



HONEYDEW

English Reader

HONEYDEW

English Reader

Class - 8



State Council of Educational Research & Training
Andhra Pradesh



Class

8

Free distribution by Samagra Shiksha, Government of Andhra Pradesh



सत्यमेव जयते

CONSTITUTION OF INDIA

Preamble

**WE, THE PEOPLE OF INDIA, having
solemnly resolved to constitute India into a
SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC
and to secure to all its citizens:**

JUSTICE

Social, economic and political;

LIBERTY

of thought, expression, belief, faith and worship;

EQUALITY

**of status and of opportunity; and to
promote among them all**

FRATERNITY

**assuring the dignity of the individual and the unity and
integrity of the Nation;**

**IN OUR CONSTITUENT ASSEMBLY
this twenty-sixth day of November, 1949, do
HEREBY ADOPT, ENACT AND GIVE TO
OURSELVES THIS CONSTITUTION**



FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence.
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children. • Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education. • No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time. • Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

Honeydew

Textbook in English for Class VIII



0854



State Council of Educational Research & Training
Andhra Pradesh



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**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panhati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shveta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Assistant Production Officer : Deepak Jaiswal

Cover, Layout and Illustrations
Blue Fish

Photographs
Nimisha Kapoor



Text Book Development Committee

Sri Praveen Prakash IAS
Principal Secretary to Government
Department of School Education, AP

Sri. S. Suresh Kumar IAS
Commissioner of School Education, AP

Sri. B. Srinivasa Rao IAS
State Project Director, Samagra Shiksha, AP

Sri. K. Ravindranath Reddy MA., B.Ed.
Director, Government Textbook Press, AP

Dr. B. Pratap Reddy MA., B.Ed., Ph.D.
Director, SCERT, AP

Programme Co-ordinators

Dr. G. Kesava Reddy
Prof. C&T, SCERT, AP

Smt. V. Swarnalatha
Lecturer, C&T, SCERT, AP

Subject Co-ordinator

Smt. G. Sudha Lakshmi
Faculty, SCERT, AP



Asst. Subject Co-ordinator

Smt. T.L. Sailaja
Faculty, SCERT, AP

Technical Co-ordinator

Dr. Ch.V.S. Ramesh Kumar
Faculty, SCERT, AP

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Textbook Development Committee (NCERT)

CHAIRPERSON, ADVISORY COMMITTEE IN LANGUAGES

Professor Namwar Singh, formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

CHIEF ADVISOR

R. Amritavalli, Professor, *English and Foreign Languages University*, Hyderabad

CHIEF COORDINATOR

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Beena Sugathan, *PGT (English)*, Loreto Convent, Delhi Cantonment, New Delhi

Madhavi Gayathri Raman, *Lecturer*, English and Foreign Languages University, Hyderabad

Rooma Palit, *PGT (English)*, Delhi Public School, Nalcognar Angul, Orissa

Shyamala Kumaradas, (formerly of CIEFL), Hyderabad, 3C Sheetal Haven, Peringavu, Trichur

MEMBER-COORDINATOR


Nasiruddin Khan, Former *Reader in English*, Department of Education in Languages, NCERT, New Delhi

Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centered system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of

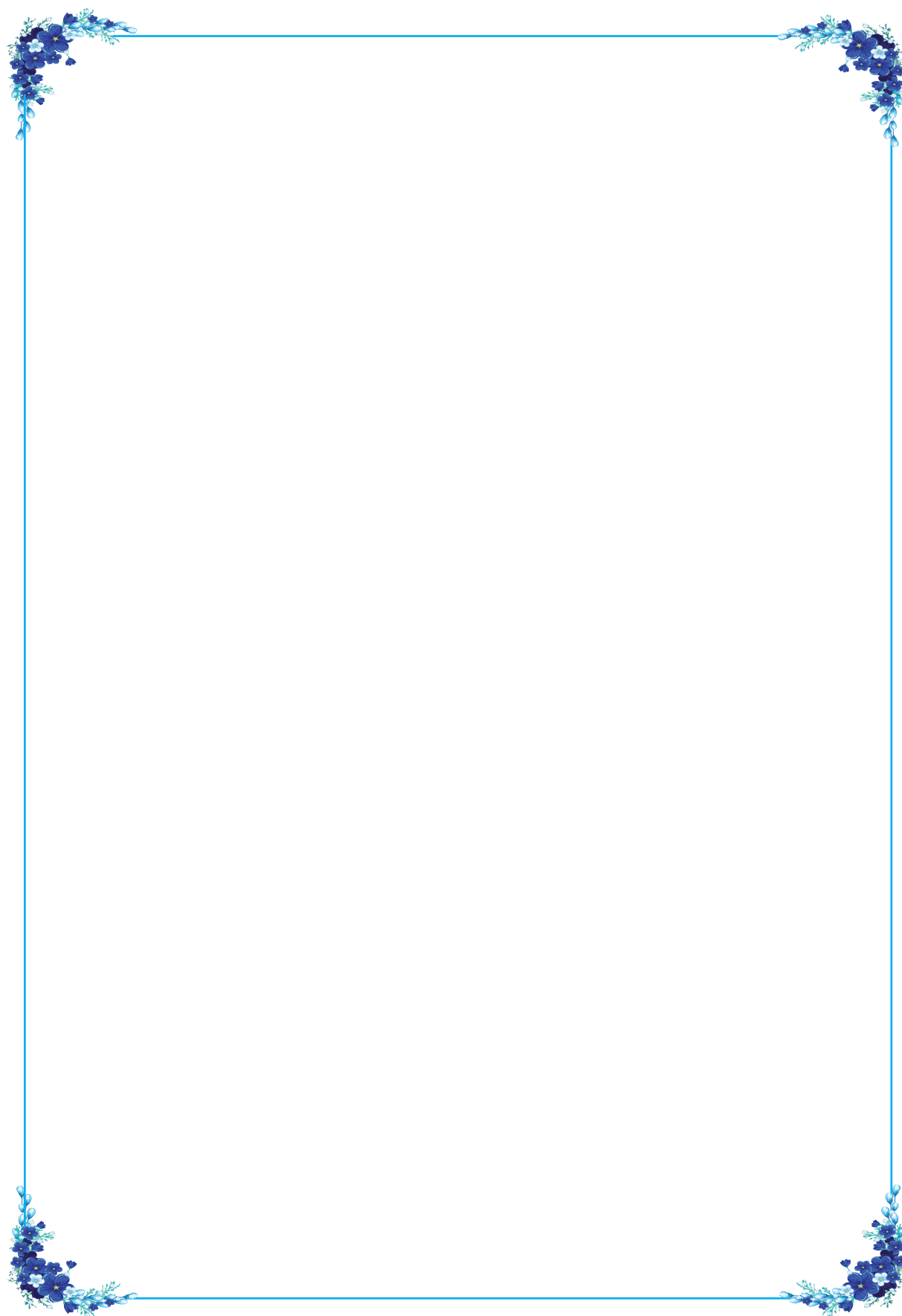


stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory committee in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi
30 November 2007

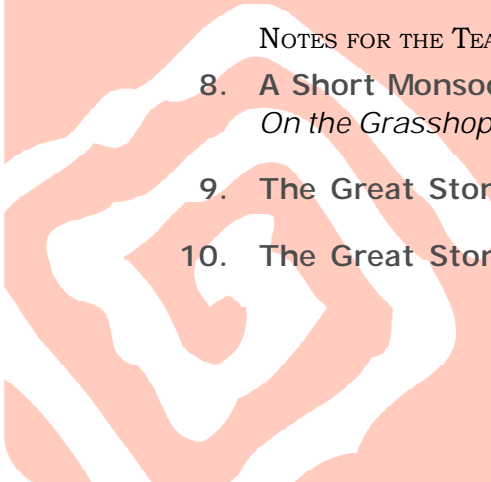
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Notes for the Teacher



General

- ❖ Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- ❖ Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- ❖ Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- ❖ Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- ❖ Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- ❖ Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- ❖ Build on the exercises given in the textbook and design more tasks/activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- ❖ Promote reading habits through story reading (not merely teaching stories as texts), story retelling, choral reading, shared reading, etc.
- ❖ Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.
- ❖ Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.
- ❖ Advertisement is also literary genre. You will find that some advertisements have been given on the inner covers of the textbook. Have a discussion in the class on these concerns.



You may ask them to do a project on these social issues and concerns. Such as educating the girlchild, environment protection.

- ❖ Encourage learners to tell new stories, narrate anecdotes, compose short poems in English or their own language, talk about pictures, illustrations in the book and cartoons in newspapers/magazines. Don't get anxious about the errors they will make. Constant exposure, practice and correction in the form of feedback will help them improve themselves by and by.
- ❖ Every page has a column for words and meanings. Encourage children to write down other words they find difficult, along with their meanings, in this column.



UNITS 1-3



The Best Christmas Present in the World

Some suggestions given below are applicable to all prose lessons in the book.

- ❖ A war story against the backdrop of Christmas, a festival marked by family reunion, exchange of presents and universal bonhomie. Connie, aged 101, receives a present from a stranger whom she mistakes for her long-awaited husband. What is the present — the letter or the mistaken identity of the visitor?
- ❖ Spend about 20 minutes discussing the dates and events given under **Before you read**. Since the answers are given later in the book, the focus should be on the nature of each event — whether, in human terms, the event recalls defeat and destruction or endeavour and success. Let children express their own views. Even if their observations do not reveal any understanding of the nature of events, the discussion session will provide an excellent base for initiating work on the story under reference.
- ❖ The story is sectioned into three parts. Parts II and III may be sectioned further according to convenience and time available.
- ❖ Discuss each illustration with reference to the story. Illustrations are given for better comprehension and sharper visual appeal.
- ❖ **Comprehension Check** at the end of each section is a recall of what children have read so far. Design while-reading comprehension exercises in the form of factual comprehension questions, multiple choice questions and/or completion of sentences, etc.



Here is one example in three formats:

- Factual or inferential comprehension (Answer the question in your own words.)

Why is Jim 'ashamed to say' that Fritz 'began it'?

- Multiple choice (Mark the right answer.)

Jim is 'ashamed to say' that Fritz 'began it' because

- (i) he didn't know how to do it.
- (ii) he wishes he had done it first.
- (iii) he didn't want to do it.

- Sentence completion : (Choose the right item and complete the sentence.)

But it is true, _____, that Fritz began it.

(much to my delight / shame / dismay)

A related item here is the use of 'begin' and 'start' in appropriate contexts.

Use 'begin' or 'start' appropriately in the following sentences.

- (i) What time do you _____ work in the morning?
- (ii) If we want to get there, we should _____ now.
- (iii) The film _____ at 7 pm.
- (iv) No matter how you try, the car won't _____.

- Very often 'begin' and 'start' can be used in the same way, though 'start' is more common in informal speech. [See sentences (i) and (iii)]


- In some constructions only 'start' can be used. [See sentences (ii) and (iv)].


Questions under **working with the text** to be answered orally, later to be written in the copy book.


At the end of the lesson, draw children's attention to the two quotations given in the box. Let them discuss how the story illustrates the same ideas. Then, ask them to find sentences in the story which appeal to them most. Here are some examples:

- We agreed about everything and he was my enemy.
- No one dies in a football match. No children are orphaned. No wives become widows.
- I know from all that happened today how much both armies long for peace. We shall be together again, I'm sure of it. (It's a good example of the use of 'irony' in the story.)

The Ant and the Cricket


 Spend about 15 minutes eliciting, and listening to, fables or fable-like stories from children, preferably in their own language(s). Help them retell one or two in English by providing appropriate words and phrases.


 The story about the Sun and the Wind at the end of 'Glimpses of the Past' may be used here. Ask them if it's a fable, though there are no animals in it.


 Try the following writing task.


Rearrange the following sentences to construct a story. Start with sentence 4.

1. One cold day, a hungry grasshopper came to the anthill and begged for a little something to eat.
2. He replied, "Alas! I spent all my time singing and playing and dancing, and never thought about winter."
3. One ant asked him how he had spent his time during summer and whether he had saved anything for winter.
4. A nest of ants had been occupied all through the summer and autumn collecting food for winter.
5. They carefully stored it in the underground chambers of their home.
6. Then we have nothing to give you.
7. Thus, when winter came, they had plenty to eat.
8. People who play and sing all summer should only dance in winter.
9. The ant answered.

 Find three adjectives in the first stanza associated with summer and spring.

 Find four phrases/lines in the same stanza associated with the onset of winter.

 Suppose the last line of the first stanza were to be rewritten as '*Oh! What will become of me? Says the cricket.*' Would you find it acceptable in the poem? If not, why not?

 Speak the words given below. Ask children to write the word, and against it two new words that rhyme.

- sing _____
- crumb _____
- through _____
- wished _____

(Last sound in 'crumb' is 'm'. In 'wished' it is 't'.)

- Activity 4 under **working with language** needs patience and time. Punctuation in writing sentences is an important teaching point. Since the activity is to be taken up in groups, there will be several versions of each sentence to begin with. Encourage children to discuss why only one version is grammatically acceptable and not the other.

The Tsunami

- A natural calamity causing huge destruction and loss of life and property. Alongside the story of deep sorrow are reassuring details of courage, survival and resilience.
- While covering sections and sub sections of the text, focus on situations in which children realise the importance of doing whatever possible to save human and animal life, to participate in relief work and to understand the concept of disaster management.
- Elicit their comments on, and reactions to, the stories of Meghna and Almas. Focus on values such as courage, care and compassion in the bitter struggle for survival and rehabilitation.
- The activity under **Before you read** is like an elementary geography lesson. Map reading along with language work (asking/answering questions, spotting location/ direction and describing them with precision) is a good example of softening subject boundaries and conforming to the idea of language across the curriculum. Use other maps from the geography/history textbook for further practice.
- While dealing with 'Active/Passive voice' (working with language: Activity 3), provide samples of texts exemplifying the use of passive voice such as short newspaper reports and descriptions of processes/experiments. As far as possible, avoid a mechanical transformation exercise confined to isolated sentences. Try a simple exercise given here.



Complete the passage using passive forms of the verbs given in brackets.

Olive oil _____ (use) for cooking, salad dressing, etc. Olives _____ (pick) in autumn when they are ripe. They _____ (shake) from the trees and _____ (gather) up, usually by hand. Then they _____ (grind) to a thick paste which _____ (spread) onto special mats. The mats then _____ (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

- ❖ The last activity under **speaking and writing** is a step towards reducing the gap between children's life at school and their life outside the school.

📖 Geography Lesson 📖

- ❖ Children already know words like 'aeroplane, airport', etc. Draw their attention to words like 'jetliner', 'jet engine' and 'jetlag' in the following activity.

(i) Match items under **A** with those under **B**

A	B
Jetliner	• fatigue/tiredness after a long flight
Jetlag	• rich social group flying around the world for business or pleasure
Jet engine	• aircraft powered by a jet engine
(the) jet set	• engine that emits high-speed hot gases at the back when it moves forward.

(ii) Check the meaning of 'jet black' and 'jetsam' in the dictionary. Complete the idiom : jetsam and _____

- ❖ Today, if there is a border dispute or any other contentious issue between two countries, an organisation called the United Nations acts as a mediator to keep peace and order in the world. Encourage children to gather information about the UN and its constituent bodies.
- ❖ Peace Memorial Park is the only park of its kind in the world. It is in Hiroshima, Japan, and marks the spot where the first atomic bomb was dropped on _____ (Children will remember the date and event if they recall the activity under

Before you read in *The Best Christmas Present in the World*).
A mini project could be planned on this.

- Ask children to draw a map of their locality/village depicting its physical features and distances between places, etc.
- Recite and write on the blackboard the following poem and discuss the items given at the end of the poem.

*Wake
gently this morning
to a different day.*

*Listen
There is no bray
of buses,
no horns blow.*

*There is only
the silence
of a city
hushed
with snow.*

- Name a few cities in India which the poem reminds you of.
- Which words/phrases in the poem evoke images different from those suggested by 'the silence of the city'?

Glimpses of the Past

- 'Glimpses' of the history of our country to be understood through pictures with strips of text for support. Children have a natural enthusiasm for this kind of material in the textbook.
- Children may read the comic strip aloud. Then they break up into small groups, discuss what they have read and write a summary. Each group presents its summary one by one. The whole class then enters into a general discussion, and a consolidated draft of the composition is prepared with the active support of the teacher.
- Conversely, divide the class into small groups. Let each group look at and describe a set of pictures (assigned to them) and construct their own text. Texts thus produced can be put together to form a coherent story, to be edited for accuracy.



- ❖ If necessary, texts may first be produced in the child's own language and the teacher can help them to reformulate these in English. For children fluent in English, this may be an opportunity to formulate equivalent texts in their own languages.
- ❖ Some details of each 'glimpse' of the past may be had from the history textbook of the same class. The history teacher may be invited to facilitate the activity.
- ❖ Picture reading under **speaking** and **writing** to be attempted in the same manner.
- ❖ Creating a comic (Activity 5) will be great fun if children can be persuaded to draw/learn to draw matchstick figures. Enlist the help of the art teacher.

📖 Macavity – The Mystery Cat 📖

- ❖ Have you ever wondered why people generally communicate with their pet dog mainly in English?
- ❖ What would you say to persuade your cat to leave the mouse alone? Try to say it in English.
- ❖ Which sentence about Macavity has been repeated four times in the poem? Why has it been repeated? Think about it.
- ❖ Mention a couple of 'crimes' discovered in the kitchen, and your Macavity was nowhere to be seen.
- ❖ *a fiend in feline shape*
Does it remind you of a similar expression about a wolf? What is it, and what does it mean?
- ❖ Here are four lines about someone's cat. Read them and say whether it is a mystery cat.

*My kitten walks on velvet feet
And makes no sound at all.
And in the doorway nightly sits
To watch the darkness fall.*



Before you read

There are some dates or periods of time in the history of the world that are so significant that everyone knows and remembers them. The story you will read mentions one such date and event: a war between the British and the Germans in 1914. Can you guess which war it was?

Do you know which events the dates below refer to?

- | | |
|-------------------|----------------------|
| (a) 4 July 1776 | (b) 17 December 1903 |
| (c) 6 August 1945 | (d) 30 January 1948 |
| (e) 12 April 1961 | (f) 20 July 1969 |

The answers are on page 23.

I

I spotted it in a junk shop in Bridport, a roll-top desk. The man said it was early nineteenth century, and oak. I had wanted one, but they were far too expensive. This one was in a bad condition, the roll-top in several pieces, one leg clumsily mended, scorch marks all down one side. It was going for very little money. I thought I could restore it. It would be a risk, a challenge, but I had to have it. I paid the man and brought it back to my workroom at the back of the garage. I began work on it on Christmas Eve.

I removed the roll-top completely and pulled out the drawers. The veneer had lifted almost everywhere

spotted it:

saw it; found it
(informal)

scorch marks: burn
marks

was going for: was
selling for (informal)

restore:
(here) repair

veneer:
a thin layer of plastic
or decorative wood on
furniture of cheap
wood

taken their toll on:
damaged

stuck fast:
shut tight





scruples: feelings
that make you
hesitate to do
something wrong



— it looked like water damage to me. Both fire and water had clearly taken their toll on this desk. The last drawer was stuck fast. I tried all I could to ease it out gently. In the end I used brute force. I struck it sharply with the side of my fist and the drawer flew open to reveal a shallow space underneath, a secret drawer. There was something in there. I reached in and took out a small black tin box.

Sello-taped to the top of it was a piece of lined notepaper, and written on it in shaky handwriting: “Jim’s last letter, received January 25, 1915. To be buried with me when the time comes.” I knew as I did

it that it was wrong of me to open the box, but curiosity got the better of my scruples. It usually does.

Inside the box there was an envelope. The address read: “Mrs Jim Macpherson, 12 Copper Beeches, Bridport, Dorset.” I took out the letter and unfolded it. It was written in pencil and dated at the top — “December 26, 1914”.



Comprehension Check

1. What did the author find in a junk shop?
2. What did he find in a secret drawer? Who do you think had put it in there?

II

Dearest Connie,
I write to you in a much happier frame of mind because something wonderful has just happened that I must tell

you about at once. We were all standing to in our trenches yesterday morning, Christmas morning. It was crisp and quiet all about, as beautiful a morning as I've ever seen, as cold and frosty as a Christmas morning should be.

I should like to be able to tell you that we began it. But the truth, I'm ashamed to say, is that Fritz began it. First someone saw a white flag waving from the trenches opposite. Then they were calling out to us from across no man's land, "Happy Christmas, Tommy! Happy Christmas!" When we had got over the surprise, some of us shouted back, "Same to you, Fritz! Same to you!" I thought that would be that. We all did. But then suddenly one of them was up there in his grey greatcoat and waving a white flag. "Don't shoot, lads!" someone shouted. And no one did. Then there was another Fritz up on the parapet, and another. "Keep your heads down," I told the men, "it's a trick." But it wasn't.

One of the Germans was waving a bottle above his head. "It is Christmas Day, Tommy. We have schnapps. We have sausage. We meet you? Yes?" By this time there were dozens of them walking towards us across no man's land and not a rifle between them. Little Private Morris was the first up. "Come on, boys. What are we waiting for?" And then there was no stopping them. I was the officer. I should have stopped them there and then, I suppose, but the truth is that it never even occurred to me I should. All along their line and ours I could see men walking slowly towards one another, grey coats, khaki coats meeting in the middle. And I was one of them. I was part of this. In the middle of the war we were making peace.

You cannot imagine, dearest Connie, my feelings as I looked into the eyes of the Fritz officer, who approached me, hand outstretched. "Hans Wolf," he said, gripping my hand warmly and holding it. "I am from Dusseldorf. I play the cello in the orchestra. Happy Christmas."

standing to:

taking up positions

trenches:

long deep ditches in the ground where soldiers hide from the enemy

Fritz:

(here), a name for a German soldier (Fritz is a common German name)

Tommy:

a common English name, used here to refer to British soldiers

that would be that:

that was all; that was the end of the matter

schnapps

(pronounced, *sh-naps*):

a German drink made from grain

cello:

a musical instrument like a large violin





marzipan:
a sweet covering
on a cake made
from sugar, eggs
and almonds



“Captain Jim Macpherson,” I replied. “And a Happy Christmas to you too. I’m a school teacher from Dorset, in the west of England.”

“Ah, Dorset,” he smiled. “I know this place. I know it very well.” We shared my rum ration and his excellent sausage. And we talked, Connie, how we talked. He spoke almost perfect English. But it turned out that he had never set foot in Dorset, never even been to England. He had learned all he knew of England from school, and from reading books in English. His favourite writer was Thomas Hardy, his favourite book *Far from the Madding Crowd*. So out there in no man’s land we talked of Bathsheba and Gabriel Oak and Sergeant Troy and Dorset. He had a wife and one son, born just six months ago. As I looked about me there were huddles of khaki and grey everywhere, all over no man’s land, smoking, laughing, talking, drinking, eating. Hans Wolf and I shared what was left of your wonderful Christmas cake, Connie. He thought the marzipan was the best he had ever tasted. I agreed. We agreed about everything, and he was my enemy. There never was a Christmas party like it, Connie.

Then someone, I don’t know who, brought out a football. Greatcoats were dumped in piles to make goalposts, and the next thing we knew it was Tommy against Fritz out in the middle of no man’s land. Hans Wolf and I looked on and cheered, clapping our hands and stamping our feet, to keep out the cold as much as anything. There was a moment when I noticed our breaths mingling in the air between us. He saw it too and smiled. “Jim Macpherson,” he said after a while, “I think this is how we should resolve this war. A football match. No one dies in a football match. No children are orphaned. No wives become widows.”

“I’d prefer cricket,” I told him. “Then we Tommies could be sure of winning, probably.” We laughed at that, and together we watched the game. Sad to say,



Connie, Fritz won, two goals to one. But as Hans Wolf generously said, our goal was wider than theirs, so it wasn't quite fair.

The time came, and all too soon, when the game was finished, the schnapps and the rum and the sausage had long since run out, and we knew it was all over. I wished Hans well and told him I hoped he would see his family again soon, that the fighting would end and we could all go home.

"I think that is what every soldier wants, on both sides," Hans Wolf said. "Take care, Jim Macpherson. I shall never forget this moment, nor you." He saluted and walked away from me slowly, unwillingly, I felt. He turned to wave just once and then became one of the hundreds of grey-coated men drifting back towards their trenches.

That night, back in our dugouts, we heard them singing a carol, and singing it quite beautifully. It was *Stille Nacht*, Silent Night. Our boys gave them a rousing chorus of *While Shepherds Watched*. We exchanged carols for a while and then we all fell silent. We had had our time of peace and goodwill, a time I will treasure as long as I live.





dugout:

a shelter for soldiers made by digging a hole in the ground and covering it



Dearest Connie, by Christmas time next year, this war will be nothing but a distant and terrible memory. I know from all that happened today how much both armies long for peace. We shall be together again soon, I'm sure of it.

Your loving, Jim.

Comprehension Check

1. Who had written the letter, to whom, and when?
2. Why was the letter written — what was the wonderful thing that had happened?
3. What jobs did Hans Wolf and Jim Macpherson have when they were not soldiers?
4. Had Hans Wolf ever been to Dorset? Why did he say he knew it?
5. Do you think Jim Macpherson came back from the war? How do you know this?

III

I folded the letter again and slipped it carefully back into its envelope. I kept awake all night. By morning I knew what I had to do. I drove into Bridport, just a few miles away. I asked a boy walking his dog where Copper Beeches was. House number 12 turned out to be nothing but a burned-out shell, the roof gaping, the windows boarded-up. I knocked at the house next door and asked if anyone knew the whereabouts of a Mrs Macpherson. Oh yes, said the old man in his slippers, he knew her well. A lovely old lady, he told me, a bit muddle-headed, but at her age she was entitled to be, wasn't she? A hundred and one years old. She had been in the house when it caught fire. No one really knew how the fire had started, but it could well have been candles. She used candles rather than electricity, because she always thought electricity was too expensive. The fireman had got her out just in time. She was in a nursing home now, he told me, Burlington House, on the Dorchester road, on the other side of town.

burned out:
destroyed by fire
boarded-up:
covered with
wooden boards
muddle-headed:
confused

Comprehension Check

1. Why did the author go to Bridport?
2. How old was Mrs Macpherson now? Where was she?

I found Burlington House Nursing Home easily enough. There were paper chains up in the hallway and a lighted Christmas tree stood in the corner with a lopsided angel on top. I said I was a friend come to visit Mrs Macpherson to bring her a Christmas present. I could see through into the dining room where everyone was wearing a paper hat and singing. The matron had a hat on too and seemed happy enough to see me. She even offered me a mince pie. She walked me along the corridor. "Mrs Macpherson is not in with the others," she told me. "She's rather confused today so we thought it best if she had a good rest. She has no family you know, no one visits. So I'm sure she'll be only too pleased to see you." She took me into a conservatory with wicker chairs and potted plants all around and left me.

The old lady was sitting in a wheelchair, her hands folded in her lap. She had silver white hair pinned into a wispy bun. She was gazing out at the garden. "Hello," I said. She turned and looked up at me vacantly. "Happy Christmas, Connie," I went on. "I found this. I think it's yours." As I was speaking her eyes never left my face. I opened the tin box and gave it to her. That was the moment her eyes lit up with recognition and her face became suffused with a sudden glow of happiness. I explained about the desk, about how I had found it, but I don't think she was listening. For a while she said



lit up:

became bright with happiness, excitement

suffused with:

(glow of happiness) spread all over her face

nothing, but stroked the letter tenderly with her fingertips.

Suddenly she reached out and took my hand. Her eyes were filled with tears. "You told me you'd come home by Christmas, dearest," she said. "And here you are, the best Christmas present in the world. Come closer, Jim dear, sit down."

I sat down beside her, and she kissed my cheek. "I read your letter so often Jim, every day. I wanted to hear your voice in my head. It always made me feel you were with me. And now you are. Now you're back you can read it to me yourself. Would you do that for me, Jim dear? I just want to hear your voice again. I'd love that so much. And then perhaps we'll have some tea. I've made you a nice Christmas cake, marzipan all around. I know how much you love marzipan."

MICHAEL MORPURGO

Comprehension Check

1. Who did Connie Macpherson think her visitor was?
2. Which sentence in the text shows that the visitor did not try to hide his identity?

working with the text

1. For how long do you think Connie had kept Jim's letter? Give reasons for your answer.
2. Why do you think the desk had been sold, and when?
3. Why do Jim and Hans think that games or sports are good ways of resolving conflicts? Do you agree?
4. Do you think the soldiers of the two armies are like each other, or different from each other? Find evidence from the story to support your answer.
5. Mention the various ways in which the British and the German soldiers become friends and find things in common at Christmas.
6. What is Connie's Christmas present? Why is it "the best Christmas present in the world"?
7. Do you think the title of this story is suitable for it? Can you think of any other title(s)?

working with language

1. Look at these sentences from the story.

I *spotted* it in a junk shop in Bridport... The man *said* it was made in the early nineteenth century... This one *was* in a bad condition...

The *italicised verbs* are in the past tense. They tell us what happened in the past, before now.

- (i) Read the passage below and underline the verbs in the past tense.

A man got on the train and sat down. The compartment was empty except for one lady. She took her gloves off. A few hours later the police arrested the man. They held him for 24 hours and then freed him.

Now look at these sentences.


The veneer *had lifted* almost everywhere. Both fire and water *had taken* their toll on this desk.


Notice the verb forms *had lifted*, *had taken* (their toll).

The author found and bought the desk in the past.

The desk was damaged before the author found it and bought it.

 Fire and water **had damaged** the desk *before* the author **found** it and **bought** it.

 We use verb forms like *had damaged* for an event in the 'earlier past'. If there are two events in the past, we use the 'had...' form for the event that occurred first in the past.

 We also use the past perfect tense to show that something was wished for, or expected before a particular time in the past. For example, *I had always wanted one...*

Discuss with your partner the difference in meaning in the sentences below.

When I reached the station, the train left.

When I reached the station, the train had left.

- (ii) Fill in the blanks using the correct form of the verbs in brackets.

My little sister is very naughty. When she _____ (come) back from school yesterday, she had _____ (tear) her dress. We _____ (ask) her how it had _____ (happen). She _____ (say) she _____ (have, quarrel) with a boy. She _____ (have, beat) him in a race and he _____ (have, try) to push her.

She _____ (have, tell) the teacher and so he _____
(have, chase) her, and she _____ (have, fall) down and _____
_____ (have, tear) her dress.

(iii) Underline the verbs and arrange them in two columns, **Past** and **Earlier past**.

- (a) My friends set out to see the caves in the next town, but I stayed at home, because I had seen them already.
- (b) When they arrived at the station, their train had left. They came back home, but by that time I had gone out to see a movie!
- (c) So they sat outside and ate the lunch I had packed for them.
- (d) By the time I returned, they had fallen asleep!

Past	Earlier past

2. Dictionary work

By the end of the journey, we had run out of drinking water.

Look at the verb *run out of* in this sentence. It is a phrasal verb: it has two parts, a verb and a preposition or an adverb. Phrasal verbs often have meanings that are different from the meanings of their parts.

Find these phrasal verbs in the story.

 burn out light up look on run out keep out 


Write down the sentences in which they occur. Consult a dictionary and write down the meaning that you think matches the meaning of the phrasal verb in the sentence.

3. Noun phrase

Read the following sentence.

I took out a *small black tin box*.

 The phrase in *italics* is a noun phrase.

 It has the noun — *box* — as the head word, and three adjectives preceding it.

- Notice the order in which the adjectives occur — *size* (small), *colour* (black) and *material* (tin) of which it is made.
- We rarely use more than four adjectives before a noun and there is no rigid order in which they are used, though there is a preferred order of modifiers/adjectives in a noun phrase, as given below.

determiner	modifier 1 (opinion, feeling)	modifier 2 (size, shape, age)	modifier 3 (colour)	modifier 4 (material)	head word
a/an/ the	nice/lazy/ beautiful	tall/ round/ old/young	red/white/ light/dark	silk/cotton/ woollen	woman man/ table/chair

4. The table below contains a list of nouns and some adjectives. Use as many adjectives as you can to describe each noun. You might come up with some funny descriptions!

Nouns	Adjectives
elephant	circular, striped, enormous, multicoloured, round, cheerful, wild, blue, red, chubby, large, medium-sized, cold
face	
building	
water	

speaking

- In groups discuss whether wars are a good way to end conflicts between countries. Then present your arguments to the whole class.
- What kind of presents do you like and why? What are the things you keep in mind when you buy presents for others? Discuss with your partner. (For example, you might buy a book because it can be read and re-read over a period of time.)

writing

1. Imagine that you are Jim. You have returned to your town after the war. In your diary record how you feel about the changes you see and the events that occur in your town. You could begin like this

25 December, 1919

It's Christmas today, but the town looks....

Or

Suppose you are the visitor. You are in a dilemma. You don't know whether to disclose your identity and disappoint the old lady or let her believe that her dear Jim has come back. Write a letter to a friend highlighting your anxiety, fears and feelings.

2. Given below is the outline of a story. Construct the story using the outline.

A young, newly married doctor _____ freedom fighter _____
exiled to the Andaman and Nicobar Islands by the British _____ infamous
Cellular Jail _____ prisoners tortured _____ revolt by inmates
_____ doctor hanged _____ wife waits for his return
_____ becomes old _____ continues to wait with hope and
faith.

War is the greatest plague that can afflict humanity; it destroys religion, it destroys states, it destroys families.

— Martin Luther

This book is to be neither an accusation nor a confession, and least of all an adventure, for death is not an adventure to those who stand face to face with it. It will try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.

— Erich Maria Remarque, author of *All Quiet on the Western Front*



The Ant and the Cricket



A fable is a story, often with animals as characters, that conveys a moral. This poem about an ant and a cricket contains an idea of far-reaching significance, which is as true of a four-legged cricket as of a 'two-legged one'. Surely, you have seen a cricket that has two legs!

A silly young cricket, accustomed to sing
Through the warm, sunny months of gay summer and
spring,
Began to complain when he found that, at home,
His cupboard was empty, and winter was come.

Not a crumb to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree.

“Oh! what will become,” says the cricket, “of me?”

At last by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant
Him shelter from rain,
And a mouthful of grain.
He wished only to borrow;
He'd repay it tomorrow;
If not, he must die of starvation and sorrow.





Says the ant to the cricket, "I'm your servant and friend,

But we ants never borrow; we ants never lend.

But tell me, dear cricket, did you lay nothing by When the weather was warm?" Quoth the cricket, "Not I!

My heart was so light
That I sang day and night,
For all nature looked gay."

"You sang, Sir, you say?

Go then," says the ant, "and dance the winter away."

Thus ending, he hastily lifted the wicket,
And out of the door turned the poor little cricket.
Folks call this a fable. I'll warrant it true:
Some crickets have four legs, and some have two.

adapted from *Aesop's Fables*

📖 glossary 📖📖📖

accustomed to sing: used to singing; in the habit of singing

famine: scarcity of food; having nothing to eat

lay nothing by: save nothing

quoth: (old English) said

working with the poem

1. The cricket says, “Oh! what will become of me?” When does he say it, and why?
2. (i) Find in the poem the lines that mean the same as “Neither a borrower nor a lender be” (Shakespeare).
(ii) What is your opinion of the ant’s principles?
3. The ant tells the cricket to “dance the winter away”. Do you think the word ‘dance’ is appropriate here? If so, why?
4. (i) Which lines in the poem express the poet's comment? Read them aloud.
(ii) Write the comment in your own words.

If you know a fable in your own language, narrate it to your classmates.

Answers to Questions on page 9.

- (a) *American Declaration of Independence.*
- (b) *Wilbur and Orville Wright made the first flight, remaining in the air for 12 seconds and covering 120 feet.*
- (c) *Hiroshima Day: an atomic bomb was dropped on Hiroshima in Japan on this day.*
- (d) *Assassination of Mahatma Gandhi.*
- (e) *Yuri A. Gagarin became the first human to orbit the Earth.*
- (f) *Neil Armstrong became the first human to set foot on the Moon.*

2

The Tsunami

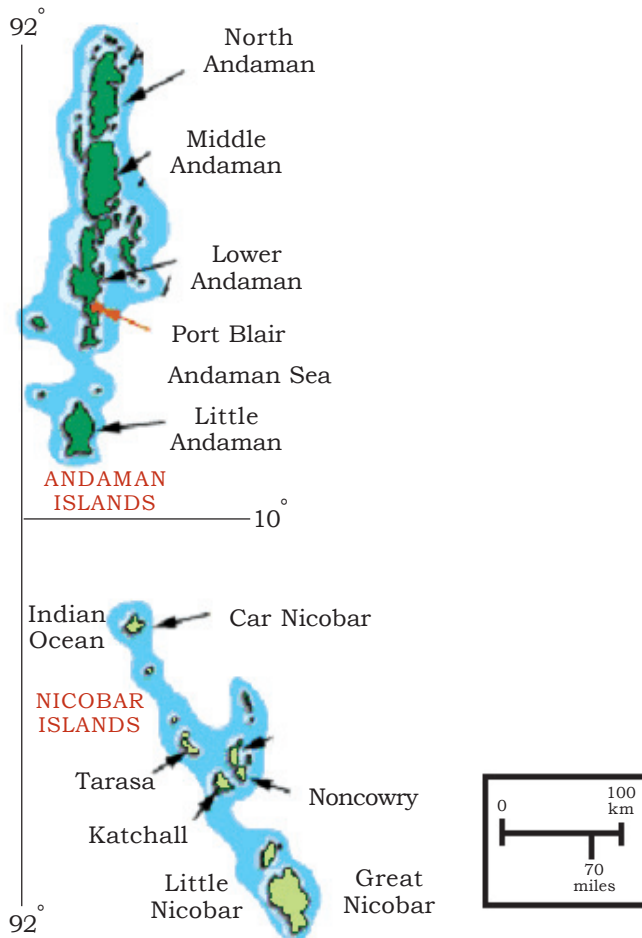


0849CH02

Before you read

Look at the map of the Andaman and Nicobar Islands given here.

Andaman and Nicobar Islands



Now read the sentences below.
Rewrite the incorrect ones
after correcting the mistakes.

1. Katchall is an island.
2. It is part of the Andaman group of islands.
3. Nancowry is an island in the Nicobar group.
4. Katchall and Nancowry are more than a hundred miles apart. (Hint: the scale of the map is given.)
5. The Andaman and Nicobar Islands are to the west of India.
6. The Nicobar Islands are to the north of the Andaman Islands.

A tsunami is a very large and powerful wave caused by earthquakes under the sea. On 26 December 2004, a tsunami hit Thailand and parts of India such as the Andaman and Nicobar Islands, and the Tamil Nadu coast. Here are some stories of courage and survival.

Did animals sense that a tsunami was coming? Some stories suggest that they did.



I

These stories are all from the Andaman and Nicobar archipelago.

Ignesious was the manager of a cooperative society in Katchall. His wife woke him up at 6 a.m. because she felt an earthquake. Ignesious carefully took his television set off its table and put it down on the ground so that it would not fall and break. Then the family rushed out of the house.

When the tremors stopped, they saw the sea rising. In the chaos and confusion, two of his children caught hold of the hands of their mother's father and mother's brother, and rushed in the opposite direction. He never saw them again. His wife was also swept away. Only the three other children who came with him were saved.

archipelago:

a group of many islands and the surrounding sea

tremor:

a slight shake
Earth tremors:
the earth's
shakes during
an earthquake

chaos:

complete disorder
or confusion
[pronounced, kay-
os]



relief
helicopters:
helicopters
bringing help
to people (e.g.
during floods)

recede:
move back
from where it
was

Sanjeev was a policeman, serving in the Katchall island of the Nicobar group of islands. He somehow managed to save himself, his wife and his baby daughter from the waves. But then he heard cries for help from the wife of John, the guesthouse cook. Sanjeev jumped into the water to rescue her, but they were both swept away.

Thirteen year-old Meghna was swept away along with her parents and seventy-seven other people. She spent two days floating in the sea, holding on to a wooden door. Eleven times she saw relief helicopters overhead, but they did not see her. She was brought to the shore by a wave, and was found walking on the seashore in a daze.

Almas Javed was ten years old. She was a student of Carmel Convent in Port Blair where her father had a petrol pump. Her mother Rahila's home was in Nancowry island. The family had gone there to celebrate Christmas.

When the tremors came early in the morning, the family was sleeping. Almas's father saw the sea water recede. He understood that the water would come rushing back with great force. He woke everyone up and tried to rush them to a safer place.

As they ran, her grandfather was hit on the head by something and he fell down. Her father rushed to help him. Then came the first giant wave that swept both of them away.

Almas's mother and aunts stood clinging to the leaves of a coconut tree, calling out to her. A wave uprooted the tree, and they too were washed away.

Almas saw a log of wood floating. She climbed on to it. Then she fainted. When she woke up, she was in a hospital



in Kamorta. From there she was brought to Port Blair.

The little girl does not want to talk about the incident with anyone. She is still traumatised.

Comprehension Check

Say whether the following are true or false.

1. Ignacious lost his wife, two children, his father-in-law, and his brother-in-law in the tsunami.
2. Sanjeev made it to safety after the tsunami.
3. Meghna was saved by a relief helicopter.
4. Almas's father realised that a tsunami was going to hit the island.
5. Her mother and aunts were washed away with the tree that they were holding on to.

II

Tilly Smith (a British school girl) was able to save many lives when the tsunami struck Phuket beach in Thailand. Though she has won a number of awards, her parents have not allowed their daughter to be interviewed on television and made into a heroine. Why do you think they took that decision?

Now here is a story from Thailand.

The Smith family from South-East England were celebrating Christmas at a beach resort in southern Thailand. Tilly Smith was a ten-year-old schoolgirl; her sister was seven years old. Their parents were Penny and Colin Smith.

It was 26 December 2004. Deadly tsunami waves were already on their way. They had been triggered by a massive earthquake off northern Sumatra earlier that morning.

"The water was swelling and kept coming in," Penny Smith remembered. "The beach was getting smaller and smaller. I didn't know what was happening."

traumatised:
greatly
shocked and
distressed



resort:
a place where
people go on
holiday
triggered:
caused
(describes a
sudden, violent
reaction –
here, an
undersea
earthquake
caused the
tsunami)

But Tilly Smith sensed that something was wrong. Her mind kept going back to a geography lesson she had taken in England just two weeks before she flew out to Thailand with her family.

Tilly saw the sea slowly rise, and start to foam, bubble and form whirlpools. She remembered that she had seen this in class in a video of a tsunami that had hit the Hawaiian islands in 1946. Her geography teacher had shown her class the video, and told them that tsunamis can be caused by earthquakes, volcanoes and landslides.

Tilly started to scream at her family to get off the beach. "She talked about an earthquake under the sea. She got more and more hysterical," said her mother Penny. "I didn't know what a tsunami was. But seeing my daughter so frightened, I thought something serious must be going on."

Tilly's parents took her and her sister away from the beach, to the swimming pool at the hotel. A number of other tourists also left the beach with them. "Then it was as if the entire sea had come out after them. I was screaming, 'Run!'"

The family took refuge in the third floor of the hotel. The building withstood the surge of three tsunami waves. If they had stayed on the beach, they would not have been alive.

The Smiths later met other tourists who had lost entire families. Thanks to Tilly and her geography lesson, they had been forewarned. Tilly went back to her school in England and told her classmates her terrifying tale.

Comprehension Check

Answer the following in a phrase or sentence.

1. Why did Tilly's family come to Thailand?
2. What were the warning signs that both Tilly and her mother saw?
3. Do you think Tilly's mother was alarmed by them?
4. Where had Tilly seen the sea behaving in the same strange fashion?

hysterical: when you are hysterical, you shout, laugh or cry in a wild excited way, without any control over yourself

refuge: shelter or protection from

danger

withstood: endured without collapsing

surge: force; momentum

5. *Where did the Smith family and the others on the beach go to escape from the tsunami?*
6. *How do you think her geography teacher felt when he heard about what Tilly had done in Phuket?*

III

Look carefully at the picture of the boy and his dog, and try to describe the things that you see, using just words and phrases. Either the teacher or one of the students can write down the words and phrases on the blackboard.

*This is how you can start —
calm, blue sea ruined huts.....*

Before the giant waves slammed into the coast in India and Sri Lanka, wild and domestic animals seemed to know what was about to happen. They fled to safety. According to eyewitness accounts, elephants screamed and ran for higher ground; dogs refused to go outdoors; flamingoes abandoned their low-lying breeding areas; and zoo animals rushed into their shelters and could not be enticed to come back out.

Many people believe that animals possess a sixth sense and know when the earth is going to shake. Some experts believe that animals' more acute hearing helps them to hear or feel the earth's vibration. They can sense an approaching disaster long before humans realise what's going on.

We cannot be sure whether animals have a sixth sense or not. But the fact is that the giant waves that rolled through the Indian Ocean killed more than 150,000 people in a dozen countries; but not many animals have been reported dead.

Along India's Cuddalore coast, where thousands of people perished, buffaloes, goats and dogs were found unharmed. The Yala National Park in Sri Lanka is home to a variety of animals including elephants, leopards, and 130 species of birds. Sixty visitors were washed away from the Patanangala beach inside the park; but no animal



When do you think this picture was taken?

Did you know that very few animals actually died in the tsunami?

carcasses were found, except for two water buffaloes. About an hour before the tsunami hit, people at Yala National Park had observed three elephants running away from the Patanangala beach.

A Sri Lankan gentleman who lives on the coast near Galle said his two dogs would not go for their daily run on the beach. "They are usually excited to go on this outing," he said. But on that day they refused to go, and most probably saved his life.

Comprehension check


Answer using a phrase or a sentence.

1. In the tsunami 150,000 people died. How many animals died?
2. How many people and animals died in Yala National Park?
3. What do people say about the elephants of Yala National Park?
4. What did the dogs in Galle do?

working with the text

Discuss the following questions in class. Then write your own answers.

1. When he felt the earthquake, do you think Ignacious immediately worried about a tsunami? Give reasons for your answer. Which sentence in the text tells you that the Ignacious family did not have any time to discuss and plan their course of action after the tsunami struck?
2. Which words in the list below describe Sanjeev, in your opinion?
(Look up the dictionary for words that you are not sure of.)

	cheerful	ambitious	brash	brave	careless	heroic	
	selfless	heartless	humorous				

Use words from the list to complete the three sentences below.

- (i) I don't know if Sanjeev was cheerful, _____ or _____.
 - (ii) I think that he was very brave, _____ and _____.
 - (iii) Sanjeev was not heartless, _____ or _____.
3. How are Meghna and Almas's stories similar?

4. What are the different ways in which Tilly's parents could have reacted to her behaviour? What would you have done if you were in their place?
5. If Tilly's award was to be shared, who do you think she should share it with — her parents or her geography teacher?
6. What are the two different ideas about why so few animals were killed in the tsunami? Which idea do you find more believable?

working with language

1. Go through Part-I carefully, and make a list of as many words as you can find that indicate movement of different kinds. (There is one word that occurs repeatedly — count how many times!) Put them into three categories.

fast movement slow movement neither slow nor fast

Can you explain why there are many words in one column and not in the others?

2. Fill in the blanks in the sentences below (the verbs given in brackets will give you a clue).
 - (i) The earth trembled, but not many people felt the _____. (tremble)
 - (ii) When the zoo was flooded, there was a lot of _____ and many animals escaped into the countryside. (confuse)
 - (iii) We heard with _____ that the lion had been recaptured. (relieve)
 - (iv) The zookeeper was stuck in a tree and his _____ was filmed by the TV crew. (rescue)
 - (v) There was much _____ in the village when the snake charmer came visiting. (excite)
3. Study the sentences in the columns **A** and **B**.

A	B
Meghna was swept away.	The waves swept Meghna away.
Almas's grandfather was hit on the head.	Something hit Almas's grandfather on the head.
Sixty visitors were washed away.	The waves washed away sixty visitors.
No animal carcasses were found.	People did not find any animal carcasses.

Compare the sentences in **A** to the ones in **B**. Who is the 'doer' of the action in every case? Is the 'doer' mentioned in **A**, or in **B**?

Notice the verbs in **A**: 'was swept away', 'was hit', 'were washed away', 'were found'. They are in the passive form. The sentences are in the *Passive Voice*. In these sentences, the focus is not on the person who does the action.

In **B**, the 'doer' of the action is named. The verbs are in the active form. The sentences are in the *Active Voice*.

Say whether the following sentences are in the Active or the Passive voice. Write **A** or **P** after each sentence as shown in the first sentence.

- (i) Someone stole my bicycle. A
- (ii) The tyres were deflated by the traffic police.
- (iii) I found it last night in a ditch near my house.
- (iv) It had been thrown there.
- (v) My father gave it to the mechanic.
- (vi) The mechanic repaired it for me.

speaking and writing

1. Suppose you are one of the volunteers who went to the Andaman and Nicobar Islands for relief work after the tsunami. You work in the relief camps, distributing food, water and medicine among the victims. You listen to the various stories of bravery of ordinary people even as they fight against odds to bring about some semblance of normalcy in their lives. You admire their grit and determination. Write a diary entry.

You may start in this way.

31 December, 2004

The killer tsunami struck these islands five days ago. But the victims are being brought in even now. Each one has a story to tell...

2. The story shows how a little girl saved the lives of many tourists when a tsunami struck the beach, thanks to the geography lesson that she had learnt at school. She remembered the visuals of a tsunami and warned her parents.

Do you remember any incident when something that you learnt in the classroom helped you in some way outside the classroom?

Write your experiences in a paragraph of about 90–100 words or narrate it to the whole class like an anecdote.

Katchall is one of the largest islands in the central group. It is about 61 sq miles in area. It is slightly hilly at the centre, but otherwise remarkably flat.

Betty at the Party

‘When I was at the party,’
Said Betty, aged just four,
‘A little girl fell off her chair
Right down upon the floor;
And all the other little girls
Began to laugh, but me –
I didn’t laugh a single bit’,
Said Betty seriously.

‘Why not?’ – her mother asked her,
Full of delight to find
That Betty – bless her little heart! –
Had been so sweetly kind.
‘Why didn’t you laugh, my darling?
Or don’t you like to tell?’
‘I didn’t laugh,’ said Betty,
‘Because it was I that fell.’

–Unknown



Geography Lesson



Can you imagine what your city would look like if you saw it from ten thousand feet above the ground? Neatly planned and perfect in proportion like a geometric design, it would strike you as something very different from what it actually is while you are in the thick of it.

Here is a poet's description of just such a view of the city, and some questions that come to his mind.

When the jet sprang into the sky,
it was clear why the city
had developed the way it had,
seeing it scaled six inches to the mile.
There seemed an inevitability
about what on ground had looked haphazard,
unplanned and without style
When the jet sprang into the sky.

When the jet reached ten thousand feet,
it was clear why the country
had cities where the rivers ran
and why the valleys were populated.
The logic of geography —
that land and water attracted man —
was clearly delineated
When the jet reached ten thousand feet.

When the jet rose six miles high,
it was clear the earth was round
and that it had more sea than land.

But it was difficult to understand
that the men on the earth found
causes to hate each other, to build
walls across cities and to kill.
From that height, it was not clear why.

ZULFIKAR GHOSE

glossary

inevitable: that cannot be avoided

haphazard: without plan or order

delineated: shown

working with the poem

1. Find three or four phrases in stanzas one and two which are likely to occur in a geography lesson.
2. Seen from the window of an aeroplane, the city appears
 - (i) as haphazard as on ground.
 - (ii) as neat as a map.
 - (iii) as developed as necessary.Mark the right answer.
3. Which of the following statements are examples of “the logic of geography”?
 - (i) There are cities where there are rivers.
 - (ii) Cities appear as they are not from six miles above the ground.
 - (iii) It is easy to understand why valleys are populated.
 - (iv) It is difficult to understand why humans hate and kill one another.
 - (v) The earth is round, and it has more sea than land.
4. Mention two things that are
 - (i) **clear** from the height.
 - (ii) **not clear** from the height.



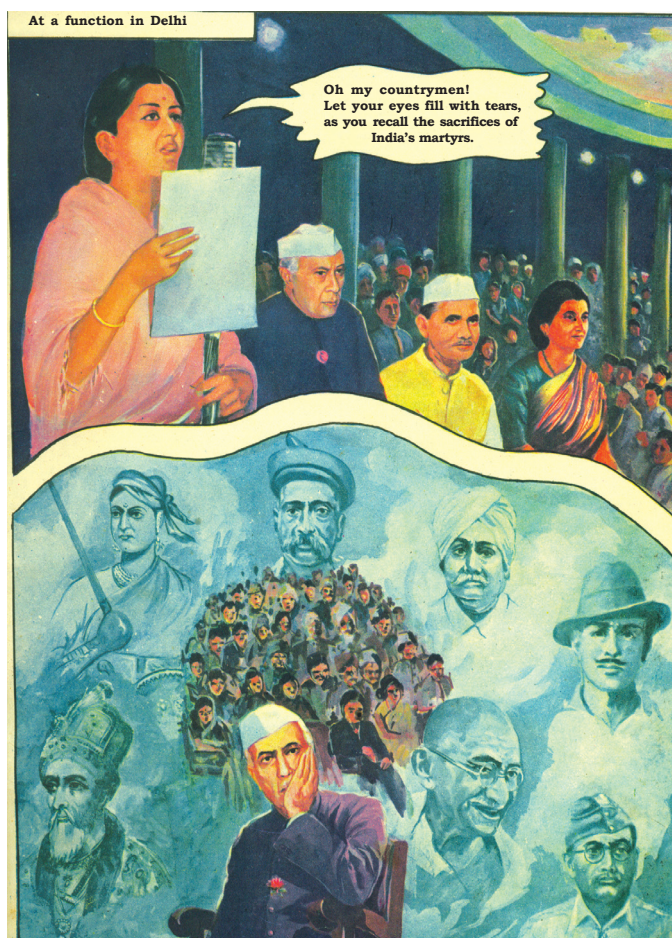


Before you read

Here are some pictorial glimpses of the history of our country from 1757 to 1857. These pictures and 'speech bubbles' will help clarify your understanding of the conditions that led to the event known as the First War of Independence in 1857.

1. The Martyrs

At a function in Delhi

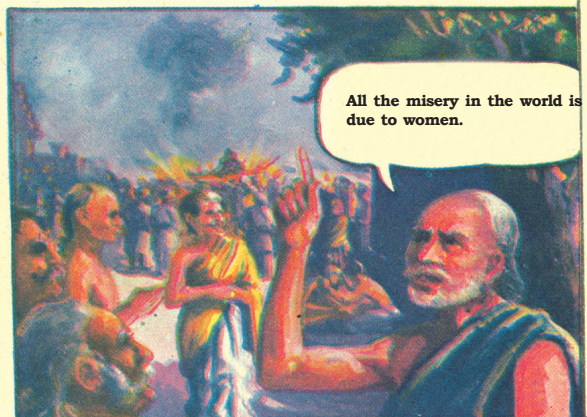
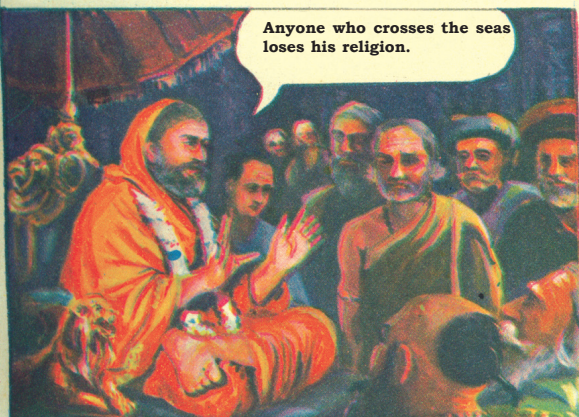


2. The Company's conquests (1757-1849)



3. British Rule (1765-1836)

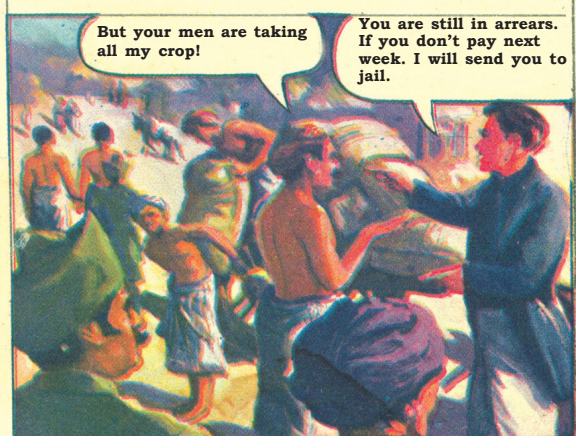
Religious leaders preached ideas like untouchability and child marriage.



The truth was that Indians had lost self-respect. The British scorned them.



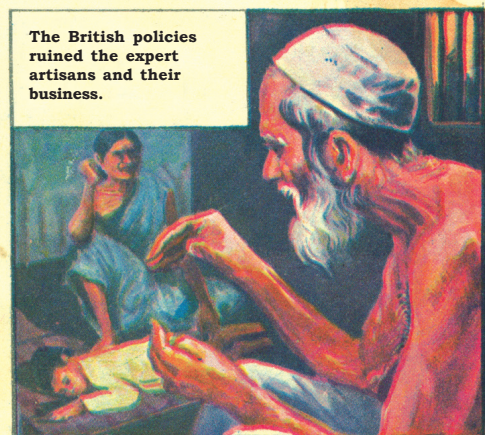
Being merchants, the British wanted quick profits, their heavy taxes forced farmers to abandon their fields.



Still, the British invented other methods which gave them more profits.



Inevitably famines followed. Between 1822 and 1836 fifteen lakh Indians died of starvation.



4. Ram Mohan Roy (1772-1833)



5. Oppression (1765-1835)

But the British continued to oppress Indians. In 1818, they had passed Regulation III. Under it, an Indian could be jailed without trial in a court.



All the time British officers in India drew big salaries and also made fortunes in private business.



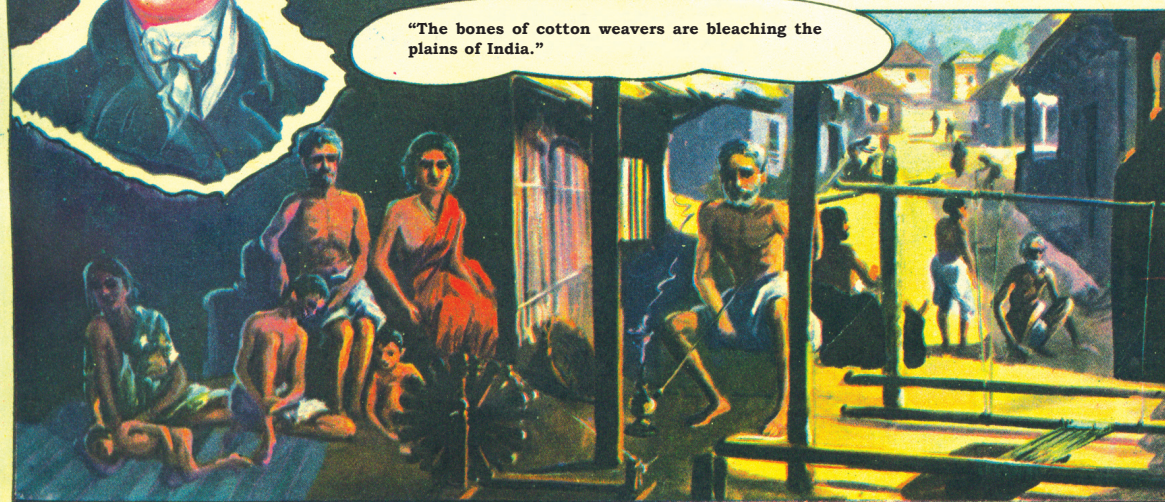
By 1829, Britain was exporting British goods worth seven crore rupees to India.



Governor-General Bentinck reported back home -

"The bones of cotton weavers are bleaching the plains of India."

The British prospered on the Company's loot while Indian industries began to die.



6. Dissatisfaction (1835-56)

Education in India was in Persian and Sanskrit. In 1835, an Englishman named Macaulay suggested a change.

We should teach the natives through the English language.

I agree.

English education produced clerks to whom the British gave petty jobs under them. Incidentally, it also produced a new generation of intellectuals.

We must educate our brothers.

And try to improve their material conditions.

For that we must convey our grievances to the British Parliament.

By 1856, the British had conquered the whole of India.

States

British area

They cared little about the needs of Indians.

Our kings have become puppets, and we have lost our old jobs.

And lands.

They are converting our brothers!

You only talk! Do something to drive them out!

7. The Sparks (1855-57)

Taxes continued to ruin the peasants. In Bengal, the Santhals who had lost their lands under new land rules, became desperate. In 1855, they rose in rebellion and massacred Europeans and their supporters alike.



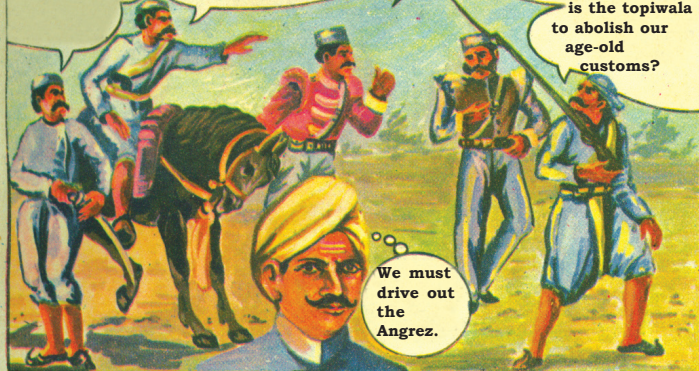
Discontent was brewing in the East India Company's army too.

The white soldier gets huge pay, mansions to live in, servants.

While we get a pittance and slow promotions!

The Angrez asks us to cross the sea which is against our religion. Who is the topiwala to abolish our age-old customs?

We must drive out the Angrez.



Sepoy Mangal Pande attacked the adjutant of his regiment and was executed.

Thousands of other sepoys revolted. They were stripped of their uniforms,



humiliated and put in irons.

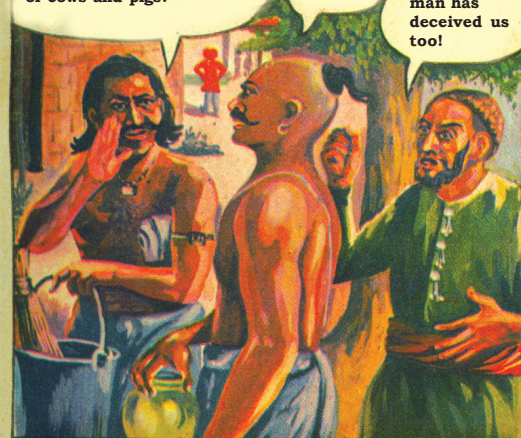
Few Englishmen had cared

Oh, proud Brahmin soldiers, do you know that the grease on the bullet you have to bite is made from the fat of cows and pigs?

to understand Indian customs or the people's mind.

What ?

The white man has deceived us too!



Soon, chapaties were sent from village to village to tell the people that their emperor would want their services.



Yes, all my village men will be ready.

Similarly lotus flowers circulated among Indian soldiers.

Death to the foreigner !



The masses gave all help and shelter to the patriots.

8. Revolt (1857)

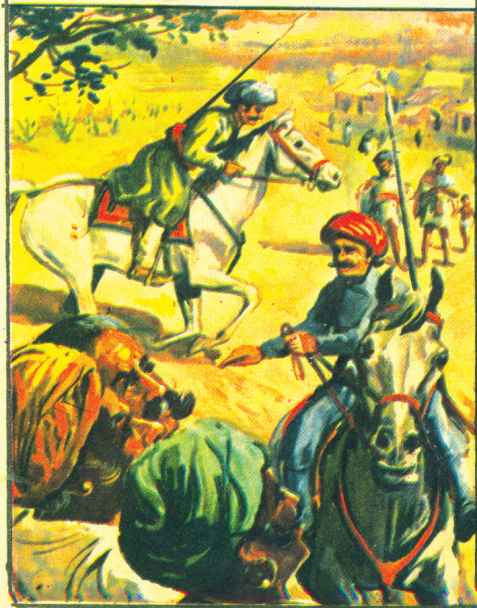
Then there was a violent outbreak at Meerut.



The sepoys marched to Delhi.



The rebellion spread wider.

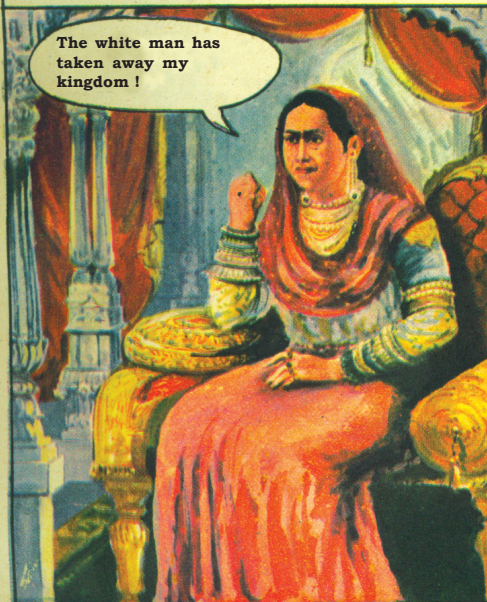


Many landlords had lost their lands because of the British policies, and they were sore.



9. The Fight for Freedom (1857)

Many former rulers like Begum Hazrat Mahal of Lucknow were bitter.



They joined the upsurge against the foreigner.

Popular leaders like Maulvi Ahmedulla of Faizabad told the people -



The people rose everywhere, in Bareilly, Kanpur and Allahabad.

Azimulla Khan told
Tatya Tope

We should have Peshwa Nana Sahib
as our leader in this war of
independence



The patriots pounced upon the British
and fought pitched battles all over
North India.

Eighty-year old Kunwar Singh of Bihar received a bullet in
his wrist.



from *Our Freedom Movement*
S.D. SAWANT

Comprehension Check

1. Look at picture 1 and recall the opening lines of the original song in Hindi. Who is the singer? Who else do you see in this picture?
2. In picture 2 what do you understand by the Company's "superior weapons"?
3. Who is an artisan? Why do you think the artisans suffered? (picture 3)
4. Which picture, according to you, reveals the first sparks of the fire of revolt?



working with the text

Answer the following questions.

1. Do you think the Indian princes were short-sighted in their approach to the events of 1757?
2. How did the East India Company subdue the Indian princes?
3. Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.
4. In what ways did the British officers exploit Indians?
5. Name these people.
 - (i) The ruler who fought pitched battles against the British and died fighting.
 - (ii) The person who wanted to reform the society.
 - (iii) The person who recommended the introduction of English education in India.
 - (iv) Two popular leaders who led the revolt (Choices may vary.)
6. Mention the following.
 - (i) Two examples of social practices prevailing then.
 - (ii) Two oppressive policies of the British.
 - (iii) Two ways in which common people suffered.
 - (iv) Four reasons for the discontent that led to the 1857 War of Independence.

working with language

In comics what the characters speak is put in bubbles. This is direct narration. When we report what the characters speak, we use the method of indirect narration.



Study these examples.

First farmer: Why are your men taking away the entire crop?

Second farmer: Your men have taken away everything.

Officer: You are still in arrears. If you don't pay tax next week, I'll send you to jail.

- The first farmer asked the officer why his men were taking away the entire crop.
- The second farmer said that their men had taken away everything.
- The officer replied that they were still in arrears and warned them that if they did not pay tax the following week, he (the officer) would send them (the farmers) to jail.

1. Change the following sentences into indirect speech.

(i) *First man:* We must educate our brothers.

Second man: And try to improve their material conditions.

Third man: For that we must convey our grievances to the British Parliament.

The first man said that _____

The second man added that _____

The third man suggested that _____

(ii) *First soldier:* The white soldier gets huge pay, mansions and servants.

Second soldier: We get a pittance and slow promotions.

Third soldier: Who are the British to abolish our customs?

The first soldier said that _____

The second soldier remarked that _____

The third soldier asked _____

📢 speaking and writing 📢📢📢

1. Playact the role of farmers who have grievances against the policies of the government. Rewrite their 'speech bubbles' in dialogue form first.

2. Look at the pictures.



Fox accidentally falls into a well



"How do I get out of here?"



"Hello! Is this water sweet?"



"Too sweet! I've had so much, I might faint."



"Let me taste it."



"Thanks for the help. Come out when you can."



"My mother used to say: Be careful when you take the advice of people you don't know."

(i) Ask one another questions about the pictures.

- Where is the fox?
- What is the fox thinking?
- What does she want to know?
- What happens next?
- Where is the fox now?
- How did it happen?
- Who is the visitor?
- What is the fox's reply?
- Where is the goat?
- What is the goat thinking?

(ii) Write the story in your own words. Give it a title.

3. Read the following news item.

History becomes fun at this school

Mumbai: Students in the sixth grade of a certain school in Navi Mumbai love their history lessons thanks to a novel teaching aid. It is not surprising given the fact that their study material includes comic books and they use their textbooks for reference to put things into perspective. Besides, students are encouraged to tap other sources of information as well. During history classes, students pore over comic strips of historical periods, enact characters of emperors and tyrants, and have animated discussions on the subject. History has become fun.

In the class students are asked to read the comic strip aloud, after which they break up into groups of four, discuss what they have heard and write a summary. Each group leader reads his group's summary aloud and the whole class jumps into discussion and debate, adding points, disagreeing and qualifying points of view. A sixth grade student says, "It's a lot of fun because everyone gets a chance to express themselves and the summary takes everyone's ideas into account."

According to the school principal the comic strip format and visuals appeal to students. A historian feels that using comics in schools is a great idea. Comics and acting help students understand what characters in the story are actually thinking.

(adapted from *The Times of India*, New Delhi, October 2007)

Based on this news item, write a paragraph on what you think about this new method of teaching history.

4. Find the chapters in your history book that correspond to the episodes and events described in this comic. Note how the information contained in a few chapters of history has been condensed to a few pages with the help of pictures and 'speech bubbles'.
5. Create a comic of your own using this story.

Once the Sun and the Wind began to quarrel, each one saying that he was stronger than the other. At last they decided to test each other's strength. A man with a cloak around his shoulders was passing by. The Wind boasted, "Using my strength I can make that man take off the cloak." The Sun agreed. The Wind blew hard. The man felt so cold that he clasped his cloak round his body as tightly as possible.

Now it was the turn of the Sun which shone very hot indeed. The man felt so hot that he at once removed the cloak from his body. Seeing the man taking off the cloak, the Wind conceded defeat.



Macavity : The Mystery Cat



Do you have a pet cat? Have you ever noticed anything mysterious about it? It is not easy to say whether every cat is a mystery, but Macavity is one, for sure. What is it that makes him a perfect mystery cat? Read the poem and find out.

Macavity's a Mystery Cat: he's called the Hidden Paw —

For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad's despair:

For when they reach the scene of crime —
Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.

His powers of levitation would make a fakir stare,
And when you reach the scene of crime —
Macavity's not there!

You may seek him in the basement, you may look up in the air —

But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.

His brow is deeply lined with thought, his head is highly domed;



His coat is dusty from neglect, his whiskers are uncombed.
He sways his head from side to side, with movements
like a snake;
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
For he's a fiend in feline shape, a monster of depravity.
You may meet him in a by-street, you may see him in
the square —
But when a crime's discovered, then Macavity's not
there!

T.S. ELIOT

glossary

defy: disobey or resist openly

Scotland Yard: the headquarters of the London police force

Flying Squad: a group of police or soldiers ready to move into action quickly

levitation: floating in the air without support

fiend: devil

feline: of, or relating to, a cat

depravity: moral corruption

working with the poem

1. Read the first stanza and think.
 - (i) Is Macavity a cat really?
 - (ii) If not, who can Macavity be?
2. Complete the following sentences.
 - (i) A master criminal is one who _____
 - (ii) The Scotland Yard is baffled because _____
 - (iii) _____ because Macavity moves much faster than them.
3. "A cat, I am sure, could walk on a cloud without coming through".

(Jules Verne)

Which law is Macavity breaking in the light of the comment above?

4. Read stanza 3, and then, describe Macavity in two or three sentences of your own.
5. Say 'False' or 'True' for each of the following statements.
 - (i) Macavity is not an ordinary cat.
 - (ii) Macavity cannot do what a *fakir* can easily do.
 - (iii) Macavity has supernatural powers.
 - (iv) Macavity is well-dressed, smart and bright.
 - (v) Macavity is a spy, a trickster and a criminal, all rolled in one.
6. Having read the poem, try to guess whether the poet is fond of cats. If so, why does he call Macavity a fiend and monster?
7. Has the poet used exaggeration for special effect? Find a few examples of it and read those lines aloud.

Rick: What did Papa Firefly tell Mama Firefly?

Hick: I don't know.

Rick: Isn't our child bright for his age!

Mary: Why isn't a nose twelve inches long?

Jo: I don't know. Why?

Mary: Because if it was twelve inches long it would be a foot.

Anita: I got a hundred in school today.

Mother: That's wonderful. What did you get a hundred in?

Anita: Forty in Maths and sixty in English.



Notes for the Teacher



UNITS 4-7

Bepin Choudhury's Lapse of Memory

- ❖ A Satyajit Ray story with a surprise ending that brings in its wake the much needed psychological relief to the sophisticated executive beleaguered by a conspiracy, which is a humorous take after all.
- ❖ Before asking children to read the text, tell the story part by part, each part ending where the listener wonders what comes next.
- ❖ Activity 3 under **working with language** is about two tense forms — *simple past* and *present perfect*. Notice how both have been used in conjunction with each other. The following explanatory notes may be useful.
 - The *present perfect* tense is used to refer to an action initiated and completed in the past and is associated with the present. It has its effect on the present situation.

I have seen the Taj. (I know what it looks like.)

He has arrived. (He is here.)

I have finished my work. (I am free now.)

- ❖ *Present perfect* tense is usual with **already**, **so far**, **not yet**, **ever**, **never** etc.
- ❖ It is not used with **ago**, **yesterday**, **last week/month/year**, etc.

The Last Bargain

- ❖ Here is a method of teaching that may be tried.
 - (a) Let children read the first stanza silently.

Ask the following questions.

 - (i) How many persons/characters are there?
 - (ii) Who are they?
 - (iii) Who is big and who is small?
 - (iv) What does the person in the first line say?
 - (v) What does the other one in the fourth line say?
 - (vi) Do they stay together or part company? Why?



(b) Now reconstruct the episode. Begin like this.

I was walking on the road looking for work. I saw the king in his chariot. He had a sword in his hand. He was very kind to me. He shook my hand and offered to hire me. I did not accept his offer. To me, power is not a valuable thing. It is not permanent. It won't make me happy. I was looking for something else as a reward for my work.

What is he looking for?

Let us read the next stanza.

(c) Do the other stanzas in the same way.

- ❖ The clue to what the person is looking for lies in the last line. The operative phrases are 'the child's play' and 'a free man'.
- ❖ The child and her/his play is a metaphor for innocence and inward happiness, which gives this person a sense of fulfilment and freedom from stress and strife. He feels genuinely free and happy in the company of the child.
- ❖ Recite each stanza with feeling, pausing at the right places.
- ❖ The method suggested may work better for a poem with a story.

❖ The Summit Within ❖

- ❖ Adventure and the world of nature – the arduous task of reaching the highest summit in the world makes the climber reflect on the 'internal summits' which are, perhaps, higher than the Everest. The text underscores the physical, emotional and spiritual aspects of the adventure in a single perspective.
- ❖ Divide the text into three parts. A convenient division is suggested here.
 - ❖ '.....that mountains are a means of communion with God'. (end of Part-I)
 - ❖ 'It is emotional. It is spiritual'. (end of Part-II)
 - ❖ The remaining is Part-III.
- ❖ Design while-reading comprehension questions for each part. The multiple choice items are given at the end of the lesson. You may try the following as additional questions.
 - ❖ What is the author's personal answer to the question as to why people climb mountains?
 - ❖ How is the same question answered in Part-II in a different way?

❖ Famous climbers have recorded how they needed *just that help*? Explain the italicised phrase.

❖ Looking round from the summit, you tell yourself that _____.

(a) Complete this sentence using the same words as in the text without referring to the book.

(b) Now complete it using a clause/phrase of your own without changing meaning.

❖ Activities 2 and 3 under **working with language** provide ample opportunities for vocabulary development. Extend Activity 2 by choosing new words from the text to cover their adjective and/or adverb forms.

remark – remarkable – remarkably

type – typical – typically

Use each item in a meaningful context, involving more than one sentence.

‘What you say is not appropriate, though it’s a good remark.’

‘Isn’t that remarkable?’

‘It may be so, but it doesn’t mean you are remarkably objective.’

❖ You may not find the dialogue above remarkable enough, but it meets the immediate requirement appropriately.

❖ Re-read and discuss passages where the author’s admiration for the mountains and passion for adventure comes through.

❖ The School Boy ❖

❖ A school is a place where children and teachers assemble every morning to learn from one another. Find out if any child would like to describe school in a different way.





❖ An interesting discussion on different types of schools, supported by pictures from magazines/newspapers, may ensue — a village school where children are sitting on the floor; another school where they are sitting at long desks; an outdoor lesson under a tree, etc.

❖ Ask children how they reach school. Do they walk or take a bus, etc.? What problems others in remote areas may face in reaching school on time?

❖ Any suggestions as to how to make school an interesting and enjoyable place!



This is Jody's Fawn

-  A story about a child's emotional preoccupation with the fawn whose mother had to be killed to save his father's life. The story highlights values such as compassion and justice, care and concern for human and animal life.
-  Spend some time on a discussion about 'home remedies' for commonplace health problems/ailments. Should we see a doctor about every little thing, or should we talk to the grandmother first?
-  The growing concern about preservation of environment and protection of animal life has gone a long way in persuading schools to refrain from dissecting animals for experiment. Elicit children's comments on the issue and on the law that punishes humans for hurting animals.
-  Activity 1 under **working with language** is about reporting questions – yes/no and wh-questions. The use of 'if/whether' in the case of yes/no type questions should be explicitly explained. Devise separate exercises for teaching the use of 'if/whether', the appropriate reporting verb, the changes in pronominals in the reported speech and the sequence of tenses.

Here is a simple exercise to exemplify some of these points. Choose the correct word to complete statements in indirect speech given below. Write words in the blanks given.

- (a) "Where do you come from?"

I _____ (said/asked) him where _____ (he/you) come from.

- (b) "What is your name?"

He asked me what _____ (my/his) name. (is/was)

- (c) "Are you happy?"

I asked him _____ (if/whether) he _____ (is/was) happy.

- (d) "Do you live here?"

He asked me _____ (whether/if) I _____ (live/lived) _____ (here/there).

- (e) "Why are you crying?"

The teacher asked the child _____ (if/why) she _____ (is/was/were) crying.

Here is another exercise.

Read the following dialogue between Jody and his father.
Rewrite their conversation in indirect speech.

Penny lay quiet, staring at the ceiling.

“Boy, you’ve got me hemmed in.”

“It won’t take much to raise the fawn.

It will soon start eating leaves.”

“You are smarter than boys of your age.”

“We took its mother, and it wasn’t to blame.”

“It seems ungrateful to leave it to starve.”

Begin like this:

Penny lay quiet staring at the ceiling. He said to Jody that
_____. Jody replied
that it wouldn’t _____

- Activity 2 under **working with language** deals with transitive and intransitive verbs.

Ask children to underline the direct object in the following sentences.

He brought me a colourful umbrella.

I will write a letter to him.

You should give yourself a chance.

- Activity 3 under **writing** may be linked with the first task covering home remedies under ‘Before you read,’ It will be useful to take it up separately also.

A Visit to Cambridge

- Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to be ‘differently abled’. A tour through Cambridge had a surprise, both pleasant and poignant, for the author. He met the brilliant and completely paralysed author of *A Brief History of Time*, and talked to him for a full half-hour.
- Activity 2 under **working with language** is about the *present participle* (dancing/walking) used as adjective.
- Running on the road, he saw _____. (participle)
- The train is running. _____ (verb)



- ❏ The running train _____ (adjective)
- ❏ The use of *past participle* as adjective may also be illustrated here.
- ❏ He has broken the window. (verb)
- ❏ The window was broken when the almirah was taken out (verb — in passive)
- ❏ See the broken window. (adjective)
- ❏ Activity 3 under **speaking and writing** may be done as a project. Lot of oral work to precede the writing task. The final draft should be edited and improved before it is put up on the board.
- ❏ Activities 1 and 2 under **speaking and writing** are about word stress. Stressed syllables to be pronounced clearly and loudly. Some words of more than one syllable from the text may also be listed according to whether the stress falls on the first or the second syllable.

❏ When I Set Out for Lyonesse ❏

- ❏ The poem has a clear beginning-middle-end structure. The beginning is 'setting out', the middle is 'sojourn' and the end is 'return'.
- ❏ Draw children's attention to appropriate words/phrases/lines that suggest and reinforce each phase of the journey.
- ❏ 'Lyonesse' to be pronounced as *lie-an-ness*. The last syllable receives the primary stress.
- ❏ If feasible and useful, explain the rhyme scheme and its musical effect on the listener.

Stanza 1	–	A B B A A B	Lyonesse	–	A
Stanza 2	–	A C C A A C	away	–	B
Stanza 3	–	A D D A A D	there	–	C
			eyes	–	D



Before you read

Do you have a good memory? Has your memory ever played any tricks on you?

Forgetfulness often puts you in a tight spot. But forgetting a part of your life completely may drive you crazy. In this story, Bepin Babu goes nearly crazy because he cannot recollect his stay at Ranchi. He has never been to Ranchi, he insists, though there are many witnesses to the contrary. What is the suspense all about?

I

Every Monday, on his way back from work, Bepin Choudhury would drop in at Kalicharan's in New Market to buy books. Crime stories, ghost stories and thrillers. He had to buy at least five at a time to last him through the week. He lived alone, was not a good mixer, had few friends, and didn't like spending time in idle chat. Today, at Kalicharan's, Bepin Babu had the feeling that someone was observing him from close quarters. He turned round and found himself looking at a round faced, meek looking man who now broke into a smile.

"I don't suppose you recognise me."

"Have we met before?" asked Bepin Babu.

The man looked greatly surprised. "We met every day for a whole week. I arranged for a car to take you to the Hudroo falls. In 1958. In Ranchi. My name is Parimal Ghose."

idle chat:
unnecessary,
routine
conversation

meek:
quiet; humble



“Ranchi?”

Now Bepin Babu realised that it was not he but this man who was making a mistake. Bepin Babu had never been to Ranchi. He had been at the point of going several times, but never made it. He smiled and said, “Do you know who I am?”

The man raised his eyebrows, bit his tongue and said, “Do I know you? Who doesn’t know Bepin Choudhury?”

Bepin Babu now turned towards the bookshelves and said, “Still you’re making a mistake. One often does. I’ve never been to Ranchi.”

The man now laughed aloud.

“What are you saying, Mr Choudhury? You had a fall in Hudroo and cut your right knee. I brought you iodine. I had fixed up a car for you to go to Netarhat the next day, but you couldn’t because of the pain in the knee. Can’t you recall anything? Someone else you know was also in Ranchi at that time. Mr Dinesh Mukerji. You stayed in a bungalow. You said you didn’t like hotel food and would prefer to have your meals cooked by a *bawarchi*. Mr Mukerji stayed with his sister. You had a big argument about the moon landing,

remember? I'll tell you more: you always carried a bag with your books in it on your sight-seeing trips. Am I right or not?"

Bepin Babu spoke quietly, his eyes still on the books.

"Which month in '58 are you talking about?"

The man said, "October."

"No, sir," said Bepin Babu. "I spent Puja in '58 with a friend in Kanpur. You're making a mistake. Good day."

But the man didn't go, nor did he stop talking.

"Very strange. One evening I had tea with you in a veranda of your bungalow. You spoke about your family. You said you had no children, and that you had lost your wife ten years ago. Your only brother had died insane, which is why you didn't want to visit the mental hospital in Ranchi..."

When Bepin Babu had paid for the books and was leaving the shop, the man was still looking at him in utter disbelief.

Comprehension Check

1. *Why did the man stare at Bepin Babu in disbelief?*
2. *Where did Bepin Babu say he went in October '58?*
3. *Mention any three (or more) things that Parimal Ghose knew about Bepin Babu.*

II

Bepin Babu's car was safely parked in Bertram Street by the Lighthouse Cinema. He told the driver as he got into the car, "Just drive by the Ganga, will you, Sitaram." Driving up the Strand Road, Bepin Babu regretted having paid so much attention to the intruder. He had never been to Ranchi — no question about it. It was inconceivable that he should forget such an incident which took place only six or seven years ago. He had an excellent memory. Unless — Bepin Babu's head reeled.

utter disbelief:
complete
surprise

(his) head reeled:
he was shocked
and confused



losing his mind:
becoming mad

intimate:
very personal and
private

bracing:
stimulating

Was he losing his mind? But how could that be? He was working daily in his office. It was a big firm, and he was doing a responsible job. He wasn't aware of anything ever going seriously wrong. Only today he spoke for half an hour at an important meeting. And yet...

And yet the man knew a great deal about him. How? He even seemed to know some intimate details. The bag of books, wife's death, brother's insanity... The only mistake was about his having gone to Ranchi. Not a mistake; a deliberate lie. In '58, during the Pujas, he was in Kanpur at his friend Haridas Bagchi's place. All Bepin Babu had to do was write to — no, there was no way of writing to Haridas. Bepin Babu suddenly remembered that Haridas had left with his wife for Japan some weeks ago, and he didn't have his address.

But where was the need for proof? He himself was fully aware that he hadn't been to Ranchi — and that was that.

The river breeze was bracing, and yet a slight discomfort lingered in Bepin Babu's mind.

Around Hastings, Bepin Babu decided to roll up his trousers and take a look at his right knee.

There was the mark of an old inch-long cut. It was impossible to tell when the injury had occurred.



Had he never had a fall as a boy and cut his knee? He tried to recall such an incident, but couldn't.

Then Bepin Babu suddenly thought of Dinesh Mukerji. The man had said that Dinesh was in Ranchi at the same time. The best thing surely would be to ask him. He lived quite near — in Beninandan Street. What about going right now? But then, if he had really never been to Ranchi, what would Dinesh think if Bepin Babu asked for a confirmation? He would probably conclude Bepin Babu was going nuts. No; it would be ridiculous to ask him.

And he knew how ruthless Dinesh's sarcasm could be.

Sipping a cold drink in his air-conditioned living room, Bepin Babu felt at ease again. Such a nuisance! Just because they have nothing else to do, they go about getting into other people's hair.

After dinner, snuggling in bed with one of the new thrillers, Bepin Babu forgot all about the man in New Market.

Next day, in the office, Bepin Babu noticed that with every passing hour, the previous day's encounter was occupying more and more of his mind. If the man knew so much about Bepin Babu, how could he make such a mistake about the Ranchi trip?

Just before lunch Bepin Babu decided to ring up Dinesh Mukerji. It was better to settle the question over the phone; at least the embarrassment on his face wouldn't show.

Two-Three-Five-Six-One-Six. Bepin Babu dialled the number.

"Hallo."

"Is that Dinesh? This is Bepin here."

"Well, well — what's the news?"

"I just wanted to find out if you recalled an incident which took place in '58."

going nuts: going
mad/crazy



getting into
people's hair:
interfering with
and annoying
people.







sleuthing:
investigating (an event)





carry on:
continue

“’58? What incident?”

“Were you in Calcutta right through that year? That’s the first thing I’ve got to know.”

“Wait just a minute... ’58... just let me check in my diary.”

For a minute there was silence. Bepin Babu could feel that his heartbeat had gone up. He was sweating a little.

“Hallo.”

“Yes.”

“I’ve got it. I’d been out twice.”

“Where?”

“Once in February — nearby — to Krishnanagar to a nephew’s wedding. And then... but you’d know about this one. The trip to Ranchi. You were there too. That’s all. But what’s all this sleuthing about?”

“No. I just wanted to — anyway, thanks.”

Bepin Babu slammed the receiver down and gripped his head with his hands. He felt his head swimming. A chill seemed to spread over his body. There were sandwiches in his tiffin box, but he didn’t eat them. He had lost his appetite.

Comprehension Check

1. Why did Bepin Babu worry about what Parimal Ghose had said?
2. How did he try to decide who was right—his memory or Parimal Ghose?
3. Why did Bepin Babu hesitate to visit Mr Mukerji? Why did he finally decide to phone him?
4. What did Mr Mukerji say? Did it comfort Bepin Babu, or add to his worries?

III

After lunch-time, Bepin Babu realised that he couldn’t possibly carry on sitting at his desk and working. This had never happened in the twenty-five years he had been with the firm. He had a reputation for being a

tireless, conscientious worker. But today his head was in a whirl.

Back home at two-thirty, Bepin Babu lay down in bed and tried to gather his wits together. He knew that it was possible to lose one's memory through an injury in the head, but he didn't know of a single instance of someone remembering everything except one particular incident — and a fairly recent and significant one at that. He had always wanted to go to Ranchi; to have gone there, done things, and not to remember was something utterly impossible.

At seven thirty, Bepin Babu's servant came and announced, "Chuni Babu, sir. Says it's very important."

Bepin Babu knew what Chuni had come for. Chuni had been at school with him. He'd been having a rough time lately and had been coming to see him about a job. Bepin Babu knew it was not possible to do anything for him and, in fact, told him so. But Chuni kept turning up like a bad penny.

Bepin Babu sent word that not only was it not possible for him to see Chuni now, but not in several weeks.

But as soon as the servant stepped out of the room, it struck Bepin Babu that Chuni might remember something about the '58 trip. There was no harm in asking him.

Bepin Babu hurried down the stairs and into the living room. Chuni was about to leave, but seeing Bepin Babu appear, he turned round hopefully.

Bepin Babu didn't beat about the bush.

"Listen, Chuni - I want to ask you something. You have a good memory, and you've been seeing me off and on for a long time. Just throw your mind back and tell me - did I go to Ranchi in '58?"

Chuni said, "'58? It must have been '58. Or was it '59?"

conscientious:
careful and
correct
**head was in a
whirl:**
(here)
confused and
unable to
think clearly
**gather his wits
together:**
make an effort
to become
calm and
think clearly

**having a
rough time:**
having a lot of
problems
**turning up
like a bad
penny:**
appearing at a
place where
one is not
welcome

**didn't beat
about the
bush:**
came straight
to the point
off and on:
now and then
**throw your
mind back:**
think back
and recall a
past event

"You're sure that I did go to Ranchi?"

Chuni's look of amazement was not unmixed with worry.

"D'you mean you have doubts about having gone at all?"

"Did I go? Do you remember clearly?"

Chuni sat down on the sofa, fixed Bepin Babu with a long, hard stare and said, "Bepin, have you taken to drugs or something? As far as I know, you had a clean record where such things were concerned. I know that old friendships don't mean much to you, but at least you had a good memory. You can't really mean that you've forgotten about the Ranchi trip?"

Bepin Babu had to turn away from Chuni's incredulous stare.

"Do you remember what my last job was?" asked Chunilal.

"Of course. You worked in a travel agency."

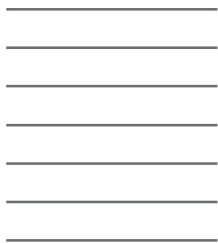
"You remember that and you don't remember that it was I who fixed up your railway booking for Ranchi? I went to the station to see you off; one of the fans in your compartment was not working — I got an electrician to fix it. Have you forgotten everything? Whatever is the matter with you? You don't look too well, you know."

Bepin Babu sighed and shook his head.

"I've been working too hard," he said at last. "That must be the reason. Must see about consulting a specialist."

Doubtless it was Bepin's condition which made Chunilal leave without mentioning anything about a job.

Paresh Chanda was a young physician with a pair of bright eyes and a sharp nose. He became thoughtful when he heard about Bepin Babu's symptoms. "Look, Dr Chanda," said Bepin Babu desperately, "You must cure me of this horrible illness. I can't tell you how it's affecting my work."



must see about
consulting:
(here) may
have to consult

Dr Chanda shook his head.

“You know what, Mr Choudhury,” he said. “I’ve never had to deal with a case such as yours. Frankly, this is quite outside my field of experience. But I have one suggestion. I don’t know if it’ll work, but it’s worth a try. It can do no harm.”

Bepin Babu leaned forward anxiously.

“As far as I can make out,” said Dr Chanda, “And I think you’re of the same opinion — you must have been to Ranchi, but due to some unknown reason, the entire episode has slipped out of your mind. What I suggest is that you go to Ranchi once again. The sight of the place may remind you of your trip. This is not impossible. More than that I cannot do at the moment. I’m prescribing a nerve tonic and a tranquilliser. Sleep is essential, or the symptoms will get more pronounced.”

Bepin Babu felt somewhat better the next morning.

After breakfast, he rang up his office, gave some instructions and then procured a first class ticket for Ranchi for the same evening.

Comprehension Check

1. Who was Chunilal? What did he want from Bepin Babu?
2. Why was Dr Chanda puzzled? What was unusual about Bepin Babu's loss of memory?

IV

Getting off the train at Ranchi next morning, he realised at once that he had never been there before.

He came out of the station, took a taxi and drove around the town for a while. He realised that the streets, the buildings, the hotels, the bazaars, the Morabadi Hill — with none of these had he the slightest acquaintance. Would a trip to the Hudroo Falls help? He didn't believe so, but, at the same time, he didn't wish to leave with the feeling that he hadn't tried enough. So he arranged for a car and left for Hudroo in the afternoon.



tranquilliser:
a medicine to
reduce stress
and anxiety

procured:
got (with a little
difficulty)





came round:
regained
consciousness

At five o'clock the same afternoon in Hudroo, two Gujarati gentlemen from a group of picnickers discovered Bepin Babu lying unconscious beside a boulder. When he came round, the first thing Bepin Babu said was, "I'm finished. There's no hope left."

Next morning, Bepin Babu was back in Calcutta. He realised that there was truly no hope for him. Soon he would lose everything: his will to work, his confidence, his ability, his balance of mind. Was he going to end up in the asylum at...? Bepin Babu couldn't think any more.

Back home, he rang up Dr Chanda and asked him to come over. Then, after a shower, he got into bed with an ice bag clamped on his head. Just then the servant brought him a letter which someone had left in the letter box. A greenish envelope with his name in red ink on it.



Above the name it said 'Urgent and Confidential'. In spite of his condition, Bepin Babu had a feeling that he ought to go through the letter. He tore open the envelope and took out the letter. This is what he read —

Dear Bepin,

I had no idea that affluence would bring about the kind of change in you that it has done. Was it so difficult for you to help out an old friend down on his luck? I have no money, so my resources are limited. What I have is imagination, a part of which I used in retribution of your unfeeling behaviour.

Well, you'll be all right again now. A novel I've written is being considered by a publisher. If he likes it enough, it'll see me through the next few months.

Yours, Chunilal

When Dr Chanda came, Bepin Babu said, "I'm fine. It all came back as soon as I got off the train at Ranchi."

"A unique case," said Dr Chanda. "I shall certainly write about it in a medical journal."

"The reason why I sent for you," said Bepin Babu, "is that I have a pain in the hip from a fall I had in Ranchi. If you could prescribe a pain killer..."

SATYAJIT RAY

in retribution of:
as a
punishment for

Comprehension Check

1. Had Bepin Babu really lost his memory and forgotten all about a trip to Ranchi?
2. Why do you think Chunilal did what he did? Chunilal says he has no money; what is it that he does have?

working with the text

1. The author describes Bepin Babu as a serious and hardworking man. What evidence can you find in the story to support this?
2. Why did Bepin Babu change his mind about meeting Chunilal? What was the result of this meeting?
3. Bepin Babu lost consciousness at Hudroo Falls. What do you think was the reason for this?
4. How do you think Bepin Babu reacted when he found out that Chunilal had tricked him?

working with language

1. Look at these two sentences.

He had to buy at least five books to last him through the week.

Bepin had to ask Chuni to leave.

Had to is used to show that it was very important or necessary for Bepin Babu to do something. He had no choice. We can also use 'have to' / 'has to' in the same way.

Fill in the blanks below using 'had to' / 'have to' / 'has to'.

- (i) I _____ cut my hair every month.
- (ii) We _____ go for swimming lessons last year.
- (iii) She _____ tell the principal the truth.
- (iv) They _____ take the baby to the doctor.
- (v) We _____ complain to the police about the noise.
- (vi) Romit _____ finish his homework before he could come out to play.
- (vii) I _____ repair my cycle yesterday.

2. Here are a few idioms that you will find in the story. Look for them in the dictionary in the following way.

First, arrange them in the order in which you would find them in a dictionary.

(*Clue*: An idiom is usually listed under the first noun, verb, adjective or adverb in it. Ignore articles or prepositions in the idiom).

To help you, we have put in bold the word under which you must look for the idiom in the dictionary.)

- (i) at/from **close** quarters (**close**: adjective)
- (ii) **break** into a smile (**break**: verb; look under 'break into something')
- (iii) **carry** on (**carry**: verb)
- (iv) have a **clean record** (you may find related meanings under both these words)
- (v) **beat** about the bush (verb)

Now refer to your dictionary and find out what they mean.

3. Study the sentences in the columns below.

A	B
I saw this movie yesterday.	I have seen this movie already.
Bepin Babu worked here for a week last year.	Bepin Babu has worked here since 2003.
Chunilal wrote to a publisher last week.	Chunilal has written to a publisher.
I visited Ranchi once, long ago.	I have visited Ranchi once before.

Compare the sentences in the two columns, especially the verb forms. Answer the following questions about each pair of sentences.

- Which column tells us that Bepin Babu is still working at the same place?
 - Which column suggests that Chunilal is now waiting for a reply from the publisher?
 - Which column suggests that the person still remembers the movie he saw?
 - Which column suggests that the experience of visiting Ranchi is still fresh in the speaker's mind?
4. Given below are jumbled sentences. Working in groups, rearrange the words in each sentence to form correct sentences.

You will find that each sentence contains an idiomatic expression that you have come across in the lesson. Underline the idiom and write down its meaning. Then use your dictionary to check the meaning.

One sentence has been worked out for you as an example.

Jumbled sentence: vanished/ The car/ seemed to/ into thin/ have/ air.

Ans: The car seemed to have vanished into thin air.

Idiom: **vanished into thin air**: disappeared or vanished in a mysterious way

- Stop/and tell me/beating about/what you want/the bush

Ans: _____

Idiom: _____

- (ii) don't pay/If you/ attention/you might/the wrong train/to the announcement/board

Ans: _____

Idiom: _____

- (iii) The villagers/tried/the crime/on the young woman/to pin

Ans: _____

Idiom: _____

- (iv) Bepin Babu/orders to/telling people/under/loved/doctor's/eat early/that he was

Ans: _____

Idiom: _____

- (v) the students/The teacher/his eyebrows/when/said that/all their lessons/raised/they had revised

Ans: _____


Idiom: _____

speaking and writing

1. What do you think happened after Bepin Babu came to know the truth? Was he angry with this friend for playing such a trick on him? Or do you think he decided to help a friend in need?
2. Imagine you are Bepin Choudhury. You have received Chunilal's letter and feel ashamed that you did not bother to help an old friend down on his luck. Now you want to do something for him. Write a letter to Chunilal promising to help him soon.

Or

A prank is a childish trick. Do you remember any incident when someone played a prank on you or your friends? Describe the prank in a paragraph.



There was an old woman
Who lived under a hill,
And if she's not gone
She lives there still.



The Last Bargain



A bargain is an agreement in which both parties promise to do something for each other. Someone is looking for work, waiting to be hired. He strikes a bargain but thinks it worthless. He tries twice again but doesn't like either. Finally, in the last bargain, when he is hired for nothing whatever, he is happy as never before. What is the bargain, and why is it the best?



“Come and hire me,” I cried, while in the morning
I was walking on the stone-paved road.
Sword in hand the King came in his chariot.
He held my hand and said, “I will hire you with
my power,”
But his power counted for naught, and he went away
in his chariot.

In the heat of the mid-day the houses stood with
shut doors.
I wandered along the crooked lane.
An old man came out with his bag of gold.
He pondered and said, “I will hire you with my money.”
He weighed his coins one by one, but I turned away.



It was evening. The garden hedge was all aflower.
The fair maid came out and said, "I will hire you with
a smile."
Her smile paled and melted into tears, and she went
back alone into the dark.

The sun glistened on the sand, and the sea waves broke
waywardly.
A child sat playing with shells.
He raised his head and seemed to know me and said,
"I hire you with nothing."
From henceforward that bargain struck in child's play
made me a free man.

RABINDRANATH TAGORE

working with the poem

1. Who is the speaker in the poem?
2. "The king, sword in hand" suggests
 - (i) wealth
 - (ii) power
 - (iii) more power than wealth.Mark the appropriate item in the context of stanza 1.
3. The old man offered the speaker a lot of money.
Why did he turn down the offer?
4. Find in the poem, lines that match the following. Read both one after another.
 - (i) I have nothing to give you
except goodwill and cheer.
 - (ii) Her happiness was no more
than sorrow in disguise.
 - (iii) The king's might was not worth much.
5. How did the speaker feel after talking to the child on the beach?



Before you read

Major H.P.S. Ahluwalia was a member of the first successful Indian expedition to Mount Everest in 1965. How did he feel when he stood on the highest point in the world? Let us hear his story in his words — climbing the summit and, then, the more difficult task of climbing the summit within.

Of all the emotions which surged through me as I stood on the summit of Everest, looking over miles of panorama below us, the dominant one I think was humility. The physical in me seemed to say, ‘Thank God, it’s all over!’ However, instead of being jubilant, there was a tinge of sadness. Was it because I had already done the ‘ultimate’ in climbing and there would be nothing higher to climb and all roads hereafter would lead down?

By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. It is a joy which lasts a lifetime. The experience changes you completely. The man who has been to the mountains is never the same again.

As I look back at life after climbing Everest I cannot help remarking about the other summit — the summit of the mind — no less formidable and no easier to climb.

surged:

arose suddenly and intensely

panorama: view of a wide area

jubilant:

very happy because of success

tinge:

trace/shade

exhaustion:
fatigue;
tiredness



exhilarating:
very exciting

communion:
state or
feeling of
close relation-
ship
defied:
frustrated;
resisted

Even when getting down from the summit, once the physical exhaustion had gone, I began asking myself the question why I had climbed Everest. Why did the act of reaching the summit have such a hold on my imagination? It was already a thing of the past, something done yesterday. With every passing day, it would become more remote. And then what would remain? Would my memories fade slowly away?

All these thoughts led me to question myself as to why people climb mountains. It is not easy to answer the question. The simplest answer would be, as others have said, "Because it is there." It presents great difficulties. Man takes delight in overcoming obstacles. The obstacles in climbing a mountain are physical. A climb to a summit means endurance, persistence and will power. The demonstration of these physical qualities is no doubt exhilarating, as it was for me also.

I have a more personal answer to the question. From my childhood I have been attracted by mountains. I had been miserable, lost, when away from mountains, in the plains. Mountains are nature at its best. Their beauty and majesty pose a great challenge, and like many, I believe that mountains are a means of communion with God.

Once having granted this, the question remains: Why Everest? Because it is the highest, the mightiest and has defied many previous attempts. It takes the last ounce of one's energy. It is a brutal struggle with rock and ice. Once taken up, it cannot be given up halfway even when one's life is at stake. The passage back is as difficult as the passage onwards. And then, when the summit is climbed, there is the exhilaration, the joy of having done something, the sense of a battle fought and won. There is a feeling of victory and of happiness.

Glimpsing a peak in the distance, I get transported to another world. I experience a change within myself

which can only be called mystical. By its beauty, aloofness, might, ruggedness, and the difficulties encountered on the way, the peak draws me to it — as Everest did. It is a challenge that is difficult to resist.

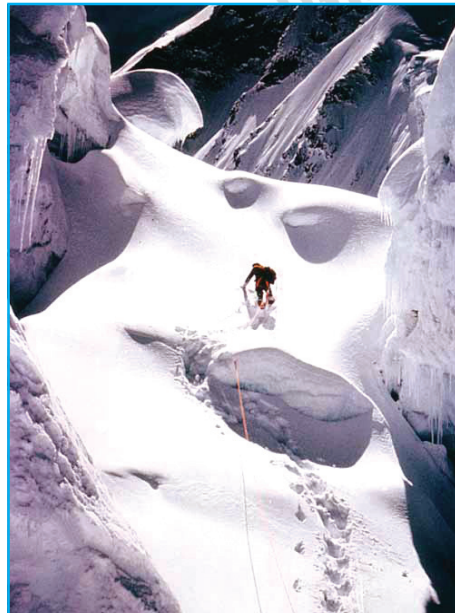
Looking back I find that I have not yet fully explained why I climbed Everest. It is like answering a question why you breathe. Why do you help your neighbour? Why do you want to do good acts? There is no final answer possible.

And then there is the fact that Everest is not just a physical climb. The man who has been to the mountain-top becomes conscious in a special manner of his own smallness in this large universe.

The physical conquest of a mountain is only one part of the achievement. There is more to it than that. It is followed by a sense of fulfilment. There is the satisfaction of a deep urge to rise above one's surroundings. It is the eternal love for adventure in man. The experience is not merely physical. It is emotional. It is spiritual.

Consider a typical climb, towards the summit on the last heights. You are sharing a rope with another climber. You firm in. He cuts the steps in the hard ice. Then he belays and you inch your way up. The climb is grim. You strain every nerve as you take every step. Famous climbers have left records of the help given by others. They have also recorded how they needed just that help. Else they might have given up. Breathing is difficult. You curse yourself for having let yourself in for this. You wonder why you ever undertook the ascent. There are moments when you feel like going back. It would be sheer relief to go down, instead of up. But almost at once you snap out of that mood. There is something in you that does not let you give up the

mystical:
spiritual



firm in:
make yourself
firm
belays:
fixes a rope

ascent:
climb



make your
obeisance: show
your obedience
or submission

struggle. And you go on. Your companion keeps up with you. Just another fifty feet. Or a hundred, maybe. You ask yourself: Is there no end? You look at your companion and he looks at you. You draw inspiration from each other. And then, without first being aware of it, you are at the summit.

Looking round from the summit you tell yourself that it was worthwhile. Other silvery peaks appear through the clouds. If you are lucky the sun may be on them. The surrounding peaks look like a jewelled necklace around the neck of your summit. Below, you see vast valleys sloping into the distance. It is an ennobling, enriching experience to just look down from the summit of a mountain. You bow down and make your obeisance to whichever God you worship.

I left on Everest a picture of Guru Nanak. Rawat left a picture of Goddess Durga. Phu Dorji left a relic of the Buddha. Edmund Hillary had buried a cross under a cairn (a heap of rocks and stones) in the snow. These are not symbols of conquest but of reverence.

The experience of having climbed to the summit changes you completely.

There is another summit. It is within yourself. It is in your own mind. Each man carries within himself his own mountain peak. He must climb it to reach to a fuller knowledge of himself. It is fearful, and unscalable. It cannot be climbed by anyone else. You yourself have to do it. The physical act of climbing to the summit of a mountain



The author and Phu-Dorji on the summit of Mount Everest

outside is akin to the act of climbing the mountain within. The effects of both the climbs are the same. Whether the mountain you climb is physical or emotional and spiritual, the climb will certainly change you. It teaches you much about the world and about yourself.

I venture to think that my experience as an Everest climber has provided me with the inspiration to face life's ordeals resolutely. Climbing the mountain was a worthwhile experience. The conquest of the internal summit is equally worthwhile. The internal summits are, perhaps, higher than Everest.

H.P.S. AHLUWALIA

Comprehension Check

1. *Standing on Everest, the writer was*
 - (i) overjoyed.
 - (ii) very sad.
 - (iii) jubilant and sad.

Choose the right item.
2. *The emotion that gripped him was one of*
 - (i) victory over hurdles.
 - (ii) humility and a sense of smallness.
 - (iii) greatness and self importance.
 - (iv) joy of discovery.

Choose the right item.
3. *"The summit of the mind" refers to*
 - (i) great intellectual achievements.
 - (ii) the process of maturing mentally and spiritually.
 - (iii) overcoming personal ambition for common welfare.
 - (iv) living in the world of thought and imagination.
 - (v) the triumph of mind over worldly pleasures for a noble cause.
 - (vi) a fuller knowledge of oneself.

Mark the item(s) not relevant.

ordeals: painful experiences
resolutely: with determination or firmness

working with the text

1. Answer the following questions.

- (i) What are the three qualities that played a major role in the author's climb?
- (ii) Why is adventure, which is risky, also pleasurable?
- (iii) What was it about Mount Everest that the author found irresistible?
- (iv) One does not do it (climb a high peak) for fame alone. What does one do it for, really?
- (v) "He becomes conscious in a special manner of his own smallness in this large universe." This awareness defines an emotion mentioned in the first paragraph. Which is the emotion?
- (vi) What were the "symbols of reverence" left by members of the team on Everest?
- (vii) What, according to the writer, did his experience as an Everest climber teach him?

2. Write a sentence against each of the following statements. Your sentence should explain the statement. You can pick out sentences from the text and rewrite them. The first one has been done for you.

- (i) The experience changes you completely.
One who has been to the mountains is never the same again.
- (ii) Man takes delight in overcoming obstacles.

- (iii) Mountains are nature at its best.

- (iv) The going was difficult but the after-effects were satisfying.

- (v) The physical conquest of a mountain is really a spiritual experience.

working with language



1. Look at the italicised phrases and their meanings given in brackets.

Mountains are nature *at its best*. (nature's best form and appearance)

Your life is *at risk*. (in danger; you run the risk of losing your life.)

He was *at his best/worst* in the last meeting. (it was his best/worst performance.)

Fill in the blanks in the following dialogues choosing suitable phrases from those given in the box.

 at hand at once at all at a low ebb at first sight 

- (i) *Teacher*: You were away from school without permission. Go to the principal _____ and submit your explanation.

Pupil: Yes, Madam. But would you help me write it first?

- (ii) *Arun*: Are you unwell?

Ila: No, not _____. Why do you ask?

Arun: If you were unwell, I would send you to my uncle.

He is a doctor.

- (iii) *Mary*: Almost every Indian film has an episode of love _____.

David: Is that what makes them so popular in foreign countries?

- (iv) *Asif*: You look depressed. Why are your spirits _____ today?
(Use such in the phrase)

Ashok: I have to write ten sentences using words that I never heard before.

- (v) *Shieba*: Your big moment is close _____.

Jyoti: How should I welcome it?

Shieba: Get up and receive the trophy.

2. Write the noun forms of the following words adding **-ance** or **-ence** to each.

(i) endure _____ (ii) persist _____

(iii) signify _____ (iv) confide _____

(v) maintain _____ (vi) abhor _____

3. (i) Match words under **A** with their meanings under **B**.

A	B
remote	difficult to overcome
means	most prominent
dominant	be overcome/overpowered
formidable	method(s)
overwhelmed	far away from

- (ii) Fill in the blanks in the sentences below with appropriate words from under **A**.

- (a) There were _____ obstacles on the way, but we reached our destination safely.
- (b) We have no _____ of finding out what happened there.
- (c) Why he lives in a house _____ from any town or village is more than I can tell.
- (d) _____ by gratitude, we bowed to the speaker for his valuable advice.
- (e) The old castle stands in a _____ position above the sleepy town.




speaking and writing

Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.

Before writing, work in small groups. Discuss the points given below and decide if you want to use some of these points in your composition.

-  Consider this sentence

Mountains are a means of communion with God.

-  Think of the act of worship or prayer. You believe yourself to be in the presence of the divine power. In a way, you are in communion with that power.
-  Imagine the climber on top of the summit—the height attained; limitless sky above; the climber's last ounce of energy spent; feelings of gratitude, humility and peace.
-  The majesty of the mountains does bring you close to nature and the spirit and joy that lives there, if you have the ability to feel it.

Some composition may be read aloud to the entire class afterwards.

The School Boy

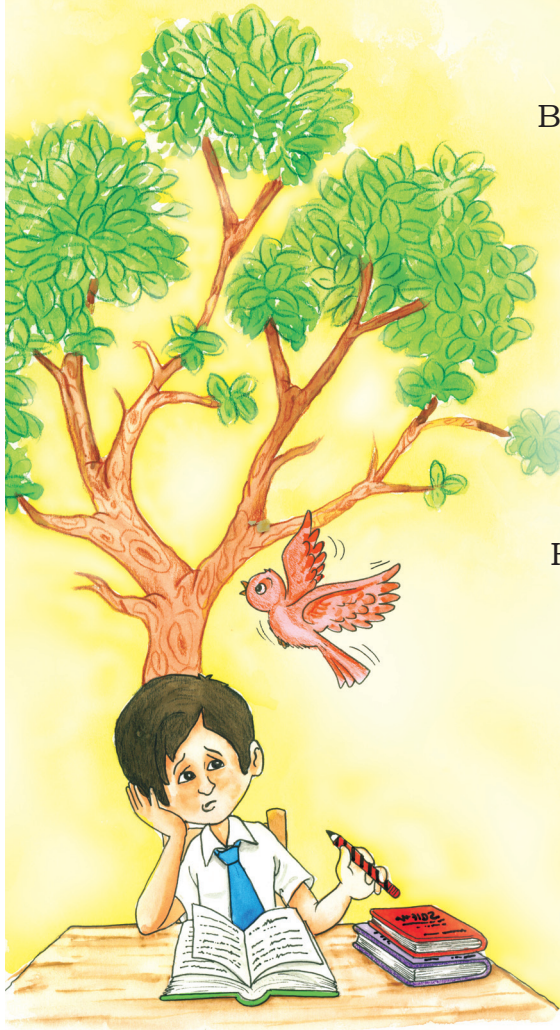
The school boy in the poem is not a happy child. What makes him unhappy? Why does he compare himself to a bird that lives in a cage, or a plant that withers when it should blossom.

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me.
O! what sweet company.

But to go to school in a summer morn,
O! it drives all joy away;
Under a cruel eye outworn,
The little ones spend the day,
In sighing and dismay.

Ah! then at times I drooping sit,
And spend many an anxious hour.
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn thro' with the dreary shower.

How can the bird that is born for joy,
Sit in a cage and sing.
How can a child when fears annoy,
But droop his tender wing,
And forget his youthful spring.



O! Father and Mother, if buds are nip'd,
And blossoms blown away,
And if the tender plants are strip'd
Of their joy in the springing day,
By sorrow and cares dismay,

How shall the summer arise in joy,
Or the summer fruits appear?

WILLIAM BLAKE

glossary

nip'd: (nipped) 'to nip something in the bud' is to stop or
destroy it at an early stage of its development

strip'd: stripped

plants strip'd of joy: if joy is taken away from plants

working with the poem

1. Find three or four words/phrases in stanza 1 that reflect the child's happiness and joy.
2. In stanza 2, the mood changes. Which words/phrases reflect the changed mood?
3. 'A cruel eye outworn' (stanza 2) refers to
 - (i) the classroom which is shabby/noisy.
 - (ii) the lessons which are difficult/uninteresting.
 - (iii) the dull/uninspiring life at school with lots of work and no play.

Mark the answer that you consider right.

4. 'Nor sit in learning's bower
worn thro' with the dreary shower'

Which of the following is a close paraphrase of the lines above?

- (i) Nor can I sit in a roofless classroom when it is raining.
- (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.
- (iii) Nor can I sit in the school garden for fear of getting wet in the rain.

Read the following poem and compare it with *The School Boy*.

The One Furrow

When I was young, I went to school
With pencil and footrule
Sponge and slate,
And sat on a tall stool
At learning's gate.

When I was older, the gate swung wide;
Clever and keen-eyed
In I pressed,
But found in the mind's pride
No peace, no rest.

Then who was it taught me back to go
To cattle and barrow,
Field and plough:
To keep to the one furrow,
As I do now?

R.S. THOMAS

The Other Way Round

- ❑ Quicksand works slowly.
- ❑ There is no egg in eggplant, no ham in hamburger and neither apple nor pine in pineapple.
- ❑ Boxing rings are square.
- ❑ There are noses that run and feet that smell.






Before you read

Often, instead of rushing to the doctor to treat a small cut or burn, we find quick and effective cures using things available at home. Can you think of some such 'home remedies' for

a cut on your knee?

a burn on your arm?

 *a bee sting?*

 *In this story, Jody's father has been bitten by a rattlesnake. He quickly kills a doe and uses its heart and liver to draw out the poison. Jody wonders what will happen to the little fawn left without a mother.*

I

Jody allowed his thoughts to drift back to the fawn. He could not keep it out of his mind. He had held it, in his dreams, in his arms. He slipped from the table and went to his father's bedside. Penny lay at rest. His eyes were open and clear, but the pupils were still dark and dilated.

Jody said, "How are you feeling, Pa?"

"Just fine, son. Old Death has gone thieving elsewhere. But wasn't it a close shave!"

"I agree."

Penny said, "I'm proud of you, boy, the way you kept your head and did what was needed."

drift back to:

go back to

dilated:

enlarged

a close shave:

a narrow

escape

kept your

head:

stayed calm in

a difficult

situation

“Pa-”

“Yes, son.”

“Pa, do you recollect the doe and the fawn?”



“I can never forget them. The poor doe saved me, that’s certain.”

“Pa, the fawn may be out there yet. It might be hungry and very scared.”

“I suppose so.”

“Pa, I’m a big boy now and don’t need to drink milk. Why don’t I go and see if I can find the fawn?”

“And bring it here?”

“And raise it.”

Penny lay quiet, staring at the ceiling.

“Boy, you’ve got me hemmed in.”

“It won’t take much to raise it, Pa. It’ll soon start eating leaves and acorns.”

“You are smarter than boys of your age.”

“We took its mother, and it wasn’t to blame.”

“Surely it seems ungrateful to leave it to starve. Son, I can’t say ‘No’ to you. I never thought I’d live to see another day.”



hemmed in:
(here) caught
in a situation
where one
can’t say ‘no’
acorns:
small brown
nuts





sidled back:
walked back
quietly, trying
not to be
noticed

"Can I ride back with Mill-wheel and see if I can find it?"

"Tell your Ma I said you can go."

He sidled back to the table and sat down. His mother was pouring coffee for everyone.

He said, "Ma, Pa says I can go bring back the fawn."

She held the coffee pot in mid-air.

"What fawn?"

"The fawn belonging to the doe we killed. We used the doe's liver to draw out the poison and save Pa."

She gasped.

"Well, for pity sake—"

"Pa says it would be ungrateful to leave it to starve."

Doc Wilson said, "That's right, Ma'am. Nothing in the world comes quite free. The boy's right and his daddy's right."

Mill-wheel said, "He can ride back with me. I'll help him find it."

She set down the pot helplessly.

"Well, if you'll give it your milk—we've got nothing else to feed it."

Mill-wheel said, "Come on, boy. We've got to get riding."

Ma Baxter asked anxiously, "You'll not be gone long?"

Jody said, "I'll be back before dinner for sure."

Mill-wheel mounted his horse and pulled Jody up behind him.

He said to Mill-wheel, "Do you think the fawn's still there? Will you help me find him?"



"We'll find him if he's alive. How you know it's a he?"

"The spots were all in a line. On a doe-fawn, Pa says the spots are every which way..."

Comprehension Check

1. What had happened to Jody's father?
2. How did the doe save Penny's life?
3. Why does Jody want to bring the fawn home?
4. How does Jody know that the fawn is a male?

II

Jody gave himself over to thoughts of the fawn. They passed the abandoned clearing.

He said, "Cut to the north, Mill-wheel. It was up here that Pa got bitten by the snake and killed the doe and I saw the fawn."

Suddenly Jody was unwilling to have Mill-wheel with him. If the fawn was dead, or could not be found, he could not have his disappointment seen. And if the fawn was there, the meeting would be so lovely and so secret that he could not endure to share it.

He said, "It's not far now, but the scrub is very thick for a horse. I can make it on foot."

"But I'm afraid to leave you, boy. Suppose you got lost or got bitten by the snake, too?"

"I'll take care. It might take me a long time to find the fawn, if he's wandered. Leave me off right here."

"All right, but you take it easy now. You know north here, and east?"

"There, and there. That tall pine makes a bearing."

"So long."

"So long, Mill-wheel. I'm obliged."

He waited for the sound of the hooves to end, then cut to the right. The scrub was still. Only his own crackling of twigs sounded across the silence. He wondered for an instant if he had mistaken his direction. Then a buzzard rose in front of him and

every which way:
in different directions



makes a bearing:
acts as a compass and helps to identify directions



buzzard:

a large bird
like the
vulture that
eats the flesh
of dead
animals

adjacent:

nearby

parted:

moved or
pushed aside

quivering:

shaking
slightly

delirious:

(here)
extremely
excited

convulsion:

shiver

flapped into the air. He came into the clearing under the oaks. Buzzards sat in a circle around the carcass of the doe. They turned their heads on their long scrawny necks and hissed at him. He threw his bough at them and they flew into an adjacent tree. The sand showed large cat prints but the big cats killed fresh, and they had left the doe to the carrion birds.

He parted the grass at the place where he had seen the fawn. It did not seem possible that it was only yesterday. The fawn was not there. He circled the clearing. There was no sound, no sign. The buzzards clacked their wings, impatient to return to their business. He returned to the spot where the fawn had emerged and dropped on all fours, studying the sand for the small hoof prints. The night's rain had washed away all tracks except those of cat and buzzards.

Comprehension Check

1. Jody didn't want Mill-wheel with him for two reasons. What were they?
2. Why was Mill-wheel afraid to leave Jody alone?

III

Movement directly in front of him startled him so that he tumbled backward. The fawn lifted its face to his. It turned its head with a wide, wondering motion and shook him through with the stare of its liquid eyes. It was quivering. It made no effort to rise or run. Jody could not trust himself to move.

He whispered, "It's me."

The fawn lifted its nose, scenting him. He reached out one hand and laid it on the soft neck. The touch made him delirious. He moved forward on all fours until he was close beside it. He put his arms around its body. A light convulsion passed over it but it did not stir.



He stroked its sides as gently as though the fawn were a china deer and he might break it. Its skin was very soft. It was sleek and clean and had a sweet scent of grass. He

rose slowly and lifted the fawn from the ground. Its legs hung limply. They were surprisingly long and he had to hoist the fawn as high as possible under his arm.

He was afraid that it might kick and bleat at sight and smell of its mother. He skirted the clearing and pushed his way into the thicket. It was difficult to fight through with his burden. The fawn's legs caught in the bushes and he could not lift his own with freedom. He tried to shield its face from prickling vines. Its head bobbed with his stride. His heart thumped with the marvel of its acceptance of him. He reached the trail and walked as fast as he could until he came to the intersection with the road home. He stopped to rest and set the fawn down on its dangling legs. It wavered on them. It looked at him and bleated.

He said, enchanted, "I'll carry you after I get my breath."

He remembered his father saying that a fawn would follow if it had first been carried. He started away slowly. The fawn stared after him. He came back to it and stroked it and walked away again. It took a few wobbling steps toward him and cried piteously. It was willing to follow him. It belonged to him. It was his own. He was light-headed with his joy. He wanted to fondle it, to run and romp with it, to call to it to come to him. He

a china deer:
a clay deer
that is easily
broken

sleek:
smooth and
shiny

hoist:
pull up higher

light-headed:
unable to
think clearly



romp:
play
alarm:
frighten

dared not alarm it. He picked it up and carried it in front of him over his two arms. It seemed to him that he walked without effort.

His arms began to ache and he was forced to stop again. When he walked on, the fawn followed him at once. He allowed it to walk a little distance, then picked it up again. The distance home was nothing. He could have walked all day and into the night, carrying it and watching it follow. He was wet with sweat but a light breeze blew through the June morning, cooling him. The sky was as clear as spring water in a blue china cup. He came to the clearing. It was fresh and green after the night's rain. He fumbled with the latch and was finally obliged to set down the fawn to manage it. Then, he had an idea — he would walk into the house, into Penny's bedroom, with the fawn walking behind him. But at the steps, the fawn balked and refused to climb them. He picked it up and went to his father. Penny lay with closed eyes.

Jody called, "Pa! Look!"

Penny turned his head. Jody stood beside him, the fawn clutched hard against him. It seemed to Penny that the boy's eyes were as bright as the fawn's. He said, "I'm glad you found him."

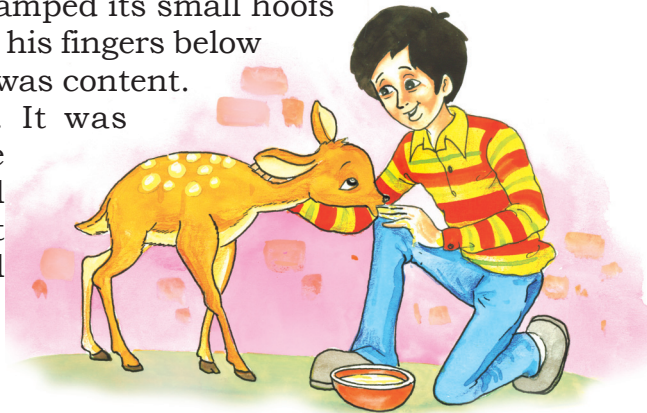
Jody then went to the kitchen. The fawn wobbled after him. A pan of morning's milk stood in the kitchen safe. The cream had risen on it. He skimmed the cream into a jug. He poured milk into a small gourd. He held it out to the fawn. It butted it suddenly, smelling the milk. He saved it precariously from spilling over the floor. It could make nothing of the milk in the gourd.

He dipped his fingers in the milk and thrust them into the fawn's soft wet mouth. It sucked greedily. When he withdrew them, it bleated frantically and butted him. He dipped his fingers again and as the fawn sucked, he lowered them slowly into the milk. The fawn blew

balked:
(also baulked)
was unwilling
(to do
something)

and sucked and snorted. It stamped its small hoofs impatiently. As long as he held his fingers below the level of the milk, the fawn was content. It closed its eyes dreamily. It was ecstasy to feel its tongue against his hand. Its small tail flicked back and forth. The last of the milk vanished in a swirl of foam and gurgling.

MARJORIE KINNAN RAWLINGS



Comprehension Check

1. How did Jody bring the fawn back home?
2. Jody was filled with emotion after he found the fawn. Can you find at least three words or phrases which show how he felt?
3. How did the deer drink milk from the gourd?
4. Why didn't the fawn follow Jody up the steps as he had thought it would?

working with the text

1. Why did Penny Baxter allow Jody to go find the fawn and raise it?
2. What did Doc Wilson mean when he said, "Nothing in the world ever comes quite free"?
3. How did Jody look after the fawn, after he accepted the responsibility for doing this?
4. How does Jody's mother react when she hears that he is going to bring the fawn home? Why does she react in this way?

working with language

1. Look at these pairs of sentences.
Penny said to Jody, "Will you be back before dinner?"
Penny asked Jody if he would be back before dinner.
"How are you feeling, Pa?" asked Jody.
Jody asked his father how he was feeling.

Here are some questions in direct speech. Put them into reported speech.

- (i) Penny said, "Do you really want it son?"
- (ii) Mill-wheel said, "Will he ride back with me?"
- (iii) He said to Mill-wheel, "Do you think the fawn is still there?"
- (iv) He asked Mill-wheel, "Will you help me find him?"
- (v) He said, "Was it up here that Pa got bitten by the snake?"

2. Look at these two sentences.

He **tumbled** backward.

It **turned** its head.

The first sentence has an **intransitive** verb, a verb without an **object**.

The second sentence has a **transitive** verb. It has a direct object. We can ask: "What did it turn?" You can answer: "Its head. It turned its head."

Say whether the verb in each sentence below transitive or intransitive. Ask yourself a 'what' question about the verb, as in the example above. (For some verbs, the object is a person, so ask the question 'who' instead of 'what').

- (i) Jody then **went** to the kitchen.
- (ii) The fawn **wobbled** after him.
- (iii) You **found** him.
- (iv) He **picked** it up.
- (v) He **dipped** his fingers in the milk.
- (vi) It **bleated** frantically and **butted** him.
- (vii) The fawn **sucked** his fingers.
- (viii) He **lowered** his fingers slowly into the milk.
- (ix) It **stamped** its small hoofs impatiently.
- (x) He **held** his fingers below the level of the milk.
- (xi) The fawn **followed** him.
- (xii) He **walked** all day.
- (xiii) He **stroked** its sides.
- (xiv) The fawn **lifted** its nose.
- (xv) Its legs **hung** limply.

3. Here are some words from the lesson. Working in groups, arrange them in the order in which they would appear in the dictionary. Write down some idioms and phrasal verbs connected to these words. Use the dictionary for more idioms and phrasal verbs.

close	draw	make	wonder	scrawny
parted	clearing	sweet	light	pick

speaking

1. Do you think it is right to kill an animal to save a human life? Give reasons for your answer.
2. Imagine you wake up one morning and find a tiny animal on your doorstep. You want to keep it as a pet but your parents are not too happy about it. How would you persuade them to let you keep it? Discuss it in groups and present your arguments to the class.

writing

1. Imagine you have a new pet that keeps you busy. Write a paragraph describing your pet, the things it does, and the way it makes you feel. Here are some words and phrases that you could use.

frisky, smart, disobedient, loyal, happy, enthusiastic, companion, sharing, friend, rolls in mud, dirties the bed, naughty, lively, playful, eats up food, hides the newspaper, drinks up milk, runs away when called, floats on the water as if dead
2. Human life is dependent on nature (that's why we call her Mother Nature). We take everything from nature to live our lives. Do we give back anything to nature?
 - (i) Write down some examples of the natural resources that we use.
 - (ii) Write a paragraph expressing your point of view regarding our relationship with nature.
3. In *This is Jody's Fawn*, Jody's father uses a 'home remedy' for a snake bite. What should a person now do if he or she is bitten by a snake? Are all snakes poisonous? With the help of your teacher and others, find out answers to such questions. Then write a short paragraph on — What to do if a snake chooses to bite you.

7

A Visit to Cambridge



0849CH07

Before you read

This is the story of a meeting between two extraordinary people, both of them ‘disabled’, or ‘differently abled’ as we now say. Stephen Hawking is one of the greatest scientists of our time. He suffers from a form of paralysis that confines him to a wheelchair, and allows him to ‘speak’ only by punching buttons on a computer, which speaks for him in a machine-like voice. Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with ‘brittle bones’ that tended to break easily when he was a child. Like Hawking, Kanga moves around in a wheelchair.

The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called ‘normal’ people react to the disabled.

Cambridge was my metaphor for England, and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there.

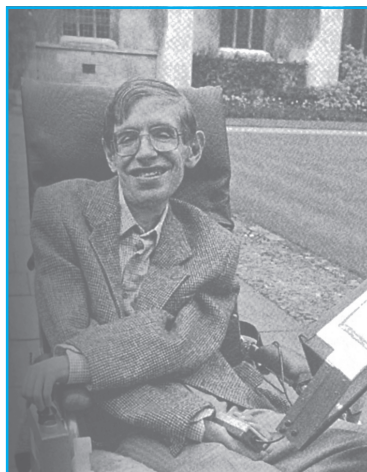
It was on a walking tour through Cambridge that the guide mentioned Stephen Hawking, ‘poor man, who is quite disabled now, though he is a worthy successor to Issac Newton, whose Chair he has at the university.’

And I started, because I had quite forgotten that this most brilliant and completely paralysed astrophysicist,

astrophysicist:
scholar of
astrophysics
— branch of
physics
dealing with
stars, planets,
etc.

the author of *A Brief History of Time*, one of the biggest best-sellers ever, lived here.

When the walking tour was done, I rushed to a phone booth and, almost tearing the cord so it could reach me outside, phoned Stephen Hawking's house. There was his assistant on the line and I told him I had come in a wheelchair from India (perhaps he thought I had propelled myself all the way) to write about my travels in Britain. I had to see Professor Hawking — even ten minutes would do. "Half an hour," he said. "From three-thirty to four."



And suddenly I felt weak all over. Growing up disabled, you get fed up with people asking you to be brave, as if you have a courage account on which you are too lazy to draw a cheque. The only thing that makes you stronger is seeing somebody like you, achieving something huge. Then you know how much is possible and you reach out further than you ever thought you could.

"I haven't been brave," said his disembodied computer-voice, the next afternoon. "I've had no choice."

Surely, I wanted to say, living creatively with the reality of his disintegrating body was a choice? But I kept quiet, because I felt guilty every time I spoke to him, forcing him to respond. There he was, tapping at the little switch in his hand, trying to find the words on his computer with the only bit of movement left to him, his long, pale fingers. Every so often, his eyes would shut in frustrated exhaustion. And sitting opposite him I could feel his anguish, the mind buoyant with thoughts that came out in frozen phrases and sentences stiff as corpses.

"A lot of people seem to think that disabled people are chronically unhappy," I said. "I know that's not true myself. Are you often laughing inside?"



buoyant:
intensely
active and
vibrant



About three minutes later, he responded, "I find it amusing when people patronise me."

"And do you find it annoying when someone like me comes and disturbs you in your work?"

The answer flashed. "Yes." Then he smiled his one-way smile and I knew, without being sentimental or silly, that I was looking at one of the most beautiful men in the world.

A first glimpse of him is shocking, because he is like a still photograph — as if all those pictures of him in magazines and newspapers have turned three-dimensional.

Then you see the head twisted sideways into a slump, the torso shrunk inside the pale blue shirt, the wasted legs; you look at his eyes which can speak, still, and they are saying something huge and urgent — it is hard to tell what. But you are shaken because you have seen something you never thought could be seen.

Before you, like a lantern whose walls are worn so thin you glimpse only the light inside, is the incandescence of a man. The body, almost irrelevant, exists only like a case made of shadows. So that I, no believer in eternal souls, know that this is what each of us is; everything else an accessory.

"What do you think is the best thing about being disabled?" I had asked him earlier.

"I don't think there is anything good about being disabled."

"I think," I said, "you do discover how much kindness there is in the world."

"Yes," he said; it was a disadvantage of his voice synthesiser that it could convey no inflection, no shades or tone. And I could not tell how enthusiastically he agreed with me.

Every time I shifted in my chair or turned my wrist to watch the time — I wanted to make every one of our thirty minutes count — I felt a huge relief and exhilaration in the possibilities of my body. How little it mattered then that I would never walk, or even stand.



torso:
upper part of
the body



incandescence:
inner glow or
light

accessory:
not essential
but extra,
though
decorative

inflection:
rise and fall of
the voice in
speaking



I told him how he had been an inspiration beyond cliché for me, and, surely, for others — did that thought help him?

“No,” he said; and I thought how foolish I was to ask. When your body is a claustrophobic room and the walls are growing narrower day by day, it doesn’t do much good to know that there are people outside smiling with admiration to see you breathing still.

“Is there any advice you can give disabled people, something that might help make life better?”

“They should concentrate on what they are good at; I think things like the disabled Olympics are a waste of time.”

“I know what you mean.” I remembered the years I’d spent trying to play a Spanish guitar considerably larger than I was; and how gleefully I had unstrung it one night.

The half-hour was up. “I think I’ve annoyed you enough,” I said, grinning. “Thank you for...”

“Stay.” I waited. “Have some tea. I can show you the garden.”

The garden was as big as a park, but Stephen Hawking covered every inch, rumbling along in his motorised wheelchair while I dodged to keep out of the way. We couldn’t talk very much; the sun made him silent, the letters on his screen disappearing in the glare.

An hour later, we were ready to leave. I didn’t know what to do. I could not kiss him or cry. I touched his shoulder and wheeled out into the summer evening. I looked back; and I knew he was waving, though he wasn’t. Watching him, an embodiment of my bravest self, the one I was moving towards, the one I had believed in for so many years, alone, I knew that my journey was over. For now.

FIRDAUS KANGA
from *Heaven on Wheels*

cliché:

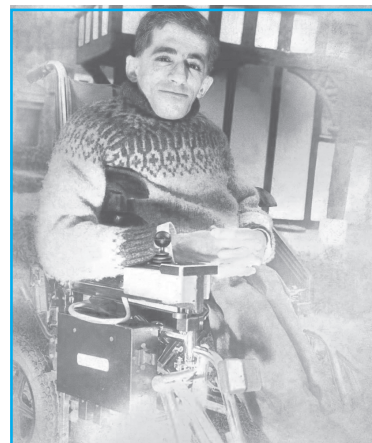
phrase or idea used so often that it loses its meaning

claustrophobic:

very small and suffocating
(‘Claustrophobia’ is abnormal fear of being in an enclosed space)

gleefully:

very happily



Comprehension Check


Which is the right sentence?

1. "Cambridge was my metaphor for England." To the writer,
 - (i) Cambridge was a reputed university in England.
 - (ii) England was famous for Cambridge.
 - (iii) Cambridge was the real England.
2. The writer phoned Stephen Hawking's house
 - (i) from the nearest phone booth.
 - (ii) from outside a phone booth.
 - (iii) from inside a phone booth.
3. Every time he spoke to the scientist, the writer felt guilty because
 - (i) he wasn't sure what he wanted to ask.
 - (ii) he forced the scientist to use his voice synthesiser.
 - (iii) he was face to face with a legend.
4. "I felt a huge relief... in the **possibilities of my body**." In the given context, the highlighted words refer to
 - (i) shifting in the wheelchair, turning the wrist.
 - (ii) standing up, walking.
 - (iii) speaking, writing.

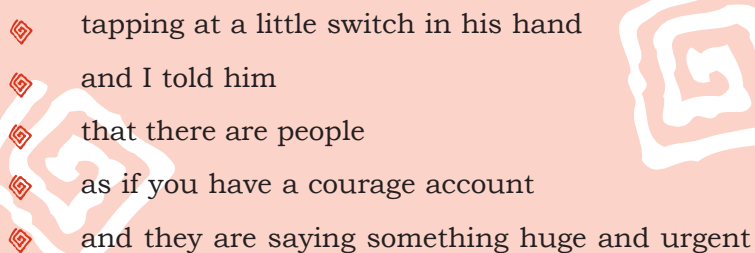
working with the text

Answer the following questions.

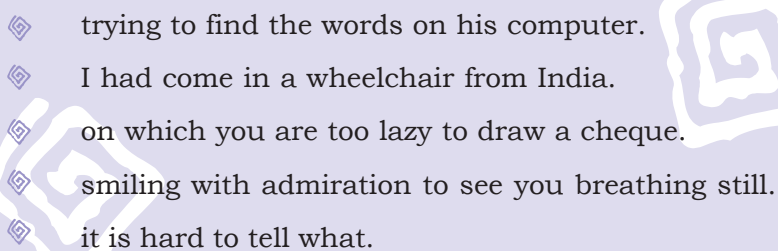
1. (i) Did the prospect of meeting Stephen Hawking make the writer nervous?
If so, why?
 - (ii) Did he at the same time feel very excited? If so, why?
2. Guess the first question put to the scientist by the writer.
3. Stephen Hawking said, "I've had no choice." Does the writer think there was a choice? What was it?
4. "I could feel his anguish." What could be the anguish?
5. What endeared the scientist to the writer so that he said he was looking at one of the most beautiful men in the world?
6. Read aloud the description of 'the beautiful' man. Which is the most beautiful sentence in the description?

- 
7. (i) If 'the lantern' is the man, what would its 'walls' be?
(ii) What is housed within the thin walls?
(iii) What general conclusion does the writer draw from this comparison?
 8. What is the scientist's message for the disabled?
 9. Why does the writer refer to the guitar incident? Which idea does it support?
 10. The writer expresses his great gratitude to Stephen Hawking. What is the gratitude for?
 11. Complete the following sentences taking their appropriate parts from both the boxes below.
 - (i) There was his assistant on the line ...
 - (ii) You get fed up with people asking you to be brave, ...
 - (iii) There he was, ...
 - (iv) You look at his eyes which can speak, ...
 - (v) It doesn't do much good to know ...

A



- 
- ❖ tapping at a little switch in his hand
 - ❖ and I told him
 - ❖ that there are people
 - ❖ as if you have a courage account
 - ❖ and they are saying something huge and urgent

B



- 
- ❖ trying to find the words on his computer.
 - ❖ I had come in a wheelchair from India.
 - ❖ on which you are too lazy to draw a cheque.
 - ❖ smiling with admiration to see you breathing still.
 - ❖ it is hard to tell what.

working with language

1. Fill in the blanks in the sentences below using the appropriate forms of the words given in the following box.

 guide succeed chair travel pale draw true 

- (i) I met a _____ from an antique land.
 - (ii) I need special _____ in mathematics. I can't count the number of times I have failed in the subject.
 - (iii) The guide called Stephen Hawking a worthy _____ to Issac Newton.
 - (iv) His other problems _____ into insignificance beside this unforeseen mishap.
 - (v) The meeting was _____ by the youngest member of the board.
 - (vi) Some people say 'yours _____' when they informally refer to themselves.
 - (vii) I wish it had been a _____ match. We would have been spared the noise of celebrations, at least.
2. Look at the following words.

 walk stick 

Can you create a meaningful phrase using both these words?

(It is simple. Add **-ing** to the verb and use it before the noun. Put an article at the beginning.)

..a walking stick

Now make six such phrases using the words given in the box.

read/session	smile/face	revolve/chair
walk/tour	dance/doll	win/chance




3. Use **all** or **both** in the blanks. Tell your partner why you chose one or the other.
- (i) He has two brothers. _____ are lawyers.
 - (ii) More than ten persons called. _____ of them wanted to see you.
 - (iii) They _____ cheered the team.
 - (iv) _____ her parents are teachers.
 - (v) How much have you got? Give me _____ of it.

4. Complete each sentence using the right form of the adjective given in brackets.
- (i) My friend has one of the _____ cars on the road. (fast)
 - (ii) This is the _____ story I have ever read. (interesting)
 - (iii) What you are doing now is _____ than what you did yesterday. (easy)
 - (iv) Ramesh and his wife are both _____. (short)
 - (v) He arrived _____ as usual. Even the chief guest came _____ than he did. (late, early)

speaking and writing

1. Say the following words with correct stress. Pronounce the parts given in colour loudly and clearly.

camel	balloon
decent	opinion
fearless	enormous
careful	fulfil
father	together
govern	degree
bottle	before

-  In a word having more than one syllable, the stressed syllable is the one that is **more prominent than** the other syllable(s)
 -  A word has as many syllables as it has vowels.
man (one syllable)
ˈmanner (two syllables)
 -  The mark (ˈ) indicates that the first syllable in ‘manner’ is more prominent than the other.
2. Underline stressed syllables in the following words. Consult the dictionary or ask the teacher if necessary.

artist	mistake	accident	moment
compare	satisfy	relation	table
illegal	agree	backward	mountain

3. Writing a notice for the School Notice Board.

Step 1

Discuss why notices are put up on the notice board.

What kinds of 'notices' have you lately seen on the board?

How is a notice different from a letter or a descriptive paragraph?

Step 2

Suppose you have lost or found something on the campus.

What have you lost or found?

You want to write a notice about it. If you have lost something, you want it restored to you in case someone has found it. If you have found something, you want to return it to its owner.

Step 3

Write a few lines describing the object you have lost or found. Mention the purpose of the notice in clear terms. Also write your name, class, section and date.

Step 4

Let one member of each group read aloud the notice to the entire class.

Compare your notice with the other notices, and make changes, if necessary, with the help of the teacher.

or

- ❖ Imagine that you are a journalist.
- ❖ You have been asked to interview the president of the village panchayat.
- ❖ Write eight to ten questions you wish to ask.
- ❖ The questions should elicit comments as well as plans regarding water and electricity, cleanliness and school education in the village.

A Crooked Rhyme

There was a crooked man, and he walked a crooked mile,
He found a crooked coin against a crooked stile;
He bought a crooked cat, which caught a crooked mouse,
And they all lived together in a little crooked house.



When I set out for Lyonesse



As a young apprentice architect, British poet and novelist Thomas Hardy once visited a parish to supervise the restoration of a church. On his return from the parish, people noticed two things about him — a new glow in his eyes and a crumpled piece of paper sticking out of his coat pocket. That paper, it is recorded in one of his biographies, contained the draft of a poem. You are going to read that very poem inspired by a visit to a place which the poet calls Lyonesse.

When I set out for Lyonesse
A hundred miles away,
The rime was on the spray;
And starlight lit my lonesomeness
When I set out for Lyonesse
A hundred miles away.

What would bechance at Lyonesse
While I should sojourn there,
No prophet durst declare;
Nor did the wisest wizard guess
What would bechance at Lyonesse
While I should sojourn there.

When I returned from Lyonesse
With magic in my eyes,
All marked with mute surmise
My radiance rare and fathomless,
When I returned from Lyonesse
With magic in my eyes.

THOMAS HARDY



glossary

Lyonnesse: (in Arthurian legend) the mythical birthplace of Sir Tristram, in England, believed to have been submerged by the sea; here an imaginary place.

rime: frost

the spray: leaves and branches of trees; foliage

durst: (poetic word for) dared

bechance: happen/chance to happen

sojourn: stay

radiance: glow

fathomless: so deep that the depth can't be measured

working with the poem

1. In the first stanza, find words that show
 - (i) that it was very cold.
 - (ii) that it was late evening.
 - (iii) that the traveller was alone.
2. (i) Something happened at Lyonnesse. It was
 - (a) improbable.
 - (b) impossible.
 - (c) unforeseeable.
 - (ii) Pick out two lines from stanza 2 to justify your answer.
3. (i) Read the line (stanza 3) that implies the following.

'Everyone noticed something, and they made guesses, but didn't speak a word'.

 - (ii) Now read the line that refers to what they noticed,

Springtime

Question: Why is it unsafe to walk about in spring?

Answer: Because the grass has blades, the flowers have pistils and the trees are shooting.






Notes for the Teacher



UNITS 8-10

A Short Monsoon Diary

- ❖ Some extracts from the diary of a nature lover who enjoys the monsoon in the hills and observes the accompanying changes in the world of flora and fauna.
- ❖ Activities under **working with language** are numerous and of different types. Spend sufficient time on each activity and devise, wherever necessary, new but related exercises for further practice.
- ❖ The following project may be tried under **writing**.
 - ❖ Do you notice the changes that occur in nature as the seasons change? Write five or six sentences about what you see in nature in your part of the country during the months of May, August and December.
 - ❖ Record the daily temperature for a fortnight and note down the maximum and minimum temperatures.
- ❖   Comment on the rise and fall in temperature.
- ❖  Record the time of sunrise and sunset for a fortnight and check if there is any appreciable change in the time.

On the Grasshopper and Cricket

- ❖ This poem is relatively difficult. The difficulty lies in its brevity of expression and complexity of thought.
- ❖ The introductory note and activities under **working with the poem** should be done elaborately adding additional explanatory notes/tasks, wherever necessary.
- ❖ Compare it with *The Ant and the Cricket* to bring out differences of style and theme clearly with examples.
- ❖ To concretise 'the poetry of earth' or 'the sounds of nature', use the poem given below, which is all about animal cries.



Ask children to rearrange the lines taking note of the words that rhyme. The last line of each stanza begins with 'But'.

Cows moo.
Lions roar.
But I speak.
Bears snore.
Doves coo.
Crickets creak.
Dogs growl.
Horses neigh.
But I talk.
Wolves howl.
Donkeys bray.
Parrots squawk.

📖 The Great Stone Face – I and II 📖

- 📖 A classic piece of American fiction juxtaposing mellowness of humanism with magnificence of art. Ernest, an unschooled dweller of the valley, has close affinity with the 'Stone Face' atop the hills beyond. Who resembles the splendid Stone Face — not someone for all his wealth, not someone else for all his heroic deeds, and not someone else yet again for his poetry and sublime ideas. It is none other than Ernest who personifies a rare blend of basic simplicity, practical wisdom and deep love for humanity.
- 📖 The original story has been heavily abridged. Simplification has been avoided in the interest of authenticity. You may like to read the unabridged text for pleasure and edification.
- 📖 Design three or four while-reading comprehension questions for each section of the text (parts I and II)
- 📖 The writing activity (Part-II : IV) is for further practice in language analysis. Rearranging phrases to construct sentences and then rearranging sentences to construct a paragraph will provide many opportunities for thinking about cohesion and coherence.
- 📖 Activities 1 and 2 under **working with language** (Part I) on adding **-ness** and **-ity** for forming nouns and adding **-ly** to adjectives for forming adverbs should be completed in three or four sessions. One period may be devoted to each item including resolving intermittent queries and offering explanations and the writing work involved.



Before you read

Do you know what a diary is? It is a record of personal experiences written day after day over a long period of time. You can also use a diary to note down things you plan to do immediately or in future.

One of the most famous diaries published as a book is The Diary of Anne Frank.

Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets. Read on.

I

June 24

The first day of monsoon mist. And it's strange how all the birds fall silent as the mist comes climbing up the hill. Perhaps that's what makes the mist so melancholy; not only does it conceal the hills, it blankets them in silence too. Only an hour ago the trees were ringing with birdsong. And now the forest is deathly still as though it were midnight.

Through the mist Bijju is calling to his sister. I can hear him running about on the hillside but I cannot see him.



melancholy:
very sad (the mist is called melancholy because it makes people feel melancholy)

blankets:
covers



fern:
a flowerless
plant with
feathery green
leaves

heralded:
announced or
brought the
news of

imprecations:
curses

bloodletting:
losing blood
(Decades ago,
leeches were
used to
remove blood
from a
patient's body)

**scarlet
minivet:**
bright red bird
like a cuckoo

drongo:
a song-bird
with a stout
bill

June 25

Some genuine early-monsoon rain, warm and humid, and not that cold high-altitude stuff we've been having all year. The plants seem to know it too, and the first cobra lily rears its head from the ferns as I walk up to the bank and post office.

The mist affords a certain privacy.



A school boy asked me to describe the hill station and valley in one sentence, and all I could say was: "A paradise that might have been."

June 27

The rains have heralded the arrival of some seasonal visitors—a leopard, and several thousand leeches.

Yesterday afternoon the leopard lifted a dog from near the servants' quarter below the school. In the evening it attacked one of Bijju's cows but fled at the approach of Bijju's mother, who came screaming imprecations.

As for the leeches, I shall soon get used to a little bloodletting every day.

Other new arrivals are the scarlet minivets (the females are yellow), flitting silently among the leaves like brilliant jewels. No matter how leafy the trees, these brightly coloured birds cannot conceal themselves, although, by remaining absolutely silent, they sometimes contrive to go unnoticed. Along come a pair of drongos, unnecessarily aggressive, chasing the minivets away.

A tree creeper moves rapidly up the trunk of the oak tree, snapping up insects all the way. Now that the rains are here, there is no dearth of food for the insectivorous birds.

Comprehension Check

1. Why is the author not able to see Bijju?
2. What are the two ways in which the hills appear to change when the mist comes up?

II

August 2

All night the rain has been drumming on the corrugated tin roof. There has been no storm, no thunder, just the steady swish of a tropical downpour. It helps me to lie awake; at the same time, it doesn't keep me from sleeping.

It is a good sound to read by — the rain outside, the quiet within — and, although tin roofs are given to springing unaccountable leaks, there is a feeling of being untouched by, and yet in touch with, the rain.

August 3

The rain stops. The clouds begin to break up, the sun strikes the hill on my left. A woman is chopping up sticks. I hear the tinkle of cowbells. In the oak tree, a crow shakes the raindrops from his feathers and caws disconsolately. Water drips from a leaking drainpipe. And suddenly, clean and pure, the song of the whistling thrush emerges like a dark sweet secret from the depths of the ravine.

August 12

Endless rain, and a permanent mist. We haven't seen the sun for eight or nine days. Everything damp and soggy. Nowhere to go. Pace the room, look out of the window at a few bobbing umbrellas. At least it isn't cold



drumming:
falling noisily



disconsolately:
unhappily

ravine:
valley





crevices:
narrow
openings or
cracks in rock
or wall

shrew:
(find its Hindi
equivalent in
the next
sentence)

rain. The hillsides are lush as late-monsoon flowers begin to appear — wild balsam, dahlias, begonias and ground orchids.

August 31

It is the last day of August, and the lush monsoon growth has reached its peak. The seeds of the

cobra lily are turning red, signifying that the rains are coming to an end.

In a few days the ferns will start turning yellow, but right now they are still firm, green and upright. Ground orchids, mauve lady's slipper and the white butterfly orchids put on a fashion display on the grassy slopes of Landour. Wild dahlias, red, yellow and magenta, rear their heads from the rocky crevices where they have taken hold.

Snakes and rodents, flooded out of their holes and burrows, take shelter in roofs, attics and godowns. A shrew, weak of eyesight, blunders about the rooms, much to the amusement of the children.

"Don't kill it," admonishes their grandmother. "*Chuchundars* are lucky — they bring money!"

And sure enough, I receive a cheque in the mail. Not a very large one, but welcome all the same.

October 3

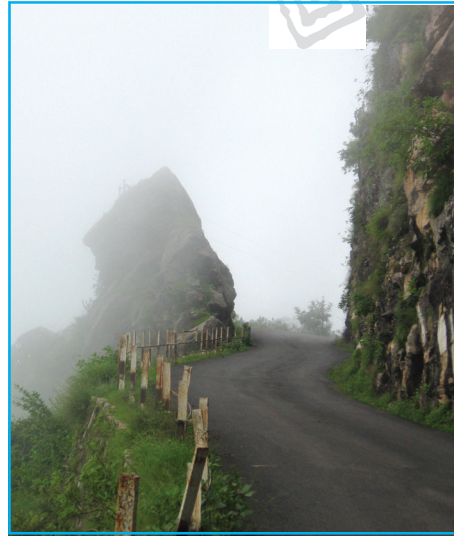
We have gone straight from monsoon into winter rain. Snow at higher altitudes.

After an evening hailstorm, the sky and hills are suffused with a beautiful golden light.

January 26

Winter Rains in the Hills

In the hushed silence of the house
when I am quite alone, and my
friend, who was here
has gone, it is very lonely, very quiet,
as I sit in a liquid silence, a silence
within,
surrounded by the rhythm of rain,
the steady drift
of water on leaves, on lemons, on
roof,
drumming on drenched dahlias and
window panes,
while the mist holds the house in a dark caress.
As I pause near a window, the rain stops.
And starts again.
And the trees, no longer green but grey,
menace me with their loneliness.



caress:
touching or
holding
lovingly
menace:
threaten

March 23

Late March. End of winter.

The blackest cloud I've ever seen squatted over
Mussoorie, and then it hailed marbles for half an hour.
Nothing like a hailstorm to clear the sky. Even as I
write, I see a rainbow forming.

RUSKIN BOND

Comprehension Check

1. When does the monsoon season begin and when does it end?
How do you prepare to face the monsoon?
2. Which hill-station does the author describe in this diary entry?
3. For how many days does it rain without stopping? What does
the author do on these days?
4. Where do the snakes and rodents take shelter? Why?
5. What did the author receive in the mail?



working with the text

1. Look carefully at the diary entries for June 24-25, August 2 and March 23. Now write down the changes that happen as the rains progress from June to March.
2. Why did the grandmother ask the children not to kill the *Chuchundar*?
3. What signs do we find in Nature which show that the monsoons are about to end?
4. Complete the following sentences.
 - (i) Bijju is not seen but his voice is heard because _____.
 - (ii) The writer describes the hill station and valley as _____.
 - (iii) The leopard was successful in _____ but had to flee when _____.
 - (iv) The minivets are easily noticed because _____.
 - (v) It looks like a fashion display on the slopes when _____.
 - (vi) During the monsoon season, snakes and rodents are found in roofs and attics because _____.
5. 'Although tin roofs are given to springing unaccountable leaks, there is a feeling of being untouched by, and yet in touch with, the rain.'
 - (i) Why has the writer used the word, 'springing'?
 - (ii) How is the writer untouched by the rain?
 - (iii) How is the writer in touch with the rain at the same time?
6. Mention a few things that can happen when there is endless rain for days together.
7. What is the significance of cobra lily in relation to the monsoon season, its beginning and end?

working with language

1. Here are some words that are associated with the monsoon. Add as many words as you can to this list. Can you find words for these in your languages?

 downpour floods mist cloudy powercuts cold umbrella 

2. Look at the sentences below.
 - (i) Bijju **wandered** into the garden in the evening.
 - (ii) The trees were **ringing** with birdsong.

Notice the highlighted verbs.

The verb **wandered** tells us what Bijju did that evening. But the verb **was ringing** tells us what was happening continually at same time in the past (the birds were **chirping** in the trees).

Now look at the sentences below. They tell us about something that happened in the past. They also tell us about other things that happened continually, at the same time in the past.

Put the verbs in the brackets into their proper forms. The first one is done for you.

- (i) We (get out) of the school bus. The bell (ring) and everyone (rush) to class.
We got out of the school bus. The bell was ringing and everyone was rushing to class.
- (ii) The traffic (stop). Some people (sit) on the road and they (shout) slogans.
- (iii) I (wear) my raincoat. It (rain) and people (get) wet.
- (iv) She (see) a film. She (narrate) it to her friends who (listen) carefully.
- (v) We (go) to the exhibition. Some people (buy) clothes while others (play) games.
- (vi) The class (is) quiet. Some children (read) books and the rest (draw).

3. Here are some words from the lesson which describe different kinds of sounds.

drum swish tinkle caw drip

- (i) Match these words with their correct meanings.
 - (a) to fall in small drops
 - (b) to make a sound by hitting a surface repeatedly
 - (c) to move quickly through the air, making a soft sound
 - (d) harsh sound made by birds
 - (e) ringing sound (of a bell or breaking glass, etc.)
- (ii) Now fill in the blanks using the correct form of the words given above.
 - (a) Ramesh _____ on his desk in impatience.
 - (b) Rain water _____ from the umbrella all over the carpet.
 - (c) The pony _____ its tail.

(d) The _____ of breaking glass woke me up.

(e) The _____ of the raven disturbed the child's sleep.

4. And **sure enough**, I received a cheque in the mail.

Complete each sentence below by using appropriate phrase from the ones given below.

sure enough	colourful enough	serious enough
kind enough	big enough	fair enough
brave enough	foolish enough	anxious enough

(i) I saw thick black clouds in the sky. And _____ it soon started raining heavily.

(ii) The blue umbrella was _____ for the brother and sister.

(iii) The butterflies are _____ to get noticed.

(iv) The lady was _____ to chase the leopard.

(v) The boy was _____ to call out to his sister.

(vi) The man was _____ to offer help.

(vii) The victim's injury was _____ for him to get admitted in hospital.

(viii) That person was _____ to repeat the same mistake again.

(ix) He told me he was sorry and he would compensate for the loss.

I said, '_____.'

speaking

1. Do you believe in superstitions? Why, or why not? Working with your partner, write down three superstitious beliefs that you are familiar with.
2. How many different kinds of birds do you come across in the lesson? How many varieties do you see in your neighbourhood? Are there any birds that you used to see earlier in your neighbourhood but not now? In groups discuss why you think this is happening.

writing

1. The monsoons are a time of great fun and even a few adventures: playing in the rain and getting wet, wading through knee-deep water on your way to school, water flooding the house or the classroom, powercuts and so on.

Write a paragraph describing an incident that occurred during the rains which you can never forget.



or

Write a poem of your own about the season of spring when trees are in full bloom.

The Oak

The oak stands straight and tall,
but not in boots,
nor any shoes at all:
just in roots.

—Norma Farber



On the Grasshopper and Cricket



Unlike The Ant and the Cricket (page 21), which tells a story, this is a nature poem. In it, the grasshopper and cricket do not appear as characters in a story. Rather, they act as symbols, each suggesting something else. Read the poem and notice how 'the poetry of earth' keeps on through summer and winter in a never-ending song. Who sings the song?

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead,
That is the grasshopper's — he takes the lead
In summer luxury — he has never done
With his delights, for when tired out with fun
He rests at ease beneath some pleasant weed.

The poetry of earth is ceasing never:
On a lone winter evening when the frost
Has wrought a silence, from the stone there shrills
The cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost;
The grasshopper's among some grassy hills.

JOHN KEATS

— ■ ■ glossary —

wrought: brought about

shrills: comes through loud and clear








working with the poem

1. Discuss with your partner the following definition of a poem.

A poem is made of words arranged in a beautiful order. These words, when read aloud with feeling, have a music and meaning of their own.

2. 'The poetry of earth' is not made of words. What is it made of, as suggested in the poem?
3. Find in the poem lines that match the following.
 - (i) The grasshopper's happiness never comes to an end.
 - (ii) The cricket's song has a warmth that never decreases.
4. Which word in stanza 2 is opposite in meaning to 'the frost'?
5. The poetry of earth continues round the year through a cycle of two seasons. Mention each with its representative voice.

Same is different

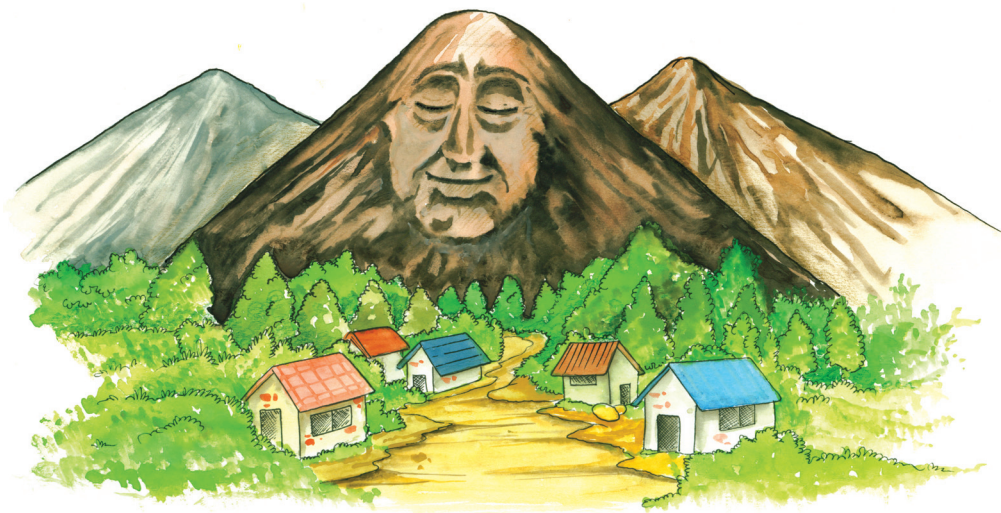
-  The bandage was wound around the wound.
-  The dump was so full that it had to refuse more refuse.
-  The soldier decided to desert his dessert in the desert.
-  When shot at, the dove dove into the bushes.
-  The insurance was invalid for the invalid.
-  They were too close to the door to close it.
-  There is no time like the present to present the present.

9

The Great Stone Face – I



0849CH09



Before you read

Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?

One afternoon, when the sun was going down, a mother and her little boy sat at the door of their cottage, talking about the Great Stone Face. They had only to lift their eyes and there it was, plain to be seen, though miles away, with the sunshine brightening all its features.

And what was the Great Stone Face?

The Great Stone Face was a work of nature, formed on the perpendicular side of a mountain by some immense rocks, which had been thrown together so that, when viewed at a proper distance, they resembled the features of a human face. If the spectator approached too near, he lost the outline of the enormous face and could see only a heap of gigantic rocks, piled one upon another. But seen from a distance, the clouds clustering about it, the Great Stone Face seemed positively to be alive. It was the belief of many people that the valley owed much of its fertility to the benign face that was continually beaming over it.

A mother and her little boy, as we said earlier, sat at the door of their cottage, gazing at the Great Stone Face and talking about it. The child's name was Ernest.

"Mother," said he, while the Great Face smiled on him, "I wish that it could speak, for it looks so very kindly that its voice must indeed be pleasant. If I ever see a man with such a face, I should love him very much."

"If an old prophecy should come to pass," answered his mother, "we may see a man some time, with exactly such a face as that."

"What prophecy do you mean, dear Mother?" eagerly inquired Ernest. "Please tell me about it."

So his mother told him a story that her own mother had told her, when she herself was younger than little Ernest; that, at some future day, a child should be born near

perpendicular:
(cliff or rock-face) rising very steeply

immense:
huge

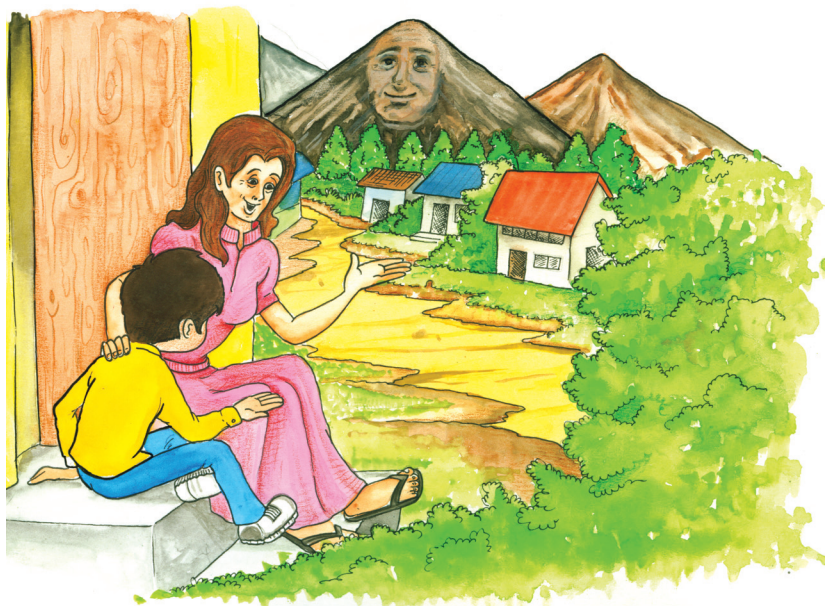
enormous:
very big

gigantic:
immense

clustering:
gathering

benign:
kind, gentle

prophecy:
statement that tells what will happen in the future



here, who was destined to become the greatest and noblest person of his time and whose face, in manhood, should bear an exact resemblance to the Great Stone Face. Many still had faith in this old prophecy. But others took it to be nothing but idle talk. At all events the great man of the prophecy had not yet appeared.

“O, Mother,” cried Ernest, clapping his hands above his head, “I do hope that I shall live to see him!”

His mother was an affectionate and thoughtful woman. It was proper, she thought, not to discourage the fanciful hopes of her little boy. So she said to him, “Perhaps you may.”

And Ernest never forgot the story that his mother told him. It was always in his mind whenever he looked upon the Great Stone Face. He spent his childhood in the log-cottage where he was born, was dutiful to his mother and helpful to her in many things, assisting her much with his little hands, and more with his loving heart. In this manner, from a happy yet often pensive child he grew up to be a mild and quiet youth.

pensive:
thoughtful

Ernest had had no teacher, but the Great Stone Face became one to him. When the work of the day was over, he would gaze at it for hours, until he began to imagine that those vast features recognised him, and gave him a smile of kindness and encouragement.

About this time there went a rumour throughout the valley that the great man, who was to bear a resemblance to the Great Stone Face, had appeared at last. It seems that, many years before, a young man had left the valley and settled at a distant seaport. Gathergold, which was his name, had set up as a shopkeeper and, being sharp in business matters, had become so very rich that it would have taken him a hundred years only to count his wealth. In time he thought of his native valley, and decided to go back there, and end his days where he had been born.

Ernest had been deeply stirred by the idea that the great man, the noble man, the man of prophecy, after so many ages of delay, was at length to be seen in his native valley. While the boy was still gazing up the valley one day and imagining that the Great Stone Face returned his gaze, the noise of wheels was heard, and a crowd of people cried. "Here comes the great Mr Gathergold."

A carriage, drawn by four horses, dashed round the turn of the road. Within it, thrust partly out of the window appeared the face of an old man with yellow skin.

"The very image of the Great Stone Face!" shouted the people. "Sure enough, the old prophecy is true. Here we have the great man, at last!"

And, what greatly puzzled Ernest, they seemed actually to believe that here was the likeness which they spoke of. He turned away sadly from the wrinkled shrewdness of that unpleasant face, and gazed up the valley, where the Stone Face seemed to say: He will come! Fear not, Ernest; the man will come!

II

The years went on, and Ernest grew to be a young man. He attracted little notice from the inhabitants of the valley. They saw nothing remarkable in his way of life, except that, when the labour of the day was over, he still loved to gaze upon the Great Stone Face. Their idea was that this was a folly, but pardonable, because Ernest was industrious, kind and neighbourly. They did not know that the Great Stone Face had become a teacher to him, and that the sentiment which was expressed in it would enlarge the young man's heart, and fill it with deeper sympathies than other hearts. They did not know that from this would come a better wisdom than could be learnt from books. Neither did Ernest know that the thoughts which came to him so

stirred:
moved

inhabitants:
people living
in the valley;
dwellers

labour:
work

sympathies:
feelings (of
sorrow,
approval,
understanding)

beheld:
saw

renowned:
famous

banquet:
feast

naturally, in the fields and at the fireside, were of a higher tone than those which all men shared with him. A simple soul — simple as when his mother first told him the old story — he beheld the marvellous face looking down the valley, and still wondered, why its human likeness was so long in coming.

By this time poor Mr Gathergold was dead and buried. His wealth, which was the body and spirit of his existence, had disappeared before his death. Since the melting away of his gold, it had been generally agreed that there was no great likeness, after all, between the ruined merchant and the majestic face upon the mountain.

It so happened that another son of the valley had become a soldier many years before. After a great deal of hard fighting, he was now a famous commander. He was known on the battlefield by the name of Blood-and-Thunder. Old and tired now, he had lately expressed a desire to return to his native valley. The inhabitants, his old neighbours and their grown up children, prepared to welcome the renowned commander. It was being said that at last the likeness of the Great Stone Face had actually appeared. Great, therefore, was the excitement throughout the valley, and many people who had never once thought of glancing at the Great Stone Face now spent much time in gazing at it, for the sake of knowing exactly how General Blood-and-Thunder looked.

On the day of the general's arrival, Ernest and all the other people of the valley left their work, and proceeded to the spot where a great banquet had been prepared. Soldiers stood on guard, flags waved and the crowd roared. Ernest was standing too far back to see Blood-and-Thunder's face. However, he could hear several voices.

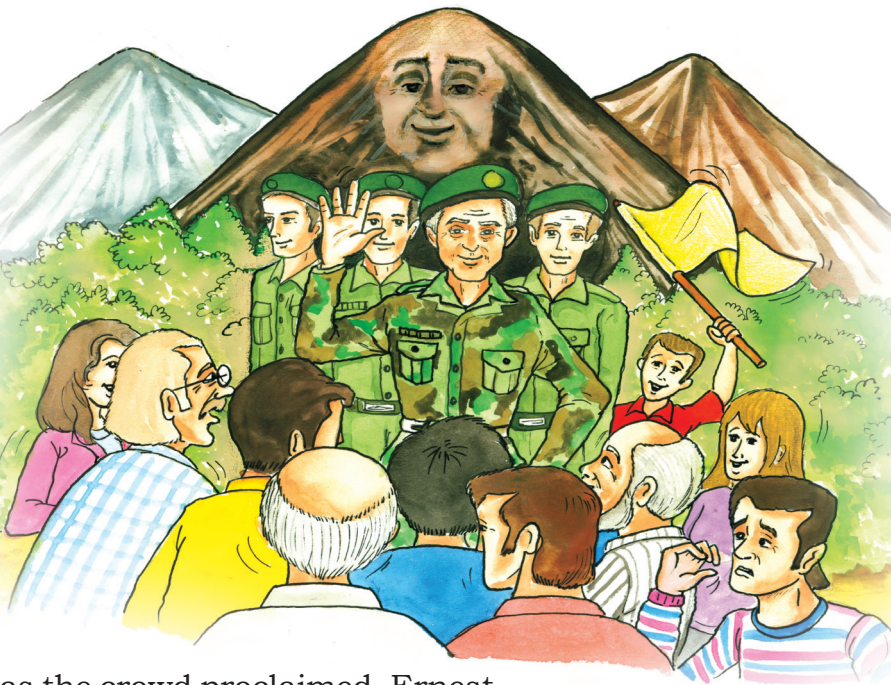
"It's the same face, exactly!" cried one man, dancing for joy.

"Wonderfully like it, that's a fact!" replied another.

"And why not?" cried a third; "he's the greatest man of this or any other age, beyond a doubt."

Ernest at last could see the general's face; and in the same glance, to the side, he could also see the Great Stone Face. If there was such a likeness as the crowd proclaimed, Ernest could not recognise it.

"Fear not, Ernest," said his heart, as if the Great Stone Face was whispering to him, "fear not, Ernest; he will come."



proclaimed:
(here) said
loudly,
announced

Comprehension check

Write 'True' or 'False' against each of the following statements.

1. The Great Stone Face stood near where Ernest and his mother lived. _____
2. One would clearly distinguish the features of the Stone Face only from a distance. _____
3. Ernest loved his mother and helped her in her work. _____
4. Though not very rich, Gathergold was a skilful merchant. _____
5. Gathergold died in poverty and neglect. _____
6. The Great Stone Face seemed to suggest that Ernest should not fear the general. _____

working with the text

Answer the following questions.

1. (i) What was the Great Stone Face?
(ii) What did young Ernest wish when he gazed at it?
2. What was the story attributed to the Stone Face?
3. What gave the people of the valley the idea that the prophecy was about to come true for the first time?
4. (i) Did Ernest see in Gathergold the likeness of the Stone Face?
(ii) Who did he confide in and how was he proved right?
5. (i) What made people believe General Blood-and-Thunder was their man?
(ii) Ernest compared the man's face with the Stone Face. What did he conclude?

working with language

1. Look at the following words.

like - likeness



punctual - punctuality

The words on the left are adjectives and those on the right are their noun forms.

Write the noun forms of the following words by adding **-ness** or **-ity** to them appropriately. Check the spelling of the new words.

- | | |
|-------------------|----------------------|
| (i) lofty _____ | (vi) enormous _____ |
| (ii) able _____ | (vii) pleasant _____ |
| (iii) happy _____ | (viii) dense _____ |
| (iv) near _____ | (ix) great _____ |
| (v) noble _____ | (x) stable _____ |

2. Add **-ly** to each of the following adjectives, then use them to fill in the blanks.

 perfect near kind pleasant eager 

- (i) Why didn't you turn up at the meeting? We all were _____ waiting for you.
- (ii) _____ write your name and address in capital letters.
- (iii) I was _____ surprised to see him at the railway station. I thought he was not coming.
- (iv) It is _____ believable that I am not responsible for this mess.
- (v) He fell over the step and _____ broke his arm.

3. Complete each sentence below using the appropriate forms of the verbs in brackets.

- (i) I _____ (phone) you when I _____ (get) home from school.
- (ii) Hurry up! Madam _____ (be) annoyed if we _____ (be) late.
- (iii) If it _____ (rain) today, we _____ (not) go to the play.
- (iv) When you _____ (see) Mandal again, you _____ (not/recognise) him. He is growing a beard.
- (v) We are off today. We _____ (write) to you after we _____ (be) back.

speaking and writing

1. Imagine you are Ernest. Narrate the story that his mother told him.

Begin like this: My mother and I were sitting at the door of our cottage. We were looking at the Great Stone Face. I asked her if she had ever seen any one who looked like the Stone Face. Then she told me this story.

2. Imagine you are Gathergold. Write briefly the incident of your return to the valley.

Begin like this: My name is Gathergold. I left the valley of the Great Stone Face fifty years ago. I am now going back home. Will the people of the valley welcome me? Do they know that I am very rich?

10

The Great Stone Face – II



0849CH10

**Before you read**

Many years passed. Ernest was now a man of middle age. To his neighbours, who never suspected that he was anything more than an ordinary and familiar face, he was only a humble and hardworking, though thoughtful, person. But what about the old prophecy? Was it ever fulfilled? Let us read and find out.

furrows:
deep lines

The years hurried on, and brought white hairs upon the head of Ernest, and made wrinkles across his forehead and furrows in his cheeks. He was an old man. But not in vain had he grown old; more numerous than the white hairs on his head were the wise thoughts in his mind.

And Ernest had ceased to be obscure. Unsought for, undesired, had come the fame which so many seek. He had become famous beyond the limits of the valley. College professors, and even the active men of cities, came from far to see and converse with Ernest, and he received them with gentle sincerity, and spoke freely with them of whatever came uppermost, or lay deepest in his heart or their own. While they talked together, his face would brighten, unawares, and shine upon them, as with a mild evening light.

While Ernest had been growing old, God had granted a new poet to this earth. He, too, was a native of the valley, but had spent the greater part of his life in distant cities, pouring out his sweet music everywhere. Neither was the Great Stone Face forgotten, for the poet had celebrated it in a poem. The songs of this poet found their way to Ernest. He read them after his customary toil, seated on the bench before his cottage door. As he read he lifted his eyes to the mountain.

“O Great Stone Face,” he said, “is not this man worthy to be your likeness?”

The face seemed to smile, but did not answer.

Now it happened that the poet, though he lived so far away, had not only heard of Ernest but had thought much about his character and wished to meet this man whose wisdom walked hand in hand with the noble simplicity of his life. One summer day, therefore, he arrived at Ernest’s door, where he found the good old man holding a book in his hand, which he read and, then, with a finger between the leaves, looked lovingly at the Great Stone Face.

“Good evening,” said the poet. “Can you give a traveller a night’s shelter?”

“Gladly,” answered Ernest; and then he added, smiling, “I think I never saw the Great Stone Face look so hospitably at a stranger.”

obscure:
not well
known

unawares:
unknowingly

customary
toil:
usual work

hospitably:
(here) gently,
kindly





The poet sat down beside him, and he and Ernest talked together. Never before had the poet talked with a man like Ernest, so wise, and gentle, and kind. Ernest, on the other hand, was moved by the living images flung out of the poet's mind.

As Ernest listened to the poet, he imagined that the Great Stone Face was bending forward to listen too. He gazed into the poet's eyes.

"Who are you, my gifted guest?" he asked.

The poet laid his finger on the book that Ernest had been reading.

"You have read these poems," said he. "You know me, then, for I wrote them."

Again and again, Ernest examined the poet's features; he turned towards the Great Stone Face then back. He shook his head and sighed.

"Why are you sad?" inquired the poet.

"Because," replied Ernest, "all through life I have awaited the fulfillment of a prophecy, and when I read these poems, I hoped that it might be fulfilled in you."

"You hoped," answered the poet, faintly smiling, "to find in me the likeness of the Great Stone Face. I am not worthy to be its likeness."

“And why not?” asked Ernest. He pointed to the book. “Are not those thoughts worthy?”

“You can hear in them the distant voice of a heavenly song. But my life, dear Ernest, has not corresponded with my thoughts. I have had grand dreams, but they have been only dreams. Sometimes I lack faith in my own thoughts. Why, then, pure seeker of the good and true, should you hope to find me in the face of the mountain?”

The poet spoke sadly and his eyes were wet with tears. So, too, were those of Ernest.

At the hour of sunset, as had long been his custom, Ernest was to speak to a group of neighbours in the open air. Together he and the poet went to the meeting place, arm in arm. From there could be seen the Great Stone Face.

Ernest threw a look of familiar kindness around upon his audience. He began to speak to the people what was in his heart and mind. His words had power, because they agreed with his thoughts; and his thoughts had reality and depth, because they harmonised with the life which he had always lived. It was not mere breath that the preacher uttered; they were the words of life. A life of good deeds and selfless love was melted into them. The poet, as he listened, felt that the life and character of Ernest were a nobler strain of poetry than he had ever written. His eyes filled with tears and he said to himself that never was there so worthy a sage as that mild, sweet, thoughtful face, with the glory of white hair diffused about it.

At a distance, but clearly to be seen, high up in the golden light of the setting sun, appeared the Great Stone Face, with white mists around it, like the white hairs around the brow of Ernest. At that moment, Ernest’s face took on an expression so grand that the poet was moved to throw his arms up and shout. “Behold! Behold! Ernest is himself the likeness of the Great Stone Face!”

corresponded:
been in
harmony with

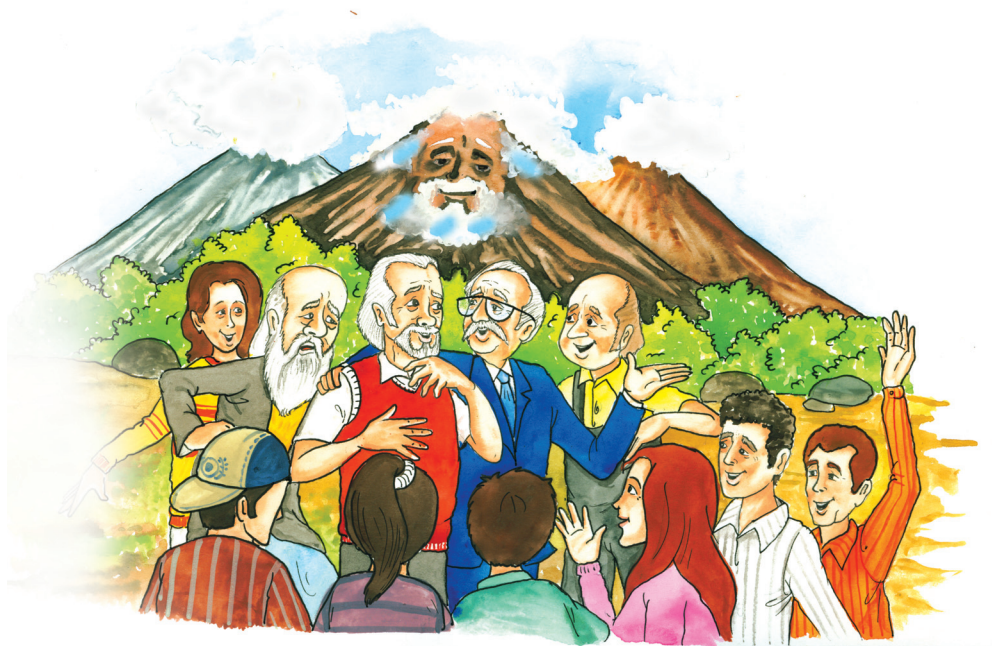
custom:
habit

harmonised
with:
corresponded
with; agreed
with

sage:
wise man

diffused:
spread all
around





Then all the people looked, and saw that what the poet said was true. The prophecy was fulfilled. But Ernest, having finished what he had to say, took the poet's arm, and walked slowly homeward, still hoping that some wiser and better man than himself would by and by appear, bearing a resemblance to the Great Stone Face.

NATHANIEL HAWTHORNE
(abridged)

Comprehension Check

Write 'True' or 'False' against each of the following statements.

1. Ernest's words reminded people of the wise old sayings. _____
2. Total strangers from far away, who visited Ernest in the valley, found his face familiar. _____
3. The Great Stone Face confirmed Ernest's view that the poet could be worthy of its likeness. _____
4. When Ernest and the poet met, they respected and admired each other equally. _____
5. The poet along with Ernest addressed the inhabitants of the valley. _____
6. The poet realised that Ernest's thoughts were far nobler than his own verses. _____

working with the text

Answer the following questions.

1. How was Ernest different from others in the valley?
2. Why did Ernest think the poet was like the Stone Face?
3. What did the poet himself say about his thoughts and poems?
4. What made the poet proclaim Ernest was the Stone Face?
5. Write 'Ernest' or 'Poet', against each statement below.
 - (i) There was a gap between his life and his words.
 - (ii) His words had the power of truth as they agreed with his thoughts.
 - (iii) His words were as soothing as a heavenly song but only as useful as a vague dream.
 - (iv) His thoughts were worthy.
 - (v) Whatever he said was truth itself.
 - (vi) His poems were noble.
 - (vii) His life was nobler than all the poems.
 - (viii) He lacked faith in his own thoughts.
 - (ix) His thoughts had power as they agreed with the life he lived.
 - (x) Greatness lies in truth. Truth is best expressed in one's actions. He was truthful, therefore he was great.
6.
 - (i) Who, by common consent, turned out to be like the Great Stone Face?
 - (ii) Did Ernest believe that the old prophecy had come true? What did he say about it?

working with language

1. Mark the meaning that best fits the word or a phrase in the story.
 - (i) (sun) going down
 - (a) becoming smaller
 - (b) weakening
 - (c) setting
 - (ii) brightening
 - (a) making (it) look bright and cheerful
 - (b) lending (it) a special glow
 - (c) causing (it) to appear hopeful
 - (iii) spacious
 - (a) lonely and wild
 - (b) big and wide
 - (c) special and important

- | | |
|----------------------------|--------------------|
| (iv) prophecy | (a) proverb |
| | (b) prediction |
| | (c) rumour |
| (v) marvellous | (a) wonderful |
| | (b) surprising |
| | (c) shocking |
| (vi) proclaim | (a) reveal |
| | (b) declare |
| | (c) shout |
| (vii) cease | (a) happen |
| | (b) stop |
| | (c) remain |
| (viii) (a night's) shelter | (a) stay |
| | (b) safety |
| | (c) hospitality |
| (ix) gazed | (a) wandered about |
| | (b) stared at |
| | (c) thought of |
| (x) took on | (a) challenged |
| (an expression) | (b) resembled |
| | (c) assumed |

2. (i) Read the following sentences.

- I do hope **I'll live** to see him.
- He **will come!** Fear not, Ernest; the man **will come**.
- Gathergold **is arriving** tomorrow, people said.
- Blood-and-Thunder **starts** his journey back to the valley next week, everyone proclaimed.
- The great man is **going to** spend his old age in his native town.

Notice that in the above sentences, verbs in bold type are in four different forms, denoting four important ways of expressing future time. None of these can be said to be exclusively used to show future time, though each is used to refer to some action in future.

- (ii) Which form of the verb is more natural in these sentences? Encircle your choice.
- I'm not free this evening. I **will work**/**am working** on a project.
 - Have you decided where you will go for your higher secondary? Yes, I have. I **will go**/**am going** to the Kendriya Vidyalaya.
 - Don't worry about the dog. It **won't hurt**/**isn't hurting** you.

- (d) The weatherman has predicted that it **will snow**/**is snowing** in Ranikhet tonight.
- (e) Swapna can't go out this evening. Her father **will come**/**is coming** to see her.
3. (i) Complete these pieces of conversation using **will** or **going to** with the verbs given.
- (a) Rani : Why are you turning on the radio?
Ravi : I _____ (listen) to the news.
- (b) Rani : Oh, I can't buy this book. I have no money.
Ravi : Don't worry. I _____ (lend) you some.
- (c) Rani : Look at those dark clouds.
Ravi : I think it _____ (rain).
- (d) Rani : What shall we have for dinner?
Ravi : I can't decide.
Rani : Make up your mind.
Ravi : All right, then. We _____ (have) fried rice and dry beans.
- (e) Rani : Why are you filling the kettle with water?
Ravi : I _____ (make) coffee.
- (f) Rani : We need some bread and butter for breakfast.
Ravi : All right. I _____ (go) to the bakery and get some.
(Before he goes out, Ravi talks to their father.)
Ravi : I _____ (get) some bread and butter. Do you want any thing from the bakery?
Father : Yes, I want some salt biscuits.
Ravi : Fine, I _____ (get) you a packet.
- (ii) Let pairs of children take turns to speak aloud the dialogues.

speaking and writing

1. Each of the following words has the sound /f/ as in feel. The words on the left have it initially. Those on the right have it finally. Speak each word clearly.

flail	life	fact	tough
Philip	puff	fail	laugh
flowed	deaf	fast	stiff

2. Underline the letter or letters representing /f/ in each of the following words.

file	slough	faint	lift
cough	defence	afford	enough
photograph	staff	tough	aloof
affront	philosophy	sophistry	

3. Imagine that you are the poet. You have come to your native valley to meet a famous preacher called Ernest. Narrate the incident of your first meeting with him.

4. (i) Put each of the following in the correct order to construct sentences.

- a resident of Noida near Delhi, / is visually impaired / George Abraham,

- confidence and competitive spirit / and infuses discipline among the participants / It provides

- he has helped / The brain behind the World Cup Cricket, / the disabled to dream

- to the blind school in Delhi / It was a chance visit / that changed his life

- sport is a powerful tool / the disabled / He believes that / for rehabilitation of

(ii) Now rearrange the sentences above to construct a paragraph.

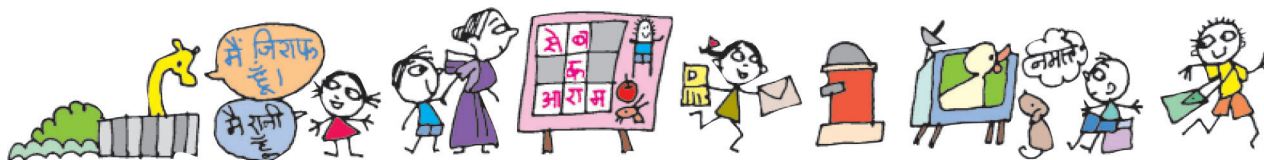
George Abraham, _____

Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment speak about objects / events in the class / school environment and outside surroundings. participate in grammar games and kinaesthetic activities for language learning. use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills participate in individual activities such as introducing personalities/ guests during school programmes. learn vocabulary associated with various professions and use them in different situations. read stories / plays (from different books/ newspapers in education (NIE) / children’s section in magazines in English / Braille) and narrate them. locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues. interpret quotations, sayings and proverbs. 	<p>The learner–</p> <ul style="list-style-type: none"> responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. introduces guests in English, interviews people by asking questions based on the work they do. engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. speaks short prepared speech in morning assembly. speaks about objects / events in the class / school environment and outside surroundings. participates in grammar games and kinaesthetic activities for language learning. reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations; narrates stories (real or imaginary) and real life experiences in English. interprets quotations, sayings and proverbs. reads textual/non-textual materials in English/Braille with comprehension. identifies details, characters, main idea and sequence of ideas and events while reading. reads, compares, contrasts, thinks critically and relates ideas to life.



<ul style="list-style-type: none"> • interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing. • think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues. • refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. • use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. • notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing. • understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc. • take dictation of a passage with specific attention to words pronounced, punctuation and spelling. • attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. • use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc. • attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. • visit a language laboratory. • write a Book Review. 	<ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) • refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. • prepares a write up after seeking information in print / online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. • writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. • writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. • writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc. • develops a skit (dialogues from a story) and story from dialogues. • visits a language laboratory. • writes a Book Review.
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