

1

The Town Mouse and the Country Mouse

Look at these two pictures and answer the questions that follow:



1. Write the differences you notice between the things you see in the two pictures?
2. Where would you like to live, in a town or in a village?
3. Where do you think life is peaceful? Why?
4. Do animals feel the same like you?

*Here is the story of “**The Town Mouse and the Country Mouse.**” Would you like to know how the Town Mouse feels when he visits the countryside?*

A. Reading

Read the following story and answer the questions that follow:

The Town Mouse and the Country Mouse

The town mouse and the country mouse were cousins. They often wrote to each other. One day, the country mouse got this letter from his cousin.

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*Kitchen Cupboard,  
Mouse Town.  
11 March 2012.*

*Dear Cousin,*

*I have been ill with a cough and my doctor feels I need a holiday. He has asked me to spend a week in the countryside. May I stay with you? Please give me an early reply.*

*With warm regards,*

*Yours affectionately,  
Town Mouse*

*To*

*Country Mouse,  
The Mouse Hole,  
Mouse Country.*

~~~~~



Receiving the invitation from the country mouse, the town mouse packed his bags and caught the next train to the countryside. The day was bright and sunny and soon the town mouse began to feel hot in the train.

“I wish there was an air-conditioned coach” he said to himself. “I feel very uncomfortable here”.



However, there was nothing he could do about it. So, he grumbled to himself while the train chugged slowly into the country. The country mouse was waiting at the station.

“Oh, cousin,” the town mouse said as soon as he got off the train. “The train was dreadful, I feel terribly hot and thirsty. I hope you have something ice-cold for me to drink at home.”

“Well, I have some water,” said the country mouse. “But I can look around for some coconut water if you like.”

“Coconut water?” asked the town mouse in horror. “Don’t you have any orange juice or lemonade?”

“I am afraid not,” replied his cousin. “But I found a very nice piece of root today and a tender bit of sugar-cane. I’m sure you will enjoy that.”

“Root? Sugar-cane?” the town mouse exclaimed. “But I don’t eat raw food like that.”

The country mouse said, “This is what we eat in the country. So, I’m afraid you too have to eat this. Try it. It’s not bad.”

The town mouse did not enjoy his dinner at all. He nibbled at the root and the sugar-cane and then said he wanted to sleep. The country mouse showed a corner in the mouse hole and said, “There you are; you can sleep there.”

“On the ground?” asked the town mouse. “Do I have to sleep on the ground?”

“Yes, this is how we sleep in the country,” his cousin answered.

As the town mouse lay down on the hard, cold ground, he suddenly thought of something. “Cousin,” he called out.

“Yes, what is it?” the country mouse asked.

“Why is it so quiet here? Where are all the cars and lorries? Where are the radios and the televisions? Where are all the lights?”

“This is how it is in the country,” his cousin replied. “It’s always quiet in the country. Sometimes it is quieter than today. My grandfather says that our village is the quietest among all the villages in our district.” “Oh! Is it? The country is a strange place,” said the town mouse. But he said to himself. “I don’t think I like this place.”

Next morning, the town mouse found that there was no breakfast ready. His cousin told him that they had to go to the nearby farm to search for food.

“We are sure to find something there,” he said. “A nice piece of root or a tender bit of sugar-cane.”

But the town mouse had enough. “Thank you, cousin,” he said. “But I think I’ll catch the next train home. I have suddenly remembered that I have forgotten something.”

A few days later, the country mouse wrote to his cousin, the town mouse. Here is the letter.

Mouse Hole,
Mouse Country.
22 March 2012.

My dear Cousin,

I hope you are well. I am worried about you. I would like to visit you and make sure you are alright.

With love,

Your cousin,
Country Mouse

To
Town Mouse,
Kitchen Cupboard,
Mouse Town.



The town mouse received the letter and read it. Since he was in a hurry, he sent a telegram to the country mouse. Here is his telegram.

**OVERJOYED (.) COME SOON (.)
TOWN MOUSE**

A few days later, the country mouse arrived in the town. He was surprised by the noise and the lights.

“Why are there lights even in the middle of the night?” he asked.

“This is the town,” his cousin replied. “Here there are lights even in the middle of the day.”

“And what is this dreadful noise that never stops?” asked the country mouse.

“That is the traffic,” the town mouse replied. “That is the noise made by buses, lorries, cars and aeroplanes.”

But the country mouse did not like it at all. “All this noise has made my head ache,” he said. “Could I have some water to drink?”

“Why only water?” said the town mouse. “Look at what there is for you - ice cold lemonade, orange juice ... which one do you want?”

“Just some water,” answered the country mouse. “Some water and a little bit of food.”



“I have plenty of food, cousin,” said the town mouse proudly. “You can eat as much as you like.”

Sure enough, the house of the town mouse at the back of a kitchen cupboard was full of the most delicious food.

There was bread and jam, different kinds of fruits, slabs of chocolate and a huge piece of lovely cheese.

“Eat, cousin, eat,” said the town mouse. But just then, there was a sound like a thunder and the town mouse shouted. “Run, cousin, run, run.”

The town mouse pushed the country mouse out through a hole in the back of the cupboard. The country mouse felt his heart beating very fast, “But what is it?” he asked.

“Sssh...” whispered the town mouse. “Wait”.

When everything was silent again, the town mouse crept out of the hole. He was quite cheerful again.

“Come out now, cousin,” he said. “That was only somebody opening the cupboard door. We are safe now.”

But they were not safe for very long. Twice more, they had to run for safety when somebody opened the cupboard door.

The country mouse got quite tired of running and hiding. “I want to go back to the country,” he said. “We may not get much food there, but at least we can eat in peace.”

So, the next day, the country mouse went back to his house in the country and the town mouse stayed on in his cupboard in the town. And as far as I know, they did not visit each other again.

Glossary

country (n):	village/an area outside towns or cities with fields and farms.
affectionately (adv):	lovingly / showing caring feelings and love
pack(v):	to put clothes etc. into a bag in preparation for a trip away from home
uncomfortable (adj):	unpleasant
grumble (v):	to complain about something in a bad-tempered way
chug (v):	to move making the sound of an engine
dreadful (adj):	very bad / unpleasant

I. Answer the following questions:

1. Why did the town mouse want to go to the countryside?
2. Describe the town mouse's experience at the countryside.
3. What differences do you find between the country and the town?
4. How can you say that the town mouse could not enjoy the dinner offered by the country Mouse?
- *5. What would happen if the person who opened the cupboard found any of the mice?
6. Why did the town mouse travel in an ordinary train?
7. Why did the country mouse go back to his house in the country?
8. How can you say that the town mouse was not comfortable in the country?
9. How are the streets of a town different from those of a village?
11. Describe the life style of the country mouse in two or three sentences.
- *12. “The town mouse and the country mouse did not visit each other again.” Why? Give reasons for your answer.

II. Choose the best answer from the choices given to complete each sentence.

1. The town mouse and the country mouse are ... ()
(a) friends (b) cousins (c) classmates
2. The house of the town mouse was ... ()
(a) a field in a village
(b) a building in a village
(c) a kitchen cupboard in a town
3. The house of the town mouse was ... ()
(a) full of the most delicious food
(b) full of sugar-canes and roots
(c) full of coconut water
4. At the end of the story the country mouse... ()
(a) went back to his country
(b) stayed in the town
(c) visited the town mouse

III. Say whether the following statements are TRUE / FALSE. Correct the wrong statements.

1. The country mouse lives in a town. ()
2. The town mouse feels very comfortable in the train. ()
3. It was hot when the town mouse travelled to the countryside. ()
4. The town mouse liked to eat cooked food. ()
5. There are more lights, cars and lorries in the town than in the village. ()

B. Vocabulary

I. The following sentences are from your lesson. Read them carefully and tick (✓) the correct meaning of the underlined word in each sentence.

1. He has asked me to spend a week in the countryside.
(a) a land with towns and cities.
(b) a neighbouring country.
(c) a land outside towns and cities with fields, woods etc.
2. The town mouse packed his bags.
(a) put something in a container so that it can be stored
(b) put clothes etc., into a bag in preparation for a trip away from home
(c) put expensive things in a bag so as to keep them safe

3. The day was bright and sunny.
(a) with a lot of bright light from the sun
(b) with a cool wind from the east
(c) without rain
4. He nibbled at the root and the sugar-cane.
(a) took a large quantity of food
(b) took a small quantity of food showing a slight interest
(c) took food with a great interest
5. The country mouse arrived in town.
(a) left for a place
(b) got to a place
(c) left a place

II. Fill in the blanks using appropriate phrases given below.

looked around, plenty of, full of, piece of, got off

Rambabu started his journey to his grandfather's village in Prakasam District. He caught a train to reach the village. The train arrived at the station. At that time, he was hungry and thirsty. As soon as he _____ the train, he wanted to drink and eat something. So he _____ but found nothing to eat or drink. He started walking towards his grandfather's house. On the way he found a shop which was _____ cool drinks. He had _____ money. So he bought a cool drink and a _____ bread.

III. Read the following sentence from your lesson and identify the underlined expression.

He nibbled at the root and the sugar-cane. The expression *sugar-cane* is a compound noun. It is a combination of two nouns.

sugar + cane = sugar-cane

Now read your lesson and pick out at least two compound nouns.

Let's form some compound nouns now.

Join each word in column –A with a suitable word in column – B to form compound nouns. The first one is done for you.



Column – A

birth
door
fire
hand
moon
motor
sun
gate

Column – B

cycle
bell
kerchief
light
shine
way
wood
day

Compound Word

birthday

C. Grammar**I. Read the following sentences and notice the underlined words.**

It's always quiet in the country. Sometimes it is quieter than today. My grandfather says that our village is the quietest among all the villages in our district.

The underlined words are adjectives. But they are in different degrees of comparison. The first one is in positive degree. The second and the third are in comparative and superlative degrees respectively.

Positive Degree

quiet

Comparative Degree

quieter

Superlative Degree

quietest

Here is a list of adjectives. Write the other degrees of them. The first one is done for you. (Use a dictionary and check your work.)

Note: Usually short words take 'er' and 'est' as suffixes to form other degrees.

Positive Degree

dark

small

rich

safe

clever

tall

bright

Comparative Degree

darker

Superlative Degree

darkest

Note: Words with two or more than two syllables take ‘more’ and ‘most’ respectively in comparative degree and superlative degree.

Positive Degree	Comparative Degree	Superlative Degree
useful	<i>more useful</i>	<i>most useful</i>
beautiful	_____	_____
interested	_____	_____
doubtful	_____	_____
precious	_____	_____
delicious	_____	_____
dreadful	_____	_____
cheerful	_____	_____

Note: Unlike the above some words change completely in other degrees.

Positive Degree	Comparative Degree	Superlative Degree
much	<i>more</i>	<i>most</i>
good	_____	_____
bad	_____	_____
far	_____	_____

II. Read the following sentence from your lesson and notice the underlined word.

May I stay with you?

The underlined word ‘*may*’ is a helping verb. It is used to take or give permission in a formal way.

But ‘can’ is used to take or give permission in an informal way.

* Can I leave this place? (*Taking permission*)

* You can go now. (*Giving permission*)

‘May’ has another use also. It is used to *express possibility*.

e.g. It may rain today.

1. Read the following sentences and say what they mean. Choose the right answer from the choices given.

- May I come in, Sir? ()
 (a) giving permission
 (b) taking permission
 (c) expressing possibility



2. Sindhu may come to India next month. ()
(a) giving permission
(b) taking permission
(c) expressing possibility
3. You may use my cell phone if you need. ()
(a) giving permission
(b) taking permission
(c) expressing possibility
4. Can I take leave of you? ()
(a) taking permission in a formal way
(b) taking permission in an informal way
(c) expressing possibility
5. The dog may attack you if you run. ()
(a) giving permission
(b) taking permission
(c) expressing possibility

2. Rewrite the following sentences as directed.

1. The boy seems to cry if you do not buy an ice-cream for him.
(Express this using 'may'.)

Answer: *The boy may cry if you do not buy an ice-cream for him.*

2. You can use my camera if you need. (Give permission using 'may'.)

A: _____

3. He seems to be a nice man. (Express this possibility using 'may'.)

A: _____

4. You want to leave the class now. (Take permission using 'may'.)

A: _____

5. Raju wants to use your water bottle. (Give permission using 'may'.)

A: You _____

III. Read the following sentence from your lesson.

I wish there was an air-conditioned coach.

The above sentence expresses *unreal past*.

We use "wish + subject + past tense" to express *unreal past*. This sentence means...

I am sorry there is no air-conditioned coach.

Now express the wishes of the people mentioned below using unreal past (*wish* + *subject* + *past tense*). The first one is done for you.

1. Sindhu has missed her school bus. She has to go to school urgently. She wishes to have a car. How would Sindhu express her wish?

A: I wish I had a car.

2. Anita wants to abolish the system of exams. She wishes to be the Prime Minister. How would Anita express her wish?

A: _____

3. Srinu's father has a car. He wishes to drive that car. But he doesn't know how to drive a car. How would Srinu express his wish?

A: _____

4. Sharmila wants to play tennis. But she doesn't have a tennis racket. How would Sharmila express her wish?

A: _____

5. Mahendra wants to get first rank in the class. But he can't. How would Mahendra express his wish?

A: _____

D. Writing

I. Write a letter to your friend inviting him / her to your village to spend summer holidays. Write about your family and the places where you will take him/her.

II. Imagine you were the town mouse / country mouse and write a paragraph describing your visit.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

- I. Study the table given below and observe the changing patterns of unemployment in some advanced countries. Answer the questions that follow.

UNEMPLOYMENT RATES (IN PERCENT) IN ADVANCED COUNTRIES

COUNTRY	2000	2001	2002	2003	2004	2005	2006
U.S.A	4.0	4.8	5.8	6.0	5.5	5.2	5.2
GERMANY	7.8	7.9	8.7	9.6	9.2	9.5	9.3
FRANCE	9.1	8.4	8.9	9.5	9.7	9.8	9.6
ITALY	10.6	9.5	9.0	8.7	8.5	8.1	7.8
SPAIN	13.9	10.6	11.5	11.5	11	9.1	8.0
JAPAN	4.7	5.0	5.4	5.3	4.7	4.3	4.1
U.K.	5.5	5.1	5.2	5.0	4.8	4.7	4.8
CANADA	6.9	7.2	7.7	7.6	7.2	6.8	6.7

(Source : IMF)

- How many countries are compared in the given table?
- What period does the table represent?
- Which country has the least unemployment rate in 2005?
- Which country has a decrease of nearly 6% in unemployment rate between 2000 and 2006?
- In the case of every country we can notice that (*Choose the correct answer.*)
 - The unemployment rate is steadily increasing.
 - The unemployment rate is steadily decreasing.
 - The unemployment rate is fluctuating i.e., sometimes it rises and sometimes it falls.
- Which year recorded the highest unemployment rate for many countries?
- Which country recorded the least fluctuations in the unemployment rate?

F. Listening and Speaking

I. An old student of your school visits your school. Your teacher introduces her to your class like this. (Now the teacher has to read the following information.)



My dear students! Look, who is here! This is Kumari Nithya. I am very happy to introduce her to you. She was my student; I mean, a student of this school. You know, she is now working as a software engineer in a big company. When I remember Nithya, I see a pretty little girl with two plaits sitting in the first row eagerly waiting for a chance to speak. She would answer any question at the drop of a hat.

When I talked to others, she would become restless and went on saying ma'am, ma'am, thrusting her hand into air. No wonder she passed S.S.C. in first class and scored more than 550 marks. I hope you have seen her name in our H.M.'s room, haven't you?

Going by her marks, don't think she is just a bookworm. She did equally well in sports and games. She led our school kabaddi team to state level competitions. There are many other things that I would like to share with you, but I'm leaving them, especially the naughty things, for her to share with you.

Now Nithya will address you. Nithya!



Imagine that your eldest brother has come to your school. Introduce him to your class and your teachers.

II. Listen to the conversation between Sulochana and Madhavi. (Now the teacher has to read the conversation given in Annexure - 1, Unit - 1)

***Now, work in pairs and talk about your experience of living in a town / village.**

***III. In groups, read the story once again. Decide on a scene from the story and perform a short play.**

(Group work – Let the students form 3 or 4 groups)

- Read the story once again.
- Identify the characters.
- Pick out the dialogues of the characters.
- Identify the locations of the events.
- Decide scenes and setting accordingly.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

IV. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogues, costumes, action, settings, etc.

V. You have already written the script for one scene. Develop the other scenes in the same manner and make it a complete script for the play.

How well did I write the drama?

Fill in the boxes using yes/ somewhat/ no.	
I was able to fix the events of the play well.	
I fixed the characters of the play.	
I used appropriate dialogue in my play.	
I was able to express the feelings of the characters.	
I concluded my play well.	
I was able to express my ideas in apt words.	
The sentences I used were properly connected.	
I used proper punctuation and spacing.	

G. Poems

Read the following poem:

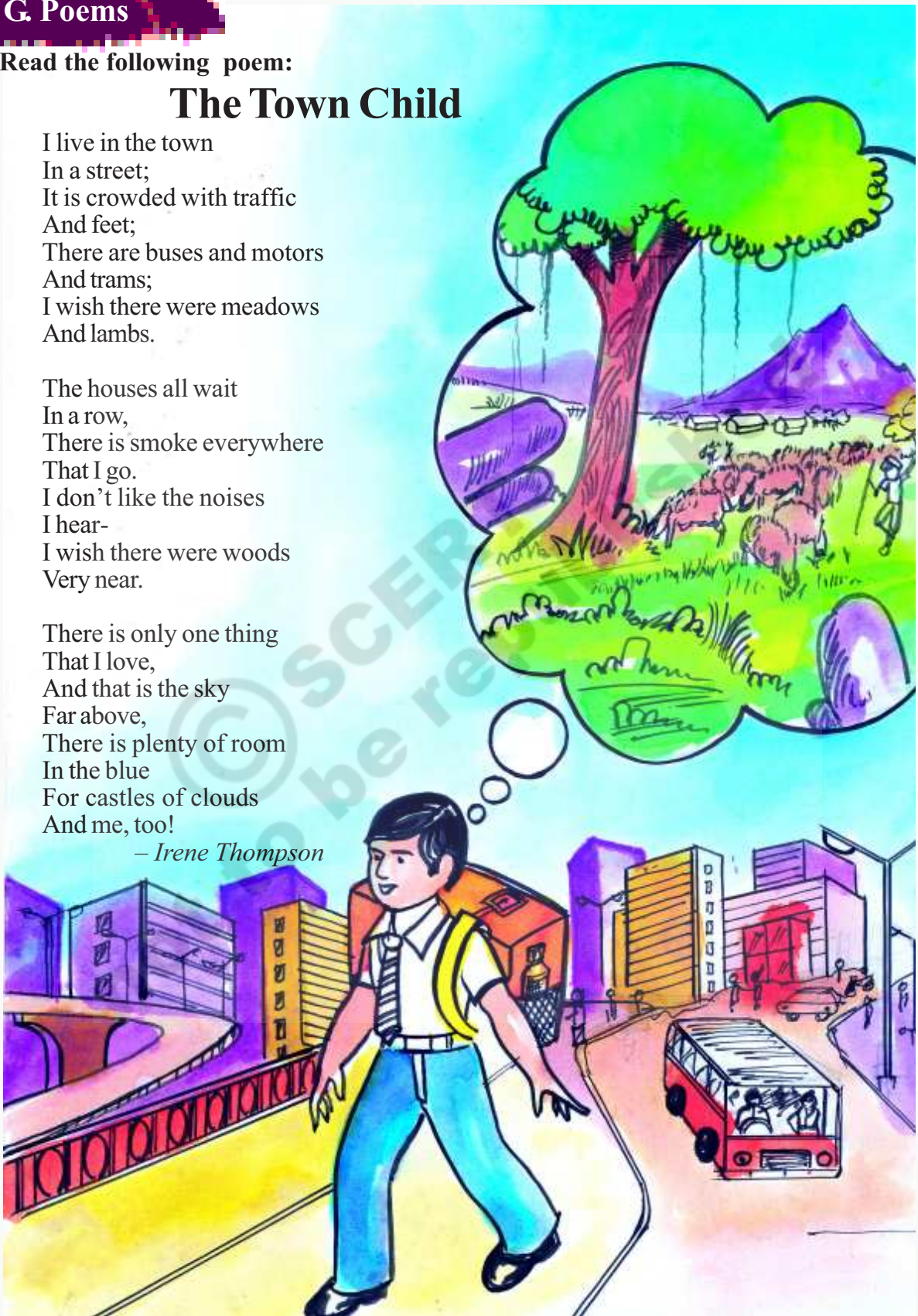
The Town Child

I live in the town
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams;
I wish there were meadows
And lambs.

The houses all wait
In a row,
There is smoke everywhere
That I go.
I don't like the noises
I hear-
I wish there were woods
Very near.

There is only one thing
That I love,
And that is the sky
Far above,
There is plenty of room
In the blue
For castles of clouds
And me, too!

— Irene Thompson



Read the following poem:

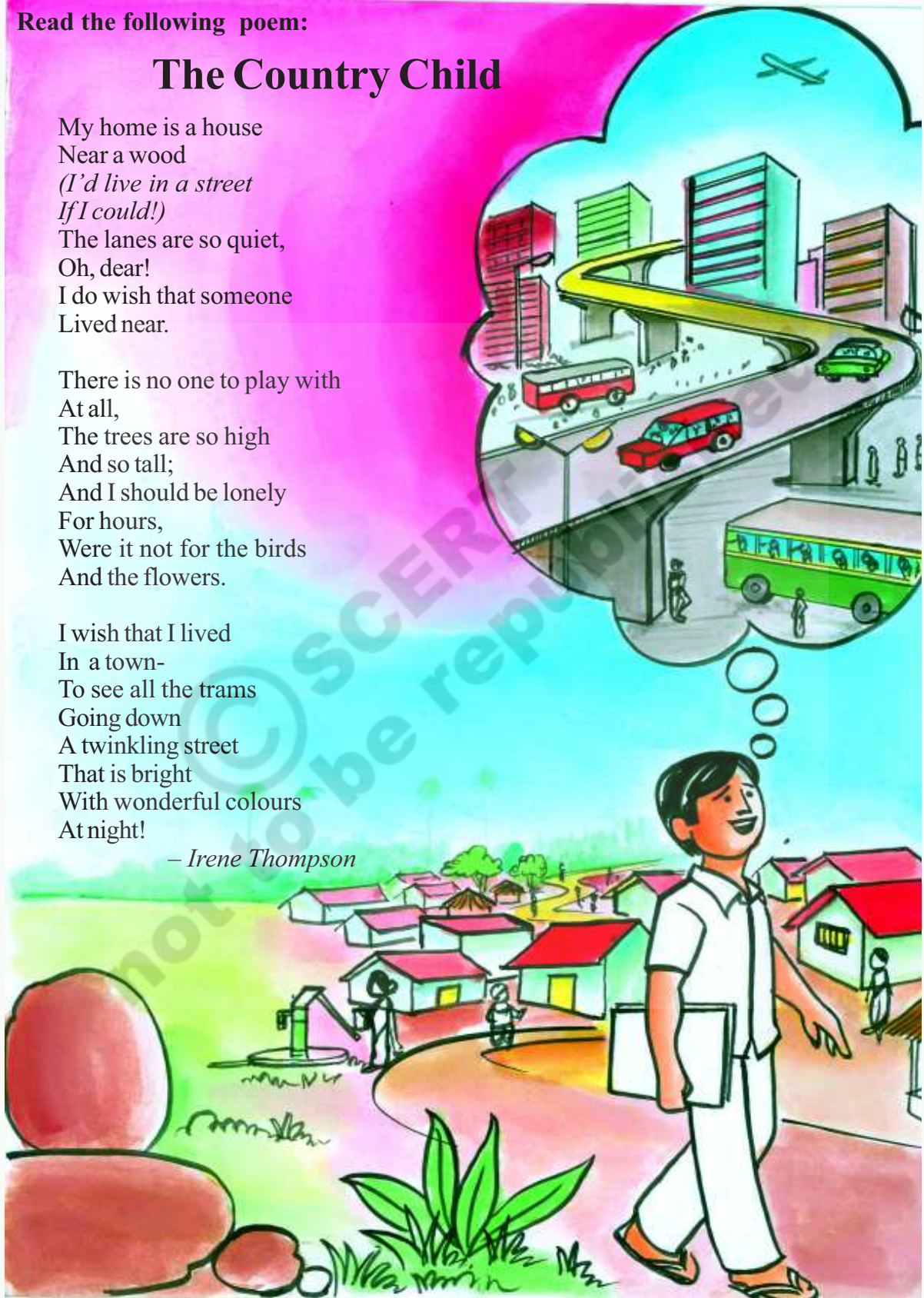
The Country Child

My home is a house
Near a wood
*(I'd live in a street
If I could!)*
The lanes are so quiet,
Oh, dear!
I do wish that someone
Lived near.

There is no one to play with
At all,
The trees are so high
And so tall;
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

I wish that I lived
In a town-
To see all the trams
Going down
A twinkling street
That is bright
With wonderful colours
At night!

— Irene Thompson



Glossary

feet (n):	(here) people who walk in streets
tram (s):	an electric vehicle that transports people in cities
meadow (n):	a field with grass and often wild flowers
castle (n):	a large strong building
lane (n):	a narrow road in the countryside or in a town
twinkling (adj):	shining strongly and then weakly

I. Answer the following questions:

1. Where does the town child want to live?
2. Why is smoke in the towns?
3. There is one thing that the town child loves. What is it?
4. "There is no one to play with at all." This sentence means.....
 - (a) There are no people in villages.
 - (b) There are no players in villages.
 - (c) The villages have lesser population than the towns.
5. What is the wish of the country child?
6. Which child is able to watch meadows and lambs?
7. Why are the lanes in the country so quiet?
8. Why are nights colourful in towns?
9. Pick out the rhyming words from both the poems.

The first one is done for you.

go	row
hear	
bright	
blue	
hours	
near	

- *10. If you were given an option to live in a town or a country, where would you prefer to live? Give reasons for your option.

H. Project

Conduct a Survey

Study the following questionnaire and discuss the points in small groups.

Is home a place where	Yes	No	Don't know
you feel secure and happy?			
you can be alone?			
you can keep all your things?			
you can bring up a family?			
you can invite friends / relatives?			
you can make a noise if you want to?			
you can do whatever you like?			
you are in peace?			
you can look after your parents?			
you give and receive love?			

Contact people in your school / your locality and put these questions to them. Collect information by ticking in the relevant column.

Analyse the results in the group and write a brief report on the result of your survey.

Use phrases such as the following:

Most people think that _____.

A few people think that _____.

Hardly anyone thinks that _____.

No one thinks that _____.

I. Extensive Reading

Read the following story:

The New Blue Dress

When spring came to the city of Cleveland in 1909, it did not change Gates Avenue. People who lived on the pretty streets near Gates Avenue were making gardens and painting their houses. But Gates Avenue continued to look dirty and ugly.

Gates Avenue was a short street, but it seemed longer because it was so ugly. Most of the families who lived there had very little money. They never expected to have any more.

Their houses had not been painted in many years, and they did not even have running water. The street itself was ugly too. There was no pavement, there was no streetlight; and the railroad at the end of Gates Avenue added noise and dirt.

The other girls in the school near Gates Avenue wore new and pretty clothes that spring. But the little girl from Gates Avenue still wore the dirty dress that she had worn all winter. Probably that was the only dress she owned.

Her teacher was very unhappy. The little girl was so nice! She always worked hard in school; she was always friendly and polite. Her face was dirty and her hair was untidy, but anyone could see that she was pretty under the dirt.

One day the teacher said, “Won’t you wash your face before you come to school tomorrow morning? Please do that, just for me.”

The next morning the child’s pretty face was clean, and her hair tidy. Before the little girl went home that afternoon, the teacher said, “Now, dear, please ask your mother to wash your dress.”



But the girl continued to wear the same dirty dress, “Her mother is probably not interested in her” the teacher thought. So she bought a bright blue dress and gave it to the little girl. The child took the gift eagerly and rushed home.



The next morning she came to school in the new blue dress, and she was very clean and tidy. She told her teacher, “My mother couldn’t believe her eyes when she saw me this morning in my new dress. My father wasn’t at home, but he’ll see me at supper tonight.” She was full of excitement.

When her father saw her in her new blue dress, he was amazed to find that he had a very pretty little girl. When the family ate supper, he was even more amazed to see a cloth on the kitchen table. The family had never used a table cloth before. “We’re going to begin to be tidier here,” his wife said. “I’m ashamed to be dirty when our daughter is so clean.”

After supper, the mother began to wash the kitchen floor. Her husband watched silently for several moments. Then he went outside and began to repair the fence. The next evening, with the family’s help, he began to make a garden.

During the following week, the man in the next house watched what his neighbour was doing. And by the end of the week, the man began to paint his house — for the first time in ten years. A few days later, the young minister of a church near Gates Avenue passed these two houses and saw two men working. For the first time he noticed that there was no pavement on Gates Avenue, and no streetlight, and no running water. “People who are trying so hard to make decent homes here deserve help,” the minister thought. He asked some important citizens in the city to help them.

A few months later, because of the young minister, there was a pavement on Gates Avenue. There was a streetlight on the corner, and the houses had running water. Six months after the little girl got her new blue dress, Gates Avenue had become a tidy street where respectable citizens lived.

When people in other places heard the story of Gates Avenue, they began to organise their own ‘clean up’ campaigns. Since 1913, more than seven thousand towns and cities have organised campaigns for painting and repairing homes and making better lives for the people who live in them.

Who knows what will happen when a teacher gives a little girl a new blue dress?

Glossary

running water:	water coming from the main supply when taps are turned on
pavement (n):	footpath
excitement (n):	strong feeling
amazed (adj):	filled with great wonder
decent (adj):	respectable
community (n):	people living in the same locality, who are considered as a unit
organise (v):	to arrange / to make preparation
campaigns (n):	series of planned activities to do something.

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. What kind of street was Gates Avenue at the beginning of the story?
2. What happened to it by the end of the story?
3. Why do you think the teacher gave the blue dress to the little girl?
4. What change did the new blue dress bring in the little girl's house?
5. How did the change in the little girl's house influence the neighbours?

Breakfast Is important

Breakfast is an important meal, particularly for children, as it breaks the fast of the sleep hours and prepares them for school and increases their attention span. Recent research provides compelling evidence that malnutrition even in its milder forms can have a detrimental effect on the cognitive development of children. Even short-term nutritional deficiencies influence the child's behaviour, ability to concentrate and to perform complex tasks. Skipping a meal or eating a hurried breakfast can adversely affect the child's problem solving ability.

Among the children who had breakfast, the type of breakfast they had, again made a big difference. Children who had curd rice, dhal rice with a side dish for breakfast scored the maximum in concentration and memory. Children who drank coffee or energy drink or porridge alone for breakfast scored less than the children who had both breakfast and an energy drink. Children who had idli or dosai with sambar performed better than children who had it with sugar or chutney as the former had both protein and carbohydrate and is a well-balanced meal.

The best breakfast is one which has a combination of carbohydrate, protein and fat like idli and sambar; rice and dhal or curd; chapatti with dhal egg curry; egg sandwiches; poori and potato, and a glass of milk. Breakfast, which provides only carbohydrates like idli and sugar, idiappam and sugar, gives immediate energy but it does not last long. Say 'no' to junk food.

