

COURSEBOOK

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GAYATRI KHANNA

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Key to the icons in *New Pathways*



Audio in Oxford Educate and the additional digital resources



For Oxford Areal



For Value-based Questions



Art-integrated and experiential learning

Revised

NEW PATHWAYS

An Interactive Course in English



Core elements of *New Pathways*

- Curriculum designed to create complete individuals equipped with key 21st century skills
- Material which is child-centred with a play-based, discovery-based approach for learning without burden
- Texts selected to promote cultural awareness, empathy, and social and emotional learning
- Topics from all subjects for holistic learning
- Art-integrated learning to promote creativity and innovation

Key Features of New Pathways

Stories and poems, both classic and contemporary, from a wide range of both Indian and international authors and poets

Fun layout and design to make the teaching–learning experience enjoyable

Focus on experiential, art-integrated learning and development of cognitive, social and emotional life skills

Play-based and activity-based learning tasks for a fun and engaging learning experience

Discovery-based learning along with show-and-tell activities that encourage learners to explore and interact

Digital resources including audio, animations, videos, interactive exercises, grammar games and worksheets

COURSEBOOK STRUCTURE

1 Pre-reading Starter



2 Prose passage with glossary followed by a variety of questions to develop and test reading comprehension skills

Reading 1

On the basis of your understanding of the story, tick the most suitable option.

- Biloba Baloo got his name because _____.
- He travelled far on a train.
- He travelled far on a bus.
- He travelled far on a train.
- He returned to the village after many days.
- The immediate Upstart Finder could _____.
- forecast the future.
- transform reality.
- Khichi knew that Khichi had eaten because _____.
- Khichi came back and barged.
- Khichi could not eat the meat.
- Khichi could not stay hungry.
- What job did Biloba Baloo do? What job did he need?
- Why did the Inventor Upstart Finder start shaking his special stick?
- What was the solution to the problem that Biloba Baloo had?
- What had tempted the bear and what had driven it away?
- What engine did Biloba Baloo to make the rumbling revolver?

Reading 2

Which part of the story did you find most amusing?

The writer begins the story both through concrete happenings as well as through the use of language. English words like 'confusion', 'curious', 'surprised' etc. describe the inventiveness of Biloba Baloo. Write a page in your local language describing the inventor. Draw a picture of the inventor too. If your teacher asks you to do so, write a short dialogue between Biloba Baloo and another character from the story. If you have learned some new words in English, pick a conversation from the story and act it in your local language with your partner.

4 Vocabulary exercises with a variety of task-types

Vocabulary

Fill in the blanks to describe these personality traits. Use the words given in the box.

cautious garrulous persistent thoughtful deceitful indiscreet

- My brother always likes to do things properly. He is _____.
- She is very hard at her job. She is _____.
- He is not considerate about the needs of the people around him. He is _____.
- Seema is very lovable. She has many friends. She is _____.
- He is vigilant and guarded. He is _____.
- He cannot be trusted. He is _____.

Grammar

Phrases and clauses

- Do you remember what clauses and phrases are? Circle the correct options and complete the definitions.
- A group of words that contains a subject and a verb and is a part of a sentence is called a _____.
- A group of words that does not have a subject and a verb together and does not convey a complete message independently is called a _____ clause.
- Look at the following groups of words below. Decide in each case whether it is a phrase (P) or a clause (C).
- The man _____.
- she sang beautifully _____.
- look and clear _____.
- the colorful truck _____.
- the hot air balloon went up _____.
- when I grow up _____.

New read the sentence below. Can you break it into two separate clauses?

He broke down when the result was announced.

5 Grammar section with explanations and examples followed by exercises

Punctuation

Capital letters and full stop

Read the following sentence:

man and woman want to watch a match they enjoyed is

The sentence is confusing because it has not followed the following rules:

- A sentence begins with a capital letter.
- A sentence also begins with full stop.

Example: Mohan and Laxmi went to watch a match. They enjoyed it very much.

When you write a sentence, you must begin with a capital letter and add full stops where needed. Observe how people break up sentences correctly. In the middle of a busy road, a boy stopped and walked away. It suddenly moved off. In this hearing a stepford boy came that way. He moved the heavy stone alone no one offered any help. The boy stopped him the caretaker of people's welfare.

Writing

Writing acrostic poems

Well, let's write an acrostic poem. An acrostic poem is a poem where the letters in a topic word begin the lines. All lines of the poem should relate to or describe the topic.

So much light
After delight
Glow and bright
Writing acrostic:

Things that I am scared of:
2nd, snakes, scary films, loud people, noises at night

8 Listening section including tasks based on authentic situations; Speaking section where the learner is encouraged to speak individually, in pairs and in small groups

Speaking

The film 'The Island of Dr Moreau' is about a man who, after being rescued by a ship, is brought to an island. On the island, he discovers that its inhabitants are animals who have been turned into strange-looking humans as part of an experiment. He finds out that it's the work of a scientist who attempts to convert animals into people.

Suppose you had to create new worlds by combining different parts from different animals. What kind of crazy combinations would you create? Do you think the consequences would be? How would you deal with the consequences of bringing something unnatural into the world? Discuss in groups.

Listening

Listen to an interview of the reptile expert from Whisker and state whether the following statements are true (T) or false (F).

- Ron Whisker had been interested in snakes since his childhood.
- Ron Whisker's mother discouraged his interest.
- The snake park in India was inspired by the one in Miami.
- Selling young snakes helped Ron collect money for the project.
- Arles, living near Madrid, opposed Ron Whisker's involvement with snakes.
- People did not appreciate the snake park initially.
- Ron Whisker had a crocodile park when Ron Whisker married her.
- Ron Whisker has very interesting memories of the crocodile park.

Listening

Inferential listening

You are going to listen to a few definitions. As you listen to each definition, number the word that is being defined. There words are extra. The first one has been done for you.

- ...graffe
- ...scarecrow
- ...hockey stick
- ...table napkin
- ...coach
- ...kangaroo
- ...puppet
- ...bat
- ...handkerchief
- ...car
- ...goat
- ...trick

Life Skills

Social or Interpersonal skills: Empathy

Empathy is the ability to understand someone else's situation, feelings, or perspectives from their point of view. It is also able to communicate that understanding back to the other person to learn the feelings of empathy is through doing random acts of kindness.

Actions in the table below. Each time you do one of the listed acts of kindness, keep improving your score. Share your achievements with your family.

My Score	In the classroom	My Score	In the classroom	My Score	In the classroom
Art Bill	Smile and greet people you don't know yet.	Help a classmate learn parts of a story that they missed due to poor health.	Leave a thank you note for the cleaner who helped you on the class.		
Art Corner	Allow someone to go somewhere you are in a hurry.	Ask for a team member to give you a thumbs up.	Help a classmate learn parts of a story that they missed due to poor health.		
Art Corner	Give someone a compliment.	Ask for a team member to give you a thumbs up.	Help a classmate learn parts of a story that they missed due to poor health.		



Art Corner

Special pages dedicated to **art-integrated learning** have been designed to make education an active, experiential, multi-dimensional and joyful process for the learner. This approach enables learners to demonstrate their understanding of a concept through various art forms, such as visual arts, theatre, music or dance.

3 Reading 1 that deals with factual and inferential comprehension; Reading 2 that focusses on global understanding and extrapolative reading

6 Study skills section comprising spelling, punctuation, pronunciation and dictionary skills

7 Writing section including meaningful activities which range from the factual, discursive, persuasive and literary to the imaginative

9 Life skills sections cover a wide array of cognitive, social, emotional and literacy skills which are essential for the 21st century learner

10

5

Workbooks Each workbook includes worksheets that provide additional language practice in areas covered in the Coursebook. The worksheets are thematically and grammatically linked to the Coursebook.

The Workbooks also contain tests for assessment.

Literature Readers These contain a range of prose, poetry and drama selections by well-known authors, across a variety of genres. The texts are followed by reading tasks that help the learner appreciate the nuances of literature.

Teacher's Resource Books These provide teachers with pedagogical notes, handy lesson plans, answer keys, listening scripts and additional worksheets for practice.

DIGITAL RESOURCES



Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use Test Generator for creating test papers and worksheets.

Oxford Educate assets are also available to the students.

Features of Oxford Educate:

- Audio for prose, poems, glossary, listening exercises and pronunciation
- Animations of prose and poems
- Interactive exercises based on content from the text
- Videos and slide shows for dynamic explanation of key topics
- Reference material containing videos and additional information
- Printable worksheets which can be used as practice or classroom assignments (printable)
- Printable lesson plans for each unit (for the teacher only)
- Printable answer keys for each unit (for the teacher only)

Additional Digital Resources for Students

New Pathways course package contains additional digital resources for students that provide integrated support to the Coursebook. These include dynamic explanations, skill-based interactive exercises and grammar games.



Oxford Areal is a magical app that makes your textbook come alive! The digital content can be accessed through the ▶ icon marked on the relevant pages.

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3

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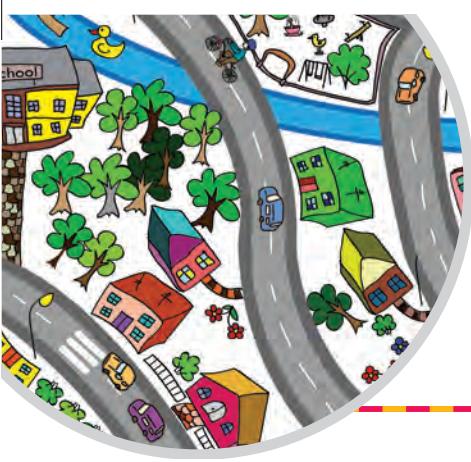
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Oxford AREAL contains

- Animation of poems and prose
- Audio for poems and prose

- Interactive exercises
- Videos explaining grammar topics



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Art Corner: Drawing the setting of a mystery
Assessment of Speaking
Assessment of Listening



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School Years

Starter

Frame six interesting 'Rules at School' and talk about them.

1.
2.
3.
4.
5.
6.

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Section 1

A Hero

Now read about Swami's fears and nightmares.



For Swami, events took an unexpected turn. Father looked over the newspaper he was reading under the hall lamp and said, "Swami, listen to this: News is to hand of the bravery of a village lad who, while returning home by the jungle path, came face to face with a tiger ..." The paragraph described the fight the boy had with the tiger and his flight up a tree, where he stayed for half a day till some



people came that way and saved him. After reading it through, Father looked at Swami fixedly and asked, "What do you say to that?"

Swami said, "I think he must have been a very strong and grown-up person, not at all a boy. How could a boy fight a tiger?"

"You think you are wiser than the newspaper?" Father sneered. "A man may have the strength of an elephant and yet be a coward; whereas another may have the strength of a straw, but if he has courage he can do anything. Courage is everything, strength and age are not important."

Swami disputed¹ the theory. "How can it be, Father? Suppose I have all the courage, what can I do if a tiger should attack me?"

"Leave alone strength, can you prove you have courage? Let me see if you can sleep alone tonight in my office room."

A frightful proposition², Swami thought. He had always slept beside his granny in the passage, and any change in this arrangement kept him trembling and awake all night. He hoped at first that his father was only joking. He mumbled weakly, "Yes," and tried to change the subject; he said very loudly and with a great deal of enthusiasm, "We are going to admit even elders in our cricket club hereafter. We are buying brand new bats and balls. Our captain has asked me to tell you..."

"We'll see about it later," Father cut in. "You must sleep alone hereafter."

Swami realized that the matter had gone beyond his control: from a challenge it had become a plain command; he knew his father's tenacity³ at such moments.

"From the first of next month I'll sleep alone, Father."

"No, you must do it now. It is disgraceful sleeping beside granny or mother like a baby. You are in the second form and I don't at all like the way you're being brought up," he said, and looked at his wife, who was rocking the cradle.

"Why do you look at me while you say it?" she asked, "I hardly know anything about the boy."

"No, no, I don't mean you," Father said.

"If you mean that your mother is spoiling him, tell her so; and don't look at me," she said, and turned away.

¹disputed questioned whether something is true and valid ★²proposition proposal ★
³tenacity firmness

Swami's father sat gloomily gazing at the newspaper on his lap. Swami rose silently and tiptoed⁴ away to his bed in the passage. Granny was sitting up in her bed, and remarked, "Boy, are you already feeling sleepy? Don't you want a story?"

Swami made wild gesticulations⁵ to silence his granny, but that good lady saw nothing. So Swami threw himself on his bed and pulled the blanket over his face.

Granny said, "Don't cover your face. Are you really very sleepy?" Swami leant over and whispered, "Please, please, keep quiet, Granny. Don't talk to me, and don't let anyone call me even if the house is on fire. If I don't sleep at once, I shall perhaps die." He turned over, curled, and snored under the blanket till he found his blanket pulled away.

Presently, Father came and stood over him. "Swami, get up," he said. He looked like an apparition⁶ in the semi-darkness of the passage, which was lit by a cone of light from the hall. Swami stirred and groaned as if in sleep.

Father said, "Get up, Swami."

Granny pleaded, "Why do you disturb him?"

⁴tiptoed walk lightly on on the toes ★

⁵gesticulations gestures of hands and face ★

⁶apparition spirit/ghost



"Get up, Swami," he said for the fourth time, and Swami got up. Father rolled up his bed, took it under his arm, and said, "Come with me." Swami looked at his granny, hesitated for a moment, and followed his father into the office room.

On the way, he threw a look of appeal at his mother and she said, "Why do you take him to the office room? He can sleep in the hall, I think."

"I don't think so," Father said, and Swami slunk behind him with bowed head.

"Let me sleep in the hall, Father," Swami pleaded. "Your office room is very dusty and there may be scorpions behind your law books."

"There are no scorpions, little fellow. Sleep on the bench if you like."

"Can I have a lamp burning in the room?"

"No. You must learn not to be afraid of darkness. It is only a question of habit. You must cultivate good habits."

"Will you at least leave the door open?"

"All right. But promise you will not roll up your bed and go to your granny's side at night. If you do it, mind you, I will make you the laughing stock of your school."

Swami felt cut off from humanity. He was pained and angry. He didn't like the strain of cruelty he saw in his father's nature. He hated the newspaper for printing the tiger's story. He wished that the tiger hadn't spared the boy, who didn't appear to be a boy after all but a monster ...

As the night advanced and the silence in the house deepened, his heart beat faster. He remembered all the stories of devils and ghosts he had heard in his life. How often had his chum⁷ Mani seen the devil in the banyan tree at his street-end. And what about poor Munisami's father who spat out blood because the devil near the river's edge slapped his cheek when he was returning home late one night. And so on and on his thoughts continued. He was faint with fear. A ray of light from the street strayed in and cast shadows on the wall. Through the stillness all kinds of noises reached his ears—the ticking of the clock, rustle of trees, snoring sounds, and some vague night insects humming. He covered himself so completely that he could hardly breathe. Every moment he expected the devils to come up to carry him away; there was the instance of his old friend in the fourth class who suddenly disappeared and was said to have been carried off by a ghost to Siam or Nepal.

Swami hurriedly got up and spread his bed under the bench and crouched there. It seemed to be a much safer place, more compact and reassuring⁸. He shut his eyes tight and encased himself in his blanket once again and unknown to himself fell asleep, and in sleep was racked⁹ with nightmares. A tiger was chasing him. His feet stuck to the ground. He desperately tried to escape but his feet would not move; the tiger was at his back, and he could hear its claws scratch the ground ... scratch, scratch, and then a light thud ... Swami tried to open his eyes, but his eyelids would not open and the nightmare continued. It threatened to continue forever. Swami groaned in despair.

With a desperate effort he opened his eyes. He put his hand out to feel his granny's presence at his side, as was his habit, but he only touched the wooden

⁷chum friend ★⁸reassuring making him feel secure ★⁹racked deeply troubled

leg of the bench. And his lonely state came back to him. He sweated with fright. And now what was this rustling? He moved to the edge of the bench and stared into the darkness. Something was moving down. He lay gazing at it in horror. His end had come. He realized that the devil would presently pull him out and tear him, and so why should he wait? As it came nearer, he crawled out from under the bench, hugged it with all his might, and used his teeth on it like a mortal¹⁰ weapon ...

"Aiyo! Something has bitten me," went forth an agonized, thundering cry and was followed by a heavy tumbling and falling amidst furniture. In a moment Father, cook, and a servant came in, carrying light.

And all three of them fell on the burglar who lay amidst the furniture with a bleeding ankle.



Congratulations were showered on Swami next day. His classmates looked at him with respect, and his teacher patted his back. The headmaster said that he was a true scout¹¹. Swami had bitten into the flesh of one of the most notorious housebreakers of the district and the police were grateful to him for it.

¹⁰mortal causing death ★ ¹¹scout a reference to the Boy Scouts, which trains young people in practical skills and survival tactics

The Inspector said, "Why don't you join the police when you are grown up?"

Swami said for the sake of politeness, "Certainly, yes," though he had quite made up his mind to be an engine driver, a railway guard, or a bus conductor later in life.

When he returned home from the club that night, Father asked, "Where is the boy?"

"He is asleep."

"Already!"

"He didn't have a wink of sleep the whole of last night," said his mother.

"Where is he sleeping?"

"In his usual place," Mother said casually. "He went to bed at seven-thirty."

"Sleeping beside his granny again!" Father said. "No wonder he wanted to be asleep before I could return home—clever boy!"

Mother lost her temper. "You let him sleep where he likes. You needn't risk his life again ..." Father mumbled as he went in to change,

"All right, mollycoddle¹² and spoil him as much as you like. Only don't blame me afterwards ..."

¹²mollycoddle be very kind and protective

Swami, following the whole conversation from under the blanket, felt tremendously relieved to hear that his father was giving him up.

R.K. Narayan

R.K. Narayan (1906–2001), was best known for his works set in the fictional South Indian town of Malgudi. He is one of the leading figures of early Indian literature in English.

Reading 1

1. On the basis of your understanding of the story, tick the most suitable option.

- a. For Swami, events took an unexpected turn in the beginning of the story suggests that
- i. Father always did the unexpected.
 - ii. Swami did not ever know what Father said.
 - iii. Swami least expected Father to react that way.
 - iv. Father always gave Swami examples of other students.

- b. Father's intent in telling Swami the story was to
- i. ridicule Swami's childish habits.
 - ii. mock Swami's cowardice.
 - iii. tell Granny to not indulge him.
 - iv. help Swami become brave and courageous.
- c. Swami's father said: "*Leave alone strength, can you prove you have courage?*" Father was
- i. joking.
 - ii. serious.
 - iii. challenging.
 - iv. commanding.

2. Answer the following questions.

- a. What story did Swami's father read to him?
- b. What habit of Swami's did Father find disgraceful?
- c. Why did Swami find the idea of sleeping in his father's office 'a frightful proposition'?
How did he try to avoid the situation?
- d. As the night advanced, Swami felt that something dreadful would happen to him.
What did he think would happen?
- e. There was absolute silence in the room. But some noises reached Swami's ears.
What were they?
- f. How did Swami help in preventing the burglary?

Reading 2

Answer the following questions.

1. A report about a boy in the newspaper was an unexpected event in Swami's life. This also led to an argument between Swami and Father. With whose view would you agree more? Why?
2. What was Swami's father's idea of courage? Why did Swami not agree with his idea?
3. Swami's mother and grandmother were different from his father. How? Whose point of view do you agree with more? Why?
4. Do you think Swami deserved the applause he got? Why/Why not?

VB

Vocabulary

Compound words

Read these words from the text:

1. newspaper
2. grown-up
3. brand new

Compound words are formed when two or more words are combined together to make one word.

1. Combine the words in the box below to form compound words that describe people.

Examples: good-looking
long-legged

middle	length	thick	oval	looking	built	good
hair	fit	moustache	average	faced	long	pretty
aged	shoulder	length	long	fit	stocky	curly
skinny	well	short	complexion	tanned	legged	height

2. Describe the images of these two people using compound words.

WANTED



Name:

..... with

..... complexioned

looking

WANTED



Name:

..... with

..... complexioned

looking

3. Use compound words to complete the following conversation.

NAFISA You know, Mona, I like your hair

MONA Yes, I do too. But it was so hot and humid in Goa that I had to get my hair cut shorter. But, my fortnight in Goa was so beautiful and rejuvenating that I didn't even care that I was getting so tanned.

NAFISA Well, all I will say is that you are very from the Goa sun, and you are looking as as ever.

MONA Thank you, Nafisa. But the sea, the waves, the sun and the moon plying the sea with their light is far more beautiful, and as awe-inspiring as I had thought my first visit to a seaside would help me experience.

Grammar

Order of adjectives

Read the two sentences given below.

- Swami's father was an *intelligent, middle-aged man*.
- Swami was a *simple, young, village lad who grew up in a small, remote, coastal, Indian village*.

When we use more than one adjective in a sentence, we have to place them in the right order.

Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose
a	silly		young		English		boy
a		big		round		metal	tray
a		small		red		sleeping	bag

1. In the sentences given below, check whether the adjectives have been placed in the correct order. Rewrite the sentences and place the adjectives in the correct order where required. Refer to the table given above.

- Caesar is my tall, trustworthy, two-year-old, athletic Doberman.
- Where the road curves, you'll see a green, gloomy, brick, old house.
- She has written a detective, 560-page, heavily-researched, boring novel.
- The triangular, blue-walled, large, meeting room was designed by my brother.

2. Look at the pictures below. Make four sentences using at least three adjectives for each picture. Example: Emma went shopping and bought a plain, long, pink dress.



3. Read the following sentences carefully. The order of adjectives in each sentence is incorrect. Correct the order of adjectives and rewrite the sentences carefully in your notebooks.

- Sara is wearing a blue, nice dress for the party tonight.
- Mr Acharya is the young, nice, kindly man you met the other day at my house.
- The new restaurant serves South Indian spicy, delicious food.
- The old room on the terrace was musty, unclean, and dark.
- The tall, strange, old man you met the other day is my cousin.

Punctuation

Basic rules of punctuation

A few basic rules of punctuation are given below. Choose the appropriate answer from the ones provided and fill in the blanks to complete the rules.

sets off a clause a piece of dialogue letters in contraction
piece cut off an exclamation point (!)

- A sentence may end with a period (.), a question mark (?), or
- The comma (,) gets its name from the Greek *komma* meaning a '.....'.

3. The semicolon (;), colon (:), and dash (—) can be effective when used sparingly. Like the comma, the colon originally referred to a section of a poem; later it came to denote a clause in a sentence and finally a mark that
4. The apostrophe (') is used to signify possession or to show the omission of
For example, *do not* as *don't*.
5. Quotation marks (" ") are used in pairs to set off a quotation or

Editing

Given here is a letter which Ms Jenny Peters, the class teacher, wrote to all her students. She deliberately did not punctuate her letter to see whether the students remembered what they had learnt about punctuation. Punctuate her letter correctly.

dear students

im very excited we have so much to learn and discover this year and it all starts with you
i expect you to attend school regularly while you are in class you ought to be cooperative
attentive and friendly to all i would expect you to work hard and regularly

im sure when school reopens everything will seem new and exciting but when its time to get
to real work the excitement might disappear you must not let this thrill fade away as a teacher
i would like to tell you that i really care about you i love teaching you can expect me to keep a
well organized classroom i believe we work best if the environment is neat clean and pleasant
i shall communicate with your parents regularly and let them know how you are doing in
school i hope that the year is a fruitful one for you i am sending you your first assignment in
the form of this letter which you will have to correctly punctuate and bring along when you
come to school

best wishes

ms jenny peters



Section 2

The Scholarship Jacket

Read about a young girl's dreams and aspirations.

 The small Texas school that I went to had a tradition carried out every year during the eighth-grade graduation: a beautiful gold and green jacket (the school colours) was awarded to the class valedictorian¹, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold 'S' on the left front side and your name written in gold letters on the pocket. My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also.

I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm labourer who couldn't earn enough money to feed eight children, so when I was six, I was given to my grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite agile² and athletic, there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I absent-mindedly wandered from my history class to the gym. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E. I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop³, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr Schmidt, my history teacher, and Mr Boone, my math teacher. They seemed to be arguing about me.

I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

¹valedictorian usually the highest-ranking student in the graduating class ★ ²agile able to move quickly and easily ★ ³eavesdrop secretly listen to a conversation

"I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it."

That was Mr Schmidt and he sounded very angry.

Mr Boone's voice sounded calm and quiet. "Look. Joann's father is not only on the Board, he owns the only store in town: we could say it was a close tie and—"

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "... Martha is Mexican ... resign ... won't do it ..."

Mr Schmidt came rushing out and luckily for me went down the opposite way toward the auditorium, so he didn't see me.

Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so Grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day, when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so I looked him straight in the eyes. He looked away and fidgeted⁴ with the papers on his desk.

"Martha," he said, "there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free." He cleared his throat and continued. "This year the Board has decided to charge fifteen dollars, which still won't cover the complete cost of the jacket."

⁴fidgeted (here) shuffled the papers nervously



I stared at him in shock, and a small sound of dismay escaped my throat. I hadn't expected this. He still avoided looking in my eyes.

"So if you are unable to pay the fifteen dollars for the jacket it will be given to the next one in line."

I didn't need to ask who that was. Standing with all the dignity I could muster, I said, "I'll speak to my grandfather about it, sir, and let you know tomorrow."

I cried on the walk home from the bus stop. The dirt road was a quarter mile from the highway, so by the time I got home, my eyes were red and puffy.

"Where's Grandpa?" I asked Grandma, looking down at the floor so she wouldn't ask me why I'd been crying. She was sewing on a quilt as usual and didn't look up.

"I think he's out back working in the bean field."

I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe⁵ in hand. I walked slowly out to him, trying to think how I could best ask him for the money. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank-you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw my shadow and looked up. He waited for me to speak.

⁵hoe a garden tool with a long handle and a blade

I cleared my throat nervously and clasped my hands behind my back so he wouldn't see them shaking. "Grandpa, I have a big favour to ask you," I said in Spanish, the only language he knew. He still waited silently.

I tried again. "Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it'll be given to someone else." The last words came out in an eager rush.

Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money.

He turned to me and asked quietly, "What does a scholarship jacket mean?"

I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you."

Too late I realized the significance of my words.

Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the delicate little bean plants.

Finally, he spoke again as I turned to leave, crying. "Then if you pay for it, Martha, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."

I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence.

It was a very sad and withdrawn⁶ girl who dragged into the principal's office the next day. This time he did look me in the eyes. "What did your grandfather say?"

I sat very straight in my chair. "He said to tell you he won't pay the fifteen dollars."

The principal muttered something I couldn't understand under his breath and walked over to the window.

"Why?" he finally asked. "Your grandfather has the money. He owns a two-hundred-acre ranch."

I looked at him, forcing my eyes to stay dry. "I know, sir, but he said if I had to pay for it, then it wouldn't be a scholarship jacket." I stood up to leave. "I guess you'll just have to give it to Joann."

I hadn't meant to say that, it had just slipped out. I was almost to the door when he stopped me. "Martha—wait."

⁶withdrawn not wanting to talk to others

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding loudly in my chest. Something bitter and vile tasting was coming up in my mouth; I was afraid I was going to be sick. I didn't need any sympathy speeches. He sighed loudly and went back to his big desk. He watched me, biting his lip.



"Okay. We'll make an exception in your case. I'll tell the Board, you'll get your jacket."

I could hardly believe my ears. I spoke in a trembling rush.

"Oh, thank you, sir!"

Suddenly I felt great. I didn't know about adrenalin in those days, but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me.

At the end of the day, Mr Schmidt winked at me and said, "I hear you're getting the scholarship jacket this year." His face looked as happy and innocent as a baby's, but I knew better. Without answering I gave him a quick hug and ran to the bus.

I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in the row where he was working, and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, and he didn't ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.

"The principal said he's making an exception for me,

Grandpa, and I'm getting the jacket after all.

That's after I told him what you said."

Grandpa didn't say anything; he just gave me a pat on the shoulder and a smile.

He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

"Better go see if your grandmother needs any help with supper."

I gave him a big grin. He didn't fool me.

I skipped and ran back to the house whistling some silly tune.



Marta Salinas

Marta Salinas was born in Coalinga, California, and received a degree in creative writing from the University of California at Irvine. Salinas has published several short stories in journals and anthologies.

Reading 1

1. On the basis of your understanding of the story, tick the correct option.

- a. The scholarship jacket was awarded for
 - i. regular attendance in school.
 - ii. excellence in all fields.
 - iii. proficiency in academics.
 - iv. aptitude in sports.
- b. Martha could never aspire to win a school sports jacket because
 - i. she was known for academics.
 - ii. the family was not financially well off.
 - iii. the scholarship jacket was more prestigious.
 - iv. the family did not encourage sports.
- c. Mr Schmidt and Mr Boone had a disagreement over
 - i. the award of the scholarship jacket at school.
 - ii. Martha's poverty and misery.
 - iii. the school tradition of awarding the jacket.
 - iv. Martha's non-participation in sports.

2. Answer the following questions briefly.

- a. What was the school tradition that Martha longed to follow? Why?
- b. Where was Martha brought up and why?
- c. *This one, the scholarship jacket, was our only chance.*
 - i. Who does 'our' refer to in this line?
 - ii. What was the only chance?
 - iii. Why was that the only chance?
- d. What were the two teachers arguing about? Why did the two disagree?
- e. How did Martha react to the argument that she heard? Why did it seem like a cruel coincidence to have overheard that conversation?
- f. How did Grandpa respond to the idea of paying for the scholarship jacket?
- g. What was the principal's reaction?

VB

Reading 2

Answer the following questions.

1. Martha reacts like most fourteen year olds would do. Do you agree/disagree?
Give two reasons.
2. We learn a lot about Martha through her words. We learn that she is:
hard-working thoughtful considerate sensitive affectionate
Pick one instance of each from the story.
3. Why do you think the principal makes an exception in Martha's case?
4. Grandpa says: "*Then if you pay for it, Martha, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars.*" What does he mean? Do you agree with him?

VB

VB

Vocabulary

Antonyms

The School Story is a novel written by Andrew Clements. It is the story of twelve-year-old Natalie Nelson who wants to get her novel called *The Cheater* published.

1. Read the summary of the story below and fill in the blanks with antonyms of the words given in the brackets.

Best friends Natalie Nelson and Zoe Reisman prove that opposites attract and create
(weak) results. Natalie is the (noisy) one of the pair, a born writer who has been working on a novel that has almost (started).
Zoe is the (calm) one who gets things done.



When Zoe reads Natalie's manuscript, she thinks that it makes a great story and can't wait to read the (beginning). She is (doubtful) that it's a great book and should be published. Natalie's mother is an editor at Shipley Junior Books, but Natalie doesn't want any (ordinary) treatment from her mum. So Zoe thinks up a plan that will involve false names or pen names. Natalie and Zoe prove that anything is possible when you (separate) talent and cleverness.

2. Now make a sentence with each antonym you have used in the previous exercise, in your notebooks.

Writing

Poster

Design a poster mentioning some exam tips that you think your friends should follow. You can use the given expressions or other useful ones that you can think of. Don't forget to add an image or a drawing to the poster.



Write ...

It's a good idea to ...

Remember to ...

One suggestion is to ...

Don't forget to ...

Always make sure that ...

It helps a lot to ...

PLAN NOW
TO AVOID THIS



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

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Exchange the poster you have made with your partner's in class and score yourselves on a scale of 0 to 5.

Self-assessment

Peer assessment

- | Self-assessment | Peer assessment |
|-------------------------------------------------------------------------|-----------------|
| 1. The language used is appropriate. | |
| 2. All the relevant information has been included. | |
| 3. The vocabulary used is appropriate. | |
| 4. There are no grammatical or punctuation errors in the poster. | |
| 5. The picture is apt and the poster is attractive and reader-friendly. | |

Speaking

Role-play

Read about Mighty Mo's most embarrassing moments at school from *My Worst Days Diary* by Suzanne Altman.

15 September

Dear Worst Days Diary,

For homework, we had to write letters to our heroes. I wrote, "Dear Katharine Hepburn, you're the greatest star that ever lived." I wrote all the reasons for which I admire her. Then I wrote to Liz, my best friend from my old school.

Guess which letter I handed in by mistake? Guess which letter Ms Turro read aloud?!?! "Dear Liz, you're lucky you don't live here or you'd be in Ms Terror's class and have to hear her YELL all the time." There was a moment of awful quiet. Then Ms Turro roared, "See me at recess!"

Your true friend,
Mighty (Mo) Murphy



What do you think happened when Mighty Mo went to see Ms Turro at recess?

In pairs, enact the scene between Mighty Mo and the teacher when they met at recess. You must also bring out the result of the meeting. Did it end in Mighty Mo's favour or did it go against her?

Listening



Listen to this true story of Samsur, a child labourer from Rajasthan, and complete the sentences given below.

1. Samsur comes from a poor family. His father
2. Samsur dropped out of school so that he could
3. The social worker helped his father realize
4. In Bal Ashram, Samsur is learning to



Life skills

Cognitive skills: Self-awareness

1. Write your strengths and weaknesses. Then compare your answers with a partner.

Traits	My assessment	Peer assessment
My strengths are	a. b.	a. b.
I could improve on	a. b.	a. b.

2. Think about your past, present and future.

- a. The last time I was extremely happy was when
- b. The last time I was furious was when
- c. The last time I controlled my temper was when
- d. Something that I really long to achieve
- e. One thing that I wish I had not said/done
- f. The last time I told a lie
- g. I feel sorry for
- h. The best thing that can happen to me would be
- i. My perfect life after ten years:
 - What will I be doing?
 - Where will I be living?
 - What will I have to do to achieve this?

Problem-solving

1. You have been invited to a formal dinner party. You feel that others will be very well dressed but you have nothing formal to wear.
2. You have to submit an assignment tomorrow. You have not done it. When you sit down to do it, you realize you need help to do it because you are not able to figure out some of the answers.
3. Your parents constantly tell you to be neatly dressed and keep your room clean. You know you are not an organized person but this constant pressure makes you feel bad.

Section 3

The Flower-School

 When storm-clouds rumble in the sky and June showers come down
The moist east wind comes marching over the heath¹ to blow its
bagpipes among the bamboos.

Then crowds of flowers come out of a sudden, from nobody knows
where, and dance upon the grass in wild glee.
Mother, I really think the flowers go to school underground.

They do their lessons with doors shut, and if they want to
come out to play before it is time, their master makes them stand
in a corner.

When the rain comes they have their holidays.
Branches clash together in the forest, and the leaves rustle
in the wild wind, the thunder-clouds clap their giant hands and the
flower children rush out in dresses of pink and yellow and white.

Do you know, mother, their home is in the sky, where the stars are.
Haven't you seen how eager they are to get there? Don't you
know why they are in such a hurry?
Of course, I can guess to whom they raise their arms; they
have their mother as I have my own.

Rabindranath Tagore

¹heath a large open area

Rabindranath Tagore (1861–1941) was a Bengali polymath born in Kolkata into a prominent family that took a keen interest in literature and culture. He began writing poetry at the age of eight. He was the first Asian to win the Nobel Prize in Literature in 1913. Tagore founded a school called Patha Bhavana in 1901, which eventually expanded into the Visva-Bharati University at Shantiniketan.

Poem appreciation

1. Write the lines from the poem that match the images.

a.
.....
.....



b.
.....
.....



c.
.....
.....



2. Answer the following by selecting the most suitable option.

- a. The wind comes 'marching'. Here the wind is given a human quality. What is this figure of speech called?
- i. simile
 - ii. metaphor
 - iii. personification
 - iv. alliteration



- b. What do the flowers do in their holidays?
 - i. They blossom.
 - ii. They wither away.
 - iii. They remain under the cover of the earth.
 - iv. They become fragrant.
 - c. How do the flowers show their keenness to reach heaven?
 - i. They make a rustling sound.
 - ii. They rush out of the earth.
 - iii. They wear coloured clothes.
 - iv. They fade away.

3. This poem has many visual and sound images. Complete the table with examples from the poem. The first one has been done for you.

Visual images	Sound images
dance upon the grass in wild glee	leaves rustle in the wild wind
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Art Corner



Making a decorative photo string

Swami will always remember the night he slept all alone for the first time. Martha will never forget the day she was awarded the scholarship jacket—she may even keep a photograph of herself in the jacket for years to come. Just like these characters, all of us make a lot of memories during our school years. Let us put these memories together in a photo string that you can use to decorate your room.



- Step 1:** Collect some of your favourite photographs from your childhood. Include pictures of your family, friends, etc.
- Step 2:** Under each photo write your favourite memory of that photo or the person in it. If you cannot find enough printed photographs, you can draw pictures. Alternatively, you can use square pieces of card paper, decorate them and write your favourite childhood memories on them.
- Step 3:** Take a piece of string or yarn. It should be at least three feet long. Lay it out on a flat surface.
- Step 4:** Keep your photos or cards on the string at equal distances. Secure them to the string using paper clips, clothes pegs or tape.
- Step 5:** You can decorate your string by adding other things like origami flowers/stars or fairy lights.
- Step 6:** Hang the string in your room.

2

Wanderlust

Starter

Fill in the KWL chart. Fill in the first two columns before you read and the last after you have read the unit.

What I Know

What I Want to
Know

What I Learnt

Why do people travel to hitherto unexplored places?

What are the dangers that they could possibly face?

What preparations would one require?

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Section 1

The Quest for El Dorado

Read on to learn about the quests undertaken in search of the city of gold—El Dorado.

 It was the promise of wealth beyond measure that lured the explorers. They travelled to seek out El Dorado, the mythical city of gold that was supposedly located in the unexplored interior of South America. El Dorado was believed to be unimaginably rich, with dazzling gold-paved streets, golden temples and rich mines of gold and silver. There were fanciful tales about



a mighty city where “billets¹ of gold lay about in heaps, as if they were logs of wood marked out to burn.”

Between 1530 and 1650 AD, thousands of Europeans searched the jungles, plains, mountains and rivers of South America for El Dorado. An expedition would begin typically in a town on the Spanish coast. A charismatic² and influential individual would announce his intention to go forth in search of the fabled wealth of El Dorado. Anywhere from one hundred to seven hundred Europeans, mostly Spaniards, would sign up, bringing their own armour, weapons and horses. At times they would take livestock to slaughter and eat along the way. Fighting dogs were always brought along, as they were useful when fighting the indigenous³ population of the continent.

Once on South American soil, the expedition would head off into the jungle and would last any length of time from a few months to a few years. On the way, these explorers would meet native inhabitants, who would be either tortured or plied with⁴ gifts in the pursuit of information. The natives would point in any direction and send them on their way, having learnt that it was the best way to get rid of these rude and violent men.

Meanwhile, illnesses, desertion⁵ and attacks would whittle down the expedition. Nevertheless, the expeditions proved surprisingly resilient, braving mosquito-infested swamps, angry natives, blazing heat on the plains, flooded rivers and dangerous mountain passes. Eventually, when their numbers dwindled or the leader died the expedition would give up and return home.

Of the Spanish adventurers, the most persistent was a bold explorer named Antonio de Berrio. He set out with seven hundred horsemen. But the route was difficult and exhausting, the natives usually hostile, and many of the men and horses died or were slain. The surviving men were so weary and eager to return home that Berrio was forced to give up his quest. He then settled on the island of Trinidad as governor.

The next to try his luck was the forty-two-year-old Walter Raleigh, who attempted the adventure which Berrio had failed to see through. Raleigh had sent out various expeditions, but had never crossed the ocean himself. He now decided to seek this land of gold. In February 1595, he set sail from Plymouth with a fleet of five well-supplied vessels, taking with him about one hundred gentlemen adventurers in addition to the crew members.

¹billets bars ★ ²charismatic attractive, impressive ★
³indigenous belonging to a particular place, native to it ★ ⁴plied with to keep giving somebody large amounts of something ★ ⁵desertion the act of leaving without permission



Sir Walter Raleigh

Raleigh's fleet was captured soon after and was quickly deprived of its cargo. About two months later, Raleigh sighted the hills of Trinidad. His eyes rested for the first time on the shores of that New World⁶ in which he had so long taken a keen interest.

Governor Berrio here treated Raleigh with every courtesy, talking freely about his expedition and giving Raleigh a good deal of very useful information. Raleigh learnt that his ships could not be taken up the Orinoco⁷, on account of the sand-banks at its mouth and its

dangerous channels. He therefore felt it necessary to leave the ships at Trinidad and cross to the mainland in the boats he had brought with him.

One hundred men were chosen for the journey, while the others were left to guard the fleet. An old galley, a barge, a ship's-boat and two wherries⁸ carried them, along with a young native pilot who was familiar with the coast. But stormy weather hindered⁹ the voyagers, and they were glad enough to enter one of the mouths of the river and escape the seething ocean. But here new troubles surrounded them that Raleigh described later in his account of the expedition. He wrote:

"If God had not sent us help, we might have wandered a whole year in that labyrinth of rivers, ere we had found any way ... And if we went by the sun or compass, hoping thereby to go directly one way or the other, yet that way also we were carried in a circle among multitudes of islands. Every island was so bordered with big trees as no man could see any farther than the breadth of the river or length of the branch."

The pilot proved to be useless in this maze of waterways. But they were fortunate to meet three other natives, who became friendly when they found they had nothing to fear from the strange white men. One of them was an old man who knew the river thoroughly. Presents and kind words induced him to guide the voyagers past the obstacles.

Resting that night on a little knoll on the wooded banks of the stream, they were off again early the next morning. The river was still swift and violent. And the banks were

⁶New World Earth's Western Hemisphere, specifically the Americas ★⁷Orinoco Orinoco River is one of the longest rivers in South America ★⁸Galleys, barges, ship's-boats and wherries are all various kinds of seafaring vessels ★⁹hindered made it difficult

so crowded with trees and high reeds that they could not land, and were almost stifled from the closeness of the air.

After four hard and weary days the explorers reached a smoother channel and found they could proceed more easily. But the tropical heat grew more oppressive each day. They began to complain bitterly, and Raleigh had to use all his powers of persuasion in order to induce them to go on.

Yet the country was in many ways beautiful. Here and there the woods ceased and broad plains spread out, covered with luxuriant herbage, amid which rose at intervals groves of beautiful trees. Graceful deer would come down to the water's edge and gaze fearlessly on the travellers with their big, soft eyes. "On the banks of these rivers," says Raleigh, "were fruits good to eat; flowers, too, and variety of trees. We refreshed ourselves many times with the fruits of the country, and sometimes with fowls and fish. We saw birds of all colours: some carnation, some crimson, orange, tawny, purple, and so on; a sight great to behold."



The adventurers at length reached a village. And there, after the natives had got over their fright and learnt that the strangers meant them no harm, they were very

hospitably entertained. Raleigh had learnt that the Spaniards had told the natives that the English were robbers and cannibals. To overcome the suspicions proliferating¹⁰ among the natives, the greatest care was taken to treat them with kindness and gentleness. This quickly had its effect, for the news spread that the newcomers were friends of the red men. Provisions were brought them in profusion—fish, fowl, and fruits.

Finally, after they had gone about one hundred and fifty miles up the Orinoco, they reached the point where another great river, the Caroni, empties into it. The country here was more beautiful than they had yet seen, and prosperous villages were numerous on the bordering plains. The natives had heard of the amicable character of the newcomers, and greeted them with great friendliness, doing all they could to show how they trusted and admired them. With one old chief, named Topiawara, Raleigh held many interesting talks and learned from him much about the country and the people. In return he told him about his own country and its great queen, and showed him a portrait of Queen Elizabeth.

Many days were spent with these people, in hunting, fishing, and exploring, but they could learn nothing about the marvellous city they had come so far to seek. The old chief told him that there were many fertile plains and valleys and numerous mines of silver and gold, but he knew nothing about the gold city. Finally, Raleigh decided to go up the Caroni, three parties being sent to explore its vicinity, while he with a fourth rowed up the stream. He had been told of a mighty cataract¹¹ which he reached at length, after a long struggle with the strong current of the river.

The cataract proved to be a series of giant cascades, ten or twelve in number. In the words of Raleigh, “I never saw a more beautiful country; hills so raised, here and there, over the valleys; the river winding into divers branches; the plains adjoining all green grass without bush or stubble; the ground of hard sand, easy to march on, either for horses or foot; the birds singing on every tree with a thousand sweet tunes; cranes and herons of white, crimson, and carnation, perching on the river’s side; the air fresh, with a gentle, easterly wind; and every stone we stooped to pick up promising either gold or silver by its complexion.”

El Dorado lies concealed in the mists of legend and romance.

¹⁰proliferating to increase rapidly in number or amount ★ ¹¹cataract a large steep waterfall

Reading 1

1. On the basis of your understanding of the text, tick the most suitable option.

- a. People travelled to seek out El Dorado to
 - i. seek gold and other riches that lay hidden.
 - ii. undertake an adventurous journey.
 - iii. to get fame and awards from the rulers.
 - iv. to verify existing knowledge of the place.
- b. The native inhabitants misguided the explorers
 - i. to keep the gold themselves.
 - ii. to avoid intrusions in their domain.
 - iii. out of fear and for temptation of gifts.
 - iv. as they viewed them as evil people.
- c. *El Dorado lies concealed in the mists of legend and romance.* This suggests
 - i. that the existence of El Dorado will scare people.
 - ii. people like to weave stories about mysterious lands.
 - iii. stories about El Dorado will continue to interest readers.
 - iv. all of the above.

2. Answer the following questions briefly.

- a. What made explorers undertake a hazardous journey to South America?
- b. How did people come together for the expeditions?
- c. What were the difficulties faced by the explorers?
- d. Why was Antonio de Berrio forced to give up his search?
- e. What difficulties did Berrio face immediately after setting out?
- f. How did Berrio help Walter Raleigh?
- g. What difficulties did Walter Raleigh face?
- h. How did Raleigh win over the natives?

Reading 2

Answer the following questions.

1. Do you think setting out to find the city of gold was a wise decision? Why?
2. Why do you think people undertook such hazardous journeys?
3. Raleigh did not find El Dorado but found immense natural beauty. Give examples of the limitless beauty as perceived by Raleigh.
4. Do you think El Dorado exists? Give reasons for your answer.

VB

Vocabulary

Synonyms

Read this passage about rainforests and fill in the blanks with the words from the help box. The clues have been given in brackets.

constant tribal indigenous immunity exposed endure
gigantic queer unravelled enduring exotic sweltering

Entering the rainforest environment means (a) (tolerating) extreme humidity, putting up with the (b) (scorching) heat, and creatures that will (c) (always) bite you, but it is worth the discomfort when you're experiencing the greatest nature show on earth. It can be one of the purest and most intense travel experiences. It is like a mystery waiting to be (d) (solved). The dense rainforests are filled with (e) (enormous) trees, (f) (unusual) plants and (g) (strange) animals. Interestingly, it also is home to (h) (native) people who have lived in the rainforests for thousands of years.

Although the (i) (belonging to a group) children do not go through formal schooling, the people in their community teach them how to (j) (withstand) the hardships in the forest. They worship the forest and live a sustainable existence, meaning they use the land without doing harm to the plants and animals.

Unfortunately, these people have been losing their lives and the land. European explorers (k) (subjected) them to diseases such as small-pox, measles and even the common cold against which these people had no (l) (protection) at all since none of them had never been exposed to these diseases before.

Grammar

Conjunctions

Read the following sentences carefully.

- The summer vacation soon ended *and* we began with our classes.
- Andrew knew that he could *either* practise his football *or* he would not be able to win the trophy for his school.
- When the ice began to soften, moving became *not only* very difficult *but also* very dangerous.
- The first few laps Philip took in the pool water were rough, *but* then he could suddenly keep himself afloat in the water.
- They would spend the long nights playing board games *or* they would tell each other stories to pass time.
- The bad weather could not keep Shama at home *nor* did it prevent her from being in good spirits.
- The little kitten would *neither* stay in the house *nor* would it walk safely within the scope of the garden.
- My Aunt Tehmina's home is at least a mile from ours, yet I decided to walk the whole way.

1. Now fill in the blanks in the exercise given below choosing the correct option from those given in the box. The first one has been done for you.

alternative negative addition contrast coordinating
join conjunctions addition correlative

- a. The words 'and', 'either ... or', 'not only ... but also', 'but', 'or', 'nor', 'neither ... nor' and 'yet' are conjunctions.
- b. In the sentences above, conjunctions have been used to two clauses in the same sentence.
- c. The single-word conjunctions 'and', 'but', 'or', 'nor', 'yet' are called conjunctions.
- d. The multiple-word conjunctions 'either ... or', 'neither ... nor', 'not only ... but also' are called conjunctions.
- e. The conjunctions 'and' and 'not only ... but also' express
- f. The conjunction 'but' and 'yet' show

- g. The conjunctions 'nor' and 'neither ... nor' express
- h. The conjunctions 'or' and 'either ... or' show an

2. Now use the conjunctions you have learnt in the previous exercise to complete the conversation snippets given below.

a. JAY I think we are going to Lucknow for our school excursion.

I hope you are joining us, Manish?

MANISH No, I can't join you guys. I would have loved to my mother's not been keeping well, and my dad my sister are here. Someone will have to be with Mum.

b. SARA Are we going for a picnic this Sunday, Daddy?

MR MEHRA Well, are we going for a picnic, we are going for a film later!

SARA Yay!

c. MONICA I really wanted to go to the island nearby when we visited Granny last winter at her big house.

RAVI Yes, I remember how it was pouring one morning and you insisted that you would go visit the island.

3. Join the two parts of the five sentences given below by choosing a suitable conjunction from those given in the box in the middle.

a. We wanted to go to the concert	or	was the light sufficient to do any reading at all.
b. The launch had been perfect	and	you could sit in a café and read a book.
c. You could wait here for me	nor	the satellite soon vanished from the radar.
d. Scientists had warned of a possible cyclone	yet	the show was sold out.
e. The room at the hotel was not large	but	three days later, tragedy struck the east coast.

Sentences formed by using coordinating and correlative conjunctions are called *compound sentences*.

A compound sentence has two or more independent clauses joined by a coordinating or correlative conjunction.

An independent clause has a subject and a verb, and can function as a complete sentence.

For example, each of the clauses below is an independent clause.

- a. We wanted to go to the concert.
- b. The show was sold out.
- c. You could wait here for me.
- d. You could sit in a café and read a book.

4. Fill in the blanks using the conjunctions you have just learnt to complete this email.

To: mum@family.com

Subject: Hello

Dear Mum,

I hope you guys are enjoying your visit to Istanbul. I wish I could have gone as well as we well know, my exams were around the corner when you left. Also, when you left, I had believed it impossible that I would be able to study and do well in these exams with thoughts of travel doing the rounds in my head. However, I could study well, I have done well in the tests. Do tell Dad that I scored a full 100 in Maths.

But, you know Mum, I think next time, we could find out when all of us are free, we could promise the poor chap staying back that the rest of us will get them gifts galore!

How is Mariah doing? Do tell her that she I are in the same boat now: I have been made Captain of the Green House in school. She must no longer treat me as her 'kid' brother I will hide her favourite pair of shoes next time I am home.

Goodbye for now,

Ron

Punctuation

Semicolon

Read the sentences given below and notice the use of semicolons.

- “On the banks of these rivers,” says Raleigh, “were fruits good to eat; flowers, too, and variety of trees.”
- We saw birds of all colours: some carnation, some crimson, orange, tawny, purple, and so on; a sight great to behold.
- I never saw a more beautiful country; hills so raised, here and there, over the valleys; the river winding into divers branches; the plains adjoining all green grass without bush or stubble; the ground of hard sand, easy to march on, either for horses or foot; the birds singing on every tree with a thousand sweet tunes; cranes and herons of white, crimson, and carnation, perching on the river’s side; the air fresh, with a gentle, easterly wind; and every stone we stooped to pick up promising either gold or silver by its complexion.

A *semicolon* is used to link two complete sentences without a conjunction.

A series of three or more items, normally separated by commas, is separated by semicolons when every individual item has a comma in it.

In the following sentences, add a semicolon wherever necessary.

1. He wanted to go for a swim we drove to the Swimming Club and sat around the park till he was in the pool.
2. She did the laundry she has done it for the last three years.
3. They finished whitewashing the fence and planting flowers in the garden they admired their work.
4. They planted vegetables they will harvest them in August.
5. My favourite vegetable is the turnip most people don’t like it.

Section 2

The Diary of a Space Traveller

Now read about the adventures of Professor Shonku and his merry band.

 It was from Tarak Chatterjee that I got Professor Trilokeshwar Shonku's diary. At once, something struck me as odd. The colour of the ink had been green the first time when I'd looked at it. Now it was red. How could that be?

I put the diary in my pocket. Obviously, I had made a mistake. My heart skipped a beat when I opened the diary at home. The ink was now blue, and before my very eyes, the ink turned to yellow.

The diary fell from my trembling hands. My dog—Bhulo—pounced upon it as soon as it hit the floor. But amazingly his teeth could do no damage to the notebook. I tried pulling a page out, and realized that the paper was impossible to tear. It was like elastic. I lit my stove and dropped the diary into the naked flames. Nothing happened. Only the colour of the ink changed.

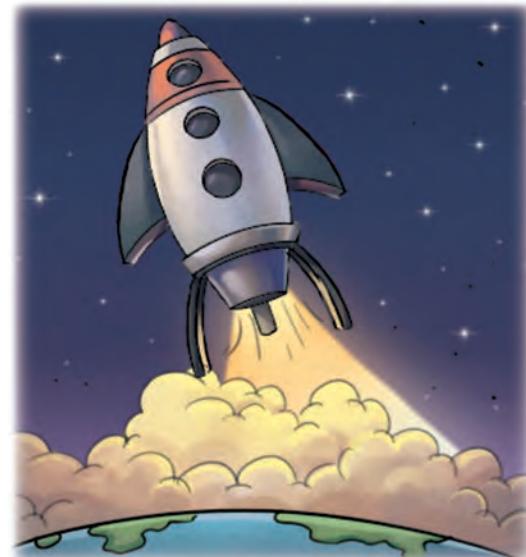
That same night, I read the diary. This is what I read. It is for you to judge whether it is true or false, possible or impossible.

Professor Shonku's Diary

2 January

My anxieties regarding the rocket are slowly ebbing¹ away. The closer I get to my date of departure, the more enthusiastic² I feel.

Now I am beginning to think that my first attempt had failed only because of Prahlad. He had moved the arms of the clock. In a complex venture³ like this, every second matters. Prahlad's mistake delayed me by nearly three and a half hours! No wonder that the rocket rose and fell again with a loud thud.



¹ebbing decreasing gradually ★ ²enthusiastic excited ★

³venture an undertaking, usually involving some risk

5 January

I am tired of Prahlad's actions. He's been with me for twenty-seven years, yet it seems his brain does not function at all. Prahlad is a fool, but it may well be useful to have him with me. Sometimes, slow and foolish people can show more courage than clever ones, as it takes them longer to reason, to feel scared.

There is no doubt that Prahlad is very brave. So I think I will take Prahlad with me. Weight should not be a problem. Prahlad weighs 62 kg. My weight is 58 kg. My robot Bidushekhar is 90 kg, and all the other material weighs another 60 kg. My rocket can take anything upto 500 kg.

8 January

I have decided to take my cat Newton with me. He has been meowing pathetically. Perhaps he knows that the time of my departure is now quite close.

21 January

We left Earth seven days ago. Our food supply should last us five years. Newton does not have to be fed more than once a week. One fish pill is good enough for him to last seven days. For Prahlad and myself, I have taken the special pill. One tiny pill keeps hunger and thirst at bay for twenty-four hours. I have taken 200,000 pills with me.

Newton was restless during the first few days, possibly because he wasn't used to being kept in a confined space. Since yesterday, however, he has been sitting quietly on my desk, staring out of the window. The sky looks totally black, but there are endless bright, luminous⁴ stars and planets.

⁴luminous bright

Prahlad appears to feel absolutely no interest in watching the scenery outside.

28 January

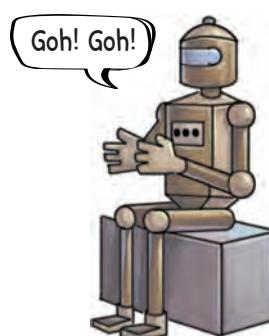
I am teaching Bidhushekhar to speak.

Today, I asked Bidhushekhar: "How are you feeling?"

He clapped his hands and said, "Goh! Goh!"

Undoubtedly, what he was trying to say was "Good! Good!"

Today, the planet Mars is looking as big as a grapefruit. According to my calculations, we will get there in another month. I have put to one side all that we shall have to take with us. My camera, binoculars, weapons, first-aid box—each of these things will have to be carried. There is no doubt in my mind that there is life on Mars,



though I have no idea whether that life is large or small, peaceful or violent. Surely whatever creatures there are, they won't look anything like man.

There are five hours to landing. The blue patches on the planet—that I had initially thought were water—appear to be something different. Besides, there are slim, red, thread-like structures. I cannot imagine what they are.

We landed on Mars two hours ago. I am writing my diary sitting on a soft yellow 'rocky' mound. Everything here—the trees, the ground, stones and rocks—is kind of soft, and feels like rubber.

A little distance away, a red river is flowing by. It took me a while to realize that it was a river, as its 'water' looked like clear jelly, a bit like guava jelly. Perhaps all rivers here are red. It is these rivers that had appeared as red threads from space. What had struck me as water, it turned out, were grass and trees and plants. All of it is blue, instead of green. What is green is the sky. Everything is the opposite of what we see on Earth.

I haven't yet seen a living creature. Did I make a mistake in my assumptions? There is no noise at all, except the slight gurgling of the river. The atmosphere is decidedly eerie⁵. Why is everything so quiet?

It doesn't feel cold. If anything, it is quite warm. But there is the occasional gust of wind that is very cold indeed. It lasts for only a few seconds, but seems to freeze the very marrow in my bones. Perhaps there is something in the nature of snowy mountains in the distance.

⁵eerie strange, mysterious, frightening

At first, I was afraid to taste the water in the river.



Then, when I saw Newton drinking it, I felt bold enough to cup my hand and drink a mouthful of water myself. It tasted like ambrosia⁶. One sip was enough to wipe out every sign of both physical and mental fatigue⁷.

It is only Bidhushekhar who is still causing me concern. God knows what's wrong with him. I switched him on as soon as we landed, but he did not move. "What's the matter? Don't you want to go out?" I asked him.

He shook his head. "Why? What's wrong?"

⁶ambrosia the food of the gods in Greek and Roman myth ★ ⁷fatigue tiredness

This time, Bidhushekhar raised his arms over his head and uttered just one word. His voice sounded frightened. "Denghah!" he said.

I have no problem in following his words. So I could guess instantly that what he meant to say was "Danger". "What danger? What are you afraid of?" I went on.

Bidhushekhar's tone remained grave as he answered, "Denghah. Teril denghah."

Danger. Terrible danger.

He said nothing more, nor did he show any interest in joining us. So, in the end, we had to leave him in the rocket. Only Prahlad, Newton and I set foot on Martian soil.



We have had the most terrifying experience on Mars. I am still in complete shock.

As soon as the sun rose, a strong fishy smell hit my nostrils and I heard a strange sound as if a large-sized cricket was chirping loudly: "Tintiri! Tintiri! Tintiri!"

I looked around. But, at that precise moment, a terrible scream froze my blood.

Then, I saw Prahlad. His eyes were bulging, his right arm was wrapped around Newton, and he was sprinting towards the rocket.

The creature that was chasing him was not human, nor an animal or a fish. Yet, it had something in common with all three. It was about four feet high. It had legs and feet, but instead of arms there were huge fins, like fish. Its head was very big, in the centre of which was a single, large green eye. The mouth was gaping wide, but there were no teeth. Its whole body was covered by fish-scales, glistening in the Sun.

The creature could not run very fast. It kept stumbling, almost at every step.

I wheeled around and saw at a distance thousands of similar creatures making their way towards us, swaying on their feet. They were all making that horrible chirping noise. Their bodies shone so brightly in the sun that it was blinding.

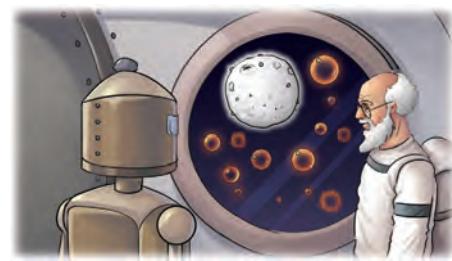
Bidhushekhar swung his arm and hit the creature. It gave a little squeak, flapped its fins and fell to the ground. Afraid that he might enrage the entire Martian army, I dragged Bidhushekhar into the rocket.

But, just as I was about to shut the door, I felt something cold and damp against my feet and everything went black. When I opened my eyes, the rocket was flying once more.

How on earth did the rocket take off? Who started it? Where were we headed for?

We are still flying through space. I feel exhausted both mentally and physically; so do Prahlad and Newton.

Bidhushekhar wanted me to open the window. I removed the shutter and the sight that met my eyes was perfectly dazzling. There was an endless stretch of bright bubbles in the sky, forming and bursting. Countless golden spheres were expanding and enlarging, until they exploded and made a great golden spray of light, like a fountain. It is as if some king in this new spatial world is having a display of fireworks at some extraordinary royal festival.



Bidhushkehar suddenly shouted, "Tafa!" and rushed to the window. I followed him and looked out. There were no lights and no rocks—nothing except a bright white planet, clear and pure like a full moon, looking down at us. There was no doubt that our rocket was heading for it. If Bidhushekhar had to be believed, that planet was called Tafa.

Tafa is clearly visible, and now we can see millions of blinking lights on its surface, as if they are myriad fireflies, glowing in the dark. Their light is strong enough to illuminate our cabin.

We reached Tafa yesterday. A large number of people had gathered to welcome me. Their heads are large, and so are their eyes, but their arms and legs are very thin, as if they have no use for their limbs.

I think these creatures are far behind our human civilization. They were totally primitive. There are no buildings or houses in Tafa, nor are there trees and plants. The inhabitants live underground. They just disappear into holes. But they have given us a proper house to live in.

I have decided to stop writing my diary after today, as I do not see any chance of anything happening here that might be worth recording. My only regret is that there is no way of sending my diary back to Earth. It is packed with such a lot of valuable information. The fools who live here will neither understand it nor let me go back.

After I had found Professor Shonku's diary, I made a copy of the entire diary and dropped it off at the press for printing. But when I returned home and went to my bedroom to get the original diary from the bookshelf, I saw that nearly a hundred hungry black ants had eaten the entire diary. All I could do was stare in disbelief because it had seemed completely indestructible.

Satyajit Ray

Satyajit Ray (1921–1992) was an Indian filmmaker, screenwriter, music composer, graphic artist, lyricist and author. He has been widely regarded as one of the greatest filmmakers of the 20th century. The Government of India awarded him the Padma Bhushan in 1965 and the highest civilian honour, Bharat Ratna, shortly before his death.

Space Tourism Becomes a Reality

On December 13, 2018, Virgin Galactic's suborbital spaceliner, VSS Unity, made history when it soared to the edge of space, 51.4 miles (82 km) above sea level. On February 22, 2019, the aircraft repeated the feat, this time with its first passenger—the company's astronaut trainer Beth Moses—on board.

"It was so clear!" Moses says. "It was crystal, crystal clear. And interestingly, you could sort of see ice crystals right out the window, and then the beautiful curvature of the Earth. It was so black in space and so clear and bright, especially with snow in the mountains. You could see the Pacific Ocean, see the southwestern United States. I felt like I was infinitely high. It was just beautiful. It was the most amazing thing."

The company has already received deposits from more than 600 space tourists, each willing to pay the astronomical sum of \$250,000 for this once-in-a-lifetime experience. Sir Richard Branson intends to make the journey on July 24, 2019, the 50th anniversary of the Apollo 11 moon landing. He says, "The moon landing is what inspired me to wish to go to space. I saw it on a black-and-white television set when I was very young, and this year is the 50th anniversary, so it's a very great year to celebrate."

Reading 1

1. On the basis of your understanding of the story, tick the correct option.

a. The information that the narrator got was from a

- i. friend.
- ii. diary.
- iii. press.
- iv. scientist.



b. It was good to take Prahlad on the mission because

- i. he had been with the Professor for twenty-seven years.
- ii. he was brave, courageous and faithful to the Professor.
- iii. he was too stupid to realize the hazards in any situation.
- iv. all of the above



c. The fact that alarmed the narrator was

- i. that ants could eat the diary.
- ii. that the printer should agree to publish.
- iii. that people would not believe him.
- iv. that the hitherto indestructible was destroyed.



2. Answer the following questions briefly.

- a. What were the two amazing facts about the diary?
- b. What had happened during Professor Shonku's first attempt to go to space?
- c. Fill in the table to describe the two planets visited by Professor Shonku.

Planet	Mars	Tafa
Colour		
Terrain		
People (appearance)		
Shonku's observations		

- d. Bidhushekhar was more than just an ordinary robot. Give two reasons.
- e. What did the narrator want to do with the diary? Why was it not possible?
- f. How has space travel now become a reality?

Reading 2

Answer the following questions.

1. **Foreshadowing** is a literary device in which a writer gives an advance hint of what is to come later in the story. How does the writer use this device in the story?
(Hint: Pay attention to the description of places and people.)
2. What do you think happened to Professor Shonku? Answer in the form of another diary entry.
3. What are your views on space travel? Would you like to travel to space? Why/why not?

Vocabulary

Words related to travel

Fill in the blanks with correct travel words.

To make the travel convenient, we had ensured that tickets were well in advance. When we the train at about 8 a.m., we realized there were not too many; more than half the train was empty. Once we Delhi, we decided to finish our work before we went The schedule was so that we could not see any historical sites. In fact, we reached the station to see the train ready to the station. We ran with our luggage and somehow managed to it. It was good that we were travelling and could run with our bags.



Writing

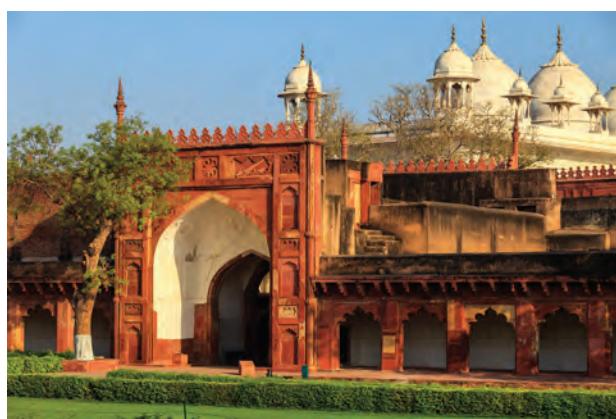
Itinerary

An itinerary is a detailed plan for a journey. It includes dates, stops, duration of the stay and a list of places to visit. Look at the following itinerary.

Itinerary

DAY 1

- 9 a.m. Reach New Delhi railway station
10 a.m. Check into the hotel; have breakfast
11 a.m. Leave for Old Delhi for sightseeing at Jama Masjid, Red Fort and Chandni Chowk
2–3 p.m. Lunch
3–7 p.m. Visit Mahatma Gandhi's memorial at Rajghat; the 12th century 234-feet monument, Qutub Minar; the World War I memorial, India Gate; and the Parliament House, which is an interesting blend of Victorian and 20th century architecture
8 p.m. Dinner



DAY 2

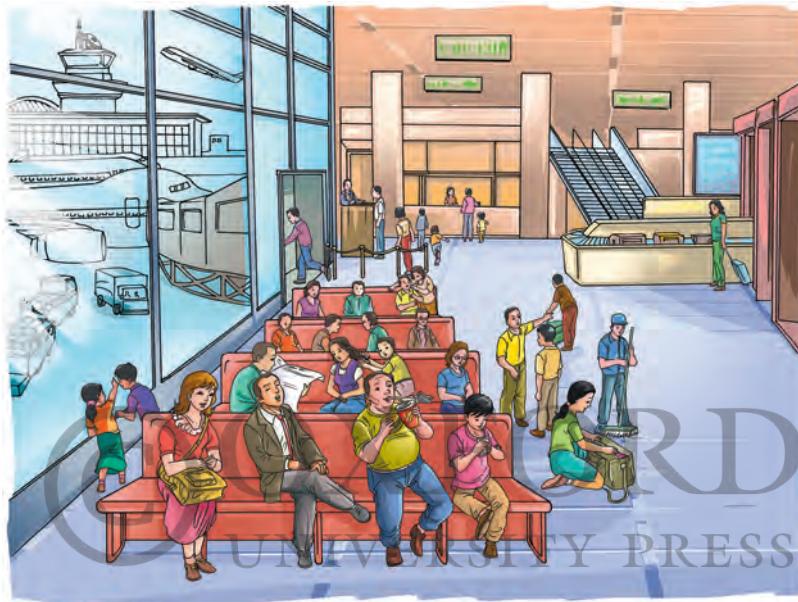
- 9 a.m.–12 p.m. Travel by road (203 km) to Agra
12 p.m. Check into the hotel
1–2 p.m. Lunch
2–4 p.m. Visit the Taj Mahal
4–7 p.m. Visit the Agra Fort built by Emperor Akbar in 1573
8 p.m. Dinner

Think of a city which you would like to visit and plan a two-day itinerary for a trip to that city. Use the example provided above.

Speaking

While returning home from a visit to another city, you spent a few hours at the airport waiting for your flight. The airport was crowded with people doing various things, as the image below shows. When you reached home, your brother/sister asked you how you spent your time waiting.

Observe the image closely and plan a dialogue, telling your brother/sister all that you saw and how one can easily spend time sitting in the departure lounge without getting bored.



You could begin like this:

ARSHAD Didn't you get bored waiting for your flight?

HINA No, not at all. It was fun sitting and watching people. There is so much you can do while waiting at an airport!

After you have spoken your dialogue, assess yourself. Ask a friend to assess you as well. Rate on a scale of 0 to 5.

Self-assessment

Peer assessment

- | | | |
|------------------------------------------------------------------|--|--|
| 1. The words and phrases were well turned. | | |
| 2. The speaker was fluent. | | |
| 3. The speaker pronounced each word clearly. | | |
| 4. The observations made were apt. | | |
| 5. The examples used to support the observations were effective. | | |
| 6. The audience was persuaded. | | |

Listening

Listen to a passage on the Easter Island and complete the following statements.

1. The Easter Island is located in the
2. The western name was given by because he spotted the island on Easter Sunday.
3. The prehistoric stone statues on the island are made of
4. The biggest statue is
5. It is believed that the statues were carved by the people.
6. The Easter Islanders deforested the island to

Life skills

Cognitive skills: Critical thinking

Independent travelling

Travelling independently opens up social, educational and employment opportunities. It is beneficial as it assists in overcoming challenges to independent travel and gives everyone greater access to jobs, services and social networks. However, it is not without risks.

What will you do in the following situations? Discuss with a partner.

- You have to walk to a destination and you are lost. You are not carrying a mobile phone.
- You de-board the train/bus at the wrong stop.
- You are walking home and your acquaintance offers you a lift.
- Your parents drop you outside your friend's house but no one is in. Your parents have left.
- You meet a stranger who requests you to help him/her find her pet.
- You realize you are on the wrong bus/train.
- You reach the airport but the boarding gate is closed.
- You reach the station to see your train leaving the platform.
- You baggage hasn't reached the destined airport.
- Your friends and you reach a hotel at night but there is no accommodation available.
- You lose your identification card.
- You are to travel alone but your flight is cancelled due to poor weather conditions.

Section 3

Trains

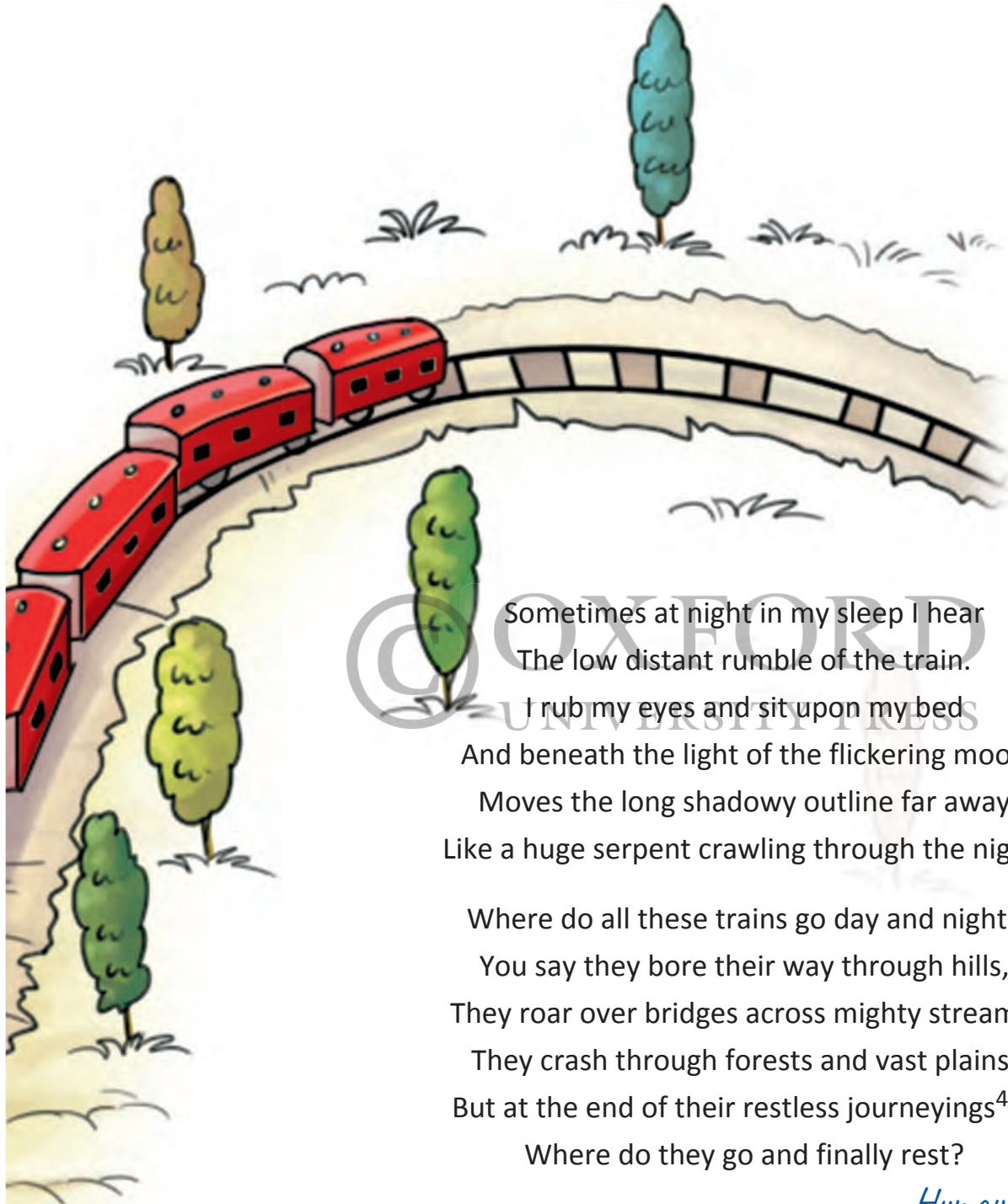


Mother, I sit by my window for hours on end¹
And watch the long trains rumble past.
Some are dark and journey tediously²,
No doors, no window, no shining lamps.
Slowly they move: like huge elephants
That move like shadows in the shadowy dark.

Sometimes a train comes flashing past³
With many windows lit by many lamps
That dance and whirl with movement swift.
A marriage procession with music loud,
Shrill whistles that rise above the din
Of the rhythmic beat of wheels revolving fast.

On hot afternoons you go to sleep
And with dizzy heat swoons all the world,
Even the crows doze and forget to caw,
The dog lies in the shade with hanging tongue.
I watch for hours and still the tireless trains
March on and on along their iron road.

¹hours on end for a long time ★
²tediously tiresomely ★ ³flashing past at great speed, with the lights on



Sometimes at night in my sleep I hear
The low distant rumble of the train.
I rub my eyes and sit upon my bed
And beneath the light of the flickering moon
Moves the long shadowy outline far away
Like a huge serpent crawling through the night.

Where do all these trains go day and night?
You say they bore their way through hills,
They roar over bridges across mighty streams,
They crash through forests and vast plains,
But at the end of their restless journeyings⁴—
Where do they go and finally rest?

Humayun Kabir

⁴journeyings travelling around

Humayun Zahiruddin Amir-i Kabir or Humayun Kabir (1906–1969) was an Indian educationist, politician, writer and philosopher.

Poem appreciation

1. On the basis of your understanding of the poem, tick the most suitable option to complete the following statements.

- a. The poet feels that the train has, "No doors, no window, no shining lamps" because
- i. it is moving in the dark.
 - ii. it is moving with great speed.
 - iii. he likes to imagine a train like this.
 - iv. it is a goods train.
- b. The trains
- i. irritate the poet.
 - ii. amuse the poet.
 - iii. fascinate the poet.
 - iv. horrify the poet.

2. Answer the following questions briefly.

- a. Why does the poet call the train 'tedious'?
- b. In the middle of a night, what does the train remind the poet of and why?
- c. The poem ends with a question. Why do you think this question troubles or puzzles the poet?
- d. Do you find trains fascinating? Give reasons for your answers.

3. Complete the table given below in order to understand the poem better.

The poet compares the train to	Lines from the poem that show this	Characteristics that are similar or comparable	Literary device
elephants			
a marriage procession			
a serpent			

Art Corner



Making a travel postcard

Has anyone ever sent you a travel postcard? Travel postcards are a kind of souvenir that people who are travelling abroad send to their friends/family back home. A travel postcard gives a glimpse into the place—its natural landscape, skyline, famous monuments or even cultures or symbols popularly associated with the place.

Look at some creative travel postcards below:



Now, design a creative travel postcard of your hometown or of your favourite city below. Make your artwork to fit postcard dimensions. You could create custom lettering for the name of your city, and then fill each letter with a unique illustration representing landmarks or things from your memories of that place.



3

Real-Life Heroes

Starter

1. Who according to you is a hero? What do you think is the difference between a hero and a celebrity? Name two of each.
2. Here are some qualities of a legendary hero. Write the qualities of an ordinary/everyday hero.

Legendary hero

Ordinary/Everyday hero

- possesses supernatural abilities or qualities
- undertakes a quest or expedition
- is surrounded by mythical beings, magical and helpful animals or human helpers
- travels to a supernatural world where ordinary human beings are barred from entering
- must reach a low point where he/she nearly gives up the quest or appears defeated
- regains his/her rightful place on the throne after problems are resolved

Section 1

The One Who Survived: Ada Blackjack

Let us read about an extraordinary woman's expedition and story of lone survival in an island in northern Siberia.



Characters: The expedition members included Frederick Maurer, E. Lorne Knight, both 28-year-old Americans, and Milton Galle, 20, another American. It also included Canadian Allan R. Crawford, also 20, and Stefansson, designated as the group's leader. Last and not least, the expedition party had a young Inuit woman, Ada, about 23.

The year 1898 ...

A daughter is born to you!



We'll call her Ada!

Where's Ada?

She seldom comes out to play.



She must be washing or cooking or sewing.

Grandma, look at the fur coat that I have stitched.

You are a good and talented child, Ada. You'll make a fine woman when you are grown up.



It is 1921. The intervening years have been hard for Ada: her marriage has dissolved, and she has lost two of her children. Her five-year-old son, Bennett, is unwell.



But Ada, what will we do? We are poor—we have no money and little food. You can only sew. What job will you do?

A few days later...

May I come in? Hello, I'm Vilhjalmur Stefansson. I'm an Arctic explorer.



Ada, I'm sending four men to explore the Arctic. They'll need a cook and a seamstress. I hear you are skilled at both cooking and sewing. So I've come to make you an offer.



I wish to colonize Wrangel Island, north of Siberia. I know your son is ill: I will get him the best medical treatment and pay you too.



Great! You'll set out on 21 September to build new lives on Wrangel Island. You will be accompanying four hardened adventurers: three Americans called Lorne Knight, Milton Galle, Fred Maurer, and a Canadian called Allan Crawford.



Hello, my heroes. This is Ada.
She'll accompany you on your
expedition.

But she looks
so frail!



I'll learn how to.

She'll not survive in
the cold, Stefansson.

That's the spirit.

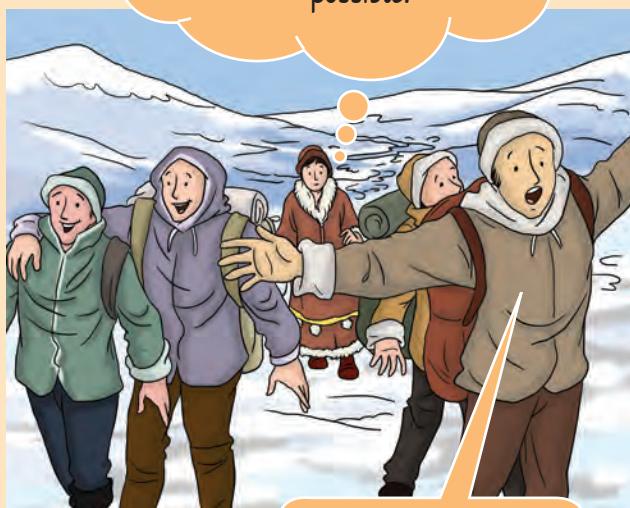
Oh, I miss my son. But if I refuse
to go with them, who'll cook and sew
for them? Also Bennett needs
round-the-clock medical
attention. I will keep
my word.



I'm sure the island is well-stocked with wildlife.
I've put food for six months in the ship. I will send
a supply ship in summer, meanwhile you will have
to fend for yourselves. Good luck, my friends.



This island is very big; they'd said
it would be a small one. It won't be
fair to cry. I have to sew clothes
and shoes for the men as soon as
possible.



We've made it, hurrah!
Let's pitch our tents.



Yes, that'll keep us protected.

One day Lorne Knight falls ill.

I had gone out to explore.
I swam across the
Skeleton River. I'm not
feeling very well.

It's just the
weather, Lorne.



Months later, it is evident that Lorne is not suffering from an ordinary fever. Other concerns begin to mount.

We're already running short of tea,
coffee, flour, beans and sugar.





Allan, let's cross the icy Chukchi Sea and reach the Siberian mainland.

I think you're right! We should immediately seek help.

I'll stay back and look after Lorne.

On January 1923, Crawford, Galle and Maurer left to traverse the icy Chukchi Sea in order to reach the Siberian mainland.

Months pass without any news ...

Don't worry, they'll be back anytime now.



I shall hunt.

I fear I have developed scurvy. And there's nothing left to eat.



I will learn.

But you don't know how to.

Unfortunately, Lorne dies leaving Ada alone.



With Allan, Milton and Fred gone, I have learnt to fend for myself. But with Lorne dead, how long can I survive here all alone and hunting food?

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On 23 August 1923, Ada, half-starved, spots the ship—Donaldson.

Ada, where are your companions?



There has been no news of the three men! Lorne is dead. His death has left me so utterly lonely. What shall I do in this ice-bound wilderness with no food or anyone by my side? But Bennett is getting much-needed care. I must keep this fire going.



They haven't returned for months.
Please take me home.

When Ada returned ...

How did you survive?
Were you a trained
hunter?



No, not at all. It's only when I was solely responsible for Lorne and myself that I trained myself to hunt.

How did you train yourself?

I followed the map Maurer had left behind. One day I saw some fox packs circling around the traps and realized it was too deeply buried. So I laid the trap again and left it uncovered. Next morning I found a fox caught in the trap. I figured things out as I went along.



Truly an incredible story, Ada.



Thank you! I am just taking my expedition salary to take my son to Seattle so I can give him a good life.

Have you always been very brave?



I don't know about that. But I would never give up hope while I'm still alive. Also, I had to do it for my son, Bennett.

Would you like to go exploring again?



One day I'd like to see what the North Pole looks like.

Finally, Ada did return to the Arctic and eventually made it her home.

Reading 1

1. In the story, Ada goes to Wrangel Island as an assistant to four explorers in an expedition. Write what Ada does at different stages of her life as depicted in the graphic story you just read.

Ada at home with her family

Ada before Lorne Knight dies

Ada after Lorne Knight passes away

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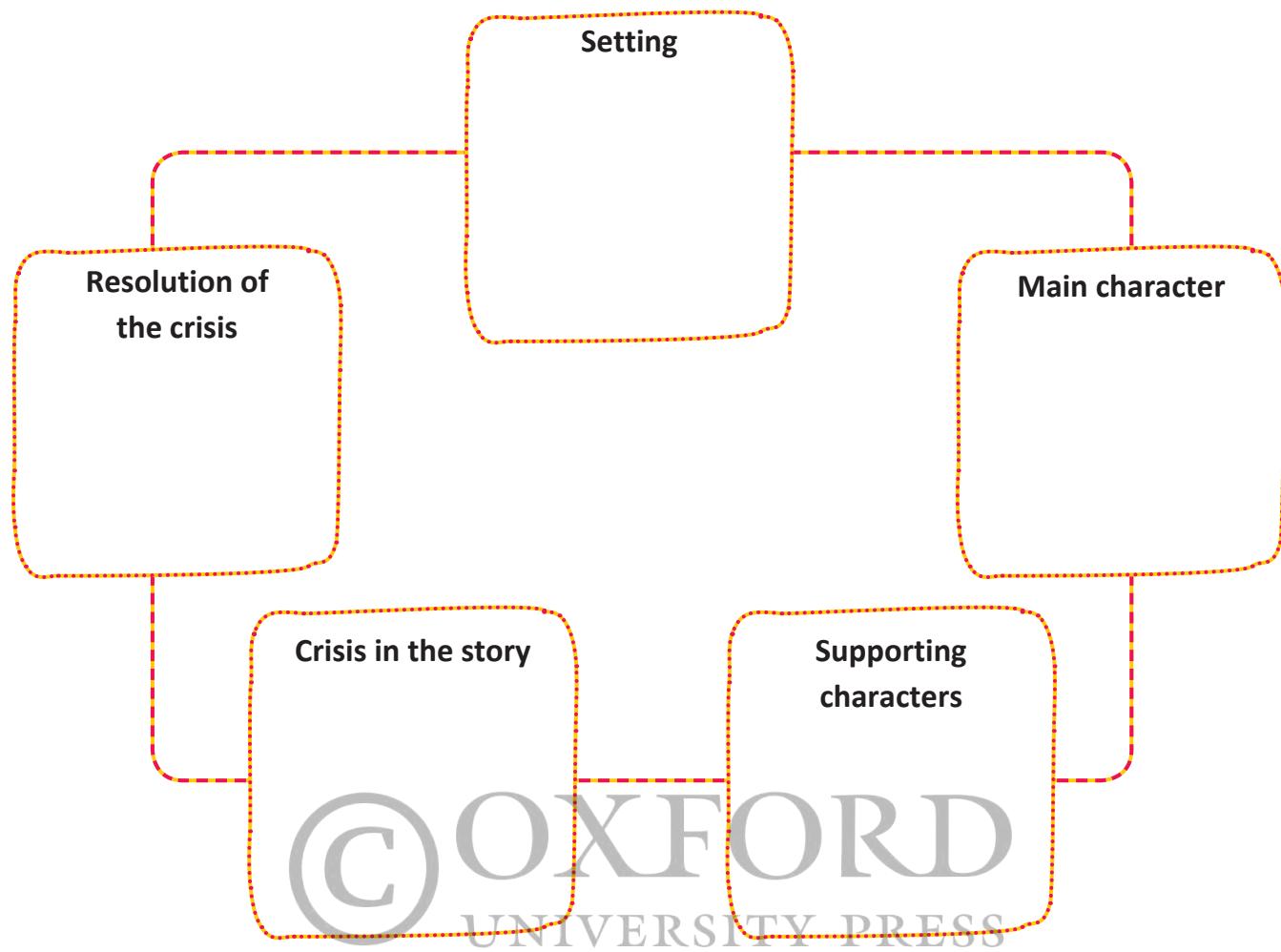
2. Answer the following questions briefly.

- Why did Ada agree to join the expedition?
- How useful were Ada's skills as a cook and a seamstress in her career and life?
- Why did Lorne Knight not traverse the icy sea with Maurer, Crawford and Galle?
- Maurer, Crawford and Galle were never seen after that. What do you think happened to them?

Reading 2

1. Answer the following questions.

- Would you agree that Ada's ability to survive the expedition all by herself without much food or clothing was a 'miracle'? Why/Why not? VB
- Revisit the story of Ada Blackjack you just read and complete the chart given on the next page.



2. Fill in the table below to assess how your knowledge of the world is tested and changed by the story.

VB

Topic	What I knew before reading the story	What I know now
Women who stay at home and support their families		
Climate and weather in the Siberian region		
Challenges a woman faces in an expedition		
Threats that come with an expedition		
Rewards of successfully surviving a difficult expedition to the Arctic or to the Siberian regions		

Vocabulary

Synonyms

Complete the book review of *Trial by Ice: A Photo-Biography of Sir Ernest Shackleton* by filling in the blanks with the words given below. Synonyms for each word have been provided as clues. The first one has been done for you.

adversity inspiring disintegrated gripping
ordeal narrated crew embarked

This is a **gripping** (absorbing) story of one of the world's foremost polar explorers. It has been (told) through brilliant photography, compelling text and quotes from Ernest Shackleton himself. It is an (encouraging) tale of the triumph of the human spirit in the face of (hardship).

Shackleton led a (team) of twenty-seven men in an attempt to be the first people ever to walk across the vast Antarctic interior. Along the way, their ship, *Endurance* got stuck in thick ice in the middle of the Weddell Sea. They were stuck for ten months before the ship (fell apart) under the pressure of the crushing ice.

Shackleton and his men then (set out) on a desperate journey to land in order to save themselves. At the end of this two-year-long (suffering), Shackleton had not lost a single man.

Grammar

Transitive and intransitive verbs

1. Read the three sentences given below and fill in the table on the following page.

The first one has been done for you.

- a. The explorers finally gave Ada the news of their expedition.
- b. Ada's story has taught us the value of perseverance.
- c. Ladies and Gentlemen, we present to you a woman hero!

The action in the sentence (verb)	The source of action (subject)	The action is about (direct object)	The action is received by (indirect object)
gave	explorers	the news of their expedition	Ada

Read the following sentences and focus on the verbs. They have been italicized for your benefit.

- At a very young age Ada *became* a victim of circumstances.
- Ada *had* an opportunity to earn money.
- Ada *won* the battle against odds.
- Ada's fame *had spread* far and wide.

In sentences a. and b., the verbs cannot express their complete meaning without the help of the object that follows them.

In sentences c. and d., the verbs can express their meaning on their own, without requiring an object to follow them.

Verbs which require an object after them in order to express their meaning correctly are called *transitive verbs* (sentences a., b.).

Verbs which do not necessarily require an object to express their meaning are called *intransitive verbs* (sentences c., d.).

Note: Many verbs in English can be used both transitively and intransitively.

2. Underline the verb in each sentence and say whether it functions as a transitive verb or an intransitive verb.

- Many television programmes influence children in dangerous ways.
- I gave my teacher no reason to complain.
- The young athlete practised in the field every day.
- I danced all evening at the school function with my friends.
- The tsunami destroyed the coastline.

Dictionary work

Read the dictionary entry for the word 'swim'.

swim verb

BrE /swɪm/ ; NAmE /swɪm/

Verb Forms

[intransitive, transitive] (of a person) to move through water in a horizontal position using the arms and legs

I can't swim.

The boys swam across the lake.

We swam out (= away from land) to the yacht.

They spent the day swimming and sunbathing.

swim something

Can you swim backstroke yet?

How long will it take her to swim the Channel?

[intransitive] go swimming to spend time swimming for pleasure

I go swimming twice a week.

- [intransitive] (+ adv./prep.) (of a fish, etc.) to move through or across water
A shoal of fish swam past.
Ducks were swimming around on the river.
- [intransitive] (usually **be swimming**) to be covered with a lot of liquid **swim (in something)** *The main course was swimming in oil.* **swim (with something)** *Her eyes were swimming with tears.*
- [intransitive] (of objects, etc.) to seem to be moving around, especially when you are ill/sick
The pages swam before her eyes.
- [intransitive] to feel confused and/or as if everything is spinning around
His head swam and he swayed dizzily.

Now think of more verbs which could be used in the transitive and intransitive manner. Write similar dictionary entries for them. Check your work against the dictionary.

Spelling, Pronunciation

Syllables

1. Read the following words aloud, break them into syllables and fill in the table.

Word	Number of syllables
a. Everest	
b. championship	
c. nine	
d. president	
e. neighbour	

Rule: The number of syllables in a word corresponds to the number of vowel sounds it contains.

For example: demonstration: 4 syllables

bread: 1 syllable

Now observe how the following words have been broken into syllables. Read them aloud.

puz—zle sud—den rhy—thm cot—ton

- Each of these words has two syllables, but when pronounced correctly, each word has only one vowel sound—the first sound in the word.
- In the second syllable of these words, the vowel is not pronounced, so its sound is replaced by the sound of the final consonant: /l/, /n/ or /m/.
- Thus, when counting syllables in a word, it is not always enough to count only the vowel sounds—sometimes a consonant sound can help form a syllable too.

These consonants are called *syllabic consonants*.

2. Break the following words into syllables, observe the syllabic consonants in them and practise saying them aloud.

a. cattle

f. listen

b. open

g. drizzle

c. fraction

h. rotten

d. mutton

i. little

e. settle

j. broken



Life skills

Cognitive skills: Critical thinking

Survival skills

Survival skills are techniques that a person may use in order to sustain life in any type of natural or built environment.

All of us possess an armoury of instincts which keep us alive. We may not be aware of them, but it is these acts that protect us from danger and keep us fit and healthy.

Read some of these survival stories:

- a. During the Pamplona Bull Run, hundreds of people put their survival instincts to the test. Their heart rates soar as they are chased through the streets by angry bulls. They are experiencing terror but the survival instinct is so strong that they react and run even before the conscious mind has registered the danger.
- b. After wandering off from his friends on a hiking trip in western Japan, Mitsutaka Uchikoshi tripped and was knocked unconscious. He was found 24 days later with barely a pulse, organs that had almost completely shut down and a 22-degree-Celsius body temperature. The doctors were amazed to find that he suffered no brain damage. He recovered fully from his ordeal. There's no scientific explanation for how long he was able to survive without food or water. After all, humans can only live about three to five days without being properly hydrated.
- c. In June 2008, a two-year-old toddler in California survived for nearly a week after his mother passed away in their house, by eating cat food. Officers of the Child Protective Services called it a miracle, but it sounds like the boy simply did what all humans are wired to do—survive.

1. Fill in the table for the three survival stories.

Threat	Survival instinct
a.	a.
b.	b.
c.	c.

- 2. You are going on world tour. You could be stranded in an unknown place. Put together a personal survival kit (not more than 8 things) and explain how each item in it could be useful. You are not allowed a phone/the Internet, etc.**
- 3. If you were stranded on an island what would you do? Rank the following in order of preference; give reasons. Then present your views to the class.**

- explore the island
- toss a bottle with a note in it into the ocean
- search for wild but edible vegetables or fruit
- signal using a flashlight
- build a water barrel
- make a fire and keep it burning at night
- make a spear to catch fish
- write messages on the beach with rocks
- build a shelter
- build a raft or boat
- use a mirror to reflect sunlight

Section 2

The Narayanpur Incident

The year is 1942—the time of the Quit India Movement. A teacher in a small town, a follower of Gandhiji, has been arrested. His elder son, eighteen-year-old Mohan, younger son Babu, aged thirteen and daughter Manju, two years younger are also keen to participate in the struggle against the British.

 Manju had just settled down with a book when she was startled by Babu's urgent hiss, almost in her ear, "Manju, I say, Manju!"

Manju looked up from her book with a start. "Oh, Babu, what is it? How you startled me!"

"Listen, I'm going out. Want to come with me?"

"Where?"

"I'll tell you later. If you want to come, just say so and come quickly."

"But Amma?"

"We'll be home before Amma. Are you coming? If not, I'm off."

Manju jumped up in a flurry.¹ "I'm coming. Wait for me."

Babu was waiting with the huge lock and key when Manju came out. He locked the door, gave the lock a tug to make sure it was locked, then thrust the key at Manju.

"Now," she asked Babu impatiently, "tell me where we're going."

"To watch a procession. Walk fast. We may be late."

"What procession? Whose procession? Where?"

"The college students are taking out a procession from their college to the Collector's office. Mohan told me we could watch. He says it's going to be peaceful."

There were already some people lining the roads. Manju and Babu found a good spot, almost opposite the gate of the Collector's compound. They had to wait for some time. In a while, it began to rain. It had been drizzling off and on since the morning. But this was a heavy downpour²—the usual monsoon rain, heavy and steady. People rushed for shelter. Manju and Babu sheltered themselves under a large tamarind tree.

¹flurry a moment of intense activity ★

²downpour heavy rainfall

Soon they heard the magical words, "They're coming, they're coming." The children, like the others, rushed out, heedless of the rain. Policemen now appeared all along the road. Some of them walked in front of the students, some by their sides; but the students marched as if the police didn't exist. They walked in complete silence. There were no slogans, no shouts, just the shuffle of feet, the drip drip of rain and a low murmur from the watching crowd.

Babu and Manju looked eagerly for Mohan. Yes, there he was, dressed in white pyjamas and a cream-coloured shirt, with another boy, both holding aloft a picture of the Mahatma. Their arms must have ached holding it up that way for so long, but their faces were expressionless.

Now the leaders of the procession—Suman was one of them, they saw in excitement—had reached the barred gates. A police officer—he was the DSP, Mohan told them later—came up to them. There was some conversation between him and the students. The students seemed to be arguing. The rain had lessened now and the police officer took off his hat and ruffled his hair. Once he laughed, showing all his teeth, but the students remained serious. One of them handed him a piece of paper. He took it without glancing at it and nodded. The students turned their backs on him and one of them shouted

"Mahatma Gandhi ki jai."

"Jai," the others shouted back loudly. And then they briskly marched back the way they had come.



"Is that all?" Manju asked in disappointment.

"What else did you want? A dance? A drama?" Babu asked scornfully. But he asked Mohan the same question when he returned. "Why did you go back so quietly? Were you scared of what the police would do?"

Mohan seemed immensely pleased with himself. "Scared? Not by a long chalk! We had planned it this way. We knew they would stop us at the gates. We knew they expected us to protest and be violent. Oh yes, they wanted us to do that so that they could beat us up and haul us away to jail. But we are not prepared to go to jail—not as yet, anyway. Not until we've given them much more trouble. And so we decided we would give them no chance at all."

"What was the point then?" Babu asked, while Manju listened earnestly, her chin cupped in her hands.

"It's like a declaration of war. We've told them now—this is war for us and you're the enemy. You don't start a war without first declaring your intentions, do you?"

"And what was that paper you gave the policeman?"

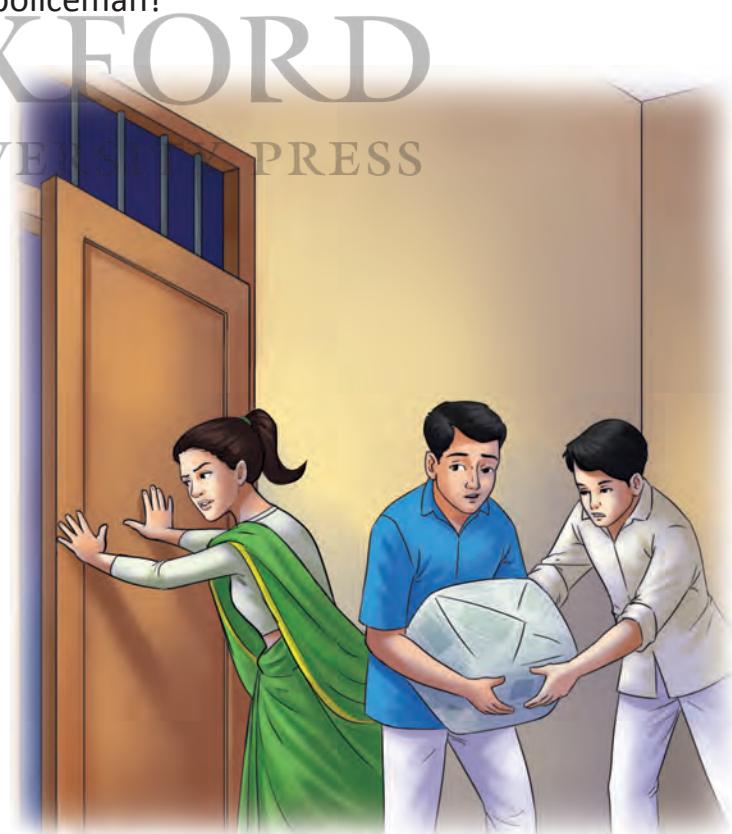
"That was a notice we served on the Collector, as a representative of His Majesty's government, asking them to quit India or face the consequences."

Suman and another boy turned up after they had finished their dinner that night. The boy staggered in with a large newspaper-covered parcel in his hands.

"Got it?" Mohan asked, his voice tense with excitement. "Yes. Lot of trouble, though. Where shall I take it?"

"Here, let me help you.

After the boy left, Suman, Amma and Mohan went into the small puja room. Babu and Manju stared curiously over their shoulders at the mysterious parcel which turned out to be a cyclostyling machine.³



³cyclostyling machine an early machine used to duplicate documents

"Babu," Mohan said as they settled down to work, "sit out in the front room and keep watch. Give us a warning if anyone seems to be coming to our house. Manju, go to bed. Or else," he went on, noticing her crestfallen⁴ face, "you sit here in the hall and pass on Babu's warning to us."

Babu sat outside, alert and attentive. He felt a thickening in his throat. It was beginning. And at last he was doing something. He kept his eyes and mind on the road outside. It was deserted. In a little while, the nine o'clock siren went off. Babu thought for the first time that day of the war being fought all over the world. And suddenly, coming out of his reverie, he tensed. A man on a bike. Yes, he was getting off. Babu flung himself inside. Manju turned a startled face to him.

"Someone's coming in."

There was silence. From inside the puja room, three faces looked at him blankly, the dim light giving them a peculiar look. Shadows quivered and danced as the wick in the oil lamp flickered and fizzed. Then Amma got up and came out, followed by Mohan. Suman stayed inside and Mohan closed the door of the room.

"Manju, go to bed. Babu, you too."

There was a knock at the door. Babu rushed to his room, unrolled his bedroll and threw himself on it.

"Who's there?" Amma called out.

Knock knock.

"Mohan, go and see who it is."

Manju noticed that though Amma's voice was steady, her hands trembled.

Mohan came in saying, "Amma, it's Patil, the Sub-Inspector."

Amma held Manju's hand in a tight, hurtful clutch, though her voice was still cool and calm. "What does he want?"

"He wants to talk to you."



⁴crestfallen sad or disappointed

"To me?"

The hand relaxed. Manju drew her own hand back and rubbed it softly. "I haven't come to trouble you," a strange voice said. "Your husband was my friend in school. I'm a friend."

Amma got up quickly and went out. Manju waited a moment and followed her.

The man—was he really a police officer?—was saying to Amma, "Yes, we were in school together."

"Please, Patil saheb," Amma said, rather impatiently, "tell me why you are here."

"It's like this." Suddenly the man was brisk⁵ and businesslike. His glance swept over all of them, taking them all in shrewdly. "There's going to be a search in your house."

⁵brisk practical, quick, confident

"When?"

"Most probably tonight. I heard the Saheb talking. They were speaking of a cyclostyling machine. It seems you people are making copies of the Mahatma's speech. They say you have people hiding here as well."

"Ha!" Mohan scoffed.

"But you have the cyclostyling machine?"

"No!" Mohan said instantly.

"Have you?" the man asked Amma.

"No," Mohan repeated angrily. "You're wasting your time spying on us."

"Tell me." The man ignored Mohan and spoke to Amma.

"Yes," Amma replied simply and Mohan made an angry hissing sound. "Where is it?"

"Amma, you've gone ..."

"Inside."

Manju's heart began beating wildly. Why was Amma giving them away? "Give it to me. I'll get it out of the way. You can have it when it's safe." Mohan burst out again. "Amma, what are you doing? How can you trust a policeman?"

The man touched Mohan on the shoulder. "Mohan, you're still very young. There are many things you don't understand. I am a policeman, yes, but your father was and still

is my friend. And this is my country as much as it is yours. Now, give it to me quickly. They may come any moment."

Amma opened the door of the puja room and said, "Suman!"

Suman emerged, wiping her face with her sari, looking anxiously at them. "Come in." Amma beckoned to the man. "It's here."

Suman stared at Amma and the man in bewilderment⁶. Amma smiled at her and said, "You've got to get away, Suman. Take away all that material. Mohan, will you ...?"

Mohan stared at Amma, at Suman and finally at Patil, who stared steadily back at Mohan.

"Okay, Amma," Mohan said and ducked into the puja room. He lugged⁷ the machine out and gave it to Patil.

"Do you have a largish bag with you?" the man asked.

"Manju ..." Amma began, but Babu had already got it.

"That's fine, that's fine," the man said.

And then they were gone—Patil, Mohan and Suman. The house seemed unbelievably quiet after the intense activity.

"Let's go back to bed," Amma suggested.

Mohan came back shortly. "Suman?"

Manju asked him anxiously.

"She's all right."

"Go to bed, Manju," Amma said. Bed? With the police about to come? But nevertheless, she did drop off. And came out of her sleep with a jerk to hear a loud knock at the door. It was repeated. Manju sat up in sudden fright. Amma patted her comfortingly.

"Who is it?" she asked loudly.

⁶bewilderment complete confusion ★

⁷lugged carried with great effort or difficulty



"Open the door," a strange voice ordered.

"Mohan, see who it is," Amma said.

It was like going through something all over again. But this time they knew for sure it wasn't a friend standing out there. No need for Mohan to announce, "Amma, it's the police."

Shashi Deshpande

Shashi Deshpande was born in Dharwad, Karnataka in 1938, and educated in Mumbai and Bangalore. She is a novelist, short story writer and essayist. She has been bestowed the Sahitya Akademi award and the Padma Shri for her contributions to literature.

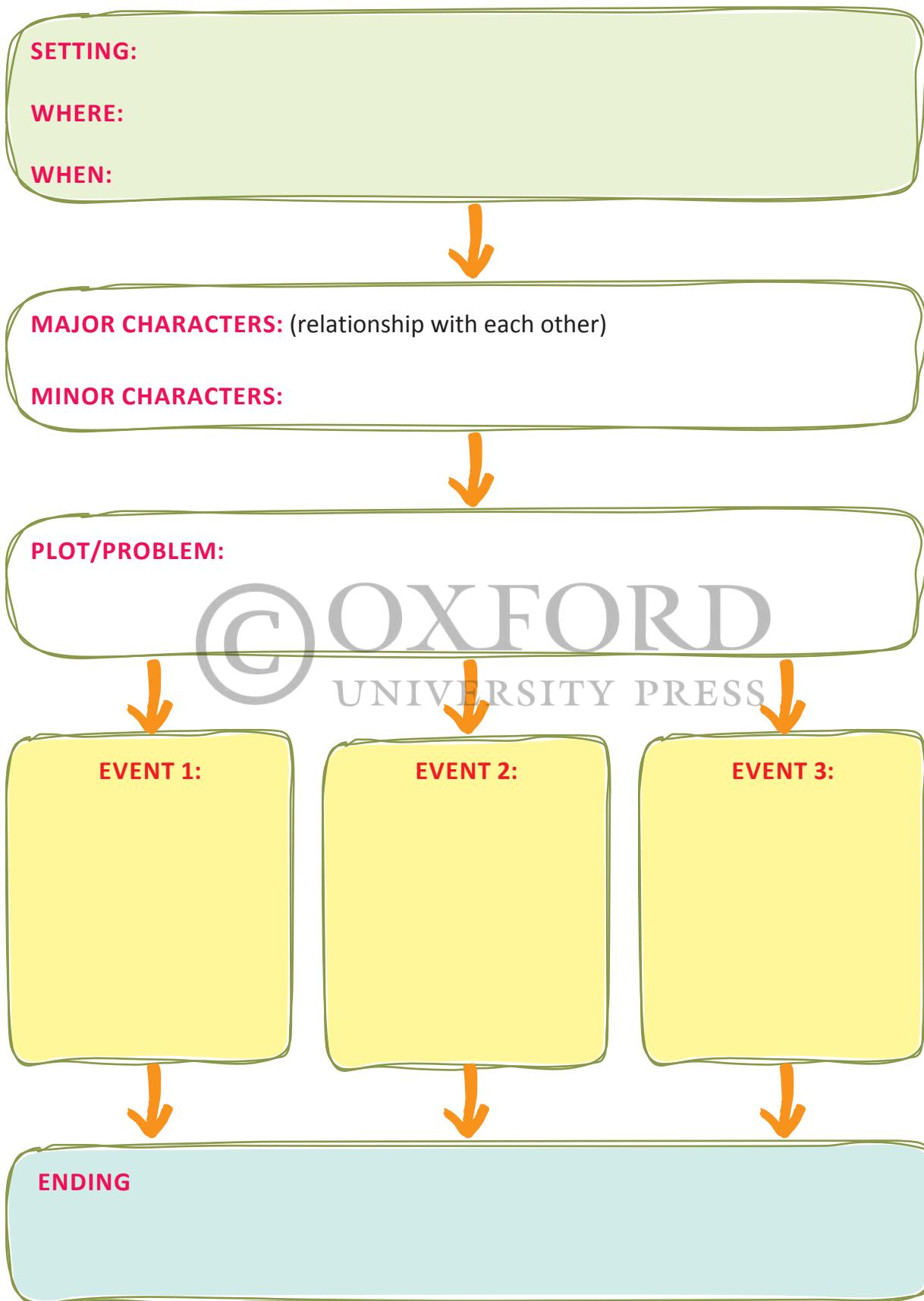


Reading 1

1. On the basis of your understanding of the story, tick the most suitable option.

- a. The setting of the Narayanpur incident is
 - i. on the day of the Quit India Movement.
 - ii. during the civil war for equal rights.
 - iii. the day India got its Independence.
 - iv. when Gandhiji encouraged the use of khadi.
- b. Narayanpur is seething within and it all comes to a head
 - i. when a group of children dare to confront the police.
 - ii. the daring brother Mohan goes underground.
 - iii. the family moves to a sleepy village with no turbulence.
 - iv. people feel independence ought to be the top priority.
- c. The cyclostyling machine had to be smuggled into the house because
 - i. the British did not want anti-government material distributed.
 - ii. the police had already arrested Appa.
 - iii. procuring machines then was not as easy then.
 - iv. all of the above

2. Fill in the graphic organizer with information from the text.



Reading 2

Answer the following questions.

1. In the story, Amma and her children Mohan, Babu, Manju, aged 18, 13, 11 respectively, are acutely aware of their role and duty towards their nation. Do you agree/disagree? Give reasons.
2. Write another paragraph of about 80 words as a conclusive ending to the story. You could begin like this: Mohan walked up to the door and opened it ...

VB

Vocabulary

Words that express mood

There are many words in the story that express mood. Some more are given below in Column A. Match them to their meanings in B. Then fill in the blanks using words from Column A.

A	B
amused	<input type="radio"/> disappointment
content	<input type="radio"/> sad
ecstatic	<input type="radio"/> horrified
enraged	<input type="radio"/> worried
melancholy	<input type="radio"/> furious
anxious	<input type="radio"/> satisfied
frustration	<input type="radio"/> laughing
terrified	<input type="radio"/> overjoyed

1. The knocking on the door in the middle of the night me.
2. Mini was because her mother was unwell.
3. The children were to see the clown.
4. Rahul seemed very in life. He did not aspire for anything else.
5. Nikhil was unhappy. Repeated failure had led to a lot of
6. Lizzy was when she topped her exam.
7. I saw the earthquake victims looking
8. The rude behaviour of the student had the teacher

Collocation

Collocation is a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives.

Combine the words in the two columns to make suitable collocations. Then fill in the blanks using those collocations.

great	<input type="radio"/>
big	<input type="radio"/>
heavy	<input type="radio"/>
deep	<input type="radio"/>
large	<input type="radio"/>
strong	<input type="radio"/>

<input type="radio"/> population
<input type="radio"/> thought
<input type="radio"/> joy
<input type="radio"/> wind
<input type="radio"/> rain
<input type="radio"/> mistake

1. Topping the exam was a moment of for Meenakshi.
2. Wasting my time with silly children was a
3. Providing employment to such a is a difficult task.
4. I saw him sitting alone under the tree in
5. The roads are flooded because of
6. I could barely take a step forward. The was pushing me back.

Writing

Speech

What are the attributes of a hero in a story? Look at this mind map and work with a partner to see how many of these expressions ring a bell.



Remember these points:

- Real-life heroes often come from ordinary families.
- They do not win all their battles at one go (think of someone like Aung San Suu Kyi).
- They are often challenged by the very people who they seek to help (you could research about Pandita Ramabai).

Now, think of a real-life hero. Which of these characteristics would he/she have? Imagine you know someone who has the qualities of a real-life hero. Write an inspirational speech that an ordinary hero might deliver. Use the following cues to structure your speech.

- Opening statement (Good Morning...)
- Main speech
- 1. Statement of thesis (a problem, challenge, etc.)
- 2. Causes of problem
- 3. Results
- 4. Suggestions

Remember to:

- use simple language
- involve your audience

Assess the speech you have written. Then exchange your work with a partner and assess each other's work and tick the appropriate boxes in the following table.

	Self-assessment		Peer assessment	
1. The argument is substantiated with examples.	Yes	No	Yes	No
2. The language has a natural flow.	Yes	No	Yes	No
3. It is grammatically sound.	Yes	No	Yes	No
4. The audience can relate to the speech.	Yes	No	Yes	No
5. The speech is captivating.	Yes	No	Yes	No

Speaking

Group discussion

Divide your class into small groups of 5–6 students each and discuss the following.

- The qualities that you would attribute to a hero
- Difference between a hero and a celebrity
- A hero that you admire a lot
- How you feel his/her contribution to society is exceptional
- The ways in which your hero has inspired you

Listening



Listen to the conversation between Radha and Shilpa about Vishwas K.S. and tick the correct options to complete the sentences.

1. Radha shared the information that she had got from

a. her friends.

b. the television.

c. the newspaper.

2. Vishwas K.S. won medals in

a. Speedo Can Am Championships.

b. Tokyo Olympics.

c. Canadian Olympics.

3. Vishwas K.S. aspires to

a. get a respectable job.

b. take part in Olympics.

c. both of the above

4. Vishwas K.S. was helped by

a. his employers.

b. NGOs.

c. Sports Society.

5. This passage is about

a. the importance of sports.

b. being a sports hero.

c. braving odds.



Section 3

The Ballad of Mulan



Tsiek tsiek and again tsiek tsiek,

Mulan weaves, facing the door.

You don't hear the shuttle's sound,
You only hear Daughter's sighs.

They ask Daughter who's in her heart,
They ask Daughter who's on her mind.

"No one is in Daughter's heart,

No one is on Daughter's mind.

Last night I saw the draft posters¹,

The Khan² is calling many troops,

The army list is in twelve scrolls³,

On every scroll there's Father's name.

Father has no grown-up son,

Mulan has no elder brother.

I want to buy a saddle and horse,

And serve in the army in Father's place."



In the East Market she buys a spirited⁴ horse,
In the West Market she buys a saddle,
In the South Market she buys a bridle⁵,
In the North Market she buys a long whip.
At dawn she takes leave of Father and Mother,
In the evening camps on the Yellow
River's⁶ bank.
She doesn't hear the sound of Father and
Mother calling,
She only hears the Yellow River's flowing water
cry *tsien tsien*.

¹draft posters written orders ★²Khan the emperor ★³scrolls written orders on rolled paper or cloth ★⁴spirited energetic ★⁵bridle reins ★⁶Yellow River the second-longest river in China



At dawn she takes leave of the Yellow River,
In the evening she arrives at Black Mountain⁷.
She doesn't hear the sound of Father and Mother calling,
She only hears Mount Yen's nomad horses cry *tsiu tsiu*.
She goes ten thousand miles on the business of war,
She crosses passes and mountains like flying.
Northern gusts carry the rattle of army pots,
Chilly light shines on iron armour.
Generals die in a hundred battles,
Stout soldiers return after ten years.
On her return she sees the Son of Heaven⁸,
The Son of Heaven sits in the Splendid Hall.
He gives out promotions in twelve ranks
And prizes of a hundred thousand and more.
The Khan asks her what she desires.

"Mulan has no use for a minister's post.

I wish to ride a swift mount
To take me back to my home."

When Father and Mother hear Daughter is coming
They go outside the wall to meet her, leaning on each other.

When Elder Sister hears Younger Sister is coming
She fixes her rouge⁹, facing the door.

When Little Brother hears Elder Sister is coming
He whets the knife, quick quick, for pig and sheep.

"I open the door to my east chamber,
I sit on my couch in the west room,
I take off my wartime gown
And put on my old-time clothes."

Facing the window she fixes her cloud-like hair,
Hanging up a mirror she dabs on yellow flower powder
She goes out the door and sees her comrades.

Her comrades are all amazed and perplexed.
Travelling together for twelve years
They didn't know Mulan was a girl.

⁷Black Mountain Mountain Sahu in Inner Mongolia ★⁸Son of Heaven emperor or king ★
⁹rouge red powder used as a cosmetic on cheeks

An ancient Chinese ballad translated by Hans H. Frankel

Poem appreciation

1. Complete the summary of the poem by filling in suitable words or phrases.

Mulan sat and in her room because she was concerned for her father. The previous night there was an order issued by the Each of the twelve scrolls carried name. He had been asked to join the army as he did not have a Mulan decided to take his She bought a in the East Market; a in the West Market; a in the South Market and a in the North Market. After leaving her place, she camped on the bank of the The next evening she arrived at the The died in the war but after a ten-year battle, they won. On their return, the King rewarded his soldiers at his Mulan was not interested in the post of a All she wished for was Mulan's parents went to greet her Her sister to welcome her while her brother to prepare for the feast. Mulan took off her and dressed like a woman. Her met her at the door. They were surprised because the brave soldier they had known for twelve years was a

2. This poem is a 'ballad'. Ballads are poems that narrate a story.

It is often of folk origin and intended to be sung. Have you heard any other ballads? Talk about it to your class.

3. Words such as 'tsiek tsiek' imitate the sounds associated with the objects or actions they refer to. These words are called *onomatopoeic* words. List to more words like this. For example, *splash, knock-knock*.



Art Corner



Making a medal

In the Unit you have just completed, you read about ordinary people who did heroic acts. There are many people around us who perform acts of courage and kindness. They are people who, through their everyday activities, make dedicated efforts to change the world into a better place. They are our real-life heroes. Let us honour such people in our lives by making a medal for them.



You can follow these steps for making a medal:

1. First, you need to find a suitable material that would form the body of your medal. You could use clay or a piece of thick cardboard.
2. Next, you need to give it a shape. Most medals are round, but you could give it a special shape, too—like a star! Be creative. Don't forget to add a hole for the ribbon.
3. Your medal should be shiny! What shiny substance can you coat it with? Think of gold-coloured enamel paint, aluminium foil, or even a carefully removed golden chocolate wrapper.
4. The medal should have something written on it. It could have a design pattern or some words (like 'Our Hero' or 'You're the best!'). You can simply use a permanent marker to write/draw on your medal.
5. To make your medal look more authentic, think about ways of inscribing instead of writing on it. If you are using clay to make your medal, you can easily inscribe on it using a pencil or make patterns using small, sharp objects like the end of a drinking straw. For cardboard, you could use the pointed end of a compass. (Be careful!)
6. Add a ribbon to your medal and tie the ends together.

Your medal is ready to be presented to your hero!