High up in an icy lair
Lived a little polar bear
Snow white, snow bright was her mane,
Malu Bhalu was her name.

Very soon our Malu Bhalu
Learnt the things her parents knew.
Fish to catch, big and small...
Malu was a clever girl.

Malu said to her mother one day:
Ma, I’m going far out to play.
I want to see the things that lie
There beyond the big blue sky.
A little patience, child, said Mum,
In the summer when next it comes.
Summer?... Patience?... What a test!
Malu simply could not rest.
First things first! Malu’s mum
Clasped Malu tight within her arms.
Then she said — her voice was firm
Now my dear you’ll have to swim.

But Ma! said Malu, what do I know?
How will I? I’ve never swum before!
Don’t worry dear, said Malu’s mother,
Do as I do, that’s all, she advised her.

She had no choice, no other way,
Malu had to swim that day.
Tight she gripped her mother’s hand,
Into the water splash! to land.

Brave mother’s brave young daughter!
Doubt and fear she left behind her.
Malu swam with all her might,
It didn't matter wrong or right.

But swimming came so naturally,
Her mother knew this and all could see.
Fearless was Malu, this she knew,
Not just brave, but special too.

Translated from Hindi by SANDHYA RAO
Excerpts from Malu Bhalu by Kamla Bhasin

Marigold
New Words
lair : wild animal’s lying-place
mane : long hair on the neck of some animals
clasped : (here) encircle, hold closely
might : great strength

Reading is Fun
1. Where did the polar bear live with her family?
2. What did Malu learn to do from her parents?
3. Where did Malu want to travel?
4. What was it that Malu’s parents wanted her to learn?
5. Was Malu scared to swim? Did she learn it easily?
6. Read the last two stanzas of the poem. Whom does ‘she’ stand for in both?
7. See the picture shown below and talk about it.
Now write a detailed character sketch of Malu Bhalu.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

<table>
<thead>
<tr>
<th>Malu Bhalu</th>
<th>True or False</th>
<th>Character Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malu’s hair was white.</td>
<td>☐</td>
<td>brave, strong, hardworking, eager to learn more.</td>
</tr>
<tr>
<td>Malu knew how to swim.</td>
<td>☐</td>
<td>smart, caring, impatient,</td>
</tr>
<tr>
<td>Malu was playing with the penguins.</td>
<td>☐</td>
<td>female, affectionate,</td>
</tr>
<tr>
<td>Malu was good at catching fish.</td>
<td>☐</td>
<td>bold, playful, white,</td>
</tr>
<tr>
<td>Malu was a brave <em>bhalu</em>.</td>
<td>☐</td>
<td>adventurous, clever, young, fearless</td>
</tr>
<tr>
<td>Malu did not love her mother.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Malu’s mother was firm.</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

1. _____________________
2. _____________________
3. _____________________
4. _____________________
5. _____________________
6. _____________________
Read the following passage carefully.

One day Meena plucks a mango and brings it home. Her grandmother gives the larger piece to Raju because he is a boy. Meena protests. After all, she brought the mango and she is the elder of the two. She insists she has a greater right over her share. Her father comes to her help and divides the mango equally.

Now answer the questions.

(i) Who brought the mango home?
(ii) Why did Meena’s grandmother give a larger piece to Raju?
(iii) Who do you think should have got the larger piece?

1. Using the following clues write about yourself in the space below — name, place you live in, physical features, habits, likes and dislikes etc.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are the things your mother asks you to do?

<table>
<thead>
<tr>
<th>Things you like to do</th>
<th>Things you do not like to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>_____________________</td>
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<td>_____________________</td>
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<tr>
<td>_____________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Let's Talk

Marigold
Let's Write

3. Malu lived with Malu's parents in the North Pole. Malu had great fun with Malu's seagull friends.
   One day, Malu's father told Malu that the hunters had come to trap Malu and Malu's family. Malu knew how to hide very well. Malu shut Malu's eyes and curled up like a ball of snow.

   The hunters searched for Malu and Malu's family everywhere but in vain.

We can avoid repeating the names by using certain other words in their place. Study the table below.

<table>
<thead>
<tr>
<th>Term</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>person speaking</td>
<td>I, me</td>
<td>we, us</td>
</tr>
<tr>
<td>person spoken to</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>other persons</td>
<td>he, him, she, her</td>
<td>they, them</td>
</tr>
<tr>
<td>places, things</td>
<td>it</td>
<td></td>
</tr>
</tbody>
</table>

Now rewrite the above paragraph using words from the above table.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Marigold
Who will be Ningthou?

A king is called a Ningthou and a queen is called a Leima in Manipuri. This is a story from Manipur about what qualities make a good ruler.

Read and Enjoy

Long, long ago, in the land of Kangleipak in Manipur, there lived a Ningthou and a Leima. They were loved dearly by the people.

The Ningthou and Leima, on their part, never stopped thinking about their meeyam, their people. “Our meeyam should be happy,” they said.

The people were not the only ones who loved their Ningthou and Leima. The birds and animals too loved them. The Ningthou and Leima always said: “Everybody in Kangleipak should live in peace. Not only the people, but the birds, animals and trees.”

Their beloved king and queen had three sons: Sanajaoba, Sanayaima and Sanatomba.

Twelve years later, a daughter was born. She was named Sanatombi. She was a lovely child, soft and beautiful inside. She was loved by one and all.

The years went by, and the children grew up well. And then one day, the Ningthou called all his ministers and said: “It is now...
time to decide the Tunggi Ningthou, the future king.”

The ministers were shocked. “But O Ningthou, what is there to decide? Sanajaoba, your eldest son, will be our future king.”

“Well,” the Ningthou replied. “That’s how it happened in the old days. The eldest son always became the king. But times have changed. So let us select a king who is most worthy of becoming a king.”

“We will have a contest to select the future king,” the Leima said. And so, in the land of Kangleipak, there was a contest, a horse race. Whoever reached the khongnang, the banyan tree, first would be declared Tunggi Ningthou.

But then, a strange thing happened. Sanajaoba, Sanayaima and Sanatomba all three of them finished the race together. They were expert riders and all three reached the finish line at the same time!

There was great excitement. “Look at them!” the people shouted. “Shagol thauba nupa, such fine horsemen!”

But one question remained: Who would be the Tunggi Ningthou?

The Ningthou and Leima turned to their sons. The Ningthou said, “Sanajaoba, Sanayaima and Sanatomba, you have proved that you
are fine horsemen. Do something different each one of
you, so that we can decide who will be Tunggi Ningthou.”

Suddenly, Sanajaoba mounted his horse and held his
spear straight in front of him. He looked around. There
was a hush among people. “What is Sanajaoba, the
eldest, going to do? They thought to themselves.

Sanajaoba then looked at the huge *khongnang*
standing majestically in the distance. He pierced the tree
and jumped his horse right through it!

“Bravo! Bravo!” The people shouted. “Thouro! Thouro!”
And then they fell silent.

Now it was the turn of the second son, Sanayaima.
What would he do? Sanayaima too looked at the
*khongnang* as he mounted his horse. Then he too rode
towards the tree, harder and harder. The people watched
in silence, afraid even to breathe. When he was really
close, he urged his horse to jump. Higher and higher the
horse rose until horse and rider jumped clear over the
huge tree and landed on the other side in a wonderful
motion.

The people breathed in relief and said in unison:
“Phajei! Phajei! Wonderful! Wonderful!

And now, it was the turn of the youngest son,
Sanatomba. He, too, rode his horse towards the
*khongnang* and, before anybody knew what was
happening, uprooted it. Triumphanty he carried the tree
to the Ningthou and Leima and laid it at their feet!

Shouts of *Thouro! Thouro! Phajei! Phajei!*” filled the
mountains.

The people grew restless. Why were the Ningthou and
the Leima taking so long to make the announcement?
They craned their necks to see what was happening.

The Ningthou and Leima were watching Sanatombi, their five year-old daughter. She looked sad and lonely. She stared at the khongnang which lay dead by the throne. Birds flapped worriedly around, searching for their homes in the tree. Sanatombi walked up to the khongnang and whispered, “The khongnang is dead. It was hurt by the spear and now it is dead.”

The people were all attention. The Ningthou stood up. He looked at the three boys. He looked at the little girl. He turned to the people. “If anybody is worthy of becoming the ruler,” he said, “it is little Sanatombi. It was she who
told us to look at the soul of the *khongnang*. Sanatombi feels the pain of others. She feels the pain of the people, the animals, the birds, the trees."

"I declare Sanatombi the future Leima of Kangleipak," the Ningthou said. A silence fell. Everyone turned to look at the little girl, their future queen. There she stood, all of five, like a small *khongnang*, with birds flying all around her. They sat on her shoulders and on her head. She held out her hands full of grain and the birds flapped about her, pecking at the food.

"A *Leima* is one who doesn’t hurt anybody in the kingdom.”

INDIRA MUKHERJEE
New Words

peace : quiet
worthy : deserving of
contest : competition
spear : hunter’s weapon
triumphantly : victoriously

Reading is Fun

1. Name the place in Manipur where the Ningthou and Leima ruled.
2. Why did the people of Kangleipak love their king and queen?
3. Why did the Ningthou want to choose a future king?
4. How did the king want to select their future king?
5. What kind of child was Sanatombi?
6. Have you ever seen an animal or a bird in pain? What did you do?

Let’s Listen and Talk

1. Where is Manipur on the map of India?
2. What language do the people of Manipur speak?
   (i) Assamese  (ii) Maithailon  (iii) Mizo

Marigold
3. Who do you think should have been made the future king?
   ▶ Sanajaoba, the one who jumped through the tree.
   ▶ Sanayaima, the one who jumped over the tree.
   ▶ Sanatomba, the one who uprooted the tree.

   Why do you think so?
   Who was made the future queen and why?

**Word Building**

1. Say aloud the following names in your mother tongue.

   **In Manipuri**
   
   Ningthou
   Leima
   Meeyam
   Khongnang

2. Write the meanings of the following in English.

   Tunggi Ningthou — _____________________________
   Thouro ! Thouro ! — _____________________________
   Phajei ! Phajei ! — _____________________________
   Shagol thauba nupa! — _____________________________
Fun with Sound words

Some interesting words sound like the noises for which they stand. You use a different tone of voice when you say these words. The voice becomes louder and more forceful.

For example,

**Zoom!** went the car.

**Bang!** went the door.

**Pip! pop!** flippety flop!

say the following and write what would make these sounds or actions.

Click! _____________________

Chirp! _____________________

Whisper! _____________________

Bravo! _____________________

Oh! _____________________

Ah! _____________________

Hurrah! _____________________

Alas! _____________________

Wonderful! _____________________

Hi! _____________________

Ho! _____________________

Hop away! _____________________

Language Use

1. Read the lesson carefully and put a circle around all the action words with -ed at the end. Then write them in one column and their present form in another. One is done for you.
2. Fill in the correct word in the blanks and complete the story.

In a forest, there ______ (live/lives/lived) a goblin named Cruel. One day, he ______ (meet/met/meets) an old man wandering in the forest. Immediately, Cruel ______ (leap/leaps/leapt) on to the old man’s shoulders and ______ (order/orders/ordered) him, “Let’s go. Move fast.” The frightened old man ______ (obey/obeys/obeyed) the nasty goblin and ______ (walk/walks/walked) on. As they ______ (move/moves/moved) on, he ______ (notice/notices/noticed) that the goblin’s feet were very tender. The old man ______ (ask/asks/asked) Cruel, “Sir, how are your feet so soft and tender?” Cruel ______, (reply/replies/replied) “I have taken a vow that I will not touch the ground with my feet, till I wash them.” They soon ______ (come/comes/came) to a pool. The goblin ______ (instruct/instructs/instructed) the old man to wait for him while he ______ (enter/enters/entered) the pool. The old man ______ (think/thinks/thought) to himself, “Now that the goblin has wet his feet, he does not need me. Let me run for...
my life or he will surely eat me up.” So he ________
(run/runs/ran) off.

3. Make a list of the action words from this story.

- ed action words
  live     lived
  _______   _______
  _______   _______
  _______   _______
  _______   _______

irregular action words
  meet     met
  _______   _______
  _______   _______
  _______   _______
  _______   _______

Project Work

1. Sit in groups of five. Now, each student will tell a story. Decide
which story was the best and declare a Ningthou or Leima of the
group.

2. Find out stories about other great people’s lives and their
childhood and write these in your notebook. Collect at least two
such stories and share them with your friends.

You could think of famous
- scientists
- religious people
- freedom fighters
- brave children
- astronauts
- artists

Marigold
UNIT 10

Poem: Malu Bhalu
Story: Who will be Ningthou?

Themes
Girl child – gender awareness
Multi-lingualism
Leadership qualities

Reading Time
The story in this unit is a folk tale from Manipur and has many words in Manipuri language. Children could be asked to read folk tales from other states of India and make note of any words in another language.

Conversation Time
The caring child and sensitivity to the environment is also highlighted in the story. The teacher could draw out from the children what made Sanatombi the right choice for the Leima and why is it important to care for the environment. They could be asked to find out and share with others which actions on our part harm the environment.

Writing Time
Students should be guided to write short paragraphs in a systematic way. The teacher can give some clues on how to put the points in order — starting with a brief introduction, a topic sentence followed by the points, and then a proper ending sentence. A variety of topics can be given for practice.

Project Work
A display board can be put up on famous personalities.
Constitution of India
Part IV A (Article 51 A)

Fundamental Duties

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

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).
*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).