





THE CORONATION ENGLISH READERS

BOOK III

The Coronation English Readers.

EDITED BY

1423

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PREFACE

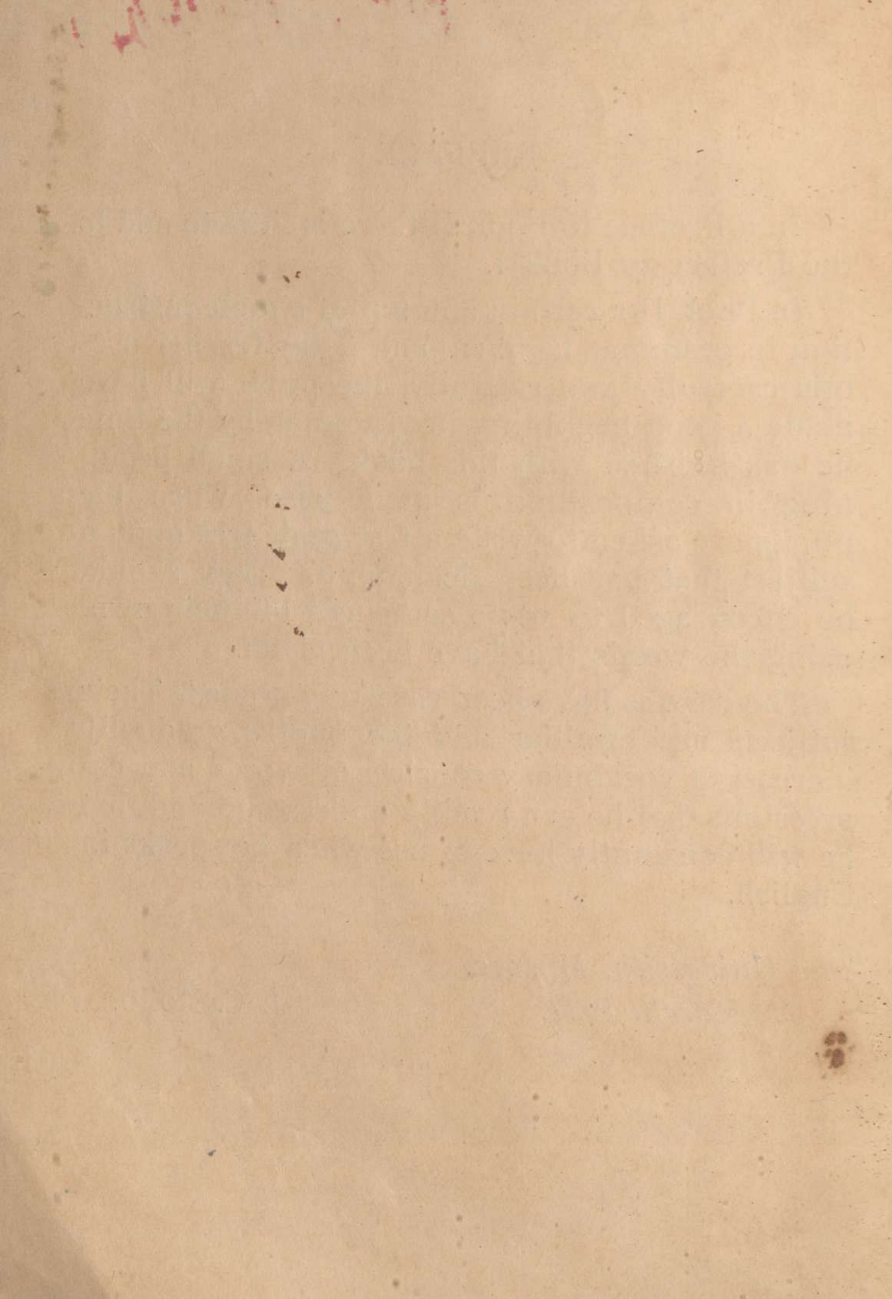
In a Preface to Book II there is little to add to the Preface to Book I.

In Book II a certain amount of simple instruction in grammar is given, and if the teacher uses this carefully and skilfully, the pupil will have made a good beginning in grammar by the time he has finished with this book. A small beginning in composition is made also, when the pupils are asked to write a few sentences upon a subject that has been dealt with. They should be encouraged to write sentences of their own, using the words that have been given.

The lessons have been carefully graded. Their subjects are familiar and the pupil's gradually increasing vocabulary consists of words and expressions that he can readily understand and that he will constantly have to use when he speaks in English.

The University, Mysore,
22 March, 1937.

J. C. Rollo.



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1. KING GEORGE VI

emperor	duke	reign	occasion
empire	throne	visit	important
capital	marry	perhaps	beloved
welfare	unable	public	interest
succeed	elder	British	function
the late		come to the throne	Parliament
get to know		take the place of (an interest in)	

Look at this picture. It is a picture of our King. His name is George, and he is called George the Sixth, which we write George VI. George VI is King of England and Emperor of India.

He is the second son of the late King George V, and he was born on the 14th of December, 1895.

King George came to the throne of England on the 12th of December, 1936. Before he came to the throne he was Duke of York, and he succeeded his elder brother, King Edward VIII. King Edward reigned for eleven months, and during the short time that he was King he did much good for his people, and they loved him.



KING GEORGE VI

As Duke of York, King George VI travelled to many parts of the British Empire, and so got to know his people. On several occasions he took the place of his father at public functions when the King was unable to be present himself. Perhaps the most important of these occasions was his visit to Australia in the year 1927 to open the new Parliament House at Canberra, the new Australian capital.

In April, 1923, our King married the lady who is now Queen Elizabeth. She also takes much interest in the welfare of her people, and is greatly beloved.

EXERCISES

1. Answer the following questions:—(1) Who is now King of England and Emperor of India? (2) When was he born? (3) Whom did he succeed? (4) What was he before he came to the throne? (5) How long did King Edward VIII reign? (6) How did King George VI get to know his people? (By travelling . . .). (7) Whose place did King George VI take on several occasions, and why? (8) Which is perhaps the most important of these occasions? (9) When did King George VI marry? (10) Why is Queen Elizabeth so greatly beloved?

2. Write in words: George V, Edward VIII.

3. Read filling up the blanks with the words and phrases given below:

I have been to Madras on . . . , and so have . . . the place. . . my last visit I spent some time at the Zoo, for I take . . . wild animals. I . . . my brother, who was . . . travel.

an interest in	several occasions	unable to
got to know	took the place of	during

4. Write sentences which begin:

Before we eat . . .

Before a train starts . . .

Before we post a letter . . .

2. A FAMILY AT WORK



wife
son
rock
while

husband
daughter
younger
parent

baby
cradle
bough
cattle

all day long at work
go to sleep
stop work
drive home

Here you see a farmer working in his field. That woman is his wife. He is her husband. His wife is helping him in his work. They work all day long in their field.

They have three children, two sons and a daughter. That boy is the elder son. He is grazing his father's cattle. In this way he is helping his parents.

The younger son is a baby. He is in the cradle which you see hanging from the bough of

a tree. His sister is standing near the cradle. She looks after the baby while her parents are at work in the fields. When the baby cries, she rocks the cradle. When she rocks the cradle, the baby stops crying, and goes to sleep.

When evening comes, father and mother, son and daughter, all stop their work and go home. The mother carries the baby, while father and son drive the cattle home.

EXERCISES

1. Answer the following questions:—(1) Where is the farmer working? (2) Who is helping him in his work? (3) How does the elder son help him? (4) How does the daughter help her mother? (5) When does the baby stop crying? (6) Who carries the baby home in the evening? (7) What do father and son do?

2. Fill up the blanks below with the phrases given at the head of the lesson:

(1) When the father is working in the field, the son _____ the cattle. (Look).

(2) The sun shines _____. (Day).

(3) When we are tired, we _____. (Sleep).

(4) Husband and wife _____ in the evening. (Stop).

(5) Father and son _____ the cattle _____. (Drive).

3. Complete the following sentences:

The daughter rocks the cradle when . . .

The daughter sits by the cradle while . . .

A Sentence. Note that a sentence begins with a capital letter, and ends with a full stop (.), a question mark (?), or a wonder mark (!). Point out sentences which end in full stops and question marks.

3. HUSH-A-BYE BABY

hush

break

fall

Hush-a-bye baby,
On the tree-top;
When the wind blows,
The cradle will rock;

When the bough breaks,
The cradle will fall;
Down will come baby
And cradle and all.

EXERCISES

Answer the following questions:—(1) Where is the baby? (2) Where is the cradle? (3) When will the cradle rock? (4) When will it fall? (5) Where will the cradle fall?

Subject and Predicate. There are two parts in every sentence:—the *subject and the predicate. In the sentence *The boy helps his parents* the subject is *The boy*, the predicate is *helps his parents*. To find the subject ask the question *Who?* or *What?* The rest of the sentence will be the predicate.

Divide up the sentences given below as in the example:

Subject

Predicate

The boy

helps his parents

(1) The girl rocks the cradle. (2) The baby cries.
(3) The girl helps her parents. (4) The cattle graze in the field. (5) The cradle hangs from the bough.

4. THE FOX AND THE STORK

stork
beak
hope
enjoy

dish
flat
easy
turn

dinner
greedy
easily
at all

nothing
anything
narrow
lap up

play a trick on
invite to dinner
teach a lesson
pick up

Long, long ago there was a stork which had a fox as his friend.

But the fox was not a very good friend. One day he played a trick on the stork. He invited the stork to dinner, and what do you think he did? He put some milk in a

flat dish, and said, 'There! I hope you will enjoy your dinner.' The stork put his long beak in the dish, but he found that he could pick up nothing at all. Then, while the stork looked on, the greedy fox lapped up the milk in the dish.

It was now the stork's turn to play a trick on the fox. This is what he did. He asked the fox to dinner the next evening, and put the food in a jar with a



long narrow neck. The stork with his long beak could easily get the food out of the jar, but the fox could not get anything at all. This made him very angry, but taught him a good lesson. He saw that it was not wise to play tricks on others if you do not want them to play tricks on you.

EXERCISES

1. Answer the following questions:—(1) Was the fox a good friend to the stork? Why? (2) What trick did he play on the stork? (3) What trick did the stork play on the fox? (4) Was the fox very angry? (5) What lesson was he taught?

2. Give words meaning the opposite of:—narrow, easy, fall, elder, able, quickly.

3. Fill up the blanks with words and phrases taken from the list given at the head of the lesson:

(1) The boy wanted to play _____ on the men working in the field. So he cried out 'Wolf! wolf!' when there was no wolf there _____ all. But one day a wolf came, and began to kill the sheep. The boy cried out 'Wolf! wolf!' But the men thought that he was playing _____ them and that there was no wolf _____. So they did not leave their work and go to him. The boy was _____ a lesson. He saw that it was not wise to _____ others.

(2) The crow _____ stones and dropped them into the jar. The water came up and up. Then the crow _____ a nice drink of water. (Enjoy).

The Simple Subject and Predicate. Break up this sentence into subject and predicate:—The stork put his beak in the jar.

Subject

The stork

Predicate

put his beak in the jar

The most important word in the subject is *stork*; it is a name word or *noun*. The most important word in the predicate is *put*; it is a telling word or *verb*.

Break up the following sentences into subject and predicate, and write down the most important word in each:—

(1) The fox invited the stork to dinner. (2) The fox put some milk in a flat dish. (3) The stork asked the fox to dinner the next night. (4) The stork put the food in a jar with a long narrow neck.

Supply suitable subjects to make complete sentences:—

(1) . . . has no branches. (2) . . . laps up milk. (3) . . . picks up grain with its beak. (4) . . . sleeps in the cradle. (5) . . . works all day long in the field. (6) . . . drives the cattle home.

5. THE SQUIRREL

hole	proud	timid	squirrel
seem	stripe	nasty	sometimes
clean	smooth	berry	something
paw	sharp	noise	movement
fur	wash	hind	live on

Look at the picture of a squirrel on the next page. The squirrel is eating a nut. What a pretty little animal it is! Look at its lovely coat and its fine bushy tail. A squirrel has three stripes down its back.

Squirrels are clean little animals. You very often see them sitting up on their hind legs washing their faces with their paws. You also see them smoothing their fur with their teeth. They seem to take great care of their tails, perhaps because they are proud of them!

Squirrels live in the branches of trees. They make their nests in holes in tree trunks, and sometimes also in the roofs of our houses. They live on nuts and berries. They are very quick in

their movements. It is fun to see them jump from branch to branch, as they run about looking for food. It is easy to frighten them, for they



are very timid. When something has frightened them, they make a great noise. They have sharp teeth like a rat, and can give you a nasty bite.

EXERCISES

1. Answer the following questions:—(1) What is the squirrel in the picture doing? (2) Is it not a pretty little animal? (3) What has it down its back? (4) Has it a thin or a bushy tail? (5) What other animal washes its face with its paws? (6) Where do squirrels make their nests? (7) What do they live on? (8) What other small animal is very timid? (9) What does a squirrel do when something has frightened it?

2. Make up sentences from the following table:—

The squirrel	ran here and there	looking	for at	food water the cat
The mouse	flew from place to place			
The crow	jumped from branch to branch			
The goat	sat under the chair			

3. Give words opposite in meaning to:—clean, hind, low, much, nasty, something, sometimes.

4. Give another word for the word *coat* as used in the lesson.

5. Complete the following sentences:—(1) The girl sits as she rocks . . . (2) The fox laughed as he lapped . . . (3) The boys talk as they . . .

Nouns and Verbs. The verb in the following sentence is not *is*, but *is eating*:

The squirrel is eating a nut.

Pick out the nouns and verbs in the following sentences:—Squirrels live in the branches of trees. They make their nests in holes in their trunks. They have sharp teeth like a rat. The squirrel in the picture is sitting up on its hind legs. It is holding a nut in its paws.

Supply suitable nouns in the blanks:—The farmer works in his —. His — helps him in his work. His — looks after the baby. The — played a trick on the stork. The stork taught the — a lesson. — like nuts. A mouse washes its face with its —.

6. THE CURLIEST THING

curl
curly
curliest

vest
grey
wee

soul
woods
at play

The squirrel is the curliest thing
I think I ever saw;
He curls his back, he curls his tail,
He curls each little paw,
He curls his little vest so white,
His little coat so grey—
He is the most curled-up wee soul
Out in the woods at play!

This little poem is about an English squirrel, which is grey and has no stripes down its back. It is larger than the South Indian squirrel, and the fur under its neck is white.

EXERCISES

1. Answer the following questions:—(1) Which letter would you call a 'curly letter' — C or I? (I should call . . .) (2) Would you call S or C the 'curliest letter' of the alphabet? (3) Which is the curliest part of a squirrel — his back or his tail? (4) When does a squirrel curl his paws? (5) What is his 'vest'? (6) When does he curl it? (7) When does he curl his coat, when he sits or when he runs? (8) Where do we see squirrels at play?

2. The word *that* has been left out in line 2. Where should it come in?

7. A VISIT TO A FAIR—I

fair	bar	horse	a lot of
just	sight	quite	of course
huge	iron	wooden	merry-go-round
bull	sum	giddy	umbrella
sure	ride	along	suppose

Dutt meets his friend Roy, who is going to a fair.

Dutt.—Good evening, Roy. Where are you going?

Roy.—I am going to the fair.

D.—Going to the fair? Why?

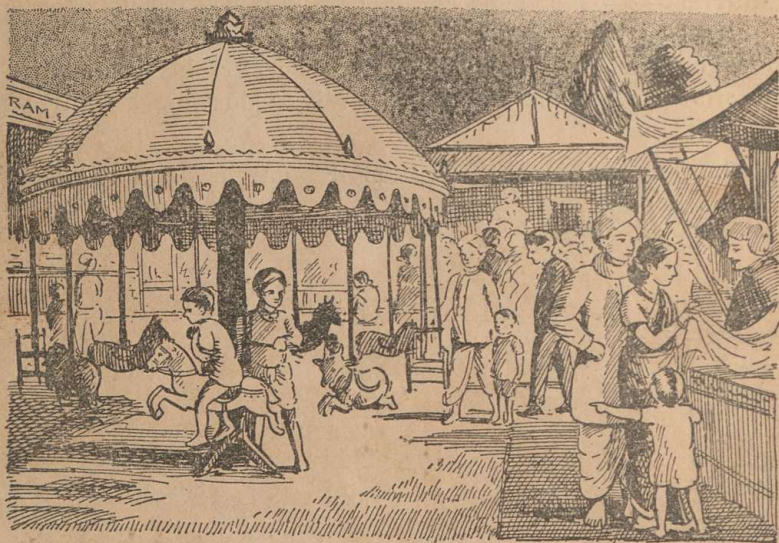
R.—To see the sights. There is quite a lot of fun in going round a fair. Would you like to come with me?

D.—But what are the sights and what is the fun?

R.—Well, shops of several kinds, shows, and of course the merry-go-round.

D.—The merry-go-round?—What is that?

R.—It is just like a huge umbrella turning round and round. Wooden horses, bulls, and



chairs hang from the roof on strong iron bars, and for a small sum you can have a ride on one of the animals or sit in comfort in a chair.

D.—And it is great fun going round and round, I suppose?

R.—Yes, it is, if it does not make you giddy.

D.—I should like to try it, I think.

R.—Then come along. I am sure you will enjoy your first visit to a fair.

EXERCISES

1. Answer the following questions:—(1) Whom did Dutt meet? (2) Where was he going? (3) Had Dutt been to a fair before? (4) Who said that there was quite a lot of fun in going round a fair? (5) What is a merry-go-round like? (6) Can you ride in one without feeling giddy? (7) Did Dutt say that he would like to try riding in a merry-go-round?

2. Frame suitable questions to get the following answers:—(1) To the fair. (2) Like a huge umbrella. (3) It makes me feel giddy. (4) Yes, it is great fun going round and round.

Common and Proper Nouns. Read this short list of nouns:

boy	Dutt	girl	Sita	city	Mysore
man	Rama	dog	Judy	river	Kaveri

Some of the words are printed with capital letters, and some are not. This is because a word like *boy* is the name of any boy, while *Dutt* is the name of a particular person. A name word like *boy* we call a common noun, and a name word like *Dutt* a proper noun. In the same way *city* is a common noun, while *Mysore* is a proper noun.

Copy the following list of common nouns, and against each word write, as in the example, a proper noun:

month	March	day	...
river	...	town	...
pupil	...	station	...

8. A VISIT TO A FAIR—II



crowd
noise
tight
off

happy
busy
balloon

surprised
juggler
a few
lots of

shop-keepers
mixed up
themselves
good-night

The friends have arrived at the fair, and Dutt is surprised to find so many people there.

Dutt.—What a crowd and what a noise!

Roy.—But it is a happy crowd, for all the people have come to enjoy themselves.

D.—There are lots of shops, as you said, and

the shop-keepers are very busy. I suppose I must buy something.

R.—Yes, most people take away something with them. Here is a man with balloons.

D.—I will get a few for Moti. I will get a red balloon, a green one, and a yellow one, and one like this with all the colours mixed up.

R.—Let us go to one of the shows now. Here is a juggler. Let us see what he can do. Look! he is going to do the mango trick.

D.—That tree grew very quickly. I should like to know how to do the trick.

R.—There are other shows over there, but let us go to the merry-go-round. It is just stopping, and we can get on. Which will you ride—a horse or a bull?

D.—A horse, I think.

R.—Then I will ride a bull. Hold tight; we are off.

A few minutes later the friends left the fair, for it was getting dark.

R.—Well, Dutt, how did you enjoy the fair?

D.—Very much indeed, and thank you for taking me. Good-night.

R.—Good-night, Dutt.

EXERCISES

1. Answer the following questions:—(1) What surprised Dutt? (2) What sort of crowd was it? (3) What did Dutt buy for his brother Moti? (4) What trick did the juggler do? (5) What animals did the boys ride on? (6) Did Dutt like the fair?

2. Read with suitable words and phrases in the blanks:

(1) The juggler — us all with his clever tricks.
(Surprise).

(2) The boys — — their picnic in the coconut grove.
(Enjoy).

(3) The farmer is — all day in his field.

(4) A post office is a very — place.

(5) Dutt did not buy many balloons. He bought
just — —.

(6) I should like to know — to do the mango trick.

(7) You should not try to — — a train when it is
moving.

(8) Moti — his holiday. (Enjoy).

Number. The word *pen* is the name of one thing, and *pens* is the name of more than one thing. Nouns have two numbers:—the *singular* and the *plural*. *Pen* is singular in number, and *pens* is plural. Study the following list:—

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
cow	cows	berry	berries
branch	branches	leaf	leaves
box	boxes	tooth	teeth
man	men	child	children
woman	women	mouse	mice

Point out the nouns in the plural number in Lesson 8.

9. THE DOG AND HIS BONE

lay	bone	fallen	across	might
lose	snap	bridge	jungle	log
lost	copy	clear	appear	

Across a jungle stream there lay
A fallen tree trunk old and grey,
A bridge above the water's flow,
That men from bank to bank might go.

With bone in mouth, a village dog
Was running down the fallen log,
When quick upon the water clear
Another dog there did appear.



With bone in mouth he saw him run,
And copy what he did in fun,
Until he cried, 'I'll have your bone!'
And snapped, but only lost his own.

For in the water down it went,
And up a drop or two it sent,
While in the water cool and clear
No more a dog there did appear.

E. T.

EXERCISES

1. Answer the following questions:—(1) Where did the log lie? (2) Did people cross the stream on it? (3) So was it not a bridge? (4) What had the dog in his mouth as he was running down the log? (5) What did he see as he looked down into the water? (6) What did the other dog seem to do? (7) What did the village dog do? (8) What happened then? (9) Did the village dog see the other dog any more in the water?

2. Notice that the order of the words in verse is sometimes different from what it is in prose. Point out where the order is different in the above poem.

3. Are most of the nouns in the poem in the singular or the plural number?

10. BUDDHA AND THE SQUIRREL

sew	needle	kingdom	for example
truth	crack	possible	at first
still	search	persevere	in search of
dip	notice	perseverance	give up
lake	empty	look for	in the end

A girl is sewing, and drops her needle. She looks for it on the floor, but cannot find it. Then, after searching for it for some minutes, she sees it lying in a little crack in the floor. She did not notice it at first because it was such a little thing.

There are some things in the world which are much harder to find than a needle lying in a crack in the floor. Truth, for example.

The great Buddha gave up his kingdom, and went out into the woods in search of truth. There, by sitting still and thinking and thinking,

he tried to find truth, but he could not do so. Then he gave up the search, and returned home, feeling very sad.

On his way home he saw a squirrel dipping its tail in the water of a lake and shaking it on the ground.



‘What are you doing?’ asked Buddha.

‘I am emptying the lake,’ said the squirrel.

‘That is not possible,’ said Buddha.

‘I must persevere, I know,’ replied the squirrel.

This made Buddha think, and he turned back and went again into the woods. Here he began his search for truth over again, and in the end he found what he wanted to know. But it was the squirrel that taught him the lesson of perseverance.

EXERCISES

1. Answer the following questions:—(1) Why did the girl not notice her needle in the crack in the floor? (2) Why did Buddha give up his kingdom and go into the woods? (3) How did he hope to find truth? (4) Did he

at first succeed in doing so? (5) What did he do then? (6) What did he see on his way home? (7) What did the squirrel say when Buddha asked it what it was doing? (It said that it was . . .) (8) What did the squirrel say when Buddha told it that it was impossible for it to empty the lake? (It said that it was possible for it to do so only if . . .) (9) What did Buddha do now? (10) What taught him the lesson of perseverance?

2. Complete the following sentences:—(1) It was a merry-go-round that Dutt had not . . . (2) It was his friend Roy who took him to a fair and showed . . . (3) It was getting dark when the two friends . . .

3. Fill up the blanks below with words and phrases taken from the lesson:—It is often difficult to see a small thing when it falls on the floor. For example, a _____. It is more difficult still if it falls in a _____ in the _____. But if we search for it, we may — — — find it. Of course, if we give up — — too soon, we cannot hope to find such a — — as a _____. Even looking for a needle may teach the lesson — —.

4. Write the conversation between Buddha and the squirrel.

Number. Read the following pairs of sentences:

A farmer *works* in his field.

Farmers *work* in their fields.

A squirrel *lives* on nuts and berries.

Squirrels *live* on nuts and berries.

The verb in the simple predicate agrees with the noun in the simple subject in number; that is, if the noun is in the singular number, the verb is singular and if the noun is plural, the verb is plural.

The verb *works* becomes plural by dropping its *s*; so too the verb *lives*.

Rewrite with the noun of the simple subject in the singular number, as in the examples given above:—(1) The boys stand up. (2) The girls sit down. (3) The boys look at the board. (4) The girls look at the map. (5) Dogs bite with their teeth. (6) Cats wash their faces with their paws. (7) Big trees have big roots. (8) Tigers kill and eat goats.

11. REVISION

1. Write down the plural of:—balloon, parent, branch, wife, child, baby, shop-keeper.

2. Rewrite the following sentences with the simple subject in the singular number:—(1) Farmers work all day long in their fields. (2) Chairs hang from the roof. (3) Squirrels are clean little animals. (4) Squirrels live in the branches of trees.

3. Give words that are opposite in meaning to:—easy, clean, hind legs, timid, nasty, huge, happy, always, empty, able, possible, something.

4. Fill in the blanks with words and phrases chosen from those given below:

The balloon man stands about in the fair balloons. He does not seem to need any food . . . He has . . . balloons in his hand tied on strings. They are of many . . . colours. I like those with the colours . . . Dutt bought . . . balloons for his brother Moti.

selling	all day long	different	a few
at all	lots of	mixed up	

5. Complete the following sentences:

(1) The daughter looks after the baby while.....

(2) When she rocks the cradle.....

(3) The fox saw that it was not wise.....

(4) Squirrels seem to take great care of their tails, perhaps because.....

(5) For a small sum you can have a ride on a horse, or.....

6. Write each group of sentences as a single sentence:

(1) As Duke of York, King George VI travelled to many parts of the British Empire. He got to know his people.

(2) Queen Elizabeth takes much interest in the welfare of her people. She is greatly beloved.

(3) The baby is in the cradle. You see the cradle hanging from the bough of a tree.

(4) Dutt meets Roy. Roy is going to a fair.

7. Write a few sentences on a merry-go-round.

12. THE POLICEMAN

uniform
accident
prepare
happen

police
asleep
patrol
alike

lock
steal
catch
scout

thief—thieves
are about
do their best
anyone



On this page you see a picture of a policeman. He wears a uniform; that is, all policemen wear the same kind of clothes. Postmen wear uniform too; they too are all dressed alike.

Policemen are our friends, for they help us in many ways. We have all seen policemen at cross roads directing the traffic and helping people to cross the road in safety. Sometimes we see them taking school children across the road. When accidents happen, it is the policeman to whom we turn for help.

Policemen guard our property at night. When we are asleep in bed, they patrol the streets and see that no thieves are about. If they find anyone trying to get into a house to steal, they do their best to catch him; and if they succeed in doing so, they take him to the police station and lock him up.

Like scouts, policemen are trained always to be prepared.

EXERCISES

1. Answer the following questions:—(1) Do policemen and postmen wear the same uniform? (2) Why are policemen posted at cross roads? (3) Why do policemen patrol the streets at night? (4) What do they do if they find anyone trying to get into a house to steal? (5) How are policemen like scouts?

2. Rewrite filling in the blanks with suitable words and phrases:—(1) We see policemen at ^{Cross} roads — the traffic and ^{help} people to cross the road ^{in safety}. (2) Sometimes we see them ^{taking} school children ^{across} the road. (3) When accidents ^{happen}, it is the policeman to ^{whom} we turn ^{for help}. (4) When we are asleep in bed at night, policemen ^{patrol} the streets and see that no thieves are ^{about}. (5) If they find — trying to get — a house to steal, they do — — to catch him. (6) If they succeed in catching a thief, they take him to — — — and lock him —.

3. Pick out the nouns in the plural number in this lesson.

13. THE BLACKBIRDS AND THE WALL

brick

lonely

rain

Two little blackbirds singing in the sun;
One flew away, and then there was one.
One little blackbird, very black and tall,
He flew away, and then there was the wall.
One little brick wall lonely in the rain,
Waiting for the blackbirds to come and sing
again.

A blackbird is as big as a myna. It has a bright yellow beak and yellow legs, and sings very sweetly.

EXERCISES

1. Answer the following questions:—(1) How many blackbirds were there? (2) Where were they sitting? (3) Were they sitting in the sun or in the shade of a tree? (4) What did one of the birds do? (5) How many birds were now on the wall? (6) What did this bird do? (7) Was there now any bird on the wall? (8) Was the wall all alone? (9) Did it now begin to rain? (10) Was the wall wet or dry? (11) Did it look lonely in the rain? (12) What did it seem to be waiting for?

2. Can you analyse the first line of the poem into subject and predicate? Why? What is the subject of *flew* in line 4? Can you analyse line 5 into subject and predicate?

14. THE FOX AND THE KITTEN

cheese
draw
drew
rope
wheel

kitten
supper
bucket
heavy
drown

everywhere
farmyard
moonlight
follow

much nicer
fond of
as soon as

One night when the moon was shining brightly, a hungry fox went out in search of food. But though he searched everywhere, he did not find anything to eat.

At last he came to a farmyard. Here he saw a little kitten playing in the moonlight.

‘Ah,’ said the fox to the kitten, ‘you look very pretty playing in the moonlight. But I am very hungry, and so you must be prepared to be my supper.’

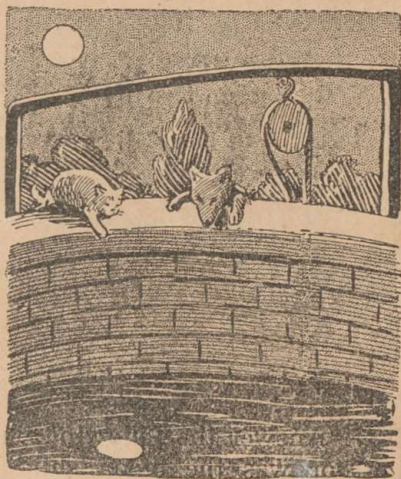
‘O! Mr. Fox,’ said the kitten. ‘I am not very big and would not make a very nice supper for

you. Let me show you something that is bigger than me and much nicer to eat.'

'And what is that?' asked the fox.

'Cheese,' said the kitten. 'I know where the farmer keeps his cheeses. Come with me, and I will show you the place.'

Now the fox was very fond of cheese, and so he got up and followed the kitten as she ran on in front.



The kitten took the fox to the farmer's well. The farmer drew water from it in two buckets, which hung from a rope that went over a wheel. When one bucket went down, the other came up.

'Look in here,' said the kitten to the fox, taking the fox up to the wall of the well. 'You will see the cheeses down there.'

The fox looked down into the well, and saw the moon shining on the still water down below. This he thought was a nice round piece of cheese.

'Oh,' he said, 'how can I get down there? I must have that big piece of cheese.'

'This way,' said the kitten, as she jumped into one of the buckets. 'When I get down to the bottom, you must jump into the other bucket, and come down after me.'

‘Right,’ said the fox, and waited for the other bucket to come up.

As soon as it came up, the fox jumped into it, and down he went into the well, because he was much heavier than the kitten. As he went down, the kitten came up. When the bucket in which the kitten was reached the top, the kitten jumped out and ran away, while the fox fell in the water and was drowned.

EXERCISES

1. Answer the following questions:—(1) Was it a dark night or was the moon shining brightly? (2) What did the fox go in search of, and why? (3) Did he find anything to eat? (4) What did he at last come to? (5) What did he see playing in the moonlight? (6) What did he say to the kitten? (7) What did the kitten say to him? (8) What was the fox to have for supper? (9) Where did the kitten take the fox? (10) How did the farmer draw water from the well? (11) What did the fox think was a large round piece of cheese? (12) What did the kitten do? (13) What did the fox do, and what happened? (14) What did the kitten do as the bucket in which she was reached the top? (15) What happened to the fox?

2. Complete the following sentences:

As soon as the fox saw the kitten, he wanted to.....

As soon as the kitten knew that the fox wanted to kill and eat her, she thought of a way to.....

As soon as the fox heard the kitten say that she would take him to the place where the farmer kept his cheeses, he got up.....

As soon as the fox saw the moon shining down on the still water below, he wanted to get down into the well, because he was.....

3. Describe how the farmer drew water from his well.

Direct Speech. Notice how this sentence is printed:

‘Cheese,’ said the kitten.

Here *raised commas* (‘ ’) or *inverted commas*, as they are also called, are used to mark off what the kitten said. When we give the actual words of a speaker, we begin with a capital letter, and put all that is said by the speaker within inverted commas. What we so write is called *direct speech*.

Besides the inverted commas, note the comma after *said*.

15. JAPAN—I

pink	brave	saucer	surround	Japanese
rim	burn	island	fertile	besides
print	melt	almost	country	volcano
group	lava	cover	mountain	underneath
snow	force	dust	earthquake	

Mary.—Look at the pretty cup father has given me, John. It has pink roses all round the rim. Father tells me that it was made in Japan.

John.—Hold it up, and see if ‘Made in Japan’ is printed on it underneath.



M.—Yes, it is; and in big letters too. The people of Japan must be very clever, and they must love beautiful things.

J.—We call the people of Japan the Japanese.

The Japanese are very clever people, and make lots of nice things besides cups and saucers.

M.—Do tell me something about Japan and its people.

J.—I will gladly do so. Japan is a group of islands surrounded on all sides by the sea.

M.—Is it a big country?

J.—No, it is not; but it is a fertile country.

M.—What makes it fertile?

J.—There are a number of mountains in Japan, and many rivers flow down from them. The rivers make the land fertile.

M.—Isn't there a very beautiful mountain in Japan?

J.—Yes, there is. It is called Fujiyama. The top of it is always covered with snow. The Japanese love this mountain as we love some of our beautiful mountains.

M.—I hear that they have many earthquakes in Japan.

J.—They have one almost every day!

M.—The Japanese must be brave people to live in such a country.

J.—Yes, they are; but they love their country. Do you know, Mary, what a volcano is?

M.—A burning mountain.

J.—Right; but the mountain does not burn.

A volcano is a mountain with a huge hole in it through which hot stones and dust and melted rock called lava are sent out with great force.

M.—Are there volcanoes in Japan?

J.—Yes, there are.

M.—Then I should not like to live in Japan. But tell me something about the Japanese.

J.—Yes, I will, but not today, because it is late, and we must go to bed.

M.—I hear mother calling us. Good-night, John.

J.—Good-night, Mary.

EXERCISES

1. Answer the following questions:—(1) Where did Mary find the words 'Made in Japan' printed? (2) What do we call the people of Japan? (3) What makes Japan a fertile country? (4) What is Fujiyama? (5) Do they have many earthquakes in Japan? (6) What is a volcano? (7) Would you like to live in Japan?

2. Read with the right words put in:—(1) A class is a — of children taught by a teacher. (2) An island is land — by water. (3) Much rice is grown in the Tanjore district; it is a very — district. (4) When the wind blows down the street, the — rises. (5) Our heads are — with hair. (6) When you heat butter, it —. (7) Henry threw the ball with great —. (8) It was — dark when we stopped playing.

3. Write a few sentences about the Japanese.

Indirect Speech. Read the following sentence:

Father tells me that this cup was made in Japan.

Here we are told what Mary's father said, but we are not given what he said in his own words. Here we have what is called indirect speech. In direct speech the sentence would be as follows:

Father says, 'This cup was made in Japan.'

Write the following sentences in direct speech:—John told Mary to hold the cup up. Mary asked John to tell her something about the people of Japan. John asked Mary if she knew what a volcano was. Mary asked John if there were any volcanoes in Japan.

16. JAPAN—II

hurt	spread	common	arrange	simple
build	guest	tumble	manners	simply
built	enter	reason	because of	certainly
mind	obey	mortar	take off	pleasant
vase	stool	cost	nation	courteous

Mary.—John, you must tell me something more about Japan today.

John.—Certainly I will.

M.—What is a Japanese home like?

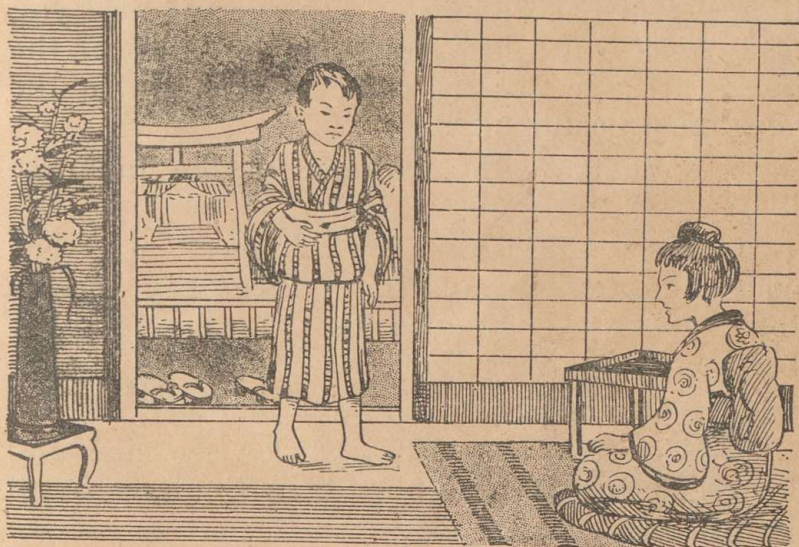
J.—Simple but beautiful. Their houses are built of wood and paper.

M.—Of wood and paper? Why is that?

J.—Because of earthquakes, which are very common in Japan, as you know. Houses built of brick and mortar would easily tumble down, and in falling might hurt and kill people.

M.—I see. And I suppose people don't much mind when their houses fall down if they are only made of wood and paper.

J.—Yes, that is another reason. A house built of wood and paper costs much less to build than one built of brick and mortar.



M.—But tell me! Do the Japanese have nice chairs and tables in their houses?

J.—No; you will not find either chairs or tables in their houses, for they live very simply.

M.—How then do they eat and write?

J.—Mats are spread on the floor, and people sit on them with low stools before them.

M.—Do they sit with their shoes on?

J.—No, they don't. When you enter a Japanese house, you must take off your shoes, and leave them at the door.

M.—So the dust of the street does not get into the house.

J.—That's right. The Japanese love beautiful things, as I have told you. In every house you find a vase on a low stool, and the girls of the house arrange flowers of many colours in the vase most beautifully.

M.—What are the manners of the Japanese like?

J.—Very pleasant. The Japanese are very courteous, and always bow when they receive their guests. They also bow to one another before taking tea or food.

M.—Are the Japanese a great nation?

J.—Yes, they are. They work very hard, and love their country and obey their Emperor in all things.

EXERCISES

1. Answer the following questions:—(1) What are Japanese houses built of? (2) Why are they not built of brick and mortar? (Give two reasons.) (3) Have the Japanese nice chairs and tables in their houses? (4) Where do they sit? (5) Do they sit with their shoes on? (6) What do they do with their shoes when they enter a house? (7) What do you find on a low stool in every Japanese house? (8) What are the manners of the Japanese like? (9) What do the Japanese do when they receive their guests?

2. Give words opposite in meaning to:—enter, obey, common, pleasant.

3. Write a few sentences about a Japanese house.

The Subject. Read the following sentence:

Father and son drive the cattle home.

The subject is *father and son*, that is, two nouns in the singular number joined by *and*; and the verb is *drive*, which is plural and not singular. So two nouns in the singular number need a verb in the plural number.

Fill up the blanks below:—Husband and wife — in the field. (Work). Son and daughter — their parents. (Help). Brother and sister — about Japan. (Talk).

17. SIMPLE SIMON

fish	whale	penny	pieman	ware
pail	taste	indeed	a-fishing	

Simple Simon met a pieman
 Going to the fair;
 Says Simple Simon to the pieman,
 ‘Let me taste your ware.’

Says the pieman to Simple Simon,
 ‘Show me first your penny.’
 Says Simple Simon to the pieman,
 ‘Indeed I have not any.’

Simple Simon went a-fishing,
 For to catch a whale;
 But all the water he had got
 Was in his mother’s pail.

Here *simple* means stupid, not clever. A pieman is a man who sells pies. A pie may be made with meat or fruit. *Ware*, what you are selling. *Pail*, bucket.

EXERCISES

1. Answer the following questions:—(1) Where was the pieman going, and why? (2) Who met him? (3) What did Simple Simon want? (4) How much each were the pies? (5) Had Simple Simon a penny to give for a pie? (6) Where do we find whales? (7) What did Simple Simon hope to catch in his mother's pail? (8) What were the two stupid things that Simple Simon did? (He asked the pieman for a pie when he did not have the money to pay for it and he hoped to.....)

2. Complete the following:—(1) Simple Simon asked the pieman to let him..... (2) The pieman asked Simple Simon to show..... (3) Simple Simon told the pieman that he had no money to.....

3. Write a few sentences about Simple Simon.

Pronouns. In line 11 of the poem, instead of saying Simple Simon again, the writer uses the word *he*. The word *he* is used instead of the proper noun *Simon*. It is called a pronoun or a word used instead of a noun. Other pronouns are:—I, you, she, we, they, it, them, his, her, its.

Point out other words in the poem that are pronouns.

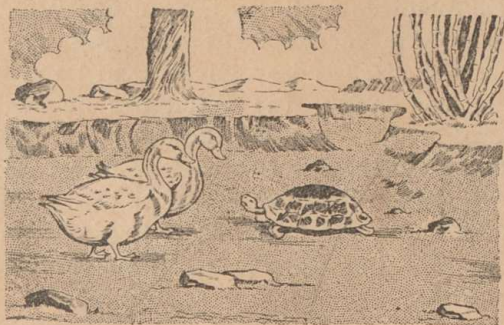
18. THE TALKATIVE TORTOISE—I

duck	quack	summer	tortoise	talkative
pond	tight	middle	say good-bye	dry up
bank	decide	sorry	neither...nor	hold on
bill	talker	beg	now and then	take care

Once two ducks lived in a pond, on the bank of which lived a tortoise. The ducks and the tortoise became good friends.

The tortoise was a great talker; he would talk all day long. The ducks said very little; they would just say 'quack' now and then.

One very hot summer the pond dried up, and the ducks could get neither food nor water. So they decided to move to another pond where there was water, and went to the tortoise to say good-bye.



The tortoise was very sad when he heard that the ducks were leaving the pond, because he did not want to live alone. So he asked the ducks to take him with them.

‘We are sorry to leave you,’ said the ducks. ‘But you cannot fly, nor can we carry you.’

‘Do try to take me with you,’ begged the tortoise, ‘for I cannot live here alone.’

Just then the ducks saw a string lying on the ground.

‘Look!’ said the ducks to the tortoise. ‘We will each hold an end of that string in our bills, and you can hold on to the middle of it. Then we can fly away with you. But you must hold on tight, and not talk; for if you do, down you will go, and you will be killed.’

‘How very kind of you, my friends!’ said the tortoise. ‘I will take care not to speak, and will hold on tight.’

EXERCISES

1. Answer the following questions:—(1) What would the tortoise do all day long? (2) What did the ducks decide to do one very hot summer, and why? (3) Why was the tortoise very sad when he heard that the ducks were leaving the pond? (4) What did he beg the ducks to do for him? (5) What did the ducks say they would do? (They said that they would each hold an end of a string in their bills, and the tortoise could —. Then they could fly away with him. But he had to hold on — and not talk.) (6) Did the tortoise say that he would take care not to talk?

2. Read filling in the blanks with words and phrases taken from the lesson:—We — to go to the coconut grove for our picnic. There was a — in the — of it with pretty flowers growing on its banks. The pond dries — in summer, and then there is — water in it nor flowers on the banks.

Adjectives. Read these sentences, and note the use of the words printed in italics:

The tortoise was a *great* talker.

The ducks and the tortoise became *good* friends.

One *hot* summer the pond dried up.

In the first sentence the word *great* describes *talker*, letting us know what sort of talker the tortoise was. In the second sentence the word *good* describes *friends*, letting us know what sort of friends the ducks and tortoise became. In the third sentence *hot* describes the summer. Words used to describe persons or things are called *adjectives*.

Pick out the adjectives in these sentences:—A squirrel is a pretty little animal. It has sharp teeth like a rat. It can give you a nasty bite. A merry-go-round is like a huge umbrella. It is a happy crowd. The moon was shining on the still water. Japan is a fertile country.

19. THE TALKATIVE TORTOISE—II

strange
height
shout
lose
lost

escape
promise
matter
needless
in time

remember
forget
forgot
many a time
so...that

take hold of
keep quiet
too much for
hold his tongue
on their way

The ducks picked up the string, and each bird held an end of it. The tortoise then took hold of the middle of the string, and the ducks rose up in the air.



On their way they flew very high over fields and tree-tops. The tortoise looked down, and was greatly pleased with the sights below. He was so pleased that he wanted many a time to open his mouth and speak about them. But he remembered his promise in time, and kept quiet.

When the birds flew over a village and the people saw them, they could not help laughing. It looked so strange to them that two ducks should be carrying a tortoise. So they shouted, 'Look at those two ducks carrying a tortoise.'

This was too much for the tortoise. He could not hold his tongue any longer. He forgot his promise, and opened his mouth to say, 'What does it matter to you?' But before he could

speaking, he lost his hold of the string, and down he came to the ground. It is needless to say that he died, for how could he escape when he fell from such a height?

EXERCISES

1. Answer the following questions:—(1) Which part of the string did the tortoise take hold of? (2) Why did the tortoise wait many a time to open his mouth and speak? (3) Why did he keep quiet? (4) What did some people do when the birds flew over their village? (5) Why did they laugh? (6) What was too much for the tortoise? (7) What did the tortoise want to say? (8) When did he lose his hold of the string?

2. Complete the following sentences:

The tortoise was not so high up that he could not hear what the people.....

The sights so pleased the tortoise that he tried.....

It looked so strange to the people to see two ducks carrying a tortoise that.....

It made the tortoise so angry to hear what the people said that.....

3. Point out the pronouns in the lesson.

Adjectives. Note the use of the words printed in italics in the following sentences:

The tortoise was *sad*.

We are *sorry* to leave you.

Both words are adjectives. In the first sentence *sad* qualifies *tortoise*, and in the second sentence *sorry* qualifies the pronoun *we*.

So an adjective may qualify a noun or a pronoun, and it need not be near the word it qualifies.

Point out the adjectives below, and say which words they qualify:—The stork put his long beak in the flat dish. The jar had a narrow neck. What a fine bushy tail the squirrel has! Squirrels are proud of their tails. It is easy to frighten squirrels. They are very timid. Some balloons are big. These balloons look nice. The tortoise fell from a great height.

20. MOLLY, MY SISTER

coffee

agree

fall out

Molly, my sister, and I fell out,
And what do you think it was all about?
She loved coffee, and I loved tea,
And that was the reason we couldn't agree.

Molly, pet form of Mary. *fell out*, quarrelled.

EXERCISES

1. Answer the following questions:—(1) What did Molly like? (2) What did her brother like? (3) What did they fall out over? (They fell out over deciding which drink was better—coffee or tea.) (4) What word is left out in the last line?

2. Brother and sister could not agree as to which drink was best. Molly said that there was no drink better than coffee. She thought that coffee was the best drink. Her brother said that there was no drink better than tea. He thought that tea was the best drink.

Note how the same thing can be said in different words.

Write the following sentences in another way:—Water is the best drink. Fujiyama is the biggest mountain in Japan. The Godavari is the longest river in South India. June is the hottest month of the year.

Adverbs. Read the following sentences, and study the use of the words printed in italics:

The stork *easily* got the food out of the jar.

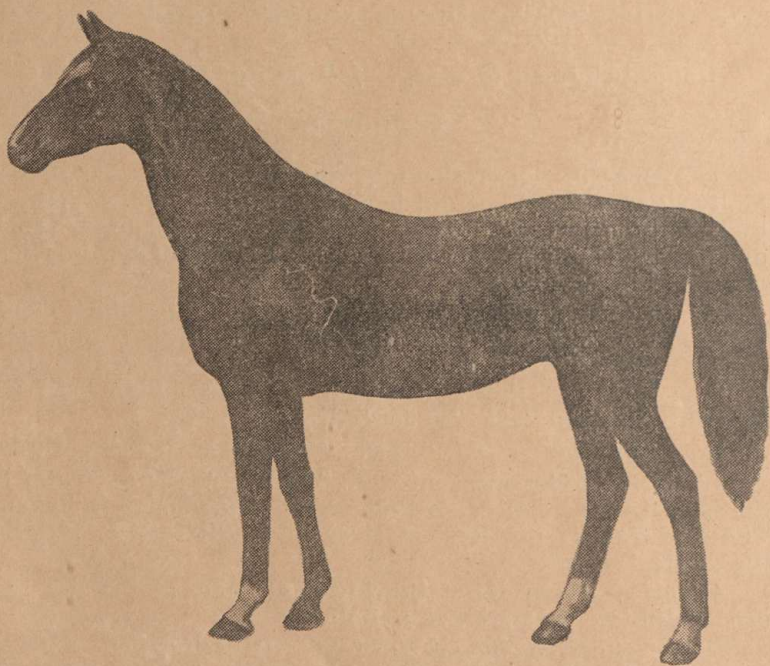
The fox was not a *very* good friend.

The tree grew *very* quickly.

The word *easily* tells you how the stork got the food out of the jar. It is said to modify or change the meaning of the verb *got*. In the same way *very* modifies *good* in the second sentence and *quickly* in the third sentence, that is, it modifies an adjective in the first case and another adverb in the second case. So an adverb is a word which modifies the meaning of a verb, an adjective, or another adverb.

Point out the adverbs in the following sentences, and say what words they modify:—Hold tight. The bird flew away. You look very pretty. Fujiyama is a very beautiful mountain. The girls arrange flowers in the vases very beautifully. The Japanese work very hard.

21. THE HORSE



mane
serve
hunt

noble
lorry
plough

western
special
purpose

willing
hunter
hound

as much as
take the place of

Some animals are called the friends of man. The horse is one of them, and the dog is another.

The horse is a noble animal, and looks very fine with its long tail and thick mane. The mane is the long hair on a horse's neck.

If a horse is well looked after, it will work well and live for many years. It is a very willing animal, and gladly serves its master.

Before the motor car came, carts and carriages drawn by horses were common, but now their place has been taken by the motor car and the motor lorry. Horses are still used for riding and hunting. People say that the horse enjoys hunting as much as the hunter. It is a very fine sight to see the horses and hounds starting off for a day's hunting.

In western countries horses are used for ploughing and carting grain from the fields. But a special kind of horse is used for the purpose. It is a very big horse, which cannot run very fast. In India we use bulls for ploughing fields.

EXERCISES

1. Answer the following questions:—(1) What makes a horse look so fine? (2) When does a horse work well? (3) Why do we say that a horse is a willing animal? (Gladly serves its master.) (4) What has taken the place of carts and carriages drawn by horses? (5) What are horses still used for? (6) What do people say about horses and hunting? (7) What is a very fine sight? (8) What are horses still used for in western countries? (9) But is not a special kind of horse used for the purpose? (10) What animal is used in India for ploughing fields?

2. Fill in the blanks below with words and phrases chosen from the lesson:—A few years ago we travelled from village to village in carts drawn — —. We used the country cart — — purpose. Now we travel by — —. If we have heavy things to take from village — —, perhaps we

use — — —. The motor car and the motor lorry — taken the place of — — —. A motor lorry can carry as — — two or three carts can. But a motor lorry needs a good road. It cannot go down some of the narrow country roads which a — — can go —. Bulls are used in India for drawing carts and — —. The bull is a — animal, and a good friend — — in India.

3. Write a few sentences about the horse as a friend of man.

The Object. Read the following sentences:

A horse runs fast.

A horse loves its master.

In the first sentence the action of the verb does not pass on to anything else. In the second sentence the action passes on to the horse's master. The noun *master* is the object of the verb *loves*.

Some verbs take objects, some do not do so. A verb that takes an object is called a *transitive* verb. One that takes no object is called an *intransitive* verb.

State, with the reason, whether the verbs of the following sentences are transitive or intransitive:—A horse gladly serves its master. The tortoise opened his mouth. He forgot his promise. The ducks flew over some fields. Simple Simon met a pieman. The Japanese work very hard. They love their country. They live very simply.

Point out the adverbs, and say which words they modify.

22. REVISION

1. Write down the plural of:—thief, volcano, country, nation.

2. Analyse the following sentences in the form given below:—

- | | |
|--------------------------------------|--------------------------|
| (1) The kitten came up. | (2) She reached the top. |
| (3) The Japanese love pretty things. | (4) They work very hard. |

- (5) The birds flew up very high. (6) They held the string-tight.

<i>Subject</i>		<i>Predicate</i>		
Noun or Pronoun	Adjective	Verb	Object	Adverb

3. Use the right word or phrase in the blanks below:—

(1) The Japanese always bow when they receive their guests; they are very —. (2) The Japanese obey their Emperor —. (3) Rice grows very well in Japan; Japan is a — country. (4) It was — to see two ducks carrying a tortoise. (5) In summer many tanks —. (6) The tortoise did not want to be left — in the pond.

alone, courteous, fertile, strange, dry up, in all things.

4. Complete the following sentences:—(1) Postmen wear uniform; that is, they are all..... (2) If a policeman succeeds in catching a thief, he takes him to..... (3) When the bucket in which the kitten was reached the top..... (4) In every house in Japan you find on a low stool, a vase in which..... (5) The ducks decided to move to another pond where.....

5. Write in indirect speech:—(1) Mary said, 'I hear mother calling me.' (2) Mary asked, 'Are there volcanoes in Japan?'

6. Write from memory the verse which tells us about the most stupid thing that Simple Simon did.

7. Use in sentences of your own:—fond of, neither ... nor, underneath, everywhere, certainly, almost.

8. Write answers to the following questions:—(1) Why are policemen posted at cross roads? (2) What is a volcano? (3) What do the Japanese do with their shoes when they enter a house? (4) What were Molly and her brother unable to agree on?

9. Write a few sentences about the uses to which horses are put in western countries.

23. A PRIZE-GIVING



page
sang
song
dull
term

hullo
sports
term
prize
quite

report
wonder
science
recite
expect

conduct
myself
rather
go off
had better

splendid
get home
first in class
examination
take part in

Father.—Hullo, Kittu, you're late. I'm sorry I could not get home in time for the prize-giving. Those are your prizes, I suppose.

Kittu.—Yes, father they are. This book was for being first in the class, and this one was for good conduct.

F.—You didn't know you were going to get that, did you?

K.—No, I didn't, father. Look, what a fine book it is—A *Wonder Book of Science*. It has splendid pictures on almost every page.

F.—Yes, it is a good book, and I should like to read it myself. But tell me all about the prize-giving.

K.—First of all two little boys sang a song. They sang very well. Then a bigger boy recited a poem in English, and another boy recited one in Sanskrit. After this the Headmaster read his report.

F.—What did he say in his report?

K.—It was rather a long report, and I don't remember all that he said; but I know he spoke about examinations and sports.

F.—Sports!—ah, I should like to see you more interested in them. You know 'All work and no play makes Jack a dull boy'.

K.—Yes, I know; and I mean to play more games next term.

F.—How did the play go off? You were in that, weren't you?

K.—Quite well, I think. I only had a small part.

F.—Well, I expect you're tired. You had better have your supper now.

EXERCISES

1. Answer the following questions:—(1) Why could not Kittu's father go to the prize-giving? (2) For what did Kittu get prizes? (3) Did he know that he was going to get a prize for good conduct? (4) When did the Headmaster read his report? (He read it after two little boys had sung and two bigger boys had recited two poems, one in English and) (5) Did Kittu remember all that the Headmaster had said in his report? (6) What did Kittu's father want him to be more interested in, and why? (7) Had Kittu a part in the school play?

2. Read with the right words and phrases in the blanks:—Many boys took part in the school play, but Kittu only had —. The play came — the prize-giving, not before it. The Headmaster read his report after two little boys had sung a song and two bigger boys — poems in English and in Sanskrit. The prize for good — was a splendid book, with pictures on — every page. Kittu's father said that he wished to — himself.

3. Give words opposite in meaning to:—dull, remember, sorry, enter, simple, heavy.

4. Write in indirect speech:—Kittu's father said, 'I am glad you got the prize for good conduct.'

5. Write four sentences about the prize for good conduct.

Pronouns. Note the following pairs of sentences:

This is *my* book.

This book is *mine*.

That is *our* cow.

That cow is *ours*.

This is *your* pen.

This pen is *yours*.

That is *his* cap.

That cap is *his*.

This is *her* bag.

This bag is *hers*.

This is *their* house.

This house is *theirs*.

We say 'This is its nest', but not 'This nest is its'.

We have the following forms of the pronoun ending in *self*.

myself

herself

I read the book myself.

yourself

itself

You yourself said so.

himself

He got the book himself. Etc.

The plural forms are:—ourselves, yourselves, themselves.

24. THE MILKMAID AND HER POT OF MILK

rich
hatch
fault

spill
spilt
toss

milkmaid
chicken
money

a great deal of
no hope of
very much

Once there was a milkmaid who wished very much to become rich.

One day as she was taking a pot of milk to market to sell, she said to herself, 'I shall sell this milk, and with the money I shall buy some eggs, and put them under a hen to hatch. When the eggs are hatched, I shall take care of the chicks, and feed them well. They will in time become fine chickens, and I shall sell them and get a



great deal of money. I shall soon become rich, and then young men will want to marry me. But I shall say "No".

As she said this to herself, she tossed her head, when down came the pot, and the milk was spilt.

'There is no hope of my becoming rich now,' said the milkmaid to herself. 'But it was all my own fault. Now I know what people mean when they say "Don't count your chickens before they are hatched".'

EXERCISES

1. Answer the following questions:—(1) How did the milkmaid hope to become rich? (By buying eggs with the money she got for the milk, hatching the eggs, and selling the chickens.) (2) When did the milkmaid toss her head? (When she thought that she would say 'No' to the young men who wanted to marry her.) (3) When did the milkmaid say there was no hope of her becoming rich? (4) Whose fault was it that the milk was spilt?

2. A *proverb* is a wise saying, like 'Don't count your chickens before they are hatched', meaning 'Don't be too sure of anything happening'.

3. Make up two sentences from the following table:

	walked to market		knew		no
As the milkmaid	thought of the spilt milk	she	thought	that there was	some

[hope of her becoming rich.

4. Point out the adverbs in the lesson.

5. Write in indirect speech:—The milkmaid said, 'It was all my own fault.'

Agreement. Read the following sentences:

There *is* a cow in the field.

There *was* a milkmaid in a village.

There *are* flowers in the garden.

In all these cases the verb agrees in number with the noun following it.

This is also the case when the sentences are made to ask questions; thus:

Is there a cow in the field?

Was there a milkmaid in the village?

Are there flowers in the garden?

Fill in the blanks with one of the following:

There is
Is there

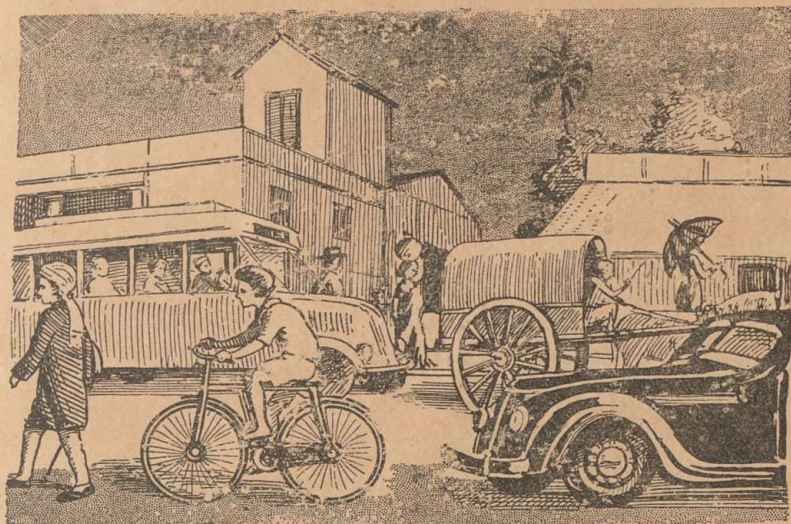
There are
Are there

There was
Was there

There were
Were there

- many shops in the fair that day.
- a school in our village now.
- not a garden in front of your house before?
- many boys in our school.
- a stream near your village?
- coconuts on the tree now?
- flowers in the garden yesterday?
- a tortoise on the bank.

25. TRAVEL BY LAND, SEA, AND AIR—I



rare
push
change
bus

journey
bullock
brought
luggage

convey
countryside
deliver
conveyance

on foot means of
bring about at least
make a journey

Suppose we stand and watch the traffic in a big town. What do we see? We see some people riding bicycles, others in cars and carriages, and a few in country carts. At the side of the road there are people on foot.

Not so long ago motor cars were rare, and travelling was slow, while long journeys could not be made easily. The bullock cart or the hand-cart, that is, a cart pulled or pushed by men, conveyed goods from one part of a town to another. What a change a few years have brought about! We can now go all over a town in an hour, if we travel by car, and there is the motor lorry for the quick and easy conveyance of goods.

In the countryside too there have been changes. The oldest means of conveyance in India are the country carts, and hundreds of them are still on the roads. But the motor bus is now seen in almost any village for the conveyance of passengers and their luggage from village to village and from town to town. On the main roads at least the motor lorry is quite common. Goods sent by motor lorry can be delivered at your door.

EXERCISES

1. Answer the following questions:—(1) In a town do we see all the people riding bicycles? (In a town we do not, but some in and a few) (2) Are cars common now in towns? (3) Are country carts rare in the countryside? (4) Can long journeys be made easily by country cart? (5) Do people still make long journeys on foot? (Yes, people sometimes make.....) (6) What is a

hand-cart, and what is it used for? (7) What do they use now for the quick conveyance of goods in a town? (8) What is the motor bus used for in the countryside? (9) Are motor buses common in big towns now? (10) Are motor lorries common on the main roads of India?

2. Make one sentence of these three sentences:

We see some people riding bicycles.

We see other people in cars and carriages.

We see a few people in country carts.

3. Rewrite these sentences as directed:

(1) We can now go all over a town in an hour, if we travel by car. (Begin: If we travel by car, it is now possible.....)

(2) What a change a few years have brought about! (Begin: A very great change has been brought.....)

(3) The bullock cart conveys goods from one part of a town to another. (Begin: Goods are conveyed from.....)

(4) At the side of the road there are people on foot. (Begin: There are people.....)

4. Make two sentences with the help of the following table:

	all over Madras	in two days	if we go by train
We can go from Madras to	Delhi	in an hour	if we travel by car

5. Write three sentences on the use to which the motor lorry is put.

Agreement. A singular verb follows *each*, *every one*, *either*, *neither*:

Each of the boys *has* a pen.

Every one of the boys *has* a pen.

Either Karim or Hamid *has* my pen.

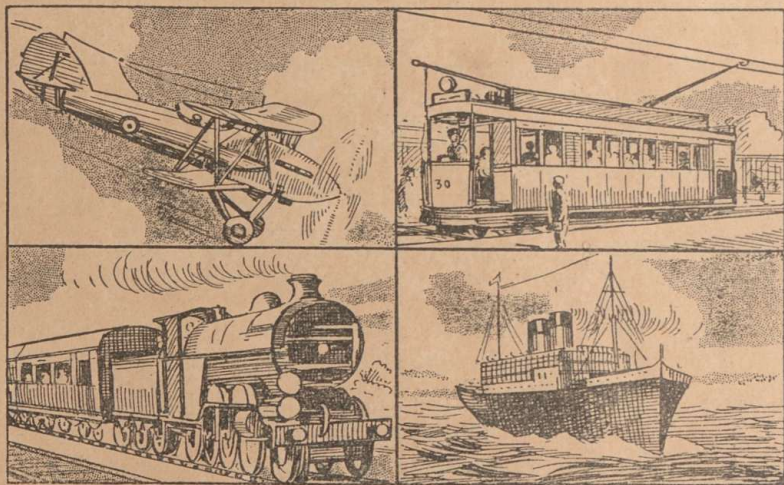
Neither of the two boys *is* present.

When two nouns are qualified by *each* or *every*, though connected by *and*, they require a verb in the singular:

Every boy and every girl *has* a pen.

Write with the correct form of the word given within brackets:—Each of the boys — (get) a book. Each of the girls — (take) a pen. Every boy — (stand) up. Every one of the boys — (hold) a book in his hand. Either Govind or Gopal — (put) the book on the table. Neither of the boys — (put) the book on the floor.

26. TRAVEL BY LAND, SEA, AND AIR—II



meal	berth	steamer	especially	from time to time
even	parcel	cricket	comfortable	a little over
bath	tram	distance	powerful	twenty-six
mile	city	wireless	hundred	on board
swim		nearly	including	very little
later			telegram	so far

Nothing has been said so far about trains and trams. We have had trains in India for some years now, and new lines are being opened from time to time. A train is like a very small town moving on wheels. We can have our meals on trains and a wash and even a bath, and especially in first and second class carriages there are comfortable berths to sleep on when you make a long journey. A few years ago train carriages were

very much smaller than they are now, and not so comfortable. The engines were not so big and powerful, and they did not go so fast. Now you can go from Madras to Bangalore in a little over seven hours, and the distance is over two hundred miles. The journey from Madras to Bombay, a distance of nearly eight hundred miles, is done in twenty-six hours. In big cities like Madras and Bombay we have trams. They are like buses, but run on rails. They carry passengers, but very little luggage. They go short distances.

There is another way of travelling from place to place in India, and that is by air. It is the quickest way of all. By air it is possible to get from Madras to Bangalore in two hours! We can now send letters and parcels from India to England and other countries by air. But most letters and parcels go by steamer. Steamers are much bigger than they used to be. They are so big that when you are on board, you feel as if you were in a town! There are swimming baths on most steamers, and people play all kinds of games, including cricket. There are shops too, and you can buy all sorts of things, from sweets to belts and ties. There are letter-boxes to post letters in, and stamps are sold on board. You can send telegrams even when you are hundreds of miles away from any land. You send them by wireless, about which you will learn later.

EXERCISES

1. Answer the following questions:—(1) What is like a very small town moving on wheels? (2) Can you have your meals on trains? (3) In which carriages are there specially comfortable berths to sleep on? (4) A few years ago were train carriages as comfortable as they are now? (5) Are engines smaller or bigger than they used to be? (6) How long does the journey from Madras to Bombay take? (7) Is the distance by rail from Madras to Bangalore over or under two hundred miles? (8) What is the quickest way of travelling from place to place in India? (9) In how many hours is it possible to fly from Madras to Bangalore? (10) How are most parcels sent to England—by air or by sea? (11) Are steamers now bigger or smaller than they used to be? (12) What do you feel like when you are on board? (13) What games do they play on board? (14) Are there shops in most steamers? (15) What can you buy there? (16) Can you send a telegram from a steamer when you are hundreds of miles away from any land?

2. Fill in the blanks with words and phrases taken from the lesson:—A few years ago steamers were not — big as they are —. They are — big now that when you are — — you feel as if you — in a town. Steamers travel much quicker than they — to do. You can post letters — — and send telegrams even when the steamer is — — — away from — land. Most letters for England and other countries go — —, though you can now send even parcels — —.

3. Write three sentences about a tram. (Begin: A tram is like.....)

The Complement. Read the following sentences:

The horse is a noble animal.

The ducks and the tortoise became great friends.

It is easy to analyse these sentences into subject and predicate; thus:

<i>Subject</i>	<i>Predicate</i>
The horse	is a noble animal.
The ducks and the tortoise	became good friends.

Let us look more closely at the predicates. The verb of the first predicate is *is*, and the verb of the second predicate is *became*. Both verbs are followed by nouns (*animal* and *friends*). Are these nouns the objects of the verbs? No, they are not; for both verbs are intransitive. The words are called *complements*, because they complete the meaning of the verb.

An adjective may also be used as the complement of a verb. Read the following sentences, and note the use of the words printed in italics:

The tortoise was very *sad*.

I shall soon become *rich*. (See Lesson 19.)

Point out the nouns and adjectives used as complements in the following sentences, and then analyse the sentences in the form given below:—(1) The younger son is a baby. (2) The fox was not a very good friend. (3) Squirrels are clean little animals. (4) Squirrels are very timid. (5) It is a happy crowd. (6) Policemen are our friends. (7) The tortoise was a great talker. (8) The horse is a willing animal. (9) It was my own fault. (10) I shall soon become rich. (11) Engines are bigger now. (12) The distance is not two hundred miles.

<i>Subject</i>		<i>Predicate</i>		
Noun or Pronoun	Adjective	Verb	Complement with Adjective and Adverb	Adverb
squirrel	The little	was	a bad teacher	not

27. TOWARDS THE SEA

rill
race

join
fair

towards
brook

free

The rain fills up the little rills
That I can see upon the hills.
The rills run into brooks, and they
Race down the mountain side in play.
The brooks all join; then fair and free,
A river runs towards the sea.

rill, a little stream. *brook*, a small stream. *race down*, rush down. *fair*, beautiful. *free*, with nothing to stop it.

EXERCISES

1. Answer the following questions:—(1) What does the rain do? (2) How are the brooks formed? (By the rills running into) (3) What do we see flowing down the side of the mountain? (4) What do the brooks join to form? (5) What flows towards the sea?

2. Analyse into subject and predicate only:

(1) Down will come baby
And cradle and all.

(2) Then fair and free,
A river runs towards the sea.

(3) What a change a few years have brought about!
Verbs with Two Objects. Read the following sentences:
A squirrel can give you a nasty bite.
This taught the fox a good lesson.

Here we see that the verb *give*, which is transitive, has two objects:—*you* and *bite*. In the same way *taught* has two objects:—*fox* and *lesson*.

Point out the objects of the verbs in these sentences:—
The squirrel taught Buddha the lesson of perseverance.
Show me first your penny. Dutt got his brother a few balloons. The postman brings us our letters. The kitten showed the fox the way to the well. The pieman would not give Simple Simon a pie for nothing.

28. AT THE CINEMA



since	film	screen	cinema	photograph
seat	roll	already	terrible	set out
sound	metal	rapidly	interval	after all
crush	reel	magic	lantern	put out
chat	wave	chatter	separate	life-like
series	music	hurry	continuous	rise and fall
thirty	noisy	ticket	entrance	turn on

Mitra.—It's a long time since we went to the cinema, father. Do let us go this evening. They say it is a very good picture.

Saroji.—Yes, father, do take us this evening.

Father.—Well, as you have both been good boys, I'll take you to the first house; but we must

go early, or we may not get good seats, or get seats at all.

M. & S.—We'll be ready at six.

The boys did not live far from the cinema. At six they set out with their father on foot, and got to the cinema a few minutes after six. They were surprised to find that there was already a huge crowd outside the booking office.

M.—What a crowd already!

S.—It looks as if the whole town were here!

F.—I told you that there would be a big crowd. Wait here till I get the tickets.

The boys waited till their father returned with the tickets, and then they all went into the cinema. They gave up their tickets to a man standing at the entrance, and he showed them where to sit.

M.—It's a good thing we are early, or we should have had no seats at all.

S.—It's a terrible crush.

F.—And we are not so early after all. It's already six twenty, and the show begins at six thirty.

S.—I don't like the music very much; it's too noisy.

F.—Yes, I think so too. But they are putting out the lights; so the show is beginning. Watch the screen.

M.—How life-like the pictures are, and how fast they move!

S.—The sound is very good; I can hear every word.

At the interval the boys had cold drinks with their father. Then they chatted for a while.

S.—How do they make moving pictures, father?

F.—They take a long series of photographs of moving objects on a film, and pass the film very rapidly through a powerful magic lantern. You then see the pictures on the screen not as separate pictures, but as one continuous picture.

M.—The film must be very long.

F.—Yes, it is. It is rolled tightly on a metal reel. Some pictures are eight or nine reels long.

S.—The lights are going again. Here is the rest of the big picture.

M.—How very real the sea seems! Look how the waves rise and fall.

S.—There comes a steamer. How she is tossing on the waves!

M.—And she is a big steamer too.

F.—But, boys, you must not talk now. We can talk about the picture at home.

So the boys stopped their chatter, till 'Good-night' was put on the screen and the lights were turned on, and then they began talking again.

M.—It was a splendid picture, father. Didn't you think so too?

F.—Yes, I did; but we must hurry home.

M. & S.—Thank you, father, so much for taking us. We enjoyed it very much.

EXERCISES

1. Answer the following questions:—(1) To which house did their father take the boys? (2) At what time did they set out? (3) Was there already a crowd outside the booking office? (4) Had the boys to wait long before the show began? (5) Why did not Saroji like the music? (6) What did the boys have at the interval? (7) What did the boys think of the picture? (8) Were there many empty seats in the cinema? (9) Could the boys hear well from where they were sitting?

2. Complete the following sentences:—(1) It is a week since..... (2) We must hurry home, or we..... (3) The boys gave up their books before they..... (4) There would have been no cricket if.....

3. Write a few sentences about how moving pictures are made.

The Complement. Read these sentences:

The potter made a fox.

The crane made the fox angry.

We notice a difference in the meaning of the word *made*. In the first sentence we are told that the potter made a fox out of clay, perhaps for his children to play with; in the second sentence, we are not told that the crane made anything at all, but that the fox got angry. By the addition of the word *angry* the meaning of the word *made* has been changed from 'constructed' to 'caused to be'. So the word *angry* completes the meaning of the word *made* and is

called a complement. It is the complement of a transitive verb.

Complete the following sentences by adding a suitable complement:—A merry-go-round does not make me Does a merry-go-round make you? What the ducks told the tortoise made him very What the people shouted made him The boys thought the picture

29. A WISH

kite
blow
wind

breeze
chance
gale

beyond
merry
until

whatever
foreign

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whatever way it chanced to blow.
Then I could look beyond the town,
And see the river winding down,
And follow all the ships that sail
Like me before the merry gale,
Until at last with them I came
To some place with a foreign name.

kite, a paper kite. *chanced*, happened. *gale*, a wind.
foreign, not of one's own country.

EXERCISES

1. Answer the following questions:—(1) What animal do men ride? (2) What takes a paper kite up into the sky? (3) What does a kite 'ride upon'? (4) The rider can make his horse go in the direction he wishes it to go. But can a paper kite guide the wind? (5) What would the

boy look down upon from the sky? (6) What would he see sailing on the river? (7) If he followed the ships, where would they take him? (8) What makes a ship move? (9) So is a kite not like a ship?

2. Fill in the blanks below:—The poem is called *A Wish* because it tells us about a —. It is the wish of a little —. He wants to —, but cannot do so. He is not —. He does not want to be a great man. He just wants to be able to — and to see — countries. So he wishes he was a —, so that he might move — place to place quite —. That would be very jolly for him. He is happy himself, and he thinks that the — is happy too. That is why he thinks the — is *merry*. By *winding* he means not flowing straight. But very few rivers — —.

(These are the words to be used in the blanks:—boy, wish, kite, gale, wind, proud, travel, foreign, straight, flow, from, easily.)

30. THE HARE AND THE TORTOISE

jog	hare	beat	afraid	not at all
fix	goal	sleep	settle	impossible
nap	wake		itself	meanwhile
win	woke	slept	asleep	ahead of
won	pass	steady	fall fast	

One day a hare met a tortoise jogging along slowly, and laughed at it.

‘How very slow you are!’ said the hare.

‘Slow indeed I am,’ said the tortoise, ‘but I could easily beat you in a race.’

‘Beat me!’ said the hare laughing. ‘That is impossible.’

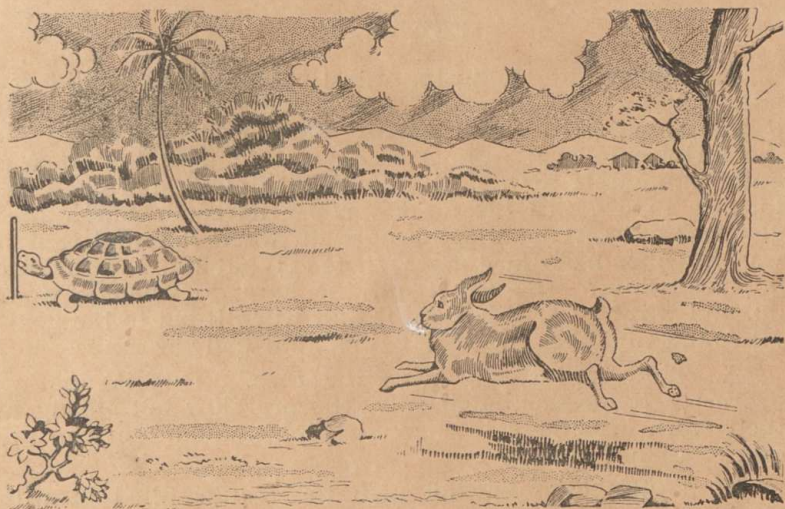
‘Not at all impossible,’ said the tortoise. ‘I could beat you any day.’

‘Let us run a race now and settle the matter,’ said the hare.

‘Very well,’ said the tortoise, and the two agreed to run the race at once.

The goal was fixed, and the two set out.

The swift hare ran so fast that it was soon far ahead of the tortoise.



‘I am rather tired,’ it said to itself, ‘and the tortoise is still far behind. So I will lie down, and have a little nap. When I wake, I shall easily be able to reach the goal before the tortoise gets near it.’

So saying, the hare lay down, and fell fast asleep. As it was very tired, it slept for a long time.

Meanwhile, the tortoise walked slowly on, passed the hare, and reached the goal.

When the hare woke up, it was afraid that it had slept too long. So it got up and ran as fast as it could to the goal. But when it got there, it found the tortoise already there! So it had to own that the tortoise had won the race.

Slow and steady wins the race.

EXERCISES

1. Answer the following questions:—(1) Why did the hare laugh at the tortoise? (2) Did the tortoise own that it was slow? (3) Did the hare think it was possible for the tortoise to beat it in a race? (It thought that it was quite impossible for) (4) What did the hare ask the tortoise to do? (5) Did the tortoise agree to run a race at once? (6) What did the hare do when it found that it was far ahead of the tortoise? (7) What did the tortoise do meanwhile? (8) What did the hare do when it woke up, and why? (9) What did it find when it got to the goal? (It found that the) (10) So what had the hare to do?

2. 'Slow and steady wins the race.' This is another proverb. It means that people who are slow but steady in their work are likely to succeed better than those who are quick but not steady.

3. Write the following with the blanks filled in with the right words:—One day a hare and a tortoise — to run a —. The goal was — and the two — —. The hare ran —, but finding the tortoise far —, it lay down and fell — —. Meanwhile the tortoise walked slowly but — on to the goal. When the hare woke up, it feared that it had — too —. So it got up and ran — — — it could. But when it — the goal, it found the tortoise — —.

(Words to be used:—ahead, agreed, race, set out, fixed, behind, fast asleep, slept, long, steadily, as fast as, already there, reached.)

The Phrase. Let us analyse the following sentence:

The man at the entrance showed us where to sit.

The subject is 'The man at the entrance', and the predicate is 'showed us where to sit'. The simple subject

is 'man', and the simple predicate is 'showed'. The words 'at the entrance' are an adjective of many words, an adjective phrase as it is called, and the words 'where to sit' are a noun phrase, for they are one of the two objects of the verb 'showed'.

The sentence may be analysed as follows:

<i>Subject</i>		<i>Predicate</i>	
Noun	Adjectives	Verb	Objects
man	The, at the entrance	showed	us, where to sit

Now let us consider the following sentence:

Squirrels live in the branches of trees.

The words 'in the branches of trees' tell us where squirrels live, and so do the work of an adverb. They form an adverb phrase.

Analyse the following sentences:—The greedy fox lapped up the milk in its dish. Squirrels make their nests in holes in tree trunks. Buddha went again into the woods. Policemen help us in many ways. The kitten took the fox to the farmer's well. In every house you find on a stool a vase. In India we use bulls for ploughing. Goods sent by motor lorry can be delivered at your door.

31. LETTER-WRITING

sheet
else
date
thus
copy

spend
address
corner
receive
mistake

note-paper
someone
affectionate
envelope
return

the head of
by mistake
someone else
in a hurry
short for

Susila.—Father, let me write to brother Mitra and ask him to come and spend the Puja holidays

here. He would be so surprised to have a letter from me.

Father.—Yes, do write to him. But do you know how to write a letter?

S.—I'm afraid I don't, father. But you will show me, won't you?

F.—Well, get a sheet of note-paper, and sit at the table, and I'll show you how to write a letter.

S.—I'm ready. What do I do first?

F.—You write our address at the top right-hand corner of the sheet.

S.—But brother Mitra knows our address.

F.—I know he does. But you should always write the address at the head of a letter to let the person you are writing to know from where you are writing. Also, suppose your letter was received by someone else by mistake. The person receiving it would know to whom to return it.

S.—I see, father. And under the address I write the date, I suppose.

F.—Yes, that's right. But there are three ways of writing the date. You may write today's date: 23rd March, 1937 or March 23, 1937 or 23-3-37. You may even leave out *rd* from the first way of writing the date, and write just 23 March, 1937. People who are in a hurry write the date in figures, thus, 23-3-37. But you don't want your brother to think that you are in a hurry, do you?

S.—No, father, I don't.

F.—So write the date either 23rd March, 1937 or 23 March, 1937.

S.—I'll write it 23rd March, 1937.

F.—You now begin your letter a few lines below the date, but to the left of the sheet.

S.—I begin *My dear brother*, I suppose.

F.—Yes, that's right. And now I'll leave you to write the letter. Write as if you were talking to your brother.

S.—But how am I to end my letter?

F.—Well, your brother must know from whom the letter is. So you end it:

Your affectionate (or loving) sister,
SUSILA.

S.—I'll write *loving*. But where should I write the words?

F.—On the right of the page, just below what you have written.

S.—Thank you, father. I think I know what to do. I'll show you the letter when I have written it.

F.—And here is an envelope. Shall I write the address on it for you?

S.—No, let me write it, father. But show me how to do it, please.

F.—You write the name of the person in the middle of the envelope, and below it the name of the street or place where the person lives, and on the last line, the name of the town or village.

I'll write the address on a piece of paper, and you can copy it on the envelope.

S.—Thank you very much, father.

Susila's father then left her to write the letter. Here it is:

32, Bow Bazaar Street,
Calcutta.
23rd March, 1937.

My dear brother,

Father has just taught me how to write a letter, and so I am writing to you for father and mother. I hope you will like my letter.

Father and mother want you to spend the Puja holidays here. We do hope you will be able to come. Do come, for we can have such a happy time here. Let us know by which train you will be arriving. Father and I will meet you at the station.

With our love,

Your loving sister,

SUSILA.

This is how Susila addressed the envelope:

Mr. T. L. Mitra, Hindu University. BENARES.

EXERCISES

1. Answer the following questions:—(1) Why did Susila want to write to her brother? (2) Did she know how to write a letter? (3) Did she take long to learn how to do so? (4) Did she know how to address an envelope? (5) Where was her brother? (6) What did she ask him to let her parents know? (7) Why should you always write the address at the head of a letter? (8) Why did Susila write the date in the way she did?

2. Just as *I'll* is short for *I will*, *23rd* is short for *twenty-third*, *22nd* for *twenty-second*, and *20th* for *twentieth*. Write the following in words:—3rd March, 2nd May, 7th June, 21st July.

3. Write a short letter in reply to Susila's letter.

Analysis. Let us analyse a few more sentences in which there are phrases. We shall need a new form for the purpose. Let us take the sentences:

The girl near the cradle is the baby's sister.

The motor bus conveys passengers and their luggage from one town to another.

<i>Subject</i>		<i>Predicate</i>			
Noun or Pro- noun	Adj. or Adj. Phr.	Verb	Obj. with adj. or adj. phr.	Compl. with adj. or adj. phr.	Adv. or Adv. Phr.
girl	The, near the cradle	is	...	the baby's sister	...
bus	The motor	conveys	passengers and their luggage	...	from one town to another

Analyse the following sentences in the same way:—You write the name of the person in the middle of the envelope. On the last line you write the name of the town. The hare found the tortoise at the goal. The film is rolled lightly on a metal reel. You pass the film very rapidly through a powerful magic lantern. They all went into the cinema. The two boys and their father set out on foot. Most letters and parcels go by steamer. Travelling by air is the quickest way of all.

32. LITTLE BY LITTLE

sink
rest

glee
glide

rough
shore

improve
movement

past

Little by little the bird builds her nest;
Little by little the sun sinks to rest;
Little by little the waves, in their glee,
Smooth the rough rocks by the shore of the sea.

Minute by minute, so passes the day;
Hour after hour, years are gliding away;
Improve then the moments, till life be past;
And little by little grow wise to the last.

glee, joy. gliding away, quietly passing away. improve the moments, spend your time wisely. moment, a second of time. life be past, we die.

EXERCISES

1. Answer the following questions:—(1) Does a bird build its nest in a day? (2) Does the sun go down slowly or quickly when it sets? What does 'sinks' mean? (3) When the waves beat on the shore, do they seem to be glad

or sad? Does the still water in a lake seem to be glad or sad? (4) What happens to rough rocks on which the waves of the sea beat? (5) What do we learn from a clock about how time passes? (6) How should we spend our time? (7) Should we try to grow better and better every day?

2. Is *smooth* (line 4) a noun or a verb? What is the complement of the verb *grow* (line 8)? What kind of phrase is *in their glee* (line 3)? Analyse lines 3-4.

3. Complete the following:—As time passes slowly but steadily and we are growing older and not younger, we should make the best possible use of.....

Prepositions. Read the following sentences and note the use of the words printed in italics:

Squirrels live *in* holes *in* tree trunks.

Here is a picture *of* a policeman.

The moon was shining *on* the still water.

There are four phrases in the three sentences. Two are adjective phrases, and two are adverb phrases. The words *in*, *on*, and *of* are the first words of the phrases. They are called prepositions. The first word of many adjective and adverb phrases is a preposition.

Point out the prepositions in the following sentences:—
The kitten jumped into one of the buckets. That is a nice big piece of cheese. The fox waited for the other bucket. The fox fell in the water. The top of the mountain is always covered with snow. Mats are spread on the floor. The Japanese leave their shoes at the door. The ducks flew over some fields. The tortoise fell to the ground from a great height.

Note the use of the words printed in italics below:

One very hot summer the pond dried *up*.

You must hold *on* tight.

The fox went *down*, and the kitten came *up*.

The boy laughed *at* the men.

In phrases like the following two words go to form a verb:

dry up	laugh at	set out	take off
hold on	turn on	put out	pick up

In the third of the sentences given above, *down* and *up* are adverbs, and do not form part of the verbs with which they are used.

The same word may be used both as an adverb and as a preposition; thus:

The fox went *down*. (Adverb.)

The horse ran *down* the road. (Preposition.)

State which words are adverbs and which prepositions in the following sentences:—Run on. Run on the grass. He came in. The stone fell in the water. The birds flew up. The mouse ran up the clock. The boys ran round and round. The girls ran round the tree. Stand near. Stand near me.

33. REVISION

1. As in the example given, copy the verbs and write against each the noun formed from it:

examine	examination	marry	...
convey	...	move	...
deliver	...	enjoy	...
recite	...	search	...

2 In the same way copy the following nouns and write against each the adjective formed from it:

power	powerful	comfort	...
noise	...	affection	...
wonder	...	distance	...
truth	...	beauty	...

3. Write down the words opposite in meaning to: dull, rare, merry, swift, rough.

4. Fill in the blanks with the right word:—I — like to see you more interested in games. There is no hope of — becoming —. A few years ago train carriages were not — comfortable as they — now. Steamers are bigger than they — to be. A river runs — and not away from the sea. The hare fell — asleep. Trams carry passengers, but — — luggage.

5. Point out the adjectives and adverbs in the following sentences:—Down came the pail. The little boys all sat down. I shall soon become rich. A few years ago railway engines were not so big and powerful as they are now.

6. Read these lines carefully, and say what words have been left out in the third line:

I often sit and wish that I
 Could be a kite up in the sky,
 And ride upon the breeze and go
 Whatever way it chanced to blow.

7. Read these lines, and write in two sentences what the person could see:

The rain fills up the little rills
 That I can see upon the hills.

8. Use the following phrases in sentences of your own:—from time to time, by mistake, in a hurry, not at all, someone else, no hope of.

9. Answer the following questions in complete sentences:—

- (1) What happened to the milkmaid who wished so much to be rich?
- (2) Do people still make long journeys on foot?
- (3) In how many hours is it possible to fly from Madras to Bangalore?

(4) Where do you write your own address in a letter, and why should you do so at all?

(5) To whom had the boys to give up their tickets when they went to the cinema?

10. Write two sentences each on (1) a motor lorry and (2) a Japanese home.

11. Describe how you should write the address on an envelope.

12. Write the story of The Hare and the Tortoise in as few words as possible.

13. 'All work and no play makes Jack a dull boy.' Say which of the following sentences gives the meaning of the proverb correctly:

(1) We should play as many games as possible.

(2) We should not spend too much time on learning our lessons.

(3) A boy who is always reading and never plays games will not be able to learn his lessons well.

14. Analyse the following sentences as fully as you can:—(1) A few years have brought about great changes.

(2) On the main roads the motor lorry is quite common.

(3) Goods sent by motor lorry can be delivered at your door.

(4) You have both been good boys. (5) Slow and steady wins the race.

15. Make up as many sentences as you can from the following table:

The school has been closed	since	Monday
The boys will be away	for	a month
His sister stayed at home	from	a few days

34. THE GODAVARI—I

north	western	delta	dense
south	eastern	deep	tributary
gorge	forest	boat	tobacco
soil	divide	rush	wonderful

If you look at a map of India, you will see several large rivers flowing across the country. Some of the largest rivers are in North India, and rise in the Himalayas. Rivers bring down soil from the mountains, and make the land fertile.

The Godavari is the longest river in South India. It rises in the Western Ghats, and flows across Hyderabad, where some small rivers flow into it. A small river which flows into a bigger river is called a tributary.

Just before the Godavari leaves the high land of the Deccan, it forces its way through a narrow gorge in the Eastern Ghats. It is very deep here, and when the river is full, it is not safe for boats to go through. The dense forests on the river banks and the rushing water make a wonderful picture.

After leaving the gorge, the river flows through flat country, and grows broader and broader. At Dowlaishwaram it divides itself into two branches which flow separately into the sea. The land between the branches is called a delta, and is very fertile. Rice and tobacco are grown very largely in the delta. They are also

grown on the many little islands in the river, called lankas.

EXERCISES

1. Answer the following questions:—(1) Where do some of the largest rivers of India rise? (2) What does the soil which rivers bring down with them from the mountains do for the land? (3) What is a tributary? (4) What does the Godavari do just before it leaves the high land of the Deccan? (5) Where does the river divide into two branches? (6) What is the land between the branches called? (7) What are very largely grown in the delta? (8) What are known as *lankas*?

2. 'The Godavari is the longest river in South India.' Rewrite this beginning 'No other river in South India.....'

3. 'Rivers make the land fertile.' How is the adjective *fertile* used?

4. Fill in the blanks with words and phrases taken from the lesson:—(1) A small river which flows — a bigger river is called a —. (2) The small islands in the river Godavari — called —. (3) When a train carriage is full and you want to get in, you have to — your way —. (4) A delta is — between two — of a river. (5) Rice and — — very largely grown in the Godavari delta.

35. THE GODAVARI—II

dam	canal	raft	prevent	waterway
dig	steam	teak	district	keep back
dug	launch	chief	bamboo	in flood
log	port	bridge	consider	pile up
	bathe	holy	pilgrim	hold up

To prevent all the water from flowing away to the sea a dam or wall has been built across the Godavari at Dowlaishwaram. The dam keeps back much of the water, and forms a great lake on the side away from the sea. Canals have

been dug to take the water held up here to different parts of the district for the fields. The canals are also used as waterways for boats carrying passengers and goods to the towns and villages on their banks. Besides boats there are steam launches on the Godavari. When it is in flood, huge rafts made of teak logs and large boats piled up with bamboo, are brought down the river from the forests. Rajahmundry is the chief river port.

The railway crosses the river at Rajahmundry. The railway bridge is built at the narrowest part of the river, and is yet over a mile long. It is one of the longest bridges in India.

The Godavari is considered a holy river by Hindus. Many pilgrims come from all parts of India to bathe in it at Rajahmundry all through the year.

EXERCISES

1. Answer the following questions:—(1) Why has a dam been built across the river at Dowlaishwaram? (2) What does the dam do? (3) How is water taken from the river to the fields? (By means of) (4) What other use is made of the canals? (5) What do they bring down the river when it is in flood? (6) What town is the chief river port? (7) How long is the railway bridge at Rajahmundry? (8) By whom is the Godavari considered a holy river? (9) What do Hindu pilgrims do at Rajahmundry?

2. Rewrite the following sentences as directed:—(1) The railway bridge is built at the narrowest part of the river, and is yet over a mile long. (Begin: Though.....) (2) Many pilgrims come from all parts of India to bathe in the Godavari all through the year. (Begin: All through the year.....) (3) When in flood, huge rafts made of teak logs are brought down the river. (Begin: Huge rafts made

of teak logs.....) (4) The dam keeps back much of the water. (Begin: Much of the water.....) (5) The Godavari is considered a holy river by Hindus. (Begin: Hindus consider.....)

3. Give examples from the lesson of:—(1) verbs made up of two words, (2) a noun used as an adjective, (3) a noun used as the complement of an intransitive verb.

4. Write a few sentences about Rajahmundry.

Voice. Transitive verbs have two voices:—the *active* and the *passive*. The active voice is that form of the verb which shows that the subject acts; as, Men *build* bridges over rivers. The passive is that form of it which shows that the subject is acted upon; as, Bridges *are built* over rivers. Give examples of verbs in the passive voice in the present lesson.

Note that *the* is used before the name of a river or a range of mountains; as, the Godavari, the Himalayas.

36. CHARLES AND THE ANIMALS

gill	horn	monkey	goose	convenient	on purpose
fin	hoof	lion	beast	keep in use	half so

The cow has a horn, and the fish has a gill;
 The horse has a hoof, and the duck has a bill;
 The bird has a wing, that on high he may sail;
 And the lion a mane, and the monkey a tail;
 And they swim, or they fly, or they walk, or they
 eat,

With fin, or with wing, or with bill, or with feet.

And Charles has two hands, with five fingers to
 each,

On purpose to work with, to hold and to reach;
 No birds, beasts, or fishes, for work or for play,
 Have anything half so convenient as they;
 But if he won't use them, and *keep* them in use,
 He'd better have had but two legs, like a goose.

A goose is a large duck-like bird; also a foolish person. We are given hands to work with and to learn all we can about things around us. Of course if we will not use our hands, then we shall learn nothing, and our hands will be of no use to us; we might just as well have two legs and no hands, like a goose, and be a goose (remain a foolish person).

Gill, a fish breathes with its gills. *On high*, up in the air. *Sail*, fly. *Fin*, a fish swims with its fins. *On purpose*, in order to. *Convenient*, suitable, useful. *As they*, as his hands are. *Keep them in use*, go on using them. *But*, only.

EXERCISES

1. Answer the following questions:—(1) Of what use are a bird's wings to it? (2) What does a fish swim with? (3) What does a duck eat with? (4) Why was Charles given two hands? (5) Can he do more with his hands than a fish can do with its fins or a monkey with its tail? (6) Should Charles always be busy using his hands?

2. What word has been omitted in line 4?

3. State in two sentences what two things Charles should do if he does not wish to be a goose.

Tense. Tenses are changes of form in verbs to show the time of an action. There are three main tenses:—the *present*, the *past*, and the *future*. Here is a table of the main tenses of the transitive verb *To love*.

Tense		Active	Passive
<i>Present</i>	...	I love	I am loved
<i>Past</i>	...	I loved	I was loved
<i>Future</i>	...	I shall love	I shall be loved

Rewrite the following sentences with the verbs first in the past tense and then in the future tense:—I begin my letter to my brother. I lie down and have a nap. I often sit and think of flying high up in the air. I get the tickets from the booking office. I go to Madras by train.

37. COTTON AND JUTE—I



cold
row

brown
climate

wool
woollen

drop off
after a while

burst open
sheep

What are most of our clothes made of? They are made of cotton. People who live in hot climates mostly wear cotton clothes because they are cool. People living in cold climates need woollen clothes because wool keeps the body warm.



We get wool from the sheep, but cotton from the cotton plant. The cotton plant grows in hot climates. Much cotton is grown in India, Egypt, Aus-

tralia, and America. The plant grows to a height of four to five feet, and bears pretty yellow flowers. When the flowers drop off, you see a small pod, which grows quickly. After a

while the pod turns brown, and bursts open. You then see that it is full of white cotton. The cotton is picked from the pod, and taken away in baskets to be cleaned. The trees in a cotton field are planted in rows, so that the pickers may move easily among the trees while picking the pods.

EXERCISES

1. Answer the following questions:—(1) What do people living in hot climates mostly wear? (2) Why do people who live in cold climates wear woollen clothes? (3) To what height does the cotton plant grow? (4) Where is the pod formed? (5) What do we see inside it when it bursts open? (6) Why are the trees in a cotton field planted in rows?

2. We get wool from the sheep. We get cotton from the cotton plant. Join these two sentences together with *but*.

3. Write three sentences about how we get cotton from the cotton plant.

Degrees of Comparison. The adjective *big*, for example, has the other forms *bigger* and *biggest*. We use the form *bigger* when we compare two things; for example, A horse is bigger than a sheep. We use the form *biggest* when we compare more than two things; for example, The elephant is the biggest animal I have seen.

Many adjectives have three degrees of comparison:—the *positive*, the *comparative*, and the *superlative*. The comparative degree is formed either by adding *er* to the positive or by putting *more* before it; the superlative is formed either by adding *est* to the positive or by putting *most* before it; as, longer, longest; more wonderful, most wonderful.

Many adjectives are compared irregularly; thus:

<i>Positive</i>	good	bad	much	little
<i>Comparative</i>	better	worse	more	less
<i>Superlative</i>	best	worst	most	least

Adjectives like *all*, *some*, and *several* cannot be compared.

Compare the following adjectives:—rough, smooth, pleasant, merry, easy, bright.

38. COTTON AND JUTE—II

bale	spin	yarn	bloom	remove
mill	spun	fibre	coarse	machine
loom	weave	stem	hardly	famous
jute	wove	stalk	except	slender
soak	woven	canvas	gunny	moist
by hand		as well as	make into	

The cotton taken from the pod is full of round black seeds. These have to be removed from it before it can be used. This was once done by hand, but is now done by a machine. The cleaned cotton is made into bales, and sent to cotton mills.

At the cotton mill the cotton is spun into yarn, and the yarn woven into cloth on a loom. A cotton mill is a very busy place. Bombay has the largest number of cotton mills in India.

Bengal is famous for its jute mills.

What is jute? Jute is a plant. It has a slender stem with hardly any branches except at the top. It grows best in a hot, moist climate like that of Bengal. When the plant begins to bloom, the stalks are cut and soaked in ponds or streams. The fibre can then be easily separated, and is used for making string and the coarse cloth called gunny, as well as canvas.

EXERCISES

1. Answer the following questions:—(1) Can the cotton taken from the pod be spun into yarn? (2) What has to be done to it? (3) What is the machine that weaves yarn into cloth called? (4) What is Bengal famous for?

- (5) Which part of the jute plant is used for making gunny?
 (6) How do we get the fibre from the plant? (7) What is canvas made of?

2. Rewrite the following sentences in the manner directed:—(1) Bombay has the largest number of cotton mills in India. (Begin: No other part of India has so many cotton mills.....) (2) The yarn is woven into cloth on a loom. (Begin: Looms weave the yarn.....) (3) The cleaned cotton is made into bales. It is then sent to cotton mills. (Write as one sentence.)

3. 'Jute grows best in a hot, moist climate like that of Bengal.' What word is *that* used instead of? Complete the following sentence: The air of the hills is cooler than that.....

Kinds of Sentences. There are three common types of sentences:

- (1) Those which simply state or deny something; as,
Jute grows well in Bengal. It does not grow well in Madras.
- (2) Those which contain some command; as, Go to the board.
- (3) Those which ask a question; as, Does jute grow well in Madras?

The first type is called the *assertive*, the second the *imperative*, and the third the *interrogative* sentence.

Assertive sentences can be written as interrogative; thus:

Jute grows well in Bengal. Does jute grow well in Bengal?

39. A HOCKEY MATCH

match	expect	whistle	hockey
shirt	tough	shoot	commence
team	score	brisk	forward
save	press	eager	half-time

Murti.—Good evening, Govind. Aren't you coming?

Govind.—Where to?

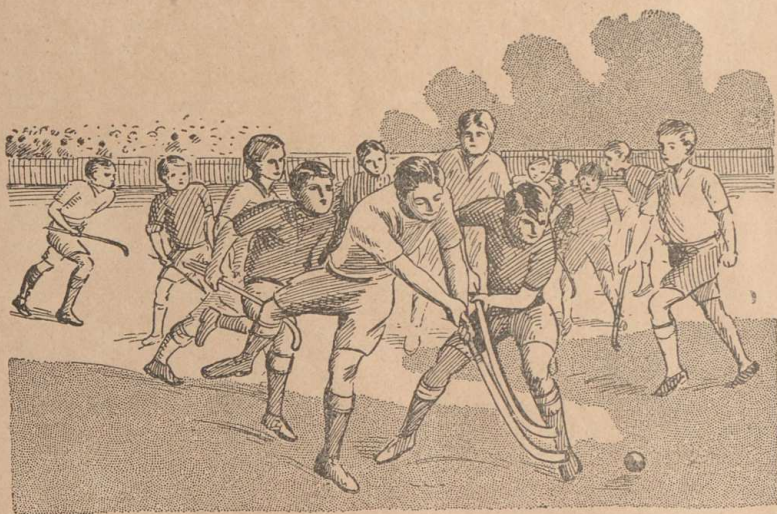
M.—To the hockey match.

G.—Is it today?

M.—Yes; at five o'clock.

G.—I shall be ready in a minute.

M.—Oh, do get ready quickly.



G.—Who are playing?

M.—Our school and the Mission School. The white shirts are our team, and the blue shirts are the Mission School team.

G.—What is the Mission School team like?

M.—Oh, quite a good and strong team. We may expect a tough fight this evening.

G.—There goes the whistle. Play has commenced.

M.—See how our players dash forward.

G.—How nicely Ramu carries the ball and passes it!

M.—It looks as though he would score a goal.

G.—I hope he will score.

M.—Now he is going to shoot for goal.

G.—Oh, the full back has hit the ball back.
Well saved!

M.—Again our players are rushing towards the goal.

G.—See Ramu running with the ball.

M.—This time he will score a goal.

G.—There: a goal. Well done, Ramu.

M.—Now the other team will press.

G.—Yes, they will.

M.—How they run and pass the ball!

G.—They look like scoring a goal.

M.—No, our Kittu has hit it back, and saved a goal.

G.—There goes the whistle. It is now half-time.

M.—Now they will change sides.

G.—I expect the play will be very brisk now.

M.—Yes. How eager the other team is!

G.—Ah, they have scored a goal too!

M.—It's only ten minutes to time.

G.—I am afraid the match will end in a draw.

M.—No, Ramu will win it for us.

G.—What a fine game he plays!

M.—There he is with the ball near the goal.

G.—A goal! a goal!

M.—It's nearly time now.

G.—There the whistle goes.

M.—Our school has won by two goals to one.

G.—But what a fine game the Mission School team played!

EXERCISES

1. Answer the following questions:—(1) Who played in the match? (2) What was the Mission School team like? (3) What was the game like? (4) Who won the match and by how many goals?

2. Write filling in each blank with the correct phrase chosen from those given below:—(1) When the hare saw the tortoise, it talked it would win the race. (2) it will get dark before we reach home. (3) When it is evening, the pupils to go home. (4) The train carriage was crowded, and so I had to

Get ready; push my way in; as though; I am afraid.

3. Use in your own sentences:—let us try to; promise; remove; it looks as though; after a while; burst open.

The Complex Sentence. Read these two sentences, and notice how they differ from each other:

The cradle will fall.

When the wind blows, the cradle will fall.

The second sentence is longer than the first. There are also two different parts in it, each with its own subject-word and verb. Each of these parts can be analysed into subject and predicate. But only one of the parts makes complete sense when used alone, that is, the second part. That is because it is the main sentence. The first part is not a sentence; it is a *clause*. Note that a comma marks off the clause from the main sentence.

Point out the clauses in the following sentences:—When the girl rocks the cradle, the baby stops crying. When evening comes, they all go home. When the bough breaks, the cradle will fall. When something has frightened a squirrel, it makes a great noise. When we are asleep in bed, policemen patrol the streets. When the birds flew over a village and the people saw them, they could not help laughing.

40. MARY'S LITTLE LAMB

lamb
rule

fleece
snow

against
appear

linger
patiently

Mary had a little lamb,
His fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.

He followed her to school one day—
That was against the rule;
It made the children laugh and play
To see a lamb in school.

And so the teacher turned him out;
But still he lingered near,
And on the grass he played about,
Till Mary did appear.

And then he ran to her, and laid
His head upon her arm,
As if to say, 'I'm not afraid—
You'll keep me safe from harm.'

'What makes the lamb love Mary so?'
The children all did cry.

'Because she loves the lamb, you know,'
The teacher did reply.

EXERCISES

1. Answer the following questions:—(1) What made the children laugh and play? (2) Why did the teacher turn out the lamb? (3) What did the lamb do? (4) What did it do when Mary came out of school? (5) What did it seem to say to her? (6) Why did the lamb love Mary so?

2. 'Till Mary did appear.' In prose we do not usually use *did* in this way. We should write 'till Mary appeared'. But *did* is always used with *not*. It is also used when we want to show that we are quite sure of what we say. For example, if a person says that he did not say something which you know he did, you say, 'But you did say so!'

'It made the children laugh and play.' Notice that there is no *to* before either *laugh* or *play*, though we say 'I asked him to come'. What do you notice about the use of *love* in line 17?

3. Fill in the blanks with words and phrases taken from the poem:—(1) My father walked on before, and I — him. (2) Our team is — to win the match. (3) The squirrel spoke — — it were quite sure that it would empty the lake. (4) The match was over, but the boys — around the field talking to one another about Ramu's fine play. (5) A sheep's wool is called its —. (6) A young sheep is called a —; a young goat is called a —. (7) When it gets dark, the stars —.

4. Give an example from the poem of an adjective following the noun it qualifies.

Clauses. In each of the following sentences there is a main sentence and a clause:

The stork found that he could pick up nothing at all.

The fox saw that it was not wise to play tricks on others.

The baby is in the cradle which you see there.

The ducks decided to go to a pond where there was water.

In the following sentence there are two clauses and a main sentence:

When the birds flew over a village and the people saw them, they could not help laughing.

The two clauses are:—when the birds flew over a village; when the people saw them.

Notice how the following sentence is analysed below:

The tortoise was very sad when it heard that the ducks were leaving the pond.

Main Sentence

Clauses

The tortoise was very sad (1) when it heard
(2) that the ducks were leaving
the pond

Analyse the following sentences into main sentence and clause or clauses:—Before King George VI came to the throne, he was Duke of York. The mother carries the baby, while father and son drive the cattle home. While the stork looked on, the greedy fox lapped up the milk in the dish. It is fun to see squirrels jump from branch to branch, as they run about looking for food. There are some things in the world which are hard to find. When the bucket in which the kitten was reached the top, the kitten jumped out. I suppose people do not much mind when their houses fall down, if they are only made of wood and paper. A steamer is so big that when you are on board, you feel as if you were in a town.

41. A WISE COURTIER

tax
taxes
cloud

court
courtier
reduce

complain
regularly
enquiry

for fear of
no fear of
majesty

There was once an emperor of China who made his people pay heavy taxes. But the people were so afraid of him that no one complained, and the taxes were paid regularly.

At the Emperor's court there lived a courtier who was very kind and wise. He felt very sorry for the people, and he wished he could do something for them.

One day the Emperor went out for a walk. With him went the courtier and a few of his men.

They had not gone far before clouds came up, and it looked as if it were going to rain.

Pointing to the clouds, the Emperor said, 'I must get back to the palace, for it is going to rain.'

'Rain, your majesty?' said the courtier. 'There is no fear of that. Those black clouds there

would not enter your empire for fear of being taxed, and taxed heavily too.'

What the courtier said did not make the Emperor angry; it made him think. So when he got back to his palace, he had enquiries made, and a few days later he reduced the taxes.

EXERCISES

1. Answer the following questions:—(1) Why did the people not complain though the taxes were so heavy? (2) Where did the wise courtier live? (3) What did he wish to tell the Emperor? (He wished to tell him that.....) (4) When did he do so, and how? (5) Did he make the Emperor angry by what he said? (6) What did the Emperor do after his return to the palace?

2. Give an example of an adjective that is the complement of a transitive verb.

3. Analyse the following sentences into main sentence and clause:—At the Emperor's court there lived a courtier who was very kind and wise. What the courtier said did not make the Emperor angry.

4. Fill in the blanks with words and phrases taken from the lesson:—(1) The shop-keeper would not — his prices. (2) The boys — that they had been given too much homework. (3) The headmaster had — made, and found that the boys had not — — too much homework. (4) Ramu hurried to school — — — being late. (5) There is — — of our losing the match so long as we have Ramu on our side.

The Compound Sentence. Here are two short sentences:

Squirrels have sharp teeth like rats.

They can give you a nasty bite.

These sentences can be written as one sentence thus:

Squirrels have sharp teeth like rats, and can give you a nasty bite.

Notice the comma which shows where the first sentence ends and the second sentence begins. Notice also that the subject of the second sentence (they) is omitted.

The long sentence is made up of two main sentences, and there are no clauses at all in it.

Now examine this sentence, and see how it differs from the previous sentence:

When we are asleep in bed, policemen patrol the streets and see that no thieves are about.

In this sentence there are two main sentences and one clause; thus:

Main Sentences

Clause

- | | |
|---|----------------------------|
| (1) Policemen patrol the streets. | When we are asleep in bed. |
| (2) They see that no thieves are about. | |

Analyse the following sentences into main sentences and clause or clauses:—If a policeman catches a thief, he takes him to the police station and locks him up. As soon as the bucket came up, the fox jumped into it, and down he went into the well. When the bucket reached the top, the kitten jumped out and ran away, while the fox fell in the water and was drowned. The Japanese are very courteous, and always bow when they receive their guests. The tortoise was very sad when it heard that the ducks were leaving the pond, because it did not like to live alone.

Write each group of sentences as one sentence:—(1) This made Buddha think. He turned back. He went again into the woods. (2) Policemen direct the traffic at cross roads. We have all seen them standing there. They also help people to cross the road in safety. (3) The farmer drew water from the well in two buckets. The buckets hung from a rope that went over a wheel. (4) Two ducks lived in a pond. On the bank of the pond lived a tortoise. (5) A horse will work well. It will live for many years. But it must be well looked after. (6) I shall sell this milk. With the money I shall buy some eggs. I shall put the eggs under a hen to hatch.

42. SUGAR

pan	sugar	obtain	sugar-cane	flesh
bud	vapour	fodder	take root	fleshy
beet	factory	jointed	leave behind	
juice	shallow	palmyra	vegetable	

Every child knows what sugar is. Children like it very much, especially when it is made into sweets. Animals like it too.

In India sugar is made from sugar-cane. Sugar-cane is a tall grass which grows in hot countries. It needs fertile soil and much water to grow well. So it is grown on wet lands.

The sugar-cane has a long, round stem, and long, narrow leaves. It is from the stem that we obtain the juice from which sugar is made. The leaves are in a tuft at the top of the cane, and are used as fodder for cattle.

The stem is jointed like bamboo. At every joint there is a bud. If you plant a cutting with a joint in it, it will take root, and leaves will spring up from the bud.

Juice is obtained from the cane by passing it between two rollers. As the cane is crushed, the juice pours out from it. The juice is cleaned, and heated in shallow pans. The water then goes off as vapour, and the sugar is left behind. The sugar is brown in colour, and is sent to the factory to be made into white sugar.

Sugar made from sugar-cane is called cane sugar. Sugar is also made from the palmyra

fruit. In Europe it is made from beet, which is a fleshy vegetable with a bright purple juice, though beet sugar is quite white.

EXERCISES

1. Answer the following questions:—(1) From which part of the cane is the juice obtained from which we make sugar? (2) How do we obtain brown sugar from the juice? (3) What is beet sugar? (4) What is palmyra sugar? (5) Do they grow sugar-cane from a seed or a cutting?

2. Rewrite as directed:

(1) Sugar-cane needs fertile soil and much water to grow well. It is therefore grown on wet lands.
(As one sentence beginning with *as*.)

(2) All the water in the juice goes off as vapour, and sugar is left behind. (Begin with *when*.)

(3) There is also another kind of sugar. It is made from beet. (As one sentence.)

(4) The lamb ran up to Mary, and laid his head upon her arm. (Begin: Running up to.....)

3. Give words opposite in meaning to:—wet, heavy, shallow, weak, brisk.

4. Write a few sentences on how sugar is obtained from sugar-cane.

The Conjunction. A joining word like *and* is called a conjunction. It joins words and phrases to one another, and sentence to sentence or clause to sentence and clause to clause. Study the use of *and* in the following sentences:

The leaves are long and narrow.

Squirrels make their nests in holes in tree trunks and in the roofs of our houses.

Buddha turned back, and went again into the woods.

When the kitten saw the fox and knew that it wanted to kill it, it thought of a trick to play on it.

Fill in each blank with either *and* or *but*, as the sense requires:—King Edward did much good for his people — they loved him. Some balloons are big — some are small. The girl looks for the needle on the floor — cannot find it. It is late — we must go to bed. Take off your shoes — leave them at the door. Simple Simon asked the pieman for a pie — he would not give him one. The tortoise

wanted to speak — it remembered its promise in time. The milk was all spilt — it was the milkmaid's own fault. There is the motor lorry for the quick — easy conveyance of goods. The country cart is the oldest means of conveyance — the motor lorry is being used more and more. I will lie down — have a nap. The teacher turned the lamb out — it remained outside and played about on the grass.

43. A VISIT TO BRINDAVAN

jet	spray	illuminate	spend holidays
dome	whole	illumination	place of interest
truly	suggest	electric	some seven or eight
spot	believe	archway	covered the distance
miss	visitor	paradise	clouds of spray
	purple	fountain	change of scene

Krishna and Gopal spent their holidays at Mysore. The first few days of them they spent going round the town and seeing the Zoo and other places of interest. Then they went to Seringapatam, which is some seven or eight miles from Mysore. They spent the whole day here, and yet felt that they had not seen all that there was to see.

The next day Gopal suggested a visit to Brindavan.

Gopal.—It's illumination day; and if we go by car, we shall not be away long.

Krishna.—What is the distance?

G.—Twelve miles each way.

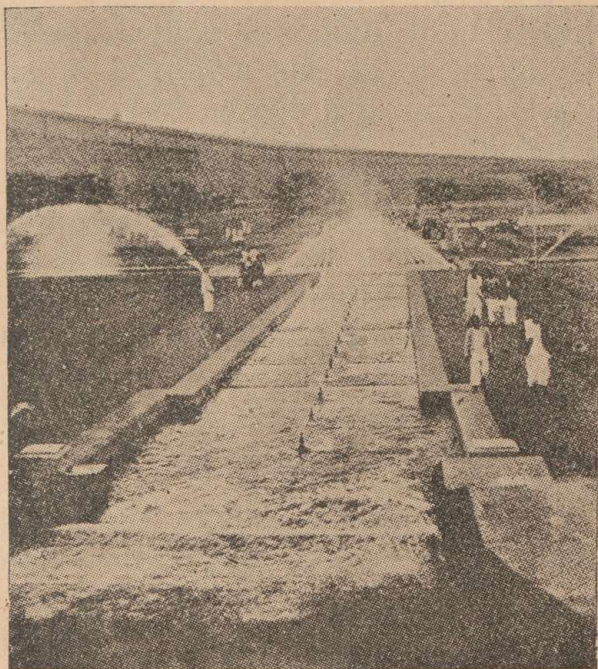
K.—That is not much for any sort of car, so let us go this afternoon.

The road went up and down, because the

country is hilly here; but the car soon covered the distance.

K.—This is the Krishnarajasagar Dam, I suppose.

G.—Yes, I think it is. I believe it is the largest dam in India.



K.—No, the Mettur Dam is the largest in India.

G.—Here we are at Brindavan.

K.—Don't the gardens look fine?

G.—And the fountains with their clouds of spray! I thought the spray was a white roof from the distance.

K.—It must be a wonderful sight when it is all illuminated.

It was now getting dark, and in a few minutes the lights were turned on.

K.—What lovely colours!—green and red and yellow and purple.

G.—How beautiful the canal looks with the pink electric light under the water!

K.—Look at those jets arranged in a circle. They meet and form a dome.

G.—And look at the archway of fountains. It looks even more wonderful than it did by day.

K.—Truly this place is a paradise on earth!

G.—Yes, indeed it is. I have not been in so wonderful a spot before.

K.—I suppose no visitor to Mysore misses Brindavan.

G.—I don't think anyone does. Many people of Mysore come here in the evenings for change of scene and rest.

K.—I don't want to leave, but it is getting late.

G.—Yes, I think we had better return to Mysore.

EXERCISES

1. Answer the following questions:—(1) How did the boys spend the first few days of their holidays? (2) How far is Seringapatam from Mysore? (3) Did the boys see all that there was to see here? (Though they spent.....) (4) Where did they spend an afternoon? (5) What did Gopal think was a white roof from the distance? (6) How was the water in the canal illuminated? (7) What did the jets arranged in a circle form? (8) Why do some people from Mysore go to Brindavan in the evenings?

2. Fill in the blanks with words and phrases taken from the lesson:—(1) The village is — five or — miles from the station. (2) When I went to Madras I — two days visiting places — —. (3) As the waves dashed on the shore, clouds — — rose above them. (4) People sometimes travel for — — —. (5) Many of the buildings in Madras have —; but they are of course made of — — —, and not of —! (6) We — our houses at Dipavali. (Brick and mortar.)

3. Use in your own sentences:—believe, suggest, look like, covered the distance, in a few minutes, an archway of staves.

4. Write four sentences about Brindavan.

The Interjection. An interjection is a word used to express some sudden feeling of wonder or surprise. It does not form part of the sentence following it. The commonest interjections are *oh* and *ah*.

44. GOOD ADVICE

advice

slip

If you your lips would keep from slips,

Five things observe with care:

Of whom you speak, to whom you speak,

And how, and when, and where.

Slips, mistakes. The meaning of the first line is:—if you do not wish to make mistakes. *Observe with care*, pay attention to, follow.

EXERCISES

1. Fill in the blanks:—Take care of whom —. Take care to whom —. Take care how you —. Take care when —. Take care that you speak when persons older than yourself have —.

2. Give the prose order of the words in lines 1 and 2.

Grammar in Rhyme

Three little words you often see
 Are Articles: *a, an, and the.*
 A Noun is the name of anything,
 As *school* or *garden, hoop* or *swing.*
 Adjectives tell the kind of noun,
 As *great, small, pretty, white, or brown.*
 Instead of nouns the Pronouns stand:
Her head, *his* face, *your* arm, *my* hand.
 Verbs tell of something being done:
To read, count, laugh, sing, jump, or run.
 How things are done the Adverbs tell,
 As *shortly, quickly, ill, or well.*
 Conjunctions join the words together,
 As men *and* women, wind *and* weather.
 The Preposition stands before
 A noun, as *in* or *through* a door.
 The Interjection shows surprise,
 As *Oh!* how pretty, *Ah!* how wise.
 These nine are called the Parts of Speech,
 Which reading, writing, speaking teach.

State what part of speech each word in the following sentence is:

‘Ah,’ said the fox to the kitten, ‘you look very pretty in the moonlight.’

45. BARODA

store	highness	minister	elementary
crop	temple	direction	education
state	library	acquire	knowledge
trade		central	plenty of

Baroda is an Indian State in the west of India. The ruler of the State is called the Gaekwar. The present ruler is His Highness the Maharaja Gaekwar Sir Sayaji Rao III.¹ He is a good and

¹ Died on the 6th February, 1939 and was succeeded by Prince Pratap Singh as the present ‘Gaekwar of Baroda State’.

wise ruler. He came to the throne in 1875. With the help of able ministers he has made great improvements in the State in many directions. Baroda is now considered one of the best of India's States.

The capital of His Highness is Baroda. It is a beautiful city with many fine buildings. The Lakshmi Vilas Palace, the Lady Dufferin Hospital, the Baroda College, and the State Library are the chief public buildings in the city. There are besides many Hindu temples.



Early in his reign His Highness said that all boys and girls should go to school and receive at least an elementary education. Now there is no town or village in the State which has not an elementary school. There are several high schools in the State, and there is a college at Baroda as well as a school where boys are taught a trade. There are a number of free libraries in the State, so that men and women may easily acquire knowledge. The central library at Baroda is one of the largest of its kind in India.

Baroda is a fertile country. Many rivers flow

through the State, of which the largest are the Narbada, the Tapti, and the Mahi. Besides rivers there are tanks for storing water. As the land is fertile, crops grow well. The chief crops are grain, cotton, and tobacco. Baroda is famous for its horses and its large white cattle. Two railways pass through the State, but there is also a network of State railways which run all over the State. There is plenty of passenger and goods traffic.

EXERCISES

1. Answer the following questions:—(1) What is the ruler of Baroda called? (2) Who is the present ruler of the State? (3) When did he come to the throne? (4) What is the capital of His Highness? (5) Is there any town or village in the State without at least an elementary school? (6) Why is this so? (Because early in his reign His Highness.....) (7) Why are there so many free libraries in the State? (8) What is Baroda famous for? (9) Why is there a network of State railways in Baroda? (Because there is plenty of.....) (10) What are the chief crops? (11) Why is the country so fertile? (12) What are the chief rivers?

2. Give words opposite in meaning to:—acquire, anyone, shallow, linger, commence, slender, western.

3. Analyse into main sentence and clauses:—Early in his reign.....education. Change the indirect into direct speech.

'Now there is no town.....' Begin: Every town.....
'Many rivers flow through.....Mahi.' Rewrite as two sentences.

46. REVISION

1. Give the past tense of the following verbs:—spin, weave, shoot, believe, teach, bring, catch, cost, swim.

2. Add *-ly* to each of these words:—wise, simple, true, easy, patient, regular.

3. Give the other degrees of comparison of:—bright, thin, wonderful, much, little, merry, coarse, steady.

4. Give words opposite in meaning to:—bright, glide, possible, rapidly, sink, important, easy, smooth, nasty, empty.

5. Put the right word in the blanks:—To prevent all the water — flowing away to the sea a — has been built — the Godavari at Dowlaishwaram. The motor bus is now seen — almost any village — the conveyance of passengers. They had not gone far — clouds came up. The swift hare ran — fast that it was soon far ahead — the tortoise. It looked as if it — going to rain. One day the Emperor went out — a walk. Juice is obtained — the cane — passing it — two rollers. As the cane is crushed, the juice pours — — it. You see the pictures on the screen not as — pictures — as one continuous picture.

6. Use in sentences of your own:—make into, by hand, hardly any, in search of, get to know, had better, no hope of, as much as, take hold of, used to be, after all, a great deal, fond of.

7. Frame sentences which contain clauses beginning: in which, from which, of which, over which.

8. Write answers to the following questions in complete sentences:—

(1) Where do some of the largest rivers of India rise?

(2) Why do people living in cold countries need woollen clothes?

(3) Why are the trees in a cotton field planted in rows?

(4) How do we obtain brown sugar from the juice of the sugar-cane?

(5) What had Mary's lamb done all the time she was in school?

9. Write two sentences on each of the following:—(1) How rivers make the land fertile, (2) how jute fibre is obtained from the jute plant.

10. Write in a few sentences what the boys Gopal and Krishna saw at Brindavan.

11. During holidays schoolboys often go sight-seeing. Give three reasons why they should do so.

12. What is an *assertive* sentence?

13. What part of speech is *before* in each of the following sentences?—

(1) I have not seen this place before.

(2) I stood before the front door.

(3) The sun set before we reached home.

14. Analyse as fully as you can:—Little by little grow wise to the last.

15. Analyse into main sentences and clauses:—When the bucket reached the top, the kitten jumped out and ran away, while the fox fell in the water and was drowned.

NEW WORDS AND PHRASES

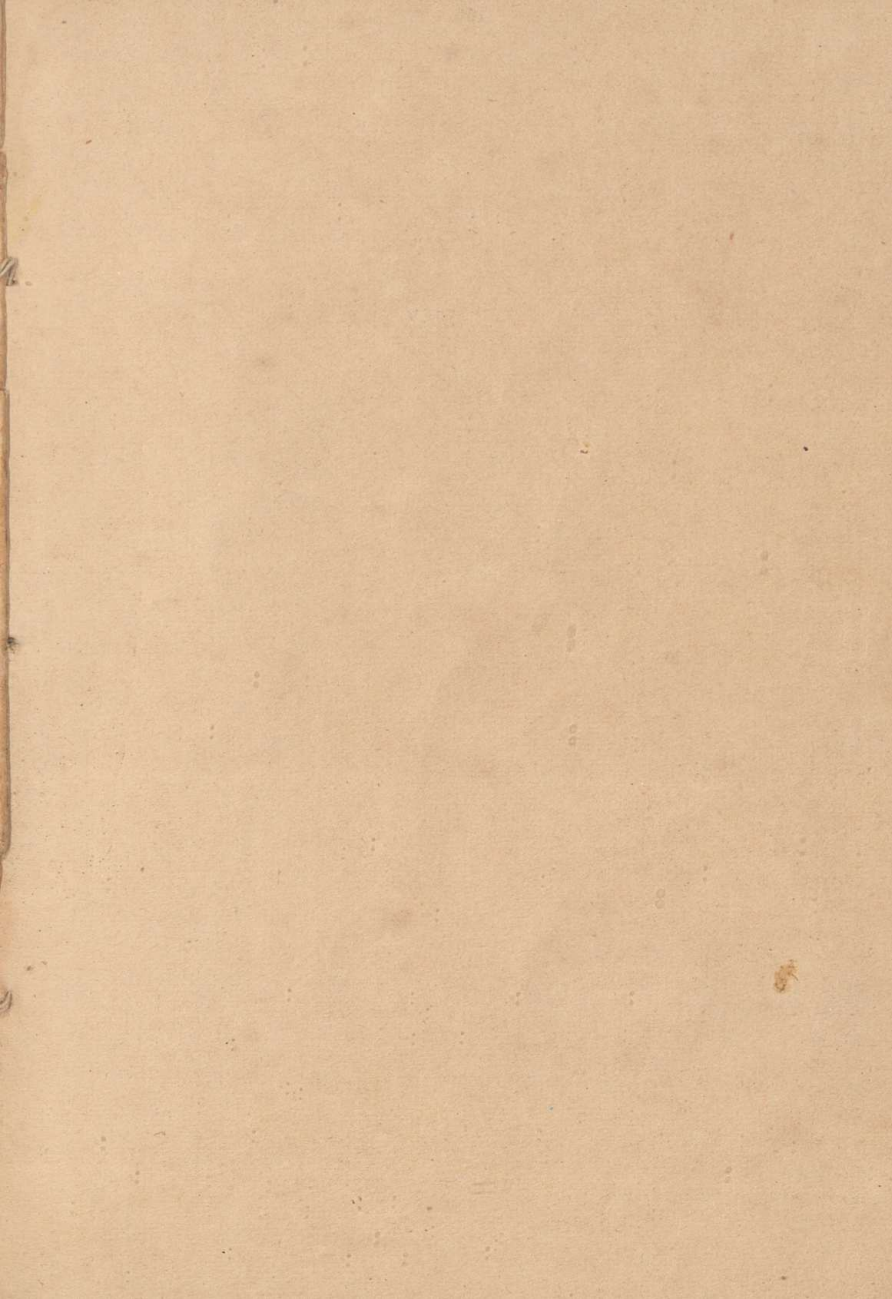
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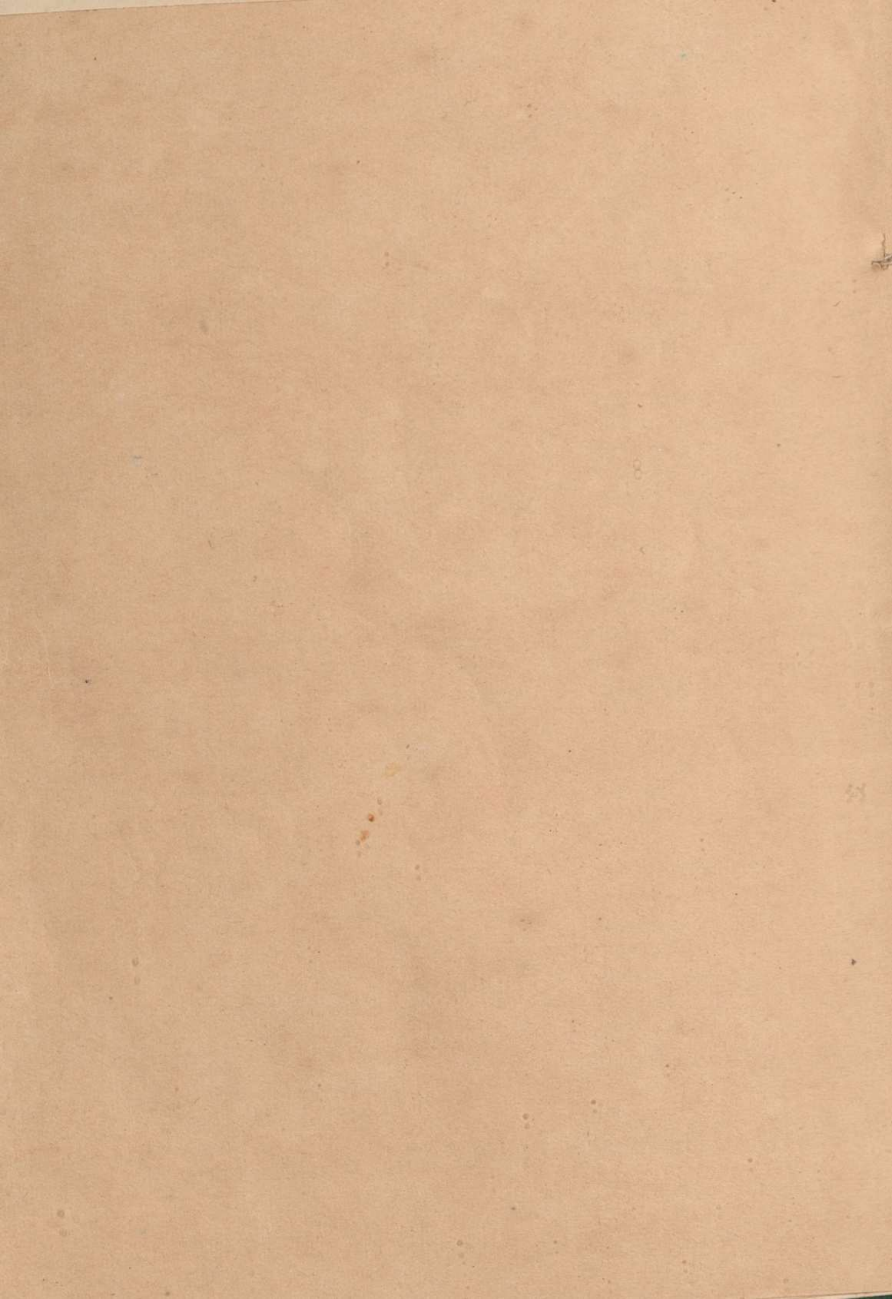
About, are —	behind,	care, take —	courtier
accident	leave —	catch	cover distance
acquire	believe	cattle	crack
across	beloved	central	cradle
address	berry	certainly	cricket
advice	berth	chance	crop
a-fishing	besides	change	crowd
affectionate	best, do	chat	crush
afraid	their —	chatter	curl
after all	better, had —	cheese	curliest
against	beyond	chicken	curly
agree	bill	chief	
ahead of	bloom	cinema	Dam
alike	blow	city	date
all, at —, not	board, on —	class, first in —	daughter
at —	boat	clean	day, all — long
almost	bone	clear	deal, a great —
along	bough	climate	deep
already	brave	cloud	decide
always	break	coarse	deliver
anyone	breeze	coffee	delta
anything	brick	cold	dense
appear	bridge	come to the	dig
archway	bring about	throne	dinner
arrange	brisk	comfortable	dip
asleep, fall	brook	commence	direction
fast —	brought	common	dish
	brown	complain	distance
Baby	bucket	conduct	district
'bale	bud	consider	divide
'balloon	build	continuous	dome
'bamboo	built	convenient	drive home
'bank	bull	convey	drop off
'bar	bullock	conveyance	dry up
'bath	burn	copy	duck
'bathe	burst open	corner	dug
'beak	bus	cost	dull
'beast	busy	country	during
'beat		countryside	dust
'because of	Canal	course, of —	
'beet	canvas	court	Eager
'beg	capital	courteous	earthquake

easily	fish	hare	invite to dinner
eastern	fix	hatch	iron
easy	flat	head of	island
education	fleece	heavy	itself
elder	fleshy	height	
electric	flood, in —	highness	Jet
elementary	fodder	hind	jog
else	follow	hockey	join
emperor	fond of	hold, — on,	jointed
empire	foot, on —	take — of,	journey, make
empty	force	— one's	a —
end, in the —	foreign	tongue	joy
enjoy	forget	hole	juggler
enquiry	forgot	holiday,	juice
enter	forward	spend —	jungle
entrance	fountain	holy	just
envelope	free	home, drive —,	jute
escape	function	get —	
especially	fur	hoof	Keep, — back,
even		hope, no — of	— in use
ever	Gale	horn	kingdom
everywhere	giddy	horse	kite
examination	gill	hound	kitten
example,	glee	huge	know, get to —
for —	glide	hullo	knowledge
except	go off	hundred	
expect	goal	hunt	Lake
	good-bye,	hunter	lamb
Factory	say —	hurry, in a —	lantern
fair	good-night	hurt	lap up
fallen	goose	husband	late, the —
fall out	gorge	hush	later
famous	greedy		launch
far, so —	grey	Illuminate	lava
farmyard	group	illumination	lay
fault	guest	important	least, at —
fear, for — of,	gunny	impossible	lesson, teach
no — of		improve	a —
fertile	Half so	including	let go
few, a —	half-time	indeed	library
fibre	hand, by —	interest, take	life-like
film	happen	an — in,	linger
fin	happy	place of —	lion
first, at —	hardly	interval	little, a — over

live on	mountain	perhaps	receive
lock	movement	perseverance	recite
log	much, too —	persevere	reduce
lonely	for, as — as,	photograph	reel
look for	very —	pick up	regularly
loom	music	pieman	reign
lorry	myself	pile up	remember
lose		pilgrim	remove
lost	Nap	pink	report
lot, a — of	narrow	place, take	rest
lots of	nasty	the —	return
luggage	nation	play, at —	rich
	nearly	pleasant	ride
Machine	needle	plenty of	rill
magic	needless	police	rim
majesty	neither ... nor	pond	rise and fall
make into	noble	port	rock
mane	noise	possible	roll
manners	noisy	pot	rope
marry	north	powerful	root, take —
match	note-paper	prepare	rough
matter	nothing	press	row
meal	notice	pretty	rule
meanwhile	now and then	prevent	rush
melt		print	
merry	Obey	prize-giving	Sail
merry-go-	obtain	promise	sang
round	occasion	proud	saucer
metal	off	public	save
middle		purple	scene, change
might	Page	purpose, on —	of —
mile	pail	push	science
milk	palmyra	put out	score
mind	pan	Quack	scout
minister	paradise	quiet, keep —	screen
miss	parcel	quite	search, in — of
mistake, by —	parent		seat
mix up	part	Race	seem
moist	pass	raft	separate
moment	past	rain	series
money	patiently	rapidly	serve
monkey	patrol	rare	set out
moonlight	paw	rather	settle
mortar	penny	reason	several

sew	spot	temple	visitor
shallow	spray, clouds	term	volcano
sharp	of —	terrible	
sheet	spread	themselves	Wait
shirt	spun	things	wake
shoot	squirrel	thirty	ware
shop-keeper	stalk	though	wash
shore	state	throne	waterway
short for	steady	thus	way, on
shout	steal	ticket	their —
sight	steam	tight	weave
simple	steamer	time, in —,	wee
simply	stem	many a —,	welfare
since	still	from — to —	well, as — as
sing	stool	timid	western
sink	store	tobacco	whale
sleep, go to —	stork	tortoise	whatever
slender	strange	toss	wheel
slept	string	tough	while, after
slip	stripe	towards	a —
smooth	succeed	trade	whistle
snap	sugar	tram	whole
snow	sugar-cane	tree-top	wife
so ... that	suggest	tributary	willing
soak	sum	trick, play a	win
soil	summer	— on	wind
some seven or	sunny	truly	wireless
eight	supper	truth	woke
someone	suppose	tumble	won
something	sure	turn on	wonder
sometimes	surprised	twenty-six	wonderful
son	surround		wooden
song	swift	Umbrella	woods
soon, as — as	swim	unable	woollen
soul	swing	underneath	work, at —.
sound		uniform	stop —
south	Take off	until	wove
special	talkative	used to	woven
spend	talker		
spill	taste	Vapour	Yarn
spilt	tax	vase	younger
spin	teak	vegetable	
splendid	team	vest	
sports	telegram	visit	





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