English Spring

An Integrated Approach to Language Learning

2nd Edition

Aligned with NEP 2020



Coursebook 8

Ruchi Sengar

HEADWORD PUBLISHING COMPANY

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First published 2020

Second edition 2022

Second impression 2022

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ISBN: 978-93-91104-74-0 (print)

ISBN: 978-93-91223-45-8 (e-book)

Published by Headword Publishing Company Pvt. Ltd

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

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

CIN: U22110WB2013PTC235055

Illustrated by: Green Tree Designing Studio, Avneesh Kumar Bhardwaj

Illustrations and images: Shutterstock.com

Typeset in Minion Pro

Printed in India at Magic International Pvt. Ltd, Greater Noida

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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



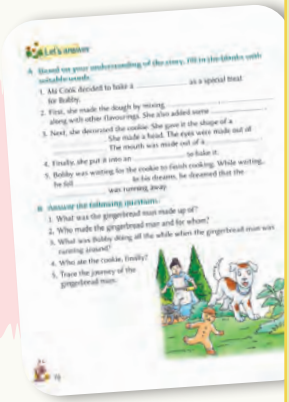
- include writings (both prose and poetry) spread across centuries—both classic and contemporary, covering a variety of genres
- include predominantly Indian writers and works that learners can both identify with and acquaint themselves with their cultural heritage
- written in simple and lucid language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



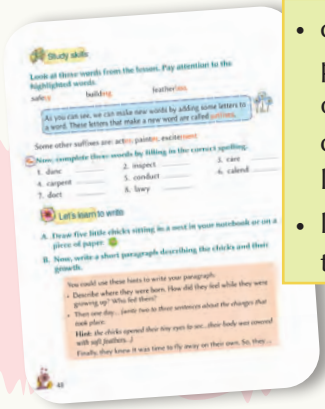
- helps learners expand and enrich their vocabulary base
- helps learners use words in everyday conversation with ease through varied task types

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 Noble Nature* poem/nature	• factual • reference to context	• rhyme scheme • poetic devices						
2. A Lesson That Lasted a Lifetime personal account/ childhood, family, life skills	• factual • inferential • evaluative		antonyms	transformation of sentences	homonyms	listening to complete a survey		notice writing
3. Journey by Night fiction/family, life skills, bravery	• factual • reference to context • inferential • evaluative		idioms	compound subject and predicate				diary entry
4. *Triantiwontigongolope* poem/fantasy, humour	• factual • reference to context	• rhyme scheme • alliteration • onomatopoeia • repitition • refrain • imagery						
5. Believe It or Not! extract/science & technology	• factual • reference to context • inferential • evaluative		comparison and contrast words	coordinating and subordinating conjunctions	homophones		visual-based task	formal letter
6. The Jackal and the Partridge graphic story/ friendship, life skills	• factual • reference to context • inferential • evaluative		phrasal verbs	independent and dependent clauses	intonation	listening to complete a plot diagram		story writing
7. *The Pedlar's Caravan* poem/childhood	• factual • reference to context • inferential	• alliteration • onomatopoeia • imagery • allusion						

8. Ravanhatha factual/history/ traditional Indian music, heritage	• factual • inferential • evaluative		transition words	modals			speaking using transition words	speech writing
9. Walls of Kindness factual/empathy, values, neighbourhood	• factual • reference to context • inferential • evaluative		suffixes	non-finite verbs			expressing a personal opinion	report writing
10. *I Can't Remember* poem/old age	• factual • reference to context • inferential • evaluative	• tone • mood • rhyme scheme • alliteration						
11. As You Like It classical literature/ humour, family, friendship, values	• factual • reference to context • inferential • evaluative		sensory words	active and passive voice		listening for specific information		poster-making
12. *Gliders, Parachutes and Helicopters* poem/nature	• factual • reference to context • inferential	• alliteration • onomatopoeia • personification • metaphor • imagery						
13. The Letter short story/friendship	• factual • inferential • evaluative • reference to context		analogy	compound and complex sentences	apostrophe		seeking and giving advice	writing a description
14. The Sunken Treasure factual/history/ adventure	• factual • reference to context • inferential • evaluative		sea-related words	prepositions		listening to a radio advertisement and choosing options		story writing
15. *Stopping by Woods on a Snowy Evening* poem/nature	• factual • reference to context • inferential • evaluative	• rhyme scheme • alliteration • personification • symbolism • imagery						
16. Handle with Care play/science fiction, environment, values	• factual • reference to context • inferential • evaluative		different meanings of 'run down'	direct and indirect speech	short and long sounds of 'y'		role-play using cue cards	dialogue completion



Acknowledgements

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1 The Noble Nature

Let's start

Read the given information about the oak tree and the lily. Discuss with your partner what you would like to be—a lily or an oak. LS CC





Oak trees survive for at least 200 years in temperate and tropical climates of Asia and North America.
They are known for their endurance, strength and long life.
They grow up to 100 feet in height, and width of up to 150 feet.

Lilies are found in every country. They can grow in areas of moderate climate except in tropical regions.
They have a short life span and are known to symbolise purity, virtue, love, prosperity and thankfulness.
Lilies usually grow from bulbs. The flowers of some species are very fragrant and they are found in a variety of colours.

Share the reasons for your choice.

Now, let's read the poem.

It is not growing like a tree
In bulk, doth make man better be;
Or standing long an oak, three hundred year,
To fall a log at last, dry, bald, and sere:
A lily of a day
Is fairer far in May,
Although it fall and die that night—
It was the plant and flower of Light.
In small proportions we just beauties see;
And in short measures life may perfect be.

—*Ben Jonson*



About the poet

Benjamin Jonson (1572–1637) was an English playwright and poet. He is best known for the satirical plays *Every Man in His Humour, Volpone,* or *The Fox, The Alchemist* and *Bartholomew Fair.*

sere: dry or withered fairer: honourable

Let's ponder

Answer these questions.

1. How are the qualities of an oak tree different from that of a lily?
2. Explain why you think the poet has used elements of nature to convey his message in the poem.
3. Suggest an alternative title for the poem. Give one reason to support your answer.
4. *Or standing long an oak, three hundred year,*
   To fall a log at last, dry, bald, and sere:
   A lily of a day
   Is fairer far in May,
   Although it fall and die that night—
   It was the plant and flower of Light.

a) The phrase 'that night' shows the ..... .

i. delicate appearance of the lily
ii. transitory nature of the lily
iii. amazing beauty of the lily
iv. lifeless quality of the lily



b) Pick the quote that conveys the meaning of the extract.

i. The quality, not the longevity of one's life is what is important.
ii. Everything in the world is exactly the same.
iii. If you wait, all that happens is you get older.
iv. Life is too short to worry about anything, enjoy it.

c) The poet uses the colon after 'sere' to indicate that ..... .

i. the adjectives preceding it are important
ii. the poet paused to think
iii. it is a natural elaboration
iv. what follows it, is being emphasised

d) The meaning of 'fall' in the line 'although it fall and die...' is ..... .

i. cutting
ii. dying
iii. blooming
iv. drooping

e) Pick the option that lists the poetic devices used in this extract.

1. metaphor
2. alliteration
3. repetition
4. simile
5. personification

i. 1, 4 and 5
ii. 1, 3 and 5
iii. 2, 3 and 4
iv. 1, 2 and 5

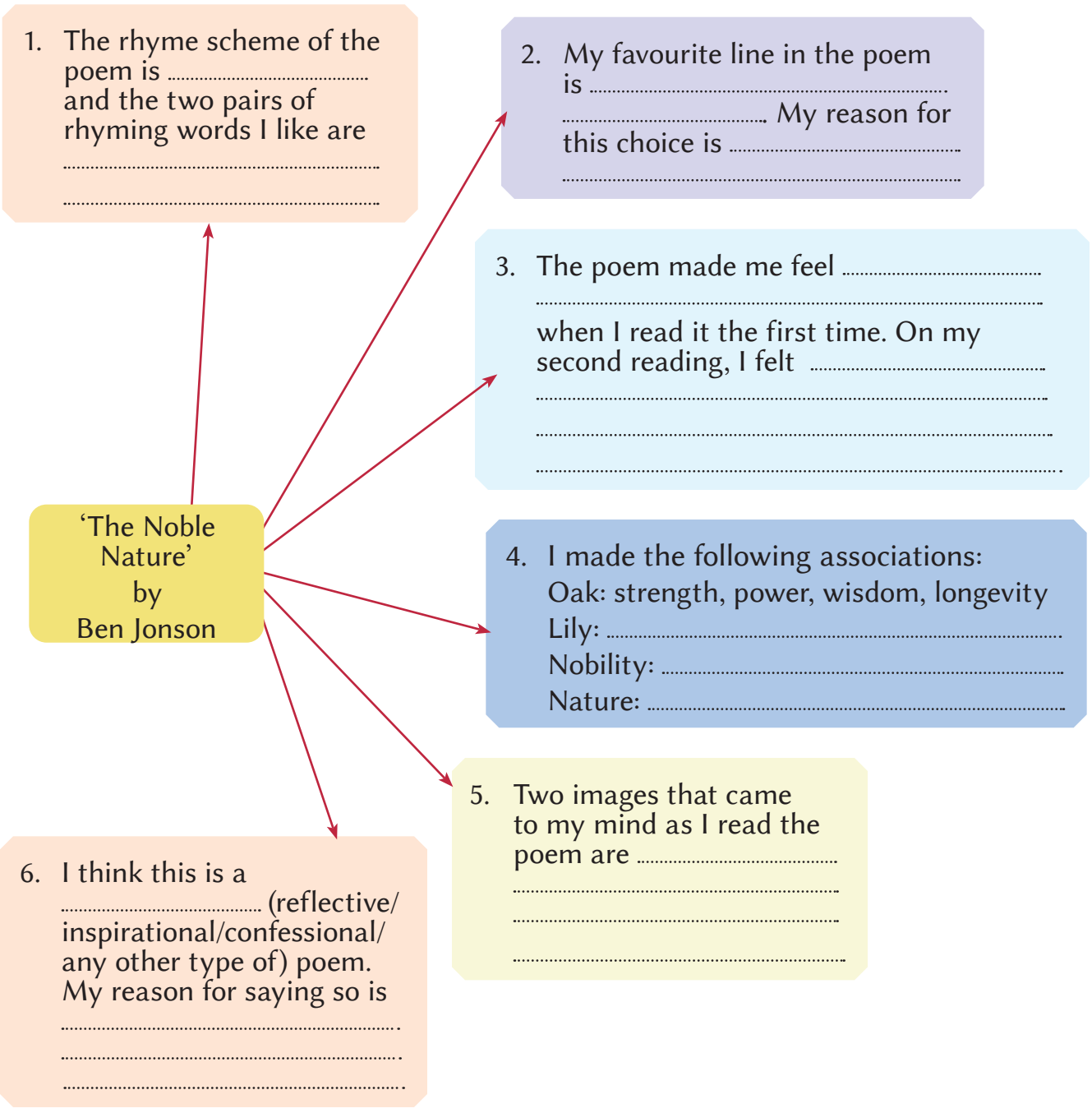
5. Imagine yourself as the oak tree in Ben Jonson's poem. Write a paragraph defending the significance of your life.

6. Study the quote by Richard Sheridan given below and explain its significance in the context of the poem:

'A life spent worthily should be measured by deeds, not years.'

Let's enjoy the poem

1. Look at this web chart. Discuss with your partner and complete it.



2. What message does the poem convey? Select lines from the poem that reflect the message. Discuss with your partner, and write the message of the poem in the space below.

.....

.....

3. Working in pairs, identify the examples of these poetic devices from the poem.

   a) Simile *growing like a tree*

   b) Alliteration .....

   c) Metaphor .....

   d) Contrast .....

   e) Personification .....

   f) Symbolism .....

4. Select any one poetic device used in the poem and state if you think it

   a) helps you visualise the poem.

   b) adds to the poem's beauty.

   c) conveys the poem's message more effectively.

5. Based on the above analysis, complete the following critical appreciation of the poem, 'The Noble Nature', in your notebooks.

   'The Noble Nature' by ..... (poet) is a/an ..... poem (type of poem) about ..... (theme). Through a comparison of ..... and ....., the poem beautifully conveys the message that ..... The poet alludes to the oak to ....., as reflected in the phrase/lines ..... In contrast, he refers to the lily as ..... to show that ..... The rhyme scheme of the poem, ... (rhyme scheme) adds to its rhythm and appeal, and the use of poetic devices like ..... (in the line .....), and ..... (in the line .....) makes the poem ..... (impact). What I like most about the poem is ..... .

2 A Lesson That Lasted a Lifetime

Let's start

- Why do you think it is said that people always remember their school teachers? Think of any two reasons. LS
- Talk to your partner about one important thing you've learnt from any teacher at primary school and share how it happened. VB
- The title says, 'A Lesson That Lasted a Lifetime'. What lesson do you think this is about?



1. our manners
2. textbook chapter
3. learning values
4. school rules

During World War II, the government of England had introduced the system of rationing due to lack of resources. This was also done in order to conserve what a person or family already had.

Now, read this experience of a young girl in England during World War II.

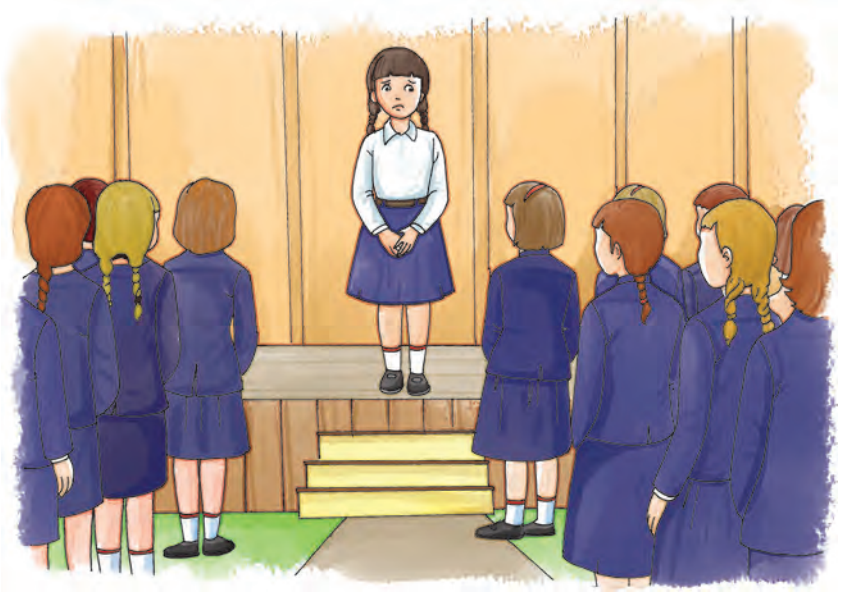
Growing up in Manchester, England, during World War II meant times were tough and money was short for many families, including mine. Yet my parents held our family together with hard work, dignity and bucket loads of cheer.

My Dad was never short of carpentry and handyman work and Mum was thrifty and methodically clean, and her five children were always sent to school well fed, scrubbed and dressed spotlessly, despite the trying conditions.

bucket loads of cheer: lots of happiness thrifty: using money carefully
methodically: in an orderly manner scrubbed: rubbed hard to clean something

The trouble was, although my clothes were ironed to a knife edge, and shoes polished to a gleam, not every item was a part of the standard school uniform. While Mum had saved to obtain most of the uniform, I still didn't have the prescribed blue blazer.

Because of the war, rationing was in place and most schools had relaxed their attitude towards proper uniform knowing how hard it was to obtain clothes.



Nevertheless, the girls' school I attended made it strict policy that each of its students was properly dressed, and the deputy headmistress who ran the daily assembly made me step out of line every day and stand on the stage as a shining example of what not to wear to school.

Every day I would battle back tears as I stood in front of my peers, embarrassed and, most often, alone. I knew it was extremely important not to let my well-meaning mother know about this punishment. I didn't dare risk her coming to the school to speak up for me as I knew that it would make her and the teachers unhappy and upset. I also knew that if my father knew, he would defend me and that would lead to unpleasantness at school. So, in my 12-year-old mind, I had no choice but to see the punishment through.

One day something exciting happened. Our family won a newspaper competition for a free photographic portrait sitting! I was beside myself with excitement: my imagination fuelled by glamorous shots of the popular Hollywood actors. I couldn't wait to tell my friends the thrilling news.

That was, until Mum said to me, 'Wear your best light green dress to school today.'

'Do I have to?' I asked.

She explained that the portrait sitting was straight after classes.

Of course, she had no inkling of the torment I faced daily. There was none of my usual pleasure in putting on the special dress that day. Heavy hearted I dragged myself to school, an emerald green target in a sea of blue. At assembly, I didn't bother to wait for

ironed to a knife edge: extremely well-ironed clothes prescribed: recommended something (mentioned in the school rules) rationing: allowing someone to have only a fixed amount of a thing policy: course of action adopted by an organisation (in this case the school) embarrassed: to feel ashamed glamorous: beautiful and/or well-dressed
portrait sitting: to sit for a painting of a portrait inkling: slight knowledge or hint of something that might happen
emerald: bright green precious stone/as well as bright green colour

the command but walked up to the stage myself to endure the sniggers of the other girls and the watchful eyes of the deputy head.



After assembly, our first class was English Literature, my favourite lesson with my favourite teacher. Imagine my dismay when, just as the class began, Miss McVee looked at me and said, 'Come and sit in the first row.' I slowly rose and, blinking back tears, headed to the front of the class. Had Miss McVee crossed into the enemy camp, too?

As I took my seat at the front, Miss McVee looked me up and down carefully. And then she came out with the most welcome sentence I had ever heard at school. 'My dear, I must say you are the brightest and loveliest sight in this entire dreary school. I am only sorry that I shall have the pleasure of looking at you for just one lesson and not the entire day.'

The block of ice that was my young heart melted instantly and my shoulders rose back to their full height. I am sure the smile I gave that woman must have been the widest she'd ever seen! I floated through the rest of the day delighted by her thoughtfully chosen words.

Although English Literature was her forte, that day Miss McVee taught me, and perhaps the whole class, a lesson that I have never forgotten. She taught me that one kind word in a time of need, can last a lifetime.

Indeed, her thoughtful words strengthened a part of my soul that has never been weakened by anyone or anything since.

Extracted from A Class Act, *Florence Cartlidge (Reader's Digest, November 2006)*

sniggers: to laugh in a mocking way block of ice: (here) frozen emotions forte: specialty

Let's ponder

Answer these questions.

1. *The block of ice that was my young heart melted instantly and my shoulders rose back to their full height. I am sure the smile I gave that woman must have been the widest she'd ever seen! I floated through the rest of the day delighted by her thoughtfully chosen words.*

   a) The narrator's heart melted because Miss McVee had praised her

      i. for her work.

      ii. for scoring the highest marks in her exam.

      iii. for always being punctual.

      iv. for the way she had dressed.

   b) What do the above lines tell us about Miss McVee?

      i. She was strict. ii. She was compassionate.

      iii. She was biased. iv. She was selfish.

   c) The narrator's heart was a block of ice because

      i. she was tired of being punished in the assembly.

      ii. she was tired of being bullied by her teachers.

      iii. she was angry that she did not score well in the exam.

      iv. she was angry that she could not afford the blue blazer.

   d) What lesson do we learn from the chapter?

      i. Honesty is the best policy.

      ii. A kind word can make a huge impact.

      iii. Consistency is the key to success.

      iv. Always be patient.

2. 'There was none of my usual pleasure in putting on the special dress that day.' Why do you think the author feels this way?

3. 'Had Miss McVee crossed into the enemy camp, too?' Explain.

4. 'She taught me that one kind word in a time of need, can last a lifetime.' Justify why this isn't the only lesson that the author learnt at school that day. (*Hint:* not paying attention to negative emotions/comments, believing in self, etc.) LS VB

5. The other school girls sniggered when the author had to walk up to the stage each morning for improper uniform. Explain how you think they ought to have reacted. Why? LS VB

6. The story is written in the first person. Writing a story in first person has its advantages and disadvantages. Some are listed on the next page. Based on your reading of the story, explain with examples from the text what you feel about writing a story in first person.

advantages	disadvantages
more personal feeling of the writer	tendency to be prejudiced
a sense of directness	narrow point of view
more involvement of reader	thoughts of a single person

7. Explain how the author's embarrassment could have been reduced with the support of the other girls in the school. What would you have done if you had been the author's classmate? LS VB

Let's learn new words

An antonym is a word that means the opposite of another word. If we get stuck with a choice of a word sometimes, we can use its antonym in the sentence—for example, instead of saying that the day was dark, we could say that the day wasn't bright.

Given below are some sentences from the text. Read the underlined words carefully and find the antonyms from the grid given. An example has been done for you. (The antonyms are given in jumbled form as clues.)

For example, ...times were tough and money was short... (YESA)

1. Mum was thrifty and methodically clean... (AAAXGENTTVR)
2. The girls' school I attended made it a strict policy that each of its students was properly dressed. (EEINNLT)
3. I also knew that if my father knew, he would defend me... (KTTCAA)
4. One day something exciting happened. (ULLD)
5. ...my imagination fuelled by

R	E	P	O	H	A	I	D	R	A	B
P	A	T	T	A	C	K	B	E	Q	H
B	S	U	O	R	H	V	S	L	F	D
M	Y	E	S	G	U	T	D	I	C	U
L	X	M	O	R	P	S	V	E	A	L
I	A	R	C	H	E	E	R	F	U	L
G	H	J	K	U	M	S	B	H	C	G
E	X	T	R	A	V	A	G	A	N	T
S	P	H	I	C	O	E	D	Z	Q	B
R	E	L	E	N	I	E	N	T	L	W

glamorous shots of the popular Hollywood actors... (BDRA)

6. Imagine my dismay when, just as the class began, Miss McVee looked at me and said, 'Come and sit in the first row.' (FEERIL)
7. ...I must say you are the brightest and loveliest sight in this entire dreary school. (UECFELHR)

Let's study grammar

There are four types of sentences. Each type of sentence serves a different purpose and has a specific type of punctuation mark.

declarative	A declarative sentence tells a statement. It ends with a full stop. *For example:* So, in my 12-year-old mind, I had no choice but to see the punishment through.
imperative	An imperative sentence gives a command. It can end with a full stop or exclamation mark. *For example:* 'Wear your best light green dress to school today.'
interrogative	An interrogative sentence asks a question. It ends with a question mark. *For example:* Had Miss McVee crossed into the enemy camp, too?
exclamatory	An exclamatory sentence is a statement that shows emotion. It ends with an exclamation mark. *For example:* I am sure the smile I gave that woman must have been the widest she'd ever seen!

Now look at some other sentences from the text and transform the type of sentence as indicated against each.

1. Our family won a newspaper competition for a free photographic portrait sitting! *(Change to declarative.)*
2. Do I have to? *(Change to imperative.)*
3. Come and sit in the first row. *(Change to interrogative.)*
4. My dear, I must say you are the brightest and loveliest sight in this entire dreary school. *(Change to exclamatory.)*
5. She must have reached home by now. *(Change to interrogative.)*

Study skills

Look at these words from the story you've just read and their many meanings.

1. trying
   - making an effort to do something
   - tough
2. just
   - morally right and fair
   - exactly
3. rose
   - the flower
   - got up
4. can
   - to be able to
   - a close metal container
5. down
   - throughout a period of time
   - unhappy
   - at a lower level
   - soft-fluffy feathers (of a young bird)
6. hard
   - solid and firm
   - difficult
   - with a great deal of effort

All the above words are homonyms. Homonyms are two words that are spelt the same and sound the same but, they have different meanings.

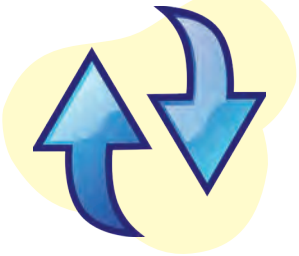
A. Now match the sentences from the story to the pictures given, using the underlined homonyms.





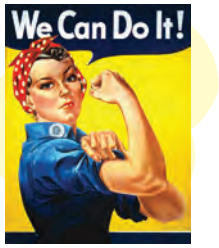
1. I slowly rose and, blinking back tears, headed to the front...





2. Miss McVee looked me up and down carefully...





3. ...One kind word in a time of need, can last a lifetime.





4. Yet my parents held our family together with hard work, dignity...

B. Now, with your partner, think and write at least four more homonyms.

For example, ring – (naming word): an ornament worn on a finger

(naming word): an enclosed space, surrounded by seating for spectators—*boxing ring* or *circus ring*

(action word): cause a bell to sound—Just go and *ring* the bell.

(action word): to make a telephonic call

1. ..... 2. .....

3. ..... 4. .....

Let's learn to listen

Your partner Sarita is conducting a survey about favourite subjects. She requests you to help her by completing a survey form. Listen to Sarita's recorded interview and fill in the survey form.

FAVOURITE SUBJECT SURVEY By Sarita S. Class VIII A	
Name of the interviewee	Sohail Akhtar
Class	VIII (1) .....
School	Central Public School
Favourite subject	(2) ..... !
Have you always liked this subject? (Tick the correct option.)	(3) YES/ NO
Reason (Tick the correct option.) (4)	( ) There's geometry in food items. ( ) There's geometry in nature. ( ) There's geometry in patterns.
Inspiration	(5) .....

Let's learn to write

After the war, the deputy headmistress observed that a lot of children still weren't dressed in proper uniform. The school, therefore, put up a notice in about 50 words, about a uniform shop in the school itself with instructions for all students to purchase their blazers from there.

A. Read the notice carefully and identify its features by writing the numbers of the parts in the correct boxes.

1. Conclude with request to contact, if required
2. Details
3. Signature of the signing authority
4. Date
5. Name of issuing institution/ organisation
6. Full name of the signing authority
7. Heading
8. Introductory line addressing the target readers with reference to the title
9. Designation of the signing authority
10. The word 'notice' in capitals
11. Information to supplement 'details'

( ) **City Heights School, Manchester**

( ) NOTICE

( ) October 01,1955

( ) Uniform Shop

( ) This notice is to inform all the students of class VI-VIII about the new Uniform Shop in school.

( ) Name: Uni-Smart Tailors and Dressers
Timings: 10 a.m. - 11.30 a.m., all Wednesdays and Fridays
Speciality: Fine materials and tailoring services

( ) All students are instructed to purchase their uniform blazer material and place stitching orders before 15 October 1955.

(1) For futher queries, kindly contact the undersigned.

( ) (CLARA BROWN)

( ) Deputy Headmistress

B. Your school is conducting a special function for Teachers' Day. As the junior head-girl/boy, complete the notice draft in not more than 50 words for the students of classes VI–VIII inviting registrations for Nukkad Natak auditions for the Teachers' Day programme. You are Shefali/ Shivanshu of class VIII-C.

.....

NOTICE

17 August .....

Registrations for Nukkad Natak Auditions

This is to inform all the ..... about the registrations to participate in ..... .

Date: 22 August, ... , Wednesday

Timing: ..... to .....

Venue: ..... , 2nd floor

Students are requested ..... latest by ..... For further details and queries, ... the undersigned.

.....

(SHEFALI DAS)

Junior Head-girl

3 Journey by Night

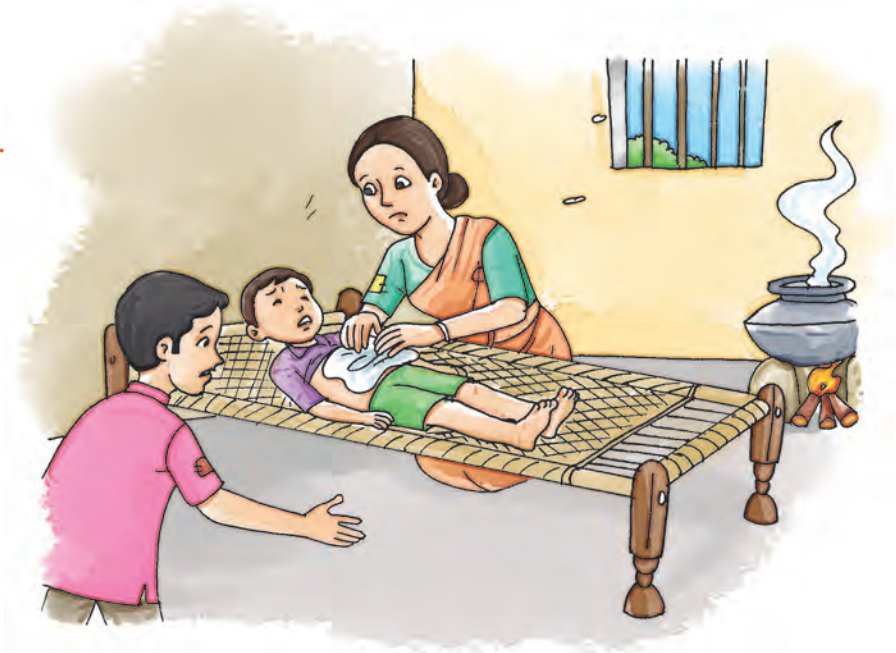
Let's start



- Have you ever been on a journey through the night? Discuss with your partner. LS
- Look at the title and the picture. What do you think the story is about? LS

Now, let's read the story and find out who made the journey and how.

1. Sher Singh Bahadur lived in a mud and grass house with his wife and two sons – Sher Singh and Kunwar in Laldwani village. Like most villagers, they managed to keep body and soul together by grazing cattle and cultivating land. Sher Singh Bahadur had been given the title 'Bahadur' for his acts of bravery as a famous 'shikari'. This was the reason most hunting and photography expeditions asked him to accompany them into the jungle.



keep body and soul together: to manage to survive, especially, when there is very little money expedition: journey undertaken by a group of people with a particular purpose, e.g. educational expeditions, military expeditions
accompany: go somewhere with (someone) as a companion

2. It was sometime in the day that Kunwar took ill. Their father had gone into the jungle with a wildlife photography group along with all the men from the village beating drums and other instruments to scare and scatter the animals out of hiding.

3. Little Kunwar lay on a *charpoy,* groaning with stomach pain. His suffering was clear to his mother who listened to his cries helplessly. 12-year-old Sher Singh helped his mother wring out rags in boiling water and placed them on Kunwar's stomach for relief. Kunwar, much younger than Sher Singh, had gone almost silent and his eyes held a glassy, far-off stare.

4. 'Mother, let me run and get father,' said Sher Singh.

   'It may take you days to find him. The jungle is dense,' his mother replied. 'Kunwar needs a hospital. He must be taken to Kalaghat.'

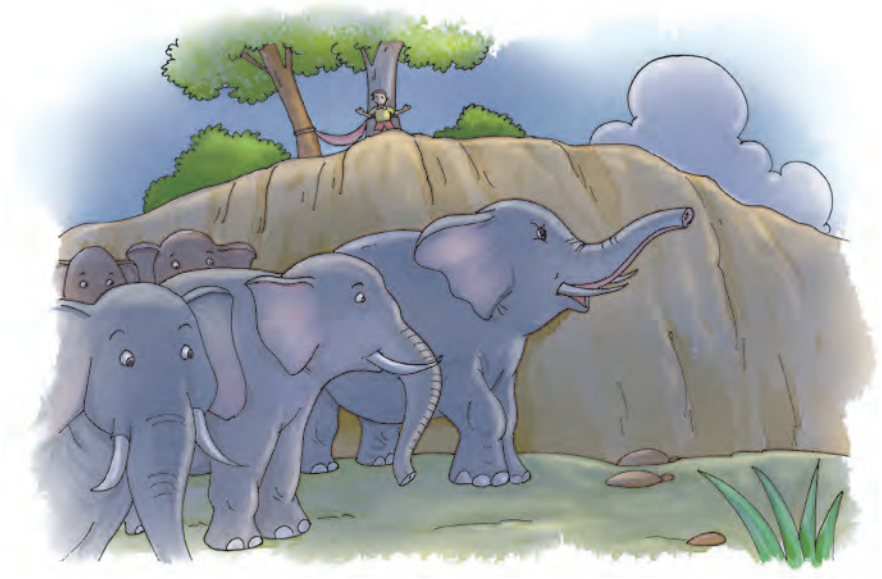
   Sher Singh knew that the hospital at Kalaghat was 50 miles away, across the jungle, two rivers and some distance ahead.

   'All the men of the village are away, mother, and you have to stay here to mind the cattle and land. I'll take Kunwar myself.'

   'He's too big for you. How will you manage, son? I don't think you'll get there.' Her voice dropped to a sad whisper.

   Sher Singh was determined. 'I have to go mother. There is no time to lose.'

5. It was almost evening. His mother made a sling from her saris, lifted Kunwar, and placed him in the sling on Sher Singh's back. His mother was right. Kunwar was heavy and Sher Singh wondered if he had bitten off more than he could chew.



6. The jungle looked dark in the light of the setting sun. Sher Singh had heard tales of bears, elephants, tigers, monkeys and other animals of the jungle. He also knew that the deer had been

groaning: making a deep sound made when in pain wring out: to squeeze liquid from something by twisting it glassy, far-off stare: (of a person's eyes or expression) showing no interest or feeling sling: a flexible strap, cloth or belt used in the form of a loop to support or raise a hanging weight bitten off more than he could chew: taken on more responsibility than one can handle

poached in large numbers by man and the beasts of prey therefore, had turned to killing domestic animals for food. Some had become man-eaters too.

7. It was nightfall when Sher Singh entered the jungle. He noticed bear tracks in the dust and quickly walked on to distance himself from any chances of facing the bear.

8. Sher Singh's body was drenched in sweat and he could feel each muscle in his body ache. He had just set Kunwar down gently, against a tree and paused for rest on a cliff above the river bank when he heard the sounds of an elephant herd moving towards the river. The bull elephant, their leader, paused as if sensing the boy's presence. Sher Singh froze and kept his fingers crossed. Luckily, the bull shook his head, trumpeted loudly and went ahead with the herd. Weak with relief, Sher Singh put on the sling and hurried towards the river.

9. The water was colder and deeper than usual. He could tell as he had been to the river earlier. He knew he had to cross this river by stepping slowly on the slimy stones on the river bed. Sher Singh allowed the force of the cold water push him ahead and just as his feet sunk into the sandy shore, he noticed tiger paw prints on the sand.

10. His body was screaming out for rest but he knew that there was danger all around and he couldn't risk it. He managed to reach the second river by midnight. His heart sank in despair when he saw the flooded river crashing against the fallen bridge.

11. 'I can't swim through this,' thought Sher Singh. 'Perhaps if I use the wreckage of the bridge.' He drank a little from the river and brought some water in his hands for his brother. Kunwar whispered faintly, 'My brother…' Sher Singh plaited a grass rope and used it to tightly tie his brother to himself to keep together in the raging river.



12. The mountain snow had melted into the river. The temperature chilled Sher Singh's very bones and the floating bits of timber bruised him. He battled ahead by holding on to

poached: illegal hunting or capturing of wild animals beasts of prey: animals that kill and eat other animals, e.g. lions, tigers, hyenas, etc. drenched: wet thoroughly or soaked in sweat, water, etc. kept his fingers crossed: hoping for good luck
slimy: slippery and greasy surface wreckage: remains of something that has been badly damaged raging: (river) continuing with great force timber: wood prepared for use in building and carpentry bruised: injured without breaking the skin

the remains of the semi-sunken bridge. He knew he had to get across and constantly reminded himself to keep Kunwar's and his own head above water.

13. Inching forward by holding on to the loose parts of the broken bridge, Sher Singh finally felt the force of the river die out. He knew they had crossed the river!

14. Sher Singh had run out of steam yet, had not reached the hospital. His weak and wet body gave in to his trembling knees but he crawled on. 'I can't stop,' the voice in his head kept echoing. His ears picked up sounds of people.

15. 'Where have you come from, boy?'

    'You carried him all by yourself?!'

    Sher Singh faintly answered their questions as they moved ahead in a bullock cart and then a truck. Finally, they'd reached the hospital.

    He waited in the veranda as Kunwar was taken into the hospital.

    Tired from the journey, Sher Singh lost track of time.

16. 'Sher Singh Bahadur, are you there?' A startled Sher Singh jumped up and replied to the doctor standing there, 'My father is Sher Singh Bahadur. I'm Sher Singh.'

17. 'Did you bring in the child from Laldwani?'

    'Yes.'

    'Sher Singh Bahadur, your brother will live', said the doctor with a gentle smile.



—Norah Burke (Adapted and abridged)

About the author

Norah Burke (1907—1976) was a well-known novelist and non-fiction writer famous for her descriptions of life in India during the early 20th century. Her father, Redmond St George Burke, was a Forest Officer in India in her early childhood. Apart from fiction, Norah Burke was also an enthusiastic travel writer, relating many of her early adventures in autobiographical travel books *Jungle Child, Tiger Country* and *Eleven Leopards*. She also wrote about wildlife in *King Todd, Fire in the Forest* and *The Midnight Forest* and numerous short stories. She collaborated with her father on his book of big game hunting and camp life in the Indian jungles, *Jungle Days*.

remains: the parts left over after other parts have been removed, used, or destroyed
die out: to finally stop existing run out of steam: to lose one's energy echoing: repeating
lost track of time: was unaware that so much time had passed startled: greatly surprised

Let's ponder

Answer these questions.

1. *'It may take you days to find him. The jungle is dense,' his mother replied. 'Kunwar needs a hospital. He must be taken to Kalaghat.'*

   a) Why was the mother worried?

   A. because the father was away
   B. because her son was unwell
   C. because the father was a shikari
   D. because there was no food at home

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

   b) Where was the father?

   i. He was away on a hunting expedition.
   ii. He was out grazing the cows.
   iii. He was at Kalaghat.
   iv. He was in the village.

   c) Who was the only person available to take Kunwar to the hospital in Kalaghat?

   i. the father ii. the mother iii. Sher Singh iv. the village headman

6. What do you think might have happened if the people had not found Sher Singh after he had crossed the second river?
7. 'Sher Singh Bahadur, your brother will live'. Why did the doctor address him as Sher Singh Bahadur?
8. Sher Singh displayed qualities of courage and brotherly love. Choose the instances and qualities based on the text. Evaluate these and write the character sketch of Sher Singh. LS VB

Use this character map.
About the character—what he/she says or thinks.

Challenges faced—what she/he feels and the actions

Conclusion

Use this plan.

1. What do you want to say about the character (noble, lazy, mean, kind, etc.)? Say so with proof from the text. (Use the words, thoughts and actions by using reference to the text.)
2. Outline your character sketch.
   a) Introduce the character—Sher Singh was a boy aged...
   b) Character's background—family/how and where they lived.
   c) Describe the character's basic nature—brave, caring, dutiful, etc.
3. How do(es) the character's act(s) inspire us?

Let's learn new words

You have learnt that an idiom is a phrase which when used, means something different from the meaning of the words of the phrase.

Let's understand the meaning of some of the idioms used in the story.

Idiom	Meaning
keep body and soul together	stay alive, especially in difficult circumstances
bitten off more than one could chew	take on a commitment one cannot fulfil
kept one's fingers crossed	to hope that things will happen in the way that one wants them to
run out of steam	to lose one's energy, motivation, or enthusiasm
lost track of time	to be unaware of what time it is

Let's take a look at five other idioms. Pick the idiom that most suits the given situation from the story. The meanings of the idioms are given as clues.

miss the boat | blessing in disguise | to get your head around it
drastic times call for drastic measures | feeling under the weather

Paragraph	Textual situation	Idiom
Para 3	Kunwar lay on a *charpoy* groaning with stomach pain.	..... (to feel ill)
Para 4	I'll take Kunwar myself.	..... (when one is extremely desperate and needs to take serious actions)
Para 7	He noticed bear tracks... facing the bear.	..... (to think and act quickly and sensibly)
Para 10	He saw the...fallen bridge.	..... (to miss a chance)
Para 14	His ears picked up sounds of people.	..... (something good that isn't recognised as valuable in the beginning)

Let's study grammar

You have learnt that in a sentence, the subject names someone or something and the predicate tells us what the subject does.

1. Now, read these sentences and underline the subject/s in each.

a) The villagers and the doctor were surprised that he had carried his brother all by himself.

b) Father, the photography group and the villagers had gone into the jungle.

c) Neither mother nor father could accompany Sher Singh to Kalaghat.

You must have realised that these sentences have more than one subject.

When a sentence has two or more subjects that are joined together to share the same verb, they form a compound subject.

Compound subjects are joined by and or or, and sometimes by neither...nor or either...or.

2. Create sentences with compound subjects.

a) Mother was worried about Kunwar. Sher Singh was worried about Kunwar.

.....

b) The hospital was in Kalaghat. The doctor was in Kalaghat.

.....

c) Bears roamed around in the jungle. Elephants roamed around in the jungle. Tigers roamed around in the jungle.

.....

.....

3. Now, read these sentences and underline the verbs.

a) Most villagers survived by grazing cattle and by cultivating land.

b) Sher Singh set Kunwar down against a tree and paused for a rest on a cliff.

c) Sher Singh jumped up and replied to the doctor.

d) He drank a little from the river and brought some water in his hands for his brother.

When a sentence has two or more verbs that are joined together to share the same subject, they form a compound predicate.

Compound predicates are joined by and or or, and sometimes by neither...nor or either...or.

4. The table below has subjects and predicates. Match the columns to create complete sentences with compound subject/s or predicate/s.

a) Everyone	i. welcomed Sher Singh back to the village.
b) The villagers and father	ii. greeted the doctor and answered his questions.
c) The tigers and the bears	iii. lived in Laldwani village.
d) Sher Singh and Kunwar	iv. crashed against the bridge and pushed the broken stones forcefully.
e) Mother	v. roamed around and hunted freely in the jungle.
f) Sher Singh	vi. worried about Sher Singh and prayed for him.
g) The river	vii. praised Sher Singh and hugged him for his bravery.

Let's learn to write

You are Sher Singh's mother. You feel extremely worried after Sher Singh left with Kunwar for the hospital. You aren't sure whether he will be able to reach in time to save Kunwar but you believe in Sher Singh's determination. Write a diary entry in about 50 words.

date and day in full

Time (written on the top right or below date on the left)

4 April 20XX Sunday 9:35 p.m.

Kunwar and Sher have just left for Kalaghat. It's nightfall and I'm extremely frightened. My two little boys have to cross the forest and the rivers all alone. I feel so helpless that I couldn't accompany them. I pray to God that they are safe and are able to reach the hospital in time.

Use first person

1. **You are Kunwar. You feel much better after reaching home from the hospital. You are touched by your brother's spirit of sacrifice and love and decide to record your emotions about this incident. Fill in the blanks to complete the sentences by using the options given.**



- the hospital and saved
- 4.40 p.m.
- extraordinary journey
- the strength and bravery of my brother
- without stopping or turning back
- a brother as loving and caring
- that might be my last day
- 27.04.20XX

(a) .....

(b) .....

It has been some days since that (c) ..... which was nothing less than a miracle to me. I still wonder at (d) ..... who carried me across the jungle and the rivers (e) ..... . In the state that I was in, I thought that, (f) ..... . But my brother carried me to (g) ..... my life. I wish that every child has (h) ..... as mine is.

2. **You are the doctor who has treated Kunwar. You are extremely impressed with the bravery of young Sher Singh. Write out a diary entry in about 50 words about your feelings and what could have happened if Kunwar hadn't reached the hospital in time.**

4 Triantiwontigongolope

Let's start

- Say the title of the poem five times, out loud, like a tongue-twister.
- Do you think the title is a

  a) naming word? b) action word? c) describing word? d) scientific word?

Now read the poem silently with your partner to find the answer to the second question of the warm-up.

There's a very funny insect that you do not often spy,

And it isn't quite a spider, and it isn't quite a fly;

It is something like a beetle, and a little like a bee,

But nothing like a woolly grub that climbs upon a tree.

Its name is quite a hard one, but you'll learn it soon, I hope.

So, try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.



grub: larva (here: beetle larva)

It lives on weeds and wattle-gum, and has a funny face;
Its appetite is hearty, and its manners a disgrace.
When first you come upon it, it will give you quite a scare,
But when you look for it again, you find it isn't there.
And unless you call it softly it will stay away and mope.
So, try:

Tri-
Tri-anti-wonti-
Triantiwontigongolope.



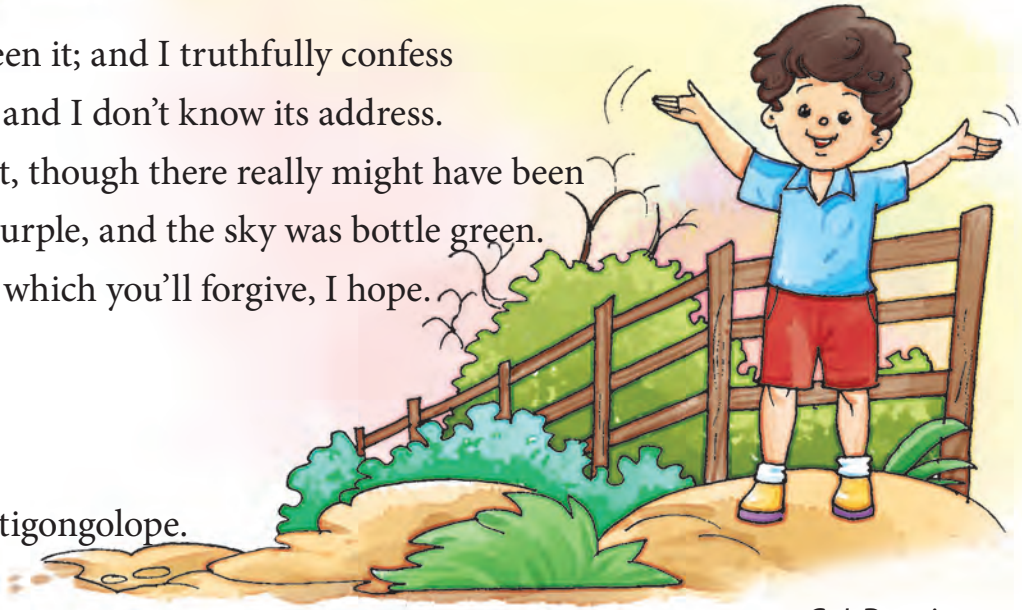


It trembles if you tickle it or tread upon its toes;
It is not an early riser, but it has a snubbish nose.
If you snear at it, or scold it, it will scuttle off in shame,
But it purrs and purrs quite proudly if you call it by its name,
And offer it some sandwiches of sealing-wax and soap.
So, try:

Tri-
Tri-anti-wonti-
Triantiwontigongolope.

But of course, you haven't seen it; and I truthfully confess
That I haven't seen it either, and I don't know its address.
For there isn't such an insect, though there really might have been
If the trees and grass were purple, and the sky was bottle green.
It's just a little joke of mine, which you'll forgive, I hope.
Oh, try!

Tri-
Tri-anti-wonti-
Triantiwontigongolope.



—C. J. Dennis

wattle-gum: a type of gum obtained from a tree in the form of reddish lumps hearty: wholesome
snear: (sneer) a facial expression of disgust usually characterised by the slight raising of one corner of the lip
sealing-wax: a hard substance that melts quickly and is used for putting seals on documents.

About the poet

Clarence Michael James Stanislaus Dennis, better known as C J Dennis (1876–1938), was an Australian poet known for his humorous poems, especially *The Songs of a Sentimental Bloke*, published in the early 20th century. Though Dennis's work is less well known today, his 1916 publication of *The Sentimental Bloke* sold 39,324 copies in its first year, and by 1917, he was the most prosperous poet in Australian history.

Answer these questions.

1. *But of course you haven't seen it; and I truthfully confess*
   That I haven't seen it either, and I don't know its address.
   For there isn't such an insect, though there really might have been
   If the trees and grass were purple, and the sky was bottle green.
   It's just a little joke of mine, which you'll forgive, I hope.

   a) The poet has not seen a Triantiwontigongolope because .....

      i. he has never been in the forest.
      ii. it is a made-up creature.
      iii. he does not know its address.
      iv. it became extinct a long time ago.

   b) The tone of this stanza in the poem is .....

      i. serious ii. gloomy iii. angry iv. mischievous

2. The Triantiwontigongolope is .....

   a) scary b) beautiful c) funny

3. The Triantiwontigongolope eats .....

   a) flowers and weeds
   b) roots and wattle-gum
   c) weeds and wattle-gum

4. The Triantiwontigongolope has .....

   a) pleasing manners b) disgraceful manners c) strange manners

Let's enjoy the poem

Answer these questions.

1. The rhyme scheme of stanza 1 is aabbcc.

   a) Do the other three stanzas have the same rhyme scheme?

   b) How, do you think, this rhyme scheme affects the recitation of the poem?

2. The poet uses alliteration in 'little like' and 'weeds and wattle-gum' where the same consonant sounds appear at the beginning of words next to each other or closely connected to each other. Pick out two more examples of this figure of speech from the poem.
3. Onomatopoeia is the usage of words that include sounds similar to the noises the words refer to.
   a) Pick one example from the poem.
   b) What impact does this word have on you as a reader of the poem?
4. a) Repetition

   'purrs and purrs' is an example of repetition. Why do you think the poet repeats one word twice?

   b) Refrain in a poem is defined as a phrase, line, or group of lines repeated at intervals throughout the poem, generally at the end of the stanza.

      i. Identify the refrain from this poem.

      ii. The poet uses the refrain in this poem to

      - allow the reader to identify the change of stanza.
      - help the reader pronounce the name of the insect.
      - enable the reader to visualise the creature.
5. Imagery helps us to create word-pictures by reading the language used by the poet or writer. For example, 'something like a beetle, and a little like a bee'. Pick any two examples of imagery from the poem.

5 Believe It or Not!

Let's start

1. If you had a time travelling machine, would you like to travel into the past or the future?
2. What would your time machine look like? Draw it in the space.

You are about to read an extract from *The Time Machine*, a science fiction novella, written by HG Wells. Published in 1895, the protagonist of the novella, whom the narrator calls the Time Traveller, is an English scientist who claims that he has built a machine that enables him to travel through time. The novel begins with the narrator at a dinner party with well-educated professionals and specialists, including the Time Traveller. The others at the get-together are the Psychologist, the Medical Man, the Provincial Mayor, the Very Young Man and Filby.

The Time Traveller explains to them that there are really four dimensions, three which we call the three planes of Space—length, breadth, and thickness, and a fourth, Time. The Time Traveller claims that just as we can move backward and forward in space, we can move forward and backward in time. The others aren't convinced.

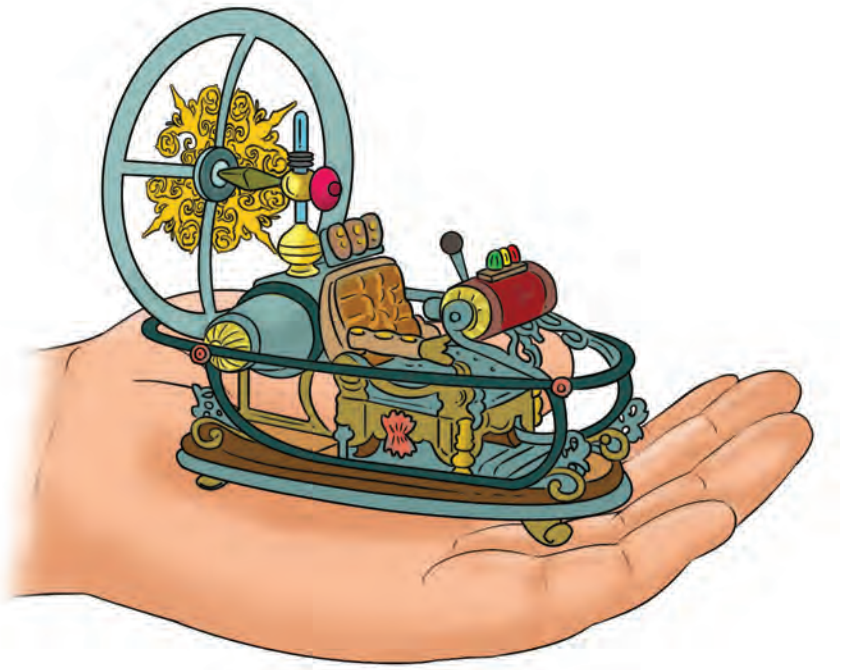
Now, read on…

'Let's see your experiment anyhow,' said the Psychologist, 'though it's all humbug, you know.'

The Time Traveller smiled round at us. Then, still smiling faintly, and with his hands deep in his trousers pockets, he walked slowly out of the room, and we heard his slippers shuffling down the long passage to his laboratory.

The Psychologist looked at us. 'I wonder what he's got?'

'Some sleight-of-hand trick or other,' said the Medical Man, and Filby tried to tell us about a conjurer he had seen at Burslem; but before he had finished his preface the Time Traveller came back, and Filby's anecdote collapsed.



The thing the Time Traveller held in his hand was a glittering metallic framework, scarcely larger than a small clock, and very delicately made. There was ivory in it, and some transparent crystalline substance. And now I must be, for this that follows—unless his explanation is to be accepted—is an absolutely unaccountable thing.

humbug: something intended to deceive sleight-of-hand: deceiving of someone in a skilful way conjurer: one who entertains people by doing magic tricks anecdote: a short interesting story about a real incident or person

He took one of the small octagonal tables that were scattered about the room, and set it in front of the fire, with two legs on the hearthrug. On this table he placed the mechanism. Then he drew up a chair, and sat down. The only other object on the table was a small shaded lamp, the bright light of which fell upon the model.

There were also perhaps a dozen candles about, two in brass candlesticks upon the mantel and several in sconces, so that the room was brilliantly illuminated. I sat in a low arm-chair nearest the fire, and I drew this forward so as to be almost between the Time Traveller and the fireplace.

Filby sat behind him, looking over his shoulder. The Medical Man as well as the Provincial Mayor watched him in profile from the right. On the other hand, the Psychologist watched him from the left. The Very Young Man stood behind the Psychologist. We were all on the alert. It appears incredible to me that any kind of trick, however subtly conceived and however adroitly done, could have been played upon us under these conditions.

The Time Traveller looked at us, and then at the mechanism. 'Well?' said the Psychologist.

'This little affair,' said the Time Traveller, resting his elbows upon the table and pressing his hands together above the apparatus, 'is only a model. It is my plan for a machine to travel through time. You will notice that it looks singularly askew, and that there is an odd twinkling appearance about this bar, as though it was in some way unreal.' He pointed to the part with his finger. 'Also, here is one little white lever, and here is another.'

The Medical Man got up out of his chair and peered into the thing. 'It's beautifully made,' he said.

'It took two years to make,' retorted the Time Traveller. Then, when we had all imitated the action of the Medical Man, he said: 'Now I want you clearly to understand that this lever, being pressed over, sends the machine gliding into the future, and this other, reverses the motion. This saddle represents the seat of a time traveller.

Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told I'm a quack.'

There was a minute's pause perhaps. The Psychologist seemed about to speak to me, but changed his mind. Then the Time Traveller put forth his finger towards the lever.

'No,' he said suddenly. 'Lend me your hand.' And turning to the Psychologist, he took

hearthrug: a rug placed in front of a fireplace illuminated: light up subtly: in a way that is small and difficult to notice adroitly: in a skilful way askew: not straight or level peered: looked with concentration at something retorted: said something in a sharp, angry or witty manner
quack: a person who dishonestly pretends to have medical skills or knowledge

that individual's hand in his own and told him to put out his forefinger. So that it was the Psychologist himself who sent forth the model Time Machine on its interminable voyage. We all saw the lever turn. I am absolutely certain there was no trickery.

There was a breath of wind, and the lamp flame jumped. One of the candles on the mantel was blown out, and the little machine suddenly swung round, became indistinct, was seen as a ghost for a second perhaps, as an eddy of faintly glittering brass and ivory; and it was gone—vanished! Save for the lamp the table was bare.

Everyone was silent for a minute. The Psychologist recovered from his stupor, and suddenly looked under the table.

At that the Time Traveller laughed cheerfully. 'Well?' he said.

We stared at each other. 'Look here,' said the Medical Man, 'are you in earnest about this? Do you seriously believe that that machine has travelled into time?'



'Certainly,' said the Time Traveller, 'What is more, I have a big machine nearly finished in there'—he indicated the laboratory—'and when that is put together I mean to have a journey on my own account.'

'You mean to say that that machine has travelled into the future?' said Filby.

'Into the future or the past—I don't, for certain, know which.'

After an interval the Psychologist had an inspiration. 'It must have gone into the past if it has gone anywhere,' he said.

'Why?' said the Time Traveller.

'Because I presume that it has not moved in space, and if it travelled into the future it would still be here all this time, since it must have travelled through this time.'

'But,' I said, 'if it travelled into the past it would have been visible when we came first into

interminable: endless eddy: a circular movement stupor: a state of near-unconsciousness
in earnest: completely serious

this room; and last Thursday when we were here; and the Thursday before that; and so forth!'

'Serious objections,' remarked the Provincial Mayor, with an air of impartiality, turning towards the Time Traveller.

'Not a bit,' said the Time Traveller, and, to the Psychologist: 'You think. You can explain that. It's presentation below the threshold, you know, diluted presentation.'

'Of course,' said the Psychologist, and reassured us.

'That's a simple point of psychology. I should have thought of it. It's plain enough, and helps the paradox delightfully. We cannot see it, nor can we appreciate this machine, any more than we can the spoke of a wheel spinning, or a bullet flying through the air. If it is travelling through time fifty times or a hundred times faster than we are, if it gets through a minute while we get through a second, the impression it creates will of course be only one-fiftieth or one-hundredth of what it would make if it were not travelling in time. That's plain enough.'

He passed his hand through the space in which the machine had been. 'You see?' he said, laughing.

We sat and stared at the vacant table for a minute or so.

Then the Time Traveller asked us what we thought of it all.

'It sounds plausible enough to-night,' said the Medical Man; 'but wait until to-morrow. Wait for the common sense of the morning.'

'Would you like to see the Time Machine itself?' asked the Time Traveller. And therewith, taking the lamp in his hand, he led the way down the long, draughty corridor to his laboratory.

I remember vividly the flickering light, his queer, broad head in silhouette, the dance of the shadows, how we all followed him, puzzled but incredulous, and how there in the laboratory we beheld a larger edition of the little mechanism which we had seen vanish from before our eyes.

Parts were of nickel, parts of ivory, parts had certainly been filed or sawn out of rock crystal. The thing was generally complete, but the twisted crystalline bars lay unfinished upon the bench beside some sheets of drawings, and I took one up for a better look at it. Quartz it seemed to be.

'Look here,' said the Medical Man, 'are you perfectly serious? Or is this a trick—like that ghost you showed us last Christmas?'

threshold: a level at which something starts to happen paradox: a contradictory statement
plausible: seeming reasonable draughty: (of a place) that has currents of cold air blowing through it
vividly: in a way that produces clear images in the mind silhouette: the dark shape and outline of someone/something
incredulous: unwilling or unable to believe something

'Upon that machine,' said the Time Traveller, holding the lamp aloft, 'I intend to explore time. Is that plain? I was never more serious in my life.'

None of us quite knew how to take it.

— H G Wells



Herbert George Wells (1866 – 1946), was an English novelist, journalist, sociologist and historian best known for his science fiction novels and comic novels such as 'Tono-Bungay' and 'The History of Mr. Polly'. His most notable science fiction works include *The Time Machine* (1895), which was his first novel, *The Island of Doctor Moreau* (1896), *The Invisible Man* (1897), *The War of the Worlds* (1898) and the military science fiction *The War in the Air* (1907). Wells was nominated four times for the Nobel Prize in Literature.



Let's ponder

Answer these questions.

1. Why do you think the Psychologist thought the Time Traveller was a 'humbug'?
2. Describe the Time Traveller's apparatus.
3. Do you think that the Medical Man was in awe of the Time Traveller's machine? Why/Why not?
4. Do you think everyone in the room was intrigued by the Time Traveller? Give reasons for your answer.
5. *And turning to the Psychologist, he took that individual's hand in his own and told him to put out his forefinger. So that it was the Psychologist himself who sent forth the model Time Machine on its interminable voyage. We all saw the lever turn. I am absolutely certain there was no trickery.*

   a) What were the people looking at?

   i. a model Time Plane ii. a model Time Machine

   iii. a model Time Traveller iv. a model Time Changer

   b) Who had made the model?

   i. the Psychologist ii. the Medical Man

   iii. the Provincial Mayor iv. the Time Traveller

   c) Why did the person show the model to those present?

   i. because they thought the person was up to some tricks

   ii. because they believed in the person's invention

   iii. because they believed the person was not a scientist

   iv. because they believed the person was not capable of inventing anything

d) What happened when the Psychologist turned the lever?

i. The model took off into the sky.

ii. The model turned into a giant machine.

iii. The model swirled and vanished.

iv. The model changed into a clock.

e) Why does the narrator think there was no trickery in the Time Traveller's experiment?

i. because the model took off into the sky.

ii. because the model turned into a giant machine.

iii. because the model swirled and vanished.

iv. because the model changed into a clock.

6. Compare and contrast the characters of the Time Traveller and the Medical Man.

7. Everyone in the room was on alert because .....

i. they feared the Time Traveller.

ii. they were sitting in a dimly lit room.

iii. they wanted to keep a close look on Time Traveller's experiment.

iv. they were afraid of each other.

8. Everyone was silent after turning the lever because .....

i. they were disgusted by the Time Traveller.

ii. they did not know how to make fun of the Time Traveller.

iii. they could not believe what they had seen.

iv. the Time Traveller proved to be a conman.

9. *'It took two years to make,' retorted the Time Traveller. Then, when we had all imitated the action of the Medical Man...*

a) Everyone imitated the action of the Medical Man by

i. marvelling at the model that the Time Traveller had made.

ii. being in awe of Filby.

iii. being skeptical of the Psychologists.

iv. thinking the Time Traveller to be a great scientist.

b) From the above lines, we get to know that the Time Traveller was

i. modest. ii. responsible. iii. proud. iv. selfish.

Let's learn new words

Study the highlighted words from the given passage.

- The Medical Man as well as the Provincial Mayor watched him in profile from the right. On the other hand, the Psychologist watched him from the left.

The highlighted words show comparison (as well as) and contrast (on the other hand).

Comparison words	Contrast words
as well as	on the contrary
likewise	while
similarly	however
same as	in contrast
alike	as opposed to
	on the other hand

Write a paragraph comparing and contrasting the Time Traveller and the Psychologist.

Let's study grammar

Read the sentences given below.

- And now I must be, for this that follows—unless his explanation is to be accepted—is an absolutely unaccountable thing.
- 'It sounds plausible enough to-night,' said the Medical Man; 'but wait until to-morrow.'
- Everything seemed quiet in the chateau, so I fell asleep.

A. Based on the sentences above, say whether the following statements are true or false.

- Each sentence has two independent parts.

- The words – for, but, so – act as connectors.
- A comma is used after the connectors (for, but, so) in each sentence.



Such connectors are called coordinating conjunctions. There are seven types – and, but, for, nor, or, so, and yet.

A popular way of remembering these is through an acronym (an abbreviation formed from the initial letters of other words and pronounced as a word) FANBOYS.

Now, read these sentences.

- I knew I couldn't sleep unless everything became silent.
- Because a heavy body tumbled right on top me, I woke up with a start.
- I will always love my friends even if they play a hundred pranks on me.
- Although I took all possible precautions, I still got pranked.

B. Based on the sentences above, say whether the following statements are true or false.

- Each sentence has two independent parts (the underlined and the part that is not underlined).
- The words – unless, because, even if, although – act as connectors that introduce a certain part of the sentence.
- A comma is used after the connectors (unless, because, even if, although) in each sentence.



Such connectors are called subordinating conjunctions. These introduce the part that doesn't have a complete thought. They also answer to 'what', 'when', 'why', 'where', 'how', 'whether', etc.

The important subordinating conjunctions are – although, whenever, however, if, though, even if, because, unless, since.

A popular way of remembering these is through an acronym A WHITE BUS.

Note: These words are not always used only as subordinating conjunctions.

C. The following is a part of a letter written by a valet. There is a conjunction missing in each line. Insert the appropriate conjunction as shown in the example.

I was shocked when I tripped, | I started cuffing the person I'd fallen on. (a) ...so...

You see, I thought it was a burglar crouching on the floor. It was quite (b) .....

natural to think that. Not only was the guest supposed to be on his bed (c) .....

the mattress. It was scary for the guest too. He ran out in a rush after (d) .....

raining blows on me stood at the door staring inside. The friends of (e) .....

the guest are bound to have a great laugh this incident comes up. (f) .....



Study skills

Study the following words from the text and list the characteristics you observe.

- know—no
- off—of
- to—two
- not—knot

List one difference and one similarity that you notice in the words above.

a) .....

b) .....



Such words are called homophones. They sound alike but have different spellings and meanings.

Fill in the blanks with the appropriate homophones from those given in the blanks.

I ..... (know/no) a student of class VI who is always busy trying out new experiments. He is eager to learn new things. His ..... (two/to) sisters help him and his parents, ... (two/to) encourage him to explore and experiment. He is also smart and never says ..... (know/no) if anybody asks for his help. But, yesterday in the science lab a disaster took place. He forgot to turn ..... (off/of) the gas stove and a small fire erupted. Everyone was scared ..... (off/of) the fire and panicked. But, the teacher managed to calm everyone down and extinguished the fire.

Let's learn to speak

'Digi-buddy' is a column in a newspaper which offers advice to youngsters on digital products.

- Look at the problem cards given below.
- Speak out any one problem to your partner.
- Your partner will advise with a solution, as digi-buddy. (The advice should have at least three sentences.)
- Then, change your roles. Your partner will speak out his/her problem and you will advise as digi-buddy.
- Both you and your partner will use two problem cards each.
- You are required to sit with your backs to each other.
- Make use of the language prompts provided, to give advice.

Along with your partner, practise how to give advice to others.

Language prompts for

- If I were you, I would...
- You could try...
- If I were in your place...
- I think you should...
- How about...?
- The most important thing is...

Problem Cards

A) Dear Digi-buddy

I'm 12 years old and I really want a smartphone. My parents have asked me to wait till I'm in class IX. Most of my friends have a mobile.

What do you suggest I do?

B) Dear Digi-buddy

My grandfather is in another city and he wishes to see me instead of just hearing my voice on the phone.

Can something be done?

C) Dear Digi-buddy

My mother works in an MNC and I have to help her prepare dinner every night. I am given the task of chopping vegetables even though I do not like doing it. Which gadget can I use to make this boring task fun and interesting?

D) Dear Digi-buddy

I want to study and score good marks but the thought of playing games online excites me and I am not able to control the urge and end up wasting a lot of time.

What should I do so that I can be more productive?

Let's learn to write

The Time Traveller wrote a letter to the editor of the local newspaper about the changes that need to be brought in the lives of students to encourage them towards developing a scientific temperament. Read his letter to the editor.

543, Craven Hill
Kensington Park
W11 2EP
United Kingdom

17 October 20XX

The Editor
The Kensington Times
W11 2EP
United Kingdom

Dear Sir

Subject: Encouraging Students to Develop a Scientific Temperament

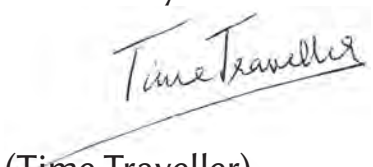
This is with reference to a write-up published in your daily on 16 October 20xx about the need to develop a scientific temperament in students. I would like to draw your attention towards the same.

In this digital era, children have access to technology from a very young age. They have a curiosity to explore and invent. However, as these children grow, their creativity and curiosity lessen as they do not get time to explore or look outside of the box, due to their hectic schedules. They get bored of repetitive tasks but have no way out.

It is the need of the hour to encourage students to develop a scientific temperament so that they can experiment and find creative solutions to everyday problems. Schools and teachers can support and motivate students. Learning by doing is a great way to encourage students to develop ideas and execute them.

I hope that the publishing of this letter in the columns of your newspaper shall draw the attention of the general public and help address this issue.

Yours truly



(Time Traveller)
A concerned citizen

You have read the Time Traveller's letter to the editor. Letters to the editor are usually written for one of these reasons:

- to complain about something that we think is important
- to respond to a letter/article/report that has been published
- to say what we think about a recent event, issue or current situation

A. What do you think was the Time Traveller's reason for writing the letter?

B. You are Kanwar/Karishma Singh from Rajasthan. You feel that the world today requires platforms to showcase intellect through the medium of competitions. Write a letter to the editor of a national daily about this. Include your reasons and advantages too.

Use the hints on the next page and write the letter in 120 words. Use the correct format for your letter.

Elements

Introduction

- What is the purpose of writing this letter?
- What do you feel about the topic?

Body

- What are your supporting reasons?
- What advantages do you suggest?

Conclusion

- Summarize your main point/s.
- State what you hope will be the effect of your letter.

Closing

- Yours truly/sincerely
- Signature and name



Activity

1. **Imagine you are a child inventor of toys, for children aged 11–13 years. Complete the details of the kind of toy you would like to invent and draw what it would look like.**

- Name of the toy
- What would you price it at?
- What does it do?
- What does the toy box contain?
- How is it played?

6 The Jackal and the Partridge

Let's start

- Look at the picture sets (1) and (2) and identify a jackal and a partridge, respectively.

Set 1





Set 2





- What is a story that uses animals and their characteristics to teach a useful lesson to us, called?
- Do you think a jackal and a partridge can be friends? Why/Why not?

Now, let's read a story about a jackal and a partridge.

A jackal and a partridge swore eternal friendship; but the Jackal was very demanding and jealous. 'You don't do half as much for me as I do for you,' he would say, 'and yet you talk a great deal of your friendship.'

'But I consider you my best friend. How can I prove this to you?' explained the partridge.

'Well, my idea of a friend is one who is able to make me laugh or cry, give me a good meal, or save my life if need be. You couldn't do that!' taunted the jackal.

'Let us see,' answered the partridge confidently; 'follow me at a little distance, and if I don't make you laugh soon you may eat me!'

The partridge flew ahead to the outskirts of the jungle. Soon she spotted two travellers trudging along, one behind the other.

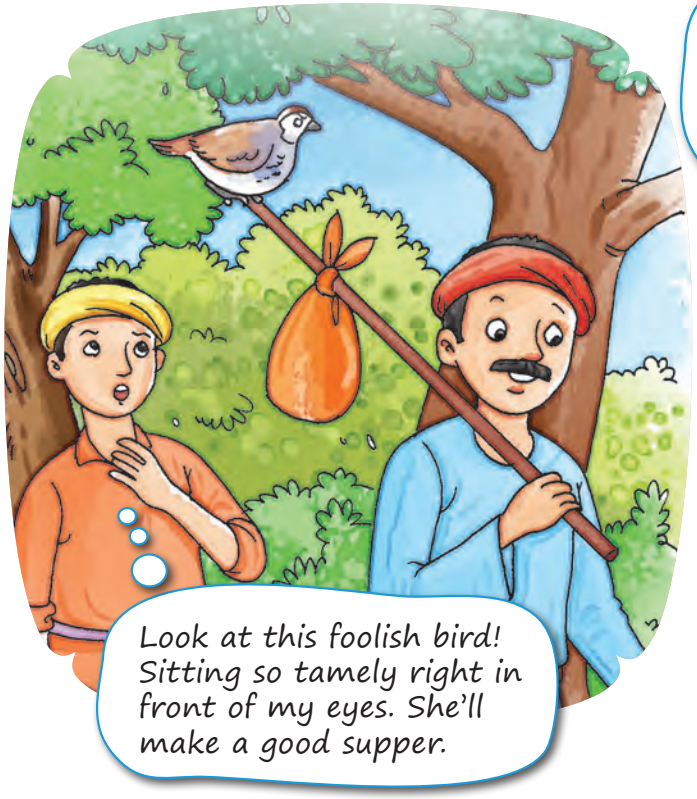


She noticed how the first traveller carried his bundle on a stick over his shoulder, while the second had his shoes in his hand. She excitedly exclaimed…



eternal: lasting or existing forever taunted: mocked trudging: walking slowly due to exhaustion foot-sore: having painful feet from walking a lot

The partridge flew and settled gently on the first traveller's stick, clearly visible to the second traveller walking right behind his friend.



The second traveller immediately flung his shoe at the partridge, who flew away just at that moment.



The partridge flew away in the distance.

The two travellers began fighting.

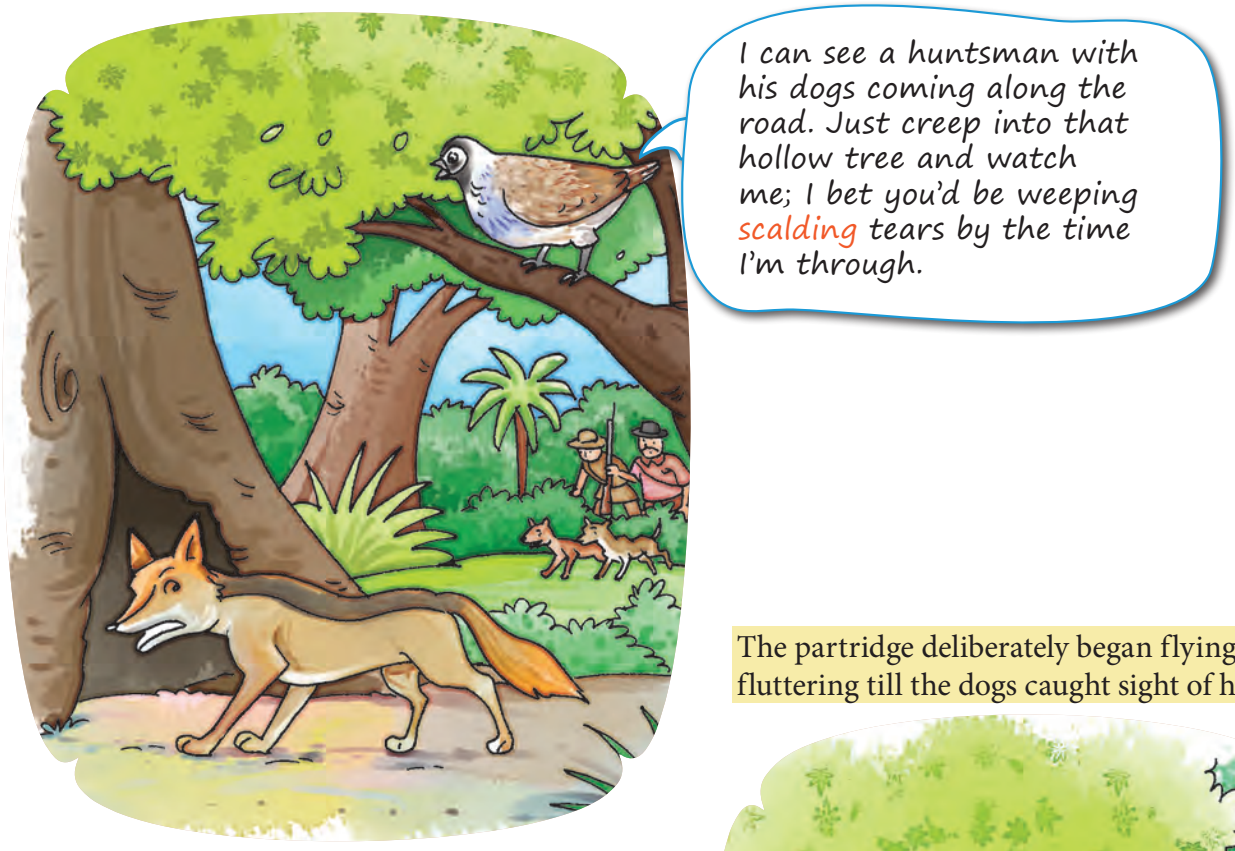


Soon, the verbal fighting turned into a physical brawl.



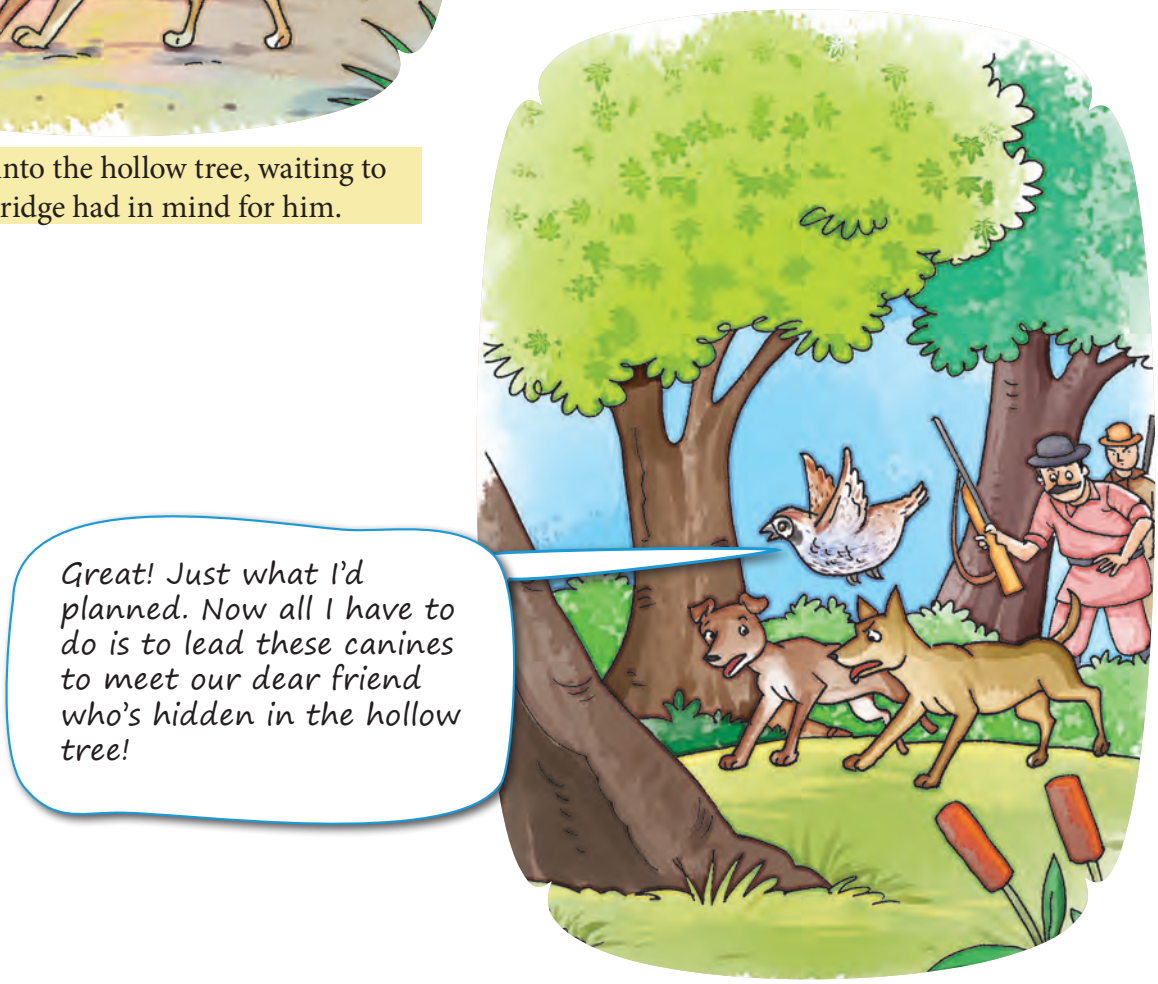
vexed: annoyed brawl: fight

Piqued, the partridge replied…



The jackal crept into the hollow tree, waiting to see what the partridge had in mind for him.

The partridge deliberately began flying low and fluttering till the dogs caught sight of her.



piqued: interested or curious scalding: (here) painful and burning

The partridge safely flew to the branch of the tree as soon as the dogs reached the hollow. They immediately caught the scent of the jackal.



The huntsman came up and dragged the jackal out by the tail. The dogs mauled him and finally left him for dead.

Annoyed with the manner in which he had been played, the jackal set another task for the partridge and growled…



The jackal, however, was only foxing. When he opened his eyes, he saw the partridge sitting on a branch above him. Seeing that the jackal had finally come to, she mockingly inquired…



The way the jackal squealed and yelped proved to the partridge that she had succeeded in her plan.

Hearing this, the clever partridge understood the game the cunning jackal was playing in the name of friendship. She replied…



mauled: (here) an animal wounding another animal through scratching and tearing foxing: cleverly fooling someone mockingly: in a way that shows that you think somebody/something is ridiculous

The partridge had seen a troop of women coming their way. They were carrying their husbands' dinners to the harvest field on the edge of the jungle.



They set off in pursuit, but the crafty partridge played a thousand tricks, till they became so excited over the chase that they put their food bundles on the ground in order to pursue her more nimbly.



The partridge flew back into the dense foliage of the forest the moment she saw that the jackal had eaten to his heart's content.





The jackal agreed and followed the partridge to the riverbank.

The crocodile kindly agreed to carry them across. He owed the partridge a few favours and this was a good time as any to return one of them. The jackal sat on the broad back of the crocodile while the partridge perched on his tail as he ferried them over. When they reached the middle of the stream, the partridge remarked, 'I believe the crocodile plans to play us a trick. How awkward if he were to drop you into the water!'

'Awkward for you, too!' replied the jackal, turning pale.

'Not at all! Not at all! I have wings, you haven't,' came the cheeky reply.

Watching the jackal shiver and shake with fear, the partridge felt mildly mollified. It was at this moment that the crocodile remarked that he was hungry and wanted a good meal. Terrified, the wretched jackal realised the fix that he had led himself into.

'Pooh!' cried the partridge, 'don't try tricks on us—I should fly away, and as for my friend, the jackal, you couldn't hurt him. He is not such a fool as to take his life with him on these little excursions; he leaves it at home, locked up in the cupboard.'

'That can't be a fact, can it?' asked the gullible crocodile, surprised. 'Certainly!' replied the partridge. 'Try to eat him if you like, but you will only tire yourself to no purpose.'

'Dear me! How very odd!' gasped the crocodile; and he was so taken aback that he carried the jackal safely to shore.

Relieved that he had survived a close shave, the jackal bolted from the river bank. 'Well, are you satisfied now?' jeered the partridge.

'My dear madam!' said the jackal, 'you have made me laugh, you have made me cry, you have given me a good dinner, and you have saved my life; but, upon my honour, I think you are too clever for a friend for a simpleton like me, so, goodbye!'

And the jackal never went near the partridge again.

—Flora Annie Steel, from The Junior Classics, *edited by William Patten*

About the author

Flora Annie Steel (1847–1929) was an English writer who was noted for writing books set in British India or otherwise connected to it. In 1867, she married Henry William Steel, a member of the Indian Civil Service, and for the next twenty-two years lived in India (until 1889), chiefly in the Punjab, with which most of her books are connected. She grew deeply interested in native Indian life and began to urge educational reforms on the government of India. Mrs Steel became an Inspectress of Government and Aided Schools in the Punjab and also worked with John Lockwood Kipling, Rudyard Kipling's father, to foster Indian arts and crafts.

ferried: carried across a short stretch of water cheeky: rude in an amusing or an annoying way mollified: (when) anger or anxiety of someone is reduced wretched: feeling ill/sick or unhappy fix: a difficult situation gullible: over-trusting/easily deceived close shave: a narrow escape from danger or disaster bolted: run away suddenly, due to fear jeered: made a mocking remark in a loud voice

Let's ponder

Answer these questions.

1. Jackal can be best described as .....
   a) selfish and cunning
   b) grateful and charming
   c) compassionate and attentive
   d) helpful and honest
2. Partridge made the two brothers fight because she wanted .....
   a) to eat their lunch.
   b) the Jackal to cry.
   c) the Jackal to laugh.
   d) to test how strong their relationship was.
3. Which of these statements is true?
   a) Jackal was smarter than Partridge.
   b) Partridge and Jackal were competitors.
   c) Jackal and Partridge were best friends.
   d) Jackal was trying to gain benefits through Partridge.
4. Jackal never went near the Partridge again because .....
   a) she was not able to pass his friendship test.
   b) she tried to make him cry.
   c) she was able to trick him.
   d) she was not able to get food for him.
5. Each time the partridge proved herself, the jackal would give her another task. LS VB
   a) Should a true friend be so demanding? Why/Why not?
   b) What does this tell you about the jackal's claim to friendship?
6. The partridge's need to have the jackal as her friend was the reason she was easily exploited by the jackal. Do you agree? Why/Why not? LS VB
7. The jackal says, 'But I certainly am the superior one.' What do you think? Substantiate with evidence from the text. LS

8. Write the character sketch of the Jackal and the Partridge with the help of the organisers given below.



What does he do?

What does he say/ think?

JACKAL

What do others do or say about him?

Does he change through the story? How?

What could he have done better?

selfish demanding cowardly opportunist sensible



What does she do?

What does she say/ think?

PARTRIDGE

What do others say about her?

Does she change through the story? How?

What could she have done better?

confident clever patient far-sighted lonely

Let's learn new words

1. Read these phrases and underline the action word (verb) in each.

a) flew away
b) caught sight of
c) came up
d) crept up
e) set off
f) flew into
g) go across
h) led himself into
i) carry across

2. In the phrases given above, tick the features that you notice.

a) each phrase has two or more words
b) each phrase has a verb
c) each phrase has a preposition or an adverb

A combination of a verb and one or two words that can either be prepositions or adverbs or both is called a phrasal verb.

3. Now, guess the meaning of each phrasal verb given in Exercise 1. Then, write it beside the meaning given here. There are two extra meanings.

a) moved towards someone

b) passed over/through

c) begin a journey

d) return to where one came from

e) support the weight of someone/ something while passing through/ across

f) put (someone) into a situation

g) move something indoors

h) leaves/left an area by flying

i) suddenly noticed

j) proceeded very slowly



Let's study grammar

You have learnt that a clause is a group of words that includes a subject and a verb.

1. Now, underline the clauses that convey complete sense. Double underline the clauses that convey incomplete sense.

a) Since it's a long way around the river, let's just go across it.

b) The partridge listened to the jackal though she knew his true intentions.

c) The partridge deliberately began flying low till the dogs caught sight of her.

d) If the partridge hadn't helped the jackal, the crocodile would have eaten him.

e) The jackal sat on the broad back of the crocodile while the partridge perched on his tail.

Each of these sentences has a clause that expresses complete thought (underlined part) and a clause that cannot stand by itself as a meaningful idea (double underlined part).



The clause that can stand on its own and convey complete sense is called an independent clause, while the clause that depends on the independent clause to complete the meaning is called a dependent clause. A dependent clause is joined with the independent clause by a subordinating conjunction.

2. Now, circle the independent clause and underline the dependent clause. Double underline the subordinating conjunction.

a) She noticed how the first traveller carried his bundle on a stick over his shoulder.

b) A friend is one who is able to make me laugh.

c) The second traveller immediately flung his shoe at the partridge, who flew away just at that moment.

d) The partridge safely flew to the branch of the tree as soon as the dogs reached the hollow.

e) I was aiming at a partridge that was sitting on your stick!

f) When he opened his eyes, he saw the partridge sitting on a branch above him.

g) The partridge remarked when they reached the middle of the stream.

h) The huntsman had dogs who were ferocious.

i) Whichever task the jackal gave, the partridge fulfilled it.

j) The jackal hid in a tree which was hollow.

k) The partridge flew into the foliage after the jackal had eaten his food.

l) The jackal left the partridge because she was too clever for him.

m) If I don't make you laugh, you may eat me.

n) The jackal realised the fix that he had led himself into.

Study skills

Let's learn how to use the correct intonation while speaking.

What is intonation? It is the rise and fall of the voice in speaking. It is important as it affects the meaning of what is being said.

Lists: In such statements, raise your voice in each item but lower your voice in the last item of the list.

- This story has a jackal, a partridge, a crocodile and a huntsman.

Now, practise saying these lists.

1. The jackal wanted the partridge to make him laugh, cry and save his life.

2. The jackal felt scared, traumatised and wretched.

Tag questions:

When a question tag is said with falling intonation (↘), it means 'I know what I am saying is correct.'

- You think I am a fool, ↘ don't you?

When a question tag is said with rising intonation (↗), it means 'I'm not sure if this is true, please answer.'

- You're satisfied now, ↗ aren't you?

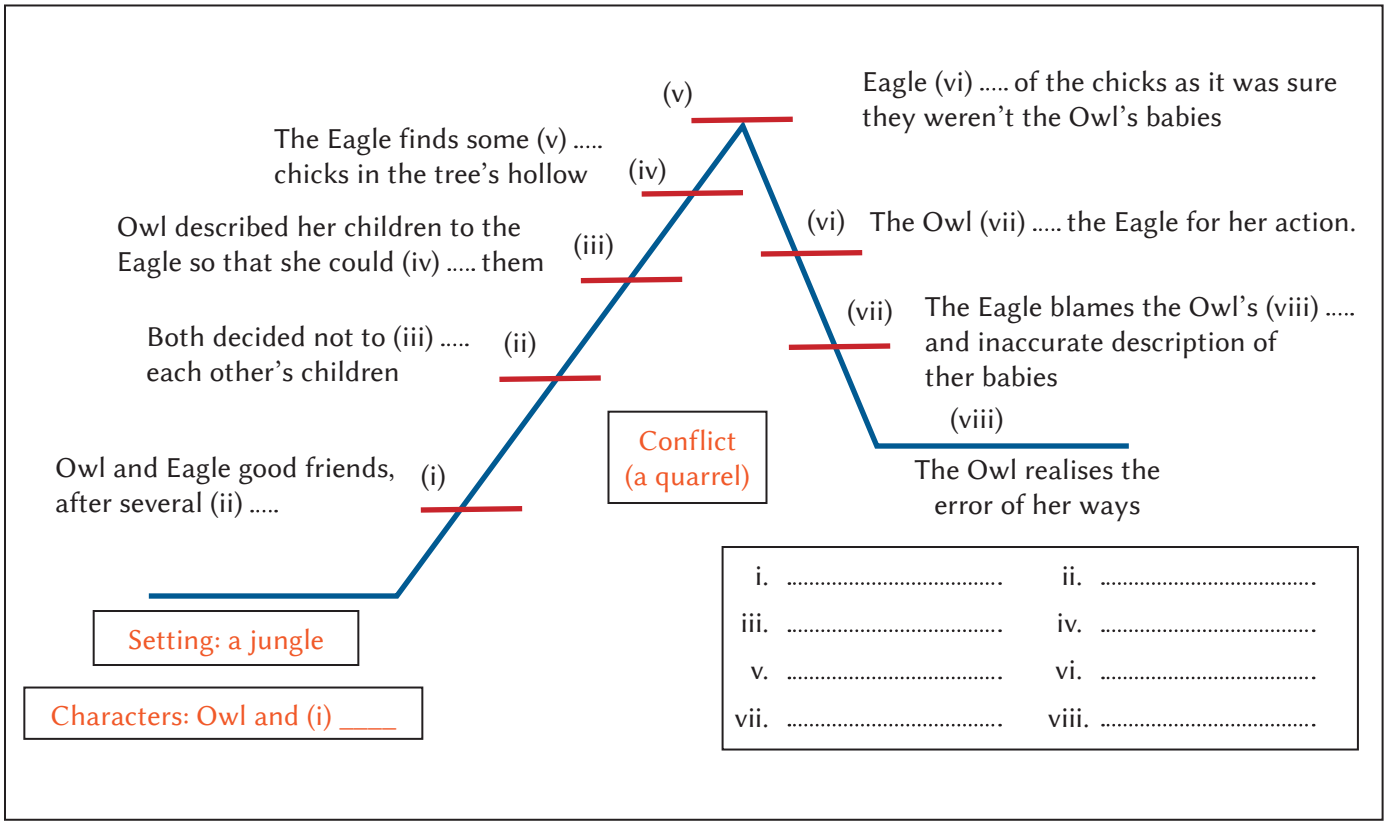
Now, practise saying these question tags.

1. You cried, didn't you? (Use ↘)
2. That can't be a fact, can it? (Use ↗)

Let's learn to listen

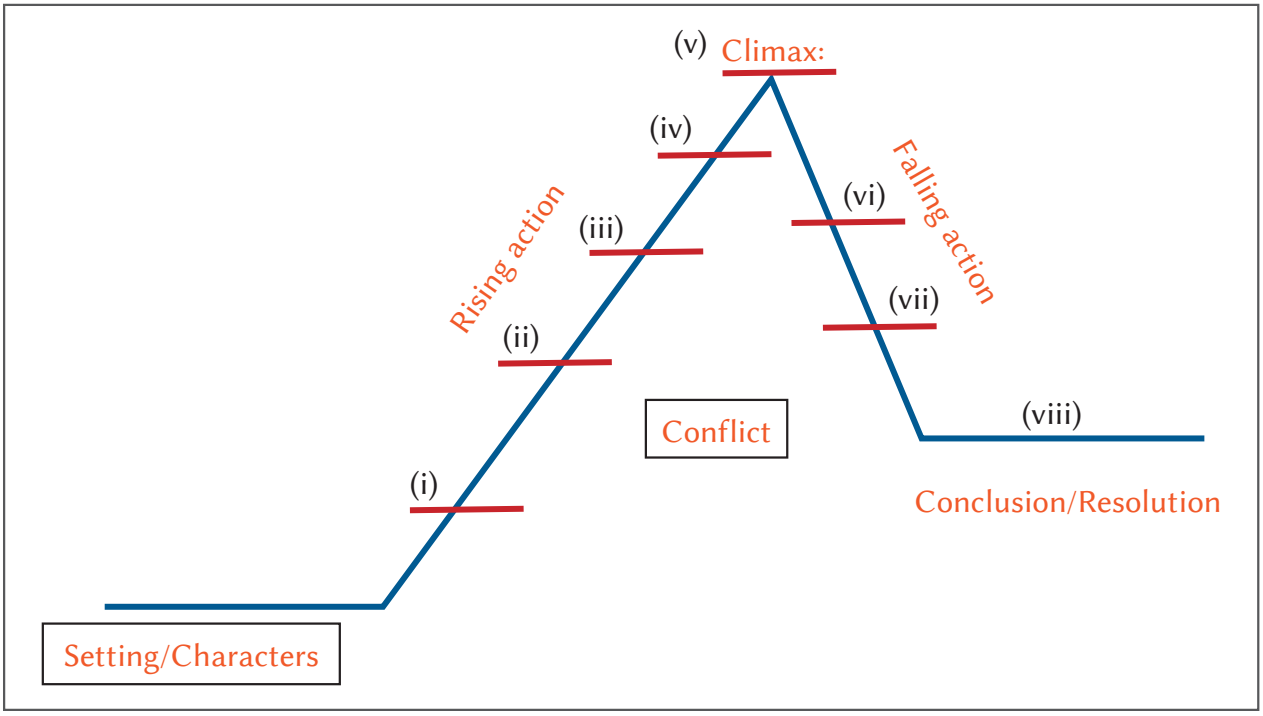
A. Study the plot diagram carefully to understand the story outline.

B. Now listen carefully to a teacher narrating a story. As you listen, complete the plot diagram by filling the blanks with one to three words only. Remember that these words should have been spoken in the story.



Let's learn to write

A. Study the following plot diagram. Match the elements of story writing to their meaning, for a better understanding of the story writing process.



Elements of a story

1. Characters
2. Conflict
3. Setting
4. Rising action
5. Climax
6. Falling action
7. Conclusion/ resolution

Sequence of events in a story

a) The most interesting/high point of the story (the final task—saving the life of the jackal)

b) The end where the main problem is solved/final decision is taken (the jackal leaves the partridge)

c) The environment in which the story unfolds (a day in the jungle)

d) The sequence of events where things start getting sorted (the jackal's realisation)

e) People/members of a story (partridge, jackal, crocodile, huntsman)

f) The challenge or problem faced by the characters (the partridge had to prove her friendship to the jackal)

g) The sequence of events building an interest to lead up to the climax (the three tasks of the partridge)

Tips for Story Writing

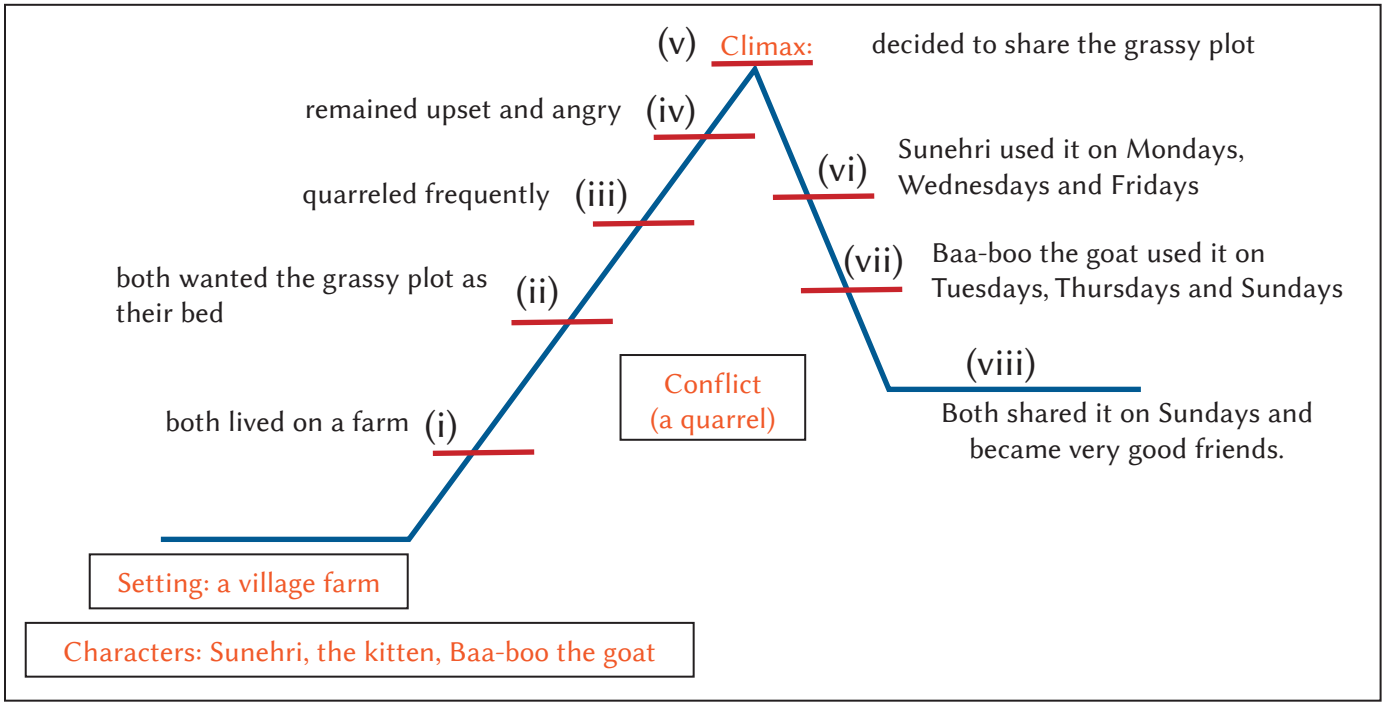
- Decide the setting and characters.
- Finalise the conflict.
- Think of events for rising action.
- Describe the climax.
- Write the 1–2 events for falling action.
- Wrap up with the conclusion.
- Use sensory language: eyes: colours, shape, size, etc. (blue, circular, huge); nose: smells (perfumed); ear: sounds (loud); touch: texture (rough); tongue: taste (salty)
- Keep minimum characters as word limit is only 120–150 words.
- Write your story in three paragraphs—beginning, middle and end.
- Always give your story a title.

B. Write a story in about 120–150 words based on the plot diagram given. Remember to refer to the story writing tips given above.

You may begin the story like this:

..... (title)

In a small village farm on the outskirts of Bhopal, there lived Sunehri, the kitten, Baa-boo the goat and several other farm animals...



7 The Pedlar's Caravan

Let's start

- Choose the right answer (use the picture as a clue).

A pedlar is a person who

a) has a small shop of goods.

b) goes from place to place selling small items.

c) sells things on a roadside stand.



- Based on the reading of the title of this poem, discuss with your partner what it could be about.

This poem was written in the second-half of the 19th century by a British poet.
Most pedlars of that time were gypsies who were often discriminated against due to the colour of their skin as they were not of that land but had travelled from other parts of the world. People were usually suspicious of these gypsies because they believed that the gypsies were thieves. They were popular because of the variety of goods they carried from different lands and their skill at repairing things.

Now read the poem. Fill in the blanks of the paraphrase given, based on your understanding of the poem, by choosing the words given below. There are three extra words given.

I wish I lived in a caravan,
With a horse to drive, like a pedlar-man!
Where he comes from nobody knows,
Or where he goes to, but on he goes!

His caravan has windows two,
And a chimney of tin, that the smoke comes through;
He has a wife with a baby brown,
And they go a-riding from town to town.

Chairs to mend, and delf to sell!
He clashes the basins like a bell;
Tea-trays, baskets ranged in order,
Plates, with alphabets round the border!

The roads are brown, and the sea is green,
But his house is like a bathing-machine;
The world is round, and he can ride,
Rumble and splash, to the other side!

With the pedlar-man I should like to roam,
And write a book when I came home;
All the people would read my book,
Just like the travels of Captain Cook![1]

—William Brighty Rands



delf: earthenware having white background along with a blue design ranged: placed or arranged in a specific manner

[1]Captain James Cook was a British navigator, map-maker and explorer known for his adventures and the mapping of the south-Pacific Ocean.

About the poet

William Brighty Rands (1823–1882) was a British writer and one of the major authors of nursery rhymes of the Victorian era. A son of a modest candlemaker's family, he attended school from 8 to 13 years of age, and was mostly self-taught, starting to read early and mastering Latin, Greek, and after starting an office career with an international merchant, also Spanish and French. His appreciation of languages he carried through life, studying Chinese in his last years.

Let's ponder

Answer these questions.

1. Complete the paraphrase of the poem by choosing from the words given in the box. There are three extra words given.

lifestyle	popular	sailor	longing	family	observed
home	exciting	horrifying	destinations	merchant	

This poem describes the speaker's (a) ..... to live the life of a pedlar-man. The life of the pedlar-man seems (b) ..... to the speaker because of the uncertainty of the different (c) ..... of the pedlar-man. The speaker describes the appearance of the caravan wagon and his (d) ..... . The detailed mention of the different goods sold by the pedlar-man tells us that the speaker has keenly (e) ..... the pedlar-man's dealings. The attraction of the pedlar's (f) ..... makes the speaker imagine it to be a bathing-machine. This is so because he imagines the pedlar-man to be like a (g) ..... on land, the caravan to be his ship. This leads the speaker to make a connection between the adventures of the pedlar-man and the travels of Captain Cook and he wishes that his adventure stories become as (h) ..... as the ones about the travels of Captain Cook.

2. How has the poet described the caravan of the pedlar-man?
3. The speaker paints a fascinating picture of the pedlar-man's life in a caravan in stanza 2. Do you think it is easy living in a caravan? Explain.
4. Suppose you have got a chance to travel with the pedlar-man in his caravan. What do you think the experience would be like? Write a short paragraph on how this journey would be.

5. *The roads are brown, and the sea is green,*
But his house is like a bathing-machine;
The world is round, and he can ride,
Rumble and splash, to the other side!
With the pedlar-man I should like to roam,
And write a book when I came home

a) The poet wants to live in a caravan because he .....

i. wants to roam around freely ii. loves horse riding
iii. is tired of his wife and child iv. is tired of his responsibilities

b) The poet wants to be a writer and tell about .....

i. his sorrows ii. the lessons he has learnt
iii. his adventures iv. his life

c) What is the figure of speech used in the line, 'his house is like a bathing-machine'?

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

Let's enjoy the poem

Answer these questions.

1. Pick out any three examples of alliteration from the poem.
2. Pick two examples of onomatopoeia from stanza 4. What effect do these words have on you as a reader of the poem?
3. The simile 'basins like a bell' in stanza 3 refers to
   a) basins that have bells on them.
   b) basins that make a sound like a bell.
   c) bells that are shaped like a basin.
4. The poet uses imagery in stanzas 4 and 5 to bring out the similarities between the road and the sea; the caravan and a ship; the pedlar-man and a sailor; the travels and adventures. Pick lines from the poem that suggest the same.
5. An allusion is a figure of speech that makes a casual reference to people, places, events in order to let the readers make a suitable connection. 'Captain Cook' is an allusion used by the poet so that the readers can connect ..... with ..... .

8 Ravanhatha

Let's start

- With your partner, match the names of musical instruments with the corresponding pictures.





dholak shehnai tabla veena thavil santoor





- Read the conversation between two school children and complete the following suggestions that can help preserve our musical heritage. Use the pictures given, as hints.

I feel that folk music is gradually disappearing from our country.



I agree! We should do something to help preserve our musical heritage.

1. Organising ..... across India.
2. Conducting ..... at school level.
3. Sponsoring/aiding ..... by the government.

Now, read the following.

The Rana Pratap Public School in Rajasthan has organised a folk music festival showcasing folk music instruments. Read a part of the festival leaflet, carrying information about some of them.



SAMBAL

A folk instrument famous in Maharashtra — it consists of two wooden drums united from one side, with skin heads stretched on their tops



EKTARA

A single-stringed instrument – the string is plucked by fingers to create musical notes.



GOGONA

An instrument played using the mouth – largely used in the traditional Bihu music in Assam

PENA

A mono string instrument falling in the lute category— it is a traditional musical instrument of a community in Manipur



ALGOZA

A pair of woodwind instruments — it consists of two joined beak flutes



UDUKKAI

The *damru* in the hands of Lord Shiva is also referred to as udukkai. It is used in folk music and prayers in Tamil Nadu.



The school has also requested the President of the music club, Urvashi Shekhawat, VIII-C, to address the gathering. She has to showcase a famous folk music instrument from Rajasthan. Read the presentation script written by Urvashi to accompany her PowerPoint slides.

1. Good evening, everyone. Thanks for sharing your evening with us! I'm Urvashi Shekhawat, President of the Music Club.

showcase: to display or show something

2. It's my privilege, today, to showcase a popular yet, humble folk music instrument of Rajasthan – the *Ravanhatha*. The *Ravanhatha* is the constant companion to the folk musicians of a particular community of this state and the musicians can create melodious tunes from it.
3. First of all, take a look at what the *Ravanhatha* looks like. A lot of people say that it looks like the violin. Interestingly, they are right because the Ravanhatha is regarded by most as being the ancestor of the violin. In addition to similarity of appearance, the method of playing a *Ravanhatha* is also quite similar to a violin. It too, includes a bow that is drawn across the strings to create musical vibrations.
4. I'm sure you'd like to know how it is made. Firstly, the sound box should be made from either a halved coconut shell or a hollowed-out cylinder of wood and then covered in goat hide. Next, a neck of wood or bamboo must be attached to the sound box, onto which one and four or more strings of horse hair are pegged. You might wonder why horse hair is used. This is because horse hair is the special feature for the *Ravanhatha's* formation. Besides being really strong, the hair lends a unique quality to music as well!
5. Finally, the long bamboo or wood stem is punctured with holes which have to be at regular intervals on end, to fix the knobs to fine tune the music. Moreover, the folk musicians attach colourful pouches, beads, and even ghunghroos to it to personalise their own *Ravanhathas*!
6. Worthy gathering, now that we know how the *Ravanhatha* is created, let's move on to its fascinating, mythological origins. The Ramayana states that the instrument was first created as a result of an unpleasant experience faced by Ravana! You see, Ravana's mother, Kaikasi, was devoted to Lord Shiva, and she was eager to go and live in the god's abode on Mount Kailash in the Himalayas. She asked Ravana if he could take her there. Ravana refused because he was against this idea. But, in order to please his mother, he promised to bring Mount Kailash itself to his kingdom of Hela.
7. As he was trying to lift the mountain, an angered Lord Shiva trapped Ravana's ten heads and twenty arms under it. Naturally, Ravana prayed for mercy and when Lord Shiva released him, he decided to sing his praise by making a musical instrument using one of his heads, an arm and some of his hair. So, it's obvious then, dear audience, why the instrument is named *Ravanhatha* or called 'Ravana Hasta Veena.'
8. In fact, it is believed that after the war with Lord Rama, Hanuman may have returned to North India with the *Ravanhatha* and from thereon, it became a popular musical instrument. It became so popular over the years that royal princes, especially in the northern states of India, learnt to play the *Ravanhatha* before any other musical instrument. The *Ravanhatha* has been an important part of the Indian culture and tradition, since then.

9. Let me now share with you some details about the folk musicians who play the *Ravanhatha*. It is played by the bards and minstrels of the Nayak community in Rajasthan and Gujarat. These minstrels, known as Bhopas, perform religious-themed songs in honour of Pabuji, the folk deity of the Rabari or shepherd community of Rajasthan. The Bhopas narrate Pabuji's tale every time a family's wishes have been fulfilled.
10. However, it is unfortunate to see how the number of artists who play the *Ravanhatha* has decreased over the times and the art form also seems to be a dying one. Nevertheless, I am happy to share with you all that the Bhopas are invited to perform at national and international cultural festivals. I sincerely feel that we all ought to encourage such musicians as well. Also, the musicians who are passionate about the instrument and music in general, often dedicate their lives towards it. For example, the Sri Lankan composer and violinist Dinesh Subasinghe revived the *Ravanhatha* by using the instrument in most of his musical compositions. We shall be playing one of his famous compositions *Rawan Nada* here, today as well.
11. To conclude, we have for you a performance of Pabuji's tale by Shri Shamsher Singh ji Bhopa and his team. I hope you find the musical evening as beautiful as the tale of the *Ravanhatha*.

    Thank you!

Let's ponder

Answer these questions.

1. List the two similarities between the violin and the *Ravanhatha*.
2. Briefly describe the mythological story about the *Ravanhatha*.
3. Enumerate the traditional occasions on which the Bhopas play the *Ravanhatha*.
4. State the significant contribution of Dinesh Subasinghe.
5. Give reasons why the *Ravanhatha* folk musicians don't use metal strings.
6. 'Inviting the Bhopas to national and international cultural festivals is a positive step'. Justify.
7. Examine the reason(s) why Urvashi Shekhawat believes that folk music is a dying art.
8. Ravana tried to cause harm to Lord Shiva's home. LS VB
    a) Explain how Ravana could have managed the situation in a better way.
    b) You notice that a child has been sitting on your favourite seat in the park. Why would it be wrong to force the person away from there? What could you do instead?

9. Arrange Urvashi Shekhawat's ppt slides to match the presentation script paragraphs. Use both, the slide titles and pictures, as clues.

Paragraph nos.	Ppt slide nos.	Paragraph nos.	Ppt slide nos.
1		6 and 7	
2		8	
3		9	
4 and 5		10	
		11	



A. *Ravanhatha* vs violin



B. *Ravanhatha* and mythology



C. Greetings from the Music Club



D. An introduction



E. Enjoy your evening



F. The Royal Favourite



G. Dinesh Subasinghe



H. How it's made



I. The Bhopas

Let's learn new words

A. Read these word/phrases from the text and write them in the correct columns.

yet	first of all	in addition	firstly
next	besides	finally	moreover
however	also	but	nevertheless
for example	in fact	to conclude	

beginning	middle	ending	for proof	showing contrast	to stress a point
1.	1.	1.	1.	1.	1. .....
2.	2.	2.		2.	
.....	3.			3.	
	4.			4.	
	5.				

These words are called transition words.

Read the functions of transition words, given below. Now, go through the text again and check whether these words fulfil the following functions.

Transition words

- are often made up of one word or a short phrase.
- are placed at the beginning/in the middle of a sentence or at the beginning/at the end of a paragraph.
- create a bridge between two ideas.
- assist better understanding of whatever is being communicated.
- include various types.
- help the explanations/arguments flow smoothly.

B. Biju Sen, VI-A, Gen. Secretary of the school's junior music club, wrote a presentation script about the music club's achievements to present it to the school's Vice-Principal. He missed filling in some transition words in the last few paragraphs. Help him complete paragraphs 4-7 by using transition words.

..... paragraphs 1 to 3 .....

4. Our music club members were the part of a new project (a) ..... . (b) ....., they collected donations from students of different schools' music clubs. (c) ....., they submitted the collections at the project office at our school. (d) ..... this, dear members, they helped prepare the junior students for the musical programme for the project function.

5. Vasudha Saini, class VI-B, won the district level classical singing competition. (e) ....., she had composed the tune herself. Praful Mohanty, VI-D had broken his guitar a day before the school band competition (f) ....., managed to participate using someone else's guitar at the last minute.

6. (g) ..... participation, our club members cleaned and decorated the music club room. (h) ....., they pinned new picture charts on the notice board showcasing famous personalities from the world of Indian music. (i) ....., the members decided the duties for the annual function choir presentation, (j) ....., preparation for practise time-table, costume designing, choice of songs, etc.

7. (k) ....., respected Ma'am, it was a fruitful Term for the music club. I am confident that the next Term will be equally satisfying.

   Thank you.

Let's study grammar

A. Read the following sentences from the text and focus on the underlined words.

1. You might wonder why horse hair is used.
2. Firstly, the sound box should be made from either a halved coconut shell or a hollowed-out cylinder of wood and then covered in goat hide.
3. Next, a neck of wood or bamboo must be attached to the sound box, onto which one and four or more strings of horse hair are pegged.
4. The musicians can create melodious tunes from it.
5. Finally, the long bamboo or wood stem is punctured with holes which have to be at regular intervals on end, to fix the knobs to fine tune the music.
6. She asked Ravana if he could take her there.
7. In fact, it is believed that after the war with Lord Rama, Hanuman may have returned to North India with the *Ravanhatha* and from thereon, it became a popular musical instrument.
8. I sincerely feel that we all ought to encourage such musicians as well.

B. Based on the reading of the sentences above, match the underlined words with the function they suggest.

a) ability	b) permission	c) uncertainty
d) possibility	e) necessity	f) certainty
g) strong advice	h) expectation	i) rule/law

All these words are modals.

Modals:

a) These are verbs that cannot be used on their own.

b) They always come before the main verb.

c) They tell us about ability, possibility, permission, etc.

Let's learn to speak

A. Karuna and Harman are having a discussion.

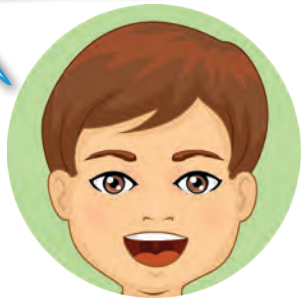
Topic: Listening to recorded music on a CD is better than live music.

Look at the highlighted words. Both children use these transition words to present different points clearly, without confusion.

CD music has better sound quality, Karuna. In addition to this, you can play your favourite songs again and again.

Therefore, recorded music is better than listening to live music.

Harman



On the other hand, live music allows you to see the celebrity in front of your eyes, on stage.

Secondly, the crowd's reaction is a lot of fun. Also, the experience is thrilling. Therefore, I enjoy live music more.

Karuna



B. Now, use the transition words you've studied, to discuss different topics with your classmate(s) beside you/behind you/in groups of four.

1. Hindi films should promote only folk music.
2. Children should not be allowed to participate in singing reality shows on TV.
3. Music, as a subject, should be made compulsory for all students.
4. Youngsters enjoy only western music these days.

Let's learn to write

Shabnam/Shantanu, the Vice-Head girl/boy of the Middle wing of your school has been asked to welcome the chief guest and deliver the opening address for the inter-house patriotic song competition next week.

S/he writes the speech script in about 150 words, to discuss with her/his class teacher. Read the speech script written by Shabnam/ Shantanu.

Good morning to all assembled here, from Shabnam/Shantanu, the Vice-Head Girl/Boy, on behalf of the Middle wing. [ ] [A]

It is with great pleasure that I welcome respected Principal ma'am as the Chief Guest for this competition. It is an honour, ma'am.
A very warm welcome to the judges – Neelima ma'am, Alka ma'am, and Tejas sir – from the Senior wing. I also heartily welcome the worthy teachers and dear friends gathered here. [ ]

This inter-house competition is being held as part of the Independence Day celebrations this month. The group participants from all four houses will be singing only self-composed patriotic songs. Besides this, they would be accompanied by musicians from their respective houses. [ ] [ ]

I sincerely hope that you enjoy today's event and cheer for the participants. In the end, I would like to welcome you all once again and wish all the participants good luck. [ ]

Thank you. [vi] [ ]

Now, read the speech script characteristics given below and mark them for Shabnam/ Shantanu's script. Two examples have been done for you.

A. Opening

i. Greeting the audience

ii. Introduction

B. Body

iii. Details

iv. More details with supporting facts

C. Closing

v. Restate central point

vi. Thank the audience

Devika/Dilip, VI-D, has been asked to prepare a speech for the next period, by the music teacher, on the benefits of learning music. Devika/Dilip hurriedly penned down the speech on a diary page but, is finding it difficult to arrange the paragraphs in order. Rewrite Devika's/Dilip's speech script by arranging the paragraph/ideas in order.

I'm sure that everyone enjoys music. Despite this, only a few students take up music as a school activity.

In addition to this, music keeps us occupied and interested during any free time we might have at school.

Secondly, it teaches us discipline because it requires regular practice.

Hope you all include music in some form in your growing up years.

Thank you.

I sincerely feel that learning music as a subject or participating in it as an activity can be beneficial for us.

Lastly, I feel that music relaxes us and helps us study better, with a refreshed mind.

I shall use this opportunity today, to share with you some benefits of learning music.

To begin with, music develops confidence and creative thinking. Moreover, we learn teamwork.

Respected Anju ma'am and my dear friends. I, Devika/Dilip, stand before you today, to share some benefits of learning music.

Activity

Make a musical instrument yourself!

Pan pipes or pan flutes have been popular as folk instruments. The pipes are usually made from bamboo, cane, or locally available reeds/hollow stems. Other materials include wood, plastic, metal, etc.

Pan, in Greek religion and mythology, is the god of shepherds and flocks, mountains and hunting. He is also the god of simple, countryside music, created from the reeds in the forest to form pipes.



Things you'll need:



- 8 drinking straws
- sticking tape
- a pair of scissors
- a ruler
- a pen/pencil

Method



1. Cut your first straw at 20 cm.
2. Then, cut the next straw 2 cm shorter, at 18 cm.
3. Cut each straw 2 cm shorter than the last until you have cut them all.
4. Line up your straws longest to shortest.
5. Tape them together in the formation, as shown in the picture.
6. Blow across the top of the straws to get a sound.

Discover: With the rest of your friends, check whether blowing across the longer part creates the deepest sound or the shorter part. Why do you suppose that happens?

9 Walls of Kindness

Let's start

- Can you think of any three functions for which a wall might be used?
- Based on the title of the lesson and the picture given, what do you think this 'wall' is about? Discuss with your partner.
- Now look at the title again and the picture given. What does it suggest? Discuss with your partner.



Now, read this factual piece on Walls of Kindness.

The winter of 2015 in Iran was the beginning of a wonderful campaign.

Young Iranians in the north-eastern city of Mashhad created a Wall of Kindness or *Dewar-e-Meherbani*. This was done for the welfare of the homeless and unemployed who didn't have winter clothing. The idea was to encourage people to donate useful things

like extra clothes, jackets, shoes, etc. by leaving them on the hangers that were fixed onto these colourfully painted walls.



The motto of the movement was clearly written in the two sentences which appear on the walls: 'If you don't need it, leave it. If you need it, take it'.

Soon after, some shops put out refrigerators and invited people to leave food for homeless people to take. One bakery even put out a box of bread with a sign - 'Bread is free for those who can't pay'. People also started adding bookshelves to the walls of kindness to donate books, especially for poor children.

This movement became popular in many countries including China, Rome, Pakistan and India through social media networks and reports in various newspapers and magazines.

In India, the Wall of Kindness or '*Neki ki Deewar*' has become a movement of kindness and charity in cities like Bhopal, Jaipur, Delhi, Hyderabad, Varanasi, Noida, Tirunelveli, Mysore, Dehradun, Allahabad and many more.

People started donating clothes, footwear, lunch boxes, and even exercise books and pens. The kind people of Mysore even requested the donors to wash and iron the clothes before donating. They believed that this would be an act of kindness too, as the items of clothing would appear attractive and ready to use.

Rajasthan's Jhalawar district is a perfect example of a joint effort. This mission of kindness is overseen by the civic body of the Bhawanimandi area, with the support of its residents. Used cotton and woollen clothes can be seen hung up from the wall near the Panchayat Samiti building itself!

The Wall in Kolkata's Salt Lake area has put to use the simple idea of clotheslines, so that, anyone with something to give away may hang the item there and those in need could pick it up. Donors in Nagpur even donate utensils and plastic toys! The interesting thing about the Wall at Nagpur is that the items that continue to be left behind at the Wall for a few days, are finally handed over to ashrams and schools. People take care that no act of kindness is wasted.

Could anyone guess this?

motto: a short sentence or phrase that expresses a belief or purpose
overseen: managed or controlled by a person(s) in authority

These brick and cement walls aren't just about the caring spirit of various people in different parts of the city. Various schools too, in Chandigarh, recently adopted a 'Wall of Kindness'. Students from schools in Lucknow are actively bringing people closer to each other by reaching out to the needy. They've fixed the 15th and 30th of every month for the donated items to be picked up from their Wall of Kindness.

The family members of these students agree that this citizen-driven campaign teaches consideration and compassion to their children. The school authorities feel that this campaign helps the students realise how some people have to struggle for basic necessities and so, feel thankful for all that they have been blessed with.



Let's ponder

A. Choose the correct options.

1. Online information about the Walls mention the issue of ..... .
   a) destruction of property.
   b) theft and carelessness.
   c) hoarding of items.
   d) negligence and damage.
2. The move to install CCTV cameras at the Walls is to ..... .
   a) find out the identity of the recipients.
   b) monitor those that tamper with the paint on the Walls.
   c) keep a check at the items placed at the Walls.
   d) seek sponsorship for the campaign.

B. Answer these questions.

1. State one way in which the donated items are misused by some people.
2. How did the movement of the Walls of Kindness become popular in other countries?
3. What is the added benefit of the Walls of Kindness? Why do you think it's called an 'added benefit'? LS VB
4. Students from Lucknow schools have 'fixed the 15th and 30th of every month for the donated items to be picked up from their Walls of Kindness'. Explain why this is a good idea. LS VB
5. Explain why, in your opinion, the Walls of Kindness is best as a citizen-driven campaign and not as a government project. LS
6. 'Some cities, therefore, even plan on installing CCTV cameras at the Walls of Kindness'. Do you think this is a good idea? Why/Why not? LS

needy: those in need of help consideration: the act of giving a careful thought compassion: to show concern for those in need basic necessities: things which are required for basic survival and life

Let's learn new words

Read these words from the passage. Pay attention to the highlighted words.



- wonderful
- consideration
- homeless
- wooden
- needy
- attractive

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

Look at these suffixes and their meanings. Write two examples of each.

Suffix	Example 1	Example 2
1.-ness (state of being)		
2.-ment (condition of)		
3.-tive (having the nature of)		
4.-en (become)		
5.-ity/-ty		
6.-tion/-sion (action/process)		
7.-ful (full of)		
8.-ship (position held)		
9.-less (without)		

Let's study grammar

You have learnt that a verb form that does not show tense or have a subject is called a non-finite verb. For example,

- The dirtied clothes were dusted. (participle)
- Some schools decided to install CCTV cameras. (infinitive)
- Donating is a compassionate habit. (gerund)

Choose the correct option to complete these sentences.

1. The trending/trended news about the Walls of Kindness inspires people every day.

2. The caring/cared spirit of various people resulted in the creation of many Walls of Kindness.
3. Litter-free Walls of Kindness was an adding/added benefit.
4. The idea was to encourage/encouraging people donating/to donate useful things.
5. The damaged/to damage items were given away for recycling.



Let's learn to speak

Talk to your partner about any two of the acts you think are most important in today's world. Give a reason why you think so. You can take the help of useful language that is provided for your discussion.

For example: Rishi was concerned when his friend was upset.

Student 1: I would say that being concerned is most important because...

Student 2: (*agrees*) I think so too/ (*disagrees*) I don't think that's quite right.

I would say that...
In my opinion/I am of the opinion that...
I think/believe/feel that...

Agreement		Disagreement	
I think so too...	I hold the same opinion...	I disagree...	I'm afraid that's not quite true...
Yes, of course!	I share your view...	Not at all!	I don't think that's quite right...



Let's learn to write

1. Read the magazine report written by this class VIII reporter.

Compassion Faces Challenges

by Ramona Gopalan, Class VIII C

One would believe that projects based on kindness, nobility and caring wouldn't have any problems. However, there have been reports stating otherwise for project Walls of Kindness. It is fair to say that even compassion faces its share of challenges.

A lot of students from schools in different parts of the city had shared information online, about donated items being stolen from the Walls of Kindness. They had reason to believe that these were taken to be sold in flea markets and earn a profit. In addition to this, many agreed that the piles of donated clothes often spilled over to the roads and made them dirty and dusty.

Donors believed that it became quite difficult for anyone to find anything useful from such a pile.

These problems were taken up by several supporting groups and organisations who sought sponsorship for a healthy continuance of this wonderful project. They felt that some funds would help in painting these Walls and setting up more wooden racks and hangers. Some schools even planned on installing CCTV cameras. Students there believed that they need to ensure that the items laid out at the Walls of Kindness weren't misused.

The Head Girl of a sponsor school remarked, 'These Walls of Kindness make it possible for a Wall, usually seen as a symbol of separation, to symbolise the spirit of unity, charity, kindness, and happiness.' It is troublesome to discover that compassion faces challenges too but it's heartening to see many come forward to address these challenges.

2. Answer the following based on your understanding of the report.

a) How many paragraphs do you see?

b) What is the tense largely used to report the details (paragraphs 2 and 3)?

i. present ii. past

c) What is the tone of the report?

i. informal ii. formal

d) Is information structured in a logical and clear order?

e) Is the information given relevant to the heading?

3. The Help Club 'Humanity', of your school, completed the task of cleaning and tidying the Walls of Kindness in a city last Sunday. This task lasted eight hours. As a student member of this club, write a report for your school magazine in 120–150 words about this maintenance drive. (Use the outline given below as an aid to write this report in your notebook.)

'HUMANITY' CLEANSES

by .....

The school club Humanity, (state — did what?) .....

..... last Sunday, ... (date?)

This maintenance drive lasted eight hours. The volunteers (describe – what was done)

.....

Various school students also (how did their presence help?) .....

'This initiative by Humanity has given a fresh look to our Walls of Kindness,' said a volunteer. The day was constructively used for a humane cause.

10 I Can't Remember

Let's start

- Look at the pictures given below and discuss the following with your partner.









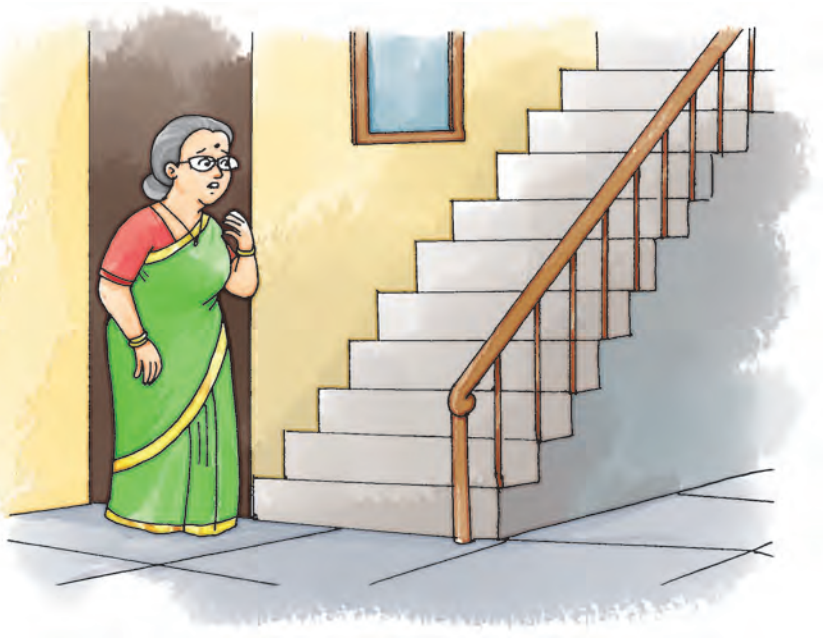
a) What are the possible things that these people forgot to do?

b) What are some of the reasons due to which we forget something?

- Is the ability to remember and forget related, in any way, to the age of a person? Discuss. LS
- Based on the title of the poem, discuss with your partner what the poem could be about.

Now, let's read the poem.

Just a line to say I'm living
that I'm not among the dead,
Though I'm getting more forgetful
and mixed up in my head.



I got used to my arthritis
to my dentures I'm resigned,
I can manage my bifocals
but God, I miss my mind.

For sometimes I can't remember
when I stand at the foot of the stairs,
If I must go up for something
or have I just come down from there?



And before the fridge so often
my poor mind is filled with doubt,
Have I just put food away, or
have I come to take some out?

arthritis: a disease that causes pain and swelling in one or more joints of the body dentures: artificial teeth
resigned: being willing to calmly accept something unpleasant or difficult that you cannot change



And there's a time when it is dark
with my nightcap on my head,
I don't know if I'm retiring, or
just getting out of bed

So, if it's my turn to write you
there's no need for getting sore,
I may think I have written
and don't want to be a bore.

So, remember that I love you
and wish that you were near,
But now it's nearly mail time
So, I must say goodbye, dear.



There I stand beside the mail box
with a face so very red,
Instead of mailing you my letter
I opened it instead!

—Anonymous

nightcap: (old) a soft cap worn in bed retiring: going to sleep
sore: (here) upset and angry

Let's ponder

A. Circle the correct meaning.

1.	arthritis	ear-ache	joint pain	stomach-ache	throat pain
2.	dentures	hearing-aid	dissolving stitches	removable teeth	wheelchair
3.	bifocals	spectacles worn for theatrical purposes, having no power	spectacles having both the power of far-sightedness and near-sightedness	spectacles having both the power of near-sightedness	spectacles having both the power of far-sightedness

B. Complete the following based on your reading of the poem.

Where I am	What happens	This is confusing—Am I...?
stairs	can't remember	1. .....
fridge	2.	putting food away or taking it out
bed	don't know	3. .....
table (writing)	4.	writing afresh or have already written
mail box	red-faced	5. .....

C. Answer these questions.

1. *Just a line to say I'm living*
   that I'm not among the dead,
   Though I'm getting more forgetful
   and mixed up in my head

   a) What does 'just a line' mean here?

b) Why do you think the speaker wishes to declare 'I'm not among the dead'?

c) 'mixed up in my head' means - bored/forgetful/creative/thoughtful

Let's enjoy the poem

Answer these questions.

1. The poet

   a) Is the person a man or a woman? Why do you say so?

   b) What action of the person takes the form of this poem—writing/ speaking/ reading?? Why do you think so?

2. The tone of the poem is

   (Choose one or more option/s):

   a) thoughtful b) amusing c) sad d) regretful

   List the line/s from the poem that support your choice.

3. What type of mood (atmosphere), according to you, does the tone of the poem set for the readers?

4. The rhyme scheme of Stanza 1 is abcb.

   a) Do the other stanzas have the same rhyme scheme as well?

   b) Why, do you think, did the poet use this particular rhyme scheme?

   c) If you were to suggest an alternate rhyme scheme, what would it be? Create 1-2 stanzas using your choice of rhyme scheme.

5. The poet uses alliteration in the poem at two places. Pick out these two examples.

6. What is common to the last two lines of stanzas 3-6? What effect does it create for the reader?

Activity

Complete the given pledge-note to yourself, with reference to the elderly in your family. VB



I pledge that I will...

.....

.....

.....

.....

11 As You Like It

Let's start

This picture shows William Shakespeare, the famous English playwright.



- Which century do you think he wrote in?
- What kind of plays do you think he wrote?
- Why do you think his plays were popular?
- Why do you think his plays are retold as simple stories?
- Based on the title, what do you think the story is about?

Now, read this story based on the play 'As You Like It'.

Many years ago, in England, there lived a wicked duke named Frederick, who took the dukedom that should have belonged to his brother, sending him into exile. His brother went into the Forest of Arden and lived the life of a bold forester in that green and magnificent wood.



The banished Duke's daughter, Rosalind, remained with Celia, Frederick's daughter, as they loved each other more than most sisters. One day there was a wrestling match at court, and Rosalind and Celia went to see it. The celebrated wrestler Charles too was there. He had killed many men in contests of this kind. Orlando, the young

playwright: a person who writes plays dukedom: the territory ruled by a duke
exile: the state of someone being sent or kept away from their own country, especially as a punishment forester: a person in charge of a forest or skilled in planting, managing, or caring for trees banished: sent (someone) away from a country or place as an official punishment celebrated: famous or well-known

man he was to wrestle with, was slender and youthful. Rosalind and Celia thought he would surely be killed, as others had been. So, they spoke to him, and asked him not to attempt so dangerous an adventure; but the only effect of their words was to make him wish more to come off well in the encounter, so as to win praise from the sweet ladies.



Orlando, like Rosalind's father, was also being kept out of his inheritance by his brother. He remained sad until he saw Rosalind. The sight of the fair Rosalind gave him strength and courage and he did marvellously. There was a hush as Charles fell. The wrestler had to be carried off the ground. Duke Frederick was pleased with the young man's courage, and asked his name.

'My name is Orlando, and I am the youngest son of Sir Rowland de Boys,' said the young man. Frederick heard with regret whose son Orlando was, and would not befriend him (as Sir Rowland de Boys had been a good friend to the banished Duke when he was alive). Rosalind, however, was delighted to hear that this handsome young stranger was the son of her father's old friend, and as they were going away, she turned back more than once to say another kind word to the brave young man.

'Gentleman,' she said, giving him a chain from her neck, 'wear this for me. I could give more, but that my hand lacks means.'

Rosalind and Celia talked a lot about the handsome wrestler, and Rosalind confessed that she loved him at first sight.

'Come, come,' said Celia, 'wrestle with thy affections.'

'Oh,' answered Rosalind, 'they take the part of a better wrestler than myself. Look, here comes the Duke.'

'With his eyes full of anger,' said Celia.

'You must leave the court at once,' he said to Rosalind.

'Why?' she asked.

encounter: (here) an unpleasant struggle



'Never mind why,' answered the Duke, 'you are banished. If within ten days you are found within twenty miles of my court, you die.'

So, Rosalind set out to seek her father, the banished Duke, in the Forest of Arden. Celia loved her too much to let her go alone, and as it was rather a dangerous journey, Rosalind, being the taller, dressed up as a young countryman, and her cousin as a country girl. Rosalind said that she would be called Ganymede, and Celia, Aliena. They were very tired when at last they came to the Forest of Arden, and as they were sitting on the soft grass, a countryman passed that way, and Ganymede asked him if he could get them food. He did so, and told them that a shepherd's flocks and house were to be sold. They bought these and settled down as shepherd and shepherdess in the forest.

In the meantime, Orlando also wandered into the forest. As he wandered, he met with the rightful Duke, and being kindly received, stayed with him. Orlando could think of nothing but Rosalind, and he went about the forest writing love sonnets and hanging them on the bushes, where Rosalind and Celia found them. One day Orlando met them, but he did not know Rosalind in her boy's clothes, though he liked the pretty shepherd youth, because he fancied a likeness in him to the one he loved.

'There is someone,' said Rosalind, 'who haunts these woods and hangs sonnets on the trees. If I could find him, I would soon cure him of his folly.'

Orlando confessed that he was the foolish one, and Rosalind said — 'If you will come and see me every day, I will pretend to be Rosalind, and I will take her part till I make you ashamed of your folly in loving her.'

And so, every day he went to her house, saying to her all the pretty things he would have said to Rosalind; and she had the fine and secret joy of knowing that all his words of love came to the right ears. Thus, many days passed pleasantly.

One morning, as Orlando was going to visit Ganymede, he saw a man asleep on the ground, and that there was a lioness crouching near, waiting for the man who was asleep to wake: for they say that lions will not prey on anything that is dead or sleeping.

sonnets: a song-like poem of 14 lines folly: foolishness



Orlando looked at the man, and saw that it was his wicked brother, Oliver, who had tried to take his life. He fought with the lioness and killed her, and saved his brother's life.

While Orlando was fighting the lioness, Oliver woke to see his brother, whom he had treated so badly, saving him from a wild beast at the risk of his own life. This made him repent of his wickedness, and he begged Orlando's pardon. The lioness had wounded Orlando's arm so much, that he could not go on to see the shepherd, so he sent his brother to ask Ganymede to come to him.

Oliver went and told the whole story to Ganymede and Aliena, and Aliena was so charmed with his ways of confessing his faults, that she fell in love with him at once. But when Ganymede heard of the danger Orlando had been in, he fainted.

Armed with a perfumed ointment for Orlando's wounds, Oliver went back to his brother and told him all this, saying, 'I love Aliena so much that I will give up my estates to you and marry her, and live here as a shepherd.'

'Let your wedding be tomorrow,' said Orlando, 'and I will ask the Duke and his friends.'

When Orlando told Ganymede how his brother was to be married the next day, he added: 'Oh, how bitter a thing it is to look into happiness through another man's eyes.'

Rosalind, still in Ganymede's dress spoke with his voice — 'If you do love Rosalind so dearly, then when your brother marries Aliena, shall you marry her.'

The Duke and his followers, and Orlando, and Oliver, and Aliena, were all gathered together for the wedding, the next day.

Ganymede came in and said to the Duke, 'If I bring in your daughter Rosalind, will you give her to Orlando here?'

'That I would,' said the Duke.

'And you say you will have her when I bring her?' she said to Orlando.

'That would I,' he answered.

Rosalind and Celia went out, and Rosalind put on her pretty woman's clothes again, and came back after a while.

repent: feel or express sincere regret or remorse about one's wrongdoing or sin

'I will have no father if you be not he,' she said to the Duke, and to Orlando, 'I will have no husband if you be not he.'

So, Orlando and Rosalind and Oliver and Celia were married. They returned with the Duke to the kingdom. Frederick had been shown by a holy hermit the wickedness of his ways, and so gave back the dukedom of his brother, and went into a monastery to pray for forgiveness.

There was feasting for all in the kingdom with flavourful delicacies. The merry-making continued even in the beautiful green woods.

—*Beautiful Stories from Shakespeare* by E Nesbit



Edith Nesbit (1858–1924) was a British children's author, novelist and poet. She published books under the name of E Nesbit. Her first poem 'Under the Trees' was published in 1878, in a monthly magazine called *Good Words*. In all she published about 40 books for children, including novels, story collections and picture books. Among Nesbit's best-known books are *The Story of the Treasure Seekers* (1899) and *The Wouldbegoods* (1901) and *The Railway Children*.



Let's ponder

Answer these questions.

1. Why did Rosalind and Celia discourage Orlando from wrestling with Charles?
2. What did Rosalind and Celia do to settle down in the forest of Arden?
3. *'If you will come and see me every day, I will pretend to be Rosalind, and I will take her part till I make you ashamed of your folly in loving her.'*
   a) What did Orlando go about doing in the forest?
      i. He hunted wild animals.
      ii. He wrote love sonnets and hung them on bushes.
      iii. He wrestled with powerful wrestlers.
      iv. He went about searching for the banished Duke.
   b) Why did Orlando not recognise Rosalind in the forest?
      i. because she was wearing plain clothes
      ii. because she was dressed as a soldier
      iii. because she was dressed as a duchess
      iv. because she was dressed as a shepherd
   c) Why did Rosalind want to meet the person who hung sonnets on the trees?
      i. She wanted to cure him of his folly.

ii. She wanted to teach him to write better sonnets.

iii. She wanted to tell him that she was Rosalind in disguise.

iv. She wanted his help in winning back her father's land.

d) By pretending to be Rosalind, how did Ganymede propose to cure Orlando?

i. by giving him some medications

ii. by making him proud of his love

iii. by making him feel ashamed of his folly in loving her

iv. by making him practise how to propose to his love

4. What was the 'secret joy' that Rosalind experienced when Orlando visited her each day?
5. Why did Oliver beg for Orlando's pardon?
6. Rosalind was a source of inspiration for Orlando. Justify.
7. Making amends after realising one's mistake can often resolve difficult situations. Elaborate with reference to: VB LS

a) Orlando and Oliver

b) Duke Frederick and his banished brother

Let's learn new words

Focus on the highlighted words in the sentences given below. Discuss with your partner what is common to all these words.

1. Armed with a perfumed ointment for Orlando's wounds, Oliver went back to his brother.
2. ...they were sitting on the soft grass, a countryman passed that way.
3. There was feasting for all in the kingdom with flavourful delicacies.
4. There was a hush as Charles fell.
5. The banished Duke lived the life of a bold forester in that green and magnificent wood.

The highlighted words above are called sensory words because they cater to all the five human senses – sight (5), sound (4), smell (1), taste (3) and touch (2).

Fill in the blanks given below according to the clues given in the brackets. Choose the words from the clue box. There are some extra words included in the clue box.

aroma	delicious	roared	dingy
dark	smooth	sobbed	bitter

1. Celia decided to accompany Rosalind to the ..... and ..... (sight) jungle.
2. The lioness ..... (sound) in anger as Orlando fought her.
3. On the wedding day, the forest was filled with the ..... (smell) of freshly bloomed flowers.
4. Rosalind and Celia would enjoy the ..... (taste) fruits of the woods while they lived in the jungle.
5. Orlando wore the ..... (touch) chain that Rosalind gifted him, on his neck.

Let's study grammar

Look at the sentences given below.

a) Rosalind gave a chain.
(subject) (verb) (object)

b) A chain was given by Rosalind.
(subject) (verb) (object)

1. Do both the above-mentioned sentences have the same meaning?
2. Choose the correct option:
   a) subject doing the action + active verb (a) /(b)
   b) subject not doing anything + passive verb (a) / (b)

Both sentences have the same meaning. (a) is written in active voice as the subject is doing the action and the verb is active. (b) is written in passive voice as the subject is not doing anything and the verb is passive.

A shepherd who attended the marriage feast told the following to his daughter, Tara:

1. The shepherds plucked flowers from the Forest of Arden, for the marriage decoration.
2. The royal family gave a huge reward to the shepherds.
3. The people admired these flowers.
4. The royal family thanked everyone for their participation.
5. The people of the Dukedom shouted out loud blessings.

Tara described this to her friend. Fill in the blanks (in the passive) to complete what she said.

The flowers were plucked from the Forest of Arden. A huge reward (1) ..... to the shepherds. These flowers (2) ..... the people. Later, everyone (3) ..... .

In the end, blessings were (4) ..... by the people of the Dukedom.

Let's learn to listen

You will now hear a public announcement from the Duke's palace. Listen carefully, and as you listen, choose the correct option from those given below.

1. The invitation is for:





2. The celebrations are at:





3. The families with children are to get:







4. As entertainment, the guests are being promised:







Let's learn to write

Duke Frederick had posters created for the wrestling match. Look at this event's poster.

Duke Frederick's Court

Come one, come all!

Wrestling Match

At: The Royal Grounds **On:** Sunday, 14 September

Begins: 10:30 a.m.

ATTRACTIONS:

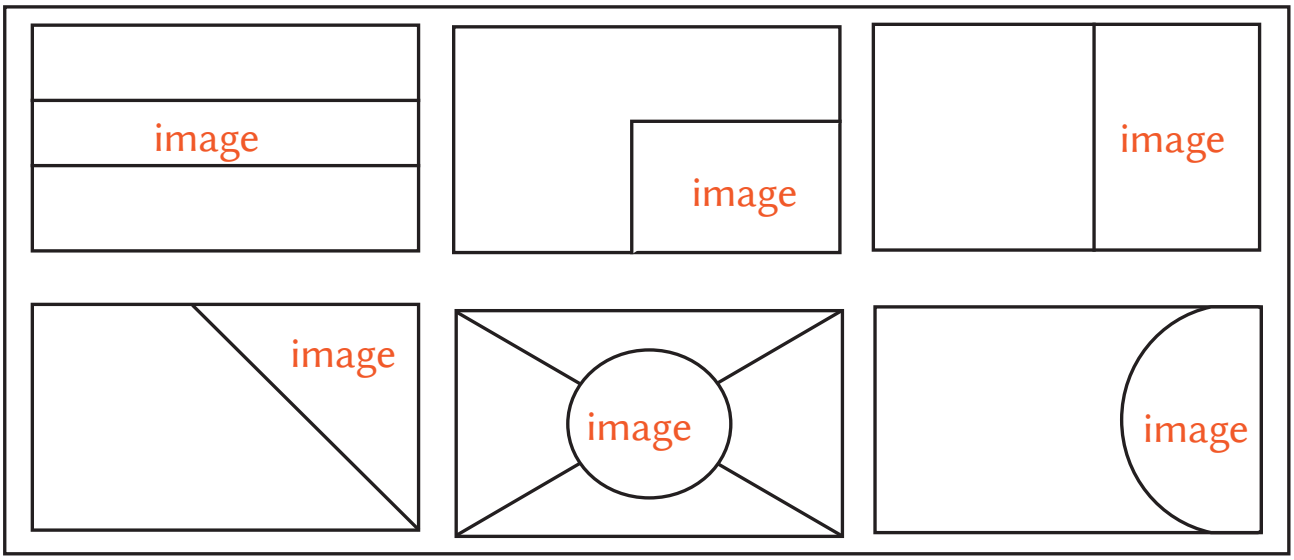
- The unbeatable Charles
- 100 gold shillings as reward!
- No entry charges



CONTACT: Sir Jacob, Palace Gate 17

Look at the main features of a poster given on the previous page and discuss with your partner if Duke Frederick's poster has included the given features.

L A Y O U T	• be visually attractive • have a catchy title • have simple drawings • use letters of different shape and size • have balanced spacing between the image and the written information (as given below)



C O N T E N T
• Name of the issuing authority
• Tagline
• Title
• Special features
• When and where details
• Other relevant information
• Contact information

E X P R E S S I O N
• Slogans and phrases
• Creative content
• Logical sequencing and clear organisation of content

The banished Duke wishes to create a poster for the conservation of trees in the Forest of Arden. Create this poster in your notebook with the help of the details given in the clue box.

(Remember: choose from the given layouts or create your own; use one or two colour pens/pencils only. Use different font sizes/designs. Choose one picture from the three given or your own.)

Clue box

Children are especially welcome



7:30 a.m.

ONE DAY
+
HUNDRED SAPLINGS





Mossy Glade

Join to thank
Mother Nature

Contact: Orlando, Mossy Glade

The Duke in Exile

23 July

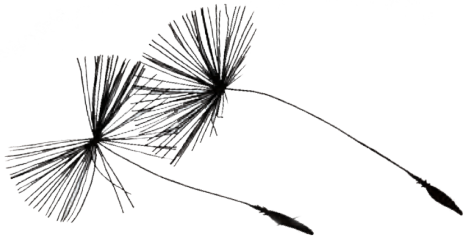
12

Gliders, Parachutes and Helicopters

Let's start

- Discuss with your partner what you think the poem might be about.
- Draw a glider, parachute and helicopter as you visualise them.

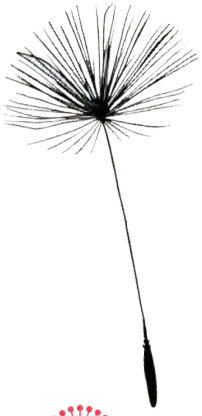
Now, let's read the poem.



Flutter, flit and fly
as the wind gushes by.
Aerodynamic spiral rings
with membranous papery wings.
Silent, slow-moving sliders,
these cockpit-less magical gliders.



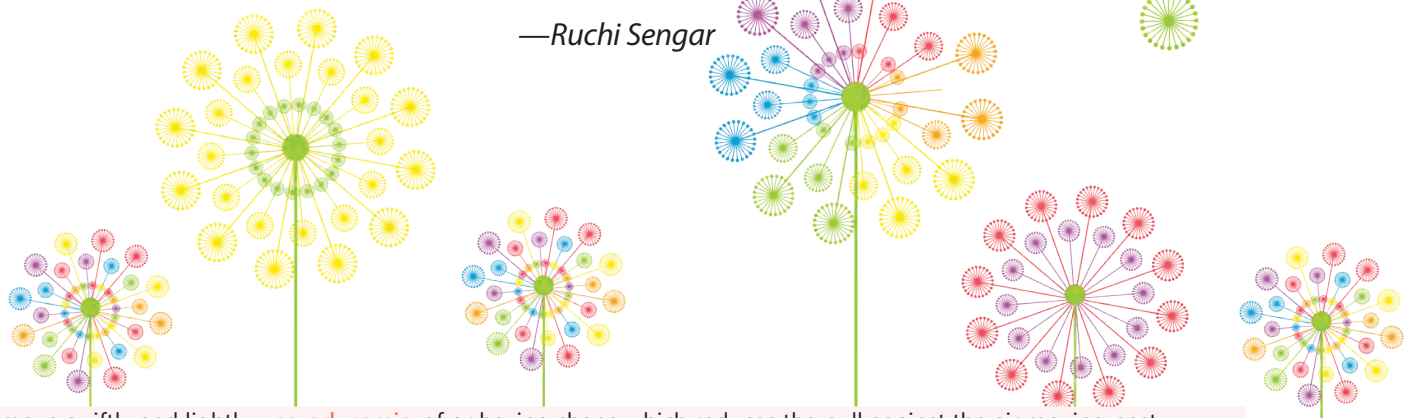
Propelled, passed and pushed
as the air current whooshed.
Successful wind travellers ne'er weary
these umbrella-like crowns often hairy.
A gust of wind rushes and shoots
these globulous puffy parachutes.



Swivel, swirl and spin
as the gale trumpets in.
Fluttering above valleys and glades
on rigid naked twin-spread blades.
Forward-flying airy-freighters
these wondrous whirly helicopters.

Tales of travel, they'd tell you if they could
As they go about the business of the greater good.
These soldiers of Nature, known for their deeds
Aren't modern machines but tireless seeds.

—Ruchi Sengar



flit: move swiftly and lightly aerodynamic: of or having shape which reduces the pull against the air moving past membranous: thin or transparent cockpit: area near the front of an aircraft or spacecraft from which a pilot controls the craft propelled: drove or pushed something forward ne'er: never weary: showing extreme tiredness gust: a sudden, strong rush of wind globulous: shaped like a globe swivel: turn around a point or an axis swirl: move in a twisting or spiralling pattern gale: a very strong wind, almost a storm glades: open spaces in woods or forests rigid: firm freighters: large ships or aircrafts designed to carry goods in bulk whirly: having a whirling or revolving motion

Let's ponder

Answer these questions.

1. *Propelled, passed and pushed*
   as the air current whooshed.
   Successful wind travellers ne'er weary
   these umbrella-like crowns often hairy.
   A gust of wind rushes and shoots
   these globulous puffy parachutes.

   a) Which figure of speech is used in the line 'Propelled, passed and pushed'?

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

   b) Which of the sentences given below use the same figure of speech as the line 'these umbrella-like crowns often hairy'?

   i. Life is not a bed of roses.
   ii. Her voice is as sweet as a nightingale.
   iii. She should sleep early tonight.
   iv. She is going through a roller coaster of emotions after receiving the news.

   c) Choose the two poetic devices that are used in the lines 'A gust of wind rushes and shoots/these globulous puffy parachutes'.

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

   d) In these lines and in the rest of the poem, the seeds are .....

   i. flying in the sky ii. protecting nature
   iii. spreading gossip iv. playing pranks

2. *Tales of travel, they'd tell you if they could*
   As they go about the business of the greater good.
   These soldiers of Nature, known for their deeds
   Aren't modern machines but tireless seeds.

   a) What is the business that the seed performs?

   i. They act as messengers between plants.

ii. They help nature see beautiful views.

iii. They fly to be planted somewhere and grow into plants.

iv. They provide plants with companionship.

b) Seeds cannot tell the tales of their travel because they are .....

i. doing good deeds

ii. not able to communicate with humans

iii. protecting nature

iv. working in the factories

c) Identify the sentence that uses the same figure of speech as in the first line.

i. The buzzing bee flew over my head.

ii. The opportunity knocked on the door.

iii. He has a heart of gold.

iv. Nick needs new notebooks.

3. Based on your reading of the poem, complete the table given below.

Name of seed	Movement	Sound	Description	Action
.....	flutter, flit and fly	.....	membranous papery wings	.....
	.....	.....		.....
parachutes	.....	.....	umbrella like crowns, globulous, puffy	.....
	.....	.....		.....
.....	.....	.....	.....	fluttering, forward flying
	.....	.....	.....	

Categorise the words from the poem under 'machines' and 'air'. An example has been done for you.

Machines	Air
For example: spiral rings	For example: flutter
.....	.....
.....	.....
.....	.....

4. Why do you think the poet calls the gliders 'magical'?
5. 'Successful wind travellers ne'er weary'— Explain what you think the poet means.
6. Based on your reading of stanza 3, do you think the poet is justified in calling the helicopters 'wondrous'? Why/Why not?
7. What would the 'Tales of travel' be about, according to you?

Let's enjoy the poem

Answer these questions.

1. Colour the examples of alliteration from those given below

magical gliders	puffy parachutes	ne'er weary
flutter, flit, fly	papery wings	airy-freighters
tireless seeds	wondrous whirly	swivel, swirl, spin
spiral rings	modern machines	forward flying
silent, slow-moving sliders	propelled, passed and pushed	valleys and glades

2. Pick three examples of onomatopoeia from the poem. Explain the reason for your choices.
3. Choose the correct rhyme scheme for stanzas 1-3, from the options given below:

   a) aaaabc b) aabbcc c) abcabc
4. Pick any one example of personification from the poem.

5. The poet describes the seeds as soldiers by using the metaphor ‘soldiers of Nature’. Explain this metaphor. (Just as soldiers...similarly the seeds...)

6. The poem creates mental pictures or imagery because it uses extremely descriptive language. Pick a few examples of such words or phrases that you feel help you create a mental image of the objects that are being described, for example, ‘papery wings’.

Activity

Plants scatter their seeds through water, wind, people or animals. Can you guess how each of these sets of seeds are scattered?



1. _____



2. _____



3. _____



4. _____

13

The Letter

Let's start

- Do you have a pen-friend?
- How are pen-friends different from ordinary friends?
- If you had a pen-friend, what would you like to share with him/her?

The digital age has taken away the joy of writing letters. The old-fashioned way to writing letters was a wonderful way to stay in touch with friends and family. Let's read the story of a little girl who loves receiving letters from her pen-friend.

'There is a letter for you, Neetu,' said her mother looking up from her pile of mending.

'From Prema?' asked Neetu throwing her bag on the bed. 'Where is it, Ma?'

'On Papa's table,' replied her mother. 'Yes, I think it is from Prema. Read it and come right back, will you? I want you to fetch some vegetables from the market.'

'I will be right back,' assented Neetu, her eyes shining in anticipation.

Prema was her pen-friend and a letter from her meant something quite special in her dull and uneventful life. Like a whiff of fresh air blowing into a closed, stuffy room, no matter what the content, Prema's letters always managed to carry her out of her dull, mundane existence where nothing ever happened except homework and projects in school, and monotonous chores at home! There was not even a park nearby where she could see the flowers bloom and hear the birds sing, feel the cool breeze on her face or the grass under her feet.

It was different for Prema. She lived in a small town by the sea. For her, life was one glorious adventure amidst blue waves, golden sands and wide, open spaces. How very lucky she was! Neetu sighed and reached for the letter.

mundane: lacking interest or excitement
monotonous: dull; lacking in variety and interest



The idea of making a pen-friend had come to her when she had been leafing through a children's magazine in the school library. She realised then that it would be great fun and quite different from having an ordinary friend. Not being able to see her would make things so storybook-like! She should be somewhere far away, either by the mountains or by the sea. Neetu had seen neither. Going carefully through the list of those who wanted pen-friends, she had selected Prema who wanted to make friends 'with someone in the capital'. Prema lived in Ramapuram, a small, sleepy, little town by the sea. Her father who was bed-ridden, owned a farm, and the family seldom left the place. Prema's friendship with Neetu had flourished from the word 'go'. Neetu wrote about her life in the capital and Prema told her all about her life in Ramapuram.

Gradually, as the days turned into months and months into years, the two girls got to know all about each other—their families, friends, school, surroundings, hobbies, dreams and ambitions. Neetu knew that Prema wanted to take on her father's little farm, and turn it into something really profitable. Prema knew that Neetu wanted to become a journalist and eventually a writer of books. They could not afford to write to each other very frequently… where was the time, anyway? But when they did, about once a month, the letters were regular epistles, as the unopened letter from Prema promised to be.

Neetu slit open the envelope and spread out the closely-written sheets on her bed. 'It was lovely hearing about your school excursion and what a wonderful time you had in Jaipur,' wrote Prema. 'The Amber Fort sounds wonderful. How I wish I could see it too! I don't suppose I shall ever get the chance. Our school does not believe in exciting things like excursions, and you know *Appa* (father) has not been able to leave the house for years. *Amma* (mother) and I would never think of leaving him alone. Even if any of my other relatives were to take me, Vishakhapatnam is about as far as I could hope to go. Hard luck, isn't it? How I wish I could meet you, your family and friends, but I don't see any chance of it happening, unless you come over and see us.'

Well, there did not seem to be any chance of her being able to do it either, thought Neetu with a sigh. She continued to read her letter. 'I am really keen to learn more about

epistle: a letter excursion: a short journey or trip

Shadow. He sounds such a perfect dear and such fun! Does he still chase the golden spaniel next door? Gypsy is fine and getting fatter by the day. I love her but how I would love to have an Alsatian like Shadow! I wish *Amma* did not dislike dogs. She said our cottage is too small for one. Are the gorgeous dahlias abloom as yet? And the lily pool next door? It must be full of lilies now.'

There were footsteps outside. Ritu and Romy, Neetu's younger sisters, dashed into the room.

'Is that Prema's letter?' asked Romy curiously. 'What has she been doing? Has she been fishing in the backwaters with that cousin of hers? Can we see her letter?'

'Did you tell her to send me some pretty shells?' asked Ritu. 'I want them for my project.'

'Don't be silly. She can't send shells in letters,' said Neetu.

'Well, what does she say?' asked Romy. Initially, Neetu used to share her friend's letter with the whole family.

'Nothing, leave me alone,' said Neetu folding up the letter, feeling uncomfortable for the first time.

'What is up?' asked Ritu curiously. 'Bad news or something? Why do you look so odd…guilty?'

'Don't be so curious, for God's sake!' cried Neetu beginning to lose her temper. 'Amma, what else do you want me to fetch from the market? I will go now.'

'Take the milk-can and fetch some milk on your way back,' said her mother from the kitchen.

'Can't Ritu or Romy do that? There is going to be such a queue at Mother Dairy now,' said Neetu frowning.

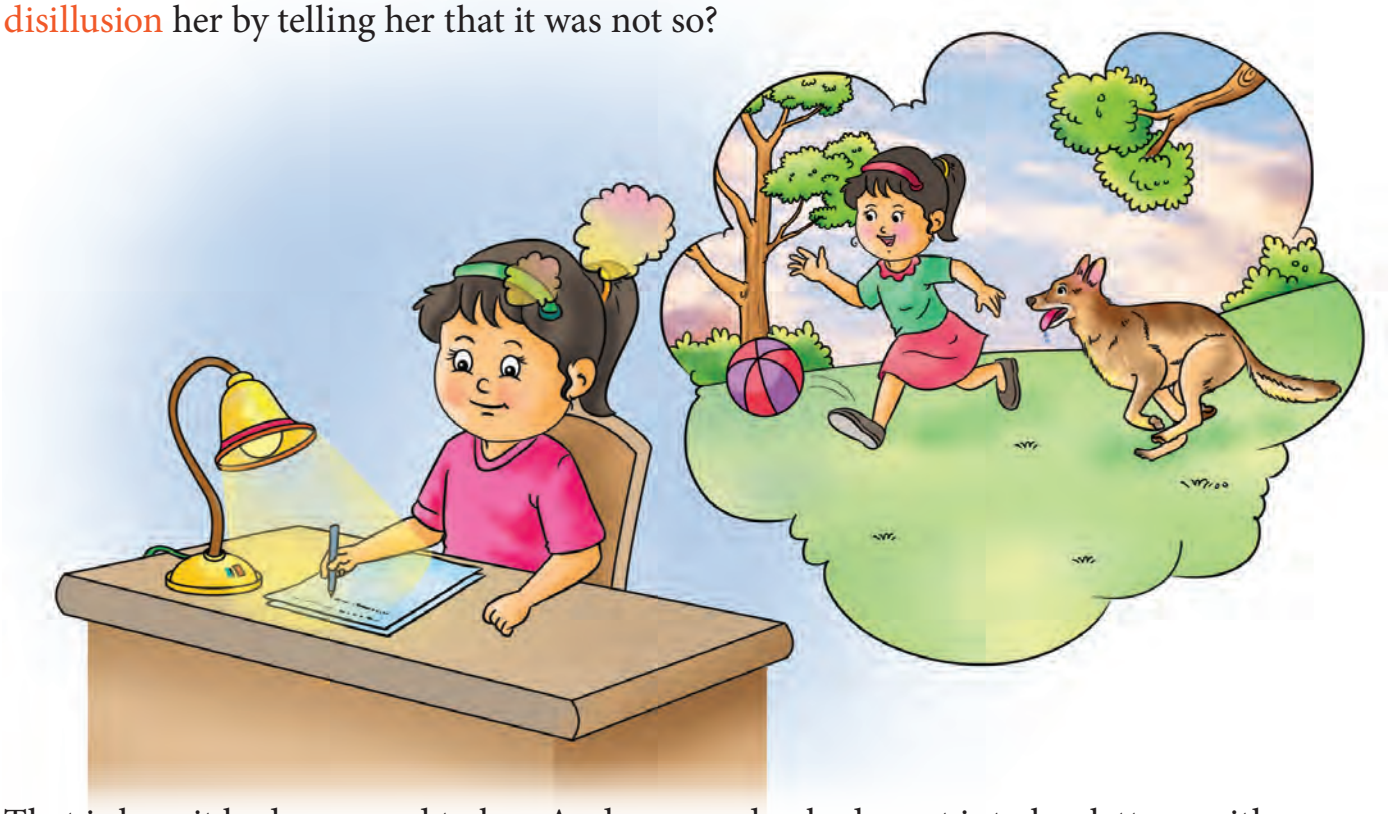
'They have to go for chess classes,' said her mother.

Neetu went out scowling. She did not want to face herself or her thoughts. But they nagged her like never before. She was a liar! She had been lying to her friend for months—her friend, who believed in her implicitly. And all because Prema was unable to verify her words or find out! Yes, she was a fibber and there was no getting away from it.

But was she, really? She had never lied in her life before, not even to get out of the worst row. She had never shirked any punishment she felt to be just. She was always the first to confess after doing anything wrong. What had come over her? Neetu clutched the letter, almost afraid to read the rest, as she made for the door.

scowling: using the face to express anger, esp. at someone implicitly: completely and without any doubts row: (say rao) a noisy argument or fight shirked: avoided work or responsibilities, especially if they are difficult or unpleasant

It had started very gradually. So much so that she had not even been aware of it at first. A phrase here, a sentence there…just so that the letter might be a little interesting. What was there to write about…of a school where there was no breathing space and nothing but cramming, cramming and yet more cramming? Or a home stuck amidst a dusty, dirty, dark and dingy bylane, hemmed in by ugly buildings and odd structures of all kinds? Prema who lived in a villa by the sea deserved something far more interesting than the actual grim reality! In any case she had a rose-tinted vision of the capital and thought every part of it to be neat, tidy and pretty as a picture. Was there any need to disillusion her by telling her that it was not so?



That is how it had appeared to her. And so a garden had crept into her letters, with a grove of laburnums, surrounding it. And there crept in roses and dahlias, phlox and sweet peas, hollyhocks and candy-tufts in bloom, complete with a lawn of velvet grass and a twin-bungalow next door which had a lily pool with rustic seats all round it. With the garden had come Shadow, the Alsatian.

Neetu recalled the heady feeling that had taken hold of her as the garden of her imagination and the pet of her dreams materialised in her letters to Prema. Her stodgy, uninteresting school too turned into one of the posh public schools in the capital, where everyone seemed to have such a wonderful time; a school which had vast playgrounds, a swimming pool, a huge library and an auditorium; a school where they celebrated festivals and birthdays in style, and went off on exciting excursions. Neetu's own cousins went to just such a school and she knew all about it.

grim: unpleasant, depressing, and difficult to accept disillusion: to disappoint someone by telling them the unpleasant truth about something that they had a good opinion of rustic: relating to the countryside; rural
stodgy: dull, or uninteresting posh: the quality of being elegant, stylish, or upper class

The entire exercise had been like writing a series of exciting stories about her secret dreams and longings. Surely dreams could not hurt a person, who was never to know that they were just dreams! But out of context, they seemed now to be no better than a pack of lies. Lies, pretense and deceit! What if Prema ever found out that she had been lying to her all through these months?

There was no time to think any more as there was work to be done. It was after she had gone to bed that Neetu realized that she had not read the whole of Prema's letter. She jumped up and switched on the light, taking the letter out of her bag. There was a postscript at the end, added a week after the letter was actually written. 'And now for the most wonderful surprise. You will never guess what it is. My uncle, *Appa's* younger brother, who has been in Canada all these years, is here on a visit. He is coming to Delhi next week on some official work and will take me with him. Isn't that fantastic? He will stay in a hotel, of course, but I have told him that I am going to stay with you. I hope it is all right with you? If there is any problem, I can always stay in the hotel with Uncle. I am dying to meet you, all of you, especially Shadow. I can't believe that we are going to meet at last! Hope you will be in on the 5th of May!' Why, that was tomorrow! And Prema might land up anytime. She had not mentioned the train. There was no hope of being able to get hold of her beforehand explaining everything and begging her forgiveness for having given her a totally different picture about herself and her life.

'You are nothing but a liar,' she could hear Prema say, 'nothing but a big bundle of pretence. I don't want to have anything to do with you.' Tears streamed down Neetu's cheeks as she stood by the window, clutching the letter in her hand. She had never realized how much Prema had come to mean, how deeply she had learnt to care for her unseen friend. The friendship had given her a new lease of life, a new meaning.

'What is the matter, dear?' asked her mother coming into the room. 'Why are you up at this hour?'

'Prema is coming to Delhi,' said Neetu looking at her anxiously. 'She says she is coming on 5th. Is it all right if she stays with us? She will only be there for three days.'

'Of course, it is all right,' said her mother with a smile.

'She can sleep here with you and Ritu. Romy can sleep in our room for three days.'

'Thanks, *Amma*. But Prema may not want to stay here after all.'

'Well, ask her. I think she will,' said Neetu's mother.

Neetu woke up jittery and heavy-eyed. If only Prema's uncle failed to locate their house! It was not really difficult to miss the dark and dingy bylane. In any case Prema was likely

out of context: lacking the surrounding words or event that gives something its complete meaning
pretense: an action that is intended to make people believe something that is not true
deceit: the action of deceiving someone by concealing the truth jittery: nervous, worried

to think that she had mistaken the address, the moment she landed up in this locality. There were no laburnums here, no bungalow with gardens, no lily pool and worst of all, no Shadow.

Suddenly there was a loud knock. Neetu opened the door with a sinking heart. Prema and her uncle stood on the doorstep, suitcase in hand.

'Neetu,' cried Prema, holding out her hand. 'It is so wonderful to meet at last!'

'Come in,' said Neetu in a dry voice, showing them into the sparsely furnished drawing room.

'I am in a hurry,' said Prema's uncle in an apologetic voice. 'I have a meeting in half an hour. Is it all right if Prema stays with you? I will take her back to the hotel in the evening if there is any problem.'



'Of course, she must stay with us,' said Neetu's mother coming into the room. 'Take Prema to your room, dear. I expect she will want a bath after the long journey.'

'Prema, I am sorry about…about… all that I had written,' said Neetu the moment they were alone together. 'I don't know how to say it, but I didn't really mean to lie to you. You see, everything is so bland, so dull that I made everything up—about the garden, the villa next door, the school excursion and yes, even Shadow. I am sorry. I know you must think that I am a terrible person.'

'But I don't,' said Prema with twinkling eyes. 'I think you are a very imaginative and interesting person who can write the most wonderful letters in the world—letters as interesting as story books. True or not, I really loved getting them.'

'But there are some beautiful places in Delhi, even nicer than the garden I described. I could take you to see some of them.'

'And the India Gate, Lal Qila and Lodi Gardens,' said Prema enthusiastically.

And all of a sudden, the world seemed to be a wonderful place to live in!

—Swapna Dutta

sparsely: in small numbers bland: (here) not interesting or exciting

Let's ponder

Answer these questions.

1. *Neetu woke up jittery and heavy-eyed. If only Prema's uncle failed to locate their house! It was not really difficult to miss the dark and dingy bylane. In any case Prema was likely to think that she had mistaken the address, the moment she landed up in this locality. There were no laburnums here, no bungalow with gardens, no lily pool and worst of all, no Shadow.*

   a) What do these lines tell you about Neetu's state of mind?

      A. nervous

      B. excited

      C. hopeful

      D. fearful

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

   b) Who is Prema?

      i. She is Neetu's neighbour.

      ii. She is Neetu's friend.

      iii. She is Neetu's pen-friend.

      iv. She was Neetu's classmate.

   c) Why was it likely that Prema would feel she had mistaken the address?

      i. because the description of the locality in the letter didn't match the actual place

      ii. because Prema didn't have the correct address

      iii. because she landed in the wrong town

      iv. because the locality was revamped and Prema wouldn't recognize it

2. From Prema's reaction to Neetu's apology, what kind of person do you think she is?
3. 'And all of a sudden the world seemed to be a wonderful place to live in!' Why did Neetu feel that way?
4. How was Neetu's life different from that of Prema's life?
5. Do you think Neetu's letters were the means to escape her mundane life? Give reasons for your answer.
6. Why do you think Prema did not get angry with Neetu even after learning the truth about her life?

7. Do you think Neetu's intention behind writing those letters was harmless or was it a deliberate attempt to deceive Prema? Give reasons to support your answer.
8. 'The two fundamental values of honesty and forgiveness have been given importance in the story.' Justify the statement in light of the story. LS VB

Let's learn new words

A. Read the phrases. Each set has a relationship unique to it. Match the type of relationship to these sets of words.

Phrase	Relationship type
1. arrive is to depart as cautiously is to carelessly	a) part to whole
2. dog is to tame as tiger is to wild	b) characteristic
3. entire is to total as glance is to look	c) types
4. spade is to gardener as gun is to police	d) object to function
5. waves is to sea as plants is to garden	e) antonyms
6. pen is to write as brush is to paint	f) synonym
7. bed is to hardy as bedsheet is to soft	g) tool to worker

The two pairs of words in each phrase illustrate similar relationships. Such phrases are called analogies.

B. Now, complete the following analogies.

1. buttercup : garden :: ..... : tree
2. tyre: car :: ..... : branch
3. stone : ..... :: glass : smooth
4. pen : letter:: keyboard : .....
5. success: ..... :: active: lazy
6. table : furniture :: notebook : .....



Let's study grammar

Read these sentences.

- Her father owned a farm, and the family seldom left the place.
- He will stay in a hotel, of course, but I am going to stay with you.

Each sentence has two independent parts which are joined by coordinating conjunctions, such as and, but, for, nor, or, so, and yet. Such sentences are called compound sentences.

Now, read these sentences.

- I don't see any chance of it happening, unless you come over and see us.
- Even if any of my other relatives were to take me, Vishakhapatnam is about as far as I could hope to go.

Each sentence has an independent part (the underlined part) and a dependent part. A subordinating conjunction, such as although, whenever, however, if, though, even if, because, unless, since joins the dependent part with the independent part. Such sentences are called complex sentences.

Identify the sentences by ticking the correct column.

Sentence	Compound	Complex
1. Mum cleaned the room while we were away.		
2. The team played well but it lost the match.		
3. The children completed the homework and went out to play.		
4. Whenever the bell rings, Bruno barks.		
5. It was time for bed, yet the baby didn't sleep.		
6. Lily came to the party after the guests left.		

Study skills

You have learnt that the apostrophe is used to show possession and contraction.

Add the apostrophe wherever it is missing in this passage.

Neetus life was dull and unexciting. She didnt mean to lie to her friend but in her letter, she began writing about her imaginary life. She mustve thought that they would never meet. One day, she received Premas letter informing her that shed be arriving in Delhi the next day. Neetu felt guilty at having lied to her friend. She couldnt bring herself to face her. When Premas uncle dropped her at Neetus the next day, Neetu apologized to Prema for the misleading letters.

Let's learn to speak

While going on Delhi Darshan, Neetu's mom says to the girls, 'Don't talk to strangers and don't eat any street food.'

What kind of emotion is conveyed by Neetu's mum? Pick from the ones given in the box.

- request
- warning
- command
- suggestion

The emotion conveyed is a warning.

The following phrases/prompts are usually used to warn someone.

For an older person

1. Please be careful!
2. Please take care to...
3. Kindly consider...ing as...
4. I feel you should...

For a younger person/ similar age group

a) Watch out!

b) Be careful!

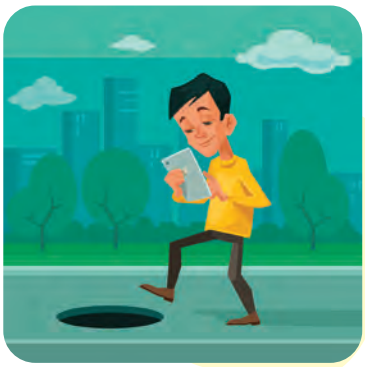
c) ...otherwise you'll...

d) Better be careful or else...

e) If you don't...then...

With the help of your partner, provide appropriate warnings to the people in the pictures given below. Use the language given in the table on the previous page.





Let's learn to write

Read this description connected to the story.

On the 5 May, Neetu's pen-friend Prema visited her house in Delhi. They had been writing to each other for few years. They knew all about each other-their families, friends, school, surroundings, hobbies, dreams and ambitions through letters. In her letters, Neetu had written about her beautiful garden with a grove of laburnums surrounding it and her pet Alsatian named Shadow. This was Neetu's world of imagination; consequently she felt ashamed of having lied to her friend. She apologised to Prema as soon as they were alone together. Prema took it in her stride and said that Neetu's letter were as interesting as storybooks. Thereafter, they visited the India Gate, Lal Qila and Lodi Gardens. The three lovely days spent together were exciting and fun.

A. Based on your reading of the event description, use the checklist given below to check some features.

The paragraph includes	✓	✗
1. a beginning, middle and end		

2. date, time, place of the event
3. the reason why the event is important/purpose
4. details of the event (what?/how?/why?, etc.)
5. a summarising line about the event
6. writing in the past tense
7. use of linking words (e.g. and, due to, therefore, to begin with, secondly, finally, etc.)

B. Prema and Neetu visited the Lodhi Garden on 6 May. They were accompanied by Ritu and Romy. The four children had a picnic. They saw beautiful trees and flowers in the garden. Complete the description by choosing the appropriate phrases given in the help box.

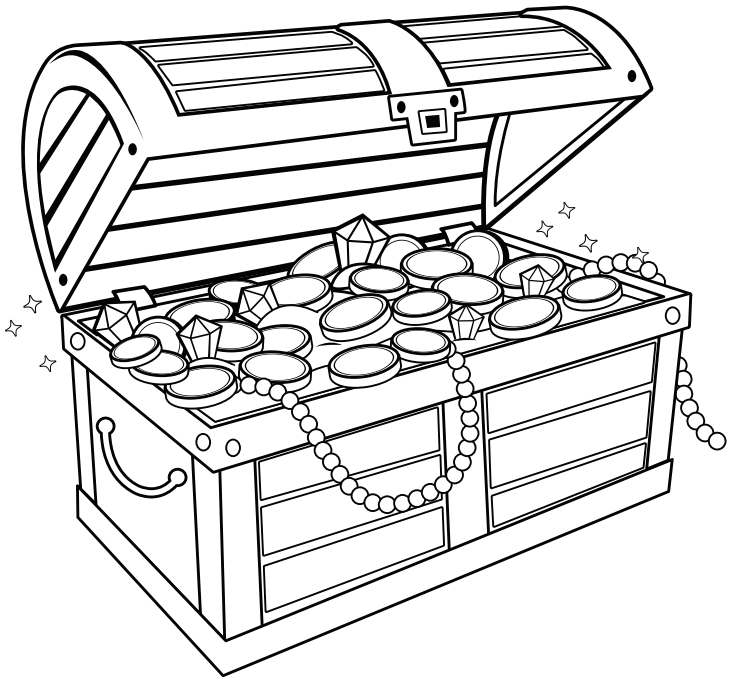
- on 6 May 20XX at 10 a.m.
- summer flowers such as cosmos and sunflowers
- tall palm trees
- accompanied them
- including sandwiches, cookies and chips
- a variety of birds and animals
- lotus pond filled with pink and white waterlilies
- played tag and badminton
- round of ice cream
- memories would be cherished forever

Prema and Neetu visited the Lodhi Garden (1) ..... Romy and Ritu also (2) ..... Mother had organised a mini-picnic in honour of Prema's visit. She had packed many scrumptious snacks in the picnic basket (3) ..... The garden was beautiful and the (4) ..... were in full bloom. They walked on the path lined with (5) ..... on the both sides. The children explored the park and saw (6) ..... On crossing the Athpula bridge they came across a (7) ..... They (8) ..... in the shade of the trees. The picnic concluded with a (9) ..... for everyone. The fun they had and the sweet (10) .....

14 The Sunken Treasure

Let's start

- Based on your reading of the title, discuss with your partner.
  a) Why is the treasure called 'sunken'?
  b) In which century do you think this might have happened?
  c) Could this treasure have jewels and precious items or something else too?
  d) Might this be a true story?
  e) What are the kind of things you might need in order to recover a sunken treasure?
  f) Would recovering a sunken treasure be an adventurous activity?
- Colour this treasure chest.



Read the story about Captain William Phips. This story is inspired from factual accounts.

Sir William Phips had once been a poor man's son, in the province of Maine (USA), where, in his boyhood he used to tend sheep upon the hills. Until he had grown to be a man, he did not even know how to read and write. Tired of tending sheep, he apprenticed himself to a ship-carpenter, and spent about four years in hewing the crooked limbs of oak trees for vessels.

In 1673, when he was twenty-two years old, he came to Boston, and soon afterwards got married and set up a business. It was not long before he lost all the money and became a poor man again. Still, he was not discouraged.

Several years passed away; and Phips had not yet gained the riches which he promised to himself. During this time, he had begun to follow the sea for a living. In the year 1684 he happened to hear of a Spanish ship which had been cast away near Porto de la Plata. She had now lain for fifty years beneath the waves. This old ship had been laden with immense wealth; and nobody had thought of the possibility of recovering any part of it from the deep sea which was rolling and tossing it about. But though it was now an old story, Phips resolved that the sunken treasure should again be brought to light.

He went to London and told King James of the vast wealth that was lying at the bottom of the sea. The king listened with attention, and thought this a fine opportunity to fill his treasury with Spanish gold. He appointed William Phips to be captain of a vessel called the *Rose Algier*, carrying eighteen guns and ninety-five men. So now he was Captain Phips of the English navy.

The captain sailed from England and cruised for two years in the West Indies, trying to find the wrecked Spanish ship. But the sea is so wide and deep that it is never easy to discover the exact spot where a sunken vessel lies. The prospect of success seemed very small, and the seamen became discouraged, and gave up all hope of making their fortunes by discovering the Spanish wreck. They wanted Phips to turn pirate. There was a much better prospect of growing rich by plundering vessels which still sailed in the sea than by seeking for a ship that had lain beneath the waves for half a century. They broke out in open mutiny, but were finally mastered by Phips, and compelled to obey his orders. It would have been dangerous to continue much longer at sea with such a crew of mutinous sailors. The ship was unseaworthy. So, Phips judged it best to return to England.

province: a principal administrative division of a country or empire apprenticed: worked under a skilled employer in order to learn a trade resolved: decided treasury: the funds or revenue of a state, institution, or society vessel (here): a ship or large boat prospect: (here) possibility plundering: steal (goods), typically using force and in a time of disorder mutiny: an open rebellion against the proper authorities, especially by soldiers or sailors against their officers compelled: forced

Before leaving the West Indies, he met with an old Spaniard who remembered the wreck of the Spanish ship, and gave him directions on how to find the very spot. 'It is on a reef of rocks, a few leagues from Porto de la Plata,' he shared.

On his arrival back in England, King James refused to have anything more to do with the affair. But the Duke of Albemarle and some other noblemen lent their assistance to Phips.

They fitted out a ship, and Phips sailed from England, and arrived safely at La Plata. He assisted his men to build a large boat which could go closer to the rocks than a large vessel safely could. When it was finished, the captain sent several men in it to examine the spot where the Spanish ship was said to have been wrecked. They were accompanied by some Indians who were skilful divers, and could go down a great way into the depths of the sea.

The boat's crew proceeded to the reef of rocks, and gazed down into the transparent water. They could see nothing more valuable than a strange sea shrub growing beneath the water, in a crevice of the reef of rocks.

'We won't go back empty-handed,' cried an English sailor; and then he spoke to one of the Indian divers. 'Dive down and bring me that pretty sea shrub there. That's the only treasure we shall find!'



Down plunged the diver, and soon rose dripping from the water, holding the sea shrub in his hand. But he had learned some news at the bottom of the sea. 'There are some ship's guns,' said he, the moment he had drawn breath, 'some great cannon, among the rocks, near where the shrub was growing.'

No sooner had he spoken than the English sailors knew that they had found the spot where the Spanish galleon had been wrecked, so many years before. The other

league: a former measure of distance by land, usually about three miles crevice: a narrow opening plunged: dived quickly cannon: a large and heavy piece of artillery used in warfare galleon: a sailing ship in use (especially by Spain) from the 15th to the 18th centuries, originally as a warship, later for trade. Galleons were typically square-rigged and had three or more decks and masts.

Indian divers plunged over the boat's side and swam headlong down, groping among the rocks and sunken cannon. In a few moments one of them rose above the water with a heavy lump of silver in his arms. That single lump was worth more than a thousand dollars. The sailors took it into the boat, and then rowed back as speedily as they could to inform Captain Phips of their good luck.



The captain and all the crew set to work with iron rakes and great hooks and lines, fishing for gold and silver at the bottom of the sea. Up came the treasures in abundance—a table of solid silver, an altar vessel, and a golden cup fit for the King of Spain. Their rakes were loaded with masses of silver bullion. There were precious stones too among the treasure, glittering and sparkling.

After a day or two, they discovered another part of the wreck where they found a great many bags of silver dollars. But nobody could have guessed that these were money-bags. By remaining so long in the salt-water they had become covered over with a crust which had the appearance of stone, so it was necessary to break it in pieces with hammers and axes. When this was done, a stream of silver dollars gushed out upon the deck of the vessel.

The whole value of the recovered treasure, plate, bullion, precious stones, and all, was estimated at more than two million dollars! Phips and his men continued to fish up plate, bullion, and dollars, as plentifully as ever. Phips returned to England, arriving there in 1687, and was received with great joy by the Duke of Albemarle and other English lords who took the greater part of the treasures for themselves.

The captain's share, however, was enough to make him comfortable for the rest of his days. Before Captain Phips left London, King James made him a knight; so that, instead of the obscure ship-carpenter who had formerly dwelt among them, the inhabitants of Boston welcomed him on his return as the rich and famous Sir William Phips.

—Nathaniel Hawthorne

rakes: (here)  bullion: gold or silver in bulk before coining, or valued by weight obscure: (here) unknown

About the author

Nathaniel Hawthorne (1804–1864) was an American novelist and short story writer. He published his first work in 1828. He published several short stories in periodicals, which he collected in 1837 as *Twice-Told Tales*. *The Scarlet Letter* was published in 1850, followed by a succession of other novels. His fiction works are considered part of the Romantic movement and, more specifically, dark romanticism. His themes often centre on the inherent evil and sin of humanity, and his works often have moral messages. His published works include novels, short stories, and a biography of his college friend Franklin Pierce, the 14th President of the United States.

Let's ponder

Answer these questions.

1. '*Dive down and bring me that pretty sea shrub there. That's the only treasure we shall find!*'
   a) Who said the above lines and to whom?
   b) Why does the speaker wish to have the sea shrub?
   c) What is the tone of the speaker when he says, 'That's the only treasure we shall find'?
   d) Is the sea shrub the 'only treasure' they find?
2. *But nobody could have guessed that these were money-bags.*
   a) When and where were the money-bags found?
   b) Why could nobody 'have guessed that they were money-bags'?
   c) What was done to extract the money from the money bags?
3. Why did Phips apprentice himself to a ship-carpenter?
4. What events led to William's appointment as Captain Phips of the English navy?
5. Why did Phips' men break out in mutiny? What were their demands?
6. Describe the sunken treasure that Captain Phips and his crew discovered.
7. Why do you think King James made Captain Phips a knight?
8. Do you think Captain Phips would have been able to discover the wreck of the Spanish ship without the guidance from the old Spaniard? Why/Why not?
9. Were the Duke and other English lords justified in taking the greater part of the treasures for themselves? Give reasons.
10. Despite numerous challenges over a long period of time, Captain William Phips did not give up his search for the wreckage of the Spanish ship.
    a) Which quality(s) does this reveal about Phips?
    b) Do you think that failures are only steps that lead to success? Why/Why not?

Let's learn new words

Look at the following words from the chapter.

a) league
b) galleon
c) deck
d) wreckage
e) pirate
f) vessel
g) diver
h) sailors
i) crew

These are **words related to the sea**, whether it is transportation or people involved in different activities at sea.

Match these words and a few others, given below, to their correct meaning.

Word	Meaning
league	a group of people who work on and operate a ship
galleon	a place on the coast, protected from rough water, where ships come for shelter
deck	remains of something that has been destroyed/damaged
wreckage	a structure built on the shore to load/unload ships, tie them etc.
pirate	a ship or large boat
vessel	floor of a ship
diver	a warship which was also used for sailing (especially by Spain) from 15th to 18th centuries
sailors	a person who jumps into the water for either sport or to search for things under water
wharf	person who attacks or robs ships at sea
crew	a former measure of distance by land, usually about three miles
anchor	a pole with a flat blade used to row or steer a boat
harbour	member of the crew on a ship/boat
oar	a device, normally made of metal, used to connect a vessel to the bed of a body of water to prevent the vessel from drifting due to wind or current

Now, fill in the blanks to complete the passage given below, using the appropriate sea-related terms from the table on the previous page.

Madhav and Miriam were standing at the (a) ..... of their ship, watching the sunset. They were travelling to Chennai when Miriam decided to share with Madhav the tale of the lost ship. The (b) ....., she said, was only a few (c) ..... away from the shore when a ship full of (d) ..... is said to have attacked it. The (e) ..... on the ship were unable to fight the pirates who looted the goods on the ship and left it to sink. The (f) ..... was found a few days later but nobody ever heard about the sailors or what happened to them. It is believed that none of them survived the attack. "The sea can be a dangerous place," said Miriam. Just as she finished her story, their ship loosened its (g) ..... and they reached the (h) ..... a few minutes past midnight.



Let's study grammar

Read these sentences.

- Sir William Phips lived in the province of Maine.
- In 1673, he came to Boston.
- The king of England appointed William Phips the captain of *Rose Algier*.

These highlighted words are prepositions. They indicate relationships between other words in a sentence. They tell us where something is or when something happened.

Fill in the blanks with suitable prepositions.

1. I have not seen him ..... last evening. (since/for)
2. They have known each other ..... several years. (since/for)
3. I sit ..... Radha and Vijay. (between/among)
4. Rahul is popular ..... his classmates. (between/among)
5. The school is ..... the park. (beside/besides)
6. We live ..... Tirupati. (in/on)
7. They are going ..... a holiday to Vietnam. (on/in)
8. ..... my shelf, there are many trophies and awards. (On/In)
9. My mother laughed ..... the joke. (on/at)

Let's learn to listen

You will listen to a radio advertisement about a cruise. As you listen, choose the correct option for the features listed.

Features	Options		
Name of the yacht	(a) *Moti-jal*	(b) *Jal-mohini*	(c) *Jal-moti*
When are the trips	(a) quarterly	(b) continually	(c) annually
Number of crew members	(a) 14	(b) 17	(c) 19
Accommodation capacity	(a) twenty	(b) twenty-five	(c) thirty
Cabin facility	(a) Wi-Fi	(b) private bathroom	(c) electric kettle
Lounge facility	(a) music centre	(b) home-theatre	(c) gaming zone
Water activities	(a) paragliding	(b) dolphin spotting	(c) stargazing
How to contact	(a) personal visit	(b) email	(c) social media

Let's learn to write

A. You just read the story of the sunken treasure. Organise the story details as indicated below and rewrite in your notebooks.

This story is about Captain William Phips and his search for .....

.....

The story takes place (when and where) in 17th century ..... but throughout the story, Phips travelled to various other places like .....

The action began when Phips heard about the ..... near Porto de la Plata.

Then, (what happened?) Phips decided to share this information with King James who .....

Next, (state details in sequence) Phips set out on a search but was unable to find the treasure. His crewmates ..... and he has to return home. But a meeting with ..... resulted in .....

After that, Phips met the Duke of Albemarle who ..... and, once again, he .....

Finally, Phips .... knighted by the King.

The writer's theme is .....

B. Create with your partner, only an outline of a new story about a treasure hunt in not more than 150 words using your own ideas. Use the organiser given above.

C. Now, write the complete story in your notebooks.

15

Stopping by Woods on a Snowy Evening

Let's start

Based on your reading of the title, draw and colour the image that comes to your mind.

- Discuss why you think the poet might have stopped by the woods on a snowy evening.
- Share with your partner what you would like to do with snow, on a family trip.

Now, read the poem and answer the corresponding questions while you read.

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

—Robert Frost

a) Does the poet know the owner of the woodland?

b) Why do you think someone would own woodlands?

c) Why isn't the owner unlikely to see the poet in his woodland?

a) Is the poet walking through the woods? Give a reason.

b) Where did the horse expect to stop in the woods?

c) Why do you think the lake is frozen?

d) What hour of the day do you think it might have been?

a) How does the horse seek confirmation to stop?

b) Who seemed to be making a 'mistake'?

c) Was it snowing, or had it finished snowing? Give a reason.

d) Did the poet experience stormy winds? Give a reason.

a) How do the woods seem to the poet?

b) Do you think the poet would've liked to stay longer to admire the beauty? Give a reason.

c) Who do you think the poet has made promises to?

d) Is the poet reminding himself of something?

woods: an area of land, smaller than a forest, that is covered with growing trees queer: unusual
harness: a set of straps on a horse to control it downy: soft and feathery

About the author

Robert Lee Frost (1874–1963) was an American poet. His work was initially published in England before it was published in America. Known for his realistic depictions of rural life and his command of American colloquial speech, Frost frequently wrote about settings from rural life in New England in the early twentieth century.
Frost was honoured frequently during his lifetime and is the only poet to receive four Pulitzer Prizes for poetry. He became one of America's rare public literary figures, almost an artistic institution. He was awarded the Congressional Gold Medal in 1960 for his poetic works. On 22 July, 1961, Frost was named poet laureate of Vermont.

Let's ponder

A. Complete the following paraphrase.

The poet stops by a forest-like area as ..... He does wonder about ..... It is a dark evening and the poet realises that his horse ..... as the area has no shelter or warm dwelling but ..... This is the reason his horse ..... to settle his confusion. The poet understands but chooses to enjoy the ..... He is forced to move away from his thoughts and ..... because he realises that he ..... .

B. Answer these questions.

1. *Whose woods these are I think I know.*
   His house is in the village though;
   He will not see me stopping here
   To watch his woods fill up with snow.
   a) What does the speaker mean when he says, 'I think I know'?
   b) Do you think the speaker wants to be seen by the owner of the woods? Why/ why not?
   c) What does the phrase 'fill up with snow' mean?
2. *He gives his harness bells a shake*
   To ask if there is some mistake.
   a) Who is 'he'?
   b) What is the 'mistake'?
   c) Can 'he' really ask the poet a question? What does this reveal about the poet's relationship with 'he'?

3. What is the contrast that the poet brings out between the farmhouse and the frozen lake?
4. Comment on the sounds the poet hears in the forest. How do you think this affects the mood of the poem?
5. What different ideas do you think are conveyed through the woods being 'lovely, dark and deep'?
6. Explain the last two lines of the poem.

Let's enjoy the poem

Answer the following.

1. Which stanzas have the first, second and fourth lines rhyming?
2. How is the rhyming of stanza four different from the others?
3. Pick one example of alliteration from the poem.
4. Do you think the horse has been personified? Give reasons for your answer.
5. Do you feel the poet has used
   a) the deep, dark, snow-covered woods to symbolize loneliness and sadness OR energy and delight?
   b) the owner and the farmhouse to symbolise human civilisation OR natural environment?
   c) the horse to symbolise the voice of adventure OR caution?
6. Identify any two lines that create word-pictures.
7. 'downy flake'—What is the poet comparing the snowflake with?

16 Handle with Care

Let's start

- With your partner, list the things that you would 'handle with care'.
- Discuss: If some humans had this sign on them, what do you think it could mean?

Now, let's read the play to find out what the title could refer to. But before you begin, look at this chart and as you read the play, complete the details in this grid.

Characters

Quote	Who said this?	To whom?	When?	Why?
1. But that was none of my fault!		the policeman		because he knew he would be blamed or arrested
2. It's a grave crime these days!	Passerby No. 3			
3. Do you mean to say that you never saw them being hit by a motorcyclist?			at the scene of the accident	
4. Oh! Is that kind of living you call 'life'?				to explain their unfortunate way of living
5. Oh! That's why you're living like privileged citizens.				

- Policeman
- Motorcyclist
- Passerby No. 1
- Passerby No. 2
- Passerby No. 3
- Passerby No. 4
- Woman

The scene is of a late 21st century street corner. A foggy, run-down and pot-holed street corner with dilapidated houses, lanes, street lamps, pavements, etc. On and off, showers of acid rains occur. The sun is a reddish orange orb hanging overhead. It is all smoky and hazy. Some beings (passersby) are loitering on the street corner. A woman is also moving about. Suddenly, a motorcyclist appears on the street and the woman walks straight into his path. She is hit by the motorcyclist and falls down. A policeman standing at the corner notices the accident and signals the motorcyclist to stop. The motorcyclist waits for the policeman as the latter approaches him with a baton. Soon, four passersby crowd in on the fallen body.

Policeman: (*approaches the motorcyclist, waving the baton*) Handle with care! Handle with care! Couldn't you see or sense the label so prominently displayed on this being? Are your sensors not working?

Motorcyclist: But that was none of my fault! This being was walking quite normally on the footpath! It suddenly turned and came in my path (*waving off an imaginary cloud of gases*). What could have I done in this murky darkness?

Policeman: I'll find out! You better wait! You don't know what you've done! Hitting a 'Handle with Care' being! (*approaches the fallen body, waving away the passersby with his baton*)



Passerby No. 1: Yes! Yes! The label is very much there!

Passerby No. 2: Yes! Yes! (*waving off a cloud of gas*) We can all see it! Why couldn't the motorcyclist see it from a distance?

run-down: in a poor, neglected state dilapidated: in a state of ruin orb: a spherical shape baton: a short, thick stick carried as a weapon murky: dark and gloomy (especially due to mist, etc.)

Passerby No. 3: It's a grave crime these days! (*approaching the fallen body*) It's a grave crime to hit anybody with the 'Handle with Care' label!

Policeman: Yes, I heard only the other day. These Handle-with-Care beings are becoming extinct at a fast rate! (*begins to examine the fallen body, takes out a sensor from his pocket, presses it against the chest of the fallen body and watches its dial*)

Passerby No. 1: Is it dead?

Passerby No. 2: Is it senseless or simply unconscious?

Passerby No. 4: Oh! These Handle-with-Care beings are really delicate!

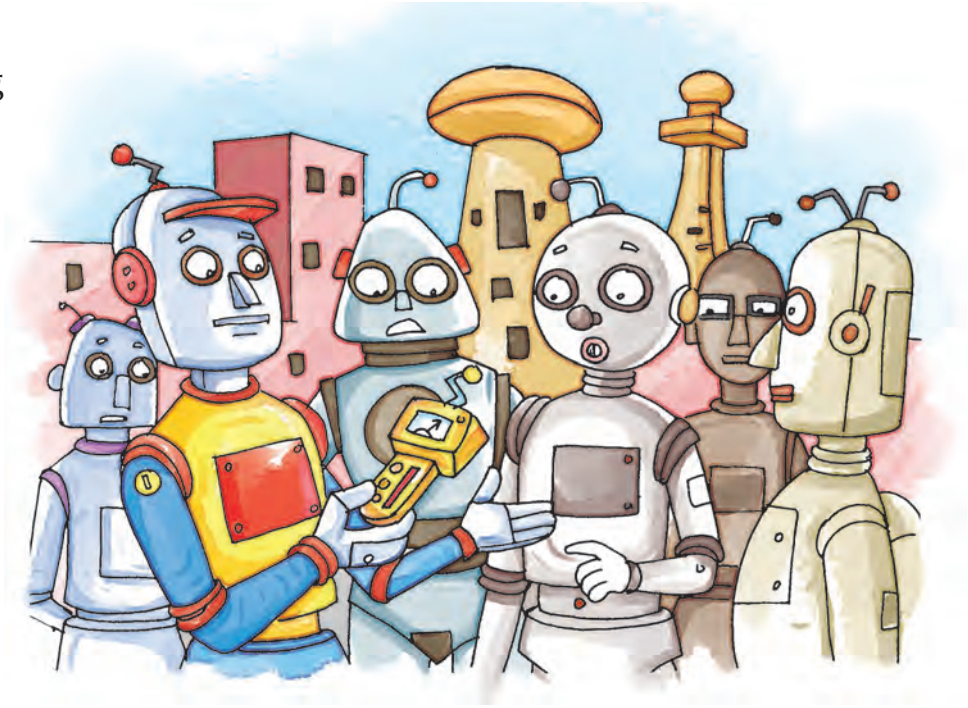
Passerby No. 3: Indeed! That's why they are labelled 'Handle with Care'! Isn't it? (*All passersby, including Policeman, laugh*)

Policeman: No, it is not dead! (*watches the dials on the sensor*) It is very much alive! Now, what should be done! It's a rare occurrence. A motorcyclist hitting a Handle-with-Care being! The being is unconscious!... (*thinking, then turns to the passersby*) Or does anyone among you know what first aid should be given to it? (*suddenly remembers something and begins to search for it on his body*)

Passerby No. 3: Well, I've lived once with these Handle with-Care beings. They are certainly delicate, fragile, temperamental. ...I've seen them falling suddenly but never...

Policeman: Do you mean to say that you never saw them being hit by a motorcyclist? (*still searching for something on his body*) But, what do they do in that case?

Passerby No. 3: Well, they just get up and start walking again as we do! But, yes, sometimes—I remember once a Handle-with-Care being fell down and began to cry...No Handle-with-Care being was around. I couldn't understand what to do. I made it stand up to walk again but it began to cry more loudly...



Passerby No. 1: Cry? (*laughs quietly*)

Passerby No. 4: Oh! These poor Handle-with-Care beings! They cannot even see properly in this cloudy environment as we can!... Okay, then, what happened?

grave: serious fragile: easily broken or damaged temperamental: a person with uncertain changes of mood

Passerby No. 3: Shortly, some Handle-with-Care beings came that way and rushed to its aid! They took it to a hospital!

Passerby No. 2: What does a hospital do?

Passerby No. 3: Oh! It's a kind of repair station for these delicate beings! Here they recover their lost limbs and organs as we do in our repair stations! You know that they're purely biological beings—not at all sturdy like us! (*All passersby laugh*)

Passerby No. 4: Okay, then! (*pointing at the fallen body*) Let's take this Handle-with-Care being to a hospital!

Passerby No. 3: Yes, yes, why not? Let's take it fast! But handle it with care! (*All passersby laugh. Meanwhile the Policeman has fished out a calculator-like gadget marked 'Instructions Tool' and is reading the instructions. He gets up suddenly.*)

Policeman: Wait! Wait! Don't touch the body! Bring some water! Immediately!

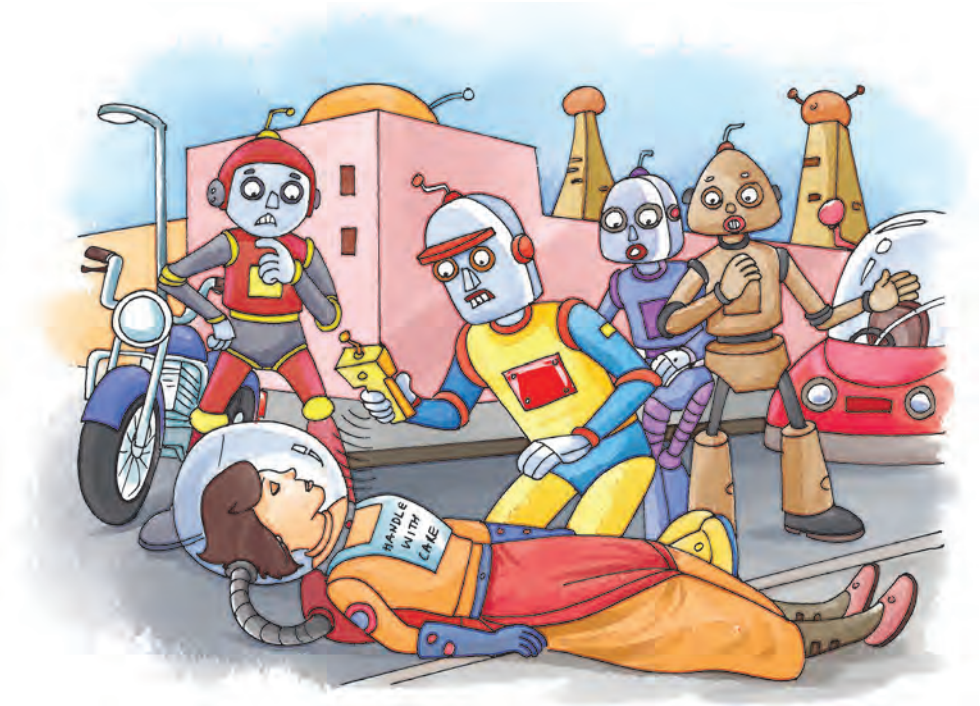
Passerby No. 4: (*about to lift the arm of the fallen body, turns to Policeman*) Water? Do you mean that transparent liquid which these poor beings drink and use for various purposes?

Passerby No. 2: Yes! Yes! It must be the same! But it is scarce nowadays!

Passerby No. 3: Available only in the ghettoes where these beings live!

Passerby No. 1: Ghettoes?

Passerby No. 3: Yes, those bubble-like structures which contain special environment for their kind! You know, they cannot live in this rough and tumble environment of carbon dioxide, sulphur dioxide and nitrous oxide gases with no sunlight, and acid rains pouring every other day! Those ghettoes contain none of these elements with which we're familiar...



Passerby No. 1: Have you ever been to a ghetto?

Passerby No. 3: Nope! None of our kind is allowed there! But there is a kind of us – delicate ones – who work for these beings in the ghettoes. They are also delicate like their

ghettoes: isolated or segregated groups or areas

Handle-with-Care masters! They cannot stand the open environment outside! (*all passersby laugh*)

Policeman: (*waving the baton*) Hey! You're all laughing! And there's no ghetto for several kilometres around! I better contact the nearest police station and inform...

Woman: (*getting up*) No! No! Please don't contact any police station! Please don't do that! (*peers at the faces around her through the oxygen mask*)

Motorcyclist: (*till then standing awkwardly by the side of his motorcycle and watching the reactions of the passersby and Policeman quietly*) Hey! You're alive! You're not dead!... (*starts dancing*) I'm relieved! I'm saved! I'm saved!

Passerby No. 1: Hey, why is it saved? What's the big deal in this?

Policeman: Eh, don't you know the basic laws? Asimov's laws?... Dictated more than a century ago...

Passerby No. 1: Enlighten me, my dear! Enlighten me!

Policeman: We're not supposed to harm these Handle-with-Care beings—not to speak of killing them! Their population is on the decline! Even to kill them by accident is a serious crime!

All passersby: (*chorus*) Even by accident?

Woman: Yes, even by accident! (*dusting off her suit*) But this wasn't even an accident!

Policeman: What? Not an accident? What was it then?

Woman: (*comes centre stage and addresses the audience*) A suicide! (*turns to them*) Yes, a suicide, my dears!

Passerby No. 2: A suicide? What does it mean?

Woman: Okay, okay! Let me explain...(*thinks*) It's killing oneself by one's own choice!

Motorcyclist: Oh, you mean, you purposely came in my path? To get yourself killed!

Woman: Yes!... (*looks around*) That's what I intended to do...

Motorcyclist: But you would have put me in a...

Woman: (*addressing the audience*) But I was keen to die...

Passerby No. 3: But,... (*waving off a cloud of gas*) why did you want to destroy yourself? You beings have all the facilities and amenities to live in...

Woman: Oh! Is that kind of living you call 'life'? In closed bubble-like chambers where everything is artificially available – air, water, rains, everything... Oh, no! I am sick of it! I feel suffocated and claustrophobic! I want to live in the open... But what a mess we've created on the surface of this earth!... We've lost the greenery! We've lost

Asimov: a US writer of science fiction who invented the word 'robotics'
claustrophobic: inducing an extreme or irrational fear of confined spaces

the animals and birds! We've lost the air! We've lost the sun! We've lost everything! (*addressing the audience*) What is there to live for?

Passerby No. 2: What? You mean—you beings are responsible for this environment in which we live?

Woman: Yes! (*directing her hand at herself and the entire audience*) We human beings are responsible for this environment full of noxious and toxic gases on earth! Mind you, it was not created in one day. It was created over several decades due to our environmentally unsound activities. More factories, more goods, more gadgets, more flying and ground vehicles, more robots, etc... The real villain was not technology but money and greed! The whole place is now polluted! With nowhere to go...The Moon and all the planets have been found unfit to live...

Policeman: Polluted? What do you mean?

Woman: This environment is all right for you beings. You can work in any environment, hazardous or otherwise. But we need oxygen to live by. There is hardly any left in the atmosphere. (*pointing at the mask she is wearing*) That's why we all have to wear oxygen masks...

Passerby No. 2: Oh, yes, you're all delicate beings...We don't have any problem with this atmosphere...

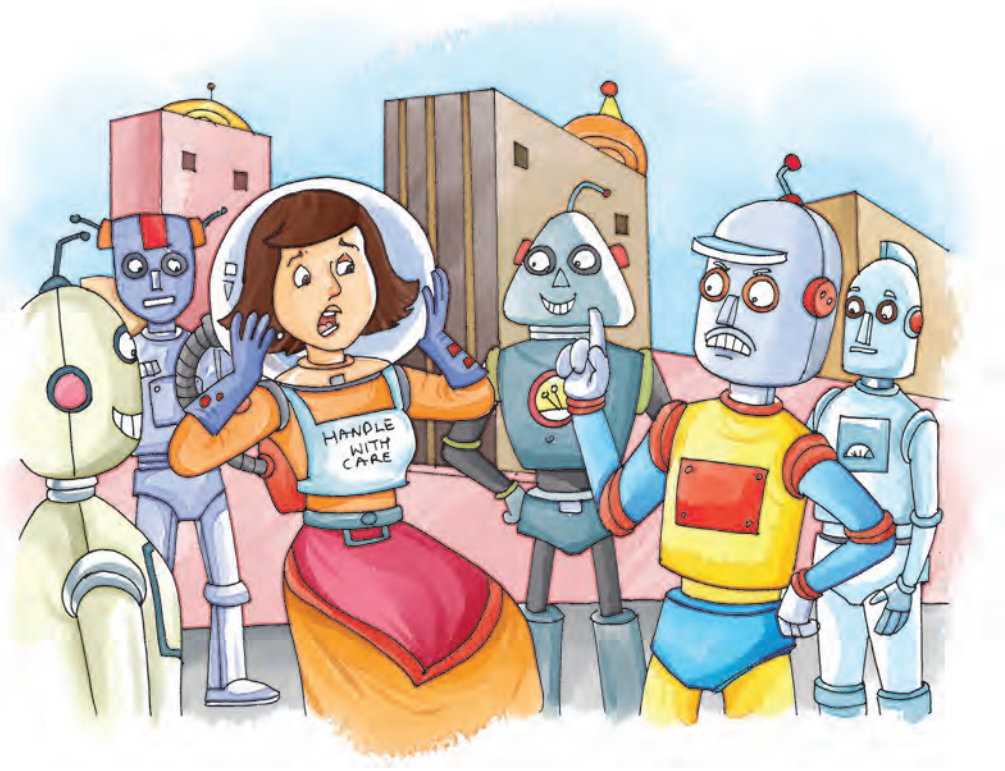
Woman: Oh! You can live wherever you like! We have built you in that manner! And you all have proliferated over the vears...

Passerby No. 1: Oh. you mean, you built all of us?

Woman: Well, not me exactly! But my kind! Yes, we designed and built you so that you can work in this environment!

Passerby No. 4: But, how can it be? How can delicate beings like you build sturdy beings like us?

Woman: Yes, we built you sturdy so that you



noxious: harmful, poisonous unsound: not safe, in poor condition
proliferated: multiply, increase rapidly in number

could perform tasks we cannot do easily. But over the decades your kind has taken over the control from us! (*addressing the audience*) Oh no! Greed and money have landed us into this!

Motorcyclist: Oh! That's why you're living like privileged citizens...I always asked myself: How could delicate beings like you be so special...That you're labelled (*writes in the air*) 'Handle with Care'...

Woman: In fact, this earth herself needed to be labelled 'Handle with Care'. But we human beings—instead of handling her with care—ruled over her ruthlessly. Before us, dinosaurs became extinct because of a change in environment! We're soon going to be extinct because we changed the environment! You beings will soon be the rulers!... We human beings are now doomed for extinction!... (*gets down on her knees and pleads with everybody, addressing the audience*) I cannot live any more on this borrowed time! I want to die! I want to die! Please kill me!

Policeman: Oh! None of us can do that! It's forbidden to us! Asimov's laws!

Passerby No. 4: But, there's an easy way out for you!

Woman: (*gets up and seizes the passerby's arm*) What is it? What is it? Tell me—quickly! Please...

Passerby No. 4: Just open your oxygen mask, and you'll, as you only said, inhale the toxic gases and die...

Woman: (*as though struck dumb for some time, then turns to the passerby*) Oh! How simple! This never occurred to me! A simple logic! (*addresses the audience*) I've so got used to the oxygen mask that it has become a part of my own self! I had totally forgotten that it is an artificial appendage! (*laughs at herself, and turns to the passersby*) You're all good at logic! I know! I know! We built you robots with excellent logical capabilities! Thanks for your suggestion!

Policeman: (*suddenly pushing himself forward*) Hey! Wait! What about your body? Somebody will notice it, and haul one of us!

Woman: No, no! You need not worry! Just remove my anti-corrosion suit, and my body will decay very fast in this corrosive environment... (*making a sign of disappearance*) Nobody will know where my body has disappeared!

Passerby No. 2: Oh, is that so easy? But nothing happens to us!

Woman: Yes, that's the difference between losers and winners!... (*begins to untie the oxygen mask*)

(Curtain)

ruthlessly: without pity or compassion for others appendage: a thing that is added or attached to something larger or more important anti-corrosion: preventing damage caused to metal, stone, or other materials

Let's ponder

Answer these questions.

1. '*It's a rare occurrence. A motorcyclist hitting a Handle-with-Care being!*'
   a) Who is the 'Handle-with-Care' being?
   b) What does 'occurrence' refer to in these lines?
   c) 'rare' here, means .....
      i. uncertain ii. unacceptable
      iii. Uncommon iv. unsafe
2. '*Eh, don't you know the basic laws? Asimov's laws?... Dictated more than a century ago...*'
   a) What made the policeman ask the first question to Passerby No. 1?
   b) 'Asimov's laws'–
      i. What was compulsory as per these laws?
      ii. Why were these laws created?
   c) How long have 'Asimov's laws' been in practice?
3. '*Mind you, it was not created in one day. It was created over several decades due to our environmentally unsound activities.*'
   a) What does the woman refer to as 'it' in the line 'it was created...'?
   b) The word 'decades' means a period of many sets of
      i. two years ii. eight years
      iii. ten years iv. twelve years
   c) List any three 'environmentally unsound activities' the woman spoke about.
4. Describe the late 21st century street corner as indicated in the play. What does this tell you about the fate of the environment?
5. What was the function of the 'bubble like structures'?
6. Human beings are responsible for the damage done to the environment. Justify with reference to the information provided in the play. LS VB
7. 'Greed and money have landed us into this.' Explain with reference to Mahatma Gandhi's words, 'There is enough on earth for everybody's need, but not enough for everybody's greed.' LS VB
8. The woman says that robots have taken control of earth from humans. Do you think this can happen in the future? Why/Why not? LS

Let's learn new words

A. Read the following and answer the questions that follow.

...run-down street corner

Does the highlighted word

- name the street corner?
- describe the street corner?
- talk about an action at the street corner?

B. Pick the suitable meanings of run down for each of the following sentences from the options given.

1. The battery of my phone has run down. .....
2. The class monitor gave the class teacher a rundown on the recent meeting with the Head Boy. .....
3. If you are not careful while crossing the road, you might just get run down. .....

Meanings:

a) advance notice
b) fined and arrested
c) hit with a vehicle
d) stop functioning
e) summary or analysis

Let's study grammar

Study the following sentences. The sentences numbered (a) are in direct speech and sentences numbered (b) are in indirect speech.

1. (a) The woman says, 'I want to live in the open.'

   (b) The woman says that she wants to live in the open.

2. (a) The woman said, 'I want to live in the open.'

   (b) The woman said that she wanted to live in the open.

3. (a) The women will say, 'I want to live in the open.'

   (b) The women will say that she wants to live in the open.

4. (a) The woman said to the policeman, 'I want to live in the open.'

   (b) The woman told the policeman that she wanted to live in the open.

Note the observation for (1) and then make observations for sentences (2) to (4).

1. (a) The reporting verb (says) = simple present tense

   (b) The verb (wants) remains in the same tense.

2. (a) The reporting verb (said) = ...

   (b) The verb (wanted) .....

3. (a) The reporting verb (will say) = ...

   (b) The verb (wants) .....

4. When 'said to' is used to indicate the speaker speaking to the listener in direct speech, it changes to ..... in indirect speech.

Let's take a quick look at the rules in change of tenses in indirect speech.

is/am/are – was/were	was/were – had been	has/have – had
had been – no change	do/does – no change	did – had done
had done – no change	will/shall – would/should	may/can – might/could
would/should/might/could/ought to/used to – no change		must – must

Change of words for time and place

this/these – that/those	here – there	now – then
yesterday – the previous day/the day before		today – that day
tomorrow – the next day/the following day		ago – before

Change the following sentences into the indirect speech.

1. The policeman said to the passers-by, 'Their population is on the decline now.'
2. The policeman said to the woman, 'Who do you want me to inform about this accident?'
3. The woman said to the passers-by, 'Please let me remove my anti-corrosion suit.'
4. The passer-by said, 'Oh! These Handle-with-Care beings are really delicate!'
5. The woman said to the others, 'Oh no! I'm sick of living like this!'
6. The woman said to the passers-by, 'Your kind has taken over the world from us.'
7. The woman said to the passers-by, 'Can you change this toxic world?'
8. The woman said to the passers-by, 'Please help me change this toxic world.'

Study skills

Say the following aloud and identify whether the y has a long i sound (as in 'fine')/a short i sound in the middle of the word (as in 'bin') or the long ee sound (as in 'city').

word	long i sound	short i sound	long ee sound
fly			
only			
symbol			
try			
happy			
typical			
sunny			
oxygen			
very			
buy			
system			

Let's learn to speak

Form groups of four and choose one card each for yourself and others for the role. Engage in a role-play by using the cards as guides.

Situation: A meeting of the four House Captains at school to plan an awareness programme at school for conservation of trees in and around the neighbourhood.

Captain 1

- Welcome all three Captains and introduce yourself and them.
- State the point of discussion.
- Share the date and venue decided for the programme.
- Invite suggestions.

Captain 2

- Thank Captain 1 for the ideas given.
- Talk about creating posters.
- Suggest holding a competition.
- Offer help of your House members in putting up posters in the neighbourhood.

Captain 3

- Appreciate suggestions of Captain 2.
- Suggest a plantation drive in the neighbourhood parks.
- Share information about the local MLA.
- Talk about inviting him/her for the drive.

Captain 4

- Share positive feelings for the ideas offered by Captains 1, 2 and 3.
- Draw attention towards the need to arrange funds and seek permission from authorities.
- Conclude by saying that good planning will lead to success.

Let's learn to write

A. Complete the conversation between Passersby 2 and 4 that took place a few days after the episode with the 'Handle-with-Care' being.

Passerby 2: Oh, hello! I didn't expect to run into you again.

Passerby 4: It was bound to happen. You see, (1) .....

.....

Passerby 2: I see. In that case, (2) .....

.....

Passerby 4: You are most welcome to (3) .....

.....

Passerby 2: I most certainly will. Thank you. Right now, I (4) .....

.....

Passerby 4: Of course. (5) .....

.....

Passerby 2: Good day to you too.

B. Based on your completion of the dialogue above, tick the useful points that suit only dialogue writing, from those given below.

1. Understand the topic of conversation. ☐
2. Focus on the format. ☐
3. Read the preceding and following dialogues before completing a dialogue. ☐
4. Create dialogues that seem natural. ☐
5. Remember to write the title and by-line ☐

6. Take care to clearly understand the relationship between the two speakers having the conversation. ☐
7. Mind the tenses you use. ☐

C. You and your friend have a discussion about environmental awareness in the neighbourhood. Complete the dialogues in not more than 100–150 words.

You: I'm really shaken up after reading 'Handle-with-Care'.

Friend: I agree. .....

You: .....

.....

Listening Texts

2. A Lesson That Lasted a Lifetime

Sarita: Hi Sohail, thank you for being a part of this survey about favourite subjects. Which class are you in, Sohail?

Sohail: I'm in VIII-C, Sarita. You already know I'm from Central Public School.

Sarita: So, what's your favourite subject?

Sohail: Geometry, I think. I simply love this subject.

Sarita: Hmmm…not many people enjoy Geometry. Has it always been your favourite?

Sohail: I don't think so. My love for this subject started this year only.

Sarita: I see…Why is it your favourite subject?

Sohail: I basically love painting and drawing. I plan to take up fashion designing as my profession. I've often noticed that most designs and prints I love are geometric. So, that's my main reason for liking Geometry.

Sarita: That's wonderful! What geometrical creation do you find inspiring, Sohail?

Sohail: Oh! That's easy. Islamic art inspires me. The reason is simple, Islamic art uses a lot of geometric patterns. Even the architecture of those times represents geometric patterns. I definitely want to use such patterns therefore; Islamic art is my inspiration for developing a liking for geometry.

Sarita: Well, that's all for this survey interview. Thanks for your time, Sohail.

Sohail: You're welcome.

6. The Jackal and the Partridge

The Eagle and the Owl, after many quarrels, swore that they would be fast friends for ever. They sealed their friendship by promising each other that they would never harm each other's young ones.

The Owl wondered aloud, 'But do you know my little ones?' she said, looking at the Eagle. 'I want you to recognise them. If you do not, I fear you'll grab them when you find them.'

'Oh! I've no idea what they look like,' replied the Eagle.

The Owl smiled and said, 'They are the sweetest, prettiest things in the world. Such clear eyes! Such charming feathers! Such cute little habits!

You'll know them, now, from my description.'

A short time after, the Eagle found some ugly-looking chicks in a tree's hollow. 'These ugly little creatures with frightfully big eyes certainly cannot be my friend Owl's pretty babies,' said the Eagle. So, she made a meal of them without feeling guilty.

The Owl, finding her young ones gone, began cursing the Eagle. 'Don't blame me,' answered the Eagle, 'blame yourself rather than me. You described your chicks in such flattering terms. The entire description was inaccurate. I was hungry and naturally hunted. I could never have thought those ugly creatures were the pretty little things you'd described.'

The Owl realised her mistake.

The story teaches us to guard against exaggeration.

11. As You Like It

Come one! Come all!

The entire Dukedom is invited to rejoice at the Duke's palace on the occasion of Lady Rosalind and Sir Orlando's upcoming wedding!

Everyone is invited to attend the banquet preceding the ceremony in the Grand Hall at a quarter to two on the day after Christmas!

Families with young children are to stay back for some time after the ceremony to collect the presents Lady Rosalind has hand-picked for them.

The occasion promises fireworks, dancing, and the best musicians for your entertainment!

The young couple specially requests that guests not bring any expensive presents.

Come one! Come all!

14. The Sunken Treasure

Have some time to spare? Plan a sea adventure with us!

The *Jal-moti* is a luxury yacht scheduling exciting trips across the Andaman and Nicobar Islands all though the year. The 14-member crew on board *Jal-moti* are extremely knowledgeable and passionate about the area and will ensure an authentic adventure for every guest.

The *Jal-moti*is 60 m in length and provides deluxe accommodations for up to 25 guests. Each of the 10 cabins on board are equipped with individually controlled air conditioning, private bathroom, plenty of space.

Excellent food and snacks (non-vegetarian upon request), tea, coffee, and mineral water are served on board. Guests may relax on the sundeck or in the spacious lounge equipped with TV, DVD and music centre. A selection of juices is also available for sale.

Apart from water activities like deep sea diving and dolphin spotting, the cruise also offers paragliding and stargazing while being pampered by the attentive crew. Get ready for the *Jal-moti* experience- the ultimate adventure.

Contact our reservations team to book your next adventure today.

Call at the toll-free number 1800-000-111 or email at jalmoti@cruise.com.

Notes