



Government of Karnataka

ENGLISH
FIRST LANGUAGE
(Revised)
PEARLS OF LITERATURE
8
EIGHTH STANDARD

KARNATAKA TEXTBOOK SOCIETY (R)

100 Feet Ring Road, Banashankari, 3rd Stage
Bengaluru-85

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF – 2005 since June 2010. Textbooks are prepared in 11 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

- Connecting knowledge to life activities
- Learning to shift from rote methods
- Enriching the curriculum beyond textbooks
- Learning experiences for the construction of knowledge
- Making examinations flexible and integrating them with classroom experiences
- Caring concerns within the democratic policy of the country
- Make education relevant to the present and future needs.
- Softening the subject boundaries integrated knowledge and the joy of learning.
- The child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach

The learner is encouraged to think, engage in activities, masters skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country India.

Language textbooks are designed to help learners master communicative competencies, excellent comprehension, meaningful expression and efficient reference skills.

English is studied by most students as the second language. Teachers have to keep in mind the three fundamental approaches based on which the readers have been designed and adapt their teaching methods and help learners master language skills and competencies and help them become excellent users of English.

Schools in Karnataka offer seven languages as media of instruction and eight as first languages and ten languages are offered as third language. The objective is to help the learners to use these languages efficiently at the communicative level. It is hoped that at least a cross section of learners achieve competencies to use these languages at the creative level.

Teachers are expected to adapt their teaching methods not to make these textbooks just feed materials for examinations, but help learners master language competencies such as communication, comprehension, expression in writing and necessary reference skills.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

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Note to the Readers

“Pearls of Literature” is designed for the students of 8th Standard First language English. It is written, based on the language guidelines of co-operative learning and constructivism envisaged in NCF 2005. The members of the text book committee are the practising teachers of English, who have contributed immensely to bring out this book.

There are eight prose lessons and equal number of poetry pieces and three lessons for supplementary reading. The themes of the lessons are drawn from a rich treasure of English which would be a treat for the readers. The themes chosen for the study range from the innocence of adolescence to Indian mythology. The entry level and the terminal performance of the language learners are kept in mind while designing the text book. The language learner’s interests, language needs, objectives of language learning and teaching and ability of the learners are also kept in view while preparing this book.

All the lessons have a wide range of activities to develop core language skills such as listening, speaking, reading and writing, besides exercises on vocabulary and language concepts, spelling, punctuation and composition. There are separate, lesson-wise table of contents which consist of themes, values, coverage of skills and activities which are given for the instant use of teachers and learners. Each of the lessons has a certain value and a specific theme. The teachers have to study the lessons thoroughly before they are taught to the students. They must motivate the learners to appreciate the Indian values, cultural heritage, the rich traditions and the achievements of Indian intelligentsia. They must facilitate the learners to develop a flair for English language and love for literature.

The Chairman and the Members of the Text Book Committee of the 8th Standard First language English Text, express a deep sense of gratitude to the Director of DSERT and his team of officials the Managing Director of the Text Book Society and his team of officials, and Prof **G.S. Mudambadithaya, Chief Co-ordinator** and Smt. Presilla.D. Shantha, Head Dept. of English St. Ann's School, Rajajinagar, Bengaluru, for their invaluable support in the completion of this book.

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised

in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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PROSE-1

THE HEAVENLY PARASOL

Pre-reading task

Read the following passage and answer the questions that follow :

Mace is a simple weapon. It has a heavy wooden or metal shaft, often reinforced with metal, featuring a head made of stones, copper, bronze, iron or steel. It was used in traditional warfare. For example, Bhima and Duryodhana fought with maces in the Mahabharatha war.

Now-a-days, maces are used as symbols of authority in the emblems of a number of government bodies, universities and academic, parliamentary or civic rituals.

- 1 What is a mace?
- 2 What are the features of a mace?
- 3 What are the uses of a mace?

Pre-reading task :

Discuss these aspects with your classmates and write down the answers:

- What is a “Parasol”?
- Where is it used?
- Why is it used?

Read the following story and appreciate the importance of a parasol.

1. There was once a beautiful princess in the town of Pragjyotisha called Amritaprabha. When she came of age, the king held a swayamvara to enable her to choose her husband. Many illustrious suitors, lured by tales of Amritaprabha’s beauty, assembled there.
2. Among them was Meghavahana, the great-grandson of a former king of Kashmir. Amritaprabha shyly cast her eyes over the court and wondered whom she would choose. To Meghavahana’s surprise, the princess stopped before him and put the garland around his neck. He rose to his feet, unable to contain his joy.

3. The couple moved forward to seek the king's blessings. As the king stepped down from his throne, the priest cried out in surprise, "Your Honour, the parasol of Varuna has cast its shadow over the prince!"
4. "It is true!" exclaimed the king. "My son, you are favoured by the gods."
5. Meghavahana looked up in surprise, wondering at the meaning of these words. All at once, he saw by his side, a beautiful, dazzling white parasol with exquisite decorations that was casting its shadow over him.
6. "This is the parasol of Varuna, the lord of the seas," explained the king. "It casts its shadow on none else but a sovereign of the whole world. You are destined for glory and brilliance."
7. Dazed by these portents and by his good fortune, Meghavahana brought his bride and the divine parasol back home.
8. Upon his return, the ministers of the Kashmir court sought him out and offered the throne to him. "We are dissatisfied with our present ruler," they said. "He has devoted himself to a life of prayer and the affairs of the kingdom lie neglected. The people suffer because of this. Your noble character and bravery are well-known in these parts. Honour us and the land by accepting our offer."
9. Meghavahana became the king of Kashmir. Soon he proclaimed a law against the killing of living beings. It became his ambition to conquer other kingdoms to impose this law on them as well.
10. Once, while on an expedition near the sea, the king told his weary army to rest in the shade of some palm groves. "I must use this time to plan a way to conquer the island of Lanka," he thought. "It is the land of demons and needs to be taught the ways of peace. But how will I cross the great seas with my army?"
11. All of a sudden, there was a cry in the air. It seemed to come from a wood by the shore, not far from where the royal horses were tethered. The cry came again and the king heard the plaintive call, "Even under Meghavahana's rule. I have been slain!"
12. In his agitation, the king did not wait to summon his officers but ran towards the wood. Plunging through the undergrowth, he fought his way till he came to a clearing. There, before him, was a temple

of Chandika (Durga) with some sort of human sacrifice in progress on the steps. A man lay on the ground, his arms raised for mercy, and a menacing-looking barbarian stood over him, brandishing his sword.

13. "Stop!" cried the king, shocked at the sight. "You wretch! You dare threaten another's life in my realm?" The barbarian dropped his sword in terror and fell on his knees before the king. "O, Noble One, have mercy! I am the leader of a troop of barbarians that live in this wood. My little son has fallen prey to some disease and is on his death bed. If I kill this man, the gods will be pleased and save my son's life. If you prevent this sacrifice, my son dies and the rest of my troop will give up their lives with him."
14. The king glanced towards a bundle on the temple porch and presumed it to be the sacrificed boy. His heart was torn with confusion and compassion.
15. "This man whom you desire to protect," continued the barbarian, "was wandering about, alone and friendless, in the forest. Is he of more value to you than this child with whom many persons are connected?"
16. The victim sat crying on the ground, a look of terror on his face. Tears fell from the barbarian's eyes. "Sir, tell me what to do!" he cried. "I cannot see my son suffer this way."
17. The king spoke firmly. "Do not be distressed. I will save your son as well as this victim. I offer my body in sacrifice to Chandika. Kill me, Oh, barbarian. May these two persons live."
18. The barbarian, struggling between incredulity and fear, took a step backwards. "Sir, you are the king. Your life should be protected at all times. Do not pity this victim. Let him die. His life is of no significance."
19. The king shook his head impatiently. "If I can use my body to stop a killing, why should I not? Do not speak another word. Kill me!"
20. The barbarian hung his head and made no move to take his sword.
21. "If you cannot bring yourself to strike at me, I will use my own sword for the purpose," "so saying, the king drew out his sword."

The barbarian and the victim watched in horror. As Meghavahana was about to strike himself, his head was covered with divine flowers of exquisite colour and perfume, and someone held back his arm. The king whirled around in surprise and beheld a person of heavenly appearance. Then he realized that the barbarian, the victim and the ailing boy had vanished.

22. A divine being addressed the bewildered king. "I am Varuna, the Lord of the Seas. I have come to reclaim my parasol that was carried away from my town by the powerful Bhauma, the father of your father-in-law. It has powers to quell calamities in my land. I created this illusion to test your nobility of mind. You are truly compassionate and noble."
23. Meghavahana bowed before the Divine Being and returned the parasol reverently to him. Then he asked hesitantly, "O, Lord encouraged by your praise, I wish to ask for a boon. I need help to cross the waters so that I may conquer the island."
24. Varuna smiled. "So be it. When you desire to cross the ocean, I will pull away the water." Then he disappeared with the parasol.
25. The following day, Meghavahana assembled his troops on the shore. The waters swelled and crashed on the sand, and the soldiers trembled at its might. Meghavahana rode forward and plunged into the foaming ocean. All at once, the waters parted and the king, smiling at his troops' astonishment, beckoned them to follow him. In this wondrous manner, Meghavahana reached Lanka and won over its king Vibhishana in the form of friendship.
26. On returning home, Amritaprabha welcomed him and then looked around in confusion. "Where is the parasol, my lord?" she asked. "It never leaves your side."

"It was never mine to keep," he answered. "Yet the mark of favour shown to me by its divine owner will guide me through my life."

As he spoke, the skies darkened as if the parasol was casting its shadow over him, even from its heavenly abode.

Glossary :

parasol	:	light umbrella used to give shade from the sun.
lure	:	attract or invite
exquisite	:	extremely beautiful or delicate
cast	:	spread, act of throwing something
sovereign	:	person holding highest power
dazed	:	confused, surprised, bewildered
portent	:	sign or warning of an unpleasant future event
impose	:	try to make somebody to accept
expedition	:	journey or voyage with a particular aim
weary	:	tired
wood	:	small forest
slain	:	kill violently
agitation	:	disturbed state of mind
brandish	:	display, show
barbarian	:	primitive, coarse or cruel human being
victim	:	living creature killed and offered as religious sacrifice
cringe	:	move back or lower one's body in fear
incredulity	:	showing disbelief
vanished	:	disappeared.

I. Comprehension :

A. Answer the following questions in one or two sentences each:-

1. What was the name of the beautiful princess of Pragjyotisha?
2. What was arranged for her, when she attained the age of marriage?
3. Who was Meghavahana?
4. Why did the priest cry out in surprise?
5. What was the uniqueness of the Parasol?
6. Why did the ministers of the Kashmir court make an offer to Meghavahana to be their King?

7. What was the law imposed by Meghavahana in his kingdom?
8. Why did Meghavahana want to conquer the island of Lanka?
9. What did Meghavahana witness in the middle of the wood?
10. Why did the barbarian want to kill an innocent man?
11. How did Meghavahana rescue both the victim and the barbarian's son?
12. What happened when Meghavahana was about to strike himself?

B. Answer the following in about 150-200 words each:

1. Describe the incident of how Meghavahana got the heavenly parasol.
2. How did Varuna, the Lord of the Seas, test Meghavahana's nobility of mind?

II. Read the following statements and answer the questions given below :

- 1 "It casts its shade on none else but a sovereign of the whole world..."
 - a) Who said this?
 - b) Who was it said to?
 - c) When was it said?
- 2 "You wretch! You dare to threaten another's life in my realm."
 - a) Who said this?
 - b) To whom was it said?
 - c) Why was it said?
- 3 "If you cannot bring yourself to strike at me, I will use my own sword for the purpose."
 - a) Who said this?
 - b) Who was the listener?
 - c) What meaning does this sentence convey?

III. Language Activity

Fill in the blanks with appropriate prepositions:

1. Due to heavy rainfall the huge tree fell _____ and unfortunately Shamu was caught _____ the tree. (under, down, below)
2. There is a roof _____ us. (above, over)
3. I bought a gift _____ my brother. (to, for)
4. Sheetal took leave _____ her office. (of, from)
5. They climbed _____ the stairs, went _____ the terrace to have a view of the star studded sky. (on, up, above)
6. I have to go to a meeting _____ 12.30 p.m. (at, on)
7. I cried “ Help, Help” when the boy fell _____ the well. (down, into)
8. Shika travels _____ Chandigarh _____ Delhi every week. (on, from,to)
9. My sister’s wedding is _____ Hotel Taj _____ Mumbai. (in, on, at)
10. Shashank took an express bus to Mysuru, which goes _____ Mandya. (by, through)

IV. Listening Activity :

Listen to your teacher’s reading of the following words. Find the difference in their pronunciation and repeat and practise the words along with your teacher :

(i) effect : / ifekt /	(ii) expect : / ik'spekt /
affect : / ə'fekt /	except : / ik'sept /
(iii) except : / ik'sept/	(iv) price : / p'rais /
accept : /ək'sept/	prize : / p'raiz /
	praise : / preiz /
(v) his : / hiz/	(vi) hire : / haiə/
is : / iz /	heir : / eə(r)/
(vii) are : / a: (r) /	(viii) hair : / heə /
or : / o: (r) /	air : / eə(r)/

V. Speaking Activity :

Form groups of five each and discuss the stories of great men like Swami Vivekananda, King Ashoka, Ramakrishna Paramahansa, St Francis of Assisi, Mother Theresa etc., who displayed their compassion and love for mankind like Meghavahana. One member from each group has to come forward and narrate a story to the class.

VI. DICTIONARY USE

A. Choose the appropriate specialists given below in brackets for the following ailments: (Take the help of a dictionary)

(Gynaecologist, Paediatrician, Obstetrician, Dermatologist, Ophthalmologist, Cardiologist, Psychiatrist, Psychologist, Orthopaedician, Physiotherapist)

1. Sheela has got white patches on her skin. She needs to consult a _____
2. Priya cannot see the letters on the board. She has to see an _____
3. The child is suffering from fever. The parents have to take him to a _____
4. Kiran fell from the cycle and broke his bones got injured. He immediately consulted an _____
5. Students are stressed because of their exams. They should have a session with a _____
6. My grandfather had a pain in the chest. We took him to a _____
7. This person has really gone mad. He needs the help of a _____
8. Rohan always suffers from muscle catch and cramps. So he always visits his _____
9. Ritu introduced me to a _____ who delivered her baby.
10. A _____ specialises in treating the ailments of women.

VII. Fill in the blanks with the appropriate word chosen from the homophones given in brackets:

1. I can't _____ you from such a distance. Come _____ and tell me. (here, hear)
2. Arjun used _____ formula to solve the _____.(sum, some)
3. Veena has _____ of rupees but still she _____ peace. (lacks, lakhs)
4. Two years ago, the shop was _____ and so it _____ to exist. (ceased, seized)
5. We should _____ how to say _____ without hurting others. (no, know)

VIII. Reading Activity:

Read the following passage and answer the questions that follow.

Alexander Fleming

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to eke out a living for his family, he heard a cry for help coming from a nearby bog. He dropped his tools and ran to the bog. There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the lad from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up at the Scotsman's sparse surroundings. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy Farmer Fleming had saved.

"I want to repay you", said the nobleman. "You saved my son's life." "No, I can't accept payment for what I did", the Scottish farmer replied, waving aside the offer. At that moment, the farmer's own son came to the door of the family hovel.

"Is that your son?" the nobleman asked. "Yes," the farmer replied proudly. "I'll make you a deal. Let me take him and give him a good education. If the lad is anything like his father, he'll grow into a man you can be proud of", said the nobleman. And that he did. In time,

Farmer Fleming's son graduated from St.Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin. Years afterwards, the nobleman's son was stricken with pneumonia. What saved him? Penicillin. The name of the nobleman? Lord Randolph Churchill. His son's name? Sir Winston Churchill.

IX. Answer the following as directed:

I. Find the meanings of the following words: (Take the help of a dictionary)

(a) bog (c) lad (e) hovel

(b) muck (d) sparse (f) pneumonia

2. Farmer Fleming saved the boy from _____. (Fill in the blank)

3. What was the deal the nobleman made with Farmer Fleming?

4. Farmer Fleming's son graduated from _____. (Fill in the blank)

5. Who was Farmer Fleming's son?

6. The nobleman's son suffered from _____. (Fill in the blank)

7. What is the lesson you learn from the story?

8. The nobleman's son was _____. (Fill in the blank)

X. Fill the missing letters in the adjectives:

Eg: The character of a person who gets angry very fast:

s h o r t _ t e m p e r e d

1) The character of a person who always remains calm and poised:

c _ _ p _ s _ d

2) The character of a person who is concerned too much with his own needs or wishes : s_ _ f_s_

3) The character of a person which is compared to a fox: c_n_ _ng

4) The character of a person who is careful and precise in everything:
m_t_cu_o_s

5) The character of a person who exhibits very strong emotions or intense enthusiasm for something: p_ss_ _n_t_

PROSE-2

THE BOY WHO SOLD WISDOM

Pre-reading task

King Akbar received a letter from a neighbouring king asking for a potful of wisdom. He in turn consulted his clever jester Birbal.

Birbal requested the king to give him some time to give a potful of wisdom. The king agreed. So, Birbal grew a pumpkin in a pot and gave it to the king. The king in turn sent it across to the neighbouring king with a note. “The wisdom should be removed without damaging the pot or the wisdom in it. If you damage either of them you should be ready for a battle.” The neighbouring king was surprised to see the potful of wisdom, realised his mistake and fell at the Emperor’s feet. He begged the emperor forgive him.

- 1 What was the demand of the neighbouring king?
- 2 How did Birbal get a potful of wisdom?
- 3 What is the meaning of a potful of wisdom?

Let's read and enjoy :

1. Nagendra was orphaned and found himself without a job. He was clever and he had learned many things by observing his father. One day, he had a brilliant idea. He went into town and hired the smallest and cheapest place he could find and set up a shop. He spent a few nickel coins he had, on paper, ink, and a pen. Over his shop, he put a placard that said, “Wisdom for Sale.” All around him were merchants who had large shops. They sold cloth, jewellery, fruits, vegetables and things that people bought every day. Nagendra called out, “All kinds of wisdom for sale! Reasonable prices!” The people who had come to buy things could not see anything in his shop, but could only hear the words he was shouting. They crowded around and laughed at him. No one bought even one piece of wisdom from him. But he was patient.

2. One day, Babu, a rich merchant's son, happened to pass by and heard the wisdom seller hawking his wares: "Wisdom! Wisdom of all kinds!" He was a stupid boy. He didn't know what was really being sold. He thought it was a vegetable or a thing he could hold in his hand. So, he asked Nagendra what it would cost per k.g. Nagendra said, "I do not sell wisdom by weight. I sell it by quality."
3. Babu put down a nickel and asked Nagendra to give him a nickel's worth of wisdom. The boy took out a piece of paper and wrote on it, "It is not wise to stand and watch two people fighting," and he asked Babu to keep it tied in his turban cloth.
4. Babu went home and showed his father what he had bought. He said, "I bought some wisdom for a nickel and I have it here, tied up inside this turban cloth." The father untied the knot, looked at the scrap of paper and read what was written on it: "It is not wise to stand and watch two people fighting".
5. He was furious. He screamed at his son, "You fool, paying a nickel for this nonsense! Everyone knows you should not stand and watch two people fighting." Then he went to the market place and stormed into Nagendra's shop and scolded him soundly. "You scoundrel! You've cheated my son. He is a fool and you are a cheat. Return the nickel or else I'll call the police." Nagendra said, "If you don't want my goods, you can return it. Give me back my wisdom, and you can have your money back." Gupta, the merchant, threw the scrap of paper at the boy and said, "There! Now give me back my money." Nagendra said, "No, you've not given me back my wisdom. You've only returned the paper. If you want your money back, you'll have to sign a document saying that your son will never use my advice and that he will always stand and watch people fighting."
6. The passers-by supported Nagendra. So, Gupta readily signed the document and took his money. He was happy that it had been easy to undo his son's foolish bargain.

7. A few days passed. The king of that land had two queens who hated each other. So did their maids. They quarrelled as bitterly as their mistresses. One day, each queen sent her maid to the market. The maids went to the same shop and both wanted to buy the same pumpkin. There was only one pumpkin, so they began to quarrel. Their abuses and gestures were so fierce that the grocer fled the place. Babu, who happened to be nearby, remembered his father's contract with Nagendra and went there to watch the quarrel. The maids fought, tore each other's hair, and came to blows. One of the maids noticed the merchant's son and said, "You be my witness. She struck me." The other maid cried, "You've seen with your own eyes who struck whom. You are my witness. She has hit me so many times." Then they remembered other errands and went their ways.
8. The two maids went to their queens and told them about the quarrel, adding all sorts of colourful details. The queens were now furious and sent complaints to the king. Each of them sent word to Babu that he was the witness on her side. If he didn't speak in support of her, she would have his head chopped off. Babu was in a panic. When his father heard of this, he too was in a panic. Finally the son said, "Let's go and ask Nagendra. He has wisdom to sell. Let's see what he has to say to get me out of this scrape." So, father and son went to Nagendra who said he would help but the fee would be five hundred rupees. Gupta paid him the money and Nagendra said, "When they call you to court, pretend to be insane. Behave as if you understand nothing of what they say."
9. Next day, the king called the witness. He and his minister asked Babu various questions, but he wouldn't answer any of them. He merely babbled and uttered nonsensical syllables till the king lost his patience and drove him out of the courtroom. Babu was delighted by the success of the ruse. He told everyone about Nagendra's great wisdom, which soon became a buzz word in the market place.

10. Now, Gupta was not pleased. He saw that his son would have to feign madness always or else the king would find out he had been tricked. He would certainly chop off his son's head if he found out. So back they went to Nagendra for more wisdom. For another five hundred rupees, Nagendra advised them: "Go back to the king when he is in a good mood and tell him the whole story. He will find it amusing and will forgive you. But make sure he is in a mood of laughter." And so Babu followed the advice, found the king in a merry mood, and told him the story. The king laughed a lot and forgave him.
11. Then the king who was intrigued by what he had heard of Nagendra in the market, sent for him, and asked if he had any more wisdom to sell. The boy said, "Of course, I've plenty to sell, especially to a king. But my fee would be a lakh, a hundred thousand rupees." The king paid him the hundred thousand, and the boy gave him a piece of paper on which he had written, "Think deeply before you do anything."
12. The king was so delighted with the advice that he made it his motto. He had it embroidered on his pillows and engraved on his cups and plates, so that he would not forget it.
13. Some months later, the king fell ill. The minister and one of the queens had been conspiring to get rid of him. So, they bribed the doctor and persuaded him to poison the king's medicine.
14. When the medicine was brought to the king and he lifted the golden cup to his lips, he read the words engraved on it: "Think deeply before you do anything." Without suspecting anything, he thought about the words, lowered the cup, and looked at the medicine in it. The doctor, who was watching all this, felt nervous. His guilty conscience made him believe that the king had guessed that his medicine had been poisoned. While the king was thinking, the doctor threw himself at his feet and confessed to everything and prayed to be forgiven; but the king ordered that the doctor must be arrested. Then he sent for the minister and the queen and insisted that they drink the poison in his cup. They too fell at his feet and begged for mercy. He ordered them to be hanged, and he banished the doctor from his kingdom. He made Nagendra his minister and honoured him with wealth.

Glossary :

weird	:	strange
stormed	:	rush in very fast
errands	:	a short journey to get something for somebody
furious	:	very angry
babbled	:	to talk quickly or in a way that is difficult to understand
wisdom	:	experience and knowledge
banished	:	send somebody out of the country as a punishment
persuade	:	convince
feign	:	pretend

I. Comprehension Exercises

A. Re-order the following jumbled sentences in the right sequence as they occur in the text:

1. Gupta was unhappy after the incident because his son would have to feign madness always, or else the king would find out.
2. The minister and one of the queens planned to kill the king.
3. According to Nagendra's advice, Babu went to the king and told him the whole story.
4. Nagendra advised Babu to pretend madness.
5. The king sent for Nagendra.
6. The king bought the wisdom, "Think deeply before doing anything," from Nagendra.
7. The king ordered that the queen should be hanged.
8. He engraved it on his cups and plates so that he wouldn't forget it.

B. Complete the following sentences:

1. Nagendra's brilliant idea was to _____.
2. He sold _____.
3. Wisdom was bought by _____.
4. Babu's father was angry with him because _____.
5. Nagendra reacted to the fury of Gupta by _____.
6. He returned the money after making Gupta sign _____ which stated _____.
7. Babu got into a problem for the second time when _____.
8. The dispute between the two maids was over a _____.

C. Answer the following questions in two or three sentences each:

1. Why did Nagendra open a shop?
2. Why is the merchant's son called a stupid boy?
3. What did Nagendra sell for a nickel?
4. Why was Babu's father angry?
5. How did Nagendra make Gupta realize the value of wisdom?
6. Why did the two maids quarrel?
7. Why did Babu and his father go to Nagendra twice?
8. Why was Babu very happy?
9. What is the meaning of the expression, "Think deeply before you do anything"?
10. Why did the king make Nagendra his minister?

D. Read the following extracts and answer the questions that follow:

1. "Think deeply before you do anything."
 - a. Who was asked to think deeply?
 - b. Who gave this piece of wisdom and why?
 - c. How did this piece of wisdom help the receiver?

2. "I do not sell wisdom by weight. I sell it by quality."
 - a. Who said this?
 - b. To whom was this said?
 - c. When was this said?
 - d. What does it mean?

II. Let's write:

Imagine that Babu in this lesson writes to his friend Salim narrating how he was saved by Nagendra's wisdom. Use the hints given below to write the letter.

Hints: One day - passing Nagendra's shop - bought wisdom - father angry. Nagendra gave back money – condition not to use the wisdom. Watched queen's maids quarrel

Called to king's court – Nagendra's advice – pretend insanity. Escape punishment. Nagendra famous. If in trouble visit –

Begin like this,

Dear Salim,

I want to tell you about a very unusual incident.

Two months ago I saw a new shop in the market place. A young boy called Nagendra, was selling "Wisdom." So I went in

III. Let's work with words:

Write the meanings of the following words with the help of a dictionary and use them in sentences to bring out their meaning.

furious, wisdom, persuade, feign, errands,

contract, document, bargain, witness, ruse.

IV. Let's use Language:

A. Fill in the blanks in the following sentences with the right options:

1. His _____ brought honour. (brilliantly, brilliance)
2. _____ people solve problems. (wise, wisdom)

3. _____ he was clever, he was without a job. (in spite of, though)
4. There was no _____ of sympathy from the people when they heard of the cruel murder. (death, dearth)
5. The _____ of funds made them abandon the project. (paucity, pause)

B. Use “since” or “for” with the following time expressions:

1. The film has been on at the theatres _____ July.
2. She has been on holiday _____ the last three weeks.
3. She hasn't been here _____ a month.
4. No one has lived here _____ 1989.
5. It's the first time I have been here _____ the accident.

V. Let's work on our own:

Read any popular story of Birbal in the class.

PROJECT WORK

VI. Imagine that you are interviewing Nagendra. Write any five questions that you would like to ask him and the answers that you are likely to get from him.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

PROSE - 3

BEFORE THE MATCH

[R K Narayan was an Indian writer, who was among the three most important writers who carved a place for Indian writing in English. In his first novel, *Swami and Friends*, he describes the adventures of a group of schoolboys in India in the 1930s].



An extract from *Swami and Friends* by R K Narayan

The match was to be played on Sunday two weeks later.

Rajam lost all peace of mind. He felt confident that his team could thrash the Y M U. He himself could be depended upon to not let down the team. Mani was steady if unimpressive. He could be depended upon to stop with his head, if necessary, any ball. His batting was not bad. There was only one player who caused him the deepest anxiety day and night. On him rested a great task, a mighty responsibility. He was the Tate of the team, and he looked uncertain. Even with the match only a fortnight off, he did not seem to care for practice. "Swami," Rajam pleaded, "please do try to have at least an hour's practice in the evenings." "Certainly Rajam, if you can suggest a way..."

"Why not tell your Headmaster that..."

"Oh, no, no," Swaminathan cried, "I am grateful to you for your suggestion. But let us not think of that man."

"I don't care. What I want is that you should have good practice. If you keep any batsman standing for more than five minutes, I will never see your face again."



Just seven days before the match, Swaminathan realised that his evenings were more precious than ever. As soon as the evening bell rang, he lined up with the rest in the drill ground. But contrary to the custom, he had not taken off his coat and cap. All the others were in

their shirts, with their dhotis tucked up. The Drill Master stopped before him, looked him up and down, and passed on muttering: "You won't get leave. Coat and cap off." Swaminathan became desperate and pursued him: "Sir, I am in a terrible state of health. I can't attend Drill today. I shall die if I do."

The Drill Master had come to the last boy and yet Swaminathan was dogging him. He turned round on Swaminathan with a fierce oath: "What is the matter with you?"

"Sir, the whole of last night I was delirious." The Drill Master was stunned by this piece of news. "You were delirious!"

"I didn't sleep a wink last night. I was delirious. Our doctor said so. He has asked me not to attend Drill for a week to come."

"I don't believe a word. Get out."



Everybody at the field was happy to see him so early. Rajam jumped with joy.

The next morning he formed a plan to be free all the evenings of the week. It was seven-thirty in the morning, and he had still two and a half hours before him for the school.

Swaminathan quietly slipped out of the house.

He stood before a shop in front of which hung the board; 'Doctor T Kesavan, L M & S Sri Krishna Dispensary.' Swaminathan found that the doctor was alone and free, and entered the shop.

"Hello, Swaminathan, what is the matter?"

"Doctor, I have got to have a doctor's certificate immediately."

"What is the matter with you?"

"I will tell you the truth, doctor. I have to play a match next week against the Young Men's Union. And I must have some practice. And yet every evening there is Drill Class, Scouting, some dirty period or other.

If you could give me a certificate asking them to let me off at four-thirty, it would help the M C C to win the match."

"Well, I could do it. But is there anything wrong with you?"

Swaminathan took half a second to find an answer: "Certainly, I am beginning to feel of late that I have delirium."

"Boy, did you say delirium? What exactly do you mean by delirium?"

"I can't say exactly. But isn't it some, some kind of stomach ache?"

The doctor laughed till a great fit of coughing threatened to choke him. After that he looked Swaminathan under the eye, examined his tongue, tapped his chest, and declared him to be in the pink of health, and told him he would do well to stick to his drill if he wanted to get rid of delirium. Swaminathan again explained to him how important it was for him to have his evenings free. But the doctor said: "It is all very well. But I should be prosecuted if I gave you any such certificate."



"Who is going to find it out, doctor? Do you want our M C C to lose the match?"

"I wish you all success. Don't worry. I can't give you a certificate. But I shall talk to your Headmaster about you and request him to let you off after four-thirty."

"That will do. You are very kind to me, doctor."

Glossary :

peace of mind	: a state in which one feels calm and quiet, not worried
thrash	: defeat someone very badly in a game
anxiety	: worry or fear about something
tate	: Swami is given the nickname "Tate" after the famous English fast bowler, Maurice Tate, who was well known in the 1920s and 1930s.
fortnight	: two weeks

contrary to the custom	: different from what usually happens every day
tucked up	: the edges of their dhotis were folded and turned up, so that they were held in place
muttering	: saying something in a quiet voice, that is difficult to hear, especially when you are annoyed
became desperate	: tried something when everything else had failed
pursued	: followed or chased someone
oath	: a word or phrase that is used to express anger, surprise, shock, etc.
delirious	: a state of excitement, when you cannot think or speak clearly, usually caused by a fever
scouting	: activities related to an organisation called the Scout Association. It was originally meant for boys, to train young people in practical skills and involve them in many activities like camping, etc.
of late	: in recent times
choke	: make it difficult for someone to speak because they do not have enough air
examined	: looked at someone / something closely, to see if there was anything wrong
in the pink of health	: be in very good health
to get rid of	: to free yourself of something that is annoying or causing a problem
prosecuted	: charged with a crime in a court of law

I. Comprehension

A. Answer the following questions in a sentence or two each:

1. Name the teams that are to play the cricket match in the lesson.
2. Who were the prominent players in the MCC team?
3. Who was the “Tate” of the team? Why was he called so?
4. Why could Swami not attend the practice in the evenings?

5. What was Swami's excuse for exempting him from drill for a week?
6. What did Swami request the doctor to give him?

B. Read the extracts given below and answer the questions that follow:

1. "There was only one who caused him the deepest anxiety day and night."
 - a. Who caused Rajam the deepest anxiety?
 - b. Why was this so?
2. "Just seven days before the match, Swaminathan realized that his evenings were more precious than ever."
 - a. What is the match referred to here?
 - b. Why were the evenings more precious than ever?
3. "But contrary to the custom, he had not taken off his coat and cap."
 - a. Why did Swami not take off his coat and cap?
 - b. What happened soon after?
4. "Well, I could do it. But is there anything wrong with you?"
 - a. Who is speaking to Swami in these lines?
 - b. Was there anything really wrong with Swami?
 - c. What is the real purpose of Swami's visit?
5. "I can't give you the certificate. But I shall talk to your Headmaster about you and request him to let you off after four-thirty."
 - a. Why does the doctor refuse to give a certificate?
 - b. What does he offer to do instead?
 - c. Do you think the doctor was kind to Swami?

C. Answer the following questions in about six or eight sentences each:

1. How did Swami manage to get the permission of the drill master?
2. What was Swami's plan to get exemption from drill for a week?
3. How did the doctor promise to help Swami?

II. Speaking Activity

- A. Imagine that the doctor meets Swami's Headmaster and convinces him to let off Swami after 4:30 p.m.
- B. Now form groups of four and think of dialogues for this situation. Try to give different endings.
- C. Develop a script play, using the different parts in the story and enact it before the class.

Example: A paragraph outline:

Complete the following paragraphs with the help of the clues given below:

1. There lived a king by name Krishna and queen Radha lived in a very big _____ with hundreds of servants and _____. Both the King _____ the queen were _____ honey. They built a separate storeroom to store a few tins of _____. The king appointed twelve guards to _____ round the clock.
2. One of the guards wanted _____ some of the royal honey. _____ he made a secret entry to the _____ of honey and _____ a few tins of honey. The queen came to know of the theft in the palace and _____ her beloved husband to punish the _____.
3. In the morning, the next day, the king _____ all the guards at once and ordered them to _____ in a line. The king _____ a plan to _____ the guard who had stolen the honey. He told them in a polite tone that he _____ a pinch of honey on the beard of one of the guards. _____ the king uttered these words, one of the guards _____ his hand to wipe his beard. The king _____ this act and he told the guard that he was the culprit. _____ the king was able to _____ the thief without any _____.

Key words: palace, soldiers, fond of, store house, to eat, demanded, summoned, devised, noticed, investigation, keep watch, honey, stole, thief, stand, detect, lifted up, observed, identify.

Linkers: who, and , so, as soon as, thus.

PROSE-4
ANANDI GOPAL
AN AUTOBIOGRAPHY

Pre-reading task:

Given below are the names of some of the Indian women who are considered great because of their service to India. Identify them and match them with their description.

- | | |
|--|----------------------|
| 1. The fierce patriot who first unfurled India's flag at an international assembly. | Madam Cama |
| 2. Young Margaret Noble came under the spell of Swami Vivekananda. She came from distant Ireland to India to serve the people of this land. | Aruna Asaf Ali |
| 3. Jawaharlal Nehru's sister entered the non co-operation movement. She was the first woman in India to hold a ministerial rank. | Indira Gandhi |
| 4. Born in a Bengali family, graduated and worked as a teacher. She was an active member of the Congress party. | Sister Nivedita |
| 5. She was undoubtedly one of the greatest political leaders of India. She was the first and the only woman to be elected as the Prime Minister. | Vijayalakshmi Pandit |

These are some of the great women of India. We know about them because somebody had written their life stories/history:

- a.What do you call this type of writing?
- b.What do you call the life history written by a person about himself?
- c.What is the information we get from these types of writing?
- d.What is the difference between a biography and an autobiography?

An. ‘Autobiography’ is the story of a person’s life written by the person himself, while a ‘Biography’ is the story of a person’s life written by somebody else. Now we will read the autobiography of Anandi Gopal, the first Indian woman to receive education abroad and to obtain a medical degree. How did she achieve this? What were the obstacles faced by her? What made her desire to become a doctor? Read her autobiography to get answers to these questions:

1. I was born on 31st March, 1865 as Yamuna Joshi in Kalyan, a small town near Mumbai. My family used to be the landlords in the town, but had lost their riches. When I was 9 years old, I was married and my name was changed to Anandi.
2. Before my marriage, I could barely read Marathi. Education of girls was not common then. But my husband, Gopal Rao, was an ardent supporter of widow remarriage and women’s education. After our marriage, he started teaching me. This was very difficult. In those days, a husband didn’t even speak directly to his wife in front of others. In the beginning, my husband tried to enroll me in the missionary schools. But that did not work out. We had to move from Kalyan to Alibaug to Kolhapur and finally to Calcutta where he was left free to teach me.
3. After my rapid progress, my husband was insistent that I should acquire higher education. In those days female doctors were not available in our country; many women, reluctant to approach a male doctor, would suffer a lot as a result. I myself had lost my infant son when I was fourteen. So I decided that I would like to be a doctor.
4. My husband tried very hard to get me admitted to some university in America. Mrs. Carpenter of Roselle, New Jersey, by chance came to know my story and was moved by the correspondence and wrote me a letter. She offered to host me in the U.S.A. Since Gopal Rao wasn’t able to get a job there, we decided that I should leave for America alone. We had to face a lot of opposition and criticism, to the extent of people throwing stones and cowdung at us. Finally,

after many trials and tribulations, in June 1883, I reached America and met my Carpenter Mavashi (aunt).

5. In America there were many things that I thought were strange and many that the Carpenters found strange about me. For example, the Carpenters found it odd that I wouldn't sit down on a chair when Mr. Carpenter was in the room, as was the custom in India then, and I was astonished that they didn't bathe every day. Other things like my clothes and my not eating non-vegetarian food was also very strange for them. Carpenter Mavashi took care of me as if I were her own daughter. She cried like a child when she left me at the Women's College in Philadelphia.
6. The Superintendent and the Secretary of the College were very kind. They were impressed that I had come to study from so far away, braving poverty and opposition from my people. They even offered me a scholarship of \$ 600 for the three years.
7. The room that was provided to me at the college didn't have a proper fireplace. The fireplace emitted a lot of smoke when lit. So it was a choice between smoke and cold! I tried to get another place, but that was not possible as no one was ready to rent a place to a brown, Hindu girl trying to be a doctor. After about two years in that place, I had started having a constant temperature and cough. Well, living in an alien culture, weather was always going to be difficult and I was ready to face it.
8. My health was severely affected by my stay there. After around two years in the U.S.A., I had sudden spells when I used to feel very faint and get a high temperature. The cough never left me. By the end of the three years, my condition had worsened. I somehow scraped through the final exams. At the convocation, where my husband was present, it was announced that I was the first woman doctor of India and got a standing ovation for that! It was one of the most rewarding moments of my life. Day by day, I grew worse and nothing worked. My husband then admitted me to the Women's hospital in Philadelphia. I was then diagnosed as having tuberculosis but the disease hadn't yet reached my lungs. The doctors advised me to go back to India.
9. **Her return to India:** The journey back home took a further toll on Anandibai's health as doctors on the ship refused to treat a brown woman. On reaching India, she stayed at her cousin's place in Pune to receive treatment from a renowned Ayurvedic specialist. He

however refused to treat her as, according to him, she had crossed the boundaries of society. Finally on February 26th, 1887, frustrated that all her achievements were in vain, Anandibai succumbed to her disease at the age of twenty-two. She was mourned throughout India. Her ashes were sent to Mrs. Carpenter who wanted to place them in her family cemetery in Poughkeepsie.

10. Anandibai's efforts however, were not in vain. To this day, she is an inspiration to Indian girls from all walks of life. She enables us to believe that whatever our situations and circumstances, nobody's dreams are unachievable and that each of us has the potential to achieve whatever we wish to. Today the Maharashtra government has a Fellowship in her name for young women working on women's health.

Glossary :

rapid	:	happening at a great speed
acquire	:	come to have
trial	:	something that tests a person's endurance or patience
tribulation	:	trouble, suffering
astonish	:	surprise very greatly
impress	:	cause or feel admiration
poverty	:	a state of being poor
wonder	:	a feeling of surprise
emit	:	give out, discharge
in vain	:	without success
toll	:	damage resulting from something
renowned	:	the state of being famous
frustrate	:	prevent from succeeding
cemetery	:	a large burial ground

I. Comprehension :

A. Answer the following in two or three sentences each :

1. Who was Gopal Rao? How can you say that he was a progressive thinker?
2. "I decided that I would like to be a doctor." What made Anandibai decide this?
3. How did Mrs. Carpenter help Anandibai pursue her studies in medicine?

4. How did the Superintendent and Secretary of the college help Anandibai?
5. Describe the college room provided to Anandibai.
6. Why did Anandibai stay in Pune?

B. Answer the following in about six sentences each:

1. Explain how Gopal Rao encouraged Anandibai to become a doctor.
2. What were the things which Anandibai found strange in America?
3. How did Anandibai face the alien culture and cold winter?
4. Describe Anandi's journey back to India.
5. Describe the great qualities of Anandibai that you like the most.

C. Answer the following in about ten sentences each:

1. How did Anandibai become a doctor in spite of the obstacles she faced?
2. Anandibai is an inspiration to Indian girls to this day. Discuss.

II. a) Say whether the following statements are true or false. Correct the false statements.

1. Gopal Rao opposed widow remarriage and women education.
2. In those days husbands taught their wives.
3. The childhood name of Anandi was Yamunabai.
4. Anandibai decided to become a doctor because there were no female doctors at that time.
5. Anandibai was one of the few female doctors of that day.
6. Anandibai stayed in Pune to receive honours from the people.

b) Arrange the above corrected sentences according to their sequence of the lesson.

III. Vocabulary

a) Match the words with their meanings:

A	B
1. alien	a. clothes
2. attire	b. surprise
3. cemetery	c. a large formal assembly of great people

- | | |
|----------------|---|
| 4. convocation | d. attraction |
| 5. missionary | e. a financial aid given to support a student's education |
| 6. astonish | f. a large burial ground |
| 7. scholarship | g. unfamiliar |
| | h. a person sent on a religious mission |

b) Fill in the blanks choosing the correct phrases given in brackets: (in front of, a lot of, used to, moved by, to take care of):

1. Women in olden days did not sit _____ of their husbands.
2. Mrs. Carpenter was _____ the correspondence and wrote me a letter.
3. The fireplace emitted _____ smoke.
4. Anandi got _____ hard work.
5. Mavashi _____ me like her own daughter.
6. Anandi faced _____ opposition and criticism.

c) Fill in the blanks with the correct form of the verbs given in brackets :

My husband _____ (try) very hard to get me admitted to some university in America. Mrs. Carpenter _____ (come) to know /my/story and _____ (write) me a letter. She _____ (offer) to host me in the USA. Since Gopal Rao _____ (be) not able to get a job there, we _____ (decide) that I should leave for America alone. I _____ (reach) America in June 1883. In America there _____ (be) many things that I _____ (think) _____ (be) strange.

IV. Grammar

Articles

The words **a**, **an**, **the** are called articles. They are generally used before a common noun.

Article a is used:

with a word beginning with a consonant sound, irrespective of whether the word begins with a vowel letter or a consonant letter.

eg : a doctor, a classroom, a tiger.

Article an is used:

before a word beginning with a vowel sound irrespective of whether the word begins with a vowel letter or a consonant letter.

eg : an eye, an apple, an honest person, an MLA.

Article the is used:

- a) When a singular noun is used for a whole group.

eg: *The* cow is *a* useful animal.

- b) Before the names of sacred books, magazines, newspapers, mountains, rivers, oceans.

eg: *The* Ramayana, *The* Indian Express, *The* Alps, *The* Ganga.

- c) With the superlative degree.

eg: Asia is *the* largest continent.

- d) Before common nouns which are names of things unique to their kind.

eg: *the* sky, *the* earth, *the* sun.

A. Fill in the blanks with a, an, the:

- a. I love _____ flowers in your garden.
- b. I always listen to _____ radio in the morning.
- c. Lets sing _____ song.
- d. Pawan has _____ old bike.
- e. Look! There is _____ bird flying.
- f. Loch Ness is _____ most famous lake in Scotland.
- g. _____ summer of 1996 was hot and dry.
- h. I need _____ blue pen.
- i. Leipzig has _____ airport.
- j. My father is _____ honest person.

V. Pronouns:

A word that is used instead of a noun is called a pronoun.

I, We, You, He, She, It, They are personal pronouns.

Personal Pronouns	Singular	Plural
I Person	I	We
II Person	You	You
III Person	He, She, It	They

Read the following table for Personal Pronouns

I Person	Singular Plural	I, Me, My, Mine, Myself We, Us, Our, Ours, Ourselves
II Person	Singular Plural	You, Your, Yours, Yourself You, Your, Yours, Yourselves
III Person	Singular Plural	He, Him, His, Himself She, Her, Hers, Herself It, Its, Itself They, Their, Theirs, Themselves

A. Fill in the blanks with suitable personal pronouns:

1. Where do _____ come from?
2. These cars are _____.
3. She and _____ sister have decided to become teachers.
4. The horse fell down and broke _____ leg.
5. If I see _____ I wouldn't do it.
6. Shankar is honest and sincere. Everyone likes _____
7. _____ wants to go to his village.
8. In the beginning _____ husband tried to enroll _____ in the missionary school.
9. This is _____ book.
10. _____ met a boy who was very kind.

VI. Appreciation

Write a letter to your friend describing the qualities you liked most in Anandi Gopal.

VII. Class Project

Write a short paragraph describing yourself; do not write your name. Your paragraph must consist of a few sentences about yourself and what you like to do. When you finish, your teacher will collect the work and without revealing who has written it, will read it aloud; everybody must listen to it carefully and try to identify the person who fits the description. This may be done individually in about five minutes.

PROSE-5

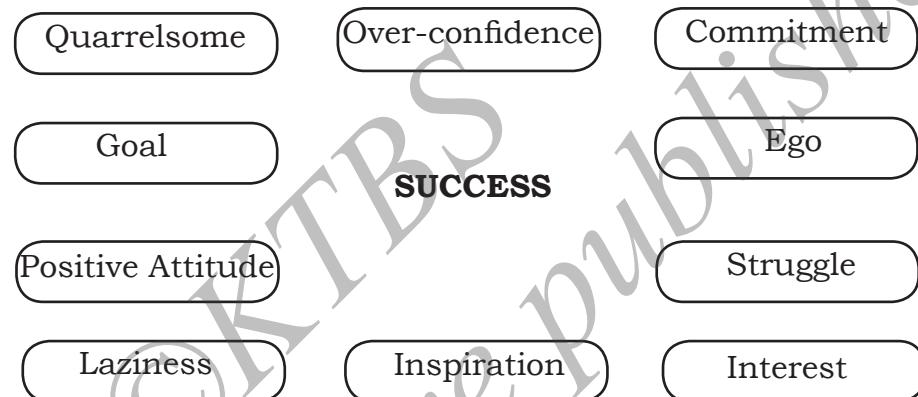
A LESSON FOR NAKUL

- Neela Subramanian

Pre-reading task :

- I. Complete the web chart by matching the appropriate words which lead one to success:-**

Determining Factors of Success



- II. How do people become successful? Do they always choose the safe and acceptable options?**

Do you agree with the statement that risks lead to success?

Read this lesson and find out the sources of success.

1. The boys of class VI came out of the exam hall.
2. "How did the Maths paper go?" I asked Akash who was waiting outside.
3. "So-so! I finished all the problems, though it was quite a tussle," replied Tarun, the monitor of the class.
4. Nakul came in just then. He looked depressed.
5. "What's up, Nakul? Maths is your favourite subject!" Akash was surprised.
6. "I decided to answer the tough problems first and leave the easy ones for the last ten minutes. But they took more time than I expected. So I couldn't finish two questions," Nakul replied.

7. "Never mind. It's not the final exam! Write faster next time, or set your watch ten minutes ahead so that you can answer all the questions!" Akash consoled him.
8. "Huh! It's easy to say that as you don't have to worry," Nakul retorted.
9. Akash was a new boy. He had joined the boarding-school almost at the end of the first term.
10. When the room was silent that night, Akash woke up suddenly. He looked at the next bed and saw that Nakul was awake.
11. "What's the matter?" Akash whispered.
12. "I've made a terrible mistake!" Nakul said.
13. "What's the mistake?" asked Akash.
14. "I am sure I have forgotten something. I think I have either written my name or my roll number on the Maths answer-script," Nakul mumbled, dejectedly.
15. "Oh, is that all? I thought something awful had happened." Akash was relieved. "Look, it's just 9-30. Sir is sure to be up. Let us go and see him. You can explain what's wrong!"
16. "You're coming, too? Thanks!" Nakul looked relieved as the two boys crept out of the room and walked to the master's study.
17. Mr. Verghese was startled to see them and listened to Nakul's stammered explanation. He unlocked a drawer and went through the answer-scripts.
18. "You have written your name and roll number, Nakul. You panicked unnecessarily." He watched them leave his room.
19. Soon the exams were behind them and the next event the boys looked forward to was the school's Annual Day. As Nakul was tall and well-built for his age, the master chose him to play an important role in a drama.
20. "Help! I've got to learn so many lines!" Nakul groaned.
21. "I'll help you to practise till you're word-perfect," Akash grinned.
22. Nakul was glad for his generous offer and with Akash's constant rehearsals, soon learned his lines.

23. "I hope I won't forget the words," Nakul looked tense before the curtains went up.
24. "Don't worry, the words will come to you easily," Akash encouraged.
25. To his surprise, Nakul found that he actually enjoyed his role!
26. "Thanks, Akash! You're a real gem!" he said, warmly.
27. "I am glad I could help you," Akash replied. The next day, the students were taken to a picnic spot.
28. "It's sure to rain," Nakul grumbled gloomily.
29. "No, it won't. The sun will come out soon and the day will be fine," Akash declared and looked at Nakul. "Why do you always look at the dark side of things?" he said. "Don't be a wet blanket all the time!"
30. Nakul felt annoyed and walked away to join the other boys. He refused to admit that Akash's judgement was correct, as usual. The day did turn out to be fine. In spite of this, Nakul found himself unable to enjoy the outing. "Was it because of his tiff with Akash that he found himself unable to enjoy the outing?" thought Nakul who was hidden behind some rocks as he overheard his masters talking.
31. "I admire that plucky little fellow, Akash! He's so cheerful despite his lame leg," said Mr. Verghese.
32. "You're right. I've been watching him and really marvel at how courageously he faces things!" agreed the Games Master. "Do you know, he's always ready to help others."
33. "We could certainly do with more boys like Akash," Mr. Verghese remarked. "His cheerfulness in the face of difficulties is proving to be a good example to others. I heard from the Headmaster that Akash was keen on joining this school as a boarder, though his parents were reluctant to expose their only son to the rough and tumble of boarding - school life."

34. Nakul looked thoughtful when he heard all this. He recalled the numerous times when Akash had gone out of his way to help him, though he could have easily looked the other way: times when he, Nakul, had caught a fleeting glimpse of pain in Akash's eyes when his leg hurt and he thought that no one was watching him.
35. Nakul admitted to himself that Akash's cheerful, positive outlook was like a bracing tonic which influenced his own way of thinking. He also admitted that his constant grumbling must be irritating to someone who liked to look at the bright side of things.
36. The next day, Nakul saw Akash among the spectators at the football match between classes VII and VIII.
37. "Come on, Rahul! Get the ball and pass it on to Deepak who's nearer the goal!" Akash yelled, encouragingly.
38. "I'm sorry for leaving you in a huff yesterday!" Nakul touched Akash's arm.
39. "It's okay! Friends again?" Akash smiled.
40. "I admire you! Despite your handicap, you are always cheerful! Doesn't it hurt that you can't join in the games?" Nakul asked.
41. "It did hurt at first." Akash confessed, "and I was very touchy about it, too, till my Grandma told me:
- No one wants to weep with you
If you are always sad,
Lonely you will never be
If you are brave and glad!
Search the clouds, you're sure to see
A gleam of light will follow
Though today is grim and grey,
Remember there's tomorrow!*
42. "I realized then that I couldn't go through life with a chip on my shoulder..... that others in the world are worse off than me! So I decided to spread cheer in my own way!" Akash explained.

I. Glossary :

annoy	:	anger
awful	:	extremely bad or unpleasant
bracing	:	supportive, stimulating
console	:	give comfort or sympathy
dejectedly	:	looking depressed
fleeting	:	lasting for only a short time
gloomy	:	sad and depressed
mumble	:	speech that is not heard clearly
panic	:	great fear
relieve	:	lessen anxiety
reluctant	:	unwilling
retort	:	quick or angry reply
startle	:	shock or surprise
tussle	:	struggle

II. Idioms:

1. Quite a tussle – very difficult
2. You are word perfect – acquire thorough knowledge
3. You are a real gem – very helpful
4. Dark side of things – negative thinking

III. Answer the following in two or three sentences each:

1. Why couldn't Nakul complete his Maths problems in the test?
2. How did Akash console him?
3. What do you mean by the phrase "Don't be a wet blanket all the time"?
4. What was the opinion of the teachers about Akash?
5. Why was Akash keen on joining the boarding school?
6. How did Nakul realize that his way of thinking was irritating to others?

7. What do you think were the reasons behind Nakul's anxiety?
8. How did Akash spread happiness among his friends?
9. What was Akash's attitude towards life?

IV. Answer the following in five or six sentences each:

1. In what ways does Akash help Nakul?
2. Was Nakul's changed attitude towards life worthy of appreciation? Give reasons for your answer.

V. Read the extracts from the lesson and answer the questions that follow:

1. "Huh! It's easy to say that as you don't have to worry."
 - i) Who said these words?
 - ii) Why did he say so?
2. "I've made a terrible mistake."
 - i) Who is the speaker?
 - ii) What was the mistake made by him?
3. "Why do you always look at the dark side of things?"
 - i) Who is the speaker?
 - ii) What do you mean by the dark side of things?
 - iii) Why did the speaker say so.?
4. "I admire you! Despite your handicap you are always cheerful!"
 - i) Who said these words and who is he referring to?
 - ii) Why does the speaker admire him?

VI. ACTIVITY:

SPEAKING

Given below are eight qualities that people display during their struggle to attain the desired goal :

determination	endurance
commitment	positive thinking
desire	responsibility
hard work	character

Get into groups of eight. Each team will choose one quality to talk about to the whole class for about five minutes. Before you talk you have five minutes to discuss and prepare notes on it. Choose a leader. The leader has to collect at least one idea from each member of the group.

VII. WRITING

Trials in life can be tragedies or triumphs, depending on how we handle them. Do you agree with this statement? You might have seen many students like Akash and Nakul. What do you think was the motivating factor behind the happiness of Akash and self-realization of Nakul? Write a paragraph of about 100 words expressing your views with reference to the text.

VIII. VOCABULARY

An idiom is a phrase or an expression which has a special meaning of its own and whose meaning cannot be guessed by looking at the meaning of the individual words it contains. Idioms play an important part in any language. Usage of idioms lends force, charm and colour to the language.

For example:- The phrase “**be in the same boat**” has a literal meaning that can be understood easily, but it also has an idiomatic meaning which means, to be in the same difficult or unfortunate situation.

a) Match the idioms given in column A with their meanings in column B.

A

- a. in the good books of
- b. to lose one's head
- c. at a stone's throw
- d. to add fuel to the matter
- e. to sell like hot cakes
- f. to bell the cat
- g. to take by surprise
- h. at arm's length
- i. through and through
- j. by heart

B

- 1 at a short distance
- 2 at a distance
- 3 to worsen the matter
- 4 completely
- 5 to memorize
- 6 to lose the power of thinking
- 7 to have a very good sale
- 8 in favour with
- 9 to take a lead in a risky step
- 10 to catch suddenly.

b) Use these idioms in sentences of your own :

- on behalf of (in favour of)
- at the mercy of (with kindness)
- at home (comfortable)
- to keep in the dark (not to be in the knowledge of)
- part and parcel (integral part)
- ups and downs (difficulties)
- to spread like wild fire (spread very fast)
- by hook or by crook (at any cost)

IX. PRONUNCIATION

Pronounce these words:

paper, many, deduce, refusal, proposal, locality, irrigate, precaution, apology, corporation.

When we articulate them, they sound in this way:

pa-per, man-y, de-duce, re-fus-al, pro-pos-al, lo-cal-i-ty, ir-ri-gate, pre-cau-tion, a-pol-o-gy, cor-po-ra-tion.

Each part is called a syllable. In each syllable, there is a vowel sound. The first three words have two syllables each and the next five words have three syllables each and the next two words have four syllables each.

Here are a few words from the lesson. Split the words and then underline the letters that stand for the vowel sound.

declare problem silent mistake constant favourite generous

encourage explanation courageous attitude cheerfulness

X. LISTENING ACTIVITY

First, the teacher must prepare a list of words that suggested motivation or determination. When your teacher reads out some words which are the determining factors for success or failure, listen to them carefully and write them under appropriate heading.

Motivating Factors	Demotivating Factors

XI. WRITING :

Schools today have opened their doors to the students who need special care. There may be some who are differently abled, some who have dyslexia or some other problem. Imagine that one such child has joined your class. Write a diary entry in about 100 words describing how you feel and how you plan to help him/her.

XII. VOCABULARY :

A) Look at this sentence from the lesson: “Don’t be a wet blanket all the time!”

Here, the phrase wet blanket means a person who spoils other

people's pleasure because he is gloomy, dull, pessimistic etc. English has several expressions and idioms with the word 'Wet'.

A) Here are a few of them:

Like a wet rag-

Wet behind the ears-

Wet through-

Learn the meanings of the expressions given above by referring a dictionary.

B) Here are some more idioms:

Fill in the blanks with suitable idioms given in the box. Make the necessary changes:

pull through, give up, back out, abide by, apple of one's eye, come across, carry out, cry over spilt milk, call a spade a spade, get rid of.

1. If you join a club you have to _____ its rules.
2. The youngest son was the _____ the mother's eye.
3. He had promised to help me, but _____ at the last moment.
4. The servant _____ the master's order.
5. While reading the life history of reptiles, I _____ a very important detail about their food habits.
6. An honest man never hesitates to _____.
7. A man of action never_____.
8. Thank God, he succeeded in _____ of his bad habits.
9. Don't _____ your efforts.
10. Thanks to the excellent medical treatment, he _____ his illness.

XIII. a. Read these dialogues aloud:

Siddharth was exasperated as his scooter would not start. Arun offers to help him.

Siddharth : (trying to kick-start his scooter) Oh, What a day ! I have been kicking for five minutes. This scooter wouldn't start. Oh God, I'm tired.

Arun : Hi, Siddharth ! Having trouble with the scooter? May I help you?

Siddharth : Oh! Very kind of you, Arun! Please try your hand.

Arun : (starts it easily) Look, how easy it is to start. You're impatient Siddharth. You haven't inserted the key properly.

Siddharth : Thank you Arun.

b. Share and listen:

Remember the first day of your school? How did you feel? Who became your first friend? How did your first day go? Listen to your friend's experience sitting next to you. We all come to school, but so many children in our country do not go to school for many reasons.

- 1) Form a group of four or five and discuss the following:

Reasons why these children do not go to school.

What remedial measure can be taken to make them come to school?

What can you do for these children?

- 2) Interview any five of your neighbours and find out the reasons why students stay away from school. Prepare a brief report and submit it to your teacher.

PROSE-6

THE MODEL MILLIONAIRE

Pre – reading task:

What makes a person rich and successful? Is it luck or hard work?

“One can afford to be generous only if one is rich” Do you agree / disagree with this statement? Give reasons.

Do you know what irony is? Have you read stories with ironic endings? In groups, take up one story with irony as an element and discuss.

Read the lesson and understand the benevolence in the story:

The Lover

1. Hughie Erskine was a very good-looking young man. He was liked and admired by both men and women. He never said an unkind word about anyone. But he was not very clever, and never had any money. He was always changing his job and had tried everything. At one time he had worked on the Stock Exchange, which had lasted for six months. He had been a tea merchant for a little longer than that, but soon got tired of selling tea. Then he tried selling sherry instead, but again he failed. At last he gave up trying to work, and lived on two hundred pounds a year, given to him by an old aunt.
2. Now, he was in love with a girl called Laura Merton, who was the daughter of a retired Colonel. Laura loved him very much, and together they made a handsome couple. Of course neither of them had any money. The Colonel, although he liked Hughie, would not allow them to get married.
3. “Come to me, my boy, when you have got ten thousand pounds of your own, and we will see about it,” he would say. Poor Hughie! He was very miserable.

The Painter

4. One morning, on his way to see Laura, Hughie called in to see a friend of his who lived quite near. His friend’s name was Alan Trevor, and Trevor was a painter. He was a strange man, with a red beard. However, he was a very clever artist, and many people bought his paintings.

5. When Hughie came in, he found Trevor finishing the full size picture of a beggar-man. The beggar himself was standing on a raised platform in a corner of the room. He was an old man, bent and wrinkled, with a piteous look on his face. Over his shoulder he had a ragged brown coat, all torn and dirty. His thick boots were patched and well worn, and with one hand he leaned on a rough stick. In the other hand, he held out a hat for money.
6. "What a wonderful model!" whispered Hughie, as he shook hands with his friend.
7. "A wonderful model?" shouted Trevor at the top of his voice. "I should think so! You won't meet a beggar like him every day!"
8. "Poor old man!" said Hughie. "How miserable he looks."
9. "Of course," replied Trevor. "You don't want a beggar to look happy, do you?"
10. "How much does a model get for a sitting?" asked Hughie.
11. "Ten pence an hour."
12. "And how much do you get for your picture, Alan?"
"Oh, for this I get two thousand pounds!"
13. "Well, I think the model should get some part of that," cried Hughie, laughing. "He's working quite as hard as you."
14. "Nonsense, nonsense! Why, look at all the trouble of putting on the paint, and standing up all day. It's not easy work I can tell you. Now do stop talking, I'm very busy. Smoke a cigarette and keep quiet."

The Model

15. After some time, a servant came to tell Trevor that the frame-maker wanted to speak to him.
16. "Don't go away, Hughie," he said, as he went out. "I will be back in a moment."
17. The old beggar-man sat down on a wooden seat that was behind him. He looked so lonely and sad, that Hughie could not help feeling sorry for him. He felt in his pockets to see what money he had. All he could find was a sovereign.

18. "Poor man," he thought, 'he needs it more than I do,' and he walked across the room and slipped the sovereign into the beggar's hand.
19. The old man jumped, and a faint smile crossed his lips.
20. "Thank you, sir," he said, 'thank you.'
21. Then Trevor arrived, and Hughie said good-bye and left, feeling a little silly at what he had done.
22. That night he went to the Palette Club at about eleven o'clock, and found Trevor having a drink by himself.
23. "Well, Alan, did you get the picture finished all right?" he asked, as he lit a cigarette.
24. "Finished and framed, my boy," answered Trevor, 'and you might like to know that the old model you saw likes you very much. I had to tell him all about you, who you are, where you live, how much you earn, what you are going to do in the future_ _ _ _ _'
25. "My dear Alan," cried Hughie, 'I shall probably find him at home waiting for me. But of course you are only joking. Poor old thing! I wish I could do something for him. I think it's dreadful that anyone should be so miserable. I have got heaps of old clothes at home. Do you think he would like any of them? Why, his rags were falling to bits."
26. "But he looks so wonderful in them," said Trevor. 'I wouldn't paint him in a good suit for anything. However, I'll tell him of your offer. And now, tell me, how is Laura? The old model was quite interested in her."
27. "You don't mean to say you talked to him about her too?" cried Hughie.
28. "Certainly I did. He knows all about the Colonel, the lovely Laura and the ten thousand pounds."

The Surprise

29. "You told that old beggar all about me?" cried Hughie, looking very red and angry.
30. "My dear boy," said Trevor smiling, 'that old beggar, as you call him, is one of the richest men in Europe. He could buy all London tomorrow and never miss the money. He has a house in every capital city, eats off gold plates, and can prevent Russia going to war when

he chooses.' "What on earth do you mean?" exclaimed Hughie.

31. "What I say." said Trevor. "The old man you saw today was Baron Hausberg. He is a great friend of mine, buys all my pictures and that sort of thing. He asked me a month ago to paint him as a beggar, and since he's paying, well I could not refuse. And I must say I think he made a splendid model."
- 32 "Baron Hausberg!" cried Hughie. "Good heavens! I gave him a sovereign!" "Gave him a sovereign!" shouted Trevor, and he burst into a roar of laughter.
33. "I think you might have told me, Alan," said Hughie crossly, "and not let me make such a fool of myself."
34. "Well, to begin with, Hughie," said Trevor, "I did not think that you went around giving away your money in that way. And really, when you came in I didn't know if Hausberg would like his name mentioned."
35. "What a duffer he must think me," said Hughie.
36. "Not at all. He was very happy after you left. He kept laughing to himself and rubbing his old hands together. I couldn't understand why he was so interested in you at the time, but I see it all now. He'll invest your sovereign for you Hughie, and pay you the interest every six months. He'll also have a good story to tell his friends after dinner!"
37. Hughie walked home feeling very unhappy, and leaving Trevor laughing loudly.

The Messenger

38. The next morning, as he was eating his breakfast, his servant brought in a card on which was written:
39. "Mr. Gustave Naudin, Messenger of Baron Hausberg.' I suppose he has come for an apology," said Hughie to himself, and he told the servant to show the visitor in.
40. An old gentleman with gold spectacles and grey hair came into the room, and said with a French accent, 'Do I have the honour of

speaking to Mr. Erskine?' Hughie bowed.

41. "I have come from Baron Hausberg," he continued. 'The Baron-'
42. "I ask, sir, that you will offer him my sincerest apologies," cried Hughie.
43. "The Baron,' said the old gentleman with a smile, 'has asked me to bring you this letter.' And he held out a sealed envelope.
44. On the outside was written, "A wedding present to Hugh Erskine and Laura Merton, from an old beggar," and inside was a cheque for ten thousand pounds.

The Wedding

45. When they were married, Alan Trevor was the best man and the Baron made a speech at the wedding breakfast.
46. "Millionaire models," remarked Alan, "are rare enough, but model millionaires are rarer still!"

Glossary :

sherry	: a kind of wine.
wrinkle	: small line on the skin of a person's face or hands.
sovereign	: a gold coin worth one sterling.
invest	: to put money in a business to try to increase its value.
admire	: regard with respect, took at with pleasure.
millionaire	: a person whose assets are worth one million pounds or dollars or more.
miserable	: unhappy, uncomfortable.
faint	: slight.
dreadful	: extremely bad or serious.
splendid	: magnificent, very impressive, excellent.
apology	: regretful acknowledgement of an offence or failure.

Comprehension:

I. Answer the following questions in two or three sentences each:

1. What sort of man was Hughie Erskine?
2. What were the various jobs he took up? Why?
3. What was the condition laid down for Hughie to marry Laura?
4. Who was Alan Trevor? What was Trevor doing when Hughie called on him?
5. How was the model beggar dressed?
6. What did Hughie feel the model should get? Why?
7. Why did Hughie feel sorry for the beggar-man?
8. What did Hughie give the old beggar-man?
9. What did Alan Trevor tell Hughie when he met him at the Palette Club?
10. Alan says, "He'll invest your sovereign for you Hughie," How do you think the Baron could have invested the sovereign for Hughie?

II. Answer the following questions in five or six sentences each:

1. 'That old beggar, as you call him, is one of the richest men in Europe.' Name the richest man referred to. How is he described to Hughie?
2. Describe how Hughie Erskine was able to marry Laura Merton.
3. Bring out the subtle humour in the story "The Model Millionaire."
4. "I have got heaps of old clothes at home. Do you think he would like any of them? Why, his rags were falling to bits,' said Hughie. 'But he looks so wonderful in them," said Trevor. "I wouldn't paint him in a good suit for anything. However, I'll tell him of your offer."

The above instance is an example for subtle humour. Pick out other incidents of humour from the story.

III. Vocabulary

A. Compound words – When two different words are put together to form a new word, that word is called a compound word.

eg : beggar-man

1) Fill in the blanks given below with the help of the compound words.

1. _____ picture (full-size)
2. _____ young man (good – looking)
3. The old _____ (beggar-man)
4. The _____ wanted to speak to Trevor. (frame – maker)

2) Match the words in column A with the words in column B to make more compound words:

A	B
1. grand	breaker
2. news	mark
3. mile	mother
4. book	path
5. tie	paper
6. foot	stone

- | | |
|----------|---------|
| 1. grand | breaker |
| 2. news | mark |
| 3. mile | mother |
| 4. book | path |
| 5. tie | paper |
| 6. foot | stone |

B. Affix = Prefix + Suffix

1) Prefix – a word which does not have meaning by itself, but when added to the beginning of a word, forms a new word. The new word is very often the opposite of the root word.

eg : un – He never said an *unkind* word to anyone.

Use appropriate prefixes to the words given below to form words opposite in meaning(dis, mis, un)

do, honour, broken, comfort, clean, honest, respect, obey, regard, appear, like, agree, wanted, content

2) Suffix – a word which does not have a meaning by itself, but when added to the end of a word forms a new word.

eg : ful – i. What a *wonderful* model! ii. I think it's *dreadful*.

Use appropriate suffixes to the words given below to form new words:

(ly, ness, ish, ful, less)

easy, child, hope, use, fool, beauty, brown, doubt, calm, slow, help, cheer, pain, colour.

3) Homonym – a word which has the same sound, same spelling but two different meanings.

Example – Model – a person or thing that is an excellent example of a quality.

Gandhiji is the model of sacrifice.

Model- a copy of something.

There is a model of the Taj Mahal made of marble.

Construct sentences with the following homonyms to bring out two different meanings of each word:

trip, stamp, plant, right.

Write any four homonyms which have different meanings, with the help of a dictionary.

4) Pun – Do you know what a pun is? A pun is a type of wordplay. In a pun a homonym is used in the same sentence to mean two different

things. Great writers like William Shakespeare, Oscar Wilde and others often used pun to add fun and flavour to their writing. Look at the last line of the lesson. Explain the pun.

IV. Make five pairs of pun words with the help of a dictionary.

V. Colour in Language:

Study this sentence:

You told that old beggar all my private affairs?' cried Hughie, looking very red and angry.

The word "red" is used to describe a feeling of anger. Colours are often associated with various types of emotions.

Select a colour from the box to describe the feelings associated with them and then fill in the blanks:

green, red, blue, black, grey, white, pink.

1. The old lady seemed to be in the of health.
2. John was..... with envy when he heard that his friend would be meeting the Prime Minister in person.
3. Shalini became with anger when Anjali shared her secret with other girls.
4. We must cheer him up. He was feeling all day.
5. The cop beat him up..... and
6. The stallion (breed) was as pure as in colour.

VI. Learn to speak and listen:

a) Enact the story in small groups:

Select characters and memorize the dialogues. Then deliver the dialogues imagining you were the characters. Listen to others when they deliver in the dialogues.

b) Create a dialogue for the following roles and present it before your class:

- | | | |
|------------------|------------------|-----------------|
| - Hughie Erskine | - Laura Merton | - Aligan Trevor |
| - Colonel Merton | - Baron Hausberg | |

c) Identify the following characters from the lesson:

1. I am a very good looking young man, liked and admired by both men and women.
2. I am a girl, daughter of a retired Colonel.
3. I am a strange man, with a red beard, a very clever artist.
4. I am an old man, bent and wrinkled with a piteous look on my face.
5. I am the richest man in Europe, who could buy all London. I have a house in every capital city.

d) (The Teacher writes the names of characters on chits of paper. Students pick one each)

Imagine that you are one of the characters. Write four lines describing yourself.

Eg. I want to get married, but I don't have enough wealth to marry.
Who am I?

PROSE-7

THE GREAT SACRIFICE

Pre-reading task:

Read the following extract from the Mahabharata and answer the following questions:

Kunti went to her son Karna and requested him not to reuse an arrow at the battle field against Arjuna. Karna happily gave the boon he thought that his mother was greater than his boon. Later on, he was easily killed by Arjuna in the battle-field as he would not re-use the arrow.

1. Why did Kunti go to Karna?
2. Was Kunti right in taking away the boon? Explain.
3. What was the sacrifice made by Karna?

Discuss these points with your classmates.

a) What is the greatest thing that you can appreciate in your mother? Is it to give up everything she has for her child? Is it to give up her life for her child?

[Read this lesson and find out about the idea of sacrifice]

Characters

Panna - The nurse of the infant Udai Singh

Padma and Champa - maids

Banbir - a half-brother of Udai Singh, who was ruling Mewar for Udai Singh.

(The Bed Chamber of the infant prince Udai Singh in the Palace of Chittor. The prince is sleeping on his ivory bed, and his nurse Panna, who is a young Rajput woman, is sitting on another bed. Her little son, who is of the same age as the prince, is lying asleep beside her. A maid, Padma, comes in).

1. **Padma** : Where's the prince?

2. **Panna** : There he is, and here's my son. Both of them have just fallen asleep.
3. **Padma** : I am worried.
4. **Panna** : Yes, I too am worried. Everything has been going wrong since the death of Ranaji. Nobody seems to be happy. The nobles are quarrelling among themselves. They have become mean and selfish.
5. **Padma** : And Banbir has become very ambitious. Do you think the nobles like him?
6. **Panna** : They have to like him. They are not strong enough to dislike him.
7. **Padma** : But isn't he grateful to them?
8. **Panna** : Grateful! Can a snake ever be grateful to anyone? Banbir and gratitude belong to two different worlds. I say, Padma, this Banbir is a curse to the house of Mewar. We have to be careful of him.
9. **Padma** : But isn't he a son of our late Rana and half-brother of our prince?
10. **Panna** : He may be anything, but I don't trust the man. He has killed some nobles and has crushed the others. They don't dare to say or do anything against him. They are afraid of him. And he does what he likes. There is discontent among the people and there is discontent in the army.
11. **Padma** : Why doesn't the army throw him out?
12. **Panna** : It can't. Banbir has formed a party of his own. There are some strong men on his side and everyone is afraid of him.
13. **Padma** : Unfortunate Mewar. Your troubles will never end. What can we do, Panna?
14. **Panna** : We can do a lot. Let the time come.
15. **Padma** : I haven't yet told you the worst about Banbir.

16. **Panna** : What is it, Padma?
17. **Padma** : (softly) Listen, Banbir wants to be the permanent Rana of Mewar. He has resolved to kill the prince.
18. **Panna** : And I have resolved to save the prince. When the Rani the prince's mother, was dying, she said to me, "Panna, I have lost everything except my precious child. I'm leaving him in your charge. Be a mother to him and protect him from all harm." I promised her that I would give my life to save the life of the prince. And she died smiling. Banbir cannot kill the prince as long as Panna lives. I will fulfil my promise to my late mistress.
- (The sound of somebody running outside)
19. **Padma** : Listen! There is somebody outside. Who can it be?
20. **Panna** : It must be one of the guards. (A maid named Champa enters, panting).
21. **Champa** : Make haste. Do what you can to save the life of the Prince. You haven't any time to lose. Banbir will be here in a few minutes. He's talking to a man outside. He's only a hundred yards away from here.
22. **Panna** : How do you know he's coming to kill the Prince?
23. **Champa** : He has a naked sword in his hand.
24. **Panna** : (calmly) All right. The time to do or die has come. I must save the life of the prince or die with him. (To the maids) Champa and Padma, please help me save the life of Rana Sanga's child. (Quickly lifts the prince from his bed, changes his clothes and puts him in a basket and then covers him with flowers and leaves).
Take this basket out of the palace, hide yourselves near the gate and wait for me there.
25. **Padma** : (lifting up the basket) I'll carry this most precious basket under my arm. Champa, follow me.
26. **Champa** : (to Panna) Where are we going to take the prince? No one in Mewar will keep him in his house.
27. **Panna** : Don't worry, I've already thought about it. We'll take

him to Asa Shah who is a good man and a friend of ours. I'm sure he'll protect the prince. Now hurry up and be careful.

(The maids go out, taking the infant prince with them. Panna quickly dresses her own child in the clothes of the prince and puts him in his bed. She looks at him for a few minutes, kisses him several times and lies down on her bed. The sound of footsteps outside. Banbir enters the room hurriedly. Panna gets up from the bed.)

28. **Banbir** : Where is the prince?

29. **Panna** : Not so loud, please. He is asleep.

30. **Banbir** : Where is he?

(Panna points to her child with a trembling hand. Banbir rushes to the bed and kills the child with his sword. Panna shrieks and falls down on her baby's body. Banbir looks around and goes out of the room)

31. **Panna** : (in a choked voice, loudly) Mistress, I have kept my promise to you, I have saved the life of the Prince.

Glossary :

discontent : Dissatisfaction, unrest.

resolve : Decide

precious : Valuable or dear

trembling : Shaking, quivering.

shriek : Scream, cry out

choked : Suffocated

I. Comprehension:

Answer the following in two - three sentences each:

1. Why were Padma and Panna worried?
2. a. Name the person who was ambitious.
b. What is he compared to?
c. Why were the other nobles powerless against him?
3. a. What did Banbir make up his mind to do?

- b. Why had he resolved to do this?
4. a. What did the Prince's mother tell Panna when she was dying?
b. What did Panna promise the Rani?
5. a. What news did Champa bring?
b. What did Banbir have in his hand?
6. a. Why did Panna change the Prince's clothes?
b. Where did she put him?
c. What did she cover him with?
7. Whose clothes did Panna make her baby wear? Whose bed did she put him in?
8. Who did Banbir kill? Did he realize his mistake?
9. What are the main qualities you appreciate in Panna? Give reasons in support of your answer.

II. Read the following sentences:

1. a. We have seen the new film on wildlife.

(Present Perfect tense)

b. We saw the new film on wildlife.

(Simple Past tense)

2. a. She has given me some lovely flowers.

(Present Perfect tense)

b. She gave me some lovely flowers.

(Simple Past tense)

Note : In these two sets of sentences, the activities (seeing and giving) have taken place. Why do we use the present perfect tense in 1(a) and 2(a) and the simple past tense in 1(b) and 2(b)? We use the present perfect to emphasize the effect of the past action on the speakers present :

We have seen the new film on wildlife.

(and we still remember it).

She has given me some lovely flowers.

(and I have got them with me now).

The simple past tense, on the other hand, describes activities which have taken place in the past and have no effect on the speakers present. The present perfect is related to the speakers present :

3. Use the following present time expressions in meaningful situations: still, yet, now, just.

eg :

He has just made tea.

He hasn't made tea yet.

He has still not made tea.

4. The simple past tense is used with past time expressions.

eg :

I took my sick neighbour to the hospital yesterday/last week/a month ago.

III. Rewrite these sentences using the words given in brackets at the appropriate places:

- a. The children have returned from the zoo. (just)
- b. I have had a ride on a camel. (never)
- c. We have had our lunch. (already)
- d. Lata has sung before foreign audiences. (often)
- e. I have seen the Republic Day Parade. (only once in my life)

IV. a. Use the present perfect tense of the verbs given in brackets and fill in the blanks to complete the sentences:

Mrs. Sharma : _____ you _____(draw) money from the bank?

Mr. Sharma : Yes, I have.

Mrs. Sharma : Where _____ you _____(put) it?

- Mr. Sharma** : (taking off his bush-shirt and throwing it on the bed)
I _____(put) it in my briefcase.
- Wife** : (opening the briefcase) No, you haven't. It's not here.
- Husband** : (getting worried) I put it in this pocket of the briefcase. _____someone _____ (steal) it?
- Wife** : I hope you _____ not _____(drop) it.
- Husband** : (getting angry) No, I am not careless. You might be careless. I very carefully counted the notes and put them in this pocket. What shall we do? ₹500 is a big amount.
- Wife** : (picking up his bush-shirt and folding it. Don't worry. (She smiles)
- Husband** : We _____(lose) ₹500 and you are smiling?
- Wife** : We _____ not _____(lose) the money.
- Husband** : _____ you _____ (take) it out of my briefcase?
- Wife** : No, I haven't. It was never in your briefcase.
- Husband** : Where is the money?
- Wife** : It's here. It's in the pocket of your bush-shirt. Now, tell me who is careless?
- Husband** : (heaving a sigh of relief) Pardon me, my dear, I _____(be) careless.
- Wife** : (smiling) Come, let's have some tea.

b. Now mark the piece of conversation with appropriate stress and intonation.

V. a. Match the words in column A with their antonyms in column B:

A

strong
like
end
outside

B

inside
begin
dislike
weak



b. Fill in the blanks with words from column A and add sentences using words from column B as well:

- a. Don't go _____. It is raining.
- b. The hero dies at the _____ of the film.
- c. All of us _____ ice cream.
- d. This chair is _____. You cannot break it.

c. Fill in the blanks using the correct tense forms of the verbs given in brackets:

- a. The farmers and their families _____(be) in their fields since six o'clock in the morning. The farmers_____ (plough) their fields and their wives_____ (sow) the seeds. Their daughters_____ (put) earth on the seeds and their sons _____ (water) the fields.

d. Rewrite the above passage in the singular form. Begin this way:

A farmer and his family _____ (be) in their field since six O'clock in the morning.

e. Imagine that the above scene took place yesterday. Rewrite the passage making minor alterations where necessary:

First sentence

At 6 o'clock in the morning the farmers _____ (plough) _____

VI. Use the correct forms of the verbs given in brackets and fill in the blanks:

- a. My wife _____(try) to get a job, but she has not succeeded yet.
- b. The patient has had biscuits and has also_____(drink) a glass of milk.
- c. The bridegroom has _____(decide) not to take a single paisa as dowry.
- d. The farmers had _____(know) that the sheaf of corn would fall.
- e. The village Panchayat has _____(nominate) my father as a member of the Panchayat.

VII. Imagine that Panna has just come out of the bed-chamber and is talking to you. Complete this Paragraph.

Panna : I _____ (save) Udai Singh's life. I _____ (hide) him in a basket. Padma and Champa _____(take) the basket out. Banbir _____(kill) my innocent little baby, but I am not heart-broken. I _____ (do) my duty. I _____(keep) my promise to the late queen.

PROSE-8

THE WOMAN ON PLATFORM 8

Pre-reading task

I. Imagine you came across a stranger while travelling on a train or a bus. What would your reaction be when the stranger speaks to you? Is it advisable to speak to strangers? In groups of four, discuss these questions and then have a classroom discussion.

II. "The Woman on Platform 8" is the story of a boy who had an encounter with a woman on platform 8. As you read the story, make a note of the people he comes across and his feelings for them.

1. It was my second year at boarding-school, and I was sitting on platform No.8 at Ambala station, waiting for the north-bound train. I think I was about twelve at the time. My parents considered me old enough to travel alone and I had arrived by bus at Ambala early in the evening: now there was a wait till midnight before my train arrived. Most of the time I had been pacing up and down the platform, browsing at the book-stall, or feeding broken biscuits to stray dogs; trains came and went, and the platform would be quiet for a while and then, when a train arrived, it would be an inferno of heaving, shouting agitated human bodies. As the carriage doors opened, a tide of people would sweep down upon the nervous little ticket-collector at the gate; and every time this happened I would be caught in the rush and swept outside the station. Now tired of this game and of ambling about the platform, I sat down on my suitcase and gazed dismally across the railway-tracks.
2. "Are you all alone, my son?" asked a soft voice close behind me. I looked up and saw a woman standing near me. She was leaning over, and I saw a pale face, and dark kind eyes. She wore no jewels, and was dressed very simply in a white sari.
3. "Yes, I am going to school", I said, and stood up respectfully; she seemed poor, but there was a dignity about her that commanded respect.
4. "I have been watching you for some time," she said, "didn't your parents come to see you off?"

5. "I don't live here," I said. "I had to change trains. Anyway, I can travel alone."
6. "I am sure you can," she said, and I liked her for saying that, and I also liked her for the simplicity of her dress, and for her deep, soft voice and the serenity of her face.
7. "Tell me, what is your name?" she asked.
8. "Arun." I said.
9. "And how long do you have to wait for your train?"
10. "About an hour, I think. It comes at twelve o'clock."
11. "Then come with me and have something to eat."
12. I was going to refuse, out of shyness and suspicion. But she took me by the hand, and then I felt would be silly to pull my hand away. She told a coolie to look after my suitcase, and then she led me away down the platform. Her hand was gentle, and she held mine neither too firmly nor too lightly. I looked up at her again. She was not young. And she was not old.
13. She took me into the station dining room, ordered samosas, jalebies and tea, and at once I began to thaw and take a new interest in this kind woman. The strange encounter had little effect on my appetite. I was a hungry school boy, and I ate as much as I could in as polite a manner as possible. She took obvious pleasure in watching me eat, and this cemented our friendship, for under the influence of the tea and sweets I began to talk quite freely, and told her about my school, my friends, my likes and dislikes. She questioned me quietly for some time, but preferred listening; she drew me out very well, and I had soon forgotten that we were strangers. But she did not ask me about my family or where I lived, and I did not ask her where she lived. I accepted her for what she had been to me-a quiet, kind and gentle woman who gave sweets to a lonely boy on a railway platform...
14. We walked together in silence until we reached the place where I had left my suitcase. One of my school fellows, Satish, a boy of about

my age, had turned up with his mother.

15. "Hello, Arun!" he called. "The train's coming in late, as usual. Did you know we have a new Headmaster this year?"
16. We shook hands, and then he turned to his mother and said: "This is Arun, mother. He is one of my friends, and the best bowler in the class."
17. "I am glad to know that," said his mother, a large imposing woman who wore spectacles. She looked at the woman who held my hand and said: "And I suppose you're Arun's mother?"
18. I opened my mouth to make some explanation, but before I could say anything the woman replied: "Yes, I am Arun's mother."
19. I was unable to speak a word. I looked quickly up at the woman, but she did not appear to be at all embarrassed, and was smiling at Satish's mother.
20. Satish's mother said: "It's such a nuisance having to wait for the train right in the middle of the night. But one can't let the child wait here alone. Anything can happen to a boy at a big station like this and there are so many suspicious characters hanging around. These days one has to be very careful of strangers."
21. "Arun can travel alone though," said the woman beside me, and somehow I felt grateful to her for saying that. I had already forgiven her for lying; and besides, I had taken an instinctive dislike for Satish's mother.
22. "Well, be very careful Arun," said Satish's mother looking sternly at me through her spectacles. "Be very careful when your mother is not with you. And never talk to strangers!"
23. I looked from Satish's mother to the woman who had given me tea and sweets, and then back at Satish's mother.
24. "I like strangers," I said.
25. Satish's mother definitely staggered a little, as obviously she was not used to being contradicted by small boys.
26. "There you are, you see! If you don't watch over them all the time, they'll walk straight into trouble. Always listen to what your mother

tells you," she said, wagging a fat little finger at me. "And never talk to strangers."

27. I glared resentfully at her, and moved closer to the woman who had befriended me. Satish was standing behind his mother, grinning at me, delighting in my clash with his mother. Apparently he was on my side.
28. The station bell clanged, and the people who had till now been squatting resignedly on the platform, began bustling about.
29. "Here it comes," shouted Satish, as the engine whistle shrieked and the front lights played over the rails.
30. The train moved slowly into the station, the engine hissing and sending out waves of steam. As it came to a stop, Satish jumped on the footboard of a lighted compartment and shouted, "Come on, Arun. This one's empty!" and I picked up my suitcase and made a dash for the open door.
31. We placed ourselves at the open windows, and the two women stood outside on the platform talking up to us. Satish's mother did most of the talking.
32. "Now don't jump on and off moving trains, as you did just now," she said. "And don't stick your heads out of the windows, and don't eat any rubbish on the way."
33. She allowed me to share the benefit of her advice, as she probably didn't think my "mother" a very capable person. She handed Satish a bag of fruits, a cricket bat and a big box of chocolates, and told him to share the food with me. Then she stood back from the window to watch how my "mother" behaved.
34. I was smarting under the patronising tone of Satish's mother, who obviously thought mine a very poor family; and I did not intend giving the other woman away. I let her take my hand in hers, but I could think of nothing to say. I was conscious of Satish's mother staring at us with hard, beady eyes, and I found myself hating her with a firm, unreasoning hate. The guard walked up the platform, blowing his whistle for the train to leave. I looked straight into the eyes of the woman who held my hand, and she smiled in a gentle,

understanding way. I leaned out of the window, and put my lips to her cheek, and kissed her.

35. The carriage jolted forwards, and she drew her hand away.
36. "Good-bye, mother!" said Satish, as the train began to move slowly out of the station. Satish and his mother waved to each other.
37. "Good-bye," I said to the other woman, "good-bye, mother...."
38. I didn't wave or shout, but sat still in front of the window, gazing at the woman on the platform. Satish's mother was talking to her, but she didn't appear to be listening; she was looking at me, as the train took me away. She stood there on the busy platform, a pale sweet woman in white and I watched her until she was lost in the milling crowd.

Glossary :

pacing	:	walking slowly
browsing	:	examine in a casual way
inferno	:	a place that is like hell.
heaving	:	panting with short quick breath.
agitated	:	anxious
ambling	:	walking at an easy gentle pace.
dismally	:	sadly
serenity	:	calmness, peace
thaw	:	soften (here)
encounter	:	sudden or unexpected meeting.
embarrassed	:	mental discomfort
nuisance	:	troublesome, annoying
instinctive	:	natural
sternly	:	harshly
staggered	:	reeled in shock.
contradicted	:	disagreed with
wagging	:	shaking
resentfully	:	angrily

befriended : making friendship
apparently : clearly seen
squatting : sitting on the floor
smarting : feeling pained
patronizing : showing superiority in a rude and insulting way.
milling : a throng of people moving about in a place.

COMPREHENSION:

I. Answer the following in two or three sentences each:

1. What was Arun doing all alone on the platform? Why?
2. What normally happens when a train arrives at the platform?
3. “Are you all alone, my son?” How did Arun react when he heard the voice of a stranger? Why?
4. How did the bond between Arun and the stranger develop?
5. What was the reason behind Arun’s instinctive dislike towards Satish’s mother?
6. Why did Arun say, “I like strangers”?
7. How did Satish and Arun react to the advice of Satish’s mother saying “Never talk to strangers”?
8. What did Satish’s mother give and say to Satish as a parting advice?
9. Why didn’t Satish’s mother think Arun’s “mother” a very capable person?
10. How did Arun repay the strange woman for her goodness?

II. Read the extracts and answer the questions that follow:

1. “She drew me out very well.”
 - i) Who is the speaker?
 - ii) What do you mean by the above sentence?
2. “Yes, I am Arun’s mother.”
 - i) Who is the speaker?
 - ii) What do you think is the reason behind the speaker saying so?
3. “These days one has to be very careful of strangers.”

- i) Who said these words?
ii) Why did the speaker say so?

III. Complete the following:

1. The woman in a white sari was totally a stranger. But Arun developed an instant liking for her the moment she spoke to him.

Mention three things that Arun liked about this woman.

2. Arun says, "I had taken an instinctive dislike to Satish's mother."

Mention three things that made Arun dislike her.

IV. Work in pairs and complete the table:

Who is the person from the story	Extract from the story	What it tells us about the person
i) Arun	Anyway I can travel alone	independent, confident.
ii) _____	Then come with me and have something to eat	_____
iii) Satish's mother	_____	impatient
iv) _____	Arun can travel alone though	_____
v) _____	I like strangers	_____
vi) Satish's mother	_____	imposing
vii) _____	Never talk to strangers	_____
viii) Arun	_____	emotional

V. Listening:

Your teacher will read out some words which describe the two women. Listen and write the words under appropriate columns:

Satish's mother	Stranger

VI. Speaking:

The class is divided into four groups. Each group will be given a question. Discuss the question in the group and present it in front of the class:

1. Why do you think Arun was allowed to travel alone?
2. What might be the reason behind the lady's adoption of a mother's role?
3. Why do you think the strange "mother" was in a white saree? What would be your reaction when you see a person in white saree especially during night time?
4. Imagine that the stranger in a white saree is a ghost. How will you change the ending of the story?

VII. The sequence of events has been jumbled up. Rewrite them according to the sequence of the lesson:

1. I looked straight into the eyes of the woman who held my hand, and she smiled in a gentle understanding way.
2. I had already forgiven her for lying; and besides, I had taken an instinctive dislike to Satish's mother.
3. She stood there on the busy platform; a pale sweet woman in white, and I watched her until she was lost in the milling crowd.
4. Now tired of this game and of ambling about the platform, I sat down on my suitcase and gazed dismally across the railway-tracks.
5. She drew me out very well, and I had soon forgotten that we were strangers.
6. She allowed me to share the benefit of her advice, as she probably didn't think my "mother" a very capable person.
7. We placed ourselves at the open windows, and the two women stood outside on the platform talking up to us.
8. She told a coolie to look after my suitcase, and then she led me away down the platform.

9. I looked from Satish's mother to the woman who had given me tea and sweets and then back at Satish's mother.
10. Satish was standing behind his mother, grinning at me, delighting in my clash with his mother.

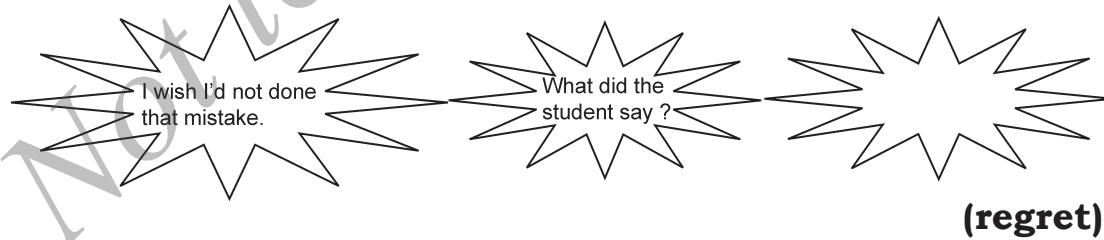
VIII. We use reporting verbs which summarise what was communicated while we change the speech. Some of the verbs which are commonly used are:

warn, ask, answer, promise, sympathise, refuse, regret, explain, request, blame, advise, apologise, order, greet, suggest, invite, encourage, say, congratulate, declare, announce, instruct etc.

Write appropriate statements as response to the questions with the help of the examples and clues given below:



(advise)



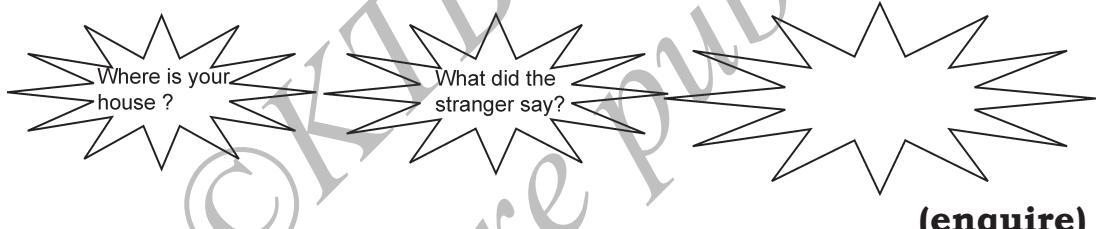
(regret)



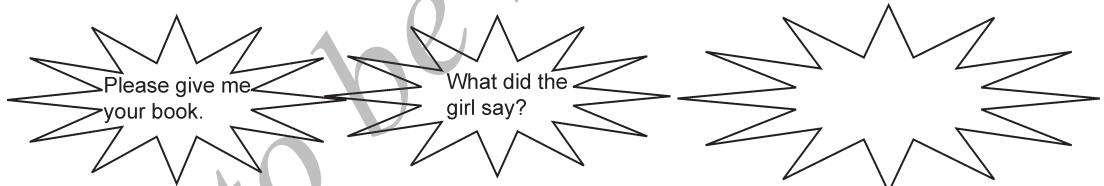
(invite)



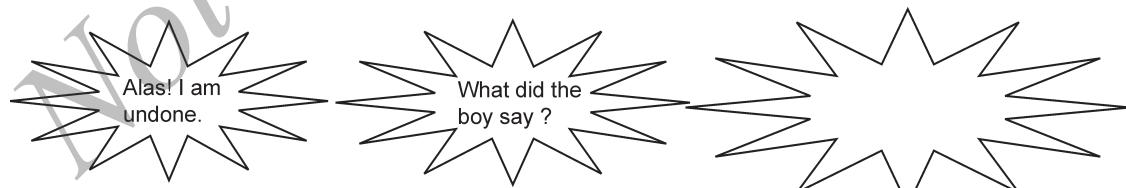
(warn)



(enquire)



(request)



(exclaim)

IX Read the conversation and complete the following :

1. Ramani : Our new servant has a tendency to steal things.
Somu : Is anything missing?
Ramani : Yes, he has stolen one of our blankets.
Somu : Which one?
Ramani : It's the one we took from Hotel Palm Beach.
 - i) Ramani told Somu that _____ to steal things.
 - ii) Somu asked Ramani _____
 - iii) Ramani answered that _____
 - iv) Somu further asked her which one and Ramani replied that _____ from Hotel Palm Beach.
2. Child : I want a balloon, which I can release into the air.
Balloon Man : Which colour balloon do you want?
Child : Which colour balloon will take me up with it?
Balloon Man : It is not the colour of the balloon, it is what is inside that makes it go up.
 - i) The child told the balloon man that _____ which he could release into the air.
 - ii) The balloon man asked him _____ .
 - iii) The child asked him _____ up with that.
 - iv) The balloon man told him that it was not the colour of the balloon but _____ go up.
3. Father : Why were you late from school yesterday?
Ashwin : There was a friendly football match between our school and G.K. Public School.
Father : Why didn't you inform us earlier?
Ashwin : I rang home but nobody picked up the phone.

- i) Father asked Ashwin _____
 - ii) Ashwin replied that _____and G.K. Public School.
 - iii) Father asked _____earlier.
 - iv) Ashwin replied that he _____up the phone.
4. Man : You are becoming very lazy these days. Didn't I ask you to get my breakfast ready by 8 O'clock?

Servant : I'm sorry sir. I got up very late today. That's why I couldn't make it on time.

Man : Didn't you set the alarm before going to sleep ?

Servant : Yes, I did sir.

Man : Then, what happened?

Servant : I forgot to wind the clock.

- i) The man scolded the servant _____
- ii) He questioned him _____
- iii) The servant apologised to him respectfully and explained_____
- iv) The man asked him _____

To this, the servant answered politely that he had done so. His master further inquired the reason for the delay.

- v) The servant answered humbly that _____

5. Employer : Why did you leave your earlier job?

Applicant : That didn't meet my requirement.

Employer : What salary do you expect here?

Applicant : I am expecting ₹ 5000 per month.

Employer : We can pay you just ₹ 3000 per month.

An applicant went for an interview in an office. The employer asked him why he had left his earlier job.

- i) The applicant replied that _____
- ii) The employer further enquired _____
- iii) The applicant told him _____
- iv) The employer concluded by saying _____

6. Customer : Please show me a good cap.

Salesman : What type of cap do you want, sir?

Customer : One that covers the face.

Salesman : It won't be a cap then, it would be a mask.

- i) A customer went up to a salesman and _____
- ii) The salesman asked him _____
- iii) The customer _____
- iv) The salesman, on hearing the request _____

X. Writing:

After Arun reaches his boarding school, he writes a diary entry about his strange encounter with the woman at platform 8 from 5-00 P.M. in the evening to 12-00 midnight. Imagine you are Arun and write the diary page on his behalf in the table given below.

5-00 pm to 7-00pm	
7-00pm to 9-00pm	
9-00pm to 11-00 pm	
11-00pm to 12-00pm	

XI. Pronunciation:

You have already learnt about syllables. When we pronounce words in English, we stress one part of a word more than the other. Say the following words along with your teacher. The syllables to be stressed have been marked.

ar'tificial	'emotions	'beautiful
su'perior	'magic	ma'gician
op'tician	'festival	'active

The following words are taken from the story. Mark the stress and practise saying them aloud. Notice the shift in stress.

agitated	ambling	inferno
serenity	commanded	suspicion
imposing	contradicted	patronizing

GRAMMAR

XII. Direct and Indirect speech:

Study the sentences given below:

1. “I have done the home assignment,” the student said. (direct)
2. The student said that he had done the home assignment. (indirect)
3. He said, “I have lost my umbrella”. (direct)
4. He said that he had lost his umbrella. (indirect)

Sentences 1 and 3 refer to the actual words spoken by someone and they are put within inverted commas. In sentences 2 and 4, the sentences are put in someone else's words.

The first of these sentences is in the form of direct narration (direct speech) and the second is in the indirect form of narration (indirect speech).

Thus we change:

Direct

now
this
these
here
today
tomorrow
yesterday
ago
thus
tonight
last week

Indirect

then
that
those
there
that day
next day / following day
the previous day / the day before
before/earlier
so/in that way
that night
the previous week / the week before

Below are some examples of the patterns of change of verbs in the reported speech:

Direct

shall/ will
may
can
is eating
has seen
has been singing

Indirect

would
might
could
was eating
had seen
had been singing

Here are some examples of how various types of sentences can be put into indirect speech:

a) Statements:

“I have read a new novel by R.K. Narayan.” said Venkatesh. (direct)

Venkatesh said that he had read a new novel by R.K. Narayan.
(indirect)

b) Commands and requests:

“Please don’t touch the things on the table,” the shopkeeper said to the customer. (direct)

The shopkeeper requested the customer not to touch the things on the table. (indirect)

c) Questions:

“Do you wish to open an account?” the manager asked the customer. (direct)

The manager enquired with the customer whether he wished to open an account. (indirect)

d) Exclamations:

“What a splendid performance!” the spectator said when the match was over. (direct)

When the match was over, the spectator exclaimed that it was a very splendid performance. (indirect)

I. Rewrite the following sentences in the reported speech:

- i) He said, “Amuda was dancing”.
- ii) My servant says, “Tea is ready”.
- iii) “I never eat meat,” he explained.
- iv) “I have found a flat,” he said.
- v) She said, “We will discuss the matter tomorrow.”

POEM-9

BENJAMIN JONES GOES SWIMMING

Pre-reading task :

1. Have you ever participated in a competition?
2. How did you feel at the start of the competition?
3. Did you win a prize?
4. How did you feel then?

Tell the class about your experience:

Here is a poem which describes an incident in a humorous manner. It tells the story of Benjamin Jones who participated in a swimming competition. He was not a good swimmer, still he wanted to try and win. Did he win the prize at the end?

You will find the answer when you read the poem. Pay attention to the rhyming words. You will enjoy the poem.

Let's read and enjoy

Benjamin Jones in confident tones
Told his Wife, "On the Fourth of July
I think I'll compete in the free-for-all meet
I bet I can win, if I try."

But his wife said, "My word! How very absurd!
You haven't gone swimming for years.
With others so fast, you're sure to be last,
And I'll blush to the tip of my ears."

Well, the Fourth quickly came, and waiting acclaim
Were wonderful swimmers galore.

Each poised in his place for the start of the race,
While spectators crowded the shore.
The contest began, and Benjy, poor man
Was passed on the left and the right,

His pace was so slow that a crab saw his toe
And thought it would venture a bite.
Ben noticed the crab as it started to grab
And – perhaps the result can be guessed,
The thought of his toe in the claw of his foe
Made him swim like a swimmer possessed!
And the crowd on the shore sent up a great roar
As Ben took the lead in the dash,
While his wife on the dock received such a shock
She fell in the lake with a splash.

-Aileen Fischer

Glossary :

confident	:	sure
free-for-all meet	:	anyone can participate
absurd	:	foolish
blush	:	feel shy
acclaim	:	praise
swimmers	:	group of swimmers
poised	:	stood ready
spectators	:	onlookers
contest	:	competition
venture a bite	:	to try to bite
grab	:	catch hold of
claw	:	sharp nails of an animal's or bird's foot
foe	:	enemy
like a swimmer	:	a swimmer controlled by an extraordinary spirit possessed

Comprehension:**I. Answer the following questions in two or three sentences each:**

1. What did Benjamin inform his wife?
2. Why did Benjamin's wife discourage him?
3. How did Benjamin win the swimming competition?
4. What do you learn from this poem?

II. Appreciation:**Answer the following as directed :**

1. The poem is in the style of _____
 - a. a dialogue
 - b. anti-climax
 - c. satire
 - d. climax
2. Appreciate the following expressions in 3-4 sentences each:
 - a. With others so fast, you're sure to be last.
 - b. His pace was so slow that a crab saw his toe and thought it would venture a bite.
 - c. She fell in the lake with a splash.
3. Compose a four-lined poem with any humorous situation which you have come across and present it to the class.

Exercises**III. Let's read and respond:****A. Fill in the blanks based on your understanding of the poem:**

1. Benjamin told his wife that _____
2. It was a _____ competition.
3. Benjamin's wife said that he would come last because _____

4. The swimmers galore waited for _____ on the day of the competition.
5. The competition took place on _____
6. _____ passed Benjamin on the right and the left because _____
7. The crab thought of biting Benjamin's toe because _____
8. Benjamin won the race as _____
9. His wife fell into the water because _____

B. Make a list of all the rhyming words in the poem. There are rhyming words in the same lines and at the end of the lines.

POEM-10

LEISURE (Memorization)

-W.H.Davies

Pre-reading task :

You may have seen some children collecting stamps or gardening or painting or cooking or going for a walk, etc.

- a. What do you call these activities?
- b. When do you think they do these activities?
- c. Do you think it is important to have leisure activities? Why?
- d. Do you have any activities like this? Which one do you like the best? Why?
- e. When would you like to do these activities - in your leisure time or all the time? Why?

Read and enjoy the poem :

What is this life if, full of care,	1
We have no time to stand and stare.	
No time to stand beneath the boughs	
And stare as long as sheep or cows.	4
No time to see, when woods we pass,	
Where squirrels hide their nuts in grass.	
No time to see, in broad daylight,	
Streams full of stars, like skies at night.	8
No time to turn at Beauty's glance,	
And watch her feet, how they can dance.	
No time to wait till her mouth can	
Enrich that smile her eyes began.	12
A poor life this is, if, full of care,	
We have no time to stand and stare.	14

About the poet :

William Henry Davies (1871-1940) was one of the most popular poets of his time. The principal themes in his works are the marvels of Nature, and observations about life's hardships. We find simplicity and the use of the native tongue in his poems. Most of his poetry is on the subjects of Nature, or life on the road. It exhibits a natural, simple and earthy style.

About the poem :

“Leisure” by W.H. Davies is an incredible poem about taking time to look around and notice the beauty that everyday holds. Davies does a wonderful job of opening the eyes of all those who read this marvelous work. It teaches us that we need to slow our lives down and take a look around and notice the little things. We should take advantage of the little time that we have on this earth and pay attention to the little things.

Couplet :

A couplet is a pair of lines of meter in poetry. It usually consists of two lines working as a unit that rhyme and have the same meter.

The poem “Leisure” has rhyming couplets. “Leisure” is a fourteen lined poem. (Sonnet)

Glossary :

stare	:	to look at something with great concentration
beneath	:	underneath
enrich	:	improve the quality of
bough	:	a large branch of a tree

Comprehension :

I. Answer the following questions in a sentence each:

1. What do squirrels hide in grass?
2. What are we missing in broad daylight?
3. How long do we stare?
4. What do Beauty's feet do?
5. What are the night skies compared to?

II. Answer the following questions in four-six sentences each:

1. How have we made our life “poor”, according to the poet?
2. Write the substance of the poem “Leisure.”

III. Appreciation:

Answer the following questions in three or four sentences each:

1. What do you see in a garden?
2. The poet has used the words “no time” in each line. The title of the poem is “Leisure.” Is the title appropriate? Comment on the title of the poem.
3. Pick out the rhyming words from the poem and supply another rhyming word of your own for each.
4. How is our life today very different from the life visualized in the poem? What must we do to get more free time for ourselves?
5. “No time to turn at Beauty’s glance.” What do you think “Beauty” means here?
6. How have we failed to appreciate the beauty of nature?
7. There is more in life than rushing and working. Do you agree with the statement? If yes, explain.

IV. Activities :

1. “All work and no play, makes Jack a dull boy.” The meaning of this proverb is that with too much of work, a person becomes bored due to the monotony of work.

Now write a paragraph of about one - hundred words on this proverb.

2. Form a group of four or five:
 - a. List out all the hobbies you can do in your free time.
 - b. Besides having a hobby, we can also spend our free time admiring nature. List places you would like to visit and enjoy the beauty of nature.

Talk about it for two minutes to your friends.

3. Read the poems:
- "Daffodils" by William Wordsworth.
 - "The Lamb" by William Blake.

Appreciation :

Have you ever seen the rising of the sun in the early morning when the sun looks orange in colour, and the birds are singing etc? Write an imaginary poem of about three rhyming couplets. Rhyming words are given below. Complete the poem:

_____ rising

_____ singing

_____ flower

_____ shower

_____ light

_____ night

POEM-11

AFTER APPLE - PICKING

[Robert Lee Frost (1874-1963) was a famous American poet. He dealt with themes from rural life in New England, USA, using the setting to examine complex social and philosophical issues. His important poetical works are A Boy's Will (1913), North of Boston (1914), Mountain Interval (1916), New Hampshire (1923), Collected Poems (1930), A Further Range (1936) and A Witness Tree (1942). As a popular and oft-quoted poet, Frost was honoured with the prestigious Pulitzer Prize four times. His poetry is largely traditional in terms of metre, and exudes lyrical grace.

‘After Apple-Picking,’ published in the collection ‘North of Boston,’ is a well-known poem on man’s encounter with the natural world, probing the dilemma of his existence. Here the poet gives his reflections on boredom and drudgery in the aftermath of the task of picking apples. The work-weary apple-picker is unable to enjoy his life amid the pristine beauty of Nature, trapped in the utilitarian ways of modern civilization. Composed in free verse, the poem is remarkable for its mood and intensity. It is also an anti-thesis of modern civilization, marked by the culture of excessive work for increasing material gain to no end.]

My long two-pointed ladder's sticking through a tree
Toward heaven still,
And there's a barrel that I didn't fill
Beside it, and there may be two or three
Apples I didn't pick upon some bough.

But I am done with apple-picking now.
Essence of winter sleep is on the night,
The scent of apples: I am drowsing off.
I cannot rub the strangeness from my sight
I got from looking through a pane of glass

I skimmed this morning from the drinking trough
And held against the world of hoary grass.
It melted, and I let it fall and break.
But I was well



Upon my way to sleep before it fell,
And I could tell
What form my dreaming was about to take.
Magnified apples appear and disappear,
Stem end and blossom end,

And every fleck of russet showing clear.
My instep arch not only keeps the ache,

It keeps the pressure of a ladder-round.
I feel the ladder sway as the boughs bend.
And I keep hearing from the cellar-bin
The rumbling sound

Of load on load of apples coming in.
For I have had too much
Of apple-picking: I am overtired
Of the great harvest I myself desired.
There were ten thousand thousand fruit to touch,

Cherish in hand, lift down, and not let fall.
For all
That struck the earth,
No matter if not bruised or spiked with stubble,
Went surely to the cider-apple heap

As of no worth.
One can see what will trouble
This sleep of mine, whatever sleep it is.
Were he not gone,
The woodchuck could say whether it's like his
Long sleep, as I describe its coming on,
Or just some human sleep.

Glossary

barrel	:	a large round container, made of wood or metal
stick through	:	opening up against the tree

essence	:	fundamental quality
cider	:	juice made from apples
pane	:	sheet of glass
done with	:	tired of
drowsing off	:	feeling sleepy
rub off strangeness	:	make one feel uncomfortable
skim	:	remove the substance floating on the surface of the liquid
drinking trough	:	a long narrow open container, used for holding food or water for animals
hoary	:	white or grey due to snow on it
magnify	:	to make bigger than the actual
fleck	:	a very small area of colour
russet	:	reddish brown; used here for the colour of apples
arch	:	the curved part of the bottom of one's foot
sway	:	swinging movement
cellar	:	small rooms below the ground level used for storing things
rumbling	:	moving forward, making a continuous deep sound
cherish	:	to hold dear
bruised	:	damaged; injured by a scratch
spiked	:	something sharp and pointed
stubble	:	the lower parts of corn-plants that are left above the ground after a farmer has cut the crop
woodchuck	:	a small animal with short legs, which lives in holes and is found in North America

Comprehension

(A) Answer the following questions in one sentence each:

1. Why does the poet say that he is done with apple-picking?
2. What meaning is conveyed through the expression, “instep arch keeps the ache”?
3. What does the poet see in his dreams?
4. Which phrase in the poem suggests that the poet has had bumper harvest?
5. What helps the poet in balancing his weight on the ladder-round?
6. What is the meaning of “fleck of russet”?

(B) Answer in three or four sentences each:

1. Why can’t the poet rub strangeness from his sight?
2. What is implied by the phrase, “just some human sleep”?
3. What does the repeated reference to “sleep” in the poem imply?
4. “For I have had too much
 Of apple-picking: I am overtired
 Of the great harvest I myself desired.”

Explain the above lines.

5. “For all
 That struck the earth,
 No matter if not bruised or spiked with stubble,
 Went surely to the cider-apple heap
 As of no worth.”

What worth is the poet referring to?

(C) Answer in four to six sentences each:

1. Give the central idea of the poem.
2. Justify the title of the poem, “After Apple-picking.”
3. The poet has achieved a bumper crop at the cost of considerable physical and mental exhaustion. Elaborate.

Poetic Devices

- The poem is rich in pictorial quality. Images like “My long two-pointed ladder’s sticking through a tree,” “every fleck of russet showing clear,” “the rumbling sound of load on load of apples coming in,” and so on suggest sensuousness. It is comparable to John Keats’s sensuous imagery in his odes and many longer poems.
- The poem has been composed in free verse with random usage of long and short lines.
- The frequent use of the pronoun, “I” and the adjective “my” foregrounds the introspective mood of the narrator, here the poet.
- The poem, “After Apple-Picking” is comparable to the lyric composed by William Wordsworth, “The Solitary Reaper.” A “lyric” is a short reflective poem dealing with a personal theme.

Speaking Activity

You may be quite familiar with the saying, “An apple a day keeps the doctor away.” Conduct a discussion in the class, highlighting the following points:

- Important seasonal fruits
- Their nutritional and medicinal value
- Food items made from them

Writing Activity

Have you ever witnessed the scene of a peasant hand-picking cotton-balls or oranges in a farm with great care? Write a paragraph describing the scene of cotton-ball picking.

Think it over

Man is indebted to Nature for its bounty. But Nature is being recklessly exploited. What are the repercussions that you visualize?

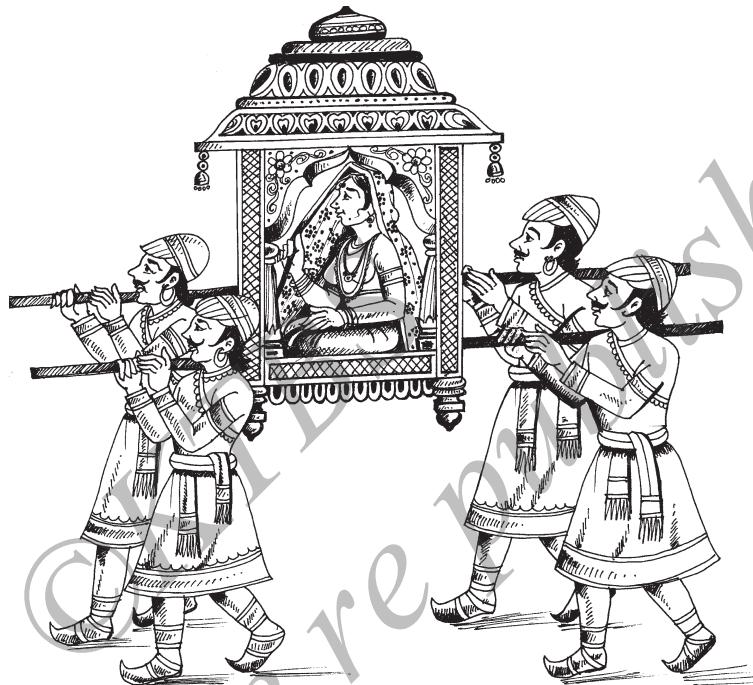
Things to do

- (A) Collect some poems mentioning fruits. Using the Internet, also prepare the profile of the poets who have composed poems on fruit.
- (B) When an animal sleeps through winter months, it is said to undergo hibernation. The woodchuck, referred to in this poem, has gone into long winter hibernation. Find out which other animals hibernate during winter. Look for information about their habitat.
- (C) William Wordsworth is a great Nature poet of the 19th century. Read his poem, "Lines Written a Few Miles above Tintern Abbey." Find out the differences between Wordsworth and Frost in their approach towards Nature.
- (D) Consider the harvest aspect of the poem "After Apple-Picking." Compare it to that of "Ode to Autumn" by John Keats.

POEM-12

PALANQUIN BEARERS (*Memorization*)

-Sarojini Naidu



Pre-reading task :

- a. In the present day, brides in India are taken in a decorated car wherever they go. How were the royal brides in the ancient days taken around?
- b. Who do you think took the privilege to escort the bride?
- c. How are the deities in the temple taken in a procession during the festivals?

Read and enjoy the poem :

Lightly, O lightly we bear her along,
She sways like a flower in the wind of our song;
She skims like a bird on the foam of a stream,
She floats like a laugh from the lips of a dream.

4

Gaily, O gaily we glide and we sing,
We bear her along like a pearl on a string.
Softly, O softly we bear her along
She hangs like a star in the dew of our song;

8

She springs like a beam on the brow of the tide
She falls like a tear from the eyes of a bride,
Lightly, O lightly we glide and we sing,
We bear her along like a pearl on a string.

12

Glossary :

sway	:	moving from one side to the other
skim	:	glide smoothly over something
foam	:	small bubbles
gaily	:	happily
dew	:	condensed drops of water
beam	:	ray of light
brow	:	eyebrow, top of the water (here)
glide	:	move

About the poet: Sarojini Naidu (1879-1949) :

Well known as the “Nightingale of India”, Sarojini Naidu was also a famous English poetess. She was a political activist and played an active role in the freedom movement. She was the first woman to become the governer of an Indian State after independence. Some of her major contributions are “The Broken Wing,” “The Bird of time,” “The Golden Threshold” etc.

I. Answer the following in one or two sentences each:

1. Pick out the words from the poem which describe the movement of the bride.
2. How do the palanquin bearers carry the bride?
3. Why do you think the palanquin bearers are carrying the palanquin lightly?
4. What are the emotions that the bearers feel as they carry the palanquin?
5. Why is the bride compared to a flower and a bird?
6. Explain the image in “She sways like a flower.”
7. Why is the bride referred to as “a pearl on a string”?
8. Why has she been compared to a star?
9. Why do you think the poetess has used two contradictory feelings of “laugh” in the fourth line of the first stanza and “tear” in the second line of the third stanza ?
10. Why do the palanquin bearers sing while carrying the bride? What do you think this song is about?
11. The poem is full of similes. Why do you think the poet has used so many similes in the poem?
12. Pick out the rhyming words from the poem and mention the rhyme scheme.
13. Pick out the examples of alliteration from the poem.
14. Some words and lines are repeated in the poem. Work in pairs and list the words and lines that are repeated. Why do you think the words are repeated?

II. Appreciation :

a) Rhyming words:

The use of words in a poem that have the same sound, especially at the ends of the lines.

Rhyme scheme :

This refers to the way the words in the poem rhyme with each other. Letters like a,b,c,d and so on are used to show the rhyming pattern. Lines which rhyme with each other are denoted by the same letter.

eg : “O haste thee haste!” the lady cries,

Though tempests round us gather:

I'll meet the raging of the skies

But not an angry father".

Rhyming words are :

cries - a

gather - b

skies - a

father - b

Therefore the rhyme scheme is a b a b.

Can you find the rhyme scheme of the poems in your text?

Pick out the rhyming words and mention the rhyme scheme of this poem:

Two roads diverged in a yellow wood

And sorry I could not travel both

And be one traveller, long I stood

And looked down one as far as I could

To where it bent in the undergrowth.

b) Simile:

Similes are a way to compare two things using “like” or “as.” In a simile, one person or thing is compared to another.

eg : If I want to say that somebody swims well, I can say that they swim like a fish because fish swims well.

There are two basic patterns :

Pattern-1

Like: verb + like + noun

eg : She looks like an angel.

He walks like a duck.

She acts like a fool.

Pattern-2

As : as + adjective + as + noun

eg : He is as tall as a giant.

He is as fast as a rocket.

She is as graceful as a swan.

i. Fill in the blanks with appropriate similes from those given in brackets:

(air, ice, night, snail, coal, rose, ox, lightning, butter, lamb, mouse, ditch-water, ocean, snow)

As white as _____.

As wide as the _____.

As light as _____.

As slow as a _____.

As cold as _____.

As timid as a _____.

As smooth as _____.

As dark as the _____.

As black as _____.

As strong as an _____.

As quick as _____.

As beautiful as a _____.

As dull as _____.

As meek as a _____.

ii. Complete these lines with similes using your imagination. One has been done as an example:

eg : When I am happy, I am as beautiful as a flower.

_____ sad _____.

_____ lonely _____.

_____ angry _____.

_____ tired _____.

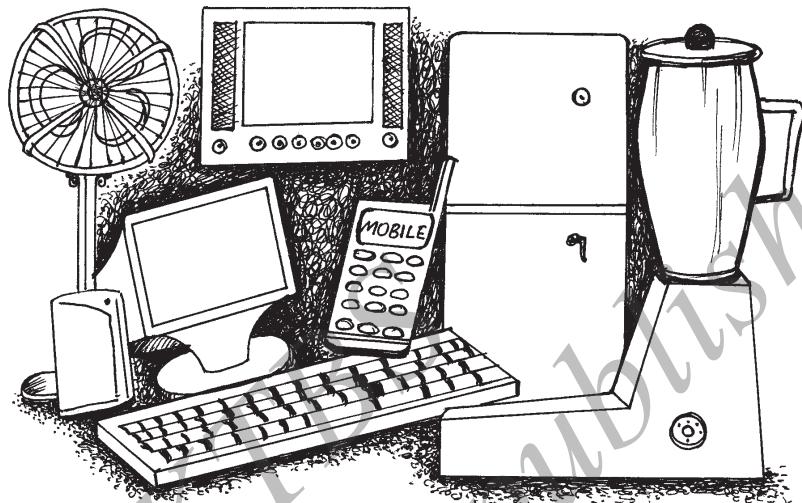
_____ embarrassed _____.

When I am _____, I am _____.

When I am _____, I am _____.

POEM-13

MODERN MACHINERY



Pre-reading Activity :

- I. a. Think of five activities you can do without the help of any kind of machines.
- b. Think of five activities you do with the help of machines.
- c. What are the damages we face when we don't handle a machine properly?

II. Find out different kinds of experiences in the following activities:

- a. Travelling in a car and bullock cart.
- b. Calculating a sum mentally or by using a calculator.
- c. Drawing a picture by hand or using a paint brush in the computer.

Read and enjoy the poem :

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit -
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.

Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

8

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!

12

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive.
make a slip in handling us you die!

16

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because for all our power and weight and size,
We are nothing more than children of your brain!

20

- **Rudyard Kipling**

Glossary :

ore-bed	:	rock from which metal can be mined
mine	:	place from where minerals are dug out
furnace	:	enclosed space for heating materials at a very high temperature
wrought	:	beaten (of metal) to bring them into particular shape
file	:	to cut or shape something
gauged	:	measured
haul	:	pull or drag with a lot of force

comprehend : understand, grasp
slip : slide, or skid,
vanish : disappear

About the poet: Joseph Rudyard Kipling (1865-1936) was a British Indian. He was born in Bombay. He is well known as an English short story writer, poet and novelist. Kipling received the Nobel Prize for Literature in 1907. Kipling is best known for his works of fiction- *The Jungle Book* (1894) and *Kim* (1901)

He is regarded as the major “innovator in the art of the short story.”

I. APPRECIATION:

A. Answer the following questions in a sentence or two each:

1. In the poem “We” refers to_____
2. How are the machines made?
3. What do the machines ask for their survival?
4. How long will the machines serve us?
5. Pick out the action words performed by the machines
eg: pull, haul.....
6. What is the “Law” the machines have to abide by?
7. What can the human beings do that machines cannot?

B. Answer the following questions in 4-5 sentences each:

1. “The machines are merciless” – which lines suggest this?
2. “We are nothing more than children of your brain.” Why?
3. In this poem, the poet attributes one human quality to machines. What is it? Substantiate your answer.

II. Language Activity:

We can see, and hear and count and read and write. This line gives the sense of human qualities attributed to machines. This is looked at as a form of Figure of Speech. The figure of speech in this expression is known as ‘Personification.’

Meaning : Personification is a figure of speech in which an inanimate

object is treated as though it were endowed with life or with human attributes or feelings.

More examples :

- (1) "It is the tree's lament, an eerie speech..."
- (2) "Oh, how happy I am", the little kite cried.
- (3) "I wish, I were like you," said the river to the forest.

Find and list out the personified lines in other poems prescribed in your text.

III. Listening Activity:

1. The words given below focus on the pronunciation of the sounds--- "S" and "Sh" which are often mispronounced. Now listen to the teacher's pronunciation as she/he reads the list of words given below.

Note : s -refers to /S/ sound
sh - refers to /ʃ/ sound

- | | | | |
|-----------------|-----------------|----------------|--------------|
| a) sea /si:/ | she /ʃi:/ | e) seep /si:p/ | sheep /ʃi:p/ |
| b) sells /selz/ | shells /sels/z/ | f) seat /si:t/ | sheaf /ʃi:f/ |
| c) soar /so:r/ | shore /ʃɔ:r/ | g) so /səʊ/ | show /ʃəʊ/ |
| d) sift /sift/ | shift /ʃift/ | h) sort /sɔ:t/ | short /ʃɔ:t/ |

2. Now, you know the right pronunciation with the /S/ and /ʃ/ sounds.

Practise these sounds with the tongue twister given below:

"She sells sea shells on the sea shore."

3. Here are some more words of /s/ and /ʃ/ sounds.

Identify the sounds and practise them:

shingle, save, single, share, sack, self, shack, same shelf, sure, mention, parachute, shame, sear, sheer.

IV. Speaking Activity: “Today’s Youth - A Gadget Freak”.

- i) Form groups of five in the class. Discuss the pros and cons of the topic.
Each member of the group should contribute-his/her views and opinions on the topic given above.
- ii) Let one of the members of each group come and give a small speech on the topic.
It is also a good topic for a debate.
- iii) Pick out the topics for your talk or debate:
 - Innumerable gadgets available in the market.
 - Easy access to information and knowledge.
 - Efficiency and accuracy.
 - Portability.
 - Entertainment.

V. Reading Activity :

Comprehend the story given below and answer the questions that follow:

Building your house:

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business in order to live a more leisurely life with his wife and enjoy his extended family. He would miss the pay cheque.

The contractor was sorry to see his good worker leave and asked if he could build just one more house as a personal favour. The carpenter said yes, but over time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, his employer came to inspect the house. Then he handed the front door key to the carpenter and said, “This is your house ... my gift to you.”

How shocked the carpenter was! What a shame!

If he had only known he was building his own house, he would have done it all so differently.

1. Why did the carpenter want to retire?
2. What would he miss after his retirement?
3. What did the contractor ask the carpenter as a personal favour?
4. How did the carpenter build the house?
5. If the carpenter had known it was his house, how would he have built it?
6. What is the lesson you learn from this small story?

VI. Writing Activity:

Write a paragraph of about 100-150 words on the topic: "Home Appliances" (pick any five appliances). Take the help of your teacher or parents if necessary.

Pick up the clues from below:

- Name of the appliances.
- Functions of the appliances.
- Uses or users of the appliances.
- Consequences of mishandling.

VII. Read the following poem in comparison to the poem "Modern Machinery" given above and take note of the features of alliteration and personification:

Man-made Machine

I will do whatever I am told,
I will be thrown away when I am old,
I can't function without instruction,
My heart is now cold

And I'm bought and sold,
I'm the man-made machine.
I have no sense of right and wrong,
Only a knowledge of the rules,

contd...

I used to feel, I used to love,
I used to possess a mind,
But now my heart is cold,
And I do what I am told.

I have no need to question my new god,
Because I am the man-made machine,
Don't try to fight me,
Because soon you will be just like me,
I am your future, I am the new culture,
You have no reason to defend,
Because I am the new trend.

- Jonathan Blas

I. Alliteration:

Alliteration is the repetition of a speech sound in a sequence of nearby words. Usually the term is applied only to consonants, and only when the recurrent sound begins a word or a stressed syllable within a word.

Eg: I am a man-made machine.

Here the repetition of the sound “m” makes it alliterative. This kind of alliteration brings a poetic effect and reinforces the meaning of the poem.

a. Here are some more examples:

- a. Round the rugged rock, the rapid rodent ran
- b. When to the sessions of sweet silent thought
- c. And with old woes new wail may dear times waste
- d. The cup that cheers when it comes by choice

b. Underline the alliteration in these sentences. One has been done as an example:

- Eg: - Peter Piper picked a peck of pickled pepper.
- a) Pretty Polly picked pears for preserves.
 - b) Handsome Harry hired hundreds of hippos for Hanukkah.
 - c) A happy home, a healthy family and hopeful future, is what our heart hails.
 - d) Where wine the wit may not oppress.
 - e) Hail, Holy Light, offspring of Heaven first born.
 - f) It glows and glitters in my cloudy breast like stars upon some gloomy grave.
 - g) O Holy Hope ! and High Humility high as the heavens above !

READING:

c. Read the given poems and underline the alliteration in them:

Caring cats

Caring cats cascade off
Laughing lamas lounging
underneath yelling yaks
Yelling at roaming rats.

- Rachael

Rain

Rain races
Ripping like wind.
Its restless rage
Rattles like
Rocks ripping through the air.

- Jake

Laughing Lions

Laughing lions laugh
like jumping jaguars
on top of talking trees.

When the
talking trees start
talking,
the joking jaguars
fall off

- Rachael

Funny Feel:

I feel a feel, a funny feel, a funny feel I feel.
If you feel the funny feel I feel,
Then I feel the funny feel you feel.

Personification :

You have already learnt about Personification as a figure of speech in “Modern Machinery.” Now list out the lines from this poem which have been personified.

Eg: I used to love.

POEM-14

IMAGINATION (Memorization)

-George Bernard Shaw

Pre-reading tasks :

1. Name the book you have recently read.
2. Who is the author of the book?
3. Who are the main characters and what is the book about?
4. What did you feel about the book?
5. Have you ever recognized yourself as a character in the book?
6. Have you ever lived in the world of fantasy and imagination?

Exchange your ideas and have a classroom discussion.

Read and enjoy the poem :

I used to play at Pirates,
And sailed the seven seas.
Then I was a cowboy,
These simple things did me please.

1

I had a vivid imagination,
Adventure was always on my mind.
I discovered the joys of reading,
And escaped the daily grind.

5

Once I lived with the Eskimos,
In the land of ice and snow,
Went hunting and a fishing,
My fantasy was all aglow.

10

I read a book of Jules Verne,
And went off to the moon.
It was just to take a look,
Then it was time to return.

15

I spent time in the forests of Africa,
With Dr. Livingstone as my guide,
Then off again to America,
With Huckleberry Finn I did hide.

20

In my world of fantasy and imagination,
I performed such wonderful deeds.
A Hero of all the Nations,
I was the one that did succeed.

25

Then I grew up my childish world at an end.

28

I had become serious it nearly drove me around the bend.
I still do like the mysterious,
This is the message I am trying to send.

Glossary :

Pirate	: One who plunders at sea
Eskimos	: inhabitants of arctic
fantasy was all aglow	: that which comes from one's imagination
mysterious	: having unknown qualities.

About the poet :

George Bernard Shaw (1856 - 1950) was an Irish playwright. Although his first profitable writing was music and literary criticism, in which capacity he wrote many highly articulate pieces of journalism. But his main talent was for drama, and he wrote more than 60 plays. Nearly all his writings deal sternly with prevailing social problems.

Shaw is the only person to have been awarded both a Nobel Prize for Literature (1925) and an Oscar (1938) for his contributions to literature. The movie *My Fair Lady* is an adaptation of his interesting play, *Pygmalion*.

I. Answer the following in two or three sentences each:

1. What do you think were the “simple things” done by the cowboy?
2. Do you enjoy reading? What do you feel are the joys of reading?
3. Where do the Eskimos live?
4. Why does the poet say “my fantasy was all aglow”?
5. When did the poet go to the moon? Did he stay there?
6. Who was his guide in the forests of Africa?
7. What were the deeds performed by the poet in his world of imagination?
8. What happened when the poet grew up? What are his feelings towards life?
9. What is the message given by the poet in the poem?

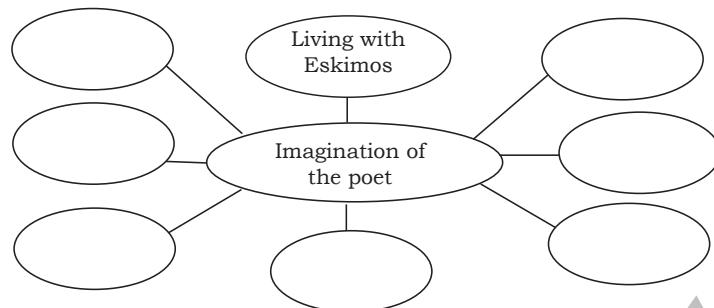
II. Match the following:**A**

1. Pirates
2. America
3. Eskimos
4. Jules Verne
5. Africa

B

- | | |
|------------------|--|
| moon | |
| Dr. Livingstone | |
| seven seas | |
| Huckleberry Finn | |
| snow | |

III. Read the poem carefully and complete the web chart:



Form groups of four. Choose any one of the topics above. Discuss in the group and the leader should present it in the class.

IV. Activity:

Collect information on the recent research conducted by scientists and paste it in your note book.

V. IMAGINATION:

a. Use your imagination and fill in the chart given below:

If I were,

a pirate	
an Eskimo	
a cowboy	
in the forests of Africa	
with Huckleberry Finn	

b. Speaking :

Suppose you are given an opportunity to spend a few days at one of the following with your friends :

1. Antarctica



2. Igloo



3. Moon



4. Sahara Desert

5 African jungles

6 Arctic ocean

Then, describe your experience to your classmates in the classroom.

VI. Reading :

Read *The Adventures of Huckleberry Finn*. Form groups and present the adventure in the form of a skit or role-play.

VII. Writing:

Imagine that you had an encounter with a creature from another planet and that you communicated with that alien creature through gestures. Write your experience in about 80-100 words.

POEM-15

THE BEES



Pre-reading task :

- a. Have you tasted honey?
- b. How do bees collect honey?

You must have seen the bees sitting on the flowers, going from flower to flower. They suck the nectar and store it in the hive. Now read this poem and make a list of the unique qualities of the busy bee which the poet describes.

Read and enjoy the poem :

So work the honey-bees,
Creatures that by a rule in Nature, teach
The art of order to a peopled kingdom
They have a king, and officers of sorts; 4
Where some, like magistrates, correct at home;
Others like merchants, venture trade abroad;
Others, like soldiers armed in their stings,
Make a boot upon the summer's velvet buds; 8
Which pillage they with merry mirth bring home
To the tent-royal of their emperor;
Who, busied in his majesty, surveys
The singing masons building roofs of gold; 12
The civil citizens kneading-up the honey;

The poor mechanic porters crowding-in:
Their heavy burdens at his is narrow gate;
The sad-eyed justice, with his surly hum,
Delivering o'er to executors pale
The lazy yawning drone.

16

- William Shakespeare

Glossary :

velvet	:	thick and soft
merry	:	full of joy
drone	:	a male bee
pillage	:	the action of stealing honey
kneading	:	making honey smooth
surly	:	bad tempered

Exercises

I. Let's read and respond:

Following are jumbled statements drawn from the poem. Rearrange them in the right order:

- a. The poor bees are like porters crowding in with the heavy burdens at their narrow gate.
- b. The bees knead up the honey.
- c. They build their hives with roofs of gold.
- d. By nature, they are very sincere and they serve their master and thus set an example to human beings.
- e. They share their work and they are very professional in their work like soldiers and merchants.
- f. All the bees deliver their goods and serve the lazy drone.
- g. The honey is brought to the royal tent of the emperor.
- h. The soldier bees armed with their stings suck honey from the velvet buds.

II. Appreciation:

A. Answer the following questions in one or two sentences each:

1. What is the unique quality of bees?
2. How do the bees serve as example to people?
3. How is the work distributed among the bees?

B. Answer the following in four or five sentences each:

1. How does the poet describe the duty - consciousness of the bees?
2. Mention the different types of bees according to the nature of their work.
3. How does the poet describe the drone?

C. Fill in the blanks in the following sentences:

1. The poet describes the bees as kings and officers because _____
2. The poet is sympathetic towards some of the bees because _____

III. Find out the meanings of the following words from a dictionary:

magistrates,	venture,	masons
mechanic,	porters,	burdens
surly,	executors	

IV. Browse the encyclopedia or internet to find out about the life of the ants. Some clues are given below:

- Different types of ants
- Team work
- Division of labour

V. Let's work on our own:

A. Collect a picture / model of a beehive:

Collect information on the characteristic features of the Queen bee, Drone, Soldier Bee and Worker Bee.

B. Do you know what an apiary is? An APIARY is a place where bees and their hives are kept. Visit an apiary and collect information on how honey is extracted.

C. Write a short paragraph of fifty words on each of the following:

1. Nutritious value of honey
2. Medicinal value of honey
3. Beehive and wax.

D. Imagine you are advertising a honey product. Prepare a poster, create a slogan and give a name for your brand of honey. Present it before your class and display the poster on the notice board.

POEM - 16

THE CLOUD (Memorization)

Pre-reading task:

Clouds are the gift of nature. They wander at their will in the sky. There are different types of clouds viz, The Nimbus, the Stratus and the Cumulus. Generally, they form over the seas and transform themselves into raindrops or hailstones depending upon the wind pattern. Can you imagine our life without clouds and rain?

Try to write a few lines about clouds on your own in your note book. Show it to your English teacher to improve your creative thinking and writing.

Read and enjoy the poem:

I bring fresh showers for the thirsting flowers,
From the seas and the streams ;
I bear light shade for the leaves when laid
In their noonday dreams. 4

From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun. 8

I wield the flail of the lashing hail,
And whiten the green plains under,
And then again I dissolve it in rain,
And laugh as I pass in thunder. 12

I am the daughter of Earth and Water,
And the nursling of the Sky;
I pass through the pores of the ocean and shores;
I change, but I cannot die. 16

For after the rain when with never a stain
The pavilion of Heaven is bare,
And the winds and sunbeams with their convex gleams
Build up the blue dome of air, 20
I silently laugh at my own cenotaph,
And out of the caverns of rain,
Like a child from the womb, like a ghost from the tomb,
I arise and unbuild it again. 24

Percy Bysshe Shelley

Glossary:

thirsting	:	thirsty
bear	:	carry
stream	:	a small narrow river
dew	:	tiny drops of moisture that form on cool surfaces at night.
rocked	:	move regularly backwards and forwards or from side to side
flail	:	a wooden tool consisting a stick swinging from the end of a long handle.
wield	:	to use
lashing	:	hitting with force
hail	:	frozen raindrops which fall as little hard balls of ice.
plains	:	a large stretch of flat land
nursling	:	a baby who is taken care of by a nurse.
pores	:	small openings
stain	:	a mark
pavilion	:	a large structure lightly built and intended to be used only for a short time.
Cenotaph	:	A monument built to honour soldiers killed in a war
cavern	:	A large cave

I. Comprehension :

A. Answer the following in a sentence or two each:

1. Who is the “I” in the poem?
2. What does the cloud do when leaves are laid in their dreams?
3. How is the cloud related to Earth, Water and Sky?
4. What happens after the rain?

B. Answer the following in about one hundred words each:

1. The Cloud is personified throughout the poem. Explain.
2. The poem “The Cloud” is rich in imagery. Explain.

II. Appreciation Questions:

1. The first stanza tells us about the cloud’s activity. What does the cloud bring with it?
2. The cloud is said to have wings and it shakes its wings. What happens when the wings of the clouds are shaken?
3. In the third stanza, Shelley talks about the earth as a planet. The “flail” is an instrument which is used to separate grain from the husk. How does the poet compare hail striking the earth and flail hitting the wheat?
4. The cloud says “I change but I cannot die”, though the sky appears clear after rain.” Explain.
5. In the last stanza, after the rain, the convex gleams of sun makes the sky look like a blue dome of air. The poet calls the blue clouds “Cenotaph.” Give reasons.

III. Annotate:

1. “I wield the flail of the lashing hail,
And whiten the green plains under.”
2. “I am the daughter of Earth and Water,
And nursling of the Sky.”
3. “I pass through the pores of the ocean and shores.
I change, but I cannot die.”

SUPPLEMENTARY READING - SECTION

17 - KING SINDBAD AND HIS FALCON

Pre-reading task :

Extract from Arabian Nights.

Read the following questions and answer:

1. Do you like pets?
2. Name the pets that you have in your home.
3. What are the facilities provided to these pets?
4. How do you take care of the pets?
5. How do masters often punish pets that disobey them?

Now let's read an interesting story of King Sindbad and his pet falcon and how the king punished his pet when she did not listen to him.

1. Once there was a king named Sindbad. The king was pleasure-loving and in particular, very fond of racing and hunting. The king had brought up a falcon as his pet. Wherever the king went, the bird went with him. Even at night, the falcon stayed with him on his fist. The king had a golden cup tied around her neck to provide her drink during hunting.

2. One day when the king was sitting in his palace in a leisurely mood the falcon said to the king, "O great king ! Now the time is suitable for hunting." The king liked her suggestion. He ordered his subordinates to make the necessary arrangements for the hunt. The king set out hunting with the falcon on his fist. The king and his men continued to travel till they reached a valley. His men formed a circular shroud of a net intended for the victim. Soon, a gazelle was trapped within the net. The excited king cried, "Beware ! Whoever allows the gazelle to escape from here, will be punished to death". The net was lifted by the king's hunting troop from all the sides. Gradually, they began narrowing the net circle to trap the gazelle. She too moved towards the king and stood on her hind legs. She then lifted her forelegs upto her breast, suddenly jumped above the head of the king, and escaped out of the maze, thus thwarting the whole effort. The king turned towards his men. He noticed them murmuring and pointing towards him. The king asked his Wazir, "O Wazir, do my men want to say something?"

3. The Wazir replied, "Your Majesty, they are saying that you have warned that you will kill the person who lets the gazelle escape."

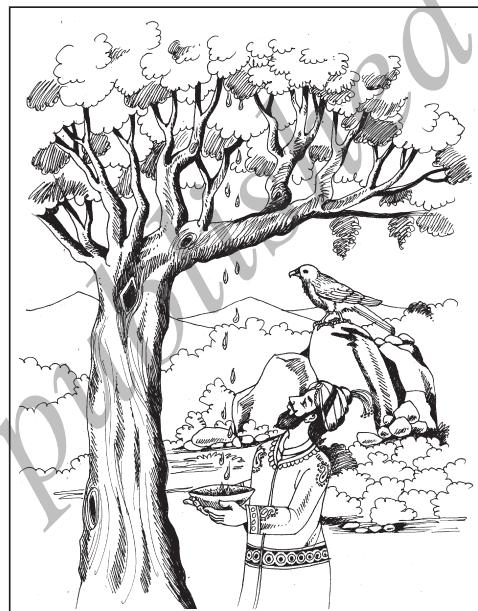
4. The king replied, "I vow to bring her back and will not return till I accomplish it." Saying this, the king galloped on his horse, on the route that the gazelle had fled. The falcon, the king's hunting mate,

flew high up and traced the fleeing gazelle. She at once swooped down and blinded the gazelle with her talons. The king immediately struck his mace at the blinded gazelle and ended the matter forever. He then cut the gazelle's throat, removed its skin from the body, and hung the spoils on the saddle.

5. It was mid-day and the place where they were wandering was devoid of any water source. The king and his horse were thirsty. The king went further in search of water. Finally they reached a place, where water was seen dripping through the leaves of a tree. The king was wearing a skin gauntlet to protect him from any poison. As his falcon was very thirsty, the king took out the cup from her neck and filled it with the dripping liquid. He then placed the cup in front of the falcon. But surprisingly enough, the falcon overturned the cup instead of drinking it.

6. The king picked up the cup, filled it again and placed in front of the falcon. But the falcon upset it again with her talons. The king was annoyed at the falcon's strange behavior. Next time, he filled the cup with the dripping liquid and placed it in front of his horse. However, annoyingly enough, the falcon hastily upset it again. The king became furious. He shouted at the falcon in anger, "You unlucky and foolish thing! You are not willing to slake your thirst, nor are you allowing the horse to drink it."

7. In his fury, the king took out his sword and chopped off the wings of the falcon. The falcon cried in pain. She then indicated the king to look up by raising her head. The king's eye's followed the falcon. He saw a poisonous viper lying up above the tree. The liquid, which he mistook as water, was drops of the snake's poison. The king was very remorseful for cutting off the wings of his loyal and beloved falcon. He rode on his horse and returned to his camp along with the dead gazelle. The falcon was still sitting on his fist. As soon as the king reached the camp and sat comfortably, the falcon, which was bearing the pain till then, suddenly gasped and succumbed to death.



The King is collecting the dripping liquid (poison) falling from the tree in a cup.

8. The repentant king cried aloud to lose his faithful companion who had saved his life.

Glossary :

subordinate	:	lower in rank or position
valley	:	a low area between hills
prey	:	an animal hunted and killed by another for food
maze	:	a complicated network of paths
thwart	:	prevent from succeeding
murmur	:	something that is said quietly
accomplish	:	achieve or complete successfully
talons	:	the claws of a bird of prey
wander	:	walk or move in a casual way
gauntlet	:	a strong glove with long loose wrists
annoy	:	make slightly angry
slake	:	satisfy
viper	:	a poisonous snake
repent	:	feel regret or sorry
gasp	:	a sudden catching of breath
saddle	:	a seat with a raised ridge at the front and back, fastened on to the back of a horse for riding

I. Comprehension :

A. Answer in two - three sentences each:

1. Who was Sindbad? What was he fond of?
2. What had the king brought up? What did he tie around its neck? Why?
3. What did the falcon suggest to the king one day?
4. How did the king threaten the hunting troop?
5. Why does the falcon upset the cup with the “dripping liquid”?
6. When did the falcon succumb to death?
7. What was the king’s reaction?

B. Answer in three - four sentences each:

1. How did the king look after the falcon?
2. How did the gazelle escape?

3. How did the falcon help the king to kill the gazelle?
4. Why did the king take out the cup?
5. What activity of the falcon made the king become furious?
6. Why did the king cut off the wings of the falcon?
7. What did the falcon indicate to the king?
8. How did the king's men trap the gazelle?
9. Why did the falcon upset the cup again and again?
10. Why did the king repent?
11. Why did the king call his pet unlucky and foolish thing?
12. How did the falcon save the king's life?

C. Answer the following questions in six - eight sentences each:

1. How did the king look after the pet falcon?
2. How did the king hunt the gazelle?
3. What made the king cry aloud?
4. How did the falcon prove himself a faithful companion of the king?

II. Activities:

1. Imagine you are King Sindbad who is in the forest and your pet falcon has upset the cup filled with dripping liquid.....
Conclude the story with a different ending.

III. Your teacher will read an interesting story for you. Listen to it carefully and answer the following questions:

One day a young mother left her sleeping toddler on the floor and went out to fetch water in a pot, leaving her pet mongoose in charge of the baby.

When she returned a little later, she found the mongoose with its mouth full of blood lying near the doorstep. Presuming that the mongoose had killed the sleeping baby, in her anguish, she took the iron rod lying nearby, and killed the animal with it. Later, when she entered the room where she had left her babe asleep, she saw a venomous viper lying dead, next to the baby's bed, its body in pieces strewn around. She gasped in horror as she took in the scene, realizing that her baby had been unharmed as the mongoose had fought with the snake and had killed it.

All her remorse and lament could not bring her pet mongoose back to life.

Questions:

- A. Who took care of the baby when the woman went to fetch water?
- B. Why was the mongoose's mouth covered with blood?
- C. What made the woman kill the mongoose?
- D. Why did the woman shed tears?
- E. What do you learn from this story?

IV. Read the following stories and make a note of the moral:

- a. The Two Adamant Goats (Moral: Better bend than break)
- b. The Ant and the Dove (Moral: One good turn deserves another).

V. Given below are five proverbs. Match them with their meanings:

- | | |
|---|---|
| 1. Haste makes waste. | a. One should excel in one's trade rather than dabbling in too many. |
| 2. A Jack of all trades and master of none. | b. One is judged according to the friends he has. |
| 3. A poor workman blames his tools. | c. One must understand the importance of saving money. |
| 4. A penny saved is a penny earned. | d. A person is trying to do everything. |
| 5. A person is known by the company he keeps. | e. An incapable person blames others for his failures. |
| | f. If you rush when you are doing something, you will make a mistake. |

VI. Narrate to your friends one incident that happened in the past. What lesson did you learn from that incident?

18 - THE BROKEN GATE

- (Enid Blyton- "Funtime Tales")

Pre-reading tasks:

Read the following sentences and write down what you would do in these situations:

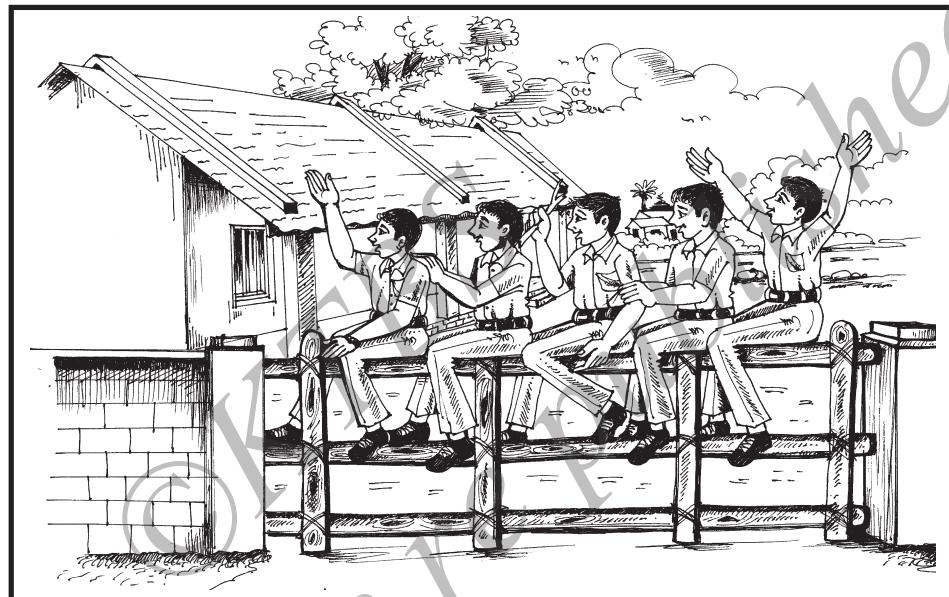
- a. The teacher asks those students who have not completed the notes.
- b. A friend asks if he can copy your answers while writing a test.
- c. You have borrowed your friend's notebook and lost it.
- d. You find a one thousand rupee note in the corridor of the school.
- e. You promised your parents that you would clean your room, but you watched your favourite program on TV instead.
- f. The shopkeeper charges you for three cricket bats when you have bought only two cricket bats.

Compare your answers with your friends. Which answers are honest / dishonest / smart?

1. Old man Twinkle wanted a boy to help him in his shop. He needed a boy who could drive Jenny, the pony, for all Twinkle's goods were taken round in the cart. So the old man Twinkle put a notice in his window: "WANTED- BOY TO HELP (After school hours)."
2. All the boys saw the notice and many of them thought they would try for the job. They could do it after school and on Saturdays, and it would be a good job, for old man Twinkle was generous and kind.
3. That evening all the boys-George, Henry, Peter and Harry went to see old man Twinkle. Jack, who was called the smallest by his friends, who hesitated to try for the job because of his ragged clothes, also went to see who would get the job. Old man Twinkle wasn't ready to see anyone for the moment. So he told the boys to play in the yard till he called them.
4. Seeing an enormous yard-gate swinging to and fro in the wind, all five boys climbed up on the gate. They shouted and pretended to whip the gate to make it gallop. It swung to and fro, and the boys shouted with delight. And then suddenly something happened.

The gate was old and was not meant to carry five heavy boys. It broke away at the hinges, and the boys found themselves sliding off! The gate gave a groan and hung all crooked, swinging in a very peculiar manner.

5. All the boys thought that the old man Twinkle was at the front of the shop and he could not see what had happened.



**The five boys who had come for the interview are
sitting on the gate to make it gallop**

6. "But we ought to tell him," said Jack. "It's rather cowardly not to. My mother says we always ought to own up at once when anything's broken. Can't we all five go and tell him?"
7. "No," said others. "He might say he won't give any of us the job if we've done a thing like that. We won't say a word."
8. At this moment they saw Mr. Twinkle shouting at them, so they all went to him.
9. Twinkle interviewed them one by one. He asked them some questions, and also asked whether they knew anything about the broken gate. Surprisingly all the boys pretended not to be knowing anything about the broken gate.
10. Mr. Twinkle told he would make his choice that evening. So they

all went off-except Jack. He was worried about the broken gate. It was dreadful to break a thing and not to tell about it and not even try and mend it. He wondered if he could mend it. He swung the gate a little to see how much it was broken.

11. Old man Twinkle saw Jack from the window. He called him in. "Are you another boy after this job?" he asked.
12. "No, sir," said Jack. "I'm too small and not very clever and I'm a bit ragged too, because my mother hasn't much money."
13. "Hm!" said Old man Twinkle. "I see. Well, what are you doing out there in my yard? Do you know anything about that broken gate?"
14. "Oh dear!" thought Jack. "Now what am I to say? I don't want to get the other boys into trouble."
15. He went red-and then he said, "Yes, Mr. Twinkle, I do know about that gate."
16. "What do you know about it?" asked the old man.
17. "I was swinging on it when it broke," said Jack bravely, though he didn't feel at all brave, for Twinkle was frowning.
18. "Oh! So your weight broke my gate, did it?" said old man Twinkle, and he looked fierce.
19. "Well-not exactly," said Jack.
20. "What do you mean not exactly?" asked Twinkle.
21. "Oh, please, sir, don't be angry, but you see, some other boys and I were all swinging together on it, and it broke," said Jack. "I wanted to come and tell you, really I did. But the others said no, and I couldn't give them away, could I? I stayed to see if I could mend the gate. That's what I was doing out in your yard."
22. "I see," said old man Twinkle, and he didn't look quite so fierce now. "Well, who were the other boys?" "Don't be angry with me, Mr. Twinkle, but I really can't tell tales," said poor Jack. "They are my friends, you see, and I don't want them to get into trouble."
23. "Quite so," said old man Twinkle, "And now I am going to tell you something. The boy's names were Harry, Peter, George and Henry! You see,-I know them all".
24. Jack started in surprise. "How did you know?" he asked. "Did the boys tell you after all?"
25. "Not one of them," said the old man Twinkle. "They pretended to

be surprised. They pretended not to know. They told me untruths. But I happened to see you all swinging on the gate when it broke. So I knew all about it, you see."

26. "Oh", said Jack, and he stared at Mr. Twinkle again. "Well, please choose one of the boys," he said. "They are nice boys, really, although they didn't own up about the gate."
27. "I've chosen my boy," said Mr. Twinkle.
28. "Who is he?" asked Jack.
29. "He is you!" said Mr. Twinkle. "Yes, I know you are small but you'll grow, especially if Mrs. Twinkle makes you pudding every night. And I know you're at the bottom of the class for lots of things-but good food will make your brains grow too! And I know you're a bit ragged-but a little pocket-money will buy you better clothes!"
30. "Oh, Mr. Twinkle!" carried Jack, "But-but-why do you choose a boy like me? The others are bigger and cleverer."
31. "They may be," said Mr. Twinkle. "But what I want is a boy who is brave enough to own up when things go wrong. I want a boy who can speak the truth. I want a boy who is loyal and if you are loyal to your friends, as you have been just now, you'll be loyal to me too! I've chosen the right boy, Jack. ah, I've chosen the right boy!"
32. So he had, for Jack is with him still-but not as errand-boy. Oh no-he is the head of the shop now and doing very well indeed. All because of a broken gate-wasn't it strange?

Glossary :

pretend	: make it seem that something is the case when in fact it is not
gallop	: the fastest pace of the horse
delight	: please greatly
coward	: a person who lacks the courage to do dangerous things
dreadful	: extremely bad or serious
wonder	: a feeling of surprise
rag	: a piece of old or tattered cloth
fierce	: violent or aggressive
loyal	: firm and constant in one's support of a person

I. Comprehension :

A. Answer in two/three sentences each:

1. Why did the old man Twinkle need a boy?
2. When did all the boys go to Mr. Twinkle and what did Mr. Twinkle say?
3. What did all the boys do in front of the house?
4. What did all the boys decide to tell the old man if he asked about the broken gate?
5. Why didn't Jack go back home with the other boys?
6. How did the gate break down according to Jack?
7. Jack stared in surprise. What made Jack stare at Mr. Twinkle in surprise?
8. Who was finally chosen to help the old man Twinkle ? Why?
9. What is Jack doing now?

B. Answer in five/six sentences each:

1. How did the boys break the gate?
2. Why did Jack think they ought to tell about the broken gate to the old man Twinkle?
3. What qualities of Jack do you like the most ?
4. How would Jack overcome his weakness according to Mr. Twinkle?
5. What made Mr. Twinkle choose Jack for the job?

C. Answer in ten/fifteen sentences each:

1. How did Jack win the heart of Mr. Twinkle?
2. How did a helper boy become an owner of the shop?

II. Activities :

1. "Honesty is the best policy." Write a paragraph on this topic.
2. Your teacher will read aloud a story "The Angel and the Wood cutter." Listen carefully and re-write it in the form of dialogues.

Begin the story like this:

Once upon a time there was an honest wood cutter. One day while

he was cutting a branch of a tree, his axe fell into the river. When he cried out, an angel appeared:

Angel : “Why are you crying?”

Wood cutter: “.....”

The Angel went down into the stream and reappeared with a golden axe.

Angel : “Is this your axe?”

Wood cutter: “.....”

Complete the story.

III. Imagine that one fine day while you were on your way to school, you found a wallet. It was lying outside the lift. Opening the wallet, you found five thousand rupees and some coins inside. There were some pieces of paper but no identity card. You remember what your teacher had taught you. “It is wrong to take things which do not belong to us.” Instead of going to school, you went to report what you had found to the police. When you were reporting, your neighbour Mr. Suresh walked into the police station. After much explanation you discover that the wallet belongs to him. Your neighbour thanks you over and over again. The police praise you for your honesty.

a. Stage a role play of the above situation:

b. Read to know:

If you plant honesty, you will reap trust

If you plant goodness, you will reap friends

If you plant humility, you will reap greatness

If you plant perseverance, you will reap contentment

If you plant consideration, you will reap respect

If you plant hard work , you will reap success

If you plant forgiveness, you will reap reconciliation

Be careful about what you plant now. It will determine what you will reap tomorrow. Among the above said sayings, which one would you like to plant first?

So, children, as the proverb says. “As we sow, so we reap”

19 - THE MISER

Pre-reading task :

- Shantini Govindan

- i) Think of the olden days, where there was no “money” as a medium of exchange.
 - ii) What role do “Money and Wealth” play in our lives?
 - iii) Along with money, what are the other things required to lead a “happy life”? Discuss with your classmates.
1. Once upon a time, there lived a wealthy man called Surender. Surender was so wealthy that he had three huge barns heaped high with gold and silver, rare diamonds and precious stones. But he was a terrible miser, too. He was so stingy that he was loathe to spend any of his carefully hoarded treasure. He bought the cheapest and the dowdiest and the most ordinary clothes for his children. For food, he stopped just short of starving his family. They supped on gruel most of the time, so that more money could be saved!
 2. Now, one day it so happened that when Surender was walking through the market-place, he saw a man eating a ladoo. It was a large, soft, yellow ladoo rich with raisins and cashew nuts. As the man bit into it, Surender’s mouth began to water. It looked so delicious! Surender could almost feel its sweetness tickling his tongue. It had been a very long time since Surender had eaten a ladoo and he desperately yearned for one. His wife, Vandana, was an excellent cook and Surender knew that if he asked her, she would make him a ladoo. But she would naturally make one for herself, too, and one for each of their four children, and perhaps some for their servants and their friends, too. The thought of wasting all that money on the ingredients made him quite ill. He decided he would say nothing about his longing for a ladoo.
 3. When he got home, Surender found that his craving for a ladoo would just not go away. He wanted to eat one so badly that he began to drool. His legs grew weak and his stomach began to rumble loudly.
 4. “What is wrong with you, dear husband?” Vandana asked in concern. He rubbed his stomach and groaned in anguish.
 5. “Tell me, what I can do to help you,” Vandana said, anxiously. “Get me a ladoo to eat,” Surender muttered, “One sweet ladoo is all I need to put me out of my misery.”

"One ladoo? Why, I can make dozens for you, Vandana replied, happily, "Then we can share them with our children and neighbours and servants, too."

"Dozens?" he squeaked in complete horror, appalled at the thought of his precious money being wasted to make so many ladoos. "No! I do not think the neighbours or the servants need to have any share of the ladoos."

"All right," said generous Vandana, disappointed. "I shall make just enough for the two of us and our children."

"Do you think the children really need to have a ladoo each?"

Surender asked, weakly.

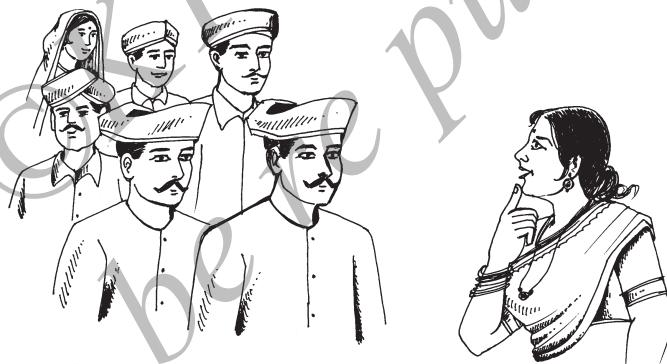


Surender is dreaming of eating ladoos and his wife is questioning his silence.

6. Vandana hung her head in shame at her husband's miserliness. But she was a dutiful wife and without protesting, she quietly said, "Very well then! I shall make just two ladoos- one for you and one for me!"
7. "But you do not even like ladoos very much," tight fisted Surender continued. "There is no reason for you to have one just to keep me company. So make one single ladoo, just for me!" Vandana did not say a word in reply to this. She went straight to the kitchen to make the ladoo for her husband. A little while later, she served Surender the ladoo. It was large and sugary and crumbled deliciously in Surender's eager mouth! How greedily he devoured it, without even

the slightest bit of remorse that he was not sharing even a crumb with his family !

8. Now, it so happened that when all this was going on, Sakka, the King of the Gods and Ruler of the Heavens, peeped out of his magnificent palace high in the heavens. "In all the aeons I have lived through, I have never seen such a terrible miser!" he cried. "It is time that I teach him a lesson!"
9. The next day, when Surender went for his morning walk, Sakka assumed Surender's own form and walked in through his front door.
10. "Today I am going to share my wealth," he said to an astonished Vandana. "So throw open the door of my treasure houses, and invite all the townsfolk to take what they wish!" "Bless your change of heart!" Vandana exclaimed, delightedly to the make – believe Surender. She dispatched a servant immediately to summon all the people and threw open the doors of the huge barns.



Arrival of the villagers at Surender's house

11. Soon the common people arrived, running as fast as they could. The make – believe Surender stood at the door of the barn and invited them in. "Take as much as you can!" he cried, heartily.
12. "Do not be afraid! If an impostor who looks like me comes to threaten and stop you, drive him away fearlessly!"
13. "The amazed and overjoyed townsfolk leapt into the barn and began to grab the hoarded treasure. They filled their bulging pockets and bags till they could hold no more and were ready to go back when the real Surender arrived. He almost fainted with shock to see the doors of his treasure houses thrown open and his precious hoard being merrily plundered.

14. "Thieves! Robbers!" he cried, wildly running forward in rage.
"Aaaah!" said the people, "this must be the impostor we were warned about! After him!" They began to chase the real Surender.
15. A bewildered Surender ran to the king's palace where he threw himself before the king.
"Your Majesty!" he cried in anguish, "I am being robbed and looted of all my treasure by the people of the town! When I protested, they began to chase me!"
"But I heard your own servant invited them to do so!" the king exclaimed. "Did you not give him the order yourself?"
"Never!" said Surender, uttering a strangled cry. "Let the one who gave the order be brought here at once!"
16. The king sent a messenger to Surender's house and soon the make – believe Surender arrived with Vandana and the children.
The real Surender shrieked when he saw the impostor.
"You are a fraud!" he cried.
The make – believe Surender glared back at him. "Now it is you who is the deceiver!"
17. The puzzled king looked from one to the other. "I cannot tell the difference between the two", he told a speechless Vandana.
"So now you have to decide which one is your husband!"
18. "I shall ask them each a question, Your Majesty," Vandana replied quietly. She turned to the God Sakka and asked, "Is it better to be generous to yourself, your family, your neighbours and friends, or your servants?"
19. "To all!" Sakka replied promptly. "When you are generous, others also become generous and so everyone is happy and prosperous!" Then she turned to Surender. "Is it better to be generous to yourself, your family, your neighbours and friends, or your servants?"
20. "To none!" Surender howled in wrath. "Being generous only wastes precious wealth that can never be recovered!"
Vandana gathered her children close and squaring her shoulders, she drew close to God Sakka. "Your Majesty," she said, solemnly, "This is my true husband, Surender."

Surender let out an agonized cry of grief and disbelief, "No! my dear wife and children!"

At this God Sakka stepped forward and with a blinding flash of light, reverted to his original form.

21. "I am not Surender, but Sakka himself," he said to the king. "I came down from the heavens just to teach this petty and mean miser a lesson!" He turned to a trembling and woebegone Surender and said, "Do you see what your miserliness has done? Even your own wife and children do not want you!"

Tears sprang into Surender' eyes and he sobbed inconsolably.

"Your only hope for salvation is for you to stop being a miser,"

Sakka said, "Can you bring yourself to be more generous?"

Surender paused. "Yes," he said, reluctantly, "I will try to be a little more generous".

22. "You will have to be a lot more generous." warned Sakka, "or I will be back for you!" God Sakka vanished in a cloud of smoke. Surender embraced his wife and children happily.

"I am so relieved that this ordeal is over", he told Vandana.

"Shall we celebrate?" Vandana asked, shyly. "I can make dozens of ladoos."

23. "Dozens of ladoos?" the words rose sharply to Surender's lips. Once more, he felt faint at the thought of all the expense. But he clenched his fists and swallowed the words that came spontaneously to his tongue. Instead, he nodded his head and said very softly, "Very well!"

Glossary :

miser	:	a person who loves wealth for his own sake and spends as little as possible, stingy.
barns	:	building for storing grains, hay,
dowdy	:	dull, unfashionable
gruel	:	simple dish made of oatmeal
raisins	:	dried sweet grape
ingredients	:	the list of items combined to make a particular dish

crave	: to have a strong desire for something
drool	: let saliva flow from the mouth with a wish to eat something.
rumble	: make a deep heavy continuous sound
groan	: deep sad sound, complain irritably
misery	: great suffering or discomfort
appall	: horror or deep shock
remorse	: sense of regret for having done something wrong
crumb	: a very small piece.
delight	: great pleasure, joy
impostor	: person pretending to be somebody else
solemn	: done in a serious and committed way
hoard	: carefully collected and guarded store of money or other objects
plunder	: steal, rob
rage, wrath	: violent or extreme anger
deceiver	: person who misleads or misguides purposefully
reluctant	: unwilling
ordeal	: difficult or painful experience

Comprehension

I. Answer in a sentence or two each :

1. What was there in Surender's hoard to call himself wealthy?
2. What did he see in the market place one day?
3. How did he savour the thought of having a ladoo?
4. How did Surender's longing for a ladoo make him suffer.?
5. Why was Vandana happy when Surender asked for a ladoo?
6. Why didn't Vandana's happiness last long?
7. How many ladoos did Vandana finally make? Why?
8. Who was witnessing the whole course of Surender's miserliness?
9. When did Sakka assume Surender's own form and walk into his house?

10. Why was Vandana astonished?
11. What was the warning given by the make-believe Surender to the crowd at his barns?
12. What was the real Surender's complaint to his Majesty?
13. Whom did the puzzled king request to decide on the two look alike Surenders?
14. What was Vandana's trial?
15. How did Sakka convince Surender to mend his miserly ways?
16. How did Vandana want to celebrate when the ordeal was over?

II Answer the following questions in about fifty words each :

1. Explain Surender's miserliness.
2. Why didn't Surender ask his wife to make a ladoo?
3. How did Sakka, the King of the Gods teach a lesson to Surender?
4. Describe Surender's ordeal in the King's palace.

III Vocabulary :

Fill the missing letters to get the synonyms of the following :

- | | | |
|--------------|---|-----------------|
| 1. stone | : | p_b_1_ |
| 2. inactive | : | p_s_ _ ve |
| 3. forgive | : | p_ _ d_ n |
| 4. suffering | : | p_ _ n_ ul |
| 5. location | : | p_ _ c_ |
| 6. choose | : | p_ _ f_ _ |
| 7. artist | : | p_ _ nt _r |
| 8. couple | : | p_ _ r |
| 9. picture | : | p_ o_ o_ r_ _ h |
| 10. strong | : | p_ w_ _ f_ 1 |

Study Skills

Note - Taking: It is a skill that aids listening comprehension. It is a method of condensing information without distorting original thinking during the time of lectures, seminars, discussions and meetings.

Note - Making: It is a skill which aids reading comprehension. It helps to make notes during the text reading and the points made would help us recall the information in the later stages.

Common Features of Note taking/making :

- brief and accurate.
- information is given more importance than language.
- brings a flow of thoughts to the information.
- No generalized methods and left to individuals to follow their own styles/methods.
- Style or methods like linear notes, tree diagrams, flow charts, spider grams, mind maps... etc follow depending on the nature of the material.

NOTE TAKING

Deforestation

Trees play a vital role in the equilibrium of the ecosystem. Deforestation is a process of cutting trees to make space for industries, and habitation for the ever-increasing human population. Excessive cutting of trees for urban development has protestors raising their voice. Deforestation disrupts the water cycle, creates soil erosion, green house effect, global warming and leads to extinction of wild life.

Trees absorb water from the soil and release moisture into the atmosphere. Deforestation causes a disturbance in the water cycle and makes the environment drier. causes famine and drought because the earth gets heated up, breeding many problems.

Deforestation has resulted in the increase of carbon and other green house gases in the environment. Green house gases like the oxides of nitrogen, methane and carbon are known to trap atmospheric heat, thus increasing the temperature of the Earth's surface.

The hot temperature of the earth gives way to global warming. Global warming is already happening and causing the glaciers to melt as well the ice at the poles. This in a way, results in the rise of the sea level, which is a threatening call to the whole of our planet which will be flooded. The earth will get completely covered by water.

Deforestation endangers plant and animal life. Animal life thrives on vegetation. By cutting down trees, we deprive animals of their source of food and cause the extinction of animal species. Hence immediate measures are needed to be taken to stop this havoc.

Answer the following with the help of the passage given above:

- 1) Deforestation is _____
- 2) Adverse effects on the environment:
a _____ b soil erosion c _____ d _____
- 3) Trees absorb _____ and release _____ in the atmosphere.
- 4) Disturbance in water cycle causes _____
- 5) Green house gases are :
a _____ b methane c _____
- 6) Green house gases trap_____
- 7) Global warming melts a _____ b Ice at the poles
- 8) Global warming raises _____
- 9) The end result of global warming is _____
- 10) Deforestation deprives _____ to plant and animal life.

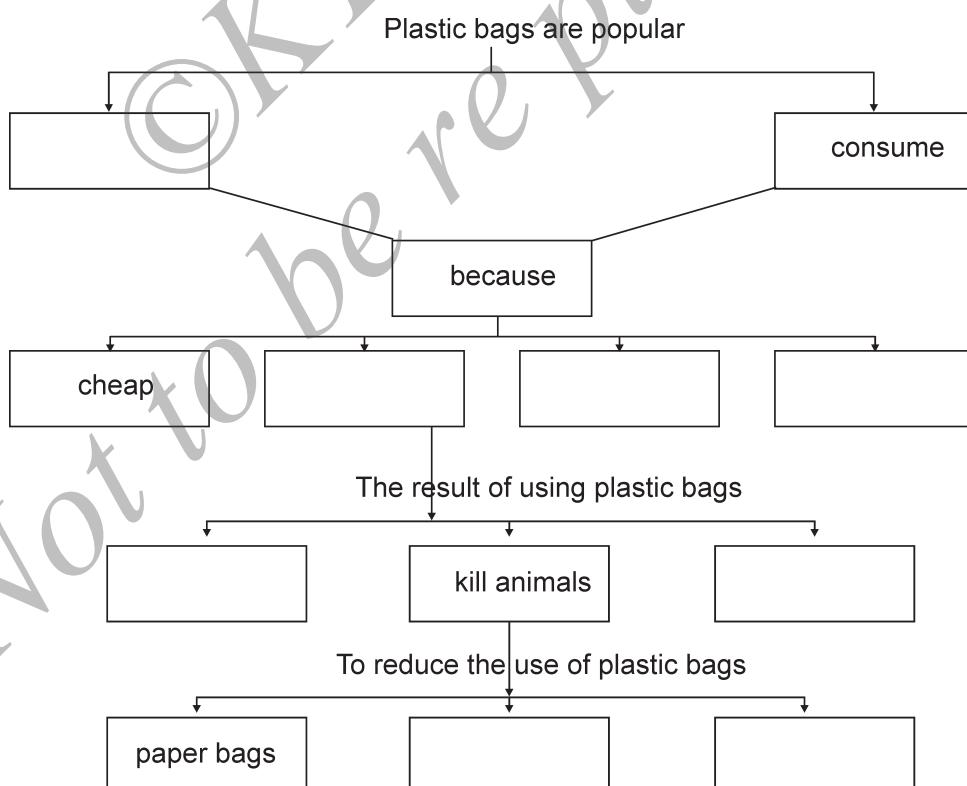
NOTE -MAKING

The harmful effects of plastic bags:

Plastic bags are very popular with both retailers and consumers because they are a cheap, strong, lightweight, functional things, as well as hygienic means of carrying food and other goods. They have become a major cause of pollution as they are not biodegradable. This aggravates the problem and has bred more problems to the environment and living being. The harmful effects of plastic bags are: littering the landscape, killing animals, and if burnt, infusing the air with toxic fumes.

To reduce the use of plastic bags, we need to look out for various means to substitute. The best way is to use paper bags. For carrying heavy and huge things, our jute bags can be good substitutes. Re-using plastic bags than going for new ones every time would also reduce the use of plastic bags.

Now based on the short passage, make notes by filling the blanks:



COMPUTERS IN SOCIETY

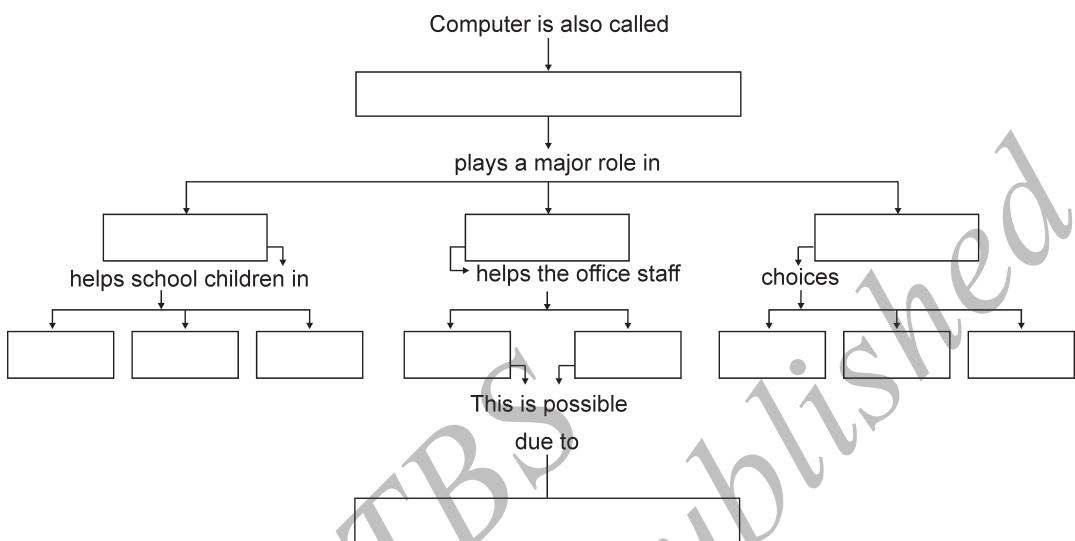
The world is bound to call itself “Modern” and all the credit goes to our advanced technology and science. Advanced technology basically could be the “Invention of computer.” Computer is a wonderful machine. It is also called the artificial “human brain.” The computer has become an integral part of our lives. It plays a major role in our education, work and entertainment.

Computers in schools and colleges have made learning more enhanced. School children are able to access more and more information from the innumerable web - sites. They are making use of computers and internet for their project work, seminars, and presentations, thus making their work well - researched.

Computers at work have also made great advancement. At the work place, computers are more relied upon for their accuracy and speed. Work and time have become flexible. The computers use wireless technology. So, we can work online and work from home; online meetings and discussions are held at the international level, thus keeping the office staff in touch even during their holidays.

Computers, as entertainment media are widely accepted by the younger generation. They provide many choices of entertainment. Video games, movies, music, chatting, creating or re-editing the movies, sound tracks and cartoon etc. It is obvious that young folk have become gadget maniacs with the wide possibilities available in the realm of computers.

Now, fill in the box with the help of the passage:



UNFORGETTABLE SALIM ALI

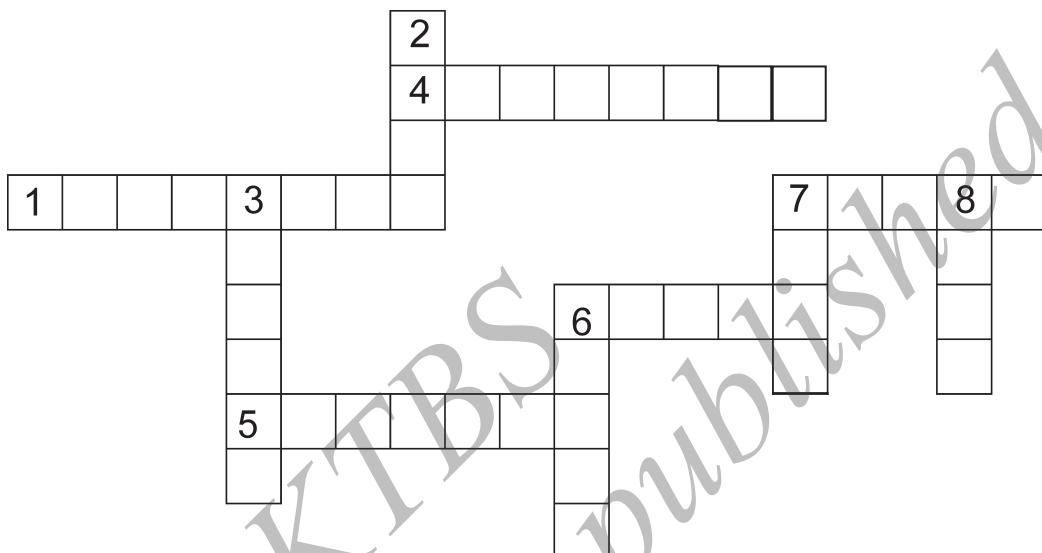
Salim Maizudin Abdul Ali is known to the world as an ornithologist, explorer, ecologist, teacher and writer. Salim Ali was born in 1896 into a prosperous, close-knit Bombay family. He was the youngest of ten children and was orphaned early. His childhood hero was his uncle, Amiruddin Tyabji, a sportsman. When Salim was ten, uncle Amiruddin presented him with a Daisy air gun. One day, young Salim shot a strange looking sparrow. His uncle suggested that Salim take the bird to the Bombay Natural History Society (BNHS). There the secretary, an Englishman, identified it as a yellow - throated sparrow and showed the boy, the Society's vast stuffed-bird collection. Awestruck, Salim Ali remained hooked onto birds and BNHS for life.

Frame five comprehension questions with the help of your classmate:

1. _____
2. _____
3. _____
4. _____
5. _____

Day to day usage

CROSSWORD :



ACROSS

1. Teacher assigns this to do at home.
2. Drink this to be healthy _____
4. Other word for Break -Time
3. After your night sleep you _____
5. You need to wear these clothes if you are at school
6. You love to play_____
6. What do you do once you see your teacher in the morning ?
7. You take a _____ in the bathroom.
7. To clean your teeth.
8. You love to listen to a _____ when you go to sleep.

DOWN

contents

S1.No.	Prose Title	Theme	Values
1.	The Heavenly Parasol	A compassionate king fighting against superstition	Compassion
2.	The Boy who sold Wisdom	Application of wisdom	Excellence
3.	Before the Match	Joy of playing cricket	Determination and enterprise
4.	Anandi Gopal	First Indian woman doctor who did her studies in the US in 1880's	Perseverance and Dedication.
5.	A Lesson for Nakul	Nakul's positive attitude	Friendship and Encouragement
6.	The Model Millionaire	The benevolence of the millionaire	Compassion, Charity
7.	The Great Sacrifice	Loyalty and sacrifice	Loyalty
8.	The Woman on Platform no.8	A child's yearning for mother's love	Motherly affection
Poetry			
9.	Benjamin Jones Goes Swimming	Adversity converted into fortune	Cheerfulness and acceptance
10.	Leisure	Value of time	Emotional Happiness
11.	After Apple-Picking	Connection with Nature	Hardwork and rest
12.	Palanquin Bearers	Ritual in an Indian wedding Team	Appreciation of cultural heritage

13.	Modern Machinery	Origin and nature of machines	Appreciation of man's creation
14.	Imagination	A world of fantasy and imagination	Fantasy
15.	The Bees	Team work	Dedication
16.	The Cloud	Appreciation of Nature	Love of Nature

Supplementary Reading

	Title	Theme	Values
17.	King Sindbad and his Falcon	Haste makes waste	Repentance
18.	The Broken Gate	Honesty of an adolescent	Truth
19.	The Miser	The plight of a miser	Self-realization.

**Table showing the themes, coverage of skills
and language activities**

Sl. No.	Title of the Les- son	Type of the text	Theme	Language item/Vocabu- lary/Apprecia- tion	Listening	Speaking	Reading	Writing	Grammar
1.	The Heavy- enry Para- sol.	Prose	Compa- sionate king fighting against su- perstition.	Activity on preposition Dictionary activity.	Listening to minimal pairs.	Narrating a short story.	Reading the passage and answering questions.	—	Preposition. Adjectives.
2.	The Boy who sold Wisdom.	Prose	Application of wisdom.	Usage of 'since' and 'for' Dic- tionary use.	Listening to conversation.	Narration of a story : A potful of wisdom.	*Reading pas- sage. *Re-ar- range jumbled sentences. *Reading extract	*Writing a letter.	Adverbs.
3.	Before the Match	Prose	—	—	—	Role play.	*Story reading and answering the questions.	Short paragraph writing.	—
4.	Anandi Gopal.	Prose	First Indian woman doc- tor who did her studies in US.	*Matching words with meaning. *Phrasal verbs *Articles. *Pronouns.	—	—	Rearranging the sentences sequentially.	Paragraph writing. Letter writ- ing.	*Articles *Pronouns * Tense forms of Verbs Phrasal Verbs.
5.	A Lesson for Nakul.	Prose	Positive attitude of Nakul.	*Activity on idioms. *Verbs/Tenses Dictionary Activity.	Listening to words (mo- tivating and demotivating).	Speaking on good qualities, pronunciation.	Reading the extract and answering the questions.	Paragraph writing.	Verb forms.
6.	The Model Millionaire	Prose	The benevolence of the millionaire.	*Compound words Affixes- prefix, suffix *Homonym/ pun.	Listening to dialogues.	Dialogue delivery.	—	—	—

7.	The Great Sacrifice	Prose	Loyalty and sacrifice.	*Present and past time expressions. *Antonyms. *Verb forms	Listening to riddles.	Practising the dialogues in pairs. Role-play.	*Play-reading. *Reading stories	Expanding a paragraph.	Tense forms.
8.	The Woman on Platform No. 8	Prose	Yearning for mother's love.	Syllables, direct, indirect speech.	*Listening to the description and writing down the descriptive words.	*Group-discussion. *Pronunciation.	Reading the Conversations	Diary entry	*Reporting verbs *Direct and Indirect speech - pair work.
9.	Benjamin Jones Goes Swimming	Poem	Adversity converted into fortune.	Rhyming words, develop constructivism.	-	-	-	-	-
10.	Leisure	Poem	Value of time.	Rhyming words.	Listening to a poem and answer the questions.	Discussion about our busy life.	Reading nature poems.	Poem-writing, constructivism.	-
11.	After Apple-Picking	Poem	Man's relationship with Nature	Poetic devices	-	Group discussion	-	paragraph writing	-
12.	Palanquin bearers.	Poem	Ritual in an Indian wedding.	Rhyme scheme alliteration simile.	-	-	Reading small poems/ underline the alliterative sounds.	Writing short paragraph, constructivism	-
13.	Modern Machinery.	Poem	Origin and nature of machines.	Personification as poetic device.	Listening to /ʃ/ & /s/ sounds at the beginning of words.	Speaking on a topic	Reading the story and answering the questions.	Writing a short paragraph.	-

14.	Imagination.	Poem	A world of fantasy and imagination.	Match the following completing web-chart.	Group discussion and give a speech on a topic.	Reading the adventures of Huckleberry Finn.	Writing a short essay Activities and reading writing Picture composition.
15.	The Bees	Poem	Team work.	Re-arranging the sentences Dictionary use.	Listening to advertisement.	Presentation of advertisement.	Prepare an advertisement.
16.	The Cloud.	Poem	Appreciation of nature.				

Supplementary Reading

17.	King Sindbad and his Falcon.	Froze Sup-reading.	Haste makes waste.	Listening to a story.	–	Reading moral stories.	Writing a story with different ending, collaborative reading.
18.	The Broken Gate.	Supple-mentary reading.	Honesty of an adolescent.	Listening to a story.	Role-play	–	*Matching the proverbs *Narrating an incident.
19.	The Miser.	Supple-mentary reading.	Plight of a miser.	Synonyms	–	–	Activities on reading writing and speaking.

Vowels

1 /i:/	eat	deep	free
2 /ɪ/	inn	sip	pity
3 /e/	egg	bet	
4 /æ/	apple	patch	-
5 /a:/	art	mask	car
6 /ɜ:/ or /ə:/	earth	shirt	fur
7 /ə/	again	success	rubber
8 /ʌ/	up	shut	
9 /ʊ:/	ooze	move	shoe
10 /U/		Put	
11 /ɔ:/	orb	force	more
12 /o/ or /ɔ/	Australia	got	

Diphthongs

13 /eɪ/	age	fate	day
14 /aɪ/	ice	mind	sigh
15 /ɔɪ/	oil	moist	boy
16 /ɪə/	ear	fierce	sheer
17 /eə/	air	fairy	rear
18 /ʊə/		movers	poor
19 /əʊ/ or /oʊ/	over	showdown	go
20 /aʊ/	out	loud	now

Consonants

21 /P/	post	report	tap
22 /b/	bad	rubber	club
23 /t/	tit	stand	meet
24 /d/	dry	Sunday	red

25	/k/	creep	sky	take
26	/g/	good	bags	wig
27	/f/	phase	refer	tough
28	/v/	venue	level	love
29	/θ/	thought	nothing	path
30	/ð/	then	bother	bath
31	/s/	say	mistake	books
32	/z/	zoom	possess	watches
33	/ʃ/	shape	mushroom	wish
34	/ʒ/	genre	measure	rogue
35	/h/	house	cohesion	-
36	/tʃ/	chair	batches	rich
37	/dʒ/	join	ledger	bridge
38	/m/	my	prompt	some
39	/n/	nice	venom	ten
40	/ŋ/	English	singer	king
41	/l/	light	slight	bottle
42	/r/	river	brown	-
43	/j/	yes	beauty	-
44	/w/	what	coward	-

Triphthongs

45	/aɪə/	Ireland	siren	fire
46	/aʊə/	our	showerbath	sour

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