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**NEP  
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# Real English

A Multi-Skill Language Course



**COURSEBOOK 8**  
**REVISED AND UPDATED**

**VIVA EDUCATION**

**Android app** 

Digital Resources  
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A Multi-Skill Language Course

**COURSEBOOK 8**  
**REVISED AND UPDATED**

**Beena Sugathan**

**VIVA EDUCATION**

New Delhi • Mumbai • Chennai • Kolkata • Bengaluru • Hyderabad • Kochi • Guwahati

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# Real English At a Glance

“ The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. ”

– National Education Policy 2020

## How the Real English Course Accords with the NEP

*Real English* is designed for contextual, skill-based and activity-oriented language learning. Focused on learning outcomes, this series contains custom-made lessons for the practical and effective implementation of the NEP recommendations.



### Highlights

- Skills through activities and games
- Makes learning fun
- Emphasis on learning to learn
- Academic, cognitive and social skills
- Outcome-oriented activity design
- Student-led activities
- Beyond-the-curriculum strategy
- Thoroughly doable activities

### The Agile Approach

The unique Agile (Applicative and Graded Instruments for Language Education) approach used in *Real English* to teach grammar and vocabulary signals a refreshing departure from the conventional practice and assessment methods in textbooks. Core concepts and learning outcomes have been built into individual and group activities that require learners to interact, explore, visualize, collaborate and share. Many of these tasks require active educator involvement and moderation besides a variety of props. Worksheets, charts, game sheets and other printables necessary for the activities, besides step-by-step instructions to conduct the tasks, have been provided in the teacher's resource pack. The Agile approach fulfils the core NEP aspirations of active experiential learning and increased learner initiative.





## Curricular Strategy

Our subject experts, editors and authors have developed the lessons and exercises in the textbook series adapting the essential ideas in the NEP to the language curriculum.

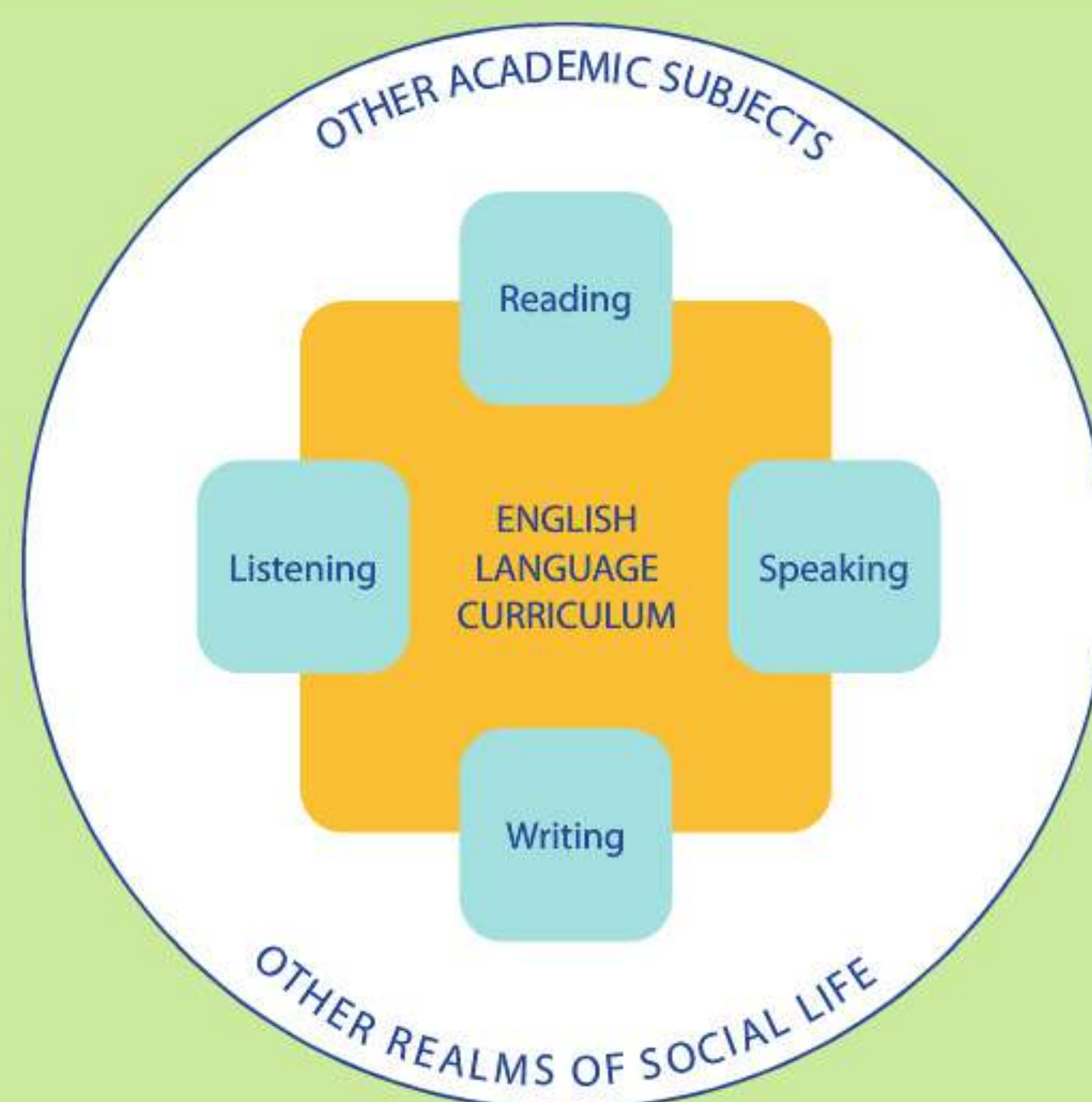
1. Play based
2. Activity based
3. Enquiry based
4. Discovery based
5. Discussion based
6. Analysis based
7. Experiential learning
8. Storytelling methods
9. Interdisciplinary study
10. Arts and sports integration
11. Holistic blending of humanities and science
12. Essential learning
13. Learning to learn
14. Focus on learning outcomes
15. Co-curricular interfacing
16. Higher order cognitive skills
17. Critical thinking
18. Problem solving
19. Social and emotional skills (soft skills and life skills)
  - a. Cultural awareness
  - b. Empathy
  - c. Perseverance
  - d. Grit
  - e. Teamwork
  - f. Leadership
  - g. Communication
20. Formative assessment

## Thematic Outlook

1. Interactive teaching
2. Multilingualism
3. Content rooted in Indian and local contexts
4. Attention to local traditions
5. Knowledge from ancient India
6. Indian knowledge systems
7. Scientific temper
8. Creativity
9. Rational thoughts and action
10. Ethical moorings
11. Human values
12. Constitutional values
13. Respect for diversity

## English for Life: the Inter-disciplinary and the Co-curricular

Themes, exercises and activities in *Real English* frequently interface with other academic subjects like science, history, art and general knowledge, besides others. The approach 'English for Life' is based on the premise that language learning should extend beyond the language curriculum and involve contexts and utilities in other scholastic and co-scholastic realms.





## Contexts

Backgrounds,  
Themes and  
Beyond-the-text  
Enquiry

In literary texts, context is essential to both meaning and interpretation. The lead-in section in the lessons places the reading passage in context by outlining its historical, social, cultural and literary background. By encouraging beyond-the-text enquiry and analysis, this part fulfils a crucial learning skill objective.

Literary texts stimulate thinking by leaving scope for multiple interpretations. The section 'Reflect' encourages non-linear and critical thinking by pointing to the extrapolative possibilities of the text and prompting students to engage with them. The open-ended questions in this section call for out-of-the-box thinking and creative responses.

## Reflect

Interpretation and  
Critical Exploration

## Understand

Multi-dimensional  
Assessment of  
Comprehension

The questions in 'Understand' test comprehension based on key reading parameters. They include objective, descriptive and free-response type questions designed to test abilities such as recall, comparison and analysis.

Designed to develop higher order thinking skills, this section contains inference- and analysis-based questions that sharpen students' critical faculties. These questions, which are to be answered with descriptive responses, also serve as handy formative assessment material. While they call for free responses like the prompts in 'Reflect', the expected learner input is judgement based rather than purely subjective.

## Think

Higher Order  
Thinking Skills

## Language in Use

Learning through  
Practical Contexts  
and Applications

The activities in this section present a hands-on Agile approach to learning **vocabulary** and **grammar**, besides conventional practice formats. They include contextual and application-based exercises and games for experiential learning. In poetry lessons, this section includes accessible explanations and exercises relating to literary devices, figures of speech, imagery and **appreciation**. Practice in **pronunciation** and **phonetics** is given under the section 'Sounds and Pronunciation'.



The section 'Interact' gives learners ample practice to develop their communication skills through interesting activities divided into two categories: listening and speaking. A diverse range of real-life contexts and functions have been used to give learners effective practice in functional and communicative English.

## Interact

Communication Skills Practice

## Express

Writing and Creative Expression

This section focuses on writing skills. The tasks cover contextual, extrapolative, functional and creative writing. In addition to guiding formats and samples, creative prompts have been given to encourage all-round written expression.

The NEP recommends holistic learning and removing the boundaries between curricular, extracurricular and co-curricular activities. The section 'Learn by Doing' contains research-based individual and group tasks that achieve these goals from an English language learning point of view. Designed according to the principle of 'learning to learn', the tasks promote enquiry, initiative and collaboration, besides presentation skills.

## Learn by Doing

Engaging Co-curricular Activities for Holistic Learning

## Teach

Special NEP-Focused Teaching Aids

The unconventional and hands-on exercises designed according to the NEP require special teaching aids. A wide variety of worksheets, charts, game sheets and printables for this purpose are available to the teachers on [www.vivadigital.in](http://www.vivadigital.in).

To enrich the teaching and learning experience, *Real English* is equipped with an array of digital materials and tools. These include the online teacher's resource pack, animated lessons, interactive practice, test generators, downloadable worksheets and mobile apps.

## Enrich

Digital Content for Blended Learning



# Preface

India's National Education Policy 2020 charts out a landmark re-orientation of the approach to teaching and learning at the school level. It recommends transformative changes in content, curriculum, assessment and pedagogy. In order to benefit completely from the NEP way of schooling, both learners and educators will need to step beyond the boundaries of regular textbooks and towards contextual, co-curricular and activity-based learning. *Real English* fulfils this need with custom-built activities leading to the acquisition of specific language skills and clearly-defined learning outcomes. The activities prompt learners to enquire, think, discover, understand, apply, communicate and solve problems.

## The Package

*Real English* is a series for classes 1–8. Its components are: **coursebook**, **supplementary reader**, **workbook**, **teacher's resource pack**, **mobile apps** and the **online support** website **vivadigital.in**. The coursebook has carefully graded exercises on comprehension, vocabulary, grammar, listening and speaking, sounds and pronunciation, and writing, apart from activities and games. Within each section the tasks involve varying levels of challenge and difficulty so that they can be attempted by learners with different levels of ability. The workbook reinforces the concepts learnt in the coursebook through extra exercises. The teacher's resource pack offers all-round aid for effective classroom teaching.

## Text and Themes

The reading text in *Real English* includes stories, anecdotes, biographies, episodes of history, folk tales, real-life stories, factual writing, plays, poems and rhymes. The pluralistic and representative selection of classic and contemporary literature aims at developing exemplary standards of literary appreciation. The authors have kept away from the

trend of going overboard to make everything look and sound western just because these are English textbooks. Instead, the content here has distinctive Indian flavour, while not compromising on the structures, rigour and standards of international English.

## Presentation

In any book meant for children, pictures speak louder than text. Designed by a team of professional illustrators and graphic designers, *Real English* is a colourful and well-laid-out textbook series. The captivating illustrations in this series are insightful and actively engage the learners' imagination.

## Support Material

Digital content provided online includes audio components of the listening tasks, interactive sessions for practice in comprehension, vocabulary and grammar, and printable worksheets, constituting a self-contained learning experience.

The teacher's resource pack includes lesson plans, the e-coursebook and animated lessons, besides the test generator software application. Teachers will find in the resource pack not only guidance on every component of the course but also answer keys to practice tasks and exercises. The animations will make teaching and learning both lively and rewarding. A range of online materials including answer keys and worksheets are also available for free download to registered users at [vivadigital.in](http://vivadigital.in). Another highlight of this NEP-aligned edition is the range of activity sheets and printables for teachers which will help them conduct the special Agile Learning tasks effectively in the classroom.

We are confident that *Real English* will give learners a rich and fulfilling language-learning experience.



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## Skills and Learning Outcomes

Unit	Comprehension & HOTS Reflect   Understand   Think	Language in Use Vocabulary   Grammar Pronunciation   Appreciation	Interact Listening   Speaking	Express Writing	Learn by Doing Projects   Activities
1. What I Wish I Knew about School	Critical thinking Extrapolative learning Self-reflection Locating information Analysing Inferring Imaginative thinking	Derivative words Similar words <i>Have to, used to, need, dare</i>	Listening for specific information Dialogue writing and role-play	Self-reflection table Writing a personal essay	Dialogue-writing activity focused on behavioural issues Group activity: information collection and discussion
2. The Sun poem	Self-reflection Imaginative thinking Literary interpretation Critical thinking	Words with the sounds /ei/ and /ai/ Rhymed verse and free verse			Conducting a school survey Tabulating information and analysis
3. Idgah	Self-reflection Value: appreciating social diversity Locating information Critical thinking Inferring	Collocations Non-finite verbs	Listening to understand intent Role-play	Writing a paragraph	Co-curricular activity: foods of India
4. In the Bazaars of Hyderabad poem	Exploratory learning Critical thinking Locating information Extrapolative thinking	Syllabic division Marking word stress Imagery Refrain Simile			Information collection and article writing Group discussion and enacting a conversation: changes in shopping habits
5. Everything for the Best	Ethical and moral choices Self-reflection Locating information Critical thinking	Derivative words Similar words <i>to</i> -infinitive	Listening for specific words (homophones) Game of twenty questions	Essay writing	Group activity: debate
6. A Little Grain of Gold poem	Exploratory learning Self-reflection Decision-making skills Locating information Critical thinking Analysis	Intonation Alliteration			Research and presentation: Rabindranath Tagore; poverty in India



Unit	Comprehension & HOTS Reflect   Understand   Think	Language in Use Vocabulary   Grammar Pronunciation   Appreciation	Interact Listening   Speaking	Express Writing	Learn by Doing Projects   Activities
7. On Top of the World	Self-reflection Exploratory learning Locating information Critical thinking Inferring	Synonyms Subject-verb concord	Listening for specific information Guessing game	Article writing	Information gathering Group discussion: adventure sports
8. A Lesson in Life from a Beggar	Self-reflection Personal values and choices Locating information Analysing Critical thinking	Idioms Abbreviations Wh-questions	Listening for specific information Class discussion and role-play	Report writing	Research activity and reporting findings Addressing the class on a specified topic
9. The Echoing Green <i>poem</i>	Self-reflection Locating information Critical thinking	Rhyme scheme Symbolism Simile Personification			Information collection and tabulation
10. Tintin, the Comic Hero	Extrapolative thinking Locating information Critical thinking Exploratory learning	Affixes: prefixes and suffixes Active and passive voice	Listening for specific information Practising a dialogue Class discussion	Notice writing	Information collection and presentation
11. The Pipe-Lighter	Self-reflection Critical thinking Locating information Comparing Imaginative thinking	Antonyms Word families Reported speech	Listening for specific information Practising a dialogue	Diary entry Writing a scene in a play	Poster-making Group discussion
12. Falling Leaves <i>poem</i>	Self-reflection Exploratory learning Subject integration: science Locating information Literary interpretation Extrapolative learning	Sounds /ʌ/, /æ/ and /ɑ:/ Simile and metaphor			Research and tabulation Group activity: drawing/ painting
13. Dusk	Critical thinking Locating information Analysis Imaginative thinking	Homonyms Conditional clauses	Listening for specific information Group discussions	Email writing	Group activity: reframing a narrative and enacting a monologue



Unit	Comprehension & HOTS Reflect   Understand   Think	Language in Use Vocabulary   Grammar Pronunciation   Appreciation	Interact Listening   Speaking	Express Writing	Learn by Doing Projects   Activities
14. A Beacon Light for the Poor	Self-reflection Exploratory learning Locating information Critical thinking	Thematic vocabulary: society and development Future time reference	Listening for specific information Writing and delivering a speech	Writing messages and factual descriptions	Research work and expressing findings in a paragraph
15. The Restless Beauty poem	Self-reflection Ethical and moral judgement Locating information Critical thinking	Different sounds of the same letter(s) Alliteration		Paragraph writing	Pair activity: discussion Making an illustrated chart
16. City Lights	Self-reflection Introspective thinking Locating information Critical thinking	British and American English Relative clauses	Listening for specific information A classroom debate	Poster-making	Research and presentation Group activity: narration
17. Forest Fires poem	Critical thinking Self-reflection Ethical and moral judgement Exploratory learning Inferring Evaluating	Vowel sounds: /ʌ/, /eɪ/, /e/, /eə/, /ɜ:/, /i:/, /u/ and /ʊ/ Syllabic division Word stress			Group activity: enacting a television discussion Notice writing Research and article writing Drafting a project plan: conservation
18. A Good Deed Comes Round	Self-reflection Emotional intelligence Exploratory learning Locating information Inferring Critical thinking	Thematic vocabulary: expressions with the word <i>heart</i> Causative verbs	Listening for specific information Narrating a personal experience using connectors	Essay writing	Research and case study: conflict zones



# What I Wish I Knew about School

*Children spend most of their formative years in school. Do you like going to school? Why or why not? What kind of relationships do you have with your teachers and classmates?*

*In this lesson, Marty Wilson writes about what he should have learnt back in his school days, but didn't.*

Knowledge of facts and figures may get you top marks at school, but it is everything else we learn from school that determines the report card we get from life. Here are a few things I wish I had realized earlier in school (and life for that matter).

## 1. Working hard is cool.

'Marty is doing well at school with an absolute minimum of effort. He tends to disrupt others.' They could have photocopied my kindergarten report card and used it for the next 12 years. I was incredibly lucky to be born with a stupidly high IQ. When they tested us, I got a better score than my teacher – I know, I am a freak. Consequently, I was that annoyingly *smug*<sup>1</sup> class idiot who thought it was beneath him to study hard, and 'way cool' to mock anyone who did. But people I never gave a chance at school turned out to be great people.

Unfortunately for me, being able to sail through these formative years left me thinking my whole life would be the same. It took some big fat fail grades at the pharmacy degree and my early bosses in advertising patiently kicking my lazy back for me to realize that getting pass marks – without any effort at all – doesn't get you the education you need. There is this other report card, called your character, where you get an A only if you work to the absolute limits of your ability, purely for the satisfaction of being able to say: 'I did my best.'



<sup>1</sup> having excessive pride in one's achievements



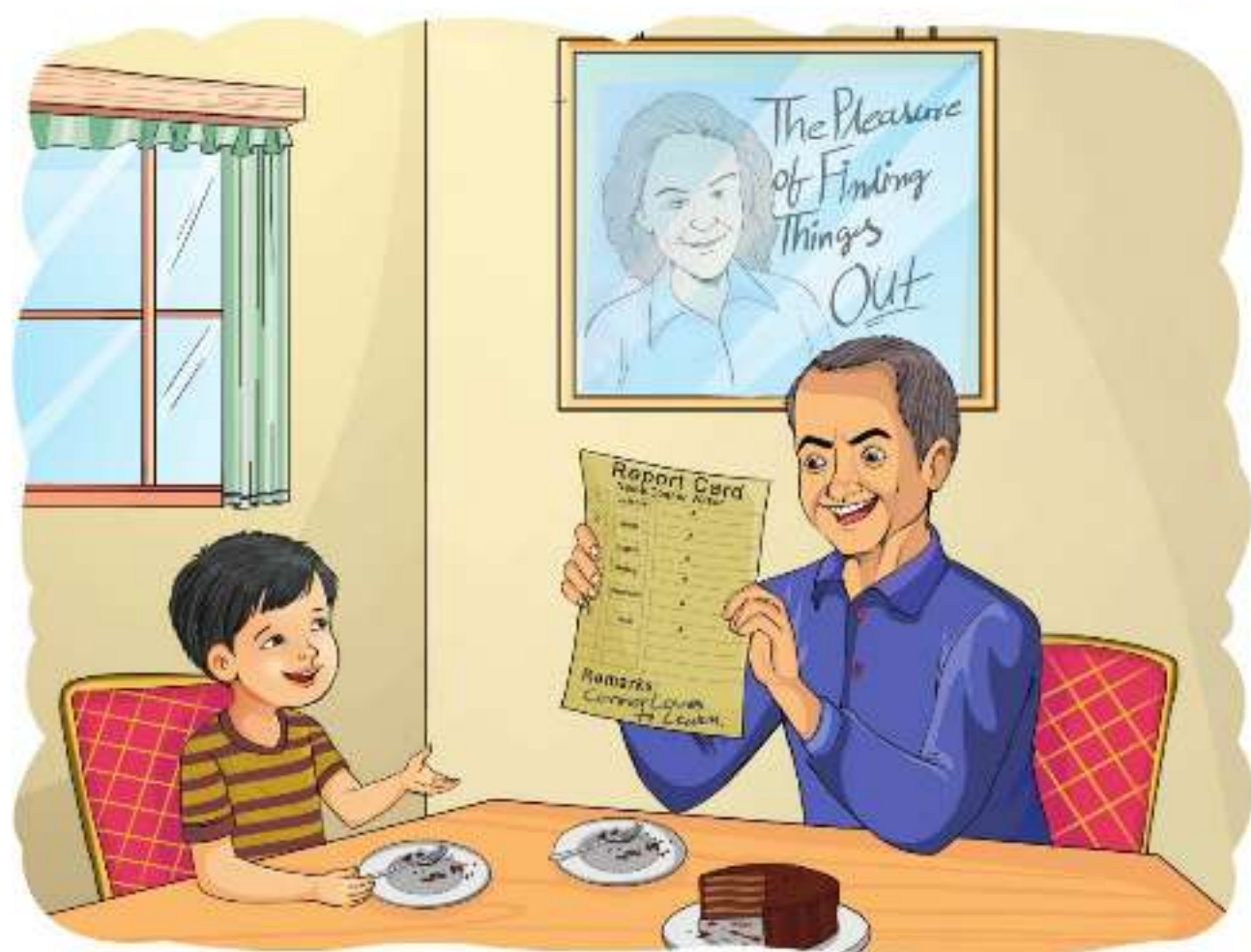


## 2. You can learn from everyone.

My adolescent friends and I wasted so much time that we could have spent learning, **snidely**<sup>2</sup> criticizing every teacher who wasn't exactly like us, or our parents. Just because your geography teacher wore shirts that looked like they were made from curtain material doesn't mean he didn't know anything.

I remember having a teacher once who had spent years among **Aboriginal**<sup>3</sup> communities. He could have taught my **obnoxious**<sup>4</sup> snotty-nosed 15-year-old self so much, but we rejected him outright because he had one eye turned to the right. So, when he glared at us and said, 'You there, stand up!' two other students would get to their feet. It was funny at that time, but **cringeworthy**<sup>5</sup> now.

## 3. Exam results do not define your life, but your attitude to learning can.



It is absolutely OK to leave school not knowing that potassium permanganate burns with a purple flame. With all mankind's knowledge just a Google search away, it is not your marks compared to other students' that matter, but your marks compared to how well you could have done. It is the habits and attitudes formed by how hard you prepared for your exams that will give you the life that you want.

I have spent twenty years trying to discover what I want to do when I grow up. But it was

only last year that I worked out the answer. That is why I now wholeheartedly thank my teachers – particularly the ones I treated so thoughtlessly – for showing me what legendary physicist Richard Feynman called 'the pleasure in finding things out'.

When my son brought home his first report card last year, we had a great chat and I told him that, yes, I was pleased with his grades, but I was thrilled with his teacher's comment that said, 'Connor loves to learn.'

*Marty Wilson*

<sup>2</sup> in an unkind and indirect way

<sup>3</sup> relating to the indigenous people of Australia

<sup>4</sup> highly objectionable or offensive

<sup>5</sup> causing feelings of embarrassment or awkwardness



**Marty Wilson** is an Australian stand-up comedian and author. A gifted motivational speaker, he has a unique talent to keep the audience laughing out loud while leading them on a path towards a deeper understanding of his powerful messages for life.

# A

A1

## Reflect

Based on your reading of the text, think carefully about the points given below and form your own views.

1. The writer was doing well at school with an absolute minimum of effort, and he continued to do so for the next twelve years. He took his success for granted. It seems like such a good thing, but the effect it had on his life in the long run was disastrous.
  - Can you think of other such good things in life which people take for granted? What difference does an attitude like this make to people's lives?
  - What is a good thing in your life which you could work on to make a big change for the better?
2. The writer thought it was beneath him to study hard, and 'way cool' to mock anyone who did. Just like the writer, some students think they need not study hard and mock hard-working students in their class.
  - According to you what makes them do so?
  - Have you ever spoken of or mocked someone with contempt? What was their reaction? Have you yourself been mocked scornfully? What was your reaction?
3. People the writer never gave a chance at school turned out to be great people.
  - Can you think of a famous story by Aesop which illustrates the writer's observation?
  - What can we conclude from the writer's experience?
4. The writer realized much later that it is not your marks compared to other students' that matter, but your marks compared to how well you could have done.
  - Are you as a student putting in your best effort in whatever you do?
  - Reflect on your habits and attitudes formed so far, as you prepare for your exams. Will they help you in the future to get you the life that you want?

# B

B1

## Understand

Choose the most appropriate answer.

1. The title 'What I Wish I Knew about School' reveals the writer's feeling of
 

a) nostalgia.	c) indifference.
b) regret.	d) sadness.



2. You may get top marks at school if you
  - a) work hard.
  - b) concentrate on your studies.
  - c) know facts and figures.
  - d) listen in the class.
3. The report card we get from life is determined by
  - a) the way we behave in school.
  - b) the way we learn our lessons.
  - c) everything else we learn from school.
  - d) the effort we put in.

**B2 Complete the following sentences.**

1. The erroneous assumption that the writer had was that . . .
2. He realized that getting pass marks, without any effort at all, . . .
3. You get an A for your character only if . . .
4. The writer was thrilled with his son's first report card because . . .

**B3 Answer these questions.**

1. What kind of student was the writer at school?
2. What regret does the writer have about his adolescent days?
3. What is his attitude towards his teachers now?

**B4 Here is a table showing cause and effect. It shows why the writer was doing well at school, but it was not to the best of his ability. Write the missing statements.**

Cause	Effect
1. _____	1. The boy was overconfident.
2. He took for granted his ability to do well.	2. _____
3. He was trying to discover what he wanted to do when he grew up.	3. _____

**C**

**Think**

**C1 Think carefully and answer in detail.**

1. The writer could get pass marks without any effort at all. Do you think getting something without much effort has any value for us? How can you make sure you are worthy of what you get?
2. Much later as an adult the writer had to face several setbacks and failures. What lesson do you think he must have learned? What thoughts could he have had about his own past habit of not working to the best of his ability?



3. Imagine that the writer had changed his totally irresponsible and shameful behaviour during his school days and had become a conscientious student. In what ways do you think this would have affected his life as a grown-up?

## D

## Language in Use

### Vocabulary

**D1** Fill in the table with related words. The first one has been done as an example.

noun	verb	adjective	adverb
offence	offend	offensive	offensively
difference			
	sweeten		
			widely

**D2** Fill in the blanks with suitable words from the completed table in D1. The first one has been done as an example.

- Lata was upset about his offensive words, but she was willing to forgive the offence.
- I \_\_\_\_\_ with you on that point. There is a lot of \_\_\_\_\_ between an early riser and a latecomer.
- His grandma talked \_\_\_\_\_ to the child as she added sugar to \_\_\_\_\_ the milk.
- What do you think about the \_\_\_\_\_ of the collar? Should I \_\_\_\_\_ it? asked the tailor.

### D3. Claim your row.

Divide the class into four teams. Your teacher will give out sheets with a table of derivative words. Each team should take turns to try to form one sentence each with a verb and its derivative words (four sentences per row). When a team successfully makes four sentences with the words from a row, it will gain four points and claim that row. That particular verb and its derivatives cannot be used by other teams. If a team makes an incorrect sentence, it does not get points and that row can be used by another team. In this way all ten verbs and their derivative words will be used. The team that gets the highest points wins.

### D4. Never confuse these.

Work in groups of five. Your teacher will give each group a set of cards. First, find other words from a dictionary or elsewhere that can be confused with the words you have. For example, *dual* and *duel*. Then, write down the meanings of the words. Finally, use the given words and the ones you found similar to them in sentences of your own to illustrate the differences in meaning.





## Grammar

### Have to

We use *has to/have to/had to* when we want to say that something is necessary or required or must happen.

He *has to* go to school.

Students *will have to study* hard to pass their exams.

You *have to be* careful of what you say to the principal.

If we *do not have to do* something, it is not necessary or required.

Marty *used to think* he was better than others. Now he has realized his mistake.

### Used to

*Used to* refers to the past. If something *used to be* done, it was *done regularly in the past* or *was the case in the past*. It cannot be used to indicate any action that happens in the present.

As a child I *used to play* a lot. Now I hardly get time.

D5

Read the following sentences and fill in the blanks with suitable words.

used to go    used to accompany    used to visit    used to walk    used to be

My grandfather *used to be* a professor at the R.C. College. He \_\_\_\_\_ for long drives when he was young. Now he goes for a walk every day in the nearby park. His brother, who passed away last year, \_\_\_\_\_ him every week.

My grandmother \_\_\_\_\_ a teacher at the local school. She \_\_\_\_\_ my grandfather during his morning walks. But now she finds it difficult to walk because of a knee problem. She \_\_\_\_\_ up to the temple till five years ago. Now she can just move around inside the house.



### Need

Auxiliary verbs are helping verbs. Modal auxiliaries are those that express 'possibility', 'necessity', 'permission' and 'prediction'.

*Need* is used as both a main verb and a modal auxiliary. As a modal, *need* mostly occurs in negative sentences and questions.

The finishing touch *needn't take* long, I think. (modal)

If Sheila doesn't want to, she *need never go* there again. (modal)

*Need I say* more about it? (modal)

*Need I continue* with the project? (modal)

The modal *need* is used in certain expressions to emphasize the fact that the person you are talking to already knows what you are going to say or it is obvious.

*Need I say* more? I *needn't add* anything, it's so obvious.



The modal *needn't* is used in certain expressions to tell someone that something is not necessary, in order to make them feel better.

Such a long journey can be horrible, but it *need not remain* that way. You *needn't worry* about it. The journey *needn't be* so boring, we can make it enjoyable.

It is also used to suggest or advise someone that they should not do something.

Look, you *needn't shout* like this. I can hear what you say.

I can lift the box, you *needn't bother*.

When used as a main verb, *need* is followed by a *to*-infinitive.

I *need to apologize* for what I have said to you. (main verb)

Well, for heaven's sake, you *don't need to apologize*. (main verb)

### Dare

Like *need*, *dare* is also used as both a main verb and a modal auxiliary. As a modal, *dare* occurs in negative sentences and questions.

Those people *dare not* discuss those unwelcome policies. (modal)

They *dare not* question him about that decision. (modal)

*Dare* he question the teacher? (modal)

When used as a main verb, *dare* is usually followed by a *to*-infinitive.

The minister *dared to take* some unpopular steps. He *dared to speak* about them in public. (main verb)

### D6 Fill in the blanks with the following.

dare ... risk      dare not come      dare not ask  
needn't ... tell      need not know      need not come

The boy who did the mischief \_\_\_\_\_ in front of the principal. His schoolmates \_\_\_\_\_ what transpired between the two people. He was told that he \_\_\_\_\_ to school for two days. On their part his friends \_\_\_\_\_ him more about the incident. \_\_\_\_\_ they \_\_\_\_\_ him what good behaviour is all about? \_\_\_\_\_ they \_\_\_\_\_ their friendship because of this incident?



### D7. Making sentences

Divide the class into five groups. Discuss and make four sentences with *have to*, *used to*, *need* and *dare*. Take turns to speak out your sentences in class. Your teacher will judge whether the sentences are correct or not. For each correct sentence a group will get two points and for each incorrect sentence one negative point. The group with the most correct sentences wins.



## E

## Interact

## Listening

**E1** Listen to the conversation and answer the questions.

1. The boy's name is \_\_\_\_\_.
2. What is the mother doing?
3. What is the mother's complaint?
4. She asked him whether he \_\_\_\_\_.
5. Do you think he has polished his shoes?
6. Do you think the mother is happy or irritated?

**E2** Ben has just come back from an island vacation and he has got a prized possession. Listen to the conversation between Ben and his friends carefully and answer these questions.

1. Rocky and the others were not happy to see Ben. True or false?
2. What does 'looking forward to it' suggest about Ben's attitude to the vacation?
3. How is the city skyline different from that of the islands?
4. Did Ben harm the marine creature to which the shell belonged?
5. Which boy knew more about shells and corals than the others? How do you know?
6. What was Ben thankful for? Why?

## Speaking

**E3** Role-play: Sports training

About 1,000 students are enrolled at Model School, out of which 250 were selected for special training in their chosen sports and games. The principal asks the physical education teacher details about the selection process and the aptitude of the trainees. Imagine you are the teacher giving answers on the basis of the following data. Complete the dialogue and continue it in any interesting way to cover the entire data. Role-play the conversation.

Total number of students selected: 250

	<b>Juniors</b>	<b>Seniors</b>
Badminton:	34	22
Basketball:	24	26
Cricket:	20	28
Football:	36	30
Tennis:	16	14



Class V	VI	VII	VIII	IX	X	XI	XII
22	28	38	42	38	24	32	26

Principal : Is the selection process over? How many students have been selected among juniors and seniors?

PE teacher: Yes, ma'am, \_\_\_\_\_

Principal : Among the juniors which class has the maximum participants?

PE teacher: \_\_\_\_\_

Principal : And among the seniors?

PE teacher: \_\_\_\_\_

Principal : What about the least participation among juniors and seniors?

PE teacher: \_\_\_\_\_

Principal : How many students have opted for football?

PE teacher: Football seems to be the most popular. \_\_\_\_\_

\_\_\_\_\_

Principal : I hope they have an aptitude for it. What about tennis?

PE teacher: Tennis \_\_\_\_\_

\_\_\_\_\_

# F

F1

## Express

**Marty Wilson looks back on his school days after growing up and reflects on his behaviour. Imagine yourself as a grown-up, many years into the future. What kind of person do you think you will be?**

Answer these questions about your future self:

- What job do you have?
- Where do you live?
- Who do you live with?
- What do you like to do in your free time?

Now, think about what your future self's approach to life will be like. What values and habits will be important to you? How will they be different and/or similar to the values and habits you have now? Fill in the table below.



Values and habits of your current self	Values and habits of your future self

Now imagine that your future self is thinking about your school days. What will stand out most in your memories? Do you think you would regret any of your current habits and behaviours in the future? Write a short essay on this topic using the details you have listed above.

# G

## Learn by Doing

### G1 Talking to a habitual disrupter in the class



You have a classmate who considers himself to be very smart and makes fun of students who study hard. He and his gang of friends have the irritating habit of disrupting the class and annoying your teachers. Imagine a conversation with one of them and find out why they interrupt the class and create a nuisance much to the discomfiture of students who wish to learn earnestly from their teachers. Now write down the conversation as a dialogue. Remember you must be subtle while talking to this classmate.

### G2 Against the odds

Some people, despite being considered lazy, irresponsible or incapable by many, overcome all the odds to become successful. Many even become famous personalities. Divide the class into groups of three and collect information about any three such personalities and share it in class.



# The Sun

2

Have you ever seen anything in your life  
More wonderful than the way the sun,  
Every evening, relaxed and easy, floats toward the horizon  
And into the clouds or the hills,  
Or the *rumpled*<sup>1</sup> sea, and is gone –

And how it slides again out of the blackness,  
Every morning, on the other side of the world,  
Like a red flower steaming upward on its heavenly oils  
Say, on a morning in early summer,  
At its perfect imperial distance –

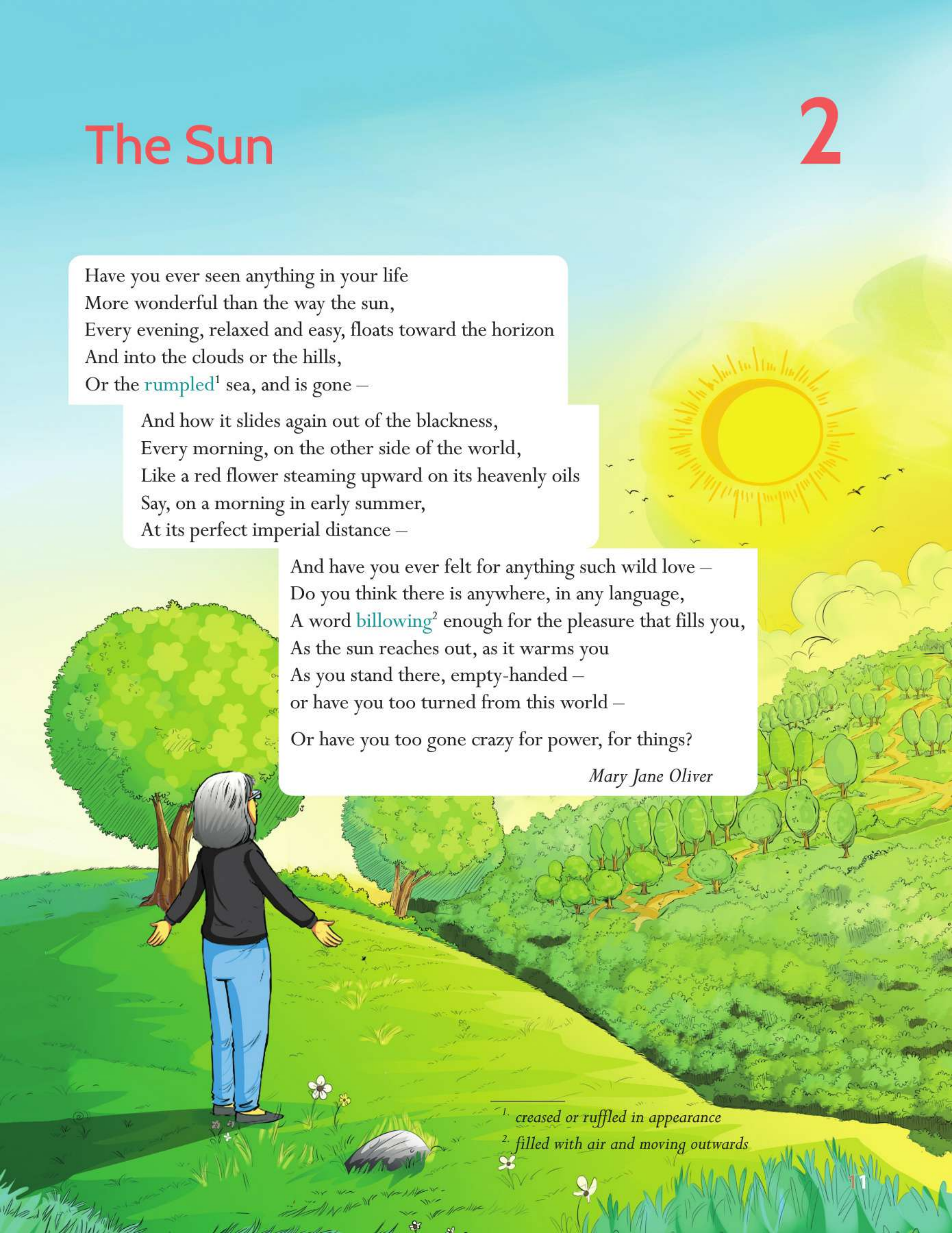
And have you ever felt for anything such wild love –  
Do you think there is anywhere, in any language,  
A word *billowing*<sup>2</sup> enough for the pleasure that fills you,  
As the sun reaches out, as it warms you  
As you stand there, empty-handed –  
or have you too turned from this world –

Or have you too gone crazy for power, for things?

*Mary Jane Oliver*

<sup>1</sup> creased or ruffled in appearance

<sup>2</sup> filled with air and moving outwards





**Mary Jane Oliver** (1935–2019) was an American poet whose work is inspired by nature, rather than the human world. Her love for Mother Nature stems from her lifelong passion for solitary walks in the wild. Mary began writing poems at the age of 14. She won the Pulitzer Prize in 1984 and the National Book Award in 1992.

# A

A1

## Reflect

Based on your reading of the poem, think carefully about the points given below and form your own views.

- Have you ever watched the sunset among the majestic mountains or grassy hills or on a beautiful beach? In fact, we can enjoy the beauty of a sunset or a sunrise even in a cityscape, can't we?
  - Have you marvelled at the sheer beauty of that sight?
  - Can you think of any other sight more magnificent than this?
- The poem says the sun slides again out of the blackness every morning on the other side of the world.
  - Are you an early riser? How wonderful it is to watch the enchanting sight of the gorgeous sun rising in the east to dispel darkness with its rays piercing through the moving clouds!
- Have you ever stood among the mighty mountains and gazed at the towering rocks all around you? Have you ever got a chance to stand on a pearly white sandy beach and look towards the vast sea spread in front of you and the distant horizon bordering it?
  - Imagine as you stand there in awe of the beauty of Nature, what kind of thoughts may pass through your mind? Could you be thinking how diminutive we humans are compared to the immensity of Nature?

# B

B1

## Understand

Choose the most appropriate answers.

- The poem leads the reader to
 

a) appreciate nature.	c) follow the movement of the sun.
b) reflect on the sun.	d) feel the heat of the sun.
- A description of the glorious sun has been given in the
 

a) first stanza.	c) third stanza.
b) second stanza.	d) last line.



3. The figure of speech used in 'like a red flower' is
- |                  |                     |
|------------------|---------------------|
| a) alliteration. | c) metaphor.        |
| b) simile.       | d) personification. |

**B2** Write what the following lines mean.

- 'At its perfect imperial distance –'
- 'Do you think there is anywhere, in any language,  
A word billowing enough for the pleasure that fills you,'
- 'Or have you too gone crazy for power, for things?'

**B3** Answer the following.

- What is the theme of the poem?
- What rhetorical question does the poet ask?

**C**

**Think**

**C1** Think carefully and answer in detail.

- The poem describes the glory of the sun. Do you think we can describe the moon in the same way?
- The poet asks, 'And have you ever felt for anything such wild love'. What do you think is the 'wild love'? Why do you think the poet has used this term?
- What do you think we can give in return to the sun for its gift of warmth and happiness?

**D**

**Language in Use**

**Sounds and Pronunciation**

Practise saying the following words paying attention to the sounds made by the letters in red.

they	day	ray	/eɪ/
sunshine	sky	light	/aɪ/

**D1** Write the following words in the correct columns of the table below.

base	right	make	exploit
ripe	point	twilight	undertake
sage	delete	cake	bought



education	medicine	parasite	postpone
eighteen	ninety	pipe	thirty-four
blade	proud	priestly	precise
monkey	pineapple	communication	pilot

has the sound /aɪ/ as in <i>sky</i>	has the sound /eɪ/ as in <i>ray</i>	has neither sound

## Appreciation

Poems in general have a rhyme, rhythm and regular pattern of sounds like the lines given on the left. But you will notice that the lines given on the right do not have rhyming lines, repeating musical phrases or any such common devices of poetry. This kind of poetry is called free verse. Free verse is the kind of poetry which deliberately avoids the use of rhyme, metre and musical patterns.

### Rhymed verse

I wandered lonely as a cloud  
That floats on high over vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

### Free verse

Have you ever seen anything in your life  
More wonderful than the way the sun,  
Every evening, relaxed and easy, floats  
toward the horizon  
And into the clouds or the hills,  
Or the rumpled sea, and is gone –

D2

**Have a classroom discussion on the purposes and limitations of rhymed verse and free verse. List your conclusions and read the other poems in this textbook on the basis of your discussion. You may try to write a few lines of your own.**

# E

## Learn by Doing

E1

### School survey

A survey is a study or inspection of the general view or opinions of a group of people, based on a series of questions on a given topic. Conducting a survey means collecting information by asking people several related questions.



## THE SUN

Carry out a survey among children of your school by asking them about their awareness about the life-giving sun and the enormous benefits it bestows on us.

Tabulate the information you collect under two heads: Yes/No. Look at the number in each. Analyse the results and reach a conclusion about children's knowledge about these points.

Name: \_\_\_\_\_

1. We see the sun as it appears in the morning, throughout the day and when it disappears in the evening. Have you ever thought about how most of our daily activities are scheduled according to the movement of the sun across the horizon from east to west?  
 Yes                       No
2. Did you know that the sun radiates light and heat, or solar energy, which makes it possible for life to exist on the earth?  
 Yes                       No
3. Did you know that the sun has sufficient energy resources to burn for seven billion years more?  
 Yes                       No
4. Have you ever thought about how the sun influences the seasons, climate, weather and ocean currents on our planet?  
 Yes                       No
5. In many parts of our country the northward movement of the sun on the celestial sphere is celebrated as *Uttarayan*, Makara Sankranti, Pongal, Bhogali Bihu, Lohri, etc. Did you know that it usually falls on 14 January?  
 Yes                       No
6. Did you know that the term *Uttarayan* is derived from two Sanskrit words *uttara* and *ayana* meaning northward movement?  
 Yes                       No
7. Did you know that the southward movement of the sun from the north is called *Dakshinayana*?  
 Yes                       No
8. Did you know that seasons on the earth are dependent on equinoxes and solstices?  
 Yes                       No
9. Did you know that the Northern Hemisphere experiences hot weather conditions in summer due to the tilt of the North Pole towards the sun?  
 Yes                       No
10. Did you know that while the Northern Hemisphere sizzles in summer, it is winter season in the Southern Hemisphere?  
 Yes                       No



Festivals are a time of joy when people of all ages get together to celebrate an occasion. However, in reality not everyone gets to enjoy the same kinds of pleasures in life. Munshi Premchand's stories are known to deal with common people and their daily struggles, and reflect on the problems that the society of his time grappled with.

In this story, a young boy is excited to experience the festival of Id, but he does not have the luxury of enjoying himself as fully as other children his age. Read on to find out how he celebrates and upholds the values of the festival.



A full thirty days after Ramzan comes Id. It was a glorious morning and the village was agog<sup>2</sup> with excitement. People were getting ready to go to the Idgah. But the happiest of all was Hamid, a little boy of four or five. An orphan, he lived with his grandmother, Amina, and slept in her protective arms, thinking that his father would come back with bags full of money and his mother would be back from heaven with beautiful gifts. Hope is a wonderful thing and then a child's hope!

Poor Amina sat in her hovel<sup>3</sup> and cried. It was Id and she didn't have a grain of food

in the house. She was filled with gloom<sup>4</sup> and despair<sup>5</sup> when Hamid entered the hut and said, 'You mustn't worry, Amma. I'll be back before anyone else.'

Amina felt a tightening around her heart. Other children were all going with their fathers, but Hamid had no one to accompany him. He had no shoes and had to walk three miles. He'd get blisters.<sup>6</sup> There were only eight paise in the house, three in Hamid's pocket and five in Amina's pouch.

The villagers started for the fair. Hamid was walking along with the other children. Why were they walking so slowly? Whatever caught their eyes, they'd stand and gape at<sup>7</sup> it in wonder. Hamid felt he had wings on his feet. Suddenly they could see the Idgah. There

<sup>1</sup> a place set apart for public prayers on the occasion of Id

<sup>2</sup> very eager to see or hear something

<sup>3</sup> a small dirty house

<sup>4</sup> sadness

<sup>5</sup> the feeling of having lost all hope

<sup>6</sup> sores on the skin caused by friction or burning

<sup>7</sup> stare with one's mouth open wide



were rows upon rows of worshippers as far as eyes could see, spilling well beyond the mosque courtyard. Here neither wealth nor status matters, because in the eyes of Islam, all men are equal.

The prayers were over. Men embraced each other. Then they **descended**<sup>8</sup> on the sweet shops, a merry-go-round, wooden horses and camels **suspended**<sup>9</sup> on rods and the toy vendors. Hamid's friends, Mehmood, Mohsin, Nooray and Sammi rode on the camels and horses. Hamid stood at some distance. He could not waste one-third of his treasure on an ordinary ride. Then the children bought clay toys and he looked at them with longing, hoping that he could carry them for a little while. After the toys it was sweets; Hamid remained **aloof**.<sup>10</sup> The boys bought sweets and teased Hamid.

The **hardware**<sup>11</sup> shops that lay ahead had no attraction for the boys, and they walked on except Hamid. A pair of **tongs**<sup>12</sup> caught his attention; his grandmother did not have one. Each time she made chapatti, she burnt her fingers. If he bought these tongs, she'd be happy. It'd be a useful item in the house. He asked the shopkeeper, 'How much is this for?'

He looked at the boy, 'This is of no use to you.'

'Is it for sale?'

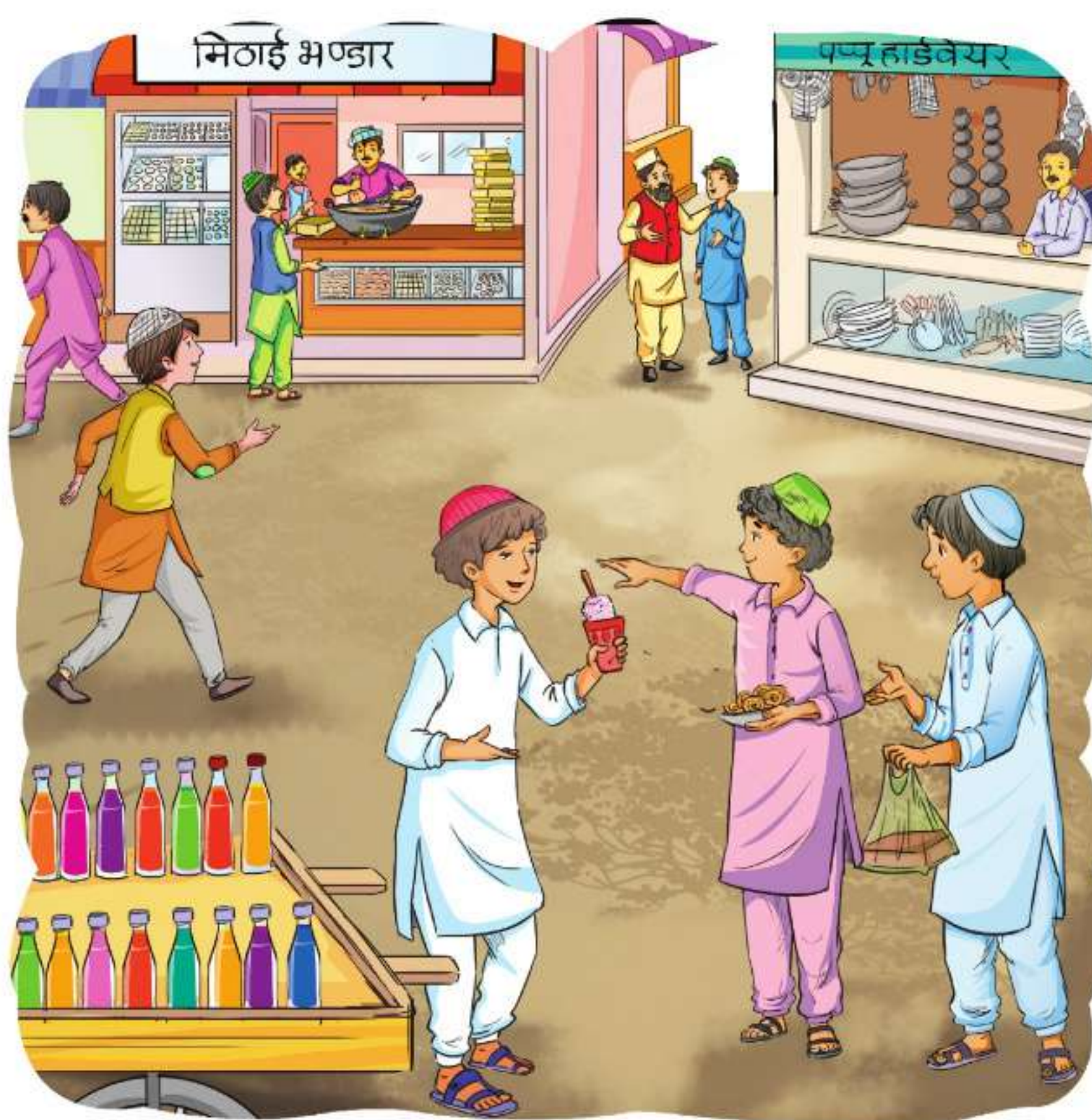
'Of course. It's for six paise.'

Hamid's heart sank. He picked up his courage and said firmly, 'Will you take three?' and walked on, afraid that the shopkeeper would scream at him. But the man called him back and gave him the tongs. Hamid put it on his shoulders like a gun, and filled with pride, joined his friends.

Mohsin said, 'Why have you bought a pair of tongs? What will you do with it?'

Mehmood said, 'So you've made the tongs into a toy?'

Hamid replied, 'Why not? If I hit your toys with it, they will all break.'



**The boys bought sweets and teased Hamid.**

<sup>8</sup>. moved downwards

<sup>9</sup>. hung

<sup>10</sup>. not friendly or interested in other people

<sup>11</sup>. tools and equipment used in the house and garden

<sup>12</sup>. a tool with two moveable arms that are joined at one end



Mohsin thought of a new way to **taunt**<sup>13</sup> Hamid. 'Your tongs will burn its nose in the fire every day!'

Hamid had a quick reply. 'Only the brave dare jump into the fire.'

The three boys were utterly **squashed**.<sup>14</sup> Hamid had won the field. None of the boys could **dispute**<sup>15</sup> the fact: Hamid's buy was the best.

The respect that a **victor**<sup>16</sup> commanded from **the vanquished**<sup>17</sup> was paid to Hamid. The others had spent up to sixteen paise and bought nothing **worthwhile**.<sup>18</sup> Peace talks began. Each of the boys began to **strike a deal**<sup>19</sup> with Hamid. Mohsin said, 'Let me see your tongs, you can carry my toy.' Hamid had no objection to accepting such terms. The tongs gradually passed from one hand to another while Hamid was allowed to handle the toys.

Hamid's tone was **conciliatory**.<sup>20</sup> 'I was only teasing you. There's no comparison between these plain steel tongs and your beautiful toys.'

But the boys were not convinced. 'Nobody is going to bless us for bringing these toys,' cried Mohsin.

Hamid had to accept that none of the boys' mothers would be as glad to see the tongs as his grandmother would be to see the tongs.

Mehmood was hungry and took out some bananas his father had given him. He shared them only with Hamid while others stared with their mouths watering. That was the glory of the tongs.

By eleven o'clock there was excitement in the village as the **revellers**<sup>21</sup> were coming home. On hearing Hamid's voice, Amina rushed forward and picked him up. When she spotted the tongs in his hands, she was taken aback.

'Where did you get it from?'

'I bought it.'

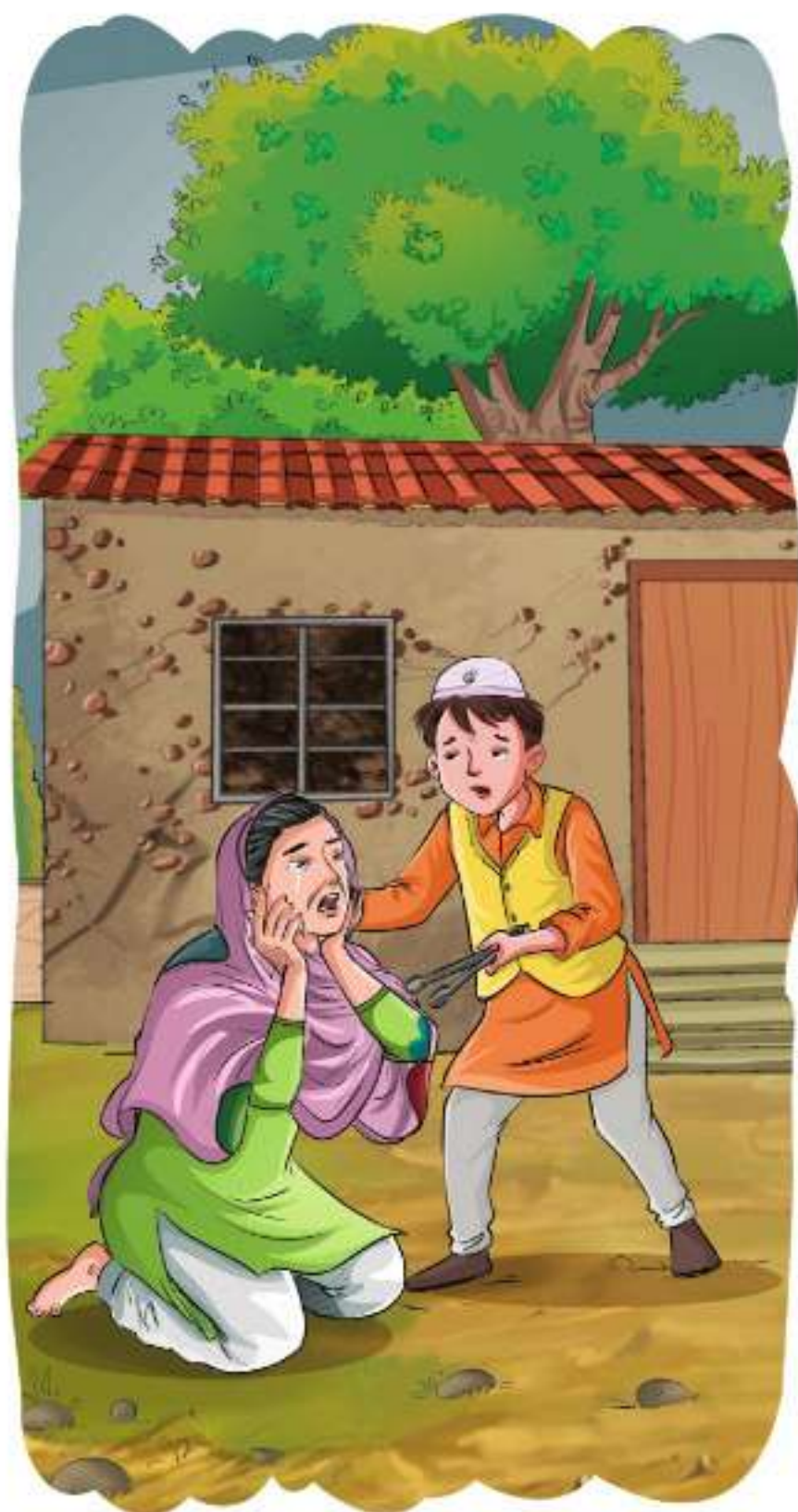
'For how much?'

'For three paise.'

Amina grew angry. What a stupid boy! It's almost noon and he had not eaten anything! 'In the entire fair couldn't you find anything better than these tongs? What will you do with it?'

Hamid said meekly, 'You burn your fingers when you make chapatti. That's why I bought it.'

The old woman's temper changed into love. What concern for others! What a big heart! The poor boy! How he must have suffered



<sup>13.</sup> try to make somebody angry by making fun of them

<sup>14.</sup> (here) defeated in argument; silenced

<sup>15.</sup> speak against; deny

<sup>16.</sup> the winner

<sup>17.</sup> the defeated ones

<sup>18.</sup> useful

<sup>19.</sup> make an agreement

<sup>20.</sup> making angry people calm

<sup>21.</sup> a group of people having fun in a noisy way



seeing others buying toys and sweets! Even at the fair he thought of only his grandmother. She broke down. The old woman Amina became Amina the little girl. Large tears fell from her eyes while Hamid comforted her. Hamid the child was playing the role of Hamid the old man.

Amina beseeched<sup>22</sup> Allah's blessings for her grandchild. How would Hamid understand what was going on inside her?

<sup>22.</sup> asked in an anxious way

Premchand

**Munshi Premchand** (1880–1936) is one of the best known writers of Hindi literature. Most of his writing consists of stories about the lives of peasants, narrated in the simple language used by the common people. Premchand wrote about three hundred short stories and several novels, as well as many essays and plays. His novel *Godaan* is considered one of the finest Hindi novels.

# A

A1

## Reflect

Based on your reading of the text, think carefully about the points given below and form your own views.

1. Premchand's 'Idgah' describes the happy occasion of Id and all the excitement associated with it. The young and the old look forward to the festivities and participate heartily.
  - Which is your favourite festival? How do you celebrate it?
  - Have you ever had a chance to celebrate a festival observed by friends or neighbours from a different country, state, faith or community? What did you do and how did it make you feel?
2. Hamid is tempted by the treats his friends buy, but he is determined to buy the iron tongs for his grandmother.
  - How can you discipline yourself to put aside some of your temptations?
  - Have you ever had to sacrifice something which you wanted desperately for a greater cause? How did you do it?
3. Amina never asked her grandson to buy the tongs for her. Hamid knew that his grandmother was in need of them.
  - How can we be more mindful of or empathetic towards others' needs?
  - Has any wish of yours been fulfilled by someone even before you asked for it? Have you had a chance to do this for someone?



## B

## Understand

B1

**Complete the following sentences.**

1. The village was agog with excitement because . . .
2. Amina felt a tightening around her heart because . . .
3. Hamid did not ride on wooden horses and camels suspended on rods because . . .
4. A pair of tongs caught his attention and it was NOT because
  - a) his grandmother did not have one and if he bought these tongs, she'd be happy.
  - b) each time she made chapatti, she burnt her fingers.
  - c) it'd be a useful item in the house.
  - d) he could put it on his shoulders like a gun.
5. Each of the boys began to strike a deal with Hamid because . . .
6. The old woman's temper changed into love because . . .

B2

**Answer these questions.**

1. What does 'protective arms' (paragraph 1) mean?
2. Compare what Hamid did at the fair with what his friends did.
3. Give the reason why the author says this: 'The old woman Amina became Amina the little girl. Hamid the child was playing the role of Hamid the old man.'

## C

## Think

C1

**Think carefully and answer in detail.**

1. Though Hamid was tempted by the toys and sweets bought by his friends, he decided not to buy them because he wanted to get something more meaningful. Do you think Hamid really considered the rides, toys and sweets a waste of money? Why or why not?
2. Children often feel envious or competitive, but sometimes they can display wisdom and thoughtfulness beyond their age. Discuss.
3. 'How would Hamid understand what was going on inside her?' What does this line from the story mean? What do you think caused Amina to have this thought?
4. What lessons can we learn from the story?



## D

## Language in Use

## Vocabulary

**D1** Read the phrases given below and supply from the box other words that can go with them.

rumours    enthusiasm    anticipation    despair  
amazement    anger    surprise    pride

For example, if you are *agog*, you are excited about something, and eager to know more about it.

- |                      |                      |                   |
|----------------------|----------------------|-------------------|
| agog with excitement | 1. agog with _____   | agog with _____   |
| filled with gloom    | 2. filled with _____ | filled with _____ |
| gape at in wonder    | 3. gape at in _____  | gape at in _____  |
| full of money        | 4. full of _____     | full of _____     |

**D2** Fill in the blanks of the following paragraph with suitable phrases from the completed list in D1.

As the school annual day approached, the children of Little Flower School were \_\_\_\_\_. A little boy called Amir was \_\_\_\_\_ as he would be one of the participants. On that day his parents were \_\_\_\_\_ when they watched their little boy reciting a poem on the stage. The mother \_\_\_\_\_ as he recited stanza after stanza in perfect harmony with other children.



### D3. Collocation

Divide the class into six groups. Your teacher will give each group a card with a phrase/word on it. You have to discuss and come up with as many collocations for that word/phrase as possible. The group that gets the maximum number of correct collocations in 15–20 minutes wins.

## Grammar

### Non-finite Verbs

Non-finite verbs are verbs that do not change their form with tense, number or person. They occur unchanged in sentences that refer to the present, past or future. These verbs remain unchanged irrespective of whether the subject is singular or plural, in the first person, second person or third person. There are three non-finite verb forms.

1. the infinitive (base form of the verb)
  - a) *to*-infinitives: *to speak, to sleep, to write, to walk*
  - b) bare infinitives: *speak, sleep, write, walk*
2. the participles
  - a) the present participle (the *-ing* form of the verb showing an action that is going on)
 

*Speaking* rudely, the man tore the piece of paper.  
*Finding* no taxi at the stand, I got into a bus.



- b) the past participle (the *-ed* form of the verb that shows a completed action)  
 Words of wisdom aptly *spoken* will have the desired effect.  
*Encouraged* by his parents, Sumit worked hard.
- 3. the gerund (the *-ing* form of the verb which functions as a noun)  
*Smoking* harms the lungs.  
*Collecting* firewood is one of her daily chores.

The following tables show the finite and non-finite verb forms.

finite verb forms	
1. changes in tense	Sujata <i>likes</i> cold coffee. (present) She <i>liked</i> the coffee you made. (past) She <i>will</i> like your herbal tea. (future)
2. changes in number	Sujata <i>likes</i> ice cream. Sujata and Sujay <i>like</i> the chocobar. Diya <i>is</i> an obedient girl. Diya and Rhea <i>are</i> cousins. We <i>meet</i> them every day at the bus stop.
3. changes in person	I <i>like</i> cream biscuits. We <i>like</i> pastries. You <i>like</i> salty food, don't you? He <i>likes</i> chocolate cakes. She <i>likes</i> fruits. They <i>like</i> fried items.

non-finite verb forms	
1. the infinitive	Sujata likes <i>to walk</i> to school. (present) As a schoolboy, her father liked <i>to walk</i> to school. (past) Sujay will <i>walk</i> to school. (future)
2. the participle (verbal adjective)	Sujay came home <i>carrying</i> a heavy bag. The bag burst open <i>scattering</i> the contents on the floor. <i>Scolded</i> by his father, the boy began to cry. The mother saw the bottle <i>broken</i> into pieces.
3. the gerund (verbal noun)	<i>Walking</i> is a good exercise. Children like <i>swimming</i> . They like <i>cycling</i> as well. Sujay likes <i>trekking</i> . <i>Skipping</i> is an enjoyable aerobic activity.

**D4** Fill in the blanks with the *-ing* form of these verbs.

travel    lift    buy    take    cycle    go  
 drive    have    pedal    move

1. You will have to practise \_\_\_\_\_ here before you can take the bike to the road.
2. Imagine not \_\_\_\_\_ enough practice and going to the road!
3. Keep \_\_\_\_\_, and soon you'll get a hang of it.
4. Who would suggest \_\_\_\_\_ on a picnic during peak hours?
5. The new car looks so sleek that my father couldn't resist \_\_\_\_\_ it.
6. My mother keeps \_\_\_\_\_ the car once in a while.





7. My father avoids \_\_\_\_\_ in the rush hour.
8. I don't enjoy \_\_\_\_\_ on city roads during heavy traffic.
9. Do you mind \_\_\_\_\_ this suitcase?
10. Would you mind \_\_\_\_\_ a bit to the window side?

**D5 Fill in the blanks using the appropriate -ing or -ed forms of the verbs given in brackets.**

\_\_\_\_\_ (eliminate) the threat of distracted \_\_\_\_\_ (drive) is an important step towards \_\_\_\_\_ (make) roads safe for all those who use them. Therefore the government has \_\_\_\_\_ (ban) hand-held 'text messaging' by drivers of vehicles to avoid the danger of \_\_\_\_\_ (distract) driving. Research has \_\_\_\_\_ (prove) that drivers take their eyes off the road for much of the time that they send and receive text messages. They are significantly more at risk of \_\_\_\_\_ (get) into an accident than someone who is not \_\_\_\_\_ (do) 'text messaging'. It is \_\_\_\_\_ (estimate) that 200,000 crashes of all types on American roads are \_\_\_\_\_ (cause) by drivers who are 'text messaging'.

**D6 Use to-infinitives or bare infinitives of these verbs and fill in the blanks in the following paragraph. Two examples, the first and the last, have been given.**

whisper	do	show	realize	decorate
prepare	walk	make	comply	celebrate

The old grandmother watched Aman *play* in the courtyard. She tried \_\_\_\_\_ with the help of her walking stick. Her family members wished \_\_\_\_\_ their gratitude to her on her seventieth birthday. She tried \_\_\_\_\_ them \_\_\_\_\_ the futility of it all. But they refused \_\_\_\_\_ with her request. They were determined \_\_\_\_\_ her birthday in a fitting manner. She saw them \_\_\_\_\_ sweet dishes; she watched them \_\_\_\_\_ her room for the occasion, she heard them \_\_\_\_\_ among themselves about the great surprise they had planned for her. The affectionate grandmother let them \_\_\_\_\_ what they wished *to do*.



**The perfect participle**

The perfect participle shows a just-completed action.

*Having introduced* the topic, he had to explain it to them.

*Having made* that statement, I still believe that we can achieve the goal.

*Having reached* there in time, we could help them get ready.



D7

Read these phrases and complete the following sentences suitably. The first one has been done as an example.

Having done his duty well      Having seen his friends playing on the ground  
 Having heard his reason      Having travelled a great distance  
 Having seen the sunset      Having wandered into the crowded marketplace too far

1. *Having heard his reason*, the old grandmother wept for joy.
2. \_\_\_\_\_, the man lost his way.
3. \_\_\_\_\_, the boy felt happy.
4. \_\_\_\_\_, Mohsin decided to break his day-long fast.
5. \_\_\_\_\_, Naman soon joined them.
6. \_\_\_\_\_, Priya felt tired.



**D8. Identifying non-finite verbs**

Divide the class into six teams. Your teacher will read out some sentences one by one. Taking turns, each team has to identify the non-finite verb in each sentence. You also have to identify its form correctly. Each correct answer will fetch you two points. If a team gets an answer wrong, another team can attempt and get one point for the correct answer. The team with the maximum points at the end of two rounds wins the game.

Use the following table that shows the different forms of non-finite verbs for reference.

Infinitives		Gerunds	Participles		
To-infinitives	Bare Infinitives		Present Participles	Past Participles	Perfect Participles

E

**Interact**

**Listening**

**Attitudes and Moods of the Speaker**

E1

Listen to the conversation among a few students. Listen to each of their statements and say which mood/emotion it conveys. Match the speakers with their emotions.

hopelessness      confusion      encouragement      satisfaction  
 happiness      relief      worry      surprise      despair



1. Maya \_\_\_\_\_
2. Sanjay \_\_\_\_\_
3. Anil \_\_\_\_\_
4. Sheila \_\_\_\_\_
5. Mira \_\_\_\_\_

6. Rajesh \_\_\_\_\_
7. Manish \_\_\_\_\_
8. Ali \_\_\_\_\_
9. Mahesh \_\_\_\_\_

## Speaking

### Offering an Apology

E2

Sanjay spills coffee on a guest's coat in a restaurant. Read the dialogue to see how he apologizes.



- Guest : Boy, look where you're going.  
 Sanjay : Oh, oh, the coffee ...  
 Guest : See what you've done. You've spilled it all over my new coat.  
 Sanjay : Oh, my goodness! I'm sorry, sir. I'm really sorry.  
 Guest : Never mind. It's all right. You should've been careful.  
 Sanjay : Sir, I'm terribly sorry.  
 Guest : Now let it be, boy. You make too much of the matter.  
 Sanjay : Sir, permit me to wipe your coat. That's the least I can do.  
 Guest : Leave it, I say.  
 Sanjay : I'm sorry, my sincere apologies, sir.

E3

### Enacting a scenario

Divide the class into four groups. Your teacher will place a stack of cards in a box at the front of the class. Each card has a scenario written on it. A member from each team will go and pick a card. Each team has to role-play the situation which it gets.

After the first round, return the situation cards to the box. Your teacher will shuffle them. You have to again pick out a situation and enact it. If you get the same situation as the last time, you have to choose again. The team members who did not enact the first time will do it in the second round.



## F

## Express

F1

## Writing a paragraph

Have you ever visited a public festival or a village fair or a busy marketplace? Write a few sentences in answer to each of these questions. Then write a connected piece in the form of a paragraph.

1. Where do you usually find a large crowd?
2. Have you been to any festival?
3. What do you see at such crowded places?
4. Why do people go to such fairs?
5. Why did you choose to go?
6. How do people behave at such places?
7. What do you think of such fairs? Did you like the fair that you went to?
8. Mention one thing that you really liked about the fair. Say one thing that you did not appreciate. Write your impressions about such fairs.



F2

## On festivals

Write a paragraph on festivals. You can consider the following questions when writing your paragraph.

- What do you understand by a festival? What is the purpose of festivals?
- What are the major festivals celebrated in our country?
- In which months do they come?
- How do people celebrate them? Do the festivals have common customs or traditions?
- How do festivals bring people together?

## G

## Learn by Doing

G1

## Tastes of India

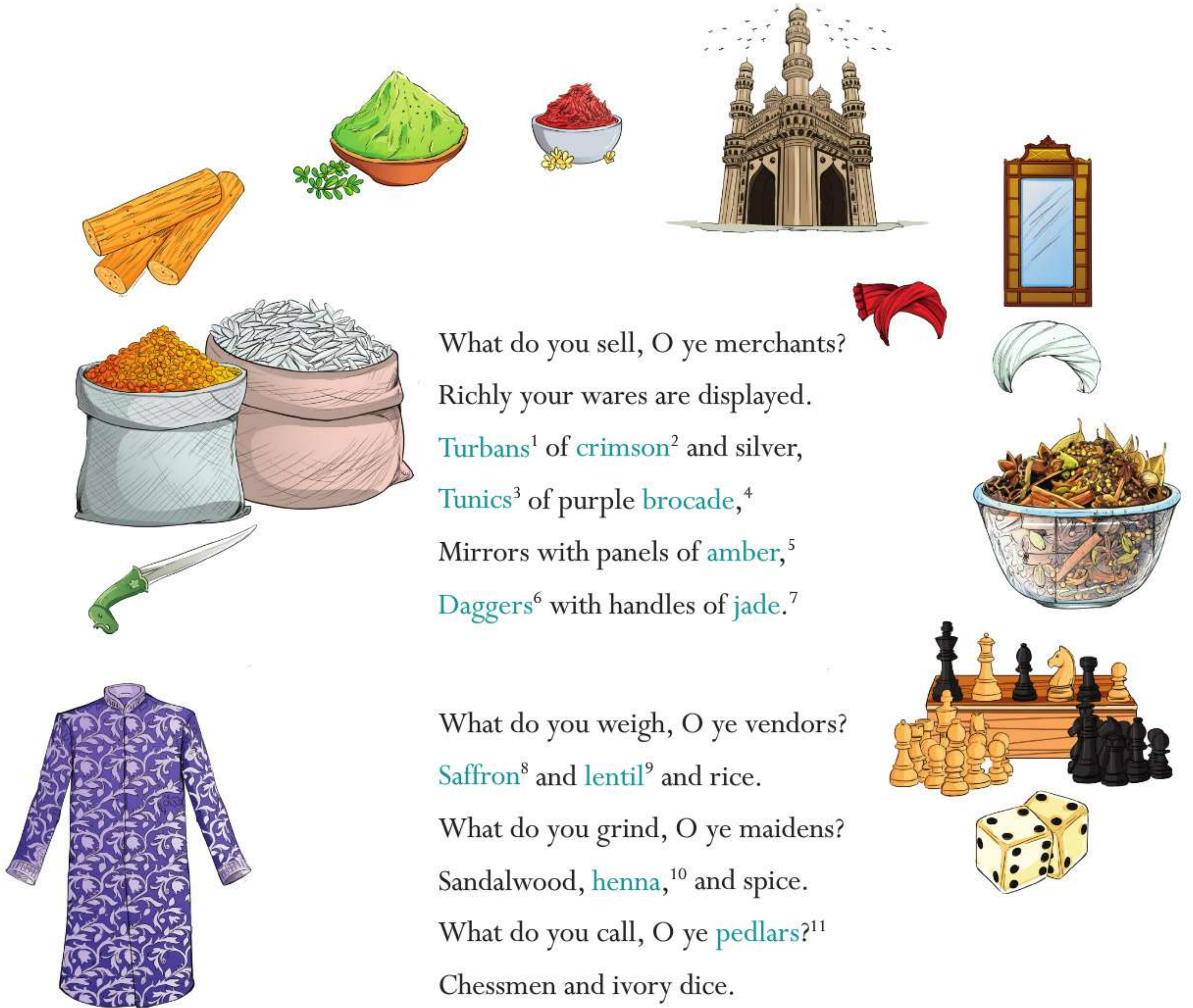
Does your home state have a special dish? Take the help of your parents and bring that dish to class on a specified day. Share it with your classmates and teacher. Enjoy the dishes which others will bring, representing different parts of India. Note what is common or different among the dishes. How many of them are sweet and how many are savoury? In groups of five, discuss the things you liked about the various dishes. Which one did you like the most?





# In the Bazaars of Hyderabad

# 4



What do you sell, O ye merchants?

Richly your wares are displayed.

Turbans<sup>1</sup> of crimson<sup>2</sup> and silver,

Tunics<sup>3</sup> of purple brocade,<sup>4</sup>

Mirrors with panels of amber,<sup>5</sup>

Daggers<sup>6</sup> with handles of jade.<sup>7</sup>

What do you weigh, O ye vendors?

Saffron<sup>8</sup> and lentil<sup>9</sup> and rice.

What do you grind, O ye maidens?

Sandalwood, henna,<sup>10</sup> and spice.

What do you call, O ye pedlars?<sup>11</sup>

Chessmen and ivory dice.

<sup>1</sup> long pieces of cloth that people wear around their heads

<sup>2</sup> deep red colour

<sup>3</sup> loose garments for the upper part of the body

<sup>4</sup> a silk cloth with designs in gold and silver

<sup>5</sup> a yellowish-brown gemstone used to make decorative objects

<sup>6</sup> short, pointed knives used as weapons

<sup>7</sup> a light bluish-green semiprecious stone used for ornaments

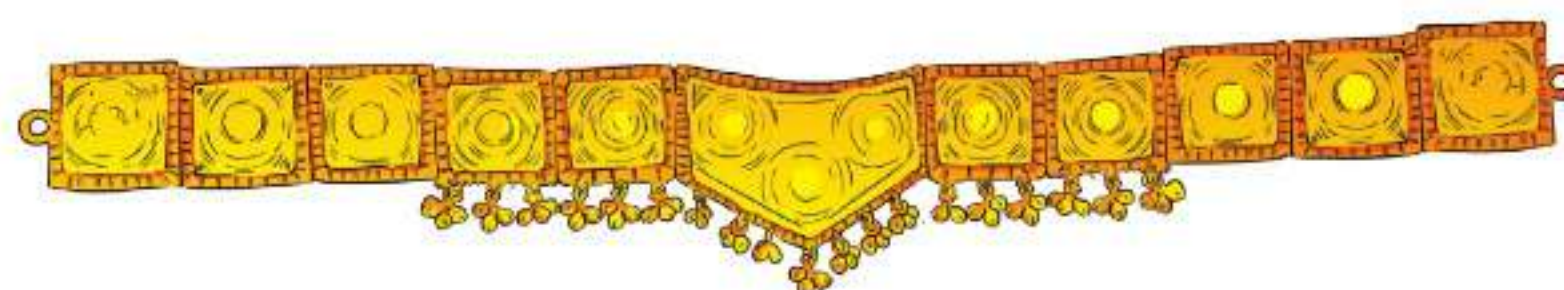
<sup>8</sup> a bright yellow powder obtained from a kind of flower, used for flavouring food

<sup>9</sup> an edible seed/pulse used in cooking

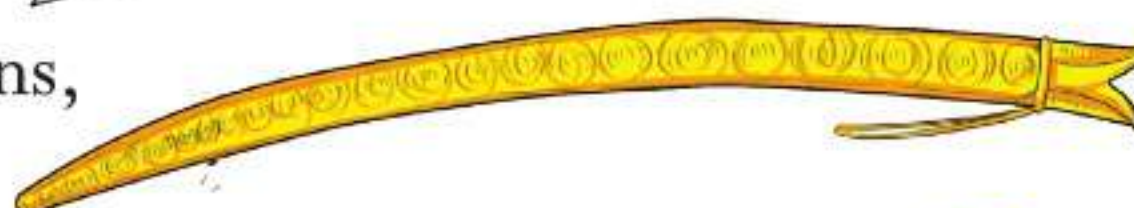
<sup>10</sup> a reddish-brown dye used on hair or skin

<sup>11</sup> traders in small goods





What do you make, O ye goldsmiths?  
 Wristlet and anklet and ring,  
 Bells for the feet of blue pigeons,  
 Frail<sup>12</sup> as a dragon-fly's wing,  
 Girdles<sup>13</sup> of gold for the dancers,  
 Scabbards<sup>14</sup> of gold for the king.



Sarojini Naidu

<sup>12.</sup> very thin; delicate

<sup>13.</sup> belts for the waist

<sup>14.</sup> sheaths for swords

**Sarojini Naidu** (1879–1949) was a freedom fighter and poet. Her poems depicted the life and events of the India of her time, and are widely read in India and abroad.

# A

A1

## Reflect

Based on your reading of the poem, think carefully about the points given below and form your own views.

1. The poet uses imagery for all five senses to create the atmosphere of a market in the poem. Have you ever been to a traditional market like the one described in the poem? What kind of market was it? What was your experience like? Think particularly about how you experienced the market through your five senses.
2. What do you think is the significance of goods produced locally by small industries as opposed to those produced on a large scale? Do you think they are better or worse in quality?
3. Do you think the poet is exoticizing (making something seem more glamorous than it really is) the market? If so, why?

# B

B1

## Understand

The table below lists the articles on display or for sale in the bazaars of Hyderabad. Fill in the missing information. Put a cross where no information is available in the poem.



article	substance it is made of	colour	the people handling it
turbans			
tunics			
	amber		
	jade		
			vendors
sandalwood, henna and spice			
			pedlars
	ivory		
wristlets, anklets and rings			
bells			
			goldsmiths
			goldsmiths

**B2**

**Answer these questions.**

1. Mark the odd one in the following list of people mentioned in the poem. Write why the one you marked does not belong to the group.  
 merchant, vendor, maiden, goldsmith, dancer
2. Describe the market scene in the poem in your own words.

**C**

**Think**

**C1**

**Think carefully and answer in detail.**

1. How do the wares mentioned in the poem show the richness of the city and India?
2. How has the poet brought out the vibrancy of Hyderabad’s bazaars in the poem?
3. Do you think that in the age of malls, large shopping complexes and online retail, traditional and local markets have lost their relevance? Discuss.



## D

## Language in Use

## Sounds and Pronunciation

In English, words are pronounced with stress. This means that some parts of a word are spoken with more prominence than others. To understand stress we need to know how words are divided into syllables.

Every word can be divided into syllables. A syllable contains one vowel sound and one or more consonant sounds. For example, the word *sell* has only one syllable consisting of:

consonant *s* + vowel *e* + consonant *ll* /sel/

The word *merchant* has two syllables:

syllable 1: *mer* = consonant *m* + vowel *e(r)* /mɜ:/  
 syllable 2: *chant* = consonant *ch* + vowel *a* + consonant *n* + consonant *t* /tʃənt/ } /mɜ:tʃənt/

Look at the way some words have been divided into syllables:

<u>king</u> ①	<u>ex</u> <u>pe</u> <u>ri</u> <u>ment</u> ① ② ③ ④	<u>in</u> <u>ter</u> <u>net</u> ① ② ③
<u>daugh</u> <u>ter</u> ① ②	<u>gi</u> <u>raffe</u> ① ②	<u>com</u> <u>mu</u> <u>ni</u> <u>cate</u> ① ② ③ ④

The syllable that receives stress is heard louder than the others. If a word has only one syllable, it is stressed. You need to consult a standard dictionary to find out the exact placement of stress.

## D1 Divide the following words correctly into syllables.

sleep	computer	meditate	compensate
travel	elephant	purchase	undo
military	postponement	offer	rejoice
cartoon	office	cry	

## D2 Find out and mark the stressed syllable in each of the following words with the help of a standard dictionary. Then practise speaking these words with proper stress.

canteen	conclude	away	increase
different	destroy	about	because
milk	correct	example	become

## Appreciation

- Sarojini Naidu has used language that appeals to our senses and makes us feel like we are in the vibrant bazaar with her. The colour words in the first stanza help us visualize the



multicoloured wares. The mention of spices and herbs in the second stanza makes us feel as if we can smell and taste them. The description of the gold trinkets in the third stanza stirs up our senses of sight, hearing and touch. Such use of language which evokes the reader's senses is called imagery. It helps readers to better imagine the world depicted by the poet.

- The words 'What' and 'O ye' are repeated in every stanza of the poem each time the speaker questions a new vendor. The technique of repeating words or phrases is called refrain. It serves to emphasize a point, unify the poem and create a musical effect.
- A simile is a poetic device which compares two dissimilar objects with the use of the words 'like' and 'as'.

**D3 Find another poem by Sarojini Naidu or another Indian poet which makes use of imagery.**

**D4 Can you find two other poems which use refrain?**

**D5 There is only one simile in the poem. Can you find it?**

## E

### Learn by Doing

**E1 On consumerism**

Until a couple of decades ago people had very limited choice in food materials and other essential items that could be bought from the market. But today our buying habits are very different as the markets are flooded with products of every variety. Clever advertising often persuades us to buy things we do not really need. The brands decide our 'essentials of life'. Consumers nowadays tend to buy 'what they want' rather than 'what they need'. Is this a healthy change? Observe the social effects of consumerism. You can start by noting down the purchases made by members of your family. Collect information from various sources like the newspaper, magazines and the Internet. Write a short article for your school magazine on consumerism.

**E2 Divide the class into groups of five. Read the beginning of a group discussion on traditional shopping and online purchases given below. After discussion, complete and continue the conversation whichever way you like. Then, each group will enact their conversation in front of the class. Ensure that all members of a group participate in the activity.**

Person A: I love going to the market and seeing for myself the things that I want to buy.

Person B: Doesn't that take a lot of time? When you buy online, products reach your doorstep at the click of a button. You can choose and place an order from the comfort of your home.

Person C: There are some advantages . . .

Person A: Maybe. But . . .



# Everything for the Best

# 5

*This is a motivational story with a moral for its readers. A motivational story encourages readers to always look at the bright side of the most trying circumstances. Such stories provide a boost of positivity and often contain pearls of wisdom. They are able to provide guidance and relief in situations of great distress. Sometimes, readers may find in them life lessons to guide them through problems that they may be facing in their own lives.*



In ancient times there was a rich and powerful king who ruled over a vast kingdom. Pratap Singh was his advisor as well as close friend. Caravan-loads brought daily wealth into his capital and his kingdom was well administered by his ministers under the guidance of Pratap Singh. The only irritation the king sometimes suffered was to see the ills of famine, epidemic and wars which men seemed unable to avoid. He could not **reconcile**<sup>1</sup> this with Pratap Singh's oft-repeated belief that everything is for the best. When challenged, the minister would reply that such burdens **ennoble**<sup>2</sup> man's nature and teach him wisdom, so bringing mankind slowly towards perfection.

<sup>1</sup> deal with two opposite ideas

<sup>2</sup> make noble



The man was **optimistic**<sup>3</sup> to the core and no hardships in life had any discouraging effect on him because he would always look at the positive side of the worst **adversity**.<sup>4</sup> He would think of the benefits that could be derived from adversities. In fact, this particular **trait**<sup>5</sup> was so prominent in him that others around him very often got tired of his oft-repeated belief.

One day the king and Pratap Singh went out riding on a hunting **expedition**<sup>6</sup> to a dense forest. They **pursued**<sup>7</sup> a deer in the forest and were soon lost deep in the jungle. Feeling thirsty and hungry, they began to look for water. At length they discovered a **solitary**<sup>8</sup> wood apple. When the king tried to cut the apple, as luck would have it, the sword slipped from his hand and he cut off his finger.

The king let out a **piercing**<sup>9</sup> cry of pain. He was **aghast**<sup>10</sup> when he saw the bleeding finger.

The minister, who came running, asked the king, ‘What’s the matter, Your Majesty?’

The king pointed to his severed finger and the sword that lay on the ground.

Picking up the sword, the advisor in his characteristic way was about to say his favourite statement.

‘So everything is for the best, isn’t it?’ asked the king ironically.

The advisor was as calm as ever. With due respect, he answered, ‘Yes, Your Majesty, it may be a blessing in disguise. Take it from me, something good is going to come out of this **apparent**<sup>11</sup> tragic incident. God has willed it this way. So we should not complain.’

The king couldn’t believe what his advisor had said. He couldn’t comprehend how the loss of his finger could be a blessing. The **distraught**<sup>12</sup> king was sure his courtier was making fun of him. In his fury, the king ordered Pratap Singh out of his sight. Seeing that he



<sup>3</sup> *hopeful; believing that good things will happen*

<sup>4</sup> *difficult or unpleasant situation*

<sup>5</sup> *a distinguishing feature in character*

<sup>6</sup> *an organized journey for a particular purpose*

<sup>7</sup> *followed*

<sup>8</sup> *lonely*

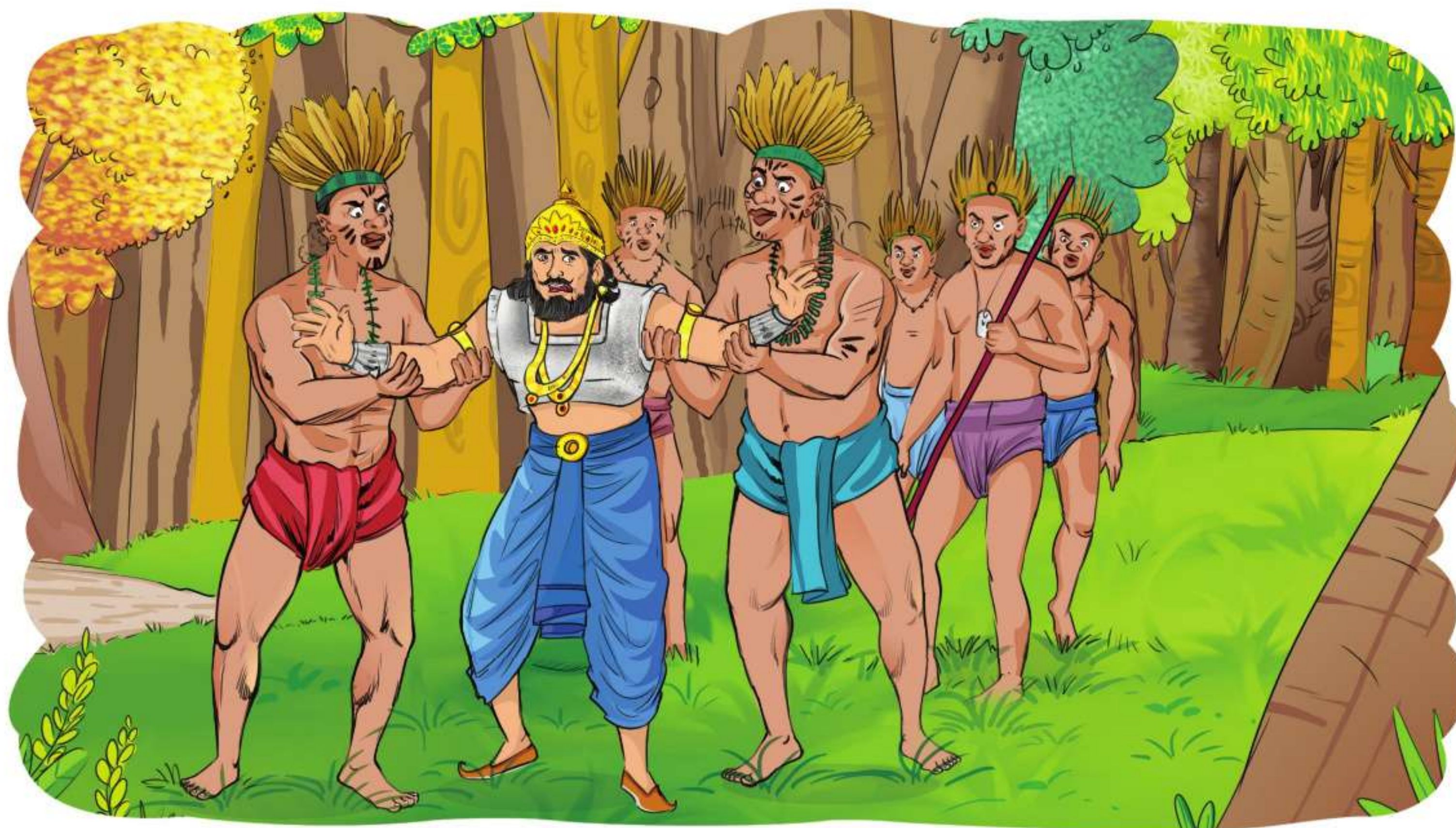
<sup>9</sup> *sharp*

<sup>10</sup> *filled with horror and surprise*

<sup>11</sup> *seeming; something that appears to be true, but may not be*

<sup>12</sup> *extremely upset and anxious*





**The tribal soldiers presented their booty to the chief who judged that the prisoner was indeed of royal blood.**

had indeed **enraged**<sup>13</sup> the king, Pratap Singh had no choice but leave the king alone.

In his hunger and pain, the king fell into an uneasy sleep. As he lay at the foot of a tree, he was discovered by the tribesmen of the jungle, who in the last day of their great annual festival were seeking a sacrificial victim for the tiger goddess. They were delighted to find such a handsome victim. They seized the king, bound his hands and feet and carried him away.

The warriors were in their colourful costumes with **plumes**<sup>14</sup> and holding the spears upright in reverence to their royal prisoner, they marched to their chief's palace.

The tribal soldiers presented their **booty**<sup>15</sup> to the chief who judged that the prisoner was indeed of royal blood. He was pleased with his **minions**<sup>16</sup> prize catch. He decided that **blue blood**<sup>17</sup> would be an excellent offering to the supreme deity. Therefore he sent for the tribal priest, an old man who came in soon afterwards.

As was the custom, the tribal priest had to approve of all offerings to the deity. It was his duty to see that each offering was perfect in all respects. Seeing that a king was going to be the object of sacrifice on that day, the priest did not inspect the prisoner from head to toe. Instead he ordered that the process be started without delay. They took the king to their altar. After some

<sup>13.</sup> made angry

<sup>14.</sup> large feathers used as ornament, usually worn in hair

<sup>15.</sup> valuable things

<sup>16.</sup> servants

<sup>17.</sup> a person of noble birth





customary dancing, the final sacrificial preparation began with the smearing of red and yellow powder over the victim's forehead, feet and hands. However, it was during the **anointing**<sup>18</sup> of the body that the old priest noticed that something was amiss. One of the fingers on the king's left hand was missing. He shook his head and said in his **sonorous**<sup>19</sup> voice, 'I'm sorry, Your Royal Highness. We cannot proceed with the sacrifice. The deity will accept only those who are whole-bodied. The body should not have any **blemishes**.<sup>20</sup> The prisoner's body is imperfect and it is not fit for offering to the deity.'

The tribesmen fled in horror, for they had nearly presented an imperfect sacrifice and feared the **wrath**<sup>21</sup> of the goddess.

As the king **hobbled**<sup>22</sup> away, as fast as his legs could carry him, he realized that the loss of his finger had indeed been for the best. But what of not having his minister's company at the time of danger? Was that for the best?

Yes, said Pratap Singh later, for if he had known of the king's peril, he would have come to the king's aid and been overcome by the numerous tribesmen, thus serving as a substitute victim. So everything was for the best, after all.

**The deity will accept only those who are whole-bodied.**

<sup>18.</sup> *smearing or applying an oily substance especially as part of a religious ceremony*

<sup>19.</sup> *having a loud or deep sound*

<sup>20.</sup> *defects; flaws*

<sup>21.</sup> *anger*

<sup>22.</sup> *walked lamely*



## A

## Reflect

A1

Based on your reading of the text, think carefully about the points given below and form your own views.

1. Pratap Singh was right indeed: 'Everything is for the best'. But the king flew into a rage when he heard his advisor's words after hurting himself.
  - Should we always stand by something we believe in even if it may get us into trouble? Should we be more prudent and sensitive to a situation before saying or doing something?
  - Have you been in a situation where you said or did something with good intentions but it was not received well by those around you? How did it make you feel?
2. The king sends his advisor away annoyed at his positive attitude even in the face of trouble and pain.
  - Imagine you are in a stressful situation and someone offered you words of wisdom that you felt were hollow. How would you react?
  - Was there a time when any friends or family members tried to support you, but you reacted rudely? What happened next?
3. In the story, the king's injury ended up saving his life. The tribesmen spared him because he did not have all his fingers.
  - Do you really believe that every little thing in our life is for the best?
  - Have you ever faced failures or disappointments which brought you happiness later?

## B

## Understand

B1

Answer these questions.

1. What made the kingdom prosperous?
2. How did Pratap Singh explain the ills of famine, epidemic and wars?
3. What mishap occurred when the king was on his hunting expedition?
4. Why was the king angry with the advisor?
5. Who made the king a prisoner? Why?
6. Why did the tribal chief send for the priest?
7. Why did the priest reject the prisoner as an offering to their deity?
8. How was the advisor's misfortune proved to be his luck?



## C

## Think

C1

Think carefully and answer in detail.

1. Do you think the king's frustration with Pratap Singh's unrelenting optimism was justified? Why or why not?
2. What are your thoughts about the idea of destiny? Discuss.
3. The message of the lesson – that everything happens for the best – is not meant to be taken literally. Explain.

## D

## Language in Use

## Vocabulary

D1

Use the correct form of the words in brackets to fill in the blanks in the following sentences. The first one has been done as an example.

1. My friend is a person of optimism and has a positive attitude even in times of hardships. (optimistic)
2. The \_\_\_\_\_ of excellence should be our aim in whatever we do. (pursue)
3. His firm \_\_\_\_\_ in what is right saved him from a disastrous situation. (believe)
4. The \_\_\_\_\_ occurred during one of their field trips. (tragic)
5. The girl's skill at \_\_\_\_\_ is really good. (comprehend)
6. The \_\_\_\_\_ of a new island caused great excitement among the sailors. (discovered)
7. The chief officer's \_\_\_\_\_ is necessary before implementing the project. (approve)

D2

Read the short paragraphs. Use the words given in the boxes and fill in the blanks in each case.

1.

reign      reins      rain

There was heavy \_\_\_\_\_ that day. The king who began his \_\_\_\_\_ only a few months back decided to tour his kingdom in disguise. He mounted his horse and took the \_\_\_\_\_ in his hand, and off he went into the darkness.

2.

sight      cited      site

The \_\_\_\_\_ for the proposed palace was really beautiful. The \_\_\_\_\_ of the surrounding hills and the tree-lined avenue that would lead to the huge building was quite refreshing. It was \_\_\_\_\_ by the chief architect as one of the reasons for choosing that particular piece of land to build the palace.



3.

ascent      ascend      assent

I don't think the trainers will \_\_\_\_\_ to our plan. We have to make the \_\_\_\_\_ to the top of the mountain on our own. But it is not a good idea to \_\_\_\_\_ the steps without informing them.

4.

descent      descend      dissent

Luckily they did not \_\_\_\_\_ to our plan. So we went ahead and made the \_\_\_\_\_ accordingly. But we did not \_\_\_\_\_ from the top till we got permission from them.

5.

council      counsel      consul

The immigrant wanted to go to the consulate to meet the \_\_\_\_\_ and get some \_\_\_\_\_ on his stay in the US, but as there was a students' \_\_\_\_\_ meeting at the college, he could not reach the office in time.



### D3. Word derivation

Divide the class into four groups. Your teacher will hand out cards that have ten verbs and their derivative words in four columns. Each group should try to form four sentences using a chosen verb and its derivative words. The first group to come up with all four correct sentences for a row will earn four points and the team can claim that horizontal line. That verb and its derivatives cannot be used by other groups. In this way sentences have to be made using all ten verbs and their derivative words. The group that gets the highest points wins.

### D4. Draw and enact the words

Divide the class into two teams: Team A and Team B. Your teacher will place a box with slips of paper inside. Each slip will have two words with similar spellings or pronunciation on it. Two students from Team A will come forward to choose a slip of paper. They have to draw suitable pictures on the blackboard to explain the words to their teammates. They can also enact the words using actions and gestures only. Their team must guess the correct words within three minutes. Each correct guess fetches five points. If you guess both words correctly, you get ten points. Then the members will hand over the slip to the teacher. Now the process will repeat for Team B. The game will continue till all the slips are used up. The team that gets the maximum points at the end wins.

## Grammar

Read the following sentences:

The king took the sword *to cut* the wood apple.

He went deep into the jungle *to shoot* a deer.



The *to*-infinitive is a non-finite form of a verb. (Refer to the grammar section in Chapter 3). One of the most common uses of the *to*-infinitive is to show purpose, as in the examples above. In those examples, the *to*-infinitive answers the question 'why'.

**D5** Read the following passage. Fill in the blanks using suitable *to*-infinitives of the verbs given in the box.

discuss    prove    give    celebrate    prevent    show

The captain stopped midway \_\_\_\_\_ instructions to his team. The two new players sat huddled together \_\_\_\_\_ the pros and cons of their action. The organizers had put up barricades \_\_\_\_\_ spectators from running into the field. As the cricketer hit the ball hard for a six, spectators stood up \_\_\_\_\_ their appreciation. He wanted \_\_\_\_\_ to his countrymen that he was second to none. His parents distributed sweets to their neighbours \_\_\_\_\_ their son's achievement.

**D6** Fill in the blanks with the suitable form of the verbs given in the box. The first one has been done as an example.

turn    hit    paint    cut    fry  
tighten    fix    shape    saw    start

1. A driver uses the key to start his car.
2. A mechanic uses nuts and bolts \_\_\_\_\_ the machine.
3. An electrician uses a screwdriver \_\_\_\_\_ the screws.
4. A plumber uses a spanner \_\_\_\_\_ the pipes and taps.
5. A carpenter uses a handsaw \_\_\_\_\_ wooden pieces.
6. A blacksmith uses a hammer \_\_\_\_\_ the nails.
7. A painter uses a brush \_\_\_\_\_ doors and windows.
8. A sculptor uses a chisel \_\_\_\_\_ figures on marble, stone or wood.
9. A craft teacher uses scissors \_\_\_\_\_ paper or cloth.
10. A cook uses a frying pan \_\_\_\_\_ potatoes or fish.



**D7** Use the appropriate form of the following verbs and fill in the blanks.

involve    inform    ask    look after

The babysitter had just reached the house \_\_\_\_\_ the children. She went there early that morning \_\_\_\_\_ herself in the preparations for the big ceremony. The parents had emailed her \_\_\_\_\_ her to be present at the function. She saw the child breathing with difficulty. She rang up the parents \_\_\_\_\_ them about the mishap that had occurred.





**D8. To-infinitive board game**

Divide the class into four groups and play the board game. Each group takes turns to roll the dice. Once you land on a square, discuss and complete the sentence using the *to*-infinitive to show purpose. Try to give humorous purposes to make the game more fun. If a group answers correctly, it scores a point. The game ends when all four groups reach the START square on the board again. The group with the highest score wins.

<b>START</b> →	Father was glad	Reduce junk food and exercise regularly	I am going there	She will join us later	<b>GO BACK 2 STEPS</b>
I went to work early today	<b>TO-INFINITIVE FOR PURPOSE</b>				The monitor has gone to the staffroom
The man followed a diet programme					She walked so softly as not
She is calling her parents					They spoke loudly
He is coming here					<b>GO AHEAD 3 STEPS</b>
<b>SLOW ROLL! MISS A TURN</b>					They are going to Cyprus



## E

## Interact

## Listening

The following sentences have words that sound alike but are spelt differently and have different meanings.

The *maid made* a nasty remark when asked to clean up the mess.

The doctor advised her to go on a diet and *wait* till her *weight* came down.

There is an interesting *tale* about how the squirrel got its beautiful *tail*.

The *nun* told them that it was *none* of their business.

E1

**Listen carefully and write suitable words with correct spelling according to the context. The first sentence has been given as an example.**

1. Have you seen any beautiful scene like this before?
2. Have you \_\_\_\_\_ hair oil and the \_\_\_\_\_ that she has asked for?
3. Is there a \_\_\_\_\_ vehicle in front of the \_\_\_\_\_ shop?
4. \_\_\_\_\_ you like it or not, you have to put up with the unpredictable \_\_\_\_\_ in this region.
5. Look at the words given on the \_\_\_\_\_ side of the sheet and \_\_\_\_\_ them correctly in your notebook.
6. Are you \_\_\_\_\_ to talk \_\_\_\_\_ in the library?
7. The \_\_\_\_\_ that crashed last year fell on this \_\_\_\_\_.
8. Look at these \_\_\_\_\_ trees. I can't \_\_\_\_\_ to see such cruel trimming of trees.
9. They \_\_\_\_\_ the sound of a \_\_\_\_\_ of elephants walking past.
10. Apply some ointment to \_\_\_\_\_ the wound on your \_\_\_\_\_.
11. Come \_\_\_\_\_ to this window to \_\_\_\_\_ the sound better.
12. The bank manager gave a \_\_\_\_\_ to the \_\_\_\_\_ farmer who submitted all the required documents in time.

## Speaking

E2

**Play the game of twenty questions on world-famous tourist places.**

Student A goes out of the class and student B writes on the board the name of any famous tourist place. The rest of the class reads the name silently, and then student B erases the name. Student A can now come in and ask twenty questions one by one to find out the name of the place. For every question other students will answer only with *yes* or *no*. No other clues are to



be given. Student A has to name the place within twenty questions. Otherwise he/she goes out again and the class writes another name.

If the student identifies the place successfully, another student is sent out and the cycle is repeated with a new place name.

Student A : Is the place in our country?

Other students: Yes.

Student A : Is it a hill station?

Other students: No.

... and so on.



## F

### Express

F1

#### Write an essay.

An essay or an article is usually written to present an idea or make a convincing argument. This means the essayist must exemplify the idea to prove his/her point. For example, if Pratap Singh were to write an essay titled 'Everything Happens for the Best', he could well use the experience of the king to argue his case.

Write an essay on the topic 'Not Everything Happens for the Best'. Think of examples to prove the point from your own experience or that of people you know.

## G

### Learn by Doing

G1

**Do you believe that everything that happens to us is for good? Divide the class into two groups and debate this topic. Justify your stand citing examples from real life.**

G2

**Divide the class into two groups and conduct a debate on the topic 'Your destiny is in your hands'.**



# A Little Grain of Gold

6

I had gone a-begging from door to door in the village path when  
Your golden chariot appeared in  
the distance like a **gorgeous**<sup>1</sup> dream and I wondered  
who was this King of all kings!

My hopes rose high and I thought my evil days  
were at an end, and I stood waiting for **alms**<sup>2</sup> to be  
given **unasked**<sup>3</sup> and for wealth scattered on all sides  
in the dust.

The chariot stopped where I stood. Your glance  
fell on me and You came down with a smile. I felt  
that the luck of my life had come at last. Then  
all of a sudden You held out Your right hand  
and said, 'What have you to give to me?'

Ah, what a kingly **jest**<sup>4</sup> was it to open Your palm  
to a beggar to beg! I was confused and stood  
undecided and then from my **wallet**<sup>5</sup> I slowly  
took out the least little grain of corn and gave it to You.

But how great was my surprise when at the day's  
end I emptied my bag on the floor to find a least  
little grain of gold among the poor heap. I bitterly  
wept and wished that I had **had the heart**<sup>6</sup> to give  
You my all.



*Rabindranath Tagore*

<sup>1</sup> very beautiful

<sup>2</sup> money, grains, food or clothes given to the poor

<sup>3</sup> without asking

<sup>4</sup> a joke

<sup>5</sup> (here) bag carrying things needed for a journey by a pilgrim or beggar

<sup>6</sup> been kind and generous



You will be able to write the 'about the poet' section for this lesson yourself after completing the activity task on page 48.

# A

A1

## Reflect

**Based on your reading of the poem, think carefully about the points given below and form your own views.**

1. You may have seen beggars on the streets, street performers performing acrobatic tricks at traffic intersections and hawkers attempting to sell flowers or other everyday knick-knacks to earn a living.
  - What kind of troubles do you think such people face regularly?
2. The beggar is hopeful of receiving a fat sum from the rider of the golden chariot. He is disappointed, but is surprised when he finds a little grain of gold in his bag at the end of the day.
  - What does hope or being hopeful mean to you? Does hope have a role to play in our lives?
  - Have you been in a situation where your hopes were dashed at first, but later you received a greater reward?
3. The beggar feels he would have received more gold had he given his all to the one in the bright chariot.
  - Do you think it is wise to give away something that is precious to you? What do you usually keep in mind when giving something as a gift or as charity?
  - Have you ever been given a gift which was far better than what you gave the other person?

# B

B1

## Understand

**Answer these questions.**

1. The golden chariot was 'like a gorgeous dream'. What is the poetic device used here?
  - a) simile
  - b) metaphor
  - c) alliteration
  - d) personification
2. The rider on the chariot is referred to as the 'King of all kings' because he is
  - a) a powerful king.
  - b) God himself.
  - c) a supreme king.
  - d) the emperor.
3. On seeing the rider coming with a smile, the speaker
  - a) felt that he should help him.
  - b) set his hopes very high.



- c) thought that the luck of his life had come.  
d) decided to give a little grain of corn.
4. Why did the 'King of all kings' beg to the beggar?  
a) because he was poor  
b) because the beggar was rich  
c) because he wanted to test the beggar  
d) because the beggar was a king in disguise
5. When the speaker heard the visitor's question, he was not  
a) perplexed.      b) happy.      c) puzzled.      d) confused.
6. The speaker of the poem was not  
a) poor.      b) stingy.      c) generous.      d) greedy.
7. What would you have done if you were in the speaker's place?
8. A single grain of gold appeared in the speaker's bag at the end of the day. What lesson does this teach you?

B2

Given below is the summary of the poem. Complete it by filling in the blanks with suitable phrases from the box.

smiled at	at a distance	had to give	held out
from door to door	at the end	a little grain	with wealth
a royal joke	evil days	in the evening	wept bitterly

One day as I was begging \_\_\_\_\_ in the village path when your golden chariot was seen \_\_\_\_\_. I wondered who this King of kings was. Seeing you, I thought that my \_\_\_\_\_ were going to end. I thought that you would shower me \_\_\_\_\_. I stood there waiting for alms. The chariot stopped near where I stood. You \_\_\_\_\_ me and I thought I was lucky. Unexpectedly, you \_\_\_\_\_ your right hand and asked me what I \_\_\_\_\_ you. I thought it was \_\_\_\_\_ to open your palm to a beggar. I was confused and took out \_\_\_\_\_ of corn and gave it to you. But great surprise was in store for me \_\_\_\_\_ of the day. When I emptied my bag \_\_\_\_\_, I found a little grain of gold in the heap. I \_\_\_\_\_ and regretted my miserliness.

C

## Think

C1

Think carefully and answer in detail.

- The beggar expected to receive a lot in exchange for little or none. Do you think his attitude was justified? Why or why not?
- We reap what we sow. Discuss this with reference to the poem.



## D

## Language in Use

### Sounds and Pronunciation

#### Intonation

Compare the way the following two lines would be spoken in a conversation.

You have something for me?

You have something for me.

The first is a question and the second, a statement. It is the way these sentences are spoken that tells us whether they are questions or statements. In other words, difference in 'intonation' helps us understand various aspects of meaning in speech. Intonation is the way our voices rise and fall as we speak. Intonation is the variation in pitch. Rising intonation means the pitch of the voice increases while you speak. Falling intonation means that the pitch decreases as you speak.

- A statement has a falling intonation.
  - Goa is a small state. ↘
  - Goa is located on the western coast. ↘
- A question that can be answered with a *yes* or *no* has a rising intonation.
  - Are you a tourist? ↗
  - Is Goa located on the western coast? ↗
- A *wh*-question is spoken with a falling intonation.
  - What is his name? ↘
  - Who built this mosque? ↘
- A statement which is used to ask a question will have a rising intonation.
  - You went there? ↗
  - It's a nice place? ↗
- Question tags have
  - a) falling intonation when the speaker is sure about what he or she says and expects the listener to agree with him/her.
    - It's a nice day, isn't it? ↘
    - This is amazing, isn't it? ↘
  - b) rising intonation when the speaker is not certain and is asking for confirmation from the listener.
    - Your name is Pritam, isn't it? ↗
    - This bus goes to Shimla, doesn't it? ↗



**D1 Listen to these sentences being said aloud. As you listen, repeat them in the same tone.**

He has done that work.

He is going there.

This work will take that long.

You are silent on this issue.

What has he done?

Where is he going?

How long will this work take?

Why are you silent on this issue?

He doesn't have common sense, does he?

He thinks too much of himself, doesn't he?

He is one of the leaders, isn't he?

You can speak to him, can't you?

He has done that work?

He is going there?

This work will take that long?

You are silent on this issue?

Does he intend to go there?

Do you like it?

Did you tell him?

Are you coming with us?

**D2 Write down a short skit with a few *wh*-questions and *yes/no* questions and enact the skit in small groups. Say the statements and questions loudly and clearly with proper intonation.**

You may use these question words: *who, whom, whose, what, which, when, where, how* and *why*.

*Yes-no* questions have this structure: helping verb + subject + main verb + rest of the sentence.

## Appreciation

Alliteration is the repetition of the same consonant sound at the beginning of words that are close together.

the luck of my life had come at last (the sound *l* is repeated)

wept and wished (the sound *w* is repeated)

I had had the heart (the sound *h* is repeated)

**D3 Identify instances of alliteration in these lines.**

1. seeing it scaled six inches
2. the bird that is born for joy
3. the sea waves broke waywardly
4. the bright sun shining in the brilliant blue sky



**D4. Alliterative names competition**

Divide the class into groups of four. Think of famous characters, cartoons, books, movies, plays and series which have alliterative names. For example, Mickey Mouse, Clark Kent and Bob the Builder. You will have two minutes to think of as many alliterative names and titles as you can. Discuss with your group and make a list. The group with the most correct names at the end of two minutes wins.



## E

## Learn by Doing

E1

A presentation is given to share a new idea or some information with a group of people. Presentations are often prepared with the help of the program PowerPoint. Information is presented through slides highlighting main points. We can also add pictures, charts, statistics, audio and video to make the presentation appealing. As the speaker introduces the topics, slides are projected onto the screen.

**Prepare a PowerPoint presentation on Rabindranath Tagore. Collect information and pictures from the Internet or other sources. You can search for the following information:**

1. date of birth
2. place of birth
3. details about parents
4. education
5. early writings
6. different types of works
7. famous works; *Gitanjali*
8. Nobel Prize
9. Shantiniketan
10. Visva-Bharati
11. contributions to music and arts
12. national anthem
13. death: when and where



E2

**Carry out some research on poverty in India. Try to answer the following questions and then make a PowerPoint presentation to present in the class. You can also add other information that you find relevant.**

- What income level is the poverty line in India? Does it vary in different places?
- How much of the population is below the poverty line?
- What schemes has the government implemented in the last decade to alleviate poverty?
- How does child mortality vary with poverty?
- What is an 'income gap'?
- Has the income gap increased or decreased over the last decade in India?



# On Top of the World

# 7

*Mt Everest is the highest mountain in the world. Sir Edmund Hillary and Tenzing Norgay were the first to reach the summit of Mt Everest in 1953. Many mountaineers had made unsuccessful attempts to scale this mountain before. Erik Weihenmayer successfully overcame his handicap of being blind to scale the mountain peak. In 2001, a 16-year-old student from Nepal, Temba Tsheri, stepped on the highest mountain peak in the world to become the youngest mountaineer until then to do so. His record was broken by an American teenager Jordan Romero in 2010. Jamling Norgay climbed Mt Everest in 2003 to mark the fiftieth anniversary of the ascent by his father Tenzing and Sir Edmund Hillary.*

What is common among river rafting, mountaineering, trekking and paragliding? All of them are physically **daunting**<sup>1</sup> activities that offer unusual and exciting experiences. They are all adventure sports.

Mountaineering is one of the most difficult adventure sports. It is the sport of climbing mountains. Only bravehearts will think of going to unknown territories and conquering mountains. Yet there is no **dearth**<sup>2</sup> of mountaineers in the world. They climb small and big mountains as a sporting activity. However, climbing Mt Everest, the highest mountain in the world, is the ultimate dream of any mountaineer.

Many mountaineers had tried their luck at the conquest of this **mighty**<sup>3</sup> mountain before. In 1924, mountaineers Sandy Irvine and George Mallory made an unsuccessful attempt at the cost of their lives. The glory of having successfully completed the Everest expedition first goes to Sir Edmund Hillary of New Zealand and Sherpa Tenzing Norgay of Nepal. They conquered Mt Everest in 1953 – the first genuine **ascent**.<sup>4</sup> Ever since the first conquest, many mountaineers have successfully met the challenge of this peak.



<sup>1</sup>. difficult, frightening and likely to make a person feel less confident

<sup>2</sup>. scarcity; lack

<sup>3</sup>. large and impressive; great

<sup>4</sup>. the act of climbing





In 2006, another New Zealander named Mark Inglis performed an absolutely **incredible feat**.<sup>5</sup> He became the first double **amputee**<sup>6</sup> to reach the summit of Mt Everest. After 40 tough days of climbing in April–May 2006, the 47-year-old Inglis made his final push for the top from Camp 4 – 450 metres from the summit – in perfect weather on 15 May. An **astounding**<sup>7</sup> deed indeed! He was standing on his artificial legs on top of the world, literally.

There stood the legless mountaineer, happy beyond words, enjoying his triumph, gazing on all below him, thereby sending out an inspiring message to others with disabilities that their **ambitions**<sup>8</sup> should never be limited.

During the punishing climb his **prosthetic**<sup>9</sup> legs had not caused any problems. When one artificial leg had broken earlier during the climb, Inglis described it as ‘a minor **hiccup**’.<sup>10</sup> He was carrying a spare set of legs as well as equipment to make necessary repairs in case anything went wrong. In 1982, he and fellow climber Phil Doole were trapped in an ice cave for fourteen days on Mt Cook, New Zealand’s highest peak. Inglis managed to **keep his head**<sup>11</sup> and did not panic but both of them suffered **frostbite**<sup>12</sup> and they had to have both legs amputated below the knee.

Since 2006, Inglis has taken on a number of challenging roles and succeeded – ranging from legless ski guide to research scientist,

<sup>5.</sup> a great achievement impossible to believe

<sup>6.</sup> a person who has had an arm or a leg cut off in a medical operation

<sup>7.</sup> greatly surprising

<sup>8.</sup> something that you want to achieve very much

<sup>9.</sup> used as an artificial body part

<sup>10.</sup> (here) a small problem

<sup>11.</sup> remain calm

<sup>12.</sup> injury to body tissues, the nose, fingers or toes due to exposure to extreme cold



after earning a degree in Human Biochemistry. He also won a silver medal in cycling at the Sydney **Paralympics**<sup>13</sup> in 2000.

Before leaving on his expedition to Mt Everest, Inglis said that the fact that he had lost both legs, and that no one has ever scaled the world's highest peak with two artificial legs was of secondary importance. He said with conviction, 'I'm not doing this to be the first double amputee – if I am, then it is **the icing on the cake**<sup>14</sup> – but it's much more than that. I've been climbing most of my life and Everest is the achievement really. It gives you the knowledge of empowerment to do other things.' Inglis, who kept a website diary of his climb, said that the expedition was also an effort to raise money for a Cambodian centre that provides **rehabilitation**<sup>15</sup> for **landmine**<sup>16</sup> amputees, polio victims and other disabled people.



<sup>13.</sup> a sporting event regarded as the Olympics for the physically challenged

<sup>14.</sup> something extra added to something that is already good

<sup>15.</sup> the process of returning someone to a healthy condition

<sup>16.</sup> a bomb placed on or under the ground to explode when people or vehicles move over it

# A

## Reflect

A1

**Based on your reading of the text, think carefully about the points given below and form your own views.**

1. Mark Inglis faced many hurdles in life before and after he lost his legs to frostbite. Likewise, each mountaineer who attempted the climb faced many obstacles before achieving success.
  - How many times have you faced failure? What did you do next?
  - Has there been a time when you overcame disappointment and went on to achieve success?
2. Mark Inglis believes that conquering Mount Everest empowered him to do other things which he had considered difficult in life.
  - What encourages or motivates you on a daily basis?
  - Have you ever encouraged or boosted the morale of someone going through a difficult time doing something? What did you do to support them?



3. Mount Everest is the highest mountain and one of the most famous ones in the world.
  - Find out about the difficulties that mountaineers face when they try to scale Everest or another peak. Learn more about the temperature and quality of air at great heights, the climber's diet during the climb, and the kind of clothing and tools that they must keep handy to climb safely.

# B

## Understand

B1

Complete the following table by writing the events in the lesson chronologically.

1924	
1953	
1982	
2006	

B2

Answer these questions.

1. What are the precautions that Mark Inglis took during his climb to the summit?
2. How did Inglis describe the breaking of one artificial leg earlier during the climb?
3. What is the inspiring message that Mark Inglis gave by his astounding feat?
4. What are the other challenging roles in which Mark Inglis had succeeded?

# C

## Think

C1

Think carefully and answer in detail.

1. Write a character sketch of Mark Inglis.
2. 'I've been climbing most of my life and Everest is the achievement really. It gives you the knowledge of empowerment to do other things.' How do you think climbing Everest would have empowered Mark Inglis, and even other climbers? Do you agree that an achievement like that can have long-lasting effects on someone's life? Why or why not?



## D

## Language in Use

## Vocabulary

D1

Read the following sentences. Deduce the meaning of the highlighted words from the context. Choose the correct synonyms from the options.

- The winning team has *dedication*. It has a core of *veteran* players who set the standards. They will not accept defeat.  
**dedication:** conclusion, happiness, decoration, commitment  
**veteran:** coach, novice, expert, apprentice
- The finish line is sometimes merely the symbol of victory. All sorts of personal *triumphs* take place before that point, and the *outcome* of the race may actually be decided long before the end.  
**triumphs:** feelings, victories, opinions, enmities  
**outcome:** result, coming, outing, decision
- How you respond to the *challenge* in the second half will *determine* what you become after the game, whether you are a winner or a loser.  
**challenge:** invitation, task, winner, champion  
**determine:** corrupt, debase, decide, restrain
- Sport strips away *personality*, letting the white bone of character shine through. Sport gives players an *opportunity* to know and test themselves.  
**personality:** appearance, affection, attitude, altitude  
**opportunity:** courage, chance, moment, time
- You are never really playing an *opponent*. You are playing yourself, your own highest *standards*, and when you reach your limits, that is real joy.  
**opponent:** colleague, adversary, ally, partner  
**standards:** benchmarks, performances, idealism, appreciation

D2

Use the words given in D1 and fill in the blanks. Use the hints given in brackets.

- The championship proved to be a personal \_\_\_\_\_ for their coach.  
(a great success, gained with a lot of skill or effort)
- The coach was confident of a successful \_\_\_\_\_ of their relentless practice.  
(situation existing at the end of an activity)
- He likes a big \_\_\_\_\_ and it doesn't come much bigger than this one.  
(something difficult that requires great effort and determination)
- The occupation of the main breadwinner will \_\_\_\_\_ the social status of the family.  
(decide or be the cause of)
- To be successful needs hard work and \_\_\_\_\_.  
(giving a lot of time and effort to something)



6. M.S. Dhoni, the \_\_\_\_\_ cricketer and former captain of the national team, will be our guest of honour at the event.  
(someone who has been involved in a particular activity for a long time)
7. David is a great player, in fact, he is the best \_\_\_\_\_ I have come across this season.  
(a person playing against another player)
8. You should set new \_\_\_\_\_ for yourself to reach greater heights.  
(moral principles which affect one's behaviour and attitude)
9. The captain of the team has got his way through sheer force of his \_\_\_\_\_.  
(one's whole character and nature)
10. The only reason for a trip abroad is the superb \_\_\_\_\_ for competing against some of the best players of the game.  
(a situation in which it is possible to do something)



### D3. One-word substitution

Divide the class into teams of six. Your teacher will give each team a list of sentences with italicized phrases. You have to figure out single words to replace the phrases, without changing the meaning of the sentences. You will get 20 minutes to figure out the answers. You may consult a dictionary. The teacher will then announce the answers and check the attempts of each team. The team with the highest points wins.

## Grammar

### Subject-Verb Concord

In grammar concord means agreement between subject and verb. The subject and the verb should agree in person and number. A singular subject is followed by a singular verb, and a plural subject is followed by a plural verb.

<p><i>Sujay enjoys</i> adventure.</p> <p><i>He is climbing</i> up the hill.</p> <p><i>Mountaineering is</i> his hobby.</p>	}	singular subject – singular verb
<p><i>Sujay and Anil are</i> classmates.</p> <p><i>We like</i> paragliding.</p> <p><i>Mountaineers are</i> brave people.</p>	}	plural subject – plural verb



Here are some useful rules on subject-verb agreement:

1. When the subject is singular, the verb is singular.

*Harish writes* poems.  
*This is* a beautiful poem.

2. When the subject is plural, the verb is plural.

*Harish and Shweta write* poems.  
*They are* poets.



3. A singular subject with attached phrases introduced by *with*, *like* or *as well as* is followed by a singular verb.

Zohra, *with* several others, *was* disqualified.

Tom, *as well as* Salim, *rises* early in the morning.

4. Here are some words and expressions that are followed by singular verbs:

a) *each of*, *one of*, *neither of*, *every one of*, etc.

b) *each*, *any*, *none*, *anyone/anybody*, *everyone/everybody*, *nobody*, etc.

*Each of* my friends *has* a pet.

*Neither of* the thieves *was* caught.

*Anybody* *is* welcome here.

*None of* the teachers *was* present.

5. When two subjects are connected by *and*, the verb is plural.

Tanu *and* Sherin *are* great friends.

Azhar *and* his wife *like* boating.

Mangaluru *and* Shimoga *are* in Karnataka.

} two singular subjects  
connected by *and*

Tanu *and* her friends *play* here after school.

Azhar *and* the waiters of the restaurant *were* standing in the hallway.

Your cousins *and* I *were* fishing last evening.

} one singular and one plural  
subject connected by *and*

Your friends *and* my cousins *have* joined the club.

The labourers *and* the farmers *are* protesting today.

} two plural subjects  
connected by *and*

6. When two singular subjects are connected by *either . . . or*, *neither . . . nor*, or simply *or*, the verb is singular.

*Either* Naren *or* Sumit *is* right.

*Neither* the minister *nor* the police chief *has* any answer.

Sugar *or* jaggery *is* used as a sweetener in this dish.

7. Plural subjects connected by *either . . . or*, *neither . . . nor*, or simply *or* will have a plural verb.

*Neither* the boys *nor* the girls *have* written the correct answer.

*Neither* the labourers *nor* the farmers *were* happy with the money they got.

8. When the subject is a collective noun like *crowd*, *team* and *government*, we can use either a singular or a plural verb depending on the meaning we want to convey.

The team *needs* motivation. (The team as a whole is treated as one entity.)

The team *are* celebrating their victory. (Emphasis on the team as a group of individuals)

9. Sometimes the verb agrees with a plural noun or pronoun that precedes it, rather than with the actual subject, in examples like these:

None of the guests *take* sugar in their tea.

No one among the victims *are* in a position to give any details.

A number of people *have* come.



D4

**Choose the correct verbs to fill in the blanks.**

1. Neither he nor she \_\_\_\_\_ (want/wants) to go.
2. James, as well as Neha, \_\_\_\_\_ (attend/attends) the evening prayer.
3. Every little child \_\_\_\_\_ (desire/desires) a nice toy.
4. Why \_\_\_\_\_ (do/does) every one of us \_\_\_\_\_ (do/does) stupid things at times?
5. Neeta, with several others, \_\_\_\_\_ (was/were) going to school.
6. Each parent \_\_\_\_\_ (was/were) asked to fill a form.
7. Either the painters or the sculptors \_\_\_\_\_ (is/are) going to sit in the first row.
8. Sunflower or hibiscus \_\_\_\_\_ (do/does) not smell as nice as rose.
9. Why \_\_\_\_\_ (do/does) every one of them do that, when every one of them \_\_\_\_\_ (know/knows) the arrangements?
10. The men and the women \_\_\_\_\_ (was/were) standing in a queue.

**D5. Match the cards**

Divide the class into groups of five. Each group plays separately. Your teacher will distribute sets of subject, verb and object cards to each group. Shuffle each set of cards separately and spread them out face down on a table – first the subject cards, then the verb cards and then the object cards. Make sure to not mix up the sets. There should be three sets of cards arranged face down.

By turns, students have to turn over one card from each set. If the three cards match to make a grammatically correct sentence, the student will read out the sentence and keep the cards. If the cards don't match, the student has to turn them back over in the same place. Then the next student will play. Continue playing until all the cards have been matched.

E

**Interact****Listening**

E1

**Listen to a schoolboy talking about a race and answer the questions.**

1. The boy was in . . .
2. It was his first race. True or false?
3. When the short-distance sprint began, the boy paused. True or false?
4. The boy was confident of winning. True or false?
5. His father's voice distracted him. True or false?
6. Which place did the boy get at the end of the race?



## Speaking

E2

### Guessing game

Divide the class into two groups. A student from group A will go out of the class and a student from group B will write the name of a famous person on the blackboard. The whole class will read the name before it is erased. The student outside will come back in and ask a maximum of twenty yes/no questions one by one to figure out who the famous person is. For every question, the students of group B will answer only with yes or no. No other clues should be given. Make sure to play honestly.

A group will get five points if the student names the person correctly within five questions, four points if he/she does it within ten questions, three points if within fifteen questions, and two points if within the last five questions. Then a student from group B will go out, and group A will write a name on the board.

If a student is unable to name the person the group does not get any points. The cycle is repeated with a new name each time. The team with the highest points at the end of ten rounds wins.

F

## Express

F1

**People with a disability face many obstacles in their lives. Write an article on the daily life of disabled people and the situations they have to face. Your article may talk about:**

- the different kinds of disabilities.
- the inconveniences disabled people face wherever they go.
- how people treat them.
- how disability affects their mental health.
- ways in which their quality of life can be improved.

G

## Learn by Doing

G1

### Research work

Collect information about five athletes who fought against the odds of physical disabilities and became the champions of their sport. Share your findings with friends.

G2

### A group discussion

Divide the class into groups of five. Conduct a discussion on adventure sports. You could consider the following questions in your discussion.

- What do you understand by adventure sports?
- What is exciting about adventure sports?
- What are the advantages and disadvantages of participating in such sports?
- Do participants learn any life lessons or values from such activities?



# A Lesson in Life from a Beggar

## 8

*Do we appreciate things in life as often as we criticize them? When we complain about our difficulties, do we care about how others live? Who would tell us whether our perceptions, opinions and beliefs about the world and its people are right or wrong? Some little incidents in life really can teach us that important lesson, as Meena in Sudha Murty's story learned.*



Meena is a good friend of mine. She is an LIC officer earning a good salary. But there was something strange about her. She was forever unhappy. Whenever I met her, I would start to feel **depressed**.<sup>1</sup> It was as though her gloom and **cynicism**<sup>2</sup> had a way of spreading to others. She never had anything positive to say on any subject or about any person.

For instance, I might say to her, 'Meena, did you know Rakesh has come first in his school?'

Meena's immediate reaction would be to **belittle**<sup>3</sup> the achievement. 'Naturally, his father is a school teacher,' she would say.

If I said, 'Meena, Shwetha is a very beautiful girl, isn't she?' she would be **pessimistic**.<sup>4</sup> 'When a pony is young, he looks handsome. It is age that matters. Wait for some time, Shwetha will be uglier than anyone that you know.'

'Meena, it's a beautiful day. Let's go for a walk.'

'No, the sun is too hot and I get tired if I walk too much. Besides, who says walking is good for health? There is no proof.'

That was Meena. She stayed alone in an apartment in Bangalore as her parents lived in Delhi. She was an only child and had the habit of complaining about anything and everything. Naturally, she wasn't very pleasant company and nobody wanted to visit her. Then one day, Meena was **transferred**<sup>5</sup> to Bombay and soon we all forgot about her.

<sup>1</sup> sad and hopeless

<sup>2</sup> the belief that nothing good will happen

<sup>3</sup> make something seem unimportant

<sup>4</sup> expecting bad things to happen

<sup>5</sup> made to change the place of job



Many years later, I found myself caught in the rain at Bombay's Flora Fountain. It was **pouring**<sup>6</sup> and I didn't have an umbrella. I was standing near a popular department store, waiting for the rain to subside. Suddenly I spotted Meena. My first reaction was to avoid being seen by her, having to listen to her never-ending complaints. However, she had already seen me and caught hold of my hand cheerfully and said, 'Hey! I'm really excited. It's nice to meet old friends. What are you doing here?'

I explained that I was in Bombay on official work.

'Then stay with me tonight,' she said. 'Let's chat. Do you know that old wine, old friends and memories are precious and rare?'

I couldn't believe it. Was this really Meena? I pinched myself hard to be sure that it wasn't a dream. But Meena was really standing there, right in front of me, squeezing my hand, smiling, and yes, she did look happy. In the three years she had been in Bangalore, I had never once seen her smiling like that. A few strands of grey in her hair reminded me that years have passed. There were a few wrinkles on her face, but the truth was that she looked more attractive than ever before.

Finally, I managed to say, 'No, Meena, I can't stay with you tonight. I have to attend a dinner. Give me your card and I'll keep in touch with you. I promise.'

For a moment, Meena looked disappointed. 'Let's go and have tea at least,' she insisted.

'But Meena, it's pouring.'

'So what? We'll buy an umbrella and then go to the Grand Hotel,' she said.

'We won't get a taxi in this rain,' I **grumbled**.<sup>7</sup>

'So what? We'll walk.'

I was surprised. That wasn't the same Meena I had known. Today, she seemed ready to make any number of adjustments.

We reached the Grand Hotel **drenched**.<sup>8</sup> By then, the only thought in my mind was to find out who or what had brought about such a change in the pessimistic Meena that I had known. I was quite curious.

'Tell me, Meena, is there a Prince Charming who has managed to change you so?'

Meena was surprised by my question. 'No, there isn't anyone like that,' she said.



*I couldn't believe it. Was this really Meena? I pinched myself hard to be sure that it wasn't a dream.*

<sup>6.</sup> raining heavily

<sup>7.</sup> complained in a bad-tempered way

<sup>8.</sup> thoroughly wet





*They were laughing, clapping and screaming joyously, as if they were in paradise.*

She smiled and then said, 'A beggar changed my life.'

I was absolutely **dumbfounded**<sup>9</sup> and she could see it.

'Yes, a beggar,' she repeated, as if to **reassure**<sup>10</sup> me. 'He was old and used to stay in front of my house with his five-year-old granddaughter. I used to give my **leftovers**<sup>11</sup> to this beggar every day. I never spoke to him. Nor did he speak to me. One monsoon day, I looked out of my bedroom window and started cursing the rain. I don't know why I did that because I wasn't even getting wet. That day I couldn't give the beggar and his granddaughter their daily quota of leftovers. They were hungry, I am sure.'

'However, what I saw from my window surprised me. The beggar and the young girl were playing on the road because there was no traffic. They were laughing, clapping and screaming joyously, as if they were in paradise. Hunger and rain did not matter. They were completely drenched but totally happy. I envied their **zest**<sup>12</sup> for life.'

'That scene forced me to look at my own life. I realized I had so many comforts, none of which they had. But they had the most important of all **assets**,<sup>13</sup> one which I lacked. They knew how to be happy with life as it was. I felt ashamed of myself. I even started to make a list of what I had and what I did not have. I found I had more to be grateful for than most people could imagine. That day,

<sup>9</sup> made speechless with surprise

<sup>10</sup> make somebody less worried

<sup>11</sup> food that has not been eaten

<sup>12</sup> keen interest; enjoyment

<sup>13</sup> things of value



I decided to change my attitude towards life, using the beggar as my role model.'

After a long pause, I asked Meena how long it had taken her to change.

'Once this realization **dawned**,<sup>14</sup> she said, 'it took me almost two years to put the change into effect. As you know, I was a **chronic**<sup>15</sup> pessimist. Old habits die hard. But now nothing matters. I am always cheerful and happy. I find happiness in every small thing, in every situation and in every person.'

'Did you give *gurudakshina* to your guru?' I asked.

'No, unfortunately by the time I understood things, he was dead. But I **sponsored**<sup>16</sup> his granddaughter to a boarding school as a mark of respect to him.'



*Sudha Murty*

<sup>14.</sup> (here) understood for the first time

<sup>15.</sup> long-lasting

<sup>16.</sup> (here) supported somebody by paying for their education

**Sudha Murty** is a prolific writer in English and Kannada. She has written over thirty books, including novels, collections of short stories, and non-fiction. Her books have been translated into all major Indian languages. Sudha was born in 1950 in Shiggaon in north Karnataka. An M.E. in computer science, she teaches the subject to postgraduate students. She is also the chairperson of the Infosys Foundation. She was awarded the Padma Shri by the Indian government in 2006 for her social work.

# A

## Reflect

A1

**Based on your reading of the text, think carefully about the points given below and form your own views.**

- Meena used to find fault with everything. Nothing could make her happy.
  - Do you think criticism or complaining can help on any occasion?
  - Is there something that your parents or teachers always criticize you for and want you to change?
- Meena's job and comfortable life did not give her much happiness or satisfaction in life. She only realized what she was missing out on when she saw the poor man and his granddaughter dancing in the rain.
  - How important do you think money is? How important is it to you?
  - What material possessions do you think you will need to be happy?



- Is there something which can make you happier than money can? Why do you think so and what are you doing to achieve it?
3. Meena realized that she had more to be grateful for than most people. Make a list of things in your life you are grateful for. How would your life be if you did not have them?
  4. The poor man and his granddaughter enjoy the rain thoroughly. Do you love the rain? Have you ever danced in the rain? How did you feel?
    - What do you like and dislike about rain?

# B

## Understand

B1

Answer these questions.

1. Who was Meena? What was strange about her?
2. How did the narrator know that Meena had changed completely?
3. Describe the scene that Meena saw through the window.
4. How did the transformation come about?
5. Pick out some of Meena's character traits before she decided to change her attitude towards life and after the complete transformation of her personality. Add a few describing words of your own. Fill in the table given below. An example has been given.

before	after
unhappy	cheerful

6. Imagine you are Meena. Write a diary entry for the day you saw the beggar and his granddaughter playing in the rain. Express your feelings, thoughts and your determination to turn over a new leaf.

27 July 2022.....  
 Wednesday.....  
 .....  
 I still can't understand it. How could that old man and his granddaughter be so happy?.....  
 They look as if they are contented with whatever they have. And what do they have? It is almost nothing. But still today.....



## C

C1

## Think

Think carefully and answer in detail.

1. In the story, the narrator was reluctant to spend time with Meena in Mumbai, having previously known her only as a perpetually unhappy person. Do you think her feelings were justified, or should she have been a little enthusiastic to catch up with Meena after so many years?
2. Do you think money and happiness are completely unrelated things?
3. Write a character sketch of Meena.

## D

D1

## Language in Use

## Vocabulary

Read each idiom and its meaning given in the box. Rewrite the following sentences using suitable idioms.

**lend an ear:** listen attentively**shape up or ship out:** used to tell someone that if they don't improve their performance at work, they will lose their job**point of no return:** a point when you have to continue with what you have decided to do, because it is not possible to get back to an earlier situation**put one's foot down:** be very strict and firm, using one's authority**through the grapevine:** through an informal way of communication**ring a bell:** it reminds you of something/somebody, but you cannot remember it exactly

1. After the new recruit made too many mistakes, the chief told her that *she'd better do her job satisfactorily or get out*.
2. She requested him to *pay attention to her* as she had something to say.
3. I don't remember her face, but her surname *sounds familiar*.
4. He heard *through rumours* that Ms Wagle was resigning from her post.
5. He has to be *rigid about it* and ask her to sign on the dotted line.
6. We can't cancel the event as we've already sent the invitation cards. We have come to *the position from where it is impossible to go back*.



D2

Read the phrases taken from the lesson in Column A and match them with their meanings in Column B. Then complete the short paragraph below.

A

belittle the achievement  
never-ending complaints  
absolutely dumbfounded  
zest for life

B

having no end of dissatisfaction or annoyance  
great enthusiasm and energy for life  
dismiss one's achievement as unimportant  
astounded greatly

Ranjit Singh was a great athlete in his young days and still participates in the annual veterans' marathon race held in the city. After he shifted to a new posh locality, one day he met his next-door neighbour. He was \_\_\_\_\_ to notice that the young man had no \_\_\_\_\_ in spite of the fact that he had everything he could hope for and was leading a comfortable life. On their very first meeting Ranjit got fed up of listening to his \_\_\_\_\_ about the problems in the colony. He tried to \_\_\_\_\_ of the Residents' Welfare Association which had succeeded in greening the entire colony, developing gardens and ensuring adequate water supply and electricity.

D3

Given below are certain abbreviations that can be used for street addresses. Match the word with its abbreviation. One has been done as an example.

A	B
Boulevard	Ft
Apartments	Ave.
Avenue	St
Fort	Mt
Gardens	Rt.
Heights	Pl.
Mount	Blvd.
Place	Rd
Road	Hts
Route	Gdns
Street	Apts





**D4. Abbreviation game**

Divide the class into six teams. Your teacher will write some abbreviations on the blackboard one by one. Each team will write the complete word in their notebooks in 20 seconds. If the answer is correct, the team will get two points. The team with the maximum points at the end of fifteen rounds wins the game.

**D5. Words in context**

Divide the class into four groups. A student from the first group goes to the front of the class and sits with her/his back to the blackboard. Your teacher will write a word on the board that all but the student sitting in the 'hot seat' can see. Your group members will then have to help you guess the word by giving you clues such as the definition of the word, other words that have the same meaning, opposites of the given word, etc. If the word is guessed within two minutes, your group scores a point. The process will repeat for other groups. The group with the highest points at the end of three rounds wins.

**D6. Idioms**

Divide the class into pairs. Your teacher will place a box in front of the class with some slips in it. Each slip will have an idiom written on it. Each pair of students will take turns to pick a slip and enact the idiom in front of the class. The rest of the pairs have to guess the idiom based on the enactment. If a pair guesses an idiom correctly, it gets two points. The game continues till all the slips are used up. The pair with the highest score at the end wins. Afterwards, discuss the meanings of all the idioms as a class.

**Grammar**

**Asking Questions**

Read the questions from the story.

*What* are you doing here?

*Who* has managed to change you so?

We can use question words like *who, whom, whose, what, which, why, when, where, how* and so on to ask questions. The table below shows the uses of these question words.

question word	use	examples
who/whom	to ask about the name or identity of a person	Who is your best friend? Who is the chief guest? Whom do we invite? Who is there?
what	to ask for information	What's its name? What do you call it? What do you have to say about them?



when	to ask about time	When will he come home? When is he going to start practising? When can we reach the railway station?
why	to ask about reason	Why do you often come late? Why didn't you stop her?
where	to ask about place	Where is Diya? Where are you going? Where do you think we can meet them?
whose	to ask about the person that something belongs to	Whose umbrella is this? Whose was the better performance? Whose fault was it? Whose is that house?
which	to ask about the choice between two or more alternatives	Which are the dresses you really like? Which do you want me to buy for you? Which do you wish to opt for – science or commerce?
how	to ask about the manner in which something is done	How do you manage to keep the place so tidy? How are you going to plan dinner for so many? How do I make the payment?

**D7** Read the answers and write suitable questions for each, using question words. The first two have been done as examples.

- Sheena : How are you?  
Maya : I'm fine. Thank you.
- Gita : What do you want?  
Maya : I want a glass of water, please.
- Sheena : \_\_\_\_\_  
Lola : I live in Fraser Town.
- Hemant : \_\_\_\_\_  
Manish : I'm annoyed with them.
- Hemant : \_\_\_\_\_  
Manish : Nothing is wrong with me.
- Girish : \_\_\_\_\_  
Rajesh : I'm going to the market.
- Girish : \_\_\_\_\_  
Rajesh : That was the newspaper boy.
- Girish : You look worried. \_\_\_\_\_  
Manish : I lost some money.





9. Maya : \_\_\_\_\_  
 Gita : I'd like to see Mrs Verma.
10. Hemant : \_\_\_\_\_  
 Manish : I would like to meet them around 10 o'clock.
11. Sheena : \_\_\_\_\_  
 Lola : I want to give them some information.
12. Gita : \_\_\_\_\_  
 Maya : The pink one is Diya's bag.
13. Gita : \_\_\_\_\_  
 Maya : Daisy's bag is missing.
14. Lola : \_\_\_\_\_  
 Daisy : The bag simply disappeared. I really don't know how it happened.

D8

**Read the shortened questions in the box and fill in the blanks in the conversation with suitable ones from among them.**

Anita: *Where did you go yesterday?*

Rita : I went out.

Anita: *What time?*

Rita : In the evening.

Anita: \_\_\_\_\_

Rita : I went to the shopping mall.

Anita: \_\_\_\_\_

Rita : We went to the City Centre.

Anita: \_\_\_\_\_

Rita : With my parents.

Rita : The school vacation is going to start. I want to go on a holiday.

Anita: \_\_\_\_\_

Rita : We need a break, don't we?

Anita: Yes, we need. \_\_\_\_\_

Rita : This summer. Isn't it possible?

Anita: Of course, it is. But \_\_\_\_\_

Rita : There are many islands in the country, aren't there? Maybe to an island, somewhere far.

Anita: \_\_\_\_\_

Rita : Thousands of miles away.

Anita: \_\_\_\_\_ Have you any idea what you are talking about? It'll cost a lot.

Where?    What?    When?    What for?  
 How much?    How long?    Why?    How far?  
 What about?    What time?    Which one?  
 Who with?/With whom?    Where to?



Rita : \_\_\_\_\_

Anita: Quite a lot. It depends on where you want to go and how long you intend to stay there.

Rita : You tell me. What would be ideal? \_\_\_\_\_

Anita: One week should be fine, isn't it? But I'm worried.

Rita : \_\_\_\_\_

Anita: How are we going to find the funds for the trip?



**D9. Board game: *wh*-questions**

Divide the class into groups of four and play the board game given below. Your teacher will give each team a dice. The players have to take turns to roll the dice. Once you land on a square, come up with the correct *wh*-question for the answer on the square. There may be more than one possible question. If a player answers correctly, the group gets a point. The game ends when all four groups reach the START square on the board again. The group with the highest score wins.

START →	He left at 8 p.m.	I want the chocolate cake with strawberries on top.	I saw my childhood friend at the mall.	Because I was busy in a meeting.	<b>YOU WON A LOTTERY! SKIP 3 STEPS.</b>
They have decided to go and watch a movie.	<b>WH-QUESTIONS</b>				It's Ria's turn.
I woke up at 7 a.m.					It will be ready in five minutes.
<b>SLOW ROLL! MISS A TURN.</b>					There are eight planets in our solar system.
Thank you. It's nice of you to offer.					He lives in Lajpat Nagar.
I came here in the metro train.					Sarthak paid for the meal.
She is five years old.					<b>OOPS! GO BACK TO START.</b>



## E

## Interact

## Listening

**E1** Listen to the announcement and answer the questions.

An announcement was made over the intercom in the school. But the voice was not audible due to a defect in the system. Gina wrote down the announcement so that she could show it to her friend who was absent that day. But certain words/phrases are missing from her transcript as Gina could not hear them properly. Which words/phrases do you think are missing? Fill in the blanks using appropriate ones.

The Peace Club announces \_\_\_\_\_ shirts, pants, skirts, dresses and woollens – to be distributed among \_\_\_\_\_ in our neighbouring state. Students are requested \_\_\_\_\_ old clothes generously \_\_\_\_\_ and the affected. Those who donate are requested \_\_\_\_\_ that are in \_\_\_\_\_. The clothes may be deposited \_\_\_\_\_ kept for the purpose \_\_\_\_\_. The last date \_\_\_\_\_ your contribution is \_\_\_\_\_.

## Speaking

**E2** Divide the class into pairs and discuss how an optimist and a pessimist would react in each of the following scenarios. You can take turns to represent the optimistic and pessimistic attitudes.

- You fail a test/exam.
- You go on a holiday but it rains most of the time.
- Your wallet/pet gets lost or stolen.
- You make a mistake at work for which you are reprimanded.
- You have an illness.

Afterwards, choose one of these scenarios and role-play it in front of the class.

**E3** Nina meets a friend, Tarun, at the market after a long time. Practise the dialogue.

Nina : Hello, Tarun, how are you?

Tarun: Hello, Nina, Good. How are you?

Nina : I'm fine. What a surprise! It's ages since I've met you.

Tarun: Yes, you're right. We haven't met ever since I joined the new school.

Nina : How's your new school?

Tarun: It's good. It's near my house. I can walk down to school and it saves lot of travelling time. How're our friends at school?

Nina : They're fine. Actually we miss you at school. We miss your non-stop chattering during the break.



- Tarun: Yes, I miss it too. My new friends at school are different.
- Nina : Well, I've noticed it. You've changed a lot. Shall I call it a sobering influence of your new friends?
- Tarun: You may say so. Keep in touch, Nina.
- Nina : Sure. Now I have to hurry up. Mom is waiting. See you. Bye, Tarun.
- Tarun: Bye, Nina.

## F

## Express

F1

Read the newspaper report given below. Study its features. Answer the questions orally.

### Heavy rain inundates Dehradun

#### Staff Correspondent

**Dehradun, 31 July:** Several low-lying areas of Dehradun were inundated after heavy rains lashed the city on Tuesday evening and normal life came to a standstill. According to the State Meteorological Centre, the 165 mm rainfall recorded in the valley yesterday is quite normal in the area.

'The flooding was mainly due to a large number of houses coming up on the natural drainage of the city blocking the systems completely,' said an official at the Centre. 'Such massive abuse of the natural drainage system would result in more areas getting flooded in the future,' he warned.

Meanwhile incessant rain has played havoc with standing crops in the neighbouring Chamoli district. The highways to pilgrim centres like Badrinath and Yamunotri region were blocked by landslides at several places.

1. Does it have a headline in four or five words?
2. Does it say who wrote it?
3. Does it have the name of a place from where the news has been reported?
4. Has the news item been divided into paragraphs?

F2

Write newspaper reports.

1. A staff reporter from *The City Times* visited the boat jetty from where he collected some information about how an overcrowded ferry capsized off Mumbai coast. Read the following notes that he had written in his notepad. Using the clues and your own ideas, write a newspaper report under the headline '13 people die in ferry capsized'. (Word limit: not more than 150)



..15 July, Friday, 3 p.m.....  
Mumbai - ferry capsized 'Merry Tourist' - nightmare for tourists - boat  
overloaded - 127 on board - 13 died, 47 injured, 12 left hospital after first  
..aid - government offer of assistance to the traumatized.....  
.....

2. In 2022, Assam witnessed a grim flood situation in many parts of the state. Imagine that as a journalist working for a national newspaper, you were sent to Guwahati in July 2022 to report on the disaster situation there. Massive rescue operations were being undertaken by defence forces, various government agencies, disaster management teams, volunteers, local people and fishermen. Write the report in not more than 150 words.



# G

## Learn by Doing

G1

### Rehabilitating beggars

Beggars have a hard life. They are homeless and hungry, and people view them as a menace. Their children don't go to school because they can't afford school education. The government runs many programmes to eradicate begging. Find out about the measures the government has adopted from time to time to rehabilitate beggars. Which ones have succeeded and why? What are the flaws that you see in the measures that failed? Write a report of about 500 words.

G2

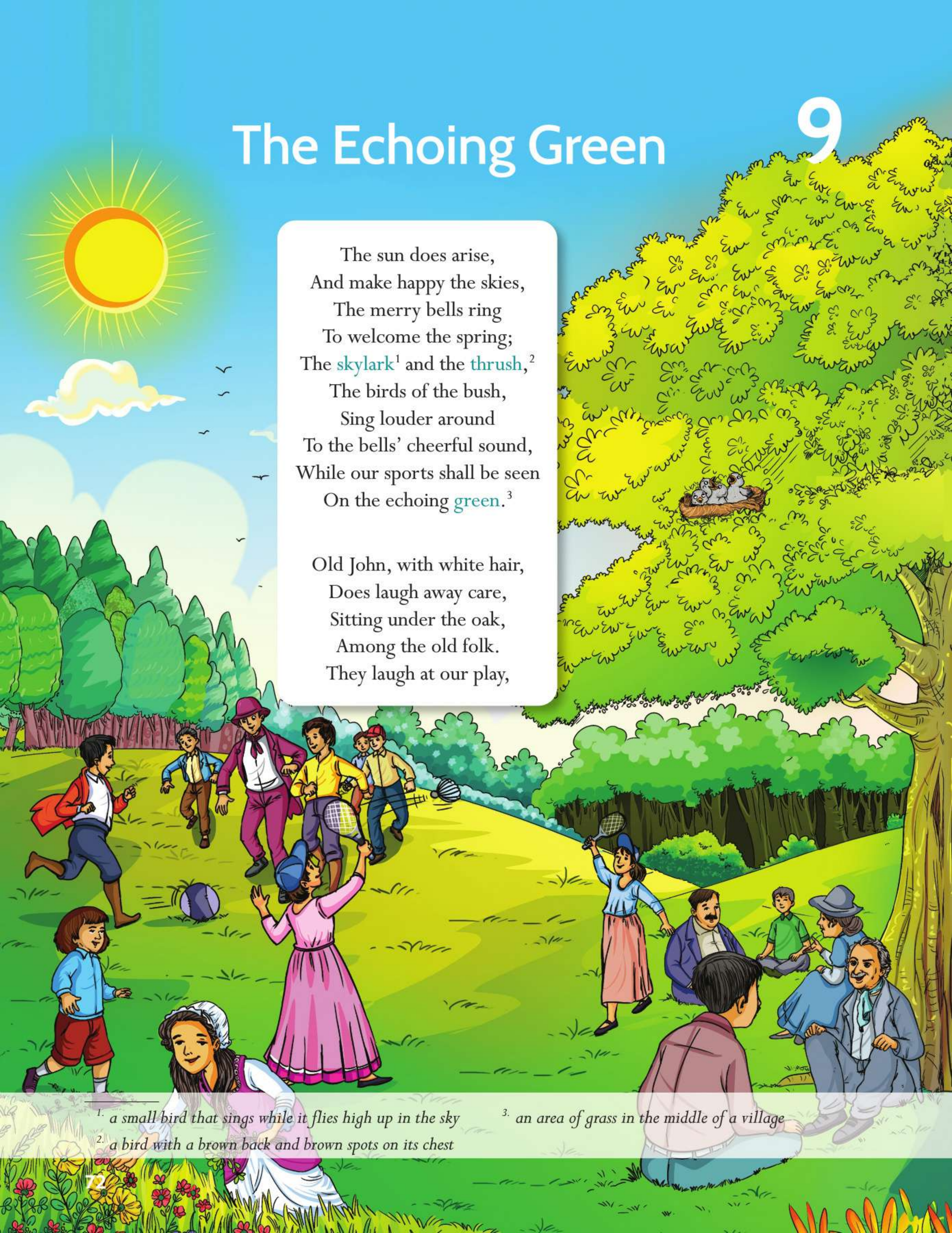
### Everyday heroes

Newspapers report many stories of hardships faced by common people almost daily. Some people complain while others learn lessons from difficulties and forge ahead. Weave a story based on newspaper headlines or cuttings from magazines. Each student will choose a headline and talk about it in the class for one minute.



# The Echoing Green

9



The sun does arise,  
And make happy the skies,  
The merry bells ring  
To welcome the spring;  
The skylark<sup>1</sup> and the thrush,<sup>2</sup>  
The birds of the bush,  
Sing louder around  
To the bells' cheerful sound,  
While our sports shall be seen  
On the echoing green.<sup>3</sup>

Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play,

<sup>1</sup> a small bird that sings while it flies high up in the sky

<sup>2</sup> a bird with a brown back and brown spots on its chest

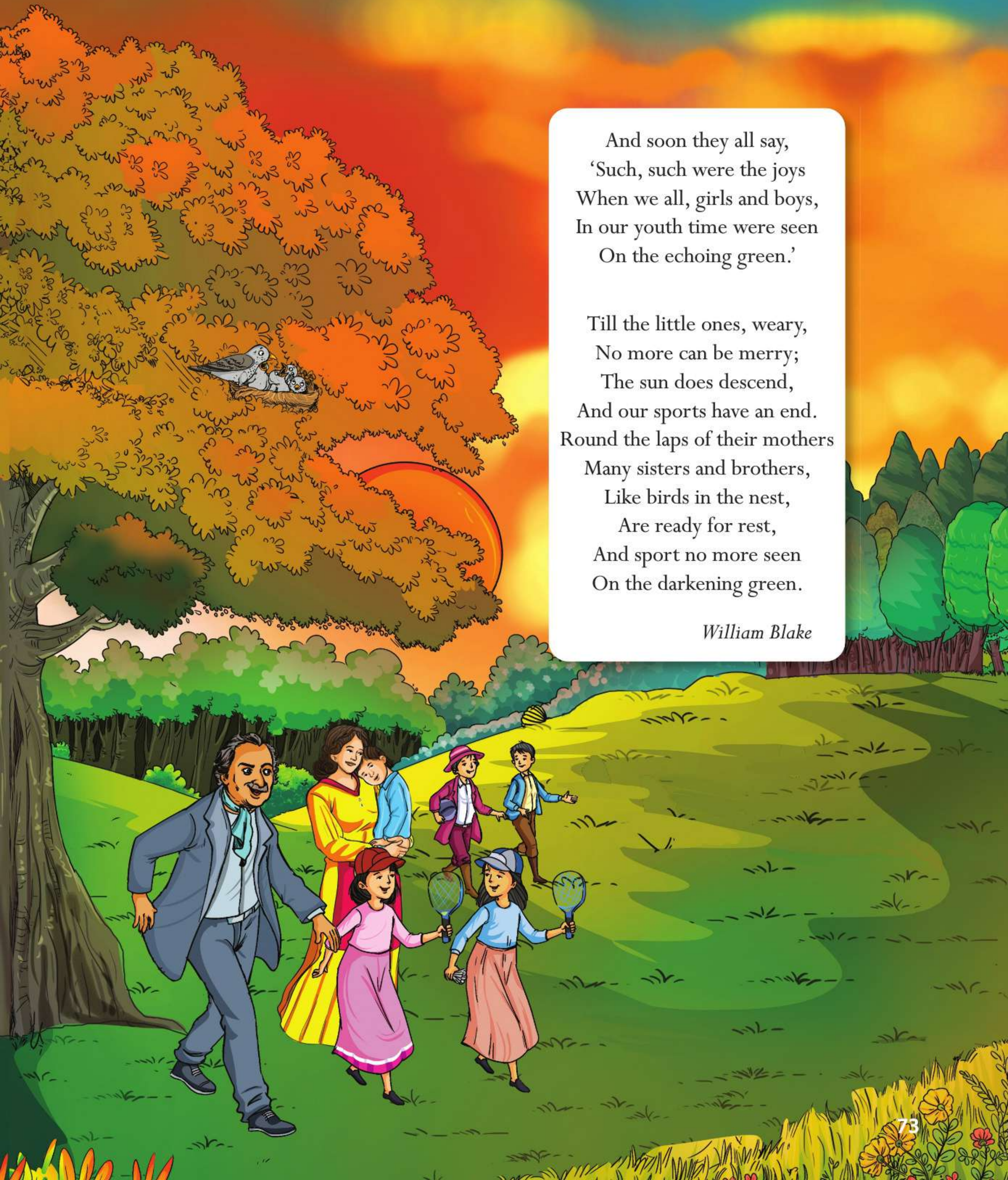
<sup>3</sup> an area of grass in the middle of a village



And soon they all say,  
'Such, such were the joys  
When we all, girls and boys,  
In our youth time were seen  
On the echoing green.'

Till the little ones, weary,  
No more can be merry;  
The sun does descend,  
And our sports have an end.  
Round the laps of their mothers  
Many sisters and brothers,  
Like birds in the nest,  
Are ready for rest,  
And sport no more seen  
On the darkening green.

*William Blake*





**William Blake** (1757–1827) was an English poet, painter and printmaker. He wrote the famous book of poetry *Songs of Innocence and of Experience*. Though not very famous when he lived, Blake became a major influence on many poets of the twentieth century.

# A

A1

## Reflect

**Based on your reading of the poem, think carefully about the points given below and form your own views.**

1. The poem mentions the sounds of glee that the children make as they play. The birds in the sky and the bells far away add to this merriment.
  - What are some sounds or noises that you hear every day? Try to think of sounds that are not produced by a machine or any other device.
  - Which sounds do you find pleasing? Other than music, list at least three distinct sounds that make you happy.
2. The spring day mentioned in the poem is spent out in the open in a lush, green space. The young and the old make the most of this space and the time they spend there.
  - Can you think of a space where you and the elders in your family would enjoy spending time? What activities can you all enjoy together?
  - Where would you like to spend your ideal day? What would your day consist of?

# B

B1

## Understand

**Complete the following sentences.**

1. When the sun rises, it . . .
2. The merry bells ring to . . .
3. Old John and his friends . . .
4. In the line, 'Does laugh away care,' 'care' means . . .
5. When it becomes evening . . .

B2

**Answer these questions.**

1. What do the skylark and the thrush do?
2. What do old John and his friends say?
3. Explain the reference to birds in the last stanza.
4. In our country where do you think we can see similar scenes of children playing and old people reminiscing their childhood days?



## C

## Think

C1

**Think carefully and answer in detail.**

1. Contrast the mood of the first stanza with that of the third stanza.
2. Explain the meaning of 'echoing' in relation to the poem.
3. Do you think it is possible to achieve everlasting happiness? Why or why not? If yes, how?
4. Old John in the poem fondly remembers his own childhood. What are a few things from your past that you cherish?
5. What do you think you will miss and remember when you are old?

## D

## Language in Use

### Appreciation

Rhyme in a poem is a literary device that makes the poem musical. A rhyme scheme is the specific pattern of similar-sounding words at the end of each line.

Look at the last word in each of these lines of the first stanza of the poem 'The Echoing Green'.

The sun does arise,  
And make happy the skies,  
The merry bells ring  
To welcome the spring;

The last word *arise* ends with the same sound as *skies*; *ring* rhymes with *spring*. Two consecutive lines rhyme with each other. Similar is the case with the rest of the lines. If we mark the rhyming sounds with letters of the alphabet beginning with *a* for the first sound, we get this pattern in the poem: *aa bb cc dd ee*. This is the rhyme scheme of 'The Echoing Green'.

Find out the rhyme scheme in the other stanzas.

If a poem or song rhymes, the lines end with words that have very similar sounds. The sounds of rhyme is pleasing to our ears.

D1

**Find the rhyme scheme.**

1. Read these lines on fireworks by James Reeves and pick out the rhyming words.

They rise like sudden fiery flowers  
That burst upon the night,  
Then fall to earth in burning showers  
Of crimson, blue and white.



2. Mark the rhyme scheme of these lines by John Keats.

I had a dove and the sweet dove died;  
 And I have thought it died of grieving:  
 O, what could it grieve for? Its feet were tied  
 With a silken thread of my own hand's weaving.

3. Mark the rhyme scheme of this poem, 'My World' by Margaret Rankin.

Running streamlets, Bubbling brooks, Singing birds, And cawing rooks.	Neighing horses, Lowing cows, Squealing pigs, And snorting cows.	What a noise And what a din Is the world That I live in!
Chattering magpies, Twittering wrens, Quacking ducks, And clucking hens.	Barking dogs And mewling cats, Stealing after Mice and rats.	

- Symbolism is the use of symbols and giving them meanings that are different from their original meaning or use. They suggest something more than what they are. In the poem 'The Echoing Green', the rising sun at the beginning of the poem symbolizes childhood while the setting sun and the darkening green at the end represent old age and death.
- The poet has also used simile in the third stanza. He has compared children resting in their mothers' laps with birds returning to their nests.
- When we attribute human characteristics to non-human or abstract things, we use personification. Here is an example from the poem: 'The sun does arise,/And make happy the skies'.

# E

## Learn by Doing

E1

### When they were children

Children love to play outdoors. Their play and merry laughter add to the happy sounds and beautiful sights in the meadows. While people like old John and his friends are reminded of their own childhood days, they also lament how fleeting youth can be. It is truly said that time flies.

Talk to your parents and grandparents. Ask them about the games that they played when they were children. What did they do in their leisure? Do they miss their childhood days? Make a table and write down the information that you collect.



How your grandparents spent their leisure	How your parents spent their leisure	How you spend your leisure

Do you notice any difference in the three columns. What does this tell you?

E2

**Study at least five trees found in your region. Collect information and pictures from the Internet or other resources. Search for the following information and tabulate it. An example has been given.**



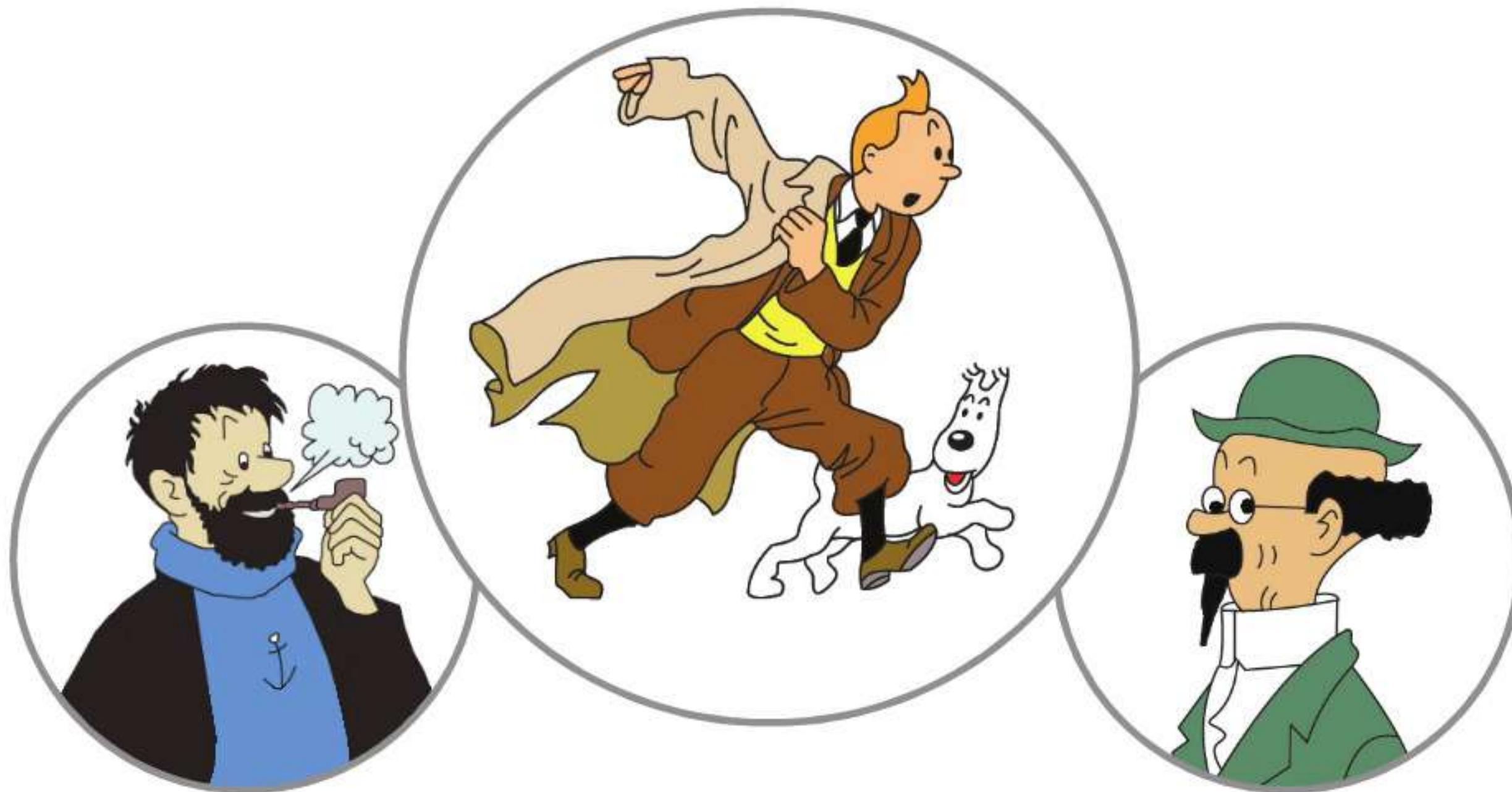
Name of the tree	Places where it is found	Average lifespan	Height (Maximum)	Types of leaves	Fruits/flowers	Importance
Banyan Botanical name: <i>Ficus benghalensis</i>	India, Sri Lanka, Southeast Asia, China, Malaysia, West Indies, Western Africa, Australia, the Middle East and Pacific Ocean islands	200–500 years	30 metres (approximately 100 feet)	Thick, large and leathery; oval in shape; glossy green or olive in colour	Fruits: Composite red figs of syconus type that grow in pairs in leaf axils and ripen in summer Flowers: Concealed inside the fleshy receptacle called fig	<ul style="list-style-type: none"> <li>• National tree of India</li> <li>• Has religious significance for several communities in India and Southeast Asia</li> <li>• Offers shade for people and children to assemble, rest and play under it</li> <li>• Offers shelter and food to many birds</li> <li>• Has many health benefits</li> </ul>



# Tintin, the Comic Hero

# 10

Comic books are magazines that include text accompanied by panels of comic art that are placed in a sequence. A story in comics appears in the form of dialogue boxes, word balloons or in other stylistic forms. Comics typically consist of fictional superheroes, evil villains and their sidekicks. These comic strips have a mix of adventure, humour and drama in them. Some of the most popular comic book publishers are Marvel Comics and DC Comics. Japanese-style comics have also become popular across the world and are known as manga.



The adventures of Tintin continue to interest and fascinate his fans many decades after this **irrepressible**<sup>1</sup> comic hero first appeared in print on January 10, 1929. The creation of the Belgian author Hergé, whose real name was Georges Prosper Remi, Tintin is one of the most recognized and best-loved fictional characters and perhaps Belgium's most famous icon. Although **essentially**<sup>2</sup> a comic strip character, Hergé knew the importance of accurate research and took care to place Tintin in a real and believable world. Clippings from magazines, visits to museums, consultation with experts, all contributed to the successful shaping of his lovable character.

An **adolescent**<sup>3</sup> with no known family, this **endearing**<sup>4</sup> character is a journalist, an adventurer and a detective all rolled into one. The round-faced, **dotty-eyed**<sup>5</sup> reporter has only one distinctive feature:

<sup>1</sup> uncontrollable

<sup>2</sup> basically

<sup>3</sup> a young person who is developing from a child into an adult

<sup>4</sup> delightful and lovable

<sup>5</sup> having mischievous eyes



the celebrated **quaff**.<sup>6</sup> The Brussels newspaper *Le Vingtième Siècle* introduced Tintin in a comic supplement and he hasn't looked back since.

The **intrepid**,<sup>7</sup> ageless reporter has had an **uncanny**<sup>8</sup> **knack**<sup>9</sup> of surfacing at just the right moment in international crises. Along with a supporting cast led by his faithful dog Snowy, Captain Haddock, and the **eccentric**<sup>10</sup> Professor Calculus, Tintin battles good-for-nothings of all stripes, spies, drug-runners, mad scientists and Latin American **guerrillas**.<sup>11</sup> The boy-reporter's first adventure was *Tintin in the Land of the Soviets*, and he exposed the Soviet **propaganda**<sup>12</sup> and put the communists in their place. From this **debut**,<sup>13</sup> he went on to be present at the Japanese invasion of China in the 1930s, to get **embroiled**<sup>14</sup> in an oil crisis in the Middle East. Before trekking to the capital of crime, Chicago, he was in Belgian Congo in Africa. He even went on a voyage to the moon, 15 years before Neil Armstrong landed on the moon aboard Apollo.

It is a familiar sight in these comic strips to see Tintin grabbing his coat to chase another adventure with his trusted Snowy **in tow**.<sup>15</sup> From villainous drug smugglers at sea to expeditions to the North Pole, and searching for sunken treasures in the Caribbean, Tintin and his gang have escaped the jaws of death many times. Courageous, **ingenious**,<sup>16</sup> modest and practical, Tintin never hesitates to confront the forces of evil and protect the weak.

The breathless career of this young journalist, with his **cowlick**<sup>17</sup> hair, has taken him all over the world in 23 of his comic adventures. With his **exploits**,<sup>18</sup> the dashing reporter conquered the hearts of readers of comics and generated a **legion**<sup>19</sup> of Tintin fans across the world. The Tintin books have been translated into more than sixty

<sup>6.</sup> a special hairstyle

<sup>7.</sup> fearless; brave

<sup>8.</sup> mysterious or strange in an unbelievable way

<sup>9.</sup> a special skill in doing things

<sup>10.</sup> behaving in a strange way

<sup>11.</sup> soldiers who fight against the government

<sup>12.</sup> false or exaggerated ideas spread by a political party to gain support of the people

<sup>13.</sup> the first formal appearance

<sup>14.</sup> involved in a difficult situation

<sup>15.</sup> following closely behind

<sup>16.</sup> clever at inventing

<sup>17.</sup> hair that sticks out from the rest of the hair

<sup>18.</sup> brave, exciting and interesting acts

<sup>19.</sup> a large number of people





languages. The last adventure was left unfinished on Hergé's death in 1983. This favourite hero hasn't chased any new adventure after the **demise**<sup>20</sup> of his creator, but Tintin lives on in an endless stream of Tintin T-shirts, watches and mugs.

The fact of the matter is that although Tintin's last completed adventure appeared in 1976, he is more alive today than ever before. A silver 10-euro coin depicting Tintin and Snowy was **minted**<sup>21</sup> specially for the 75th anniversary in 2004, in honour of this endearing comic character. The American director Steven Spielberg made the animated film *The Adventures of Tintin* in 2011, which became a hit across the world.

<sup>20.</sup> death

<sup>21.</sup> made (a coin) from metal

# A

A1

## Reflect

Based on your reading of the text, think carefully about the points given below and form your own views.

- Comics are especially popular amongst youngsters and teenagers. In addition to the interesting plots, the graphics and comic art interest them.
  - Do you think it is possible for everyone to enjoy all forms of art regardless of their age or gender?
  - Are there any stories, songs, shows, movies or other forms of art that you enjoy even though they are said to be for younger children or for a different age group from yours?
- Is it possible for an adolescent to become a detective? What could be the challenges?

# B

B1

## Understand

Complete the following sentences.

- The creator of Tintin is \_\_\_\_\_, whose real name was \_\_\_\_\_.
- This comic character first appeared \_\_\_\_\_ in the newspaper \_\_\_\_\_ and his first adventure was \_\_\_\_\_.
- The supporting cast include \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- Tintin can be described as \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



B2

**Complete the table of dates and events.**

1929	
1930	
1954	Tintin went on a voyage to the moon.
1976	
1983	
2004	

B3

**Answer these questions.**

- Tick what is true about Tintin. Cross the rest.
 

<input type="checkbox"/> comic strip character	<input type="checkbox"/> widely recognized and loved
<input type="checkbox"/> England's most famous icon	<input type="checkbox"/> a journalist
- How did the creator envisage the character of Tintin?
- How did Hergé add a touch of realism to his comic character?
- How was Tintin honoured on the 75th anniversary of his creation?

C

## Think

C1

**Think carefully and answer in detail.**

- Why was Snowy an important presence in Tintin's life and adventures?
- Comic books are a form of entertainment, but they can also be a source of important values and learning. Explain.
- Why do you think comic characters like Tintin continue to be popular generation after generation?

D

## Language in Use

### Vocabulary

#### Affixes

An affix is a letter or group of letters which is added either at the beginning or the end of a word to form a different word with a slightly different meaning. An affix can be a prefix or a suffix.







When a suffix is added, sometimes there is a change in spelling as in the case of the final e, y, etc.

relate – *relation*      beauty – *beautiful*

**D4 Split the following words from the passage into base word and suffix as shown.**

fictional = fiction + al

- |            |                |               |
|------------|----------------|---------------|
| 1. famous  | 3. essentially | 5. successful |
| 2. lovable | 4. ageless     | 6. faithful   |

The suffix *-ance* is added to form nouns denoting quality, action or state.

Generally, the suffix *-ance* is related to words that end in *-ant*.

observant – *observance*      significant – *significance*

If the word ends in e, the e is usually dropped.

resemble – *resemblance*

Generally, the suffix *-ence* is related to words that end in *-ent*.

silent – *silence*      violent – *violence*      competent – *competence*

**D5 Form new words by adding the suffix *-ance* or *-ence* as appropriate.**

- |              |             |              |
|--------------|-------------|--------------|
| 1. resistant | 4. imminent | 7. reverent  |
| 2. ignorant  | 5. arrogant | 8. competent |
| 3. excellent | 6. eminent  |              |



**D6. Find the correct suffix box**

Divide the class into groups of four. Your teacher will place six boxes labelled with different suffixes in front of the class. She/He will also give a set of cards with base words written on them to each group. Mark the number of your group on the back of each card. Then discuss which suffix will form new words with the base words. Place the base cards in the correct suffix boxes. The group with the most correct answers wins.

## Grammar

### Active and Passive Voice

**Read the following pairs of sentences and notice the difference in meaning between the sentences in each pair.**

- The Belgian author Hergé created a comic character named Tintin. (active)  
A comic character called Tintin was created by the Belgian author Hergé. (passive)
- The adventures of Tintin fascinate his fans. (active)  
Tintin's fans are fascinated by his adventures. (passive)



In active sentences the doer of the action, or the subject, gets importance. In passive sentences, the person or thing that receives the action is in focus.

When an active sentence is turned into the passive, the object of the active sentence becomes the subject of the passive sentence.

In the passive, verbs are usually formed using forms of *be* with the main verb.

A report *was prepared* about the poverty in the village by the village officer.

(Active: The village officer prepared a report about the poverty in the village.)

We often use the passive form with *by* when the action is more important than the doer.

Suman's favourite vase was broken *by* Arif yesterday.

In this sentence the fact that the vase was broken is more important than who broke it. Contrast this with its active form:

Arif broke Suman's favourite vase yesterday.

Here the focus is on the doer of the action, Arif, who broke the vase.

The passive is also used for impersonal constructions with *it*.

*It* is predicted that there will be a heavy downpour in the next two days.

*It* is said that the flood situation will worsen.

The passive voice is used:

1. When the doer is understood.

The thief was arrested. ('by the police' is understood)

The marksheets were distributed to the class. ('by the teacher' is understood)

2. When the doer is not known.

The documents were stolen. ('by whom' is not known)

The lock was broken. ('by whom' is not known)

3. When the speaker wants to remain neutral by not specifying the doer of an action.

The chairman was bribed to award the contract to PJ Films. (The speaker either doesn't know or doesn't want to say 'who' bribed the chairman.)

The journalists were threatened on phone. (The speaker doesn't say 'who' threatened the journalists.)

4. When the doer's identity is to be kept confidential.

It is reliably learned that there will be some changes in the team.

We are told that one of the prisoners has escaped.

5. In all impersonal writings such as scientific reports, formal notices, announcements, news headlines and so on.

Strike called off

Bill introduced in Lok Sabha

Passengers are requested to proceed for boarding.



The following table shows how verbs in various tense forms change when they turn passive.

tense forms	active voice	passive voice
simple present	Engineers <i>build</i> dams.	Dams <i>are built</i> by engineers.
present continuous	Big dams <i>are destroying</i> forests.	Forests <i>are being destroyed</i> by big dams.
present perfect	They <i>have improved</i> nothing.	Nothing <i>has been improved</i> .
simple past	They <i>built</i> this dam in 1976.	This dam <i>was built</i> in 1976.
past continuous	The farmers <i>were using</i> the land for agriculture.	The land <i>was being used</i> for agriculture by the farmers.
past perfect	They <i>had taken</i> a decision much before.	A decision <i>had been taken</i> much before.
future tense <i>will/shall</i>	They <i>will start</i> an agitation. We <i>shall support</i> their protest.	An agitation <i>will be started</i> . Their protest <i>shall be supported</i> .
modals: <i>can, may</i>	We <i>can review</i> it. They <i>may stop</i> the agitation.	It <i>can be reviewed</i> . The agitation <i>may be stopped</i> .

**D7** Read the first paragraph and study the italicized words. Fill in the blanks in the other two paragraphs with the passive voice forms of the verbs in brackets.

It is a well-known fact that flood *is caused* by heavy rainfall in the catchment area. Dams *are built* to control floods and to generate hydroelectricity. But ironically, now flooding of rivers *is caused* by sudden and heavy discharge of water from dams and sometimes people living downstream *are caught* unawares by the unexpected surge of water.

Water from dams \_\_\_\_\_ (release) either on a routine or emergency basis. The first \_\_\_\_\_ (mean) to meet peak hydel power demand. The second \_\_\_\_\_ (suppose) to prevent the collapse of the dam itself. Such a situation can arise when the existence of the dam \_\_\_\_\_ (threaten) by torrential rainfall. The river \_\_\_\_\_ (flood) and the ability of the dam to absorb water \_\_\_\_\_ (exhaust). Emergency releases of water \_\_\_\_\_ (know) to cause destructive flash floods, but it \_\_\_\_\_ generally \_\_\_\_\_ (assume) that people \_\_\_\_\_ not \_\_\_\_\_ (affect) by routine discharge of water.

Flash floods \_\_\_\_\_ (cause) when a 'wall' of water \_\_\_\_\_ suddenly \_\_\_\_\_ (release) as opposed to the gradual rise in water seen during normal floods. During flash floods vast tracts of land \_\_\_\_\_ (submerge) in a short span of time and the havoc \_\_\_\_\_ (bear) by hapless villagers living downstream.



**D8. 'Things have been moved!'**

Divide the class into groups of four. Take turns to send one group out of the classroom for a minute. The teacher and the other students will move a few things in the classroom and call the group back in. The group has to talk about the changes that have been made, using the passive voice. The members have to take turns to speak about as many moved things as possible within two minutes. A point will be awarded for each correct sentence. You can change the pattern by sometimes calling the group outside back in while you are shifting things around. The group with the most points at the end wins.



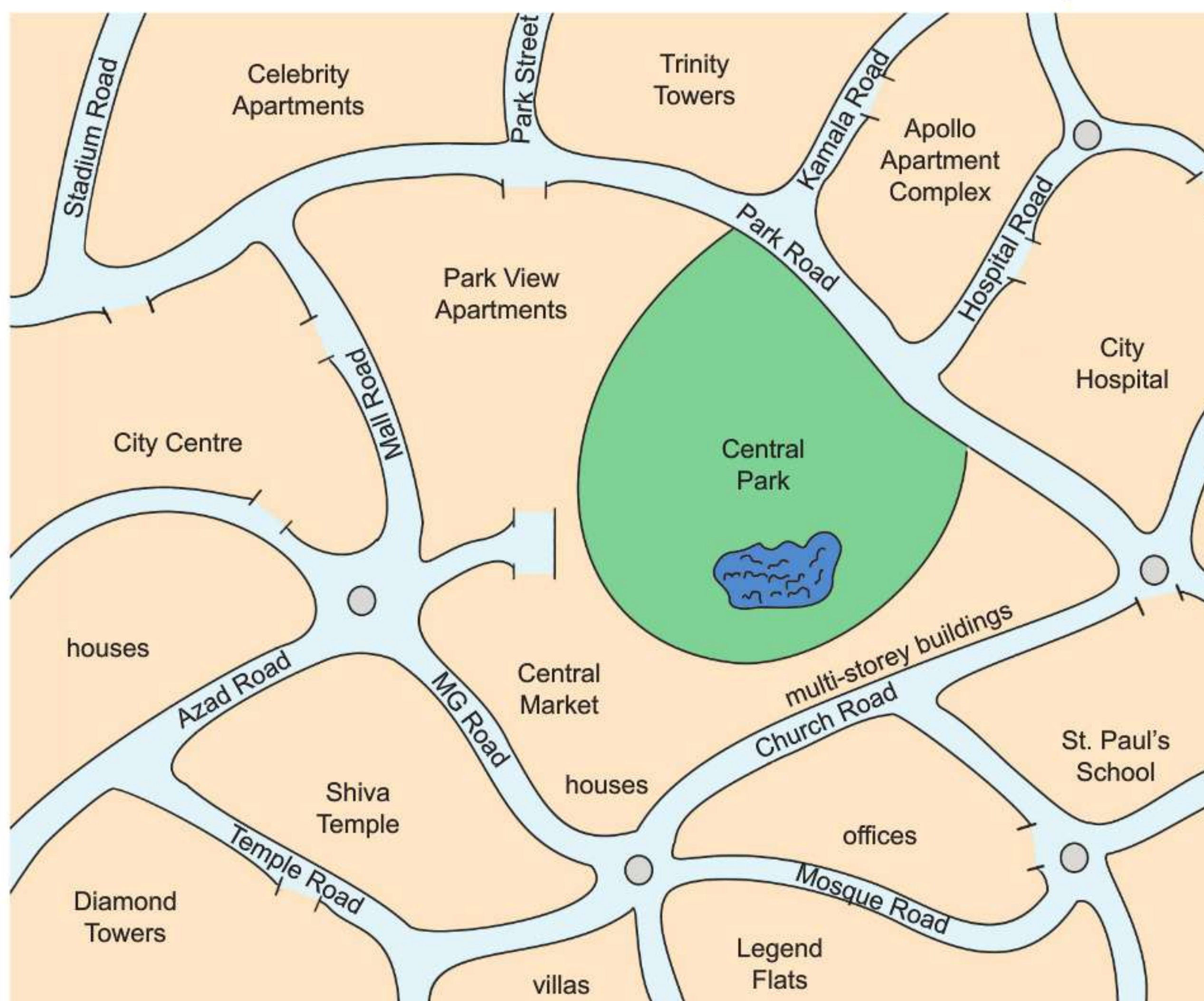
## E

## Interact

## Listening

E1

Shahid invites his classmates to his birthday party to be held at his home. Rahul is a new student in his class and not familiar with the city roads. So Rahul asks Shahid for directions to his house. Listen to the directions and mark the route from Rahul's house to Shahid's apartment.



## Speaking

E2

Practise this dialogue between Aditi and Ryan about their favourite comics.

Aditi : Hi, Ryan, what are you reading?

Ryan: Hi, Aditi, it's an old comic. I got it yesterday.

Aditi : Where did you find such an old one?

Ryan: I found it in the library. It's interesting to read all those history lessons in the form of a comic. It is about the First War of Independence which happened in 1857.

Aditi : Really? Is it like any other comic? I like comics like *Akbar and Birbal* a lot. I like Birbal's wit and humour.

Ryan: Yes and no. *It is* like any other comic in the way it shows the mythological characters or Birbal and other courtiers. The difference is that this shows actual history.



- Aditi : It's about Rani of Jhansi and others, I suppose.
- Ryan: Precisely. This is about the facts of history presented in an interesting manner with historical characters. You learn those facts without any effort.
- Aditi : Interesting. Do they have more comics like this?
- Ryan: Yeah, the librarian told me that there are comics showing life history of our great leaders like Gandhiji.
- Aditi : Is that so? I wonder why they don't make more such comics. After you finish it, let me read it.
- Ryan: Sure, Aditi, I'm sure you'll find it interesting.



E3

**Divide the class into groups of four. Conduct a discussion on comic books and the series and movies based on them. You can talk about whether you read/watch them; if you enjoy them or not; your favourite comics, series, movies, characters; things you agree or disagree with, etc.**

F

## Express

F1

### Writing a notice

A notice is a short, formal piece of writing that is used to display information about events (celebrations, trips, fairs, births, deaths, etc.), meetings, occasions, changes in policy or personnel, instructions, appeals, etc. It might be pinned to display boards in public areas or published in newspapers/magazines. The focus of a notice is to communicate information effectively so the language should be simple and clear. Since the intention of a notice is to relay information in a precise way the prescribed word limit for the body is 50 words. Study the sample of a notice given below:

The date appears on the left. Use the day-month-year format.

10 February 2022

**St Thomas Middle School, Guwahati**

**NOTICE**

The name of the person, organization or institution that is issuing the notice is written in the centre at the top of the page.

The word 'NOTICE' in capital letters.

**Silver Chain Found**

The subject of the notice in brief as heading.

A silver chain was found in the school garden during recess. The owner of the chain may collect it after the last period or tomorrow morning from Mr Arvind, the sports teacher, in the staffroom. The owner must provide the correct description of the chain and its accompanying pendant.

The body of the notice contains the main purpose or announcement for the readers with details. For example, the name of the event, details of date, time, venue, programme, duration, etc.

(Signature)  
Aruna Martin  
Class VIII B

The signature, name and designation of the person issuing the notice, each in a separate line.



A famous cartoonist, Shiva Shanker, is visiting your school on the 24th of this month. He will conduct a workshop on making cartoons and portraying different expressions. His associate, Simi George, an illustrator of comics, will speak about comics and the art of illustration. As the secretary of the Arts Club, put up a notice asking interested students of all senior classes to assemble in the activity room for a demonstration of how to illustrate comics.



# G

G1

## Learn by Doing

### Research work

*The Adventures of Tintin* is a comic series that became wildly popular in the 1930s and remains popular to this day. Work in groups of six. Choose a comic series from any time period and see if you can find some copies in your school library or from online sources. Read some of them and choose one or two episodes of that comic series that you find especially enjoyable. Now do a presentation on the comic series to the rest of the class: talk about who created the series, when and where it was first published, what it is about and what you liked about it, especially in the episodes you have chosen. Find out if the comic series you have chosen has a cartoon adaptation, and if yes, show some clips from it.

Here are some popular comic series you can look at:

- *Calvin and Hobbes*
- *Peanuts*
- *The Adventures of Asterix*
- *The Life and Times of Scrooge McDuck*
- *Moomin*
- *Garfield*





# The Pipe-Lighter

11

Read the dialogue between a father and a son.

Father : Son, did you get your report card?

Son : Yes, Dad, I've got it.

Father : You've got it? When? Why didn't you show it to me?

Son : Yesterday. I forgot to show it to you.

Father : You forgot?

Son : Well, I was going to ... er ... but ... I thought ...

Does this dialogue ring a bell at least in some of you? Well, it's a universal problem faced by all those who fare badly in their exams. How do they deal with it? Let's read the play and find out how Ernest's uncle solved the problem for him. But was it the right thing to do?

## Characters



ERNEST RYLAND-SMITH  
*a schoolboy of fourteen*



MR RYLAND-SMITH  
*his father, a self-important businessman*



UNCLE TOM



A BOY  
*also named Smith*



MARY  
*a servant*

The sitting room of the Ryland-Smiths. It is just before 7 p.m. a few days before Christmas. Ernest is bending down over the radio, turning controls, and the set is making a terrible noise, as his father enters.

FATHER: For goodness' sake, leave that thing alone and let's have some peace and quiet. Any letters for me?

ERNEST: I don't think so, Dad, but the evening post hasn't come in yet.

FATHER [*consulting his watch*]: Late again. It's just the same as the rest of the public services. Nothing





seems to be working properly. Mary tells me the telephone is out of order again.

ERNEST: It's the weather, I expect.

FATHER: What do you mean? What's the weather got to do with it?

ERNEST: I thought perhaps the snow –

FATHER: Well, don't think. It's probably due to carelessness or laziness; and goodness knows, I get enough of that at the office. Nobody seems to understand the meaning of the word 'work' nowadays. Which reminds me, shouldn't you be doing your homework?

ERNEST: We've broken up, Dad.

FATHER: What, already?

ERNEST: It's only three days to Christmas.

FATHER: I should have thought Christmas Eve would have been soon enough. I shall be at the office till then.

ERNEST: Yes, but business is different.

FATHER: So it seems. You'll discover that for yourself some day. Life isn't all pleasure when you've left school.

ERNEST: Nor while you're there.

FATHER: Nonsense, my boy, nonsense. Why, my schooldays were the happiest time of my life?

ERNEST: Uncle Tom doesn't say that. He says he had a **rotten time**.<sup>1</sup>

FATHER: Oh, does he? He's probably forgotten.

ERNEST: He hasn't forgotten the beatings he used to get.

FATHER: I've no doubt he richly deserved them. If he'd done his lessons properly and behaved himself he wouldn't have been punished. Everybody knows that. By the way, don't you usually bring home a report at the end of the term?

ERNEST: Yes, Dad.

FATHER: Then where is it? Why haven't I seen it?

ERNEST: I was waiting till after supper to show it to you.

FATHER: Whatever for? No time like the present, my boy. Out with it, and let's see what your masters say about you this time. If I remember rightly you were pretty low in your Form last Summer.

*You'll discover that  
for yourself some day.  
Life isn't all pleasure  
when you've left  
school.*



<sup>1</sup> a bad time



ERNEST: But I was in the 2nd XI cricket team, and did a lot of swimming for the School.

FATHER: Well, well, that was something in your favour. All the same, I don't pay a lot of money for you to learn nothing but games. It's work that counts every time, and don't you forget it. Now, let's see the report, if you haven't lost it.

ERNEST: Oh, no, Dad. Here it is. [*Produces envelope from inside coat-pocket.*]

FATHER: H'm. Not too clean. However — [*Cuts envelope with pocket knife, takes out report, unfolds it, and begins to read aloud.*]

'Scripture — making steady progress. C.R.' Who's C.R.?

ERNEST: Mr Read. He takes us for Scripture and Maths.

FATHER: H'm. A **queer**<sup>2</sup> combination. And yet I don't know. I suppose there's a certain amount of Arithmetic in the Bible and Prayer Book. 'English Composition — shows originality.' That might mean anything. 'Grammar — good, careful work; Reading — good; Writing — very fair; Spelling — improving.' Thank heaven for that. The letters you wrote me when I was abroad were full of mistakes. 'History — promising; Geography — good; Civics' — what are they?

ERNEST: It's a new subject, Dad. The Head takes us in that.

FATHER: Yes, but what's it all about?

ERNEST: Oh, everyday news and politics and that sort of thing. The old man sometimes calls it 'Current Affairs'.

FATHER: Does he? It seems to me you can get all that from the newspaper. However, he says here you take an intelligent interest, so I suppose we must be thankful for small mercies. What's next? Oh, 'Latin'. Not much use for it myself. Nor have you, it seems. 'Only fair,' your report says.

ERNEST: But —

FATHER: No need to apologize. It's a dead language, anyhow. No **commercial value**<sup>3</sup> whatever. Cut it out.

ERNEST: I can't till I'm in the Fifth.

FATHER: Pity. You might be doing something more useful. Still, I recognize the school must provide for all tastes. What's this



*Oh, everyday news and politics and that sort of thing. The old man sometimes calls it 'Current Affairs'.*

<sup>2</sup>. *strange; unusual*

<sup>3</sup>. *value that makes something saleable*



now? Ah, Mathematics, I'm glad they put Arithmetic first. Good heavens! You've actually got a 'highly satisfactory'. I thought you were a fool at the subject.

ERNEST [*surprised*]: So did I. It – it must be a mistake. I mean –

FATHER: Well, your Master ought to know. I can't imagine he'd give you praise for doing well if you hadn't.

ERNEST: No, but –

FATHER: Your Algebra and Geometry are not so bad either. I'm beginning to think you've changed for the better.

ERNEST: What have they given me for Art and Woodwork, Dad? They're my best subjects.

FATHER [*examining report*]: Oh, you think so, do you? Then you're going to be disappointed. It says here you're only fair in both. Not that it matters all that much. Any fool can draw and use a screwdriver.

ERNEST: But I'm the best in the Form at drawing, and I've done awfully well at Woodwork this term.

FATHER: Well, here it is **in black and white**.<sup>4</sup> You can't go beyond the marks. Forty per cent in Art and thirty-nine in Woodwork.

ERNEST: [*puzzled*] It **beats**<sup>5</sup> me.

FATHER: Why worry? It's the commercial subjects that count. As a matter of fact, I'm quite pleased with this report. It shows you

**Why worry? It's the commercial subjects that count.**

<sup>4</sup> in writing

<sup>5</sup> (here) is too difficult to understand





are beginning to understand your duty. Here's half a crown<sup>6</sup> for you, and don't spend it wastefully.

ERNEST: Thank you, Dad.

[Takes coin just as the door opens to admit Uncle Tom.]

UNCLE: Good evening. I hope I'm not too early.

FATHER: You're just in time to see Ernest's report. Sit down and take a look at that. I bet you never got one like it.

UNCLE: I wondered why you were throwing half-crowns about.

[Takes report, sits in armchair, puts on his spectacles, and looks quickly down the paper.]

FATHER: Well?

UNCLE: You're right, *by Jove!*<sup>7</sup> I never did. [To Ernest] Seems to me, young man, you've turned into a bookworm. What's happened to you?

ERNEST [uncomfortably]: Don't know, I'm sure, Uncle.

FATHER: He's begun to realize the value of work, I hope. [Looks at the watch.] Look here, you must excuse us a few minutes, Thomas. I want Ernest to help me get some letters off, and the post goes at seven-fifteen.

UNCLE: That's all right. Don't mind me.

FATHER: Help yourself to cigarettes. [Points to box on table.] Come on, my boy. We must hurry.

[Goes out followed by Ernest. Uncle takes a cigarette, lights it, and then examines report again, whistling from time to time in surprise. Enter Mary, showing in<sup>8</sup> a schoolboy who wears glasses. He's about Ernest's age.]

MARY: I'm sorry, sir. I thought the master was here.

UNCLE: He's very busy just now, Mary. Anything I can do?

MARY: I don't know, sir. This young gentleman said he wanted to see Mr Ryland-Smith or Master Ernest.

UNCLE: All right, Mary. If I can't help him I'll keep him company till your master returns.

Seems to me, young man, you've turned into a bookworm. What's happened to you?

<sup>6.</sup> a unit of money in some European countries

<sup>7.</sup> an expression showing surprise

<sup>8.</sup> leading someone in







MARY: Thank you, sir. [*She goes out.*]

BOY: I – excuse me – but are you – ?

UNCLE: I'm Ernest's uncle, if that's what you want to know. But sit down and tell me if I can be of any use.

BOY: Well, you see, it's about my school report. We think there's been some mistake.

UNCLE: Dear me! How did that happen?

BOY: [*sitting down and producing report*]: You see, it's like this. My name is Edward Roger Smith, and I'm

in the same Form as Ernest Ryland-Smith, only I'm plain Smith and he's **hyphenated**.<sup>9</sup>

UNCLE: He's what?

BOY: You know – he's got a dash between Ryland and Smith.

UNCLE: I see, go on.

BOY: Well, old Jonah, that's our form-master, never troubles to put our full names on reports – only E.R.S. you see – so he's very likely mixed us up. I hope so, anyhow.

UNCLE: Why? Is your report so very bad?

BOY: It can't be mine – that's just what I'm saying.

UNCLE: Well, the one that was sent to you, whoever it belonged to.

BOY [*bitterly*]: It was bad enough for Dad to say he'd cut my pocket money for a month.

UNCLE: That's bad luck. Well, I shouldn't be surprised if you're right about yours getting mixed up with young Ernest's. Suppose you show me yours and take a look at his. [*They exchange reports.*]

BOY [*looking quickly at the paper given to him*]: This is mine. I'm sure of it!

UNCLE: What makes you think so?

BOY: Look! I've done pretty well in everything except Art and Woodwork, and those are the only subjects Ryland-Smith is good at.

UNCLE: H'm. I shouldn't wonder if you're right. [*Looks at paper.*] Yes, I'm afraid you are right. Well, there's only one thing for it. We must change them over.

***It was bad enough  
for Dad to say he'd  
cut my pocket money  
for a month.***

<sup>9</sup> separated by a hyphen



BOY: Do you mean I can keep this?

UNCLE: Of course; it's clearly yours.

BOY [*Pocketing report*]: Thank you, sir. [*Pauses awkwardly*<sup>10</sup>] I'm sorry if Ryland-Smith's going to be disappointed, but you don't know my father.

UNCLE: No, but I know Ernest's. However, I believe the boy suspects something already, and you can leave his father to me.

BOY [*relieved*]: Thank you, sir. Good night, sir.

UNCLE: Good night, my boy. Your pocket money ought to be safe now.

BOY: I hope so, sir.

[*He goes out. Uncle takes up remaining report and examines it again. Then shaking his head, he folds it carefully into a pipe-lighter, which he lays on the table. His cigarette now smoked through, he throws it on the fire, and fills a pipe. He has just finished, and puts the pipe in his mouth when Ernest enters with a pile of envelopes in his hand.*]

ERNEST: Anything for the post, Uncle?

UNCLE: No, thanks, my boy. I rarely write letters.

[*He takes the report, pushes it in the fire, and starts lighting his pipe.*]

ERNEST [*suddenly noticing what his uncle is doing*]: Here, whatever are you doing?

UNCLE [*pretending surprise*]: Only saving matches. What's the matter?

ERNEST: But that's my report.

UNCLE [*looking down at burning paper in his hand*]: Heavens, so it is – or was. I must be getting absent-minded in my old age. Well, it's no good now, I'm afraid. [*Throws it on the fire.*]

ERNEST: You won't half get into trouble when Dad comes.

UNCLE: Never mind. I'm always getting into hot water. After all, accidents will happen. [*Looking at the clock at the mantelpiece*<sup>11</sup>] I say, isn't it nearly post-time?

ERNEST: Help, I'd forgotten all about the post. I must rush. [*He hurries to the door.*]

UNCLE: By the way.



***I'm always getting into hot water. After all, accidents will happen.***

<sup>10.</sup> not smoothly or gracefully

<sup>11.</sup> a shelf above a fireplace





ERNEST [*turning round*]: Yes, Uncle?

UNCLE: I shouldn't be too long spending that half-crown, if I were you. Your father might want it back.

ERNEST: He hasn't got a hope! [*He hurries out.*]

CURTAIN

*J.A. Bright*

# A

## Reflect

A1

Based on your reading of the text, think carefully about the points given below and form your own views.

- Ernest's father is very pleased to see his son improve in some of his school subjects. It does not bother him when he finds out that Ernest has done poorly in art and woodwork, which are his son's favourite subjects.
  - Do you have a hobby or a passion that your family or friends do not particularly care for? Do you try to explain or share your interest with them?
- Ernest's father has a materialistic attitude to life. He thinks only commercial subjects are important while art and craft are a waste of time.
  - How are art, literature and other non-commercial pursuits important?
- Ernest's father and his uncle have very different attitudes towards school and schoolwork. His father considers schoolwork to be important whereas his uncle is more relaxed in his outlook.
  - Do you think it is better to live life only following set rules or is it good to follow your dreams no matter how crazy they might be? How will you find a balance between the two?

# B

## Understand

B1

Answer these questions.

- What was Mr Smith complaining about?
- Why did Mr Smith's attitude to school differ from that of his son and his brother Thomas?
- Do you think Ernest was reluctant to show his report to his father? What excuse did he offer?



4. Mr Smith was quite pleased with the report card which he thought was his son's. Based on the text, complete Edward Roger Smith's report card by writing the remarks of the teacher against each subject. If any, write Mr Smith's reaction to the remarks and Ernest's response to it.

subject	remarks	response	
		Mr Smith	Ernest
Scripture			
English			
Composition			
Grammar			
Reading			
Writing			
Spelling			
History			
Geography			
Civics			
Latin			
Mathematics			
Art and Woodwork			

- Why did the boy come to Ernest's house?
- Did Ernest's uncle believe what the boy said? Why?
- Why did his uncle say, 'Never mind. I'm always getting into hot water'?
- Do you agree with Mr Smith that only subjects of commercial value should get importance? Explain your viewpoint.
- Do you approve of Uncle Tom's action of burning the actual report? Why/Why not?
- Say who said the following statements to whom, about whom or what, and why.



statements	speaker	to whom?	about whom or what?	why?
1. 'He says he had a rotten time.'	Ernest	Dad	Uncle Tom	While at school, Tom used to get beatings.
2. 'No time like the present, my boy.'				
3. 'Well, well, that was something in your favour.'				
4. 'I'm sorry, sir. I thought the master was here.'				
5. 'This is mine. I'm sure of it.'				
6. 'Your father might want it back.'				

## C

## Think

C1

Think carefully and answer in detail.

1. Do you think Ernest knew that something was odd about his report? Why or why not?
2. Compare and contrast the personalities and behaviour of Ernest's father and his uncle.
3. How do you think the story would have ended if Uncle Tom had not burned Ernest's real report? What would Ernest and his father have done?

## D

## Language in Use

## Vocabulary

Read these words from the lesson and their opposites.

carelessness – carefulness

laziness – industriousness

punished – pardoned/rewarded

remember – forget

praise – blame

D1

Read the following wise sayings and fill in the blanks with the opposites of the words in italics. The first one has been done as an example.

1. All our *knowledge* brings us nearer to our ignorance.
2. Better an open *enemy* than a false \_\_\_\_\_.



3. Tell your secrets to your *servant*, and you make him your \_\_\_\_\_.
4. A *winner* listens, a \_\_\_\_\_ just waits until it is their turn to talk.
5. *Everybody's* business is \_\_\_\_\_'s business.
6. Extreme *right* is extreme \_\_\_\_\_.
7. Be nice to people on your way *up* because you'll meet them on your way \_\_\_\_\_.
8. Life swings like a pendulum *backward* and \_\_\_\_\_ between pain and boredom.
9. *Grief* that is shared is cut in half, \_\_\_\_\_ that is shared is doubled.
10. If you want \_\_\_\_\_, prepare for *war*.
11. It is cruelty to the *innocent* not to punish the \_\_\_\_\_.
12. Life is a *tragedy* for those who feel, and a \_\_\_\_\_ for those who think.
13. Let the \_\_\_\_\_ speak for the present but the *present* work for the future.
14. Trust not the *praise* of a friend, nor the \_\_\_\_\_ of an enemy.

D2

The words in each of the series below belong to specific word families, like 'means of communication', 'tools', etc. Add three or more words to each series.

- |                            |       |       |       |       |
|----------------------------|-------|-------|-------|-------|
| 1. post, telephone, radio, | _____ | _____ | _____ | _____ |
| 2. cricket, swimming,      | _____ | _____ | _____ | _____ |
| 3. pocket money, tip,      | _____ | _____ | _____ | _____ |
| 4. envelope, scissors,     | _____ | _____ | _____ | _____ |
| 5. father, uncle,          | _____ | _____ | _____ | _____ |
| 6. screwdriver, pliers,    | _____ | _____ | _____ | _____ |
| 7. baton, racket,          | _____ | _____ | _____ | _____ |
| 8. coriander, turmeric,    | _____ | _____ | _____ | _____ |
| 9. novel, play,            | _____ | _____ | _____ | _____ |
| 10. wardrobe, sofa,        | _____ | _____ | _____ | _____ |



**D3. Word families**

Divide the class into groups of four. Your teacher will hand out a sheet with different categories on it. Write as many associated words for each category as you can within five minutes. The group with the highest number of correct words wins.

**D4. Antonym race**

Divide the class into five groups. Your teacher will give each group a set of words and dictionaries and thesauruses. Find the antonyms of the given words as quickly as you can. The group that finds the correct antonyms the fastest wins.



## Grammar

### Reported Speech

Reported speech is the language we use to report what someone else said, using our own words.

Ernest : It's a new subject, Dad. The Head teaches us that. }  
 Father : Yes, but what's it all about? } (direct speech)

Ernest told Dad that it was a new subject and the Head taught them that. }  
 Father asked him what it was all about. } (indirect speech/  
 reported speech)

While reporting, changes are often made in tenses, certain adverbs and most pronouns.

The guide said to the tourist, 'Many people have scaled Mount Everest.' (direct speech)

The guide said to the tourist that many people had scaled Mount Everest. (indirect speech)

In direct speech the words of the speaker are put in quotation marks.

Mohan says, 'Spring is a beautiful season.'

Rahul said to Mohan, 'What is the time?'

Anita said to Rahul, 'It is 4 o'clock.'

'But I haven't told you anything, Anita,' replied Mohan.

Daisy said to Nancy, 'What are your plans?'

Kamala said, 'It is so bad, there is so much dirt and filth.'

In reported speech we give the meaning of what was said rather than the exact words.

Mohan says that spring is a beautiful season.

Rahul asked Mohan what time it was.

Anita said to Rahul that it was 4 o'clock.

Mohan replied that he hadn't told Anita anything.

Daisy asked Nancy what her plans were.

Kamala complained that it was so bad, there was so much dirt and filth.

Changes in reported speech depend on changes in the situation, time and place. Here are some changes that happen when direct speech is reported.

place	
here	there at that place

person	
I	he/she
my	his/her
we	they
our	their

time	
now	then, at that time
today	that day, on Sunday, etc.
tomorrow	the next/following day, on Sunday, etc.
yesterday	the day before, the previous day
this week/month	that week/month
last week	the week before, the previous week
an hour ago	an hour before/earlier



D5

**Change the following into indirect speech.**

Anita : How are you, Ritu?

Anita asked Ritu how \_\_\_\_\_

Ritu : I feel unwell.

Ritu told Anita that \_\_\_\_\_

Rohit : I could complete the work yesterday.

Rohit said that \_\_\_\_\_

Rahul to his friends : We must submit the work today.

Rahul told his friends that \_\_\_\_\_

Mohan : I met Rohit's father last week.

Mohan said that \_\_\_\_\_

Rahul : I will meet Rohit's mother tomorrow.

Rahul says that \_\_\_\_\_

Anita : Vijay, I know your sister Jaya.

Anita tells Vijay that \_\_\_\_\_

Rahul : I live at Park Avenue and Vijay and Jaya are our neighbours.

Rahul says that \_\_\_\_\_

direct speech	reported speech
'Rahul <i>is</i> late.'	Mohan said that Rahul <i>was</i> late.
'His friends <i>are</i> playing.'	Anita said that his friends <i>were</i> playing.
'They <i>have</i> come early.'	Mohan said that they <i>had</i> come early.
'The boys <i>have been</i> playing.'	Anita said that the boys <i>had been</i> playing.
'They <i>love</i> the game.'	Mohan said that they <i>loved</i> the game.
'They <i>played</i> well yesterday.'	He said that they <i>had played</i> well the previous day.
'They <i>will</i> do well.'	He said that they <i>would</i> do well.
'You <i>can</i> wait here.'	Anita said to us that we <i>could</i> wait there.
'I <i>may</i> join the team.'	Mohan said that he <i>might</i> join the team.
'He <i>must</i> strive hard.'	Anita said that he <i>must/had to</i> strive hard.

Universal truths, proverbs or quotations can retain the same tense.

Shakespeare said, 'All the world's a stage.'

Shakespeare said that all the world is a stage.



While reporting questions we use *ask* with *if* or *whether*.

Sheila : 'Mini, are you comfortable?'

Sheila *asked* Mini *if/whether* she was comfortable.

### Changes in tense

While reporting, the tenses change in the following ways.

#### direct speech → reported speech

simple present	→ simple past	past continuous	→ past perfect continuous
simple past	→ past or past perfect	present perfect	→ past perfect
present continuous	→ past continuous	past perfect	→ past perfect

#### D6 Read the dialogue and complete the paragraph.

Dolly : Molly, I've brought a gift for you.

Molly: Oh, really? Thanks a lot. But you shouldn't have bothered.

Dolly : Open it. See if you like it. Look at this. I'm sure you'll love it.

Molly: Yes, of course. It's indeed wonderful, just the thing I've always wanted. Thank you, Dolly. How did you know that I like this colour?

Dolly : Oh, that's easy. Anyway, I'm glad you like it.

Dolly told Molly that \_\_\_\_\_. Molly was surprised and \_\_\_\_\_ . She told Dolly \_\_\_\_\_. Dolly asked Molly \_\_\_\_\_ and \_\_\_\_\_ .

Dolly asked Molly \_\_\_\_\_ and said \_\_\_\_\_ .

Molly agreed and remarked \_\_\_\_\_, and \_\_\_\_\_ .

She \_\_\_\_\_ and \_\_\_\_\_. Dolly said \_\_\_\_\_ and added \_\_\_\_\_ .

#### D7 Read the dialogue and complete the paragraph.

Salesgirl : Good morning, sir. How do I express my gratitude for letting me in for this meeting with you? Thank you, sir.

Chairman: Young lady, you should be really lucky. In fact, you should feel flattered that I allowed you to come in here. Do you know, since morning I've already turned down six salespersons from entering my office?

Salesgirl : Yes, sir. I know. In fact, I was the one – all six of them.

The salesgirl \_\_\_\_\_ and wondered \_\_\_\_\_. Then she \_\_\_\_\_ . The chairman told the young lady \_\_\_\_\_ and added \_\_\_\_\_. Then he asked her \_\_\_\_\_. The salesgirl said \_\_\_\_\_ and \_\_\_\_\_ .





**D8. Your report**

Your teacher will distribute some newspapers and magazines in the class. You need to read through them and find at least one interesting bit of news to report to the rest of the class. It could be any kind of news: current events, politics, sports, entertainment, fashion, art, climate, etc. Make sure to focus on reporting somebody's direct speech.

**E**

**Interact**

**Listening**

E1

Look at the solved crossword puzzle. Listen to the definition of each of the words in the grid being read out. Identify the words and their meaning. Number the words in the grid. Put the number in the column that starts each word.

C	O	M	P	O	S	I	T	I	O	N
L		A	L	G	E	B	R	A		
A		T	C	I	V	I	C	S		R
S	C	H	O	O	L		G			E
S	G	E	O	M	E	T	R	Y		P
R		M					A		E	O
O		A					M		N	R
O		T					M		G	T
M		I					A		L	
		C					R		I	
H	I	S	T	O	R	Y			S	
		G	E	O	G	R	A	P	H	Y

**Speaking**

E2

It is the school reopening day. Ernest talks to his friends, Eric, Sam and John. Practise the dialogue in groups.

Eric : It's school time again!

Sam : Excited?

Ernest: Maybe a little sad that the vacation is over.

John : Mmm . . . Ernest, you had a great time, didn't you?



Eric : What did you do?  
 Sam : Went to a holiday activities camp?  
 Eric : To a hill station?  
 Sam : Went to a seashore? Played on the beach?  
 John : Visited grandparents? It was very hectic, wasn't it?  
 Ernest: It was, really. Anyway the vacation is over and we're back in school now.  
 John : The school bell will ring soon. Let's be ready for another session. A little scared of the first day of school, Ernest?



Ernest: No, not really.  
 Eric : Have you prepared well for the opening day?  
 Sam : No, nothing much. There is nothing much to prepare for the first day of school.  
 John : True, not much to do, really.  
 Ernest: It's the same old story. The teacher will ask us what we did at home during the holidays, if we had a wonderful holiday, whether we made any trips to exotic places and so on.  
 Eric : Why don't you think about what to say? Be ready to speak.  
 Ernest: I get nervous when I face the class.  
 Sam : You're right. Me too.  
 John : I could have spoken, the only thing is I didn't go on holiday. I did nothing unusual.  
 Eric : So, would you like to ask the teacher what she did during the holidays?  
 John : Good idea. Perhaps I'll raise my hand to ask that question.  
 Sam : Will there be new kids in the class?  
 Ernest: I wonder.  
 Eric : If there are a few new kids, go over to them with a smile to say 'Hello!' Invite them to join our group during the recess. Who knows? One of them may become your best friend.  
 Sam : You're right. New kids feel nervous on the first day.  
 Ernest: I think we should do that.  
 John : Yeah, new kids, new friends, new books, new lessons, new ideas and everything new.  
 Eric : Yes, but don't forget old friends.

# F

## Express

F1

**Imagine that you are Ernest. You have got your report card, but you haven't yet shown it to your father. Express your fears about how your father will react to the report this time since you**



were pretty low in your Form the previous summer. Make a diary entry. The beginning has been given.

22 October 2022

At last I've got my report card. I dread showing it to Dad.

F2

**Imagine that Uncle Tom shows Mr Smith his son Ernest's real report card. Write the scene in the style you have read in the play.**

[Mr Smith enters. Uncle Tom is waiting for him with the report card in his hand.]

Uncle : You might want your half-crown back from Ernest after you see this.

Father: . . .

# G

## Learn by Doing

G1

**Make a poster.**

A campaign is a planned set of activities that people carry out over a period of time to spread a message or achieve a social or political change.

As a volunteer of 'No Tobacco Campaign', collect information about the harmful effects of using tobacco products like cigarette. Prepare a poster with a sketch, a slogan and some information.

Refer to the section 'Making a Poster' on page 148.

G2

**Choose your career wisely.**

In our country parents often force children to opt for science and technical subjects in college in the hope that this will easily get them a job. A large number of young men and women are in this way trapped in disciplines and careers that do not interest them. Have a classroom discussion on the importance of choosing a stream of education that suits one's aptitude and interests.

G3

**Albert Einstein said, 'Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.'**

Conduct a discussion in groups of five on the following questions.

1. What is the meaning of Albert Einstein's words?
2. What should be done to make education more relevant?
3. What reforms should be introduced so that children are able to choose their subjects based on their aptitude?
4. Should there be a diversified curriculum suitable for students with different aptitudes?



# Falling Leaves

Up in the trees there's a gentle sigh,  
For the leaves are whisp'ring, 'Good-bye, good-bye',  
Leaves of yellow, of **crimson**,<sup>1</sup> of brown,  
Saying 'Good-bye!' as they flutter down.

Up in the trees there's a golden rain  
Of the leaves that ne'er will be green again —  
Leaves of **chestnut**,<sup>2</sup> of **hawthorn**<sup>3</sup> and **lime**,<sup>4</sup>  
Falling from branches of summer-time.

Under the **boughs**<sup>5</sup> is a carpet bright,  
Which the leaves have made in a single night,  
Brown of oak leaves, and yellow ash  
Crimson of **maple**<sup>6</sup> in **ruddy**<sup>7</sup> splash.

All through the woods goes the cruel wind,  
As he drives the leaves with his breath unkind:  
Leaves that **cower**,<sup>8</sup> and shelter, and cling,  
Trembling and frightened of everything.

All down the stream, on its **swollen**<sup>9</sup> tide,  
Float the leaves, like ships in which fairies ride,  
Ships that hasten to harbour and sigh,  
'Winter is coming. Good-bye, good-bye!'

Margaret Cameron

<sup>1</sup> dark red in colour

<sup>2</sup> a large tree that produces glossy hard brown nuts

<sup>3</sup> a thorny shrub or small tree with white or red or pink flowers

<sup>4</sup> a tree that bears small juicy fruits

<sup>5</sup> branches of a tree

<sup>6</sup> a tall tree with leaves that have five points and turn bright red or yellow in the autumn

<sup>7</sup> red-coloured

<sup>8</sup> bend low or move backwards because of fear

<sup>9</sup> larger than normal



## A

## Reflect

A1

Based on your reading of the poem, think carefully about the points given below and form your own views.

1. You must have heard the saying: 'Change is the only constant'. This means everything in the world goes through change – nothing remains the same. The leaves whisper their goodbyes to the branches, but the branches will slowly receive fresh leaves once again after the winter.
  - What do you think is the use of such changes in our lives?
  - What are some major changes you have faced in the last two years? How have they affected you?
2. The dry leaves that fall from the branches are of several different colours.
  - Find out why leaves that are green when they are fresh and healthy turn yellow, brown or red as they dry.

## B

## Understand

B1

Complete the following sentences.

1. The leaves are falling because . . .
2. By the phrase, 'the leaves that ne'er will be green again' the poet suggests that . . .
3. Five trees that shed their leaves in autumn are . . .
4. 'A carpet bright' refers to . . .
5. The words 'cower, and shelter, and cling, trembling and frightened' give the impression that . . .
6. The wind is called 'cruel' because . . .
7. The wind drives the leaves with . . .
8. The line 'Ships that hasten to harbour and sigh' suggests that . . .

B2

Read the extract and answer the questions.

'All down the stream, on its swollen tide,  
Float the leaves, like ships in which fairies ride,'

1. Where do the leaves fall?
2. Why is it described as 'swollen tide'?



## C

C1

## Think

Think carefully and answer in detail.

1. The English poet Percy Bysshe Shelley said, 'If winter comes, can spring be far behind?' What do you think this line conveys? Discuss with reference to the poem.
2. What is the theme of the poem? How does it relate to human life?

## D

## Language in Use

## Sounds and Pronunciation

Read aloud the following words paying attention to the sounds represented by the letters in red.

up /ʌp/	under, shut, fund
ash /æʃ/	as, splash, that
arm /ɑ:m/	park, balm, garden

D1

Write at least five words with the following sounds. Circle in the words the letter(s) that stand for each sound.

1. /ʌ/ as in **u**nder
2. /æ/ as in **ma**p
3. /ɑ:/ as in **fa**rm

## Appreciation

## Simile

A simile is a comparison between two things. It describes a person or thing as being similar to someone or something else. Look at the example of simile from 'Falling Leaves':

All down the stream, on its swollen tide,  
Float the *leaves, like ships in which fairies ride*

Here the leaves are likened to ships in a simile.

Read a few more examples of simile:

1. The *girl runs like a deer*.
2. *She was like a white lily* among a bevy of girls.
3. *Thy soul was like a star* and dwelt apart:  
Thou had'st a *voice whose sound was like a sea*.
4. . . . and this *sunburnt face*  
Is but a cloud, and *like a shady grove*.





## Metaphor

A metaphor is an indirect comparison. In a metaphor the comparison is made between two entities by treating them as one and the same.

1. *She was the white lily* among a bevy of girls.
2. A man may break a word with you, sir, and *words are but wind*.
3. The *rain* came down in *long knitted needles*.

### D2 Identify the figures of speech in the following poetic extracts.

1. It's a hard day's night, and I've been working like a dog.
2. Time is a dressmaker specializing in alterations.
3. Memory is a crazy woman that hoards coloured rags and throws away food.
4. My heart is like an open highway.
5. As idle as a painted ship upon a pointed ocean.
6. Men's words are bullets that their enemies take up and use against them.

## E

### Learn by Doing

#### E1 Find and write the answers to the following questions using various sources of information. You can ask people, read books or look them up on the Internet.

1. Name the season when trees in cold areas shed their leaves.
2. What other things do you know besides plants which have 'leaves'?
3. Identify the tree whose leaf is shown on the right.
4. Can 'leaf' be used as a verb? If yes, what does it mean?
5. What is the meaning of the idiom 'take a leaf out of someone's book'?
6. When a person says that he is going to 'turn over a new leaf', what does he/she mean?
7. If you say that a person 'is shaking like a leaf' what do you mean?



#### E2 The six seasons

The poem 'Falling Leaves' describes the autumn season. In cold and temperate regions of the world, four seasons are experienced: spring, summer, autumn and winter. However, Indian calendars divide the year into six seasons. Do some research and make a table with the following information: names of each of the six seasons, corresponding months of the Gregorian calendar and the climatic conditions during each season.

#### E3 Divide the class into five groups. Your teacher will randomly assign a season to each group: summer, monsoon, autumn, winter and spring. As a group, draw or paint an image depicting your season and put it up in class.



*This is a short story with an interesting plot twist. Since short stories are compact and much shorter than novels, they may often include interesting elements in the plot to make for an entertaining read. A plot twist is one such feature. The reader is surprised by an unexpected discovery relating to the plot or a character at the end of the story. This makes readers look at the plot that they have read so far in a fresh and different light. In some cases, an observant reader might have already found clues that suggest a surprise ending. Shirley Jackson, Guy de Maupassant, O. Henry and Saki are some writers who excel in this style of writing.*



Norman Gortsby sat on a bench in a corner of the Hyde Park, with his back to a fenced area of grass, planted with bushes. It was dusk – about thirty minutes past six on an early March evening. The atmosphere was a mixture of failing daylight, pale moonlight and light from the street lamps a little distance away.

On the bench, by his side sat an elderly gentleman; he had the expression of a defeated person who refused to admit his defeat. His clothes were neither expensive nor new. As he got up to go, Gortsby imagined him to be a man in whom no one

was particularly interested either at home or outside. As his figure disappeared slowly into the shadow, his place on the bench was taken almost immediately by a young man, fairly well-dressed but not more cheerful than the man who had sat there before. As if to emphasize the fact that he was deeply troubled and unhappy, the newcomer uttered a curse or two as he threw himself into the seat.

‘You don’t seem in a very good temper,’ said Gortsby, judging that he was expected to show sympathy.

The young man turned to him with a look of great **frankness**,<sup>1</sup> which put Gortsby instantly **on his guard**.<sup>2</sup>

<sup>1</sup> open and direct behaviour

<sup>2</sup> careful and prepared for something difficult



‘You wouldn’t be in a good temper if you were in the **fix**<sup>3</sup> that I’m in,’ he said; ‘I’ve done the silliest thing I’ve ever done in my life.’

‘Yes?’ said Gortsby without much enthusiasm.

‘I came up to London this afternoon, intending to stay at the Patagonian Hotel in Berkshire Square,’ continued the young man; ‘when I got there I found that the hotel had been pulled down some weeks ago and a cinema theatre had been put in its place. The taxi-driver recommended me to another hotel some way off and I went there. I just sent a letter to my people giving them the address, and then I went to buy some soap – I’d forgotten to pack any and I hate using hotel soap. Then I strolled about a bit, had a drink at a bar and looked at the shops, and when I thought of turning my steps back to the hotel, I suddenly realized that I didn’t remember its name or even the street it was in. Now that’s a nice situation for a fellow to be in, who hasn’t any friends or connections in London! I’m without any money – came out with only a **shilling**<sup>4</sup> on me, which went in buying the soap and the drink. So here I am, wandering about with two pence in my pocket and nowhere to go for the night.

There was a meaningful pause after the story had been told. ‘I suppose you think I’ve made up an impossible **cock and bull story**<sup>5</sup> for you,’ said the young man presently, in a hurt voice.

‘Not at all impossible,’ said Gortsby carefully; ‘I remember doing exactly the same thing once in a foreign city, and on that occasion there were two of us. Luckily we remembered that the hotel was on a sort of canal, so when we came across the canal we were able to make our way back to the hotel.’

The youth **brightened up**<sup>6</sup> a little on hearing this. ‘In a foreign city I wouldn’t mind so much,’ he said; ‘one could go to one’s **consul**<sup>7</sup> and get the required help from him. Here in one’s own land one is far more helpless if one gets into a fix like this. Unless I can find some decent chap to swallow my story and lend me some money, I seem likely to spend the night on the bank of the Thames. I’m glad, however, that you don’t think the story totally improbable.’

He threw a great deal of warmth into the last remark, as if perhaps to indicate his hope that Gortsby himself might be such a decent chap.

‘Of course,’ said Gortsby slowly, ‘the weak point of your story is that you can’t show me the soap.’



*Unless I can find  
some decent chap to  
swallow my story and  
lend me some money,  
I seem likely to spend  
the night on the bank  
of the Thames.*

<sup>3.</sup> (here) a difficult situation

<sup>4.</sup> a British coin, now not in use

<sup>5.</sup> a story that is unlikely to be true but is used as an excuse

<sup>6.</sup> looked happier

<sup>7.</sup> a government representative living in a foreign city to help his/her countrymen



The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

'I must have lost it,' he muttered angrily.

'To lose a hotel as well as a cake of soap on the same afternoon suggests wilful<sup>8</sup> carelessness,' said Gortsby, but the young man did not wait to hear the end of this remark. He hurried away down the path, his head held high, with an expression of well-practised anger and pride.

'It was a pity,' thought Gortsby to himself; 'The bit about going out to buy one's own soap was the one convincing part of the whole story, and yet it was just that little detail that brought him to grief. If he had the brilliant forethought<sup>9</sup> to provide himself with a newly-bought cake of soap, he would have been a genius in his particular profession.'



With these thoughts, Gortsby rose to go. As he did so, he gave a cry of surprise and anxiety. Lying on the ground by the side of the bench was a small packet. It was a newly-bought cake of soap. It had obviously fallen out of the young man's overcoat pocket when he threw himself down on the seat. In another moment, Gortsby was rushing along the half-dark path anxiously looking for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the young man standing uncertainly on the border of the road, evidently trying to decide which way to go. When Gortsby called him, he turned sharply with an expression

of challenge. 'The important witness to the truth of your story has now appeared,' said Gortsby, holding out the cake of soap; 'It must have slipped out of your overcoat pocket when you sat down on the seat. I saw it on the ground after you left. You must excuse my earlier disbelief, but appearances were really rather against you. And now, if the loan of a sovereign<sup>10</sup> is any good to you . . .'

The young man replied by taking the coin hastily and pocketing it.

<sup>8</sup> intentional

<sup>9</sup> careful planning in advance

<sup>10</sup> a British gold coin worth one pound, now rarely used



‘Here is my card with my address,’ continued Gortsby; ‘You can return the money any day this week. And here is the soap – don’t lose it again; it’s been a good friend to you.’

‘Lucky thing, your finding it,’ said the youth; and then, as if finding it difficult to speak, he uttered a word or two of thanks and hurried away in the direction of Knightsbridge.

‘Poor boy, he nearly broke down,’ said Gortsby to himself, ‘I am not surprised; it must have been such a great relief to him. It’s a lesson to me not to be too clever in judging people by circumstances.’

As Gortsby walked back to his seat in the park, he saw an elderly gentleman looking and feeling with his hands beneath the bench and all around it. Gortsby recognized him as the man who had sat there before the young man.

‘Have you lost anything, sir?’ he asked.

‘Yes, sir, a cake of soap.’



*Saki (H.H. Munro)*

**Saki** was the pen name of the British writer **Hector Hugh Munro** (1870–1916), who is considered a master of the short story form. His witty stories are characterized by lifelike characters and fine narratives.

# A

## Reflect

A1

Based on your reading of the text, think carefully about the points given below and form your own views.

- According to the story, the young man is unfortunate enough to forget the name of his hotel as well as lose the cake of soap. He seems to have really bad luck in the city of London until he finds Norman Gortsby.
  - Do you think ‘luck’ plays any role in our lives? Do you have anything which you believe is ‘lucky’ for you?
  - Has someone or something helped turn one of your bad days into a good one? What did they do for you?



2. Norman does not believe the young man's story at once. He asks to see some proof before he offers any help.
  - Do you think you would offer your help to someone in such a circumstance? What if you realized you were being tricked?

# B

## Understand

B1

Answer these questions.

1. 'On the bench, by his side sat an elderly gentleman; he had the expression of a defeated person who refused to admit his defeat.'
  - a) Who does 'his' refer to?
  - b) Why does the author describe the elderly gentleman in that manner?
2. 'The young man turned to him with a look of great frankness, which put Gortsby instantly on his guard.'
  - a) Who was the young man?
  - b) What made the young man turn to Gortsby?
  - c) What does 'a look of great frankness' suggest about the young man?
  - d) What put Gortsby on his guard instantly? What characteristic trait does it show about him?
3. What according to the young man was the silliest thing he had done in his life?
4. Say whether the following statements are true or false.
  - a) Gortsby was staying at the Patagonian Hotel.
  - b) The young man was a good actor.
  - c) The old man was the young man's accomplice.
  - d) Gortsby thought of himself as very intelligent.
5. 'I'm glad, however, that you don't think the story totally improbable.'
  - a) Who said this and to whom?
  - b) In what context was this said?
  - c) Did Gortsby believe the story? What do you think? Why?
6. What made Gortsby give a cry of surprise and anxiety? What conclusion did he jump to at once?
7. What did Gortsby do to make amends for his earlier disbelief?
8. What was the surprise in store for Gortsby when he returned to his seat in the park?
9. Gortsby said to himself, 'It's a lesson to me not to be too clever in judging people by circumstances.' What do you think his thoughts were after he came to know that the elderly gentleman had lost a cake of soap near the bench in the park?



10. Do you think that the author gives hints in the story that the young man might be a cheat? Pick out the instances in support of your answer.
11. Do you think that the young man made up the story on the spur of the moment at the park? Give reasons to support your answer.
12. Justify the title 'Dusk'.

## C

C1

## Think

Think carefully and answer in detail.

1. Compare and contrast the two people who sat next to Norman Gortsby at the park: the elderly gentleman and the young man.
2. What is the theme of the story?
3. Do you think Gortsby was a smart man? Why or why not?
4. How do you think Gortsby felt after realizing that the cake of soap did not in fact belong to the young man?
5. Imagine a different ending to the story. What else do you think could have happened?

## D

## Language in Use

### Vocabulary

Read the following sentence from the story.

I seem likely to spend the night on the *bank* of the Thames.

Compare the use of the word *bank* in this sentence with that in the sentence given below.

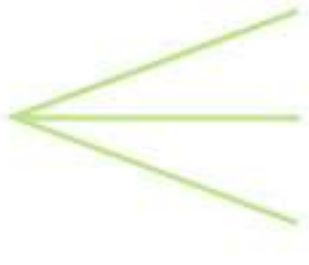
One can withdraw some money from the *bank*.

The word *bank* means 'sloping ground on each side of a river'. It also means 'an establishment where money is deposited'.


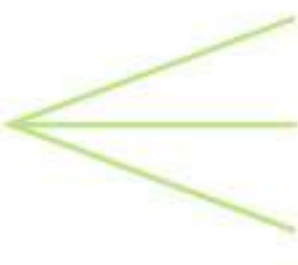
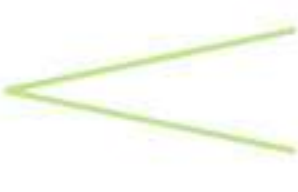

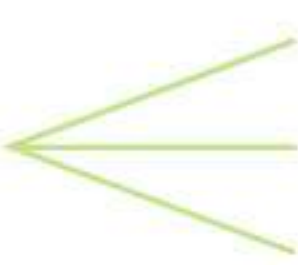
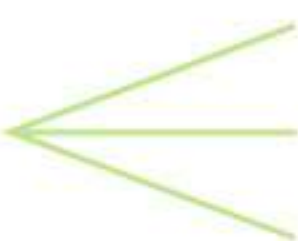
Can you explain the different meanings of the italicized word in this sentence?

The reason why money doesn't grow on trees is that banks own all *branches*.

Here are a few words which have several meanings depending on the context.

trunk		main stem of a tree
		large luggage-box with hinged lid
		the long nose of an elephant



capital		a large sum of money which you use to start a business or invest the city where the government of a country functions
article		a piece of writing that is published objects of some kind the words <i>a</i> , <i>an</i> or <i>the</i>
express		(verb) utter; put into words (adjective) travelling fast
pole		a long rod of wood or metal either the pole of a magnet or of the earth
bill		a printed statement of charges for goods supplied or services rendered a draft of a proposed law the hard pointed outer part of a bird's mouth
flat		a set of rooms usually on one floor of a building something dull and lifeless something even and smooth

**D1** Write a short sentence using each of the words given above in different contexts to bring out the meanings clearly. Think of more words of this type. One has been done as an example.

He has built his house in a big *compound* enclosed by a wall. (an enclosed area of land)

Honey is basically a *compound* of water, two types of sugar, vitamins and enzymes.  
(a substance that consists of two or more elements)



## D2. Words with multiple meanings

Divide the class into four teams. Your teacher will call out a word with multiple meanings to each team by turns. The team has to come up with at least two meanings for the word correctly to score two points. If an answer is wrong, or a team is unable to give the answers, the next team will get the chance to score one bonus point. Then the teacher will give the next team their word. The team with the maximum points at the end of five rounds wins.

## Grammar

### Conditional Clause

Read this sentence from the story:

If he had the brilliant forethought to provide himself with a newly-bought cake of soap, he would have been a genius in his particular profession.

This sentence with an *if*-clause means 'He didn't have the brilliant forethought and he was not a genius in his profession.' Read these sentences:



You wouldn't be in a good temper if you were in the fix I'm in.

Unless I can find some decent chap to swallow my story and lend me some money, I seem likely to spend the night on the bank of the Thames.

## D3

**Write what these situations possibly mean.**

1. If it hadn't become dark, it would have been easier to see things clearly.
2. If the young man had told the truth, people would have believed him.
3. If the gentleman had trusted him, he would have helped him.
4. If he had not got up from the seat, he would not have found the cake of soap on the ground.
5. If the elderly gentleman had come a little earlier, things would have been different.
6. If the youth had been an honest man, he would not have cheated people.

A conditional clause is a subordinate clause which refers to a situation which may exist or whose probable consequences we are considering. Most conditional clauses begin with *if* or *unless*.

*If the gentleman considered himself smarter than the young man, he was woefully mistaken.*

*If you do a good deed, it will come round sometime later.*

You don't have to believe this story *unless you want to*.

There are three types of conditional clauses.

1. The **first conditional** is an open condition; it talks about possible future actions. It tells us that something will happen if a certain condition is fulfilled. The condition may or may not be fulfilled.

*If they find out the mistake, he will be in big trouble.*

(simple present . . . *will/can/might*)

2. The **second conditional** is an imaginary or improbable condition.

*If she knew about his bad behaviour, she would never forgive him.*

(simple past . . . *would/could/might*)

3. The **third conditional** is an unfulfilled condition; it talks about an imaginary condition in the past. It tells us that something did not happen because a certain condition was not fulfilled.

*If the journalist had not split off from the group, he wouldn't have been captured by the rebels in that unknown territory.*

*If the prisoner had resisted, perhaps the sergeant would have shot him.*

(past perfect . . . *would have/could have/might have*)

The third conditional is used

1. to express regret about the past.  
*If I had shown some good sense, things might have improved a lot.*
2. to criticize others and point out their mistakes.  
*If the beggar had given the visitor all the grains, he wouldn't have regretted his action.*
3. to talk about things in the past happening differently from the way they really happened.



If the journalist *had not come* to the trouble-torn country, he *wouldn't have got into* such an ordeal.

If the reporter *had met* the commander earlier, he *would have helped* the writer.

**D4 Expand the following into conditional sentences of the second type (imaginary condition) as shown in the example.**

1. Get fit by going to an aerobics class.  
If you went to an aerobics class, you could get fit.
2. Tidy the room by removing some furniture.
3. On getting admission Neha would join immediately.
4. On escaping, the leopard would attack anyone.
5. Impress your teacher by typing your essay.

**D5 Complete the conversation using the correct form of the verbs given in brackets. Use the past perfect and *would have/could have/might have*.**

Mina : Alana didn't do her exam well today.

Lisa : She was not prepared at all. But if she \_\_\_\_\_ (take) her studies seriously, she \_\_\_\_\_ (clear) the test.

Mina : She flopped in her practical exam as well.

Lisa : I think, she didn't deserve to do well in her practical exam anyway. It \_\_\_\_\_ (be) quite a surprise for everyone if she \_\_\_\_\_ (get) 40 per cent.

Mina : Oh, don't be so cruel, please, Lisa. You \_\_\_\_\_ (not score) well if you \_\_\_\_\_ (try) to do those difficult questions. They were really tough for Alana. If she \_\_\_\_\_ (not make) too many mistakes, perhaps she \_\_\_\_\_ (pass) the test.

Lisa : You see, I \_\_\_\_\_ (not blame) her if she \_\_\_\_\_ (do) her best during the entire session. The fact of the matter is she didn't. If she \_\_\_\_\_ (watch) less TV during the holidays, she \_\_\_\_\_ (find) some time to revise her lessons. Don't you think so, Mina?

Mina : True, if Alana \_\_\_\_\_ (do) her work systematically and regularly, she \_\_\_\_\_ (not feel) so miserable now.



**D6. Conditional clause board game**

Divide the class into four groups and play the board game. Each group takes turns to roll the dice. Once you land on a square, discuss and complete the sentence with a conditional *if*-clause. If a group answers correctly, it scores a point. The game ends when all four groups reach the FINISH square on the board. The group with the highest score wins.



<b>START</b> →	I'll come with you	No one will take you seriously	It will not surprise anyone	If they build a flyover at that junction
				He will inform you
I would have narrated the story	If she hadn't been ill	The man would have attended his niece's wedding	If I had been your senior	<b>YOU'RE RUNNING LATE. GO BACK 2 STEPS.</b>
Tony can save time in the morning				
<b>SLOW ROLL! SKIP A TURN</b>	If you had told them in advance	If we had missed the bus	Their printer would have worked properly	We'd be in the garden
				<b>YAY! GO FORWARD 2 STEPS.</b>
<b>FINISH</b>	We would have understood the film	He wouldn't have to buy vegetables	If I were a millionaire	She wouldn't have felt sleepy the whole day

# E

## Interact

### Listening

E1

Listen to the dialogue and answer the following.

1. The boy wanted to know the meaning of the proverb \_\_\_\_\_.
2. The boy's name is \_\_\_\_\_.
3. His grandpa said that appearances can be \_\_\_\_\_.
4. The boy said he would help a stranger only if \_\_\_\_\_.
5. A person is gullible if \_\_\_\_\_.





## Speaking

During a conversation we often agree or disagree with the people we are talking to. What are the common expressions we use to agree and disagree?

Read the dialogue between a young man and his uncle and notice how they express agreement and disagreement.

Uncle: You've completed your course, haven't you, Joe?

Joe : Yes, uncle, it's over. I completed it the past month.

Uncle: Have you decided what to do now?

Joe : Yes, I've got a few job offers.

Uncle: I hope you've accepted the best package among them.

Joe : No, uncle, I haven't.

Uncle: Why? I thought anyone would jump at job opportunities these days. Don't you know that opportunities don't come knocking at your door always? I hope you're at least weighing your options.

Joe : Well, a few of them are good. But I'm not interested. I haven't said yes to any of them.

Uncle: You haven't? Why? If they are good, can't you accept one? People out there are waiting to grab such offers, you know.

Joe : Not me. I've made up my mind. If I could get a really interesting one, I'd accept that, not otherwise.

Uncle: I really don't think that is right. How can you be so choosy at this initial stage?

Joe : I think I can. I'm clear in my mind, uncle. I want to do something which I'd love to do. Then I can enjoy my work.

Uncle: I'm not sure. Wish you good luck in your search, my boy. The secret of happy living is not to do what you like, but to like what you do. That's all I can say from my experience.

Some common expressions used to agree or disagree with others are:

### Agree

1. Yes, it is./Yes, you're right.
2. Exactly./Of course.
3. I agree.
4. That's exactly what I think.
5. Absolutely.
6. Yes, that's true.

### Disagree

1. No, I don't think so.
2. Not really.
3. Surely not.
4. I disagree.
5. I'm afraid I don't agree with that.
6. I'm not sure.
7. I really don't think that's right.

E2

**Discuss the following topics in groups. Use the expressions above to agree or disagree.**

1. Children should be allowed to use mobile phones inside school premises.
2. Street vendors should be removed to make the roads more beautiful.
3. Children should be allowed to vote in elections.



## F

## Express

F1

## Writing an email

Imagine that you are Norman Gortsby. You have always thought of yourself as a clever person at judging people. You still can't believe something like this happened to you; you have been hoodwinked by a young man. You feel that it is shameful that a clever cheat has taken you for a ride. You rue the time you rushed along the path in search of the young man and gave him a sovereign. Now you are convinced that appearances are deceptive. Write an email (or letter) to one of your old friends about the incident. Use an informal style to convey your consternation and apprehension. You don't know whom to trust.



F2

Imagine that you lost your wallet while travelling on a bus or the metro. Write an informal email to a friend, describing your day. Also warn your friend to be cautious while he or she is in public places.

## G

## Learn by Doing

G1

## Writing and enacting a monologue

Divide the class into groups of four. Imagine the story 'Dusk' from the perspective of the young man. Discuss and write a monologue from the young man's point of view and present it as if narrated to a close friend of his. Make the monologue as humorous as possible and enact it in class. The students in a group can take turns to enact parts of the monologue, one after the other.



# A Beacon Light for the Poor

Women have historically been deprived of authority and political power. To this day, there are social practices that take away women's rights and freedom. But now society is changing. The village *sarpanch*<sup>1</sup> Fathima Bi is an inspirational figure who gained power and worked tirelessly to improve the state of women in her village, letting nothing stop her in her path.



The 34-year-old Fathima Bi was an ordinary housewife in an *obscure*<sup>2</sup> village – Kalva – in the drought-prone Kurnool district of Andhra Pradesh till she was elected its *sarpanch*. What a turning point it was in her life! Her commitment to fulfil her duties towards the village council made her a shining example of what women can do in public life if given a chance. She achieved an incredible feat in just three years! The lady was *conferred*<sup>3</sup> the ‘Race Against Poverty’ Award for Asia-Pacific region. The

*unassuming*<sup>4</sup> Fathima Bi was the *cynosure*<sup>5</sup> of all eyes at the United Nations in New York on 16 October 1998 when she was honoured with the award by the UN Secretary General on the International Poverty *Eradication*<sup>6</sup> Day. It was truly a dream come true.

The UN *citation*<sup>7</sup> hailed the barely educated woman's ‘efforts in *spearheading*<sup>8</sup> social *mobilization*<sup>9</sup> and community *empowerment*<sup>10</sup> for poverty *alleviation*<sup>11</sup> and in launching self-initiated programmes aimed at empowerment of women.’ Even though there were four

<sup>1.</sup> the head of a village

<sup>2.</sup> unknown

<sup>3.</sup> granted

<sup>4.</sup> modest, not drawing attention

<sup>5.</sup> the centre of attention

<sup>6.</sup> complete removal of something

<sup>7.</sup> a mention of a praiseworthy act in an official report

<sup>8.</sup> leading

<sup>9.</sup> the act of organizing and encouraging a group of people for a purpose

<sup>10.</sup> the process of giving somebody power and rights

<sup>11.</sup> the process of lessening a problem



others, Fathima's achievement is significant in several ways. She had to struggle against **oppressive**<sup>12</sup> societal equations, gender **discrimination**,<sup>13</sup> caste conflicts, and the **strangleholds**<sup>14</sup> of customs and traditions.

Deprived of a formal education and burdened with household work, she was at best what she could have been – a typical rural housewife whose rights are at the mercy of the menfolk. Fathima was married at 14 and gave birth to seven children, out of whom only three survived. The 74th Amendment of the constitution passed by the Indian Parliament in 1992 reserved one-third of seats in local governments for women. After the election of 1995, Fathima found a new identity that transformed her and the world around her. A miracle happened – a woman was at the helm of a *panchayat* in a male-dominated society. Many among the villagers, particularly the powerful **feudal**<sup>15</sup> landlords, resisted her efforts to wrest control of the village **administration**.<sup>16</sup> She says she began asserting herself after attending a workshop held for the newly elected heads of local bodies. The **malicious**<sup>17</sup> verbal attacks and sarcastic remarks made by some menfolk only hardened Fathima's resolve to march ahead with **unflinching**<sup>18</sup> **zeal**.<sup>19</sup> Thus was born a new reformer with a mission in her life.

Like any other backward region, Kalva was without proper roads, adequate drinking water or irrigation facilities. Around 600 families were steeped in poverty, and outside help was not **forthcoming**.<sup>20</sup> Their children grew up without the benefit of a proper education and had to **migrate**<sup>21</sup> to cities looking for work. Fathima started her work in earnest with steely determination. She **probed**<sup>22</sup> the reasons for the backwardness of the people and the region and decided to change the profile of both. The topmost priority was the empowerment of women, and the guiding spirit was Shankamma, the head of a voluntary women's organization called 'Poddu'. Together they motivated the women to be more disciplined with their daily wages and to save one rupee a day under a **thrift**<sup>23</sup> scheme. When their combined savings touched 200,000 rupees within a year, the district administration and the United Nations Development Programme representative Vijayabharathi stepped in with sufficient grant and encouraged Fathima to undertake productive programmes.



<sup>12</sup>. *cruel and unfair*

<sup>13</sup>. *the act of making unjust treatment of a group of people based on their identity*

<sup>14</sup>. *having control over something and preventing it from being free*

<sup>15</sup>. *relating to the system of government that gives all the power to the land-owners*

<sup>16</sup>. *government*

<sup>17</sup>. *characterized by malice, intended to do harm*

<sup>18</sup>. *tireless*

<sup>19</sup>. *enthusiasm for pursuing a cause*

<sup>20</sup>. *(here) available when needed*

<sup>21</sup>. *move to a new area*

<sup>22</sup>. *investigated*

<sup>23</sup>. *saving money*



There was no looking back since then for either Fathima or the enterprising women of Kalva. They started a small bank and distributed loans for the needy to embark upon any economically **viable**<sup>24</sup> activity. From repairing borewells to self-employment programmes for women like stitching and embroidery, the thrift groups started funding many activities. As they realized the importance of being literate, they started a scheme for adult literacy, especially female literacy in the village. Child marriages were **rampant**<sup>25</sup> before and so were a correspondingly high number of teenage widows. Fathima and her team of enlightened women worked tirelessly to change people's mindset about personal hygiene and cleanliness. Adolescent girls were enrolled in literacy classes; they were taught cycling and were trained in several skills. A day-care centre for the children of farm labourers called *Ammavadi* was also started.



All those programmes gave the women the courage to face life and transform it beyond recognition. The women discovered their inner strength and forged ahead to be economically independent and to add to the family earnings. The women who had suffered injustice in social spheres now stood by the side of their daughters to get their rightful place in the world. Transformation it was, from poverty to sufficiency, from backwardness to progress and from being

governed to self-governance. The village acquired tarred roads, check dams to store water and other amenities.

From being slaves of the system, those simple women with a change in the old mindset had already broken many barriers to become the beacon light for all those yearning for improving their lives. Today Kalva has become progressive and is a symbol of women's empowerment. It is reaping the fruits of the daring steps taken by a few poor women with a common vision. The movement for empowering women at the local level reached another milestone when the government increased the percentage of their reservation from 33 to 50. It is a formal recognition of women's equal representation in public space and a **validation**<sup>26</sup> of their good work.

<sup>24.</sup> *capable of working properly*

<sup>25.</sup> *widespread*

<sup>26.</sup> *the act of making something legally recognized*



## A

## Reflect

A1

Based on your reading of the text, think carefully about the points given below and form your own views.

1. The United Nations honoured a poor semi-literate woman in a remote village for her pioneering work in successfully reducing poverty in her *panchayat* in just three years. Fathima is a beacon light for others. Her prestigious award is a reminder to those well-heeled, well-educated and resourceful classes of people of what they can do with all the advantages that society has given them.
  - Reflect on the advantages that you have compared to people like Fathima.
  - Can you think of what you can do to help the less fortunate? You could begin by thinking of your own family and then of others around you.
  - What are some duties that are assigned to you or that you do at home to help your parents? Is it desirable to have gender-specific roles?
  - What can you do to alleviate the suffering of the less fortunate in the neighbourhood?
2. Fathima Bi got a golden opportunity to make a difference, thanks to the 33 per cent reservation for women in local bodies.
  - Reflect on what all good work women can do if given a chance to be in positions of power.
  - How important is it to involve women in governance?
3. The lesson speaks about the relentless efforts of the simple village women of Kalva under the leadership of Fathima in spearheading development work in a male-dominated society.
  - Can you think of other barriers or struggles that people face in society? Are there any other disadvantaged groups that you can think of?

## B

## Understand

B1

Choose the most appropriate answer.

1. Adolescent girls
 

a) were taught cycling.	c) attended literacy classes.
b) were trained in skills.	d) all the above
2. This was NOT an impediment in Fathima's path.
 

a) lack of formal education	c) willpower and determination
b) burden of household work	d) child marriage



**B2** **Analysing the state of Fathima's mind during the initial days as the sarpanch of Kalva, say which statements among these are true and which ones false.**

1. Fathima was happy to be elected the *sarpanch*.
2. She was discouraged by the daunting tasks ahead.
3. The lady was disappointed at the response of the elders.
4. She feared the powerful people.
5. She gained confidence to go ahead with her plans.

**B3** **Complete the following sentences.**

1. Fathima's achievement is greater than that of the other awardees because . . .
2. The barely educated lady's greatest achievement is . . .
3. The newly elected *sarpanch* faced harassment by . . .
4. The impact of the obstacles on Fathima was that . . .

**B4** **Answer these questions.**

1. How did the UN honour Fathima?
2. When did Fathima find a new identity?
3. What did Fathima do to change the profile of her village?
4. How did the women come forward to take up the challenge?
5. How did the village benefit from the empowerment of women?

**B5** **Below you will find four long sentences from the text in A and four short sentences in B. Find which of the short sentences expresses the same meaning as the long ones in each case.**

**A**

1. She probed the reasons for the backwardness of the people and the region and decided to change the profile of both.
2. There was no looking back since then for either Fathima or the enterprising women of Kalva.
3. The women who had suffered injustice in social spheres now stood by the side of their daughters to get their rightful place in the world.
4. Those simple women, the Fathimas of Kalva, have become the beacon light for all those yearning for improving their lives.

**B**

- a) They were making continuous progress.
- b) Those women have become a source of inspiration.
- c) With firm determination, the reformer found out the reasons.
- d) They supported their daughters.



B6

Complete the profile of the village Kalva in the following table before and after the transformation.

Before	After
backward	
gender discrimination	
drought-prone	
	tarred roads
no safe drinking water	
	day-care centres
child marriages	

C

## Think

C1

Think carefully and answer in detail.

1. Many among the villagers, particularly the powerful feudal landlords, resisted Fathima's efforts to wrest control of the village administration. What do you think would have been her response to such arm-twisting tactics?
2. Support from families and friends and timely help and cooperation from organizations can motivate people scale great heights in life and contribute to the society in a significant way. How far do you think this is true in most cases, and especially in the life story of Fathima Bi?

D

## Language in Use

### Vocabulary

D1

Read the expressions and their meanings and use the suitable ones in the sentences that follow.

cynosure of all eyes = a person or thing that is the centre of attention or admiration  
 to wrest control = to gain control of something with much effort or difficulty  
 unflagging zeal = tireless enthusiasm  
 steeped in poverty = extremely poor  
 to embark upon = to begin something that will take a long time  
 to become the beacon light = to become a guiding light for others



1. The government conducted a survey among those who are \_\_\_\_\_.
2. The environmentalist works with \_\_\_\_\_ to save the biodiversity of the area.
3. The athlete was the \_\_\_\_\_ after he won the gold medal.
4. They decided \_\_\_\_\_ a new project that will transform their business beyond recognition.

D2

The terms in Column A are related to the development of the community and social work. Match each of the terms with its meaning in Column B.

A	B
empowerment of women	lessening extreme poverty
community empowerment	giving authority to women
social mobilization	employment programme started by oneself
poverty alleviation	giving power to a group of people forming a community
self-employment programmes	balancing within society
societal equations	developing villages
gender discrimination	restoration to normal life
male-dominated society	unfair treatment based on gender
rehabilitation	society that is under the control of men
rural development	making society ready for active service



**D3. Match the cards**

Divide the class into two groups. Your teacher will give out cards to each group with expressions and their meanings on them. Find the student in your group whose card matches yours. The group in which all the pairs correctly match their expressions and meanings the fastest wins.

**Grammar**

**Future Time**

We can refer to the present and the past with a good degree of certainty because the actions in question have already happened or are happening. When we refer to future actions, however, we talk on the basis of likelihood, plans and intentions. In English, a range of verb forms are used to refer to future time.

**Will/Shall**

We use the auxiliaries *will* and *shall* with the base form of the verb to express a range of ideas related to future, like expectations, promises, etc.



This candidate *will defeat* her rivals easily in the coming election. (expectation)  
 I think it *will be* a close fight on the voting day. (expectation)  
 Wait here. They *’ll come* in two minutes. (promise)

### Be going to

*Be going to* is used with the base form of the verb to express intentions and expectations.

The panchayat *is going to build* a new road in the village. (intention)  
 Kirti and Deepti *are going to attend* literacy classes from tomorrow. (intention)  
 Everything *is going to change* now. (expectation)

### Simple Present

We use the simple present to talk about future events which are part of a schedule or timetable.

Their discussion with the experts *is* at three in the evening.  
 What time *does* the meeting *begin*?  
 The last date to apply for a loan *ends* this Saturday.

### Present Continuous

The present continuous verb form is used to talk about plans.

They *are meeting* the UNDP officials tomorrow.  
 The lady *is flying* to New York next week.

D4

**Here is an interview with Fathima Bi. Answer the journalist’s questions as Fathima. Make sure to use the verb forms that are used in the questions to refer to the future time.**

Journalist : When are you travelling to the state capital?

Fathima : I \_\_\_\_\_

Journalist : When is the workshop for the newly elected *sarpanchs* starting?

Fathima : The workshop \_\_\_\_\_

Journalist : What time does the meeting begin?

Fathima : The meeting \_\_\_\_\_

Journalist : How are you going to organize loans for the needy?

Fathima : We \_\_\_\_\_

Journalist : When will you begin the drinking water scheme?

Fathima : We \_\_\_\_\_

Journalist : What will you do to ensure irrigation facilities for our farmers?

Fathima : We \_\_\_\_\_

Journalist : When will a check dam be ready in our village?

Fathima : A check dam \_\_\_\_\_



- Journalist : When will you plan adult literacy classes?  
 Fathima : We \_\_\_\_\_  
 Journalist : Where are you going to build a day-care centre?  
 Fathima : We \_\_\_\_\_  
 Journalist : When is the *panchayat* repairing the borewells?  
 Fathima : The *panchayat* \_\_\_\_\_  
 Journalist : Are you organizing a cycling race for girls?  
 Fathima : We \_\_\_\_\_

**D5 Circle the best verb form expressing future for each of the following sentences.**

1. Brazil *will win/wins* tomorrow's match.
2. The government *builds/is going to build* a bridge across this river.
3. I think the train *is going to stop/will stop* now.
4. We *are watching/will watch* the movie *Spider-Man* this Sunday.
5. The next session *is going to begin/begins* at 7 o'clock.
6. When *are you going to change/will you change* this old belt of yours?
7. When *is/will be* your sister's birthday?
8. *Aren't you going to buy/Won't you buy* a new car this year?
9. The company *will make/is going to make* a big loss next year.
10. The people in that house are doing something secretly. I *call/am going to call* the police.



**D6. Future in questions**

Divide the class into pairs. Randomly ask each other the questions given below and answer them using verb forms expressing the future. Note down your partner's answers, and then share them with the class. Make sure to use verb forms that are used to refer to future time (*will/shall, be going to, simple present, present continuous*).

1. What are your plans for the summer vacation?
2. What are you going to do for fun this weekend?
3. When will you get your next haircut?
4. What will you have for lunch/dinner today?
5. Do you know what the weather will be like tomorrow?
6. What are you going to do after class/school today?
7. What are you going to watch on TV tonight?
8. Will you travel somewhere this year? If yes, where?
9. Is there a match soon (of your favourite sport)? Who do you think will win?



## E

## Interact

## Listening

E1

Listen to the telephone call and answer the questions.

1. The name of the firm is . . .
2. How did the caller identify himself?
3. The telephone operator asked for the first name because . . .
4. Who is Gautam Singh?
5. Do you think Nishant managed to talk to Gautam Singh?

## Speaking

## Making a Speech

The purpose of making a speech is to convey some information orally to a large gathering of people. The delivery of a speech should be forceful and convincing. Maintain eye contact with the audience. You may express an opinion, share an experience, observation, or a point of view. Formal language is used.

The format of a speech is usually as follows.

1. Greeting the dignitaries, audience
2. Introducing the topic, speaker
3. Introduction
4. Discussion of the topic
5. Conclusion
6. Thanking the audience



E2

Imagine you are Fathima. Prepare a short speech to be delivered at the UN thanking them for the prestigious award that they have conferred upon you.

**Tips:** How to write a speech thanking an organization:

- Greet the audience, 'Your Excellency the Secretary General of the United Nations, distinguished delegates, ladies and gentlemen . . .'
- Start with an expression of gratitude for this incredible award conferred upon you. Say how deeply honoured you are and how sincerely grateful you are to be the recipient of the prestigious award. It is a momentous occasion in your life.
- Share the honour with those who helped you along the way. The award truly belongs to those simple womenfolk; you are only an instrument.
- Thank the people of Kalva for their whole-hearted support and cooperation.



- Express your hope that the award will inspire more women to come forward in public space.
- At the end thank everyone.

**Now, take turns to deliver the speech in the class.**

# F

## Express

F1

### Writing a message

Read the telephone conversation between Karan and a hotel receptionist.

Karan : Good morning, ma'am. I'm Karan Anand from UNDP New Delhi. May I speak to Ms Sharma?

Receptionist : Good morning, sir. May I know Ms Sharma's full name?

Karan : Ms Sunita Sharma. She is an Outreach Officer with the UNDP local office.

Receptionist : Oh, yes, Ms Sunita Sharma, UNDP! I'm sorry, she is not in at the moment. She has gone to a remote village. Can I take the message?

Karan : Yes, I thought so. I've tried her mobile phone, but it seems to be out of range. This is regarding her letter recommending a name for a prestigious award. The head office has asked for some more details about the person. This is urgent. Please convey this message and request her to contact me as soon as possible.

Receptionist : Yes, sir, sure. I'll give Ms Sharma the message as soon as I can.

Karan : Thank you. Bye.

Receptionist : Bye.

As the receptionist write Karan's message on the message pad given below.

### *While you were away*

Name of the caller: .....

Telephone number: .....

Office/company: .....

Message: .....

.....

.....

.....

.....

Receptionist



F2

**A factual description**

Read the details about Anil Raghav, a young executive of a software company. Write a factual description about him in about 125 words.

A tall, well-built young man – manager in a software company – the right mix of energy and efficiency – a workaholic – a man in a hurry to get things done – always on the move – full of life – always juggling with several tasks at the same time – multi-tasking – always hands-on – does things with perfection – most impressive trait: calm and cheerful – always punctual and ready to help others – a man endowed with huge reserves of wit and humour

**G****Learn by Doing**

G1

**NGOs**

Non-Governmental Organizations (NGOs) are non-profit initiatives that work independently without any help from the government. NGOs typically work to solve problems concerning women, children, senior citizens, the environment and so on. The work of many NGOs has helped improve the lives of millions of people. Collect information about three important NGOs operating in India. Write a short paragraph on each of them and share your findings with friends.

G2

**Women achievers**

Conduct research on women who have reached the top of their organizations in India. Collect information from the Internet on any three female chief executive officers in India. Write a short paragraph about these CEOs and the common factors that helped them successfully break the glass ceiling.



# The Restless Beauty

I moved out of my bed to the window,  
 With an empty mind, to watch the rising sun,  
 A deer, as I watched, came out through the **thicket**<sup>1</sup>  
 Of weeds and bushes, amongst the trees.  
 I could see a part of its head munching grass,  
 It slowly got itself **delivered**<sup>2</sup> from the mess,  
 Struggling hard with its hind legs,  
 It climbed down the little slope to my courtyard.

It stood there for a moment, as I watched –  
 Framed on to my window, on the first floor,  
 And the deer stood there unaware of my presence,  
 It ate the grass undisturbed for some time,  
 Shaking its **apology of a tail**,<sup>3</sup> and moved forward.

I could see it raise its head often enough,  
 To survey the field around, alert and watchful,  
 As some pebbles rolled down the loose soil,  
 The doe was restless, timid and anxious  
 Like a maiden waiting for her lover,  
 As she watched the leaves, when they **fluttered**<sup>4</sup>  
 And closely **analysed**:<sup>5</sup> as monkey or a bird,  
 Or the footsteps of an animal nearby,  
 Like a General surveying the enemy territory.  
 I still watched the pretty deer,

<sup>1</sup> a number of shrubs, bushes growing together

<sup>2</sup> saved

<sup>3</sup> (here) too short a tail; extremely bad example of a tail

<sup>4</sup> flapped quickly without flying

<sup>5</sup> studied or examined in detail to understand or explain







<sup>6.</sup> (here) create a magical attraction

<sup>7.</sup> complete destruction

<sup>8.</sup> of no particular character; not easily described

As it could still **enslave**<sup>6</sup> the mind of a modern Sita,  
Suddenly it jerked all over, it ran away.

I thought of the beautiful shape,  
And the dark brown meat on the dining table,  
Of a drunkard; who searches for his mouth,  
With unsteady hands, to gulp the pieces,

Pasting grease all over his face, as a grace,  
To knock at the creation and the world,  
Around, in his unending dance of **annihilation**<sup>7</sup>  
The restless beauty with tragedy inscribed deep,  
Often disturbs the peace of my mind,  
In unprofitably **nondescript**<sup>8</sup> moments.

O.J. Thomas

## A

A1

### Reflect

Based on your reading of the poem, think carefully about the points given below and form your own views.

- The deer is observed by the speaker for a long time. It continues to feed on the grass, even though it is anxious of being preyed upon.
  - What are some things that cause you stress and anxiety? How do you handle it?
- Animals such as the deer are vulnerable and often end up on a dinner table as described in the poem.
  - Do you think we, as humans, have a responsibility towards beings that are helpless and unable to protect themselves? Or is it their fate to be hunted in some manner or the other?

## B

B1

### Understand

Follow the sequence of events and fill in the flow chart.

- It ate the grass undisturbed for some time.
- Suddenly it jerked all over, it ran away.
- It climbed down the little slope to the courtyard.



4. It struggled hard with its hind legs.
5. It started munching on the grass.

A deer came out of the thicket.
↓
↓
↓
↓
↓

**B2**

**Answer these questions.**

1. In the line 'Like a maiden waiting for her lover,' \_\_\_\_\_ is compared to \_\_\_\_\_.
2. 'Like a General surveying the enemy territory.' Explain this line.
3. How do we know that the deer was alert?
4. 'As it could still enslave the mind of a modern Sita.' What is the allusion in this line?
5. 'Suddenly it jerked all over, it ran away.' Why?
6. What contrast do you notice in the tone of the poem between the beginning and the end?
7. What does the drunkard symbolize?
8. Pick out the line that shows man's ruthlessness at killing beautiful creatures.
9. Why is tragedy associated with beauty in this poem?
10. When does the poet's peace of mind get disturbed and why does it happen?

**C**

## Think

**C1**

**Think carefully and answer in detail.**

1. What is the theme of the poem?
2. Why do you think the poet places side by side two images – the beauty of a deer in the wild and the way some people eat meat?



## D

## Language in Use

## Sounds and Pronunciation

Some letters of the alphabet are used to represent more than one sound. *G* as in *grass* /grɑ:s/ is different from *g* as in *German* /dʒɜ:mən/.

**D1** Say these words aloud and notice the difference in the pronunciation of the letters in red. Think of more such pairs of words.

game – gentle

that – thing

calcium – centre

gallery – giant

tough – ghost

camera – license

grandfather – generous

path – father

glad – cage

christian – church

George – guest

though – throw

cholera – choose

child – machine

chord – chore

## Appreciation

Notice the phrase 'struggling hard with its hind legs'. The repetition of the consonant sound created by the letter 'h' at the beginning of the words adds a musical quality to the poem. You may know that this is an example of a literary device called alliteration.

**D2** Try to find more examples of alliteration in the poem.

## E

## Express

**E1** Writing a paragraph

A paragraph contains one idea. The length of the paragraph depends on the information it conveys. Think over this short paragraph. Do you agree with Pandit Nehru? Write a paragraph expressing your view.



Wildlife? That is how we refer to the magnificent animals of our jungles and to the beautiful birds that brighten our lives. I wonder sometimes what these animals and birds think of man and how they would describe him if they had the capacity to do so. I rather doubt if their description would be very complimentary to man. In spite of our culture and civilization, in many ways man continues to be not only wild but more dangerous than any of the so-called wild animals.

*Jawaharlal Nehru*



## F

## Learn by Doing

## F1 Nature regenerates itself

There is perfect harmony in nature if only man does not interfere with its functioning. If given sufficient time to heal, nature regenerates itself and balance is restored. The article given below shows how things changed in the USA's Yellowstone National Park with the reintroduction of wolves.

### How Wolves Restored the Natural Balance in Yellowstone National Park

Two decades ago, Yellowstone National Park was the victim of defoliation, erosion and an unbalanced ecosystem. But in 1995, everything changed.

That was the year wolves were reintroduced to the park. Before then, government predator control programmes had all but eliminated the grey wolf from America's lower 48 states. Consequently, deer and elk populations increased substantially, resulting in overgrazing, particularly of willows and other vegetation important to soil and riverbank structure, leaving the landscape vulnerable to erosion. Without wolves, the entire ecosystem of the park suffered.

The documentary *How Wolves Change Rivers* gives a captivating explanation for Yellowstone's turnaround. British writer George Monbiot lends his voice to this documentary, and his zeal is infectious as he describes how wolves reinvigorated the park. 'We all know that wolves kill many animals, but perhaps we're slightly less aware that they give life to many others,' he says in the film. So much of our knowledge of these creatures focuses on their potential threat to humans, rather than their biological importance.

As a top predator, wolves are vital to Yellowstone, holding together the delicate balance of predator and prey. Their removal in the early twentieth century disrupted food webs. The wolves' natural prey (in this case, elk) multiplied, all the while increasing amounts of foliage. The phenomenon occurred again in reverse when the wolves were reintroduced and the natural balance was restored.

When wolves were brought back to the park, they not only killed elk, but also changed their prey's behaviour patterns. The herbivores started to avoid areas like valleys and gorges where they could be easily hunted by predators. As a result, those areas began to regenerate, and species such as birds, beavers, mice and bears returned. Plant life once again thrived along the riverbanks and erosion decreased significantly. The stabilization of the riverbanks actually made the rivers and streams change course. With the reintroduction of just a small population of wolves, the landscape of the whole park transformed. Efforts to boost wild wolf populations are essential, not just for *Canis lupus*, but also for the greater natural world.

1. Can man and animal coexist peacefully? Can we prevent our lifestyles from damaging the environment? Discuss with a partner.
2. Prepare an illustrated chart based on the information in the article.



*Different forms of pollution are on the rise around the world. The effects they have on our planet are disastrous. Light pollution is caused by the use of man-made or artificial lights during night-time. Cities and towns have more light pollution because they are more brightly lit. Light pollution adversely affects both humans and animals.*

Mira lives in a place called Mica, which is far away from the **hustle and bustle**<sup>1</sup> of cities. It is a quiet, peaceful place where days are full of sunlight and nights are filled with darkness. Night is **ushered in**<sup>2</sup> at dusk; lamps are lit and crickets begin chirping. Sometimes night is dark and deep, singing a **lullaby**<sup>3</sup> for the tired, sometimes it is awash with moonlight. As darkness descends, everything becomes quiet and peaceful. The body gets tired after the day's work is done; it is the time to take rest and sleep.



After the sun sets, nature looks different in the stillness of the night with all its magic and mystery. Behold! The magic of great **magnitude**<sup>4</sup> unfolds before your eyes. You can see a dark sky studded with twinkling stars and the shy moon. Moonlight plays on the ground, creating fascinating shadows. You can hear mysterious sounds of **nocturnal**<sup>5</sup> creatures. The hooting of the owl and the croaking of frogs add to the sound effect. The fragrance of flowers fills the air. People glide into dreams and wake up when the first rays of the sun dispel darkness at dawn. It is a new beginning.

Natasha lives in a **congested**<sup>6</sup> part of a big city, a city that never sleeps. In fact, it comes more alive after sunset when the city gets transformed into a **luminous**<sup>7</sup> place. Floodlights eliminate darkness after six o'clock in the evening. The flavours of city night never

<sup>1</sup>. busy and noisy activity

<sup>2</sup>. made something begin

<sup>3</sup>. a soothing song sung to make someone sleep

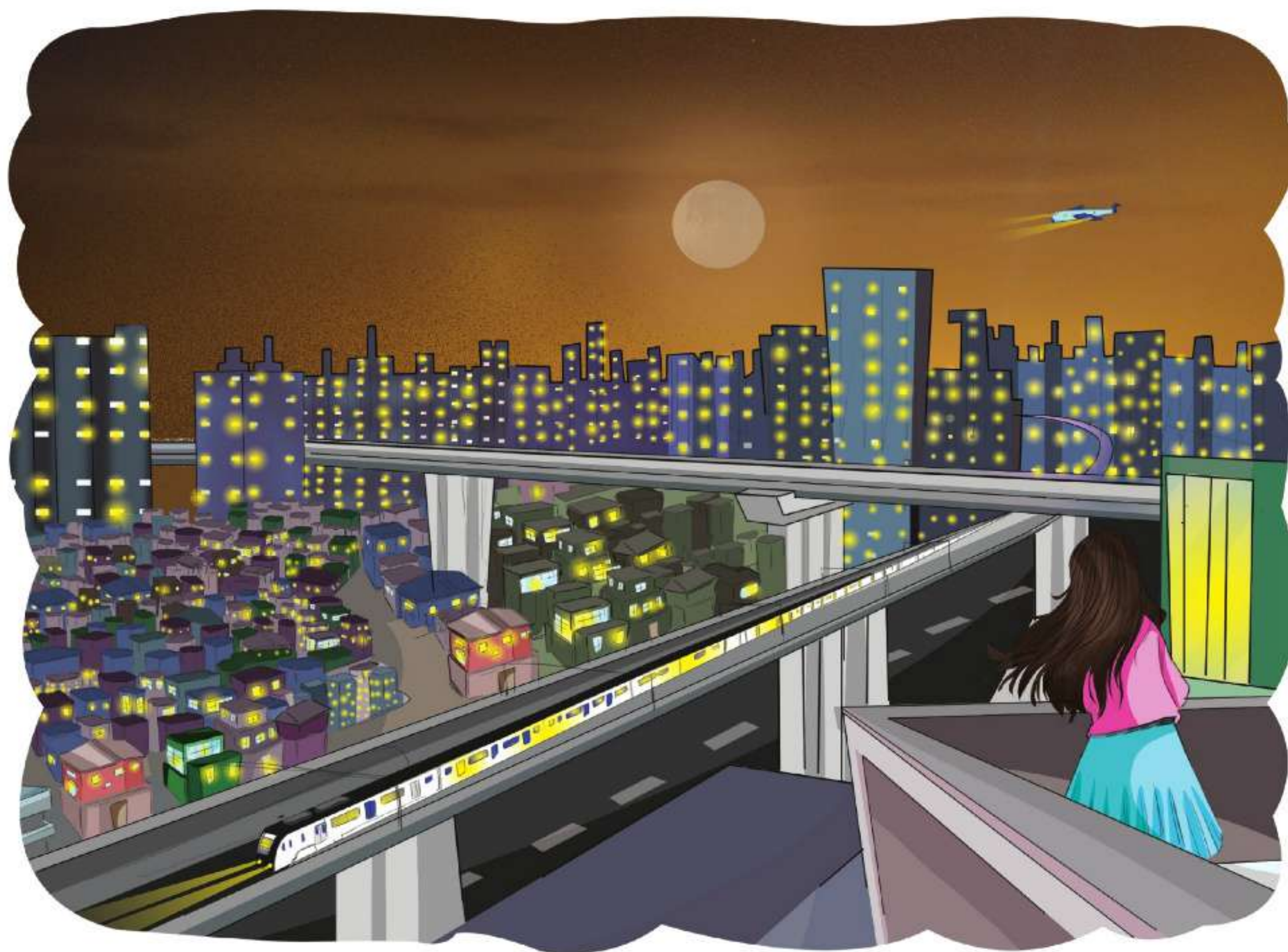
<sup>4</sup>. size

<sup>5</sup>. happening or active at night

<sup>6</sup>. crowded

<sup>7</sup>. (here) very bright





ebb;<sup>8</sup> the sky looks dark but dazzling city lights push the stars into oblivion;<sup>9</sup> the twinkling little stars become almost invisible. Instead of shooting stars, airplanes hoot through the night sky. The noxious<sup>10</sup> fumes of speeding vehicles pollute the air, and the honk of traffic creates noise pollution, whatever the hour of the day.

The immensity of the nocturnal sky is lost to that child. The moon pales<sup>11</sup> into insignificance as seen through the haze of polluted air. In fact, a child who has lived all its life in an apartment block, from where all it sees is just a patch of the grey sky, is unaware of the magic of a moonlit night. Light is just a switch away, on the wall. Night is just an extension of the day, with nothing to differentiate the two. Artificial illumination<sup>12</sup> invades natural darkness. It is said that even an ordinary 60 watt bulb reduces dark-sky visibility by three or four degrees. This generation has been deprived<sup>13</sup> of the dark, starlit sky; this generation is subject to<sup>14</sup> light pollution.

The seriousness of the problem becomes evident<sup>15</sup> from the satellite light maps of the Earth at night. These maps show parts of India as bright as the USA or western Europe. And along the coast ports and resorts appear as pinpricks of light from space.

The loss of the night is tragic and the consequences<sup>16</sup> have pervaded<sup>17</sup> every aspect of our lives, be it health, security, economy,

<sup>8.</sup> decrease

<sup>9.</sup> (here) the state of being unnoticed

<sup>10.</sup> poisonous

<sup>11.</sup> seems less important

<sup>12.</sup> lighting

<sup>13.</sup> prevented from having

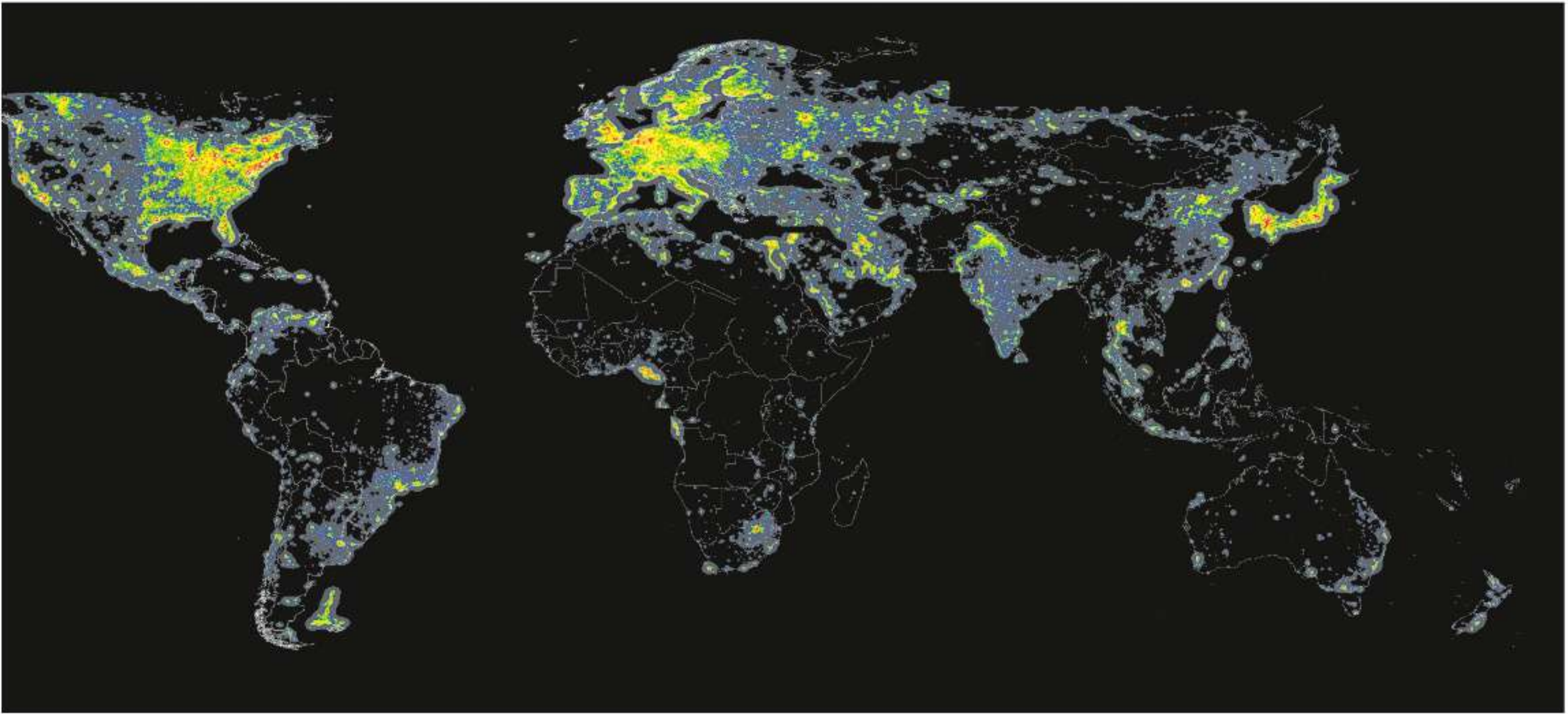
<sup>14.</sup> forced to experience

<sup>15.</sup> clear

<sup>16.</sup> results

<sup>17.</sup> spread





energy conservation, ecology or astronomy. It is a pity because light pollution is the most **reversible**<sup>18</sup> form of pollution. Switch off the unnecessary lights and pollution is reduced.

Children like Natasha have hardly seen a night which is completely dark. For them **constellations**<sup>19</sup> of stars exist only in books. A polluted city offers no joy of star watching; **avid**<sup>20</sup> **star gazers**<sup>21</sup> crane their neck in vain. If they want to enjoy the wonderful sight of a star-studded night sky, they have to travel further away from habitation. A star-spangled sky has many secrets still to be revealed. The vast expanse of the sky where the arc of the Milky Way is visible reminds us of our place in this universe. It is important to retain the ability to look at nature with wonder in our eyes. It is time to reclaim the magic of night for the sake of children like Natasha.

<sup>18.</sup> *something that can be undone*

<sup>19.</sup> *groups of stars forming shapes in the sky*

<sup>20.</sup> *very eager*

<sup>21.</sup> *people who watch stars as a hobby*

# A

## Reflect

A1

**Based on your reading of the text, think carefully about the points given below and form your own views.**

1. Mira is able to appreciate the beautiful night sky whereas Natasha is dazzled by the city lights.
  - Do you think the different experiences that people have are beautiful in their own right?
  - Is there something that you enjoy or appreciate in life which others around you do not really understand?



2. The night sky is brilliantly lit up by the moon and millions of stars. This is a view that Natasha does not see in the city.
  - Do you think it is possible to experience every single beautiful thing around us? Is it possible that we will never miss out on a wonderful experience?
  - Can you think of something beautiful that you alone may have had the chance to see? What makes it so special and unique?
3. Natasha lives in a modern city but cannot appreciate the natural beauty of the world. Mira, on the other hand, sleeps under the stars but has no electricity.
  - Name two things each that you count as a blessing and as a drawback in your life. Can you think of anyone who would want to be in your place, enjoying the life you have? What about someone whose life you would like to have for yourself?

# B

B1

## Understand

Choose the correct response.

1. 'Nocturnal creatures' are creatures
  - a) that disappear at night.
  - b) that are active mainly at night.
  - c) that are born at night.
  - d) that sleep at night.
2. 'A city that never sleeps' means
  - a) a city where everyone is awake.
  - b) many people suffer from insomnia.
  - c) there are lots of activities even after sunset.
  - d) it is impossible to sleep well in a city.
3. Night is just an extension of the day in a city because
  - a) artificial lights remove natural darkness.
  - b) days are longer in a city.
  - c) nights are moonlit.
  - d) night is just like day.
4. Light pollution means
  - a) pollution that affects light.
  - b) excessive brightening of the night sky by street lights and other artificial sources.
  - c) light that is too colourful.
  - d) excessive darkness that reduces the effect of light.





5. Light pollution is the most reversible form of pollution because
  - a) by switching off the unnecessary lights, we can reduce the pollution.
  - b) we can control it by reducing air pollution.
  - c) it doesn't occur when there is power shortage.
  - d) it is not a serious kind of pollution.

**B2**

**Answer the following questions.**

1. Why do the flavours of city night never ebb?
2. Why is the loss of the night tragic?
3. Satellite light maps of the Earth at night show parts of India as bright as the USA or western Europe. True or false?
4. Why is it important to reclaim the magic of night?

**B3**

**Fill in the table using relevant information.**

vast expanse of the starlit sky    twinkling little stars    shooting stars  
 a patch of the grey sky    pale moon seen through haze  
 hooting of airplanes    stars almost invisible    croaking of frogs  
 fragrance of flowers filling the air    honk of traffic  
 fumes of speeding vehicles    the magic of a moonlit night

as seen/heard/smelt by Mira	as seen/heard/smelt by Natasha
quiet and peaceful night	floodlights that remove darkness
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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# C

**C1**

## Think

**Think carefully and answer in detail.**

1. What are the consequences of light pollution?
2. What is the importance of complete darkness during night time?
3. What could be the fallout of having more dark spaces in a city?



## D

## Language in Use

### Vocabulary

#### British and American English

English is spoken in several countries of the world. The most internationally prominent varieties of English are British English and American English. For historical reasons British English is more common in India though the American variety is now getting popular through television and the Internet. English newspapers and other periodicals in India use the British variant, and so do our educational books including this textbook.

British English and American English differ in spelling, pronunciation, vocabulary and grammar, though in a minor way in most cases.

Look at the following lists of differences between British and American English in vocabulary and spelling.

vocabulary	
British English	American English
lift	elevator
pavement	sidewalk
rubber	eraser
underground	subway
cinema	movie theater
flat	apartment
ground floor	first floor
trousers	pants
doctor	physician
flyover	overpass

spelling	
British English	American English
centre	center
theatre	theater
programme	program
fibre	fiber
dialogue	dialog
travelled	traveled
plough	plow
tyre	tire
grey	gray
cosy	cozy

#### D1. Match the cards

Divide the class into groups of four. Your teacher will give a set of cards with British and American words written on it to each group. Shuffle the cards and arrange them face down on a table. A student in each group will turn over two cards. If they match, the student keeps the words and tries again. If they do not match, he/she puts the cards back where they were and the game passes to the next student. When all the word pairs have been taken, the student with the most cards in the group wins.





**D2** Complete the following table with the help of a dictionary.

Differences between British and American English			
vocabulary		spelling	
British English	American English	British English	American English
	gasoline		mustache
vest		cheque	
maize			fulfill
torch			humor
	datebook	skilful	
	movie	quarrelled	
dustbin		draught	
autumn		towards	
	truck		catalog
storey		practise	
	bill		analyze

## Grammar

### Relative Clauses

The industrialist *who is the chairman of the company* attended the programme.  
(which industrialist?)

It is a quiet, peaceful place *where days are full of sunlight*. (which place?)

A child *who has lived all its life in an apartment block* is unaware of the magic of a moonlit night. (which child?)

The relative clauses shown in italics in these sentences identify which person, place or thing we are talking about.

A relative clause is a subordinate clause, which specifies or gives information about a person or thing. It is connected to its main clause by a relative pronoun or a relative adverb.

The relative pronouns in English are *who, whom, whose, which* and *that*.

The relative adverbs are *when* and *where*.



		refers to	example
relative pronouns	who	people	Call the artist who painted this picture.
	whom	people	The painter whom we called was not at home.
	whose	people and things	Anirudh is the painter whose painting we bought.
	which	things	The painting which the industrialist bought was worth ₹5 million.
	that	things	The painting that Sagar had made was sold for ₹20,000.
relative adverbs	where	place	The house where the poet lived was turned into a museum.
	when	time	I remember clearly that day when we bought that landscape painting.

**D3** Read this passage. Fill in the blanks with *who/whose/which/that*. One has been done as an example.

People who care for the environment have to think seriously about the tragedy of light pollution. Light and night is a dangerous cocktail in the natural world. Artificial night light, \_\_\_\_\_ can baffle even the most seasoned of creatures, plays havoc in the lives of those creatures \_\_\_\_\_ survival depends on natural light. Take for example, its effect on the turtles \_\_\_\_\_ nestle along the coast. Nesting turtles as well as hatchlings, \_\_\_\_\_ have just come out of the shells, are attracted to light. But often the intensity of artificial light, \_\_\_\_\_ floods the port or resort area, makes the female turtles wary and they get confused. The case of the hatchlings, \_\_\_\_\_ see the world for the first time, is worse. Their survival, \_\_\_\_\_ is crucial at this stage, depends on their reaching the sea as soon as possible. In the starlight, water \_\_\_\_\_ appears lighter than land attracts them and the hatchlings head straight for the sea, \_\_\_\_\_ is their lifesaver. But in the present age of light pollution \_\_\_\_\_ has invaded our lives the dazzling lights of ports and resorts attract the turtles and they head inland, \_\_\_\_\_ is their deathtrap, with disastrous consequences for the species. Environmentalists \_\_\_\_\_ are trying to save the endangered species are worried about turtles.

There are two types of relative clauses:

1. restrictive relative clause (also called 'defining relative clause')
2. non-restrictive relative clause (also called 'non-defining relative clause')

A restrictive clause gives essential information about a noun or noun phrase that comes before it.

Natasha met the doctor *who had treated her earlier*. (which doctor?)

She took the medicine *that was prescribed last week*. (which medicine?)

A non-restrictive clause gives extra information that could be left out without affecting the meaning of the sentence. A non-restrictive clause is normally introduced by *who/whom, which,*



or *whose*. Non-restrictive relative clauses always have a comma before them. They will have a comma after them if they are followed by other parts of the same sentence.

Dr David Paul, *whose hospital is in the old city*, comes to this clinic thrice a week.  
 Natasha met Dr Paul, *who is their family doctor*.  
 She took some red-coloured syrup, *which had a sour taste*.

The relative pronoun *that* is not used in non-restrictive relative clauses.

This temple, ~~*that*~~ *which* was built in the twelfth century, has three thousand pillars.  
 Naren's new mobile phone, ~~*that*~~ *which* works on solar power, is a gift from his uncle.

#### D4 Complete the following sentences using non-restrictive relative clauses of your own.

1. Hindi, \_\_\_\_\_, is spoken in many parts of northern India.
2. Last week my uncle moved into his new flat, \_\_\_\_\_.
3. The little coastal town called Pelota, \_\_\_\_\_, is now an industrial city.
4. Further details about this project, \_\_\_\_\_, can be included later.
5. A.R. Rahman, \_\_\_\_\_, has worked on several international projects.



#### D5. Guessing game

Divide the class into groups of four or five. Your teacher will give each group a set of cards. All the groups will play the game in turns. Shuffle the cards and place them face down in a pile on a table. A student from a group will pick up a card and describe the word on it using a relative clause without revealing the word itself. The group member who guesses the word correctly first gets to keep the card. Each student will take turns to pick a card from the pile and describe it. The student with the most cards at the end of the game wins.

Make sure to use the relative pronouns *who*, *whom*, *whose*, *which*, *that*, and relative adverbs *when* and *where* when describing the words.

## E

### Interact

#### Listening

#### E1 Listen to the talk by an environmentalist and answer the following questions.

1. Are oceans the only places which have water?
2. Why do we need to conserve water when there is so much of it around?
3. Why is desalination not an option?
4. Why can we use only one per cent of all the water on Earth?
5. Where does the fresh water we use come from?



## Speaking

A debate is a discussion about a subject on which people have different views. While you participate in a debate and speak about a topic, you maintain a consistent stance on that particular matter and stick to it.

Since a debate is basically a speech, follow the conventions of speech-making, such as greeting the presiding person, judges and the audience. The speech should have a formal introduction and conclusion. Define and introduce the topic. Give four or five points and elaborate those points, citing reliable examples and statistics. A debate should have convincing arguments, presented in a logical manner with fluency and accuracy. Avoid controversial arguments and incorrect statements.

For example, the topic 'Life in a city is mechanical' can be dealt with in two ways.

In favour: Yes, it is mechanical. What is a mechanical life? Why is it so? Give four or five points in support of the statement.

Against: No, it is not mechanical. Why? Give four or five points to prove it is exciting.

E2

**Organize classroom debates on the following topics moderated by your teacher.**

1. All of us are responsible for climate change.
2. Light pollution is not as serious a problem as other kinds of pollution.

F

## Express

### Making a Poster

The purpose of a poster is to inform, educate and create awareness.

1. It gives complete information and answers the questions: *what, who, when, where, why* and *how*.
2. It is a brief piece of writing. So it must be clear.
3. It should read well. So highlight the important points.
4. A suitable visual to convey the message attracts the attention of readers.
5. A catchy slogan makes the poster more effective.
6. It should have the name and address of the people who are issuing it.

F1

**Imagine you are a member of your school's eco club. On behalf of the World Wild Fund for Nature (WWF), you wish to request everyone in your school to observe Earth Hour on a particular date in the current year by switching off non-essential lights at 8.30 p.m. for an hour. Prepare a poster for Earth Hour to be displayed in your school.**



## G

## Learn by Doing

G1

### Endangered species

Prepare a PowerPoint presentation on the endangered species of our country. Collect information and pictures from the Internet and other resources.

Keep the following questions in mind while creating the presentation.

- What are endangered species?
- How many endangered species are there in India? Include information on some specific animals with pictures.
- Why are these species endangered?
- What can be done to protect these species?

G2

### A marine conservationist speaks



Imagine you are a marine conservationist. You were witness to the hatching of Olive Ridley turtles in Odisha and you want to share that experience. In groups of four, narrate the experience of anticipating the hatching, then watching thousands of baby turtles take to the sea. Take turns to narrate different parts.



# Forest Fires

Someone dropped a burning match  
**Unheeded**<sup>1</sup> by the way;  
It caught on fire some underbrush;  
Its user did not stay.  
From grass to brush, from brush to tree,  
So **stealthily**<sup>2</sup> it ran,  
That no one ever guessed or knew  
Just where that fire began.

Someone built a campfire  
And failed to put it out.  
A breeze came and quickened;  
The **embers**<sup>3</sup> spread about;  
And soon the woods were **blazing**.<sup>4</sup>  
The fire spread and spread;  
The trees that took long years to grow  
Stand blackened now and dead.

Someone saw a little fire  
As he was passing by.  
He did not stop to put it out;  
He did not even try.  
He had not started it, of course;  
He had no time to spare;  
That it might start a forest fire  
He did not even care.

*Myrtle Barber Carpenter*

<sup>1</sup>. not noticed

<sup>2</sup>. quietly and secretly

<sup>3</sup>. live pieces of coal or wood

<sup>4</sup>. bursting into flame



## A

## Reflect

A1

Based on your reading of the poem, think carefully about the points given below and form your own views.

1. A matchstick or a campfire that is not fully extinguished can lead to a major disaster.
  - Can you think of something small and negligible that can have a tremendous effect on everything around it? Remember, the effect can be either positive or negative.
  - Have you ever been affected by someone's careless actions or words?
2. While the matchstick and campfire lead to the forest fires, the people who left them behind may not even have realized the consequences of their actions.
  - Do you think it is possible that others suffer the consequences of your actions or words? How important is it to be careful about every word you say or everything you do?
  - Find out the precautions against a wildfire.

## B

## Understand

B1

Complete the following sentences.

1. The two possible origins of the forest fire are . . .
2. The person who threw the burning matchstick was careless because . . .
3. The phrase 'so stealthily it ran' describes . . .
4. The speaker feels sad to see . . .
5. The speaker wonders why . . .

B2

Answer these questions.

1. How did the forest fire spread?
2. Mention three reasons why someone who saw the fire did not put it out?

## C

## Think

C1

Think carefully and answer in detail.

1. In the last stanza, the poet mentions that someone saw a little fire but did not stop to put it out. Even though he was not the one who had started the fire, do you think he is still responsible for the consequences?



2. What is the importance of forests? In what ways, other than fires, are forests getting destroyed? How can the destruction of forests be stopped?

# D

## Language in Use

### Sounds and Pronunciation

**D1** Read aloud the words in each series paying attention to the vowel sound represented by the letters in red. Add three more words that have the same sound and underline the relevant letter(s).

- |                                 |       |       |       |
|---------------------------------|-------|-------|-------|
| 1. some, brush, <b>just</b> ,   | _____ | _____ | _____ |
| 2. <b>way</b> , stay, failed,   | _____ | _____ | _____ |
| 3. spread, <b>guess</b> , dead, | _____ | _____ | _____ |
| 4. spare, care, wear,           | _____ | _____ | _____ |
| 5. burn, turn, <b>earth</b> ,   | _____ | _____ | _____ |
| 6. tree, deep, seat,            | _____ | _____ | _____ |
| 7. took, to, hook,              | _____ | _____ | _____ |
| 8. long, drop, not,             | _____ | _____ | _____ |

**D2** Divide the following words correctly into syllables.  
(You can go back to the section 'Sounds and Pronunciation' in the lesson 'In the Bazaars of Hyderabad' to brush up syllabic division.)

- |            |         |           |
|------------|---------|-----------|
| someone    | ember   | out       |
| burning    | began   | by        |
| heeded     | about   | ran       |
| underbrush | put     | blacken   |
| stealthily | quicken | carpenter |
| campfire   | passing | blazing   |

**D3** Use a dictionary and mark the stress in the words in D2. Then practise speaking these words with proper stress.

# E

## Learn by Doing

**E1** A student acts as a newsreader and reads out the following news report. Others will listen to the news item and do the exercise.



## FIRE ENGULFS BUSH FOREST

New Delhi: About three acres of bush forest was damaged in a fire that broke out in the ridge area of New Delhi on Saturday. The fire, which began around 10 a.m., raged for over two hours. The fire damaged the green cover and destroyed the bushes and shrubs in the area.

There have been several incidents of forest fire in the last few months alone and high vigil is required. According to the local people, smoking in the forest area and throwing cigarette stubs or lit matchsticks on dry grass or bush are said to be the primary reasons for such fires. The ridge forest, known to be the lungs of the city, is critical for the sustenance of life in the capital city.

Now enact a TV discussion with 4 panellists, role-played by students. Each panellist should contribute to the discussion by talking about relevant topics related to the theme. For example,

Panellist 1: 'In recent times this is the fifth incident of bush fire in this region. Don't we need to ...'

Panellist 2: 'This is a global problem linked to climate change ...'

### E2 Write a notice according to the directions.

St Xavier's School is organizing a Tree Plantation Week in the first week of July. The students of the middle school will be part of this project. Every student will be given saplings, which he/she will plant alongside the school compound wall and take care of till they grow up to a certain height.

### E3 Research activity

Do research on 'human impact on the environment'. Read the newspaper, magazines and other sources of information and identify news items that deal with the environment and the damage caused to it by human intervention. Also collect information from the Internet and write an article about all that you have learnt.

### E4 A forest conservation campaign

Imagine you are Ranjit Singh, a forest officer. You are worried about forest fires in your region due to the irresponsible habits of local people and tourists, who often throw lighted matchsticks around. You wish to organize a meeting with the residents of the area and encourage public participation in the Forest Conservation Campaign. The objective is to form a committee to educate local people and tourists about forest conservation.

Create a project plan listing the goals, members and their responsibilities, planned activities, schedules and costs.



# A Good Deed Comes Round

*An autobiography is an account of a person's life and experiences written by that person. It is usually written in the first person. The author often chooses to highlight those life-events which have had a lasting impact on him or her, while ignoring the less important ones. An autobiography is thus a window to the author's life.*

*In this lesson, you will read an extract from Peter Godwin's autobiography.*



Growing up in Africa, the son of English **settlers**,<sup>1</sup> I often accompanied my mother, a doctor, on her rounds. We went in her car, which was like a mobile clinic. It was fitted with a medical chest with a wonderful array of equipment: **glinting**<sup>2</sup> **scalpels**,<sup>3</sup> cotton **swabs**,<sup>4</sup> dozens of pill bottles and tubes of ointment. We covered hundreds of kilometres around Melsetter village, in the rural eastern highlands of what was then Southern Rhodesia.

All of life was there, and sometimes death. My mother's single biggest lifesaver was her vaccination programme, which was close to her heart. Grand tours to **inoculate**<sup>5</sup>

people against smallpox, diphtheria, tuberculosis and polio became part of our dry-season routine.

Our journey took us high up towards the glittering granite Chimanimani mountains. These bordered the most remote, unexplored part of Mozambique, where a **guerrilla war**<sup>6</sup> against the colonial Portuguese was under way.

We had sent word ahead, and when we arrived, thousands of the local Ndaou people had gathered – most of them from across the border. We weren't supposed to vaccinate the Mozambicans, but my mother felt it made sense to because the Ndaou crossed the border so freely.

<sup>1</sup> people who go to live in a new country or region

<sup>2</sup> shining

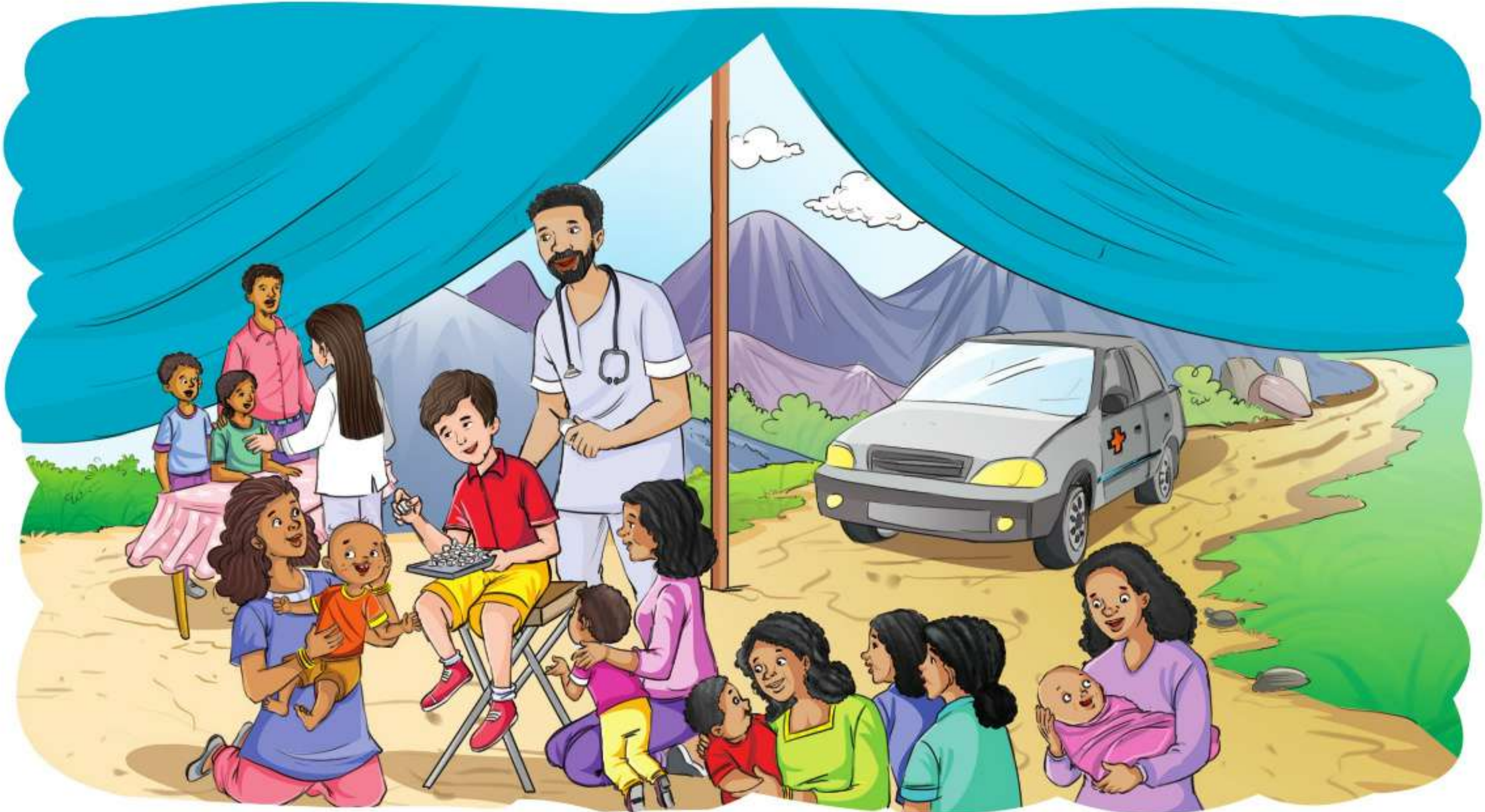
<sup>3</sup> small sharp knives used by surgeons during operations

<sup>4</sup> pieces of soft material used for clearing wounds

<sup>5</sup> inject medicine as protection

<sup>6</sup> a method of fighting in small groups against the government





I helped with the polio vaccine for the children. I had a tray of sugar lumps and would give one to each person. Behind me came a health assistant with a bottle of vaccine. He would squeeze a drop of the bright pink solution into each lump. Then I'd call for 'tongues out' and march down the line, checking that the children had all swallowed.

My biggest problem was to prevent them from coming round again to get a second sugar lump.

Those were the days of relative peace. But as I came into manhood in the 1970s, the war for black majority rule **escalated**<sup>7</sup> in Rhodesia. Our district with its long border with Mozambique was **devastated**.<sup>8</sup> Nearly every farm was attacked. For almost ten years humans never ventured into the vast **minefield**<sup>9</sup> near the mountains at all.

I left for England. I tried to forget Africa, to dismiss my homeland, now renamed Zimbabwe, as a place with too many brutal, violent memories, a place of death.

I took up journalism, and began working for the London *Sunday Times*. In 1986 the paper assigned me to South Africa, where the black townships were in flames on a daily basis. It was from my base in Johannesburg that I ventured back to Mozambique for the first time since my childhood.

---

*For almost ten years humans never ventured into the vast minefield near the mountains at all.*

---

<sup>7.</sup> increased rapidly

<sup>8.</sup> destroyed; laid waste

<sup>9.</sup> an area of land where mines (bombs placed underground) are hidden





By then, Mozambique had been **battered**<sup>10</sup> by decades of war and famine. It was said to be the poorest country in the world. The Marxist government was itself struggling against a new generation of **rebels**.<sup>11</sup>

It was widely reported that the Mozambique rebels had bases in neighbouring Malawi, though no one had any proof. Malawi normally banned foreign journalists. But taking advantage of a tour by Prince Charles, I slipped in as part of the official press **entourage**.<sup>12</sup>

I soon split off from the group and headed south. For a day and a half, I drove along the Mozambique border, speaking to locals and missionaries. Finally, in the middle of the second day, I stopped at a trading store.

The interior was almost black after the bright sun outside. I asked the storekeeper if he ever saw rebels on this side of the border. My eyes got used to the darkness just in time to see his wide smile disappear. From the furthest corner I heard metallic chinking.

‘Who wants to know?’ asked a deep voice.

In the corner were six men **swathed**<sup>13</sup> in **bandoleers**<sup>14</sup> of **ammunition**,<sup>15</sup> with dull brown grenades **dangling**<sup>16</sup> from their **webbing**.<sup>17</sup> Russian Kalashnikov rifles were propped against the wall. A rocket launcher was laid across a concrete table as the men drank soda.

‘You coming with us,’ said one of the men, ‘back to our base.’

And with that they all got up to leave, their **ironmongery**<sup>18</sup> clanking.

We **trudged**<sup>19</sup> south through **scrub**.<sup>20</sup> The patrol’s English speaker **veered off**,<sup>21</sup> and I was left with five heavily armed guerrillas and no way to communicate. They were led by a **thuggish**<sup>22</sup> **sergeant**<sup>23</sup> who, despite the intense heat, wore a fleece-lined Russian aviator’s hat with furry earlaps that dangled to his shoulders like **spaniel**<sup>24</sup> ears.

At every rebel encampment we passed, I sensed the story of my capture being **embellished**.<sup>25</sup> I had been armed. I had resisted. I was a spy. Sometimes the story was accompanied by cuffs and kicks.

<sup>10.</sup> struck with repeated blows

<sup>11.</sup> people fighting against their government

<sup>12.</sup> a group of people who travel with an important person

<sup>13.</sup> wrapped

<sup>14.</sup> broad belts worn across the body for carrying bullets

<sup>15.</sup> a supply of bullets, etc.

<sup>16.</sup> hanging loosely

<sup>17.</sup> a strong narrow closely woven fabric used for belts

<sup>18.</sup> tools and equipment made of metal

<sup>19.</sup> walked heavily with effort

<sup>20.</sup> small bushes and trees

<sup>21.</sup> changed direction

<sup>22.</sup> with the manners of a criminal

<sup>23.</sup> a middle-ranking army officer

<sup>24.</sup> a breed of dogs

<sup>25.</sup> made more interesting



I started to worry that the red-eyed sergeant might shoot me to impress his comrades.<sup>26</sup>

On the second day we finally reached their base. I was presented to the camp commander, a small man in olive fatigues.<sup>27</sup> As he listened to the long report of my capture, his dinner arrived. I was ordered to wait.

Until now I had not understood the languages they were speaking – a mixture of northern Mozambican and Malawian dialects<sup>28</sup> interspersed with phrases of Portuguese. But now I distinctly heard the commander give orders to his servant in chiNdau, a dialect used by the Ndau people.

I listened a little longer to be sure, and then tentatively<sup>29</sup> greeted the commander in what I could remember of chiNdau.

He was amazed.

‘Where did you learn this language?’ he asked. I told him I had lived in Chimanimani mountains, on the Rhodesian side, as a boy.

‘What is your family name?’ he asked.

‘Godwin.’

‘Godwin,’ he said thoughtfully, turning over the name. ‘Was your mother the doctor on that side?’

‘Yes,’ I said. ‘She was the government medical officer for the Melsetter district.’

He smiled and shook his head, and put out his hand for an African handshake.

‘She was the one who vaccinated me when I was a child.’ Pulling up his sleeve, he showed me a small vaccination scar on his shoulder.

‘Did you ever go with your mother to help her?’ he asked.

I nodded.

‘Yes,’ he said. ‘You gave me the sugar medicine. I remember now. We put out our tongues and you came down the row with a tray of lumps and put one on each tongue.’

‘Look now,’ he said. ‘I grew up strong.’

In a few minutes I had been elevated<sup>30</sup> from hostage to honoured guest. I was ushered to a seat at the commander’s right hand. My capturing sergeant had melted away.



*‘Was your mother the doctor on that side?’*

<sup>26.</sup> companions in a battle

<sup>27.</sup> (here) a soldier’s uniform

<sup>28.</sup> forms of a language spoken in specific regions

<sup>29.</sup> hesitantly

<sup>30.</sup> raised to a higher position





The following day I was returned to Malawi. At the border my escort handed back the items they had **confiscated**.<sup>31</sup> Before they left, they insisted on a formal group photograph: four rebels and me, the sergeant still wearing his furry flying hat, his arms resting on my shoulder in an act of possessive **camaraderie**.<sup>32</sup>

I have the photo still – a **testament**<sup>33</sup> to the permanence of good deeds.

*Peter Godwin*

<sup>31.</sup> *taken away*

<sup>32.</sup> *good fellowship*

<sup>33.</sup> *proof*

**Peter Godwin**, born in 1957, is a Zimbabwean author and journalist, best known for writing about the politics of his homeland Zimbabwe. He is also a screenwriter, documentary filmmaker, and former human rights lawyer. He is currently based in Manhattan, New York.

# A

## Reflect

A1

Based on your reading of the text, think carefully about the points given below and form your own views.

1. The author in the story helped his mother as a young boy. He did not know that this small act would help him out later in life.



- Have you ever benefitted from a good deed done by someone else? How did you respond to it?
  - Have you ever enjoyed the benefits of a good deed done a long time ago?
2. The group of Mozambique rebels who abducted the author immediately treated him differently when they realized who he was.
    - Do you think someone can be both good and evil at the same time?
    - Have you met someone or known someone who was not good to you in the beginning but later changed their attitude?
  3. The author and his mother helped to vaccinate people against polio.
    - Find out more about the polio virus. Learn about how it is transmitted, its symptoms and the steps that are taken against it.

## B

## Understand

B1

**Arrange the following statements in order to make a paragraph. The first sentence has been given.**

- That person would squeeze a drop of the bright pink solution into each lump.
- He would check that the children had all swallowed the lump.
- Behind him came a health assistant with a bottle of vaccine.
- He would march down the line.
- The boy had a tray of sugar lumps.
- Then the boy would call for 'tongues out'.
- He would give one sugar lump to each person.
- He helped with the polio vaccine for the children. . . .

B2

**Choose the correct answer.**

1. The writer tried to forget his homeland because
  - a) it was far from where he was working.
  - b) it was a place with too many brutal, violent memories.
  - c) he could not visit it for a long time.
  - d) there was a war going on in that place.
2. The writer was able to go back to Malawi because
  - a) the newspaper had sent him to South Africa on an assignment.
  - b) he was going with Prince Charles.
  - c) he could slip in as part of the official press entourage of the visiting dignitary.
  - d) he wanted to visit the place of childhood memories.



3. The writer was captured
  - a) at the border.
  - b) as he was driving.
  - c) as he was speaking to locals and missionaries.
  - d) at a trading store.
4. The writer's captors did not tell others that
  - a) he had been armed.
  - b) he had resisted.
  - c) he was a spy.
  - d) he was a journalist.
5. The writer understood
 

a) Mozambican dialect.	c) phrases of Portuguese.
b) Malawian dialect.	d) chiNdau.

B3

**Answer these questions.**

1. 'In a few minutes I had been elevated from hostage to honoured guest.' How did that miracle happen?
2. Why does the writer say that the photo is a testament to the permanence of good deeds?

C

C1

## Think

**Think carefully and answer in detail.**

1. What goes around comes around. Do you think this is always true? Discuss.
2. What do you think the commander's thoughts and feelings were before and after he found out that the captive was the son of the doctor who vaccinated him and his people?

D

## Language in Use

### Vocabulary

Read the sentence.

My mother's single biggest lifesaver was her vaccination programme, which was *close to her heart*.

This means that her vaccination programme was *of deep interest and concern* to her.



D1

Study these phrases with the word *heart* and the meaning of each. Then complete the sentences below.

heart and soul – with a lot of energy and enthusiasm  
 at heart – in one's real nature  
 by heart – from memory  
 close/dear to one's heart – of deep interest and concern  
 from the bottom of one's heart – with sincere feeling  
 have a heart – show pity  
 have a heart of gold – have a generous nature  
 lose heart – become sad and depressed  
 take something to heart – take criticism seriously  
 do not have the heart (to do something) – do not do something because it may make someone unhappy

1. He did not \_\_\_\_\_ to turn those hungry people away.
2. By helping the poor, the old gentleman proved that he was good \_\_\_\_\_.
3. Naresh started his music practice \_\_\_\_\_.
4. Charity is something very \_\_\_\_\_.
5. Shalini learned the poem \_\_\_\_\_ and recited it.
6. Hearing his words of criticism Sophia \_\_\_\_\_.
7. Malavika is a millionaire and \_\_\_\_\_.
8. His friend told him, 'Come on, \_\_\_\_\_!'
9. He offered his apology \_\_\_\_\_.
10. Santosh said, 'Elizabeth, that was a joke, don't \_\_\_\_\_ it \_\_\_\_\_.



## D2. Match the cards

Divide the class into two teams. Your teacher will give each team two sets of cards – one will have expressions with the word *heart*, the other their meanings. Students have to find the person whose card matches their own as soon as possible. The team whose students find their pairs the fastest wins.

## Grammar

### Causative Verbs

Read the following sentences paying attention to the uses of the verbs *have* and *get*.

The sergeant *got* the journalist captured.

He *had* him released later.

Nilesh *had* his car repaired yesterday.

He should *get* it painted also.



These sentences mean that someone caused some action to be performed rather than doing it himself/herself. *Have* and *get* in this usage are called causative verbs. The grammatical structure of a sentence with a causative verb will be this:

subject	+	appropriate form of <i>have/get</i> (as any other main verb)	+	object	+	past participle of the verb describing the action	+	other parts of the sentence
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Causative verbs shift the focus from the doer of the action to the person who causes the action to be done, and to the action itself.

1. The sergeant got the journalist captured = The sergeant ordered his men to capture the journalist. + His men captured the journalist.
2. Nilesh had his car repaired yesterday = Nilesh took his car to the mechanic yesterday. + The mechanic repaired it.

In the examples above the important pieces of information are:

1. a) The sergeant wanted to capture the journalist.  
b) The journalist was captured.
2. a) Nilesh wanted his car repaired.  
b) His car got repaired.

To the listener or reader of sentences 1 and 2, these pieces of information are irrelevant, obvious or uninteresting:

1. It was the men who worked on behalf of the sergeant who captured the journalist.
2. It was the mechanic who repaired Nilesh's car.

Causative *have* and *get* can be used interchangeably. The differences between them are:

1. *Have* is more formal than *get*.
2. *Get* is more common in orders, requests and suggestions.

### D3 Rewrite the following sentences using *have* or *get*.

1. The electrician changed the socket in Nafisa's kitchen.
2. The hairdresser cut my hair in a new style.
3. My trousers are being dry-cleaned.
4. The teacher cancelled the class as ordered by the principal.
5. The shopkeeper recharges the taxi driver's mobile phone every day.

### D4 Write sentences using causative *have* or *get* based on the clues below.

1. dentist – take out teeth
2. mason – build a wall
3. police chief – arrest the corrupt minister
4. captain – replace the goalkeeper
5. the company – open new office



### D5. Role-play

The whole class will play a role-play game together. Your teacher will give everyone a role card which you must not show to anyone else. You will role-play as professionals. Take a minute to understand what your job title means, and to see which services you need. You have to find and make an appointment with the other students for the services mentioned on your role card. Find the specific people who can help you. Make sure to use causative verbs *have* and *get* when making enquiries. Be as creative or witty in your enquiries as you can. The first five students to make all their correct appointments first, both in receiving and giving services, win the game.

Example:

Can you help me to *get* my phone fixed? It keeps hanging.

I need to *have* my eyes examined. I'm having trouble seeing things clearly.

# E

## Interact

### Listening

E1

Rajesh is showing an old photograph of his and describing his holiday on a sea beach where, as a little boy, he went with his cousins. Listen to the conversation among the classmates and fill in the blanks.

Mahesh : Where was the photo taken?

Rajesh : \_\_\_\_\_

Manish : Who are you with in the photo?

Rajesh : \_\_\_\_\_

Mahesh : Who took the picture?

Rajesh : \_\_\_\_\_

Vijay : How old were you at that time?

Rajesh : \_\_\_\_\_

Mahesh : What were you doing?

Rajesh : \_\_\_\_\_

Manish : How did you feel at that time?

Rajesh : \_\_\_\_\_

Mahesh : Could you swim?

Rajesh : No, \_\_\_\_\_

Mahesh : What were you wearing?





Rajesh : \_\_\_\_\_

Vijay : Why is the photo special to you?

Rajesh : \_\_\_\_\_

E2

**Listen to a passage on Zimbabwe and answer the following questions.**

1. Which countries does Zimbabwe share borders with?
2. What does 'landlocked' mean?
3. What is Zimbabwe named after?
4. Who colonized Zimbabwe?
5. Which company conquered the land before it became a British colony?
6. Until which year was Zimbabwe a British colony?
7. How long did the guerrilla war last?
8. What was Zimbabwe once known as?
9. In which year was the Republic of Zimbabwe established?
10. Who was the first prime minister of Zimbabwe?

## Speaking

E3

**Narrate any hilarious incident from the past that is fresh in your memory. Remember to use connectors like *and, but, however, before that, after that, then, in the end, incidentally and eventually* as appropriate.**

F

## Express

F1

**Peter Godwin talks about being part of an inoculation programme. Countries worldwide undertook a massive vaccination drive against Covid-19 in recent years. Write an essay of 500 words on the vaccination programme run by India.**

G

## Learn by Doing

G1

### Conflict zones

Do some research and find out about regions across the world where conflicts and civil wars have occurred or are occurring within a country. Make a study of one such case. Try to understand why the conflict occurred and what its consequences have been. How has the conflict affected the lives of the people? Has there been humanitarian aid involved – if yes, in what capacity? Collate the information and write an article about your findings.







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