants are — grain for all.
4. We are not now — enough grain for our food.
5. They have — very many flowers.
6. The number of our people is — year after year.
7. In olden days peasants — wheat and rice for all.

IV. *Rewrite the following sentences as directed :—*

1. Standing at Gokurnam, he took up his axe. (*Write this as a compound sentence.*)
2. Wherever you go, you can see lovely sights around you. (*Write this as a simple sentence.*)
3. Malayalam has the sweetness of Tamil. Malayalam has the strength of Samskrit. (*Join using 'as well as'.*)
4. Kaladi was the place where Adi Sankara was born. (*Write out the sentence using 'birth' for 'born'.*)

LESSON 27

BOATS SAIL ON THE RIVERS



ship **overtop** **across**

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

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

—*Christina Georgina Rossetti*

Recognition Vocabulary :

sail **bow (N)** **heaven**

EXERCISES

1. To what are the clouds and the sky compared?
2. Have you ever seen clouds passing in the sky?
3. Do you think that they are really prettier than ships sailing on the seas?
4. What is the bow that bridges heaven?
5. Name the colours that you see in the rainbow.

LESSON 28

A BRAVE ENGLISH BOY

power	willing	take hold of
question	order	get into
end	stop	set sail
answer	plan	
asleep	(planning)	
awake		

Who had the power to rule over the land? Was it the king or the Parliament? Over this question there was a long war in England between the king and the Parliament.

The Parliament had a great leader named Oliver Cromwell. He led a pure and simple life. Many brave soldiers were ready and willing to fight and die on his side. In the end, Cromwell won. King Charles the First was put to death as the enemy of the land.

After the death of the King, Cromwell ruled the country in the name of the people. But there were strong and powerful Englishmen who hated him and wanted the prince back in England. The prince was then hiding in France.

Sir Ralph Harrington who belonged to the king's party was secretly planning to bring the prince to England. So Cromwell ordered that he should be put in jail.

One night some leaders of the king's party met in Sir Ralph's house. They asked Sir Ralph to go to

France with a message for the prince. This meant danger to his life. But Harrington was ready to go. His wife was filled with sorrow. He called his little son, Basil, who was a child of five and said, "Take care of Mother; be a good soldier of the king's party." The little boy was half-asleep and half-awake. He heard what his father said and replied, "Yes, father; I shall gladly do so." Sir Ralph left home to set sail for France.

Harrington had not gone far, when some of Cromwell's men found him out. Before they could take hold of him, Harrington ran home and hid himself in a dark underground room.

His wife was filled with alarm, for she heard the sound of the hoofs of horses. The enemies were coming nearer and nearer. Now they reached Harrington's house.

They looked for Harrington here, there and everywhere in the house. They could find him nowhere. Luckily for Harrington, they could not find the spring door which led to the dark room. They wanted to know where Sir Ralph Harrington was. They feared that he had cleverly escaped. Neither his wife nor his servants would tell them anything about Harrington.

Just as they were about to go, the leader of Cromwell's men said, "Bring Sir Ralph's children here. They will speak the truth."

Sir Ralph's daughter, Juliet, was brought before the leader. She was a very young girl. She was so filled with alarm that she could only weep. "Send this little girl away," said the leader.

Then came Sir Ralph's little son. He stood before the leader without a trace of fear in his blue eyes.

"What is your name?" asked the leader.

"Basil Harrington," was the answer.

"Age?"

"Five years and three months last Saturday."

"When did you last see your father?"

"After bed-time yesterday," said the boy.

"Were there others with him?"

"No; he and my mother were alone."

"And what did he say to you?"

"He told me to take care of Mother and I mean to do so. You shall not trouble her any more."

"Surely, we shall leave you in peace, but did not your father say more?"

"Yes, he told me to be a good soldier of the king's party. I shall always be that."

And now Basil Harrington, drawing himself up, said, in a ringing voice, "Down with Cromwell! Long live our king!"

One of the angry men was about to strike the boy in the face, but the leader stopped him saying, "No, you shall not touch the boy. Cromwell himself would admire such a spirit."

Recognition Vocabulary:

parliament	**hoofs**	**secret**
message	**spirit**	**hide**
trace	**voice**	**weep**
horse	**underground**	

EXERCISES

I. *Answer the following questions:—*

1. Why was there a war between the king and the parliament in England?
2. Who was Cromwell? Why did he want to put Sir Ralph Harrington in jail?
3. What difficult task had Harrington to carry out?
4. What did he say to his young son before taking leave of him?
5. Did Harrington leave England for France? Why could he not do so?
6. How did he escape the notice of Cromwell's men?
7. How did Basil Harrington show his courage?
8. Why did not the leader allow one of his men to strike the boy in the face?

II. *Fill in the blanks with words given in the list:—*

alone	ordered	questions	nothing
daughter	seen	boldly	young
trouble	care	leader	truth

Sir Ralph's wife and — were filled with alarm when Cromwell's men came in looking for Harrington. As the — of Cromwell's men could get — about Harrington from his wife or servants, he — Basil Harrington to be brought before him, for he thought that the — boy would speak the —. Basil — answered all the leader's —. The little boy said that he had — his father at bed-time the previous night. His father and his mother were then —. His father had told him to take — of Mother. He told the leader not to — her anymore.

III. *Fill in the blank spaces with 'piece' or 'peace':—*

1. Give me a — of paper.
2. Though it is a — of cloth, the flag is very sacred.
3. Gandhiji worked for —.
4. We must do every — of work given us with care.
5. In the days of Charles I there was no — in England.
6. The Panchayats helped to keep — in the land.

LESSON 29

LEARNING TO SWIM

invitation	**shallow**	**trust oneself to**
(invite)	**afraid**	**hold one's**
uncle	**swim**	**breath**
holiday	**jump**	**all right**
cousin	**poke fun**	

Gopu was invited by his uncle to stay in the village for the summer holidays. His father sent him to his uncle's house.

In the village there was a large tank. Boys and girls would go to the tank to clean their teeth, wash their mouths and bathe. Gopu enjoyed going with his cousins to the tank.

All his three cousins were good swimmers. Chandru, the eldest of his cousins, could go a long distance without getting tired. He had learnt to swim in more ways than one. It was a wonder to Gopu how he had learnt to swim so well. In fact, Chandru had forgotten how he had learnt to swim.

Gopu could not swim at all. He was afraid of going beyond knee-deep water. At the shallow end of the tank he would jump up and down. This was very amusing to his cousins. They would poke fun at him.

Gopu was quite ashamed that he could not swim. Little by little, he got over his fear of the water. But nothing would make him go out of his depth.

Chandru did his best to help him to swim. He told him how to move his arms and legs in the water. "Trust yourself to the water. Do as I have shown you. You are sure to swim," said Chandru one day.

"It's all very well to talk," said Gopu. "If I do as you say, water gets into my mouth and I feel myself going to the bottom."

"You must not mind drinking some water when you are learning to swim. The whole of your head cannot, really, go down as you fear. It is only your mouth and nose that go down. They will come up again. But you have to be careful to hold your breath, till your head comes up again. See how I do it."

So saying, he showed Gopu how to move his arms and legs and hold his head out of the water.

So long as Chandru held him by the cloth round his waist, Gopu was all right. But, when he was left to himself he felt that he was going down.

However, in about a week's time, Gopu learnt to keep his head out of the water and move along. In a month's time, he learnt a few good strokes. It was a joy to him that he could go a little distance in deep water. Thus with the help of Chandru, Gopu learnt to swim.

Recognition Vocabulary :

stroke **trust** **breath** **stay**

EXERCISES

I. *Answer the following questions:—*

1. Where did Gopu go during the summer holidays? Why?
2. Why did Chandru's cousins poke fun at him?

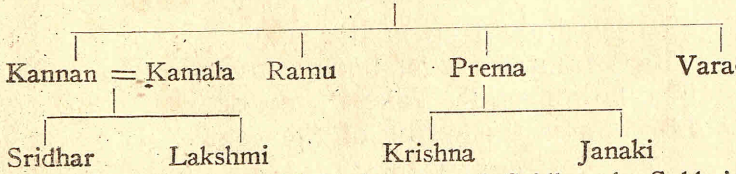
3. What was Chandru's advice to help Gopu to keep his head out of the water?
4. What was Gopu's difficulty in his attempts at learning to swim?
5. Did Gopu succeed in learning to swim?

II. *Describe a swimming bath you have seen in any town. If you have seen none, write about swimming in a tank or a well or a river or the sea.*

III. *Can you swim? If so, say how you learnt. If not, say what you are trying to do to learn or why you do not want to learn?*

IV. (*Gopu and Chandru were cousins. They were relatives. They had a good many relations in the same village.*) *Here is a family-tree of one of the families in the village. Study the table and fill in the blanks with the following words:—*

grand-father	grand-daughter	son	sister	nephew
grand-mother	father	daughter	uncle	niece
grandson	mother	brother	aunt	cousin



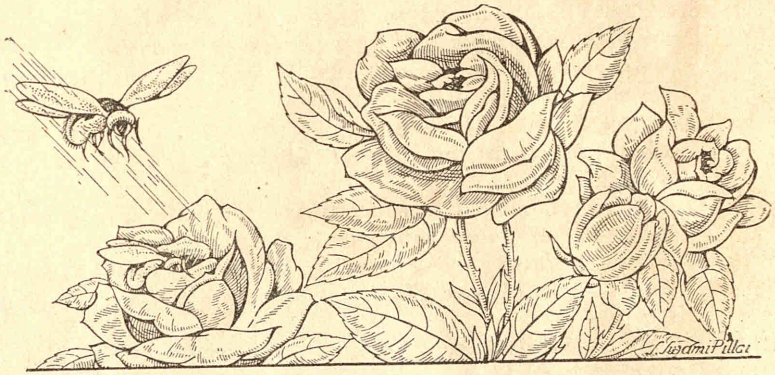
1. Kannan is Subbu's —, and Sridhar is Subbu's —.
2. Prema is Kannan's — and Janaki is her —.
3. Varadan is Sridhar's — and Prema is his —.
4. Janaki is Lalitha's — and Krishna is Janaki's —.
5. Subbu is Lakshmi's — and Lalitha is her —.
6. Kannan is Sridhar's — and Kamala is his —.
7. Kannan's — is Krishna and his — is Janaki.
8. Lakshmi is Janaki's —.

V. *Answer the following questions:—*

1. How many children had Subbu?
2. How many grand-children had Subbu?
3. Whom did Subbu marry?
4. What relation was Kamala to Lalitha?

LESSON 30

THE BEE AND THE FLOWER



heat **faint** **cold**

The bee buzz'd up in the heat,
"I am faint for your honey, my sweet."
The flower said, "Take it, my dear,
For now is the spring of the year.
So, Come, Come!"
"Hum!"

And the bee buzz'd down from the heat.
And the bee buzz'd up in the cold
When the flower was withered and old.
"Have you still any honey, my dear?"
She said, "It is the fall of the year,
But Come, Come!"
"Hum!"
And the bee buzz'd off in the cold.

—*Alfred Lord Tennyson*

Recognition Vocabulary :

bee **buzz**

honey

EXERCISES

Answer the following questions :—

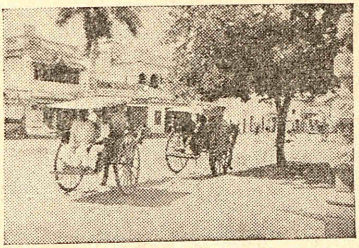
1. Who says "Hum!"
2. What are the four seasons of the year?
3. Pick out words from the poem that tell you which season of the year is referred to.
4. Have you ever seen a butterfly or a bee fluttering over a flower? If so, describe what you saw. If not, watch for such a sight and be able to describe it.

LESSON 31

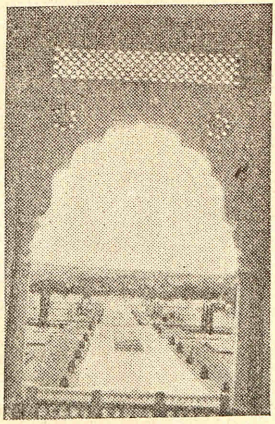
MYSORE

nature **during** **indeed**

Mysore State is one of the most attractive parts of South India. Many tourists visit the country to enjoy its beautiful scenery. There are mighty peaks, huge forests, high waterfalls and noble rivers in the country. There are also many temples of great beauty.

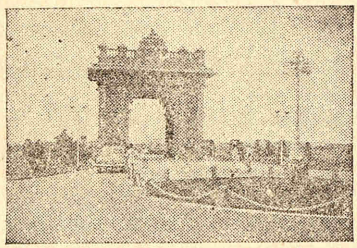


Mysore city itself is one of the most beautiful cities in India. Hundreds of visitors are drawn towards it during the Dasara holidays. The clean roads, the neat and lovely streets, the pleasant gardens and shady walks make the city beautiful to view. How very pleasant it is to go round the city! During Dasara the city shines with lights and looks like a magic world.



There are many interesting places in Mysore worth visiting. One can visit the Sivasamudram waterfalls and see the huge electric plant. A few miles

from the city there is a big dam or *Anicut* at Krishnarajendra Sagar. There one can visit the beautiful park on the riverside, called the Brindavan gardens. At Seringapatam one can see the old palaces of Tippu and Hyder Ali. The statue of Gomateswara at Vindhyagiri is the greatest stone image in the world.



If Kerala is the Garden, Mysore is the Treasury of South India. It is a land of prosperity and is rich in the blessings of nature. The forests of Mysore are the home of the sandalwood and the teak trees. Wild elephants live on the mountain-slopes. The largest gold field in India is at Kolar, while iron is found in plenty at Bhadravati.

Till 1949, Mysore was ruled by the Maharaja of Mysore. But at the dawn of Indian freedom, Mysore has joined the Indian Republic. The Indian Union is indeed made richer by Mysore in every way.

Recognition Vocabulary :

scenery	image	attractive
dam	dawn	shady
statue	union	magic
stone	treasury	noble

EXERCISES

I. *Answer the following questions:—*

1. What are the beauties of Mysore that draw visitors to it? (*Do not give sentences for your answer. Make a list of the things together with the Adjectives that describe them.*)
2. When does Mysore City look like a magic world?
3. Where is Krishnarajendra Sagar?
4. What is the park on the river-side called?
5. Why may Mysore be called the 'Treasury of South India'?

II. Mysore is rich in the blessings of nature. (*Give instances to show the truth of the statement.*)

III. *Rewrite the following sentences as directed:—*

1. How very pleasant it is to go round the city! (*Change this into a statement.*)
2. Kolar is the largest gold field in India. (*Give the positive and comparative forms.*)
3. There are many temples of *great beauty*. (*Change the words in italics into a clause.*)
4. The statue of Gomateswara is the greatest stone image in the world. (*Give the positive form.*)

LESSON 32

MOTHER INDIA

(For Recitation)

India, my India, where first human eyes awoke to heavenly light,
All Asia's holy place of pilgrimage, great Motherland of might!
World-mother, first giver to humankind of philosophy and sacred lore,
Knowledge thou gav'st to man, God-love, works, art, religion's opened door.
India, my India, who dare call thee a thing for pity's grace today?
Mother of wisdom, worship, works, nurse of the spirit's inward ray!

* * * * *

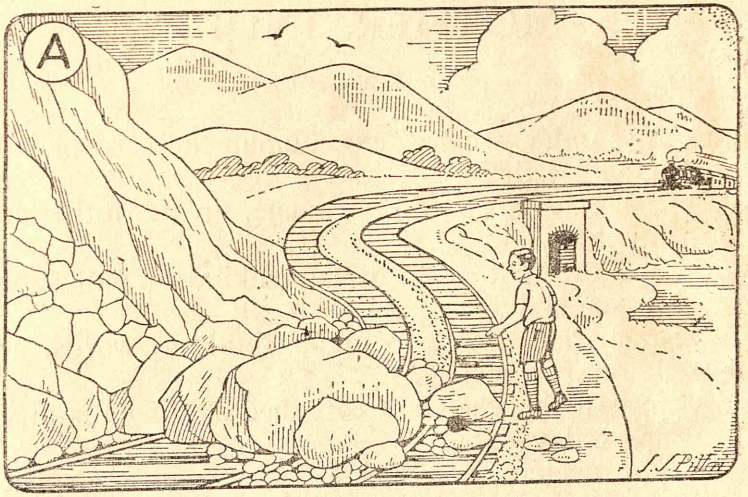
Art thou not she, that India, where the Aryan Rishis chanted high
The Veda's deep and dateless hymns and are we not their progeny?
Armed with that great tradition we shall walk the earth with heads unbowed:
O Mother, those who bear that glorious past may well be brave and proud.
India, my India, who dare call thee a thing for pity's grace today?
Mother of wisdom, worship, works, nurse of the spirit's inward ray!

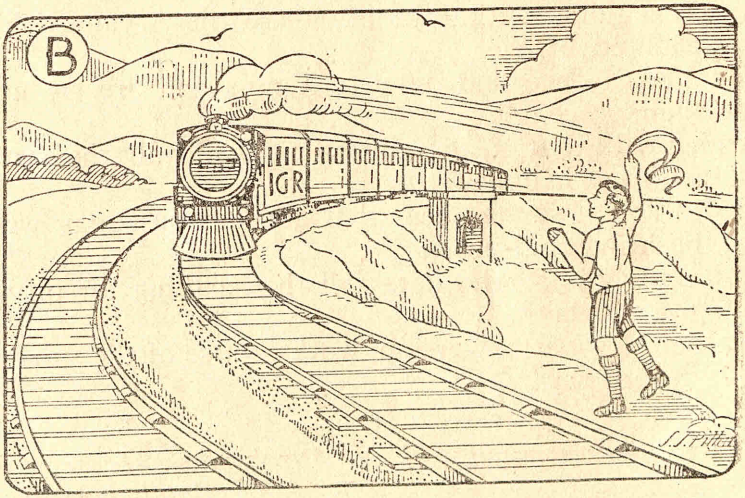
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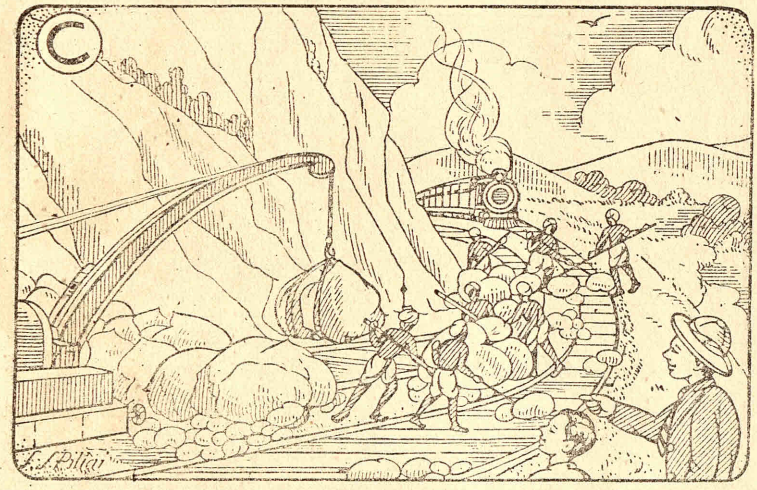
(By kind permission of Sri Aurobindo Ashram, Pondicherry.)

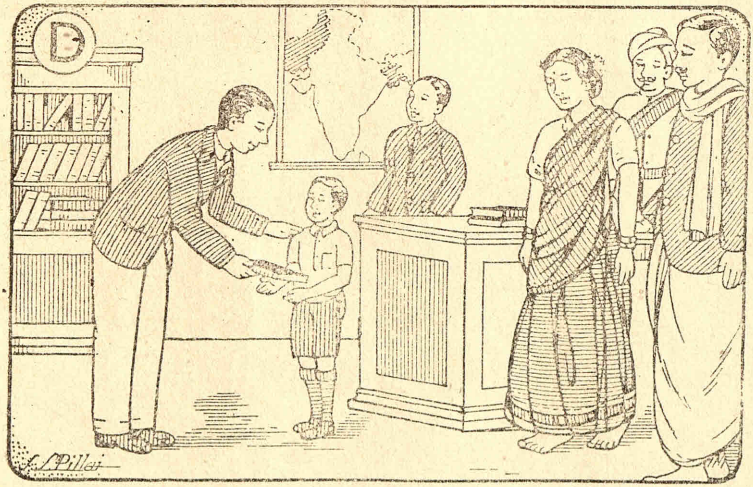
THE PICTURE READING

(i) The Boy Who Saves The Train

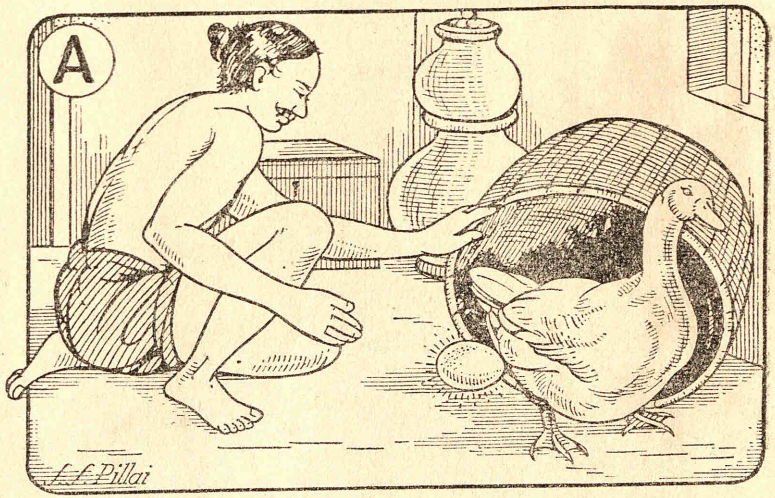


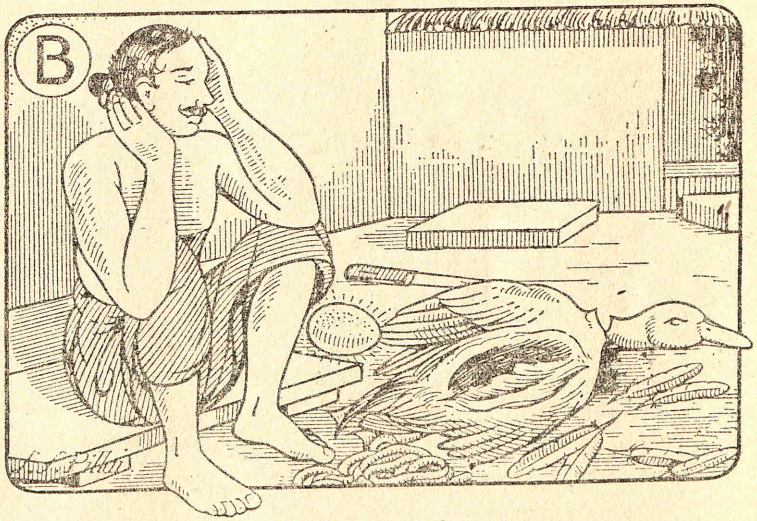



C


D

(ii) A Greedy Farmer





Passages for Silent Reading and Comprehension.

(i) *Read the passage below carefully and answer the questions that follow:*

Drake and his men landed on an island and rested there for a month. The natives of the place thought that they were gods. The men bowed down to them and the women fell on the hard ground before them, thinking that it would please them. Drake tried hard to make them know that he and his men were only men and did not wish to be worshipped like gods. The chief of the island asked Drake to stay and be their ruler. But Drake told him he could not do that. But he hoisted the English flag and said that the country belonged to Queen Elizabeth. He called it New Albion. At last, when Drake sailed away, the natives cried sadly at their departure.

QUESTIONS

1. What was the island called?
2. What did the natives of the island think about Drake and his men?
3. What did they do to please them?
4. What did Drake try to make them understand?
5. What did the chief want Drake to do?
6. What was Drake's reply?
7. Why did Drake hoist the English flag?
8. What did the natives do when Drake sailed away?

(ii) *Read this passage and answer the questions below:*

The Three Sluggards.

The king of a country, a long way off, had three sons. He liked one as well as another and did not know to which of them he should leave the kingdom after his death. So, when he was dying, he called them all to him and said, "Dear children, the laziest sluggard of the three shall be the king after me." "Then," said the eldest, "the kingdom is mine; because I am so lazy, that when I lie down to sleep, I sleep on and do not care for anything. If anything were to fall into my eyes, so that I could not shut them, even then I should go on sleeping." The second said, "Father, the kingdom belongs to me; for I am very lazy. When I sit by the fire, sometimes my toes are burnt. But I don't take the trouble to draw my legs back." The third said, "Father, the kingdom is mine. If I were going to be hanged, with the rope round my neck and somebody put a sharp knife into my hands to cut it, I should not take the trouble of cutting it. I had rather be hanged than lift my hand to cut it." When the father heard this, he said, "You shall be the king; for you are the right man."

QUESTIONS

1. Why was the king in doubt as to whom he should give the kingdom?
2. To whom did he give it? Why?
3. How did the eldest son try to prove he was lazy?
4. What did the second son say about himself?
5. What did the third son say about himself?
6. What is the meaning of the word 'sluggard' as you understand it?

(iii) *Read this passage and answer the questions that follow:*

Allan was a farmer who lived on a farm with his son William and his niece Dora. He loved them both very dearly and his great desire was to make them man and wife. Dora wanted to please her uncle in everything. So she loved William. But he did not love her, because she was always with him in the house and he could not think of marrying her.

One day Allan called his son and told him it was time he married Dora. William's answer was short. He said he could not marry Dora and he would not. The old man was very angry. "How dare you tell me that you will not? My word is law in my house. If within a month's time you don't promise to marry Dora, you shall leave my house."

Before the month was over William left his father's house. He married Mary Morrison, a peasant's daughter.

QUESTIONS

1. Who were the people that lived at the farm?
2. What was the great desire of Allan?
3. How did Dora try to please her uncle?
4. What was the reply given by William to his father?
5. What were the words of Allan when he heard William's reply?
6. What did William do before the end of the month?

ANALYSIS
(Notes and Exercises.)

Exercise No. 1

Divide the following into Subjects and Predicates:—

1. Asoka built up many rest houses for travellers and hospitals for the old and the sick.
2. Your father may work a few years more in India.
3. The most famous of the Indian fables are those of the Panchatantra.
4. The bold crane put her beak down the wolf's throat.
5. The monkey in man's clothes could not bear being jeered at.

Exercise No. 2

"The monkey in man's clothes could not bear being jeered at."

In the above, "The monkey in man's clothes" is the *subject.* It consists of many words. But of these "monkey" is more important than the other words. This word is called the *subject word.* The other words, namely "The" and "in the man's clothes" are called the *Attribute* or *Enlargement* of the *subject.*

Pick out in each of the following the subject and say which is the subject word and which the attribute to the subject. The attribute to the subject always adds to the meaning of the noun or pronoun. Its force is that of an adjective.

Subject part	Subject word	Attribute to the subject

1. The green colour stands for the love and prosperity of our country.
2. Every free nation in the world has a flag.
3. The people of the city do not care for one another.
4. So one day, staff in hand, Gandhiji marched to a village called Dandi on the sea-shore.
5. A good old man, living in a hut, came to me yesterday.

Exercise No. 3

1. The *Predicate* is made up of:—
   (1) The Predicate word—i.e., the verb and
   (2) the enlargement of the Predicate.

2. The *Enlargement of the Predicate* may be:—
   (1) *The Object;* when the verb requires an object, or sometimes even two objects.

   Example: Hiranya prohibited *all forms of worship.* "All forms of worship", here, is the object. In it 'forms' is the object and the other words the enlargement of the object.

   (2) *The Complement:* This can be called a *predicate noun.* It is linked to the subject by a verb like *"to be".*
   "The most famous of these are those in Panchatantra."
   In this "those in Panchatantra" is the complement.

   (3) *The Adverbial part:* This may be an Adverb or group of words which do the work of an Adverb.

   Example: The bold crane put her beak down the wolf's throat. "Down the wolf's throat" does the work of an Adverb. It answers the question "where did the crane put her beak?"

3. *Pick out the Enlargement of the Predicate in the following and say whether it is Object, Complement or Adverb:—*

(1) He was sent to Harrow in England for education.

(2) The most famous of them is the one about his own life.

(3) Mahatma Gandhi taught people not to hate anybody.

(4) Jawaharlal has a great love for children.

(5) Good business is done in the shops every evening.

Exercise No. 4

Analyse the sentences below using the following tabular form:—

Subject Part.		Predicate Part.			
Subject word.	Enlargement of the subject.	Predicate word or verb.	Object	Complement.	Adverbial part.

1. In the dark corridor, the minister had placed bags of money.

2. American mothers found that Jawaharlal was happy to be with children.

3. During her travel, she met a young prince, Satyavan by name, living in a forest hermitage with his father.

4. At last, the day named by Narada came.

Exercise No. 5

I. In the following pairs of sentences you can find a group of words doing the work of an *Adjective*. Such a group is called an *Adjective Phrase*.

(*a*) Savitri was a *beautiful* girl.
Savitri was a girl *of great beauty*.

(*b*) The judges are *wise* men.
The judges are men *of wisdom*.

II. *Pick out the Adjective Phrases in the following :—*

1. This picture shows a view of the market.
2. There are many officers and clerks working in the bank.
3. The green colour stands for love and the prosperity of the country.
4. The monkey in man's clothes tried to climb up the tree.
5. He is now the Prime Minister of the Republic of India.

Exercise No. 6

I. In each of the following sentences, we can see a clause doing the work of an *Adjective*. It is called an *Adjective clause*.

1. Every nation has a flag *which the people honour*.
2. A monkey *that was upon the tree near by* saw the man's clothes.

II. *Pick out the "Adjective clauses" in the following :—*

1. He belongs to a family which has done great service to India.
2. All boys and girls who can read and understand simple English must be thankful to Jawaharlal.
3. The land that lies between the western ghats and the Arabian Sea is called Kerala.

Exercise No. 7

I. Study the following examples:—

1. It has been there *for over two thousand two hundred years.*

2. You have escaped *with your life.*

Here the groups of words which are enlargements of the Predicates do the work of Adverbs. They are called *Adverb phrases.*

II. *Pick out the Adverb Phrases in the following :—*

1. Mani lived in Madras, in a street away from the busy part of the city.
2. At home or in the fields his dress is only a cloth round his waist.
3. You cannot enjoy the story without knowing the meaning.
4. After the death of the king, Cromwell ruled the country in the name of the people.

Exercise No. 8

Sometimes a clause does the work of an *Adverb.* Such a clause is called *An Adverb Clause.*

Pick out the clauses below which do the work of adverbs:—

1. Before they could take hold of him, Harrington ran home.
2. As they are walking, they are talking about hills and mountains.
3. Though it is only a piece of cloth, it is very sacred.
4. When our nations became free, our national leaders gave us a flag of honour.
5. A wolf, as he was eating food, swallowed a bone.

Exercise No. 9

There are groups of words in the following that do the work of *Nouns*. They are called *Noun phrases* or *Noun clauses*.

I. *Pick out the Noun Phrases from the following :—*

1. He does not want to learn Tamil.
2. Mani liked best to go out shopping.
3. He begged his sons not to think so.
4. He taught people to love one another.
5. The Orange colour stands for the readiness of the people to give up everything.
6. His father advised him to give up worshipping Vishnu.

II. *Pick out the Noun Clauses in the sentences below :—*

1. What he liked here most were the busy streets with buildings.
2. That shows how clever the craftsmen were.
3. You know from where the wheel of the flag is copied.
4. Can you believe that birds and animals could talk?
5. He hated what was wrong in his father, but did not hate his father.

Essential Words used in the Book.

A

about
ache (headache)
across
act
afraid
again
against
ago
air
alike
almost
also
an
angry
answer
any
asleep
attention (attend)
awake

B

bag
bank
bath
beach
bear
beautiful
because
become
before
begin (began)
belong
big
birthday
boat
bone
born
both
branch
brass
brave
bread
breakfast
bridge
bring
building
burn
butter
buy

C

carry
catch
certainly
chance
change
choose
clerk
clever
cold
comb (*v.*)
cook (cooking)
copy
corner
count
cousin
cow
crowd
cruel

D

dance
danger
deep
dictionary
die
doctor
dog
draw
dress
during
duty

E

educate (education)
either
elephant
empty
end
enemy
enjoy
enough
even
ever
everywhere
evil
except

F

faint
fair
fall (fallen)
fear
feel
field
fight
find

Essential Words used in the Book.—(Contd.)

fire
fisherman
flow
fly
foolish
force
forest
forget
form
front
funny

G

gather
gay
gentleman
good
government
grain
grow

H

hang
hard
harm
harvest
hat
hate
heart
heat
heavy
holiday
honest
(dishonest)
honour
hospital
however
hut

I

important
indeed
inside
into
invitation
(invite)
iron

J

jewel
judge
jump
just

K

keep
kill
king
know

L

land
language
laugh
(laughter)
leader
letter
library
lie
life
lift
like
little
live
lose
lot
lovely
lucky

M

mango
many (more)
market
marry
mat
may (might)
mean (meaning)
meat
meet
milk
monkey
mud

N

nature
neither
nest
next
nice
nor
nothing
nurse

O

obey
official (officer, office)
oh
orange
order
overtop
ought (to)

P

pain

Essential Words used in the Book.—(Contd.)

pick
piece
place
plan (planning)
plant
plenty
point
policeman
possible
post
power
present
pretend
pretty
price
promise
proud
pull
punish
pure (purity)
put

Q

questions
quick (ly)
quiet
quite

R

rain
ready (readiness)
really
recent
refuse
remember
reply
rest
rise
rock
rule

S

safe (ty)
salt
same
sand
say
seed
seem
send
servant
several
shallow
ship
shop
sick (sickness)
side
sight (eye-sight)
sing
sit
size
small
soil
soldier
sometimes
soul
sound
spell
spring (season)
stamp
stay
steal
step
stick
still
stop
store
story
strange
strong
success (succeed)
such
sugar
sure
surely
sweep
swim

T

talk
tall
tear
thank (ful)
therefore
thing
throw
till
together
too
top
touch
towards
tram
try

U

uncle
understand
untired (tired)
use (useful)

V

view

Essential Words used in the Book.—(Contd.)

W		
wall	well (better)	woman
want	which	wonderful (wonder)
war	while	worship
warm	wild	write
way	willing	wrong
weak	win (won)	
wealth	wing	Y
weather	wise	yet
	without	

Note :—

1. Number of essential words introduced in Republic Reader I .. 212

   Number of essential words introduced in Reader II. 312

   TOTAL .. 524

2. (*a*) The list of essential words in Reader II excludes words introduced in Reader I and includes some words found in the latest Consolidated list of essential words published by the Department but not found in the first list for Forms II and III.

   (*b*) Almost all the words in the first list have been introduced in the two Republic Readers.

   (*c*) Derivatives are not included in the Count.

Recognition Vocabulary.

A

admire
advise
agree
alarm
amuse
anxiety
applicant
attempt
attractive

B

basket
battle
beak
beast
bee
biscuit
bit
bite
bless
blind
bold
boon
bow *(v.)*
bow (n.)
breath
buffalo
business (busy)
buzz

C

cheap
cheerful
cheese
clay
climb
collect
co-operation (ive)
copy
copy-book
corridor
court
cow-dung
craftsman
crane
creatures
crossing
crown
crumbs

D

dale
dam
darling
dawn
demon
difficulty
distance
drown

E

earth
easily
electric
English
escape

F

fable
famous
fellow
fetch
flutter
folks
fond
fort
fret
fulfil

G

gentle
ghat
glad
grant
group

H

handsome
harm
heaven
hem
hermitage
hide
history
holy
hoofs
horse
house
household
huge
hurry
hurt

Recognition Vocabulary.—(Contd.)

I

image
important
increase
independence
Indian (India)
interesting

J

jail
jaw
jeer
justice

K

kingdom
knit

L

lap
lark
law
lemon
lesson
lord

M

made
magic
march
mark
mate
message
might
minister
mouse
move
museum

N

nap
new
noble
non-violent

O

opposite

P

palace
palm (leaves)
park
parliament
party
patience
patient
peasant
perch
pillar
place
pleasant
pocket
poetry
pond
prince
prisoner
prohibit
prose
prosperity
protect
province

Q

quarrel

R

rabbit
really
repay
rest (ing)
return
revolver
reward
righteousness
robin
roof
royal
rule
rush

S

sacred
sage
sail
salute
scenery
seam
secret
self-sacrifice
serpent
severely
shady
shake
shape
shirk
shoot (shot)
shout
slight
slope

Recognition Vocabulary.—(Contd.)

soaring
sorrow
spirit
state
statue
stay
steamer
stone
straw
strike
stroke
stuffed-birds
stupid
surround
swallow

T

task

tax
tease
thou (thy, thee)
throat
throne
till
tour
trace
trap
traveller
treasure
treat
trust

U

underground
union
unlawful

V

viceroy
voice

W

waist
watch
weaver
wed
weep
welfare
wither
wolf
worth

Z

zoo

Note :—

1. Recognition Vocabulary of Reader I .. 223
   Recognition Vocabulary of Reader II .. 219
   TOTAL .. 442

2. Total number of words introduced in the two Readers (Essential + Recognition) .. .. .. 966.

Phrases used in the Book.

a good (rule)
a lot of
all over the world
all right
as soon as
at a time
at sunset
both.....and
by the time
care for one another
do one's best
fall in love with
far and wide
find out for oneself
for the first time
get free
get into
get on
give up
had better
have got to (must)
hold one's breath
in fact
in view
keep the rule
look at
look like
make friends with
make up one's mind
neither....nor
not only.....but also
older than
once upon a time
poke fun at
put on
put up with
set sail
so.....as
stand for
strike back
take care of
take hold of
to do one's bit
to help one out of a difficulty
to look after
trust one's help to
win over

1527