English Spring

An Integrated Approach to Language Learning

Aligned with NEP 2020



Coursebook 7

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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.

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Key Features

Selections



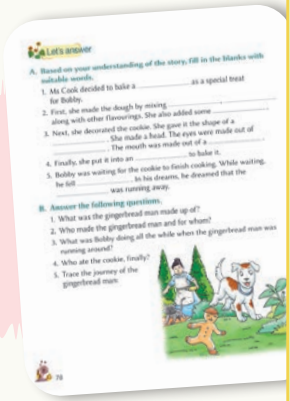
- include writings (both prose and poetry) spread across centuries—both classic and contemporary, covering a variety of genres
- include predominantly Indian writers and works that learners can both identify with and acquaint themselves with their cultural heritage
- written in simple and lucid language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



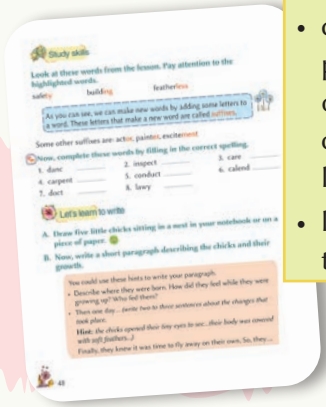
- helps learners expand and enrich their vocabulary base
- helps learners use words in everyday conversation with ease through varied task types

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



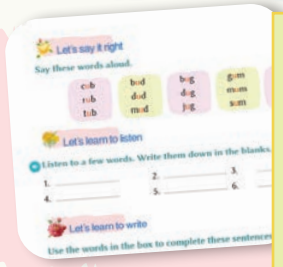
- have been integrated with the content for a thematic, contextualised and holistic learning experience
- all activities/tasks that lend themselves to these elements have been marked with the icons LS VB CC

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

Chapters (Genre/Theme)	Comprehension	Appreciation	Vocabulary	Grammar	Study skills	Listening	Speaking	Writing
1. *The Wind* poem/nature	• factual • reference to context • inferential	personification						
2. A Garden for Grandma short story/Nature	• factual • reference to context • inferential • evaluative		idioms	phrases and clauses	meaning in context	listening to description		formal letter
3. *The Clothesline* poem/neighbourhood	• factual • reference to context • inferential	• rhyme scheme • alliteration						
4. The Beauty of Difference personal narrative/ unity in diversity	• factual • reference to context • inferential • evaluative		apostrophe for contractions	independent and dependent clauses		listening to opinions and identifying the speakers		notice writing
5. *Funny-looking* poem/self-worth/ values	• factual • reference to context • inferential • evaluative	• rhyme scheme • onomatopoeia • hyperbole						
6. The Mountain Trail historical fiction/ adventure/history	• factual • reference to context • inferential • evaluative		movement words	simple tenses		listening to a conversation and answering questions		description of a place
7. The Mail Coach Passengers short story/mystery	• factual • reference to context • inferential • evaluative		proverbs	modals		listening to a talk show and identifying speakers		message writing

8. *My Computer* poem/technology	• factual • reference to context • inferential	• rhyme scheme • personification • pun						
9. Diary of a 12-year-old blog/self, adventure	• factual • reference to context • inferential • evaluative		transition words	continuous tenses	punctuation			diary writing
10. Brought to Book short story/self, cleanliness, values	• factual • reference to context • inferential • evaluative		collocations	prepositions			identifying people from their descriptions	describing people
11. *Unaware* poem/conservation/ environment	• factual • reference to context • inferential • evaluative	rhyme scheme of a sonnet						
12. India's Forgotten Titanic historical fiction/ maritime history	• factual • reference to context • inferential • evaluative		suffixes and prefixes	determiners		drawing a siuation based on a listening input		letter to the editor of a newspaper
13. The Woods Are Alive personal narrative/ culture, Nature	• factual • reference to context • inferential • evaluative		question words	kinds of conjunctions			role-play	story writing
14. *The Further Bank* poem/childhood	• factual • reference to context	tone, mood, refrain, rhyme scheme, imagery, personification						
15. No Stereotypes, Please fiction/gender roles	• factual • reference to context • inferential • evaluative		food-related words	voice–active and passive			debate	debate writing
16. The Story of a Stepwell short story/ conservation	• factual • reference to context • inferential • evaluative		one word for many	direct and indirect speech		task based on listening to a discussion		writing an article for a school magazine



Acknowledgements

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1 The Wind

Let's start

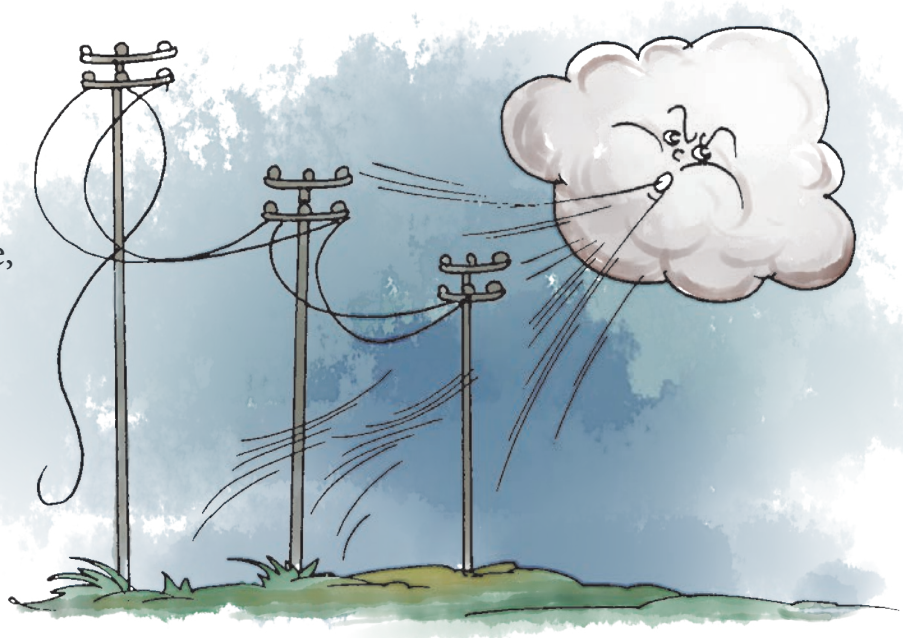
- With your partner, discuss:
  a) a time when you got caught in a storm.
  b) any one productive and one destructive effect of the wind.
- If you were to imagine the wind as a human being, what qualities would you attach to it?

Now, read the poem.

The wind, he is a naughty chap,
Who whistles far and loud:
Today he wears a patchwork cap
Of ragged rainy cloud.

He wanders here, he wanders there,
With mischief in his mirth,
He does not care, he does not care
For anyone on earth!

He tries to blow out kitchen fires
He leads the sands a-stray,
He tampers with electric wires
And, sometimes, has his way.



ragged: (here) having an irregular or uneven surface; e.g. cloud
mirth: cheer tampers: interferes

The wind who roves from place to place,
Undisciplined, unschooled,
Tonight, at least, shall hide his face:
I saw him being fooled.

He rushed into a beggar's hut,
The vagabonding scamp,
To tamper with his clay-lamp, but
The beggar had no lamp!



Ah fool! You might extinguish then
The very moon and sun,
But not the lamps of beggar-men
Since, most of them have none!

—Harindranath Chattopadhyay

About the poet

Harindranath Chattopadhyay (1898–1990) was a poet, dramatist, actor, musician and a member of the first Lok Sabha. He was also the younger brother of another great poet and freedom fighter, Sarojini Naidu. His poems for children are filled with fun and energy. Among the other delightful poems that he wrote is 'The Train' which the poet wrote in Hindi as *Rail Gaadi*. It was included as a song in an old Hindi movie, *Aashirwad*. It was probably the first rap song in an Indian movie! You can watch it on youtube: *https://www.youtube.com/watch?v=TcLrPIE_18o*

roves: wanders vagabond(ing): wandering about aimlessly
scamp: a mischievous yet likeable child

Let's ponder

Answer these questions.

1. Who do you think is the speaker of the poem?
2. Is the speaker witnessing the wind's actions all at once or is the speaker talking about his observations about the wind, noticed over a period of time?
3. Does the speaker approve of the wind's actions? Explain with reference to the poem.
4. Complete the paraphrase by choosing the right options:

   The poet imagines the wind to be a mischievous/evil prankster who merrily goes about tricking/attacking others. The poet shares a story/account of how this prankster got helped/fooled while trying to pull a prank on a rich/poor person.

5. *'He tries to blow out kitchen fires*
He leads the sands a-stray,
He tampers with electric wires
And, sometimes, has his way.'

a) Who is 'He' in these lines?

i. the poet ii. the wind iii. the lamp iv. the beggar

b) Which figure of speech does the poet use to describe the wind?

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

c) When the poet says '(he sometimes) has his way', what does it mean?

i. The wind stops blowing. ii. The wind blows hard.

iii. The wind is sometimes successful in causing a lot of destruction.

iv. The wind goes to a beggar's hut.

6. Write the correct stanza number against the central idea of each stanza of the poem.

Central Ideas	Stanza No.
These lines	
• describe how the wind's plan to play a trick on a poor person, failed.	.....
• describe the uncaring and irresponsible attitude of the wind.	.....
• mention the unsuccessful attempt of the wind's prank.	.....
• describe the wind as a young and troublesome boy.	.....
• mock the inability of the wind to succeed in tricking a poor person.	.....
• describe the wind's harmful and dangerous actions.	.....

7. *Ah fool! You might extinguish then*
The very moon and sun,
But not the lamps of beggar-men
Since, most of them have none!

a) Who calls the wind a 'fool'?

i. the poet ii. the beggar iii. a naughty boy iv. the wind's friend

b) Why is the wind being called a 'fool'?

i. because it is trying to blow out kitchen fires

ii. because it is tampering with electric wires

iii. because it is leading the sand astray

iv. because it is trying to extinguish a beggar's lamp when he has none

c) The line 'Since, most of them have none!' shows that

i. most beggars do not like keeping a lamp

ii. most beggars have electric lamps

iii. most beggars are too poor to afford a lamp

iv. most beggars do not have any doors

Let's enjoy the poem

1. The poet has used words like 'naughty chap', 'undisciplined', 'unschooled', 'vagabonding scamp' to describe the wind. Would you like to be friends with such a person? Why/Why not? VB
2. Does the poet describe the wind as uncaring? Justify from the poem.
3. Children are often playful and mischievous. In your opinion, should these acts of mischief cause harm and discomfort to others (like the wind) or create fun and laughter? Why/Why not? LS VB

2 A Garden for Grandma

Let's start

- How much time are you able to spend with your grandparents?
- What activities do you and your grandparents do together?
- Do you enjoy spending time with your grandparents? Why? VB

Now, read the story.

Sanjeev ran out into the garden.

'Where are you going now?' his father asked. 'We have to leave the house in a few minutes!'

'I am going to get some flowers for Naani (grandmother),' Sanjeev called.

'The taxi will soon be here and you have to help me take our luggage out,' said Vithal, but his son was out of earshot.

Sanjeev ran along the path to his favourite part of the garden. It was his own special corner. Three years ago, when Naani had been staying with them, she had inspired Sanjeev to start a garden of his own.



Each evening, after Sanjeev had completed his homework, he and Naani would go out to the shade of the mango tree. Naani would sit there on a stone and sketch her suggestions on the ground with a stick.

earshot: the range or distance over which one can hear or be heard

So their little garden took shape a few feet away from the shady spread of the mango tree. It was a simple square arrangement of flower beds enclosing a patch of grass. In the centre was a rockery where Sanjeev had lovingly piled up the earth and arranged his collection of stones and shells with little clumps of cactus in between.

It had been a proud day for him and a happy one for Naani when the first plants stuck their green shoots out of the soil. He yelled, 'Come and see my plants, Naani! They are growing!'

Naani had hurried out as fast as her frail limbs could carry her and she had smiled her special smile for him; the smile that always held a happy sparkle in her eyes.

Now he quickly went to her favourite flowers – the regal, yellow gladioli that stood in three flower pots. She had handed him the small bulbs the day before she left to go to Aunty Seema's house in Jabalpur. 'These are the flowers I like best, Sanju' she had said. 'They have a kind of nobility and yet they are so simple in their straight, clean lines. Plant them at the back of one of the beds, Sanju. They will look like lovely sentinels as they watch over the phlox in front.'

Then she added, 'I have forgotten what colours the bulbs are, but you must write and tell me what they turn out to be when they bloom. Will you do that?'



'Yes, Naani, I will write,' Sanjeev promised, and she had touched his hair fondly, then climbed slowly into the car and waved one last time before it moved off.

Sanjeev had rubbed his eyes fiercely for a minute, wanting to run behind the car and shout, 'I love you, Naani! Stay a little longer!' but his friend, Madhav, had peeped over the compound wall and called out, 'Still being a *mali* or would you like a game of tennis instead?'

Sanjeev had hurriedly planted the bulbs in some pots nearby and gone off to play.

Somehow, without Naani around it was difficult to keep his interest in gardening alive. Within months of Naani's departure, the serenity of the garden was gone along with the neatness. Sanjeev never felt the same when he sat on the big boulder his father had rolled next to Naani's garden seat. Often he would open his mouth to speak—to tell Naani about his day and the pranks

rockery: a heaped arrangement of rough stones with soil between them, planted with rock plants wearshot: tregal: fit for a monarch, especially in being magnificent or dignified sentinel: a soldier or guard whose job is to stand and keep watch serenity: the state of being calm, peaceful

with Madhav, but he would stop short as he realised that she was not there. She was with Aunty Seema, with his cousins Rohit and Supriya.

That night, his mother mentioned Naani's letter, 'She says she is missing you, Sanju, and she asked about the gladioli.'

'Tell her they are yellow, Ma.' he said. 'She wanted to know.'

His mother laughed. 'You are thirteen years old, Sanju. Certainly old enough to write and tell Naani yourself!'

A pang of guilt ran through Sanjeev that evening as he passed by Naani's corner. He would have to clear up the mess before he wrote to Naani, he decided.

But a few days later, he left on a nature camp with a dozen of his class-mates. Bird watching, rock climbing and other activities diverted his interest from gardening and he began to spend more time with friends and less on his own.



He did not clear the garden, nor did he write to Naani. Now suddenly, there was a chance to show Naani the yellow gladioli. Quickly, Sanjeev picked up the smallest pot and ran back to the house. A taxi had drawn up outside and his father was already carrying out their bags so he did not notice what Sanjeev put in with the luggage. When they reached Aunty Seema's house, Sanjeev jumped out of the taxi still holding the flower pot and ran to the front door. 'Naani! Naani! See what I have got for you!' he called as he heard footsteps and someone came to the door.

It was his mother. She tried to smile when saw him with the pot of gladioli, but instead tears rolled down her cheeks and she opened her arms to her son. 'She has gone, *beta*,' she said softly.

Sanjeev could not believe what his mother was trying to tell him.

'Naani….Naani has… is gone? But she wanted to know the colour of the gladioli, so I brought the pot all the way from Pune. She must see them!' he said dazedly.

'She will understand, Sanju,' his mother said. 'She always did.'

Waves of guilt coursed through Sanjeev. He had not maintained the garden that he and Naani had planted. He had not even written to her and told her whether her favourite flowers were blooming! And now it was too late—too late!

Slowly, he turned and walked out into the winter sunshine. He saw a garden seat beneath a tree and he sank on it. He stared into space until gradually, a feeling of peace descended on him. There was a slight warmth on his shoulder and he felt a smile hovering over him. He looked up, expecting to see Naani looking at him with that special light in her eyes but there was no one there.

Then his gaze fell on a corner of the compound where flower beds had been neatly marked in a square with a path leading inside. He recognized the pattern. The unfinished garden was to be a replica of the corner he and Naani had made in Pune. Naani had not lived to complete it here, with Rohit and Supriya. But he could do it with them. He knew each step that Naani would take.

Sanjeev stood up decisively, the pain and guilt lessening as he made a resolution. 'We will make you a garden here, Naani,' he said aloud, 'and when I get back home, I won't neglect the place you and I enjoyed so much together.'

—Cheryl Rao

replica: an exact copy of something



Let's ponder

Answer these questions.

1. *And now it was too late—too late! Slowly, he turned and walked out into the winter sunshine. He saw a garden seat beneath a tree and he sank on it. He stared into space until gradually, a feeling of peace descended on him.*

   a) 'It was too late now' implies that Sanjeev was late in .....

   i. maintaining the garden ii. writing to Naani

   iii. reaching in time iv. recognising Naani's worth

   b) 'A feeling of peace descended on him' signifies that .....

   i. he had now accepted the certainty of Naani's death

   ii. he had got over the shock of Naani's death

   iii. he felt peaceful and calm at Naani's death

   iv. he felt things had gone quiet after Naani's death

   c) Naani's death awakened in Sanjeev a sense of .....

   i. appreciation ii. isolation iii. realisation iv. desperation

   d) Sanjeev resolved to make the garden in Jabalpur to .....

   i. honour Naani's memory ii. relive his time with Naani

   iii. recount Naani's teachings iv. teach Rohit and Supriya

2. *Then she added, 'I have forgotten what colours the bulbs are, but you must write and tell me what they turn out to be when they bloom. Will you do that?'*

   'Yes, Naani, I will write,' Sanjeev promised, and she had touched his hair fondly, then climbed slowly into the car and waved one last time before it moved off.

   a) Why did Naani ask Sanjeev to promise to write and tell about the flowers?

      i. Naani was just making a polite conversation with Sanjeev.

      ii. Naani had wanted to keep a watchful eye over the garden.

      iii. Naani was possessive about the garden and plants in it.

      iv. Naani wanted Sanjeev to sustain his interest in gardening.

   b) What stopped Sanjeev from keeping his promise?

      i. Sanjeev's lack of interest in gardening

      ii. Sanjeev's friends and neighbours

      iii. Sanjeev's movement towards other activities

      iv. Sanjeev's inability to work hard

   c) Which of the following proverbs can suitably sum up Sanjeev's attitude in his interaction with Naani before her demise?

      i. Absence makes the heart grow fonder

      ii. Familiarity breeds contempt

      iii. Out of sight out of mind

      iv. Actions speak louder than words

   d) Which one of these statements is true?

      i. Sanjeev did not like gardening. He did it only to please Naani.

      ii. Sanjeev loved his grandmother but took their association for granted.

      iii. Sanjeev forgot Naani's lessons when she left for Jabalpur.

      iv. Sanjeev missed Naani so he avoided spending time in the garden.

3. How did the creation of the garden strengthen the bond between Naani and Sanjeev?

4. Do you think Naani's favourite flowers were a reflection of her personality? Give reasons to support your answer.

5. Naani's influence stayed in Sanjeev's life even after her death. Comment.

6. Children pick up hobbies but fail to sustain them with the passage of time. Comment on the statement in light of the story.

Let's learn new words

Read these phrases taken from the text.

- stop short
- take shape
- stare into space
- Do the words actually mean what they say?
- Do they mean something completely different from their individual meaning?
- Do they do have more than one meaning?

1. Let's try and select their correct meaning from the options given below.

a) stop short

i. failing to meet an expectation or standard

ii. coming close to doing something and stopping

iii. lasting or living for a small time

b) take shape

i. develop into something definite

ii. deal with a serious matter

iii. distribute in different forms

c) stare into space

i. observing the stars in the sky

ii. maintaining focus silently

iii. letting your thoughts wander

These phrases are called idioms. The meaning of the phrase is different from the ordinary meanings of the words in it.

Take a look at some more examples and their meanings.

1. eat your heart out	used jokingly to say that you are even better than a particular famous person
2. get to the heart of the matter	to find the most important facts of something
3. hard nut to crack	a difficult problem
4. crack a smile	to break a serious face with a smile
5. dawn on (somebody)	to realise something for the first time
6. a false dawn	a promising situation which comes to nothing

2. Now, fill in the blanks with the idioms given on the previous page. Make changes in the tense wherever required.

1. The fall in COVID cases was a ..... and then the second wave hit.
2. Even after trying for a full thirty minutes, Manav couldn't solve the maths problem. It was definitely a .....
3. 'I just won the prize for best actor in the school play, ... Shahrukh Khan!'
4. It suddenly ..... Sherry that she had forgotten her report card at home.
5. The detective decided that he wouldn't rest till he ..... of the recent robbery case.



Let's study grammar

Underline the group of words that make sense of its own. Double underline the group of words that just add some information.

1. I have forgotten what colours the bulbs are.
2. on a stone
3. Naani sketched her suggestions.
4. on the ground
5. and she asked about the gladioli
6. He quickly went to her favourite flowers.
7. or would you like a game of tennis instead
8. a pang of guilt
9. where Sanjeev had lovingly piled up the earth



A group of related words that add some information to a sentence is called a phrase. A phrase does not have a subject or a verb.

A group of related words that has a subject and a verb but does not stand independently is called a clause.



Study skills

Read this sentence from the chapter.

- Sanjeev would have to clear up the mess before he wrote to Naani.

Let's see what the dictionary says about the word mess.

mess

noun; plural noun: messes

1. a situation in which a place is dirty or untidy
   Your room is a mess.
2. a person whose life is full of problems they cannot deal with
   He needs treatment of some kind—he's a real mess.
3. a liquid or sticky thing that has been accidentally dropped on something
   I will clan up this mess later.
4. a building or room that provides meals and recreational facilities for members of the armed forces.
   the sergeants' mess

verb

(*simple present:* mess; *simple past*: messed; *past participle*: messed; participle: messing)

1. to make something untidy
   Don't mess with her hair.

phrasal verbs

1. **mess around**
   to waste time doing things that are not important or without any particular purpose
   He spends his time messing around on the beach instead of studying.
2. **mess up**
   to make a mistake or do something wrong
   I messed up on my first attempt at making cake.

Pay attention to the highlighted word in each sentence. Then, tick the context in which the word has been used in the sentence.

1. We should be careful when we pet stray dogs.
   - ☐ (*noun*) a tamed animal kept for companionship
   - ☐ (*verb*) to stroke or pat (an animal) affectionately

2. Rachna leaned forward to turn the volume of the TV down.
   - ☐ (*noun*) a single book or a bound collection of printed sheets
   - ☐ (*noun*) degree of loudness
   - ☐ (*noun*) the amount of space that a substance occupies

3. Her only interest is reading mystery stories.
   - ☐ (*noun*) the feeling of wanting to know or learn about something or someone
   - ☐ (*noun*) money paid regularly at a particular rate for the money lent, or for delaying the repayment of a debt
   - ☐ (*verb*) to excite the curiosity or attention of (someone)
   - ☐ (*noun*) an activity or subject which one enjoys doing or studying

4. *I spent the whole day running around after my young cousins at the birthday party.*
   - ☐ *(noun) the sport of racing on foot*
   - ☐ *(noun) the action of managing something*
   - ☐ (*adjective*) *showing that something runs, in particular, flows naturally*
   - ☐ (*verb*) *move about in a hurried way*

Let's learn to listen

You will listen to a boy talk about his garden. As you listen, identify his garden based on his description, from the four pictures given below.



(1)



(2)



(3)



(4)

Let's learn to write

Sanjeev's school organised a nature camp recently. Mr Vithal Deshpande, Sanjeev's father, feels that events such as nature camps should be organised by schools for the present generation because they help the children connect with the natural world.

Take a look at the letter he wrote to the editor of a local newspaper. Then, match the parts of the letter with their names by drawing arrows.

Madison Garden
Vishal Nahar, Pune
Maharashtra

date

16 September 20XX

The Editor
Lok Basha Daily
14-A, Gopala Towers
Pune

body of the letter

Subject: Nature Camps for the Young Generation

subject

Sir

salutation

This is with reference to the Nature Camp recently organised by my son's school. I am writing today to draw your attention towards such events, which I feel are important for our younger generation. To enable a bond with the natural world, study of nature should be made a part of the curriculum for the present generation.

The benefits are many. To begin with, the youngsters would experience their rich natural world. Secondly, such knowledge would take them away from a world of screens. Lastly, they would look at the environment as a rich source of knowledge and would find means to conserve it.

Therefore, I would recommend that all such doorways to knowledge like, the camps, treks, hikes, school gardens, helping maintain community parks, be organised by schools. These events can help in developing a lasting love and respect for nature.

complimentary closing

I hope that the publishing of this letter in the columns of your esteemed daily shall encourage organisations to take the necessary steps.

Yours sincerely
Vithal Deshpande
(Vithal Deshpande)

signature

sender's address

receiver's address

After attending the Nature Camp, Sanjeev feels a special bond with nature and resolves to make gardening a part of his daily routine.

As Sanjeev, write a letter to the editor of a national daily, highlighting how schools can conduct activities that can take the children a step closer to Mother Nature. Also, include suggestions on how schools can encourage children to fulfil their environmental responsibilities.

Use the help box to complete the letter.



- relaxing and uplifts the mood
- protecting and improving
- draw your attention towards the importance of
- an interesting and interactive manner
- to plan and organise
- help develop

Vishal Nahar, Pune
Maharashtra

8 January 20XX

The Editor
The Sunshine Express
02, Navodya Bhavan,
Pune, Maharashtra

Subject: Engaging School Children with Nature

Madam

This is to ..... integrating Nature activities for student participation, in the school curriculum. Activities such as nature camps, treks, hikes, etc., are informative and ..... an affinity for nature.

I would like to ..... such events organised by schools as a means to engage students in ..... the environment. Activities such as gardening is ..... . It not only teaches a child ..... but also instils in him a sense of responsibility. It also gives a much-desired break from screen time. Involvement in these activities teaches about environmental protection in .....

I hope that the publishing of this letter in the columns of your esteemed daily will bring about the necessary changes in the society.

Thanking you
Yours sincerely
Sanjeev
(Sanjeev)

Activity

Let's learn to grow garlic in pots.

You will need



- potting soil
- some terracotta pots (12" wide)
- some hay or coir
- a spade
- some stones
- spraying can
- water

How to proceed

- Spread the stones on the drainage hole of the pot. Then fill two-thirds of the pot with potting soil. If you don't get potting soil, you can mix equal quantities of garden soil, compost and sand to make your potting mix. Garlic needs good drainage, or it will rot.
- Take a garlic bulb and separate the cloves. Be careful to keep the papery wrapper around each clove intact.
- Gently press each clove into the soil. Plant the garlic 2 inches in from the rim of the pot and at least 5 inches apart from each other.
- Cover the cloves with more soil. Then, gently spray water on the soil and cover the pot with hay.
- Keep the pot in a well-ventilated area.
- Water lightly every morning.
- Soon, the garlic will sprout. You can trim the greens when they are around four inches or taller.
- To get full bulbs of garlic, you may have to transplant it outdoors.

3 The Clothesline

Let's start

Look at these pictures. What, do you think, these clothes hanging on the clothesline say about the families they belong to? Discuss with your partner and write your guesses below. (Hint: what is the age group of the wearers of the clothes in picture 1?)



a)



b)



c)



d)

Family a): .....

Family b): .....

Family c): .....

Family d): .....

Now, read the poem.

A clothesline was a news forecast
To neighbours passing by.
There were no secrets you could keep
When clothes were hung to dry.

It also was a friendly link,
For neighbours always knew
If company had stopped on by
To spend a night or two.

For then you'd see the 'fancy sheets'
And towels on the line;
And you'd see the 'company tablecloths'
With intricate design.

The line announced a baby's birth
To folks who lived inside
As brand new infant clothes were hung
So carefully with pride.

The ages of the children could
So readily be known
By watching how the sizes changed,
You'd know how much they'd grown.



forecast: prediction company: a person or a group of people
intricate: very complex folks: a friendly term used to address a group of people

It also told when illness struck,
As extra sheets were hung;
Then nightclothes, and a bathrobe too,
Haphazardly were strung.

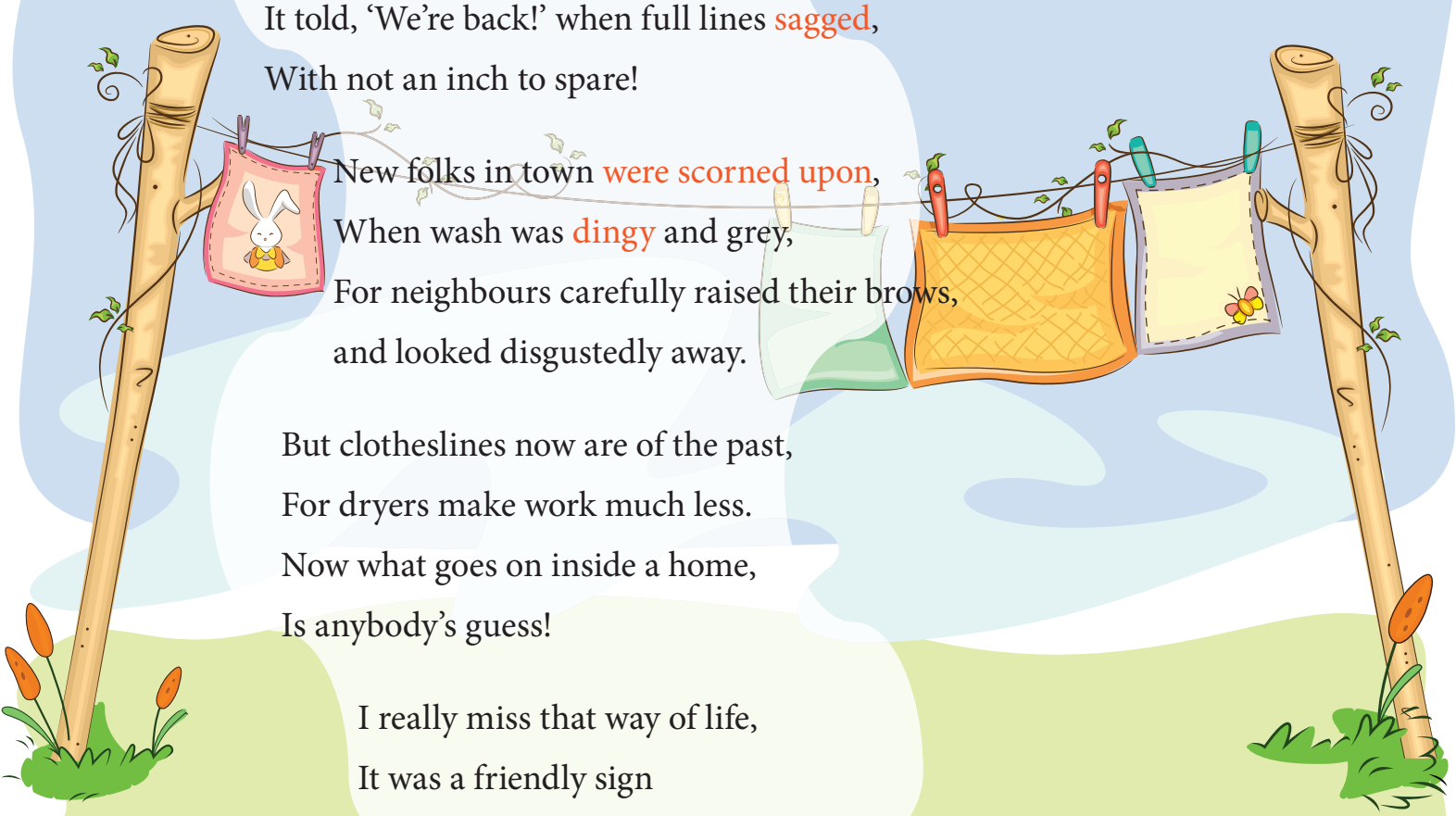
It also said, 'Gone on vacation now',
When lines hung limp and bare.
It told, 'We're back!' when full lines sagged,
With not an inch to spare!

New folks in town were scorned upon,
When wash was dingy and grey,
For neighbours carefully raised their brows,
and looked disgustedly away.

But clotheslines now are of the past,
For dryers make work much less.
Now what goes on inside a home,
Is anybody's guess!

I really miss that way of life,
It was a friendly sign
When neighbours knew each other best
By what hung on the line!

—Marilyn K Walker



About the poet

Marilyn K Walker is the author of four books: *Reflections*, *The Artist's Brush*, *Years of Gold* and *Shadows on the Mountain*. She has been recognised for her work and published in numerous anthologies and national magazines including *Avon Times* in 2000 as well as *Desert Woman's Magazine* and *Coping* in 2006.

haphazardly: in a manner that is random and unplanned strung: clothes being hung limp: not stiff or firm
sagged: sunk or crumpled were scorned upon: showed no respect for someone dingy: gloomy or dim

Let's ponder

Choose the correct option.

1. When extra sheets, nightclothes and bathrobe were hung on the clothesline, the neighbours would know that .....
   a) there were new folks in town
   b) someone is ill in the family
   c) there's a new infant in the family
   d) the family has guests
2. Fancy sheets and towels on the line suggested that .....
   a) the people are away on vacation
   b) someone is sick
   c) the children are growing older
   d) there were guests in the house
3. An empty clothesline suggests that .....
   a) someone knows that it would rain
   b) someone in the family is sick
   c) people have gone on a vacation
   d) people are attending to guests

Answer these questions.

1. *A clothesline was a news forecast*
   To neighbours passing by.
   There were no secrets you could keep
   When clothes were hung to dry.
   a) The clothesline acted as a _____.
      i. newscaster ii. rumour spreader
      iii. personal guard iv. divider
   b) What could you not keep from neighbours if you had a clothesline?
      i. rumours ii. secrets
      iii. stories iv. news
   c) Why does the poet use the past tense in the stanza?

i. because people no longer have time to dry their clothes

ii. because people are too lazy to dry clothes on a clothesline now.

iii. because people currently use dryers to dry their clothes

iv. because people do not wash clothes nowadays

2. Write the correct stanza numbers against the summary of each stanza given below. One has been done for you.

Summary	Stanza no.
• Clotheslines are rarely seen now as new ways to dry clothes have appeared, making it hard to know what goes on in any house.	Stanza 9
• People could make out when a family member was sick by the number of sheets and clothes spread out to dry.	.....
• The clothesline could also tell when a baby was born in a house.	.....
• Neighbours would often judge new residents on the basis of the whiteness of the clothes on the clothesline.	.....
• Clothes spread on a clothesline made it impossible to keep secrets.	.....
• One could tell how much the children in a house had grown from one look at the clothesline.	.....
• Expensive and decorative fabrics hanging on the clothesline meant that the family had guests.	.....
• The time, when neighbours would know each other through the clothes hanging on the clothesline, is over now.	.....
• If one wanted, one could also know whether the people were at home or away on a holiday, by a look at the clothesline.	.....
• The duration of guests staying at someone's place was also made clear by looking at the clothesline.	.....

3. Why does the poet call the clothesline 'a friendly link'?

4. The neighbours scorned upon 'dingy and grey' washing. State the reason.

5. The poet feels that the washing machine/dryers have resulted in a loss. Explain what she means.

Let's enjoy the poem

Answer these questions.

1. The rhyme scheme of the poem is:

   a) abab abab b) abcb abcb c) abca abca

2. You know what tongue-twisters are, don't you? Let's look at one or two examples, and pay attention to the highlighted letters:

   a) How much wood would wood cut if wood would cut wood?

   b) A fly and flea flew into a flue,
   said the fly to the flea 'what shall we do?'

   You must have learnt in an earlier class that when a series of words with the **same initial consonant sound** appear close together, the literary device is called alliteration.

   Choose the two examples of alliteration in the poem, from those given.

   a) friendly link b) fancy sheets c) baby's birth d) sizes changed

   e) night-clothes f) dingy grey g) what was

4 The Beauty of Difference

Let's start

In each picture, pick the one which you think is different from the others:



a)



b) c)

a) Why do you say so?

b) Does this difference make them a lesser being?

c) Would you like to live in a world where everyone dresses the same, follows the same routines, etc.? Discuss with your partner.

Now, read the story.

Shirin was still a relatively young girl when her parents sent her away from her home in Tehran to live in a big city in England called London.

Shirin did not like the idea of going to live with her cousins in England, but her mother told her, 'It is best, little one. It is no longer safe here and you will have an exciting new life in England and you will make all kinds of new friends.'

Little Shirin wanted to cry because she loved her mother and father very much and she did not want to leave them. Also, she did not know her cousins at all. They had only visited once and Shirin was too little to understand what they were saying because they did not speak Farsi which Shirin thought was very strange indeed.

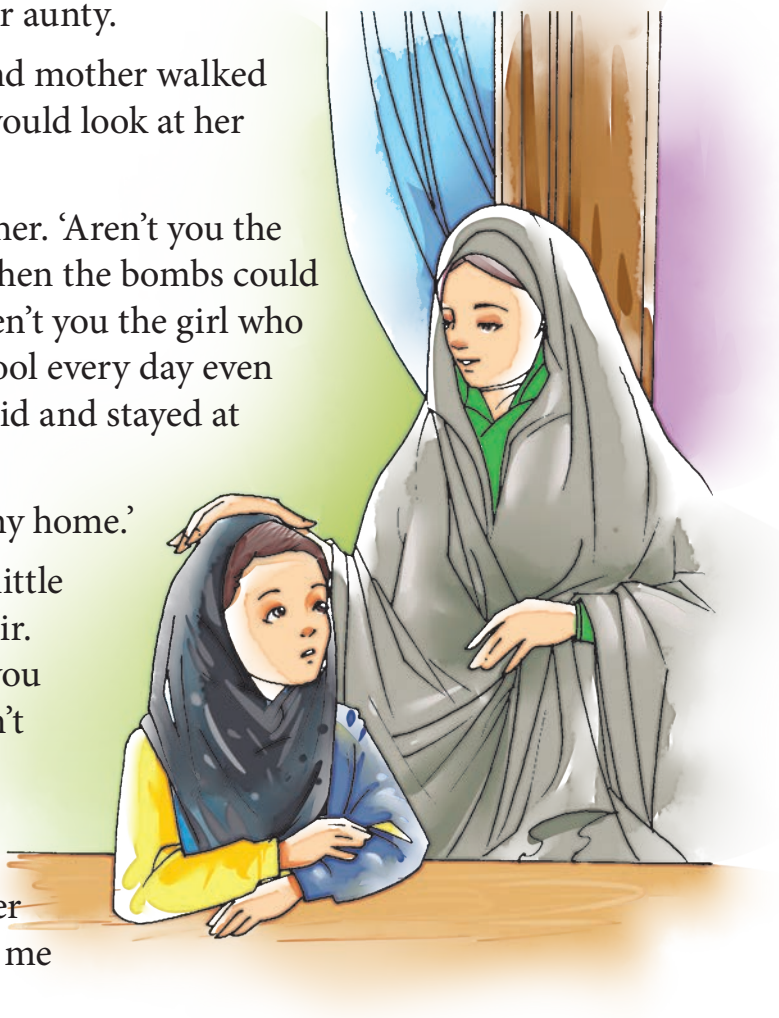
And so the day arrived and Shirin's mother and father drove her to the airport where she would be escorted onto the plane by her aunty.

'I'm scared,' said Shirin as her father and mother walked her to the little booth where the man would look at her passport and check her ticket.

'How can you be scared?' asked her father. 'Aren't you the brave little girl who was never afraid when the bombs could be heard dropping on the city? And aren't you the girl who always insisted that we take you to school every day even when the other little girls were too afraid and stayed at home with their parents?'

'That's different,' said Shirin. 'This is my home.'

Shirin's mother knelt down beside the little girl and hugged her and stroked her hair. She said to her daughter: 'I know that you will make us proud, little one. And don't you worry, soon your father and I will come to England and you can show us all of the things to see in London. I bet you will be speaking English even better than you do already and you can teach me some new words.'



Shirin liked the idea of teaching her mother new words because Shirin thought that her mother was the cleverest person in the whole wide world.

relatively: in comparison to Farsi: official language of Iran
escorted: accompanied someone insisted: demanded something forcefully

‘I suppose I could do that,’ said the little girl as her aunty took her hand and explained that it was time to get on to the aeroplane before it flew off without them.



During the long flight to England, little Shirin tried to imagine what her new life would be like. She was determined to do well at school and she told herself that she would make her parents very proud. ‘I can do this,’ she thought. ‘I can do this as easily as picking flowers.’

Then the little girl fell asleep and dreamed of what London would be like. She dreamed about tall clocks and wide rivers; she pictured old men in bowler hats, ladies with umbrellas, bright red buses, and the big house where the Queen lived with all of her guards in their tall fuzzy hats and long boots.

But when she arrived at the airport in London it was not quite as she had imagined at all. The sky was a horrible grey colour and it was windy and raining. Shirin wished that she had not decided to wear her sandals because her toes were very cold. And worst of all…worst of all was the feeling that everybody was looking at her as if she was an alien with a big head and three eyes.

Shirin noticed with surprise that she was the only one wearing a *chador*. A girl standing close by pointed and laughed and asked her mummy: ‘Why is she wearing a big cloth wrapped around her like that?’

The mother pulled the little girl away and told her that it was rude to point. Shirin wanted to tell the little girl that it was not a big cloth, it was a *chador*, and in Tehran, many of the girls and their mothers and grandmothers wore a *chador* because it was a part of their culture.

Of course, Shirin wanted to take her *chador* off because she did not like being stared at in such a way, and she wished that she was back in Tehran where it was sunny and her toes would be warm once more.

‘Let’s get you home,’ said her aunty as she hurried the young girl into a big black taxi with an orange light on its roof.

Shirin thought that the taxi driver sounded very funny. Not at all like her English teacher, Mr Rahimi. He said things like ‘Blimey’ and ‘Awright love, where to?’ Little Shirin did not understand these words, but luckily her aunty seemed to understand and they were soon whizzing through the city towards her new home.

bowler hats: men’s hard hats made of felt with a round dome-shaped crown 
fuzzy: having a woolly or soft texture whizzing: moving quickly through the air

Shirin wanted to ask her aunty why she did not wear a *chador* in England even though she always wore one when she visited her mother in Tehran. 'She must be in disguise,' thought the young girl. But Shirin also remembered that her mother had always told her it was no use trying to hide your true self from others, so Shirin wondered why her aunty chose to be in disguise when in England.

London turned out to be a very strange place indeed. It rained every day for the first week and Shirin did not think much of British summertime at all. She had trouble understanding what people were saying even though she was told that her English was very good. And it turned out that not just anybody could go and say hello to the Queen in her big house even though there must have been a hundred rooms in which to welcome visitors and have tea.



The young girl was very disappointed in her new home and she missed her mother and father and her friends. Even the food was different: it was grey like the weather and seemed to come out of boxes from the freezer, not like her mother's *loobia polo* with saffron, or crispy *tah-deeg* which was colourful and delicious to eat.

When the day arrived for Shirin to go to her new school, she was very nervous and tried to convince her aunty that she was too sick to get out of bed.

'I don't want to go,' she protested. 'I don't know anybody and people keep staring at me!'

'There are lots of girls at school who wear a *chador* just like you, little one,' said her aunty. 'I am sure you will make lots of friends today, you just wait and see.'

But it did not go that way at all, not at first. There were indeed other girls who wore a *chador*, but they were all older than Shirin and they refused to speak to her. The girls in her own class pointed and laughed. They all had light brown hair or blonde hair and blue eyes, and they did not want to make friends with the new girl because she was different from them and had dark skin and dark eyes and wore a *chador*. It did not feel good to be so different from others and Shirin wished once more that she was back home with her mother.

disguise: a means of changing one's appearance to hide one's true identity
protested: expressed an objection to something blonde: pale or yellow/golden colour

It was during lunch break, as she was sitting in the corner of the playground planning her big escape back to Tehran, that a young boy approached little Shirin.

'My name is Stephen,' said the boy. 'Would you like to share some of my milkshake with me?' And with that, the young boy offered Shirin his strawberry milkshake with a straw in the top.

Shirin thought that the milkshake tasted amazing and had to stop herself from drinking it all up.

'Don't pay any attention to the others. They are mean to me too sometimes. We don't have much money and they always laugh at me because they say I am poor and have dirty clothes.' Stephen looked down at his blazer and shoes and shrugged. 'They're not dirty, they're just old.'

The young boy suddenly broke into a big smile. 'They are silly anyway. What do they know!'

Shirin laughed because Stephen had a lovely smile and he also had a big strawberry moustache from pulling out the straw of his milkshake and drinking straight from the bottle, all down in one with a glug, glugging sound.

The young girl had to admit that she had never let other peoples' opinions bother her before, so why should she start now?

'You're right,' she said, 'what do they know anyway!' And in exchange for giving her some of his milkshake, Shirin pulled four pieces of baklava from her pocket and shared the sweet pastries with her new friend.

'I think your headscarf looks cool,' said Stephen as he wolfed down a whole piece of baklava in one go.'

'It is called a *chador*,' Shirin told him.

The young boy rolled the words around in his mouth along with the sugary baklava. 'Well it looks really cool,' he said.

Suddenly, Stephen pulled his blazer up over his head so that he too was wearing a kind of *chador*. Shirin had to laugh again as the boy looked very funny indeed. She imagined that her mother and father would like Stephen very much because he was a strong person and always looked on the bright side of life which Shirin's mother said was very important for people to do.

—Adapted from a personal experience

glugging: pouring or drinking with a hollow gurgling sound
wolfed: ate greedily

Let's ponder

Answer these questions.

1. *Little Shirin wanted to cry because she loved her mother and father very much and she did not want to leave them. Also, she did not know her cousins at all. They had only visited once and Shirin was too little to understand what they were saying because they did not speak Farsi which Shirin thought was very strange indeed.*

   a) Who was Shirin?

   i. a young girl from India
   ii. a young girl from England
   iii. a young girl from Tehran
   iv. a young girl from Afghanistan

   b) Where was Shirin going to?

   i. France ii. Brazil
   iii. Bangladesh iv. England

   c) Why were her parents sending her away?

   i. because it was no longer safe to stay in Tehran
   ii. because they didn't like their neighbours
   iii. because they wanted a better life for her
   iv. because they couldn't afford to look after her

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

   d) With whom was Shirin going to stay?

   i. with her sister ii. with her parents
   iii. with her aunt and cousins iv. with her grandparents

2. *But when she arrived at the airport in London it was not quite as she had imagined at all. The sky was a horrible grey colour and it was windy and raining. Shirin wished that she had not decided to wear her sandals because her toes were very cold. And worst of all...worst of all was the feeling that everybody was looking at her as if she was an alien with a big head and three eyes.*

   a) How did Shirin feel when she arrived in the airport at London?

   i. happy ii. disappointed
   iii. sad iv. exhausted

b) Why was Shirin at London?

i. She had come to stay with her aunt and cousins.

ii. She had come to pay her aunt and cousins a visit.

iii. Her parents had sent her there because her country was not safe.

iv. She was there for pursuing her study of medicine.

c) Why was Shirin not dressed according to the London weather?

i. because she didn't know the weather conditions of London

ii. she thought the weather would be like it was in Tehran, sunny and warm

iii. because she was poor and didn't have the right clothes

iv. she wasn't supposed to wear warm clothes

d) Why was everyone looking at Shirin at London airport?

i. because she was the only one wearing a *chador*

ii. because she was the only lady at the airport

iii. because she was an alien

vi. because she looked like an alien

3. What made Shirin pretend she was too sick to go to her new school?
4. What, according to Stephen, makes the other children rude towards him?
5. Why do you think Shirin says 'I'm scared' as she walks to the airport with her parents?
6. Shirin wanted to take off her *chador* even though it was cold in London. Why do you think so?
7. Why does Shirin feel that Stephen is a person who doesn't let other people's opinions bother him?
8. Shirin and Stephen became good friends because they are different from the other children. Do you agree? Why/Why not? LS VB
9. The school children treated Shirin a certain way on her first day of school. VB

a) Why do you think they behaved the way they did?

b) Do you think they behaved responsibly?

Let's learn new words

Read the sentences from the text and focus on the highlighted words. Match these highlighted words to what they stand for in Column B.

Column A	Column B
1. 'I'm scared,' said Shirin.	a) that is
2. 'Aren't you the brave little girl who was never afraid when the bombs could be heard dropping on the city?	b) do not
3. 'That's different,' said Shirin.	c) it is
4. 'Let's get you home,' said her aunty.	d) let us
5. 'They're not dirty, they're just old.'	e) you are
6. 'It's massive!' he exclaimed.	f) are not
7. 'You're right,' she said, 'what do they know anyway!'	g) they are
8. 'Don't pay any attention to the others.'	h) I am

Let's study grammar

1. Each of these sentences has two clauses. In each sentence, underline the part that conveys complete thought. Double underline that part that does not express complete thought. Follow the example.

a) When she arrived at the airport in London, it was not quite as she had imagined at all.

b) Everybody was looking at her as if she was an alien with a big head and three eyes.

c) Shirin wanted to tell the little girl that it was not a big cloth.

d) Shirin wanted to take her *chador* off because she did not like being stared at in such a way.

e) Shirin wanted to ask her aunty why she did not wear a *chador.*

f) When the day arrived for Shirin to go to her new school, she was very nervous.

g) She was sitting in the corner of the playground planning her big escape back to Tehran, that a young boy approached little Shirin.

h) Shirin laughed because Stephen had a lovely smile.

i) They always laugh at me because they say I am poor.

j) Stephen pulled his blazer up over his head so that he too was wearing a kind of *chador*.

In each of the above sentences, the underlined parts have a subject and a predicate and can stand independently. They convey complete meaning.

However, the parts that are double underlined also have a subject and a predicate but cannot stand independently and convey complete meaning.



A clause that can stand by itself and convey complete sense is called an independent clause.

A clause that cannot stand by itself and convey complete sense is called a dependent clause. A dependent clause depends on the independent clause for its complete meaning.

2. Complete these sentences by adding an independent (main) clause or dependent clause, wherever required.

1. I decided to get a present for my parents because it *was their anniversary*.
2. Although Mayank injured his knee, ...
3. While Mother was baking a cake, ...
4. We studied all night therefore .....
5. Because he ran, ...
6. He forgot his homework because .....
7. She danced with joy when .....
8. Grandma had always known where .....

Let's learn to listen

You will hear five speakers talk about why they feel that being different is a good thing. As you listen, write which speaker expressed these opinions. There is one extra opinion given.

Opinions	Speaker no.
1. You attract friends who truly like you.	.....
2. You have freedom to express yourself creatively.	.....
3. You will be respected for your honesty.	.....
4. You will always have an advantage.	.....
5. You are able to be completely yourself.	.....
6. You can appreciate the beauty of difference in others.	.....

Let's learn to write

As a member of the Junior Culture Club of her school, Shirin decides to hold a poster-making competition on the theme 'Celebrating Diversity'. Read the notice.

Leoch Junior High, London

NOTICE

16 September 20XX

This is to inform students of classes VI-VIII about a poster-making competition being held in our school.

Date: 20 September 20XX, Thursday
Time: Zero period
Venue: Open Hall
Theme: Celebrating diversity

The participants are requested to bring their own colours. A3 sheets shall be provided to all. For further queries, kindly contact the undersigned before 18 September 20xx.

ShirinM
Shirin Mostaghim
Member, JC Club

Now that you have read the notice, read the checklist given below and tick the relevant features.

CHECKLIST

Features of Notice Writing	✓/✗
• The notice is drafted in a box.	
• The notice begins with the complete address of the school/ issuing authority.	
• The word NOTICE is written in capital letters.	
• Date of issue is placed before details.	
• Purpose of the notice is to be clear and direct. It includes What? When? Where?	
• The notice doesn't welcome queries by the issuing authority.	
• The notice ends with the name and designation of the person writing the notice.	

Vidya Mandir School wishes to hold a multi-cultural dance competition during its annual day. Sharan of class VII-A, the president of the Junior Classical Dance Club drafts a notice, inviting students of classes VI-VIII from different cultural backgrounds to audition for the competition. Complete his notice for him by using the content box given below.

NOTICE

21 October 20XX

This is to inform all, that our school would be .....

..... Annual Day programme. We would like students from different ..... for the same.

Date: 15 December 20XX

Time: .....

Venue: Junior auditorium

..... helpful and appreciated but it is not compulsory.

For further queries or registrations, kindly contact the undersigned.

Sharan Luthra

.....

• Knowledge of different regional dance forms would be • President, Junior Classical Dance Club • organising a multi-cultural dance competition as part of its • Vidya Mandir School, Mumbai • Sharan Luthra, VII A • cultural backgrounds to come forward and audition • 10 a.m.-12 p.m.

5 Funny-looking

Let's start

- What do you understand by the phrase 'funny-looking'? What would you use the term for?
- Do you think it is appropriate to call a person funny-looking? Why? Share your thoughts with the class. LS VB

Now, let's read the poem.

At the hospital on the day of my birth
I'm told I looked strange for what it's worth
Doc didn't whack my rump like he did to others
Nope, I looked so funny he slapped my mother.

So yeah, I wasn't a handsome guy
Mom said my face could make onions cry
Dad took me to the zoo, and a girl made a crack
'How nice of that man to bring the monkey back!

Once I got sick with the Asian flu
I needed some medicine like other kids do
The doctor was hardly a humanitarian
When he suggested I visit a veterinarian.



what it's worth: an expression that is said when you are giving someone a piece of information and you are not certain if that information is useful or important whack: strike forcefully with a sharp blow rump: a person's buttocks/hip crack: (in informal language) a joke, especially an unkind one, e.g. take a crack at someone humanitarian: a person who seeks to promote human welfare veterinarian: a person qualified to treat diseased or injured animals



Being quite truthful; indeed brutally frank
They turn off the camera when I go to a bank
The first time I visited a psychiatrist—ouch!
She insisted I lie face down on the couch.

But, I made it to college and earned a bachelor's degree
Then completed a Master's and PhD
I'm the owner and president of a large company
Where lots of good-looking people work for me.



So if you don't like the image you see in your mirror
Here's a message that couldn't be any clearer
Don't worry young people; just hit the books,
'Cause what you know gets you further than how you look.

—Alan Balter

About the poet

Alan Balter (1939–) attended the University of Illinois in Urbana (US) where he earned his Ph.D in Special Education in 1967. He worked as a teacher for children with special needs before becoming a professor in the Special Education Department at Chicago State University. There, he prepared teachers for children and adolescents with learning disabilities. Along with *Poetry for my Grandchildren and Everyone Else's*, his other publications include: *Divided Apple: A Story about Teaching in Chicago, Learning Disabilities: A Book for Parents,* and two novels entitled *Birds of a Feather* and *Holden and Me.*

Let's ponder

Answer these questions.

1. The poem can be divided into two parts. Read the poem again to complete the table.

Parts	Stanza Numbers
a) The poet's experiences coupled with humour	.....
b) Parts that express the poet's message to his readers	.....

2. What makes the poet say that the doctor was 'hardly a humanitarian'? How do you think it might have made the poet feel? VB LS
3. List any four ways in which the poet says that one can overcome discrimination based on appearances. VB LS

frank: open, honest and direct psychiatrist: a medical practitioner specialising in treatment of mental illnesses insisted: demanded forcefully

4. *So if you don't like the image you see in your mirror*
   Here's a message that couldn't be any clearer
   Don't worry young people; just hit the books,
   'Cause what you know gets you further than how you look.

a) The tone of the speaker is .....
   i. threatening ii. humorous iii. sad iv. advisory

b) The speaker was bullied as a child for .....
   i. his mother's behaviour ii. being stupid
   iii. his physical appearance iv. being uneducated

c) What does the speaker mean by the phrase 'just hit the books'?
   i. study hard ii. store the books
   iii. clean the books iv. read stories

d) What according to the speaker is important?
   i. appearance ii. education
   iii. wealth iv. social status

5. What is the poet's message to his readers? VB LS

Let's enjoy the poem

Answer these questions.

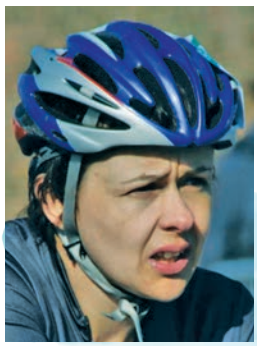
1. What is the rhyme scheme of stanzas 2, 3 and 6?
   a) Do these stanzas have the same rhyme scheme?
   b) Pick out any four sets of rhyming words.
   c) Does this rhyme scheme create a sense of rhythm?
2. There are some sound words like whoosh, click, thud, hiss, moo, tick-tock, etc. Such words describe a sound and actually mimic the sound of the object or action they refer to. This poetic device is called onomatopoeia.
   This poem has two examples of onomatopoeia in stanza 1. Can you find them?
3. Hyperbole is a figure of speech where exaggerated language is used to express the writer's meaning. It is often used to make something sound much more dramatic or bigger than it actually is.
   For example: I looked so funny he slapped my mother
   Pick out one more example of hyperbole from the poem. (clue: stanzas 2 and 4)
   Why do you think the poet uses hyperbole in this poem?

6 The Mountain Trail

Let's start

Look carefully at the pictures given below. Do you recognise any of them? *(*Answers at the bottom of the page.)*






- Write the name against the physical challenge she or he suffers(ed) from.

  1. blind in one eye: .....
  2. spina bifida or split spine (has to use wheelchair): .....
  3. hearing impaired: .....
  4. amputated leg: .....

- Differently abled people aren't lesser beings in any way. Discuss the reasons with your partner. LS VB

*Answers: Ludwig van Beethoven (German composer and pianist); Sudha Chandran (Indian dancer); Tanni-Grey Thompson (Welsh wheel-chair racer, TV presenter, politician); Rana Daggubati (Indian actor)

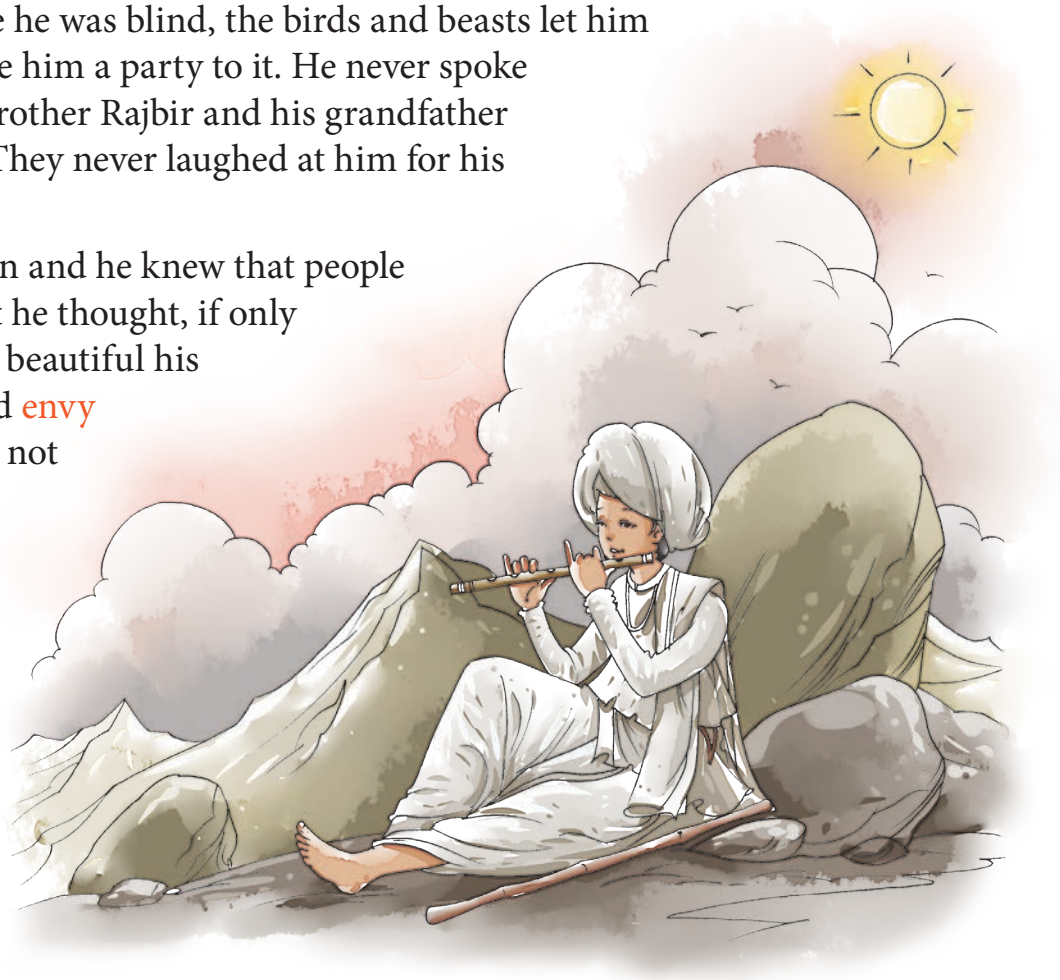
Now, read the story.

This is the inspiring story of a visually challenged boy who feels he is of no use to anyone. His life revolves around his family and herding his father's goats. Then, one day in 1857, his father and elder brother leave to join the troops of Tantia Tope (one of the Indian leaders who was fighting the British rulers). As the boy feels sad, forlorn and helpless, fate brings him face to face with Tantia Tope. As a herdsman, he leads the troops of the latter up a hill. This changes the course of the battle.
In reality, this battle took place in 1857 near Jhansi, a small town of Uttar Pradesh. I spent my childhood in Jhansi and there was a hill opposite our house. A poor blind boy lived in our out-house and was my great friend. He played the flute beautifully. This story was inspired by this childhood friendship.

Sukhram Lodhi sat leaning against a rock, his turban over his eyes, and the warmth of the sun on his bare feet. His feet told him where he was. They knew the feel of the sand and the stones, and the different kinds of grass.

To his right, a bird twittered. It seemed to Sukhram that he knew what it was saying. Because he was blind, the birds and beasts let him into their world, made him a party to it. He never spoke of this except to his brother Rajbir and his grandfather Shivpriya Chauhan. They never laughed at him for his fancies.

Sukhram was fourteen and he knew that people felt sorry for him. But he thought, if only they could guess how beautiful his world was, they would envy him. Most people did not know about the little rustlings in the grass. They did not know the feel of things, round things like eggs, and water-worn stones, or rough things like rocks. They did not know anything about smells.



fancies: imagination envy: to wish you had the same qualities, possessions, opportunities, etc., as somebody else
rustlings: muffled crackling sounds like those caused by the movement of dry leaves or paper

Sukhram spent his time herding his father's hundred goats. He knew them by the sound of their cloven hooves on the stones and by their smell. It was easy to herd goats. When Sukhram called, they came. When he played the flute, they followed him over his father's fields and hills beyond.

There was less heat in the sun now. It was time to go. Sukhram got out his flute, raised it to his lips, and blew a note softly. He could feel a movement about him. The goats had raised their heads and were looking towards him. He blew again. The goats were all about him. Now he would play them down the mountain and into the shelter, and tomorrow he would lead them out again. It was a happy life.

But while he had been on the mountain that day, Rani Lakshmi Bai, the queen of Jhansi, declared war on the English and was joined by the indomitable Tantia Tope. He found his father and Rajbir saddling their horses. They kissed him goodbye, their rifles pressing into his chest as they held him.

As the sound of hooves faded into the distance, he felt his mother beside him. She put her arm about him. 'What will we do now, Amma?' he asked.

'We are going, son. We are going to your grandfather's.'

'But it will be dark there. I do not know those fields and how shall I graze my father's goats in a strange place where it's dark?' For the first time he knew what it was to be blind.

In the morning, the horses were hitched to the wagon, and the loose cattle and goats were collected for the fifteen-kilometre trek. 'Come Sukhram,' his mother said. 'We are ready.'

He had a long parcel wrapped in sacking. 'I am bringing my brother's other rifle,' he said. 'They say my eyes are clear and black. If anything happened to us, you could stand me right with the gun in my hand, and no one would know.'

Sukhram got up beside his mother. Suddenly he said, 'I am nothing, Amma. I am going to a strange place that my feet do not know, and I am nothing.' As the wheels turned, he knew this more than ever.

Later, he asked: 'Tell me what you see, Amma? Can you still see the mountain where I used to graze my goats?'

When they reached there, his grandfather had gone—everyone, all the old men and the boys as well. Sukhram alone was left. There was nothing to do but wait.

Day after day it was the same, never any news. Sukhram was finding his way about his grandfather's farm better now, but it was not home. He did not belong here.

One day, some soldiers passed that way, tired men on tired horses. Sukhram listened. The

cloven hooves: the divided foot of cattle, sheep, goats, etc. indomitable: impossible to defeat
hitched: joined (sackcloth) by pulling into a position sacking: covering

shuffling of the horses and the sweaty smell of men told him all that he needed to know.

'Have you seen my father or my brother?' he asked.

'Who are you?'

'I am Sukhram Lodhi,' he said. 'I am blind. My father is with Tantia Tope's army.'

'We are joining Tantia Tope. We will tell him we have seen you.'



Shortly, he heard more horses coming. But these were not the horses of his people. They were heavier and were not being ridden loose reined.

He could hear the jingling of chains, the strike of metal on metal. These were the English. They must be in pursuit of the tired men who had passed him earlier.

'Have you seen some soldiers pass, boy?' It was the man on the nearest horse, no doubt the officer in command.

'I have been out all day,' Sukhram replied. 'I have seen nothing.'

'You'll get nothing out of that boy,' another man said, 'but they came this way all right and have gone towards the hills. They can't be far away. Their horses are tired.'

Yes, their horses were tired Sukhram thought, but it was strange that these men could not see where the soldiers had gone. He could feel the spoor of the horses with his feet where the dung of the horses was still warm and dustless.

'Come on then,' the officer said, 'they can't be far.'

The soldiers swirled past Sukhram. There were, as far as he could make out, some thirty of them. But if there was one troop of English cavalry, there would be more. He strained his ears, waiting. It would come soon.

It came, a single shot. Three more, singly—those were his people. The English did not shoot like that. They did not fight like his folk, in small bodies. Their shots were faster now. They were fighting a running action towards the mountain. He began to be afraid for Rajbir and his father.

He made his way back slowly.

loose reined: guiding a horse using the leather straps loosely pursuit: act of following
spoor: the track for the scent of an animal swirled: move in a twisting pattern bodies: groups

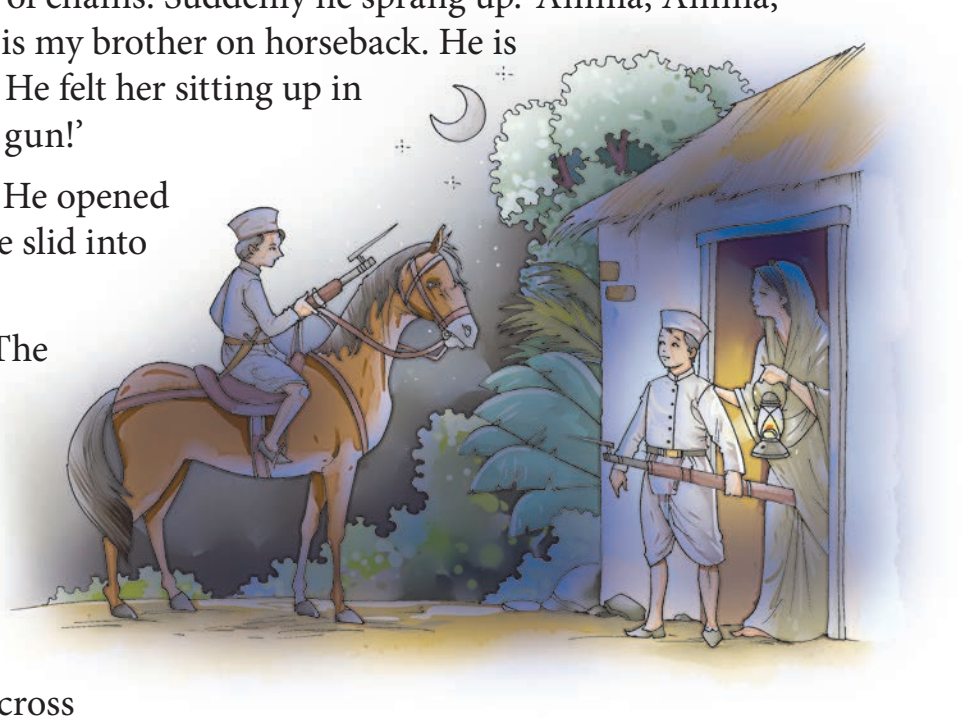
‘Did you see the English?’ his mother asked.

‘Yes, I saw them, Amma,’ he said. ‘They spoke to me. They were following some soldiers who were going to join Tantia Tope. Father and Rajbir are there.’

‘I wish we had news,’ his mother said.

‘Yes Amma, it is hard to live without news. First to face our folk and then to face the English. I told our people but I did not tell the English. They did not know that I cannot see. Oh Amma, is there nothing I can do?’

That night Sukhram could not sleep. It seemed as if by not sleeping, by suffering, by thinking, he could help the others. So, he built up a battle in his head—by the feel of the sweating necks, imagining of horses, by the sound of rifle bolts, the crackle of shots, the sound of hooves, and the rattle of chains. Suddenly he sprang up. ‘Amma, Amma,’ he shouted. ‘I have had a dream. It is my brother on horseback. He is riding hard.’ He ran to his mother. He felt her sitting up in bed. ‘The gun,’ he said, ‘get me the gun!’



She pushed the rifle into his hand. He opened the bolt and closed it. The cartridge slid into the breach.

He found the door and opened it. The approaching horse had not slowed down.

‘Light the lamp,’ Sukhram said. ‘Then come and stand beside me.’

He stood in the middle of the doorway. His bare feet gripped the stone floor. His gun was held across him, ready to raise.

‘Stop or I shoot,’ he shouted. ‘It is Rajbir’s horse, but it might not be Rajbir,’ he thought.

‘Sukhram—Sukhram, what are you doing with the gun?’ It was Rajbir.

‘What is it, Rajbir?’ his mother asked.

‘Amma, I have no time to explain. I have come to fetch Sukhram. Tantia Tope needs him.’

‘Tantia Tope? You are taking Sukhram to the war? What can Sukhram do?’

‘Yes. What can I do?’ Sukhram asked.

‘I’ll tell you on the way. Come here.’

bolts: sound of the locking/unlocking action of a gun
breach: a gap

Sukhram went towards the horse and felt for his brother's leg. He held the stirrup with one hand and put his foot into it. His brother had his left hand. He was up.

'Hold fast, Sukhram. We are going to ride.'



He had hardly got hold of his brother's waist when the horse was off. They were galloping. It began to rain. Where were they going? What was he to do? Of what use could he be to Tantia Tope?

The ground grew rougher. There were loose stones. Suddenly, he sat up straighter. He could smell the mountain, his mountain…

'We are nearly there,' Rajbir said. He pulled up. 'I am back,' Rajbir shouted. Sukhram felt his brother's arms around him. He lifted him down.

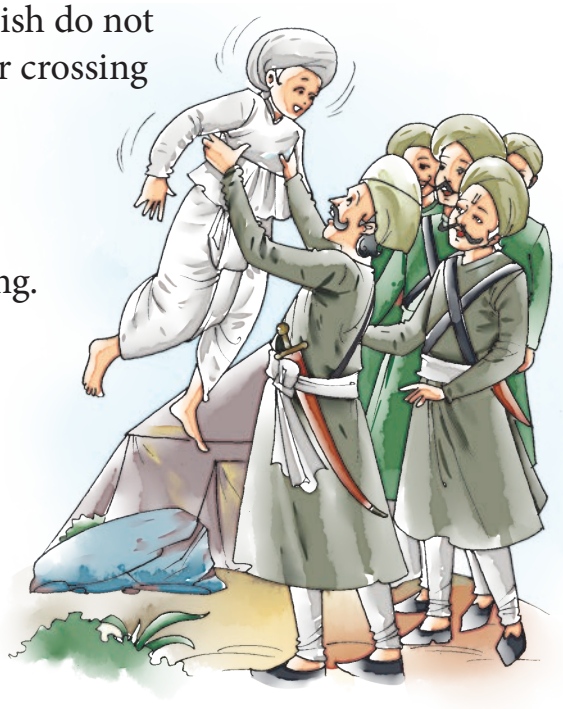
'Is Sukhram there?' It was his father's voice.

'I am here, Father. Brother has brought me.'

'Where's the boy?' It was Tantia Tope.

'We are here,' Rajbir said. 'Explain what you want of him. I have said nothing.'

'Listen, Sukhram,' Tantia Tope said. 'We are a hundred men. The English are to the north and a big commando is driving them back. The English do not know we are here and are retreating towards the river crossing that we are holding.'



'I understand,' Sukhram said. 'They will be caught between two fires.'

'Yes,' said Tantia Tope. 'But something has gone wrong. A force of English has got to the top of the mountain by another way. We command the crossing, but they command us. We are going to attack them tonight, but there is only one path from this side. It is very small, a goat track, and the night is so dark that we can do nothing. Your brother said you could lead us up the mountain.'

'Me? Lead Tantia Tope's army?'

'Yes, you, Sukhram,' his brother said. 'You know the path.'

'Yes, I know the path.' Of course. Had he not been up it almost every day of his life?

—Anil Chandra

stirrup: loop on each side of a horse's saddle retreating: withdrawing

Let's ponder

Answer these questions.

1. What were the 'fancies' of Sukhram? Whom did he share these with?
2. *There was less heat in the sun now. It was time to go. Sukhram got out his flute, raised it to his lips, and blew a note softly. He could feel a movement about him. The goats had raised their heads and were looking towards him. He blew again. The goats were all about him. Now he would play them down the mountain and into the shelter, and tomorrow he would lead them out again. It was a happy life.*

   a) How did Sukhram know that it was time to go?

      i. because the clock said so

      ii. because the sun's heat was less

      iii. because the goats came around him

      iv. because his mother told him so

   b) How did Sukhram let the goats know that it was time to go?

      i. He called out to them. ii. He blew a whistle.

      iii. He clicked his tongue. iv. He played the flute softly.

   c) What 'movement' did Sukhram notice around him?

      i. The goats raised their heads and looked towards him.

      ii. The goats started going home.

      iii. The goats lined up beside him.

      iv. The goats gathered around him.

   d) What did the goats do when Sukhram blew his flute again?

      i. They gathered around him. ii. They stopped grazing.

      iii. They made their way down the mountain. iv. They began to bleat.

3. Why was Sukhram not happy about going to his grandfather's place?
4. Why did Sukhram think it was strange that the English riders couldn't see where the Indian soldiers had gone?
5. *'Yes Amma, it is hard to live without news. First to face our folk and then to face the English. I told our people but I did not tell the English. They did not know that I cannot see. Oh Amma, is there nothing I can do?'*

   a) Who said these words?

      i. Tantia Tope ii. Sukhram iii. Rajbir iv. a British soldier

b) What 'news' did they want to get?

i. information about the war

ii. information about Tantia Tope

iii. information about Sukhram's father and brother

iv. information about British soldiers

c) Who were 'our people'?

i. the people who were going to join Tantia Tope's army

ii. the people who were going to join the British army

iii. the British soldiers

iv. Sukhram's father and brother

d) What does the line 'Oh Amma, is there nothing I can do' tell about the speaker?

i. happy because he does not have to go to graze the sheep

ii. happy because he is free to help

iii. frustrated because there is no news about his father and brother

iv. frustrated because his blindness makes him feel helpless

6. What made Sukhram confident enough to lead the troops up the goat trail?
7. What was the reason the old man said that people would sing ballads of Sukhram Lodhi?
8. This story reveals Sukhram as brave, daring, quick-witted and patriotic. Justify with references to the story. LS
9. Sukhram had never been to the top of the mountain before. Thus, he was irresponsible in risking his life and the lives of Tantia Tope and his troops by leading them up the goat trail. Do you agree? Why/why not? LS VB
10. 'Sukhram was fourteen and he knew that people felt sorry for him. But he thought, if only they could guess how beautiful his world was, they would envy him.' LS VB

a) Why is the attitude of feeling sorry for the differently abled wrong? VB

b) If you were Sukhram's friend, how would you have behaved with him? Why? VB

Let's learn new words

Read the following movement words from the text.

- creeping
- galloping
- swirled
- slid
- slipped
- shuffling

Match the words in column A with their meanings which are given in column B and to the corresponding pictures in column C. An example has been done for you.

Column A	Column B	Column C	Answer
1. slide	a) to move at a great speed	i. 	1: (b), (iii)
2. creep	b) to move smoothly along any surface while maintaining contact with it	ii. 	
3. hobble	c) to move slowly and carefully to avoid being seen or heard	iii. 	
4. push	d) to put force on someone or something to move it	iv. 	
5. gallop	e) to walk in an awkward way because of pain	v. 	
6. swirl	f) to climb in an awkward way by using both hands and feet	vi. 	
7. clamber	g) to lose balance for a short distance	vii. 	
8. slip	h) to move in a twisting or spiralling pattern	viii. 	

Let's study grammar

You have learnt about the simple tenses—simple present, simple past and simple future. For example,

- Light the lamp. Then come and stand beside me. (*simple present*)
- She pushed the rifle into his hand. (*simple past*)
- They will be caught between two fires. (*simple future*)

Now, arrange these words to get sentences in the form instructed.

1. from/vacation/summer/Monday/our/begin/. (*simple present*)

.....

2. go/next/Venice/you/month/to/? (*simple future*)

.....

3. directions/for/a/ask/policeman/I/. (*simple past*)

.....

4. do/she/not/English/understand. (*simple present*)

.....

5. her/song/Fiza/favourite/sing/. (*simple past*)

.....

6. you/I/with/maths/help/tomorrow/. (*simple future*)

.....

Let's learn to listen

You will listen to a conversation between two friends. Listen to it carefully and answer the questions.

1. After listening to the boy's story, the girl was finally:

   a) apologetic b) angry c) mocking

2. Now, listen to the conversation again and choose four correct statements from the six given below.

   a) The girl thinks that the boy is cheerful.

   b) Shekar Naik was born partially blind.

   c) The girl feels that Shekar Naik was fortunate to regain some of his vision.

   d) Shekar Naik has scored 15 half centuries.

   e) The girl feels motivated by Shekar Naik's struggle.

   f) The boy feels that people should be helpful towards the physically challenged.



Let's learn to write

1. Sukhram's cousin Manuri, who lives in a town, visited Sukhram's village. She gives the following description of the village. Help her complete it by filling in the blanks. Use the hints in the clue boxes given below.

Sukhram's Village

The ..... village is Maniyal. It is a ..... and surrounded by hills and mountains.

The village's weather is ..... but pleasantly cool during the winters. The village ..... and about four hundred people live here. This makes it serene and less crowded as compared to any city or town that is nearby. The narrow roads inside the village are in a ..... to the city. One can come to the village through ..... throughout the day. However, there is ..... for a night journey.

Introduction

a) small village located along a narrow stream
b) name of Sukhram's

Conclusion

a) people in the village are largely
b) surrounding and its people

Body

a) buses and auto rickshaws that drop passengers
b) is relatively small
c) no public transport available
d) generally extremely hot during summers
e) better condition than those which connect it

2. Now, describe your village, town or city in a similar way.

7 The Mail Coach Passengers

Let's start

- Which is your favourite month and why?
- Make a list of the adjectives that you associate with each month.
- Imagine if the year were not divided into the twelve months we know—what other alternatives can you suggest for the same?

Let's read the story and find out who the passengers are.

It was bitterly cold. The sky glittered with stars, and not a breeze stirred. It was New Year's Eve, and the church clock was striking twelve. 'Tan-ta-ra-ra, tan-ta-ra-ra!' sounded the horn, and the mail-coach came lumbering up. The clumsy vehicle stopped at the gate of the town; all the places had been taken, for there were twelve passengers in the coach.



'Hurrah! Hurrah!' cried the people in the town; for in every house the New Year was being welcomed; and, as the clock struck, they stood up, wishing success to the newcomer. 'A Happy New Year,' was the cry; 'a good life, plenty of money, and no sorrow or care! Always put your best foot forward.'

The wish passed round while the mail-coach stopped before

stirred: a slight physical movement lumbering: move in a slow, awkward way
clumsy: awkward in movement or handling things

the town-gate with the twelve strange passengers. And who were these strangers? Each of them had their passport and their luggage with them; they even brought presents for me, and for you, and for all the people in the town. Who were they? What did they want? And what did they bring with them?

'Good-morning!' they cried to the sentry at the town-gate.

'Good-morning,' replied the sentry, for the clock had struck twelve.

'Your name and profession?' asked the sentry of the one who alighted first from the carriage.

'See for yourself in the passport,' he replied.

'I am myself!'—and a famous fellow he looked, arrayed in bearskin and fur boots. 'Come to me to-morrow, and I will give you a New Year's present. I throw shillings and pence among the people. I give balls every night, no less than thirty-one; indeed, that is the highest number I can spare for balls. My ships are often frozen in, but in my offices it is warm and comfortable. MY NAME IS JANUARY. I am a merchant, and I generally bring my accounts with me.'

Then the second alighted. He seemed a merry fellow. He was a director of a theatre, a manager of masked balls, and a leader of all the amusements we can imagine. His luggage consisted of a great cask.

'We'll dance merrily at carnival-time,' said he. 'I'll prepare a merry tune for you and for myself, too. Unfortunately I have not long to live,—the shortest time, in fact, of my whole family,—only twenty-eight days. Sometimes they pop me in a day extra; but I trouble myself very little about that. Hurrah!'

'You must not shout so,' said the sentry.

'Certainly I may shout,' retorted the man.

'I'm Prince Carnival, travelling under THE NAME OF FEBRUARY.'

The third now got out. He looked the personification of fasting; but he carried his nose very high, for he was a weather prophet. In his buttonhole he wore a little bunch of violets, but they were very small.

'MARCH, MARCH!' the fourth passenger called after him, slapping him on the shoulder, 'don't you smell something good? Make haste into the guard-room, they are feasting in there. I can smell it already! FORWARD, MASTER MARCH!'

But it was not true. The speaker only wanted to make an APRIL FOOL of him, for with that fun the fourth stranger generally began his career. He looked very jovial, and did little work.

sentry: a soldier stationed to keep guard or to control access to a place arrayed: an impressive display of a particular thing personification: the attribution of a personal nature or human characteristics to something non-human prophet: a person regarded as an inspired teacher of the will of God

'If the world were only more settled!' said he; 'but sometimes I'm obliged to be in a good humour, and sometimes a bad one. I can laugh or cry according to circumstances. I have my summer wardrobe in this box here, but it would be very foolish to put it on now!'

After him a lady stepped out of the coach. SHE CALLED HERSELF MISS MAY. She wore a summer dress and overshoes. Her dress was light green, and there were anemones in her hair. She was so scented with wild thyme that it made the sentry sneeze.

'Your health, and God bless you!' was her greeting.

How pretty she was! And such a singer! Not a theatre singer nor a ballad-singer; no, but a singer of the woods. For she wandered through the lush green forest, and had a concert there for her own amusement.

'Now comes the young lady,' said those in the coach; and out stepped a young dame, delicate, proud, and pretty. IT WAS MISTRESS JUNE. In her service people become lazy and fond of sleeping for hours. She gives a feast on the longest day of the year, that there may be time for her guests to partake of the numerous dishes at her table. Indeed, she keeps her own carriage, but even then, she travels by the mail-coach with the rest because she wishes to show that she is not proud.



But she was not without a protector; her younger brother, JULY, was with her. He was a plump, young fellow, clad in summer garments, and wearing a straw hat. He had very little luggage because it was so cumbersome in the great heat. He had, however, swimming-trousers with him, which are nothing to carry.

Then came the mother herself, MADAME AUGUST, a wholesale dealer in fruit, guardian of a large number of fish-ponds, and a land-cultivator. She was a big woman with a warm smile. She could use her hands well, and would herself carry out food to the laborers in the field. After work, came the recreations, dancing and playing in the greenwood, and the 'harvest home.' She was a thorough lady of the home.

After her, a man stepped out of the coach. He is a painter, a master of colours, and is NAMED SEPTEMBER. The forest on his arrival has to change its colours, and how beautiful are those he chooses! The woods glow with red, and gold, and brown. This

jovial: cheerful and friendly anemone: a plant of the buttercup family with brightly coloured leaves dame: an elderly or mature woman cumbersome: large or heavy therefore difficult to carry guardian: a person who protects something

great master painter can whistle like a blackbird. There he stood with his colour-pot in his hand, and that was the whole of his luggage.

A landowner followed, who in the month for sowing seed attends to his ploughing and is fond of field sports. SQUIRE OCTOBER brought his dog and his gun with him, and had nuts in his game-bag. 'Crack! Crack!' He had a great deal of luggage, even a plough. He spoke of farming, but what he said could scarcely be heard for the coughing and sneezing of his neighbour.

It WAS NOVEMBER, who coughed violently as he got out. He had a cold, but he said he thought it would leave him when he went out woodcutting, for he had to supply wood to the whole area. He spent his evenings making skates, for he knew, he said, that in a few weeks they would be needed.

At length the last passenger made her appearance—OLD MOTHER DECEMBER! The dame was very aged, but her eyes glistened like two stars. She carried on her arm a flower-pot, in which a little fir tree was growing. 'This tree I shall guard and cherish,' she said, 'that it may grow large by Christmas Eve, and reach from the floor to the ceiling, to be adorned with lighted candles, golden apples, and toys. I shall sit by the fireplace, and bring a story-book out of my pocket, and read aloud to all the little children.'

'Well, now the coach may drive away,' said the sentry; 'we will keep all the twelve months here with us.'

'First let the twelve come to me,' said the Captain on duty, 'one after another. The passports I will keep here, each of them for one month. When that has passed, I shall write the behaviour of each stranger on his passport. MR JANUARY, have the goodness to come here. Your behaviour might impact the rest because a good beginning makes a good ending.'

And MR JANUARY stepped forward.

When a year has passed, I think I shall be able to tell you what the twelve passengers have brought to you, to me, and to all of us. Just now I do not know, and probably even they do not know themselves, for we live in strange times and everything comes to those who are willing to wait.

—Hans Christian Andersen



Hans Christian Andersen (1805–1875) was a Danish author, playwright and poet, who is best remembered for his fairy tales. He wrote around 156 fairy tales and the famous ones are '*The Ugly Duckling*', '*The Emperor's New Clothes*', '*The Little Mermaid*', '*The Little Match Girl*', '*The Nightingale*', '*The Steadfast Tin Soldier*', '*The Red Shoes*', '*The Princess and the Pea*', '*The Snow Queen*', and '*Thumbelina*'. Some of his tales exhibit an optimistic belief, but many are deeply pessimistic and have an unhappy ending.

cherish: protect and care for someone lovingly
adorned: made more beautiful or attractive

Let's ponder

Answer these questions.

1. The people of the town were excited because .....
   a) they were welcoming the new year with celebrations
   b) they were waiting for the arrival of the twelve passengers
   c) they were going to get presents from the twelve passengers
   d) they were celebrating the birthday of the sentry
2. Why was February shouting so much?
   a) He was excited to have reached the town.
   b) It was in his nature to be excited as he was the Prince of Carnival.
   c) He was amazed to meet the sentry.
   d) He had the shortest time to live and wanted to enjoy as much as possible.
3. Which three passengers are related to each other?
   a) January, February, March b) October, November, December
   c) June, July, August d) May, June, July
4. Which figure of speech has been used in describing the passengers?
   a) personification b) simile
   c) metaphor d) alliteration
5. *It was bitterly cold. The sky glittered with stars, and not a breeze stirred. It was New Year's Eve, and the church clock was striking twelve. 'Tan-ta-ra-ra, tan-ta-ra-ra!' sounded the horn, and the mail-coach came lumbering up. The clumsy vehicle stopped at the gate of the town; all the places had been taken, for there were twelve passengers in the coach.*
   a) What do the above lines tell us about the atmosphere?
      i. The atmosphere was gloomy. ii. The atmosphere was jovial.
      iii. The atmosphere was serious. iv. The atmosphere was festive.
   b) The mail-coach was lumbering up because .....
      i. the horses were tired carrying the burden of the twelve passengers
      ii. the road was full of potholes
      iii. the mail-coach was filled with twelve passengers and their luggage which made it difficult to move
      iv. the darkness made it difficult to see the road ahead

c) Choose the sentence that uses the word 'clumsy' correctly.

i. His clumsy hands dropped the bottle of ink.

ii. The child clumsily finished his work and got good grades.

iii. Her clumsy fingers untangled the wire quickly.

iv. Her clumsy performance received a standing ovation from the audience.

6. What does the first passenger mean when he says 'I am myself'?
7. How did April trick March? Do you think he was successful?
8. Why do you think July liked to travel light?
9. Compare and contrast Miss May with Mistress June. Who, according to you, is better and why?
10. What is the significance of the twelve passengers?
11. Do you think the characteristics of each passenger is appropriate according to their names? Why/Why not?
12. What would the Captain do with the passports of the twelve passengers?

Let's learn new words

Look at these sentences.

- Always put your best foot forward. .....
- A good beginning makes a good ending. .....
- Everything comes to those who are willing to wait. .....

These sentences are short sayings that are widely used to express general truths based on common sense or experience. Such sayings are known as proverbs.

Write the appropriate number of the meaning against each above-mentioned proverb.

1. it is important to be patient and persistent
2. to lead with best efforts
3. starting things in a good way ensures the end to be good too

Let's study grammar

You have learnt about helping verbs that are formed from the be verb. For example,

- The clock was striking twelve.
- I am travelling under the name of February.

Let us now learn about type of helping verbs that are used to indicate ability, a level of possibility, give permission, show obligation or talk about habits we do or did in the past.

Now, read these sentences from the text.

- It may grow large by Christmas Eve. (possibility)
- I can laugh or cry according to circumstances. (ability—present)
- She could use her hands well. (ability—past)
- She would herself carry out food to the labourers in the field. (past habit)
- You must not shout so. (obligation)
- The coach may drive away. (permission)
- I will give you a New Year's present. (promise)
- We will keep all the twelve months here with us. (instant decision)

The highlighted words are modals that work with a main verb to show purpose.

Read these sentences and choose the correct purpose of the sentence.

1. It's snowing, so it must be cold outside.
   a. advice b. permission c. possibility d. obligation
2. May I go to the beach with my friends.
   a. promise b. obligation c. decision d. permission
3. You should check your posture when using the computer.
   a. habit b. possibility c. advice d. ability
4. She can speak six languages.
   a. ability b. habit c. obligation d. possibility
5. Gayatri will always be late.
   a. possibility b. permission c. advice d. habit

Let's learn to listen

You will listen to five people discuss and share interesting facts about their birthday month. As you listen, match the speaker to the statement.

1. This speaker thinks that April should be called *Aprillis* because it sounds better.
2. This speaker is happy that his/her birthday is not in January.
3. This speaker feels that there is nothing unique about his/her birthday month.
4. This speaker is unhappy to know about King Herold's cruelty on her/his birth date.

5. This speaker got to know that Mars is the Roman God of Fortune.
6. This speaker has Julius to thank for an added day to her/his birthday month.
7. This speaker is happy that her/his birthday is on 28 December because it is the luckiest day of the year.

Let's learn to write

The narrator's friend calls him at home to let him know that he'll be coming over for dinner with the twelve passengers from the story. The narrator is away, so his daughter takes the friend's message for him. Read the telephonic conversation between the friend and the daughter.

Daughter: Hello?

Friend: Hello, Clara. This is Arnold Uncle. How are you?

Daughter: Hello, Uncle. I'm fine. Hope you are well?

Friend: Yes, yes, my dear. I'm well. Is Father at home?

Daughter: No, Uncle. Dad has gone to the market and Mom hasn't returned from work yet.

Friend: Alright. Would you take down a message for your father then?

Daughter: Yes, Uncle. Surely!

Friend: I, along with the twelve passengers visiting the town, would be coming over for dinner tomorrow. Tell your dad that we have found that these passengers have interesting stories to share and are fascinating. It would be absolutely delightful to be in the company of these twelve passengers.

Daughter: Okay, Uncle. Can't wait to see you!

The narrator's daughter drafts a message for her father. Complete the message based on the conversation above.

Message

..... (*date*)

..... (*time*)

Dad

..... called to say that .....

..... for dinner tomorrow. He also said that the passengers have ..... . He said that it would be

.... twelve passengers.

I'm going to the library. See you soon.

Clara

8 My Computer

Let's start

- With your partner
  - i. create a list of words associated with a computer, for example, keyboard.
  - ii. discuss if elders understand the meaning of these words as well as youngsters. Provide reason/s for your answer.

Now read this poem about an elderly lady and her struggles with the computer.

My computer has a language
That is foreign to me
It speaks of RAM and Gigabytes
And what could ROM be!

I don't understand the Windows
My computer says are there
Nor the Gem Clip at the side of my page
with eyes that blink and stare!

I don't understand the cures
That maintenance wizards do
It's called defragmenter, span disk,
And virus cleaning too!



RAM: Random-Access Memory (a form of computer data storage) Gigabytes: a unit of data storage capacity
ROM: Read Only Memory gem clip: a paper clip. Here, gem clip refers to an animated paper clip used to represent an office assistant in Microsoft Word. maintenance wizard: a computer tool used to schedule maintenance programs so that they run automatically on the computer, for example, scanning disk for virus defragmenter: a software utility that helps in creating new storage space of files stored on hard disk and makes file access faster

Yet, computer and I work hand and eye
With a mouse to translate
The tasks that I want it to do
While it points out my mistakes!

—Burmah M. Teague



Burmah M. Teague hails from Chickamauga, Georgia, US. She was 67 years old when this poem was published. The poem describes her need to use the computer, but also expresses the frustration with technology.



Let's ponder

Answer these questions.

1. The speaker in the poem is .....
   a) in awe of computers
   b) afraid of computers
   c) frustrated by computers
   d) fond of computers
2. Why does the speaker not like the computer?
   This is so because
   a) it does not point out her mistakes.
   b) she does not understand the workings of it.
   c) her computer keeps getting infected with a virus.
   d) she has to constantly ask for her grandchildren's help.
3. *'Yet, computer and I work hand and eye*
   With a mouse to translate
   The tasks that I want it to do
   While it points out my mistakes!'
   a) How does the speaker feel when the computer points out the mistakes?
      i. relieved ii. grateful iii. fed-up iv. anxious
   b) The 'hand and eye' refers to the .....
      i. poet's eyes and hands. ii. mouse's technology.
      iii. poet's hand and mouse's eye. iv. computer's tasks.

c) The ..... is what the poet means by 'tasks'.

i. repair on the computer

ii. convenience

iii. work, using the computer

iv. daily chores

d) When the poet says '(he sometimes) has his way', what does it mean?

i. The wind stops blowing.

ii. The wind blows hard.

iii. The wind is sometimes successful in causing a lot of destruction

iv. The wind goes to a beggar's hut.

Let's enjoy the poem

Answer these questions.

1. a) What is the rhyme scheme of the poem?

   b) Pick two sets of rhyming words.

2. The poet uses personification in this poem. Elaborate with reference to the examples in the poem.

3. Each stanza ends with an exclamation mark (!).

   a) How does it impact the mood of the poem?

   b) '...And what could ROM be!' Why do you think the poet uses an exclamation mark for a question?

4. A pun involves a play of words which suggests two or more meanings—by making use of multiple meanings of words, or of similar-sounding words to create an effect. For example,

   - What do you call a dinosaur that is sleeping? – A dino-snore!
   - Why are fish so smart? Because they live in schools.

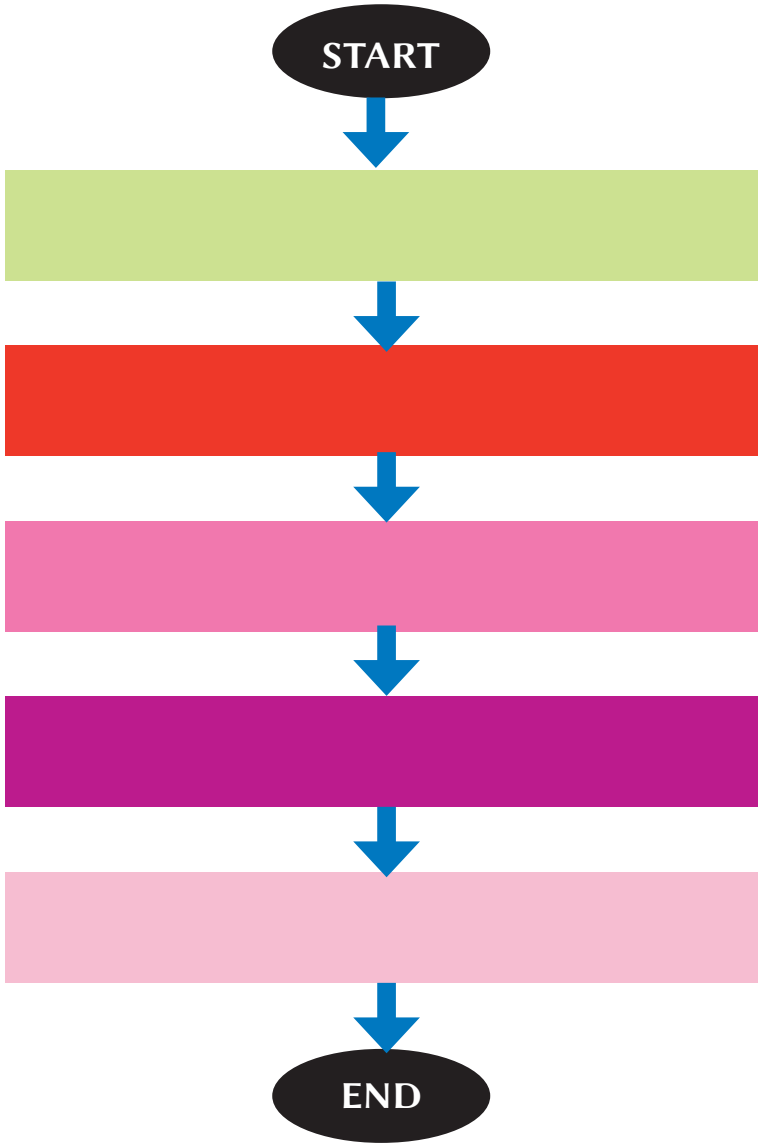
   Now, identify the pun used by the poet in these lines. Explain the pun.

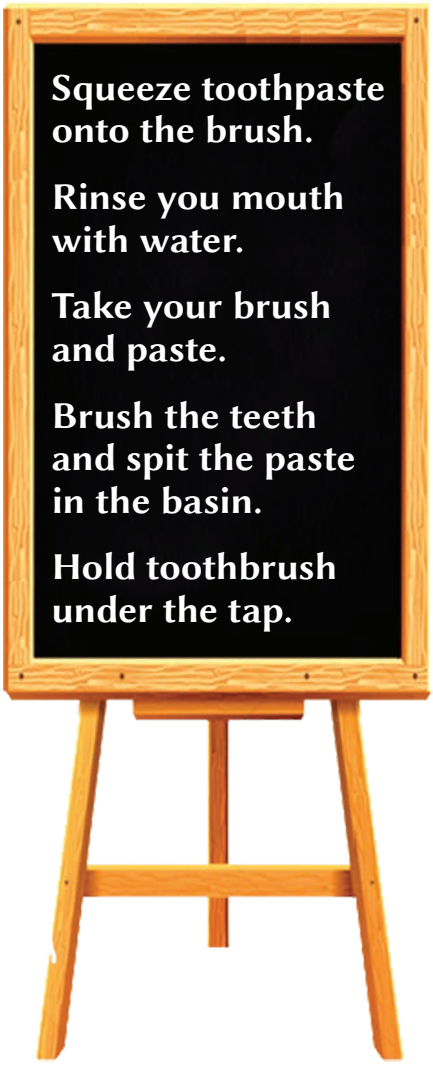
   - 'I don't understand the Windows/My computer says are there'

Activity

While switching off the computer, if you switch off the main power first before the UPS, you may harm your computer! So, it is important to do things in proper order. The step-by-step procedure of solving any problem is called an algorithm.

Now, write the correct steps from the blackboard to brush your teeth.





9 Diary of a 12-year-old

Let's start

- Identify these adventure sports/activities. *(*Answers at the bottom of the page.)*



a)



b)



c)



d)



e)



f)

- Are adventure sports only for adults? Should children be allowed to participate as well? Discuss your views with your partner. LS

(*Answers: a) river rafting; b) skydiving; c) rock climbing; d) scuba diving; e) skiing; f) bungee jumping

Now, let's read these diary entries of a brave and adventurous twelve-year-old boy from Mumbai, who went on his first Himalayan trek.

5 May 2015, Tuesday
10:15 a.m.



I got a surprise from my Dad that we were going for a Himalayan trek! It was a mountain named Chandrashila. I began searching for everything about it, from the altitude to the campsites. I waited patiently and finally there was only one day remaining. At last, the day of our flight to Delhi arrived. I bid my mom goodbye and sometime later we were at the airport. After a long wait, we boarded the flight and departed for Delhi. Mumbai looked awesome from the sky with all the lighting!

6 May 2015, Wednesday
8:00 p.m.

We left Delhi and reached Haridwar soon. There, we located the pickup point. There were four jeeps there and we picked one and sat in it. We then started our eighteen-hour-long journey in our jeep and introduced ourselves to our fellow travellers. We were very hungry so our driver, Kusumbir uncle, offered us a fruit called 'aadu'. After making some stops midway, we reached the base camp of Chandrashila, at Sari village (6601 feet).

7 May 2015, Thursday
9:30 p.m.

The hotel's name, where we were staying, was 'Hira and Murali Singh Negi Tourist House'. There, I met our guide, Rashesh Sir. He had a long beard and hair tied behind his head. He didn't have time to shave or cut his hair as after every two days, he had to guide a trek. Wow! What a happy life he lived. Seeing the beauty of the Himalayas every two days! Rashesh Sir asked me if I had any past experience in trekking so I told him that I had completed trekking to 37 forts in the Sahyadri hills of Maharashtra. He was pretty fascinated that children like me were interested in trekking. When he told the other group members about my earlier treks, everyone applauded and I felt like a king (of course). I had never received such appreciation for this! After a while, Rashesh Sir addressed the 'briefing' session wherein he told us that we should drink at least 2 litres of water a day or we'd get AMS (Acute Mountain Sickness). In it, water enters our brain and there is a risk of coma or even death. I and almost everyone became scared, so we drank enough water.

fascinated: attracted someone's strong interest applauded: showed approval or praise by clapping
coma: a deep unconscious state, usually lasting a long time

9 May 2015, Saturday
3:30 a.m.



Yesterday, I woke up at 6. No one took a bath as the water was literally ice cold! We freshened up, offloaded our heavy bags on mules, received our trekking poles, learnt how to adjust the height and the people who hadn't offloaded their bags packed their bags. After breakfast, we started our journey to Deoria Tal. The word 'Tal' means lake in the Garhwali language. There was a rocky trail which was splendid. There was greenery around us and it was very beautiful.

As we began setting our tents, sir told us where the washroom tents were. He also told us where to wash our plates and said, 'No one should go near the kitchen tent or go anywhere without my permission.' He then told us to choose our tents. Three people were allowed in one tent, so, I, Ishaan and Pranav were in a tent. We wanted to go outside and see the lake, but it was raining. I wore my raincoat and went outside but Dad saw me and told me to go inside the tent. I couldn't disobey him, so, I followed his orders. If I had stayed outside for another ten minutes, I would have really got hypothermia. It was dead cold outside.



After dinner, we went to sleep. You won't believe what we wore while sleeping! We wore our thermal inners, collared t-shirts, a jacket, two trek pants, socks, sleeping layers and a sleeping bag! At night, I woke up as I had to go to the washroom and I saw what you would call a once in a lifetime experience. The snow of the Himalayas was shining in the moonlight. I tried to take some pictures, but the camera gave off a flash which ruined the beauty. You can never capture that beauty except in your eyes. It was kind of magical, splendid, majestic, and so on. I don't have words to explain that!

freshened: cleaned oneself/something offloaded: unloaded something mules: animals that are the offspring of a horse and a donkey, used especially for transporting goods hypothermia: condition of having an abnormally low body temperature

10 May 2015, Sunday
9:40 p.m.



We left for the next campsite, Rohini Bughyal. Bughyal means a meadow. We did some exercise and started the journey for the next campsite. After some minutes of walking, there was a partially steep rocky trail. We got dead tired after climbing it. But we could now see the base camp and beautiful wheat fields. We could see that we were at a very high altitude as the Sari village was looking very small. As we reached the next campsite, we selected the place for our tent and learnt how to put it up.
We collected some wood for the campfire and poured oil on it to light it. We got a special pleasure as we had made it successful. We didn't go to the dining tent, but sat around the campfire. It was warm there and if we went even five metres away from it we felt freezing cold. Just one day away from the summit and from the best part of the trek, SNOW!

12 May 2015, Monday
4:30 p.m.



We woke up at 6, packed our lunch and started walking. It was again a very pleasant walk. After one hour, we reached our next campsite, Bhrujgali. As soon as we reached there, I saw a fox's skull. I moved it with my trekking pole. I asked Dad if I could hold it and he said yes! I took it in my hand and showed it to everyone. After enjoying the beauty of the scene, we got the training of how to wear gaiters and ice tractions to help us walk on the snow. Ice tractions were rubber belts with spikes attached to it which we had to wear on our shoes. Soon we went to sleep as we had to begin our trek at 4 the next morning.
Dad woke me up at 3 a.m. I quickly removed my gloves and felt the snow on my hands for the first time in life. Ah! It felt so awesome to feel snow in my hands – just like holding cold cotton balls. And the best part about snow is a snowball fight! After enjoying the snow, we resumed our journey and soon reached the highest Shiva temple in the world, Tungnath. Dad said that he could not walk any more as he was feeling dizzy, so, he stopped at Tungnath and I went ahead with our group.
Soon we came across an almost 30 degree way to the summit. There was snow all over it. Sir told us to wear our ice tractions on our shoes. I walked with great care as I was very scared of falling. Now we were just three metres away from the summit. We learned to proceed with caution. Sir told us to remove our tractions as there was no snow on the summit and if we walked with them on soil, they'd get stuck in it and if we walked with them on rocks, they'd break and we'd slip. We removed them and walked till we reached the summit!

summit: the highest point of a hill or mountain gaiters: protective covering of cloth or leather for the ankle and lower leg
tractions: weights used to help maintain balance for trekkers and mountaineers in snowy areas resumed: started again

14 May 2015, Monday
9:00 p.m.

There was one small temple and a gate to the summit. There were stones arranged one above another. Then came the best part of the trek—sliding down the snow! I was very excited about it. Sir offered me a second chance: he just pushed me off the slope. I went very fast and my heart was beating very fast. I landed near a big rock, which was a normal landing. Then what happened was what you'd call a tragedy. Ishaan came with great speed and then I heard shouts, so, I looked back and…THUD! Ishaan had a head injury! The snow was red with blood and it was dripping from the rock. I couldn't control my tears. I was not able to see the scene. It was terrible.

His Dad, Manish uncle, attempted to reduce the pain by giving him some pills. Shreshtha didi called 108 and asked for an airlift. They were told that it was not available. So, they left with Ishaan to find help. I was very scared. I walked with great care. After some time, we reached Tungnath. As soon as I reached, I hugged Dad and asked, 'Do you know what happened there?' He said he did. He had seen them pass earlier, to get some help and he himself was really upset. After sometime we got to know that Ishaan had stopped bleeding and that they had got a helicopter to Dehradun where they admitted him to a hospital.

17 May 2015, Wednesday
2:15 p.m.

We departed for Chopta early on the 15th. It is also known as the 'mini Switzerland of India'. It was indeed beautiful. We took some food and sat in tempo travellers. After some hours, we stopped for lunch. And after a long journey, we reached Haridwar. This trek was indeed splendid and superb and we got certificates for our accomplishment of summiting a mountain. We got back home with lots of beautiful memories which we could never forget.



—Adapted from the online posts of Atharv Kothekar

Note: *The language of the diary entries has not been edited/improved in order to retain the authenticity of the content written by the child.*

Let's ponder

Answer these questions.

1. Each diary entry in the text has a central idea. Based on your reading of these entries, write the appropriate headings against each central idea.

Headings

a) The Journey Back Home
b) The Journey Up
c) The Journey to the Summit
d) From Deoria Tal to the Next Campsite
e) The Beginning
f) The Journey to Deoria Tal
g) The Summit and the Accident
h) The Base Camp

Central Ideas

a) The author and the fellow travellers settle in their stay house where introductions are made: .....

b) The author gets to know about a new adventure and preparations begin: .....

c) The author returns from his adventure: .....

d) The author travels from his home to the place where the adventure lies: .....

e) There is a tragedy but also the splendid experience of seeing something for the first time: .....

f) The trekkers leave from one campsite to the next: .....

g) The author's father isn't able to accompany him any further, he learns to use tractions: .....

h) The children follow the elders' advice, the author has a once in a lifetime experience: .....

2. Give reasons for the following.

a) In the briefing session, Rashesh Sir told everyone that they should drink at least 2 litres of water a day .....

b) Atharv said that he saw something that you would call a once in a lifetime experience .....

c) Rashesh Sir told everyone to remove their tractions .....

d) In the middle of the trek, Shreshtha had to call 108 and ask for an airlift .....

.....

3. *You can never capture that beauty except in your eyes. It was kind of magical, splendid, majestic, and so on. I don't have words to explain that!*

a) Where was the speaker?

i. at a beach ii. on a Himalayan trek

iii. in a dense forest iv. on a desert trek

b) What beauty was the speaker talking about?

i. of snow of the Himalayas shining in the moonlight

ii. of the golden sand of the Himalayas shining in the sunlight

iii. of the green cover of the Himalayan forest

iv. of the snow of Mt Everest shining in the moonlight

c) The speaker says that this beauty cannot be captured except with eyes because the .....

i. speaker's camera did not capture great pictures

ii. flash of the camera ruined the picture

iii. beauty of such places can only be appreciated in person

iv. camera did not work in the extreme cold weather

d) The speaker uses words like 'magical', 'splendid', 'majestic' in the above lines because he .....

i. is fascinated by the beauty of the Himalayas

ii. wants to make the readers jealous

iii. is hallucinating due to the extreme cold

iv. wants to make his diary entries interesting

4. *I was very scared. I walked with great care. After some time, we reached Tungnath. As soon as I reached, I hugged Dad and asked, 'Do you know what happened there?'*

a) Why was the narrator scared?

i. because one of the fellow trekkers had an accident

ii. because they lost their way in the snow

iii. because he was alone in tent

iv. because he felt all one during the trek

b) What is Tungnath famous for?

i. It is the highest mountain in the world.

ii. It is the highest mountain of India.

iii. It is the highest Shiva temple in the world.

iv. It is the highest Brahma temple in the world.

c) Why had the narrator's father not accompanied him?

i. The father felt very cold during the trek.

ii. The father was injured.

iii. The father fell ill.

iv. The father felt dizzy.

d) Which mountain did the narrator scale?

i. Mt Everest ii. Chandrashila

iii. Kanchenjunga iv. Nanda Devi

5. The author is clearly impressed by Rashesh Sir and his occupation as a guide. Why do you think so?
6. 'Adventure sports like trekking, should not be carried out alone but always in a group and under the proper supervision and guidance.' Why do you think this is important? What might happen if one does it alone? LS
7. 'I wore my raincoat and went outside but Dad saw me and told me to go inside the tent. I couldn't disobey him, so, I followed his orders'—says the author. At other points in his entries, we see the author obeying the directions of his elders, like his father or Rashesh Sir.

a) What qualities does this reflect? LS VB

b) Why is it important to follow elders' advice, especially when in situations like the one the author was in? VB

Let's learn new words

Look at these sentences from the text given below. Focus on the underlined words.

1. Then came the best part of the trek—sliding down the snow!
2. He also told us where to wash our plates.
3. If I stayed outside for another ten minutes.
4. You won't believe what we wore while sleeping!
5. After some minutes of walking...
6. But we could now see the base camp.
7. Now we were just three metres away from the summit.

What do these words show?

They link words, phrases or sentences. They help the reader to progress from one idea to the next. Thus, they help to build up a smooth piece of writing.

Such words are called transition words.

Now, complete this paragraph by filling in appropriate transition words. Choose the words from the help box.

Although	but	Therefore	As a result of
Moreover	However	all of a sudden	

We were walking fast in a group when ....., the leader tripped and fell into a small ditch. ..... the fall, he received some injuries on his legs and arms. ....., the injuries were not serious. All of us gathered around him and helped him to his feet. ..... he was shaken by the fall, he did not want us to stop and rest for a while. We tried to persuade him ..... he didn't listen to us. ..... we decided to carry on as it had begun to get dark. ....., we had promised the other team that we would meet them in the valley at the appointed hour.

Let's study grammar

You have learnt about the continuous tenses—present continuous, past continuous and future continuous. For example,

- Are we going back to Mumbai? (*present continuous*)
- We were going for a Himalayan trek! (*past continuous*)
- We won't be going on another trek soon. (*future continuous*)

Now, use these verbs to form sentences in all the three continuous forms. You may form positive (+), negative (–) or interrogative (?) sentences.

1. wear .....

   .....

   .....

2. stay .....

   .....

   .....

3. watch .....

   .....

Study skills

Punctuate this paragraph using appropriate punctuation.

mountaineering an adventure sport

nothing sums up the outdoors better than the attempt to scale mighty peaks mountaineering involves hiking climbing or just simply walking this happens with the help of technical equipment and support although some people manage without all this as well sports enthusiasts say all of us regard mountaineering as a sport in its own right mountaineering is tried on different types of terrain snowy icy muddy or just rocky one is required to be physically fit and have a decent level of athleticism to climb mountains training conditioning and preparation are essential to survive such an experience

Let's learn to write

Read the conversation given below and complete the diary entry that follows.

Niranjan: Hey, Atharv! I read your blog post about your first Himalayan trek. Let me tell you, it was beautifully written and I enjoyed reading about your experience!

Atharv: Thank you, Niranjan. Since you enjoyed reading it, would you like to hear about something that I did not include in my blog post? I noted it in my diary, though.

Niranjan: Sure! I would love to. What is it about?

Atharv: It is about this school which was close to our base camp Chandrashila. We still had some time left to leave for Deoria Tal so we decided to go and see the school. The son of the owner of the tourist house we lived in, became our guide. His name was Suyash Negi.

Niranjan: Was Suyash as old as us?

Atharv: Yes! He was almost our age.

Niranjan: Such a young guide he must have made.

Atharv: Yes, young and knowledgeable as well. So, the school was small, yet beautiful. The school was separated from the village by a wheat field. We first saw the canteen menu. We tried to see the classroom through the window as it was locked because it was a holiday. There were different buildings for the primary and secondary sections. Suyash told us that when the building was not constructed, they studied on a cement floor with a small blackboard. We captured some pictures, thanked Suyash for being our guide and finally, returned to the tourist house.

Niranjan: That seems to be...Oh! Ma'am is here. We'll discuss it later. Thanks for sharing this episode.

Atharv: Anytime, Niranjan.

Niranjan thought about what Atharv had shared with him. He wrote his feelings in his diary. Based on your reading of the dialogues between Atharv and Niranjan, complete his diary entry for him.

6 July 2015, Monday

.....

I spoke to Atharv today at school about his ..... . I told him how I thought his blog post was ..... and overjoyed, he told me about another episode there. While at his base camp, Atharv and his father decided to ..... . Their guide was a young boy ..... who was the son of ..... . Once at the school they saw that there were different ..... . They also learned that when the building wasn't there, the students had to ..... . When I heard about this I felt ..... and thought how fortunate and lucky we are to have ..... .

10 Brought to Book

Let's start

Answer these questions.

1. Look carefully at the pictures given below. What is each picture (1, 2, 3) trying to tell us? Discuss with your partner.
2. Who do you think is the most responsible child? Why? VB LS
3. Why do you think schools allot marks for notebook maintenance? VB



Let's read a story about a boy and his notebooks.

'This has got to stop immediately,' Justice Mathematics said in a stern voice, rapping the hammer for silence in the court. He pushed back the horn-rimmed glasses up his nose and glared first at Manu and then at the crowd in the court.

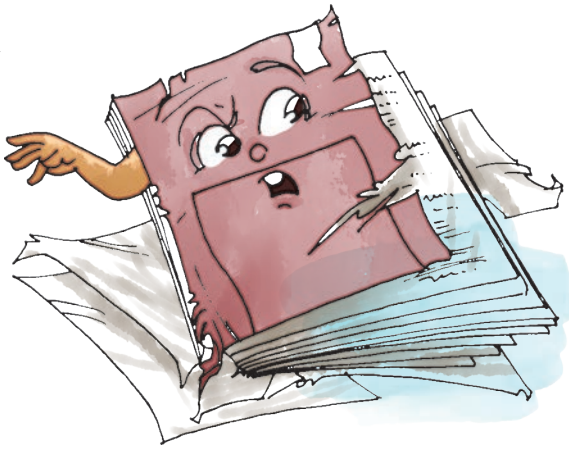
Everybody respected him, even Manu, so a pin-drop silence fell in the court instantly.

'Let us proceed,' Justice Mathematics said nodding his head. 'Your witness, first,' he gestured at the torn Ms English. Manu chewed his nails nervously.

'Your Honour,' began the lady, in a trembling voice, 'when I came to this house, I wore a lovely pink and grey dress, shiny and unmarked. And, Sir, just look at me now.' Everybody gazed at her. Her dress was unrecognisable. Covered with ink and grease

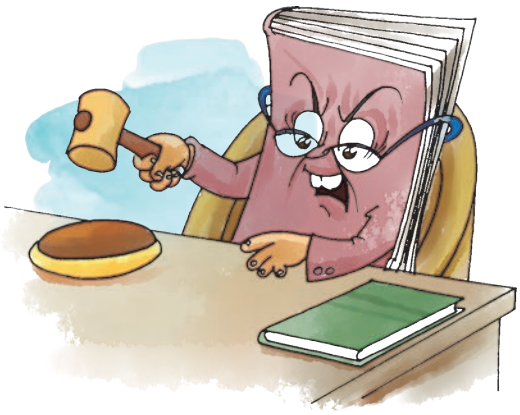
stern: serious horn-rimmed: a pair of glasses with frames made of material that looks like horn
glared: looked at in an angry way gazed: looked steadily for a long time

spots, mercilessly dog-eared and two corners chewed away, she looked a wreck. Tears rolled down Ms English's cheeks.



Offering her a handkerchief, Justice Mathematics asked gently, 'How did it happen, Ms English?'

'Well,' sniffed Ms English, 'this boy,' she pointed at Manu, 'brought me home a few months back but never bothered to cover me properly with the nice brown paper his father had brought.'



'Did Manu not get scolded and punished in the school for that?' Justice Mathematics enquired.

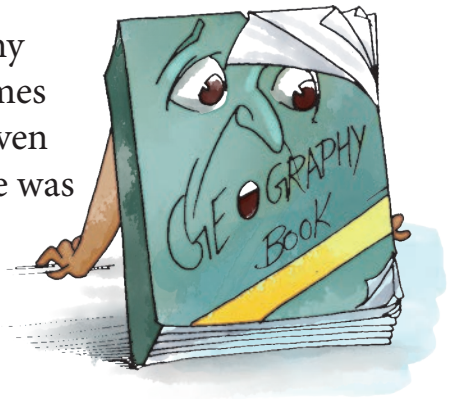
'Oh, yes, he was, repeatedly,' said Ms English in a tearful voice, 'but all the punishment and scolding slipped off him like water off a duck's back!'

'Not only did he ruin my looks,' she continued, 'he also ill-treated me.'

The audience was stunned, ill-treating a delicate creature like Ms English! How terrible!

By now tears had started rolling down Ms English's big eyes. And stopping only to sniff delicately in the handkerchief, she told everyone about how Manu dropped her carelessly, stuffed her anyhow in his crammed bag, sometimes next to the lunch box dripping with oil!

Manu turned red as many pairs of eyes glared at him. Oh! why had he not listened to his mother, who had told him many times to take care of his books! He was otherwise a good boy and even managed to stay within the first five ranks of the class. But he was extremely lazy.



'Manu!' the stentorian voice of Justice Mathematics brought him back to reality. 'What do you have to say for yourself?'

Manu managed to mumble an apology, 'I am sorry, Sir!'

'What do you mean by saying 'sorry'?' screamed Justice Mathematics. 'You have to undo what you have done. Do you understand?'

He looked above the top of his glasses and seemed as if he would like to bite Manu. 'Next!' he barked at the peon.

dog-eared: (a book) used so much that the corners of many of the pages are turned down
water off a duck's back: to have no effect crammed: full of things stentorian: loud and powerful voice

Mr Geography stood up shakily and went to the witness box. He was in a worse condition than Ms English. He had no cover, the 'Contents' page was hanging in on its last threads but the worst part was the maps. They had been filled in mercilessly with all the colours in the paint box!

'Yes!' prompted Justice Mathematics.

'My story is quite similar to Ms English's,' Mr Geography said in a broken voice. 'All my fellow brothers laugh at me whenever Manu pulls me out of his bag. I especially envy my brother who belongs to Sushmita. She has not only covered him neatly, her handling is so gentle that he always looks as if he has just stepped out of the bookseller's shop, and,' he added, 'she fills in her maps with a pencil!'



And so it went on with all the books, copies, pencil box and even the school bag complaining about Manu's negligence. They looked battered and the worse for wear.

Justice Mathematics' face became dark when he heard that Manu tore off pages from the copies to make paper planes. Manu withered under his murderous look.

Mr Pencil Box complained that Manu never cleaned it. As a matter of fact, he had covered the court floor with pencil shavings the moment he had stood up for witness and accidentally opened himself! This was not all. Manu chewed him whenever he got stuck for an answer! He pointed at his pock-marked body for everyone to see.

The elderly and ponderous Mr School Bag lumbered to the witness box with his broken straps and buckles dragging behind him. 'I might as well be a sack of cement,' he began in a grave voice, 'as that is how I am treated. Manu never packs me the night before as all sensible children do but leaves it till the very last moment. And then, naturally there isn't any time to do anything but cram everything in anyhow. With the result, neither my friends inside nor I am happy.'



'Your Honour!' piped a small voice, 'I also want to say something.'

Justice Mathematics looked carefully and found that the voice belonged to a small notebook, much in the same condition as others.

'All right,' he nodded, 'please come to the witness box.'

envy: to wish you had the same qualities, possessions, opportunities, etc. as somebody else
negligence: carelessness battered: damaged or worn out worse for wear: in a poor condition because of being used a lot withered: (here) felt humiliated ponderous: clumsy and heavy footed
lumbered: moved in a slow, heavy way

The young Master Notebook marched to the witness box and took the oath, 'Your Honour, it has become a regular practice and I don't know how long I will be able to bear it...' he stopped, all choked up.

'Do go on!' prompted Justice Mathematics gently.

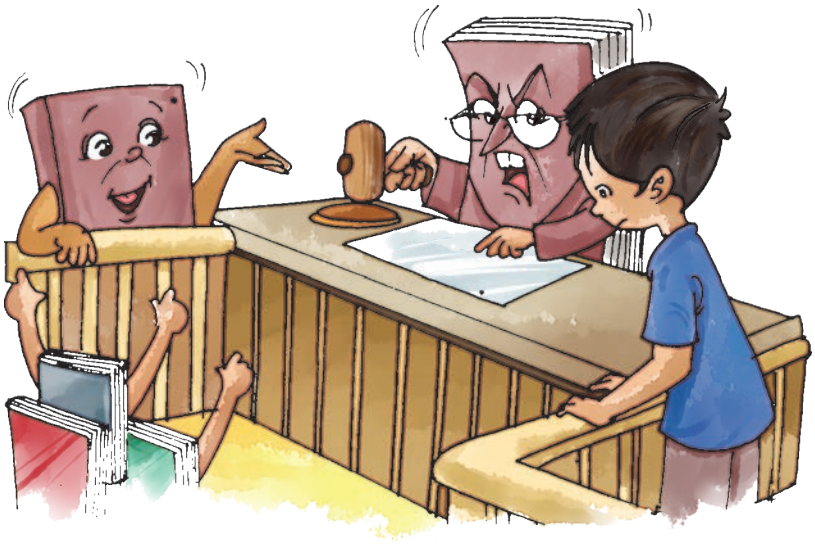
The Master Notebook got hold over himself and continued, 'It started a few weeks back. Manu was solving some problems in Mathematics, one of them was tougher than others and he failed to solve it. Can you imagine how he vented his anger? Well, he threw me against the wall!'

A shock wave rent the courtroom and everybody started talking at once. Justice Mathematics went red with anger as he banged the hammer loudly, and you could see that he was wishing that the table were Manu. Manu, meanwhile, stared at his boots. Was he really that cruel? He felt really ashamed of himself.

'I intensely dislike such children who do not take proper care of their books,' Justice Mathematics said in a serious voice, all the while eyeing Manu sternly. 'However, this court is different from the other courts. Here the punishment is decided by the victims and we decide by majority if the verdicts are more than one.'

He looked at all the bedraggled books and notebooks, pencils and pencil box, and the school bag in the court. They, in turn looked at Manu, each and every one of them in terrible anger. Manu trembled in his shoes.

'Let us thrash him first and then throw him against the wall as he threw me!' this was the Master Notebook, his voice shrill with fury.



'No! no! Let us all bite him and let him see how it feels to be chewed!' This, obviously was Mr Pencil Box. He became so agitated that he once again opened himself and spilled some more pencil shavings on the floor!

'I suggest dragging him around the courtroom a dozen times will be a good punishment,' said Mr School Bag.

'Why don't we all jump on him together till he yells for mercy?' exclaimed Mr Geography, rubbing his hands in anticipation.

oath: formally promised to tell the truth choked: turned speechless due to strong emotion verdicts: judgements
bedraggled: messy and untidy agitated: feeling troubled anticipation: expectation

This appealed to all of them and even Justice Mathematics got up from his chair to join the gang!

Menacingly they all advanced towards Manu, who looked around frantically for somewhere to run to, somewhere to hide... Nothing! There was no place to run to!

The mob was almost upon him when a soft voice rose above the frightening silence, 'I say, stop it! Please, do stop!'



Amazed, everybody turned around, even Manu opened his eyes a crack which he had shut in fright.

Then the petite Ms English rose from her seat and spoke to Justice Mathematics in a firm voice, 'I don't mean to interrupt, Your Honour, it is just that I feel that everyone deserves a second chance and, after all, this is Manu's first offence, he deserves a little consideration.'

Manu looked at her in admiration, he could have hugged her! She was the one who had been treated most shamefully by him and look at her! Standing so staunchly by him!

The others too saw reason and slowly backed off, agreeing to give Manu a second chance.

'Manu, see that you never ill-treat a book again!' was Justice Mathematics' parting shot.

'Manu! Manu!' a hand started to shake him and he jumped. Had the others changed their minds about not punishing him?

'Oh! Manu, do get up. You will be late for school!'

Slowly Manu opened his eyes. Why! He was in his bed! Yes! There was the battered bag on the floor, the books, half on the floor and others stuffed in the bag. But what was this? The English book was lying near his pillow and seemed to smile at him!

Manu's mother was astonished to see him rushing through the chores and then sitting down to glue and cover his English book that very morning!

Next year, Manu Sharma got the prize for the 'Best-Looked-After Books'.

—Madhumita Gupta

About the author

Madhumita Gupta started off as a teacher and has been a freelance writer for over two decades. She has written for *The Times of India*, *Femina*, *Mail Today*, *India Currents* and a few children's magazines during this period. A self-professed addict of reading and writing, Madhumita is also passionate about education, animals, movies, oceans and forests.

menacingly: threateningly, in a way that suggests danger frantically: in a panic-stricken manner petite: small and dainty
staunchly: in a sincere and committed manner backed off: stopped threatening, criticising or annoying

Let's ponder

Answer these questions.

1. *'Your Honour,' began the lady, in a trembling voice, 'when I came to this house, I wore a lovely pink and grey dress, shiny and unmarked. And, Sir, just look at me now.'*

   Everybody gazed at her. Her dress was unrecognisable.

   a) What was 'a lovely pink and grey dress, shiny and unmarked'?

      i. the wrapper of a saree

      ii. the cover of an English textbook

      iii. the cover of a schoolbag

      iv. the cover of a Maths textbook

   b) Why was she unrecognizable now?

      i. She was covered with ink and grease stains.

      ii. She had a new shiny cover.

      iii. The pages were dog-eared and the two corners chewed away.

      iv. The book was bound and covered neatly with cellophane.

      A. i and ii

      B. ii and iii

      C. i and iv

      D. i and iii

   c) The state of Ms English shows that Manu .....

      i. neglected caring for his books.

      ii. was responsible while handling his books.

      iii. made sure that his books were covered properly.

      iv. avoided buying new books.

   d) Choose the option that lists the meaning of 'wreck' as used in the extract.

      noun

      i. a vehicle or ship that has been completely destroyed or badly damaged

      ii. someone who is in bad physical or mental condition

      verb

      iii. to destroy or badly damage something

      iv. to spoil something completely

2. *Why! He was in his bed! Yes! There was the battered bag on the floor, the books, half on the floor and others stuffed in the bag. But what was this? The English book was lying near his pillow and seemed to smile at him!*

   a) Why is Manu surprised about being in bed?

      i. because he was having a dream about being in tennis court

      ii. because he was having a dream about being punished for not taking care of his dreams

      iii. because he was having a dream about winning a tennis match

      iv. because he was having a dream about being smashed against a wall by his books

   b) What do you think Manu would have felt on waking up on his bed?

      i. comforted ii. sad and reassured

      iii. worried iv. happy and relieved

   c) 'The English book was lying near his pillow and seemed to smile at him!' Identify the figure of speech used in the line.

      i. personification ii. imagery

      iii. repetition iv. metaphor

3. Ms English was the most ill-treated one amongst them all, yet it was she who chose to stand by Manu. VB

   a) What values does this action of hers indicate?

   b) Do you think it plays any part in changing Manu's behaviour? How?

4. Let's imagine all characters as human beings. Read and decide which character is being talked about. Give evidence from the text to support your answer.

   a) This character is sweet and caring. She is tiny and delicate. She used to wear a lovely pink and grey dress but later her dress got covered with ink and grease spots. She is a kind and loving person who believes that people make mistakes and should be given a second chance.

   b) This character is extremely strict and firm. He believes in equality and justice for all who have been mistreated. He wears horn-rimmed spectacles and is gentle towards those who are in need of help. He listens to all sides of an argument with equal attention and care and then takes the best decision possible.

   c) This character is treated badly and is in a very poor state. He feels humiliated because of his condition as his friends laugh at him. He envies a particular character who is well-kept by another student. Angered at his own state, he wishes to punish the person responsible for hurting him.

d) This character is young and in a fairly bad condition. Although a gentle character, he had been mistreated by being thrown against the wall in anger. After being treated this way, this pitiful character became scared.

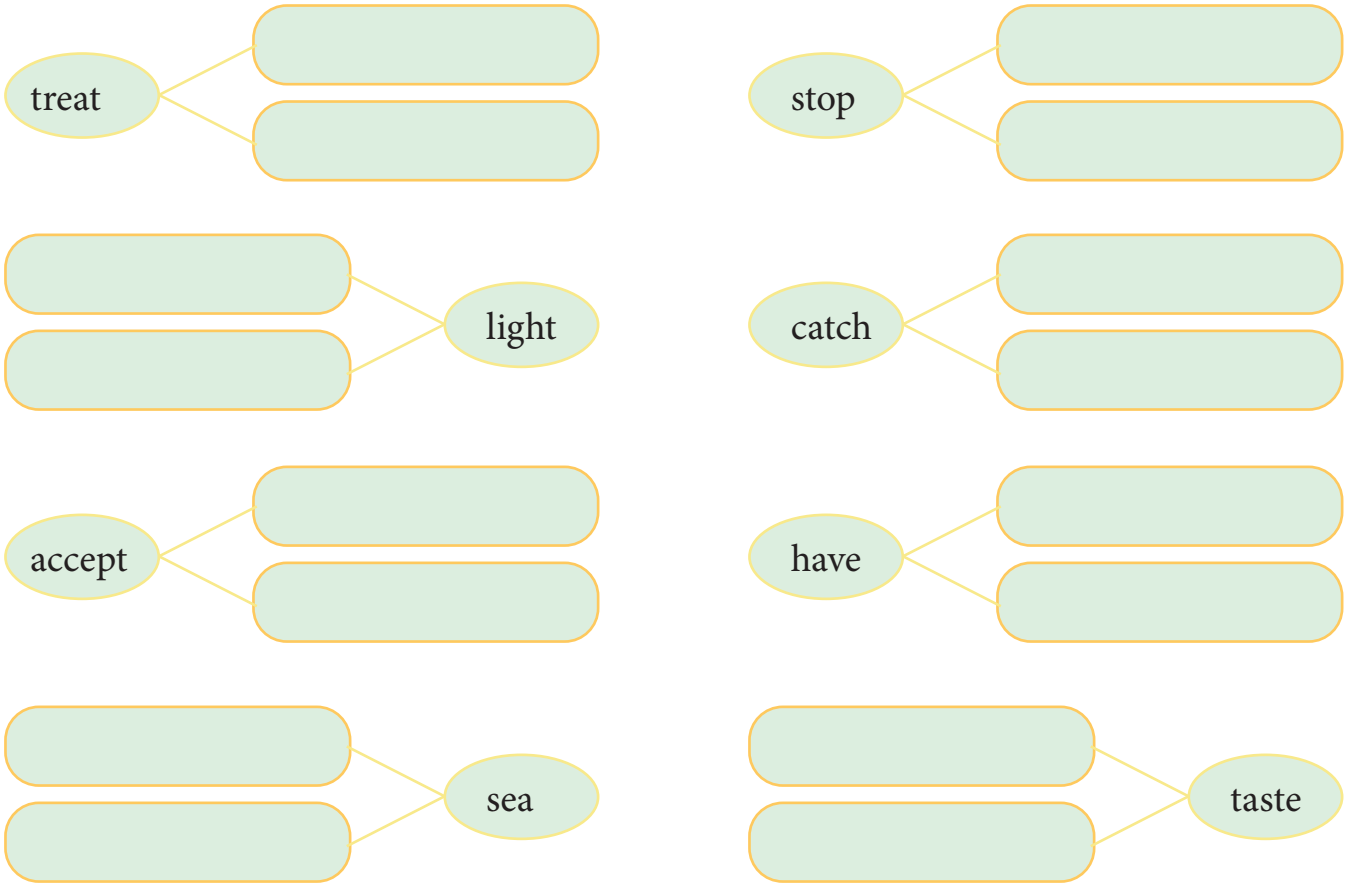
Let's learn new words

Some words go with particular words. For example,

Verb-adverb	Adjective-noun	Verb-noun
sniff delicately	trembling voice	solve problems
drop carelessly	delicate creature	win a prize
chew nervously	stern voice	offer a handkerchief

Such word combinations are called collocations.

Now, form word combinations for the words given below.



Let's study grammar

1. Look at these sentences taken from the text and write whether the highlighted words indicate movement (M), place (P) or time (T).

Sentence	M/P/T
1. He pointed at his pock-marked body for everyone to see.	P
2. Tears rolled down Ms English's cheeks.	
3. Mr School Bag lumbered to the witness box.	
4. He pushed back horn-rimmed glasses up his nose.	
5. I suggest dragging him around the courtroom a dozen times will be a good punishment.	
6. There was the battered bag on the floor..	
7. This appealed to all of them and even Justice Mathematics got up from his chair to join the gang.	
8. For so many years, he has done the same to me.	
9. Did Manu not get scolded and punished in school for that?	
10. By now tears had started rolling down Ms English's big eyes.	
11. He threw me against the wall!	
12. He spilled some more pencil shavings on the floor!	

The highlighted words are prepositions.

- They indicate a relationship between a noun or a pronoun and some other word in the rest of the sentence.
- They usually describe the position of something or the time when something happens.
- The meaning of a preposition depends on the context in which it is used.

B. Read about the change in Manu's habits. Some words have been omitted and are displayed by *. Write these words from the list given. There are four extra words in the list.

on into out until in since before at for towards

Manu had decided that he would change his attitude

* his books. He made sure that he packed his school a) .....

bag * dinner that night. He didn't throw it down on the floor like he used to but instead kept it neatly * his table. When he woke up * the morning, he surprised his mother as she didn't have to tell him to pack his bag at the last minute. During the English period, his partner Ali was also surprised as he saw Manu take * an unrecognisable English book. Before him was a book, neatly covered * brown paper. On his way back home, he saw the stationery shop and walked * it. After all, he had to buy a new pencil box, some brown paper and labels for his new friends—his books!

b) .....
c) .....
d) .....
e) .....
f) .....
g) .....

Let's learn to speak

Select one picture from the options given below. Your partner will try and guess the person being described.

She/He will ask seven questions based on the following features:

- face shape
- hair colour/length/style
- facial features (if visible)
- complexion
- clothes and ornaments (if shown)
- footwear
- any other accessories

For example, your partner can ask: Does the person have an oval face? *(Not allowed to say 'he/she' or 'his/her')*

Your reply should be: Yes/No

You can take turns in this guessing game.









Let's learn to write

How to write descriptions of people

- Begin with the introductions of the character or person (e.g. name, who he/she is).
- Then, write about their physical appearance (e.g. their height, features, age, etc.).
- After this, write about their personality or what they are like (e.g. their qualities, values, their nature, etc.).
- Next, write about their relations with other characters or people (e.g. how they interact with others).
- Finally, finish the description by describing them in one sentence.

Use the given chart of physical descriptions and describe any one of the following:

- cousin
- neighbour
- grandparent

Age
baby, young, middle-aged, old

Height
short, medium, tall

Hair
short, long, medium length, black, brown, grey, bald, etc.

Face
oval, round, square, triangular, long

Eyes
black, brown, blue, green, etc.

Nose
small, straight, long, snub, etc.

Mouth, lips, teeth
small or large mouth, full/thick or thin lips, sparkling white, yellow, crooked, etc.

Personality traits
attentive, calm, good-tempered, intelligent, happy, nervous, friendly, obedient, etc.

Characteristics
kind, brave, cruel, generous, stern, dishonest, loyal, talkative, punctual, optimistic, etc.

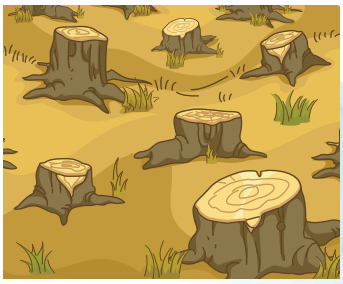
Complexion
fair, wheatish, dark

Other features
beard, moustache, wrinkles, large/small ears

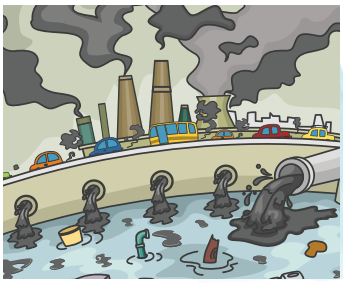
11 Unaware

Let's start

- Keeping the title of the poem and these pictures in mind, what do you think the poem is about? Discuss in groups of four. CC LS VB







- Complete the following and colour the picture.

  I feel that people today are abusing natural resources because...

  I also feel that very soon...



Now, read this poem.



Isolation quickly overwhelms me

Begging for forgiveness, a fallen hand.

Desolation I now begin to see

Hanging by a thin thread, a single strand.



I watch them…their fears, their misbehaviour

Mistreat, abuse…completely unaware

I am the land, their glorious saviour.

Someday they will learn to treat me with care.



I wish they would learn to trust each other

To join as one, to stand strong together

A bond, a band and a mighty brother

Forever as one, a powerful tether.

You may not know, that fear is their captor

So you may not see each special factor.

—Kaitlyn Guenther

isolation: loneliness overwhelms: something that has a strong emotional effect desolation: a state of complete sadness strand: a thread glorious: deserving or bringing great fame and success, very impressive band: a group of people (here, with the same kind of thoughts) tether: generally, a rope or chain used to restrict movement, but here the poet uses it to represent a strong chain that can unite everyone

Let's ponder

Answer these questions

1. *I watch them...their fears, their misbehaviour*
   Mistreat, abuse...completely unaware
   I am the land, their glorious saviour.
   Someday they will learn to treat me with care.

   a) Who is 'I' in these lines?

   i. the Moon ii. the Earth
   iii. the Sun iv. the poet

   b) Whom is 'I' watching?

   i. the aliens ii. the people on the Moon
   iii. the people on Earth iv. the heavenly bodies

   c) The speaker acts as a/an

   i. active listener ii. passive listener
   iii. active speaker iv. passive speaker

   d) The people are completely unaware that they are

   i. treating each other with respect. ii. mistreating the earth.
   iii. scared of the earth. iv. using their power for the good.

2. What does the speaker hope for?
3. 'Hanging by a thread' means being in a risky or unstable situation. What makes the poet feel that the human race is 'Hanging by a thin thread, a single strand'?
4. Based on your reading of the poem, complete the summary by filling in the blanks with the words given in the help box.

   This poem is about Man's (a) ..... treatment of Nature and natural resources. Mother Nature, in this poem, notices the loneliness quickly spreading on Earth and knows that (b) ..... misfortune and hopelessness would be unavoidable if human beings don't (c) ..... their ways.

   Mother Nature shares that she has been noticing the (d) of the natural resources at the hands of human beings. She states that these (e) ..... are totally clueless that they exist only because Nature (f) ..... their existence. She believes that there will come a day when human beings will learn to (g) ..... Nature.

She sincerely wishes that the people of the Earth would come together as (h) ..... for this mission and change the thread of (i) ..... to a strong bond of (j) .....

Mother Nature tells the reader that human beings aren't completely (k) ..... but have become so due to their fear about (l) ..... in a world where resources are constantly (m) ..... and the population is increasing. She firmly believes in the (n) ..... of humans and is therefore, hopeful.

co-existence	people	surviving	careless	one
ill-treatment	reducing	goodness	selfish	cherish
mend	hopelessness	supports	sadness	

Let's enjoy the poem

Tick the characteristics that are relevant to the poem you have just read.

1. The poem has three stanzas of four lines each. .....
2. The last stanza has 2 lines. .....
3. The poem has a total of 14 lines divided into two stanzas. .....
4. The first three stanzas talk about a problem/problematic situation/issue. .....
5. The first three stanzas are written in praise of a person/ an element of nature/object. .....
6. The set of two lines project a conclusion/final statement/solution. .....
7. The first three stanzas have the rhyme scheme abab cdcd abab, respectively. .....
8. The rhyme scheme is abab cdcd eeee/efef/gg. .....

'Unaware' is a type of poem which is called a sonnet. There are different types of sonnets but this poem is an example of the Shakespearean sonnet. Such a sonnet has three stanzas of four lines each, called quatrains. It ends with a set of two lines called a couplet. So, the rhyme scheme of a Shakespearean sonnet is abab cdcd efef gg.

In 'Unaware', the poet discusses a problem or issue in the quatrains and provides a closing statement or offers a solution in the couplet.

Activity

In this poem, we realise how we have choked Mother Earth with trash, filth and pollutants. We can contribute in a small way by reusing old bottles, jar and cans for storage and decoration. In this way, we can reduce trash. Let's learn to reuse bottles as planters.

You will need:

- 1 empty glass jar
- glue gun
- a big spool of colourful cotton twine
- cuttings of money plant

Method:

- Using glue, wrap the twine around the bottle one loop at a time. Make sure that there is no space between the loops.
- Once the bottle is neatly covered with the twine, leave it for drying.
- After the glue dries up, you can decorate it with paints, lace, beads or sequins.
- You can also fill the bottle with water and put a few cuttings of money plant.
- Gift the bottle to your parents!



12 India's Forgotten *Titanic*

Let's start

Have you heard of the tragedy of the luxury ship *Titanic*? Let's take this quick quiz to check what we know. (*Answers at the bottom of the page*)

- On which day did the *Titanic* set sail?
- From which port did she set sail?
- Where was the *Titanic* going?
- How did she sink?



Let's now read about the Indian *Titanic*, which very few people know about.

Muninder Shekhawat was a man who loved to travel, especially to places that had strange and captivating stories as their claim to fame—haunted caves, deserted villages, submerged cities or even lost ships. But this one was a complete surprise to him. You see, it found him before he could find it.

It was an astounding experience, to say the least. He had heard about the shipwreck while he was in Ahmedabad for a seminar and decided to spend some time at a local museum. There he saw the poster. It said, 'The Tragedy of the Lost Ship: *Vijli*'. It was supposed to be a small discussion around the 'Indian *Titanic*' on the completion of its 128th anniversary. People were invited to join and know more about the disaster that had struck the ship.

Finding his interest aroused by the phrase 'Indian *Titanic*', Muninder decided to join the discussion. What could it mean? Why had he never heard about it? How could it have escaped him for so long? He was determined to find out everything the following night.

The bonfire was by the seashore. Around six people were sitting around it, talking excitedly. As he approached them, he observed that two of those present were sitting

captivating: attracting interest submerged: under water astounding: surprisingly impressive

Answers: 10 April 1912; from Southampton, England; to New York; she hit against an iceberg in the Atlantic Ocean

there with blank expressions and wide eyes, taking in all the information that was being thrown at them. He took his place beside an old man who had a flute with him. 'A musician,' thought Muninder. Seeing the newcomer, they all became quiet and a middle-aged man began to talk.

'Hello everyone! My name is Marshal D'Souza. I am a school teacher at the Bright Minds Public School and the president of the Grand Treasury Museum's Tourist Club. The club often organises such get-togethers where locals and tourists can come together and discuss the marvels of our history. Today's gathering is one of the many that we'll have over the years. If you all stay up late, we'll finish the complete story session. Before we begin, I request everyone to introduce themselves please.'

Muninder was about to speak but an enthusiastic east-Asian youngster took the lead. 'Hello! My name is Shun Sato. I'm from Japan and am here on a student-exchange programme. I heard D'Souza sir talk about this discussion in class and after what he told us, I decided that I'd come and listen to the tale of the 'Indian *Titanic*' myself.'

The next two were the musician and a local sailor. Madhav Kumar Kharsani was a local musician who often performed at the museum. 'The tale of the *Vijli* is close to my heart and I am here today to share a part of its story with you all,' said Kharsani. 'Gopal Das Rao was a sailor who had often heard about the *Vijli* from his great grandfather. He had known *Vijli's* owner and the captain, Haji Kasam, you see,' he said.

After the introductions, Mr D'Souza indicated that Gopal Rao Das begin the tale. Muninder quickly took out his notebook. 'If I don't write all this, I won't be able to recollect what they said.'

Here are the passages Muninder developed from his notes and information from the internet.

Gopal Das Rao: The Sailor



The *Vijli* or *SS Vaitarna*, as it was named, was one of the earliest steamships to be in use during the 1870s in India. My great grandfather told my father how it was built in Scotland and was named after the Vaitarna river which flows north of Mumbai.

The tragedy of this ship is both sad and unique. *Vijali Haji Kasam Ni* is the title of the book dedicated to this tragedy and is named after its captain Haji Kasam. The story of *Vijli* carries great significance in Gujarat's maritime history. *Vijli* mainly carried cargo and passengers between the Mandvi port in Kutch and Mumbai. On the 8th of November, 1888, the day the *Vijli* disappeared, it had docked in the port of Mandvi and is said to have been carrying around as many as 1200-1300 people, though the official number of people on board is said to be 703.

Marshal D'Souza: The Teacher

On that day, the *Vijli* was carrying travellers from Kutch and Saurashtra and among the passengers, it is said that there were 13 wedding groups as well as a large number of students heading to their class 10th exams. Those poor children never got the chance to sit for their exams because the ship never reached its destination.



It sailed from the port to enter Gujarat but due to bad weather and forecasts of storms, it was forced to head directly to Mumbai. Unfortunately, before reaching the port of Mumbai, it was caught in a terrible storm and taking all its passengers with it, it sank.

After the ship disappeared, the Mumbai Presidency gave the Marine Court of Inquiry (a committee that they formed) the responsibility to look into the probable reasons behind the ship's tragedy.

The committee found that the *Vijli* was ill-equipped with safety measures that could have saved the lives of the passengers and crew members. They pointed out that the ship did not have enough lifeboats or life jackets to save those on board. 'If Haji Kasam was alive, he'd feel shocked and hurt.' It is said that fleets that were later sent to look for any remains, found nothing and the entire thing remained a mystery.

Madhav Kumar Kharsani: The Musician

They say that nothing ever dies. It always remains alive in the songs and culture of its people. Although the *Vijli* has remained a mystery which has now been forgotten by most, it remains alive in the folklore or 'lok-geet'. We sing songs and tell the *Vijli*'s story through them to whoever wants to listen.

I, along with many other musicians sit by the shore from where perhaps once the *Vijli* might have passed and sing to the ocean that now has her. One of the most famous songs that we sing is '*Haji Kasam, tari Vijli re madhdariye veran thai*, which translates to *Oh Haji Kasam, your* Vijli *has sunk to the bottom of the sea.*

So, why was it called *Vijli* or even the 'Indian *Titanic*'? Let me tell you. The ship wasn't exactly like the English *Titanic* with luxurious rooms, pools and dining halls but it did boast of having electricity; something which was a luxury in its time. Thus, the locals and passengers called the ship *Vijli*, which is a colloquial term for electricity or light. As for the *Titanic* part, India witnessed its own tragedy of a massive sunken ship around 20 years before the English did and that is why the term—the 'Indian *Titanic*'!

The evening extended into late night as Muninder finally finished writing the passages based on his notes. The bonfire embers weakened and Muninder's mind recalled scenes from the Oscar-winning film *Titanic* and he was saddened by the thought that there weren't detailed records of the people who lost their lives in the tragic sinking of the *Vijli*.

ill-equipped: not having necessary resources for a particular task
colloquial: used in ordinary conversation

That night, Muninder was convinced that even though the disaster had faded in public memory, it certainly lived on in local village folklore along the coast of Gujarat. The *Vijli* sunk twenty-four years before the *Titanic* and the tragedy was immense. 'Maybe, that's why,' he thought, 'this sad story is being scripted for a Hindi film.' He recalled reading a news item about the actor Rana Daggubati playing a scientist trying to decode the disappearance of the *Vijli*.

Muninder finally moved indoors at the crack of dawn. He was keen to visit the local bookstore and purchase the book titled *Haji Kasam Tari Vijli* by Gunvantrai Acharya. The receptionist helped him with the directions to the bookstore and said, 'There's always a shortage of this book so, I'd get there early if I were you.' Muninder nodded. He knew that the book had been written in Gujarati but was confident that he'd find a way to read it. He simply had to.

—*Created from various articles, reports and online posts*

Let's ponder

Answer these questions.

1. Test your understanding by completing the following based on your reading of the lesson.

Muninder's hobby	Gopal Das Rao's description of *Vijli*	Findings of the marine court of enquiry
.....		
.....		
.....		
.....		

2. Complete the following.
   a) Shun Sato was present at the gathering because ..... .
   b) Muninder was curious about the term 'Indian *Titanic*' because ..... .
   c) The ship was named the *Vijli* because ..... .
   d) Muninder was keen to visit the bookstore because ..... .
3. Justify the title 'The Indian *Titanic*'.
4. In the end, why does Muninder feel that *Vijli's* story still lives on?
5. '*Vijli* was a tragedy that could have been avoided to a great degree.' Do you agree? Why/Why not?

6. 'Art forms like the 'lok-geet' help the past stay alive. But, the people who wish to tell these tales are as important as the people who wish to hear them.'

   In the light of the above statement, discuss the values that, according to you, each of these characters exhibit in the story. VB LS

   a) Muninder Shekhawat b) Marshal D'Souza c) Gopal Das Rao

   d) Madhav Kumar Kharsani e) Shun Sato

Let's learn new words

Look at these words from the text and pay attention to the highlighted words.

- shortage
- receptionist
- discussion
- owner
- completion
- excitedly
- introduction
- information
- responsibility
- electricity

Each word has letters added to the end to create a new word. These letters added to the base words are called suffixes.

Write two words that can be formed with each of these suffixes.

-ous

-hood

-ment

-ship

-ful

-tion

Sometimes, letters are added to the beginning of a few words to create new words. For example,

- dis**appear**
- **un**enthusiastic
- **re**use
- **in**direct
- **extra**ordinary
- **ir**regular
- **super**star
- **im**possible

Write the word that is being described. All the words will take appropriate prefixes.

1. to tell again
2. to heat before
3. to build again
4. lack of fairness
5. not relevant
6. to return money
7. to break the connection
8. not mature
9. not finite
10. to add at the beginning

retell

Let's study grammar

Read these sentences. Pay attention to the highlighted words.

- He was in Ahmedabad for a seminar.
- An enthusiastic east-Asian youngster took the lead.
- He was determined to find out everything the following night.
- My name is Marshal D'Souza.
- Muninder quickly took out his notebook.
- Those poor children never got the chance to sit for their exams.
- This sad story is being scripted for a Hindi film.

These highlighted words are known as determiners. Determiners are words which come at the beginning of nouns or phrases.

There are five kinds of determiners:

- articles: a, an and the
- possessives: my, your, his, her, its, our, their
- demonstratives: this, that, these, those.
- distributives: each, every, either, and neither
- quantifiers: enough, a little, a lot of, much, several, some, few, and many

Fill in the blanks with appropriate determiners.

..... *Titanic* was one of ..... largest and most opulent ships in ..... world. On 10 April 1912, it sets sail on ..... maiden voyage, travelling from Southampton, England, to New York City. Unfortunately, in ..... early hours of 15 April, about 740 km south of Newfoundland, Canada, it sank after striking ..... iceberg, leading to ..... deaths of more than 1,500 passengers and crew. It is one of ..... most famous tragedies in modern history, it inspired numerous stories, several films, and ..... musical and has been the subject of ..... scholarship and scientific speculation.

Let's learn to listen

You will listen to Sudha Shankar, a 12-year-old, talk about four programmes sponsored by different museums of the country. As you listen, list the four experiences stated. Listen again and draw and colour any one experience as described. You can do this individually or with your partner.

Let's learn to write

Mr Marshal D'Souza feels that events in history should be presented in new and interesting ways so that the present generation is always connected to its roots and is aware of its cultural heritage. Take a look at the letter he wrote to the editor for the same.

Bright Minds Public School
Madison Garden
Lok Vihar, Surat
Gujarat

16/09/20xx

The Editor
Lok Basha Daily
Surat

Subject: Exhibitions and Similar Events for the Young Generation

Sir

This is with reference to the Grand Treasury Museum Tourist Club get-together that we organised recently. I am writing today to bring your attention towards such events, which I feel are important for our younger generation. I believe that events in history should be presented to the present generation in new and interesting ways and be made available for them so that they can learn from it.

The benefits are many. To begin with, the children and youngsters would gain knowledge about their rich cultural heritage, some of which they might not even be aware of. Secondly, such knowledge would instil in them a pride in one's past and would definitely lead to a strong sense of identity. Lastly, if this is done through interesting ways, they develop an interest and look at their past as a rich source of knowledge.

Therefore, I would recommend that all such doorways to knowledge such as the museums, schools and even art galleries hold competitions, exhibitions, seminars and talks, etc. that can attract the young generation and make history open up to them in a number of ways.

I hope that the publishing of this letter in the column of your esteemed daily shall encourage organisations to take necessary steps.

Yours sincerely

Marshal D'Souza

(Marshal D'Souza)

B. As Muninder, write a letter to the editor of a national daily, highlighting the various ways in which museums can contribute towards engaging the school children in discovering the forgotten historical events of our country. Use the help box to complete the letter.

- can also be organised
- can remember historical facts through understanding
- draws the attention of the concerned authorities
- camps on-site, fancy-dress shows, street plays or one-act plays
- as well as engaging
- draw your attention towards the importance of
- an interesting and interactive manner

45-Trunk Hotel
Kollam Street
Surat

8/01/20xx

The Editor
The Sunshine Express
Navodya Bhavan
Surat

Subject: Engaging Students in Discovering Forgotten Historical Events

Madam

This is with reference to the get-together organised by the Grand Treasury Museum Tourist Club for the 128th anniversary of the 'Vijli'. It was informative ..... due to the bonfire story-telling sessions by the locals. I would like to ..... such events organised by museums as a means to engage students in discovering forgotten historical events.

This could be done through events like ..... . Other events like musical puppet-shows, screening short films, tours and excursions, interviews and chat shows, etc. ..... .

Such events, help students experience history in ..... . This helps in making the subject less monotonous and the students ..... rather than memorising them.

I hope that the publishing of this letter in the columns of your esteemed daily ..... and brings about the necessary changes.

Thanking you

Yours sincerely

Muninder Shekhawat

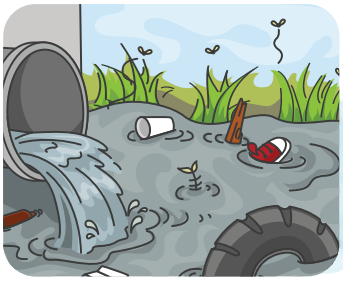
(Muninder Shekhawat)

13 The Woods Are Alive

Let's start

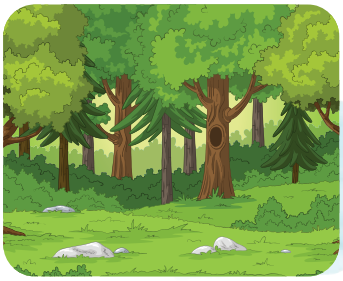
- Match the pictures (a – c) with their possible outcomes (i – iii). *(*Answers at the bottom of the page.)*

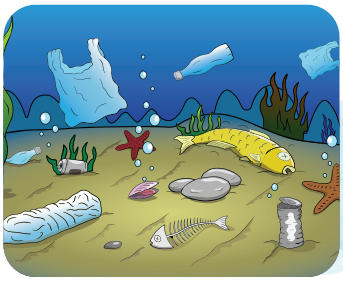
a) 

b) 

c) 

i. 

ii. 

iii. 

- From the outcomes given above, how do you think that those which are negative can be prevented? Discuss with your partner. LS VB

*Answers: a) -- ii); b) -- iii); c) -- i)

Now, let's read this story.



The sacred forest of Mawphlang in Meghalaya is watching every move you make. Just try taking away a twig from its hallowed grounds.

Hundreds of years ago, a woman named Timur lived in a sleepy hamlet in the East Khasi Hills of Meghalaya. Tiny houses scattered across patches of green fields overlooked the misty hills. Woolly sheep and majestic horses dotted the verdant village. Nature's bounty brought prosperity to Mawphlang and its settlers considered the forest sacred.

One day, as Timur was busy with her household chores, a villager came running to tell her that her brother had suddenly taken ill. Wasting no time, she rushed to see him. As Timur scurried through the dusty lanes, she spotted a large snake slithering close to her feet. She stopped dead in her tracks. Beads of sweat lined her forehead. It was not that she felt fear at the sight of the reptile; *sein basa* in Khasi, but spotting one was considered a bad omen. It struck her that her brother must have wronged the forest and she immediately begged for forgiveness. The snake disappeared.



On reaching her ailing brother's house, Timur rushed to his bedside and asked him what had happened. He confessed to having cut some wood from the sacred groves and minutes later, he started falling ill. As the day progressed, his health deteriorated. Timur now knew for certain – this was the wrath of the forest gods.

She knew there was only one way to save her brother. She pleaded with the village priest to accompany her to the sacred forest. As they walked past the overgrown archway into the forest, the winds began to howl and the trees rustled, as if to show their fury.

hallowed: something that is considered holy hamlet: a small settlement of houses or people verdant: green with grass and other vegetation bounty: something given in generous amounts scurried: moved hurriedly away ailing: poor health deteriorated: became worse wrath: great anger archway: a curved structure forming an entrance

Timur prayed fervently, and the priest chanted *mantras*. In time, the forest quietened, as if granting them forgiveness. The adoring sister returned to the village to find her brother up on his feet, waiting for her eagerly at the door.

Last October, preparations for the indigenous *Terra Madre* festival were in full swing. Labourers constructing a road near the sacred forest claimed that *sein basa* had made an appearance. Panic struck the villagers. I decided to visit Mawphlang and see what was going on for myself.

Maybe I'd even take something from the forest to put an end to this legend and usher my people into the 21st century.

In the wee hours of a cold February morning, I must have driven 25 kilometres to the hills. As the village neared, the road narrowed and the magic of Mawphlang began to unravel. The sky was a clear blue, thick fog descended on the pine trees, and at a distance were lush green mountains. I was an awestruck tourist in my own land.



On the advice of my elders, I had taken an appointment with the chief of the village, Thombor Lynghdoh, before going into the forest. It was 8 a.m. when I reached the tiny hamlet at the foot of the hill. Tin-roofed houses were spread across the vast, green land. Men were at work in the maize fields, while women dressed in checked *jainkyrshah* walked past with bamboo baskets, filled with potatoes and yam, belted around their heads.

The headman was nowhere in sight. I dialled him even though the network was poor and when he picked up the phone, I could barely make out his voice. 'I had to rush to a nearby village,' he said.

I asked him if I could enter the forest and click some photographs. 'Don't go alone,' he said. 'Take my son along. Haven't you heard…'

The connection went blank.

I was impatient to get started and didn't want to go out looking for his son now. I'd recently heard another fable that had increased my curiosity even more. An army convoy had ventured into the forest in the early 1970s. The soldiers began cutting branches and loading them in their trucks – but when the time came to leave, the ignition gave way. Within minutes, the hale and hearty soldiers started falling sick.

wee hours: early hours of the day lush: (of vegetation) growing richly awestruck: filled with a mix of fear and respect convoy: a group of vehicles travelling together ventured: to undertake a risky journey hale and hearty: extremely strong and healthy

Their efforts to escape from the groves were in vain. They were trapped all night and it was only the next morning after a priest came to their rescue and the branches were offloaded, that the men recovered.

Just when I was wondering whether I should disregard the headman's advice, a sprightly young man entered the room. He introduced himself as Kenneth, the son of the village head. His father had called him. 'Father was scared that the spirits might get a hold of you. Didn't want you to go out alone,' he said with a smile.



He led the way toward the forest, crossing a football field. I followed, clinching my camera lens, as if it were someone's wrist. I walked inside, and it took only a few seconds to realise that this was indeed the wonderland from grandma's stories. Surrounding me were gigantic trees with mossy beards flowing down their stout trunks. The air was crisp, the silence holy, and some sunlight sneaked its way through the dense canopy.

I stayed at my guide's heels, minding each step as I crushed the dry ochre leaves on the ground, careful not to touch the ancient monolith laden with moss scattered across the forest. They marked the sites of ceremonial sacrifices.

Adorning the carpet of grass, were pretty pink flowers. My eyes were affixed on the petals; their beauty was hypnotic. I was tempted to reach out. *'Wat tam kti ne tam kjat ioh shah khyrwait ha ki basa,'* warned Kenneth in chaste Khasi, as if reading my mind. He was echoing the ancient warning – *you must not take anything from the forest.*



As we walked along, Kenneth talked more. The Khasi tribe, he explained, had a strong bond with nature. It's never man versus the wild, it is man and the wild. 'We have been coexisting for centuries,' he said. 'Our ancestors prayed to the god *'lew basa'* to watch over this forest. And hence, no one can take anything from here,' he said firmly. As we found our way back, there was no sign of the dreaded *sein basa*.

Waiting for us in the village, was the council president. He knew my views about the legend because he immediately greeted me with a challenge. 'Go ahead,' he said, 'take a twig back home from the forest and be the judge.'

sprightly: full of energy clinching: to hold onto something tightly stout: of heavy build canopy: the uppermost branches of the trees in a forest, forming a more or less continuous layer of foliage ochre: a pale brownish yellow colour moss: a small flowerless green plant monolith: a large single upright blocks of stone adorning: to make more beautiful or attractive hypnotic: having a spellbinding effect chaste: simple

I thought about it long and hard. Why didn't I just go ahead and take the twig? My choice of not taking the twig was as telling an action as taking one. Somewhere, underneath all that sceptical bluster, I really was afraid. The walk through that magical forest with its monoliths and dark green mysteries had shifted something.

'Go ahead, take it,' Lynghdoh insisted, this time with a smile. 'Stories of the forest are not myths. Myths are what the world thinks they are because people don't know much or have not seen the wonders.'

Lynghdoh's ancient eyes had seen them. Standing at the edge of the forest with this wise man who believed that no matter how modern man became, there would always be a power higher than him, was the moment I began to believe.

I went back home without the twig.

—*Ralph Wanniang*

sceptical: having doubts that a claim or statement is true
bluster: to talk in a loud and aggressive manner myths: traditional stories

Let's ponder

Answer these questions.

1. *Adorning the carpet of grass, were pretty pink flowers. My eyes were affixed on the petals; their beauty was hypnotic. I was tempted to reach out.*

   a) Where was the narrator?

   i. at Cherrapunji in Meghalaya
   ii. at Mawsynram in Meghalaya
   iii. at Mawlynnong in Meghalaya
   iv. at Mawphlang in Meghalaya

   b) What was the purpose of the visit?

   i. He wanted to spend his holiday in the lush green mountains.
   ii. He wanted to bring something from the forest and prove that the legend of the wrath of the gods was wrong.
   iii. He went on an assignment to cover the indigenous *Terra Madre* festival.
   iv. He wanted to see the *sein basa* for himself.

   c) What warning did Kenneth give when the narrator tried to pick up the flowers?

   i. that he must not take anything from the forest
   ii. that he must only pick the yellow ones from the forest
   iii. that the villagers would punish him
   iv. that the gods will not let him leave the forest

d) Why did the narrator go back without even a twig?

i. because he was afraid of the wrath of nature

ii. because he wanted to irritate Lynghdoh by not complying with his wishes

iii. because he ran out of space in his bag, to carry the twig

iv. because he was afraid of Lynghdoh's reaction

2. 'The walk through that magical forest with its monoliths and dark green mysteries had shifted something.' Explain.
3. Is the title of this text—'The Woods are Alive'—appropriate? Why/Why not? LS
4. 'The story shows that an imbalance in nature is created not because of lack of enough resources, but because of man's greed.' Discuss. LS VB
5. The narrator says 'it's never man versus the wild, it is man and the wild.' VB

a) What important values does this hint at?

b) In today's world, how do you think these values can help us?

Let's learn new words

what	where	when	why	whose	what
which	whom	how far	how long	how old	how much/many

These words are called question words. They help us in forming questions.

Using these words, fill in the blanks.

1. What was the name of the sleepy hamlet in the East Khasi hills? (specific thing, object)

   Ans: Mawphlang
2. What did Timur plead to the priest for? (reason)

   Ans: to accompany her to the sacred forest
3. When ..... ? (time, occasion, moment)

   Ans: In the wee hours of a cold February morning
4. Where ..... ? (position, place)

   Ans: He decided to visit Mawphlang.
5. Which ..... ? (choice, alternative)

   Ans: They prayed to the god *'lew basa'* to watch over the forest.

6. Who ..... ? (person {subject})

Ans: The narrator talked to the village headman before entering the forest.

7. Whom ..... ? (person/object)

Ans: The village head sent his son Kenneth to guide the narrator.

8. Whose ..... ? (ownership)

Ans: The wrath of the forest gods had fallen on Timur's brother.

9. Why ..... ? (reason)

Ans: because the narrator started believing in a power higher than humans

10. How ..... ? (way, manner, form)

Ans: because he didn't take a twig from the sacred forests



Let's study grammar

A. Read these sentences. Identify the clauses and circle the conjunctions that join the clauses.

1. I asked him if I could click some photographs.
2. I was wondering whether I should disregard the headman's advice.
3. As Timur scurried through the dusty lanes, she spotted a large snake slithering close to her feet.
4. Nature's bounty brought prosperity to Mawphlang and its settlers considered the forest sacred.
5. As Timur was busy with her household chores, a villager came running towards her.
6. The soldiers began cutting branches and loading them in their trucks.
7. Nature's bounty brought prosperity to Mawphlang and its settlers considered the forest sacred.
8. It struck her that her brother must have wronged the forest.

The clauses are joined by conjunctions.



A conjunction is a word which is used to join two words, two phrases or two clauses together.

Let's study the different kinds of conjunctions.

Conjunctions

Coordinating conjunctions join two independent clauses.
For example,

- Sally doesn't eat fruits, nor does she eat salads.
- He was hungry, so he ate up all the cake.

Subordinating conjunctions join a dependent clause with an independent clause.
For example,

- When the bell rang, Dhruv ran to answer the door.
- Unless you do your homework, you cannot go out to play.

Correlative conjunctions are pairs of conjunctions that help to join two balanced clauses, phrases or words. For example,

- His grandfather could neither read nor write.
- Both Karan and Cyrus enjoyed the film.

B. Choose the correct conjunction to complete these sentences.

1. Timur prayed fervently ..... the priest chanted mantras.
   a. and b. but c. or d. because

2. ..... they walked past the overgrown archway into the forest, the winds began to howl and the trees rustled.
   a. Although b. Because c. As d. Before

3. I decided to visit Mawphlang and see what was going on for myself.
   a. and b. but c. or d. because

4. The air was crisp ..... some sunlight sneaked its way through the dense canopy.
   a. nor b. for c. and d. as

5. ..... did the soldiers cut the trees, ... they started feeling sick.
   a. Whether...or b. Neither...nor
   c. Not only...but also d. No sooner...than

Let's learn to speak

Look at the picture of the zoological park given below.

1. Entrance
2. Ticket Counter
3. Washrooms
4. Reptiles Den
5. Resting Point
6. Revolving Restaurant
7. Herbivore's Hamlet
8. Bird Show
9. Juice and Salad Bar
10. Kiddy Zone
11. Waterbirds zone
12. Flamingo zone



Do a role-play with your partner of a park ranger and a tourist. The tourist asks the park ranger for directions. Use the following useful language in your role-play.

Useful language

- to express obligation
- Go straight on
- Turn right
- Turn left
- Take the second on the left
- Take the third on the left

Asking for directions

- Are we on the right road for...?
- What is the best way to...?
- Can you tell me the way to...?
- Could you direct me to...?
- Pardon me, I am lost! How do I get to...?
- Excuse me, do you know where the...?
- Excuse me, is there a... near here?

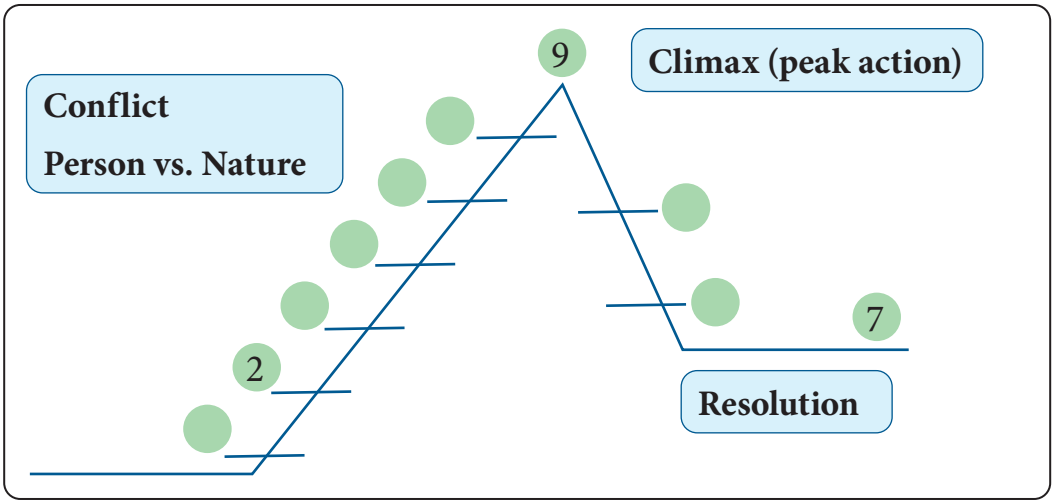
Helpful words/phrases

- Go past...
- Cross the street...
- Go as far as...
- Go across...
- Go through

Let's learn to write

Stories include problems (conflicts) that need to be solved (resolution).

Diagrammatically, we can represent it like this:



The following are some common conflicts:

1. person vs person
2. person vs self
3. person vs nature
4. person vs society/rules
5. person vs technology

Tips for story writing:

Before writing a story, always

a) identify the conflict, characters and setting.

b) plot your ideas on a plot diagram first.

c) use sensory language and transition words.

Write a story in about 120 words based on the picture given below.

Do not forget to

- identify conflict, characters and setting you would like in your story and then,
- plot ideas on the plot diagram.
- provide a title to your story.



14 The Further Bank

Let's start

Which picture, according to you, connects with the title of the poem? Why do you think so?







Now, read the poem.

I long to go over there to the further bank of the river.
Where those boats are tied to the bamboo poles in a line;
Where men cross over in their boats in the morning with ploughs on their shoulders to till their far-away fields;
Where the cowherds make their lowing cattle swim across to the riverside pasture;
Whence they all come back home in the evening, leaving the jackals to howl in the island overgrown with weeds.
Mother, if you don't mind, I should like to become the boatman of the ferry when I am grown up.

till: (here) prepare and cultivate (land) lowing: a deep sound made by cattle pasture: land for grazing
ferry: a boat for transferring passengers/goods over short distances regularly

They say there are strange pools hidden behind that high bank.

Where flocks of wild ducks come when the rains are over,
and thick reeds grow round the margins where water-birds lay their eggs;

Where snipes with their dancing tails stamp their tiny
footprints upon the clean soft mud;

Where in the evening the tall grasses crested with white
flowers invite the moonbeam to float upon their waves.

Mother, if you don't mind, I should like to become the
boatman of the ferryboat when I am grown up.

I shall cross and cross back from bank to bank, and all the boys and
girls of the village will wonder at me while they are bathing.

When the sun climbs the mid sky and morning wears on to noon,

I shall come running to you, saying, 'Mother, I am hungry.'

When the day is done and the shadows cower under the trees,

I shall come back in the dust.

I shall never go away from you into the town to work like father.

Mother, if you don't mind, I should like to become the
boatman of the ferryboat when I am grown up.

—Rabindranath Tagore



About the poet

Rabindranath Tagore (1861–1941) was the youngest son of Debendranath Tagore, a leader of the Brahmo Samaj. Although Tagore wrote successfully in all literary genres, he was first of all, a poet. He is the author of several volumes of short stories and a number of novels. Besides these, he wrote musical dramas, dance dramas, essays of all types, travel diaries, and two autobiographies. Tagore also left numerous drawings and paintings, and songs for which he wrote the music himself. In 1913, Tagore was awarded the Nobel Prize for literature for his work *Gitanjali*.

snipes: a bird found in marshes and wet meadows crested: (here) decorated
wears: (here) passes in some activity cower: crouch down in fear

Let's ponder

Answer these questions.

1. *Mother, if you don't mind, I should like to become the boatman of the ferryboat when I am grown up.*

   a) The speaker wants to be a boatman when he grows up because he .....

      i. wants to leave the town to work, like his father
      ii. wishes to travel to the river bank
      iii. dislikes the idea of being a farmer
      iv. chooses to try and live without his mother

   b) The speaker in the poem, is curious .....

      i. to explore new places
      ii. about the beauty of nature
      iii. about what lies ahead of the river bank
      iv. to know those who cross the river

   c) The speaker is .....

      i. disobedient ii. wishful iii. cheerful iv. lazy

   d) What sort of a relationship does the speaker share with his mother?

      i. troubles her with his unrealistic demands
      ii. wishes that she agrees with him all the time
      iii. disrespects her ideas and opinions
      iv. wants her to be a part of his future

2. Draw how you visualise the further bank, as described by the speaker in this poem.

2. Tick the most suitable options about the poem, from the ones given below.

   a) The poem has one speaker.

   b) It is a discussion of several problems.

   c) It talks only about Nature.

   d) It expresses personal feelings and thoughts.

   e) There is a rhythmic flow to the poem.



Such poems are called lyric poems.

3. Describe the activity of the birds at the further bank that the speaker talks about.

4. What promise does the speaker make to his mother and why?

Let's enjoy the poem

1. Tone

This refers to the style, or manner or expression, of writing a poem. The tone usually comes through from the arrangement of the poem's sentences and its vocabulary.

The speaker is describing his thoughts to his mother. His descriptions are intended to create pictures in the mind of the listener. So, we can say that the tone of the poem is (calm/jovial) ....., (evocative/curious) ....., and (indifferent/earnest) ..... .

2. Mood

This refers to the atmosphere that is felt in the poem. The setting, tone and theme help establish this. Some poems have a mood of peace while others could have feelings of fear, love, belief, etc.

The mood of the poem is

a) gloomy b) thoughtful c) scary d) funny

Give a reason for your choice.

3. Refrain

This refers to a phrase/ line/ group of lines repeated at intervals throughout the poem, generally at the end of the stanza.

Identify the refrain in the poem.

4. Rhyme Scheme

This poem has no rhyme scheme because it has been written in free verse. Even though there isn't a rhyme scheme, we can call it a poem because it has some of the other elements of poetry like rhythm, imagery, expression of emotion, etc.

5. Imagery

The poet uses quite a few mental pictures that lead us to associate with our own experiences or imagine new ones. For example: far-away fields, flocks of wild ducks

Pick some other examples of imagery from the poem.

6. Personification

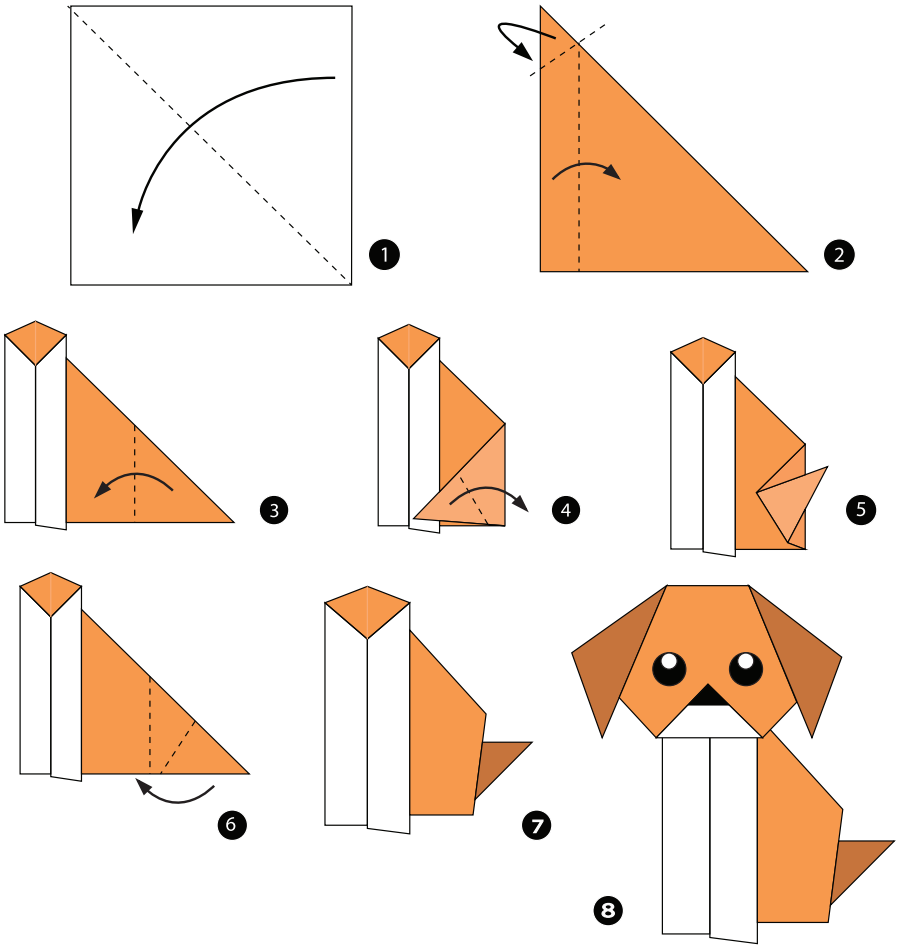
Choose the two examples of personification from stanza 3 from those given below.

a) sun b) village c) morning d) shadows
e) ferry f) sky g) trees

..... and ..... are examples of personification because ..... .

Activity

You would know how to make a paper boat. Let's learn to make a paper dog.



15 No Stereotypes, Please!

Let's start

- Do you know what a stereotype is? A stereotype is a fixed idea or image that many people have of a particular type of person or thing, but it isn't often true in reality.

Here are a few pictures that prove some stereotypes wrong. Write the picture number against the statement it proves wrong.



1.



2.



3.



4.



5.

- All girls love to play with dolls. .....
- Boys are not meant to cook. .....
- All girls are bad at sports. .....
- All boys are dirty and messy. .....
- Boys don't cry. .....

Now, let's read this play.

Characters


Mr Bhushan


Mrs Bhushan


Ramu


Rakesh


Mr Rehman

Scene 1

A family drawing room. Mrs Bhushan is seated in a comfortable looking chair (L), reading a newspaper. Ramu is seated next to her, on a handwoven traditional mat, shelling peas into a bowl.



Mr Bhushan: *(enters (R), dressed in his office wear, tired)* Neelima! Rakesh! I'm back! What a day…What a day…

Ramu rushes to get tea. (extreme L)

Mrs Bhushan: *(lowering the paper)* Hello dear… tough day at work?

Mr Bhushan: *(walks over to his wife and collapses into the sofa in the centre)* Much the same…Dravid won't let me live in peace. What's the point of hiring new associates when you can't even trust them to draft a simple contract, I ask you. The youth of our nation is going to the dogs! I really cannot understand how you manage Neelu!

Mrs Bhushan: *(smiling, laying aside the newspaper)* Well, I don't have to deal with your law student types at the university, do I? Maths is quite straightforward really, no arguing a point…I do miss being able to read the paper in the mornings though, these new 8 a.m. lectures make it quite impossible.

Mr Bhushan: I wish our son was half as dedicated to reading the news as you are…Did you see his last GK marks? Where is he anyway?

Tea and samosas are served by Ramu. Mr Bhushan quickly snaps one up.

Mr Bhushan: These are excellent! *(looking fondly at Mrs Bhushan)* You really shouldn't spoil me so, Neelu. When did Madam send you for these, Ramu? They're so fresh and crispy and not greasy at all!

Ramu: She didn't sir, Rakesh baba made them for you. He knows how much you like

shelling: removing the peas from pods collapses: falls down draft: to write down a document for the first time/ work which isn't final and needs changes

fried snacks, so he decided to make these for you at home. He doesn't trust the oil the *halwai* has been using nowadays.

Mr Bhushan: *(visibly upset)* Hmmmmm! Well! Am I to assume that's where he's been all this while? Loitering about in the kitchen?

Mrs Bhushan: I'd hardly call it loitering. These are delicious! Besides Akshay, he's already finished all his homework. I don't see what the trouble is.

Mr Bhushan: Rakesh! Come in here, please!

Rakesh: *(offstage)* Coming!

Mr Bhushan: *(aside, whisper)* This isn't natural. *(to his wife)* Neelima! A young man whiling away all his free time in the kitchen! Is this what he wants to do with his life? You know only uneducated men become cooks!

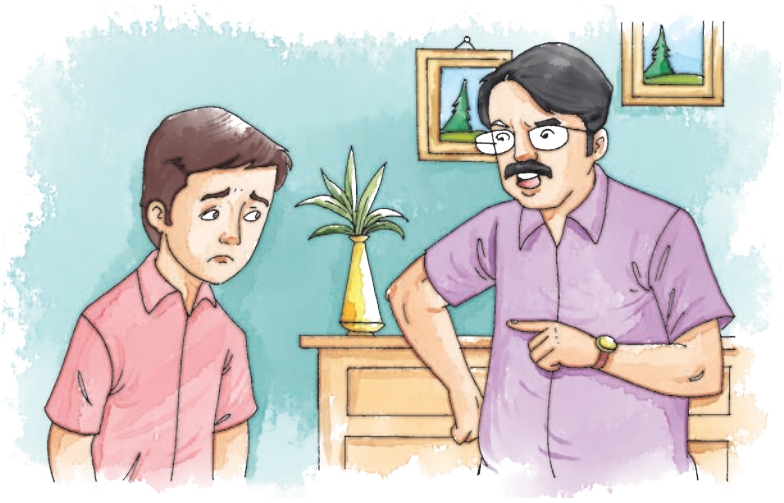
Ramu: *(coughs pointedly)*

Mr Bhushan: *(uncomfortable)* That is to say…Rakesh!

Rakesh: *(comes in—extreme L—plonks down on the sofa (CR), helping himself to a samosa)* They are quite good, aren't they?

Mr Bhushan: *(irritated)* They are neither here nor there. Please explain to me why my son is spending his time shut up in the kitchen fiddling about with chopping and boiling and…and…

Rakesh: *(humorously)* Sautéing? Pureeing? Filleting?



Mr Bhushan: *(now angry)* Silence! I will not tolerate jokes about this anymore! Rakesh! You are not to boil a single grain of rice in this kitchen henceforth! You will restrict yourself to activities that are expected of a young man of the Bhushan family!

Mr Bhushan storms off (L).

Rakesh: *(turning in shock to Mrs Bhushan)* Mum? That wasn't like him…What do I do?

Mrs Bhushan: *(getting up to follow Mr Bhushan)* Don't worry dear, he had a stressful day. I'll talk to him. In the meantime, it might be a good idea to give the cooking a rest, just for a few days. Okay?

Rakesh: *(quietly)* Okay, Mum.

(Curtain)

assume: to think or accept that something is true but without having proof of it loitering: roaming in an area purposelessly
whiling: spending time in a leisurely manner plonk: to sit down heavily fiddling: making fussing movements with hands chopping: cutting something into pieces sautéing: (pronounced saw-TAY) frying quickly in a little oil
pureeing: making a pulp of a fruit or vegetable filleting: removing the bones from a fish before cooking

Scene 2

Stage divided in three parts. Part one, Mrs Bhushan. Part two, Mr Bhushan. Part three, Mr Rehman.

Mr Rehman sitting at his desk. He remembers something and then reaches for the phone. The sound of a phone ringing and a line connecting plays. The phone is picked up by Mr Bhushan.



Mr Bhushan: Hello?

Mr Rehman: Ah, Bhushan. I hope I'm not interrupting you?

Mr Bhushan: No sir, not at all. I'm just looking over a few contracts the associates have drafted.

Mr Rehman: Right, well…I'm just calling to confirm our arrangement for 6 p.m. this evening. At your house, isn't it?

Mr Bhushan: *(under his breath)* Gosh!

Mr Rehman: Sorry? I didn't quite catch that.

Mr Bhushan: *(rallying)* Oh, just a scratchy throat sir – and of course, my family is looking forward to meeting you.

Mr Rehman: *(in a serious tone)* Likewise.

Line disconnects. Mr Bhushan dials. Line connects.

Mrs Bhushan: Hello?

Mr Bhushan: Neelima! I completely forgot! The boss is supposed to be coming around to our place this evening! I invited him for tea and snacks last week!

Mrs Bhushan: *(shocked)* What?! Oh Akshay! How could you forget? It's Ramu's day off, and I won't be back till at least half past six!

Mr Bhushan: *(groans)* He hinted at the possibility of discussing a promotion too. He's such a serious, solemn sort of chap, Neelima, I've yet to see him even crack a smile. We'll just have to wing it, though how I'm supposed to explain an empty house and ordering from the *halwai*…

Mrs Bhushan: *(sighing)* Don't worry Akshay, let me call Ramu and see what can be done.

Mr Bhushan: Would you, Neelu? That would help a lot!

(Curtain)

rallying: collecting (his thoughts here)
scratchy: rough

Scene 3

(Enter Mr Bhushan and Mr Rehman. Both look quite tired. Mr Rehman is a short stocky man, balding, with a heavy moustache. He also has twinkling eyes and a slight paunch.)

Mr Bhushan *(aside to the audience):* Ah! Neelima came through after all! What a mouth-watering aroma! Ramu has outdone himself!

Mr Rehman: *(sits down)* Ah…something smells really good. You're a lucky man Bhushan, what a wonderful cook your wife must be!

Mr Bhushan: *(proudly)* Well she is, no doubt, but she's yet to come back from work today. She's a professor at the university, you see. This is the handiwork of our cook. He was trained well by Neelima.

Mr Rehman: *(approvingly)* Ah. She runs a tight ship then. I wonder whether…

Rakesh walks in wearing an apron, holding a plate of piping hot snacks with assorted dips in one hand, and a tray of sandwiches with French fries in the other. The plates are set down by him and he smiles politely at Mr Rehman.

Rakesh: *(holds out a hand)* Hello sir, pleased to meet you. I've heard a lot about you from Baba.

Mr Rehman: *(gobsmacked, shakes Rakesh's hand)* Indeed…and are you Ramu?

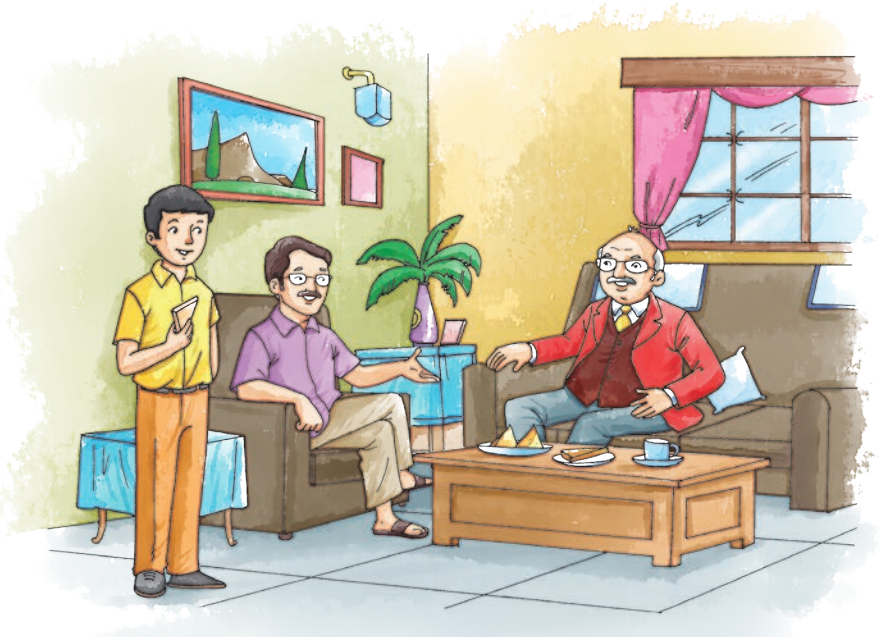
Rakesh: *(chuckles politely)* Oh no! Ramu kaka couldn't come in today. Please excuse me, I'll be right back!

Rakesh exits.

Mr Bhushan: *(embarrassed)* Sir, my son…He…

Mr Rehman: *(interrupting)* No need to say anything, Bhushan. What an extraordinary young man! So helpful and polite! You must be very proud. Am I to take it that he's prepared all of this?

Mr Bhushan: Err, yes. He does enjoy cooking.



to wing it: to do something without proper preparation or time to rehearse handiwork: something that one has made or done runs a tight ship: keeps a place very well organised and operating efficiently piping hot: very hot (This phrase was used because when very hot food was served, the steam escaping from hot food made sounds like musical pipes.) assorted: various sorts that are put together gobsmacked: to be so surprised that one cannot speak

Mr Rehman: *(helping himself to pakodas and smiling ear to ear)* It shows! I must get the recipe for this tangy red dip!

Rakesh enters. This time with three cups of freshly brewed tea and another plate of exotic looking snacks.

Rakesh: Please try these too, they're enchiladas! They are a very popular Mexican snack…I got the recipe online. I must warn you, they're a little spicy!

Mr Rehman: Ummm….these are delicious! Akshay, I must say you have an extremely talented boy. You and Mrs Bhushan must be such proud parents.

(At this moment, the bell rings. Rakesh opens the door. Neelima enters and all exchange greetings. The refreshments are a success! The parents are extremely happy with Rakesh's quick thinking and wonderful cooking talent.)

Mr Rehman: I'll take your leave Mrs Bhushan. My compliments on this talented young chap. *(fondly pats Rakesh's shoulder)* I'd love to sample some more treats soon.

Rakesh: Gladly, sir. I'll pack some and send them through with Baba.

Mr Rehman: *(laughs)* Thank you. Well, bye for now. Good day, Mrs Bhushan. *(leaves far R)*



Mr Bhushan: So, Rakesh *beta*…tell me how you would like to spend your upcoming vacations?

Rakesh: Huh…?

Mr Bhushan: (*grins*) I'm thinking our young MasterChef would like to improve his cooking skills perhaps?

Rakesh: (*happy and bewildered*) Dad, really?!

Mr Bhushan: Sure! No stereotypes in this house please!

(*all laugh*)

—*Shammbhavi Sengar*

(Curtain)



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.

exotic: something that is unusual and interesting

Let's ponder

Answer these questions.

1. *These are excellent! You really shouldn't spoil me so, Neelu. When did Madam send you for these, Ramu? They're so fresh and crispy and not greasy at all!*

   a) What was Mr Bhushan's mood when he came back home from office?
      i. tired and irritated
      ii. happy and cheerful
      iii. sad and miserable
      iv. insensitive and callous

   b) What were 'excellent'?
      i. The sandwiches that Ramu bought were excellent.
      ii. The pakoras that Ramu bought were excellent.
      iii. The samosas that Ramu bought were excellent.
      iv. The enchiladas that Ramu bought were excellent.

   c) Mr Bhushan does not want Rakesh to cook because he thinks .....
      i. Rakesh needs to study for his exams
      ii. Rakesh cooks tasteless food
      iii. it is unnatural for boys to cook.
      iv. Ramu would get lazy if Rakesh does all the work.

   d) Mr Bhushan behaviour shows that he is
      i. supportive about his son's passion for cooking
      ii. critical about the food prepared by his son
      iii. respectful about his son's decision
      iv. typically stereotypical about men's role in the kitchen

2. Mr Bhushan's behaviour towards his wife shows us that he's a supportive and encouraging man of the 21st century. Yet his attitude towards his son's talent for cooking is different. Elaborate with reasons.
3. Do you think talent alone is enough or is something more also required? Explain.
4. Mr Bhushan felt that if a boy loved to cook then it was 'unnatural'. But later on, he learns that in allowing Rakesh to follow his passion lay the happiness of everyone.

   a) Do you think Mr Bhushan's earlier behaviour was correct? If not, then why? LS VB

   b) What values does his changed behaviour reflect? VB

5. Study the given organiser about Mr Rehman and then read the character sketch.

Appearance
short, stocky, balding, heavy moustache, twinkling eyes, slight paunch

Words he/she speaks
- I hope I'm not interrupting you?
- Sorry, I didn't quite catch that?
- What an extraordinary young man!

Relationship with other characters
- Mr Bhushan's boss at work
- Meets his family for evening tea

Character at the beginning
silent, solemn, serious, rarely smiles, firm

Character at the end
humorous, loves food, appreciative, broad-minded

Mr Rehman is a short, stocky balding man. He has a heavy moustache, twinkling eyes and a slight paunch. He is Mr Bhushan's boss. While talking to his wife, Mr Bhushan describes him as being a solemn, silent and serious looking man who rarely smiles. But during his conversation with Mr Bhushan, it is also clear that he is a soft-spoken and polite man.

When he goes to Mr Bhushan's home, he reveals his humorous and cheerful side. He is also highly appreciative of Rakesh's cooking talent and shocks everyone, especially Mr Bhushan with his unconventional thinking.

Mr Rehman's character is helpful and important in bringing about the necessary change in Mr Bhushan's views.

Now, based on the character sketch that you've read above, complete Mr Bhushan's character sketch. You can use the organiser and help box given.

Mr Bhushan's views on Rakesh's cooking *before* meeting Mr Rehman:
strict, conventional, irritated, rigid and stereotypical

I know this because
- He didn't like Rakesh making samosas.
- Asks him to stop cooking and says it's unnatural
- Thinks only uneducated men are cooks
- Gets angry and leaves the room

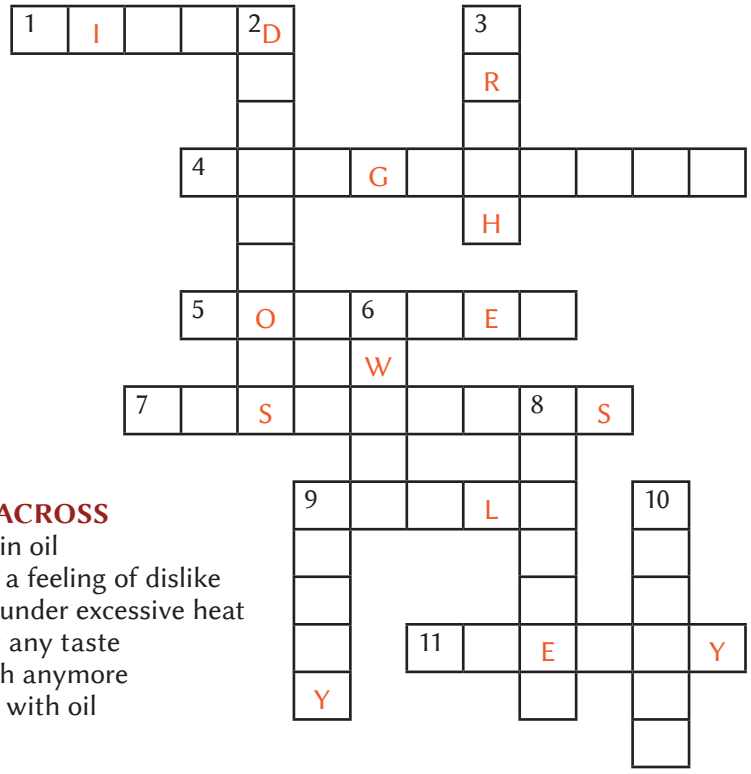
Mr Bhushan's views on Rakesh's cooking *after* meeting Mr Rehman:
realises his skills and talent, proud of his talent, willing to let him follow his dream

I know this because
- Feels proud of him
- Decides to let him follow his passion
- Realises his talent and skill
- Wants him to take up training

General qualities
loving, family man, hard-working, caring, forgetful

Let's learn new words

Complete the crossword given below to fill in the blanks of the sentences that follow.





ACROSS

1 cooked in oil
4 causing a feeling of dislike
5 cooked under excessive heat
7 without any taste
8 not fresh anymore
11 covered with oil

DOWN

2 something that is tasty
3 not old and rotten
6 something that has sugar in it
8 something that is cooked using steam
9 something that has salt in it
10 food having firm, dry and brittle texture

1. I need a tissue to absorb the excess oil off these pakoras. They are so ..... .
2. Manjula brought ..... nuts, ... potatoes and ..... onion rings to the picnic. The food was so ..... that we asked her for the recipes.
3. The ..... burger tasted ..... as it was two days old.
4. The vegetables were ..... as father had just got them from the market.
5. The French fries were so ..... and didn't feel ..... at all with a little salt on them.
6. Rahul loved the biscuits his Mum had bought recently. They were ..... and ..... at the same time.

Let's study grammar

Read these sentences from the text. Notice the highlighted words.

Ramu serves tea and samosas.

Tea and samosas are served by Ramu.

Mr Bhushan picks up the phone.

The phone is picked up by Mr Bhushan.



A sentence is said to be in the active voice when the **subject** of the sentence is performing the action.

A sentence is said to be in the passive voice when an action is performed on the **subject** of the sentence by someone or something.

Let's now understand the changes that happen while changing sentences in the active voice to passive voice in the different tenses.

Tense	Active	Passive
Present Simple	I make a sandwich.	A sandwich is made (by me).
Present Continuous	I'm making a sandwich.	A sandwich is being made (by me).
Past Simple	I made a sandwich.	A sandwich was made (by me).
Past Continuous	I was making a sandwich.	A sandwich was being made (by me).
Present Perfect	I have made a sandwich.	A sandwich has been made (by me).
Past Perfect	I had made a sandwich.	A sandwich had been made (by me).
Modal 1	I must make a sandwich	A sandwich must be made (by me).
Modal 2	I should have made a sandwich.	A sandwich should have been made (by me).

You are Mr Rehman. You read Rakesh's recipe for making veg sandwiches, given below.

- Take 2 slices of either white or brown bread.
- Collect 1 tomato, ½ a cucumber and 1 cheese slice.
- Cut the tomato and cucumber into thin but long pieces.
- Apply some butter on the insides of the slices.
- Put the vegetable pieces onto the buttered part of the bread.
- Insert the cheese slice along with the vegetables.
- Sprinkle some salt and pepper to taste.
- Close the sandwich.

Mr Rehman tried to write the procedure of this recipe for his daughter Alia, but couldn't complete it. Complete the procedure sheet for Mr Rehman. One has been done for you.

Recipe of Sandwich

To begin with, two fresh slices of bread are taken. After this, one tomato, half a cucumber and one cheese slice 1) ..... . The tomato and cucumber 2) ..... and some butter 3) ..... the slices. Then, the vegetable pieces 4) ..... bread. The cheese slice is then 5) ..... and some salt and pepper 6) ..... Finally, the sandwich is closed.

Let's learn to speak

Let's see how a strong argument is composed.

- Start with a strong lead statement like statistics or a quote.
- Move to your most convincing piece of evidence or support
  - introduce it
  - refer to its source(s)
  - explain it
- Next, move on to your second most convincing piece of evidence or support
  - introduce it
  - refer to its source(s)
  - explain it
- Acknowledge opposing viewpoints
  - say what they might (or probably) think
  - briefly explain why they think so
  - refute the position—say why you disagree
- Use an effective conclusion technique that emphasizes your stand.

Look at the topic given.

All people should be vegetarian.

- Choose FOR and AGAINST for yourself and your partner.
- Create your content ideas for reference before you speak.
- Use the useful language given below.
- Make use of some of the language presented in the writing section that follows.
- Allow yourself and your partner a speaking time of 1-1 ½ minutes each.

Statements of opinion	**Interruptions**
In my opinion...	Can I add something here?
Frankly, I think...	Is it okay if I jump in for a second?
Personally, I think that...	If I might add something...?
If you ask me, I think that...	Sorry to interrupt, but...
As far as I'm concerned...	(on being interrupted) You didn't let me finish...
	Or Please allow me to finish...

Settling an argument

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- Whatever you say/If you say so. (sarcastically)



Let's learn to write

A debate has the following elements:

a) *Argument Ideas:* Ideas or points to be included in the debate/organiser
b) *Salutation:* Address the audience/jury respectfully.
c) *Introduction:* Begin to introduce your topic (you could use a quotation, statistics), etc. even before salutation.
d) *Stating the stand:* Make your stand very clear from the beginning: whether you are going to speak 'AGAINST' or 'FOR' the motion.
e) *Main points:* Highlight the main points strongly.
f) *Develop points:* Put forth relevant examples, statistics, etc.
g) *Conclusion:* Emphasise your view once again.
h) *Closing:* Close your debate with a 'thank you'.

For this, you can use starters like:

- Critics argue that...
- While it might be true that..., still all in all...
- Others may say that...but I argue...
- A common argument against this position is...but...
- It may be true...however...
- It is easy to think...but when you look at the facts...
- While some researchers say...nevertheless...

Rakesh's father thinks that only uneducated men become cooks. But Rakesh disagrees with him. He writes a debate in about 150 words to speak against this idea in the morning assembly at school. Read the debate given below and try to fill in the blanks by recognising the various elements of the debate as explained in the box above.

'In India, men in the kitchen was also a taboo' said the successful chef, Sanjeev Kapoor. **(c)**

Respectful Principal ma'am, teachers, and my dear friends, I,
Rakesh Bhushan of class VII stand here before you to talk about (.....)
the common belief that only uneducated men become cooks.
A lot of people feel that men who were unable to succeed in life settle for being cooks or chefs to earn their living. However, I strongly feel that it is not so. This is the 21st century and holding such a viewpoint is extremely stereotypical. I stand before you to (.....)
express my views against this idea.

Let's talk briefly about some real-life examples. Have we not seen the brilliant cooks at most of the *dhabas*, and restaurants? Do we not admire the talent of our regular *momos* and vada-pav *bhaiyas*? (.....)

We all marvel at the talent of chefs like Sanjeev Kapoor and Vikas Khanna. People watch their shows with great enthusiasm and interest. Then how can we still believe in our hearts that only uneducated men become cooks? (.....)

I honestly think that we must recognise that it is not about opting for something just because every other door has closed. Sometimes, it is simply about following our passion and interest over what others think might be suitable for us. (.....)

The world would indeed be a better place if people learnt to follow their hearts by using their minds. (.....)

Thank you. **(h)**

Now, write a debate on any topic you like taking a position either for or against the topic.

16 The Story of a Stepwell

Let's start

- Do you think all the ancient tales and stories passed on from one generation to another are true? Why do you think so?
- Narrate any one such tale that you might have heard to your partner and share how you feel about it (whether it could be true or not) and why.

Now, let's read this picture story.





Once upon a time, there lived a handsome and brave king named Somanayaka. But he wasn't just famous for his bravery. The king was an extremely kind and generous man as well.



During his peaceful reign, once it so happened that the wild animals that lived in the thick forest around the kingdom, started entering the villages. They attacked the cattle and destroyed the crops.



This worried the king deeply. A few days later the king went hunting for these wild animals. But he soon lost his way.



The king found an old man sleeping there and waited for him to wake up. When he finally woke up…

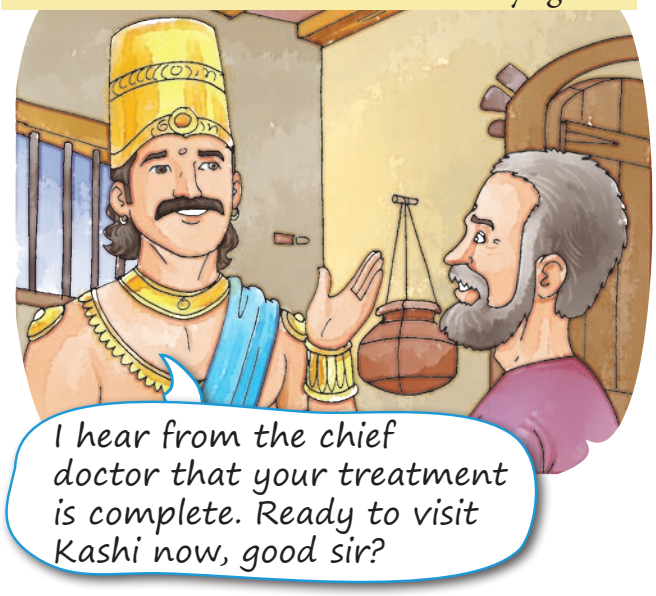


Somanayaka saw how unwell the old man was and decided to help him.



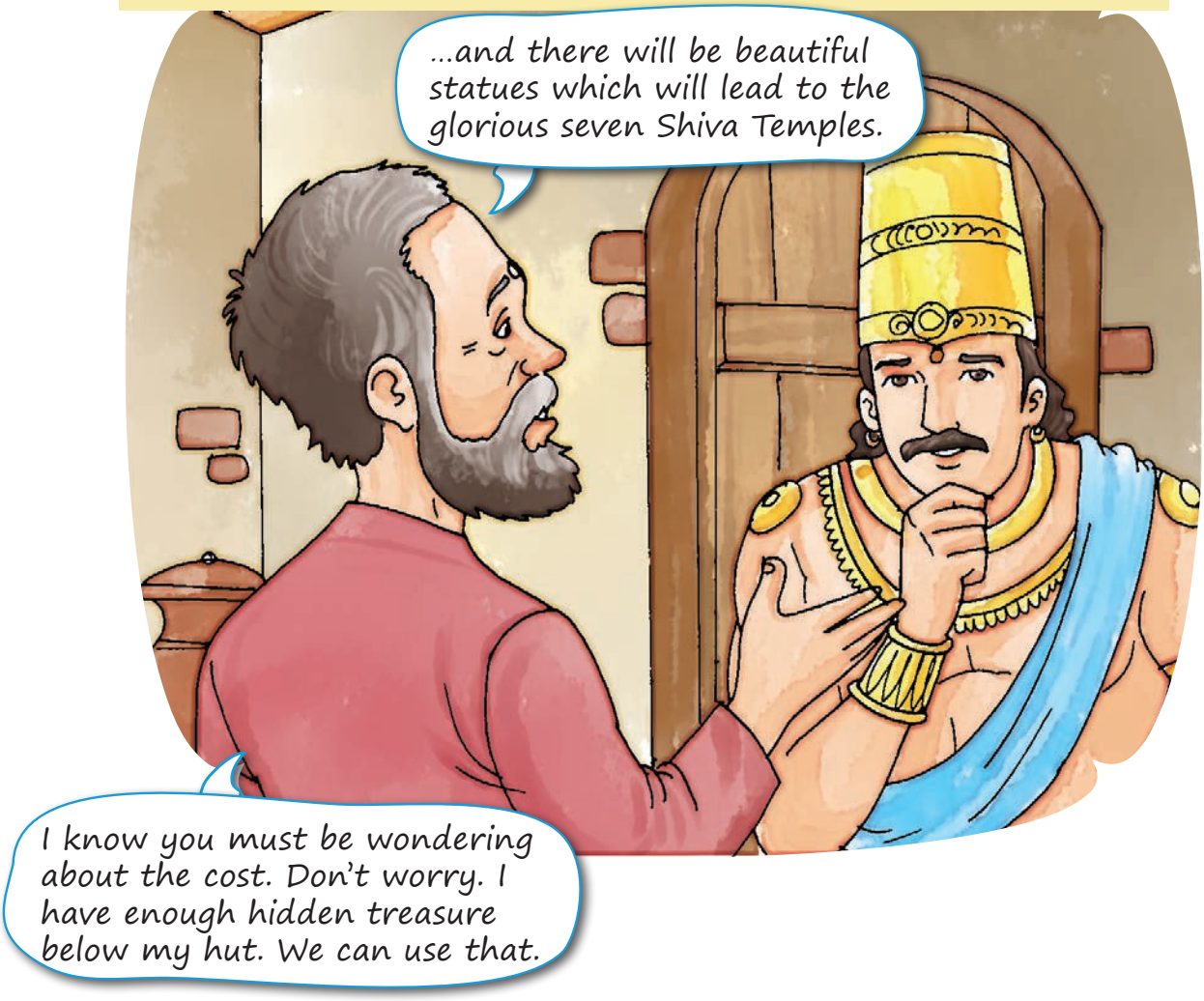
The old man couldn't believe his good fortune and left for the good king's kingdom.

For an entire month, the old man was given the best treatment and soon he was healthy again.

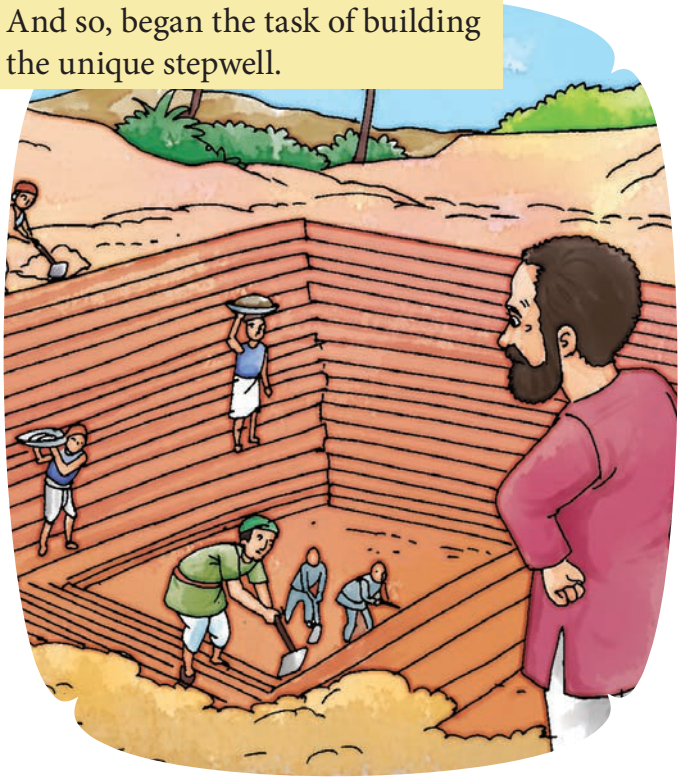




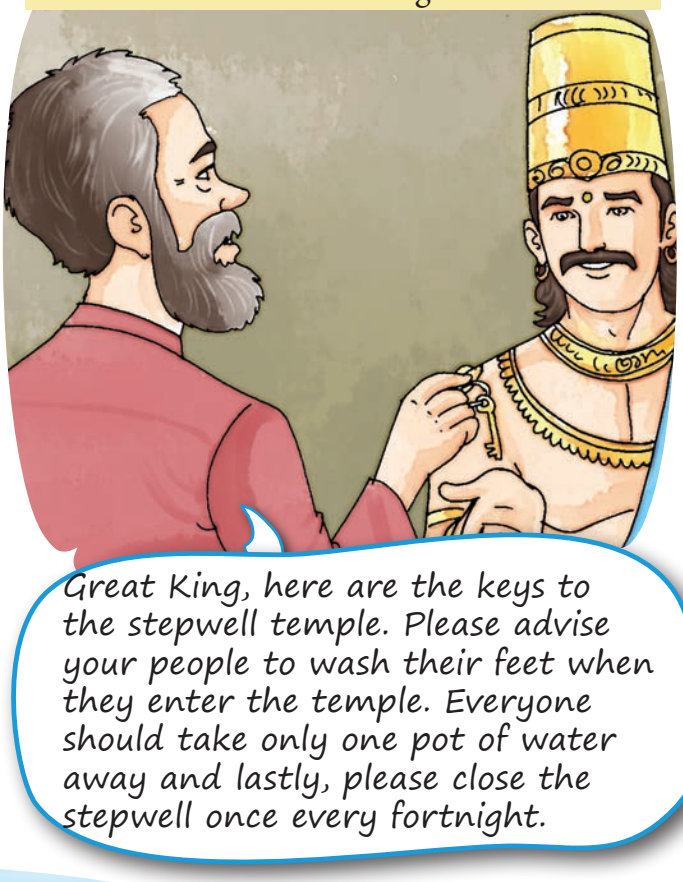
The old man told Somanayaka that he was an architect who wanted to build an extraordinary well for the use of people. The king listened…



And so, began the task of building the unique stepwell.



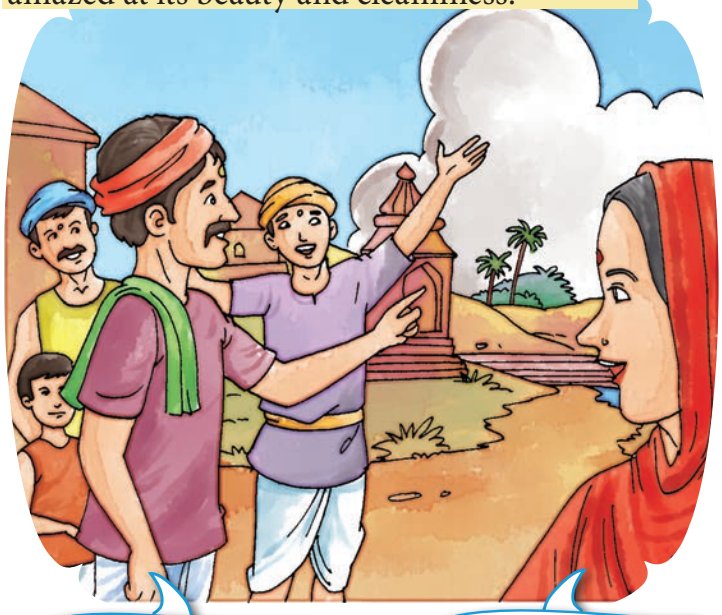
After four years, the well was finally ready. The old man came to visit the king one last time.



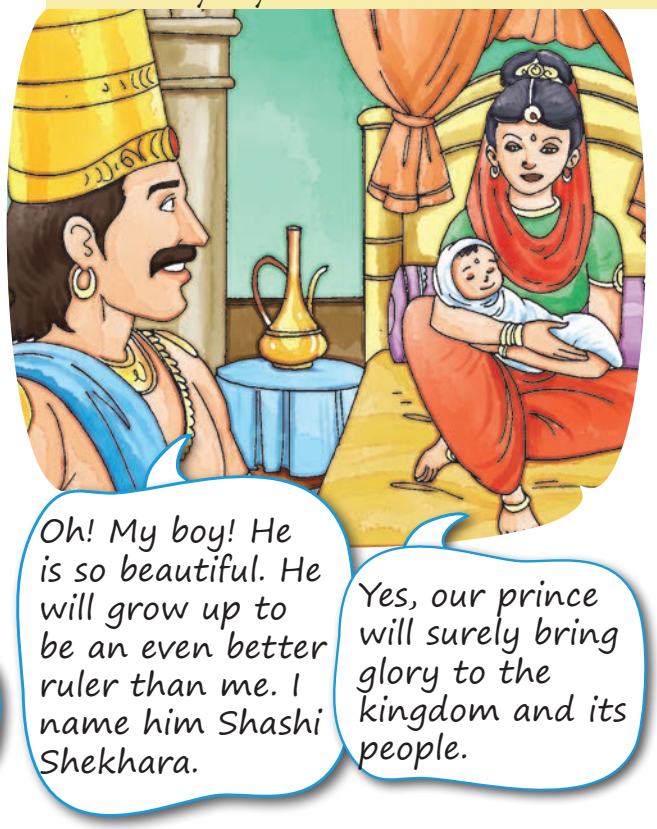
The King promised to follow his advice. The people of the kingdom were delighted to hear about the magnificent stepwell.



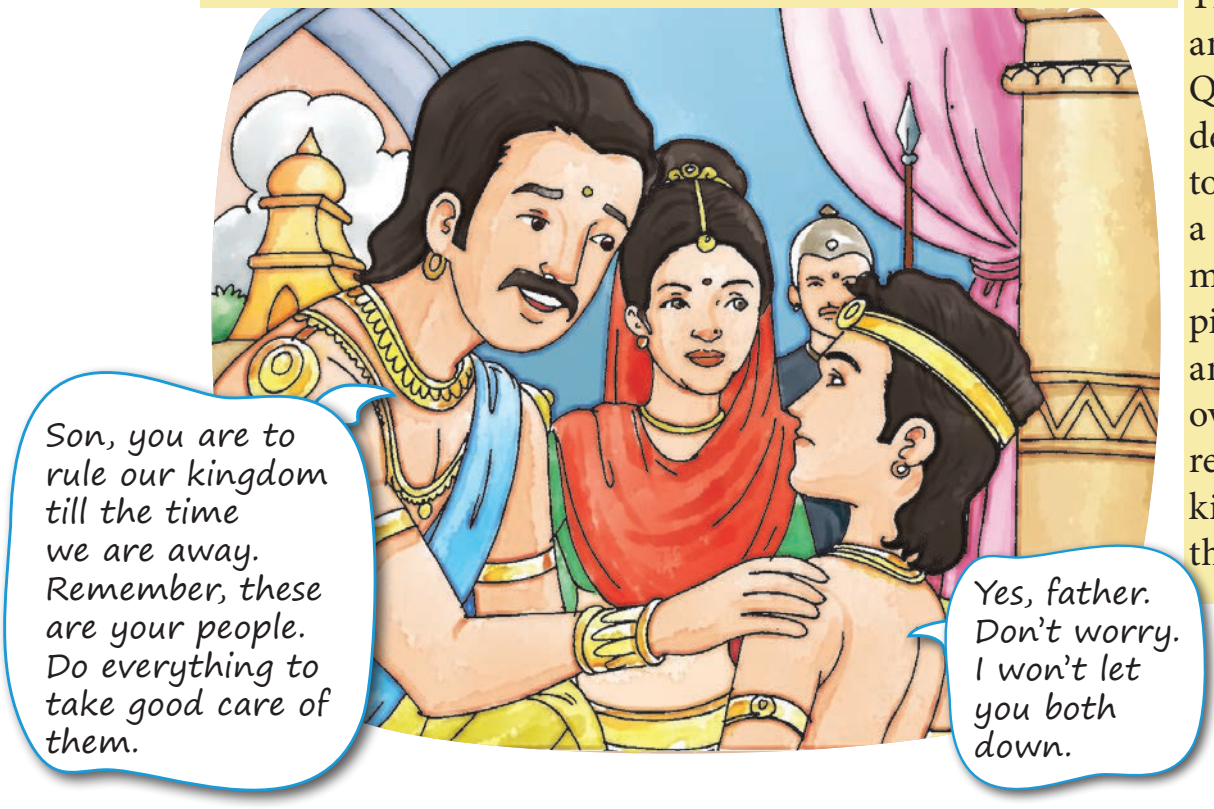
People from the kingdom and from lands far and wide came to visit the temple. They were amazed at its beauty and cleanliness.



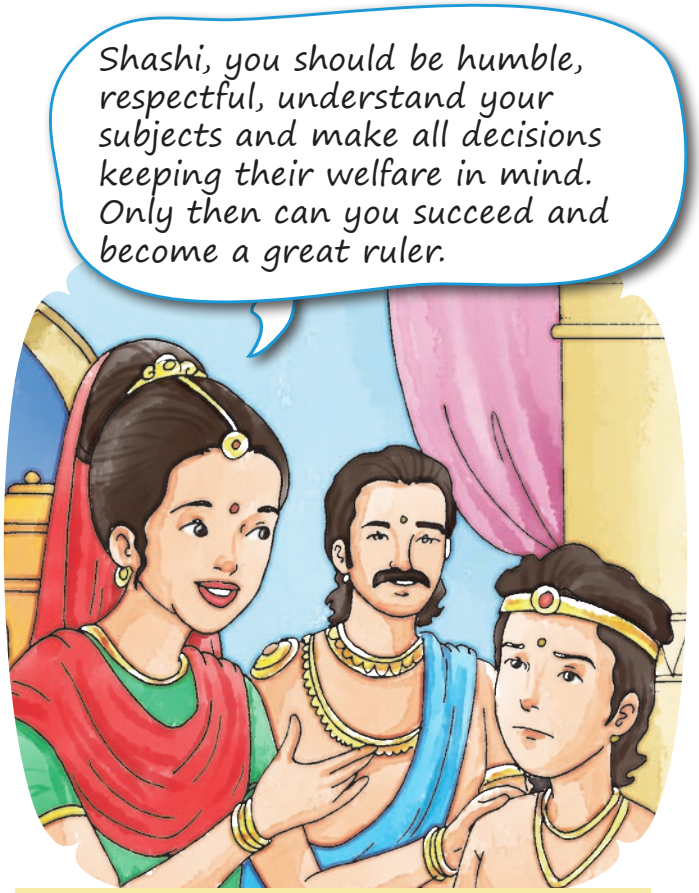
After a few months, the king was blessed with a baby boy.



The years went past and the prince grew into a handsome young boy. Although the prince was smart, he was also arrogant and stubborn.

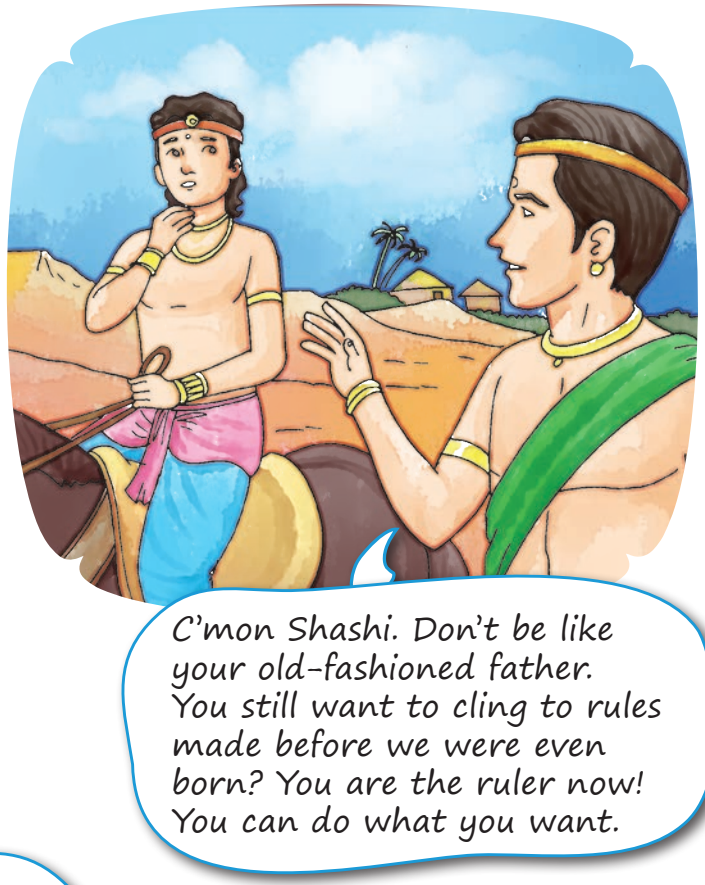


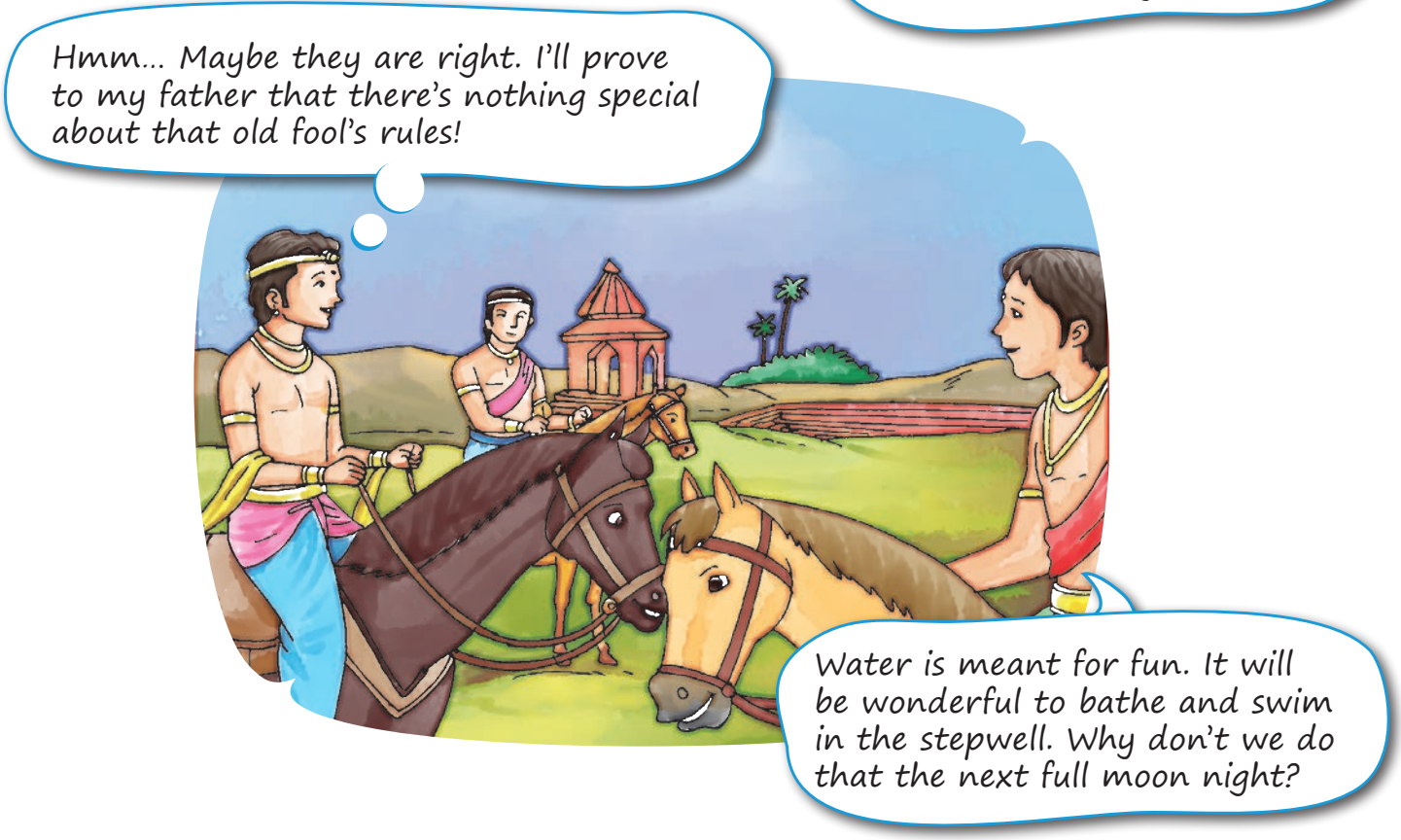
The King and the Queen decided to go on a three-month pilgrimage and handed over the reins of the kingdom to their son.



The prince nodded but he didn't really care for his parents' words.

Not only did Shashi ignore his parents' advice on ruling the kingdom but also failed to follow the rules of using the stepwell.

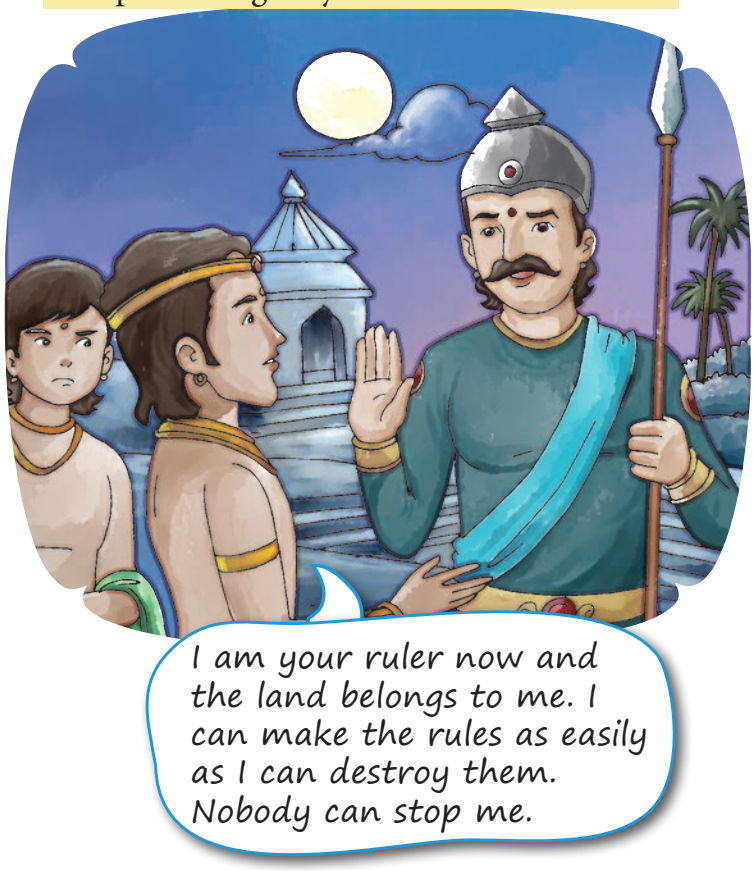




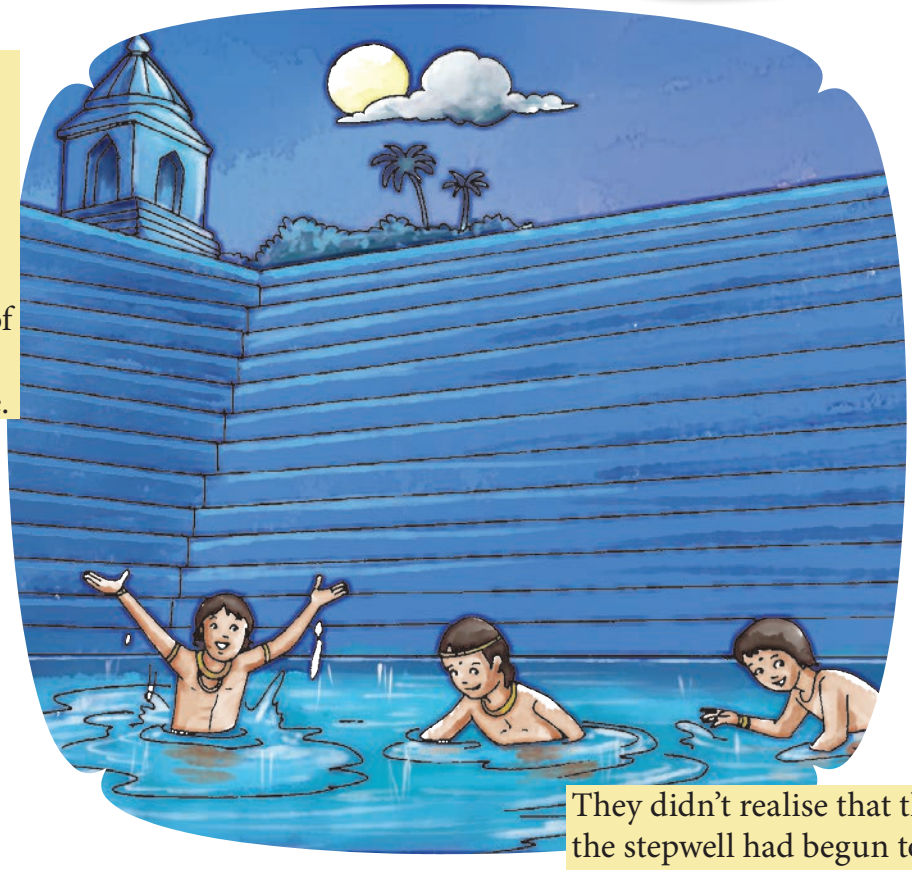
Shashi Shekhara got carried away by his friends' words and recklessly went to swim in the well on a full moon night.



The officers at the entrance stopped him but he replied arrogantly.



He pushed the officers aside and went inside with his friends. They swam and played there, drank the water, made fun of people and came back to the palace.



They didn't realise that the water of the stepwell had begun to get dirty for the first time in so many years.

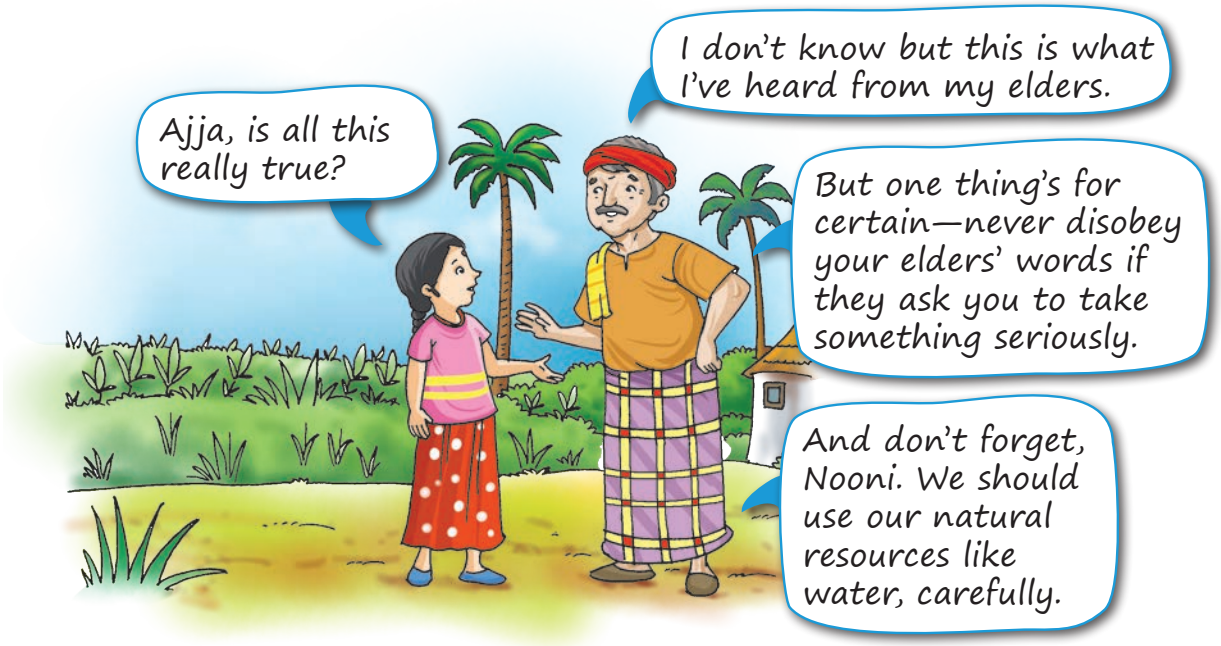
The next day, Shashi Shekhara made a new proclamation, 'The stepwell will be used as a swimming pool for the prince and his friends. They can come any time they want. People can also take as much water as they want. There will be no rationing from now on.'

Within hours, people were carrying as much water as they wanted. Rich people carried more because they could bring a cart. In just two days, the water level started decreasing rapidly and soon, an epidemic occurred in the entire kingdom. People started getting high fever and vomited frequently. Their symptoms continued for days. No one realised that this was because the water had been contaminated. Nothing could cure the epidemic and people started dying.

Shashi Shekhara was taken aback. He spent money freely to get the best medicines for his people and yet, he was unsuccessful at saving them. In four months, the kingdom was reduced to just a few thousands of people who decided to boycott the prince. He lost his parents, the kingdom's crop and his soldiers.

Shashi Shekhara now became worried about being conquered by a bigger army. He hated the stepwell. He thought it was the root cause of all the crisis and evil and ordered his guards to fill it up with mud.

In less than a year, Somanayaka's beautiful kingdom, Somanahalli was conquered by his neighbours and all was lost.



—Sudha Murty
(*Adapted from:* The Magic of the Lost Temple)

About the author

Sudha Murty (b. 1950) did her MTech in computer science, and is now the chairperson of the Infosys Foundation. A prolific writer in English and Kannada, she has written novels, technical books, travelogues, collections of short stories and non-fictional pieces, and eight bestselling books for children. Her books have been translated into all the major Indian languages. She is the recipient of the R.K. Narayan Award for Literature (2006), the Padma Shri (2006), the Attimabbe Award from the Government of Karnataka for excellence in Kannada literature (2011) and, most recently, the Lifetime Achievement Award at the 2018 Crossword Book Awards.

proclamation: a public or official announcement rationing: allowing each person to have only a fixed amount of something epidemic: a widespread occurrence of a disease at a particular place or community symptoms: indicators which might show the existence of something contaminated: something that has been made impure or dirty

Let's ponder

Answer these questions.

1. Somanayaka was a caring and responsible king who loved his people. Justify this statement by giving at least two instances from the text. LS VB
2. *'I am all alone with no one to help me. I wanted to go to Kashi but I fell sick and couldn't go.'*
   a) Who was sick?
      i. King Somanayaka
      ii. the old man in the forest
      iii. Shashi Shekhara
      iv. the queen
   b) Why did the person want to go to Kashi?
      i. He wanted to make a forest for all the wild animals.
      ii. He wanted to join the king's army.
      iii. He wanted to build an extraordinary city for the king.
      iv. He wanted to build an extraordinary well for the use of people.
   c) What did the person do after he got better?
      i. He built a beautiful throne for the king.
      ii. He built a beautiful palace for the king.
      iii. He built a stepwell for the king.
      iv. He built a well for himself.
   d) What kind of person do you think is the speaker?
      i. kind and grateful
      ii. mean and selfish
      iii. happy and contented
      iv. noble and generous
3. *'C'mon Shashi. Don't be like your old-fashioned father. You still want to cling to rules made before we were even born? You are the ruler now! You can do what you want.'*
   a) Who was Shashi?
      i. the king
      ii. the old man
      iii. the prince
      iv. the old man's son

b) The speaker of these lines is .....

i. trying to provoke his friend

ii. influencing his friend to do the right thing

iii. helping his friend to make the right decision

iv. teaching him to enjoy power

c) 'You are the ruler now', suggests that Shashi should .....

i. do whatever he likes

ii. make sure that everyone gets equal amounts of water

iii. work for the welfare of the people

iv. make decisions after consulting the elders

d) Shashi was the polar opposite of his father because he .....

i. was kind while his father was cruel

ii. believed in helping others while his father was greedy

iii. was selfish while his father worked for the welfare of people

iv. followed all the rules while his father created them

4. What do you think would have been the fate of the kingdom, had the king and the queen not left for the pilgrimage?

5. Under the influence of his friends, Shashi led his prospering kingdom to its decline.

a) Do you think such a friendship is healthy? VB LS

b) What, according to you, was the harmful aspect of their friendship? VB LS

c) If you were a part of Shashi's friend circle, what advice would you have given him? VB LS

Let's learn new words

Look at these words taken from the text.

1. epidemic 2. proclamation 3. reign 4. crisis 5. fortnight 6. pilgrimage 7. boycott

These words can replace sentences or phrases. In other words, instead of using a long sentence or a phrase, we can use such words to convey the same meaning.

A. Now, write the words in column B so that they match with their meanings given in column A.

A	B
1. the period of rule	
2. a period of fifteen days	
3. a religious journey	
4. a public or official announcement dealing with a matter of great importance	
5. a widespread occurrence of a disease at a particular place or community	
6. to refuse to support something or someone	
7. a time of intense difficulty or danger	

B. Using the sentences and hints given below, try and find the words from the word grid. One is done for you.

1. A slow-moving mass of ice that can drown sea vessels if they come in contact with it: ..... R G
2. Type of animal that feeds on plants: H ..... R E
3. A religious song or prayer in praise of god: H ..... N
4. The animals of a particular region: ..... N A
5. A severe flood: DELUGE
6. A situation in which a difficult choice has to be made between two or more alternatives: D ..... E .....
7. The plants of a particular region: F .....

R	P	S	U	A	H	A	E	O	A
I	T	Y	X	R	J	P	R	A	N
C	G	Y	N	O	E	E	O	E	U
E	L	V	X	L	O	G	V	D	A
B	A	S	O	F	G	U	I	Q	F
E	C	I	Q	J	B	L	B	Q	P
R	I	X	S	Y	E	E	R	U	P
G	E	W	Z	M	F	D	E	V	F
P	R	A	M	M	O	F	H	M	H
K	Q	A	C	L	L	N	M	Y	H

Let's study grammar

Let's read the following conversation taken from the story.

Old man: I have enough hidden treasure below my hut.

- The old man says that he has enough hidden treasure below his hut.
- The old man said that he had enough hidden treasure below his hut.
- The old man tells the king that he has enough hidden treasure below his hut.
- The old man told the king that he had enough hidden treasure below his hut.

As you can see says and tells are the reporting verbs in the present tense whereas said and told are the reporting verbs in the past tense.

Read the following conversation between Nooni and her friend and report the dialogue by completing the paragraph that follows. An example has been done for you.

Nooni: When did you get back from your vacations?
Chiranjeevi: I got back two days ago.
Nooni: Did you ask your grandmother about Somanahalli yesterday?
Chiranjeevi: I forgot. What did you want to know?
Nooni: I just wanted to match a story I heard last week.
Chiranjeevi: Strange. Why didn't you tell me? I would have found out on my own.
Nooni: Well, I'll tell you the details in the recess today.
Chiranjeevi: Are you going to make me go through two periods in suspense?
Nooni: Relax! It'll be worth it.

Nooni asked Chiranjeevi when he got back from his vacations. Chiranjeevi shared that he had got back (1) ..... . Nooni then enquired (2) ..... Somanahalli the day before to which he said that he had forgotten. He then asked her (3) ..... . Nooni shared that she (4) ..... . Chiranjeevi found that strange and asked (5) ..... . He mentioned that he would have found out on his own. Nooni promised that (6) ..... . Chiranjeevi was restless and enquired if (7) ..... two periods in suspense. Nooni replied that it (8) ..... .

Let's learn to listen

Ali and Rani discuss the story, Bombay to Bangalore, from Sudha Murthy's latest collection of stories *The Day I Stopped Drinking Milk*. Listen to their discussion and answer the questions that follow. Based on your listening, mark the statements given below as True or False.

1. Rani says that 'Bombay to Banaras' was her favourite story from the collection.
2. Chitra, the girl in the story, becomes an accomplished woman as she grows old.
3. The narrator found Chitra hiding under a bench at the platform.
4. Chitra's stepmother was unkind and abusive towards her.
5. Ali thinks that Chitra wouldn't have succeeded had she not met her grandmother.
6. Rani feels that Chitra's story teaches us that some problems in life are impossible to deal with.
7. The students learn that the moral of the story is the value and importance of kindness.

Let's learn to write

Nooni wrote an article for her school magazine after she got back to the city from Somanahalli. Read her article.

Lesson from History

By Nooni, VII-C

Have you ever listened to stories about your grandparents' era? There is always a lesson in what we hear them say.

Not only does history tell us about our past but teaches us lessons we can follow in the present. What is more, it helps us connect with the roots of our culture and tradition and helps us develop an understanding of who we truly are.

I recently learnt about the lost stepwell of ancient Somanahalli from my grandfather. Even though most people would argue that it's just another tale, I choose to view it as a learning experience. It taught me the importance of respect— for one's elders, the bounties of nature and rules.

As far as I'm concerned, I choose to believe that history does repeat itself and it's only the wise who are ready with the lessons learnt from the past.

A. Now fill in the number of each feature in the empty boxes given in the article you just read.

1. Lead paragraph
2. Introductory paragraph
3. Title
4. Explanatory paragraph
5. Personal opinion and Conclusion
6. Byline

C. Nooni's story convinces you that time spent with grandparents is definitely invaluable. As Balbir/Bipasha of class VII-A, write an article in about 120 words on 'Grandparents Add Value to Our Lives'. Take help from the useful language provided and the cues given below.



- happier individuals
- get to share the family history
- learn important lessons and values
- find a more experienced yet equally loving new friend

Opening

Have you ever...
Many people claim that...
Nowadays...
These days...

Introducing points

Firstly...
To start with...
First of all...
In addition...

Concluding

To sum up..
In conclusion...
On the whole...
By and large...

Presenting ideas and giving examples

When it comes to...
In terms of...
Not only...but also....

Constrasting

Although/Even though
Despite...
However...
Nevertheless...

Opinion

As far as I am concerned...
In my opinion...
My own view on
the matter is...

Listening Texts

2. A Garden for Grandma

My favourite hobby is gardening. And, today I will speak about my beautiful garden. I'd like you to look at the four pictures and recognise the garden I'm talking about!

I have a big, sprawling garden in my backyard and after school I spend most of my time there. I love to sit on my green swing and read mystery or adventures stories. There are two shady trees in my garden. A pathway from behind one of them leads to the flower beds.

Every year we plant hollyhocks at the back of the garden but this year we planted the big, bright sunflowers. We planted them in the ground as they tend to wilt quickly when planted in pots. Their cheery presence lights up the atmosphere. Under one tree we have a small pond. We built it ourselves by burying an old water tank in the ground. My father managed to get a few yellow and pink lotuses for it. They are in full bloom at this time of the year.

Last time when Grandma visited us, I made a rockery with her help. We had visited the nursery then and had bought many cactii. There are many different varieties of them but my favourite one is the green one with a pink flower at the top. I have planted it at the top of my rockery and it looks like a jewel in the crown, sitting at the top.

Last year my grandfather made a bird house for the garden. I have hung it over my swing chair. We get many visitors during the colder months.

My sister insists that we plant tulips every season but this year we have planted red geraniums in the pots, those are my mum's favourite flowers.

4. The Beauty of Difference

Speaker 1: Let's be honest. Everyone has a different personality. The good thing is being able to just be who you are. That's what matters. Why should I try and be someone else? I need to focus on being me.

Speaker 2: I have experienced that only those people, who respect my difference, connect with me. I don't have to change. They respect me for being different. If someone doesn't appreciate who I am, so be it.

Speaker 3: I feel that when we choose to be an individual instead of blindly following others, we also learn to regard and approve the difference in others. It's important, you see. How else will there be tolerance for different things around us?

Speaker 4: Being an individual allows me to be innovative and put things across my way. It could be my way of tying a shoe-lace or arranging books on the shelf. It's my own unique way and I love it. I feel that this attitude helps make a better world.

Speaker 5: It's magical you know. I was worried that I looked different. But I know now that people respect me for being truthful about who I am. I have friends who like me because I never try to put a false personality across. If I'm different in certain things, that's what I show. I feel that it doesn't work well if you pretend.

7. The Mail Coach Passengers

Speaker 1: I just got to know today that March was the first month of the Roman year. March also represents the first month of Spring but is named after Mars, the Roman God of War. Sounds ironic, doesn't it? Well, I cannot imagine myself celebrating my birthday in the first month of the year itself. Thankfully the Romans made January as the first month.

Speaker 2: Hmmm...well, my birthday month, June, was only 29 days long originally. The 30th day was added by Julius to honour Goddess Juno, the goddess of well being for women. So, this means my birth date could have been 1st July too.

Speaker 3: Fascinating! Julius added 2 days to my birthday month, December, as well. Also, my birth date i.e 28 December is considered to be one of the unluckiest days of the year because of King Herod's cruelty, according to ancient folklore.

Speaker 4: My birthday month, April, comes from the verb 'aperire' which means' to bloom'. April is sacred to Goddess Venus, the Goddess of Love and Beauty. Romans earlier called it 'Aprillis'. I think Aprillis sounds better than April.

Speaker 5: Wow! Hearing you all makes me feel that my birthday month, September, is not that significant. It comes from the word 'Septem' meaning 7 as it was originally the seventh month and not the ninth. I guess that is all there is to tell all about my birthday month.\

12. India's Forgotten *Titanic*

I remember that once the museum at Hyderabad organised a storytelling session. But what was amazing was that they invited the grandmother of one of the children in our group. She was warm and welcoming and recited to us a number of tales from different parts of India.

In another instance, in a museum in Punjab they organised a movie screening which was followed by a discussion. The movie was on the earliest of civilisations and had replicas of the objects which were present in the museum. We were later shown these objects during the discussion. I wish if we had actually gone to the gallery to see these objects but sadly, we couldn't. I'm lucky that my mother is in the Indian Army and when she was posted in Rajasthan, we visited the local museum there. One of the things that I loved about that visit was the folkdance that they performed. But you wouldn't believe, the dancers weren't real people. No! They were puppets. It was a puppet-folkdance. I felt that it was extremely unique and captivating.

I also have memories of watching a play which was based on the life of Rani of Jhansi. The performance and costumes were so lifelike and what made it even more spectacular was the fact that it was performed in the gallery belonging to that era. We were surrounded by the past. It was as if we were transported back in time.

There is all this and more that museums can do. I hope all of you are as fortunate as I have been to experience such programmes.

16. The Story of a Stepwell

Ali: So, Rani did you finish the short story collection that Ms Verrier gave us to study?

Rani: Yes, Ali. It was a very interesting book. But my favourite story from that collection is 'Bombay to Bangalore'.

Ali: Oh! You wouldn't believe it but that's my favourite as well. Why do you like it?

Rani: I loved the way the little girl Chitra grew up to be such a successful young woman. Despite her hard circumstances, she made the most of her life and made her 'Akka' proud.

Ali: Yes, Chitra was definitely a brave girl. Just imagine a little girl hiding under a train berth to save herself from her terrible circumstances. The narrator must have been impressed by her courageous behaviour.

Rani: Definitely! If she hadn't met the narrator, I don't know what would have happened. It was the narrator who helped her out which gave Chitra the will to get ahead in life. Otherwise, she would have been stuck with her stepmother who would have continued beating her.

Ali: I can't even imagine it. When you talk about how her life might have turned out, had she not met the narrator, what comes to mind is her success. Weren't you happy when you saw Chitra finally standing there in the hotel lobby, smiling at the narrator? How proud she must have felt!

Rani: Yes, Ali. When she paid the narrator's hotel bill, she showed her gratitude for everything that the narrator had ever done for her.

Ali: I loved that scene, Rani. Also, while reading it, I felt as if a strong moral message was being conveyed through the actions of characters.

Rani: You're right, Ali. The story shows how a small gesture of kindness can go a long way and change someone's life completely. Moreover, through Chitra I think we all can learn that no problem is such that it cannot be dealt with. Where there is a will…

Ali: …there is a way! (bell rings) Oh! That's the bell. Let's go to class now. We'll share this with Ms Verrier.

Notes

Notes