English Spring

An Integrated Approach to Language Learning

2nd Edition

Aligned with NEP 2020



Coursebook 6

Ruchi Sengar

HEADWORD PUBLISHING COMPANY

Acknowledgements

All products and brand names used in this book are trademarks, registered trademarks or trade names of their respective owners.

Copyright © Headword Publishing Company Pvt. Ltd 2020, 2022

First published 2020

Second edition 2022

Third impression 2022

This book is sold subject to the condition that it shall not by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior written consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser and without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of both the copyright owner and the above-mentioned publisher of this book.

ISBN: 978-93-91104-68-9 (print)

ISBN: 978-93-91223-37-3 (e-book)

Published by Headword Publishing Company Pvt. Ltd

Head office: B 40, Sector 57, Noida 201 301, Uttar Pradesh, India

Registered office: 45, Beniatola Lane, Kolkata 700 009, West Bengal, India

CIN: U22110WB2013PTC235055

Illustrated by: Green Tree Designing Studio, Avneesh Kumar Bhardwaj

Illustrations and images: Shutterstock.com

Typeset in Minion Pro

Printed in India at Infinity Advertising Services Pvt. Ltd

All suggested use of the internet should be under adult supervision.

Preface

The second edition of **English Spring** **Coursebooks** and **Workbooks** 1 to 8 has been upgraded to accommodate the recommendations of the **National Education Policy 2020**. An integrated language course for learners from the Foundational stage through Preparatory to the Middle stage, the course endeavours to acquaint young learners with content that is tailor-made for them for a successful language-learning experience. The series takes into account the challenges and needs of young learners of the language and balances the desired learning outcomes with their learning capabilities.

The series integrates not just the LSRW skills and sub skills, but also art education, cross-curricular learning, life skills and values for a truly holistic experience. Wherever relevant and appropriate, learning is encouraged through activities and discovery.

This two-book course endeavours to train learners to

- attain basic proficiency for meaningful communication by integrating all the four core skills (LSRW) through experiential learning
- communicate accurately, appropriately and effectively in language that is rich in vocabulary and is grammatically correct
- enjoy and appreciate a variety of language/literary styles and genres
- equip themselves with strong communication skills to help them negotiate future transactions effectively in the real world through the written and the spoken word
- develop skills of a more general application (e.g., analysis, synthesis, drawing of inferences, etc.)
- develop Higher Order Thinking Skills (HOTS) of critical thinking ability, creativity, logical deduction, collaboration/teamwork, social responsibility, and so on
- develop moral, social, constitutional, personal, interpersonal, global and eternal values

The Coursebook is an important course component intended to enhance young learners' sensitivity towards literature. Learners are encouraged to understand, appreciate and enjoy both contemporary and classic writings spread across centuries, with their wide range of emotions, moving experiences, creative use of language, etc. The exercises are geared to help students explore, interpret, evaluate, express and justify, thus helping them move away from rote learning.

The selections in the Coursebooks

- have a strong Indian representation in the form of folk tales, myths, fiction and non-fiction—both classic and contemporary that learners can immediately relate to
- allow learners to derive the maximum benefits of the carefully-designed content and allow space and time for remedial learning

- have been chosen not only on the basis of their intrinsic value as a literary piece, but also because they may explore environmental, social and cultural issues plaguing the world today, thus enabling a cross-curricular approach
- have been exploited in a way that encourages discussion and introspection leading to inculcation of essential life skills and values
- are followed by a variety of task types that encourage discussion, self-expression, interpersonal communication, self-discovery, interaction and collaboration with peers

The Workbooks support and extend the concepts taught in the Coursebooks by providing extensive practice and reinforcement to the learner. The content is thematically linked to that in the Coursebooks and the exercises help both the teacher and the learner in identifying any gaps that may remain in understanding, thereby leading to remedial learning.

The Teacher's Resource Package is a powerful companion for 21st century teachers, enabling them to transform the classroom into an interactive, enriching experience for their students.

By blending the traditional and modern approaches to teaching and learning, the Teacher's Resource Package empowers the teacher to successfully engage young learners in language learning through a medium they are familiar with.

The Teacher's Resource Package includes the following:

- Teacher's Book with learning outcomes, comprehensive lesson plans, suggested activities and reading, summaries, answer keys, and so on.
- Digital companion resources that include ebooks with animations, audio recordings of poems, prose and listening texts, interactivities, test generators, slideshows, lesson plans, answer keys, additional worksheets with answers.

The series fulfils the needs of 21st century learners and equips them with the basic skills of communication that will help them engage with confidence on a global playing field.

Contents

1. *The Eagle – Alfred, Lord Tennyson* 11
2. A Lesson from Grandpa Coral – *Muskan Shah* 16
3. *The Alarm Clock – Ruchi Sengar* 25
4. A Dog's Tale – *Mark Twain* 29
5. Hard Times: A True Albanian Story 38
6. *You Can Hear the Flowers Sing – Jim Yerman* 46
7. The Cherry Tree – *Ruskin Bond* 50
8. *Casabianca – Felicia Dorothea Hemans* 61
9. In a Guava Orchard – *NP Singh* 66
10. *The Travellers and the Purse – Marmaduke Park* 76
11. From Ragpickers to Rockstars 80
12. Folk Tales 88
13. *At the Theatre: To the Lady Behind Me – AP Herbert* 97
14. Mobile Manners – *Shammbhavi Sengar* 102
15. The True Treasure – *The Brothers Grimm* 112

Listening Texts 126



Key Features

Selections



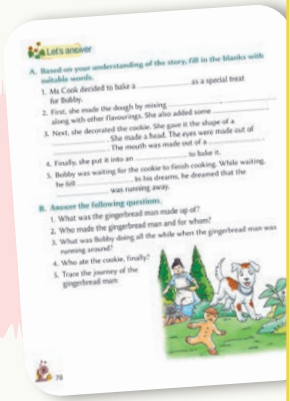
- include writings (both prose and poetry) spread across centuries—both classic and contemporary, covering a variety of genres
- include predominantly Indian writers and works that learners can both identify with and acquaint themselves with their cultural heritage
- written in simple and lucid language making it easy for learners to appreciate the nuances

Let's start



- assesses pre knowledge and prepares learners for the new topic/theme
- sets the tone for the lesson through thematic activities
- serves to open up creative thinking, and helps learners apply the learning in new ways
- also subtly inculcates life skills/values/cross-curricular learning

Let's answer/Let's ponder (comprehension)



- exercises aimed at developing factual, evaluation, and inferential skills
- encourages critical thinking, analysis and self-expression
- nudges learners towards delving deeper into the thoughts and actions of the characters and plots for better understanding
- forces learners to think and comment on underlying values

Let's learn new words (vocabulary)



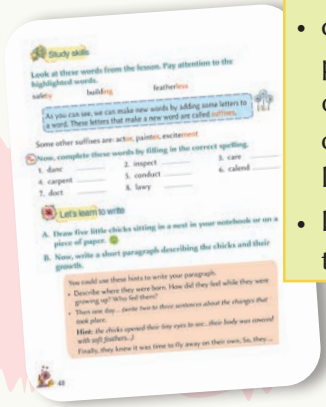
- helps learners expand and enrich their vocabulary base
- helps learners use words in everyday conversation with ease through varied task types

Let's study grammar



- covers recommended items in a graded and spiral manner
- definitions and context-based examples given for ease of understanding
- variety of exercises to enable learners negotiate the nuances of language learning with understanding

Study skills



- cover punctuation, pronunciation, dictionary skills and other aspects of language study
- linked thematically to the lesson

Let's learn to listen and speak



- hone these essential skills of language learning through a variety of listening texts based on real-life scenarios
- offer a variety of recommended listening and speaking tasks to help learners practise communication in both formal and non-formal areas of life
- include audio recordings of listening and pronunciation tasks in neutral accents provided for exposure to correct pronunciation and intonation

Life skills, values, art integration and cross-curricular learning



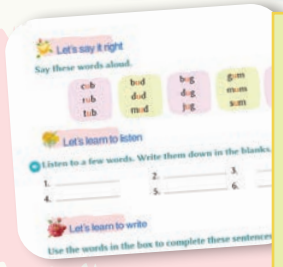
- have been integrated with the content for a thematic, contextualised and holistic learning experience
- all activities/tasks that lend themselves to these elements have been marked with the icons LS VB CC

Let's learn to write



- focuses on recommended task-types that will help sharpen learners' writing skills
- tasks based on verbal/visual cues
- scaffolding provided in the form of formats, samples and cues

Let's say it right



- helps learners navigate the confusing world of letters and sounds
- phonic drill in a graded manner to help focus on nuances of pronunciation

Aligned with NEP 2020

Course Package

- Coursebook • Workbook
- Resource Package for Teachers containing
  - learning outcomes
  - lesson plans
  - suggested reading
  - answer keys

Digital companion with

- ebook
- model reading
- worksheets
- slideshows
- audio recordings of pronunciation and listening tasks
- animations
- interactivities
- test generator

Detailed Contents

Chapter (Genre/Theme)	Comprehension	Appreciation	Vocabulary	Grammar	Study skills	Listening	Speaking	Writing	Activity/ Project
1. The Eagle poem/nature	• factual • inferential	• rhyme scheme • rhymed triplet • literary devices							
2. A Lesson from Grandpa Coral picture story/ conservation	• factual • reference to context • inferential • evaluative		idioms	kinds of nouns—proper, common, collective, abstract		listening to identify		bio sketch	
3. The Alarm Clock poem/humour	• factual • reference to context • inferential	• personification • rhyming words • alliteration • dramatic monologue • simile • metaphor							
4. A Dog's Tale extract/animals	• factual • reference to context • inferential • evaluative		antonyms	kinds of sentences	degrees of comparison		agreeing and disagreeing	factual description	scrapbook
5. Hard Times: A True Albanian Story non-fiction/people	• factual • reference to context • inferential • evaluative		homophones	• simple present tense • present continuous tense			discussing problems and finding solutions	message writing	
6. You Can Hear the Flowers Sing poem/nature	• factual • reference to context • inferential • evaluative	• personification • ellipsis • rhyme scheme							draw and colour
7. The Cherry Tree short story/plants	• factual • reference to context • inferential • evaluative		suffixes	• simple past tense • past continuous tense	uses of the comma	listening for specific details		diary entry	

8. Casabianca (poem/life skills and values)	• factual • reference to context • inferential	• narrative poem • rhyme scheme • simile • personification • alliteration • imagery							
9. In a Guava Orchard short story/life skills and values	• factual • reference to context • inferential • evaluative		idioms	prepositions			sharing suggestions	informal letter	game using collocations
10. The Travellers and the Purse fable poem/ honesty and friendship	• factual • reference to context • inferential • evaluative	• dialogue poem • rhyme scheme • alliteration							
11. From Ragpickers to Rockstars fiction/factual/art integration	• factual • inferential • evaluative		compound words—closed, open and hyphenated	transitive and instransitive verbs		listening for specific details		notice writing	making a guitar using cardboard box
12. Folk Tales fiction/art and culture	• factual • reference to context • inferential • evaluative		occupations	kinds of adverbs			creating a story with clues and narrating it	writing a proposal completing a folk tale	
13. At the Theatre: To the Lady Behind Me poem/art and culture/humour	• factual • reference to context • inferential • evaluative	• monologue • rhyming words							
14. Mobile Manners play/life skills and values	• factual • reference to context • inferential • evaluative		mobile-related words	conjunctions	pronunciation of verbs ending in -ed	expressing one's views		dialogue completion	
15. The True Treasure picture story/ values	• factual • reference to context • inferential • evaluative		identifying fairy creatures from their descriptions	direct and indirect speech		listening for information		completing a story	drawing and colouring the events of a story



Acknowledgements

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. Where the publishers have not heard from them at the time of going to press or where, in the absence of complete information, it has not been possible to identify the sources of materials used, the publishers would be grateful for any information that would enable them to make appropriate acknowledgements in future reprints/editions of this book.

1 The Eagle

Let's start

Birds of prey are those birds that hunt and feed on other small animals. Unscramble these words to get the names of the birds of prey. Match them to their pictures.

Answers at the bottom of the page.)



1.



2.



3.



4.



5.

EEALG	IEKT	AKWH	UUELTRV	OAFLCN
.....	.....	.....	.....	.....

Read some facts about the eagle.

- It is the second fastest bird in the world.
- It has up to seven thousand feathers.
- It can sleep while sitting on a branch.
- It is extremely intelligent.
- Eagles are so strong that they can even carry off deer, goats and monkeys!
- They are known as 'the king of birds'.

Answers: 1. hawk; 2. falcon; 3. vulture; 4. kite; 5. eagle

Now, let's read about the king of birds.

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

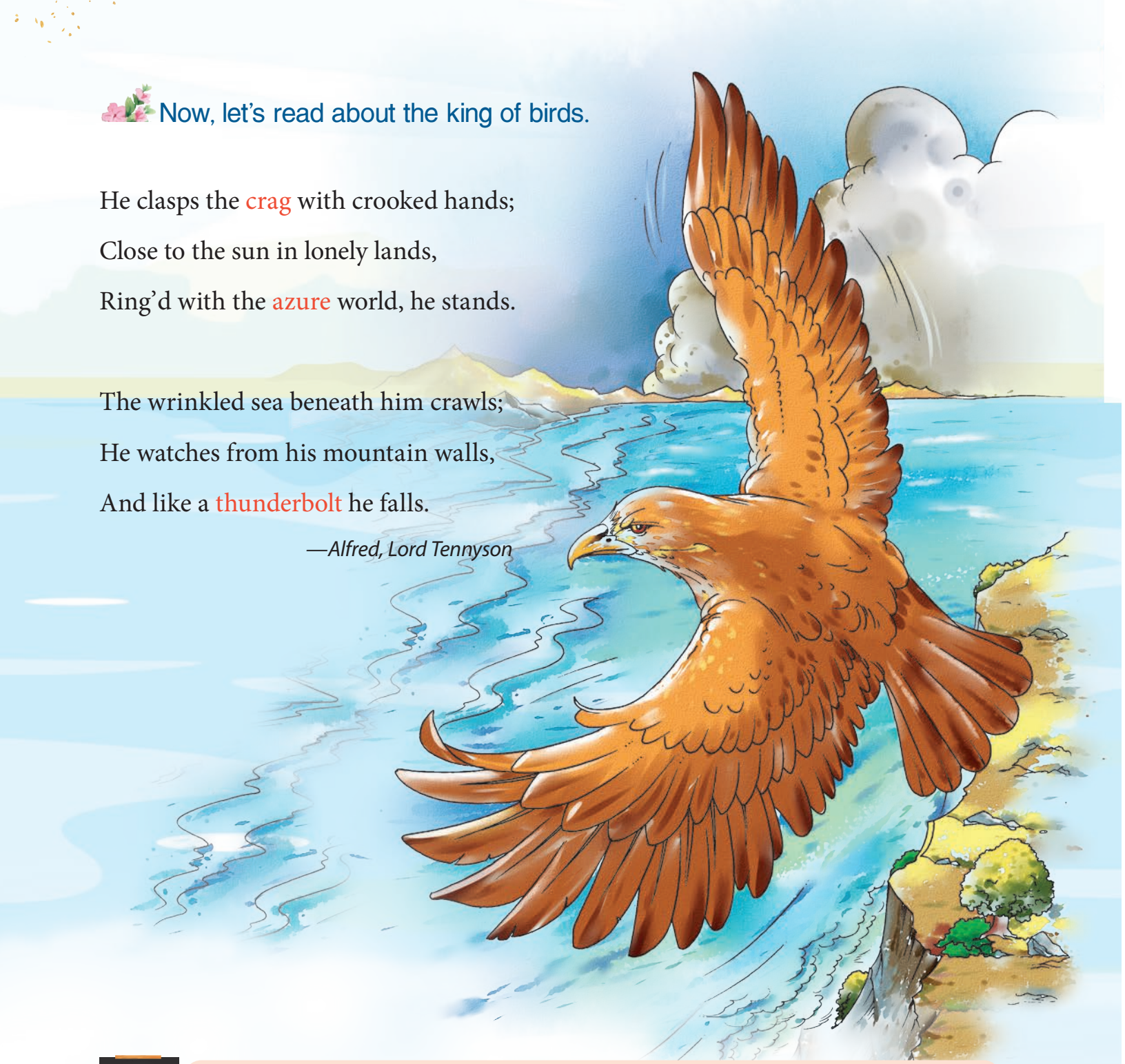
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

—Alfred, Lord Tennyson



About the poet

Alfred, Lord Tennyson (1809–1892) was a British poet. Tennyson and one of his elder brothers, Charles, started writing poems in their teens. Their first volume of poetry, *Poems by Two Brothers*, was published in 1827, when Alfred was just seventeen. He entered Trinity College, Cambridge the same year. At Trinity, Tennyson met Arthur Hallam and the two became the best of friends. Hallam's sudden death in 1833 greatly affected Tennyson. He wrote *In Memoriam* and many of Tennyson's other poems are tributes to Hallam. 'The Eagle' was inspired by Alfred, Lord Tennyson's frequent visits to the Pyrenees—a beautiful mountain range on the border between Spain and France. Lord Tennyson used to observe eagles circling the area. The poem was written in 1851 in which Lord Tennyson captures a simple action of an eagle diving from a mountain top but he does so with great clarity.

crag: a high, steep, rough mass of rock azure: bright blue colour, like the sky
thunderbolt: a flash of lightning that comes at the same time as the noise of thunder

Let's ponder

Answer these questions.

1. Tick the correct statements.

STANZA 1

a) This stanza focuses on one eagle in the wild. .....

b) The first stanza focuses on a pair of eagles on a mountain. .....

c) The eagle is on top of a mountain. .....

d) The eagle's claws are like that of an old man. .....

e) The mountain is sharp and rough. .....

f) The mountain appears closer to the sun because it is very high. .....

g) The eagle is ready to attack. .....

h) The eagle is about to build a nest. .....

i) The eagle is alone. .....

J) The background is of an orange sky with a rising sun. .....

k) The background is the blue sky with the sun. .....

STANZA 2

a) The second stanza describes the hunting skills of the eagle. .....

b) This stanza shows only the action of the eagle. .....

c) The eagle watches the sea move. .....

d) The sea appears to have small waves moving slowly. .....

e) The eagle circles the sky and looks at the sea. .....

f) The eagle makes a sudden dive towards the sea. .....

g) We don't know why the eagle dived. .....

h) The eagle dives towards the rock below. .....

2. Choose the correct option based on your understanding of the poem.

   a) The 'crooked hands' refers to the ..... of the eagle.
      i. hooked beak
      ii. folded wings
      iii. curved claws
      iv. deformed talons

   b) The word 'ringed' in the line 'Ring'd with the azure world, he stands' means .....
      i. surrounded or encircled by something
      ii. wearing a band around its legs
      iii. having a band or a disc around it
      iv. bound by something or someone

   c) Why have the lands been described as lonely?
      i. The place is close to the sun.
      ii. Only the sea can be seen from there.
      iii. The eagle's perch is on a high altitude.
      iv. The mountain around act as walls.

   d) The comparison of the eagle to the thunderbolts tells us about the eagle's .....
      i. appearance
      ii. speed
      iii. strength
      iv. intelligence

3. Do you think the title 'The Eagle' is appropriate? Why/Why not?
4. Imagine you are the eagle on top of the mountain. What would you be thinking? Write these thoughts in 3–4 sentences.
5. Discuss with your partner whether the poem could have been different if the eagle were a female instead of a male. Give reasons.
6. Explain how the poet highlights the following themes in the poem:
   i. strength and skills
   ii. power of natural elements

Let's enjoy the poem

1. Now, answer these questions.
   a) How many stanzas does the poem have?
   b) How many lines does each stanza have?
   c) Do the lines of each stanza rhyme with each other?
   d) Is the rhyme scheme of both stanzas same?
   e) What is the rhyme scheme of the poem?

   You would have noticed that the rhyme scheme of 'The Eagle' is aaa bbb. A poem with three lines in a stanza that rhyme with each other is called a rhyming triplet. 'The Eagle' is composed as rhyming triplets.

2. Name the literary device for each of these examples.
   a) lonely lands .....
   b) like a thunderbolt .....
   c) crooked crag .....
   d) crooked hands .....
   e) wrinkled sea .....

2 A Lesson from Grandpa Coral

Let's start

Look at these pictures. CC LS VB



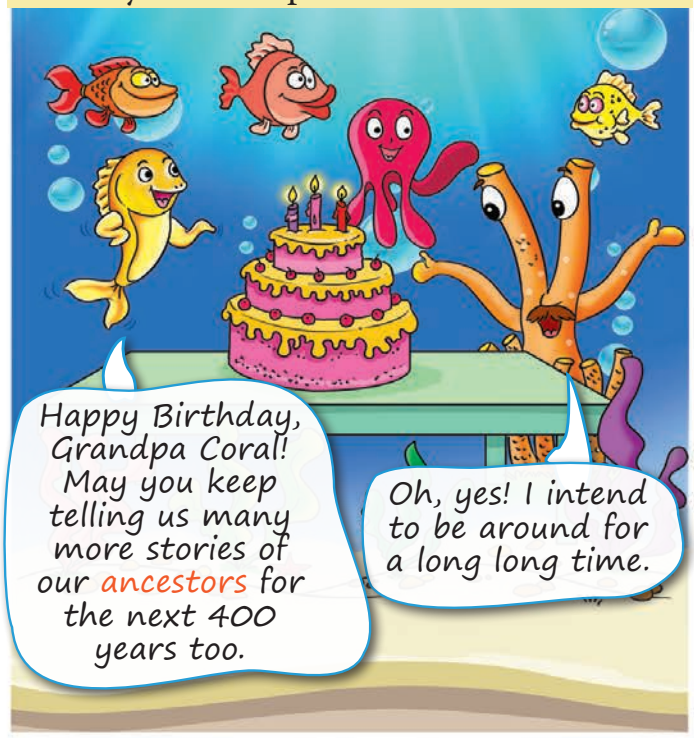



Now, along with your partner, complete the table.

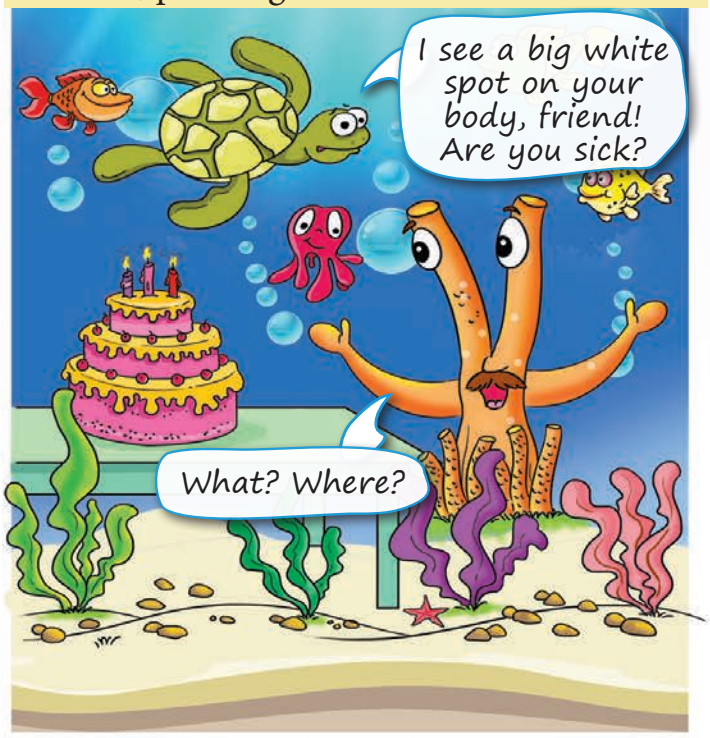
What do I SEE?	What do I THINK?	What do I WONDER?

Now, let's read the story of Grandpa Coral who lives in the giant ocean.

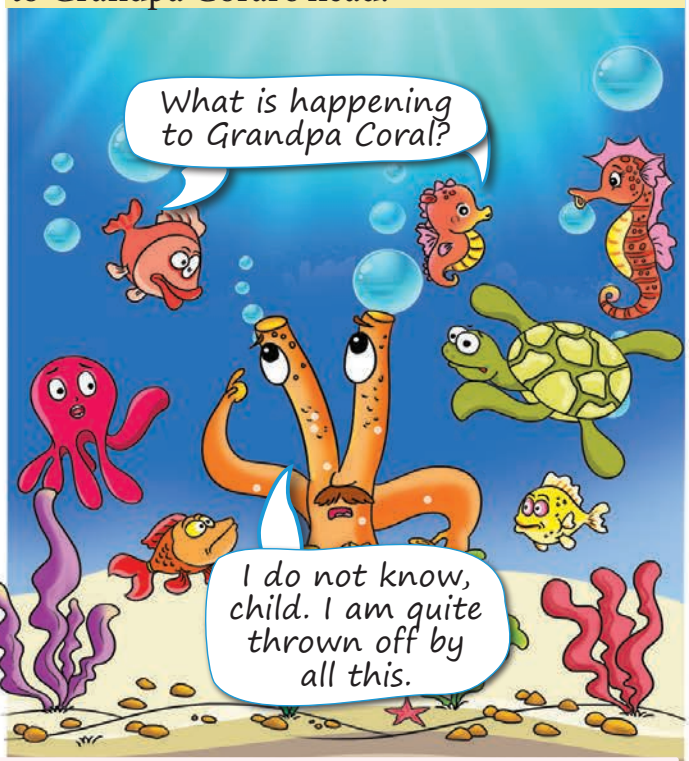
In the land under the sea, all the sea creatures were celebrating the 400th birthday of Grandpa Coral.



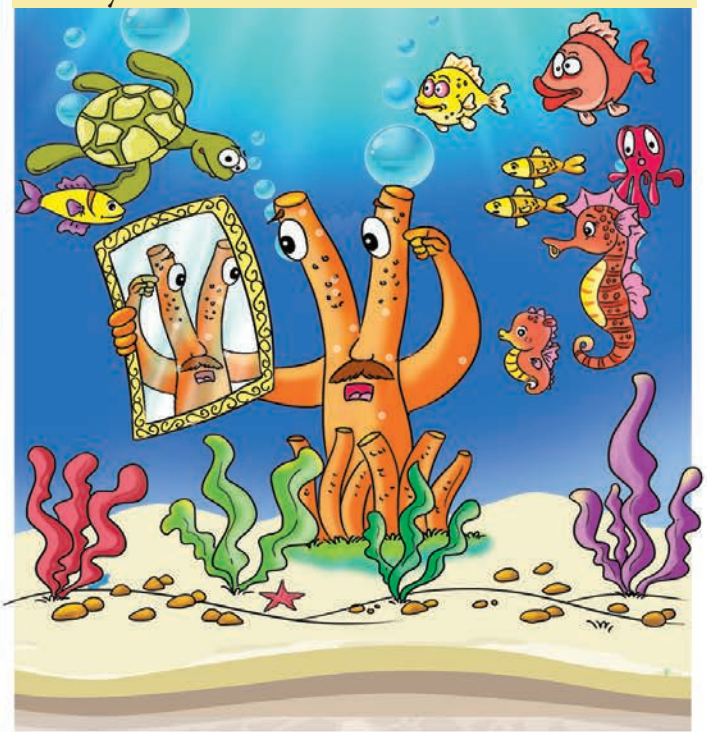
As soon as Grandpa Coral was about to blow the bubbles, his best friend, Ol'man Turtle, shrieked, pointing at him.



Suddenly, everyone's attention was shifted to Grandpa Coral's head.

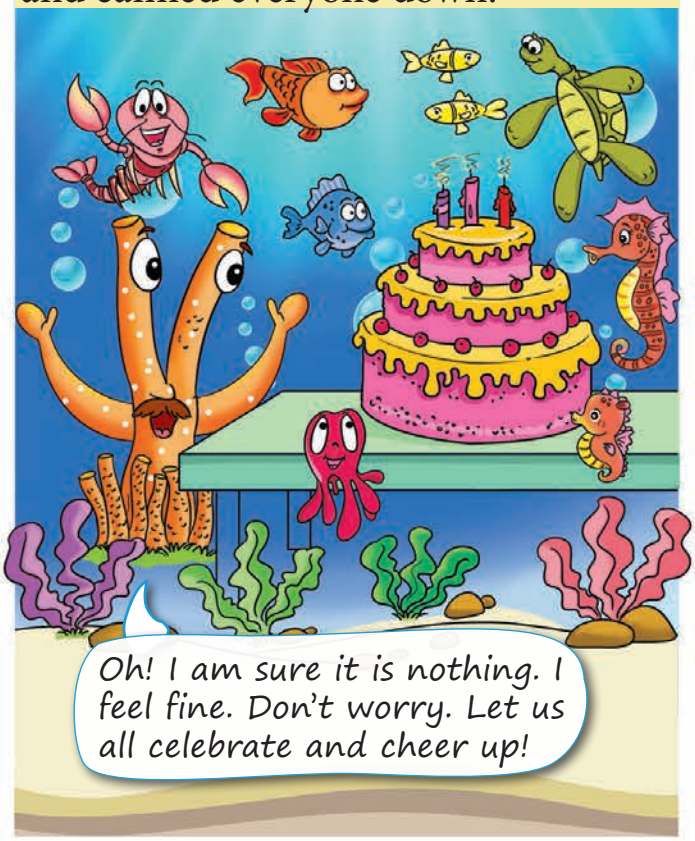


Grandpa Coral spotted a big white spot on the side of his head and felt immensely uneasy.

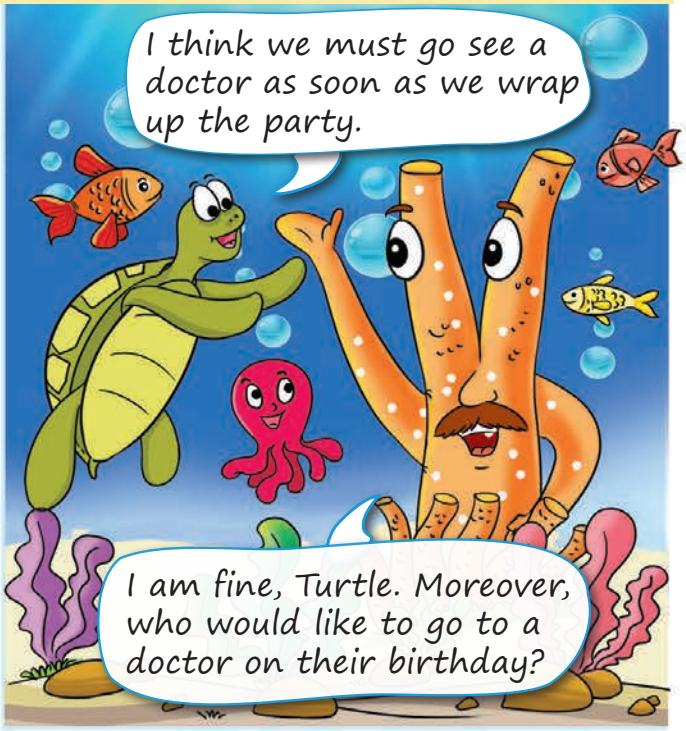


ancestor: a person related to you who lived a long time ago
shrieked: screamed immensely: extremely

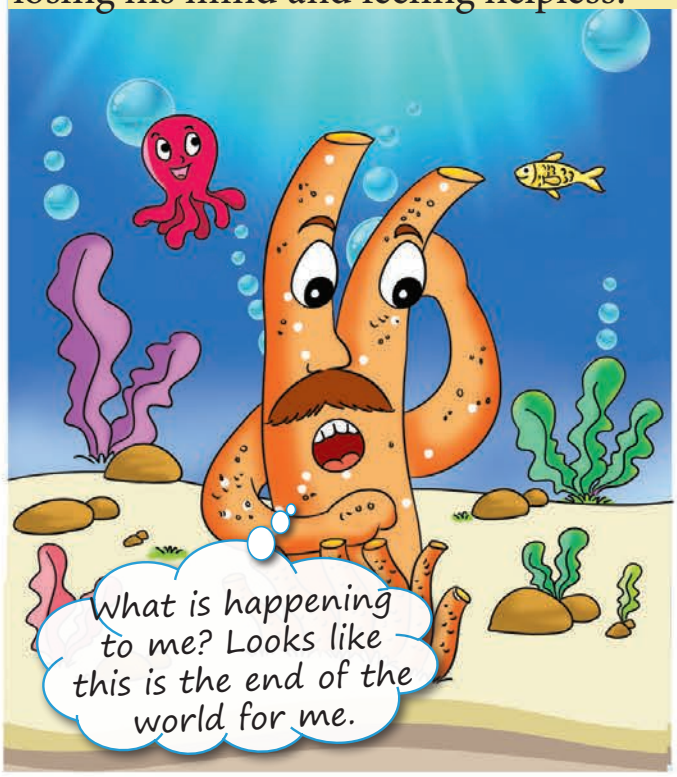
Grandpa Coral tried to assure himself and calmed everyone down.



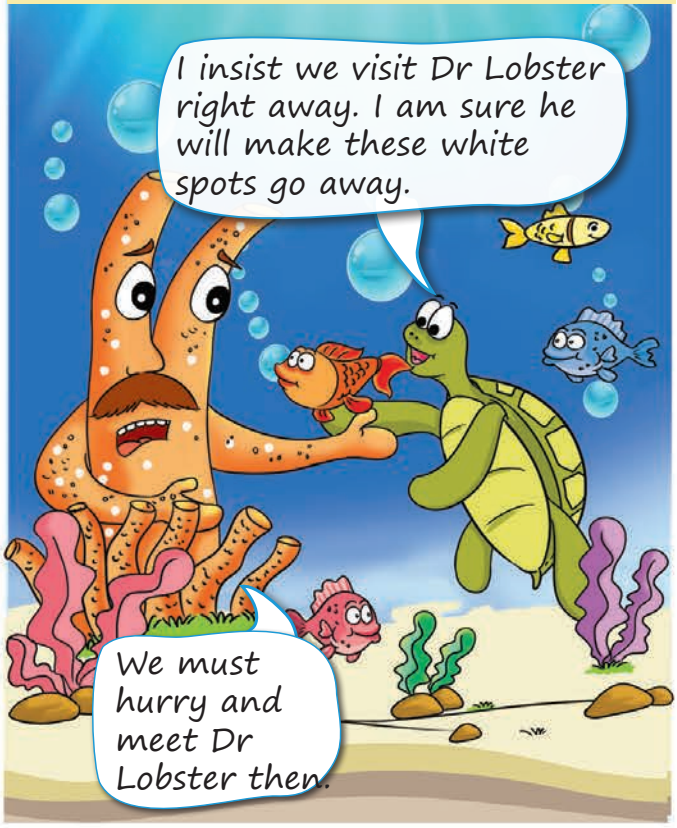
Everyone calmed down and enjoyed themselves except Ol'man Turtle who was worried for his friend.



Every day a new white spot emerged on Grandpa Coral's body. He started losing his mind and feeling helpless.



Noticing the helplessness of Grandpa Coral, Ol'man Turtle tried to calm him down.

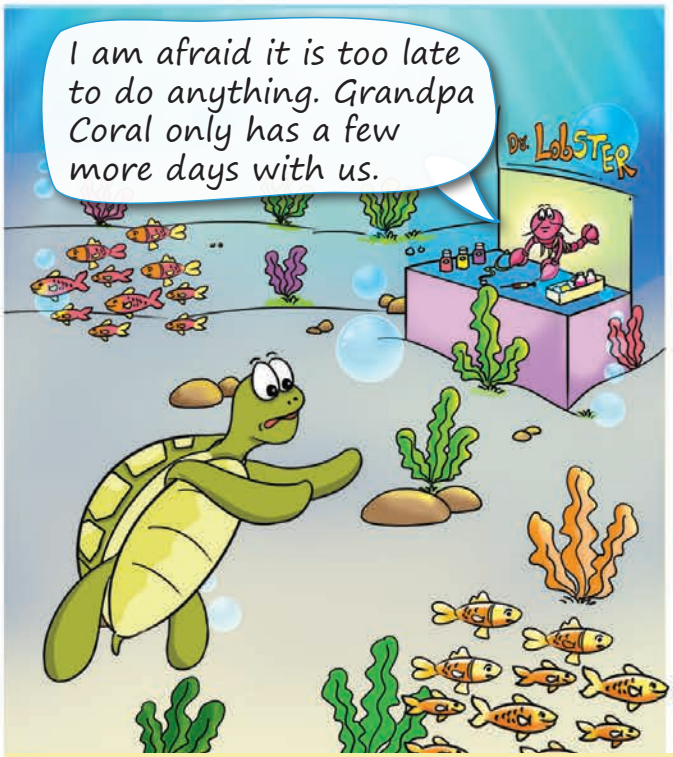


Grandpa Coral and Ol'man Turtle went to Dr Lobster's Clinic. He examined Grandpa Coral and gave him some seaweeds to apply on the white spots.

However, Grandpa Coral's health worsened day by day. He grew terribly ill. So Ol'man Turtle went to meet Dr Lobster.



expelling: forcing out (something) from the body

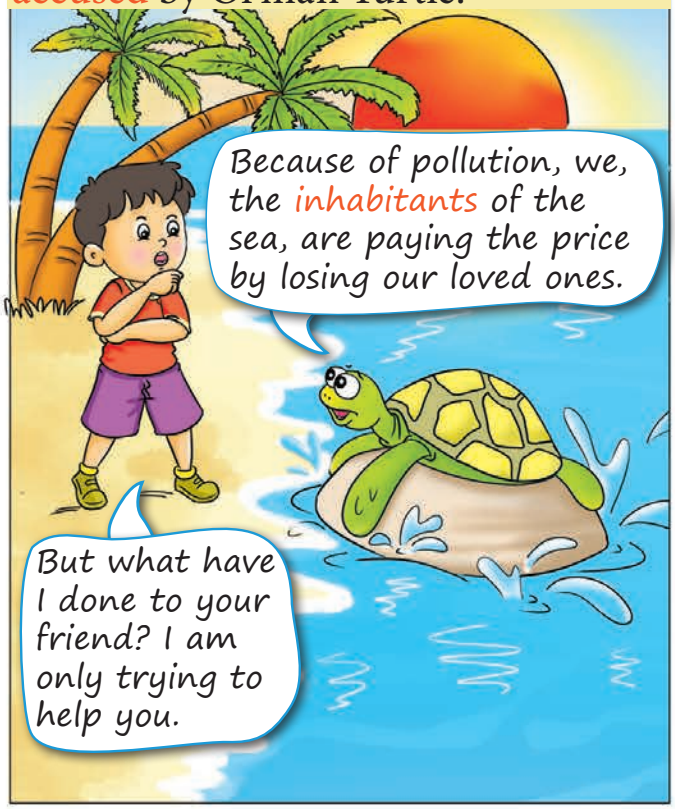


Ol'man Turtle gets extremely disheartened and decides to swim out of the ocean to clear his mind.

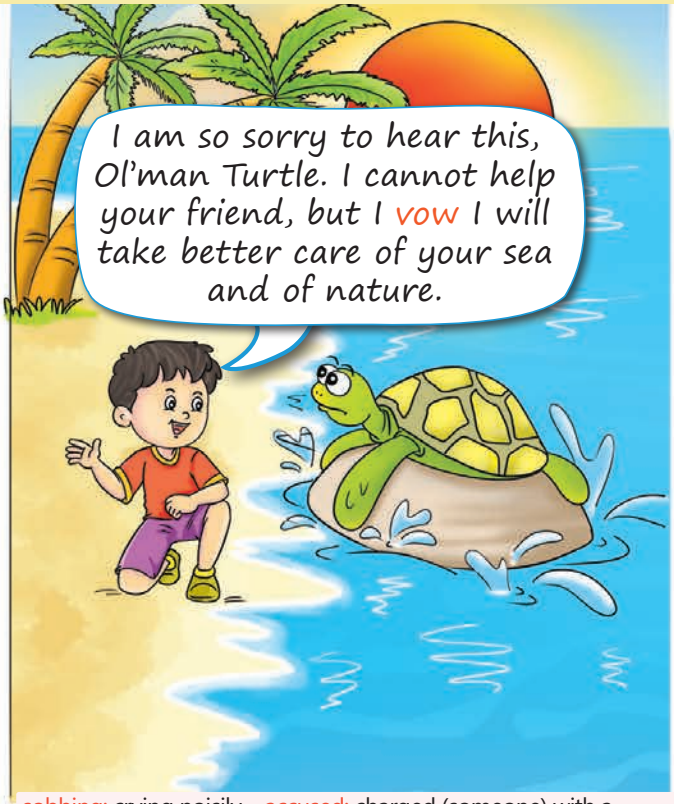
Once Ol'man Turtle reaches the shore, he starts sobbing uncontrollably. A young boy approaches the crying turtle.



The young boy is surprised at being accused by Ol'man Turtle.



The boy feels guilty after listening to the outburst of Ol'man Turtle.



sobbing: crying noisily accused: charged (someone) with a crime inhabitant: an animal that lives in a place vow: promise

Ol'man Turtle is touched by the compassion shown by the young boy.



The boy remembers his promise to Ol'man Turtle and tries to educate the people around him about climate change.



—*Muskan Shah* (*adapted*)

compassion: concern for the sufferings of others

Let's answer

Complete the following.

1. Ol'man Turtle was worried for Grandpa Coral because .....
   .....
2. Dr Lobster's seaweeds did not have any effect on Grandpa Coral's white spots because .....
3. Ol'man Turtle is rude to the young boy in the beginning because .....
   .....
   .....

Answer these questions.

1. Do you think that Grandpa Coral was loved by all the sea creatures? Why/Why not?

2. What can you tell about the relationship that Grandpa Coral and Ol'man Turtle shared with each other?
3. Do you think that Ol'man Turtle was justified in taking out his anger on the young boy? Why/Why not?
4. If you would have been in place of the young boy, how would you have educated the people around you about climate change?
5. *'I am so sorry to hear this, Ol'man Turtle. I cannot help your friend, but I vow I will take better care of your sea and of nature.'*

   a) What quality of the speaker is displayed in these lines?

      i. eagerness ii. compassion iii. patience iv. happiness

   b) When the speaker says, 'I will do my best to raise awareness about protecting the environment and your friends,' what does he/she mean?

      The speaker means that he will

      i. try to educate the people around him about climate change.
      ii. try to help Grandpa Coral get better.
      iii. himself treat Grandpa Coral.
      iv. make arrangements to clean up the ocean.

   c) Which feeling does Ol'man Turtle experience while listening to the above lines?

      i. boredom ii. kindness iii. fear iv. positivity

   d) What message does the story convey?

      i. All humans want to cause harm to the environment.
      ii. As humans, we should conserve the environment for all living beings.
      iii. We should only care about water animals.
      iv. Nature has the power to heal itself.



Let's learn new words

Read these sentences and pay attention to the highlighted phrases.

- Looks like this is the end of the world for me.
- He started losing his mind and feeling helpless.

Each of these phrases has a meaning different from those of the individual words of the phrase. Such group of words are called idioms.

Now, read the idioms in Column B and infer their meanings. Then, match each with a suitable sentence in Column A whose highlighted phrase can be replaced by that idiom.

Column A	Column B
1. Dr Lobster is energetic and lively and always helps those in need.	a. gave someone the cold shoulder
2. The sea creatures had an amazing time at Grandpa Coral's birthday party.	b. on the ball
3. The seahorse ignored the sea urchin after a terrible fight.	c. call it a day
4. Grandpa Coral didn't sleep well last night, so he isn't quick to understand and react to things.	d. full of beans
5. After working hard for the whole day, the octopus decided to stop working and rest.	e. had a whale of a time



Let's study grammar

1. Now, match the kind of noun in Column A, with its definition in Column B and its examples in Column C. Give two more examples in D.

A	B	C	D
proper	name given in common to every person or thing	crowd, army, family	.....
common	name of a particular person or place	honesty, laughter	.....
collective	name of a quality, action or feeling	India, Jacob, Delhi	.....
abstract	name of a collection of people or things taken together	girl, town, country	.....

2. Complete this passage by filling in the kind of noun indicated in the brackets.

One day, a young girl named ..... (proper) decided to help her grandmother plant some seasonal ..... (common) in their garden. She always felt a sense of ..... (abstract) while working with her grandmother. While Grandmother weeded the flower-beds, she carried the old box full of tools from the storeroom to the garden. She then gathered the ..... (collective) of stones from the corner of the garden and set them aside to use for decorative purposes later.

Let's learn to listen

You will listen to a lady talking about sea cucumbers. Based on what you listen, mark the four statements that are true. CC

1. Sea cucumbers are nature's foe. .....
2. Sea cucumbers are nocturnal creatures. .....
3. Sea cucumbers are the closest relative to starfish and sea urchins. .....
4. Sea cucumbers have leathery skin. .....
5. Sea cucumbers possess no brain. .....
6. Sea cucumbers breathe through their nose. .....

Let's learn to write

Given below are some clues about Ms Sunita Narain, an environmentalist. Complete the bio-sketch in about 50 words, based on the clues given.

- age—60 years
- Graduated from Delhi University, holds a number of honorary doctorate degrees from different universities
- Started working with Centre for Science and Environment in 1982
- Studied issues related to water and forest management
- Board member of various national and international organisations
- Editor of *Down to Earth* magazine
- Awarded with Padma Shri, Raja-Lakshmi Award, Stockholm Water Prize
- Named 100 Most Influential People in *Time* Magazine (2016)

Ms Sunita Narain is (a) ..... She is a dynamic lady aged 60 years. She completed her graduation from (b) ..... She started her career working with (c) ..... She has studied issues related to (d) .... She is the Editor of (e) .... and is a board member of various national and international organizations. She was named (f) ..... and has been awarded with (g) .....

3 The Alarm Clock

Let's start

- What do you think has happened to the person in the picture? How do you think he might be feeling? LS
- What do you think the poem is about?



Let's read the poem on the chaos an alarm clock has caused in the poet's life.

What do I do with this alarm clock?
I like it better when it's just about tick-tock.
I'd throw it out of sight daily
or step on it to crush it totally.



It's a bulldozer that bothers me so,
interrupts what I wish, even more
It wakes me when I want to sleep
and forces me away from the toy heap.

I know I'm muttering and grumbling
but it's better than its high-pitched triiiiiiiiiing.

interrupts: stops the continuous progress of something muttering: expressing a complaint or dissatisfaction privately grumbling: complaining or protesting

I can't bear the sight of its orange-faced smile
that pushes me to the study table and the book pile.
I wish I could make its needle-y hands quit
The continuous tick-tock bit by bit.

I know it was a gift from cousin Sukeshi
I bet she planned it as a conspiracy
I'm caught in the time trap and put on a leash
To follow time, schedules, routines and... eee



That's it! I'm done! I'm hammering it up
Oh wait, that's the alarm! study time's up!!!
I love it when the alarm clock rings away
Shows it's 4 and my time to play!

—*Ruchi Sengar*

Let's ponder

Choose the correct option based on your understanding of the poem.

1. The speaker in the poem feels .....
   a) confused b) happy c) annoyed d) disappointed
2. The speaker likes the alarm clock when it is .....
   a) ringing b) broken c) showing time d) coloured differently
3. Orange-faced smile refers to .....
   a) position of the clock b) sound of the clock
   c) function of the clock d) appearance of the clock

conspiracy: a secret plan to do something harmful leash: a rope to tie or control someone, for example: a dog hammering: hitting something hard

4. The speaker feels that his cousin gifted him an alarm clock because she .....
   a) loves the speaker
   b) wants him to wake up early
   c) wants to annoy him
   d) wants him to be more punctual
5. By saying 'put me on a leash', the speaker best compares himself to .....
   a) a mouse b) a dog c) a rabbit d) a horse

Answer these questions.

1. What kind of feelings do you think the speaker is going through in the first four stanzas? Why?
2. List any four complaints the speaker has with the alarm clock.
3. Explain the change in the speaker's feeling towards the alarm clock at the end.
4. Fill in the blanks to complete the speaker's complaint.

Things that happen	How the speaker feels
a) Alarm clock wakes him up	i. .....
b)	ii. Speaker wishes to play instead.
c)	iii. Speaker doesn't wish to study.
d) Sukeshi gifts him the clock.	iv. .....
e)	v. Speaker now loves the ringing of the clock.

Let's enjoy the poem

1. There are some lines in the poem where human qualities are given to the alarm clock. This is called personification. For example, *forces me away from the toy heap*

   Now, find one more example of personification from the poem.
2. The poet uses rhyming words to give the flow of thought of the speaker.

   For example: clock, tock and daily, totally.

   Now, pick out rhyming words in stanzas 2, 3, 4 and 5.
3. Alliteration happens when words that start with the same sound are used close together in a phrase or sentence. For example, tick-tock.

   Now, find one more example of alliteration from the poem.

4. Choose the option best suited to this poem.

   a) The poem is like a song/speech.
   b) There are/is two/one speaker/s.
   c) There are no/some listeners.
   d) The tone is calm/dramatic.

   'The Alarm Clock' is a dramatic monologue.

   - Dramatic means theatrical or intended to create an effect.
   - A monologue is a speech that is given by a single (mono) person.

   Also, in such a poem

   - someone's listening but, remains silent.
   - we only know the point of view of the speaker.

5. A simile helps to compare one thing to another thing that is perhaps seemingly unrelated. We use like or as to make the comparisons. In contrast, a metaphor directly states a comparison. For example, 'time trap'—time is a trap. This is a metaphor because time has directly been stated as a 'trap'. The phrase would have been a simile if it were written thus—Time imprisons like a trap.

   Now, pick another example of metaphor from stanza 2. Explain why it is a metaphor and not a simile.

4 A Dog's Tale

Let's start

Identify these breeds of dogs and write the names in the blanks.



.....



.....



.....



.....



.....



.....



.....



.....



.....

Now, along with your partner, list five good qualities of dogs, and discuss which quality in dogs you admire most.

Answers: Top (*left to right*): German shepherd, French bulldog, Labrador retriever
Middle (*left to right*): Siberian Husky, St Bernard's; pug
Bottom (*left to right*): Scottish Collie; black mudhol hound; golden retriever

Let's read about the fond memories that a puppy has of his mother.

My father was a St Bernard, my mother was a Collie, but I am a Presbyterian.[1] This is what my mother told me; I do not understand these nice distinctions myself. To me they are only fine large words meaning nothing. My mother had a fondness for such; she liked to say them, and see other dogs look surprised and envious, as wondering how she got so much education. But, indeed, it was not real education; it was only show: she got the words by listening in the dining-room and drawing-room when there was company, and by going with the children to Sunday-school[2] and listening there; and whenever she heard a large word she said it over to herself many times, and so was able to keep it until there was a dogmatic gathering in the neighbourhood, then she would get it off, and surprise and distress them all, from pocket-pup to mastiff, which rewarded her for all her trouble. If there was a stranger he was nearly sure to be suspicious, and when he got his breath again he would ask her what it meant. And she always told him. He was never expecting this but thought he would catch her; so when she told him, he was the one that looked ashamed, whereas he had thought it was going to be she. The others knew what was going to happen, because they had had experience. When she told the meaning of a big word, they were all so taken up with admiration that it never occurred to any dog to



company: (here) visitors dogmatic: (here) fanciful; not serious or sensible distress: a feeling of extreme worry stranger: (here) a new dog suspicious: feeling doubt or no trust in someone or something taken up with admiration: felt a feeling of respect and approval of someone

[1] belonging to a Christian group that has members especially in Scotland and the US; (here) a dog which has no pedigree, a mixed-breed
[2] a class held on Sundays usually in a Church to teach children about Christianity

doubt if it was the right one; and that was natural, because, for one thing, she answered up so promptly that it seemed like a dictionary speaking, and for another thing, where could they find out whether it was right or not?

And it was the same with phrases. She would drag home a whole phrase, if it had a grand sound, and play it six nights and two matinees, and explain it a new way every time—which she had to, for all she cared for was the phrase; she wasn't interested in what it meant, and knew those dogs hadn't wit enough to catch her, anyway.

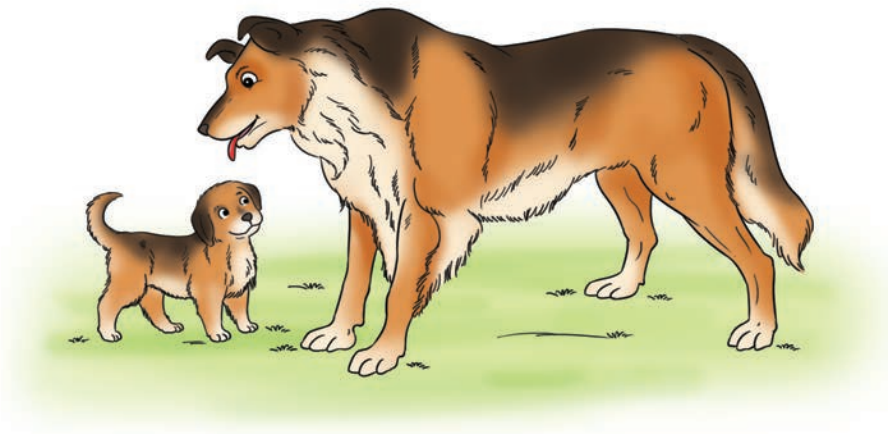
She even brought anecdote that she had heard the family and the dinner-guests laugh and shout over; and as a rule she got the nub of one chestnut hitched onto another chestnut, where, of course, it didn't fit and hadn't any point; and when she delivered the nub she fell over and rolled on the floor and laughed and barked in the most insane way, while I could see that she was wondering to herself why it didn't seem as funny as it did when she first heard it. But no harm was done; the others rolled and barked too, privately ashamed of themselves for not seeing the point, and never suspecting that the fault was not with them and there wasn't any to see.

You can see by these things that she was of a rather vain and frivolous character; still, she had virtues and enough to make up, I think. She had a kind heart and gentle ways, and never harboured resentments for injuries done her, but put them easily out of her mind and forgot them; and she taught her children her kindly way, and from her we learned also to be brave and prompt in time of danger, and not to run away, but face the peril that threatened friend or stranger, and help him the best we could without stopping to think what the cost might be to us. And she taught us not by words only, but by example, and that is the best way and the surest and the most lasting.

When I was well grown, I was sold and taken away. I never saw her again. She was broken-hearted, and so was I, and we cried; but she comforted me as well as she could, and said we were sent into this world for a wise and good purpose, and must do our duties without repining, take our life as we might find it, live it for the best good of others, and never mind about the results; they were not our affair. She had gathered these things from time to time when she had gone to the Sunday-school with the children, and had laid them up in her memory more carefully than she had done with those other words and phrases; and she had studied them deeply, for her good and ours. One may see by this that she had a wise and thoughtful head, for all there was so much lightness and vanity in it.

wit: keen intelligence anecdote: a short interesting story about a real person or event nub: the central point of something chestnut: a story that has been repeated so many times that it is no longer interesting hitched onto: attached to insane: crazy vain: having high opinion about oneself frivolous: silly and foolish virtues: good qualities or habits harboured: kept a negative thought or feeling resentments: bitterness and anger that someone feels about something peril: serious and immediate danger comforted: to try to make somebody feel less worried or unhappy repining: feeling discontent vanity: excessive pride

So we said our farewells, and looked our last upon each other through our tears; and the last thing she said—keeping it for the last to make me remember it the better, I think—was, 'In memory of me, when there is a time of danger to another do not think of yourself, think of your mother, and do as she would do.'



Do you think I could forget that? No.

—Mark Twain

About the poet

Samuel Langhorne Clemens (1835–1910) is better known by his pen name Mark Twain. He was an American writer, humourist, entrepreneur, publisher and lecturer, who acquired international fame for his adventure stories of boyhood, *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1885). *'A Dog's Tale'* was first published in 1903. The story is told from the perspective of a dog and narrates the journey of a dog's life.

Let's ponder

Choose the correct option.

1. How did the mother learn new words?
   a) by going to school
   b) by looking up the dictionary
   c) by overhearing conversations
   d) by talking to strangers
2. Why were the other dogs upset when mother used new words?
   a) They felt they were not smart enough.
   b) They were jealous of her knowledge.
   c) They were suspicious of her knowledge.
   d) They were not taken to Sunday school.
3. Pick the option in which the meaning of 'company' is the same as it is in the text.
   a) He works for a software company.
   b) I always enjoy my dog's company.
   c) A company of soldiers marched towards the forest.
   d) We are expecting company this evening

farewells: goodbyes

Answer these questions.

1. Why did the mother like to learn new words? Do you think she succeeded in her aim? Give reasons to support your answer.
2. Why did the other dogs never understand what was funny about the stories told by the mother?
3. What effect did the Sunday school have on the mother?
4. What advice did the mother give as she bid farewell to her pup?
5. Do you agree with the pup when she says, 'She was of a rather vain and frivolous character; still, she had virtues'? Give reasons from the text to support your answer. LS
6. *She had gathered these things from time to time when she had gone to the Sunday-school with the children, and had laid them up in her memory more carefully than she had done with those other words and phrases; and she had studied them deeply, for her good and ours. One may see by this that she had a wise and thoughtful head, for all there was so much lightness and vanity in it.*

   a) Who is the narrator of the story?

   i. the author
   ii. a puppy
   iii. a mother dog
   iv. a father dog

   b) Who is 'she' in these lines?

   i. the narrator's mother
   ii. the puppy
   iii. the puppy's sister
   iv. the puppy's owner

   c) What had she 'gathered'?

   i. puppies
   ii. words and phrases
   iii. words of wisdom
   iv. lots of friends

   d) What advice did she give her child?

   i. Build a vain and frivolous character.
   ii. Do good to others without thinking about the results.
   iii. Have resentment for injuries done by others.
   iv. Do one's duties without repining.

   A. i and ii
   B. ii and iii
   C. ii and iv
   D. i and iii

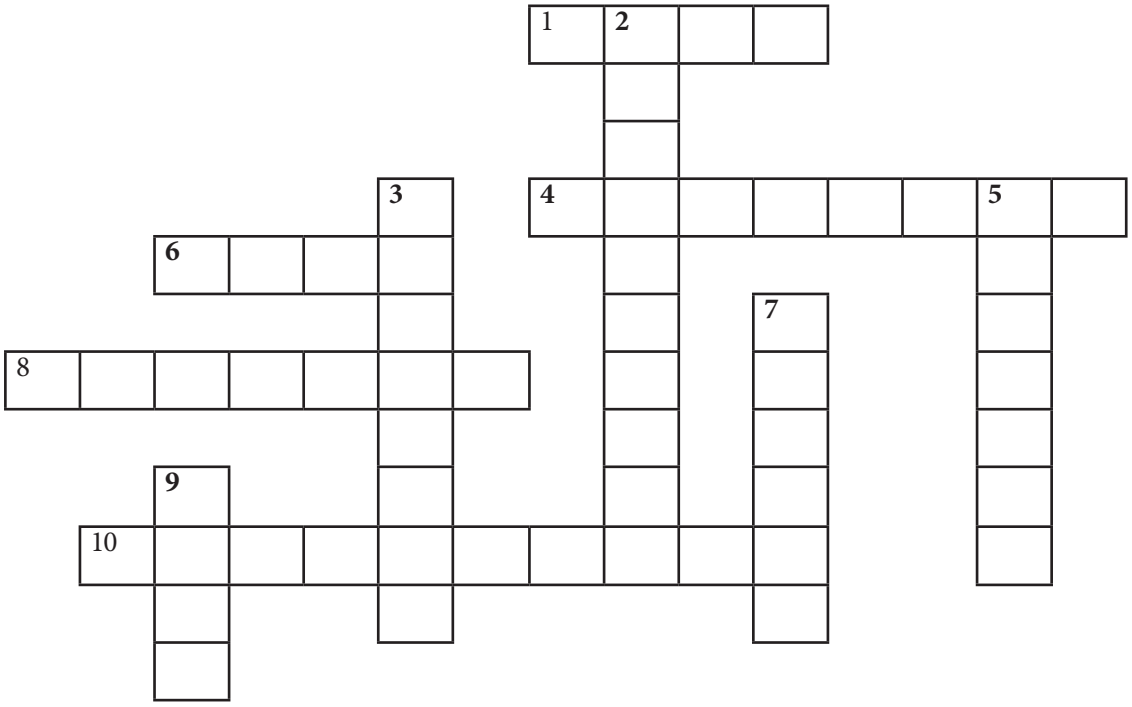
Let's learn new words

Read these sets of words and say whether these show meanings or oppositions.

- tall—short
- difficult—easy
- stopped—started
- first—last

These words are antonyms. They are opposites of each other.

Complete the crossword puzzle given below with the antonyms of the clues.

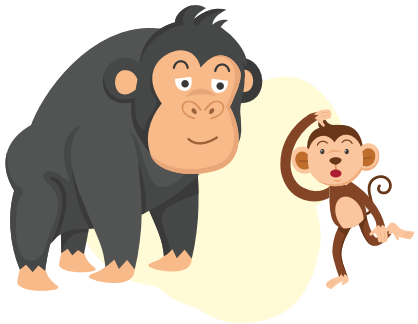


Across

1 small
4 trusting
6 stupid
8 proud
10 similarity

Down

2 expected
3 forget
5 pleased
7 safety
9 cruel



Let's study grammar

You have learnt about the different kinds of sentences.

Now, write two examples of each kind of sentence.

declarative	
interrogative	
imperative	
exclamatory	

Study skills

Adjectives can be used to make comparison. For example,

- Dogs are loyal animals. (no comparison)
- The mother was smarter than the new dog in the neighbourhood. (comparison between two)
- The pup was the cleverest of all dogs. (comparison with all animals)
- Collies are more intelligent than Dalmatians. (comparison between groups)

Now, use the correct form of the adjectives given in brackets to fill in the blanks. Look at the number of things or people being compared.

1. The baby giraffe was ..... (tall) than his brother.
2. People believe that a scorpion sting is ..... (poisonous) than a bee sting.
3. The elephant calf in the zoo is ..... (good) than yesterday.
4. Who is the ..... (fast) animal on earth?
5. It is said that humans are the ..... (dangerous) of all creatures in the animal kingdom.

Let's learn to speak

Speak on the following topic.
Animals do not think and feel like humans

You can either agree or disagree when you speak. Use the prompts given in the table below.

Agreement	Disagreement
I am 100% certain	It's unlikely that .....
I have no doubt that	I don't think it's fair to say .....
There's no question that	I express strong objection to .....

For giving examples

- Let me give you an example .....
- We have seen that .....
- Let me try and help you understand better by giving an example .....

For concluding

- I'd like to sum up by saying that .....
- Finally .....
- I would like to conclude by saying that .....

Let's learn to write

You read the story of a pet animal. Let's now write about a wild animal. Let's begin by answering some questions about an elephant.

Use the clue box given below to complete the answers.

large ivory tusks	biggest land animal
eat only plants	do not attack until threatened
African and Indian	bigger than
up to five miles away	communicate by trumpeting
less wrinkly	as long as 10 feet

- **Name of your animal**

  The elephant is the ..... in the world. There are two main types of elephants— .....

- **What does it look like?**

  The African elephant is ..... the Indian elephant and has larger ears as well. The Indian elephant's skin is ..... than the African. They can grow to 11 feet tall and their tusks can be ..... .

- **Where is it found?**

  They are found in countries like Africa, India, Sri Lanka and China.

- **What are its habits?**

  They are considered to be intelligent animals thus, the famous saying: 'an elephant never forgets'. Interestingly, they can hear each other's calls .....

- **What does it eat?**

  Elephants are herbivores and ..... .

- **Is it friendly or dangerous? How can we say so?**

  Elephants can be considered friendly because they ..... .

- **How does it communicate?**

  Elephants ..... loudly.

- **What are the dangers to it?**

  Due to their ..... , elephants are the most common victims of poaching and illegal hunting activities.

Now, write the answers in the form of a paragraph in your notebook. Use the same questions to help you describe your pet or your favourite wild animal.



Activity

Choose any two dog breeds from the Let's Start section and find details on the internet about its country of origin, habitat, dietary and physical activity requirements and its behavioural pattern. Then, use the information to prepare a scrap book and decorate it with the pictures of the two breeds. If a family staying at Ranikhet were to adopt one of the dogs, how will they have to prepare? Give a brief write-up about it.

5 Hard Times: A True Albanian Story

Let's start

- Look at the images given below and discuss with your partner what they mean.







- Based on the title, what do you think the story is about?

Let's read the story to find out what the title refers to.

I was very young when the war started, so I do not remember everything about it. I just remember that it was very scary, everybody was very nervous and none of us really knew what was going on. Nobody felt safe and there were terrible stories of killings and violence.

I remember my mum telling us one day that we were not going to be safe if we stayed in our home. She said that we would have to cross the border and stay away from our home until the war ended.

I was very scared and I didn't want to leave my home. Our father was not around to help us and I could tell that my mother was very frightened. She had four daughters to look after, including me. I was too young to help so she must have felt very alone.

nervous: tense violence: behaviour involving physical force intended to hurt, damage, or kill someone or something

There were lots of stories about people going missing at the border and this made us all very scared. Since my father was not around, my mother had decided that my aunt should come with us. I can imagine how difficult it must have been for them having to look after four young girls in such a scary situation. We heard that people were being killed, and that only a certain amount of people were being let through the border into Macedonia each day. All of this made us very frightened, but my mum insisted that it was still necessary for us to make the journey so that we would be safe until the war ended.



I do not remember crossing the border, but my mum has told us the story many times. It was very noisy and there were lots of people all pushing and shoving. Everybody was nervous about the stories and nobody was sure what happened to those who were taken away by the soldiers.

Just as we were crossing, my mum lost sight of my older sister and could not find her in the crowd. She was suddenly frightened that we would be allowed to cross the border but my sister would be left behind or taken by the soldiers. It was my aunt who found my sister just in time and helped her to cross the border so that we were all back together again on the other side.

We stayed with my mother's family in Macedonia until the war ended, and then we returned home when it was safe. But when I was eight years old, my mother said that it was time to move again. I did not want to move because it was so scary the last time, but my mum said that we were moving to England because we would all have a better future. I hated the idea at first because I did not want to leave my friends, but when I arrived here, I liked it very much.

Back home, school time ended in the afternoon, but I prefer it here where we stay until three o'clock. There is more choice here in England and I think that you can go to university even if you do not have a lot of money; you just need to work hard and study hard and be determined.

insisted: (here) urged/demanded

Even though it did take me some time to settle here, I am happy to call England my home as I have so many good friends here. There are also children from all over the world here in England. In my school, there are children from Somalia, Bangladesh, Poland, Portugal, and the Philippines, and from other countries too. I do not feel that I am different just because I am from Albania.



I call my story 'Hard Times', because this story is about the opportunities life gives you when you survive the hard times and look to the future. Life can sometimes be really difficult and scary, and sometimes there are many changes, but I see that good things can come from change. I am happy to be in a place that is so full of opportunity and also where I am surrounded by so many different cultures.

Let's ponder

Based on your understanding of the text, complete the sentences given below.

1. Though she was young at that time, the author still remembers that during the war ..... so they would have to cross the border soon.
2. ..... made the author and her family feel extremely scared.
3. If the author's family had not found her sister, she would have been either .....
4. The author feels that in England, even if one doesn't have money, one can still .....
5. The author is hopeful during difficult and scary times because ....

Answer these questions.

1. What kind of atmosphere did the war create?
2. *I can imagine how difficult it must have been for them having to look after four young girls in such a scary situation.*

a) Here, the word 'them' refers to .....

i. the writer and her mother
ii. the mother and her daughters
iii. writer's mother and father
iv. writer's aunt and mother

b) What was the 'scary situation'?

i. Not being safe in their own house
ii. People going missing at the border
iii. uncertainty in the times of war
iv. difficulty in crossing the border

c) Select the option which *did not* contribute to the difficulty.

i. absence of the author's father in difficult times
ii. few people being permitted to cross the border
iii. looking after four young girls in troubled times
iv. lack of help from friends and family members

d) The mother's decision to move her family in times of war was .....

i. foolish
ii. risky
iii. necessary
iv. frightening

A. i and iv
B. i and ii
C. ii yet iii
D. i yet iii

3. Why does the author not feel different in her English school even though she is an Albanian?
4. Is the title of the story 'Hard Times' an apt title? Justify.
5. 'Those most affected by war are the children'. Do you agree? Why/Why not? LS VB
6. The author feels that 'accepting change' is the best way to counter hard times. Explain. LS VB
7. What are some other values that can help us cope with hard times? VB
8. *Life can sometimes be really difficult and scary, and sometimes there are many changes, but I see that good things can come from change.*

a) How does the author feel at this point in her life?

i. excited
ii. confused
iii. happy
iv. positive

b) Select the option which is not applicable. The author's move to England .....

i. liberated her from the fear of change
ii. secured a better future for her
iii. exposed her to different cultures
iv. helped her survive the war

c) The author has titled her story 'Hard Times' as .....

i. she wants people to know about the difficulties she faced in life.

ii. she wants people to find opportunities even during difficult times in life.

iii. she believes that life is kind to a few and difficult for others.

iv. she believes that one can find many opportunities even after facing challenging times.

d) The experience has taught the author to .....

i. appreciate the opportunities presented in life.

ii. be courageous while facing difficult situations

iii. respect people from different backgrounds and cultures.

iv. work and be determined to fulfil your goals.

Let's learn new words

Read these sets of words.

none	know	story	one	would
nun	no	storey	won	wood

You would have noticed that the words in each set sound exactly the same when they are pronounced, however, their meanings and spellings are different.

Words that have the same pronunciation but different spellings and meanings are called homophones.

Fill in the blanks with the correct word from the ones given in the brackets.

1. ..... (nun/none) of the children attended the function at the local church.
2. Arya told her mother that she did not ..... (know/no) where her skating shoes were.
3. The new library was a huge four- ..... (story/storey) building at the end of the street.
4. Sanju and Meenal ..... (one/won) the Annual History Quiz after preparing for it for six months.
5. Mary asked Ann whether she ..... (wood/would) like to come with her to the Summer Camp.

Let's study grammar

You have learnt that we use the simple present tense to speak about general truths, habits and routines and to describe permanent states. You have also learnt that we use the present continuous tense to talk about actions happening now, future arrangements and temporary states.

A. Now, read the sentences in column A and match them with what they depict (column B).

A	B
1. My sister is working with an organisation that helps displaced people.	a. describes a general truth
2. The capital of Albania is Tirana.	b. describes a temporary event or situation
3. At the moment, my friends are preparing their poster for the International Peace Day.	c. describes a permanent state
4. I am happy to call England my home as I have so many good friends here.	d describes an action that is going on at the moment of speaking

B. Change the underlined words to match the highlighted tense (the present continuous).

The students of AB International school are changing the world today. They contributed to the beautiful idea of peace instead of war and they did this by performing a '*nukkad natak*' in different parks of the neighbourhood. They managed this by reaching out to all RWAs. The Head Girl recorded these performances and uploaded them online to spread the message of peace far and wide.

(1) are .....
(2) .....
(3) .....
(4) is .....
(5) .....

Let's learn to speak

Read the conversation between two friends, A and B, making suggestions to reach a decision that they're both happy with. They are trying to decide what main point to include in the *nukkad-natak* titled 'Shanti'.

A: So, B, would you like to hear what I've thought of?

B: Sure. What do you have in mind?

A: I don't have much but I feel that we could include the ill-effects of war and violence. Do you have any ideas?

B: Why don't we use the same situation leading to war, handled peacefully?

A: That's sounds good to me.

B: Great. What about talking to our history teacher, Ms Joseph?

A: Great idea! Let's meet her during recess.

Have a similar conversation with your partner suggesting ideas for a class exhibition on 'Make Peace, not War'.

Remember:

A suggestion becomes a question when you're being asked to make a decision.

- Would you like to...?
- What shall we/ shall we...?

A suggestion becomes a statement if someone else has made a decision and they want your opinion

- Let's...
- Why don't we...?
- How about...?
- What about...?

Let's learn to write

The author's uncle called her mother to check whether they had settled in her new home in England. Since her mother was not home, the author received the call. Her uncle shared with her his plan of coming to meet them soon. The author noted down the relevant details. However, she had to leave for her Maths tuition so she drafted a message for her mother.

Read her message.

Message

16th September 20XX 3:30 p.m.

Dear Mum

Uncle called while you were not home. He wanted to come and meet us soon. He gave two possible dates and timings. One is the coming Thursday at 12 p.m. and the other is this Friday at 3 p.m. He asked you to call him back to discuss the same.

Nora

1. Based on your reading of the message above, (✓) the correct box.

- The message is in a box. ☑ ☒
- The message has relevant details only. ☑ ☒
- The message is short and concise. ☑ ☒
- The message does not add any extra information. ☑ ☒

2. The author's classmate Mariana wishes to inform her that the timing for the Cultural Fest being held in their school the next day has been changed. Furthermore, she also wants to discuss their costumes and the time at which Mariana would come to pick up the author from her home. The author isn't at home and therefore, her mother takes down a message for her. Compose this message in not more than 50 words.

6 You Can Hear the Flowers Sing

Let's start

Read the title of the poem. If flowers could sing, which song would they sing? Tell the class about it, or better still, sing one stanza of the song!

Now, read the poem.

When you walk in silence in the morning…
you hear the wind whisper to the trees…
As the syncopation of the crickets
Floats upon the breeze.

Soon the nightingale, the blackbird,
the owl… and the chickadee
Begin to sing, as if rehearsed…
their morning melody.

Flowers hear the singing
and, to me at least, it seems
The music wakes them gently
From wherever flowers dream.

Perhaps that's why throughout the year
and primarily in Spring…
If you listen to them closely
You can hear the flowers sing.

—Jim Yerman

syncopation: rhythm and beats of sounds/music chickadee: a small bird found in North America

Let's ponder

Answer these questions.

1. Choose the correct answer based on your reading of the poem.

   a) This poem is about

      i. music ii. nature iii. humans iv. animals

   b) Which of these reasons prove the above statement?

      i. because in the poem Nature plays an important role

      ii. because the poem appreciates the beauty of the natural world

      iii. because the poem seeks to find a connection between the human world and the natural world

      iv. because the poet appreciates the beauty of an urn

2. *Soon the nightingale, the blackbird,*
   the owl... and the chickadee
   Begin to sing, as if rehearsed...
   their morning melody.

   a) When can you hear the morning melody?

      i. during quiet spring mornings.

      ii. when there is a gentle breeze.

      iii. on a windy summer morning.

      iv. when trees appear to be whispering

   b) The song appears to be 'rehearsed' because it is .....

      i. in tune with the rhythms of the crickets' song

      ii. sung by the many different birds in Spring time

      iii. sung by them every day throughout the year

      iv. sweet-sounding and in harmony with each other

   c) What is the effect of the morning melody?

      i. It signals the arrival of spring.

      ii. It makes the wind whisper to the trees.

      iii. It awakens the flowers from their dreams.

      iv. It floats upon the breeze with the crickets.

d) Identify the poetic device used in 'Begin to sing, as if rehearsed... their morning melody.'

i. simile ii. metaphor iii. alliteration iv. onomatopoeia

3. Fill in the blanks with words from the poem, to complete the paraphrase.

In the first stanza, the poet describes the experience of walking in the morning in complete ..... . He says that this helps in listening to the ..... of the wind and sounds of the crickets that are carried through the ..... .

The second stanza tells us about the songs of different birds like .... , etc. These songs are so beautiful that it seems that the birds have ..... their singing.

In the third stanza, the poet mentions that he thinks that the flowers can hear the ..... of these birds. He says that it appears that this bird music wakes the flowers from their world where they ..... during their sleep.

In the last stanza, the poet feels that if we listen closely, we can hear the flowers sing, especially in the ..... season.

4. Why do you think the poet feels that the flowers sing?

Let's enjoy the poem

1. Read the poem again. Pick examples of personification from the poem.
2. Rhyme scheme

Stanza 1 of the poem has the rhyme scheme—abcb.

Is the rhyme scheme for stanzas 2, 3 and 4 same or different?

3. Read the following lines once more.

- When you walk in silence in the morning…

  you hear the wind whisper to the trees…
- the owl...and the chickadee

  Begin to sing, as if rehearsed…
- and primarily in Spring…

  The common element in all of them is the series of three dots (…)

This is called the ellipsis. The ellipsis is a literary device.

Poets sometimes use ellipsis to

- make the reader consider a certain thought.
- think more about a line of the poem.
- create a pause.
- show hesitation.
- forward an unfinished thought.
- highlight their point.

Share with your partner, which of the above reasons you think the poet used the ellipses for, in this poem.



Activity

Colourful and bright flowers are heralds of Spring. The trees and the grass spring to life after cold and harsh winter.

How do you perceive the spring season? Draw the image and colour it.

7 The Cherry Tree

Let's start

With your partner, share the names of the fruit trees you have seen. Discuss why some fruit trees are usually seen in cold regions of the hills and mountains.

Let's read the story of a little boy who planted a cherry seed in his garden.

Rakesh lived with his grandfather. He had a little cottage outside the town, on the outskirts of Mussoorie, just where the forest began. Here in the Himalayan foothills, there were not many fruit trees.

Rakesh was on his way home from school when he bought the cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir valley. He paid fifty paisa for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage there were only three cherries left.

'Have a cherry, Grandfather,' he said, as soon as he saw Grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

'Are cherry seeds lucky?' asked Rakesh.



on the outskirts: the areas that form the edge of a town or city foothills: a low mountain at the bottom of a range of mountains promptly: quickly tang: a strong, sharp taste

'Of course.'

'Then I'll keep it.'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'

'What can I do with a seed?'

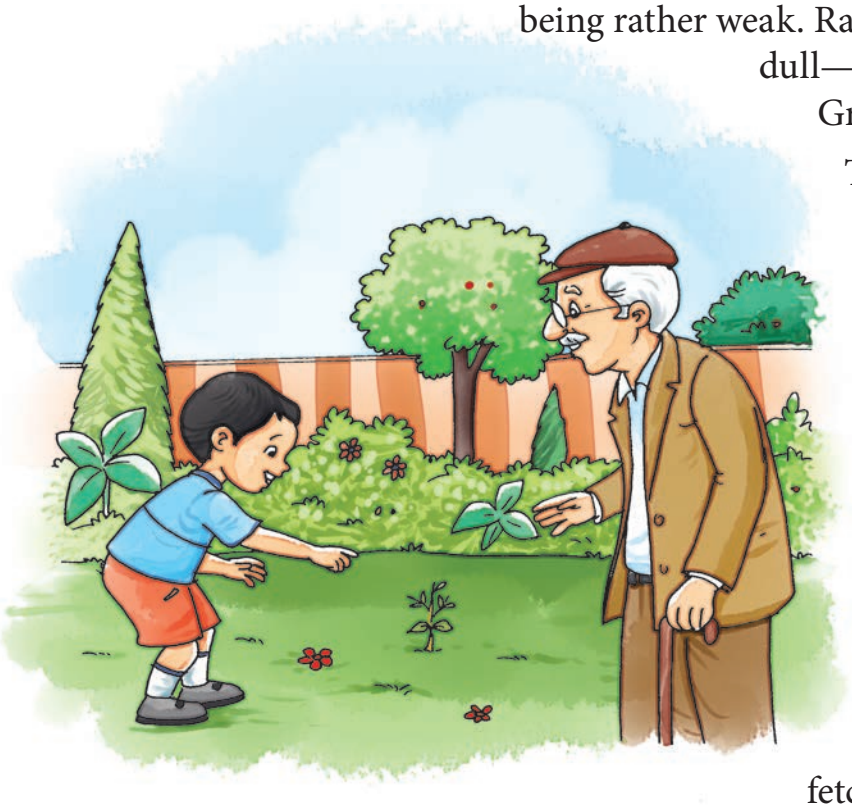
'Plant it.'

So, Rakesh found a small spade and began to dig up a flower-bed.

'Hey, not there,' said Grandfather. 'Plant it in that shady corner, where it won't be disturbed.'

Rakesh went to a corner of the garden where the earth was soft and yielding. He pressed the seed into the soil with his thumb and it went right in. Then he ran off to play cricket with his friends, and forgot all about the cherry seed.

When it was winter in the hills, the garden was dry and bare. In the evenings Grandfather and Rakesh sat over a charcoal fire, and Grandfather told Rakesh stories and in turn Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull—especially after the stories—but Grandfather wanted all the news…



They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation streaming northwards and heard the calls of birds clearly through the thin mountain air.

One morning, in the garden, he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted. He stared at it for a moment, then ran to fetch Grandfather, calling, 'Dada, come and look, the cherry tree has come up!'

'What cherry tree?' asked Grandfather, who had forgotten about it.

'The seed we planted last year—look, it's come up!'

yielding: not hard or rigid

Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

'Yes, it's a cherry tree,' said Grandfather. 'You should water it now and then.'

Rakesh ran indoors and came back with a bucket of water.

'Don't drown it!' said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles. 'What are the pebbles for?' asked Grandfather.

'For privacy,' said Rakesh.

He looked at the tree every morning but it did not seem to be growing very fast. So, he stopped looking at it—except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and the cherry tree grew quickly in this season. It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again: cherry trees are tough.'

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting the grass cut the cherry in two. When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

'Maybe it will die now,' said Rakesh.

'Maybe,' said Grandfather.

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now.

That monsoon the cherry tree had grown another foot. Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

Winter came early. The cherry tree bent low with the weight of snow. In February it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh.

One morning, when the sun came out, Grandfather came into the garden. 'Let some warmth get into my bones,' he said. He stopped in front of the cherry tree, stared at it for a few moments, and then called out, 'Rakesh! Come and look! Come quickly before it falls!'

on his haunches: to lower yourself towards the ground so that your legs are bent under you and you are balancing on your feet peered: looked with difficulty privacy: a state in which one is not disturbed by anyone intention: plan

Rakesh and Grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom at the end of a branch.

The following year there were more blossoms. And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than Grandfather, who was older than some of the oak trees.

In the cherry tree, bees came to feed on the nectar in the blossoms, and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming right through the spring, and there were always more blossoms than birds.

That summer there were small cherries on the tree. Rakesh tasted one and spat it out.

'It's too sour,' he said.

'They'll be better next year,' said Grandfather. But the birds liked them—especially the bigger birds.



It was a warm sunny afternoon. Rakesh was looking for Grandfather. He looked out of the bedroom window and saw Grandfather reclining on a cane chair under the cherry tree.

After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountain striding away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh, and they waited in silence until it was dark.

'There are so many trees in the forest,' said Rakesh. 'What's so special about this tree? Why do we like it so much?'

'We planted it ourselves,' said Grandfather. 'That's why it's special.'

'Just one small seed,' said Rakesh, and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf.

'I wonder,' he whispered. 'Is this what it feels to be God?'

—Ruskin Bond (adapted)

spat: threw something out of your mouth reclining: leaning back in a relaxed position striding: moving forward

About the poet

Ruskin Bond (b 1934) is an Indian author of British descent. He has written over 500 short stories, essays and novels. Most of his works are influenced by life in the hill stations at the foothills of the Himalayas, where he spent his childhood. His first novel, *The Room on the Roof*, was written when he was seventeen and published when he was twenty-one. His popular novel *The Blue Umbrella* was made into a Hindi film of the same name which was awarded the National Film Award for Best Children's Film, in 2007. He was awarded the Sahitya Academy Award in 1992 for *Our Trees Still Grow in Dehra*, his novel in English. He was awarded the Padma Shri in 1999 and the Padma Bhushan in 2014. He now lives with his adopted family in Landour, Mussoorie.

Let's ponder

Answer these questions.

1. Based on your reading of the story, write the order in which the events of the story took place.

Events of the story	Order
• Rakesh planted a cherry seed in a shady corner of the garden.	
• Grandfather noticed a pink cherry blossom on the cherry tree.	
• Rakesh and Grandfather discussed the wonder of a small seed becoming a full-grown cherry tree.	
• The cherry tree remained tough and continued to grow new shoots and leaves.	
• Rakesh tasted the small and sour cherries from the tree during summers.	
• The leaves of the two-feet high cherry tree were eaten by a goat.	
• Rakesh bought some cherries and saved the last cherry seed.	
• Rakesh discovered the sprouted cherry tree on a spring morning.	
• Grandfather advised Rakesh to plant the cherry seed.	
• The growing cherry tree was cut in two by the grass-cutter.	

2. *'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'*

   a) From these words it can be concluded that Grandfather was a ..... .

   i. practical person
   ii. hard-working person
   iii. superstitious person
   iv. traditional person

b) How was 'it' put to some use?

i. 'It' was thrown into the forest.
ii. 'It' was planted in the flower bed.
iii. 'It' was discarded with the other seeds.
iv. 'It' was planted in a quiet corner.

c) Grandfather wanted Rakesh to learn to ..... .

i. have faith in things like luck
ii. work towards your destiny
iii. love nature and all its creations
iv. plant more trees every year

d) The cherry tree can be called lucky as it ..... .

i. grew into a fine tree out of a tiny seed
ii. always had more blossoms than birds
iii. grew back despite the hardships
iv. was looked after by Grandfather

3. What are the various activities/occurrences during the different seasons, in the story?

4. *'Rakesh! Come and look! Come quickly before it falls!'*

a) There was a sense of ..... in Grandfather's voice.

i. urgency
ii. eagerness
iii. happiness
iv. anger

A. i and iii
B. ii and iii
C. i and ii
D. i and iv

b) When Grandfather noticed first blossoms on the cherry tree, he felt excited ..... .

i. as his prediction about the tree had come true
ii. as he had not expected the tree to bounce back
iii. as they would be able to eat the small, red cherries
iv. and he wanted to share his discovery with Rakesh

c) Grandfather thought 'it' could fall because .....

i. the tree was quite small and weak
ii. the branch was heavy and laden with snow
iii. it was a delicate flower at the end of a branch
iv. it had been destroyed twice before

d) The quality of the tree that has been highlighted in the story is ..... .

i. resilience ii. resistance iii. reliability iv. rebelliousness

7. Give reason/s why we can say that the cherry tree overcame difficulties while growing.
8. 'Rakesh plays the role of a parent for the cherry tree's development.' Do you agree? Why/Why not? LS
9. Examine the importance of Grandfather's role in Rakesh's life with reference to the story.
10. Imagine you're the fully-grown cherry tree. What would you say to Rakesh and Grandfather?

Let's learn new words

Study these words from the passage.

- warmth
- northwards
- formation

The highlighted parts of the words are called suffixes. Each suffix suggests something different.

Study the table. Under Example 2, write a word that uses the suffix in the first column.

Suffix	Meaning	Example 1	Example 2
1. -ment	condition of	amusement	.....
2. -en	become	broaden	.....
3. -ful	full of	beautiful	.....
4. -ness	state of being	happiness	.....
5. -ity/-ty	quality of	simplicity (-ity)	.....
6. -ship	position held	leadership	.....
7. -tive	having the nature of	competitive	.....
8. -tion/-sion	action/process	compassion (-sion)	.....
9. -less	without	worthless	.....
10. -hood	state	childhood	.....

Let's study grammar

You have learnt the use of the simple present tense and the present continuous tense. Let us now learn about the simple past tense and the past continuous tense. The simple past tense is used to talk about finished actions in the past. The past continuous tense is used to describe an action that was in progress at a specific time in the past. For example,

- We won the match yesterday. (simple past)
- We were watching football last night at ten o'clock. (past continuous)

Now, use these words and phrases to construct meaningful sentences in the simple past tense or the past continuous tense forms.

1. I / study / at 8 p.m. / yesterday

.....

2. my parents / call / me / yesterday

.....

3. my grandmother / wake up / early / this morning

.....

4. my sister / watch TV / till 12 a.m. / last night

.....

5. they / not / play football / at 10 p.m. / last night

.....

6. we / see / a rainbow / yesterday

.....

Sometimes, we use the simple past tense and the past continuous tense in the same sentence. For example,

- When I called her, she was cooking lunch.
- While we were having dinner, it started to rain.
- I was watching TV when you called.

We use the past continuous tense to express a long action. We use the simple past tense to express a short action that occurred in the middle of the long action. We usually use when and while to join the two ideas.

Use the correct form of the verbs in the brackets to show that a long action was interrupted by a short action.

1. Mother ..... (make) dinner when the guests ..... (arrive).
2. When Father ..... (come) home, I ..... (practise) the guitar.
3. Latha ..... (watch) a film when she ..... (hear) a noise.
4. I ..... (take) a shower when the telephone ..... (ring).
5. Madhur ..... (break) his leg while he ..... (snowboard).
6. While we ..... (wait) for the bus, we ..... (do) the crossword.

Study skills

The comma is used

- before or after the actual words of the speaker
  - For example, Rakesh shouted, 'Dada, come and look, the cherry tree has come up!' 'There are so many trees in the forest,' said Rakesh.
- in a list
  - For example, They saw tall trees, birds, butterflies and blossoms during the Nature trek.
- before the conjunctions and, but, or, for, so, nor, yet, if they join two complete sentences that can stand alone
  - For example, He looked at the tree every morning, but it did not seem to be growing very fast.
- to mark out additional information
  - For example, The tree, which we had planted, is now a fully-grown cherry tree.
- to enclose additional expressions
  - For example, The best way to help mother nature, whether you believe it or not, is to plant more trees.

Punctuate these sentences by using commas in the appropriate places.

1. He shouted 'What a beautiful tree!'
2. It is my personal opinion which I know is correct planting a tree will always give you great joy.

3. We've packed spades manure saplings and gloves for the *Vanamahotsava* camp.
4. He scolded the woman but the damage could not be repaired.
5. The neem tree recently uprooted by the builder is being transplanted in a new neighbourhood.

Let's learn to listen

You will listen to five people talking about the new saplings they purchased to plant in their garden.

a) Listen to the speakers 1–5 the first time and identify the speaker who got more than one sapling.

Ans: Speaker no. .....

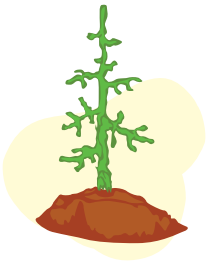
b) Listen to the speakers again and write the speaker number below the sapling they bought.



Speaker no .....



Speaker no .....



Speaker no .....



Speaker no .....



Speaker no .....

Let's learn to write

Rakesh wrote in his diary in about 50 words, describing his feelings about the day when he found that the cherry seed had sprouted into a small twig. Read his diary entry.

6 August 20XX, Saturday

8:30 p.m.

Today was unforgettable! To my surprise, I found that the cherry seed had sprouted into a 4-inch little twig with strong roots. I felt excited and proud while watering the baby cherry tree and created a boundary with pebbles. I can't wait to see it grow into a big tree.

1. **Now, tick the elements that match the diary entry you've just read.**

a) Begins with 'Dear Diary'

b) The style and tone are personal and informal

c) Always has headings

d) Written in the first person (e.g. 'I', 'my')

2. **Rakesh put down his feelings in a diary entry. He wrote in about 50 words, all that he felt when the cherry tree sapling got cut in two by the grasscutter.**

Write Rakesh's diary entry in your notebook by rearranging these parts in the correct order.

However, the unfortunate accidents don't seem to stop.

23 July 20XX, Saturday

I'm sad and worried because I think I've lost the cherry tree sapling forever.

5:45 p.m.

I thought that the cherry tree sapling would grow in no time.

We had been waiting for the monsoons.

Today, it was the grasscutter woman who chopped the young sapling.

I'm so upset today.

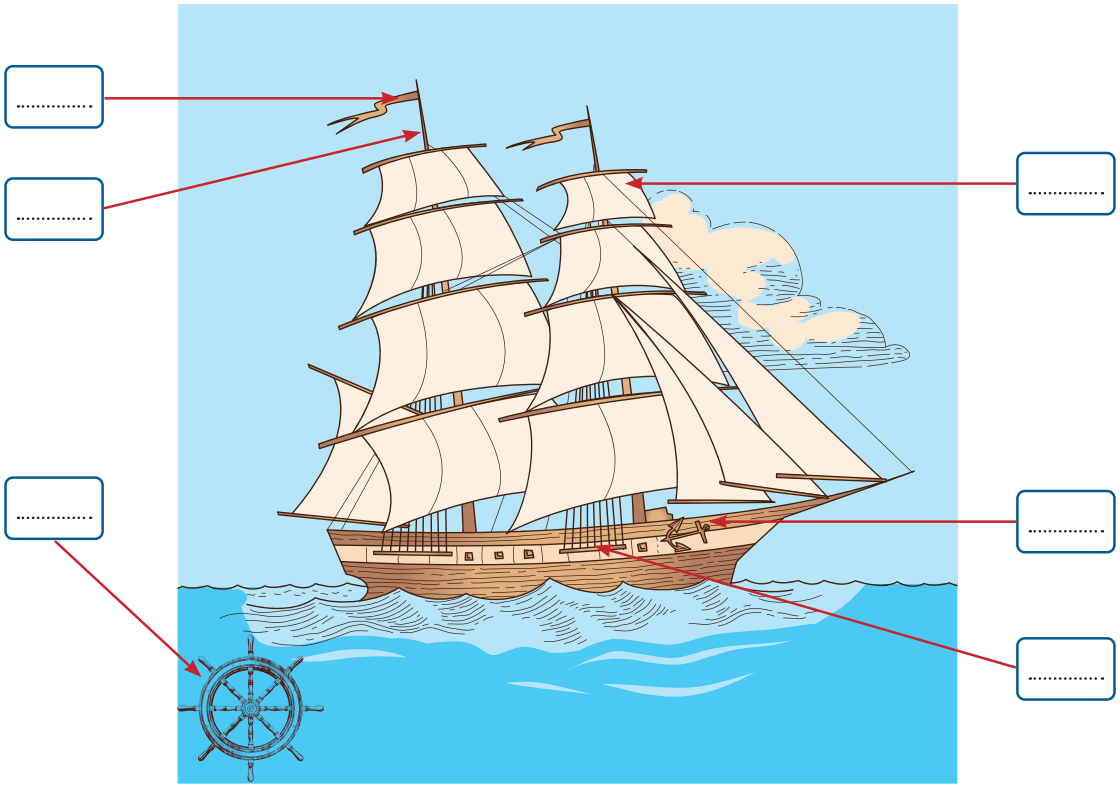
First, it was the goat that ate the baby leaves.

8 Casabianca

Let's start

Read these ship-related words and their meaning. Then, try and write the correct number in the appropriate blank in the picture.

1. sail: material spread on a mast to catch the wind and push the ships ahead
2. mast: the tall post-like structure on a ship to carry and support sails
3. helm: the wheel for steering the ship
4. shroud: set of ropes stretched from the top of the mast to the sides of the ship; they support the mast
5. pennon or pennant: flag at the highest point on a war ship, usually showing a symbol of the king/country/purpose
6. deck: the upper, open floor of the complete ship



Now read the poem.

The boy stood on the burning deck
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though childlike form.

The flames rolled on – he would not go
Without his father's word;
That father, faint in death below,
His voice no longer heard.

He called aloud – 'Say, father, say,
If yet my task is done?'
He knew not that the chieftain lay
Unconscious of his son.

'Speak, father!' once again he cried,
'If I may yet be gone!'
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
And in his waving hair,
And looked from that lone post of death
In still, yet brave despair



fled: ran o'er: over form: shape (father's) word: command/ spoken permission faint in death: unconsciousness leading to death chieftain: leader booming shots: loud shots (canon fire) lone: alone despair: lose hope

And shouted but once more aloud,
'My father! must I stay?'
While o'er him fast, through sail and shroud,
The wreathing fires made way.

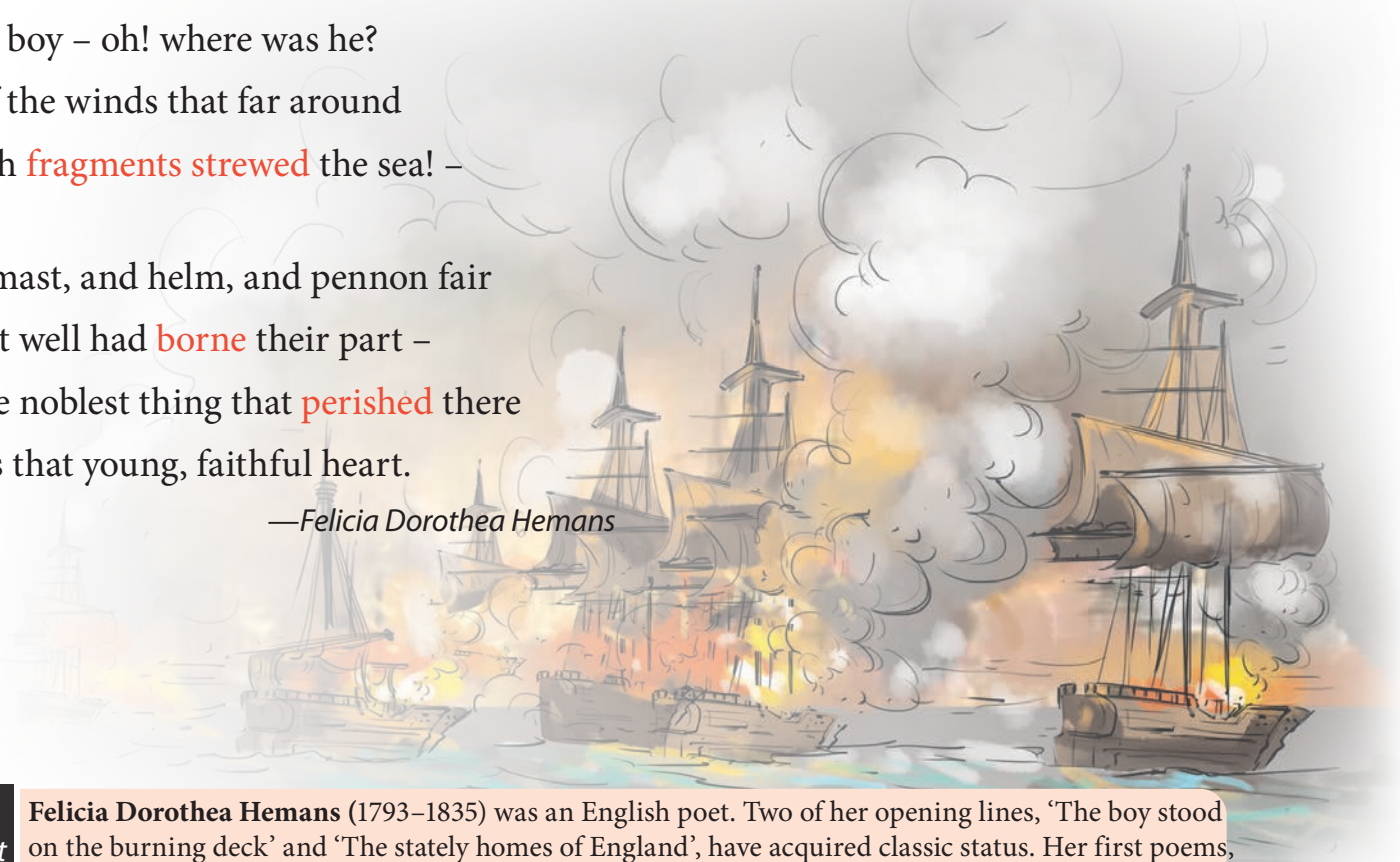
They wrapt the ship in splendour wild,
They caught the flag on high,
And streamed above the gallant child,
Like banners in the sky.

There came a burst of thunder sound –
The boy – oh! where was he?
Ask of the winds that far around
With fragments strewed the sea! –

With mast, and helm, and pennon fair
That well had borne their part –
But the noblest thing that perished there
Was that young, faithful heart.

—Felicia Dorothea Hemans

Did you know that 'Casabianca' is based on a true happening of 1798 – the Battle of Nile, between the French and the British Navy? The French ships were destroyed. The captain of the French ship *Orient* – Louis de Casabianca – had taken his 12-year-old son Giocante de Casabianca with him on the battleship. This poem is based on the young boy Giocante who was asked by his father, the captain, to stay on the deck while he went down to the lower deck to accompany the soldiers in charge of the cannon of explosives. Historical accounts state that the lower deck caught fire because of the explosives of enemy cannons and the captain died there itself. The sailors on the deck jumped into the sea to save themselves but Giocante refused to leave without his captain or his permission!



About the poet

Felicia Dorothea Hemans (1793–1835) was an English poet. Two of her opening lines, 'The boy stood on the burning deck' and 'The stately homes of England', have acquired classic status. Her first poems, dedicated to the Prince of Wales, were published in Liverpool in 1808, when she was only fourteen, arousing the interest of no less a poet than Percy Bysshe Shelley, who briefly corresponded with her. First published in August 1826, the poem 'Casabianca' was very popular from the 1850s on and was memorised in elementary schools for literary practice. Her poems appealed to school children as they contained qualities and values displayed by people from everyday life.

wreathing: enveloping splendour: grandeur gallant: brave banners: flags
fragments: broken parts strewed: spread borne: accepted perished: completely destroyed

Let's ponder

Answer the following.

1. *Yet beautiful and bright he stood,*
   As born to rule the storm;
   A creature of heroic blood,
   A proud, though childlike form.

   a) The poet uses the word 'bright' for the child to convey he was .....
      i. alert ii. good looking iii. intelligent iv. clever

   b) 'As born to rule the storm' emphasises on the boy's capability .....
      i. to tackle natural disasters. ii. to withstand difficult situations.
      iii. to be the ship's captain. iv. to handle responsibility.

   c) '...a creature of heroic blood' signifies that the boy .....
      i. was killed like his forefathers ii. was courageous like his forefathers
      iii. was obedient like his forefathers iv. was patriotic like his forefathers

   d) What do you understand by 'childlike form'?
      i. He appeared to be like a child ii. He behaved like a child.
      iii. He was dressed like a child iv. He was a young child.

2. *With mast, and helm, and pennon fair*
   That well had borne their part—
   But the noblest thing that perished there
   Was that young, faithful heart.

   a) What is the meaning of the word 'fair' in the above lines?
      i. impartial ii. light coloured
      iii. trustworthy iv. substantial

   b) Explain the phrase 'borne their part'.
      i. fulfilled their role ii. split into many parts
      iii. taken the weight iv. withered in the fire

   c) What was 'noble' about the actions of the boy?
      i. He protected the ship bravely.
      ii. He fought against the storm valiantly.

iii. He honoured his father's words till the end.

iv. He remained on the ship fighting the flames.

d) What feelings do these lines evoke in the readers?

i. distress at the death of the young boy

ii. pride at the conduct of the young boy

iii. sadness at the father's inability to save his son

iv. disbelief at the outcome of the poem

3. Why wasn't the father saying anything?
4. When did the boy call out to his father the second time?
5. Which parts of the ship caught fire as stated in stanzas 7 and 8?
6. How do you know that the ship was wrecked? (Stanzas 8 and 9)
7. What qualities would you associate with the boy? Name any two qualities.

Let's enjoy the poem

1. A narrative poem has the following characteristics:

   a) It tells a story.

   b) It talks about some problem or difficulty that the character(s) face(s).

   c) It is often written in four-line stanzas that usually rhyme.

   d) It conveys the words/thoughts/feelings of the narrator or even the characters.

   e) It is often longer than other poems.

   How many of the above-mentioned characteristics, do you think, apply to 'Casabianca'? Discuss with your partner and justify with examples from the poem.

2. What is the rhyme scheme of the poem?
3. Can you now identify one example each of a simile, personification and alliteration from the poem?
4. This poem creates pictures of the whole story in your mind. This is called imagery. Discuss with your partner which stanza according to you has the most effective imagery? Why?

9 In a Guava Orchard

Let's start

Share with your partner:

- Have you ever done something you wish you hadn't?
- How did you feel after that? (scared/upset/nervous/worried/tearful/any other)
- Did you tell someone about it? Why/Why not? LS VB

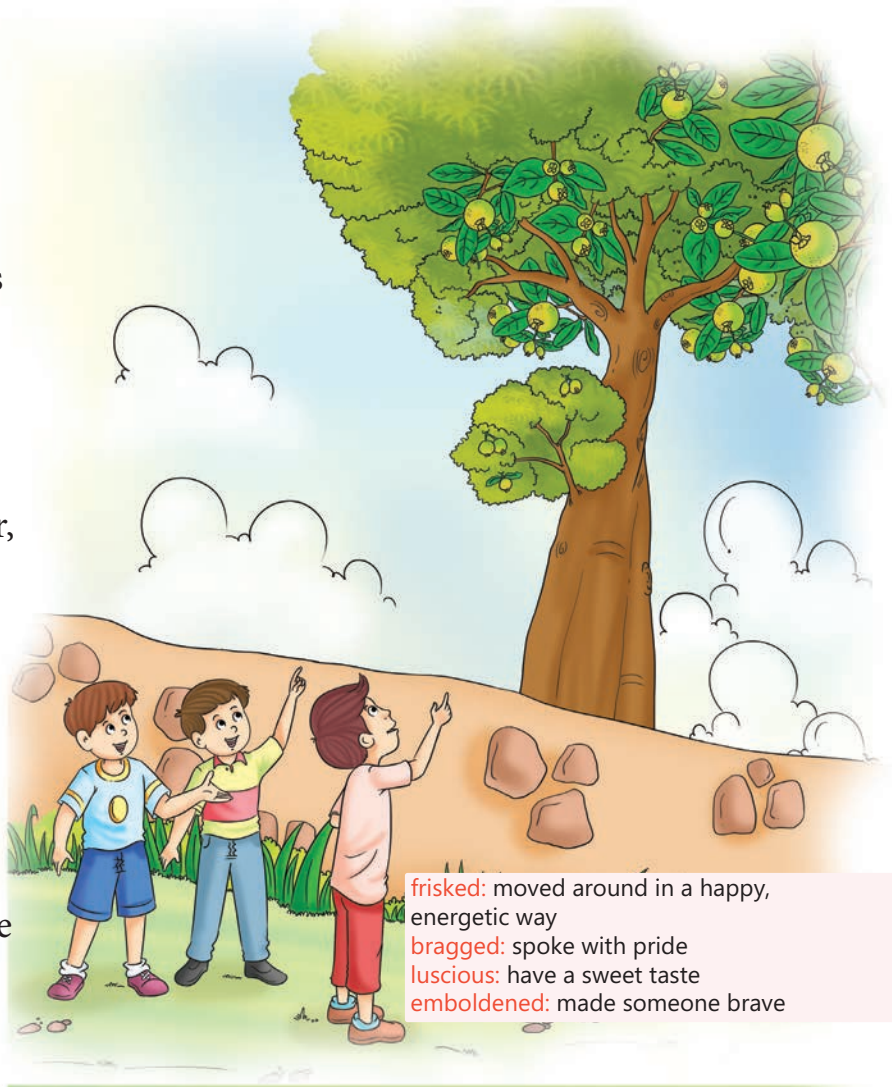
Now, let's read this story.

Safdar, Ajay and I dashed out of the classroom as the bell rang. It was the lunch break, and we had a whole hour to play. Safdar was the tallest, also the strongest amongst us. He was our leader. Ajay and I followed him meekly, like lambs!

We frisked about cheerfully over a path that led to a guava orchard. There was a mud wall round it. Safdar, who was in high spirits, leaped over it and bragged, 'Look at the guavas! Come on, kids. Let's have a feast.'

Ajay also leaped over the wall, saying, 'What fun. How lovely!'

I smacked my lips at the sight of the luscious green guavas in the orchard. I was however, afraid that we might be caught by the watchman. But Safdar's presence emboldened me.



frisked: moved around in a happy, energetic way
bragged: spoke with pride
luscious: have a sweet taste
emboldened: made someone brave

I too jumped over the wall. There were trees and trees—all bursting with ripe and unripe guavas. We roamed freely. Safdar was greedily eating ripe guavas, while Ajay and I leaped like monkeys and devoured the unripe ones. I preferred raw guavas and I could never have enough. I stuffed my pockets. I wanted to carry them as a souvenir of our daring expedition to the orchard. Wouldn't my classmates gape at them, eyes bulging!

Suddenly, I heard Safdar's cry, 'Ajay! Lokesh! Run, run! The watchman is coming.' Perched on top of a branch, I saw the tall, sinister-looking figure of the watchman approaching. He was waving a staff in his hand. Safdar and Ajay were already on the ground, and had started running. The watchman waved his staff and ran after them, shouting, 'Thieves! Thieves! See they don't escape.' I lost no time; I jumped down from the tree and took to my heels. Safdar and Ajay were far ahead and I ran faster. As I leapt over ditches and boulders in the orchard, the guavas began to fall out of my pockets.

The watchman chased us furiously. After what seemed ages, the mud wall came into view. Safdar, who was the first to reach it, took a flying leap over it. Ajay, close behind, managed to roll over.

Safdar kept shouting, 'Run, Lokesh, run! The fellow is closing in!'

I put in every ounce of energy I had and ran like mad. The watchman came charging like a bull, bellowing curses. A host of street urchins had by then appeared from nowhere and joined the chase.

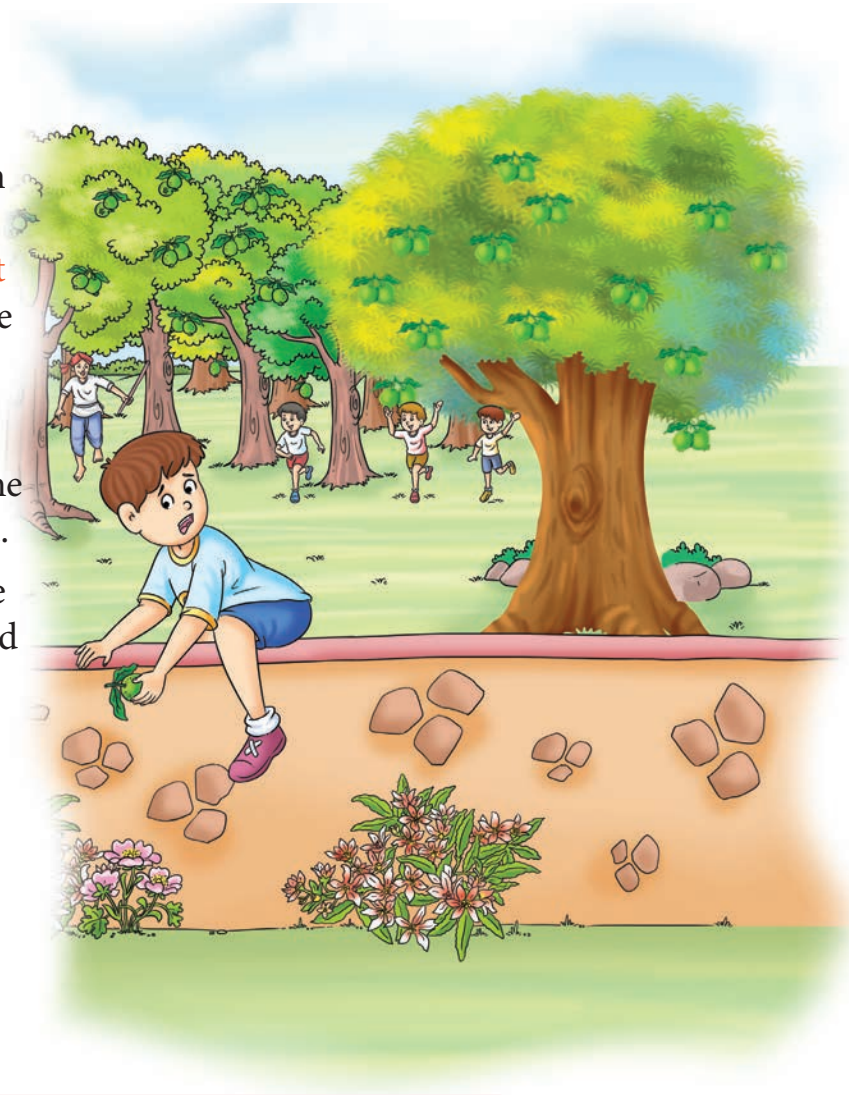
'Now jump,' cried Safdar.

I took a mighty leap and landed on top of the wall. The last guava in my pocket rolled out.

I felt miserably cheated. I didn't want to lose it at any cost. I jumped back into the orchard and stooped to pick it up. It was rather dark, but I managed to find the lost guava. Triumphantly, I held it in my hand and leapt over the wall. Beyond it lay the school compound and my friends.

I slipped and fell.

The looming figure of the watchman drew closer.



devoured: ate hungrily or quickly expedition: a journey taken by a group of people with a particular purpose gape: to stare sinister: evil boulders: large rocks street urchins: homeless children

Safdar and Ajay were screaming and urging me not to waste time. As I scrambled up, the watchman's steely fingers gripped me. I struggled to shake him off, but the burly man picked me up, flung me over his shoulder and walked briskly back into the orchard. Soon afterwards, he deposited me before a man seated on a cot.

'*Malik*,' he addressed him, wiping perspiration off his forehead, 'this fellow is the leader of a gang of school children. He regularly brings a number of them to steal our guavas. They destroy more than they eat.'

The '*malik*' looked calm but formidable. I felt he would thrash me. I was scared, also ashamed that I had been caught red-handed.

He stared hard at me. I stood rooted to the ground, expecting a tight slap.

He got up from the cot and stood before me.

He looked tall as a palm tree!

'What's your name?' he asked me. 'Where do you live?'

'I'm Lokesh. I study in the school over there. I'm the Principal's son.'

'You like guavas?'

I nodded.

'Did you come alone?'

I pointed to Safdar and Ajay, who were still peeping over the mud wall.

The *malik* asked the watchman to get a basket of guavas.

'He's not a thief,' he told him. 'He is a decent kid.' He waved to my friends and signalled them to come in.

Safdar and Ajay wouldn't budge an inch. They stayed where they were.

'Come on, Lokesh, ask them to come in,' he urged me.

I was rather dazed and undecided. The man smiled.

'Call them in, child. Don't be frightened.' I was not afraid any more.

'Come over, Safdar. Come over, Ajay,' I shouted. They soon joined me, looking sheepish and guilty.

We could hardly believe our eyes when the watchman came back with a basket of guavas. 'Go ahead and eat as many as you want,' said the *malik*.

We just stood looking at him. We had expected him to treat us like thieves.

'You're like my children,' his gentle voice was soothing. 'This is your garden. You don't have to enter it like thieves. You go to the watchman. He'll help you.'

triumphantly: successfully burly: heavy built perspiration: sweat
formidable: inspiring fear caught red-handed: caught someone while they were doing something wrong dazed: shocked profusely: to a great degree

Gratefully, we accepted the guavas he offered. Thanking him profusely we took leave of him. There was a smile on his face as he bade us good-bye. 'Remember children, do not do anything that makes you feel guilty. You must always be proud of what you do.'

We left the orchard. I was limping a bit but my pockets were bulging with guavas.

His words are still fresh in my mind.

—N P Singh

Let's ponder

Answer these questions.

1. How did Ajay and the narrator react when Safdar asked them to pluck guavas?
2. What happened after the three boys saw the watchman coming?
3. How did the '*malik*' treat the boys? What does this tell about him?
4. *'You're like my children,' his gentle voice was soothing. 'This is your garden. You don't have to enter it like thieves. You go to the watchman. He'll help you.'*

   a) What quality does the speaker display in these lines?

   i. eagerness ii. kind-heartedness

   iii. patience iv. happiness

   b) What does the speaker mean when he says, 'You don't have to enter it like thieves.'?

   i. The three boys should never enter his garden.

   ii. The three boys will be punished for entering his garden.

   iii. The three boys can visit the garden anytime.

   iv. The three boys can only enter the garden when accompanied by their parents.

   c) 'He'll help you.' How will 'he' help the boys?

   i. by stealing the guavas

   ii. by bandaging the narrator's wounds

   iii. by helping the narrator escape from the *malik*

   iv. by plucking the guavas and giving it to the boys

   d) What are the two feelings that the boys must be experiencing while the speaker speaks the above lines?

   i. gratitude and happiness ii. shame and fear

   iii. tiredness and irritation iv. boredom and disinterest

e) Select the sentence that would use 'soothing' to fill in the blanks correctly.

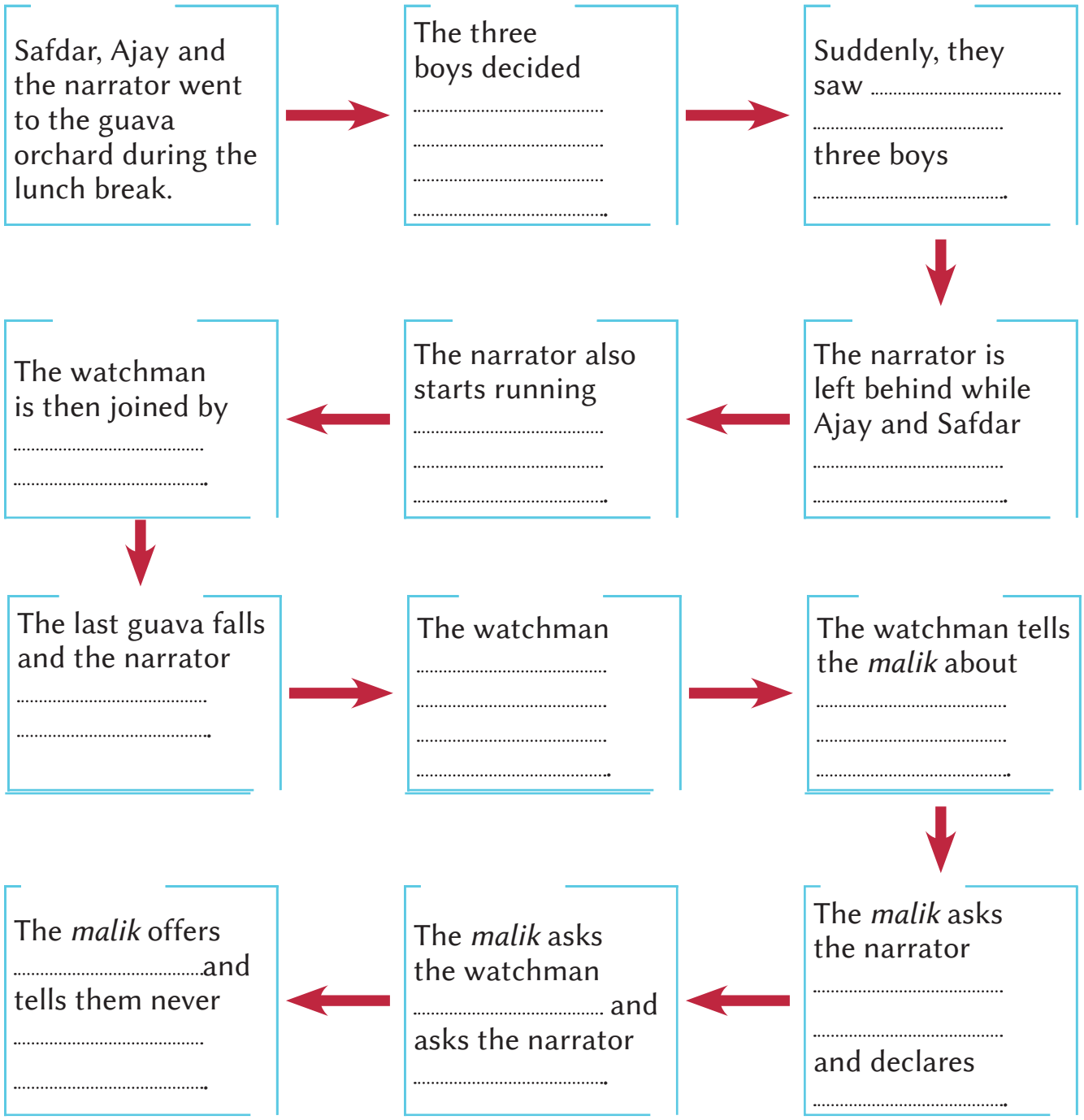
i. The ..... sound of the waves calmed him.

ii. The honking of the car was ..... everyone on the road.

iii. During winters, a cold bath is .....

iv. It was ..... to watch him interrupt the teacher every five minutes.

5. Complete the summary of the story.



6. What does the *malik* mean when he says, 'Remember children, do not do anything that makes you feel guilty. You must always be proud of what you do.'?
7. Do you agree with *malik*'s way of teaching the boys a lesson against stealing? Why/ Why not? LS VB

Let's learn new words

Look at these idioms from the story. Pick the correct meaning of each from the given choices. You may use a dictionary.

1. in high spirits
   a. with tall ghosts
   b. very happy and excited

2. took leave
   a. said goodbye and left
   b. took a day off

3. took to my heels
   a. ran away
   b. became comfortable wearing high heels

4. catch red-handed
   a. catch someone while doing something wrong
   b. catch someone while dyeing their clothes red

These sentences have idioms. Underline the idiom in each sentence and write its meaning in the rule under the sentence.

1. Rahim felt down in the dumps because he did not pass the test.
   .....
2. Last night, it was raining cats and dogs.
   .....
3. The new printer cost us an arm and a leg.
   .....
4. It's already 7! Let's call it a day.
   .....
5. Atul had butterflies in his stomach before the championship match.
   .....
6. My grandfather is 92 years old but he is fit as a fiddle.
   .....

Let's study grammar

Read these sentences. Pay attention to the highlighted words.

- Ajay leaped over the wall.
- He was waving a staff in his hand.
- Safdar and Ajay were already on the ground.

The highlighted words are used before a noun, pronoun or phrase to show direction, time, place or location. Such words are called prepositions.

Now, read the sentences. Choose the correct preposition to complete each sentence.

1. The children are hiding ..... the tree.
   a) inside b) into c) behind d) among
2. The cows are grazing ..... the field.
   a) into b) from c) to d) in
3. Place the pen ..... the drawer.
   a) behind b) inside c) into d) on
4. The birds flew ..... the house.
   a) below b) under c) into d) above
5. The phone is ..... the bed.
   a) from b) to c) on d) to

Let's learn to speak

Aarti is the class monitor. She noticed that Raghav stole colour pencils and paint brushes from the art room. Do you think that it was right? Use the following prompts to share what you think. LS VB

As far as I can see...	The way I see it...	It seems to me...
I honestly believe that...	If you ask me...	I feel...

Aarti asks you for suggestions to handle this situation. Imagine that your partner is Aarti and share your suggestion/s. You could use the following prompts during your conversation. LS

I believe the best way....	It might be a good idea if...
Wouldn't it be better if...	I recommend...
I wonder if...	It will be better if...
Maybe you can....	If I were in your place, I would...



Let's learn to write

Ms Prachi Sharma (Ajay's mother) writes a letter to Ms. Ritu Singh (the narrator's mother) discussing the mischief of the boys.

IK-54 Lakshman Street
Madhav Nagar
Prayagraj—211001

16 May 2022

Dear Ritu

I received your letter and Ajay also told me what happened at the guava orchard last week. He was a bit shaken up but we should be grateful to the *malik* for teaching the boys a lesson without scaring them.

I talked to Ajay and made him realize his mistake. I am sure he will never do something like this again. It is important to act in the same way as the *malik* and instead of scolding, we should talk to the child and calmly tell them that stealing from someone is a crime. His father also spoke to him and Ajay seemed extremely sorry. I hope these boys have learnt their lesson well and will not cause anymore mischief.

Ajay has also decided to go back to the guava orchard and apologize to the *malik* and the watchman for causing trouble. It would be great if all the three boys could go together and apologize. I was also planning to send a small token of thanks for the *malik* for being so kind. He dealt with the situation better than anyone of us would have. Let me know what you think about it.

Take care! Write back soon.

Yours affectionately

Prachi Sharma

Complete this letter from Safdar to his cousin, Anmol, telling him how he has been helping in the guava orchard after the incident. He has also started making guava jams and toffees for other children.

M-62 Gopal Street
Madhav Nagar
Prayagraj—211001

27 May 2022

Dear Anmol

How are you? I am fine. I hope you are also fine. I received your letter and I know I should not have ..... I went back to the guava orchard and apologised to the *malik* and the watchman for causing trouble. He has ..... Now, after school, I go to the orchard every alternate day and ..... The watchman also ..... and we have become good friends now. I noticed that there were many ripe guavas in the orchard that would ultimately go to waste. So, I have started making guava jam and toffees with the help of ..... I share these jams and toffees with my friends and they all ..... I never knew making jams and toffees could be ..... I will send a bottle of jam and toffees for you too.
Give my regards to Uncle and Aunt.

Yours lovingly
Safdar



Activity

- Race you to the finish!
- Play this game in groups of four.
- Pair up with your partner against the pair seated behind you.
- Both teams of the group have to try and match A with B to make correct collocations to fill the table.
- You can use columns A and B as many times for different combinations.

Column A	Column B				
have	quiet	ready	calm	a party	under attack
keep	worried	a look	a secret	bald	to a decision
go	blind	a promise	angry	a bite	to terms with
come	a job	distance	crazy	first	a safe journey
get	into view	abroad	wet	in touch	a good time

- The team that finishes first shouts, 'Stop'.
- Both teams read out their collocations one by one.
- The winning team reads first.
- Both teams keep cancelling out the collocations that are spoken out.
- At the end, the team with the greatest number of collocations not cancelled, wins.

Get	Come
Keep	Go
Have	

10

The Travellers and the Purse

Let's start

Look at the picture and discuss your responses with your partner.

1. Who are the two men, according to you? (woodcutters/travellers/farmers)
2. What do you think the person in blue is holding in his hand? (a plant/food/money)
3. What do you think the man in red is depicting? (requesting/blaming/questioning)
4. Whom can you see at the end of the road? (friends/officers of law/musicians)



Now, read the poem and check whether you were correct in your predictions based on the picture above.

Two friends once were walking in sociable chat,

When a purse, one espied on the ground;

'Oh, see!' said he, (thank my fortune for that,)

'What a large sum of money I've found!'

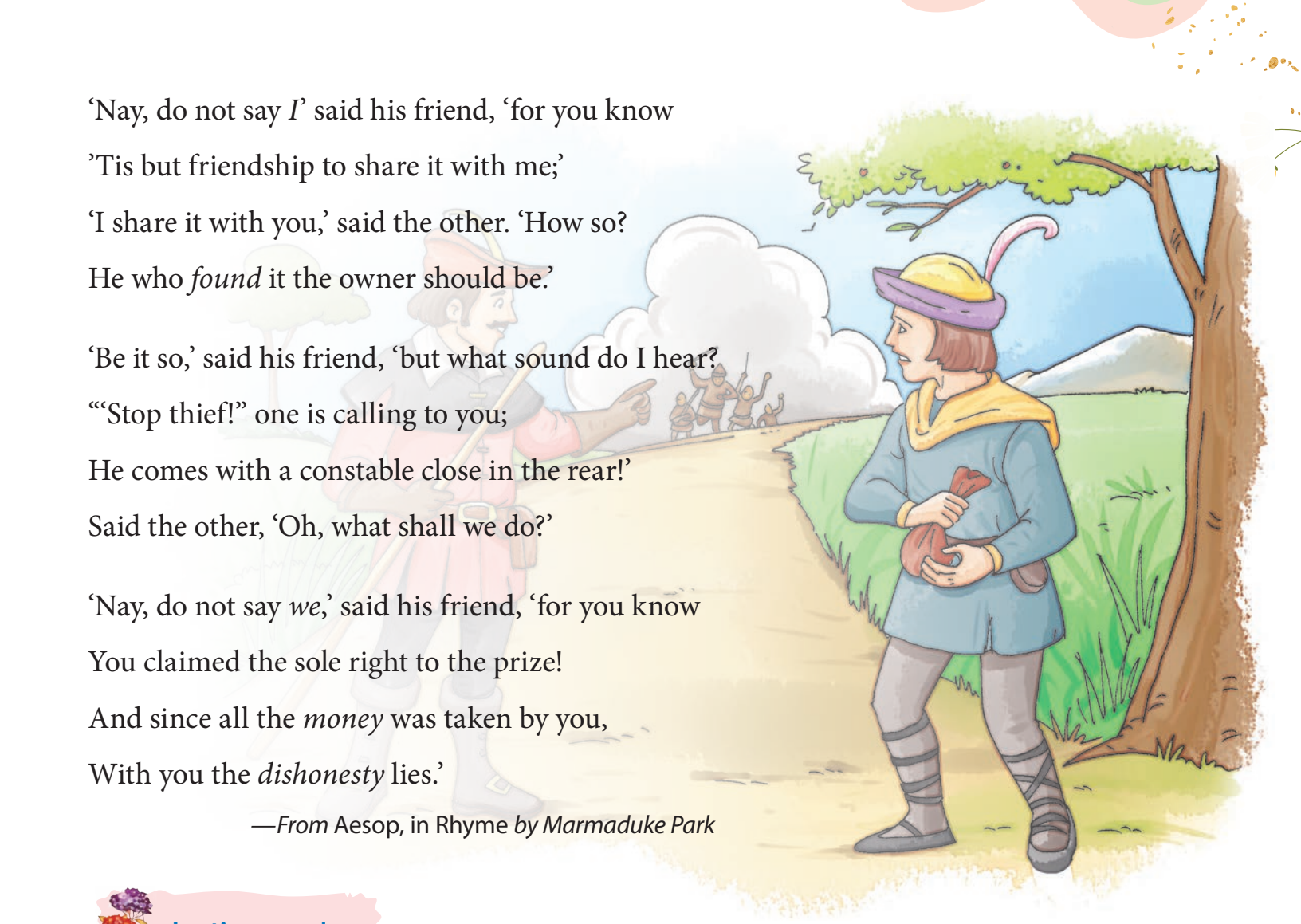
sociable: friendly espied: caught sight of

'Nay, do not say *I*' said his friend, 'for you know
'Tis but friendship to share it with me;'
'I share it with you,' said the other. 'How so?
He who *found* it the owner should be.'

'Be it so,' said his friend, 'but what sound do I hear?
"'Stop thief!" one is calling to you;
He comes with a constable close in the rear!'
Said the other, 'Oh, what shall we do?'

'Nay, do not say *we*,' said his friend, 'for you know
You claimed the sole right to the prize!
And since all the *money* was taken by you,
With you the *dishonesty* lies.'

—*From* Aesop, in Rhyme *by Marmaduke Park*



Let's ponder

Answer these questions.

1. *'Nay, do not say* we,*' said his friend, 'for you know*
   You claimed the sole right to the prize!
   a) 'Nay, do not say we' ... 'nay' here means:
      i. now ii. no iii. never iv. nevertheless
   b) The attitude of the companion shows that he was .....
      i. greedy ii. selfish iii. miserly iv. dishonest
      A. i and iv B. i and ii C. ii and iii D. i and iii
   c) Why doesn't the speaker want his companion to say 'we' then?
      i. He does not want to share the fortune his companion.
      ii. The companion is a thief and a dishonest man.
      iii. The companion had refused to share the fortune earlier.
      iv. He was afraid of the men running towards them.

d) What do you think finally happened to the companion?

i. He might have been arrested by the constable.

ii. He might have become a prosperous man.

iii. He might have shared the money with the speaker.

iv. He might have left the money and ran away.

2. Check your understanding of the poem by matching the lines of the poem with the explanation.

Two friends were walking in a sociable chat, When a purse, one espied on the ground;	'Do not say "I have found a purse," said his companion. 'Say rather "we have found a purse" and "how lucky we are" because true friends always share.'
'Nay, do not say I' said his friend, 'for you know 'Tis but friendship to share it with me;'	The man who had found the purse fell into a panic and exclaimed, 'What shall we do now?'
'I share it with you,' said the other. 'How so? He who found it the owner should be.'	'No, no,' replied the other. 'You would not say "we" before, so now stick to your "I" and enjoy the money. Remember, since you chose to take all the money, the punishment will also be yours.'
'Be it so,' said his friend, 'but what sound do I hear? 'Stop thief!' one is calling to you; He comes with a constable close in the rear!'	'No, no,' replied the other angrily. 'Why should I share it with you? Since I found it, it belongs to me.'
Said the other, 'Oh, what shall we do?'	'Okay. Just as you wish. What is that shout of "Stop, thief"? I think someone is calling out to you. Look! Here he comes with a constable following him.'
'Nay, do not say we,' said his friend, 'for you know You claimed the sole right to the prize! And since all the money was taken by you, With you the dishonesty lies.'	Two men were travelling together along a road, talking to each other in a friendly manner, when, one of them noticed a well-filled purse on the road and picked it up.

Let's enjoy the poem

1. Tick the features that correspond to the poem.

   a) It has an exchange of dialogues.

   b) This exchange takes place between two characters.

   c) It has a conversation among several characters.

   d) The characters agree and follow a common goal.

   e) The characters express two different viewpoints.

   f) The reader can identify which character is speaking the dialogue.

   g) The poem deals with a disagreement/tension between the two characters.

   h) The poem is a description of a particular event.

   i) The poem has a message for all.

   The poem you just read is called a dialogue poem. This is so because it has an exchange of dialogues between two characters who have different viewpoints which causes tension/disagreement between them.

2. The rhyme scheme of the first stanza is .....

   a) aabb b) abab c) abbc

3. Pick an example of alliteration from stanza 3.

   a) 'Stop thief!' b) constable close c) 'Oh...'

4. This poem can be best recited by .....

   a) a single person b) a group of people c) two people

5. Look at the two responses by the traveller in red. Which response do you think is suited to a true friend? Why? LS VB



11 From Ragpickers to Rockstars

Let's start

Discuss in groups of four:

- Does music have the power to bring people together? Why/Why not?
- Tabla, guitar, flute, piano, sitar are all musical instruments but have you ever heard of waste plastic drums, plastic bottles and wooden sticks ever being used to create music?

Let's read the story of some motivated Mumbaikars who made a name for themselves by recycling waste to make music.

Dharavi is the largest slum in Asia. It is situated in the heart of Mumbai. A lot of children in the neighbourhood often work as hawkers, selling flowers or cheap plastic items at traffic signals. Many others work as ragpickers, carrying a gunny bag on their shoulders, searching for plastic bottles, glass or anything else which can be recycled or sold.



Garbage area in the Dharavi slum area

In 2005, Vinod Shetty, a labour lawyer in Mumbai, started noticing how these ragpickers worked. The working conditions for these children were harsh and dangerous.

hawkers: people who travel about selling goods

Moved by what he observed, Vinod decided to work towards improving the conditions of the ragpicker community and founded the ACORN Foundation.

The initial aim of the project was to give identity cards to the ragpickers and to involve them in waste awareness programmes. The foundation also organised health clinics and built a community centre for young children. A large number of children were eager to join the centre and soon the volunteers of the ACORN Foundation started organising workshops for young children engaged in ragpicking. The children received informal education in music, photography and other arts. Since then, a light of hope has been shining in Dharavi.

The birth of Dharavi Rocks, the musical band in a small room near the Dharavi pipeline is a story of inspiration and joy. In 2012, a self-taught musician named Abhijeet Jejurikar joined ACORN as a volunteer. He began working as a music instructor to a small group of ten to twelve children. The aim was to help them cope with their day-to-day problems by concentrating on music. It also gave them an opportunity to use their time constructively to learn music, which they could not generally afford to study earlier.

The children would finish their chores of collecting garbage or other work, and get together twice a week to make music. The unique feature of this music band is the kind of instruments they use. The trash material—buckets, tin covers, soft cans, water drums, etc., collected during the day are transformed into tools for creating music in the evenings. ACORN has organised many music workshops for these children and well-known artistes like Shankar Mahadevan, Suneeta Rao and Apache Indian have participated in such programmes. At present, about fifty children between the ages of eight to eighteen are part of this band. As the members get older, they take up jobs and move on, making way for the younger talent.

Dharavi rocks has brought in a huge change in the children's lives. Jejurikar says that after performing at radio stations, interacting with Amitabh Bachchan, playing with Salman Khan, going to Antilla[1] to perform at MAMI festival, the kids have gained a lot of confidence. At present Mr Jejurikar is looking for partners who are interested in



foundation: an organisation that provides money for a special purpose eager: excited and ready
inspiration: encouragement constructively: usefully chores: regular work interacting: communicating

[1]the home of Reliance Industries' chairman Mukesh Ambani

opening similar models around the country. He also wants to take Dharavi Rocks to an international platform.

Today, Dharavi Rocks has made a name for itself when it comes to beat-boxing, street dancing, rapping and drumming. By transforming trash into treasure and using junk to create music, Dharavi Rocks has become an ambassador of ACORN'S motto—Reduce, Reuse, Recycle, and Respect. The band has given more than 150 performances, including those at the city's Kala Ghoda festival and the Bandstand Revival Project.

'We do not want to support child labour but realise that this sector needs alternatives. We hope such cultural events will help them think differently,' says Mr Shetty. These children now have tremendous self-esteem, and their musical talent is being appreciated by listeners across the country. The group's success has not only encouraged more slum dwellers to send their children to the programme; their performances at the German School and American School of Mumbai have inspired kids in both schools to start their own junk bands.

ambassador: a person who represents or advertises a particular organisation or group self-esteem: self-respect slum dwellers: people who live in slums

Let's ponder

Answer these questions.

1. According to the text, the most unusual thing about Dharavi Rocks is that they .....

   a) are famous for beat-boxing, street dancing, rapping and drumming
   b) have performed for Amitabh Bachchan, Salman Khan and the Ambanis
   c) create music from the trash they collect
   d) have no formal training in music

2. The eco-friendly benefit of Dharavi Rocks was that it .....

   a) made the ragpickers famous
   b) turned the ragpickers into ACORN motto ambassadors
   c) taught them a skill and boosted their self-esteem
   d) gave them an additional source of income

3. Pick the option in which the meaning of 'foundation' is the same as it is in the text.

   a) The workers were laying the foundation for the house.
   b) The foundation forms the base of your makeup and gives you a fresh glow.

c) Sudha Murty is the Chairperson of Infosys Foundation.

d) The rumour was without foundation.

4. Give three reasons why, according to you, Vinod Shetty felt the need to establish the ACORN Foundation.
5. Abhijeet Jejurikar was a blessing in disguise for Dharavi Rocks. Elaborate.
6. Explain why we can say that the contribution of Dharavi Rocks is a value-add for the society. LS VB
7. Do you think Dharavi Rocks supports child labour? Give reasons for your answer.
8. Do you agree with the statement, 'The birth of Dharavi Rocks, the musical band in a small room near the Dharavi pipeline, is a story of inspiration and hope'? Give reasons for your answer. LS VB
9. The ACORN Foundation brought about a positive change in the lives of many. Do you agree? Why/Why not? LS VB

Let's learn new words

Look at these words from the text.

- ragpicker
- child labour
- self-taught
- slum dwellers

These words are formed by combining two words. Such words are called compound words.

Compound words are of three kinds: closed, open and hyphenated.

1. Now, read the definitions of the three kinds of compound words and add three suitable examples of each.

a) Closed compound words written as single words, with no hyphenation.
For example,

i. ....., ii. ....., iii. .....

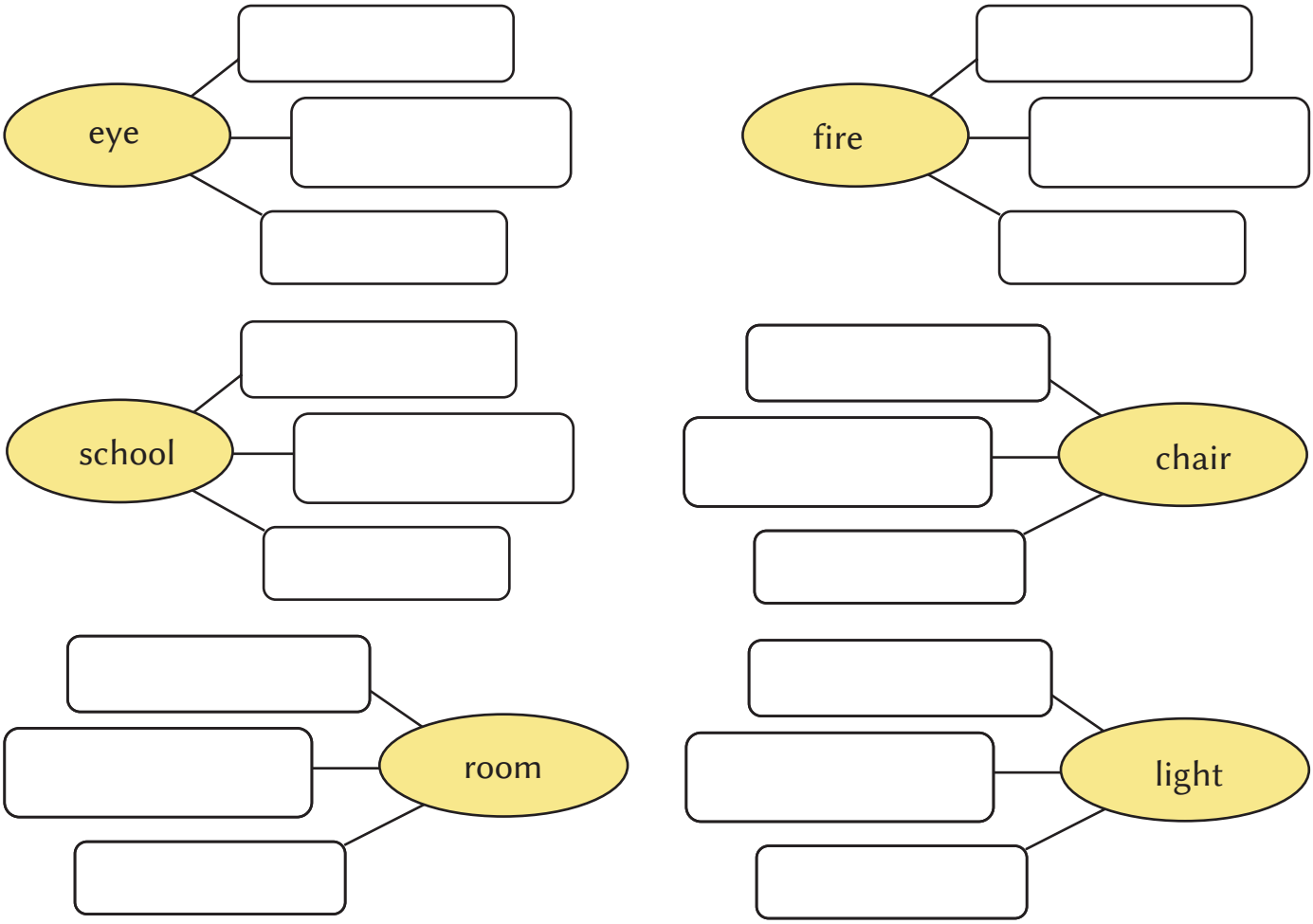
b) Open compound words are written as separate words but used together.
For example,

i. ....., ii. ....., iii. .....

c) Hyphenated compound words are joined by a hyphen. For example,

i. ....., ii. ....., iii. .....

2. **Now, for each word, think of three suitable words that will help you create three compound words.**



Let's study grammar

You have learnt that the subject is the person, animal or thing doing the action in a sentence. You also know the object is the person, animal or thing who receives the action of the verb. For example,

- Ragpickers sell flowers at traffic signals. (sell what? flowers)
- Abhijeet Jejurikar joined ACORN as a volunteer. (joined what? ACORN)
- The children use buckets and cans as musical instruments. (use what? buckets and cans)

A verb that has an object to complete its meaning is called a transitive verb. A verb that does not need an object to complete its meaning is called an intransitive verb. For example,

- A light of hope has been shining in Dharavi.
- Dharavi Rocks started in a small room near the Dharavi pipeline.

Each of the following question has two parts – a sentence with a transitive verb and a sentence with an intransitive verb. Pick the transitive verb sentences in 1, 3 and 5 and intransitive verb sentences in 2, 4 and 6.

1. a) Heat expands metals.
   b) Metals expand on heating
2. a) The bus stopped suddenly.
   b) The driver stopped the bus.
3. a) You must not tell lies.
   b) You must talk politely.
4. a) The clouds are floating in the sky.
   b) The boy is flying a kite.
5. a) The baby fell off the bed.
   b) The woodcutter felled a tree.
6. a) The explosion sank the ship.
   b) The ship sank suddenly.

Let's learn to listen

You will listen to the Junior Head Boy addressing a class monitor's meeting. He describes the inauguration process of the new music room in the school.

1. Answer the following while listening.

The duty given to the class monitors for the inauguration day:

.....

2. Now, listen again, and as you listen, number the described upcoming events in the correct order as outlined in the programme schedule.

- ☐ Inviting the chief guest to address the gathering
- ☐ Inspecting the new Indian classical musical instruments
- ☐ Presenting the welcome dance
- ☐ Singing prayers for the goddess Saraswati
- ☐ Setting the music room stage for Guru Srikanth's tabla performance
- ☐ Welcoming the chief guest
- ☐ Singing the national song
- ☐ Performing an award-winning band item
- ☐ Requesting the chief guest to inaugurate the new music room

Let's learn to write

1. Label the parts of a notice by drawing an arrow from the name to the part it represents.

Little Angel's Public School

NOTICE

12 January 20XX

Class VI Inter-Section Singing Competition

The Music Club is organising an Inter-Section Singing Competition for students of class VI on 25 January 20XX in the School Auditorium at 10 a.m. Interested students should give their names to their class teacher by 20 January 20XX. Only two entries will be permitted from each section. For further details, contact the undersigned, latest by 18 January.

Stella

Stella Joseph

Secretary, Music Club

date

name of the organisation issuing the notice

sign of the issuer

name of the issuer

the title 'Notice'

body of the notice

subject of the notice

designation of the issuer

A notice is a short piece of written communication. It gives information about an important event or an activity.

2. Discuss with your partner and tick the answers.

a) Have you seen a notice similar to this in school?

☐ Yes ☐ No

b) Where have you seen it in school?

☐ school playground ☐ notice board ☐ Principal's office

c) Which of the following notices have you come across in your school?

☐ inter-house competitions ☐ participation in Annual Day

☐ class picnic ☐ exhibitions ☐ lost/found

d) What do you think is the purpose of writing a notice?

☐ to create social awareness ☐ to give information about an event

☐ to advertise something

e) What essential information must be given in a notice?

☐ date of the event ☐ place of the event

☐ time of the event ☐ address of the person writing the notice

3. Now, follow the example and write these notices.

a) You are Sagar/Shikha, Head Boy/Girl of St Francis Convent School. Your school is going to form a junk band with students of classes VI to VIII. Write a notice for your school notice board inviting names of all the interested students.

b) You are Deepshikha/Debojit, the Cultural Secretary of DAV School. Write a notice in 50 words for the school notice board informing the students about a musical concert being held in your school on the occasion of Children's Day.

Activity

Let's make a guitar using a cardboard box!



You will need

- a shoebox
- six rubber bands (of different width and length)
- a pair of scissors
- pencil
- paints and other decorative items

Method

- Trace a circle in the centre of the shoebox lid. Then, cut out the circle.
- Wrap all six rubber bands around the shoebox. Order them from the thickest to the thinnest. Place strings in a way that they cover the hole in the lid.
- Slide the pencil under the rubber bands at each end of the shoebox to raise them above the hole slightly.
- Stick the ruler lengthwise on the back of the shoebox.
- Decorate using paints. Make it look like a classic guitar or choose your own creative theme.
- Now, play your shoebox guitar by plucking the rubber bands.

12 Folk Tales

Let's start

- You must have read or heard the folk tales of Akbar and Birbal or Tenali Raman. (Tick any four characteristics of the six given.)

  Folk tales:

  1. are passed down orally from generation to generation.
  2. are written in books by elderly people.
  3. have regular people and sometimes involve animals.
  4. are stories about different gods and goddesses.
  5. contain useful information in a simple and interesting manner.
  6. include a moral or a life lesson that is to be learnt.

- Look at this picture.



A Forum* for Cultural Understanding through Folk Tales

1. Who do you think participates in the above-mentioned forum?
2. What do the participants write about?
3. What do you think happens in this online forum?
4. What do you think might be the purpose of this forum?

*(*A forum is an area on the internet where users share thoughts and ideas by posting texts.)*

Let's read three popular folk tales that were posted in this forum.

Why the Crab Walks Sideways

A folk tale from the Philippines posted by ***Belinda Muhlach***

A farmer and his wife were blessed with a baby girl. She would often go to the clear stream to admire the lovely blue waters when she grew up a little. She never went too close to the water as she was unsure of the world within.

One day, a baby crab saw her by the side of the stream, and he waddled to her saying he wanted to be her friend.

She was surprised that a creature from the water-world wanted to be her friend. The baby crab seemed to be smiling but he was still a stranger. The girl decided that it's best she just walk away. After all, she had no idea what the creatures of the water-world were like.

The baby crab was confused. He wanted to understand why she wouldn't be his friend and play like all his brothers and sisters did. He suddenly tried holding onto her in an attempt to make her stay. He was a baby and didn't realise that his sharp claws made several painful scratches on the girl's feet and ankles. The girl ran away frightened and in pain.



She didn't visit the clear stream for quite a while. When she finally did, she noticed a shiny blue hard-shelled creature near her. It was the baby crab! All grown up! The girl was terrified and just as she was about to scream, the crab folded all his ten legs and kneeled, asking for forgiveness. The girl was touched by the crab's apology and befriended him.

However, something strange happened. The crab had been kneeling for a long time, apologising. When he got up, the knees of all his ten short legs had bent outwards! Ever since that day the crab could only walk sideways!

The Five Bits

A folk tale from Turkey posted by ***Omar Ulusoy***

One day, the Hodja[1] was having a leisurely walk when suddenly, he was slapped by somebody from behind on the nape of the neck with so much force that he was nearly knocked down. Looking back, he saw a young man he had never seen before in his life.

waddled: walked clumsily with short steps terrified: scared befriended: made friends with
leisurely: an action that is done in a relaxed way, without hurrying nape: back of the neck

[1] a title for teacher or scholar

'How dare you hit me!' the Hodja raged.



The young man, who was more than a little arrogant, apologised quickly and said he had made a slight error and had mistaken the Hodja for a very good friend of his. He further declared that the Hodja was making a mountain out of a molehill.

After this obvious slight, nothing less than a trial by court could satisfy the Hodja. He insisted upon this, and there was no alternative for the offender but to submit.

The Magistrate heard the parties with impartiality, but in fact he was a friend of the offender and the whole time he was trying to find a way to save him from the mess while at the same time trying to calm down the Hodja.

'Well, my dear Hodja,' he said, 'I understand perfectly well how you feel. Anybody would feel the same under the circumstances. What would you say if I allowed you to slap him yourself? Would you then call it even?'

No! The Hodja wouldn't be satisfied with that. He had been gravely insulted and wanted justice done.

'Well, then. Having thought deeply about the merits of the case, I hereby fine the offender five bits, to be paid over to the offended party as damages.'

He then told the young man to go fetch the five bits, and the latter departed swiftly.

The Hodja sat waiting for the young man's return. An hour passed, then two hours, but there was still no sign of the young man.

When it was about time for the court to close, he selected the Magistrate's busiest moment and, giving him a mighty slap on the nape of the neck, he said: 'Sorry, I can't wait any longer, your Honour! When that fellow turns up, tell him that I said you are now entitled to the five bits!'

The Tajiri and the Maskini

A folk tale from Kenya posted by ***Bongani Ochieng***

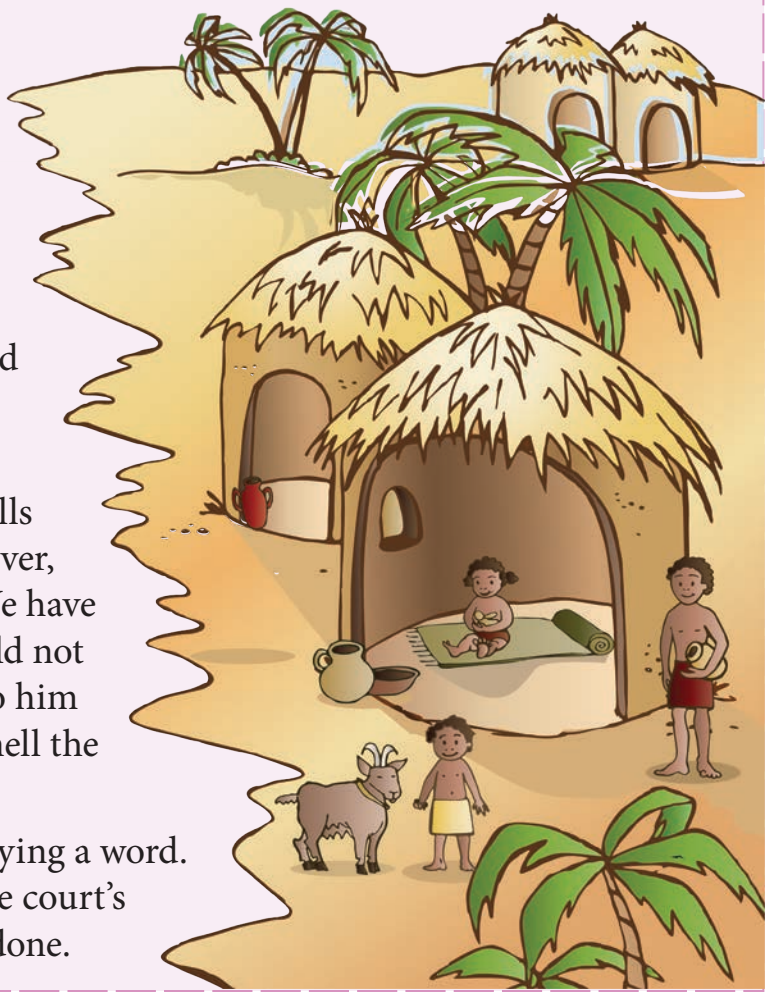
Every evening, the *tajiri*, or rich man, sat down to a hearty meal prepared for him in his own kitchen. The food that was left over would have been enough to feed a whole family, but the *tajiri* was extremely stingy.

arrogant: full of oneself and of one's qualities or achievements making a mountain out of a molehill: making a slight difficulty seem like a serious problem slight: (here) insult impartiality: not supporting any of the sides involved in an argument call it even: to decide that something is equal and even gravely: in a serious or solemn manner bits: currency latter: the second of two people previously mentioned entitled: having a right to certain benefits or privileges hearty: wholesome stingy: miserly

The *maskini*, or poor man, lived on simple fare. He owned a goat that gave him milk and cheese, but his evening meal was usually nothing more than a bowl of porridge. However, he had found a way to make it more enjoyable. He would eat his meal while hiding outside the *tajiri's* kitchen, where wonderful smells came wafting through the open window. They made the *maskini's* mouth water, and the porridge seemed like a feast.

One evening, the *tajiri* decided to take a walk in his garden in order to work up an appetite for dinner. He saw the *maskini* sitting outside the kitchen window. As the *tajiri* watched, he saw the *maskini* inhale deeply, and a blissful look come over his face. How dare he help himself to my smells, thought the *tajiri*, and he ordered his servants to seize the *maskini* and take him to the village jail.

A few days later, the *maskini* was summoned before the court that met weekly in the village centre, where the case would be decided on its merits. The *tajiri* explained that the smells from the kitchen belonged to him, and the *maskini* was depriving him of them. As payment, he demanded the *maskini*'s goat, which was the only thing he owned.



When asked to respond, the *maskini*, looking very sad, could only stare at the ground and shuffle his feet, afraid to speak. The village elders, who had been hearing the case, now withdrew to the shade of a nearby tree. After a brief discussion, the village chief came forward and addressed the crowd.

'The *maskini* did help himself to the smells from the *tajiri*'s kitchen,' she said. 'However, he did not receive any food from him. We have concluded, therefore, that the *tajiri* should not be given the goat. However, in fairness to him we believe he should have the right to smell the *maskini*'s goat whenever he wants.'

The *tajiri* was furious and left without saying a word. But the people of the village approved the court's decision. They felt that justice had been done.

wafting: (of smell) moving gently through the air work up an appetite: do something that makes you hungry
blissful: heavenly, wonderful seize: grab summoned: ordered someone to be present at a particular place
depriving: stopping from having or using something shuffle: walked slowly and noisily without lifting the feet

Let's ponder

Answer these questions.

1. 'The girl was touched by the crab's apology and befriended him'. Describe the girl and the crab in the light of the statement given.
2. The Hodja wasn't satisfied with the magistrate's punishment. Justify.
3. Why do you think that the people of the village 'feel that justice had been done'?
4. Folk tales are an entertaining way of passing along core values, highlight important traditions and develop cultural understanding. Explain with reference to the three folk tales that you have read. LS VB
5. *'She was surprised that a creature from the water-world wanted to be her friend. The baby crab seemed to be smiling but he was still a stranger. The girl decided that its best she just walk away.'*

   a) Why was the girl surprised when the crab tried to befriend her?

   i. It was an unusual occurrence. ii. She had never seen a crab before.
   iii. The crab appeared to be confused. iv. She never went close to the waters.

   b) Why did the girl decide to walk away?

   i. She was afraid of the stream water. ii. She did not want to be the crab's friend.
   iii. She was unsure of the crab's intentions. iv. She avoided speaking to strangers.

   c) What might have happened if she had stayed?

   i. She could have met other water creatures.
   ii. She could have avoided getting injured.
   iii. She could have visited the stream often.
   iv. She could have met the shiny blue crab.

   d) What qualities of the girl come to light?

   i. cowardice ii. timidness iii. fearful iv. cautious

   A. i and iii B. ii and iii C. ii and iv D. i and iv
6. *'I understand perfectly well how you feel. Anybody would feel the same under the circumstances. What would you say if I allowed you to slap him yourself? Would you then call it even?'*

   a) How did the Hodja feel when he went to the magistrate?

   i. disrespected ii. injured iii. saddened iv. cheated

b) What was the listener's response to this question?

i. He slapped the Magistrate. ii. He departed from the court.

iii. He found it unacceptable. iv. He waited for the man.

c) What affected the outcome of the case?

i. arrogance of the young man ii. the magistrate's friendship with the offender

iii. the Hodja's outrage over the incident iv. commonness of the circumstance

d) The Magistrate's judgement can be termed as

i. disinterested ii. honest iii. impartial iv. biased

Let's learn new words

1. Based on your reading of the folk tales, where do you think these three people work?

a) farmer ..... b) a magistrate ..... c) a chef .....

2. Now match the job description with the person who does the job and the place where they work.

This is what I do	Who am I?	Where do I work?
1. I use my imagination and create characters and place them in different situations in stories and novels.	veterinarian	can work anywhere
2. I make you follow the rules of road safety, and fine you when you do not follow traffic rules.	jeweller	homes
3. I sell precious jewellery made of diamonds and gold in my shop.	author	roads
4. I am present at a sports competition to ensure that the rules of that particular game are obeyed.	traffic policeman	hospitals
5. I ensure the wellness of animals and treat them with advice and medicines.	domestic help	showroom
6. I help you in cooking food and cleaning your home.	umpire	sporting areas

Let's study grammar

Look at the highlighted words in these sentences. What do you notice about them?

1. She would often go to the clear stream.
2. He suddenly tried holding onto her in an attempt to make her stay.
3. One day the Hodja was walking leisurely.
4. He was nearly knocked down.
5. He would eat his meal hiding outside.
6. The village elders, who had been hearing the case, now withdrew.

The highlighted words provide us with additional information about the action that took place.

A. Which highlighted word(s) in the sentences above, answer –

- How? 2-suddenly; 3-leisurely
- When? .....
- Where? .....
- How often? .....
- What degree? .....

Words that tell how, when and where an action occurred and the extent or frequency of an action are called adverbs.

Read this table that shows the types of adverbs.

Manner (how an action is carried out)	**Time (when something is done or happens)**	**Place (where an action occurs)**	**Frequency (how often something is done or happens)**	**Degree (to what extent something is done or happens)**
carefully, loudly, fast, hungrily, easily, thoughtfully...	yesterday, now, then, immediately, soon...	here, there, outside, indoors, everywhere...	always, often, sometimes, rarely, never, again, once, twice...	almost, very, nearly, quite...

B. Fill in the blanks with the types of adverbs given in the table.

King Chandramohan (1) ..... (frequency) hunted alone. His ministers (2) ..... (manner) arranged for a group of guards to follow him (3) ..... (place), for his safety. One day, the king had (4) ..... (degree) reached the jungle when he (5) ..... (manner) spotted the guards following him and scolded them.



Let's learn to speak

Choose any five clues and one moral. Add your own ideas and create a tale to share with your partner for one to one-and-a-half minutes. Your partner has to guess the moral. Interchange your roles and then guess the moral of your partner's story after listening to it. LS VB

Preparation time—not more than 3 minutes

paint box | gold medal | bad weather | cook Sohail | doll

knife | eraser | banyan tree | grandfather | ticket

recipe | stick | little girl | sunlight | cage

cake | blanket | lamp | Rs 10,000 | bandage

glass of milk | Sher Singh farmer | pilot Rampyari

Morals

- A friend in need is a friend indeed.
- Don't be greedy.
- Unity is strength.
- Lying breaks trust.
- Think before you act.
- Listen to your elders.

Sample

Student 1 (story teller): Rampyari loved her grandfather. He was the happiest person when she became a pilot. One day, while flying a plane, Rampyari noticed dark clouds. She knew that the plane would experience bad weather conditions. She was worried. It was just her second flight as a pilot. She could hear a little girl cry from among the passengers. This made her more nervous. She remembered the advice of her grandfather – 'whenever you're nervous or worried, take a deep breath, believe in yourself, remember God, and act. You won't be wrong.' Rampyari did just that and got the plane safely out of the bad weather.

Student 2: Moral – Listen to your elders.



Let's learn to write

Read the simple folk tale given below. The ending of the folk tale is missing. However, you can see the moral given.

Complete this tale with the help of the given parts of the story and the moral in about 60–80 words.

Noor and Nancy were classmates and neighbours who had been given the responsibility of growing a plant each for their classroom window garden.

Noor and Nancy went together to purchase the seeds, manure and pots to sow the seeds.

'I have purchased the seeds for the pansy flowers!' said Noor. Nancy wasn't really interested in knowing. She didn't reveal which flower seeds she'd purchased.

Both Nancy and Noor waited eagerly for the seeds to sprout. Nancy often visited Noor's place to peep at her flower pot. However, she always made excuses whenever Noor wanted to see her flower pot.

It was unusually cold for the month of February that year and so, the seeds slept longer in the soil, refusing to wake up as a baby plant.

Nancy became restless when she saw little bits of green peeping out of the dark soil in Noor's flower pot.

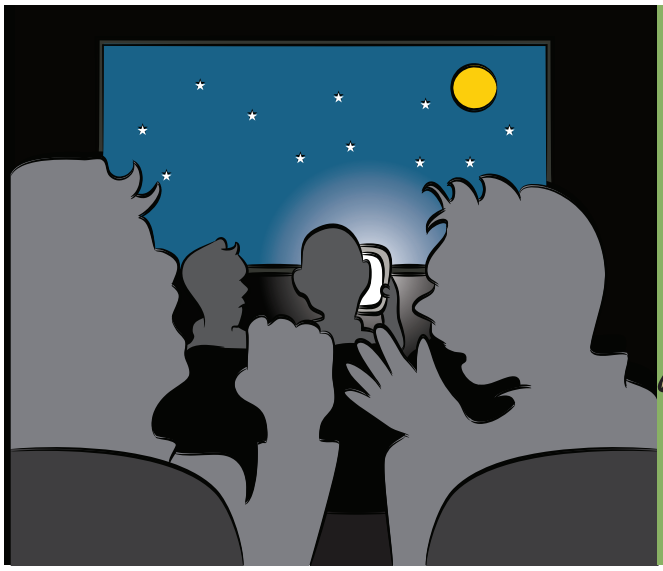
'Noor will get all the praise in the class,' thought Nancy. She rushed to her flower pot and began overturning the soil hastily…

Moral: Patience rewards

13 At the Theatre: To the Lady Behind Me

Let's start

- With your partner discuss what you feel when you see people LS VB
  - talking very loudly in a library.
  - spitting or littering on roads.
  - talking over their mobiles during a movie screening.
- What is usually the reaction others have towards such people?
- Read the title of the poem. What do you think the poem is about? Discuss the reasons for your response with your partner.
- Do these situations look familiar? Discuss how you feel.

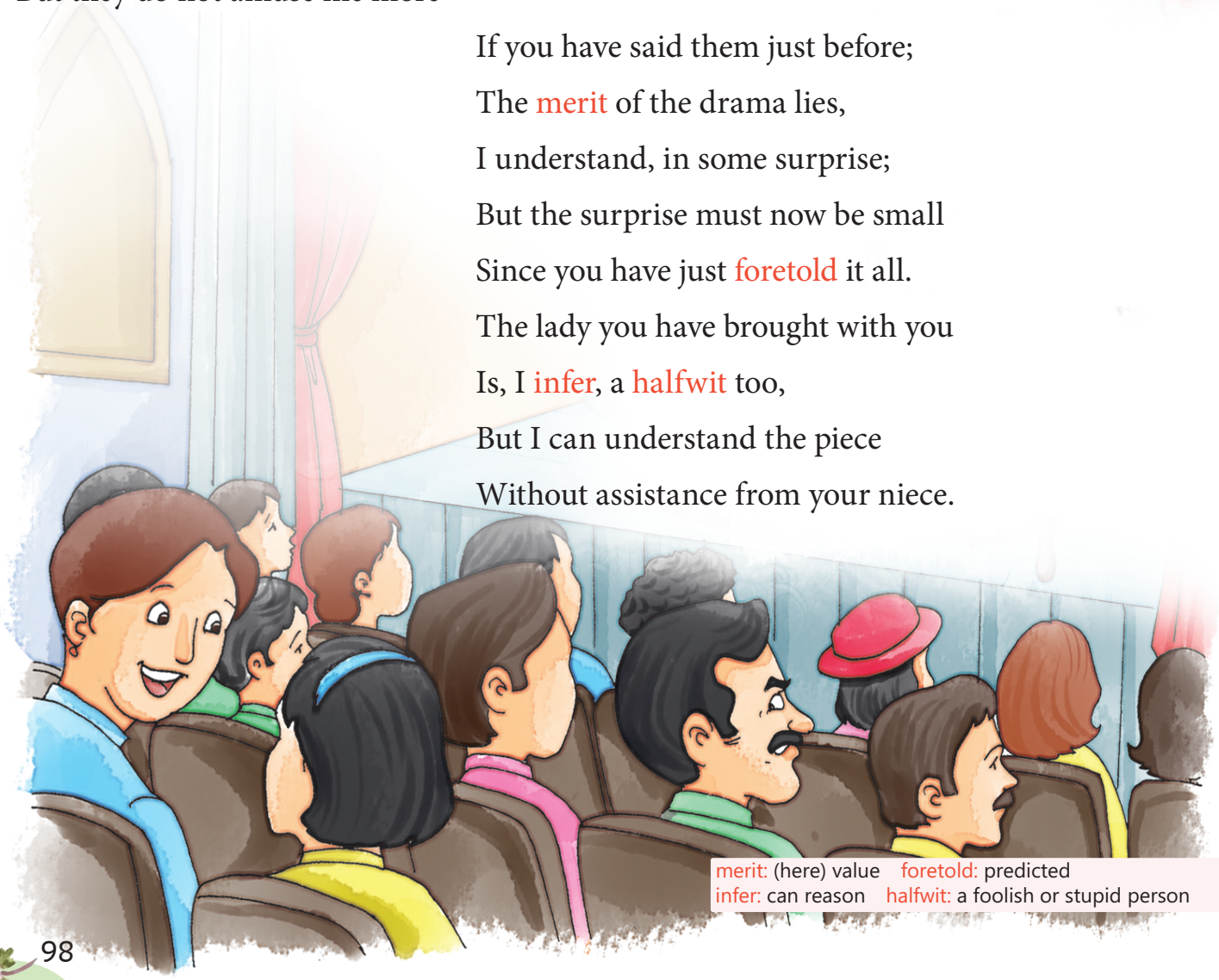




Now, read this humorous poem about the poet's experience at the theatre.



Dear Madam, you have seen this play;
I never saw it till today.
You know the details of the plot,
But, let me tell you, I do not.
The author seeks to keep from me
The murderer's identity,
And you are not a friend of his
If you keep shouting who it is.
The actors in their funny way
Have several funny things to say,
But they do not amuse me more
If you have said them just before;
The merit of the drama lies,
I understand, in some surprise;
But the surprise must now be small
Since you have just foretold it all.
The lady you have brought with you
Is, I infer, a halfwit too,
But I can understand the piece
Without assistance from your niece.



merit: (here) value foretold: predicted
infer: can reason halfwit: a foolish or stupid person

In short, foul woman, it would suit
Me just as well if you were mute;
In fact, to make my meaning plain,
I trust you will not speak again.
And—may I add one human touch? —
Don't breathe upon my neck so much.

—*A P Herbert*

About the poet

Sir Alan Patrick Herbert (1890–1971) an English novelist, playwright, poet and politician. He authored more than fifty books and was an independent member of Parliament for Oxford University (1935–50). Herbert wrote the first of his many contributions to the humorous magazine *Punch* while still at school. He graduated in law at Oxford, and during World War I, served in the Royal Navy.

Let's ponder

Answer these questions

1. *The author seeks to keep from me*
   The murderer's identity,
   And you are not a friend of his
   If you keep shouting who it is.

   a) What is the tone of the speaker in the third line?

   i. anger ii. irritation iii. contempt iv. impatience

   b) The author does not reveal the identity of the murderer as .....

   i. it heightens the drama
   ii. it is already known
   iii. the lady shouts it out
   iv. it is not amusing

   c) The phrase 'not a friend of his' means .....

   i. she does not know the author
   ii. she does not work in his favour
   iii. she does not care about him
   iv. she knows the murderer's identity

   d) The lady's behaviour reveals that she is .....

   i. ill-mannered ii. flashy iii. uneducated iv. a simpleton

2. Do you think the situation of the speaker is comical or pitiful? Why/Why not?
3. The speaker addresses the lady as 'foul' and her companion as 'half-wit'. Explain how the speaker could have handled the situation without being insulting and rude. LS VB
4. Do you think that there should be stricter punishments for people who disturb others in the theatre or cinema hall? Why or why not? LS VB
5. The speaker writes about the theatre experience, as described in the poem, in a diary entry. But he misses a few words while writing it hurriedly. Based on your understanding of the poem, complete this diary entry by filling in the blanks with one word only.

14 September 20XX, Sunday
9:30 p.m.

I visited the (1) ..... yesterday to see a (2) ..... that I hadn't watched before and was very excited about. The whole experience, however was an unpleasant one because of a (3) ....., her companion and her niece sitting (4) ..... They had obviously seen the play before as they were constantly discussing the (5) ..... The play was a (6) ..... mystery and these two women ruined the surprise by revealing the (7) ..... of the murderer. This wasn't all. They continually (8) ..... the dialogues before they were spoken. I couldn't help myself, I lost my temper and called her (9) '..... ', instructed her not to speak again and firmly asked her to stop (10) ..... upon my neck. I sincerely hope people mind their manners when they come for a public event.

6. *In short, foul woman, it would suit*
Me just as well if you were mute;
In fact, to make my meaning plain,
I trust you will not speak again.
And—may I add one human touch? —
Don't breathe upon my neck so much.

a) The speaker begins the stanza by .....

i. raising an important issue

ii. summing up his thoughts

iii. explaining the lady's problem

iv. questioning the lady's behaviour

b) From these lines it can be inferred that the speaker is .....

i. discourteous ii. arrogant iii. compassionate iv. outspoken

c) The speaker uses the phrase 'human touch' to .....

i. announce that he's being kind

ii. request some relief

iii. present a caring thought

iv. appeal to pay attention

d) What 'human touch' did the speaker want?

i. to be considerate towards others

ii. to respect the author's intention

iii. to follow the speaker's advice

iv. to not take her niece to the theatre

Let's enjoy the poem

1. Answer the following to know more about the poem.

a) How many speakers do you notice in this poem?

b) Who is/are the listener(s)?

c) Do the listeners reply?

d) Is the poem a monologue or a dialogue?

e) Do you think the poet is the speaker or is it a character created by the poet for the poem?

f) Is the tone of the speaker calm or dramatic?

2. The poem is not divided into stanzas. What effect do you think the poet wanted to achieve by this?

3. Would you say that the speaker in the poem is a man or a woman? Why?

4. List four sets of rhyming words from the poem. *For example:* more – before

14 Mobile Manners

Let's start

- Why do you think it's important for people to be well-mannered? VB
- How do you feel when people around you are not well-mannered? Why?
- Look at the following pictures. Can you guess what is happening in each picture? Discuss with your partner.











Characters

Charu Brijesh Shruti

Scene 1

(Sunday meeting of the school magazine's editors and writers in the school library.)

Charu: Hello, Brijesh! I see you are early too. What's up? Are you alright?

Brijesh: (*looks tired*) Pulkit is sick, and I'm supposed to write his article and submit the day after. I just have ONE day. I was working on this till 11 p.m. yesterday. It is still incomplete. You know how long it takes me to get ideas anyway. How am I going to write a piece on Mobile Phone Etiquette in such little time? I don't even…

(*Sound of a mobile phone ringing shrilly.*)



Charu: Oh no! Sorry! (*runs back to her bag and fetches the phone*) Well, Esha is here and we are going to the *chaat*-stall nearby for a snack since we still have 20 minutes before the meeting begins. Why don't you come along, Brijesh?

Brijesh: (*dejected tone*) No, thanks. You know how strict Shruti *didi* is. All these seniors make me very nervous. I'm going to settle down and work some more on this for now.

Shruti: Okay, best of luck then, Briju. I'm sorry I wasn't very helpful. I really have to go. I promised Esha yesterday.

Brijesh: It's alright, Charu, I'll see you later. I'll just have to think of something.

Scene 2

(*one-and-a-half hours later, towards the end of the meeting*)

Shruti: That was great work, everyone. This issue is shaping up very nicely! Brijesh, could you stay back for just a few more minutes? I couldn't speak to you earlier because I was conducting this meeting. Your earlier submission is up to the mark, but we haven't discussed Pulkit's article yet.

etiquette: good manners shrilly: with a high-pitched and piercing voice or sound dejected: sad and depressed



Brijesh: (*nervously*) Well… I mean… That is to say… I've actually penned down some thoughts on it… I'm not completely prepared though… The deadline is right here…

Shruti: (*encouragingly*) That's absolutely fine! You're doing all of us a favour by agreeing to do this at the last moment anyway. Let's work on it together, okay?

Brijesh: (*more confidently*) Yes, thank you! You know, Shruti di, I started thinking about 'phone manners' long time back. We could start this article with phone manners that can come across as very rude and impolite. An example of this could be how when we use our phones, we sometimes become quite ill-mannered without realising it. We stop making eye contact, don't pay attention to what others say, are constantly distracted…

(*phone rings loudly*)

Brijesh: (*apologetically*) Oh no, I really… I'm sorry… must be for mum. It's her phone actually. I'm sorry…

Shruti: (*smiling, but firm*) What a coincidence! That ended up being a perfect example of what we were just discussing. Maybe in your article you could talk about how it is especially important to keep the gadget away when in official situations, hmm?

Brijesh: (*still a little embarrassed*) Sorry again… Yes, I will definitely note this down. (*writing in notebook*) I also think it's important to apologise when it happens, huh?

Shruti: (*smiles*) Yes, of course. That always helps. One can always step out to take a short call too, if it's important.

Brijesh: Can I also talk about the importance of the correct ringtone? There are so many ringtones that people choose, and a lot of them can be quite disturbing and even offensive, like certain Bollywood songs. Isn't it better to pick a ringtone that won't fall into such a category? Or at least set such a ringtone for the workplace or when one is out in a public area?

Shruti: I know exactly what you mean. That's a very good idea. In addition, you could probably…

(*Someone's phone rings suddenly and extremely loudly outside the room.*)

Shruti: (*sighs*) You could mention the ringtone volume too. We definitely need to look into reducing the volume of the phone depending on the situation.

penned down: written down deadline: time limit constantly: without stopping
distracted: not focused coincidence: by chance offensive: insulting

Brijesh: Yes, like in the cinema and other auditoriums. Or even at times when we carry our phones in official environments!

Shruti: Wasn't there a recent case of a performance being stopped in Delhi? The lead actor walked up and loudly scolded an audience member. He was using flash photography at the theatre. It distracted the performers immensely and bothered the other audience members too. Maybe you could include that.



Brijesh: Absolutely! Phone etiquette in today's world isn't just limited to talking on the phone or texting. With all the new features, there are so many other things to be taken into account, just like the one you mentioned. I could explore this theme further too. It's all about showing some consideration, isn't it? I think when people started using mobile phones, they never realised that phones would also demand etiquette.

Shruti: Exactly, which is why I think talking loudly on the phone while conducting business transactions at shops, or in banks is also a bad idea. In fact, …

(*Low ringtone is heard. Shruti pulls the phone out of her pocket.*)

Shruti: Please excuse me, I must take this.

Brijesh: That's okay! I think I have enough now. Thank you!

Shruti: Of course. (*smiles*)

Scene 3

(Brijesh's home, as he finishes typing the article. The doorbell is heard.)

Brijesh: (*opens the door and is surprised*) Shruti *di*?

Shruti: Hi, Brijesh! There's been an emergency! You know I waited for two hours for the final approval of the editorial board. We are in a fix now because one of Meena's reports for the magazine has been rejected at the last minute. Is there any way you could expand your article by about three hundred words?

Brijesh: (*shocked*) Of course… Well… Maybe… Actually, I was thinking about different ideas when I remembered something—people look at their phones as they walk. After all, it's the era of smartphones and people are often playing games. Unless it's an urgent message, I think people should step aside to use their phones. Do you feel this is something I should include?

immensely: very consideration: careful thought transaction: an instance of buying and selling rejected: refused to accept or consider something

Shruti: Yes, and as an added bonus, this fits in nicely with the idea about being considerate. It's a nuisance to be walking beside someone constantly looking at their phone. In addition, I think you can also mention how this is actually a very dangerous habit too.



Brijesh: (*grins*) Yes. In fact, perhaps the signs near lifts, escalators, the metro, etc. should not just tell us to watch where we go, but also to remember to look up from our phones from time to time!

Shruti: (*laughing*) That's actually a great idea for a conclusion! Put that in!

Brijesh: Sure thing! I think I have enough material now, I'll submit the piece tomorrow before the first period!

Shruti: Thank you, Brijesh. You have been a star!

—Shammbhavi Sengar

About the poet

Shammbhavi Sengar (27 July 1996) has a degree in Philosophy from Lady Shri Ram College in Delhi University where she dabbled in student government and then spent a year learning French. She developed an interest in business studies during her short stint at Frankfurt School of Business. An alumnus of XLRI, Jamshedpur, she is an employee at Boston Consulting Group (BCG). She feels strongly about slotting people into normative gender roles as it hurts everyone in the long run, and has been an active volunteer for the cause of women's education and empowerment with different NGOs.

Let's ponder

Answer these questions.

1. Based on your reading of the play, list some dos and don'ts when using the mobile phone. LS VB

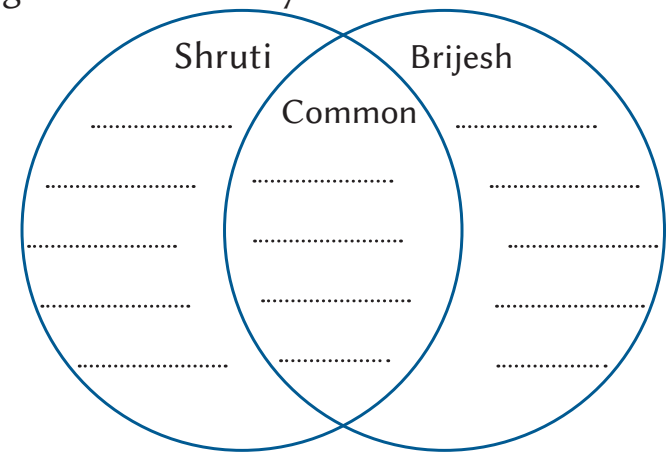
Dos	Don'ts

2. Read the following characteristics of Shruti and Brijesh. Some of the characteristics are common to both.

firm	good leader	team worker	encouraging	capable
observant	nervous	cooperative	understanding	polite
dedicated	friendly	responsible	reliable	creative

Write these characteristics in the figure given below or in your notebooks.

Now, create a pen portrait of Brijesh and Shruti, in about 80-100 words, based on the characteristics given above. Also, state the events from the play to support these. You can use these points.



- Use conjunctions to connect ideas and sentences.
- For comparing (saying how they are alike), use both, similar, also/too, as well as, in common, alike, in comparison.
- For contrasting (saying how they are different), use while/whereas, on the other hand, but/yet, different, however, instead.

  For example, we can say that Brijesh is nervous, because he is tense about the meeting with his seniors. He is also worried about the quality of his work. He ....., so we understand that he is ..... . He is also ..... which can be seen from his ..... .

(Develop further and write in your notebook.)

3. 'You know how long it takes me to get ideas anyway.' What does the speaker need the ideas for?

   a) an article on mobile phones
   b) an article on etiquette and manners
   c) an article on how to use mobile phones
   d) an article on mobile phone manners

4. 'What a coincidence! ...' The 'coincidence' was that Brijesh was discussing mobile manners yet .....

a) he failed to pay attention to what Shruti was saying
b) he became rude and ill-mannered without realising it
c) he avoided making eye contact with Shruti while speaking
d) he kept his phone with him in an official situation

5. 'In addition, I think you can also mention how this is actually a very dangerous habit too.' What is the dangerous habit?
   a) looking at the mobile while walking
   b) playing games on mobile phones
   c) using flash photography in theatre transactions
   d) talking while making business transactions
6. Which idiom does not have the same meaning as 'in a fix'?
   a) in a spot b) in a pickle c) in a soup d) in a daze
7. 'It's a nuisance to be walking beside someone constantly looking at their phone.'
   The meaning of the word 'nuisance' in the sentence means .....
   a) awkward b) boring c) irritating d) uneasy
8. According to Brijesh, people usually ignore others and focus only on their mobile phones, in a group. Why does he feel such people are ill-mannered? VB
9. 'I think when people started using mobile phones, they never realised that phones would also demand etiquette.' Explain what Brijesh meant by this. VB
10. Brijesh appears more confident by Scene 3. What might have brought about this improvement, according to you? LS
11. The growing use of mobile phones in this digital era makes having mobile etiquette as important as having good manners. Explain your viewpoint with reason.
12. How does Brijesh respond to the added responsibility of expanding his article at the last moment?

Let's learn new words

The age of mobiles has many words associated with it. Let's study these words by attempting the following.

State whether True(T)/ False (F) and rectify the false statements by changing one word only.

1. A mobile phone vibrates when it shakes rhythmically in case of messages, calls, etc.
2. A ringtone is the sound made by a mobile phone when there is an outgoing call.
3. A signal is the mobile network that allows calls and messages to be sent and received.

4. You dial when you select/press numbers to make a call.
5. A missed call is a call that couldn't be dialled.
6. The area covered by the mobile network is called coverage.
7. A sim card is a smart card inside a mobile phone which has a unique identification number of the owner. (Subscriber Identity Module)
8. A voicemail is a system in phones that can store visual messages from callers.

Let's study grammar

Read these sets of sentences. Pay attention to the highlighted words.

- There are so many ringtones to choose from. A lot of them can be quite disturbing.

  There are so many ringtones to choose from and a lot of them can be quite disturbing.
- I couldn't speak to you earlier. I was conducting this meeting.

  I couldn't speak to you earlier because I was conducting this meeting.

Now, use choose a suitable option to join each of these sentences.

1. We have to get dressed ..... we go down for breakfast.
   a) but b) because c) before d) until
2. My friend plays the guitar ..... she is terrible at it.
   a) because b) till c) so d) but
3. He went to the hospital ..... he broke his leg.
   a) and b) because c) although d) or
4. We will go on a vacation ..... we have summer break.
   a) when b) until c) that d) though
5. She doesn't eat meat ..... she is a vegetarian.
   a) or b) as c) whenever d) although
6. Do you want to stay ..... wait for him?
   a) but b) for c) so d) and
7. ..... you leave, make sure you clean the room.
   a) After b) Until c) Before d) Although
8. They demolished the illegal structures ..... built a children's park.
   a) and b) so c) for d) yet

Study skills

Consider the pronunciation of words in the -ed form. Listen to the pronunciation and then practise saying them aloud.

Words ending in **t**/**d** are pronounced as id	Words ending in **s**, **ch**, **sh**, **k**, **p**, **f** are as pronounced t	Words ending in any other sound are pronounced as d
wait – waited	finish – finished	promise – promised
	cook – cooked	realise – realised
	kick – kicked	
	sip – sipped	

Let's learn to listen

You will listen to five speakers expressing their feelings in response to an article on the growing trend of e-books, published in a school magazine. They all have different views about the topic.

Listen to all of them and keep ticking one attitude most suitable for each speaker. There are two extra attitudes given.

Attitude/ feeling	angry	pleased	shocked	stressed	not interested	saddened	doubtful
Speaker 1							
Speaker 2							
Speaker 3							
Speaker 4							
Speaker 5							

Let's learn to write

A. Charu talks to Brijesh on Monday, the day after the Sunday meeting. Complete their conversation.

Charu: Hi, Briju! You look happy. Could you complete the article?

Brijesh: ..... .

Charu: Really?! That's wonderful! So aren't you nervous around Shruti di anymore?

Brijesh: ..... .
I think it's up to us to gain their respect.

Charu: I agree. ..... .
So, when can I read your article?

Brijesh: I have it here with me but ..... ?

Charu: I don't mind at all Briju. I'll read it after Shruti *di* has seen it.

Brijesh: Thanks!

B. Shruti shares her experience of the Sunday meeting with her friend, Arjun. She talked about the different mobile manners, Brijesh's cooperation and creativity. Write out this conversation in dialogue form in not more than 80–100 words.

15 The True Treasure

Let's start

- Look at these images and discuss with your partner what is happening in each of them. LS VB





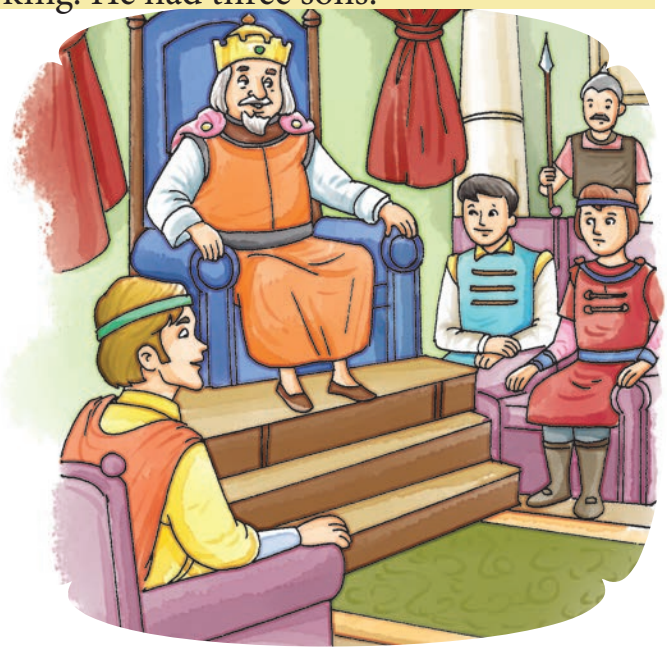




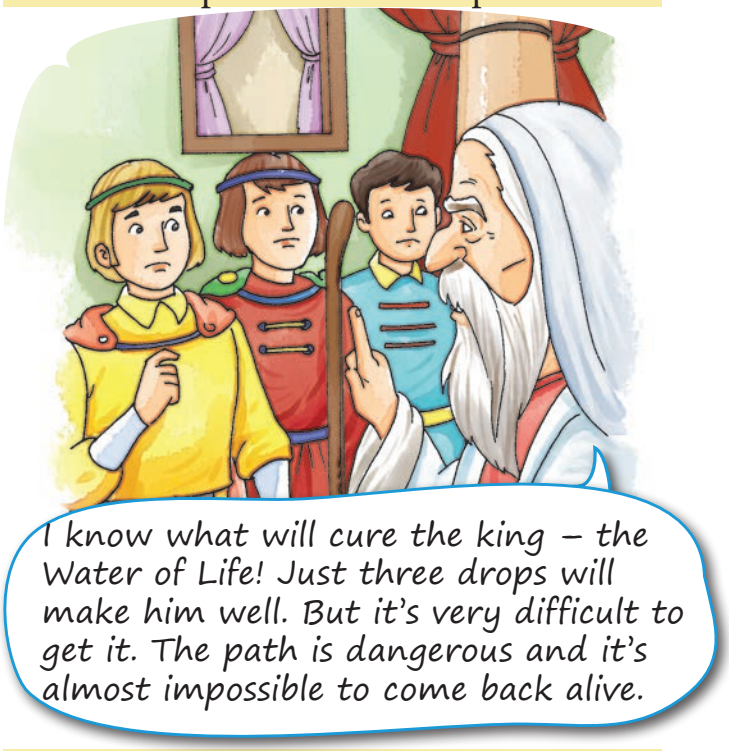
- How do you feel about these actions? What would you do if you were present in any one situation shown above?
- Has anyone ever made fun of you? Why? Tell your partner.

Now, let's read a story about a king and his three sons.

Long ago, in a country across seas and forests, was a kingdom ruled by an elderly king. He had three sons.

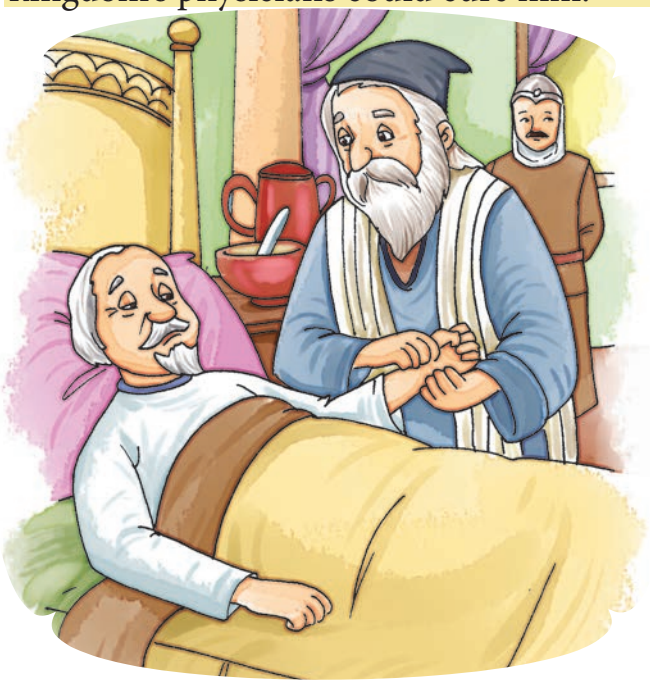


One day, there appeared a wise, old wizard. He spoke to the three princes.

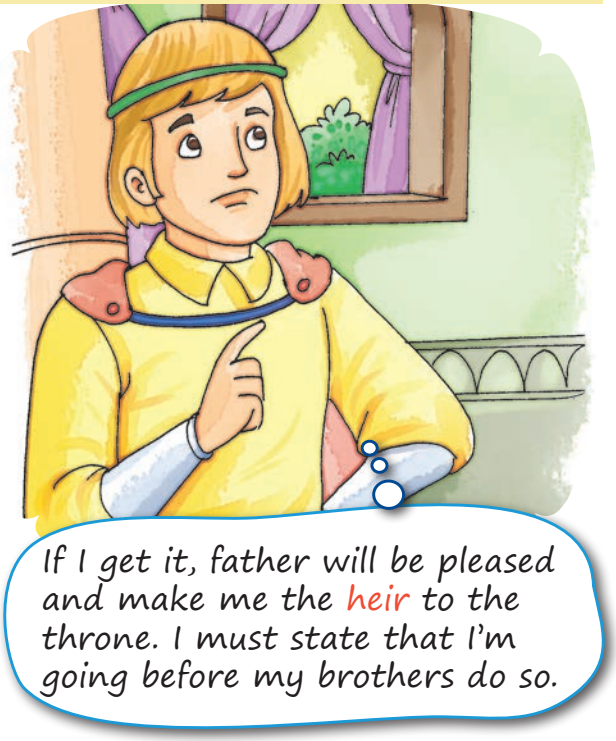


…and the old wizard disappeared before the princes could ask any more questions.

The King fell seriously ill and none of the kingdom's physicians could cure him.



The eldest son thought…



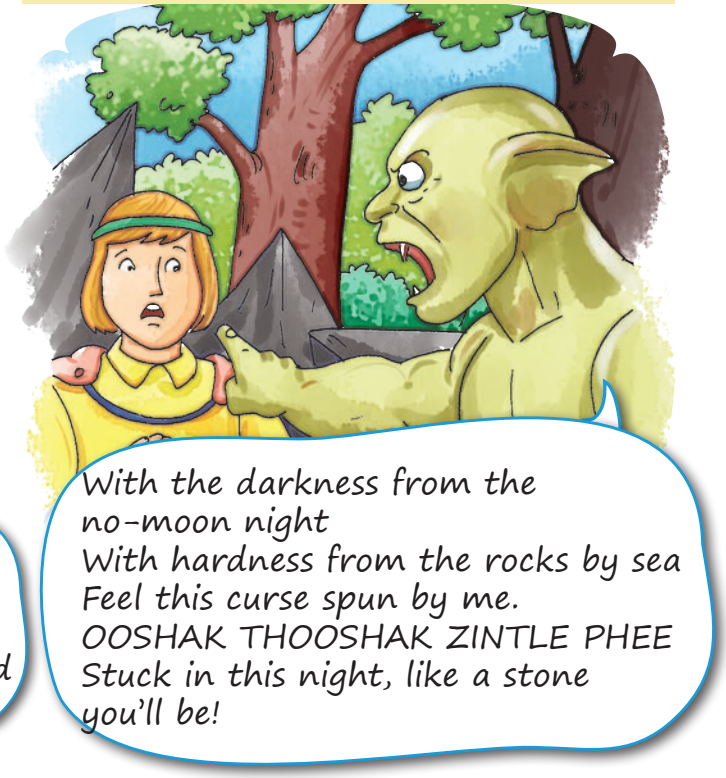
So, he set out to find the Water of Life.

heir: the person who will inherit property after the death of the person to whom it belongs

After travelling for seven days and nights, he came to a deep valley with sharp rocks and dense forests. He picked up speed and then he heard a loud voice…



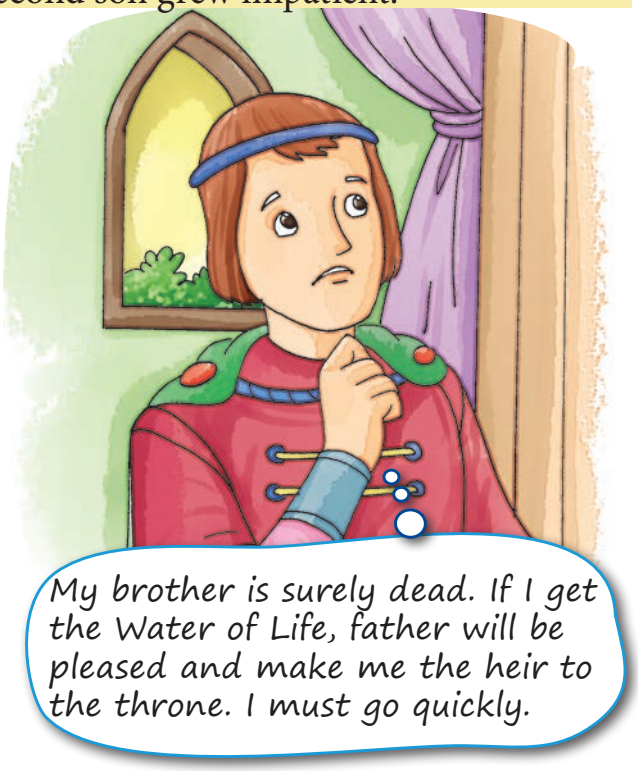
This insult angered the goblin and he cursed the prince.



The curse had an immediate effect – the forests became dark and the rocks closed in on the prince—he instantly turned to stone.



At the kingdom, after days of waiting, the second son grew impatient.



So, he set out to find the Water of Life.

goblin: a dwarf-like creature of folk tales

The second prince travelled for seven days and nights. As he began racing through the forest, he heard a loud voice…



The insulted goblin, once again spoke out a curse, angrily.



Instantly, the prince became old and wrinkled. He remained lost in the dense forest, unable to find his way out.



Now, it was the turn of the youngest prince.



So, he set out on his task.

II

So he set out, and the goblin met him too, at the same spot in the valley, among the mountains. 'Where are you riding to, so swiftly, O Prince? Tell me and I might be able to help,' he said.

And the prince said, 'I am going in search of the Water of Life, because my father is ill, and likely to die. Can you help me? Please be kind, and aid me if you can, dear sir!'

The goblin was pleasantly surprised. 'Do you know where it is to be found?' asked the goblin, his tone softening a little.

'No,' said the prince, 'I do not.'

'Then, as you have spoken to me kindly, and are wise enough to seek advice, I will tell you how and where to go. Listen carefully, O Prince. The Water of Life springs from a well in an enchanted castle. Take this iron wand and two loaves of bread along with you.'

The Prince was puzzled and asked, 'What for, my dear fellow?'

'Knock at the door with the iron wand and it'll open only then. Feed the loaves of bread to the two stone lions at the gate and they'll let you pass,' advised the goblin. The prince was surprised but readily agreed. Thanking his little friend, he left for the enchanted castle.

The goblin smiled as he watched the prince leave. He knew that he hadn't shared the secret of the Golden Princess with the young prince. 'Let me see how truly wise this young man is!' thought the goblin.

When the prince reached the castle, the door flew open at the third stroke of the iron wand and revealed the stone lions who had magically come alive and were about to pounce.

The prince remembered what the goblin had said and threw them the loaves of bread. When the lions were quiet, he went on through the castle and finally saw the well.

However, the well was guarded by a Golden Princess. He was surprised and unsure of what he was to do next. The princess, spotting the prince, said, 'Dear Prince, give me something to make me happy and you can take water from this well.'

Troubled, the prince thought, 'What shall I give her? She's already the Golden Princess!' 'Why didn't the goblin tell me about her?' he wondered.

The prince looked around the castle and saw jewels, precious stones, silken fabrics and gold and diamond objects. He ignored all these worldly items and plucked a simple red rose from the garden and presented it to the princess saying, 'Nature's gifts are invaluable and precious. I offer you this red rose as a token of my affection and a wish for your happiness.'

The princess accepted it with mixed emotions of wonder and delight. She gladly allowed

enchanted: something that is under a spell wand: a rod thought to have magic properties, used in casting spells or performing conjuring tricks

the prince to take some water from the well.

'Take me with you, O Prince, for I shall dearly like to live in a kingdom that has people as wise as you.' The prince was a gentleman and dutifully agreed to take the princess back with him.

On the way back, he met the goblin again. The goblin was very impressed by the prince's wisdom when he saw the Golden Princess travelling with him. Overjoyed, he granted the prince a wish. The kind prince begged him to release his brothers from the curse.

'Your brothers were rude and proud,' frowned the goblin. 'Yet, I will release them because you are kind and noble.'

The two elder princes apologised to the goblin for their disrespectful behaviour towards him. 'Be kind and noble like your youngest brother, O Princes, and cut out greed from your hearts if you truly want to be happy,' guided the goblin.

All the three princes and the Golden Princess returned to the kingdom to cure the King. The prince didn't mention the mistake of his brothers to the King. The Golden Princess became the royal advisor to the youngest Prince when he became the king of his kingdom.

People still hear stories of this noble and wise Prince who brought water from the magic well of the enchanted castle.

—A fairy tale

Let's ponder

Answer these questions.

1. Why did the goblin curse the first and the second sons?
2. How did the goblin guide the youngest son?
3. Why do you think the goblin did not curse the youngest son? VB
4. Why do you think the path to Water of Life was full of difficulties (rocks, forest, goblin, golden princess, lions)? LS
5. If you help someone with a selfish interest, you may not be successful. Do you agree? Why/why not? Give your reasons based on your reading of the story. VB
6. The events in the story are given below. Choose them in correct order to complete this plot diagram. Two examples have been solved for you.
   a) What was the reason for the curse given by the goblin to the first and the second sons?

dutifully: to act in an obedient manner frowned: made an expression of disapproval
advisor: a person who gives advice in a particular field

b) How did the goblin guide the youngest son?

c) Why do you goblin guides youngest prince

d) Water of Life needed

e) magical well, guarded by the Golden Princess.

f) King unwell

g) goblin curses eldest son

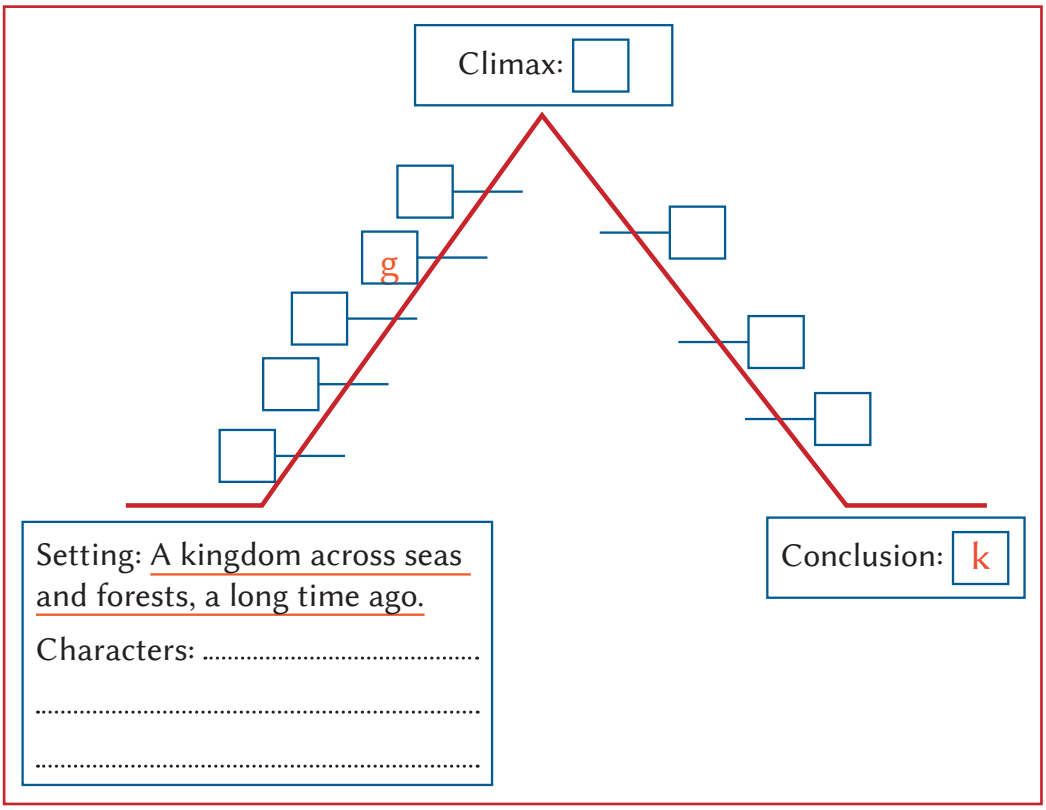
h) third prince enters the enchanted castle

i) goblin curses second son

j) request of youngest prince for the release of his two brothers from the curse

k) king is cured and all live happily ever after

l) third prince pleases the Golden Princess with the choice of his gift



7. *With the darkness from the no-moon-night and hardness from the rocks by sea feel this curse...'*

a) These words are spoken to .....

i. punish the prince for his rude behaviour

ii. help the prince find what he looking for

iii. turn the prince into an ugly goblin.

iv. stop the prince from finding the Water of Life

b) What was the effect of these words?

i. It angered and insulted the kind prince.

ii. It immediately turned the prince into stone.

iii. It turned the prince into a wrinkled person.

iv. It made the prince the heir to the throne.

c) The prince's behaviour towards the goblin shows that he was .....

i. greedy

ii. impolite

iii. selfish

iv. stubborn

d) What lesson do we learn from the interaction between the prince and the goblin?

i. We must never bully others.

ii. Greed makes a man blind.

iii. A selfish person makes no friends.

iv. Unkind words hurt the most.

8. *However, the well was guarded by a Golden Princess. He was surprised and unsure of what he was to do next. The princess, spotting the prince, said, 'Dear Prince, give me something to make me happy and you can take water from this well.'*

a) The Golden Princess said these words as she wanted .....

i. to stop him from taking water from the well

ii. a beautiful and expensive gift from the prince

iii. the prince to show his affection for her

iv. to test the prince's presence of mind and intelligence

b) Selecting a red rose of all the worldly things show the Prince's .....

i. ability to take quick decisions

ii. lack of greed for precious things

iii. cunningness to impress the Princess

iv. inability to find a gift in a new place

c) The action of the prince shows that he was .....

i. wise ii. kind iii. thoughtful iv. sincere

d) What does the 'True Treasure' refer to?

i. The jewels and precious stones in the enchanted castle.

ii. The help extended by the goblin to the three princes.

iii. Good qualities of the Prince that helped him throughout.

iv. The Golden Princess who lived in the enchanted castle.

Let's learn new words

Study the pictures of various fairy creatures given below.



brownie



goblin



witch



elf



wizard



fairy



ogre



giant

Based on the pictures, match these fairy creatures with their descriptions.

Fairy creatures	Descriptions
1. brownie	Magical creature, delicate, could be very tiny to the size of a human child. They fly around with delicate wings like that of a butterfly. Most of them are harmless and only play little tricks but some can be harmful to humans.
2. goblin	Short, mischievous, childlike, love dancing, have pointed ears and often dressed in a green dress with pointed hat. Love flowers and gardens.
3. witch	A man who practises magic, is extremely clever. Often considered wise, shown as elderly and skilled. Dresses in robes and a pointed hat, also carries a wand.
4. fairy	Ugly, huge, horrible creatures who attack and eat humans. They smell bad, have an unusually coloured body and a large head. They are said to enjoy rolling in mud, like pigs.
5. elf	Look like very large-sized humans, often hundreds of feet tall. They aren't as ugly or stupid as ogres but are quite greedy for wealth. They choose to either be on the good side or evil side.
6. wizard	Often elderly, wrinkled, hunched backs, long noses, deal with magical spells and charms, are usually able to see into the future
7. ogre	Small, wrinkled, short curly hair, live in houses to help humans with work, rarely talk to humans, don't like to be seen so, work at night. Enjoy eating porridge, butter, honey, etc. Often live in holes in walls or unused part of the house.
8. giant	These creatures are usually portrayed as mischievous troublemakers, and are often shown to be greedy for material wealth. Depending on the culture, they can possess magical powers, and use them for good or evil.

Let's study grammar

Read the following.

- Goblin to youngest prince:
  a) The goblin said, 'Your brothers are rude.'
- The Golden Princess hears that and says it to someone else:
  b) The goblin told the youngest prince that his brothers were rude.

Which statement (a) or (b) is spoken directly to someone and which is reported/ spoken indirectly?

We use indirect speech when we want to tell someone else what the first person said.

Some rules for reported speech

- If the reporting verb is in the present tense, then we don't change the tenses in the indirect speech.

  Direct speech: The goblin says, 'Your brothers are rude.'

  Indirect speech: The goblin says that his brothers are rude.

- However, if the reporting verb is in the past tense, then usually we change the tenses in the indirect speech.

  Direct speech: The goblin said, 'Your brothers are rude.'

  Indirect speech: The goblin said that his brothers were rude.

Note: Occasionally, we don't need to change the present tense into the past if the information in direct speech is a general fact. For example,

Direct speech: He said, 'The goblins are fairy creatures.'

Indirect speech: He said that the goblins are fairy creatures.

The following table states ways of transforming place and time expressions into the indirect speech.

Direct Speech	Indirect Speech
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week/month	the week/month before
next year	the following year
tomorrow	the next day / the following day
here	there
this	that
these	those

Fill in the blanks, wherever provided, to change the statements in (D) direct speech statements to (I) indirect speech.

D: The wizard says, 'I know what will cure the king.'

I: The wizard said that he ..... the king.

D: The second prince said, 'Father will be pleased now.'

I: The second prince said that father would be pleased then.

D: The goblin said, 'The door will open with this iron wand.'

I: The goblin said that the door ..... open with ..... iron wand.

D: The Golden Princess says, 'You can take water from the well today.'

I: The Golden Princess says that he can take water from the well that day.

D: The goblin says, 'I saw your brothers last month.'

I: The goblin ..... saw his brothers ..... .

Let's learn to listen

A. You will listen to a school librarian telling the students why fairy stories are enjoyed by many children and grown-ups. Listen to her and answer the question.

The librarian finally asks the ..... to distribute the books.

B. Now, listen to the librarian again and answer the following as you listen. Choose the correct option based on your understanding of the recorded talk.

1. The Brothers Grimm rewrote the earlier fairy stories to
   a) make it easier for children to understand.
   b) add new characters in the old stories.
   c) earn a name for themselves through them.
2. The punishment of evil characters makes readers feel
   a) brave. b) pleased. c) bored.
3. According to the librarian, readers like connecting to the heroes because of their
   a) brave acts. b) adventurous life. c) good looks.
4. The librarian feels that the best part about the endings of fairy stories is that
   a) they teach us to be hopeful.

b) they train us to believe in fairies.

c) they help us relax.

Let's learn to write

A. Complete the story by filling in details in the middle to match the beginning and end of the story. Create the missing part in not more than 50 words.

Googy the giant was very sad that he looked very different from the humans. People were scared of him and the sparrows were his only friends. Unhappy, he decided to visit the elderly wizard, Wolly-Hoo. The sparrows told him that the wizard was a helpful old man and would definitely have some solution for his problem.

Reaching Wolly-Hoo's cottage, the giant said to the wizard, 'Please Wizard, I wish to walk and talk like the humans. Will you help me?'

.....

.....

.....

.....

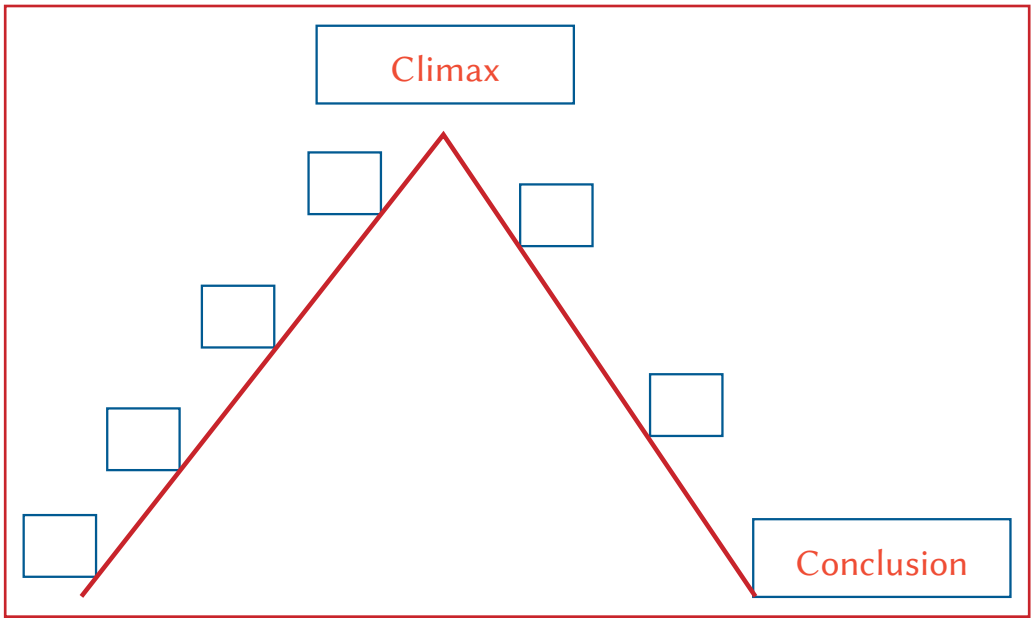
.....

.....

The giant was very happy when he looked at his reflection in the river. He walked to the village and built himself a hut where he lived happily among other humans.

B. Choose the different parts of the plot in the correct order and arrange them on the story pyramid.

1. Chanderi sees that Munna has realised his mistake, tells him not to waste water. Munna learns.
2. Chanderi decides to punish Munna by making him realise the importance of water.
3. While brushing next morning, cannot use any water
4. The water fairy Chanderi angry with Munna's behaviour
5. Wasted water while bathing, drinking, playing, etc.
6. Munna always left the tap running after brushing his teeth.
7. Munna is angry, tells his mother about this, she doesn't believe him.
8. Munna wakes up at night, thirsty, can't find any water.



C. Look at the plot pyramid and along with your partner, create your own fairy tale of not more than 100-120 words.

Then, draw and colour images to match your story on a chart paper.

Listening Texts

2. A Lesson from Grandpa Coral

Hello children

Your teacher tells me that you've already read about the different creatures that inhabit the sea.

I'd like to tell you something interesting about another sea creature, a Sea Cucumber. These creatures are the closest relative of starfish and sea urchins. They have soft elongated bodies and leathery skin. You might look at a picture of a sea cucumber and think of it to be a plant. But you would be wrong, sea cucumbers are animals. There are about 1,500 species of sea cucumbers and they vary in colour, shape and size.

It is said sea cucumbers make up 90 percent of life in the sea floor. Can you believe it? Also, they are nocturnal creatures. This means that they are active during the night unlike us who work during the day and sleep at night.

Sea Cucumbers are extremely slow creatures despite having five rows of tube feet. I guess they are just extremely lazy and do not like moving around the sea much. Another interesting fact about them is that they breathe through their anus. They draw oxygenated water in through the anus and the oxygen from the water is then transferred into the fluids within the body.

I have a question for you now. Do you think sea cucumbers are nature's friend? (pause)

Well, they might not be appealing to look at, but one sea cucumber can filter up to 99 pounds of sediment in a year. Isn't this amazing? When faced with danger, sea cucumbers expel their internal organs in order to protect themselves from the predators. Surprisingly, all their missing organs get regenerated in one and a half to five weeks. Moreover, most of the sea cucumbers have a life span of about 5 to 10 years.

Before I conclude, let me share another little detail too. You know, sea cucumbers do not have a brain and hence their senses are poorly developed.

I hope knowing about these interesting facts about sea cucumbers was an enjoyable experience. Thank you for listening.

7 The Cherry Tree

Speaker 1: I'm so excited about the tree-planting festival. Mom and I especially went to the local nursery to purchase the sapling. It isn't potted and it looks like a small branch of a Christmas tree or somewhat like a feather. I'll plant it using the soil already around its roots.

Speaker 2: My elder sister brought me the sapling from one of her friends. It looks pretty. I think it's so because it's planted in a pot and has a smooth stick to support the plant. I think I'll have to dig this stick in along with the sapling when I plant it.

Speaker 3: Oh! It was a disaster! I dropped the potted plant on my way to school and now I'm left with the soil barely holding the plant. I can even see the seed and the roots. I'll have to request ma'am to let me plant this as soon as possible.

Speaker 4: I got lucky. The gardener from Dad's office was planting the saplings too. Dad brought home the seedling tray with some saplings. I'll be the fortunate one at school to plant more than one sapling on Vanamahotsava, this year.

Speaker 5: The local 'maali' was transplanting some saplings in the colony park. He allowed me to carry one such sapling home. It had a thin stem and some delicate leaves. Imagine, I could see some roots sticking out of the plant's soil. I think I'll use this soil too, when I plant this sapling today.

11 From Ragpickers to Rockstars

Good morning, class monitors.

As you know, we would be inaugurating the music room for the middle wing of our school next Friday. I'd like to share the programme details with all of you.

The programme shall begin with Principal sir's welcome speech for the chief guest. The education officer for our zone, Dr (Ms) Sarla Kumari, has kindly agreed to be present as the chief guest.

Sir's welcome address shall be followed by prayers to the goddess Saraswati, sung by the music club members. As soon as the prayers finish, the school Head girl will present a welcome dance. It

is only after this dance that the chief guest would be requested to inaugurate the new music room by cutting the ribbon.

Once the chief guest and principal sir enter the room, they'll be taken to inspect the new Indian classical musical instruments. The small stage in the music room will be the setting for Guru Srikanth's tabla performance for all.

According to the planned schedule, the chief guest, Dr Sarla Kumari, will be invited to address the gathering after this. As soon as she finishes her address and is seated, the school band shall perform their award-winning item for the next 10 minutes.

The inauguration function will end with the school choir singing the national song. It is at this stage that all of you must be present for your refreshment distribution duty, near the canteen.

I hope we can make this event a success together.

Thank you. Have a nice day.

14 Mobile Manners

Speaker 1 (pleased)**:** Oh, how wonderful! I, for one, think that e-books are fabulous. If this trend continues, I know for a fact that my classmates will find it more convenient to read new books and not worry about storing them.

Speaker 2 (stressed)**:** My goodness! What am I going to do? I've barely managed to use gadgets. At my age, learning new technological things so frequently can be troublesome. I love reading, but this news has got me worried now.

Speaker 3 (disinterested)**:** Hmm…each to his own. My aim is reading. I'd like to do that. The medium is not something I care about. In today's world, there are more important things that can cause a bother.

Speaker 4 (shocked)**:** This can't be serious! Really? Oh dear! What next? Books fitted as chips in our brains? Unbelievable! How can this be a growing trend? I hardly know people who read e-books. This is so strange.

Speaker 5 (angry)**:** Whattt? How can they just write something like this? What do they mean 'growing trend of e-books'? Just because a few people roam around with e-book apps doesn't mean it's true for most people. I mean, look around! Here we're struggling with literacy rates and they write about e-books! Bah!

15 The True Treasure

Hello students of class VI A.

This week we'll be reading different fairy stories but first I'd like to share with you the reasons why such stories are so popular among children and adults.

You see, fairy tales have been with us for a long time. Some of the earliest were written in Italy in the early seventeenth century. These original versions of stories like 'Little Red Riding Hood' and 'Cinderella' were taken up again by the Brothers Grimm in Germany and rewritten in a simple manner, according to the understanding levels of children.

You might wonder why we continue to read these old and often frightening tales. I mean, these are the stories in which children are often scared by witches and goblins! Well, these stories are important because the evil creatures in these stories are punished and we have a happy ending. This delights us and keeps us satisfied too.

That's not all, you know, having both good and evil forces in a story helps us identify with the good hero who courageously travels through the thick forest to rescue the beautiful princess or the lucky heroine who magically gets a carriage, grand dress and glass slippers to enchant the prince! Such stories transport us to a world of magic and joy and relaxes us and builds our imagination too.

The best part, I feel, is that even though we read about scary and violent happenings, there is always hope that all will be well towards the end.

Now that I've shared all this with you, let's enjoy ourselves during this fairy story week. I request the monitors to kindly collect the books from the shelves and distribute to all.

Thanks.

Notes