

# **ENGLISH COURSEBOOK**

**STANDARD VIII**

**Volume 2**



**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 the second volume of your 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 volume contains two units.

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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Unit	Title	Pages
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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.
-

## UNIT 4 WITHIN AND WITHOUT

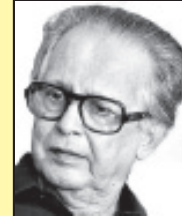
### CARTOON



Stop it! I've told you, no rock music.  
You will ruin the cobra!

- Have you seen snake charmers?
- What music do they normally play?
- What is happening to the cobra in the picture?

*Everything has its own originality. When we try to manipulate it, the effect may be disastrous. We should respect the originality and individuality of all beings. But unfortunately the more we advance, the more we tend to lose our originality and indulge in irrational manipulations. The following story deals with this issue.*



R.K. Laxman was born in Mysore in a Tamil family in the year 1924 in the state of Karnataka. He is a cartoonist, illustrator and humorist. He is widely regarded as one of India's greatest-ever cartoonists and is best known for his creation, *The Common Man*.



## SHORT STORY



Kurt Vonnegut Jr., famous novelist and essayist, was born in 1922, in Indianapolis, United States. The story 'Harrison Bergeron' is significant for its satiric tone and black humour which are typical of his writing.

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 142.

### 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

### Notes

- Visualise and describe how society will have changed by 2081.

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# HARRISON BERGERON

Kurt Vonnegut, Jr.

The story is set in the year 2081. George Bergeron and Hazel are living in a society in which everyone is equal – by Government order. Many handicapped people as well as those not handicapped are to be brought up or down to 'average' levels. Harrison Bergeron, son of George and Hazel is a genius and challenges the system in a daring move that society will never forget- or will it?

1. The year was 2081, and everybody was finally equal. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else.

2. Harrison was a genius and regarded as extremely dangerous. His mother Hazel had a perfectly average



intelligence, which meant she couldn't think about anything except in short bursts. His father George whose intelligence was way above normal had a little mental handicap radio in his ear. He was required by law to wear it at all times. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

3. It was in the month of April that Harrison was arrested for his extraordinary genius. It was tragic but George and Hazel were not in a position to think about it very hard.

4. George and Hazel were watching television. On the television screen were a group of dancers. Suddenly a buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

5. The dance wasn't really good. The dancers were burdened with heavy bags on their shoulders, and their faces were masked. It was an easy way to make the dancers equal to all. George began to think glimmeringly about his abnormal son who was now in jail, but a twenty-one-gun salute in his head shattered his thoughts.

6. 'All of a sudden you look so tired,' said Hazel. 'Why don't you rest your handicap bag on the pillows?' She was referring to the heavy canvas bag padlocked around George's neck.

'I don't care if you are not equal to me for a while,' she suggested.

'I don't mind it,' he said. 'I don't notice it any more. It's just a part to me.'

## Pause & Reflect

### Notes

Pay particular attention to the conversation between George and Hazel. Their words provide clues to the author's message, or theme.

• Why don't George and Hazel think much about their son, Harrison, even though he has been taken away?

### Pause & Reflect

**Read paragraphs 1 to 6 again and do the activities given below:**

• What would the likely dialogue between George and Hazel be when they knew about the arrest of their son, Harrison? Write it down.

• Imagine that you are also living in the year 2081 in that society. Prepare a newspaper report on the arrest of Harrison Bergeron.

7. The dance programme on television was suddenly interrupted for a news bulletin. The announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, 'Ladies and gentlemen....' He finally gave up, handed the bulletin to a dancer to read.

'Ladies and gentlemen' – said the dancer and apologised at once for her voice. Her voice was a real melody.

• Why did the dancer apologise?

'Harrison Bergeron, aged fourteen, has just escaped from jail. He was held on suspicion of plotting to overthrow the Government. He is a genius and an athlete, is underhandicapped, and should be regarded as extremely dangerous.'

8. A police photograph of Harrison Bergeron was flashed on the screen. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him splitting headaches besides.

9. Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. The scrap metal on his body weighed three hundred pounds.

• What would happen if somebody tried to reason with Harrison?

10. And to offset his good looks, the authorities required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps.

'If you see this body', said the dancer, 'do not- I repeat, do not – try to reason with him.'

11. There was a shriek of a door being torn from its hinges. Screams and barking cries of consternation rose from the television set. The photograph of

Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

12. George correctly identified the earthquake, and well he might have – for many was the time his own



home had danced to the same crashing tune.... ‘That must be Harrison!’ said George.

13. The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

### Pause & Reflect

#### Notes

- ‘for many was the time his own home had danced to the same crashing tune....’ What does the writer imply here?

- Harrison has now entered the television studio. What do you predict will happen now?

#### Pause & Reflect

**Go through paragraphs 7 to 13 again and do the following activities.**

- Describe the appearance of Harrison as you see him in the television studio.

## Notes

14. When George could open his eyes again, the photograph of Harrison filled the screen. Harrison stood in the centre of the studio. The knob of the uprooted studio was still in his hand. Dancers, musicians and announcers cowered on their knees before him, expecting to die.

15. 'I am the Emperor!' cried Harrison. 'Do you hear?' I am the Emperor! Everybody must do what I say at once!' He stamped his foot and the studio shook. He removed the handicaps bags from his body and smashed his headphone and spectacles against the wall. He flung away his rubber ball nose.

16. 'I shall now select my Empress!' he said, looking at the dancers. He took the hand of the first dancer. He plucked the mental handicap from her ear, snapped off her physical handicaps with marvellous delicacy. Last of all, he removed her mask. She was blindingly beautiful.

'Now...,' said Harrison, 'shall we show the people the meaning of the word dance? Music!' he commanded. The music began. Harrison and his Empress merely listened to the music for a while, as though synchronizing their heartbeats with it. They shifted their weights to their toes. And then, in an explosion of joy and grace, into the air they sprang! They leaped like deer on the moon. Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

17. It was then the Government agents came into the studio with a loaded gun. They fired twice and the Emperor and the Empress fell dead. The musicians, the dancers and the announcers were asked to get their handicaps back on.

18. It was then that George and Hazel noticed the blackout on the television set .

• What does Harrison plan to do?

• What do you think of the popular TV shows that you watch? Are they worth watching?

• Why did the Government agents do this?



‘Have you been crying?’ he asked Hazel.

‘Yes,’ she said.

‘What about?’ he asked.

‘I forget,’ she said.

‘Forget sad things,’ said George.

‘I always do,’ said Hazel.

George wanted to say something. But then there was the sound of a gun in his head.

He winced.

(slightly adapted)

## Pause & Reflect

### Notes

• How does Harrison's death affect his parents?

• What is your response to the ending of the story?

### Pause & Reflect

• Write a letter that Harrison might have written to his parents explaining his reasons to rebel against the laws of the society.



## Notes

You have done all the activities suggested, haven't you?  
Now fill in the given story map.

<b>Setting</b> Time Place	
<b>Characters</b>	
<b>Problem</b>	
<b>Events</b> 1. 2. 3. 4.	
<b>Theme</b>	

• Now let's enact the story as a play. The following steps will help you.

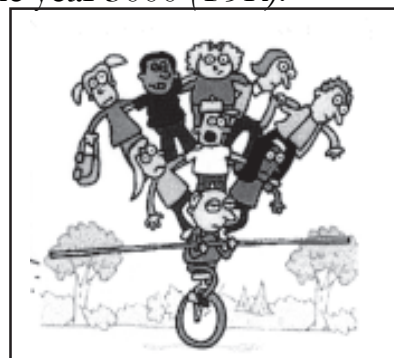
- Visualize and enact as stills the major events of the story in groups.
- Now add movements and unavoidable dialogues in these events.
- Connect these different scenes logically through dialogues, movements and acting.
- Write down the script of your performance.

Before writing the script, you may read the one act play 'First Manned Flight to Venus' given in the extended reading part of this unit on Page 125 and understand how a script is written.

The story 'Harrison Bergeron' happens in the year 2081. Now look at the following cartoons and see how a cartoonist has visualised the year 3000 (Y3K).



You will be able to change an actor you don't like in a TV show without changing the show itself by the year 3000.



To save fuel, schools of the year 3000 will replace all of their bus drivers with circus performers.

Prepare a write-up or draw cartoons with captions on your vision of the year 3000.

*The story, Harrison Bergeron, tells us the importance of keeping one's identity. At times we are judged by others. For instance, you may have seen bats and formed an impression about them. Your impressions may vary from that of someone else's. Here's a poem on the bat. Read on...*

## The Bat



By day the bat is cousin to the mouse.  
He likes the attic of an aging house.

His fingers make a hat about his head.  
His pulse beat is so slow we think him dead.

He loops in crazy figures half the night  
Among the trees that face the corner light.

But when he brushes up against a screen,  
We are afraid of what our eyes have seen:

For something is amiss or out of place  
When mice with wings can wear a human face.

### Theodore Roethke

- What makes people afraid of bats and snakes?
- Describe the picture that Roethke paints in lines 5 and 6.

## POETRY



Theodore Roethke was born in Michigan, U.S. In 1957 he published a collection of works that included forty three new poems titled *Words for the Wind*, for which he was awarded many titles. During the last years of his life, he had composed sixty one new poems that were published as *'The Collected Poems'* in 1964 which received the National Book Award in 1966.

### 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 does the bat do at night?

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- Contrast the description of the bat in lines 3 and 4 with that in lines 5 and 6. (Simplify)

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- Do you find line 10 strange? Why?

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## Notes

Images are pictures in words. By choosing lively and specific language, poets invite you to see the world in a fresh and original way. In 'The Bat' for example, Roethke creates a vivid picture when he says that this creature's 'fingers make a hat about his head.'

- What are the other visual images used in the poem?

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- Read the poem 'Sugarfields' in the extended reading part of your Coursebook on page 124 and identify images of sound and taste.

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- Attempt a choreography of the poem.

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- How is the image in line 10 appropriate to the end of the poem?
- What effect does the poem have on your feelings about bats?

Here are a few responses to this poem by a few readers like you.

*This poem is so true. I saved a bat once, set it outside the window and let it go. Though they are nocturnal creatures, the bat showed up the next morning on my window pane, as if to say thank you.* -Saleena

*I read this poem. I don't really think this poem is about a bat at all. I think the author is trying to tell us about some of his personal experiences. I am not quite sure. This is just my opinion.* -Roy

*If the bat by day is cousin to the mouse, then by night it is cousin to humans- frightening and threatening. It is transformed by night into something that evokes a feeling of the presence of ghosts- an object of fear.* -Maya

## Writing a Poem about Animals/ Birds

Write a short poem about an animal or a bird that fascinates you. First, list the animal's interesting qualities. When you write, organize the lines in pairs, as Roethke does. When you revise, read your poem to a classmate and ask him or her whether your images are clear. Replace general words with lively and specific ones in your final draft.

### Activity 1

Read paragraph 1 of the story and find out the forms of the following words used there.

smart	-	_____
good	-	_____
strong	-	_____
quick	-	_____

The 'er' forms are added to a qualifying word to show comparison.

Write similar forms of the qualifying words by picking them out from the passage below.

He was a fast runner. The teachers said that he was a wise, clever student. No other student was as bold or courageous as he. He worked hard, day in and day out, to achieve success in life. No one knew that his parents were no more.

- fast - \_\_\_\_\_
- \_\_\_\_\_ - \_\_\_\_\_
- \_\_\_\_\_ - \_\_\_\_\_
- \_\_\_\_\_ - \_\_\_\_\_

### Activity 2

Look at the following sentence from paragraph 4 of the story.

'On the television screen were a group of dancers.'

Usually we say-

'A group of dancers were on the television screen.'

Then why is the phrase 'on the television screen' placed at the front? This is to lend variety to writing. Such changes in the position of phrases to add to the impact of writing are called inversions.

Attempt such inversions in the sentences below:

- A few gentlemen sat at the table.

- The search went on into the night.
- The elephant was standing among the bamboo thickets.
- The dancers were burdened with heavy bags.

### Activity 3

The word 'news' in paragraph 7 of the story is used only in the singular form.

For e.g: 'The news is bad.' One piece of news which appears in a newspaper is called 'an item of news'. Here are a few words which are used only in the singular form even if they refer to a collection.

Write a phrase for each to refer to one item.

furniture	:	_____
machinery	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

### Activity 4

Read the following sentence.

There was a shriek of door being torn from its hinges. (Paragraph 11 of the story)

The word 'shriek' means 'a short loud high cry, especially a sudden expression of emotion'.

Make a list of other words which you can use for a cry. Write their meanings also with the help of a dictionary.

e.g: howl	:	_____
_____	:	_____
_____	:	_____

## EXTENDED READING

### POETRY

- Have you ever heard a tree talking and wind singing? Share your experience.

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- What image do the words *treetalk* and *windsong* create in your mind?

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- What phrase does the poet use to describe sugarcane?

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- What does the poem suggest about the family background of the poet?

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Whose voice is in the sugarfields?

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- What is the final realization of the poet?

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## SUGARFIELDS

Treetalk and windsong are  
The language of my mother  
Her music does not leave me.

Let me taste again the cane  
The syrup of the earth  
Sugarfields were once my home.

I would lie down in the fields  
And never get up again  
(Treetalk and windsong  
Are the language of my mother  
Sugarfields are my home.)

The leaves go on whispering secrets  
As the wind blows a tune in the grass  
My mother's voice is in the fields.  
This music cannot leave me.

**Barbara Mahone**

# FIRST MANNED FLIGHT TO VENUS

Jan Minter

## Characters:

Two Astronauts

Ground Control Person

Venu\*, a creature from Venus

## SCENE 1

**Time:** *The future*

**Setting:** *Space centre and Houston ground control console, at left. Each area has its own set of spotlights.*

*At rise: Two Astronauts are seated in spaceship seats, centre, ready for take-off. They wear appropriate spacesuits, and helmets with attached mouthpieces, which they lift to mouth when speaking to Ground Control. Ground Control Person sits at console, left.*

2nd Astronaut: You've flown space missions before, haven't you?

1st Astronaut: I have a strange feeling that we won't make it this time.

2nd Astronaut: That's silly. We've made many shots like this without a hitch. No need to worry.

1st Astronaut: I just know that we won't land on Venus. *(Petulantly)* I wanted to bring back one of those green rocks!

2nd Astronaut: Relax. You'll get your green rocks.

Ground Control: This is Ground Control.  
Everything is - OK from here. We're waiting for last check-list before continuing countdown.

1st Astronaut: *(Into mouthpiece)*: Check.  
Everything on go.

2nd Astronaut: Check.

1st Astronaut: Right rocket.

2nd Astronaut: Check.

\*Venu - pronounced as /vi:nu/

## EXTENDED READING ONE ACT PLAY

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 142.

### 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

### Reader's Theatre

- Let a group of four pupils read the play to the class, noting the stage directions and giving expression to the dialogue. A fifth student can read the stage directions.
- Later different groups can perform the play using minimum props, costume and stage setting.

• If India sent a spaceship to Venus what title would you give for the newspaper report you prepare? Suggest a few titles and write them below.

Ground Control: Eighteen, seventeen, sixteen,

## EXTENDED READING

fifteen

1st Astronaut: We won't make it.

2nd Astronaut: *(Still pretending to read newspaper):*  
 "Astronauts Honoured for Actions  
 Beyond the Call of Duty."

Ground Control: Twelve, eleven, ten. Everything on  
 go and counting, eight, seven, six  
*(Two Astronauts brace themselves),*  
 five, four, three, two, one. *(Loud)*  
 Blast off!

*(Two Astronauts jerk backward, as sound of rocket engines  
 is heard. They strain back against their chairs, acting out  
 'gravity pull.')*

1<sup>st</sup>&2<sup>nd</sup> Astronauts: We have lift-off.

1st Astronaut: *(Into microphone):* Check. Ready for  
 first phase rocket release.

Ground Control: First phase completed.

1st Astronaut: *(Rubbing back of neck):* I've got a crick  
 in my neck.

2nd Astronaut: You always get a crick in your neck.  
 You can work it out when we get  
 into orbit.

Ground Control: Computer's stabilizer and backup  
 not working.

1st Astronaut: See, I told you we'd have problems.

Ground Control: Stabilization completed. Good  
 work, Venus trip. Your earth orbit  
 is half-way completed. How does  
 Australia look? You should be  
 directly over it.

2nd Astronaut: *(Leaning to look outside porthole; into  
 microphone):* I can't see much but  
 twinkling lights.

Ground Control: All right, Venus trip, we need to  
 synchronize for release from earth  
 orbit.

1st Astronaut: Ready, Ground Control.

Ground Control: Three, two, one. Synchronizing  
 accomplished.

2nd Astronaut: Ready for countdown on engine

## EXTENDED READING

- Where are the astronauts now?

ignition for release from earth orbit.  
Ground Control: Countdown for ignition. And  
counting, five, four, three, two, one.  
2nd Astronaut: Venus, here we come!

*(Two Astronauts freeze in position as lights go out. Curtain closes.)*

## SCENE 2

**Time** : Several days later.

**Setting** : Same as scene I. except that Ground Control, though in place, is blacked out.

**At rise:** Venu is concealed in control panel. 2nd Astronaut rubs eyes and stretches, as if just waking. 1st Astronaut, holding cassette player, is moving arms in rhythm to music on tape. He wears earplug and sound of music is not heard!

2nd Astronaut: *(Looking at control panel)*: Hey, we're nearly there. Why didn't you wake me? *(1st Astronaut doesn't answer but continues moving rhythmically)* Hey! *(Nudges 1st Astronaut)*

1st Astronaut: *(Removing earplug)*: What did you say?

2nd Astronaut: I said, we're nearly there. Why didn't you wake me?

1st Astronaut: Sorry. I wasn't paying attention. *(Begins pushing buttons, etc.)* Ready for orbital approach to Venus. *(Happily)* I guess I'll get my green rocks after all.

2nd Astronaut: Sure you will. *(Into microphone)* Come in, Houston. This is Venus trip. Come in, Ground Control. *(Listens)* Come in, Ground Control, this is Venus trip. *(There is no answer)*

1st Astronaut: Have we lost radio contact?

2nd Astronaut: It seems that way.

1st Astronaut: We'll have to make a landing without them. *(Checks instrument)* I'm ready when you and the computer are. Let's try for Venus



## EXTENDED READING

- What happened to the spaceship bound for Venus?

orbit.

2nd Astronaut: Ready? (*1st Astronaut makes circle with index finger and thumb*)

1st Astronaut: Ready. Starting countdown. Five, four, three, two, one.

2nd Astronaut: Wait! Something's wrong.

1st Astronaut: The orbit is fine.

2nd Astronaut: The instruments are flashing on and off like neon lights. (*Alarmed*) The computer is going out. It's out altogether now. No power; none at all.

1st Astronaut: (*Alarmed*): There won't be any cabin oxygen.

2nd Astronaut: Switch to backup.

1st Astronaut: I already have. Everything is dead! (*Both push buttons frantically, then 2nd Astronaut sighs heavily*)

2nd Astronaut: It's no use. Everything is out. We're just floating here, helpless.

1st Astronaut: We'll think of something. Maybe it's only temporary. Maybe we were caught in a magnetic field. That would neutralize our power.

2nd Astronaut: We'll make it, somehow. (*Warningly*) And if you say 'I told you so,' I'll choke you!

1st Astronaut: We don't have much time. It won't take long to use up the air we have in the cabin.

2nd Astronaut: (*Sadly*) I never thought it would end this way. I always thought I would be a hero.

1st Astronaut: We could play the cassette tapes.

2nd Astronaut: How can you think of music at a time like this? I'm really beginning to feel a change in our air supply. (*Suddenly,*

*Venu, a small space creature or puppet in strange, bright-colored outfit, dancing to music, from inside control panel.*)

1st Astronaut: (*Startled*): Do you see what I see?

2nd Astronaut: (*Slowly with effort*): It's probably our



## EXTENDED READING

- Who do you think is Venus?  
How do you conceive him?

imagination. When you run out of air, you imagine all sorts of crazy things.

1st Astronaut: Do you mean to tell me that both of us are imagining a little creature, dancing in front of us? *(To Venu)*

Hello, Imagination.

Venu: My name is not Imagination, It's

Venu. I like your music. *(Continues dancing until 1st Astronaut turns music off)* Why did you turn off the music?

2nd Astronaut: Who are you?

Venu: I told you, my name is Venu. If you will turn on the music, I'll turn on your cabin oxygen.

1st Astronaut: That's a deal! *(Turns the music on. Astronauts breathe deeply)* Wow! Air! *(Venu dances.)*

2nd Astronaut: *(To Venu)* How did you turn on our air?

Venu: The same way I turned it off.

1st Astronaut: *(Shocked)*: Did you turn our air off? Why?

Venu: So you couldn't land on my planet. *(1st Astronaut turns off music.)* Why do you keep turning off the music?

2nd Astronaut: *(Angrily)* What do you mean, so we couldn't land on your planet? Where are you from?

Venu: From the planet you call Venus. You brought your ship into our realm, and we couldn't let you land.

1st Astronaut: Why not?

Venu: *(Laughing)* Look at you! Look at me! You are too big. And we are too many.

1st Astronaut: Are there many more like you?

Venu: Millions and millions and millions.

## EXTENDED READING

2nd Astronaut: Are the other millions as small as you are?

Venu: (*Giggling*) Yes, It is a good thing that we are not bigger. We are using up our resources too quickly as it is.

2nd Astronaut: By resources, do you mean minerals?

Venu: Yes, and energy sources arid water and oxygen. If you were to land on our planet, you would crush thousands of us with your ship, and you are so big that you would scare us.

2nd Astronaut: And use up all your resources.

Venu: That's right. You two would use as much water and oxygen in one day as one of our biggest cities does.

1st Astronaut: That makes sense.

Venu: Good. Now you know why you have to stay out here in space. So, turn on your music.

2nd Astronaut: But, Venu, we can't stay out here too much longer. Our computer is down. We will run out of energy and die.

Venu: I thought you could produce all the energy you need.

1st Astronaut: Venu, can you turn all of our systems on?

Venu: Yes, I can - but I won't. If I do, you would land on our planet.

1st Astronaut: No, we promise you we won't land. We understand about your resources. On our planet we are exhausting our resources, too.

2nd Astronaut: We would like to go back home, and we can do that if you would turn our power on.

Venu: Will you send back others like yourself.

1st Astronaut: No, not if it will hurt you. But our

• Why didn't Venu allow the astronauts to land on Venus?

## EXTENDED READING

planets might exchange information about saving energy and resources.

Venu: Perhaps. Your music is very pleasant. Let me listen to it a little longer.

1st Astronaut: All right. (*Turns on music. Venu hums and dances.*) How did you get here?

Venu: (*Dancing*) I just beamed aboard.

1st Astronaut: Don't you have music on Venus?

Venu: Yes, but it's not good, like this. I like the beat – it's easy to dance to it.

2nd Astronaut: Venu, can you lift heavy things?

Venu: Sure.

2nd Astronaut: Let's make a deal. We'll give you the music.

1st Astronaut: Hey, that's my tape recorder!

2nd Astronaut: It's the very least we can do to thank Venu for restoring our oxygen.

1st Astronaut: I suppose you are right. I can always get another one. And while you're at it, I'd like a green rock from your planet, too.

Venu: Well, all right.

1st Astronaut: Wait! What about our power?

Venu: Have a nice trip home. You won't mind if I give you a little push, will you? (*Giggles*) Bye. (*She disappears into control panel. Astronauts suddenly jerk and bounce around in their seats*)

2nd Astronaut: Hey, what's going on? (*Astronauts lean back in their chairs, indicating that ship is moving forward. Light flashes*)

1st Astronaut: We're moving forward! Venu did it. (*Lights come up again on Ground Control.*)

Ground Control: Come in, Venus trip. Can you read me? Come in. We are picking you up on scan. Are you there?

2nd Astronaut: (*To 1<sup>st</sup> Astronaut*): Everything is

## EXTENDED READING

working! (*Into microphone*) Yes, we hear you, Ground Control.

Everything on go for return trip.

Landing on Venus was not feasible.

1st Astronaut: (*Dreamingly*): She was nice.

Ground Control: Glad to hear you, Venus trip.

(*Pause*) Your stabilizer works now!

How did you fix it?

2nd Astronaut: You wouldn't believe us if we told you. (*To 1st Astronaut*) We have a lot to tell the scientists back home.

1st Astronaut: She liked my music!

2nd Astronaut: Liked it so well that we'll have peace and quiet all the way home.

1st Astronaut: Speaking of home, I'm ready to go.

(*Finds rock on control panel. Pleased*)

Look! A little green rock. She remembered, after all!

Ground Control: Roger, Venus trip. Glad to have you aboard. All systems are go for the return flight home.

(*Curtain*)

**THE END**

- What do you think of the ending? Were you surprised? Did the ending support the predictions you made?

- How did the journey change the astronauts?

- What did they learn from their meeting with Venu?

### Activity 1

Edit the following play. The following questions may help you.

1. Are the stage directions sufficient to describe the situation, action and movement of characters?  
Add more stage directions.
2. Some stage directions have been given. What changes in the form of the action words would you like to make?
3. Do you want to make any changes in the dialogue? Do we have to use some contracted forms in the dialogue?
4. Can we shorten some dialogues?
5. Are the dialogues appropriate to the characters? Do you want to include or delete some dialogues?

### THE TEST

*King Dharmaraja's court. The ministers and courtiers. A soldier came forward.*

**The soldier** : The King of Brahmapuri, arrives....

*The king arrived with the queen and sat **on the throne**.*

**The courtiers** : Long live King Dharmaraja..... Long live.....

**The King** : I have to tell you a very important thing. I have decided to give a special gift **to my sons**.

**Minister** : Sir, they are intelligent, brave and courageous. We are proud **of them**.

**The King** : Well said, your majesty!! It is going to be a very different gift.

**Minister** : What would be that, your Majesty? We all are very eager to know.

*(King Dharmaraja smiled).*

**The King** : My dear Courtiers! My dear Ministers! What would a loving father like me present my sons with? Can you guess?

**Courtier 1** : A loving father like you will present his sons with a treasure of gold!

**Courtier 2** : A loving father like you will present his sons with Diamonds! Ornaments! Precious stones!

**Courtier 3** : My lord... Are you planning to hand over your powers? Your reins?

**The king** : Ha ha ha... not yet! Don't make haste. Am I that old? *(Laughs again)*.

**Minister** : No.... My lord.... Not at all. Long live the king .... Long live king Dharmaraja.

## EDITING

**Courtier 1** : You're very healthy still, my lord!

**Courtier 2** : And who is wealthier!

**Courtier 3** : And who ...

*(The king raised his hand. The court became silent)*

**The king** : Call my sons now itself!

(.....)

**The king** : I have called you to give you something. Can you guess what it would be?

**Prince I** : Whatever you give is precious *to me*. I will preserve it.

**Courtier 1** : How wise!

**The king (.....)** : What do you think, my dear?

**Prince II** : Whatever you give I will give it back whenever you ask me.

**Courtier 2** : Noble ideal!

**The king (.....)** : And you my dear!

**Prince III** : Whatever you give will add *to my wealth*.

**The king** : Bring it!

*(A soldier brought three silver boxes. The king gifted them *to his sons*.)*

### Activity 2

Look at the words in italics above. Pick out the Noun phrase in each of them.

Also, list down the word which does not belong to the Noun phrase in each expression.

- i. Sometimes Noun Phrases may appear after words like in, to, at, of, with ... which are called prepositions.
- ii. The preposition together with the Noun Phrase that follows it is called a Prepositional Phrase.

## Activity 3

1. Identify the prepositional phrases in the passage given below. Pick out the preposition and the attached Noun Phrase in each.
2. Identify the Prepositional Phrases that are attached to Noun Phrases.

## Activity 4

Read the passage paying attention to the italicised words.

- The king** : *Call* my sons now itself!
- The king** : I've *called* you to *give* you something. Can you *guess* what it would *be*?
- Prince I** : Whatever you *give* to me *is* precious. I'll *preserve* it.
- Courtier 1** : How wise!
- The king** : What do you *think*, my dear?
- Prince II** : Whatever you give I will give it back whenever you *ask* me.
- Courtier 2** : Noble idea!
- The king** : And you my dear!
- Prince III** : Whatever you give will add to my wealth.
- The king** : *Bring* it!

(A soldier *brings* three silver boxes. The king *gifts* them to his sons.)

1. Are these words nouns or the other words that we see in a Noun Phrase?
2. What do they describe?
  - i. These words talk about an action, or an event (e.g. bring)
  - ii. Some words refer to a state of someone or something (e.g. is )
  - iii. These words take different forms. For example, the word *give* has the forms *gives*, *giving*, *given*, *gave*, and *give*.
  - iv. These words are categorized as verbs

## EDITING

## Activity 5

Consider the italicised words once again. Can you work out the other forms of these words? You may arrange them in a tabular format.

## Activity 6

1. Pick out the verbs in the passage given in Activity 3.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**accomplish(v):** to succeed in doing something  
We have *accomplished* all we intended to do.

**aging(adj):** becoming old  
The *aging* movie stars in our state must give way to new faces.

**amiss(adj):** if something is amiss there is a problem; wrong  
There is something *amiss* in their relationship.

**apologise(v):** to tell someone that you are sorry  
I think I should *apologise* to you, sir.

**attic(n):** a space just below the roof of a house  
The *attic* of the house was full of cobweb.

**bandit(n):** someone who robs people  
At last the police could arrest the *bandits*.

**brush(v):** to touch lightly  
He felt something *brushed* against his leg when walking through the narrow lane in the night.

**burden(v):** to be carrying something heavy  
The poor ass was *burdened* with heavy sacks.

**burst(v):** a sudden feeling or emotion  
The girl's cry was a *burst* of temper.

**buzzer(n):** a small thing like a button that buzzes when you press it  
Press the *buzzer* if you know the answer.

**collision(n):** Two or more people or things hitting each other  
The school bus was involved in a *collision* with a lorry.

**console(n):** a special cupboard for an equipment  
Place the computer in the *console*.

**consternation(n):** a feeling of worry, shock or fear  
Frequent terrorist attacks have caused great *consternation* among Indians.

**cower(v):** to bend low and move back because you are frightened  
He *cowered* against the wall when he saw a dog.

**crazy(adj):** very strange  
If you make much noise, the neighbours will think you are *crazy*.

**crick(n):** a pain in the muscles in your neck or back  
He was getting a *crick* in the neck from leaning out of the window for long.

**deal(n):**[spoken] use to say that you agree to do something  
OK, it's a *deal*.

**delicacy(n):** a careful and sensitive way of behaving so that you do not upset anyone; tact  
The police officer carried out his duty with great *delicacy*.

**detect(v):** to notice or discover something  
Many diseases can be cured well if *detected* early.

**except(conj):** not including; but not  
The office is open everyday *except* Sundays.

**flee(v)**[fled-fled]: to leave somewhere very quickly in order to escape  
The attackers turned and *fled* from the scene when the police arrived.

**fling(v)**[flung-flung]: to throw something, somewhere using a lot of force  
Raju *flung* his old shoes into the river.

**glimmeringly(adj):** with a small sign of thought or feeling  
A new idea began to come to him *glimmeringly*.

**gravity(n):** the force that causes something to the ground  
The *gravity* of two planets vary.

**hitch(n):** a small problem that makes something difficult or delays it for a short time  
In spite of some technical *hitches*, the programme was a success.

**impediment(n):** a physical problem that makes speaking, hearing or moving difficult  
Joseph suffers from speech *impediment*.

**instantly(adv):** immediately  
The information was *instantly* available.

**interrupt(v):** to stop someone from continuing what they are saying or doing  
Sorry to *interrupt*, but I need to get a clarification.

## GLOSSARY

**junkyard(n):** a place where old or broken furniture, cars etc. can be left

**leap(v)[leapt-leapt]:** to jump over  
The thief *leapt* over the fence.

**loop(v):** to fly in a circular direction  
The ball *looped* over the goal keeper into the net.

**marvellous(adj):** wonderful  
The trip to Ooty was a *marvellous* experience.

**padlock(v):** to fasten something  
A bundle was *padlocked* around his neck.

**panic(n):** a sudden strong feeling of fear that makes you unable to think clearly  
The sound of the explosion caused *panic* in all.

**paraphernalia(n):** a lot of small things that are needed for a particular activity  
He took all the *paraphernalia* for setting up a tent at the picnic spot.

**petulantly(adv):** behaving in an unreasonably impatient way, like a child  
'I want more', the child demanded *petulantly*.

**plot(v):** to make a secret plan to harm a person or organization  
The minister was found guilty of *plotting* the downfall of the government.

**pretend(v):** to behave as if something is true when in fact it is not  
Syam *pretended* that he was bold.

**props(n):** objects that are used in a play or film

**realm(n):** a country ruled by a king or a queen  
Asoka ruled the *realm* of Kalinga.

**restore(v):** to make something return to its former state  
The national security guard was called in to *restore* peace.

**robot(n):** a machine controlled by a computer that can do the work of a person

**screen(n):** a wirenet fastened inside a frame in front of a window or door

**shriek(n):** a loud high sound  
The little girl expressed *shrieks* of delight at her stunning victory in the games.

**snake charmer(n):** someone who controls snakes by playing music to them

**snap off(v):** to make something break  
Ammu *snapped* the ends *off* the beans and dropped them into a bowl.

**spring(v)[sprang-sprung]:** to move suddenly especially by jumping  
Rasheed *sprang* out of bed when he heard the alarm.

**stamp(v):** to put your foot down onto the ground loudly and with a lot of force  
When the children didn't listen to the teacher, she *stamped* out of the room furious.

**symmetry(n):** the quality of having two halves that are exactly the same shape and size  
The *symmetry* of the sculpture is quite attractive.

**synchronise(v):** to happen exactly at the same time.  
The dancers *synchronised* their movements well

**take advantage of(v):** to use a particular situation to get what you want  
He *took advantage of* the good weather to paint his house.

**tear(v)[tore-torn]:** to pull something violently apart or to pieces  
My little brother *tore* my notebook to pieces.

**toe(n):** one of five movable parts at the end of your foot  
Sunil hurt his *toes* by kicking against a rock.

**transmitter(n):** equipment that sends out radio or television signals

**tremendous(adj):** very big, powerful  
Suddenly there was a *tremendous* bang that shook all the classrooms.

**wince(v):** to suddenly change the expressions on your face as a reaction to something painful or upsetting  
Priyan *wincing* as the dentist started to extract a tooth.

**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 should I make next time I write a conversation?

**NEWS REPORT**

Did I have a clear idea about when and where the event took place?

Was I able to bring out the cause and effect of the event occurred?

Did I explain the main point of the news report in the beginning itself?

Was I able to include all the necessary details of the event described?

How apt was the title of the news report I wrote?

Was the language of my reporting appropriate?

What changes should I make when writing a news report next time?

**DESCRIPTION**

Was I able to describe the person/thing/event aptly?

Did I sequence my ideas properly?

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

Did I suggest my own ideas in the description?

What changes will I make the next time I describe something?

## SELF ASSESSMENT

### 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 in group refinement?

How well can I improve the letter when I edit it?

### SKIT/SCRIPT

Did I fix the characters and setting?

Was the setting of the scene noted down?

How well was I able to visualise the scenes of the play/skit?

Did I suggest actions, mood and costumes of the characters?

Was I able to write well framed dialogues in the play/skit?

How will I improve myself the next time I write a skit/play?

### 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 well was the title of the poem?

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

### 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

Word:.....

Selection:.....

Page No.:.....

Meaning:.....

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Sentence:.....

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Word:.....

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## UNIT 5

# BEING ONE WITH NATURE

### POETRY

Which season of the year do you like the most?

What time of the day is most attractive and lively? Why?

Now let's enjoy a poem.

## Lines Written in March



The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
The oldest and youngest  
Are at work with the strongest;  
The cattle are grazing,  
Their heads never raising;  
There are forty feeding like one;  
Like an army defeated  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;  
The plough boy is whooping –anon-anon;  
There's joy in the mountains;



William Wordsworth (1770-1850) is one of the greatest English poets. He is called the 'high priest of nature' and a nature poet. That does not mean that he wrote only on subjects concerned with nature. He is as much a poet of nature as of humans. In the poem 'Lines Written in March' the poet clearly describes the tranquil beauty of nature after the winter season.

Are all things in nature happy in March? Justify your answer.

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• 'The plough boy is whooping anon - anon-' Why does the poet repeat the word 'anon'?

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## Notes

- Read the poem once again. Do you come across any word pictures in the poem?

Let's list them down.

- 
- 

- Look at the following lines from the poem and answer the questions given below.

• 'Like an army defeated  
The snow hath retreated  
And now doth fare ill  
On the top of the bare hill.'

Who is the 'defeated army' here?  
Explain.

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- 'The oldest and the youngest  
Are at work with the strongest'  
What do these lines convey to you?

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Read the lines given below.

**A.** Twinkle Twinkle little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

**B.** 'My love is like a red red rose  
That's newly sprung in June.'

**C.** The king is as brave as a lion.

- In 'A', 'star' is compared to 'diamond'. In 'B', 'love is compared to 'a red rose'.

Find out the comparison in 'C'.

- Now, pick out such comparisons used in the poem 'Lines Written in March'.

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There's life in the fountains;  
Small clouds are sailing,  
Blue sky prevailing;  
The winter is over and gone.

## William Wordsworth

Pick out the lines in the poem that impressed you and write them down. You may also write why these lines impressed you.

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Look at the first and the last line of the poem.

'The cock is crowing

.....

'The winter is over and gone.' -

What do the crowing of the cock and the withdrawal of the winter suggest?

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Attempt an appreciation of the poem.

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*Now, read the poem 'Daisy's Song' given in the extended reading section on page 162.*



Read the following story.



Once a soldier approached a priest and asked,

‘Is there really a paradise and a hell?’

‘Who are you?’ inquired the priest.

‘I am a soldier,’ the man replied.

‘You a soldier!’ exclaimed the priest.

‘Your face looks like that of a beggar.’

The soldier became very angry and began to draw his sword. Then the priest continued.

‘Here open the gates of hell.’

By hearing these words the soldier sheathed his sword and bowed.

‘Here open the gates of paradise,’ said the priest.

Then the priest explained that anger is hell and calmness is heaven.

## ZEN STORY

Zen is a Japanese form of Buddhism. Zen priests used to tell stories to people to lead them to wisdom.

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 170.

### 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.

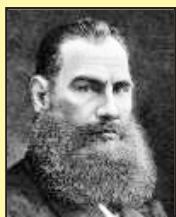
!..... Interesting / surprising idea

• When, according to the priest does the gate of hell open?

• What is your idea of a paradise and a hell? How did you arrive at the idea?



## SHORT STORY



Leo Tolstoy (1828-1910) is one of the most famous Russian writers. He is known as a great realistic writer of world literature. His major works include 'War and Peace', 'Anna Karenina' and 'Resurrection'. As a thinker and humanist, he supported the mass protest against social inequality and oppression.

What were the three things that the king wanted to know?

Question 1 - \_\_\_\_\_

\_\_\_\_\_

Question 2 - \_\_\_\_\_

\_\_\_\_\_

Question 3 - \_\_\_\_\_

\_\_\_\_\_

Think of a fourth question for which the king could have sought an answer?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now, read the story of a king who sought answers for his three questions from a hermit.

## THREE QUESTIONS

Leo Tolstoy

1. Once there lived a certain king who wanted to be a successful ruler. It occurred to him that it would be better if he knew the right time to begin a new venture, who were the right people to advise him and what was the most important thing to do.

2. The king proclaimed throughout his kingdom that he would give a great reward to any one who would give him the right answer to his questions.

3. And learned men came to the King, but they all answered his questions differently.

4. In reply to the first question, some said that one must draw up in advance, a table of days, months and years, and must live strictly according to it. Only thus, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action. One should not be absorbed in idle pastimes. One should always attend to all that was going on and do what was most needful. Others, were of the opinion that it was impossible for one man to decide correctly the right time for every action. So the king should have a council of wise men, who would help him to fix the proper time for everything.

5. But then again others said there were some things which could not wait to be laid before a council. In order to take an immediate decision on an urgent matter, one must know beforehand what was going to happen. Only magicians know that. Therefore, one must consult magicians, to know the right time for every action.



6. Equally various were the answers to the second question. Some said, the people the King most needed were his councillors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

7. To the third question, as to what was the most important occupation: some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.

8. All the answers being different, the King agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.

### Pause & Reflect

#### Notes

Make a list of the answers given by various groups of learned men to each of the king's questions. Suggest your own answers to these questions.

Group I \_\_\_\_\_

\_\_\_\_\_

Group II \_\_\_\_\_

\_\_\_\_\_

Group III \_\_\_\_\_

\_\_\_\_\_

Group IV \_\_\_\_\_

\_\_\_\_\_

Your answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After reading the story, check whose answer is nearest to the answer given by the hermit.

## Notes

## Pause & Reflect

The king approached the hermit to get a satisfactory answer. What would be the conversation between the king and the hermit?

The hermit received only common folk and never quitted the place. What may be the reason?

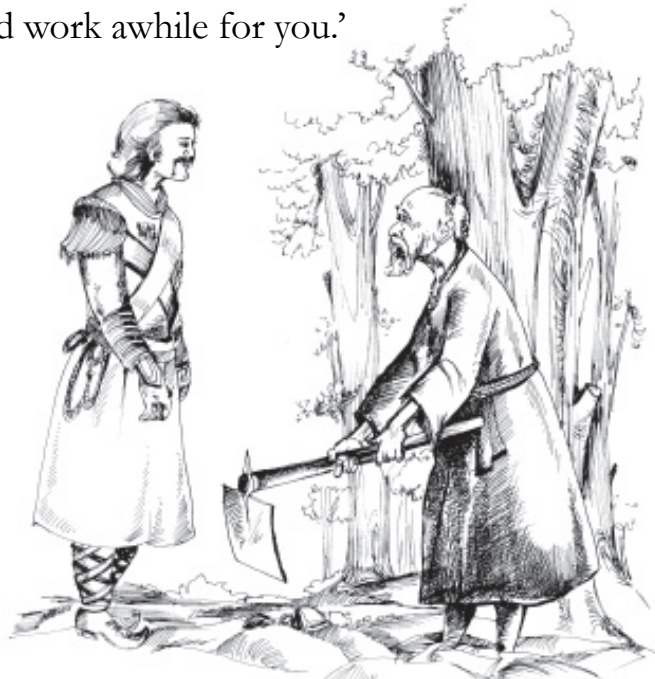
9. The hermit lived in a wood which he never quitted, and he received none but common folk. So the King put on simple clothes, and before reaching the hermit's cell dismounted from his horse, and, leaving his bodyguard behind, went on alone.

10. When the King approached, the hermit was digging the ground in front of his huts. Seeing the King, he greeted him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

11. The King went up to him and said: ‘I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what affairs are the most important and need my first attention?’

12. The hermit listened to the King, but answered nothing. He just spat on his hand and recommenced digging.

'You are tired,' said the King, 'let me take the spade and work awhile for you.'



‘Thanks!’ said the hermit, and, giving the spade to the King, he sat down on the ground.

13. When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

‘Now rest awhile - and let me work a bit.’

14. But the King did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said:

15. ‘I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home.’

‘Here comes some one running,’ said the hermit, ‘let us see who it is.’

### Pause & Reflect

16. The King turned round, and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground moaning feebly. The King and the hermit unfastened the man’s clothing. There was a large wound in his stomach. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound. When

### Notes

When the king asked the question, the hermit kept silent. Why do you think the hermit kept silent?

### Pause & Reflect

The king helped the hermit sincerely. Have you ever helped anyone? If so, write down your experience.

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Some events in the story are given in a jumbled order. Write down who does each of these actions and sequence them properly by giving numbers in the boxes provided.

- |                          |                                     |
|--------------------------|-------------------------------------|
| _____ gives fresh water  | <input type="checkbox"/>            |
| _____ reaches the king   | <input type="checkbox"/>            |
| _____ bandages the wound | <input type="checkbox"/>            |
| _____ washes the wound   | <input type="checkbox"/>            |
| _____ faints             | <input type="checkbox"/>            |
| _____ lays him on a bed  | <input type="checkbox"/>            |
| _____ comes running      | <input checked="" type="checkbox"/> |
| _____ moans              | <input type="checkbox"/>            |
| _____ carries to the hut | <input type="checkbox"/>            |
| _____ rebandages         | <input type="checkbox"/>            |

What would you do if you were the king?

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at last the blood ceased flowing, the man revived and asked for something to drink. The King brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed the man closed his eyes and was quiet; but the King was so tired with his walk and with the work he had done, that he crouched down on the threshold, and also fell asleep - so soundly that he slept all through the short summer night. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.



17. 'Forgive me,' said the bearded man in a weak voice, when he saw that the King was awake and was looking at him.



‘I do not know you, and have nothing to forgive you for,’ said the King.

18. ‘You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my ambush to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!’

### Pause & Reflect

19. The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

20. Having taken leave of the wounded man, the King went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

### Notes

Why did the stranger seek forgiveness from the king?

### Pause & Reflect

The king nursed the wounded stranger. This shows that the king served his people. Suppose you are to deliver a speech on the importance of social service in your school assembly. Prepare the speech.

## Notes

Which side of the king's nature is revealed here? Clarify.

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When the king approached the hermit, the hermit was digging beds and later the hermit was sowing. Do the digging and sowing convey any other meaning?

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The King approached him, and said:

‘For the last time, I pray you to answer my questions, wise man.’

21. ‘You have already been answered!’ said the hermit still crouching on his thin legs, and looking up at the King, who stood before him.

‘How answered? What do you mean?’ asked the King.

22. ‘Do you not see?’ replied the hermit. ‘If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have repented of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then; there is only one time that



is important - Now! It is the most important time because it is the only time when we have any power. The most necessary man is he with whom you are, for no man knows whether he will ever have dealings with any one else; and the most important affair is, to do him good, because for that purpose alone was man sent in to this life!’

## Pause & Reflect

The literary club of your school has decided to enact a play based on the story 'Three Questions.' Prepare a script for the drama.

[illegible]

*In Tolstoy's story, the king gets the answers for his questions when he has done a right task at the right time with the right person. Let's see, how time and situation prompted a man to learn and discover new methods of living. Read 'The Adventures of Robinson Crusoe' by Daniel Defoe given in the extended reading section on Page 156.*

## Notes

What are the changes in the attitude of the King after his meeting with the hermit?

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What does the word 'Now' signify?

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## Pause & Reflect

Read the story once again and make brief notes on the following.

- The setting
- The character
- The events

1. ....

2. ....

.....

- Theme
- Point of view
- The beginning
- The ending



## VOCABULARY

### Activity 1

Look at the word, 'undertake' (Para 1)

...he would never fail in anything he might undertake.

This word can be split into two meaningful words – 'under' and 'take'. Here are a few words from the lesson. Split them into meaningful parts. Write the meanings of each of these words you identify and say how the meanings are different from the original words.

throughout - \_\_\_\_\_  
 beforehand - \_\_\_\_\_  
 everything - \_\_\_\_\_  
 therefore - \_\_\_\_\_  
 warfare - \_\_\_\_\_  
 bodyguard - \_\_\_\_\_  
 handkerchief - \_\_\_\_\_  
 meanwhile - \_\_\_\_\_

### Activity 2

Read the following sentence.

The hermit lived in a wood which he never *quitted*.

'quit' here means 'leave a place'. Sometimes it means 'to give up something'.

The box below contains a few words similar in meaning to 'quit'. Match them with the words given in column B and use them in meaningful sentences.

A	B
quit	a place
leave	a throne
abdicate	a job
dismount	a train
alight	a horse

### Activity 3

Look at the underlined words in the following sentences.

- Others declared that it was impossible to decide beforehand the right time for every action.
- .... and before reaching the hermit's cell dismounted from his horse.
- the king and the hermit unfastened the man's clothing.

These words are opposites of 'possible', 'mounted' and 'fastened' respectively. The prefixes 'im', 'dis' and 'un' are added before them to form the opposites.

Here are a few other words. Form their opposites by adding either 'im', 'dis' or 'un' suitably.

regard	
lodge	
partial	
necessary	
mobile	
faithful	
important	
moral	
trust	
proper	
respect	
own	

#### Activity 4

Usually we make the past form of action words by adding 'd' or 'ed' to it. There are some action words which have a different past form. Some such words from the lesson are given below. Write their past forms. Use a dictionary, if necessary.

know	give	split	swear
undertake	put	sink	bleed
teach	leave	fall	forgive
draw	dig	awake	keep
lay	stick	shut	come
lie	swim	hang	fly

## EXTENDED READING

### NOVEL



Daniel Defoe (1659-1731), English writer and journalist, became famous with his novel 'Robinson Crusoe'. Defoe is one of the earliest practitioners of the novel. He wrote more than five hundred books, pamphlets, and journals on various topics (including politics, crime, religion, marriage, psychology and the supernatural).

'But the call of the sea came again...'  
What does the phrase 'call of the sea'  
imply?

This image shows a single sheet of bright yellow paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# THE ADVENTURES OF ROBINSON CRUSOE

# Daniel Defoe

1. I am Robinson Crusoe. I was born in 1632 in the city of York. My father was a wealthy merchant. He gave me good education and wanted me to become a lawyer. But my heart was set on going to sea to seek my fortune.

2. I was nearly nineteen years old, when I got my chance. One of my friends invited me to go along with him on a short voyage from Hull to London. Unfortunately, I was caught in a shipwreck at Yarmouth. But I managed to reach London where I made new friends. With them I sailed far and wide and finally reached Brazil. There I lived as a planter for four years. But the call of the sea came again. The other planters encouraged me to sail to Guinea in Africa.

3. We set sail from Brazil in September 1659. It proved to be a disastrous trip. The ship crashed in a storm off the coast of a West Indian island. All the sailors were drowned. But I managed to swim to the shore. At night I climbed upon the branch of a big tree, where I soon fell asleep.

4. The next day when the storm was over, I swam back to the stranded ship. I collected as much food and materials as I could and brought them to the shore. I was all alone in an island. There was no land anywhere as far as I could see. I found a suitable place to build a home beside a hill. The hill provided protection from any attacks from behind and shade from the sun too. I cut down wooden stakes and enclosed about twenty feet of ground in front of the hill. All my food, tent, ammunition and other

supplies were now safe inside this fence. I then dug out and made a small ditch. Soon I had a safe and secure home.



5. I had to go out everyday to hunt my food. I shot goats, ducks and turtles with my gun. Besides, with many long months of hard work, I made a table and chair. I made lamps from small pieces of rope fixed in goat fat.

6. One day I found a small bag of corn among the things I had fetched from the ship. It contained some corn which I shook out over the fence. After one month of the rainy season, I was surprised to see tender new shoots of barley and some wild rice growing there. I saved the ripe grains to sow later. In this way after some years, I had enough barley and rice for all my needs.

7. It was ten months since I had landed on the island. I set out to explore it better. To my delight I found many trees covered with sweet juicy fruits and vines of grapes. While returning I carried some grapes back to dry in the sun. The raisins would be useful during the rainy season.

I also came across a beautiful valley with a spring running through it. I liked the place and built a second shelter there.

List the various activities done by Crusoe before he set out to explore the island.

## Notes

8. I looked forward to a good crop of barley and rice after the rainy season. But I was not prepared for two enemies. The first were long-legged hare like creatures that would have eaten up all the young shoots. So I made a fence around the crops to keep them out. I also tied my pet dog there all night. This kept the hares away.

9. My next problem was to deal with the birds who attacked the grains. They were not as easy to get rid of as the hares. I tried to scare them away by firing my gun. But they flew away only to the nearby trees and came back to the fields as soon as I left.

10. I decided to make a scarecrow to drive them away. So I hung the feathers of the birds I had shot, on the poles in the fields, hoping it would frighten them off. I was very glad when my trick succeeded. The birds flew away and did not return. At the end of the year, I reaped my crop and had two sacks of rice and two and a half sacks of barley and I was content with my attempts in farming.



11. I now had enough grain to bake my bread. I made some clay jars and baked them in fire. Now I turned my attention to the job of grinding the grains. I made a hollow in the centre of a very hard block of wood.

What helped Crusoe to reap a rich harvest?

I put the grain inside it and pounded it with a heavy rod. I used some thin muslin as a sieve to separate the husks from the floor.

12. All that remained for me to do now was to make an oven. I made a floor of burned bricks. I lit a fire to make the tiles really hot. Then I put the bread on the red hot tiles. I built a fire all round the pots and left the bread to bake.

13. Slowly, I learned not only to bake good bread but also make myself many cakes and puddings of rice. In this way within three years, I had become a hunter, a farmer and a baker.

14. I longed to escape from the island. So I cut down a big tree and built a boat. I made clothes out of dried goat skin. I explored the island further. I learned the tricks of making traps to catch goats to breed them. In two years I had forty three goats which gave me plenty of meat and milk to drink. I also learned how to make butter and cheese.

15. One day I saw the footprints of a cannibal on the island. I was frightened. Luckily I found a cave where I could store my gun powder and weapons. However, my feelings of loneliness began to grow. I longed to have someone to talk to. I kept a regular watch on the shore for savages. One day I saw five canoes on the shore. I climbed up the hill and saw thirty men dancing around a fire. One of the prisoners escaped and came running towards me. I saved him and made him my servant and companion. I called this dark, twenty-six year old man, Friday. Using gestures he communicated that cannibals used to bring their prisoners to the island to kill and eat them.

16. Friday was a quick learner. He learned the art of hunting, cooking and using weapons quickly. Friday told me that there were bearded white men like me

What did Crusoe do to overcome his feeling of loneliness?

Was Crusoe successful in educating Friday? How?



## Notes

who lived in the west of his country. I thought that they were Spaniards. My hope of rescue rose again. Friday and I built a large boat made of wood. I began the preparations for the voyage to Friday's country by collecting and packing the provisions.

17. One day more savages came to the island. They had three prisoners with them including Friday's father and a white man, a Spaniard who lived in Friday's country. Filled with horror, I decided to attack immediately. We killed the savages and rescued the prisoners. They were very weak. We carried them to our shelter and looked after them well. Soon they recovered their strength. We wandered freely all over the island. I decided to grow more corn on the island to feed all. We dug up the ground with the wooden tools we had. Within a month it was time to sow the seeds of barley and rice. We sowed all the seeds we had, hoping for a good crop.

18. Soon it was the season to dry the grapes. We hung up large quantities of the fruit, for it had proved very beneficial for me to have raisins to eat in the rainy season. We waited for another six months to return to Friday's country.

19. One day we saw a big English ship anchored near the shore. A boat with some people came to the island. When they landed on the shore, I saw that they were Englishmen. But they had some prisoners with them. I was afraid they would murder the prisoners. I decided to attack and save the prisoners at night. When the sailors went to explore the island, leaving their prisoners unguarded, we made our way down to them. 'Who are you gentlemen?' I asked as we stepped out of the woods. The prisoners were dumb struck. I told them that I wished to help them. One of them told me what had happened to them. He was the captain of the ship that lay out at sea. His

'The prisoners were very weak.' Why were they so?

men had mutinied against him. They had planned to kill him. I led the prisoners to the safety of the woods. I promised to help the captain to get back to his ship. In return he had to take me and my men back to England. The captain agreed most willingly.

20. Just then the sailors returned. I gave guns to the English men and some of the mutineers were shot dead. Other were taken prisoner. When their ship mates failed to return, more mutineers came to the island. We made them surrender at gun point. The captain would spare their lives if they assisted him in recovering the ship. They agreed. With a crew of about twelve, the captain set off to the ship. The captain and his crew entered the ship and shot the leader of the mutiny. The other mutineers surrendered. The ship was now in the captain's hands. All of us were happy.

21. It was time to bid goodbye to my island home. I spent my last night walking through the paths and hills I had come to know so well. And thus I left my island in the year 1686, after I had been on it for twenty seven years, two months and nineteen days.

22. I landed in England in the June of 1687 after six months at sea. Both my parents were dead. I learned that my plantations in Brazil had been well managed by my friends. I sold my plantations, making a handsome profit out of their sale. I settled down in England thereafter!

Notes

What was the deal between the captain of the ship and Crusoe?

Suppose you are left alone at home for a day. What will the activities of the day be? Write it in a paragraph.



## EXTENDED READING

### POETRY



**John Keats** (1795 -1821) is one of the greatest Romantic poets of English literature. Elaborate word choice and sensual imagery characterise his poetry. He wrote a series of odes that were his masterpieces and they still remain the most popular poems in English literature.

How is the daisy in a better position than the sun and the moon?

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Daisy claims that it is the real king of nature in spring. Do you agree? Write your opinion.

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When night is near, what other sounds of nature can lull one to sleep?

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## DAISY'S SONG

The sun, with his great eye,  
Sees not so much as I;  
And the moon, all silver-proud,  
Might as well be in a cloud.

And O the spring – the spring  
I lead the life of a king!  
Couch'd in the teeming grass,  
I spy each pretty lass.

I look where no one dares,  
And I stare where no one stares,  
And when the night is nigh,  
Lambs bleat my lullaby.

**John Keats**

## Activity 1

Read the following passage.

### Gulf Dreams: A Glare of Truth

I moved **away** for the first time from Kerala in 2005. Friends were sure I would miss my home village a lot. They said that I'd soon be back for good Kerala food, for the hot and spicy curries, appams and dosais. I bade them **farewell** at the aerodrome - my friends, my tastes and all.

Although I put in hard work and sweat **quite desperately** into learning English and Arabic, I was not prepared to miss my Malayalam. I recollected some mother tongue words **as though** I would use them **if** I got a chance. I came **here** in an aircraft of Gulf Airways. I feel **today** that my friends were right. I feel I should struggle **hard** these days to make good what I missed. Perhaps I may have to struggle **harder**

Working in the hot desert I **often** dream **longingly** for the green canopies that shade my home and my village. Winds whistle in here piercing the eardrum: no other sounds accompany me **in my work**. I miss the **enchantingly** melodious chirping of birds, the chanting from temples and the harvest songs that rise from green fields.

This is the beginning of an article. Identify the features of the article like introduction, use of anecdotes, strategies used for dramatic and touching narration.

## Activity 2

Read the italicised words. Find out the words to which these italicised words are associated.

What are your observations on the suffixes of some of these words?

1. These words indicate certain qualitative aspects of the action stated in the sentence such as time of action (e.g. **today**), place of action (e.g. **here**) or manner of action (e.g. **desperately**)
2. Sometimes these words appear before adjectives (e.g. **enchantingly melodious**).
3. Some words under this category have the suffix **-ly**.
4. Words like **quite**, **much** can appear before these words to indicate the intensity of the quality of action (e.g. **quite desperately**).
5. Like adjectives these words have degrees of comparison (**hard**, **harder**, **hardest**)
6. After some of these words an entire sentence can appear.
7. Sometimes Prepositional Phrases also indicate certain qualitative aspects of the action (e.g. **in my work**).
8. These words are called **Adverbs**.

**Activity 3**

Find out other words in the passage to which we can add -ly.

To which class of words do they belong?

**Activity 4**

Pick out the adverbs in the following passage. Classify them into adverbs of time, place and manner.

The King turned round, and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground moaning feebly. The King and the hermit unfastened the man's clothing. There was a large wound in his stomach. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound. When at last the blood ceased flowing, the man revived and asked for something to drink. The King brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed the man closed his eyes and was quiet; but the King was so tired with his walk and with the work he had done, that he crouched down on the threshold, and also fell asleep - so soundly that he slept all through the short summer night. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.

**in advance**(adv): before

**affairs**(n): activities

**ambush**(n): hiding place

**ammunition**(n): bullets, shells etc. that are fired from guns

**anchor**(v): prevent the boat /ship from moving away by dropping a heavy metal object into the water

The ship *anchored* in Kochi Port.

**anon**: soon (old use)

**approach**(v): to move towards someone or something

As I *approached* the house, I noticed a light upstairs.

**assist**(v): to help

The people in the locality *assisted* the firefighters in putting out the fire.

**attentive**(adj): listening to or watching someone carefully

The *attentive* audience clapped when the little boy finished the song.

**bandaged**(v): to tie or cover a wounded part of the body with a narrow piece of cloth

The nurse *bandaged* the girl's sprained ankle.

**beforehand**(adv): before something else happens or is done, in advance

The police need to be trained *beforehand* on how to handle an angry mob.

**beneficial**(adj): helpful/good

The improvement in the sales had a *beneficial* effect on the company's finance.

**bleat**(n): sound that a sheep or goat makes

**bleed**(v): (bleed - bled - bled)

When the ball struck him, his nose *bled* profusely.

**bound**(v): tied

The captured elephant was *bound* to a tree with thick ropes and chains.

**cannibal**(n): a person who eats human flesh or an animal which eats the flesh of animals of its own type

**canoe**(n): a small, light, narrow boat

**cease**(v): to stop

The rain *ceased* and the sky became clear.

**content**(adj): pleased with the situation; happy; satisfied

Athira was not *content* with her performance in the Youth Festival.

**couch**(v): to sit (in the poem it means sitting among the grass)

**council**(n): a group of people that are chosen to make rules, laws or decisions

**crouch**(v): to lower your body with the limbs together

Sunitha *crouched* down as she saw the thief coming towards her.

**dare**(v): to be brave enough to do something dangerous

I *dare* not look at my father when he is angry.

**disastrous**(adj): very bad or ending in failure

Sudden climatic changes can have *disastrous* effects on our planet.

**dismounted**(v): to get off a horse, bicycle or motorcycle

The man *dismounted* from the bike and walked towards the shop.

**ditch**(n): a long narrow hole dug at the side of a field, road etc. (sometimes to hold/remove unwanted water)

**doth**: old form of 'does'

**dumb struck**(adj): so shocked and surprised that one cannot speak

**explore**(v): to travel around an area in order to learn about it

Many parts of the earth are yet to be *explored*.

**faint**(v): to suddenly become unconscious for a short time

A few students *fainted* during the morning assembly.

**fare ill**(phr): perform badly (here in the poem the snow will have to accept defeat for it will melt at the top of the hill)

**feeble**(adj): extremely weak  
His *feeble* appearance evoked sympathy in all.

**fetch**(v): to go and get something or someone  
The boy was badly injured and so his mother ran to *fetch* a doctor.

**fortune**(n): chance or luck  
'*Fortune* favours the brave' goes an old proverb.

**frail**(adj): someone who is weak and thin  
We met *frail* elderly people at the oldage home.

**gaze**(v): to stare at something  
Patrick sat *gazing* the night sky.

**hare**(n): an animal like a rabbit but larger; which can run very quickly

**hath**: old form of 'has'

**hermit**(n): someone who lives alone and has a simple way of life (*sanyasi*)

**horror**(n): a strong feeling of fear and shock  
The crowd cried out in *horror* as the car burst into flames.

**husk**(n): the dry outer covering of some seeds

**inquire**(v): ask someone for information  
The teacher *inquired* why Geetha was absent for long.

**intently**(adv): giving careful attention to something  
The boy listened *intently* to his granny's story.

**lass**(n): girl (poetic use)

**loneliness**(n): a feeling of unhappiness because you are alone

**moan**(v): to make a long, low sound expressing pain or unhappiness  
The lady who was hurt in the accident *moaned* out in pain.

**muslin**(n): a very thin cotton cloth used for making dresses and curtains, especially in the past

**mutineers**(n): people who take part in a mutiny  
The *mutineers* who tried to take over the ship were all kept behind the bars.

**nigh**(n): near (poetic use)

**pastime**(n): hobby  
Reading is a favourite *pastime* for many people.

**pity**(v): to feel sorry for someone because they are in a very bad situation  
We should *pity* the poor and the homeless.

**plantation**(n): a large farm on which a particular type of crop is grown  
Hashim's father works in a rubber *plantation*.

**pound**(v): to hit or beat repeatedly with a lot of force or to crush by hitting repeatedly  
I could feel my heart *pounding* as I finished first in the race.

**prevailing**(adj): something that exists  
The *prevailing* trends in fashion are not acceptable to certain people.

**proclaim**(v): to say publicly or officialy that something important is true  
Jawaharlal Nehru *proclaimed* the nation's independence on 15 August 1947.

**provisions**(n): supplies of food and other necessary things  
All *provisions* for the flood refugee camp have to be flown in by helicopter.

**purpose**(n): aim or plan  
The *purpose* of this meeting is to elect a new chairman.

**raisin**(n): dried grapes

**recommence**(v): to begin something again after it has stopped  
After clearing the doubts, the professor *recommenced* the lecture.

**renowned**(adj): known and admired by a lot of people because of their skill, achievement or quality  
Sri M.T.Vasudevan Nair is a *renowned* author and film director.

**repent**(v): to be sorry for something  
He bitterly *repented* his folly.

**rescue(v):** to help someone or something out of a dangerous, harmful or unpleasant situation  
The lifeguards *rescued* the tourists from the sinking boat.

**resolve(v):** to make a definite decision to do something  
Hari's father *resolved* that he would stop smoking.

**restore(v):** to give back to someone that was lost or taken away from them  
The medicines administered by the doctor *restored* the patient's health.

**retreat(v):** withdraw, go back  
The army *retreated* after restoring peace in the locality.

**revive(v):** to become healthy and strong again

**scare(v):** to make someone feel frightened  
Loud noises can **scare** both animal and birds.

**scarecrow(n):** an object in the shape of a person that a farmer puts in a field to scare birds away

**seize(v):** to take hold of something suddenly and forcefully  
The army *seized* arms and ammunition from the terrorists.

**sheath(n):** a cover for the blade of a knife or a sword  
His sword was placed back in its *sheath*.

**shipwreck(n):** loss or destruction of a ship caused by an accident

**sieve(n):** a kitchen devise with a lot of small holes to separate finer grains from the coarse one or solids from liquid; strainer

**spaniards(n):** citizens of Spain

**stake(n):** a strong pointed stick driven into the ground as support for something

**stare(v):** to look at something for a long time  
Children *stared* at the animals in the zoo.

**stranded(v):** stuck in a particular place; unable to move away  
The travellers were *stranded* at the airport because of the lightning strike of the taxi drivers.

**surrender(v):** to stop fighting and admit defeat  
We should never *surrender* our rights and liberties to anyone at any cost.

**swear(v):** (swear-swore-sworn) to promise  
After the quarrel with his friend, Appu *swore* never to talk to him.

**teeming grass(plr):** thick growth of grass

**threshold(n):** the entrance to a room or building  
He crossed the *threshold* and entered the hall.

**twitter(n):** the short high sounds that birds make

**undertake(v):** to promise or agree to do something  
When he borrowed the money he *undertook* to pay it back in six months.

**unfasten(v):** to undo something  
He *unfastened* the seat belt and got off the car.

**unguarded(adv):** not protected or guarded well  
Historic monuments should never be left *unguarded*.

**warfare(n):** the method of fighting in a war

**whoop(v):** to shout loudly and happily  
When India won the match against Australia, the cricket fans were *whooping* in joy.

**willingly(adv):** readily and enthusiastically  
The boy *willingly* helped the blind man cross the road.



## 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 keep any stanzaic pattern in the poem?

How well was the title of the poem?

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

## 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?

## 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?

## SELF ASSESSMENT

### SPEECH

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?

### 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?

### SKIT/SCRIPT

Did I fix the characters and setting?

Was the setting of the scene noted down?

How well was I able to visualise the scenes of the play/skit?

Did I suggest actions, mood and costumes of the characters?

Was I able to write well framed dialogues in the play/skit?

How will I improve myself the next time I write a skit/play?



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