

STORIES PAST AND PRESENT

Class - VIII



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STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,
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STORIES PAST AND PRESENT

Class - VIII

(Experimental Edition)

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PREFACE

The Govt. of Odisha has decided to strengthen the teaching/learning of English in Odia medium Govt. Schools. The English Language Teaching Institute (ELTI) has already prepared a handbook on teaching English at the primary level. About sixty thousand teachers have been trained with the help of the book during 2016-2017 and each teacher has been provided with a copy of the book. Next, the ELTI with the help of SCERT and OPEPA has prepared this new series of textbooks in English from Class-III to Class-VIII based on sound principles of English Language Teaching and principles of pedagogy enshrined in NCF 2005. The books have been tried out with real learners and teachers. Necessary corrections have been made accordingly. I wish the teachers to read the introduction and notes for them provided in the books and teach the books accordingly. I also want the inspecting officials to go through the textbooks and supervise classes accordingly. The workbooks are carefully built into the textbooks. The teachers should use the books following a learner-centred approach and make learners do the tasks. They should correct learners' scripts and provide feedback. The Inspecting Officials are expected to supervise this regularly. Each textbook has also in-built tests to test the performance of both the learners and the teachers. Language indicators for each class are also provided at the end of the book for the guidance of both the teachers and the Inspecting Officials. This will help the parents to check the progress of their wards. Attempts are also being made to prepare similar text books in other subjects from the coming years based on these sound principles. But unfortunately, our attempts to strengthen teaching/learning through good textbooks failed to yield expected results due to widespread prevalence of cheap bazaar notes (Meaning Books) prepared only with the motives of commercial gains. These books provide cheap ready-made helps by working out the tasks/activities thereby preventing students from getting/developing skills and restrict them from the pleasure of doing the workbook tasks/activities on their own.

I am sure, the new series will help our learners excel in all the four language skills of English ---- Listening, Speaking, Reading and Writing. I thank the Editors and the Reviewers for their sincere efforts in preparing the excellent materials. I also thank Dr. Manmatha Kundu, the Academic Adviser and Mr. Indramani Tripathy, the Director of ELTI under whose academic and administrative guidance the books are prepared.

Any suggestions for the improvement of the book are welcome.

Commissioner-cum-Secretary
Department of School and Mass Education,
Govt. of Odisha

CONTENTS

Lesson No.	Lesson	Page No.
	Introduction	i
	PART - I	
	Steps to the Main Lessons	
1	↳ Whose Horse Was It ?	01
	↳ A Wise King	08
2	↳ Math-Magic	10
	↳ Six Wise Men	18
	PART - II	
1	↳ The Missing Ring	21
	↳ Finding The Thief	28
2	↳ The Thief And The Tiger	32
	↳ The Liger On A Tiger	41
	Test - I	45
3	↳ A Wise Grandmother	50
	↳ The Land Without Old Men	61
4	↳ The Stonecutter	64
	↳ Punarmushika Bhaba	74
5	↳ Gopi Made Them Fools	76
	↳ The Magic Picture	86
	Test - II	89
	Appendices	94
	Appendix - I	
	Learning Indicators	
	Appendix - II	
	Some Useful Tips	

INTRODUCTION

This introduction is an extension of the introduction to the detailed textbook for class VIII.

Of all the four language skills- listening, speaking, reading and writing- reading is the most important, especially, for learning English in our context. It has already been stated that language is primarily learnt through exposure, and the exposure mainly comes through listening and reading. In our context, while the scope for listening to English is limited, there is wide scope for reading in English because of availability of a wide range of materials – newspapers, journals, books etc. And, those who have gained mastery over English language in India have mostly done through reading in English. It has also been stated before that language is learnt in meaningful contexts. But in our day to day contexts, there is a little English which is not enough to learn English. But in reading materials, especially in literature, the writers build contexts in their writing. The characters in a novel or in a short story, for example, interact in a context and the reader while reading literature in English learns English in context.

In view of these facts, the role of supplementary readers is very important. Usually, supplementary readers in English include mainly stories, novels and plays. In order to read and enjoy stories and novels in English, one should have fast reading skills in English. The main purpose of supplementary readers is to develop fast reading skills in our learners. We call these supplementary readers as 'Non-detailed Textbooks' in contrast to 'Detailed Textbooks' which intend to develop the close reading skills of our learners.

Detailed Textbooks used for developing learners' close reading skills lay the foundation for fast reading skills, which is why, the detailed textbooks include language activities on vocabulary, grammar and other aspects of language. In contrast, the non-detailed textbooks usually have only reading activities. While detailed textbooks have texts of prose and poems, non-

detailed texts have mainly short stories which are easier to read and comprehend. Non-detailed textbooks are usually introduced at a higher level, in our case, at the level of class VIII. The assumption behind this late introduction of Non-detailed Textbook is that the long use of detailed textbooks has prepared the ground for fast reading skills. But unfortunately in our context, the learners are found not to have developed the basic language skills to read fast the Non-detailed Textbooks. As a result, the Non-detailed Textbooks do not serve the expected purpose. The learners hardly ever read the texts on their own for developing fast reading skills.

To set right this situation we have prepared this Non-detailed Textbook for class VIII in a different way. We have provided some language activities which are comparatively simpler and less in number than the language activities in the Detailed Textbook. These simple language activities can equip the learners with required English-language skills to read fast. The Sense Group Paragraphs (SGPs) are comparatively longer and learners are asked to read in less time. The stories in the book are simple and interesting. For developing faster reading skills, we have provided tail-pieces to all the lessons. The themes of the tail pieces are similar to that of the main lessons and are short and simple. Thus, while the main texts develop the English language skills of the learners, the tail pieces develop fast reading skills. This Non-detailed Textbook is, therefore, a mixture of detailed and non-detailed textbook. And, like the Detailed Textbook, this Non-detailed Textbook has also two step-lessons, which will serve as steps to reach the main texts.

The detailed textbooks as stated before are for developing learners' close reading skills-read slowly going back and forth and when necessary reading between the lines. Non-detailed textbooks are to develop fast reading skills. But a good reader should be flexible in his/her reading speed depending on the material he reads. If a part of a text is easy, the reader reads fast till comes a difficult part where she/he will have to slow his/her speed-reading slowly between the lines. A good reader is like a good driver who is flexible in his/her speed depending on the road condition and the traffic. Similarly, a good reader increases or decreases his/her speed depending on the material s/he reads - easy or difficult.

Notes to Students

You must have read what we wrote for you in the introduction to your detailed textbook. This book is slightly different from that book. Here, you have to read only stories. The stories are simple and interesting. The activities are also simple. You can do most of them on your own with minimum help from your teacher.

Remember one thing- it is not necessary to understand the meaning of all the words to understand a paragraph, and you can guess the meaning of a difficult word from the context. It is not always necessary to ask your teacher the meaning or look up a word in a dictionary. Let us see an example. What is the meaning of 'thrilty'? You don't know because the word is not used in a context. Let's use the word in a context- "Cows love to eat grass, straw and thrilty". Can you guess the meaning of 'thrilty' now? Yes, it is like grass and straw – a cow food. How could you guess the meaning of the word? This is because the word is used in a context. The words, 'cow' and its food 'grass' and 'straw' in the context of cow eating them help us understand the meaning of the word 'thrilty'. For your information, the word 'thrilty' is a nonsensical word. Still you are able to guess its meaning when used in a context. So you can guess the meanings of difficult words from contexts. Therefore, read the stories without bothering about difficult words.

The tail-pieces at the end of main lessons are for you to read on your own. Keep on reading. You'll be able to understand them. Questions are likely to be set from these pieces as unseen passages in the exam. If you read them, it will be easy on your part to answer the questions.

Notes to Teachers

You must have read the introduction to the detailed textbook and the tips for you on some techniques of teaching.

You must read yourself what we have written for your students and help them comprehend the introduction for them. Earlier, the non-detailed text-book was taken very lightly by both the teachers and the learners. But this time, you have to take this very seriously and make your learners do all

the tasks meant for them. Also, see that your learners read the tail-pieces as questions may be set from these passages as unknown texts. You should ask them to read 'Tail-pieces' in the class on their own and ask some comprehension questions. In order to do that you have to read these tail-pieces beforehand and prepare some comprehension questions.

Abbreviations used in the book :

- SGP : Sense Group Paragraph
- BS : Brain Storming
- MT : Mental Talk
- VMDT : Visual Memory Development Technique
- MCQ : Multiple Choice Question

PART - I STEPS TO THE MAIN LESSONS

LESSON - 1

WHOSE HORSE WAS IT ?

Session - 1

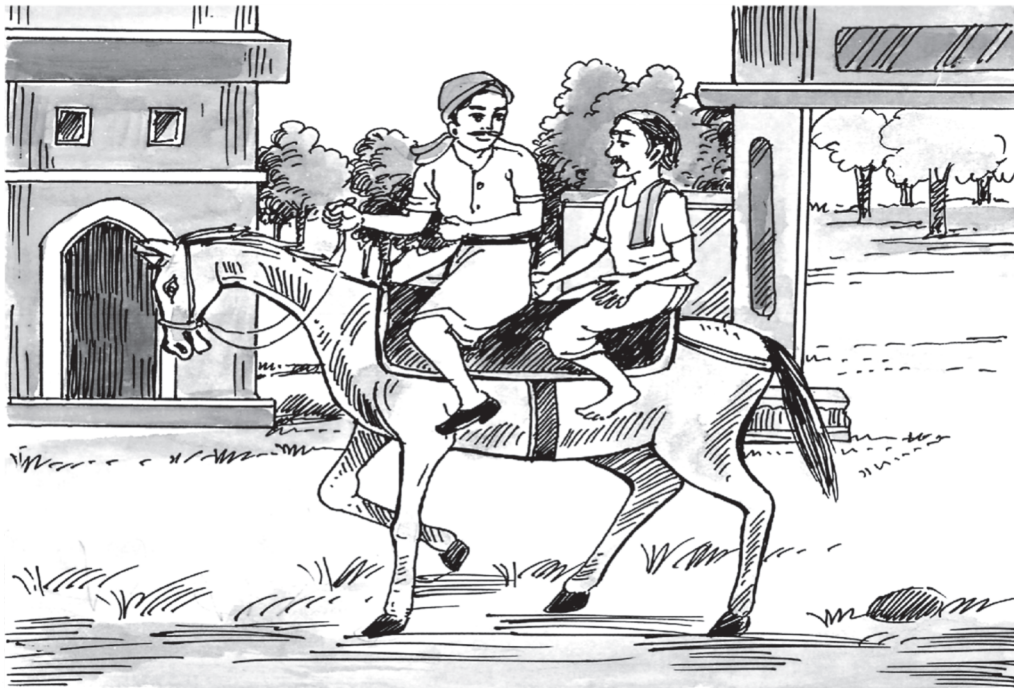
I

PRE-READING



- See the picture.
What do you see ?
Who are there ?
What can be the place ?

Look at the picture and the title of the lesson. Do you think the picture is about the title ? Read the story to know.



II

WHILE-READING

- The teacher will ask students to read the story part by part silently. After the students have read a part silently, s/he will ask the comprehension questions meant for the SGP. Only then can s/he move to the next part.

Text

- **SGP-1**
- Read paragraphs 1 and 2 silently and answer the questions that follow.
 1. One day a young man was going to a town on his horse. Near the town gate he saw a beggar.

“Sir,” the beggar cried out, “Please take me to the market on your horse. I'm lame”.

The kind young man agreed. He put the beggar on the horse. Then he rode to the town.
 2. They reached the market.

Then the young man said, “You can get off here”.

“But I don't want to get off. You get off my horse. I want to go on,” said the beggar.

“Your horse ? This is my horse.”

“Your horse ?”

“Yes, it is mine. Get off! Or else I'll take you to the king's officer.”

“All right, let's go to him.”
- **Comprehension Questions:**
 1. Who was going to the town ?
 2. Who did he see at the town gate ?
 3. What did the beggar ask for ?
 4. What did the young man do ? Why ?
 5. What did he ask the beggar to do at the market ?
 6. What did the beggar say ?
 7. Whom did they go to settle their quarrel ?



Session - 2

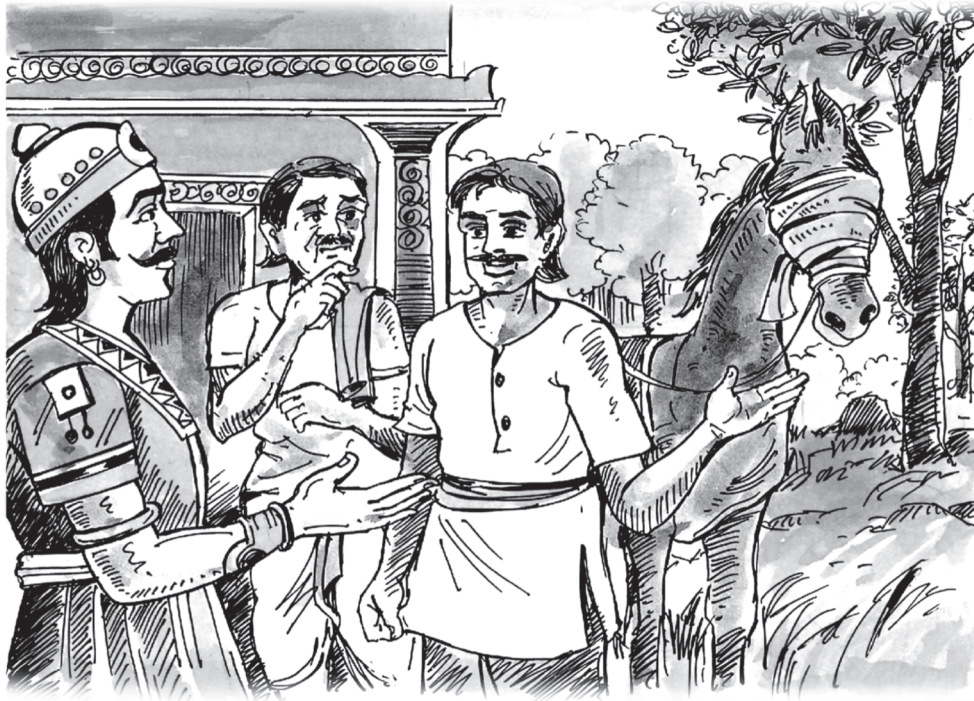
- **SGP-2**
- Read paragraphs 3 and 4 silently and answer the questions that follow.
 3. So, they went to the king's officer. The young man said to him, “Sir, I was riding to the town on my horse. This man wanted to come to the town market. He is lame. So I brought him to the market on my horse. Now he says that the horse is his. Sir, please help me to get my horse from him”.

4. The beggar said, "He's a thief and a liar, sir. This is my horse. I'm lame. I cannot walk well. So I bought this horse".

The king's officer looked at them. Who was the thief? Whose horse was it? He did not know.

- **Comprehension Questions :**

1. Who listened to their complaint ?
2. What did the beggar say ?
3. Could the officer decide their case ?
4. The officer couldn't decide their case. Why ? Let's see what will happen next.



- **SGP-3**

- Read paragraphs 5 and 6 silently and answer the questions that follow.

5. "Sir, may I ask him a question?" the young man said.

"Yes," the officer said, "Go on".

The young man took off his turban . Quickly he covered the horse's eyes with it. Then he said to the beggar , "This horse is yours, you say. You know your horse well. Now tell me, "Which of its eyes is blind, the left eye or the right eye ?"

"Er.....er....the right eye".

"The right eye ? Are you sure ?"

"No, it's the left eye".

6. The young man turned to the officer and said "Sir , my horse's eyes are alright . It's not blind at all. Please look at its eyes".

The officer took off the cloth. He looked at the horse's eyes . The horse was not blind at all.

"You are a thief," he said to the beggar. "Come with me. I'll put you in prison."

• **Comprehension Questions:**

1. What did the young man do with his turban ?
2. What did he ask the beggar ?
3. Could the beggar answer his question ? Why ?
4. What did the young man say ?
5. What did the officer do to find the truth ?
6. What happened to the beggar ?



III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text : The young man saw a beggar near the town gate.
Put the beggar on his horse.
I don't want to get off.
Went to the king.

Part : Paragraphs 5 and 6 - took off his turban, covered the horse's head, not blind at all, I'll put you in prison.

2 Comprehension Activities :

MCQs :

Choose the correct alternatives and fill in the blanks.

1. The young man saw _____ near the town gate.
A. a priest

- B. a beggar
C. a grocer
D. a green grocer
2. The beggar told not to _____ .
A. get off the horse
B. go to the king
C. get down at the market place
D. speak to the young man
3. The young man and the beggar met _____ .
A. the king
B. the minister
C. the gate-keeper
D. the king's officer
4. The horse was _____ .
A. blind in the right eye
B. blind in the left eye
C. blind in both the eyes
D. not blind at all.
5. _____ was very clever .
A. The king's officer
B. The young man
C. The beggar
D. The king

Session - 4

3 Listening :

- (a) Your teacher will read out the following lines from paragraph-2. Listen to him/her carefully and fill in the blanks with the words missing.

So, they went to the _____. The _____ said to the king's officer, "Sir, I was _____ to the town on my horse. This man wanted to come to the _____. He is lame. So I brought him to the market on _____. Now he says that _____ is his. Sir, please help me _____ from him".

4 Speaking :

- **Practise the following dialogues.**
- **Follow the steps :** Rehearsal-Teacher reads aloud the dialogue.
Students listen. Teacher reads aloud one sentence,
students repeat after him/her (all the lines).
Next - Teacher vs Students, Students vs students

Young man : You can get off here. There's the market .

Beggar : But I don't want to get off. You get off my horse.
I want to go on.

Young man : Your horse ?

Beggar : Yes, it's mine . Get off or else I'll take you to the king's
officer.

Young man : Alright . Let's go to him .

5 Vocabulary :

Given below are some words in the box. Some words describe the young man. Some words describe the beggar. Choose and write the words under the right person .

liar , good , cheat , kind , rogue , wise , lame , gentle , clever , intelligent ,
ungrateful , mean , traitor , malicious , rich , poor , greedy

Young man

Beggar

6 Writing :

- a. In the activity **5** vocabulary, you have already chosen words describing the two characters. You will write one paragraph for each.

For example:

The young man was rich. He was good, kind and gentle.

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

But the beggar was

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

- b. Write answers to the following questions.

1. Why did the young man take the beggar on his horse ?

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

2. What did the beggar claim ?

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

3. Whom did they go for deciding their quarrel ?

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

4. Who decided the quarrel ?

5. What happened to the thief ?

TAIL-PIECE

- Read another interesting story very similar to the one you have read just now.

A WISE KING

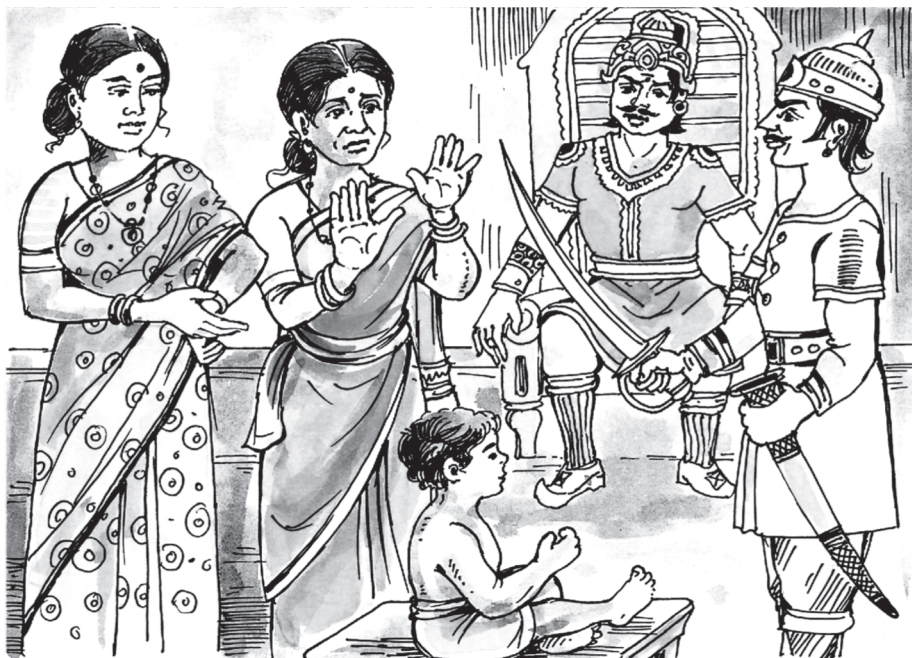
Once there was a king. His name was Vikram. He was a very wise king.

One day two women came to the king : Sita and Laxmi. They were sisters. They had a baby with them .

“ Please let me have the baby,” Sita said to the king. “ I'm his mother”.

“No, I'm his mother ,” said Laxmi, “ Please give him to me”.

King Vikram thought for a minute. Then he said to a servant, “Bring me the sword”.



The man brought a sword.

“Whose baby is this?” the king asked the women.

“He's my baby,” said Sita.

“He's my baby,” said Laxmi.

“Cut the baby into two. Give one half to Sita and the other half to Laxmi”.

Suddenly Sita began to cry. “Please do not kill the baby,” she said. “Give him to Laxmi. But let him live”.

“Give the baby to Sita,” the king said. “She's his mother”.

The king said to Laxmi, “You're a liar. I'll punish you”.

“Sir,” said Sita, “Don't punish my sister”.

The king did not punish Laxmi.

The women went away happily.

Word Note

get off (opposite : get on) : climb down from a horse, ଓହ୍ଲାଇବା, ଅବତରଣ କରିବା

lame : not able to walk properly because of an injury to the leg, ଛୋଟା

take off (opposite: put on) : remove clothes etc., ଯୋଷାକ ଦେହରୁ କାଢ଼ିବା

turban : a covering for the head worn by Muslims or Sikh men, ଘଗଡ଼ି

Tail-piece

Punish(opposite: reward) : to make one suffer for the wrong s/he has done, ଦଣ୍ଡଦେବା

MATH - MAGIC

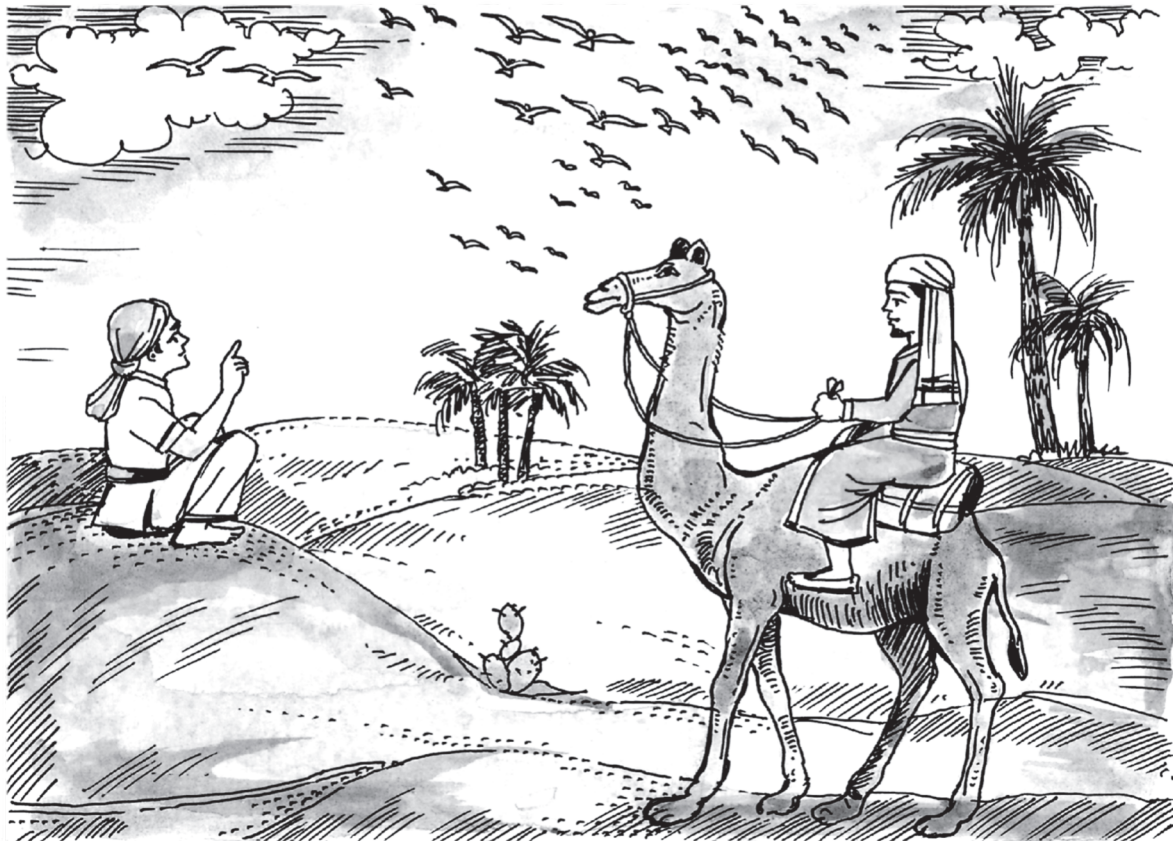


Session - 1

PRE-READING

- There are 35 chocolates. You have to divide them among three. The first one will get $\frac{1}{2}$ of the total chocolates. The second will get $\frac{1}{3}$ rd and the third one will get $\frac{1}{9}$ th. Can you divide the chocolates among the three without breaking the chocolates according to the plan? If yes, you know math and you are intelligent.
- Read this story to see how this is to be done.

WHILE-READING



Text

- **SGP-1**

- Read paragraphs 1 - 2 silently and answer the questions that follow.

1. Once upon a time there lived a young man in an Arab land. One day sitting on a sandhill, he was counting the flocks of birds flying in the sky. He counted the birds and wrote their numbers on sand.
2. A man riding a camel was passing by that way. He was surprised to see the boy counting the flying birds correctly. "How can he count the number of birds flying in large groups?" he thought. He got down, went near the boy and asked how he could do it. The young man said, "I worked as a shepherd boy with a rich man. I learnt how to count the sheep everyday". "Then you will get a good job. Come with me", said the man.

- **Comprehension Questions:**

1. What was the young man doing ?
2. Who saw him ?
3. Why was he surprised ?
4. How did the young man learn counting ?
5. What did the man say to praise the boy ?

- **SGP-2**

- Read paragraphs 3 - 4 silently and answer the questions that follow.

3. The man took him on his camel. He promised him a job with the king. On their way they saw three persons quarrelling and thirty five camels standing nearby. Their quarrel was on how to divide the camels among them. Their father had died. But he had a will before his death. According to his will, the eldest son would get half of the camel, the second son, one-third and the youngest son, one-ninth. But they had thirty five camels to divide among themselves.
4. This was difficult. As per the father's will, the eldest brother will get $17\frac{1}{2}$ camels; the second, little less than 12 camels and the youngest son , little less than 4 camels .

- **Comprehension Questions:**

1. What did the man promise the boy ?
2. What did they see on their way ?
3. What was the father's wish ?
4. 'This was difficult'. What was difficult ? (para - 4)



- **SGP-3**
 - Read paragraphs 5 - 7 silently and answer the questions that follow.
5. The young man after listening to them said, "It is very easy". Saying this he added the camel, they were riding, to the herd of thirty five. Now, the total number of the camels became 36. The eldest son, who was to get $17\frac{1}{2}$, got 18. He was happy. The second son got 12 camels. He was to get less than 12. He was also happy. The youngest son, who was to get less than 4 camels, got 4. He was happy too.
 6. But the happiest man was the young math-man. By solving their problem, he himself got a camel. The three brothers had 35 camels. But they got 34 ($18+ 12 + 4$). All the brothers gained one camel each. The young math-man gained one though he had no camel of his own. Think how?
 7. This is the magic of knowing mathematics. And the two Arabs moved on to the king's palace for seeking a job.

- **Comprehension Questions:**

1. "It's very easy." What was very easy ?
2. What did the young Arab did to divide the camel ?
3. How many camels did each brother get ?
4. Why were they happy ?
5. Who was the happiest of all the persons present ? Why ?
6. Every brother thought he had gained. But did they really gain or lose ?
7. Do you think the young man will get a job in the king's court ?

Session - 3

III

POST-READING

(The math-man solved the problem with the camels. Try to solve your chocolate problem. See, whether this is possible or not. One who solves the problem gets one chocolate as reward).

1 Visual Memory Development Technique (VMDT):

Whole Text : The young man was sitting on a sand-hill and counting the birds.
three brothers quarrelling,
The young man got a horse by solving their problem.

Part : Paragraphs 5 - got 18, thirty five, It's very easy.

2 Comprehension Activities :

MCQs:

Choose correct alternatives and fill in the blanks.

1. The young man counted the _____ birds.
 - A. swimming
 - B. sleeping
 - C. sitting
 - D. flying

2. The three persons were quarrelling because they could not divide _____.
- A. their cows
 - B. their goats
 - C. their buffaloes
 - D. their camels
3. The young man was good at _____.
- A. Mathematics
 - B. Language
 - C. Science
 - D. Geography
4. In the end, _____ lost a camel.
- A. the eldest brother
 - B. the second brother
 - C. the youngest brother
 - D. all the brothers



Session - 4

3 Listening:

Your teacher will read out the following lines from paragraph - 3. Listen to him/her carefully and fill in the blanks with the words missing.

On their way they saw three persons _____ and thirty five _____ standing _____. Their _____ was on how to _____ the _____ among them.

4 Speaking:

- Practise these dialogues.

- Steps:

1. Rehearsal- teacher reads aloud, students listen. Teacher reads aloud and students repeat after him/her dialogue by dialogue.

2. Teacher vs Students
3. Students vs students (in two groups)
(They do this reading from the text).

Man : Hey young man, what are you doing here?

Young man : Counting the birds.

Man : Counting the flying birds ?

Young man : Yes.

Man : Such a large number ?

Young man : I can count them correctly .

Man : How did you learn counting ?

Young man : I worked as a shepherd boy . Every day I counted the herd of my sheep.

Man : You are very good at counting . You'll get a good job.

Young man : Shall I ? Where ? When ?

Man : Come with me . I'll take you to the king.

Session - 5

5 Vocabulary :

Put the letters in right order and make words.

Clues/ hints will help you.

- ands : _____
(You can see it on deserts , seashore or river bank)
- Imeca : _____
(This animal is called the ship of the desert)
- aing : _____
(The opposite word of 'loss')
- scimatheMta : _____
(a subject of study)

- herdshep : _____
(A person whose job is to take care of sheep)
- barA: _____
(a man born in Arab)

6 Writing :

a. Put the following sentences in right order and get the story. Put the serial number in the box given against each sentence.

- Everybody was happy.
- The man took him on his camel and went away.
- He was surprised to see the boy good at counting.
- Once a young man was sitting on a sandhill.
- The boy divided the camels among them.
- A man sitting on a camel was passing by.
- On the way they saw three men quarrelling over dividing thirty five camels among themselves.
- He promised him a job with the king.
- The men got thirty four camels and the boy got one.
- He was counting a large number of flying birds.



b. Use the sentences you have arranged and rewrite the story in the space below.

Math-Magic

7 Mental Talk :

One who knows math can solve many problems.

8 Let's think :

Our brain is powerful. We should make good use of it.

Tail-piece

Wise men solve others' problems. But who will help them when they are in a fix (in trouble) ? Here follows a story for you to read and get the answer.

SIX WISE MEN

Once six wise men went on a journey together. On their way, there was a deep river. There was no boat. So they swam across the river. They all reached the other bank safely.

"Are we all safe?" asked one of the wise men.

"Let's make sure," said the others.

The first man counted the others, "One, two, three, four, five" and said, "Look! One of us is missing. There are only five of us here!"

"You're silly," said the second wise man. "Let me count and see. One, two, three, four, five. Yes, we're only five. God! One of us is missing".

The third man counted, and then the fourth man. Yes, there are only five of them!

They all sat down and cried, "One of us is drowned. How sad! Our dear friend is drowned. What shall we do now?"

After some time, the leader of the wise men said, "We started our journey on a bad day. So we lost one of us. We will not go on now. Let's go back home". The others agreed.

The wise men swam across the river and reached the other bank. A poor illiterate man from their village saw them. He asked, "Aren't you going on your journey?"

“No, we're not,” said the leader of the wise men. “We lost one of our friends in the river. So we're going back home”.

“Who did you lose?”

“We don't know. We were six. Now we're only five”.



The illiterate villager counted them. They were six, and not five. He thought, “These men are really foolish. Each of them counted only the others. So he counted five. Now I'll teach them how to count”.

He then told them, “Stand in a line. I'll count”.

The villager went to the first man , gave a rap on his head , and counted, “One”. He gave a rap on the second man's head and counted, “Two”. In this way he went on. He gave a rap on the sixth man's head and counted, “Six”.

“Now you see, you're six, and not five”.

“Hey, you're right! We're six now!” one of the wise men said.

The leader of the wise men said, “It is good that the missing man has come back. Now let's go on our journey”.

WORD NOTE

- quarrel (v) : to have an angry argument, କଳି କରିବା
- sand-hill : hill of sand by the sea or in the desert,
ବାଲିହୁଙ୍କା ବାଲିର ପାହାଡ଼
- shepherd : a person who looks after sheep, ମେଷପାଳକ

Tail-piece

- agree (v) : have the same opinion as someone has,
ରାଜିହେବା
- drown (v) : to die in water because you cannot
breathe, ପାଣିରେ ବୁଡ଼ିଯିବା
- illiterate (opposite- literate) : not able to read or write, ମୂର୍ଖ, ନିରକ୍ଷର
- missing : lost, ହଜିଯାଇଥିବା
- rap (v) : to hit something quickly and lightly,
ଧୀରେ ଆଘାତ କରିବା
- silly (opposite: sensible, wise) : foolish, ବୋକା

LESSON - 1

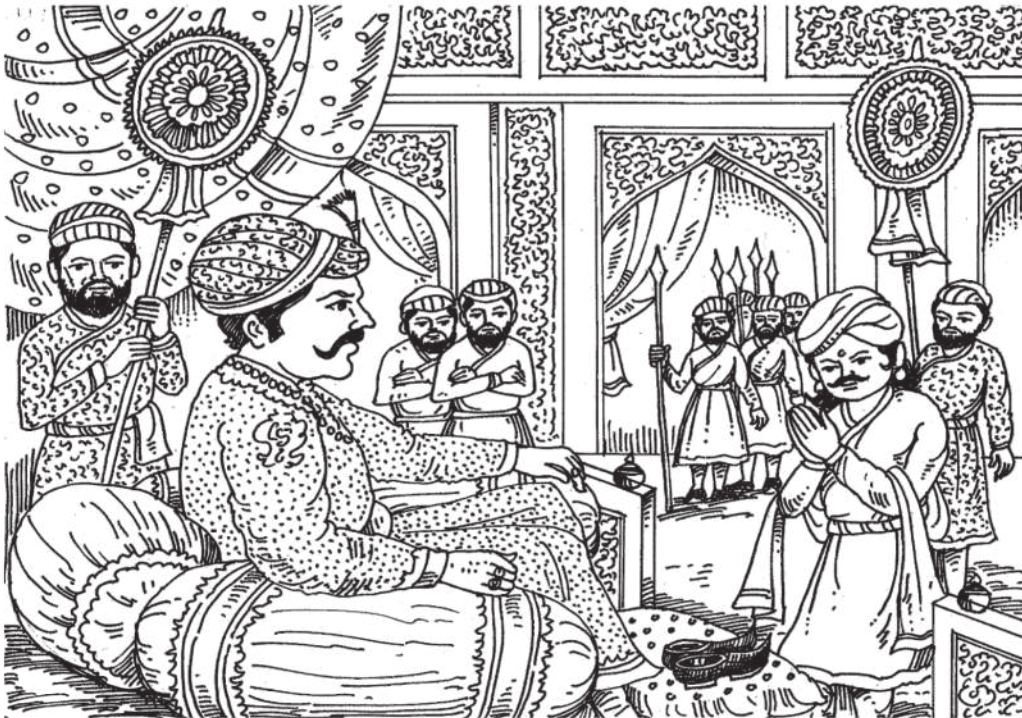
THE MISSING RING

Session - 1



PRE-READING

- You must have heard or read the stories about Birbal, a wise and clever man. He had uncommon wit and intelligence. He was a minister in Emperor Akbar's court. Here is a story in which Birbal helps Akbar in finding a thief.



WHILE-READING

- SGP-1**
- Read paragraphs 1 - 3 silently and answer the questions that follow.
 - Akbar was very fond of jewellery. He had hundreds of rings, in which diamonds and many other gems had been set. But of all the rings he had, he liked one the most. It was a large ring with a number of pearls and diamonds set in it. The ring was a present to Akbar from the Queen.

2. At Akbar's palace, there were eight servants who looked after the Emperor's clothes and jewellery. Every day one of these eight servants used to help Akbar get ready to go to the court. None other than these eight servants could enter the Emperor's room.
3. One day the Emperor was getting ready to go to the court. He wanted to wear his favourite ring that day. He asked one of his eight servants to bring it. But the servant came back saying that he could not find the ring. Akbar ordered them to search for the ring, but it could not be found.

- **Comprehension Questions:**

1. What was Akbar fond of ?
2. How many rings did he have ?
3. Which ring did he like the most ? Why ?
4. Who looked after the Emperor's clothes and jewellery ?
5. What did they do every day ?
6. Were others allowed to the Emperor's room ? Why ?
7. What did Akbar want to wear while getting ready to go to the court ?
8. What was the servant's report ?
9. What was the Emperor's order ?
10. What was the result ?

- **SGP-2**

- Read paragraphs 4 - 5 silently and answer the questions that follow.

4. Akbar was very angry. He felt that one of his servants had stolen the ring. He sent for Birbal. When Birbal came, he told him what had happened and asked him to find the thief.
5. The following day, Birbal called the eight servants who were in charge of the Emperor's room. He gave each of them a short stick and asked them to come back to him the following day. He told them that one of them had stolen the Emperor's ring and that the thief's stick would become longer by as much as the length of a finger that night.

- **Comprehension Questions:**

1. Akbar felt something about the missing ring, what was it ?
What did he ask Birbal to do ?
2. What did Birbal give to the servants ?

3. What did he tell them about the thief's stick ?

Session - 2



- **SGP-3**
- Read paragraphs 6 - 7 silently and answer the questions that follow.
 6. The next morning, the eight servants came back to Birbal with the sticks. Birbal asked them to stand in a line, and looked carefully at the stick each one of them was carrying. Suddenly, Birbal caught hold of one of them and took him to Akbar. He told Akbar that he had caught the thief. The man fell at Akbar's feet and said that he had stolen the ring. He was punished by the Emperor.
 7. How did Birbal know which of the eight men was the thief? The man who had stolen the ring had believed what Birbal had said about the thief's stick becoming longer by the length of a finger. He had gone home and cut his stick to make it shorter. And Birbal had noticed that this man's stick was shorter than the stick of others!

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text : the Emperor's favourite ring
The ring was found missing.
Birbal's plan to catch the thief,
The thief was caught.

Part : Paragraph 1 - Akbar fond of jewellery,
his favourite ring

2 Comprehension Activities :

(a) MCQs :

- Choose the correct alternatives and complete each sentences.

- Akbar liked one of his rings the most because _____
_____.
 - a number of pearls and diamonds were set on it.
 - it was the most precious of all the rings he had
 - it was made with special designs
 - it was a present to him from the queen
- The ring was stolen by _____.
 - one of the eight servants
 - all the eight servants
 - Birbal and one of the servants
 - Birbal and all the servants
- Akbar asked Birbal _____.
 - to get a new ring made
 - to search the lost ring
 - to find the thief
 - to entertain him with a story

4 Speaking :

The jumbled up sentences of the story in Activity 2 (b) have already been put in order. Teacher will ask the students to read out the sentences serially in a chain in the class. For Example:

Student 1 : One day Akbar lost his favourite ring.

Student 2 : He asked Birbal to find out the thief.

Student 3 :

..... :



5 Vocabulary :

Find new words hiding in the words.

Example : Servant : Van, ant

- catch : c__t
- palace : __a__e
- jewellery : j____l
- ready : r__ad
- missing : m____s, s__n__
- become : __o__e
- punished : i__,s__e,sh____
- pearl : p__a__,e____

6 Writing :

a. You have put the story sentences in order in 2.b.

Now use the sentences and write the story 'The Missing Ring'

One day Akbar lost his favourite ring. _____

Session - 6

b. Write answers to the following questions:

(i) Which ring was Akbar's favourite ?

Ans. _____

(ii) What did the eight servants do everyday ?

Ans. _____

(iii) What did Akbar feel about the missing ring ?

Why did he think so ?

Ans. _____

(iv) Who did he ask to find out the thief ?

Ans. _____

(v) What did Birbal say about the thief's stick ?

Ans. _____

(vi) Why did the thief cut his stick ?

Ans. _____

Session - 7

7 Mental Talk:

- You cannot hide a wrong doing that leads to another.
- It is the wise man who watches the fool.

Tail-piece

You enjoyed how cleverly Birbal caught the thief.

Read another story to learn an interesting way to find the guilty.

FINDING THE THIEF

One night an old man stopped at a small hotel in a village. There he ate his dinner, went upstairs to his room, and went to sleep. Soon afterwards the manager of the hotel came and woke him up and said, "Sir, please come downstairs, I need your help".

The old man got up and went down. "What has happened?" he asked.

The manager said, "These five men came in last night. Now one of them says that his money is missing, and no one has left the room since then. We all have faith in you. Please tell us, if you can, who took the money".

"Go, get me a cock", said the old man. The manager went out, and brought him a cock. The men were wondering what he was going to do with the cock.

“Now” he said, “I’ll get a pot”. And he went to the kitchen and took a big pot which was kept over the fire.

“Now I’ll turn the pot upside down over the cock,” said the old man. He put the cock on the table and turned the pot upside down over it. After that he locked the door, and put the keys in his pocket.

“Put out the lights,” he said, “and cover the fire”. So they did that, making the room quite dark.



Then the old man said, “Now all of you line up and pass the pot one by one. Rub the pot with your hands as you pass. When the thief rubs the pot, the cock will crow three times”.

All the men went by the pot and rubbed it. No sound was heard. The cock hadn't crowed at all.

“Anybody else who hasn't rubbed the pot?”, asked the old man. Nobody spoke. “Light the lamps,” he said.

The men lit the lamps and the candles again and got the fire going bright once more. The room was now well lit, as before.



Then the old man said, “Now, men, line up again and hold your hands up towards me”. They did so and he looked carefully at all their hands. And there was only one man whose hands were not black from the soot on the bottom of the pot. So he pointed to the man with clean hands and said, “There's your thief! Catch him and make him give back the money that he has taken”.

Word Note

- diamond : a very hard, bright, clear precious stone used in jewellery, ହୀରା
- favourite : (spoken as favorit) : a person or thing that you like more than all others, ବେଶୀ ପ୍ରିୟ, ଭଲ ଲାଗୁଥିବା (ବ୍ୟକ୍ତି, ବସ୍ତୁ ଇତ୍ୟାଦି)
- gem : any sort of valuable stone used as jewellery, ରତ୍ନପଥର
- jewellery : rings, necklaces etc. that people wear as ornaments, ଅଳଙ୍କାର
- pearl : a small, hard, round white object that grows inside the shell of an oyster and used to make jewellery, ମୁକ୍ତା

Tail-piece

- crow(v) : to make a loud noise by a cock, କୁକୁଡ଼ା ରାବିବା
- downstairs : (opposite: upstairs), on or to the ground floor, ତଳ ମହଲା
- missing : lost, ହଜି ଯାଇଥିବା
- rub : to move your hand, a cloth etc. backwards and forwards over a surface, ଘଷିବା, ମାଜିବା
- turn upside down: move the top part to the bottom, ତଳ ମୁହଁ କରି ଓଲଟେଇବା
- soot : black powder that is produced when wood, coal etc. is burnt, ନିଆଁରୁ ବାହାରୁଥିବା କଳା

LESSON - 2

THE THIEF AND THE TIGER

Session - 1



I

PRE-READING

- Man rides a horse or an elephant or a donkey. Does he ever ride a lion or a tiger or a bear ? Why ? See the picture below. What do you see ? A man is riding a tiger. Is it possible ? When ? Where ? Let's read the story and see how.



II

WHILE-READING

Text

- **SGP-1**
- Read paragraphs 1 - 3 silently and answer the questions that follow.
 1. Once there was a king. The king was famous for his strong and swift horses. He kept all the best horses in his stable. One day a thief wanted

to steal a horse. A tiger came to know about the thief's plan. It thought of eating the thief's flesh. So, that night the tiger came to the king's stable. It hid in a safe place. It stood silently with the horses as if it was one of the horses in the stable.

2. After sometime, the thief got into the stable. It was dark inside. He touched the back of each horse to select the best one. At last the thief touched the tiger's back. He thought it to be the best horse. He brought the tiger out of the stable. Then he put a bridle on the tiger's mouth and rode on it.
3. The tiger didn't have such an experience before. It thought the thief was very powerful. It became terribly afraid of the thief and started running with great speed. The thief did not have such an experience before. He thought he had selected the best horse. He did not imagine that he was riding a tiger, because he couldn't see anything in the dark.

- **Comprehension Questions:**

1. What was the king famous for ?
2. What did the thief plan to do ?
3. Why did the tiger hide in the stable ?
4. Why did the thief touch the back of each horse ?
5. Why did he think the tiger to be the best horse ?
6. How did he ride on it ?
7. He did not know that he was riding a tiger. Why ?
8. Where did the tiger run into ?



Session - 2

- **SGP-2**

- Read paragraph 4 silently and answer the questions that follow.

4. The day dawned. Darkness disappeared. Then only did the thief see that he was riding a tiger. He was frightened. The tiger was also running very fast out of fear. The thief couldn't think what to do. He was about to faint. While running, the tiger passed under a tree; the thief caught hold of a branch and climbed up the tree. The tiger was very happy. It ran into the forest as fast as it could.

- **Comprehension Questions:**

1. When did the thief come to know that he was riding a tiger ?
2. How did he save himself ?
3. Why was the tiger happy ?

- **SGP-3:**

- Read paragraphs 5 - 8 silently and answer the questions that follow.

5. After sometime, the thief got down and rested under the tree. He was very afraid and tired. So he slept like a dead man. A wolf came that way and thought the man to be dead. It said to itself "What a good luck! This dead man will last me more than a week. But someone should help me drag the dead body".

6. Thinking so, the wolf went in search of another animal. It met the same tiger in the forest. It said, "Mr Tiger, will you please help me drag a dead body? I'll give half of it to you". After the night's experience the tiger was suspicious. It asked, "Are you not going to cheat me ? Won't you run away leaving me alone?" The wolf suggested, "We'll tie each other with a rope".

7. The wolf and the tiger tied each other with a rope and went to the dead man carefully. The thief got awake, heard their footsteps and out of fear, shouted, "What! Tiger ! You have come again!" Seeing the thief the tiger got frightened. Dragging the wolf it ran as fast as it could. The poor wolf died.



8. Since that day the tiger promised not to desire for human flesh again. The thief was happy too. He gave up stealing from that day.

- **Comprehension Questions:**

1. Why did the thief fall fast asleep ?
2. Who saw him ? What was his plan ?

3. What did he want the tiger to do ?
4. What did the tiger say ?
5. "Won't you run away leaving me alone ?" Who said this ?
6. What did the wolf say ?
7. What awoke the thief ?
8. Why did the tiger run away ?
9. How did the wolf die ?
10. What did the tiger promise ?
11. What did the thief stop doing ?



III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text : the tiger and the thief in the stable -----
 the tiger with the thief on its back ran for life
 ----- the thief and the tiger save themselves
 ----- the wolf's plan and he died.

Part Text (Para-5) : "What a good luck! , This dead man will last me more than a week. But someone should help me drag the dead body".
 "We'll tie each other with a rope"

2 Comprehension Activity :

a. Choose the correct alternatives and complete each sentence.

1. The thief put a _____ on the tiger's mouth.

A. saddle	C. bridle
B. chain	D. rope
2. When the tiger and the thief saw each other, _____.

A. only the tiger was frightened
B. only the thief was frightened

Your teacher will read out the words one by one. Listen to him/her carefully and put a tick (✓) in the box on the word-line below the character, One is done for you.

Characters → Words ↓	thief	horse	tiger	wolf
strong				
flesh				
drag				
steal				
swift				
speed				
search				
ride				
stable				
run				
died				
branch				
forest				
bridle		✓		
slept				

4 Speaking :

- Practise the following dialogues.
- Steps:
- Rehearsal- teacher reads aloud, students listen. Teacher reads aloud and students repeat after him/her dialogue by dialogue.
- Teacher vs Students

- Students vs students (in two groups)

(They do this reading from the text.)

Wolf : Good Luck! This dead man will last me more than a week.
But who will help me drag the dead body ?

Tiger : What are you looking for, Mr Wolf ?

Wolf : Mr Tiger, will you help me drag this dead body ?

Tiger : Why should I ?

Wolf : I'll give you half of it.

Tiger : Aren't you going to cheat me ?

Wolf : No, no, not at all. How can I ?

Tiger : Won't you run away leaving me alone ?

Wolf : How can that be ? We'll tie each other with a rope.

Tiger : Good idea! That'll do.

Session - 5

5 Vocabulary :

Match who lives where. Write the serial numbers in brackets. One is done for you.

Who	Where
1. horse	() web
2. cow	() hive
3. dog	() house
4. lion	() nest
5. spider	() palace
6. bee	() kennel
7. mouse	() stable
8. rabbit	() cowshed
9. bird	() den
10. king	() hole
11. man	(8) burrow

(iii) Why was the thief frightened when it was day ?

Answer: _____

(iv) How did he save himself ?

Answer: _____

(v) Where did the thief take rest ? Why did he fall asleep ?

Answer: _____

(vi) What was the wolf's plan ?

Answer: _____

(vii) What sort of help did the wolf want from the tiger ? What was his offer to him ?

Answer: _____

(viii) What was the tiger's suspicion ?

Answer: The tiger feared that the wolf would cheat him and run away leaving him alone.

(ix) Why did the two animals tie each other with a rope ?

Answer: _____

(x) What did the tiger do when the thief shouted at him ?

Answer: _____

(xi) What did the tiger promise ?

Answer: _____

(xii) What did the thief stop doing ?

Answer: _____



7 Mental Talk :

- The tiger was stronger than the thief, but not so cleverer. Fear made him weaker.
- Mind power is mightier than muscle power.

Tail-piece

Did you like the story, "The Thief And The Tiger"?

Read a story here, more interesting than this.

THE LIGER ON A TIGER

One day a man's foal was lost. He searched and searched and got into a forest. He became too tired to move on. He wanted to return home. But alas! he had lost his way.

It was late at night. Going back home was impossible. He saw a hut. It was an old woman's house. The man asked her for shelter. There were only two rooms. She lived in one room with her granddaughter. The other room was her store. However, he was allowed to rest in the store.

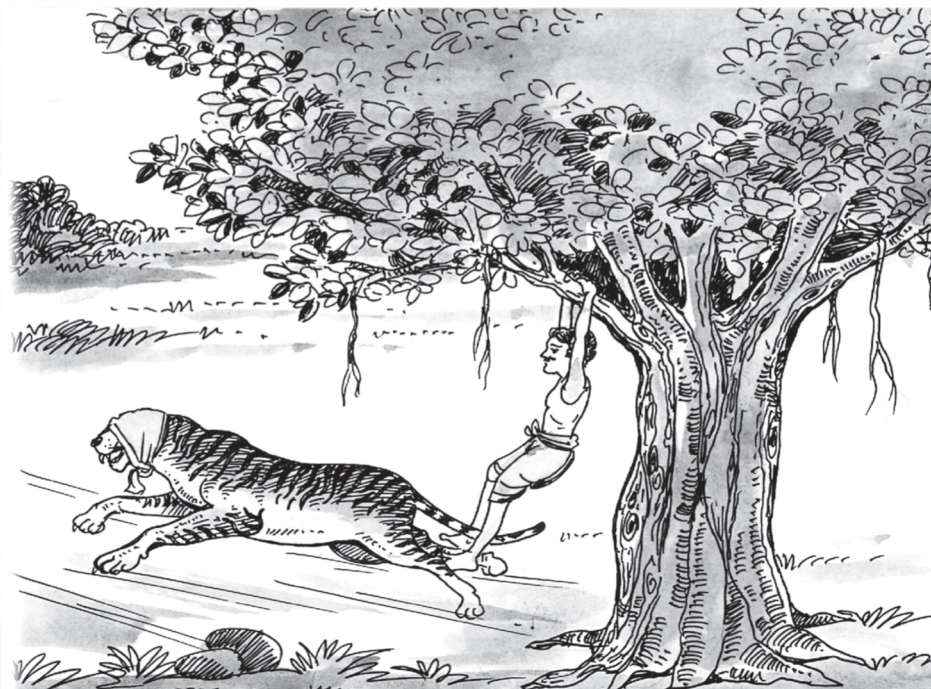
The girl had heard a little about the baby horse. So she wanted to go to the man and listen to the whole story. But her granny said, “No, no, you mustn't go out. A tiger or a 'liger' will catch hold of you”.

There is actually no animal called a 'liger'. But the tiger who used to come every night behind the old woman's hut, heard about the 'liger'. He was very much worried. He thought the liger was a more dangerous animal than him or he must be a demon or a ghost. He was very much afraid. He looked for a way to escape.

A little later, the man came out to see if it was dawn. He saw the tiger in darkness. He thought it to be his foal. So he rushed out, covered the tiger's eyes, head and throat with his cloth and sprang upon its back.

What a fright the tiger had! He took the man to be the liger and ran for life. When the day broke, the man saw that he was riding a tiger, what to do then. How could he get out of it ?

When the tiger was passing under a banyan tree, he caught hold of a branch and got upon it. Then he said, “Thank God! I've been saved.” The tiger, too, said, “I'm saved”.



The tiger did not run away, sat under the tree panting for breath. He called other tigers at the top of his voice. They came and said, “What's the matter? Who has tied your eyes?” The tiger panted and said, “Oh, my brothers! I've come back from death's door. I was caught by a liger. I

promised him offerings. If I don't give him offerings, he'll again catch me". Hearing this, all the tigers began to worship the liger with their offerings such as huge buffaloes and antelopes.

The man had never in his life seen such a huge gathering of tigers. He was very much frightened. He sat on the tree and trembled all over. Both the man and the tree were fluttering.

The tigers were frightened too. They looked up but could not see the man behind the leaves. The loose end of the man's cloth was dangling from the branch of the tree. They could not see it clearly behind the leaves. They took it for a tail. Seeing it, an old tiger said, "Well, it seems to be a dangerous animal. It must be a liger". Hearing this, all the tigers shouted out, "He'll catch us! Run for life!" And away they ran as fast as they could.

Word Note

bridle	:	leather bands put on the head of a horse to control its movement, ଘୋଡ଼ାର ଲଗାମ
day dawns	:	It is morning, ସକାଳ (ଦୁଏ)
disappear(v)	:	to go out of sight, ଅଦୃଶ୍ୟ ହୋଇଯିବା
drag(v)	:	to pull something or someone along with difficulty, ଘୋଷାରି ଘୋଷାରି ଟାଣିନେବା
experience	:	the knowledge that you get from doing, seeing or feeling something, ଅଭିଜ୍ଞତା, ଅନୁଭୂତି
famous	:	well-known to many people, ପ୍ରସିଦ୍ଧ, ବିଖ୍ୟାତ
flesh	:	the soft part of a person's or animal's body between the skin and bones; meat, ମାଂସ
get awake	:	to stop being asleep, ନିଦରୁ ଉଠିବା
give up	:	to stop doing, ଅଭ୍ୟାସ ଛାଡ଼ି ଦେବା
imagine	:	to form a picture or idea of something in mind, କଳ୍ପନା କରିବା
poor	:	used when you are showing that you feel sorry for somebody, ବିଚରା....
suggest	:	to propose a plan or idea, ପରାମର୍ଶ ଦେବା

- stable : a building where horses are kept, ଘୋଡ଼ାଶାଳ
suspicious : feeling that something is wrong, ସନ୍ଦେହ ଜନକ

Tail-piece

- dangle : to hang or swing loosely, ଉପରୁ ଓହଲିବା, ଝୁଲି ରହିବା
escape : to get free from something, ଖସି ପଳେଇବା
flutter : to move by waving quickly and lightly, ଥରିବା, ହଲିବା, କମ୍ପିବା
fright : feeling of fear, ଭୟ
huge : very big, ବିରାଟ, ଖୁବ୍ ବଡ଼ ଆକାରର, ବିଶାଳ
pant : to breathe quickly, ଅଶନିଶ୍ୱାସ ହୋଇପଡ଼ିବା
rush out : to go or move suddenly with great speed, ହଠାତ୍ ଧାଇଁବା
search : to look for, ଖୋଜିବା
shelter : a house or a place to stay, ଆଶ୍ରୟସ୍ଥଳୀ

TEST - 1

Full Marks- 100

1. Your teacher gives you dictation of five 3/4 lettered words. 05
Write them.

2. Your teacher will read aloud the following lines. Listen to him/her and 07
fill in the gaps.

“They _____ to the king's _____. The _____ man said
to the king's officer, Sir, I was _____ to the town in my _____.
This _____ wanted to _____ to the town market. He is
_____. So, I brought him to the _____ on my horse.
_____ he says that the horse is _____. Sir, _____
help me to _____ my horse from _____.

3. There is some relationship between spelling and pronunciation. 07
Generally, there is 'ie, ei, ea, oo, ee or ou', in the spelling of a word; this
signals a long sound. And Odia speakers of English have problems with
long sound. They have a tendency to pronounce long sounds as short
sounds. Given below are some words, underline which of them have
long sounds.

agree, market, reach , please, cover , thought , punish , village ,need,
speed , under , thief, steal, peace, deep , honey , seed, fields, spring ,
bean

4. Write the following Odia names in English. 08
(Teacher will give four names of persons in Odia.)

_____	_____
_____	_____
_____	_____
_____	_____

5. Write the following names of places in English. 08
(Teacher will give four names of places in Odia.)

_____	_____
_____	_____
_____	_____
_____	_____

6. Match the words under 'A' with the words under 'B' – (who lives where). 06

A	B
horse	cowshed
dog	burrow
bird	den
cow	stable
lion	kennel
rabbit	nest

7. Read the following text and answer the questions that follow.

1. Akbar was very fond of jewellery. He had hundred of rings, rings in which diamonds and many other gems had been set. But all of the rings he had, he liked one of them the most. It was a large ring with a number of pearls and diamonds set in it. The ring was a present to Akbar from the Queen.
2. At Akbar's palace, there were eight servants who looked after the Emperor's clothes and jewellery. Every day one of these eight servants used to help Akbar get ready to go to the court. None other than these eight servants could enter the Emperor's room.
3. One day the Emperor was getting ready to go to the court. He wanted to wear his favourite ring that day. He asked one of his servants to bring it. But the servants came back saying that he could not find the ring. Akbar ordered them to search for the ring, but it could not be found.
4. Akbar was very angry. He felt that one of his servants had stolen the ring. He sent for Birbal. When Birbal came, he told him what had happened and asked him to find out the thief.

a. Answer the following questions each in one complete sentence. 05

1. What was Akbar fond of?

2. Who presented the ring to Akbar?

3. Why was Akbar angry ?

4. Who did Akbar tell what had happened ?

5. How many servants looked after Akbar's clothes and jewellery ?

b. From the text, write five sentences about Akbar .

10

c. Given below are some sentences. As per the text, the sentences are not in order. Order them putting serial numbers in brackets provided against each sentence. 09

- Akbar was very angry. []
- Akbar was fond of jewellery. []
- The queen presented the ring to Akbar. []
- The ring was not to be found. []
- Eight servants were in charge of the jewellery. []
- Akbar sent for Birbal. []
- Akbar ordered them to search for the ring. []

- d. See the use of the following four phrases in the text. Paragraph number 08 is given against each phrase. Try to understand the meaning and use of the phrase from the context. Next read the paragraph given and fill in the gaps with the right phrases.

Find out (5) looked after, (2) sent for (5), fond of (1)

Abdul had a pet baby donkey. He was very _____ the baby donkey. He _____ the donkey very well. One day the baby donkey went somewhere. He _____ his faithful servant Ali. He asked Ali to _____ the baby donkey.

8. Read the following text and do the tasks that follow.

1. Long long ago, on the bank of the river Nagabali there was a small village named Hatibadi, and at the one end of this village was the *chatali*, or village school, run by Ghana Ratha, where many children from villages nearby came to study. Ghana Ratha taught all the subjects himself, including Mathematics, Literature and Social Sciences.

2. By the side of the *chatashali* ran a narrow road that led to the river, and on this road, early every morning, you could see a boy named Hatia, riding a donkey and leading another by a rope. He was the son of a washer man. But as his parents were dead, he supported himself by washing the dirty clothes in the village. Everyday he took a donkey-load of clothes to the river, where he washed and dried them. When his work was finished, he returned home by the same road, together with his two donkeys. One was named Bhadra and the other Madri.

- a. Answer the following questions.

07

(i) What was the name of the river ?

(ii) What was the name of the village ?

(iii) What was the name of the teacher ?

(iv) What subjects did Ghana Ratha teach ?

(v) What was the name of the boy ?

(vi) How many donkeys did Hatia have ?

(vii) What were their names ?

b. Write four sentences about Hatia . 10

c. Rewrite paragraph-1 of the text replacing the following words /phrases 10
at right places.

Mahanadi, town, Cuttack, college, principal, Satpathy, Odia, Sanskrit and English .

A WISE GRANDMOTHER

Session - 1

PRE-READING



- Perhaps all of you know what a riddle is. It is not only interesting but also amusing to solve a riddle. Here are some riddles. Try to solve them.
- I am once in tea,
Twice in coffee,
But not in sugar.
Who am I ?
 - I have a crown
But I am not a king,
I wake up early in the morning
But I am not a watchman.
Who am I ?
- Now let's try another :
“How can you make a rope of ashes ?”
Not easy to answer ? Don't worry.
Let's read a story and get the answer.



Text

• **SGP-1**

- Read paragraphs 1 - 4 silently and answer the questions that follow.
 1. In the good old days in Japan, there lived a young farmer with his old grandmother. Taro, the young farmer, loved his grandmother very much. Like the other farmers in the village, Taro too grew his own rice, wheat and vegetables, and lived in peace and happiness. But things don't go the same way always. Once there was no rainfall. A drought came and dried the fields and wells. Slowly food became scarce. The people feared that within a few days there would be no food at all.
 2. The headman of the village was very much worried. "We must think of some ways to solve this problem", he told in a meeting of the villagers. "Each one must have some food," said one farmer, "but nothing can be grown without water".
 3. "I know. Now the only solution is to move away from our village to the nearby mountainside. Let the young people stay here as they are strong and can work hard to improve the situation". After a moment's silence, the headman continued, "All the old people above sixty should leave and go to the mountain village where it would be easier to get food".
 4. All the families said a sad farewell to their dear old ones who left for the mountain village. But Taro could not bear the parting because of his deep attachment to his dear grandmother. So he quietly took her to an underground room at the back of the courtyard. He supplied her food and looked after all her needs there.

• **Comprehension Questions :**

1. Who was Taro? Who lived with him ?
2. What kind of life did Taro live ?
3. What troubles came to the villagers ?
4. Who were forced to leave the village ? Why ?
5. Who stayed back in the village ? Why ?
6. Was the village headman's decision right ?

7. How did the young people feel when they said goodbye to their old parents and grandparents ?
8. How would you feel if you were the young villagers ?
9. Why did Taro not send his grandma with other old people ?
10. What did he do with her ?

Session - 2

- **SGP-2**

- Read paragraphs 5-8 silently and answer the questions that follow.

5. But troubles followed one after the other. A few weeks later, the village headman had to put up a notice which was very important for everyone to read. It was from the warlord of the neighbouring town who threatened to take half the land if the villagers failed to answer the three riddles sent by him. But if they answered them correctly, he promised, he would give the villagers all the food they needed.
6. Taro quickly ran home to tell his grandmother all about the riddles as he hoped the village headman may allow her to stay in the village if she could tell the right answers. "Grandmother, listen, please listen carefully. Can you tell which part of a log is close to the top and which part is closer to the root?", Taro said. The old lady closed her eyes to think hard. She opened her eyes and said, "Float the log on water. The part closer to the root will sink but the part close to the top will remain on water".



7. Taro smiled with happiness. Feeling sure that the answer was correct, he asked the second riddle. "How can you make a rope of ashes, grandma?" The grandma's forehead creased as she closed her eyes to think hard. She opened her eyes and said, "Take a strong rope. Pour salt all over it. Light one end of the rope. It'll burn slowly inch by inch and what's left at the end is the coil of ashes". "Wow, that's great. You're superb, grandma! So now, can I ask the third riddle?", said Taro.
8. "Go ahead, let me see if I can answer", said the grandmother with a smile. "Well, well, this is the last one, grandma. How can you pass the silk thread through a hollow pipe which is crooked and curved?" The grandmother gave a hearty laugh. "That's easy. Take the thread, tie the leg of an ant to the thread, put some honey at one end of the pipe and push the ant from the other end. The ant is sure to crawl through for the honey at the other end, however crooked or curved the pipe may be".
"How wonderful ! That's like my grandma !"

- **Comprehension Questions:**

1. What did the warlord want the villagers to do ?
2. What was the warlord's first riddle ?
3. What was the grandmother's answer to it ?
4. What was the second riddle ?
5. What was the right answer to it ?
6. What was the third riddle ?
7. What was the answer ?
8. When the grandma listened to the riddles she kept her eyes closed for some time. Why ?
9. Will Taro take his grandma to the village headman to answer the warlord's riddles ?

Read the last part of the story and know.



Session - 3

- **SGP-3**

- Read paragraphs 9-11 silently and answer the questions that follow.

18. Taro was thrilled. He jumped and clapped with joy. "I'm lucky to have such a wise grandmother". And with these words, he rushed to the

village headman. He told him all the answers which the headman too said were correct. The headman was highly pleased to know how wise a young boy he had in his village.

“Oh, no, Sir. It isn't me who answered”, said Taro humbly, bowing his head. “It is my grandmother who answered all of them”.

10. The headman was full of remorse and shame for having thought all the old people useless. He thanked Taro and showered him with gifts. And in a gathering of all the people of the village, he gladly honoured the grandmother whose wisdom had saved the village.
11. The same day the village headman ordered all the old people to be brought back respectfully to the village where they lived in comfort and happiness. Then it rained and all the wells were filled. The land grew well and rich again, thanks to Taro's grandmother.

- **Comprehension Questions:**

1. The village headman was full of shame and repentance. Why ?
2. How did he deal with Taro and grandmother ?
3. Why did he reward them ?
4. What did he do with the old people ?
5. What happened when the old people returned to the village ?



III

POST-READING

1 Visual Memory Development Technique (VMDT):

Whole Text : Taro's life, drought, old people driven out, warlords riddles answered, Taro and grandma, honoured, old men returned, happy and peaceful life restored

Part : Paragraph 2 - Taro with grandma in the village, no rainfall, old people moved to the nearby mountain

3 Listening :

Listen to your teacher reading out the paragraph.
Fill in the gaps while listening.

“That's easy. Take the thread, tie the _____ of an ant to the thread, put some _____ at one end of the _____ and push the ant from the other _____ . The ant is sure to _____ through the _____ at the other end, however _____ or _____ the pipe may be.”

4 Speaking :

Here are some dialogues of the conversation between Taro and his grandmother. Practise them.

Steps for practice:

1. Rehearsal- teacher reads aloud, students listen. Teacher reads aloud and students repeat after him/her dialogue by dialogue.
2. Teacher vs Students
3. Students vs students (in two groups)
(They do this reading from the text.)

Taro : Grandma, listen. Please listen carefully.

Grandmother : Yes.

Taro : Can you please solve a riddle for me ?

Grandmother : Yes, with pleasure.

Taro : Can you tell which part of a log is close to the top and which part is closer to the root ?

Grandmother : (Closes her eyes for a moment and says) Float the log on water. The part closer to the root will sink, but the part closer to the top will float.

Taro : Thank You. A second question for you : How can you make a rope of ashes ?

Grandmother : Hum..m Well, take a strong rope. Pour salt all over the rope. Light one end of it. It'll burn

slowly inch by inch and what's left at the end is the coil of ashes.

Taro : Wow ! That's great ! You're superb, grandma !
So, can I ask my last question ?

Grandmother : Go ahead. Let me see if I can.

Session - 6

5 Vocabulary :

a. Read the clues and find the words in the story. Figures in brackets indicate the paragraph numbers.

Clues

- a military ruler (5)
- bent and rounded (8)
- a difficult question (5)
- a period without rain (1)
- overjoyed (9)
- a feeling of guilty (10)
- not easily available (1)

Words in the text

b. Riddle Game

Match the riddles with the correct pictures.

- (i) I am a bamboo with seven eyes.
- (ii) At night the king had cows many,
But in the morning there was not any.
- (iii) In the morning of life I go on four legs,
At mid-day I go on two,
In the evening I go on three legs,
Who am I ? Tell me true.
- (iv) I'm kicked right and left,
Air is my food,
Tell 'who I am if you are good.
- (v) I'm in your room,
You sit on me;
If you cut my head,
I'm on your head;
If you then cut my head,
I'm everywhere.



c. Write some riddles. One is done for you. Ask your friends/class to solve your riddles.

(i) I have legs but cannot walk. (table/chair)



6 Writing :

Write answers to the following questions.

i. Why did the crops fail ?

Ans: Once there was no _____ . Ponds and _____
dried up. A drought _____ . It dried _____ .
So the crops _____ .

ii. Why did the village headman send all the old people out of the village ?

Ans: _____

iii. Why were the young people not sent out ?

Ans: _____

iv. What did Taro do with her grandmother ?

Ans: _____

v. What did the warlord want the villagers to do ?

Ans: _____

vi. What was the warlord's first riddle ?

Ans: _____

vii. What was the grandmother's answer to it ?

Ans: _____

viii. What was his second riddle ?

Ans: _____

ix. What was its answer ?

Ans: _____

x. What was his third riddle ?

Ans: _____

xi. What was its right answer ?

Ans: _____

xii. How did the village headman feel when he knew about the grandmother's role ?

Ans: _____

xiii. What did he do for Taro and his grandmother ?

Ans: _____

xiv. What happened after the old people returned ?

Ans: _____

Session - 8

7 Mental Talk :

- Old is gold.
- We owe a lot to our elders in the first place. So elderly people must be taken care of.

Tail-piece

It is the age-old experience and wisdom of our elderly people that counts much. You got to know it from the story "A Wise Grandmother". Let's read another story and see what it tells.

The Text

THE LAND WITHOUT OLD MEN

Long long ago, in one cold country, all the young people decided to kill all the old people. What was the use of their going on living with their white beard and all? They had had their life, they had had their time, and that was that.

"But we need them", said a man who was not very old and not very young.

But the king was young. So giving the order did not trouble him. He declared that anyone who had reached the age of fifty was to be killed. Thus lots of wise old men were killed and lots of wisdom passed away with them.

Only one kind-hearted young man took pity on his old father. After all, he owed his life to his father. So, he hid him away in an underground room and took care of him.

Time passed and a terrible drought came. The young people tried to put up with all kinds of troubles, but more and more troubles followed. The snow melted and spring came. But they did not have a single grain of seed to put in the ground.

The old man in the cellar could see that his son was going about looking very unhappy all the time. One day he asked him, "Are you in trouble, my son? Tell your father all about it. He may be able to help you".



The son told him all about the troubles, from beginning to end. The old man thought for a while, and then said, "Don't tell anybody anything now. But when the last patches of snow melt on the fields, take your plough and plough up the lane in front of your house".

When the spring came and the snow melted, the son did as his old father had told him. And what did he see? There came a quick spring rain, and out of the ground there began to grow wheat and maize, oats and barley, and even beans and peas in some places.

It seemed so wonderful that the news of it spread up and down the country. It was a thing no one had ever heard of a man's growing crops without putting seeds in the ground.

The king got to hear of it too. He quickly ordered the boy to be brought before him.

"What did you do? How did you do it?" , the king started asking him questions at once. In fear, the boy told the truth.

"Bring me your father here," the king ordered. So the old man was brought before the king.

"What made you think there would be seeds in the doorway?"

"Well, Your Majesty, just think of how many seeds drop on the ground when people carry the corn home on their carts."

The wise old man was given a royal reward. He had saved the life of the whole nation.

And ever since then, they have respected all old people.

Word Note

ashes : the powder that remains after a human body (something) is burnt, ପାଉଁଶ

attachment : a feeling of love or strong liking for someone or something, ଗଭୀର ସଂପର୍କ

courtyard : an open space inside or in front of a large house, ଅଗଣା

creased : made lines by folding skin on forehead, କୁଞ୍ଚିତ, ଲୋଡ଼ାକୋଡ଼ା

crooked : bent, ବଙ୍କା

curved : bent round, ବୃତ୍ତ ପରି ବଙ୍କା

- drought : a long period of time when there is little or no rain, ମରୁଡ଼ି, ଅନାବୃଷ୍ଟି
- farewell (opposite-welcome) : saying goodbye, ବିଦାୟ
- forehead : the part of the face above the eyes and below the hair, କପାଳ
- improve : to become better than before, ଉନ୍ନତ କରିବା
- promise : to tell someone that you will definitely do or not do (something), ପ୍ରତିଜ୍ଞା କରିବା
- remorse : a feeling of guilty, ଅନୁତାପ
- riddle : puzzle, a question that is difficult to understand, and that has a surprising answer, ଗୋଲକ ଧରା
- scarce : hard or difficult to find, not easily available, ଦୁର୍ଲ୍ଲଭ
- thread : a long thin piece of cotton, wool, silk etc. used for sewing, ସୂତା
- threaten : to tell someone that you will kill or hurt or trouble etc, ଧମକ ଦେବା
- thrilled : very excited and pleased, very much happy, ଉଲ୍ଲାସିତ, ବହୁତ ଖୁସି, ଅତି ଆନନ୍ଦିତ
- troubles : problems, difficulties, worries, ଅସୁବିଧା, ସମସ୍ୟା
- warlord : a military leader who controls a particular area or a country, ମିଳିତାରୀ ଶାସକ

Tail-piece

- melt : to make or become a liquid by heating, ତରଳିଯିବା
- pass away : die, ମରିବା
- reward (opposite - punishment) : something given in return of good work, ପୁରସ୍କାର
- royal : relating to a king or a queen or their family, ରାଜକୀୟ
- terrible : making frightened, unpleasant, ଭୟଙ୍କର
- wisdom : the quality of being wise, ଜ୍ଞାନ

THE STONECUTTER

Session - 1



PRE-READING

Here is a Japanese folk-tale. The folk-tale is about a stonecutter. He becomes a rich man, then a king, then the sun, then cloud, then stone-cutter. Let's read and enjoy.



WHILE-READING

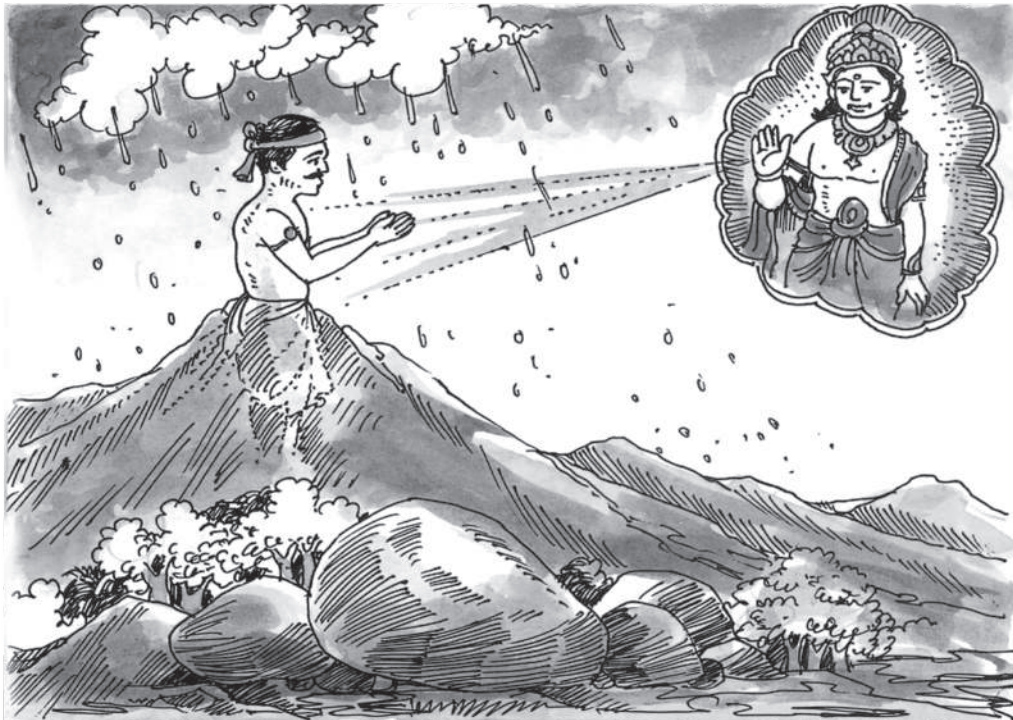
- **SGP-1**
 - Read paragraphs 1 - 2 silently and answer the questions that follow.
1. Kalu was a poor stonecutter. One day, it was hot, and Kalu did not feel like working. He put his axe down and said, "I want to be rich." Suddenly, an angel came down from heaven and said, "You shall be rich". And so, Kalu became rich. He ate and drank all day.
 2. One day, he saw a king. Everybody bowed to him. Kalu said, "Money isn't enough. I want to be a king". The angel came again, and made him a king.

Now everybody bowed to him. Kalu was happy. One day, he was going around his country. The hot sun burnt him. Suddenly Kalu shouted, "I want to be the sun".

- **Comprehension Questions :**

1. What was Kalu ?
2. Why didn't he want to work ?
3. What did Kalu want to become ?
4. Who said, 'You shall be rich' ?
5. What did Kalu do when he became rich ?
6. What did he see one day ?
7. "Money is not enough, I want to be a king" Who said ?
8. Who made Kalu a king ?
9. Why was Kalu happy ?
10. Who burnt him? When ?
11. What did Kalu want to be next ?

Session - 2



- **SGP-2**
- Read paragraphs 3-4 silently and answer the questions that follow.

3. The angel came again and turned Kalu into the sun. Kalu burnt everything. He burnt the faces of kings. He burnt the faces of the rich and of the stonecutters who were cutting stones. He was happy. But after some days, he saw a cloud below him. It would not go away. Now he could not reach the earth any more. The cloud was stronger ! And of course, the man wanted to be a cloud.
4. The angel came again and turned Kalu into a cloud. The cloud rained every day. People stopped coming out of their houses. The sun did not shine on the earth any more. The man was overjoyed. He was stronger than the sun: The people, the grass, the trees, everything was washed away by the rain.

- **Comprehension Questions:**

1. Did the angel make Kalu the sun ?
2. What did Kalu burn ? How did he feel ? Do you like him ?
3. Why couldn't Kalu, the sun, reach the earth ?
4. What did Kalu want to be next ?
5. Was Kalu turned into a cloud ?
6. Why did people stop coming out of their houses ?
7. Why did not the sun shine on the earth ?
8. The man was overjoyed. Who is the 'man' in the sentence ?
9. What did the rain wash away ?

- **SGP-3**

- Read the last paragraph silently and answer the questions that follow.
- 5. But then the water fell on a rock. The rock did not move! Kalu saw this. He shouted, "I want to be a rock!" And the angel came down and turned Kalu into a rock. The rock did not move when it rained. But suddenly a man with an axe came and began to cut stones from the rock ! Kalu did not want to be a rock any more. The angel came down for the last time and said, "You shall be a stonecutter". So Kalu was a stonecutter again. He was poor, but he was happy.

- **Comprehension Questions :**

1. Why did Kalu want to be a rock ?
2. Did Kalu become a rock ?

3. Why didn't he want to be a rock anymore ?
4. What did the angel do then ?
5. Was Kalu happy to be a stonecutter again ?

Session - 3

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text : Find the paragraphs which describe Kalu as a stonecutter, rich man, king, the sun, a cloud, a rock.

Part : Paragraphs 5 - angel, cloud, stonecutter

2 Comprehension Activities :

a. MCQs:

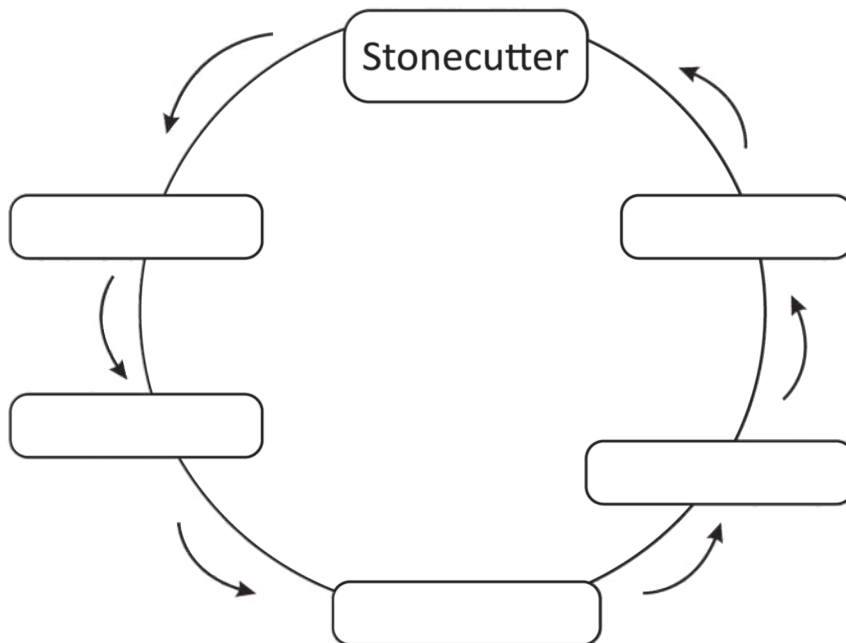
Choose the correct options and complete the sentences.

1. Kalu was _____.
 - A. a rich man
 - B. a king
 - C. a stonecutter
 - D. a farmer
2. _____ burnt Kalu , the king.
 - A. The sun
 - B. The moon
 - C. The fire
 - D. The match box
3. Kalu , the sun could not reach the earth because _____ came in his way.
 - A. a cloud
 - B. a star
 - C. an eagle
 - D. an angel

4. The people, the grass, the trees, everything was washed away by _____.
- A. the storm
 - B. the sea
 - C. the rain
 - D. the water
5. At last Kalu became _____.
- A. a rock
 - B. a stonecutter
 - C. a woodcutter
 - D. a log

Session - 4

- b. Kalu was a stonecutter . He went through five stages to become a stonecutter again. These five stages are shown in the circle below. Name the stages on the circle .



c. **The following sentences are from the story. But they are not in order. Read the story and put them in right order. The first one is done for you.**

- 1 “Money is not enough, I want to be a king.”
- “You shall be a stone cutter.”
- And of course, the man wanted to be a cloud.
- “I want to be rich.”
- He was poor, but he was happy.
- “I want to be a rock.”
- “I want to be the sun.”

Session - 5

3 Listening:

- (a) Teacher gives dictation of 10 simple words of 3-4 letters each from the text like 'axe', 'rich' etc. Students will write. Then, teacher corrects and gives feedback.
- (b) From the list of words given below, your teacher will read aloud some words. You will tick the words while listening to your teacher.

List of words:

heaven, enough, around, suddenly, angel, again, overjoyed, people, earth

4 Speaking:

- (a) Chain-drill : “I’m happy to be a stone cutter again.”
- (b) Dialogues / Role-play :
(Follow the steps as stated in the previous lesson.)

Kalu : I want to be rich .

Angel : You shall be rich .

Kalu : I want to be a king.

Angel : You shall be a king.

Kalu : I want to be the sun.
 Angel : You shall be the sun.
 Kalu : I want to be a cloud.
 Angel : You shall be a cloud.
 Kalu : I want to be a stonecutter.
 Angel : You shall be a stonecutter.

Session - 6

5 Vocabulary :

All the characters of your story are hiding in this cross-word puzzle. Try to find them out.

A	X	N	7 S	Z	Y	M	O
F	R	W	T	D	L	P	Q
R	1 C	L	O	U	D	G	H
O	2 K	I	N	G	S	V	T
3 A	N	G	E	L	J	K	Z
M	4 R	I	C	H	M	A	N
H	J	5 S	U	N	I	P	S
W	C	V	T	O	X	E	G
D	O	X	T	Y	Z	W	M
V	I	U	E	I	H	G	L
X	P	N	6 R	O	C	K	M

Clues: All the words are built around the word what Kalu was. Now write the words.

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____

6 Usage :

(a) See the sentence below and fill in the gaps choosing words from the box.

The cloud is stronger than the sun. Therefore, Kalu wanted to be cloud.

- (i) A mountain is _____ than a squirrel.
- (ii) A coconut tree is _____ than a mango tree.
- (iii) Cotton is _____ than iron.
- (iv) A car runs _____ than a bicycle.
- (v) A sea is _____ than a river.

lighter, mightier, larger, taller, faster

(b) Look at the following sentence.

The pen is **mightier** than the sword.

The describing word '**mightier**' is in its comparative form. It compares 'pen' with 'sword'. It takes the word 'than' after it. All words of comparison take 'than' after them.

Rewrite the following sentences using the words in brackets in their comparative forms. One is done for you.

(i) My uncle is (young) my father.

Ans.- My uncle is younger than my father.

(ii) Mango is (sweet) pineapple.

(iii) Kashmir is (cool) Kanyakumari.

(iv) Elephant is (big) lion.

(v) Sun is (big) moon.

(vi) Ankit is (smart) Swagat.

Session - 7

(c) Notice the underlined words in the sentences taken from your lesson.

- He put his axe down.
- One day, he was going around his country.
- The angel came again and turned Kalu into a cloud.
- The people, the grass, the trees, everything was washed away.
- He saw a cloud below him. It would not go away.

In each sentence the first word underlined is a *doing* word or a *verb*. When a *verb* takes another word as underlined, it usually changes in meaning. For example, 'wash' means to clean something with water. When 'wash' takes 'away' after it, it means carried away by water/ flood etc.

Now match the 'two word-verbs' in '**A**' with their meaning in '**B**'.

A	B
put down	become somethings
go around	disappear/ go out of sight
turn into	carried away by water
go away	put/place on the floor
wash away	visit nearby places

7 Writing :

Answer the following questions:

i. What was Kalu ?

ii. What did he become ?

iii. Who turned him into different forms ?

iv. Was he happy with riches ?

v. Why was he happy as a king?

vi. How did the sun put him into trouble?

vii. How did Kalu, the sun, harm the people?

viii. Why couldn't Kalu, the sun, reach the earth?

ix. What did Kalu do when he became a cloud?

x. Why did Kalu not want to become a rock anymore?

xi. What did the angel make Kalu at last?

xii. Why was Kalu happy to be a poor stone cutter ?

8 Mental Talk :

“Our wants are unlimited.”

“Be happy with what you have.”

9 Let Us Think :

Think about the following ways of life.

We should not be mad like Kalu to possess more and still more. It leads to sorrow and dissatisfaction.

Tail-piece

- Read the following text and answer the questions that follow.

Text

PUNARMUSHIKA BHABA



In a forest lived a *rishi*- a saint. He lived on fruits only and spent most of his time in prayer and meditation. Hardly having any contact with humans or creatures, he lived a very very lonely life. Once a rat came and lived in his

cave. When the *rishi* was in meditation, it ran about nibbling scratches of a fruit and played pranks with the *rishi*. At times it climbed over the monk when he was in meditation. But the *rishi* did not mind, rather enjoyed its pranks. Both developed friendship and loved each other. The monk enjoyed the activities and the company of the rat.

As the *rishi* became his friend, the rat had no one to fear. He lived happily and undisturbed till a wild cat came to live nearby. The rat could not go out for fear of getting killed. One day, therefore, he requested the *rishi*, "Great sir, make me a cat or else I cannot live happily for fear of the cat." So the *rishi* said 'tathastu' - let it be so and turned the rat into a cat.

The cat and the *rishi* lived happily together. The cat moved around the *rishi* when he was in meditation. At times, it sat on the lap of the *rishi* when he meditated. The *rishi* enjoyed this very much, more than the company of the rat.

The cat lived happily and undisturbed till a jackal came to live nearby. The cat could not go out for fear of getting killed. One day, therefore, it requested the *rishi*, "Great sir, make me a jackal or else I cannot live happily for fear of the jackal". So the *rishi* said, 'tathastu' and turned the cat into a jackal.

The jackal and the *rishi* lived together happily. The jackal acted as the guard of the *rishi*. It did not allow small creatures to get inside the cave. The *rishi* enjoyed the song of the jackal "Hooke hoo , Hooke hoo" in the evening and early morning. Earlier in the rat's and cat's time he failed to know the arrival of morning and evening. The day and the night got mixed up and was, in fact, one for him. For this very reason, he liked the jackal more than the cat. He, therefore, enjoyed the company of the jackal more than that of the cat.

The jackal lived happily and undisturbed till a tiger came to live nearby. The jackal could not go out for fear of getting killed. One day, therefore, it requested the *rishi*, "Great sir, make me a tiger or else I cannot live happily for fear of the tiger". So the *rishi* said, 'tathastu' and turned the jackal into a tiger. But no sooner did the jackal become a tiger, it wanted to kill the *rishi*. The *rishi* was shocked at this and to save himself, he uttered 'Punarmushika bhaba- 'Be mouse again' - and turned the tiger into a rat.

Word Note:

- angel : a messenger from God, ଦେବଦୂତ
bow(v) : show respect by bending your body or head, ମୁଣ୍ଡ ନୁଆଁଇ ପ୍ରଣାମ କରିବା
heaven : a place where people think God or the gods live, ସ୍ୱର୍ଗ

GOPI MADE THEM FOOLS

Session - 1

PRE-READING



- See the Picture. What do you see ? Is it a big house or small house ?
How do you know it ? (The big boundary wall and the gate)
Who is at the gate ? What is the boy doing ? Who is he ?

Well, you have answered almost everything about the picture. Let's read the story and know more about it.



- **SGP-1**

- Read paragraphs 1 - 2 silently and answer the questions that follow.

1. Once upon a time there lived three brothers in Kathiawada. They could see better than anyone else in the world. The youngest brother had very powerful eyes. He could see a chocolate kept in a purse inside his friend's pocket. The second brother had extra powerful eyes. He could see the eggs inside a hen. The oldest brother had super extra powerful eyes. He could see through seven walls even in a dark night.
2. When the king of Kathiawada heard about those three brothers, he made them his royal guards. He was sure that nobody could steal anything from his palace. He said that he would give a gold medal to the man who could fool all the three guards.

- **Comprehension Questions :**

1. Where did the three brothers live?
2. How were they different from others?
3. How were the eyes of the youngest brother?
What could he do with his eyes?
4. How were the eyes of the second brother?
What could he do with his eyes?
5. How were the eyes of the oldest brother?
What could he do with his eyes?
6. Why did the king make them his guards?
7. What did the king declare?



Session - 2

- **SGP-2**

- Read paragraphs 3-4 silently and answer the questions that follow.

3. Many people came to fool the guards. They came in the guise of different animals. Some of them came in the guise of the King's uncles and aunties. But the guards could see through their disguise. Nobody could get the gold medal. As more and more people failed, the three guards became famous.

4. When the three brothers became very famous, they did not know how to behave. They looked angry and proud. They became rude and cruel. They did not smile at all. They only shouted at others.

- **Comprehension Questions :**

1. Why did a lot of people come to the palace ?
2. How did the three brothers behave with others ?
3. What made them so proud ?

- **SGP-3**

- Read paragraphs 5 - 6 silently and answer the questions that follow.

5. A little boy Gopi wanted to teach the three brothers a lesson. He was studying in the same class as the prince. He came to the palace almost every day. One afternoon, when Gopi was returning home, he came pushing a little cart filled with dry leaves. The youngest brother was at the gate. He said, " Just a minute, Gopi. Is there anything hidden under the leaves? Let me see through the leaves." He used his very powerful eyes and looked carefully. But he found nothing under the leaves. He allowed Gopi to go and wrote in the guard's book, "Gopi took a load of dry leaves".

6. The next day Gopi went out with a cart full of grass. The second brother used his extra powerful eyes and found nothing under the load of grass. He allowed Gopi to go and wrote in the guard's book, "Gopi took a load of grass." The third day Gopi went home with a cart loaded with sand. The third brother used his super extra powerful eyes and found nothing in the load of sand. He allowed Gopi to go and wrote in the guard's book, "Gopi took a load of sand".

- **Comprehension Questions:**

1. Who wanted to teach them a lesson ?
2. How could he come to the palace almost every day ?
3. What did he bring from the palace ?
4. What were the little pushcarts loaded with ?

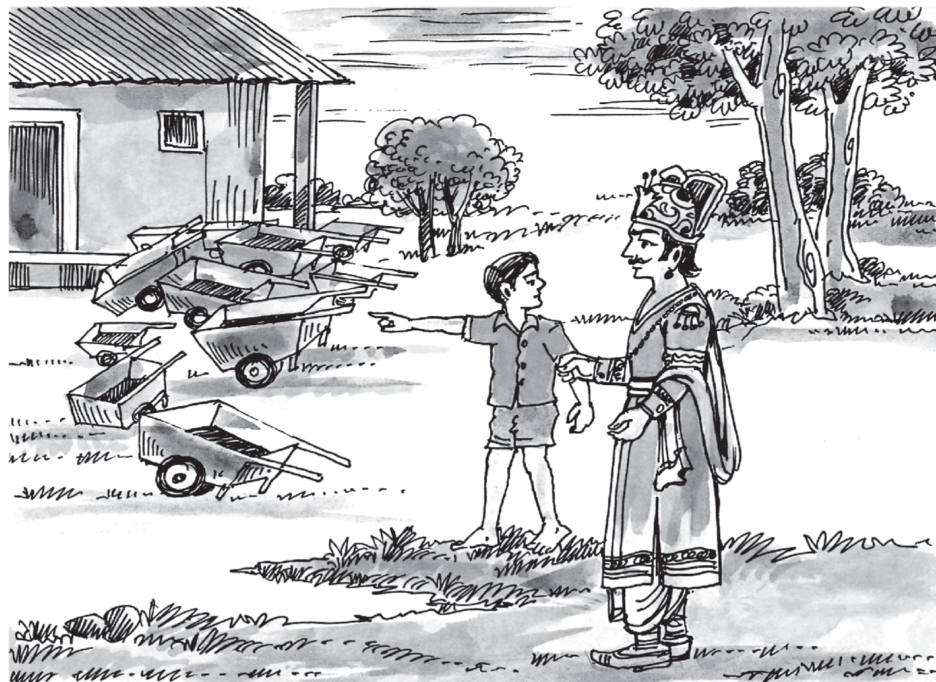


- **SGP-4**

- Read paragraphs 7-8 silently and answer the questions that follow.

7. Things continued like this day after day. Gopi would come to the gate with loads of unnecessary things like weeds, old tin cans, plastic bottles and

coconut shells. The guards would just write it down in the guard's book and let Gopi go home. After a month Gopi asked to see the king. "Please, Your Majesty, I have fooled your three new guards. They were so busy checking worthless things that they failed to see the important things I took from the palace".



8. The king went to Gopi's house. What did he see there ? Gopi's house was full of little push carts. "Your Majesty, I took all these carts from your store rooms. I took them right past the royal guards". The king was happy with the clever boy. He gave him a gold medal. The three brothers were ashamed. They became well-behaved and kind afterwards.

• **Comprehension Questions:**

1. What did the royal guards check ?
2. Were the guards fooled by Gopi ?
3. Who reported the things to the king ?
4. Where did the king see the little pushcarts ?
5. Why was the king happy with Gopi ?
6. Did he reward or punish Gopi ?
7. What changes came in the three brothers ?

1 Visual Memory Development Technique (VMDT) :

Whole Text : The three brothers and their eyes ---King made them royal guards ---their behaviour changed --- Gopi fooled them --- King rewarded Gopi

Part : Paragraph 6 - powerful eyes, load of grass, guard's book

2 Comprehension Activities :

a. Tick the correct alternatives

- (1) The youngest brother had _____ eyes.
- | | |
|-------------------|-------------------------|
| A. extra powerful | C. very powerful |
| B. ordinary | D. super extra powerful |
- (2) The oldest brother could see _____ .
- | |
|--|
| A. the eggs inside a hen |
| B. through seven walls even in a dark night. |
| C. a chocolate kept in a purse in a pocket. |
| D. through a mountain |
- (3) _____ could see the eggs inside a hen.
- | |
|-------------------------------|
| A. The youngest brother |
| B. The oldest brother |
| C. The second brother |
| D. None of the three brothers |
- (4) The king declared to give a gold medal to the man who would _____ .
- | | |
|--------------------|----------------------|
| A. use the guards | C. fool the guards |
| B. kill the guards | D. praise the guards |
- (5) Gopi took away _____ from the palace and fooled the guards.
- | |
|------------------------|
| A. loads of dry leaves |
| B. loads of sand |
| C. loads of grass |
| D. little push carts |

b. The sentences given below are about what happened in the story. But they are not in order. Put them in right order by writing their serial numbers in boxes.

- Gopi reported the matter to the king.
- They became proud and behaved badly.
- Many men came but failed.
- The guards were fooled.
- The king of Kathiawada made them his royal guards.
- A little boy Gopi wanted to fool them.
- Once upon a time there lived three brothers in Kathiaward.
- The guards checked the loads but not the carts.
- He praised the boy and gave him a gold medal.
- Everyday he came pushing a little pushcart loaded with unnecessary things.
- The guards were ashamed and behaved well.
- He declared a gold medal for the man who would fool them.

3 Listening :

Your teacher will read out the following paragraph. Listen to him/her and fill in the blanks.

The youngest brother had _____ powerful eyes. He could see a _____ kept in a _____ inside his friend's _____ .
 The second brother had _____ powerful eyes. He could see the _____ inside a _____ . The oldest _____ had _____ powerful eyes. He could see through _____ in a _____ .

Session - 6

4 Speaking :

- Follow the steps given in the previous lessons for practice.

Practise the dialogues

Gopi : Your Majesty! I've fooled your guards:

King : How is that ?

Gopi : They keep busy checking worthless things. They fail to see important things.

5 Vocabulary :

Some persons, places and things are described below. Find out them in the story and write them in the spaces. Figures in brackets indicate paragraph numbers.

- (i) He had very powerful eyes (1) _____
- (ii) He ruled over a kingdom (2) _____
- (iii) a piece of metal shaped like a coin. It is given to the winner in a competition (2) _____
- (iv) the house / residence of a king (7) _____
- (v) Gopi brought loads in it (8) _____
- (vi) the king's son (5) _____
- (vii) He could see through seven walls (1) _____
- (viii) He could see eggs inside a hen (1) _____

Session - 7

6 Writing :

- a. In 2.b you have already arranged the sentences in order. Now use the sentences in order and write the story in the space below.

Now write sentences using both parts:

Example : 1. The youngest brother had very powerful eyes.

2. _____.

3. _____.



(iii) Match 'A' with 'B'.

Then make sentences using both parts.

A

1. The youngest brother

2. The second brother

3. The oldest brother

B

() the eggs inside a hen

() through seven walls in
a dark night

() a chocolate in a purse
kept inside a pocket

Sentences

1. The youngest brother could see a chocolate in a purse kept inside a pocket.

2. _____

3. _____

(iv) Why did the king make them his royal guards ?

Ans: _____

(v) What did the king declare ?

Ans: _____

(vi) Why did many people come to the palace ?

Ans: _____

(vii) What made the three brothers proud ?

Ans : _____

(viii) How did they behave ?

Ans : _____

(ix) What did Gopi take with him everyday ?

Ans : _____

(x) What did the guards check ? What did they fail to check ?

Ans : _____

(xi) What did the king see in Gopi's house ?

Ans : _____

(xii) What did the king give Gopi ?

Ans : _____

(xiii) What change came in the guards ?

Ans : _____



7 Mental Talk :

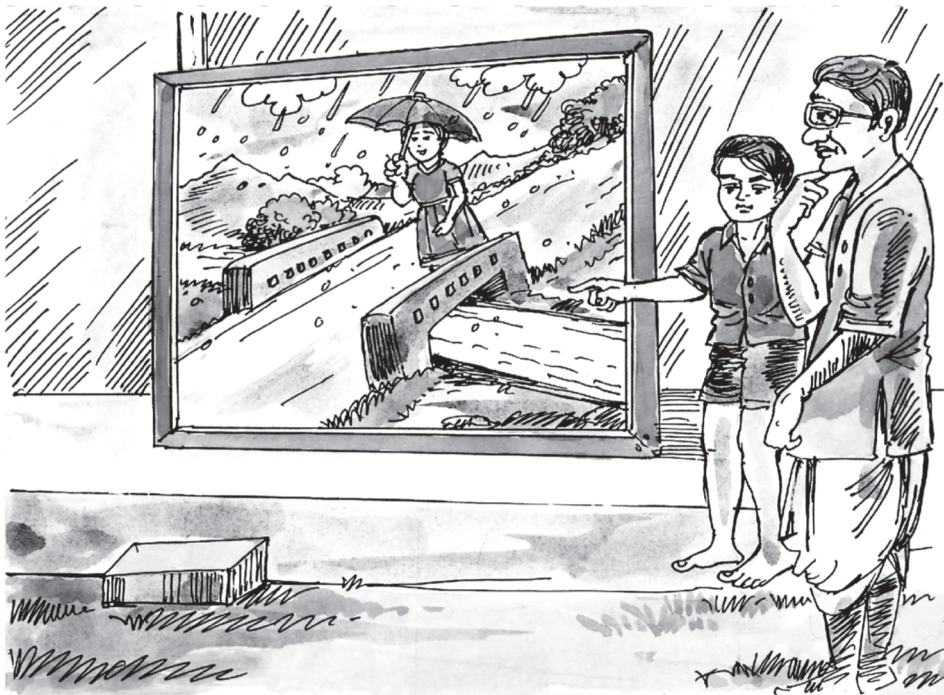
“Gopi fooled them all.”

Tail-piece

The man who thinks himself more clever than others is a fool. World around him is still cleverer. Read the following story and see how it is.

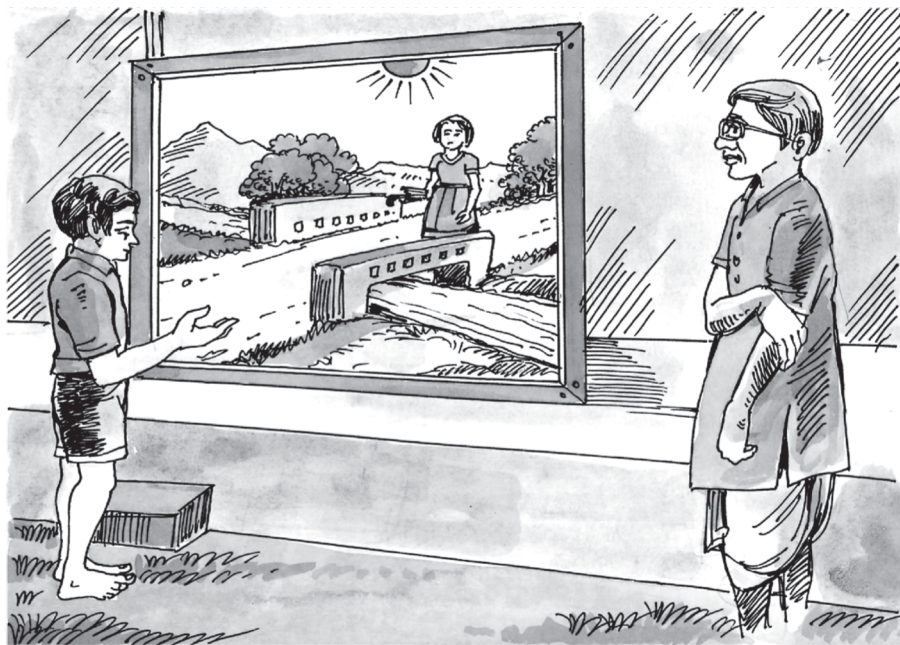
THE MAGIC PICTURE

1. Budhiram was proud. He was proud of his wealth. He always talked about the things he had. He had a talking doll; a singing watch and a magic pen with different kinds of ink inside it. He talked about them so much that the villagers got bored with his talk. They called him Buduram.
2. One day Kitu played a trick on Budhiram. He said, "Uncle, I have got some special paintings from Delhi. You can't find such paintings anywhere".
3. Budhiram wanted to see those special paintings. The next day he went to Kitu's house. He said, "Dear Kitu are your paintings as good as my singing watch? Let's see those paintings".



4. Kitu said, "Come Uncle. See the first one." Kitu brought out a painting from a box. The painting was about a girl crossing a bridge. She was carrying an open umbrella as it was raining. Budhiram asked, "What is so special about this painting?" Kitu replied, "Uncle! Wait for the weather to change, please".
5. Just at that moment Kitu's sister came and invited Budhiram for a cup of tea. So Kitu and Budhiram went for snacks and tea. They talked to Kitu's parents also.

6. After some time Kitu and Budhiram came back to Kitu's room, the painting was a little different. The same bridge, the same girl, the same scene were there. But the umbrella was closed and the sky was sunny and clear.



7. "How was the umbrella closed?" Budhiram asked in surprise. "It was raining before tea. Now it has stopped raining. So the umbrella is closed", said Kitu. "I must have this painting. How much did you pay for it?" Budhiram said. "Uncle, I got it cheap. I paid only two thousand. Now pay me one thousand and the rest one thousand, after the harvest", Kitu said.
8. Kitu knew Budhi's trick. Budhi would never pay the rest. But he agreed to sell the painting. He took one thousand rupees and gave the painting to Budhiram.
9. As usual, Budhiram called the villagers. He showed them that painting. He said, "Gentlemen! See the magic of the painting. It is not raining now. So the girl's umbrella is closed. If I put few drops of water on the girl's picture, the umbrella will open".
10. All were surprised. Budhiram got a glass of water. He put a few drops of water on the girl in the painting. But nothing happened. Then he put a few more drops of water. But the umbrella did not open.
- The villagers laughed at Budhiram and went away. Budhiram got angry. He rushed to Kitu's house then.

11. Budhiram said, 'You, wicked fellow, You have cheated me. Kitu said, "No, Uncle, I did not." You have paid only half the price. So I gave you only one of the two paintings".
12. "You mean, there are two paintings ?" Kitu said, "Yes, one painting is shown when it is raining and the other, when it is not raining. In one picture the umbrella is closed. You have taken only one. You can take the other if you pay one thousand rupees more".
13. Budhiram did not buy that picture. From that day he stopped talking about his own things.

Word Note

ashamed	:	feeling sorry about something you have done, ଲଜିତ
behave(v)	:	to say or do things in a particular way, ବ୍ୟବହାର ଦେଖାଇବା
continue	:	to go on, ଚାଲୁ ରଖିବା
disguise	:	a thing that you wear so that people do not recognise you, ଛଦ୍ମବେଶ
guise	:	a way in which someone or something appears, ଭିନ୍ନ ରୂପ
majesty	:	a word used when you are talking to or about a king or queen, ମଣିମା
proud	:	feeling that you are better than other people, ଗର୍ବୀ

Tail-piece

get bored	:	to feel unhappy that something is not interesting, ବିରକ୍ତ ହୋଇଯିବା (ଶୁଣି ଶୁଣି)
rush to	:	to do something quickly, ପ୍ରବଳ ବେଗରେ ଗତି କରିବା
wealth	:	a lot of money, property, ସଂପତ୍ତି, ଧନ

TEST - 2

Full Marks-100

- 1. Given below a list of words. Your teacher will read aloud five words from the list. Tick the words s/he reads aloud. 05

Word List: turn, earth, overjoyed, suddenly, angel, blow, undisturbed

- 2. Your teacher will dictate you nine words . Write them (Teacher to dictate 9 simple 3-4 lettered words) 09

- 3. Your teacher will read aloud the following lines. Listen to him/her and fill in the gaps. 09

Like the _____ farmers in the _____ Taro too _____ his own _____, wheat and _____, and lived in _____ and happiness. _____ things don't go the _____ way _____.

- 4. The main purpose of language is communication. When we communicate, we exchange information. The words we speak or write carry information. Some carry information which are called message-carrying words. For example, in the dialogue, “Where are you going?” “I'm going to Cuttack. When we speak these message- carrying words, we speak with greater force or, in other words, we stress on those words. Given below is a small paragraph. Underline the message-carrying words in it. One is done for you”. 10

“When the king of Kathiawada heard about those three brothers, he made them his royal guards. He was sure that nobody could steal anything from his palace. He said that he would give a gold medal to the man who could fool all the three guards”.

- 5. Write the following Odia names in English. (Teacher will give three names of persons in Odia.) 06

_____	_____
_____	_____
_____	_____

6. Write the following place names in English. 06
(Teacher will give three names of places in Odia.)

_____	_____
_____	_____
_____	_____

7. Rewrite the following sentences using the words in brackets in their comparative forms. One is done for you. 05

(i) My uncle is (young) my father.

Ans- My uncle is younger than my father.

(ii) Mango is (sweet) pineapple.

(iii) Kashmir is (cool) Kanyakumari.

(iv) Elephant is (big) lion.

(v) The Sun is (hot) the moon.

(vi) Ankit is (smart) Swagat.

8. a. Read the following text and do the tasks that follow. 10

Kalu was a poor stonecutter. One day, it was hot, and Kalu did not feel like working. He put his axe down and said, "I want to be rich".

Suddenly, an angel came down from heaven and said, "You shall be rich". And so, Kalu became rich . He ate and drank all day.

One day he saw a king. Everybody bowed to him. Kalu said, "Money isn't enough . I want to be a king".

The angel came again , and made him a king. Now everybody bowed to him. Kalu was happy. One day, he was going around his country. The hot sun burnt him. Suddenly Kalu shouted, "I want to be the sun".

Answer the questions in complete sentences.

1. Who was Kalu ?

2. Why didn't Kalu feel like working ?

3. Who came down from heaven ?

4. What did Kalu see one day ?

5. What burnt Kalu ?

b. Given below is a conversation between Kalu and the angel. Some lines are missing. Fill in the missing lines.

05

Kalu : I am not happy.

Angel : Why ?

Kalu : I want to be rich .

Angel : You shall be rich.

Kalu : _____

Angel : _____ ?

Kalu : I want _____ .

Angel : You _____ .

Kalu : I'm _____ .

Angel : _____ ?

Kalu : _____

Angel : _____

9. Read the following text and do the tasks that follow.

1. Budhiram was proud. He was proud of his wealth. He always talked about the things he had. He had a talking doll; a singing watch and a magic pen with different kinds of ink inside it. He talked about them so much that the villagers got bored with his talk. They called him Buduram.
2. One day Kitu played a trick on Budhiram. He said, "Uncle, I have got some special paintings from Delhi. You can't find such paintings anywhere".
3. Budhiram wanted to see those special paintings. The next day he went to Kitu's house. He said, "Dear Kitu, are your paintings as good as my singing watch? Let's see those paintings".
4. Kitu said, "Come uncle. See the first one." Kitu brought out a painting from a box. The painting was about a girl crossing a bridge. She was carrying an open umbrella as it was raining. Budhiram asked, "What is so special about this painting?" Kitu replied, "Uncle! Wait for the weather to change, please".

a. Answer the questions in complete sentences.

15

1. What was Budhiram proud of ?

2. What did he always talk about ?

3. What did Budhiram have ?

4. Why did the villagers call Budhiram 'Buduram' ?

5. What are the meanings of Budhiram and Buduram. What is the difference ?

6. Who played a trick on Budhiram ?

- b. Write five simple and short sentences about Budhiram . One is given. 10

Budhiram was proud. _____

- C. Given below is a conversation between Budhiram and Kitu . Fill in the missing parts. 10

Kitu : Good morning ,uncle.
Budhi : _____
Kitu : How are you ?
Budhi : _____
Kitu : Do you have a talking doll?
Budhi : Yes, _____
Kitu : _____
Budhi : Yes , I have a singing watch.
Kitu : Do you have a magic pen?
Budhi : _____

APPENDICES

APPENDIX - I LEARNING INDICATORS



(Based on NCERT Learning Outcomes Adapted to our Context in Odisha)

The following learning indicators are meant for the Non-detailed study of Class –VIII. The focus is, therefore, on developing reading skills, especially fast reading skills. This indicator is to be consulted in addition to the learning indicators provided in the Detailed Study Book.

Skills/Sub-skills Reading	Learning Indicators Learners :	Suggested Pedagogical Processes
	<ul style="list-style-type: none">• read and comprehend comparatively larger chunks at a time.• quickly guess the meaning of difficult words in a context.• can read with 70% comprehension, about 50 words in a minute.• can skim through quickly to get an overall idea.• can moderately mark the story line and sign-post words related to the story line .• can get mental pictures of the context – be it the description of places or home – and get pleasure out of reading.	<ul style="list-style-type: none">• Making learners read larger chunks at a time, by increasing the length of SGP.• Encouraging learners to guess the meanings of unknown words from context (method of teaching).• Laying stress on developing skimming skills through storyline activities.• Encouraging learners to read tail-pieces and other interesting reading materials not included in the textbook.

Other skills and sub-skills are provided in the Detailed Textbook.

APPENDIX - II

SOME USEFUL TIPS

A. Instructions For Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, your lap or a pillow.
2. Use ink /pencil (well sharpened) ball pen; bad ball pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write on straight lines. Rolled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

B. Suggestions for asking questions during while-reading stage :

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask questions to the whole class-then identify whom you want to answer your questions.
4. Never answer questions yourself-provide clues to help your students to ask you questions.
5. Encourage your students to ask you question.
6. Encourage your students' questions-ask other students to answers to answer.

7. If you fail to answer any question from your student, bounce back the question to the whole class (you can answer his/her question).
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others and develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer some questions in English.

C. Rules of Reading Aloud :

1. Make yourself familiar with the text before you see it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is saying a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.