

# **ENGLISH COURSEBOOK**

**STANDARD VIII**

**Volume I**



**GOVERNMENT OF KERALA**

**DEPARTMENT OF EDUCATION**

**2009**

## **THE NATIONAL ANTHEM**

**Jana Gana Mana Adhinayaka Jaya He  
Bharatha Bhagya Vidhata  
Punjab Sindhu Gujarata Maratha  
Dravida Utkala Banga  
Vindhya Himachala Yamuna Ganga  
Uchala Jaladhi Taranga  
Tava Subha Name Jage  
Tava Subha Ashisa Mage,  
Gahe Tava Jaya Gatha  
Jana Gana Mangala Dayaka Jaya He  
Bharatha Bhagya Vidhata  
Jaya He Jaya He Jaya He  
Jaya Jaya Jaya Jaya He.**

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Dear learners,

Here is your new English Coursebook. It contains representative pieces from Indian writings and world literature. The book will provide a lot of opportunities for you to enjoy, think and reflect.

You can enrich this book with your own creations, comments and observations.

Make use of every occasion to use English language confidently. Your teacher will always be available to assist you in your efforts to learn English.

This is the first volume of your Coursebook.

It contains three units. The second volume with two units will reach you soon.

I am sure you will become confident in using English with the help of this Coursebook.

Let's make learning English a pleasurable experience.

Wish you all success.

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## **PLEDGE**

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
  - (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
  - (c) to uphold and protect the sovereignty, unity and integrity of India;
  - (d) to defend the country and render national service when called upon to do so;
  - (e) 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 practice derogatory to the dignity of women;
  - (f) to value and preserve the rich heritage of our composite culture;
  - (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
  - (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
  - (i) to safeguard public property and to abjure violence;
  - (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements.
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## UNIT 1 ON THE WINGS OF WISHES

Here are a few famous quotes on 'dreams'. Read them.

'To accomplish great things, we must dream  
as well as act.' - *Anatole France*

'Hope is a waking dream.' - *Aristotle*

'Dream, Dream, Dream  
Dreams transform into thoughts  
And thoughts result in action.' - *A. P. J. Abdul Kalam*

Now, let's read a poem on dreams.

### DREAMS

Hold fast to dreams  
For, if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For, when dreams go  
Life is a barren field  
Frozen with snow.

**Langston Hughes**



### POETRY



Langston Hughes (1902 - 1967)  
is an American poet, novelist,  
playwright, short story writer,  
and columnist.

• 'Hold fast to dreams' implies:

- a. stop dreaming
- b. pursue your dreams
- c. dreams vanish quickly

Mark the item of your choice.

• What difference do you see  
between the statements given  
below?

- a. I had a dream last night. It was scary.
- b. I have a dream. It will come true some day.

• What does the poet compare life  
without dreams to in the first  
stanza?

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• What does he compare it to, in the  
second stanza?

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## Notes

- How do dreams die? How can we keep them alive?

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- Identify the words that rhyme in the poem 'Dreams'

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- Pick out the word pictures used in the poem 'Dreams'.

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You might have heard the following rhyme.

*Row, row, row your boat*

*Gently down the stream,*

*Merrily, merrily, merrily, merrily*

*Life is but a dream.*

- What does 'dream' mean here?

Think of extending this song or parodying it.

For example, instead of 'boat' think of 'car'. Then how will the song change?

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- Don't you have dreams? Let's speak about them. Share your dreams/ wishes with others in groups and then write them down.

### My Dream

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What images and ideas come to you when you think of achieving something in life? Attempt a poem about your dream.

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*Now, read the poem 'Coromandal Fishers' given in the extended reading section of this unit on Page 32 and find out how the fishermen 'row to the blue of the verge' to fulfil their dreams.*

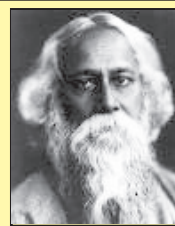
*Everyone has his/ her own dreams and wishes. In the story titled 'When Wishes Come True', Tagore tells us about a father and his son who have strange wishes. Read and enjoy the story.*

## WHEN WISHES COME TRUE

Rabindranath Tagore

1. Subal Chandra's son was called Sushil Chandra, but people always aren't true to their names. Which is why perhaps Subal (whose name means 'the strong one') was actually quite weak, and Sushil, which means gentle and quiet, was just the opposite.
2. The son Sushil drove the entire neighbourhood mad with his antics. This made his father itch to punish him. Unfortunately, the father suffered from rheumatism while the son could run like a deer. So, most of the intended slaps missed their target. But on the rare occasions when his father managed to catch him, Sushil really had a bad time.
3. The day on which this story begins was a Saturday, and school would be over by two in the afternoon. But Sushil was in no mood to go to school for a number of reasons. To start with, it was the day of the dreaded geography test. Secondly, there was to be a display of fireworks at the Bose's that evening which everyone was looking forward to. Sushil, too, longed to spend the day watching every bit of the preparation.
4. After thinking long and hard about it, Sushil jumped into bed just when it was time to go to school. Subal looked at him in surprise and asked him, 'Why are you still in bed? Aren't you going to school?'

### SHORT STORY



Rabindranath Tagore

Rabindranath Tagore (1861 - 1941), the most eminent literary figure in India is a poet, critic, essayist, painter, composer, short story writer and a novelist. He is the first Indian to receive the Nobel Prize for Literature (1913).

Mark words that you would like to add to your personal word list. After reading, you can record the words and their meanings beginning on page 42.

#### KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand this.

? ..... I don't understand this.

! ..... Interesting / surprising idea

- Have you ever thought about the meaning of your name and that of your friends? Write down the meaning of your name and that of your friends.

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## Notes

- Sushil can run very fast. The writer compares him with a deer. Make similar comparisons to describe some actions of your own or your friends.

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## Pause & Reflect

- You may have stayed away from your class at times. If so, on what occasions? What excuses did you invent on such occasions? How did your parents react to them?

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**\*You'd better** (you had better) is used to advise people to do something.

e.g: It might rain. You'd better take an umbrella.

When you want to express the negative of 'you'd better' you may say: You'd better not go without an umbrella.

- Frame sentences of your own using 'had better' and 'had better not'.

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5. 'I've a terrible stomach-ache,' said Sushil promptly, 'I can't go to school today.' Subal saw through the trick at once and said to himself, 'Very well. I know how to teach you a lesson.'

6. He turned to Sushil. 'A stomach-ache, eh? You'd better\* stay in bed then. You are not to go anywhere. I had bought some lozenges for you, but you'd better not have them. Just lie down quietly while I go and prepare a brew for your stomach-ache.'

## Pause & Reflect

7. Subal locked his son in, and went off to prepare a bowl of a really bitter brew. Sushil was in a quandary. He loved lozenges and loathed anything bitter, especially the brews his father made. And he was dying to go to the Bose's. But now there seemed to be no chance. When Subal returned to the room with a big bowl of bitter brew, Sushil jumped out of bed saying, 'I am fine now, my stomach-ache has gone. I'm going to school.' 'You are not going out anywhere today', said Subal. 'Drink this and lie here quietly for the rest of the day.' He forced the brew down Sushil's reluctant throat, locked the door from outside, and left.



8. Sushil burst into tears and wept buckets the whole day long. He told himself over and over again, 'If only I could be as old as my father, I'd be able to do whatever I wanted to. No one would be able to lock me in like this.'

9. Subal sat outside and thought, 'My parents pampered me so much when I was young. I could never study as much as I ought to have done. If only I could be young once again, I wouldn't waste a single

- Subal forced the brew down Sushil's reluctant throat. Who is reluctant, throat or Sushil?

- He spent a sleepless night. Who was sleepless - the person or the night?

- Find out such other phrases and write them here.

- Sushil thought that if he could be as old as his father, he would do whatever he wanted to. Do you think he could do it that way? If he did it, what would be the possible consequences? Have you ever wished to do like this? On what occasion? Discuss.

## Notes

### Pause & Reflect

- What changes happened in the life of Subal and Sushil on reversal of their roles?

Changes	Subal	Sushil
In appearance		
In behaviour		
In routine		

- Now, write a short paragraph on their changes.

- Sushil normally woke up at the crack of dawn.

When do you wake up in the morning? How do you start your day?

minute playing. I'd spend all my time studying hard.'

10. And it so happened that the goddess, who grants wishes, was passing by just then. She heard both Subal and Sushil and decided to grant them both their wishes. Appearing before Subal, she said, 'Tomorrow morning you will be as young as your son.' To Sushil she said, 'From tomorrow you are going to be as old as your father.' Both father and son were delighted.

### Pause & Reflect

11. Usually, old Subal could never get any sleep towards the early part of the night, but around dawn he was fast asleep and slept late. But when the sun rose the next morning, he almost jumped out of bed and discovered that he had grown quite small. The teeth he had lost were all back. His moustache and beard had vanished. The clothes he had been wearing were too big for him now. His shirt sleeves were longer than his arms, and almost touched the floor. The neckline reached down to his tummy. His dhoti swept the floor, and he almost tumbled in it.

12. Sushil normally woke up at the crack of dawn and ran about the house. But this morning he was hardly able to open his eyes. When he finally did succeed in shaking off his sleep, it was only because his father was making such a racket outside. Sushil woke up to find that his clothes were really tight. His body had become strangely bloated. Nearly half his face was covered with a salt and pepper beard and moustache. There was no trace of the unruly

hair that had covered his head. He was shocked to discover a gleaming, bald pate in its place. What seemed even stranger was that he didn't want to get out of bed as he did on other days. He yawned, turned over on his side and decided to stay in bed.

13. Both father and son had got exactly what they had wished for. What they had not anticipated, were the complications. In the past, Sushil had always thought that once he was old and independent, he'd spend his entire time climbing trees, swimming in the pond, eating raw mangoes, looking for birds' nests, and roaming wild with his friends all day long. He would return home only when he felt like it, and eat whatever he wanted to. There would be no one to stop him from doing what he wanted. When he woke up that morning, he felt no urge to climb trees. He looked at the pond, covered with water-hyacinths and felt quite certain that he'd run a temperature if he dared to take a dip in it. He spread a mat on the verandah and sat there lost in thoughts. Finally, he decided that he shouldn't give up the things he was fond of.

14. He stood up and decided to try his usual antics. He went to a nearby olive tree and made several attempts to climb it. He was astounded to find that climbing a tree was beyond him now. Wasn't it just yesterday that he had been up there as easily and effortlessly as a squirrel? After several attempts he hung on to one of the lower branches which gave way under his weight, and broke into two. He lay flat on the ground. Passers-by were amazed to see an old man trying to climb a tree, and when they saw him rolling on the ground they burst out laughing.

## Notes

- Whose changes appeared more comical to you - Sushil's or Subal's? Why?

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- Complete the checklist to find out whether Sushil could do all that he wished to do in his new role.

Wishes	Yes	No
♦ Roam with his friends all day long		✓
♦ Climbing trees		
♦		
♦		

- Narrate the usual antics of Sushil. How did he feel about them when he became old?

[illegible]



## Notes

- You have noted the changes that have occurred in Sushil. Now, complete the following table.

New state	Previous state
looks old	
hates noisy games	
can't climb trees	
can't get up early	
♦	

- Write a short paragraph comparing Sushil's new state with the previous one.

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- Do you think Sushil is happy now? Give reasons.

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## Pause & Reflect

- What would you do if you became as old as your father?

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15. Sushil's friends who had played with him just the previous evening, took one look at the grouchy old man, and ran for their lives. They had no idea that it was Sushil himself. Sushil used to think that the moment he was old and independent, he'd play with his friends all day long. But now the very sight of Gopal, Akshay, Harish, and Nanda put him in a bad mood. He hated the thought of their noisy games, and didn't want them to disturb him.

## Pause & Reflect

16. You'd remember, of course, that once upon a time Subal had told himself that if he ever got back his lost childhood he'd lock himself up in his study and pore over his books all day long. He'd even give up listening to grandmother's stories at night and would learn all his lessons in all earnestness. Now that\* he was young again, he hated the very thought of studying or going to school. Sushil was very angry with him, and said, 'Father, aren't you going to school today?' Subal looked down, scratched his head, and said, 'I can't. I've got a stomach-ache.' 'Stomach-ache!' said Sushil angrily, 'Don't try your tricks on me. I used to\* get a similar stomach-ache to avoid going to school. Don't try to fool me, I know all about it.' Sushil had known so many different ways of playing truant\* and the memory was still so fresh in his mind that it was quite impossible for his poor father to fool him.



17. Sushil forced his young father to go to school. When Subal returned in the evening and longed to go out and play, it was time for old Sushil to wear his glasses and read the *Ramayana* aloud to himself. Subal's noisy presence disturbed him. So he made

\* Now that - because of/ as a result of something.

e.g. *Now that* we knew each other we were able to share the profit.

\*used to - something happened regularly in the past, but not now.

e.g. I *used to* climb tall trees while I was young.

Write about some of your past habits using 'used to'.

\*playing truant - to stay away from school without permission.

e.g. Bob played truant for seven days this month.



## Notes

\* eat one's fill - to eat as much as one wants/ needs

• Whose new role is more pathetic - Sushil's or Subal's? Debate

• Have you ever taken a dip in a pond? How is it different from a bath at home?

Subal sit in front of him and do the sums. He selected such tough and complicated problems that it took his young father more than an hour to solve at least one of them. In the evening, Sushil played chess with the old men in the locality.

18. Sushil was particularly careful about food. When his father Subal was an old man, he had a lot of digestive problems. The slightest overeating would bring in an attack of acidity. Sushil remembered it very well and stopped his young father from eating his fill\*. Subal, on the contrary, was perpetually hungry these days, and felt he'd be able to digest even a piece of stone. However, Sushil just would not allow him to eat normally, and Subal remained hungry. He started losing weight and growing thin. Sushil was afraid that he was really ill, and made him swallow all kinds of pills and powders.

19. Old Sushil also had his own problems. He soon realised that nothing of what used to be his second nature, suited him anymore. Earlier, he had been so fond of plays that whenever he heard of one being performed, he'd land up there. But when he tried to do the same now he fell sick. The irregular hours gifted him a cold cough and severe body-ache, and he had to remain in bed for three whole weeks.

20. Young Sushil had loved to take his daily dip in the pond. But the moment he tried it now, his rheumatism increased so alarmingly that he had to see a doctor for six months. He now bathed at home in warm water, and that too on alternate days, and refused to let Subal bathe in the pond as well. Every time he tried to jump out of bed the way he did when young, his old bones would rattle most uncomfortably and send shooting pains all over his body. When he tried to pop a *paan* inside his mouth as he used to do, he realised that he no longer had

any teeth to chew with. He would pick up the comb by mistake to comb his hair, and end up scratching his bald pate.

21. Subal too forgot at times that he was no longer old. He would go and join a gathering of old people and comment on their discussions. Needless to say, it would annoy them very much. They boxed his ears, scolded him for being precocious, and told him



to go away. Forgetting that he did not look old, he'd ask his tutor for a puff of tobacco. The tutor caned him soundly and made him stand on one leg as a punishment for his impertinence. He forgot his new look once again, and asked the barber why he didn't come to shave him any more. The barber thought he was joking and replied, 'I will, in another ten years or so.' Sometimes Subal would go and smack Sushil as before. The elderly Sushil would flare up and say, 'Is this the kind of manners they're teaching you in school these days? How dare you?'

22. Enough was, after all, enough! Subal now prayed with all his heart that he might regain his lost age and independence which he had been foolish enough to pass on to Sushil.

### Notes

The elders were irritated when Subal behaved as an old man. What did they do then? Why?

• 'Is this the kind of manners they're teaching you in school these days?' asked the elderly Sushil.

What sort of good manners do we learn from schools?

## Notes

- Why did Subal and Sushil wish to go back to their old selves?

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- Have you ever been punished by your teachers/ parents?

When was it?

Why did they punish you?

Narrate the incident.

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## Pause & Reflect

- Do you like the story? Why?

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- Provide subtitles to each part of the story.

- Pick out the humorous expressions Tagore has used in the story.

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- What message does Tagore convey to the readers through the story?

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- Who do you like most in this story- Subal or Sushil? Why? Describe their characters in your own words.

23. Sushil too prayed earnestly that he might become young once again and play around with his friends the way he used to. 'Father has become exceedingly naughty; I can't look after him anymore. He really worries me all day.'

24. The goddess who grants wishes heard them both. 'Well?' she said appearing before them, 'are you satisfied?'

'Yes, yes indeed we are,' cried both father and son falling at her feet. 'Please change us back to what we used to be once again.'

'Very well then,' said the goddess. 'That's what will happen when you wake up tomorrow morning.'

25. The next day, Subal woke up as an old man and Sushil found himself young once again. Each of them felt that he had just woken up from a bad dream.

Subal raised his voice and asked, 'Sushil, why aren't you studying your grammar aloud?'

Sushil scratched his head and replied, 'Father, I've lost my book.'

## Pause & Reflect

*You have read the story of Sushil and Subal. People like Sushil and Subal always idle their time dreaming of a better role or better life without realizing the value of their present role. But wise people work hard, smiling at misfortunes and reach the goals that they have dreamt of.*

*But there are some people who try to achieve their goals by hook or crook. Such people will ultimately fail in life. Now, read the story of Macbeth given in the extended reading section on Page 21 and find out what happened to Macbeth in his attempt to fulfil his ambition.*

### Activity 1

Look at the following sentence.

He loved lozenges and loathed anything bitter, especially the brews his father made. (Para 7)

Rewrite the sentence in three ways replacing the underlined word with words similar in meaning.

- .....
- .....
- .....

### Activity 2

In paragraph 10 of the story you have noticed the word 'goddess', haven't you? Goddess is feminine gender. There are many words formed by adding 'ess' to the masculine gender words. Here are some of them.

Eg: God - Goddess  
 Lion - Lioness  
 Tiger - .....  
 Poet - .....  
 Prince - .....  
 Actor - .....  
 ..... - .....  
 ..... - .....

### Activity 3

You know that 'dawn' is the period of the day when the sunlight begins to appear in the sky.

What are the other periods of a day?

Fill in the blanks in the proper order.

dawn,....., ....., ....., .....  
 ....., midnight.

### Activity 4

You may have noticed the expression 'a grouchy old man.' ( para 15) Similarly you can describe your friend as a smart young girl/ boy. Now, describe a few things/ persons/ places shown below.

a	.....	wooden	table
....	interesting	.....	book
....	.....	.....	woman
....	.....	.....	place
....	.....	.....	.....
....	.....	.....	.....
....	.....	.....	.....
....	.....	.....	.....

## VOCABULARY

### Activity 5

What does 'give up' mean in 'He'd give up listening to grandmother's stories at night'? (Para 16 )

How does the meaning of the word 'give' change here when it is combined with 'up'?

'Give' means to provide or supply, 'up' means towards a higher position. But 'give up' means 'to stop doing something.' Find out the meaning of the following with the help of a dictionary.

Give in - .....

.....

Give away - .....

.....

Give out - .....

.....

Similarly, there are a few combinations with 'put'. Prepare a list of such words and find out their meanings.

put off - .....

.....

.....

.....

.....

### Activity 6

'Don't try to fool me,' says Sushil to Subal. (Para 16 ) Here the word 'fool' is used to show an action. Now, look at the following sentence.

He behaved like a *fool*.

Here the word 'fool' denotes a person.

There are many naming words that are used to show actions.

eg: The *bag* is big. (naming word)

He bagged the first prize. (action)

Use the following words in both ways as shown above.

water : .....

.....

brush : .....

.....

chair : .....

.....

fan : .....

.....

pocket : .....

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# MACBETH

William Shakespeare

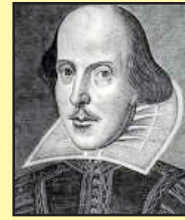
## I

There was once in Scotland a king, whose name was Duncan. He was a fair-minded, kind-hearted man, and an ideal ruler. Once, however, some chieftains in the country rebelled against his rule. To put down the rebellion, the king sent two of his most skilful and trusted commanders, Macbeth and Banquo. They took charge of the king's army, and marched against the rebels and defeated them.

Macbeth and Banquo were returning from their victory through one of the wildest and loneliest regions in the country. They were suddenly stopped by three strange-looking old women, who they were sure, were witches.



## EXTENDED READING STORY RETOLD



**William Shakespeare**

William Shakespeare (1564-1616) the greatest poet and playwright in English Literature was born at Stratford-upon-Avon in Warwickshire, England.

Mark words that you would like to add to your personal word list. After reading, you can record the words and their meanings beginning on page 42.

### KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand this.

?..... I don't understand this.

!..... Interesting / surprising idea

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### Notes

• What were the predictions of the witches?

1)

2)

• Do you think that the witches predicted the future of Macbeth or they were plotting something?

• How is Banquo different from Macbeth?

One of them addressed Macbeth: 'Hail! Thane of Glamis.' Macbeth was surprised that the witches knew who he was. Then the second witch spoke. 'Hail! Thane of Cawdor.' Macbeth was startled. He was Thane of Glamis, but not Thane of Cawdor. Macbeth wondered what this meant.

'All hail, Macbeth!' the third witch called out. 'You'll be king one day!' How could Macbeth ever be king? It seemed quite impossible. But Macbeth was ambitious. In those days everyone believed in the power of witches to foresee the future. Naturally, Macbeth was curious. He began to wonder if the prophecy could ever come true.

The witches now turned to Banquo. They told him that some day his descendants would rule over the country as kings.

As Macbeth and Banquo continued their journey some messengers came from King Duncan. They told Macbeth that the king was very pleased with his victory. In recognition of his services, he had made Macbeth the Thane of Cawdor. So the first prophecy had been fulfilled. Macbeth now began to believe the witches.

Disturbing thoughts now came into Macbeth's mind. If the first prophecy could come true, what about the second? Would he also become the King of Scotland? He decided to speak to Banquo. The witches had foretold that Banquo's descendants would be kings of Scotland. Did Banquo believe in the prophecy?

Banquo was a simple and upright person. He said 'If I hope that my descendants will be kings of Scotland one day, you will hope that you will be King of Scotland now. That is what the witches predicted. I do not like it at all, Macbeth. The witches have laid a trap for you. Do not fall into their trap.'

When Macbeth returned to his castle, he was greatly disturbed in mind. His wife, Lady Macbeth, was waiting for him eagerly. He had already informed her that part of the prophecy had already come true.

Lady Macbeth was a strong and ambitious woman. She was thrilled by the thought that her husband might be King of Scotland one day. If the murder of Duncan was the only way by which Macbeth could become king, then Duncan should be killed she decided. She prayed to the powers of evil to fill her top to bottom with bloody thoughts and make her insensible to pity and kindness. She knew her husband's nature: 'It is too full o' th' milk of human kindness.' She made up her mind to goad him on to the evil act.

King Duncan arrived at Macbeth's castle, accompanied by his two sons, and retinue. The purpose of the king's visit was to honour Macbeth for his victory. Lady Macbeth, the charming hostess gracefully received her royal guest without showing her dark, secret thoughts. 'There was music and merriment, and everyone ate and drank to their hearts' content. 'The king was very tired after the journey and went to bed early. As was the custom, the king was attended by two armed men in the state bedroom.

Lady Macbeth had taken care beforehand to see that the king's chamberlains were fully drunk so that they remained fast asleep throughout the night.

But when she met Macbeth she found that he was so frightened and not ready for the murder yet. On the contrary, he was determined that he would commit no such crime. He argued with Lady Macbeth and reminded her that Duncan was his relative. He was also his king. As host, it was his moral duty to protect the king. Could one kill an old man sleeping peacefully in his bed, and a king at that?

- What reasons did Macbeth put forward for not killing Duncan?



But Lady Macbeth was not to be moved. Nothing mattered to her except the crown. The ghastly deed must be done. She reminded Macbeth that the chamberlains were fully drunk and fast asleep. She assured him that it would be easy to smear their hands and faces with blood and put the blame for the murder on them. Finally she succeeded in preparing him for the cold-blooded murder of Duncan.

## II

Macbeth walked noiselessly towards the room where Duncan was sleeping. But he was still uneasy in his mind. Suddenly, it seemed to him that he saw a dagger in the air, with drops of blood on its blade. He tried to clutch it, but found that it disappeared in his grasp. He felt alarmed. Was he going mad? He walked on like a man in a dream, stole into the room where Duncan slept. Once he was in the room, he knew the task must be finished. There was no turning back.



Lady Macbeth was waiting anxiously all the while. Hearing Macbeth's startled sound she feared that Macbeth failed in his attempt. She even thought she

herself could have done it, had Duncan not resembled her father as he slept. As Macbeth returned from his 'deed', his wife saw him a shattered person. He said that he heard voices within saying: 'Sleep no more; Macbeth does murder sleep.' He wished he had not murdered the king.

Lady Macbeth, however, exhibited a rare strength of will. She told Macbeth not to lose his self-control and to go to Duncan's room and leave the daggers in the hands of the sleeping guards. But Macbeth did not have the courage to go back to the scene of the murder. Lady Macbeth took the daggers from him, and carried them to Duncan's room herself. She left them there, and before returning she smeared the guards' faces with the king's blood.

Next morning the murder was discovered. There was anger and panic among the guests in the castle. Macbeth, who had now recovered from the shock, killed the guards so that no suspicion would fall on him. When there was general mourning for the king's death, Macbeth and his wife also joined in the mourning and pretended to be overcome with grief. But everyone was not deceived by such hypocrisy. The king's two sons felt that if Macbeth had killed their father, their lives too are in danger. They fled the castle as quickly as they could. Malcolm, the elder of the two, went to the court of the King of England, and Donalbain, the younger, went to Ireland. In a way this helped Macbeth's plans of becoming king. The people had to look round for a new king. Their choice fell on Macbeth. The murder was soon forgotten, and Macbeth and his wife were crowned King and Queen of Scotland. Thus the witches' prophecy had come true.

## Notes

- What does the expression 'Macbeth does murder sleep' mean?

Who do you think is the greater culprit in the murder of Duncan-Macbeth or Lady Macbeth? Why?

Why did Duncan's sons flee from Scotland?

## Notes

Why didn't Macbeth get any peace of mind even though he became King of Scotland?

What made Macbeth turn against Banquo?

Macbeth found that he could not trust anyone around him. More than anybody else he feared and hated his old friend, Banquo who was an honest man. Macbeth knew that Banquo suspected him of being the real murderer and would never forgive him. So he decided to kill Banquo.

## III

Macbeth decided to hold a royal banquet since that would give him the opportunity to carry out his plans for murdering Banquo. He invited all the noblemen in the kingdom to the banquet. On the appointed day, Banquo was among the first to arrive at the castle with his son. Macbeth welcomed him, and asked him how he proposed to spend the time, since there was still time before the other guests arrived. Banquo said that he and his son wanted to go for a ride in the forest. Macbeth engaged two ruffians to kill them at a place where the foul deed could be done in absolute secrecy. At dusk, when Banquo and his son were walking back, the two armed men suddenly attacked them and one of them stabbed and killed Banquo on the spot. Banquo's son managed to escape. When Macbeth heard the news, he was greatly annoyed.

The guests arrived and took their seats at the table in the order of their ranks. Lady Macbeth greeted everyone warmly. Macbeth too went round and talked with the guests. 'How I wish my good friend Banquo was also present. I miss him very much.'

Macbeth had hardly finished speaking when something awful happened. The ghost of the murdered Banquo entered the hall and sat in the royal chair which was reserved for Macbeth. Only Macbeth saw it. None of the guests did.

The sight of the ghost made him gasp with terror. He stood still with his eyes fixed on the ghost. To the queen and all the guests it seemed as though he was looking at an empty chair.

Macbeth then spoke to the ghost in the presence of all the guests. 'You cannot say I did it,' he said in a shaken voice. The guests assembled there were in panic. Lady Macbeth asked everyone to leave. She was afraid that if Macbeth continued to speak in this way the dreadful secret would be out.

#### IV

Macbeth decided to consult the witches once again, and find out what the future had in store for him. Macbeth found the witches in a cave in a remote part of the country.

Three unearthly, spirits rose from the witches' cauldron to answer Macbeth's doubts and questions. The first spirit told him to beware of Macduff. Then a second spirit assured Macbeth that no man born of woman had the power to hurt him. The third spirit comforted Macbeth by saying that he would never be beaten in battle until Birnam Wood, a forest, moved up with all its trees to Dunsinane castle.

'Thank you!' said Macbeth. 'How can the trees in a forest ever move from their place? I am safe and secure from my enemies.'

Macbeth's enemies were meanwhile gathering against him in England. Macduff had fled to England to join Malcolm's army.

Macbeth became mad with anger when he heard this. To avenge himself on Macduff he sent a gang of murderers to Macduff's castle. They butchered not only

Why do you think Macbeth decided to meet the witches after killing Banquo?

List out the predictions of the witches.

1)

2)

3)

## Notes

his innocent wife and little son, but even his most distant relatives. The country was horrified at the wicked murder of a defenceless woman and her child and Macbeth soon lost the support and loyalty of almost all the nobles in the kingdom.

Meanwhile, Malcolm and Macduff were marching to Scotland to fight Macbeth. Macbeth's unpopularity was so great that many of his soldiers fled southwards to join Malcolm's army.

Macbeth left his palace with his little army and took refuge in his castle at Dunsinane.

## V

Now another misfortune befell Macbeth. Lady Macbeth had started showing signs of sleeplessness born out of a sense of remorse and stings of guilt. Macbeth had to go out from time to time and whenever he was out, Lady Macbeth was left alone with her gloomy thoughts. She had nightmares and could not sleep, and soon began to walk and talk in her sleep. 'Here's the smell of blood still; all the perfumes of Arabia will not sweeten this little hand,' she said looking at her hands.

At last, unable to bear the burden of her guilt anymore, Lady Macbeth died. For Macbeth her death was a great blow. Now he was really alone. No one loved him, no one cared for him. He began to feel that life was meaningless. 'Life is a tale told by an idiot, signifying nothing,' he said to himself.

Macbeth was beginning to feel confident once more, when a messenger suddenly appeared with bad news. The messenger said that he was keeping watch on the top of a hill, when to his amazement he saw Birnam Wood beginning to move!

Do you feel sympathy for Lady Macbeth? Why?

When the attacking army reached Birnam Wood, Malcolm thought of a clever plan. He ordered his soldiers to cut down the branch of a tree each and hold it up in front of them to prevent Macbeth from knowing how many men were there in Malcolm's army. But to Macbeth's spies watching from hilltops it seemed as if the whole of Birnam Wood was marching towards Dunsinane.

Macbeth understood that his end was near. He shouted, 'You're wasting your time, Macduff. I have a charmed life. It has been prophesied that no man born of woman could defeat me.'

'If that is all, Macbeth,' Macduff answered, his voice ringing clear and confident, 'be prepared to die. I was not born of woman in the way others are born; I was torn from my mother's womb before my time.' A fierce fight followed.

'I will still fight on. Don't stop, Macduff, until one of us falls dead,' said Macbeth. Finally Macduff overcame Macbeth. He then cut off Macbeth's head and presented it to young Malcolm, who was the lawful heir to the throne of Scotland.

Macbeth, who had caused so much terror, was dead at last, and Malcolm was crowned king. The nobles and the common people of the country were relieved to see the end of the reign of blood. Never would they forget Macbeth and the terrible fate that befell him.

## Notes

Why did Macbeth think that his end was near?

Is Macbeth a man or a monster? What do you think?

What do you think is the most exciting part of the story?



## A SHATTERED DREAM

That dark night, I was returning to the Officer's mess after night flying. The headlight of my motorbike was dim, and I couldn't trace the road ahead quite clearly. Suddenly my motorbike crashed onto a wooden barrier. I felt like flying through the air, and fell onto the ground with a thud. I tried to move my limbs in vain. I was unable to get up. After some time, I found myself in the Military Hospital, Pathankot. Later I was shifted to Army Hospital, Delhi. I had only brief spells of consciousness during the first fortnight of my hospitalization. So I couldn't recollect much of the incidents which happened then. The accident had wrenched my neck and broken my cervical spine.

Two weeks later, I gathered my wits and asked the Medical Officer about my condition. He didn't reply. Instead he pointed towards the ceiling which meant God's will alone would save me. My cervical spine injury had made me paralysed below my neck. In that condition, recovery was impossible and survival uncertain. It necessitated a totally dependant life confined to the bed and wheel-chair.

The Indian Air Force (IAF) realised my uselessness and discharged me from service on 12 April 1990. Thus that silly accident put an end to my career in the IAF. In August 1990, at the young age of 26, I got admitted to Paraplegic Home, Poona, as an inmate to begin the second phase of my life.

I was born and brought up in a hamlet named Chirayinkil, 35 kms north of Trivandrum. At the age of 9, I entered Sainik School, Kazhakootam. I consistently excelled in both academics and sports there. Later I became the best Airforce cadet of 65<sup>th</sup>

course at NDA, Khadakwasla, and the best pilot at Air Force Academy, Secundrabad. In December 1984, I was commissioned into the IAF as a fighter pilot. My golden dreams of riding the endless skies tumbled over that wooden barrier on 28 June 1988.

I learned slowly to adapt myself to the new challenges posed by my physical disability. I felt a strong urge to communicate with others. Therefore in September 1990, I decided to learn the art of writing by holding a pen in my mouth. My laborious efforts found little progress at first. So I wrote a letter to Sheela George, who had encouraged me to attempt mouth writing. I achieved a readable style of writing after continuous efforts for four to five months. This modest achievement helped me a great deal by reviving the chain of correspondence and begetting new friends.

In May 1991, I was presented an electrically operated wheel-chair with chin controls by the IAF. This motorized mobility has enlivened my life style. I am very hopeful of making the second phase of my life as meaningful as the one I would have had from the confines of a cockpit.

*Here is a sample of my mouth writing.*

Believe it or not, every dark cloud has a silver lining. To surmount even seemingly insuperable barriers one has to shun the thought of disability and muster the remnant faculties and canalise one's energies purposefully and whole-heartedly. It isn't just physical ability and intelligence but an insatiable appetite for success and an undimmed will power that would texture the warp and woof of the fabric called human destiny. Greater the difficulty sweeter the victory.

M. P. ANIL KUMAR  
PARAPLEGIC HOME  
KIRKEE  
PUNE 411 020

## Notes

- What message does Anil Kumar convey to us through this write up?

- Based on the above write up prepare a profile of Anil Kumar.

- Write a letter to Anil Kumar appreciating his will power and determination in facing the challenges in his life.



## EXTENDED READING POETRY



**Sarojini Naidu** was born in February 1879 in Hyderabad. Her first collection of poems titled 'Golden Threshold', was published in 1905. Her poems are in English, but have an Indian soul. The independence of India was the heart and soul of her work. After the independence she became the first woman governor of Uttar Pradesh. She passed away in March 1949.

• Who is the speaker of the poem?  
Who does he address?

• What does the speaker ask his friends to do?

• The speaker has other friends than his fellow fishermen. Who are they?

• What is the leaping wealth of the tide?

• What is the wind compared to?

• Which is sweeter for the fishermen- the land or the sea? Why?

## COROMANDAL FISHERS



Rise, brothers, rise, the wakening skies pray to  
the morning light,  
'The wind lies asleep in the arms of the dawn  
like a child that has cried all night.

2

Come, let us gather our nets from the shore, and  
set our catamarans free,  
To capture the leaping wealth of the tide, for  
we are the sons of the sea!

4

No longer delay, let us hasten away in the track  
of the seagull's call,  
'The sea is our mother, the cloud is our brother,  
the waves are our comrades all.

6

What though we toss at the fall of the sun where  
the hand of the sea-god drives?  
He who holds the storm by the hair, will hide in  
his breast our lives.

8

Sweet is the shade of the coconut glade, and the  
scent of the mango grove,  
And sweet are the sands at the full o' the moon  
with the sound of the voices we love.

10

But sweeter, O brothers, the kiss of the spray  
and the dance of the wild foam's glee;  
Row, brothers, row to the blue of the verge, where  
the low sky mates with the sea.

12

**Sarojini Naidu**

## Activity 1

Read the following passage.

There are a few errors in it. They are underlined for you.

When evening comes the streets of Gandhinagar puts<sup>1</sup> on a new look. Mats are spread out on the mud roads where bicycles and tongas are<sup>2</sup> moving about a little while ago. Twenty to thirty children of ages between six and fourteen sits<sup>3</sup> on the mats with slates in their hands. A young man, obviously the teacher, stands before them talking, explaining and writing on the blackened wall of a nearby building which passes for a blackboard the<sup>4</sup> young man isn't a professional teacher. Neither the young man is<sup>5</sup> a professional teaching degree holder. The young man is one of the many volunteers who have opted to teach street children in the village.

Anandi Thai starting<sup>6</sup> with a bunch of six or eight boys and taught them Gujarati letters in old shed<sup>7</sup>. But the members grew and she could not manage alone. That was when she sought the help of young men and women of the village. Now there are more than fifteen such street schools in the village.

Anandi Thai is the widow of police officer<sup>8</sup>. She have<sup>9</sup> no children of her own. But she flatly denying<sup>10</sup> it. 'Who that says<sup>11</sup> I've no children<sup>12</sup>. I've dozens of them,' she says. The District Panchayat has decided award<sup>13</sup> her with a cash prize. The function is on the 2<sup>nd</sup> of October at the Gandhi memorial hall. Anandi thai's response is: 'I didn't do it for an award. But the money will be usefully<sup>14</sup>.'

- Errors 4 & 12 are punctuation errors.
- Errors 5, 7, 8, 11 & 13 are errors in word order and errors due to missing words.
- Errors 1, 2, 3, 6, 9 & 10 are errors due to the use of the wrong forms of the words.

Now edit the passage.

## Activity - 2

You have edited the passage.

What has been given above is a brief write-up on a street school in Gandhinagar.

The write-up needs refinement in certain aspects.

1. Are the first two paragraphs of the write-up properly linked?
2. The first paragraph tells us about a young man teaching in one of the street schools. The second paragraph tells about Anandi thai who started such schools. Think about one or two sentences that will link the two paragraphs.  
(It all began when ... / The first street school in Gandhinagar was started by Anandi Thai ./... )
3. In the first paragraph the word *young man* is used in several sentences.  
Do we have to repeat the same word?
4. Which word will you use to substitute the word *young man*?

**Activity 3**

Look at the following sentence:

**The young man isn't a professional teacher**

1: Suppose you want to split this sentence into two meaningful parts.

Where will you split it? Why?

**The sentence can be divided into two parts.**

Split all possible sentences in the 3<sup>rd</sup> paragraph into two parts each.

**Activity 4**

1. How are these two parts related?

2. What does the first part do in the sentence?

3. What does the second part say about the first part?

**1. Most sentences can be split into two parts.**

**2. The first part talks about someone or something.**

**3. The second part deals with an action, a state or a condition of or about the first part.**

**Activity 5**

Divide each of the two parts into its corresponding sub parts so that we end with individual words.

How will you go forward?

For example each part of the sentence 'The young man isn't a professional teacher' contains more than two words.

1. Where will you split each word group into two parts?

2: How will you explain the splits you made?

1. The expression the young man contains three words but these three words stand together as a single unit. This is why we made the first split after the young man. Within this unit, the meaning relationship between young and man is stronger than the relationship between the and young. Therefore we can split the young man into two parts namely, the and young man. In the second part of the sentence, the group of words a professional teacher can stand as a single unit because the relationship between a and professional teacher is stronger than isn't and a. This justifies the first split in the second part of the sentence. At the same time, the relationship between professional and teacher is stronger than a and professional. So we can split the sentence at various levels in the following manner.

The young man isn't a professional teacher.

Level 1	-	<u>The young man</u>	<u>isn't a professional teacher</u>
Level 2	-	<u>The</u> <u>young man</u> <u>isn't</u> <u>a professional teacher</u>	
Level 3	-	<u>young</u> <u>man</u> <u>a</u> <u>professional teacher</u>	
Level 4	-	<u>professional</u> <u>teacher</u>	

Divide all sentences in the last paragraph which you have already split into two in this manner.

## Activity 6

We have learnt how to split a sentence to get the individual words that constitute it. Pick out and list down words that belong to the same group in the sentences you have analysed.

Name them as class 1, class 2 and so on.

- 1: What are the classes that allow more words to be attached to them?
- 2: What are the classes that do not allow more words to be attached?

1. Words like *officer, police, widow, decided, useful, flatly, old, ...* belong to classes that allow additions.
2. Words like *the, a, him, he, I, when, who, his, they, a, the, and, would, of, at, ...* belong to classes that do not allow additions.

What are your general observations on the words that have been listed under these two classes?

1. All word classes that allow additions have independent meaning.
2. The word classes that do not allow additions have no rich independent meaning.

## Activity 7

Read the following paragraph.

Subal too forgot at times that he was no longer old. He would go and join a gathering of old people and comment on their discussions. Needless to say, it would annoy them very much. They boxed his ears, scolded him for being precocious and told him to go away. Forgetting that he did not look old any longer, he'd ask his tutor for a puff of tobacco. The tutor caned him soundly and made him stand on one leg as a punishment for his impertinence.

- 1: Find out word classes that allow additions and have independent meaning.
- 2: Find out word classes that do not allow additions.

## GLOSSARY

**accompany(v):** to go along with, to give company  
Everyday Leena's mother *accompanies* her to the busstop.

**acidity(n):** a condition where there is more acid in the stomach than normal

**alarmingly(adv):** causing worry  
He had fever and his temperature rose up *alarmingly*.

**alternate(adj):** every other day  
The doctor visits this clinic only on *alternate* days.

**amazed(adj):** very surprised  
The audience were *amazed* at the sight of the elephant riding a bicycle at the circus.

**amazement(n):** feeling of great surprise

**annoy(v):** to make someone feel slightly angry and unhappy about something; disturb  
It *annoys* his father when he doesn't obey him.

**antics(n):** behaviour which is silly and funny, (at times irritating)  
We are all getting tired of his childish *antics*.

**anticipate(v):** to expect that something will happen and be ready for it  
The farmers *anticipated* good harvest as there was enough rain.

**anvil(n):** a heavy iron block on which pieces of hot metal are beaten into shape using a hammer

**argue(v):** to disagree with someone in words, often in an angry way  
They are *arguing* about how to spend the money.

**assure(v):** to make sure

**astounded(adj):** greatly surprised  
The judge's decision *astounded* everyone.

**avenge(v):** to take revenge  
The prince *avenged* the murder of his father.

**awful:** very bad or unpleasant  
As the weather was *awful*, the children couldn't play out.

**bellows(n) :** an air blowing device

**betray(v):** to cheat

**bloated(adj):** swollen in an unpleasant manner  
I felt *bloated* after the heavy meal.

**brew(n):** a medicinal drink

**butcher(v):** to kill people cruelly especially in large numbers

**cane(v):** to beat

**castle(n):** a very large and strong building built in the past as a safe place that could be easily defended against attack

**catamarans(n):** logs of wood tied together as rafts (*Kattamaram*)

**cauldron(n):** a large round metal pot for boiling liquid over fire

**cervical spine:** bones in the back of one's neck

**club(n):** a thick heavy stick used to hit something

**club(v):** to hit someone hard with a heavy object

**clutch(v):** to hold something tightly

**comfort(v):** to give relief or ease from pain or distress

**confine(v):** to limit one's freedom of activity  
The surgeon forced the patient to *confine* himself to bed.

**Coromandal:** The south-east coast of India on the Bay of Bengal.

**crash(v):** to have an accident by violently hitting something

The plane *crashed* shortly after the take off.

**crisp(adj):** closely curled and wiry

**deceive(v)** to cheat

The financier *deceived* many people by promising huge returns for their investment.

**defenceless(adj):** weak and unable to protect yourself from attack or harm

**delighted(adj):** very pleased and happy

The *delighted* children celebrated their victory in the tournament.

**descendant(n):** someone who is related to a person who lived before him, an offspring from an ancestor

**dreaded(adj):** making you feel afraid of or anxious

People still think of the *dreaded* world wars.

**earnestly(adj):** seriously

**enliven(v):** to make something more interesting

The speaker *enlivened* the session much with his humorous remarks.

**exceedingly(adv):** extremely

The minister was *exceedingly* kind to the poor.

**fierce(adj):** very strong

There was a *fierce* criticism against the decision of the jury.

**foretell(v):** to say what will happen in future

**forge(n):** a place where metal is heated and shaped into objects

**gasp(v):** to take a quick, short breath especially when surprised or afraid

**glade(n):** an open space among trees

**gleam(v):** to shine softly

His bald pate *gleamed* on the sunshine.

**glee(n):** enjoyment

**gracefully(adv):** behaving in a polite and pleasant way

**grief(n):** extreme sadness, especially because someone you love has died

The *grief*, Indians felt over Mahatma Gandhiji's death, was almost unbearable.

**grouchy(adj):** bad-tempered and grumbling

**hesitate(v):** to feel or show indecision

He *hesitated* to accept the offer.

**hesitation(n):** the action of hesitating

**horrid(adj):** very unpleasant

**horrify(v):** to frighten

**hypocrisy(n):** acting to be better than one actually is, hiding one's true character and belief

**impertinence(n):** lack of modesty in behaviour towards elders

The Headmaster warned some students against their impertinence.

**inherit(v):** to receive property or position from someone after his death

She *inherited* the land from her grandfather.

**intended(adj):** planned

**itch(v):** to want to do something very much

The crowd was *itching* for a fight.



## GLOSSARY

**laborious**(adj): something that needs a lot of effort

It is a *laborious* task to climb a steep mountain.

**loathe**(v): hate something or someone very much

I *loathe* shopping during rainy season.

**longed**(v): wished, loved

Russel longed to become the captain of the school football team.

**lozenges**(n): a small flat sweet

**mates with**: meets

**merriment**(n): laughter, fun and enjoyment

**mourning**(n): act of expressing sorrow at the death of someone

The nation observed seven days' *mourning* on the death of the ex-president.

**murmur**(v): to say something in a low voice

The teacher warned the students against *murmuring* in the class.

**pamper**(v): to give an excess of love and affection that in turn spoils the child

The class teacher advised the parents not to *pamper* their children.

**parson**(n): Christian priest

**pate**(n): top part of the head

**plead**(v): request earnestly

**precocious**(adj): behaviour that is not expected from a child, behaving in an adult way

Raju landed up in troubles for being *precocious*.

**predict**(v): to say that something will happen

Economists *predicted* the fall of interest rates.

**pretend**(v): to make believe

They are not really sisters, they are just *pretending* to be so.

**prognosis**(n): a doctor's opinion of how an illness or disease will develop

**promptly**(adv): done quickly, immediately or at the right time

**prophecy**(n): a statement that something will happen in the future, especially one made by someone with religious or magic powers

**propose**(v): plan a course of action

The Government *propose* to construct homes for the homeless.

**quandary**(n): not being able to decide what to do, dilemma

Satheesh was in a *quandary* over whether he should take up the job or continue his studies.

**racket**(n): a loud noise

**rebel**(v): to oppose or fight against someone in position of authority

Indians had to *rebel* against the British to win freedom.

**rebellion**(n): an organised attempt to change the government or authority using violence

**refuge**(n): a place that provides protection or shelter from danger

**rejoice**(v): to feel or show that you are very happy

His family *rejoiced* at the news of his home coming.

**relieve**(v): to make pain or problem, less severe

**reluctant**(adj): unwilling

The child was *reluctant* to take medicine.

**repose**(n): state of calm or comfortable rest

**rheumatism**(n): illness causing pain and stiffness in muscles and joints

**ruffian**(n): a violent and brutal person

**salt and pepper**: hair that is grey, with a fair sprinkling of black as well

**scratch**(v): to rub your body with your nail

**seagull**(n): a common seabird

**sexton**(n): one who takes care of the church and its surroundings

**smear**(v): to spread a liquid or soft substance over a surface

The naughty boys *smear*ed the walls with mud.

**smithy**(n): the workshop of a blacksmith

**stab**(v): to push a knife into someone

Julius Ceasar was *stabbed* to death by his own friends.

**stare**(v): to look steadily

**startle**(v): to make someone suddenly surprised or shocked

The sound of explosion *startled* him.

**suspect**(v): to distrust someone or doubt the truth of something

The police *suspected* him in the murder case.

**tan**(n): a yellowish brown colour

**target**(n): aim

**taunt**(v): to make someone angry or upset by saying unkind words

She was *taunted* by her friends for being foolish.

**tide**(n): the regular rise and fall of the sea caused by the pull of the moon

**toad**(n): small animal like frog

**torture**(n): a deliberate act of hurting someone

**trace**(v): to follow and find out

She had given up all hopes of *tracing* her missing daughter.

**track**(n): path

**tumble**(v): to fall down quickly and suddenly  
Prasanth lost his balance and *tumbled*.

**tummy**(n): stomach

**vanish**(v): to disappear suddenly

The magician waved his hand and the bird *vanished* from sight.

**verge**(n): edge or border, horizon (here)

**water hyacinth**: a plant that floats on water and has lilac - coloured flowers that grow in clusters

**wicked**(adj): behaving in a way that is morally wrong; evil

**witch**(n): a woman who is supposed to have magical powers especially to do bad things

**wrench**(v): to pull and twist something suddenly or violently away

He *wrenched* the wet towel to dry it in the sun.

**wrought**(v): caused problems or destructions

Continuous rain has *wrought* much havoc to the state.

**yawn**(v): to open the mouth and breathe in deeply



## SELF ASSESSMENT

### READING

Was I able to read on my own and mark what I understood?

Did I mark words/expressions that I didn't understand?

Did I pick out words/expressions for my personal word list?

Did I share the ideas I gathered with my friends in the group?

Did I try to get clarification for the words/expressions I didn't understand?

Was I able to answer the questions asked by the teacher?

How can I improve my reading?

### POEM

Was I able to form a clear idea about what I was going to write on?

Did I use proper word pictures in the poem to convey the ideas effectively?

Were the words and expressions I used in the poem apt and attractive?

Did I use any stanzaic pattern in the poem?

How apt was the title of the poem?

How can I improve the next time when I attempt to write a poem?

### STORY/ NARRATIVE

Was I able to fix the events of the story appropriately?

Was the setting described clearly?

Were the characters fixed correctly?

Was the dialogue natural?

Was I able to create proper images in the story?

How well suited were the beginning, middle and end of the story?

How imaginative was the story?

What was the easiest part of writing the story? (narrating events, describing people/ things/ making dialogue etc.)

Did I offer constructive suggestions to other groups?

What will I be differently doing the next time I write a story?

### WRITE UP/ PARAGRAPH

Did I put the main point of the write up/ paragraph in the beginning itself?

Was I able to include all the supporting details of the main point?

Was I able to organise the write up/ paragraph well?

How well was I able to connect the sentences I wrote?

Did I suggest my own ideas in the write up/ paragraph?

What changes will I make the next time I prepare a write up/paragraph?

## PROFILE

Was I able to describe the person giving all necessary details?

Did I sequence the points in their proper order?

Was I able to connect suitably the sentences I wrote?

Was the language I used suitable to a profile?

What improvement will I make the next time I write a profile?

## EDITING

Was I able to locate the punctuation errors and correct them?

Did I identify errors in word order, missing words and excess words?

Did I correct the wrong forms of words?

Was I able to identify the wrongly spelt words?

Was I able to identify the features of the given discourse and refine it?

## LETTER

Was the letter I wrote a personal letter/an official letter/a business letter?

Did I use appropriate language in the letter?

Did I keep the appropriate format of the letter?

Was I able to convey the ideas I wanted to express?

How far did I actively contribute to group refinement?

How well could I improve the letter when I had edited it?

## PERSONAL WORD LIST

Word:.....

Selection:.....

Page No.:.....

Meaning:.....

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Sentence:.....

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Word:.....

Selection:.....

Page No.:.....

Meaning:.....

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## UNIT 2 ON TELLING A TALE...

### INTERACTION



- Are you familiar with this type of books?
- What type of stories do these books contain?
- What different types of characters would these stories have?

## FABLE

A fable is a short narrative which teaches a moral lesson usually with animals or birds as its characters.

Mark words that you would like to add to your personal word list. After reading, you can record the words and their meanings beginning on page 80.

### KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand this.

?..... I don't understand this.

!..... Interesting / surprising idea

• What remedy would the mice think of?

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Here is a story from *The Panchatantra*.  
Let's read it:

## THE MICE THAT SET THE ELEPHANTS FREE

Translated from Sanskrit by Arthur W Ryder

1. There was once a ruined village. The mice were the old settlers there. They occupied the chinks in the floors of houses and temples with their children and grandchildren. They found happiness in a variety of festivities.

2. Into this scene came an elephant king, whose retinue numbered thousands. He, with his herd, had started for the lake in search of water. As they marched through the mouse community, the elephants crushed the faces, eyes, heads, and necks of many.

3. The mice held a convention. 'We are being killed,' they said, 'by these lumbering elephants. Curse them! If they come this way again, there will not be mice enough for seed. Therefore, let us find an effective solution to this crisis'.



4. So a group went to the lake, bowed before the elephant king, and said respectfully: 'Oh king! Not far from here is our community, with a long succession of children and grandchildren. Now you, gentlemen, while coming here for water, have destroyed us by the thousands. Furthermore, if you travel that way again, there will not be enough of us left. Have mercy on us. We pray travel another path.'

5. The elephant king turned over in his mind what he had heard. He decided that the statement of the mice was entirely logical and granted their request.

6. Years passed. The new king of the region commanded his elephant-trappers to trap elephants. And they constructed a water trap. The elephant king with his herd were caught in the trap. After three days, they were dragged out and tied to stout trees of the forest with ropes.

7. When the trappers had gone, the elephant king thought of a way to escape from the trap. Suddenly he remembered how he had once saved the mice. He said to his herd, 'We have no means of deliverance except those mice.'

8. When the mice came to know about the matter, they gathered by the thousands. They were eager to return the favour shown to them. They went to the forest at once. And seeing the king and his herd fettered, they gnawed the ropes and set their old friends free.

'And that is why I say:  
Make friends, make friends,  
However strong  
Or weak they be:  
Recall the captive elephants  
That the mice set free'.

### Pause & Reflect

#### Notes

• Let's look at the sentences given below: 'Into this scene came an elephant king.' (Para 2)

'Not far from here is our community.' (Para 4)

Generally these sentences would be written as, 'an elephant king came into this scene.'

'Our community is not far from here.' But the writer has expressed himself differently.

• Rewrite the following sentences in a different style.

a) The girl entered the room unexpectedly.

b) A sage sat at the top of the hill.

As you read on find out more such styles in writing.

• 'We have no means of deliverance except those mice.' Why did the elephant king think so?

#### Pause & Reflect

• What message do the concluding lines convey?

## Notes

- What are the major events in the fable? The first and the last events are given. Fill in the rest.

1. The mice were living peacefully in a ruined village.

2.

3.

4.

5.

6. The mice come to the rescue of the elephants.

*The story tells us about the importance of friendship and mutual help. Though the mice and the elephants are quite different in size and power, they proved that friendship is still possible. But humans who are similar in many respects, often think that there exist real differences among them. They divide themselves as the rich and the poor, the strong and the weak, the educated and the uneducated and so on.*

Shall we attempt to write a modern fable with humans as characters? It can be one of mutual help between the rich and the poor, the strong and the weak, or the literate and the illiterate.

The following questions will help you in writing the story.

- ♦ What are the different events in the story?
- ♦ Where does it happen?
- ♦ Who are the characters?
- ♦ What message do you want to convey to your readers?

*Present the story you have written before your friends.*

*Don't you feel that story-telling is an art?*

*Here is a story that tells you about the art of story-telling.*



# THE STORY TELLER

**Saki**

1. It was a hot afternoon, and the railway carriage was correspondingly sultry. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children occupied one corner seat, and the opposite corner seat was occupied by a bachelor who was a stranger to them.



2. The aunt and the children were conversing in a limited, persistent way. Most of the aunt's remarks seemed to begin with 'don't' and nearly all of the children's remarks began with 'why'. The bachelor said nothing out loud.

'Don't Cyril, don't,' exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.

'Come and look out of the window,' she added.

3. The child moved reluctantly to the window. 'Why are those sheep being driven out of that field?' he asked.



Saki

Hector Hugh Munro (1870-1916), well known by the pen name Saki, is a British writer. He is often considered a master of the short story. His witty and sometimes grim stories satirise the society and culture of which he was a part. Delicately drawn characters and finely judged narratives, are the main features of his stories. In addition to short stories, he has written plays and novels.



## Notes

- Who are the characters you have met so far in the story? List them down and write out at least one of their attributes. One is done for you:

Aunt: Always says 'don't'.

Bachelor:

The boy:

\* A popular song

## Pause & Reflect

- When we read paragraphs 1 to 5, we notice that the bachelor is only a mere spectator. He must have had his own thoughts regarding the happenings in the compartment. What would his thoughts be? Write them down.

'I expect they are being driven to another field where there is more grass,' said the aunt weakly.

'But there is lots of grass in that field,' protested the boy, 'there's nothing else but grass there. Aunt, there's lots of grass in that field.'

'Perhaps the grass in the other field is better,' suggested the aunt fatuously.

'Why is it better?' came the swift, inevitable question.

4. 'Oh, look at those cows!' exclaimed the aunt. Every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.

'Why is the grass in that field better?' persisted Cyril.

The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided. She was utterly unable to come to any satisfactory decision about the grass in the other field.

5. The smaller girl created a diversion by beginning to recite 'On the Road to Mandalay'\*. She only knew the first line, but she put her limited knowledge to the fullest possible use. She repeated the line over and over again in a dreamy but resolute and very audible voice.

## Pause & Reflect

*All characters are now in the train. The children are restless. What would the aunt possibly do?*

*Let's read on and see how the story progresses...*

6. 'Come over here and listen to a story,' said the aunt.

The children moved listlessly towards the aunt's end of the carriage. Evidently, her reputation as a story-teller did not rank high in their estimation.

7. In a low, confidential voice, interrupted at frequent intervals by loud, petulant questions from her listeners, she began a deplorably uninteresting story. It was about a little girl who was good, and made friends with everyone on account of her goodness. She was finally saved from a mad bull by a number of rescuers who admired her moral character.

8. 'Wouldn't they have saved her if she hadn't been good?' demanded the bigger of the small girls. It was exactly the question that the bachelor wanted to ask.



'Well, yes,' admitted the aunt lamely, 'but I don't think they would have run quite so fast to help her if they had not liked her so much.'

'It's the stupidest story I've ever heard,' said the bigger of the small girls, with immense conviction.

'I didn't listen after the first bit, it was so stupid,' said the boy.

• Why did the aunt adopt a low confidential voice for narrating her story?

• How did the writer hint at the presence of the bachelor when the story-telling was on?

## Notes

The smaller girl made no actual comment on the story, but she had long ago recommenced a murmured repetition of her favourite line.

9. 'You don't seem to be a success as a story teller,' said the bachelor suddenly from his corner.

The aunt bristled in instant defence at this unexpected attack.

'It's a very difficult thing to tell stories that children can both understand and appreciate,' she said stiffly.

'I don't agree with you,' said the bachelor.

## Pause & Reflect

- 'I don't agree with you,' said the bachelor. The aunt would surely have responded to this statement. They might have talked more. What would their conversation be?

- '...all stories seemed dreadfully alike....' Why?

## Pause & Reflect

10. 'Perhaps you would like to tell them a story,' was the aunt's retort.

'Tell us a story,' demanded the bigger of the small girls.

'Once upon a time,' began the bachelor, 'there was a little girl called Bertha, who was extraordinarily good.'

The children's momentarily aroused interest began at once to flicker, all stories seemed dreadfully alike, no matter who told them.

'She did all that she was told, she was always truthful, she kept her clothes clean, ate milk puddings as though they were jam tarts, learned her lessons perfectly and was polite in her manners.

'Was she pretty?' asked the bigger of the small girls.

'Not as pretty as any of you,' said the bachelor, 'but she was horribly good.'

11. There was a wave of reaction in favour of the story; the word 'horrible' in connection with goodness

was a novelty that commended itself. It seemed to introduce a ring of truth that was absent from the aunt's tales of infant life.

'She was so good,' continued the bachelor, 'that she won several medals for goodness, which she always wore, pinned on to her dress. There was a medal for obedience, another medal for punctuality, and a third for good behaviour. They were large metal medals and they clinked against one another as she walked. No other child in the town where she lived had as many as three medals, so everybody knew that she must be an extra good child.'

'Horribly good,' quoted Cyril.

12. 'Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it. So it was a great honour for Bertha to be allowed to go there.

13. 'Were there any sheep in the park?' demanded Cyril.



• Comment on the bachelor's usage 'horribly good.' Can you frame similar expressions to describe people/ things/ actions?

• awfully beautiful

•

•

•

•

•

• Bertha has all medals pinned on her dress. What is your impression of her act?

• 'Were there any sheep in the park?' demanded Cyril. Does this question sound funny? Why?

- Why did the aunt begin to admire the bachelor?

‘Why weren’t there any sheep?’ came the obvious question arising out of that answer.

‘There were no sheep in the park,’ said the bachelor, ‘because the Prince’s mother had once a dream that her son would either be killed by a sheep or else by a clock falling on him. For that reason the Prince never kept a sheep in his park or a clock in his palace.’

‘Was the Prince killed by a sheep or by a clock?’ asked Cyril.

‘He is still alive, so we can’t tell whether the dream will come true,’ said the bachelor unconcernedly.

‘Anyway there were no sheep in the park, but there were lots of kids running over the place.

‘Black with white faces, white with black spots, black all over, grey with white patches, and some were white all over.’

15. The story teller paused for a while, then he resumed:

‘There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment’s notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself. ‘If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all this.’ And her three medals clinked against one another as she walked and helped to remind her how very good

she really was. Just then an enormous wolf came prowling into the park to see if it could catch a fat kid for its supper.’

16. ‘What colour was it?’ asked the children, amid an immediate quickening of interest.

‘Mud colour all over, with a black tongue and pale grey eyes that gleamed with unspeakable ferocity. The first thing that it saw in the park was Bertha; her pinafore was so spotlessly white and clean that it could be seen from a great distance. Bertha saw the wolf and saw that it was stealing towards her.

She ran as hard as she could, and the wolf came after her with huge leaps. She managed to reach a row of myrtle bushes, and hid herself in one of the thickest of the bushes. The wolf came sniffing among the branches, its black tongue lolling out of its mouth, its pale grey eyes glaring with rage. Bertha was terribly frightened, and thought to herself, ‘If I had not been so extraordinarily good I should have been safe in the town at this moment.’

17. However, the scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding, and the bushes were so thick that he might have hunted about in them for a long time without catching sight of her, so he thought he might as well go off and catch a kid instead. Bertha was trembling very much at having the wolf prowling and sniffing so near her, and as she trembled the medal for obedience clinked against the medals for good conduct and punctuality. The wolf was just moving away when he heard the sound of the medals clinking and stopped to listen; they clinked again in a bush quite near him. He dashed into the bush, his pale grey eyes gleaming with triumph, and dragged Bertha out and devoured her to the last morsel. All that was left of her were her shoes, bits of clothing, and the three medals for goodness.’

## Notes

- What effect does the clinking of the medals have on Bertha?

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- Certain characteristics of the wolf are described in this paragraph. One example is given below.

Add more to it.

- lolling

- ---
- ---
- ---
- ---

- What effect does the clinking of the medals bring in here?

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## Notes



• 'Were any of the little kids killed,'  
Who would have raised this  
question?

18. 'Were any of the little kids killed?'

'No. they all escaped.'

'The story began badly,' said the smaller of the small  
girls, 'but it had a beautiful ending.'

'It is the most beautiful story that I ever heard,'  
said the bigger of the small girls, with immense  
decision.

'It is the only beautiful story I have ever heard,'  
said Cyril.

But the aunt protested strongly. A most improper  
story to tell young children! You have undermined  
the effect of years of careful teaching.

'At any rate,' said the bachelor while collecting his  
belongings. 'I kept them quiet for ten minutes, which  
was more than you were able to do.'

### Pause & Reflect

• Revisit paragraphs 15 and 16 and  
comment on the impact of the  
description of nature in adding to the  
beauty of the story.

### Pause & Reflect

*You have read both the aunt's story and the bachelor's story, haven't you?*

*The aunt's story could not attract the attention of the children.*

*But the bachelor was able to win the hearts of his little listeners.*

*What do you think has made the bachelor's story interesting?*

*(It may be because of the way he introduced the characters of his story, the description about the settings of the story, the use of dialogues in the story and the interesting turn of events in the story.)*

*Fill in the following table for an analysis of both the stories.*

	Aunt's story	Bachelor's story
Characters	good girl	good girl
	.....	.....
	.....	.....
	.....	.....
Character-isation	not much description about appearance and habits	..... ..... .....
Setting	no specific reference to location/ place	..... ..... .....
Dialogue	..... ..... ..... .....	..... ..... ..... .....
Events	Beginning .....	.....
	.....	.....
	Middle .....	.....
	.....	.....
	End .....	.....
	.....	.....



Now, go through the responses of two readers.

'I think the events in the aunt's story are not properly blown up with description, dialogue and image. That is why it is boring.'

- Akhil

I like the bachelor's story. But I don't like the way he ended it. If I were the story-teller I would never end my story like this. The prince or someone would come and kill the wolf and save Bertha.

- Reena

♦ If you agree to these responses, you can think of either refining the aunt's story, or changing the ending of the bachelor's story.

♦ You have to fix your own events before you start writing the story.

♦ Don't forget to describe what your characters see, hear, smell, taste, touch, think and feel.

*All of you have put in an effort in writing stories. Can't we have an 'Anthology of Stories'? We have some stories to tell others. With the help of your friends, revise, edit and proofread your stories before publishing.*

*Every writer has his/her own style of telling stories. You have seen Saki's story. Let's see the style adopted by Ruskin Bond in his short story 'I Can't Climb Trees Anymore' in the extended reading section on page 63. Read and enjoy it.*

A story can also be told in the form of a poem. This is called a ballad. The ballad has a counterpart in *Vadakkanpattu*.

Let's read and enjoy one such piece:

# THE ENCHANTED SHIRT

# I

The King was sick. His cheek was red  
And his eye was clear and bright;  
He ate and drank with a kingly zest,  
And peacefully snored at night.

4

But he said he was sick, and a king should know,  
And doctors came by the score.  
They did not cure him. He cut off their heads  
And sent to the schools for more.

8

At last two famous doctors came,  
And one was as poor as a rat,  
He had passed his life in studious toil,  
And never found time to grow fat.

12



# BALLAD



John Hay (1838 - 1905), was an American statesman, diplomat, author, journalist, and private secretary and assistant to Abraham Lincoln. He has also composed simple ballads and poems.

- Was the king really sick? Why?

[illegible]

## Notes

- Pick out the elements of humour in lines 13 to 16.

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- List down some words associated with king and his rule.

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- List down the different reasons for unhappiness.

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- Who of these two captures more of your sympathy?

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The other had never looked in a book;  
His patients gave him no trouble,  
If they recovered they paid him well,  
If they died their heirs paid double. 16

Together they looked at the royal tongue,  
As the King on his couch reclined;  
In succession they thumped his august chest,  
But no trace of disease could find. 20

The old sage said, 'You are as sound as a nut.'  
'Hang him up,' roared the king in a gale;  
In a ten knot gale of royal rage,  
The other leech grew a shade of pale. 24

But he pensively rubbed his sagacious nose,  
And thus his prescription ran,—  
King will be well, if he sleeps one night  
In the Shirt of a Happy Man. 28

## II

Wide o'er the realm the couriers rode,  
And fast their horses ran.  
And many they saw, and to many they spoke,  
But they found no Happy Man. 32

They found poor men who would fain be rich,  
And rich who thought they were poor;  
And men who twisted their waists in stays,  
And women that shorthose wore. 36

They saw two men by the roadside sit,  
And both bemoaned their lot;  
For one had buried his wife, he said,  
And the other one had not. 40

At last as they came to a village gate,  
A beggar lay whistling there;  
He whistled and sang and laughed and rolled  
On the grass in the soft June air. 44

The weary couriers paused and looked  
At the scamp so blithe and gay;  
And one of them said, 'Heaven save you, friend!  
You seem to be happy today.' 48

'O yes, fair sirs,' the rascal laughed  
And his voice rang free and glad,  
'An idle man has so much to do  
That he never has time to be sad.' 52

'This is our man,' the courier said;  
'Our luck has led us aright.  
I will give you a hundred ducats, friend,  
For the loan of your shirt tonight.' 56

The merry blackguard lay back on the grass,  
And laughed till his face was black;  
'I would do it, God wot,' and he roared with the fun,  
'But I haven't a shirt to my back.' 60



### Notes

- Which words describe the happiness of the beggar?

- Why is the beggar a happy person? Give reasons.

## Notes

- Why was the king ashamed of himself?

- What does the poem convey to us?

## Pause & Reflect

- Why do you think the poem is divided into three sections?

- List down some rhyming words in the poem?

- Can you now identify the rhyme scheme followed in the stanzas, based on the list you have made above?

## III

Each day to the King the reports came in  
Of his unsuccessful spies,  
And the sad panorama of human woes  
Passed daily under his eyes. 64

And he grew ashamed of his useless life,  
And his maladies hatched in gloom;  
He opened his windows and let the air  
Of the free heaven into his room. 68

And out he went in the world and toiled  
In his own appointed way;  
And the people blessed him, the land was glad,  
And the King was well and gay. 72

John Hay

## Pause & Reflect

The king was not really sick. But there was a sickness within him. What was it?

Was the remedy prescribed by the doctor effective in curing the king's sickness? Explain.

*You may read another story poem given on page 69 in the extended reading part . See how differently the story is told.*

### Activity 1

Aunt : father's sister, mother's sister or uncle's wife

*Let's now list down some of our immediate relations and define them.*

uncle : .....

..... : mother's father or father's father

grandmother: .....

nephew : .....

♦

♦

### Activity 2

In paragraph 4, we hear the aunt saying that the bachelor is a hard unsympathetic man. It means that he is not sympathetic. Similarly, if a man is not happy, he is an unhappy man. So we find that the antonym (a word with the opposite meaning) can be formed by adding 'un' before it.

You have two such words below.

*Add more to the list.*

♦ kind : unkind

♦ happy : unhappy

♦

♦

♦

### Activity 3

In paragraph 14, the small boy asks the bachelor about the sheep in the park. The bachelor answers that 'the park had only kids.' Kids are the young ones of goats.

*Fill in the table given below suitably.*

sheep	.....
wolf	.....
.....	calf
elephant	.....
lion	.....
.....	baby
hen	
.....	duckling

### Activity 4

In paragraph 3, the aunt's reply to the boy's question is very *weak*. Is there any other word with the same sound?

Look at the given sentence.

The actor's performance in the serial this week was really weak.

These types of words with different spelling and the same sound are called **homophones**.

*Find out more examples.*

I — eye

see — .....

..... - two

tail - .....

..... - .....

### Activity 5

The aunt always says 'don't'. Don't is the contracted form of 'do not'.

*Find out some other contracted forms commonly used in English.*

I'm	-	I am
There's	-	.....
Won't	-	.....
Couldn't	-	.....
.....	-	would not
didn't	-	.....

### Activity 6

In paragraph 5, you must have noticed the word 'beginning'. There are certain words like this that makes 'ing' forms by doubling the last letter.

e.g. occur — occurring  
grin — grinning

*Make a list of such words.*

brim	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	.....
.....	—	winning

### Activity 7

In paragraph 2, the children's aunt frequently uses 'don't' in her talk with them.

*Your elders and teachers may also have used this expression at home and school.*

e.g. Don't shout.

Don't waste water.

*Make a list of such expressions.*

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### Activity 8

Look at the word 'extraordinary' in paragraph 15.

The word *extraordinary* is a compound word formed with 'extra' and 'ordinary'.

eg: football

blackboard

*Try to prepare a list of ten such words and find their meanings using a dictionary.*



# I CAN'T CLIMB TREES ANY MORE

Ruskin Bond

He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall. He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings.

At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile had gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.

'What are you looking at?'

It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks, staring at the man.

She was only twelve or thirteen, slim and dark, with lively eyes and long black hair.

'I'm looking at the house,' he said.

'Why? Do you want to buy it?'

'Is it your house?'

'It's my father's.'



Ruskin Bond was born in Kasauli, Himachal Pradesh, in 1934. He has written a number of short stories, essays, novels, and many books for children. The Room on the Roof was his first novel, written when he was seventeen. It received the John Llewellyn Rhys Memorial Prize in 1957.

Mark words that you would like to add to your personal word list. After reading you can record the words and their meanings beginning on page 80.

## KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand.

?..... I don't understand this.

!..... Interesting / surprising idea

• Are you blessed with trees at home?  
Why is it a blessing?

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## Notes

- Compare the description of the girl in this story with that of the wolf in Saki's 'Story Teller'.

- What stopped the narrator from making a witty comment? Why?

'And what does your father do?'

'He's only a colonel.'

'Only a colonel?'

'Well, he should have been a brigadier by now.'

The man burst out laughing.

'It's not funny,' she said. 'Even Mummy says he should have been a brigadier.'

It was on the tip of his tongue to make a witty remark ('Perhaps that's why he's still a colonel'), but he did not want to give offence. They stood on either side of the wall, appraising each other.

'Well,' she said finally. 'If you don't want to buy the house, what are you looking at?'

'I used to live here once.'

'Oh!'

'Twentyfive years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.'

She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but you don't have the money?' He did not look very prosperous.

'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'

'Only three years,' she smiled. She'd been eating a melon, and there was still juice in the corners of her mouth.

'Would you like to come in and look more closely?'

'Wouldn't your parents mind?'

'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'

‘Even elderly friends like me?’

‘How old are you?’

‘Oh, just middle aged, but feeling young today.’ And to prove it he decided he’d climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.

‘Middle-aged man on the flying trapeze,’ he muttered to himself.

‘I’ll help you,’ she said, and gave him her hand.

He slithered down into a flower-bed, shattering the stem of a hollyhock.

As they walked across the grass he spotted a stone bench under a mango tree. It was the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea.

‘Let’s just sit here,’ he said. ‘I don’t want to go inside.’

She sat beside him on the bench. It was March, and the mango tree was in blossom. A sweet, rather heavy fragrance drenched the garden.

They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car...

‘I used to climb the jackfruit tree,’ he said, opening his eyes. ‘I didn’t like the jackfruit, though. Do you?’

‘It’s all right in pickles.’

‘I suppose so....’ The tree was easy to climb; I spent a lot of time in it.’

‘Do you want to climb it again? My parents won’t mind.’

‘No, no. Not after climbing the garden wall. Let’s just sit here for a few minutes and talk. I mention the

• ‘feeling young today’ - Why does he feel so?

• ‘My parents won’t mind’. Why does the girl say so?

## Notes

- If you were in his place, what all 'valuable' things would you leave in that hollow for safe keeping?

jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof? Half way along it there's a small hollow in which I used to keep some of my treasures.'

'What kind of treasures?'

'Oh, nothing very valuable. Marbles I'd won. A book I wasn't supposed to read. A few old coins I'd collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather's Iron Cross. Well, not my grandfather's exactly, because he was British and the Iron Cross' was a German decoration awarded for bravery during the War - the first World War - when my grandfather fought in France. He got it from a German soldier.'

'Dead or alive?'

'I beg your pardon? Oh, you mean the German. I never asked. Dead, I suppose. Or perhaps he was a prisoner. I never asked Grandfather. Isn't that strange?'

'And the Iron Cross? Do you still have it?'

'No', he said, looking her in the eyes. 'I left it in the jackfruit tree.'

'You left it in the tree?'

'Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.'

She was silent, considering, her finger on her lips, her gaze fixed on the jackfruit tree.

'Then, quietly, she said, 'It may still be there. In the hollow in the branch.'

'Yes', he said. 'It's twenty five years, but it may still be there. Unless someone else found it...'

'Would you like to go and look?'

'I can't climb trees any more.'

'If you can't, I will go and see. You just sit here and wait for me.'

She sprang up and ran across the grass, swift and sweet of limb. Soon she was in the jackfruit tree, crawling along the projecting branch. A warm wind brought little eddies of dust along the road. Summer was in the air....



'I've found it!' she cried. 'I've found something!'

And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal.

He took it from her and turned it over on his palm.

'Is it the Iron Cross?' she asked eagerly.

'Yes', he said, 'this is it.'

'Now I know why you came. You wanted to see if it was still in the tree.'

'You may be right. I'm not really sure why I came. But you can keep the Cross. You found it, after all.'

'No, you keep it. It's yours.'

## Notes

• 'I can't climb trees any more.' Why did he say so?

• Why did he gift the Iron Cross to the girl?

‘But it could have remained in the tree for another twenty five years if you hadn’t climbed up to look for it.’

‘But if you hadn’t come back again....’

‘On the right day, at the right time, and with the right person’, he said, getting up and placing the medal in her hands. ‘It wasn’t the Cross I came for. It was my youth.’

She didn’t understand that, but she walked with him to the gate and stood there gazing after him as he walked away. Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.

Dark dancing eyes, melon sweet lips, lissome limbs....

The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn’t climb trees any more....

*What in your opinion is the theme of the story?*

*The middle-aged man remembers his joyous days of youth. What are the different words/ phrases used in the story to show the characteristics of the youth?*

♦ *dark dancing eyes*

♦ *swift and sweet of limbs*

♦

♦

♦

• ‘It was my youth.’ What does he mean by this?

• Dark dancing eyes, melon sweet lips, lissome limbs.... Who do these words describe?

# MATILDA

Matilda told such Dreadful Lies,  
 It made one Gasp, and stretch one's Eyes;  
 Her Aunt, who, from her Earliest Youth,  
 Had kept a Strict Regard for Truth,  
 Attempted to Believe Matilda:  
 The effort very nearly killed her,  
 And would have done so, had not She  
 Discovered this Infirmary.  
 For once, towards the Close of Day,  
 Matilda, growing tired of play,  
 And finding she was left alone,  
 Went tiptoe to the Telephone  
 And summoned the Immediate Aid  
 Of London's Noble Fire Brigade.  
 Within an hour the Gallant Band  
 Were pouring in on every hand,  
 From Putney, Hackney Downs, and Bow,  
 With courage high and Hearts a-glow  
 They galloped, roaring through the Town,  
 'Matilda's House is Burning Down!'  
 Inspired by British Cheers and Loud  
 Proceeding from the Frenzied Crowd.  
 They ran their ladders through a score  
 Of windows on the Ball Room Floor;  
 And took Peculiar Pains to Souse  
 'The Pictures up and down the House,  
 Until Matilda's Aunt succeeded  
 In showing them they were not needed;  
 And even then she had to pay  
 To get the men to go away!  
 It happened that a few Weeks later  
 Her Aunt was off to the Theatre  
 To see that Interesting Play

## EXTENDED READING POETRY



Hilaire Belloc (1870- 1953) is a French-born writer and historian. He was one of the most prolific writers in England during the early twentieth century. Belloc wrote on various subjects, from warfare to poetry, and on many topics current in his day.

• What weakness of Matilda did the aunt discover?

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• What is the lie that Matilda told the fire brigade?

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• What made people think that Matilda's house was on fire?

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• What was the effect of Matilda's lie?

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## Notes

- Did Matilda deserve such a punishment?

- Why were the people not ready to help Matilda this time?

- What in your opinion is the message of the poem?

- Do you find any similarity between the message of this poem and that of a fable?

*The Second Mrs. Tanqueray.*

She had refused to take her Niece 35

To hear this Entertaining Piece:

A Deprivation Just and Wise

To Punish her for Telling Lies.

That Night a Fire did break out—

You should have heard Matilda Shout! 40

You should have heard her Scream and Bawl,



And throw the window up and call

To People passing in the Street—

(The rapidly increasing Heat

Encouraging her to obtain

Their confidence)— but all in vain! 45

For every time she shouted 'Fire,'

They only answered 'Little Liar!'

And therefore when her Aunt returned,

Matilda and the House, were Burned. 50

**Hilaire Belloc**

*Line 17 - From Putney ....Bow : from the different districts of London*

*Line 34 - The second Mrs. Tanquery : a famous play by the playwright Sir Arthur W. Pinero*

**Activity 1**

Edit the following story.

A learned *man* lived in a *village*. He keep a long black *beard* as a *mark* of his *wisdom*. Others called him a Pandit. That great Pandit always argued with others show off his *knowledge*.

Once the Pandit goes to attend the kings council. On the way he had to cross a deep *river*. An illiterate *boatman* ferried him the river in a countryboat. The *boatman's* dark thin face created *contempt* in Pandit. The Pandit asked the boatmans whether he knows *anthropology* or *ornithology*. The boatman replied that he didn't knew both ornithology and anthropology. 'what a *shame?* Half your *life* is wasted,' cried the Pandit. The Pandit's comment saddened the boatman. He thought that his life is a waste. They reached the middle of the river. The boatman noticed a hole in his boat. Water was slow seeping into it. He asked the proud wise man, 'Do you know swimming?' 'Why should I know such silly things? Ask me about any other branches of knowledge,' he said bluntly.

'Well sir, your whole life is going to spoiled. The boat is goes to sink.' Saying this, the boatman jumped into the river and started swam. The Pandit shouted for help all alone in the middle of the deep river.

**Activity 2**

This is a story. But some features of the story are missing in it. Can you identify them?

The following questions may help you.

- i. Are the events properly sequenced in the story?
- ii. Are there proper linkers connecting the sentences?
- iii. Is there dialogue in it? Can you add any to it?
- iv. Does the story reveal the thoughts and feelings of the characters?
- v. Does the story describe the atmosphere properly?
- vi. Do you think you can add anything to the beginning or to the end of the story?

In what all ways can you do it?

**Activity 3**

1: Look at the italicised words in the story given above. You know that these words belong to a group that allows additions. They have rich meanings. Apart from this, these words have a number of other features. What are the common features of these words?

2: Do their forms change?

- i. These words refer to the names of things, persons or places.
- ii. Some words stand for countable things.
- iii. Some words stand for things that cannot be counted.
- iv. Most words that refer to countable things take *-s* after them when they show more than one.
- v. In some cases instead of *-s* form we use a different form of the word (e.g. boatman- boatmen).
- vi. *'s* is added to most of these words to show possession (e.g. boatman's).

3: What are the positions where these words appear in a sentence?

### Activity 4

1: Look at the italicised words in the paragraph.

What are the elements/ words that appear before these words?

- i. Sometimes these words are preceded by words like *a (an), the,*
- ii. Sometimes these words are preceded by words indicating certain properties of the object (as **learned** in **learned man**) or number/quantity (as in **half of your life**).
- iii. These words can be substituted by words like *he, she, it, they, I* etc. (These words are called pronouns).
- iv. Words with the properties we have analysed so far, are called Nouns.

### Activity 5

Read the passage below and identify the nouns in it.

There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself: 'If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all this.' And her three medals clinked against one another as she walked and helped to remind her how very good she really was. Just then an enormous wolf came poling into the park to see if it could catch a fat kid for its supper.

- i. We have identified some properties of the word class called nouns.  
How many of these properties can you find in the nouns you have identified in the passage given above.
- ii. You have identified some errors in the passage given for editing in activity 1.  
How many of these errors are related to nouns?

**Activity 6**

Examine the italicised words in the passage below.

How are these words different from the nouns we identified earlier?

There were lots of other *delightful* things in the park. There were ponds with *gold and blue and green* fish in them, and trees with *very beautiful* parrots that said *clever* things at a moment's notice, and *humming* birds that hummed all the *popular* tunes of the day.

- i. These words indicate certain qualities of the objects or persons called nouns.
- ii. These words can appear before nouns.
- iii. Some of these words can take words before them to make the quality more intense (e.g. *very*).
- iv. These words can indicate degrees of comparison (e.g. *clever, cleverer, cleverest*).
- v. Some of these words can be preceded by words like **more, most** (**more popular, most popular**).
- vi. These words are called **Adjectives**.

**Activity 7**

Identify the adjectives in the passage you edited in Activity 1.

**appraise(v):** to judge or evaluate  
The interviewer asked several questions to *appraise* the skill of the candidate.

**bawl(v):** shout out or proclaim loudly  
The boys *bawled* out their victory in the match.

**bemoan(v):** to complain or say that you are disappointed  
Students often *bemoan* their lack of facilities.

**blithe(adj):** not worried about anything

**brigadier(n):** a military official superior to the colonel

**bristle(v):** to behave angrily

**budgeriger(n):** a small bright coloured bird kept as a pet

**by the score(phr):** in large numbers

**captive(n):** kept in prison  
The pilot was held *captive* for forty eight hours by the hijackers.

**chime(v):** ringing sound of the bell or clock

**chinks(n):** small holes in a wall or between two things that join together  
Light came through a *chink* in the curtain.

**colonel(n):** an official of a high rank in the army

**conviction(n):** a very strong belief or opinion  
Gandhiji had a strong political *conviction*.

**correspondingly(adv):** similarly  
As the price of crude oil dipped, the rates of petroleum products were *correspondingly* lowered.

**crank up(n):** to start up an engine  
It is very hard to *crank up* the car in winter.

**dash(v):** to move or run somewhere quickly  
The ship was *dashed* against the rock in the storm.

**decay(n):** natural change that makes slow destruction of something  
Clean your teeth daily to fight tooth *decay*.

**deliverance(n):** to help one from harm or danger  
We pray for *deliverance* from the miseries in life.

**deplorable(adj):** very bad, unpleasant and shocking  
The hostages were held captive in *deplorable* conditions.

**deprivation(n):** denial  
Human beings suffer *deprivation* of peace and comfort in times of war.

**descendant(n):** a person's descendants are his/her children or children of their children and so on  
Prabha boasts that she is the direct *descendant* of a royal family.

**devour(v):** to eat something quickly because of hunger  
The boys *devoured* a full cake with great joy.

**disembodied(adj):** existing without a body

**diversion(n):** something that stops you from paying attention to what you are doing or what is happening  
As a *diversion* from the routine activities in the school, the teacher took the children out for a picnic.

**dizzy(adj):** feeling unable to stand steadily  
If you spin round and round, you will feel *dizzy*.

**dreadful(adj):** horrible  
The sight of people killed in road accidents are *dreadful*.

**drench(adj):** (here), completely wet  
We were *drenched* in the unexpected rain.

**enchanted(adj):** magical

## GLOSSARY

**estimation**(n): a judgement or opinion about someone or something

In my *estimation* the financial crisis is going to continue for another year.

**fain**(adv): rather, wish to be

**fatuously**(adv): very silly or stupid

The *fatuous* comments of the students made the teacher angry.

**ferocity**(n): the state of being extremely violent and severe

Commandos were shocked by the *ferocity* of the attack by the terrorists.

**fetter**(v): chained or restricted from moving

The hostages were *fettered* in the rooms by the terrorists.

**fire brigade**(n): the fire fighting group

**flicker**(n): a feeling or expression for a short time

She saw a *flicker* of doubt in his eyes.

**fragrance**(n): a pleasant smell

The *fragrance* of flowers attracts the bees.

**frenzy**(n): wildly excited

The angry mob drove the policemen into a *frenzy*.

**gale**(n): strong wind

**gallant band**(n): brave team

The soldiers at the borders of our country are indeed a *gallant band*.

**gallant**(adj): brave

The commandos made a *gallant* attempt to save the lives of the people trapped in the Taj Hotel, Mumbai.

**gasp**(v): to take a short quick breath through the mouth (in astonishment)

**glaring**(adj): very bad and noticeable

The examiner underlined the *glaring* mistakes in the answer.

**gleam**(v): to shine softly

The Taj Mahal *gleamed* in the full moon.

**gnaw**(v): chewing something hard

The little rat had *gnawed* a hole on the box.

**grin**(n): wide smile

He came into the room with a friendly *grin* on his face.

**heirs**(n): the person who has the legal right or title of another person when he dies

Akbar was the *heir* to the Mughal throne after Babur's death.

**hollow**(n): an empty hole seen on a tree

Some birds lay eggs in the *hollow* of big trees.

**hollyhocks**(n): a tall thin garden plant with many flowers growing together

**immense**(adj): extremely large

People who are *immensely* rich should help the poor.

**infirmary**(n): weakness

Stealing cute objects is her *infirmary*.

**jam tarts**(n): jam that has a sharp sour taste

**knot**(n): used as a unit to measure the speed of an aircraft or a ship (here)

**lamely**(adj): saying something not confidently

He excused himself *lamely* for being absent from the class.

**leech**(n): a small creature which sucks blood

But in the poem it means 'the other doctor'

In olden days *leeches* were used as a cure to suck impure blood from the infected part of the human body.

**limbs**(n): an arm or leg.

Artificial *limbs* are used when people become handicapped.

**lissom**(adj): thin and graceful

The *lissom* limbs of the artist balanced beautifully on the trapeze.



**listlessly**(adv): feeling tired and not interested in anything

**lumbering**(adj): moving in a slow and awkward way

**morsel**(n): a small piece of food  
After the breakfast not even a *morsel* of bread was seen on the table.

**myrtle**(n): a small tree with shiny green leaves that smell nice

**noble**(adj): morally good in a way that is admired  
It is very *noble* of you to spend your weekends helping the old and the invalid.

**novelty**(n): the quality of being new  
The new film is remarkable for its *novelty*.

**obvious**(adj): easy to notice or understand  
It was *obvious* to the police that Ramu had done the crime.

**panorama**(n): an impressive view of a wide area of land  
The cameraman captured the beauty of the *panorama* in his shots.

**pensively**(adv): thoughtfully  
The old man gazed *pensively* at the sky.

**persistent**(adj): continuing to do something, although it is difficult  
Indians has always resisted the *persistence* attack of Pakistans.

**petulant**(adj): behaving in an unreasonably impatient and angry way like a child  
He argued in a *petulant* way.

**plunge**(v): to jump or dive into water  
The boys put on their bathing suits and *plunged* into the swimming pool.

**precious**(adj): rare and invaluable  
The statue in the hall is studded with *precious* jewels.

**prowl**(v): moving around an area quietly while hunting

The cat is *prowling* around the attic in search of rats.

**prune**(v): to cut the branches of a plant for better growth and attraction  
Hari's week-end task is to *prune* the roses.

**rage**(n): uncontrollable anger  
Keerthi's father turned red with *rage* on seeing her report card.

**realm**(n): a country ruled by a king or a queen

**recline**(v): to lie or lean back in a relaxed way  
I'd like to *recline* on the sofa after I take my lunch.

**recommence**(v): to begin something again after it has stopped.  
The sports events *recommenced* after the heavy rains.

**reluctant**(adj): slow and unwilling  
I was *reluctant* to go for the movies as I had many other things to do.

**reputation**(n): fame  
Mr. Thomas has a **reputation** as an excellent teacher.

**resolute**(adj): doing something in a determined way because of very strong beliefs, aims etc...  
Amala was very *resolute* in fighting against the injustices in the society.

**retinue**(n): a group of supporters travelling with an eminent person  
The minister with his *retinue* reached the village to solve its problems.

**retort**(n): a short angry or humorous reply  
The teacher made an angry *retort* at the naughty students.

**sagacious**(adj): wise  
It was a *sagacious* choice to plant saplings on either side of the road.



**scamp(n):** a child who has fun by tricking people

**score(n):** a group of twenty people or things

**scowl(n):** an angry or disapproving expression

**shatter(v):** to break into small pieces  
The cricket ball hit the window pane and it got *shattered*.

**shorthose(n):** tight stockings that extends upto the knee, fashionable among men during Middle Ages

**slither(v):** to slide smoothly across a surface  
Raju *slithered* down in the mud.

**smacking(v):** to hit something against something else so that it makes a short loud noise  
Ramu *smacked* his fist against his palm.

**sniff(v):** breathing air in through the nose in order to smell something  
The old lady opened the milk pot and *sniffed* to make sure that it was not stale.

**souse(v):** immerse in salted water or vinegar

**sprightliness(n):** with full of energy and power.  
The audience enjoyed the *sprightliness* of the dancers movements.

**stately dwelling(n):** a large house

**stays(n):** undergarment used by women during the 19<sup>th</sup> century

**studious(adj):** spending a lot of time studying and reading  
Most parents want their children to be *studious*.

**succession(n):** one after the other following in time or order  
The Kozhikode district team has bagged the trophy for the last two years in *succession*.

**sultry(adj):** weather that is unpleasantly hot with no wind  
On a *sultry* day, people usually sweat a lot.

**swarm(v):** quick movement of a crowd  
The photographers *swarmed* around the visiting minister.

**thine(old usage):** yours

**tiptoe(v):** walking on one's toes with the heel lifted off the ground

**toil(n):** hard unpleasant work

**torrents(n):** huge and sudden movement of water  
After five days of heavy rains, the Bharatapuzha was in *torrents*.

**trapeze(n):** a swing high above the ground used in circus  
The performance of the artists on the *trapeze* gives life to the circus.

**triumph(n):** an important victory or success  
The 20 x20 championship was the personal *triumph* of the captain.

**turnstile(n):** a small gate that spins around and lets only one person to enter at a time

**twitter(n):** the short high sound of the birds  
The *twitter* of birds wakes us up in the morning.

**undermine(v):** to injure the reputation  
The recent terrorist attacks try to *undermine* the reputation of our country.

**verge(n):** edge  
The teacher instructed us not to walk along the *verge* of the canal.

**wager(n):** a person who has bet on a thing or a race

**weary(v):** very tired or bored  
I saw you in the school looking sad and *weary*.

**woes(n):** great sadness  
There is no one in the world without *woes* of some kind or the other.

**zest(n):** enthusiasm or eagerness  
Students should take every learning task with a *zest*.

**READING**

Was I able to read on my own and mark what I understood?

Did I mark words/expressions that I didn't understand?

Did I pick out words/expressions for my personal word list?

Did I share the ideas I gathered with my friends in the group?

Did I try to get clarification for the words/expressions I didn't understand?

Was I able to answer the questions asked by the teacher?

How can I improve my reading?

**CONVERSATION**

How well was the initiation of the conversation I wrote?

Did I use contracted forms and tags in the dialogue?

Was my dialogue crisp?

Was I able to express my idea completely in the dialogue?

Was the conversation properly concluded?

How well did I contribute in my group activity?

What improvement I should make next time I write a conversation?

**STORY/ NARRATIVE**

Was I able to fix the events of the story appropriately?

Was the setting described clearly?

Were the characters fixed correctly?

Were the dialogues natural?

Was I able to create proper images in the story?

How well were the beginning, middle and end of the story?

How imaginative was the story?

What was the easiest part of writing the story? (narrating events, describing people/ things/ making dialogues etc.)

Did I offer constructive suggestions to other groups?

What will I be differently doing the next time I write a story?

**WRITE UP/ PARAGRAPH**

Did I put the main point of the write up/ paragraph in the beginning itself?

Was I able to include all the supporting details of the main point?

Was I able to organise the write up/ paragraph well?

How well was I able to connect the sentences I wrote?

Did I suggest my own ideas in the write up/ paragraph?

What changes will I make the next time I prepare a write up/paragraph?

### DIARY

Was I able to express the thoughts and feelings of the character?

Was I able to use proper language( first person narrative) in the diary?

Did I link the sentences of the diary properly?

How well were the words and expressions I used in the diary?

Where should I improve when writing a diary again?

### EDITING

Was I able to locate the punctuation errors and correct them?

Did I identify errors in word order, missing words and excess words?

Did I correct the wrong forms of words?

Was I able to identify the wrongly spelt words?

Was I able to identify the features of the given discourse and refine it?

Word:.....

Selection:.....

Page No.:.....

Meaning:.....

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Sentence:.....

.....

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Word:.....

Selection:.....

Page No.:.....

Meaning:.....

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Sentence:.....

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Word:.....

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Meaning:.....

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## UNIT 3

# AS WE SOW SO SHALL WE REAP

### INTERACTION

Look at the picture.



- Where is the river born?
- Where does it spend its younger days?
- What happens to the river when it approaches the ocean?
- Does a river grow and vanish? How?
- Share your experiences with your friends.

Mark words that you would like to add to your personal word list. After reading you can record the words and their meanings beginning on page 106.

#### KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand this.

?..... I don't understand this.

!..... Interesting / surprising idea

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## POETRY



Caroline Ann Bowles (1786-1854) was married to Robert Southey who was the poet laureate of Britain. She wrote various other works including 'Chapter on Churchyard' and 'Tales of the Factories'. *The River* is a poem which describes a river in all its vitality and splendour.

- Is the river like a child? Why?

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- Why does the poet call it 'swelling river'?

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- 'Seeming still yet still in motion.' What does the word 'still' mean in either case?

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- How does the sea remind you of eternity?

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- What do the river and the sea remind the poet of?

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Read how the poet looks at the flow of a river.

### THE RIVER

River, river, little river!  
Bright you sparkle on your way;  
O'er the yellow pebbles dancing,  
Through the flowers and foliage glancing,  
Like a child at play.

River, river! swelling river!  
On you rush through rough and smooth;  
Louder, faster, brawling, leaping,  
Over rocks, by rose-banks, sweeping  
Like impetuous youth.

River, river! brimming river!  
Broad and deep, and still as time;  
Seeming still, yet still in motion,  
Tending onward to the ocean,  
Just like mortal prime.

River, river! headlong river!  
Down you dash into the sea, –  
Sea that line hath never sounded,  
Sea that sail hath never rounded,  
Like eternity.

**C.A.Bowles**

- Pick out the words in the poem which show the movement of the river at various stages. Classify them into fast and slow by marking (F) and (S) respectively.

Stage I	dancing, ....., .....	( )
	glancing, ....., .....	( )
Stage II	....., ....., .....	( )
	....., ....., .....	( )
Stage III	....., ....., .....	( )
	....., ....., .....	( )
Stage IV	....., ....., .....	( )
	....., ....., .....	( )

- Which of these words rhyme?  
What effect do they create in the poem?
- Pick out the words which sound like the movement of the river.  
What effects do these words create?
- What are the word pictures used in the poem? How do they add to the beauty of the poem?
- Read the following comparisons  
'She skims like a bird'  
'Her face shines as the moon in the sky.'  
Pick out similar expressions from the poem 'The river'.  
Say why the poet has made these comparisons.  
What would you compare them with?



Poet's idea	What is it compared to?	Why?	What would you like to compare it with?	Why?
young river	child	It dances, sparkles, glances through foliage like a child playing hide and seek.	a busy bee at work or a dragon fly	It moves around like this.

- Now, read the last line of each stanza. What do these lines say about the river?
- Does the river and its movement suggest something else to you?
- Attempt an appreciation of the poem comparing and contrasting your experience of a river with that of the poet.
- The poet has described a river in this poem. Similarly many other people have written about hills, mountains, oceans, forests etc.

#### Discuss

- Why do writers often write about these things?
- In what ways does nature influence man?
- Can it shape one's personality?

*Let us see what a Japanese writer, Shuntaro Tanikawa has to tell us about the river. Read her poem 'River' in the extended reading section on Page No. 91.*

Here is a memoir by Alice Walker which shows nature's influence on human beings and how it shapes our personality and even influences generations.

IN SEARCH OF OUR  
MOTHERS' GARDENS

Alice Walker

1. My mother made all the clothes we wore, even my brothers' overalls. She made all the towels and sheets we used. She spent the summers canning vegetables and fruits. She spent the winter evenings making quilts enough to cover all our beds. During the 'working' day, she laboured \*beside -- not behind -- my father in the fields. Her day began before sunup, and did not end until late at night. There was never a moment for her to sit down undisturbed. She never got time free from interruption -- by work or the noisy inquiries of her many children. And yet, it is to my mother -- and all our mothers who were not famous -- that I went in search of the secret of what has fed that muzzled, and often mutilated, but vibrant, creative spirit.



2. But when, you will ask, did my overworked mother have time to know or care about feeding the

MEMOIR



Alice Walker

**Alice Walker** (1944- ), is an American Black feminist poet and novelist who has written extensively about the experiences of women. Her novel 'The Color Purple', was awarded Pulitzer Prize in 1983. A major influence on Walker's life has been her mother.

• List out what Alice Walker's mother did during various times. Compare them with what your parents do.

	What Alice Walker's mother did?	What your parents do?
Summer		
Winter		
Working day		

**\*beside-** by the side of, next to

Come and sit *beside* me.

**besides-** in addition to

Do you play any other game *besides* cricket?

• 'She laboured beside- not behind my father in the fields.' What does this suggest?

•List out some other things your parents do for you and your family.

## Notes

- Alice Walker uses a number of words to describe her mother. Pick them out as you read and say why these words are appropriate. Share your ideas with your friends.

Words used to describe the mother	Is it appropriate	Why? (Justify)
Overworked	Yes	On workdays she laboured before sunup till late at night.
Creative ♦ ♦		

- Alice Walker gets a lot of gifts from her mother. Tick the gifts which she got from the list given below. Put a cross mark against the rest. Also write the paragraph number which gives you the clue for it.

bicycle	<input type="checkbox"/>
clothes	<input checked="" type="checkbox"/>
towels	<input type="checkbox"/>
sheets	<input type="checkbox"/>
quilts	<input type="checkbox"/>
stories	<input type="checkbox"/>
flowers	<input type="checkbox"/>
creative spirit	<input type="checkbox"/>
bravery	<input type="checkbox"/>
books	<input type="checkbox"/>

creative spirit? Our mothers and grandmothers handed on the creative spark. No song or poem will bear my mother's name. Yet so many of the stories that I write, that we all write, are my mother's stories. Only recently did I fully realize this: that through years of listening to my mother's stories of her life, I have absorbed not only the stories themselves, but something of the manner in which she spoke.

3. But the telling of these stories, which came from my mother's lips as naturally as breathing, was not the only way my mother showed herself as an artist. Sometimes stories die without conclusion for the sake of dinner to be served and cotton to be gathered before the rains.

4. My mother adorned with flowers whatever shabby house we were forced to live in. She planted ambitious gardens — and still does—with over fifty different varieties of plants that bloom profusely. Before she left home for the fields, she watered her flowers, chopped up the grass, and laid out new beds. When she returned from the fields she might divide clumps of bulbs, dig a pit, uproot and replant roses, or prune branches, until night came and it was too dark to see.

## Pause & Reflect

5. Whatever she planted grew as if by magic. Her fame as a grower of flowers spread over three countries. Because of her creativity with her flowers, even my memories of poverty are seen through a screen of blooms—sunflowers, roses, dahlias, . . . and on and on. And I remember people coming to my mother's yard to be given cuttings from her flowers. I hear again the praise showered on her because whatever rocky soil she landed on, she turned into a garden. A garden so brilliant with colours, so original in its design, so magnificent with life and creativity, that to this day people drive by our house in Georgia. I notice that it is only when my mother is working in her flowers that she is radiant. Her face is a legacy of respect she leaves to me. She has handed down respect for the possibilities—and the will to grasp them. This ability to hold on, even in very simple ways, is work.



6. This poem is not enough, but it is something, for the woman who literally covered the holes in our walls with sunflowers:

## Notes

• We often say 'thanks' when someone gives us a gift. Sometimes we feel thankful but we don't say it.

Name the gifts for which Alice Walker felt thankful towards her mother?

• Why does the writer say that her memories of poverty are seen through a screen of blooms?

• What does the garden stand for? Does it represent an actual garden or something else?

• Do we thank others who give us non-material gifts like 'courage' or 'creative spirit'.

• Have you received such gifts from your parents/ relatives/ teachers/ friends etc?

• When and how did you receive them?

• Do you want to thank them now?

• Write your reflections on such gifts and the people who gave them.

## Notes

• Look at the following statements. Mark them with (T) if you find them true, and (F) if false. You may state your reasons for marking your choice.

- Alice Walker and her family were poor.
- They frequently changed their residence.
- They earned their food through agriculture/ agricultural labour.
- The garden and its creator were not appreciated.
- Her mother enjoyed working in the garden.

• Do you think that designing a garden is an art? Make out a list of some creative/ artistic work we can do at home.

♦ making tasty dishes.

• Alice Walker remembers the stories her mother used to tell her. Do you remember any such story told by your parents/ grandparents?

Write it down.

They were women then  
My mama's generation  
Husky of voice—Stout of  
Step  
With fists as well as  
Hands  
How they battered down  
Doors  
And ironed  
Starched white  
Shirts  
How they led  
Armies  
Head ragged Generals  
Across mined  
Fields  
Booby-trapped  
Kitchens  
To discover books  
Desks  
A place for us  
How they knew what we  
Must know  
Without knowing a page  
Of it  
Themselves.

8. Guided by my heritage of a love of beauty and a respect for strength—in search of my mother's garden I found my own. And perhaps in Africa over two hundred years ago, there was just such a mother. Perhaps she painted vivid and daring decorations in oranges and yellows and greens on the walls of her hut. Perhaps she sang—sweetly over the compounds of her village. Perhaps she wove the most stunning mats or told the most ingenious stories of all the village storytellers. Perhaps she was herself a poet—though only her daughter's name is signed to the poems that we know.

Pause & Reflect

- Why does the author select the title 'In Search of our Mother's Garden' instead of 'My Mother's Garden'. What do the words 'search' and 'our garden' imply?

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- Don't you think that our mothers have many qualities? Do we recognise them properly? Share your thoughts and prepare a speech for the school assembly on 'Mother's Day'.

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- Mention some of your qualities and the persons from whom you have inherited them.

Narrate how you feel thankful to them for these qualities.

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- Collect poems, articles, speeches and memoirs which celebrate motherhood. Compile them as a book of your own.

*Now read and enjoy Gulliver's Travels given in the extended reading section on Page 92.*

## VOCABULARY

### Activity 1

Look at the expression 'overworked' in paragraph 2. It means 'too much work'. Like this there are many compound words formed with 'over'.

eg: overcooked  
overgrown

Prepare a list of ten such words and find out their meanings with the help of a dictionary.

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### Activity 2

You may have noticed the word 'replant' in paragraph 4. Find out other words starting with 're-' with the help of a dictionary.

eg: rebuild

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### Activity 3

The word 'rocky' in paragraph 5, is derived from the word 'rock'. It means covered with rock or made of rocks.

Similarly there are many words formed by adding 'y' to the main word.

eg: sandy – covered with sand

Collect at least ten such words and find out their meanings with the help of a dictionary.

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### Activity 4

You have noted the following sentences in paragraph 3, haven't you?

'But telling of stories, which came from any mother's lips as naturally as breathing, was not the only way my mother showed *herself* as an artist.'

In this sentence the action reflects on the doer of the action.

Now fill in the following sentences suitably using -self/selves forms and complete the sentence.

1. I hurt \_\_\_\_\_ when I jumped down from the wall.
2. We were amazed seeing \_\_\_\_\_ on television.
3. You buy \_\_\_\_\_ an ice-cream.
4. He calls \_\_\_\_\_ Jocky.
5. She made \_\_\_\_\_ a toy doll.
6. The children seemed very pleased with \_\_\_\_\_.
7. The circus dog barked \_\_\_\_\_ when it jumped through the fire ring.



## EXTENDED READING

### POETRY

# RIVER

Mother,  
Why is the river laughing?  
Why, because the sun is tickling the river  
Mother,  
Why is the river singing?  
Because the skylark praised the river's voice  
Mother,  
Why is the river cold?  
It remembers being once loved by the snow.  
Mother,  
How old is the river?  
It's the same age as the forever young  
springtime.  
Mother,  
Why does the river never rest?  
Well, you see it's because the mother sea  
Is waiting for the river to come home.

**Shuntaro Tanikawa**

•Write a short paragraph comparing this poem with the poem 'The River' by C A Bowles.

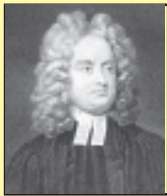
**Shuntaro Tanikawa** (1931 - ) is one of the most popular poets of Japan who has written a lot for children. His style is simple, objective and humorous.

The poem is in the form of a dialogue. Who are engaged in this dialogue?

The child asks the mother so many questions about the river. What are the questions that you would like to ask about a river?

## EXTENDED READING

### STORY RETOLD



Jonathan Swift was born in Dublin in the year 1667. *Gulliver's Travels*, published in 1726, was Swift's most famous work. It narrates the adventures of a ship's surgeon named Gulliver. This story has become a children's classic and a satiric masterpiece. His style of story telling was so interesting that some readers believed them to be true.

Mark words that you would like to add to your personal word list. After reading, you can record the words and their meanings beginning on page 106.

#### KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✓..... I understand this.

?..... I don't understand this.

!..... Interesting / surprising idea

Name some of the sea voyagers who reached India in the past.

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## GULLIVER'S TRAVELS

Jonathan Swift

### GULLIVER IN LILLIPUT

1 Lemuel Gulliver's adventure began on 4<sup>th</sup> May 1699 when he accepted the post of a surgeon in a ship named *Antelope*. This surgeon later became a sea captain who travelled wide to learn about different cultures and customs. His first voyage was to the South Sea. Problems were there in plenty and many of the crew died due to many reasons such as over work, poor food or illness.

2 On 5<sup>th</sup> November something terrible happened. A fierce storm split the ship and it began to sink. It killed several of the ship's sailors and rendered the rest of them ill and invalid. Gulliver was tossed into the water before the ship was wrecked completely. He swam alone on the waters, pushed forward by wind and tide and at last reached a strange island. Weak and weary, he found himself on a soft grassland and fell asleep for about nine hours.

3 Gulliver woke up and attempted to rise, but he could not move his body. He was strongly tied on each side to the ground. Even his hair was tied down. Suddenly he felt something moving up his left thigh. To his great astonishment he saw tiny human creatures of about six inches tall. With bows and arrows they climbed up his body and came up almost to his chin. To defend themselves they shot arrows and cannons into him. The arrows felt like minute needle pricks to Gulliver. He could only look upwards in the present posture. The hot sun blinded his eyes. In sheer helplessness and pain, Gulliver made a loud roar which invariably frightened the Lilliputians. Some of them got wounded



Why did Gulliver call the island he reached 'a strange island'?

when they darted back in fright. Seeing that Gulliver meant no harm to them, some of them returned and cried out in some strange language which he could not understand. Some took pity on him and cut the strings on his face. His captivity was, by this time, reported to the king of Lilliput. Under orders of their king, he was fed when he was hungry and thirsty. Several ladders were applied to his sides, and about a hundred of them mounted his body carrying baskets full of meat and barrels full of wine. Whatever given to him was not enough to satisfy his hunger or quench his thirst. Filled with delight and admiration at his appetite, they danced about chanting and celebrating. His strings were loosened and arrows released. After food, he again drifted off to sleep.

4 Gulliver, when he awoke realized that the diminutive humans were very intelligent mathematicians. They had devised means for the transportation of the giant sized man to the metropolis in order to be presented to the emperor. It took nine hundred Lilliputians three hours to raise Gulliver to the level of a huge carriage in which he was shifted to an ancient temple where he was to be lodged. The carriage, made by 500 carpenters and engineers, was drawn by 1500 Lilliputian horses. The emperor and his courtiers climbed the tower on

What action of Gulliver impressed the emperor of Lilliput?

the other side of the temple to talk to him. As he was in chains the strings that bound him up were cut loose.

5 The emperor stared at Gulliver with great admiration. He ordered his men to prepare a bed for him. As many as three hundred tailors made a suit for him. Teachers were appointed to teach him the language they spoke. His kindness towards those who attacked him impressed the emperor. In three weeks time he learned their language quite well. From that time Gulliver asked the emperor to make him free. As part of granting liberty, he was to undergo a thorough search by the officers. They feared that he might harm them with his weapons in his pockets. The senior officers searched his pockets and took his sword, pistols and pouch. This time also he responded gently. Much pleased by his good behaviour, the emperor announced that he wished to show Gulliver some entertainment. Their art of rope-dancing, which was performed upon a slender thread, was shown. Everyone was not allowed to perform this art. Only aspirants to high posts and honour like ministers and secretaries were required to perform the art of rope dancing.

6 Another form of entertainment was shown only before the emperor and the empress. The emperor held a stick in his hand parallel to the ground. When he lowered or raised the stick, the candidate had to either leap over or to creep under so that he should not touch the stick. Whoever performed the best would be rewarded coloured silken threads which they should wear around their waist. Gulliver also showed many tricks before the emperor and his courtiers. With the little men he arranged mock fights and attacks and proved that he too was a good warrior.

7 Gulliver kept begging the emperor for his freedom and at last it was granted on certain conditions. He

should neither leave the country nor enter the city without prior permission. When demanded, he should carry messengers, warriors, weapons etc. in his pockets and fight against their enemies in the island of Blefuscu. The emperor wanted to use Gulliver in defence of his kingdom.

8 Now that he got liberty, Gulliver could walk through the capital city Mildendo. He was much cautious not to hurt the city dwellers. They locked themselves up in their rooms, and stared at him through their attic windows. During his nine month stay at Lilliput, he



learned all about their wars, politics, religion and manners. The country faced two kinds of threats, internal and external. Internally, the opposition party threatened the emperor's rule. Externally, there was the threat of invasion by the foreign power. The reason for the enmity of the opposition party was the same

On what condition was Gulliver set free?

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What was the major difference between the two political parties in Lilliput?

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Do you think that Swift is mocking all political parties of all time? If yes, do you agree with Swift's views?

How does the author look at 'wars'?

Do you think that the relationship between Lilliput and Blefuscu suggests some events of history?

as that of the foreign enemy, Blefuscu. The emperor of Lilliput favoured the practice of breaking the boiled egg at the smaller end while, his opponents insisted on breaking it at the big end. In addition to the conflict between the Big-Endians and the Little-Endians, there was also the enmity between those who wore high heeled shoes and the others who wore low-heeled ones. The Principal Secretary of Private Affairs, who disclosed all these matters, sought Gulliver's support in suppressing the enemies. Gulliver offered his help in the war against the emperor of Blefuscu.

9 Blefuscu was an island on the north-east of Lilliput. A channel, eight hundred yards wide and about six feet deep, divided the two islands. Gulliver promised the emperor of Lilliput that he would seize for him, the entire fleet of his enemy anchored in the harbour of Bleuscu, before they invaded Lilliput. With the help of the strongest cables and iron bars available, Gulliver made ropes and hooks. He easily waded through the narrow channel and using these ropes and hooks dragged the ships of Blefuscu on to the shores of Lilliput. The emperor showered him with praise. The ruler of Blefuscu pleaded for a peace-treaty with Lilliput.

10 Difference of opinion arose between Gulliver and the emperor when the prince wanted to reduce Blefuscu into a province under him. Gulliver protested against this. The emperor was furious and could not forgive him. He was already considered a traitor when the ambassador of Blefuscu came to visit him with the request for a peace treaty. Gulliver now approached the king of Lilliput and expressed his desire to visit Blefuscu. The emperor was not happy with that also. One night, an important person from the court came to visit him secretly. He told Gulliver about the meetings of the council to discuss his future. He



handed over a copy of the document with the most important accusations against him. Gulliver might either be put to death or even blinded, as a punishment.

11 Left alone, Gulliver was filled with doubts and worries about his future. In view of the danger threatening him, he decided to run away from Lilliput. Early next morning, carrying a few of his belongings, Gulliver waded out into the sea and reached the royal port of Blefuscu. He was cordially received by the people there. Three days after reaching Blefuscu, he went out for a walk. Then he noticed something floating on the sea. It was a real boat that humans like him used. It was overturned. It could carry him to his homeland, if it was made fit for voyage. Gulliver asked the emperor of Blefuscu permission to leave. The emperor had no objection.

12 Meanwhile a messenger sent by the emperor of Lilliput informed him that he was to be tied up and sent back to Lilliput. But the emperor of Blefuscu refused. Gulliver did not want himself to be a further cause of enmity between the two. He told the ruler of Blefuscu that he wished to take leave of him as soon as possible. His majesty presented him with fifty purses full of gold coins, along with his full length portrait. After a long farewell ceremony, he bid good bye to Gulliver. Lilliputian cattle and sheep were also taken along with him.

13 Gulliver set out in the boat. After having covered a long distance, on the third day of his voyage he noticed a sail floating at a distance. It was an English merchant ship returning from Japan. He signalled to it for help. He boarded the ship along with the Lilliputian livestock in his pocket. There were fifty men including Peter Williams, his old friend, on board the ship. He embraced him in joy and told him briefly about the



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This image shows a single sheet of bright yellow paper oriented vertically. It features horizontal ruling lines spaced evenly down its length, resembling notebook paper. The paper is clean and has no other markings or text.

14 Gulliver stayed for hardly about two months with his wife, son Johnny and daughter Betty. His insatiable desire to see foreign lands did not let him stay longer. He left fifteen hundred pounds with his wife. He bid good bye to them and joined the Adventure, a merchant ship. It was bound for Surat, India, under Captain John Nicholas. This voyage is another exciting story that forms the second part of his travels.

## Activity 1

Edit the following passage.

### My Teacher

I thought of Johnson sir when my bus goes past the old primary school building. It was this school that I learned my first lessons of life thirty year back. I used to sitting in the front bench - a timid little boy was even afraid to turn around in the class. One monsoon there was a loudly thunder and lightning which shook whole building. I think I was in class II then ... or may be class III. The children shrieked in fear. In no time I jumped to my teacher and buried my face in his lap like a chick seeking shelter under the wings of their mother. Johnson sir held me close and said: 'Don't afraid dear. It happens all monsoons. How we can live without rain?'

## Activity 2

Read the following passage.

### A Celebration of Grandfather

'May God give you **a** good day, grandfather.' **This** polite greeting was what I was taught as a child to greet **my** old grandfather or **any** elderly grown person. It was a greeting of respect, a cultural value to be passed on from generation to generation. **The first** priority of **every** child was to respect all these traditions.

**All** the old people I remember from my childhood were strong in **their** beliefs. As we lived daily with them, we learned **many** wise paths of life to follow.

My grandfather was a plain man, a farmer from the valley. He was probably a descendant of **those** people who spilled over the tall, snowy mountains from Taos, following the Halong river in search of farmland. There in **that** river valley he settled and raised a large family.

**One** memorable incident occurred when I was hoeing the fields. I came upon an anthill and before I knew it I was badly bitten by **some** ants. The good old grandfather covered my legs with some cool mud from the irrigation ditch. He gave me **two** hard pats and said, 'Know where you stand,' that is the way he spoke, in short phrases and to the point.

Another event was me falling into a deep ditch filled with mud. There too the grandfather came to my rescue.

## EDITING

1. There are two events described in the passage.

- a) the boy at the anthill.
- b) the accident at the ditch

Are the time, location, and the background of the second event given properly?

Are the details given sufficient to understand the anecdote fully?

2. Are the events properly described? Is there any scope for blowing up the second event in order to make it more vivid?

### Activity 3

Look at the italicised parts of the passage.

- 1. Where do these words appear in a sentence?
- 2. These words do not indicate quality. Then what do they stand for?

- 1. These words appear before words that qualify nouns or the nouns themselves.
- 2. Some of them indicate quantity.
- 3. Words like *a* and *many* appear before countable nouns. (eg. many people) Some words like *all*, *some*, *any* may appear before both countable and uncountable nouns.
- 4. Some of them like *first* show the order.
- 5. Some of them like *one*, *two* indicate number.
- 6. Words like *this*, *that*, *those* etc. are pointers that point to a particular noun.
- 7. Words like *my*, *their* indicate possession.

### Activity 4

My mother made all the clothes we wore, even my brothers overalls. She made all the towels and sheets we used. She spent the summers canning vegetables and fruits. She spent the winter evenings making quilts enough to cover all our beds. During the 'working' day, she laboured \*beside -- not behind -- my father in the fields. Her day began before sunup, and did not end until late at night. There was never a moment for her to sit down undisturbed. She never got time free from interruption -- by work or the noisy inquiries of her many children. And yet, it is to my mother -- and all our mothers who were not famous -- that I went in search of the secret of what has fed that muzzled, and often mutilated, but vibrant, creative spirit.

1. Pick out the words that indicate quantity, number, possession, order and also the pointers.
2. Classify them into different groups.

## Activity 5

We are revisiting the passage we read as part of Activity 2. Look at the italicised expressions.

'May *God* give you *a good day*, grandfather.' *This polite greeting* was what I was taught as *a child* to greet *my old grandfather* or *any elderly, grown person*. It was *a greeting* of respect, *a cultural value* to be passed on from generation to generation. *The first priority* of *every child* was to respect *all these traditions*. *All the old people* I remember from *my childhood* were strong in *their beliefs*. As we lived daily with them, we learned *many wise paths* of life to follow.

*My grandfather* was *a plain man, a farmer* from *the valley*. He was probably *a descendant* of *those people* who spoiled over the tall, *snowy mountains* from Taos, following *the Halong river* in search of farmland. There in *that river valley* he settled and raised *a large family*.

1. Which class of words is common in all the expressions that are italicised?
2. What are the qualifying words added to these key words? List them.
3. Classify the words in the italicised expressions into nouns, adjectives, pointers (this, that, these, those), articles (a, an, the) and words indicating quantity, number, order and possession.

In which order are these words sequenced?

1. Nouns are common in all these expressions
2. Some of these expressions contain only a single noun without anything before it.
3. There can be more than one adjective in the sequence.
4. Articles, pointers, and possessives appear first in the sequence. Only one word from these three sets can appear at a time. These are followed by words denoting order (if any), words denoting quantity, number (if any), adjectives and nouns.

## Activity 6

Consider the following expressions:

*God, a good day, this polite greeting, a child, my old grandfather, any elderly, grown person, a greeting, a cultural value, the first priority, every child, all these traditions, all the old people, my childhood, their beliefs, many wise paths, my grandfather, a plain man, a farmer, the*

*valley, a descendant, those people, tall, snowy mountains, the Halong river, that river valley and a large family*

1. We have already seen that the group of words containing the noun and the words that appear before it can be replaced by pronouns. Substitute these expressions with suitable pronouns.
2. There are some pronouns in the passage given in Activity 5. Identify the words they stand for.

The above expressions are Noun Phrases.

The Noun Phrase is a group of words that can stand for a Noun.

At the same time the noun (also called the head noun) is the only essential element of a Noun Phrase.

All the words that may appear before the head noun are optional elements.

Pronouns substitute the whole Noun Phrase.

### Activity 7

Consider the expressions in Activity 6 once again.

Can you expand the expressions inserting more words? (eg. a good day – a good warm day)

**abandon** (v): to leave a person, place, or thing for ever  
The captain and his crew *abandoned* the sinking ship.

**adorn**(v): to decorate something  
The painters *adorned* the church walls with religious paintings.

**adventure**(n): an exciting experience in which dangerous or unusual things happen  
Mountaineering is an *adventure*.

**ambitious**(adj): good but difficult to achieve  
She has some *ambitious* plans for her future.

**anchor**(n) : a piece of heavy metal lowered to the bottom of the sea to prevent a ship from moving  
A big ship dropped its *anchor* at the harbour.

**barrel**(n): a large round container  
The apples were *stored* in a barrel.

**bed**(n): an area in the garden to grow plants

**bloom**(v): to produce flowers

**booby trapped**(n): with bombs or mines hidden and set to go off when some one touches or lifts an object

**brawling**(adj): fighting with loud noise  
The *brawling* mob was dispersed by the police.

**brimming**(v): full and ready to spill  
Her eyes were *brimming* with tears.

**can**(v): to preserve food in cans/tins  
A factory was set up to *can* edible fruits.

**chop**(v): to cut something into pieces

**clump**(n): a group of plants or trees growing very close together  
Bamboos grow in *clumps*.

**creative**(adj): being able to produce something new  
Latha is a very *creative* writer.

**crew**(n): all the people working on a ship, plane etc.  
The aircraft has a *crew* of seven.

**dart**(v): to move suddenly and quickly in a particular direction  
The soldier *darted* forward and pulled the child away from the fire.

**dash** (v): an act of going/running somewhere suddenly and quickly  
I *dashed* to the bus stop and got into the bus.

**entertainment**(n): things to amuse or interest people  
There was plenty of *entertainment* at the festival.

**eternity**(n): endless time

**fierce** (adj): angry, violent or frightening in appearance  
The *fierce* tiger at the zoo frightened the children.

**foliage**(n): the leaves of a tree or plant  
The sun's rays peeped through the *foliage* of the trees.

**glancing**(v): looking quickly at someone or something  
Mother *glanced* at me while I was reading.

**head ragged**: the head wrapped around with a rag

**headlong**(adv): without thinking carefully  
The soldiers rushed *headlong* into the battle field.

**illuminate**(v): to light to make something brighter  
The Municipal authorities *illuminated* the town during the festival season.

**impetuous**(adj): acting or doing quickly and without thinking carefully about the results  
The *impetuous* boy created many problems in the classroom.

**ingenious**(adj): clever and inventive  
Rajesh is an *ingenious* artist who can make sculptures out of waste materials.

**inherit**(v): to receive qualities, physical features, property etc. from one's ancestors  
Rosy *inherited* her long hair from her mother.

**insatiable**(adj): always wanting more and more of something

## GLOSSARY

**invariably**(adv): unchangeably

**labour**(v): to do hard physical work  
We *laboured* all day in the fields.

**legacy**(n): something handed down by generations  
Indians have a rich *legacy* of literature.

**magnificent**(adj): extremely attractive  
Taj Mahal is a *magnificent* monument.

**mine**(n): a buried explosive set to go off when stepped on

**mortal**(adj): not able to live for ever  
Humans are *mortal* beings.

**mortal**(n): a human being  
According to the Bible, Adam was the first *mortal*.

**mortal prime**: the best time in one's life

**motion**(n): the process of moving

**mutilate**(v): to damage severely  
The body was *mutilated* beyond recognition in the accident.

**muzzle**(v): to prevent some one from speaking freely or expressing their opinions

**overalls**(n): a loose coat worn over other clothes to protect them from dirt etc.  
The mechanic was wearing a pair of blue *overalls*.

**pebble**(n): a smooth, round stone that is found in or near water  
The *pebbles* on the river bed glowed like gems.

**profusely**(adv): produced in large amounts  
It rained *profusely* in the month of June.

**prune**(v): to cut some of the branches from a tree  
She carefully pruned the branches of the rose.

**quilt**(n): a decorative cover for a bed, made of two layers with soft material between them  
She bought a beautiful *quilt* with nice floral patterns.

**radiant**(adj): showing great happiness, love or health

The baby gave a *radiant* smile when it saw its mother.

**rebellion**(n): an organised attempt to change the government or other authorities using violence  
The Sipoy Mutiny of 1857 was the first rebellion against the British.

**render**(v): to cause to be in a particular condition  
His rude behaviour *rendered* me speechless.

**rush**(v): to move fast

**sail**(v): to travel on water

**shabby**(adj): untidy and in a bad condition  
The beggar wore a *shabby* shirt.

**sound**(v): to measure the depth of the sea or a lake

**sparkle**(v): to shine brightly with small flashes of light  
The diamond ring *sparkled* in the sunlight.

**still**(n): calm and quiet, not moving

**still**(adj): in spite of what has just been said

**stunning**(adj): extremely attractive or impressive  
Cleopatra was a *stunning* beauty.

**sweep**(v): to push or move something from; glide swiftly, clear everything

**swell**(v): to cause the amount of water in rivers and lakes to increase  
Heavy rain in the last few days has *swelled* the river.

**tend**(v): to lead towards something

**vibrant**(adj): full of life and energy  
Kerala is most *vibrant* during Onam celebrations.

**warrior**(n): a soldier, a man experienced in fighting  
King Pazhassi Raja was a patriotic *warrior*.



**READING**

Was I able to read on my own and mark what I understood?

Did I mark words/expressions that I didn't understand?

Did I pick out words/expressions for my personal word list?

Did I share the ideas I gathered with my friends in the group?

Did I try to get clarification for the words/expressions I didn't understand?

Was I able to answer the questions asked by the teacher?

How can I improve my reading?

**SPEECH**

How well did I introduce the topic of my speech?

Was I able to generate sufficient and appropriate points on the topic?

Was I able to sequence them logically?

Could I use a language suitable for a speech?

Could I present my point of view clearly using examples?

Did I quote similar cases/contrasting experiences and opinions of famous personalities related to the topic?

Was the conclusion of my speech a consolidation of the arguments/ point of view raised?

**STORY/ NARRATIVE**

Was I able to fix the events of the story appropriately?

Was the setting described clearly?

Were the characters fixed correctly?

Were the dialogues natural?

Was I able to create proper images in the story?

How well were the beginning, middle and end of the story?

How imaginative was the story?

What was the easiest part of writing the story? (narrating events, describing people/ things/ making dialogues etc.)

Did I offer constructive suggestions to other groups?

What will I be differently doing the next time I write a story?

**WRITE UP/ PARAGRAPH**

Did I put the main point of the write up/ paragraph in the beginning itself?

Was I able to include all the supporting details of the main point?

Was I able to organise the write up/ paragraph well?

How well was I able to connect the sentences I wrote?

Did I suggest my own ideas in the write up/ paragraph?

What changes will I make the next time I prepare a write up/paragraph?

**EDITING**

Was I able to locate the punctuation errors and correct them?

Did I identify errors in word order, missing words and excess words?

Did I correct the wrong forms of words?

Was I able to identify the wrongly spelt words?

Was I able to identify the features of the given discourse and refine it?

## PERSONAL WORD LIST

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