



**GOVERNMENT OF KERALA**  
**DEPARTMENT OF EDUCATION**

State Council of Educational Research and Training (SCERT, Kerala)

**2015**

## 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.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

**Kerala Reader - English**

**Standard VIII Part I**

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Typesetting by: SCERT Computer Lab.

Printed at:

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**Government of Kerala**

**Department of Education**

**2015**

Dear learners,

Here is the first volume of your English Reader for Standard VIII. This textbook has been designed with a view to providing you ample scope for interaction with authentic pieces of world literature. Your Reader contains different literary pieces and a variety of language learning activities.

To be successful in school education and in your life, you must be able to read effectively and efficiently. Reading is a fulfilling exercise. Good readers discuss what they have read. Discussion also allows you to understand various viewpoints. Sharing your knowledge of a text with others is a good way to check your understanding and opens up new avenues of comprehension. You can agree or disagree with the text, interpret or analyse it. You are provided with a number of activities that would help you to comprehend the text and enjoy learning of English.

This book has three units. Each unit contains a number of activities for developing your language skills, vocabulary and mastery of language use. I am sure you will become more confident in using English with the help of this material.

Remember the second prose in each unit is exclusively for extra reading. You can read and understand it on your own.

Let's make learning English an enjoyable experience.

**Dr S Raveendran Nair**  
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## UNIT 1



# HUES AND VIEWS



## Unit at a Glance

### Hues and Views

#### Prose:

The Mysterious Picture (Charles De Coster)  
The Boy who Drew Cats (Hasegawa Takejiro)

#### Poems:

Taj Mahal (Rabindranath Tagore)  
We are the World (Michael Jackson and Lionel Richie Jr.)

### Learning Outcomes

By learning this unit, the learner will be able to:

- read and understand a prose text.
- enrich vocabulary by identifying the meanings of words from contexts.
- refer to a dictionary or glossary to find out the meaning of unfamiliar words.
- read, enjoy and appreciate poems.
- communicate effectively in simple English.
- enhance creative and critical thinking.
- gather ideas on poetic craft and poetic devices.
- express opinions and share feelings with other learners.
- identify language elements like suffixes, noun phrases, question tags, etc. and use them in different situations.
- construct language discourses like narrative, conversation, character sketch, story map, etc.
- develop confidence through performance based activities.



Look at the picture carefully.



1. What do you see in this picture?
2. What are the details you notice when you look at it closely?
3. How did the artist hide minute details from our eyes at first sight?

## The Mysterious Picture

Let's read a story from *The Legend of the Glorious Adventures of Tyl Ulenspiegel*. It narrates an interesting episode from the life of an artist.

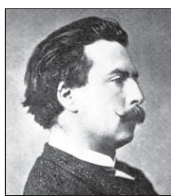
1 Tyl, in the course of his wanderings from court to court, rode to the palace of the Archduke of Battenburg on his donkey. His clothes and appearance attracted everyone's attention. His cap was set smartly on his head and the three bright feathers on it danced in the breeze as he rode. At the main entrance to the palace, the Captain of the Guards called out to him, 'Hei there! You fellow on the donkey! We don't allow any loafers here. You and your donkey already look like skeletons.'

2 The Captain of the Guards was a tall, well-built, red-haired man of about twenty-five. He was handsomely dressed

in his gold-braided uniform. Tyl looked at him coolly and then dismounted from his donkey. He bowed low and said, 'May God bless you, Sir Captain! If I look like a skeleton, it is not my fault. I'm very hungry. I've come here because I'm forced to. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I'll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher's shop.'

3 The Captain was playing a game of chess with another officer. He looked curiously at Tyl.

'Where do you come from?' he asked.



**Charles De Coster** (1827-'79), the father of Belgian literature, was born in Munich. His masterpiece is *The Legend of Tyl Ulenspiegel and Lamme Goedzak* (1867), a 16th-century romance, which was barely read

in Belgium because it did not meet up to the conventional standards of Belgian nationalism. But it gained popularity all over the world. It is considered as one of the classics in Belgian literature.

1. Where do the events narrated in the story take place?

\_\_\_\_\_

2. Mention the two central characters you identify at this point?

\_\_\_\_\_

3. What do you understand about the character of Tyl? Is he a serious man or one with sense of humour? How do you know this?

\_\_\_\_\_

The Mysterious Picture



‘From Flanders,’ replied Tyl.

‘What do you want?’

‘I should like to show His Highness, the Archduke, one of my paintings. I’m a painter.’

‘Well, if you are a painter and if you come from Flanders, you may come in,’ said the Captain somewhat impressed.

The Captain knew that Flemish painters and their pictures were in great demand all over Europe. Tyl was presented to the Archduke. He saluted the Archduke three

times and stood before him with his head bowed. ‘May, your Highness pardon me for my rashness in thinking that one of my paintings will please your Highness. I have brought a picture of Our Lady, the Virgin, in her royal robes. I have painted it specially so that I might lay it at your noble feet.’ Tyl paused a few moments for his words to sink in. Then he continued, ‘You must forgive me, Your Highness, if I’ve dared to hope that this picture will please you. Perhaps Your Highness might wish to offer me the chair of your court

4. Is there a change in the attitude of the Captain? What is the reason behind it?

\_\_\_\_\_

\_\_\_\_\_

5. The language used by Tyl when he speaks to the Archduke shows his respect for him. Pick out a few instances which show this.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Bank**

You can find certain words given along with the reading texts. These words may not be known to you. Try to find the meaning of the words from the context. If you do not get the meaning, refer to the glossary given at the end of the Reader or to a dictionary and write the meaning in the space provided. This will help you enrich your vocabulary.

dismount: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**The Mysterious Picture**

painter who died recently. I can see the empty velvet chair waiting to be filled.'

The Virgin's picture was a splendid painting and the Archduke made up his mind at once. He embraced and kissed him on both cheeks. He said, 'I shall be delighted to make you my court painter.' He directed him to the chair and made him sit on it. 'Well, my dear fellow,' he said, 'you do have a tongue in your head and you certainly seem to know how to use it. You are a very talkative fellow, aren't you?'

4 'Your Highness, may it please you to remember me and my donkey, Jeff, for just one more minute,' Tyl replied. 'My donkey has been feeding himself fairly well all along the way on the thorns in the hedges and the grass on the roadside. But I have had nothing to eat for the past three days. My stomach has been complaining very loudly. Perhaps Your Highness can even hear it now. I have been feeding myself with dreams of good food and drink at your royal table.'

The Archduke smiled and said, 'Well, my dear fellow, you will certainly have

something more solid than dreams to feed on. But where is your donkey?'

'I left him outside, opposite the palace. I shall be most grateful if Jeff is looked after. He needs a little fodder and lodging at night,' said Tyl.

The Archduke immediately ordered the donkey to be taken care of and he added. 'Treat it like one of my own animals.'

5 Before long, supper was served and it was like a wedding feast. The tables were loaded with every kind of food and drink. Wine flowed like water. The courtiers stuffed themselves with the choicest dishes. The Archduke made Tyl eat and drink until his stomach was about to burst. The Archduke too ate heartily. His face was flushed with drink. But he seemed lost in thought. He suddenly looked up and said loudly, 'Our court painter must paint our portrait, so that we will have the satisfaction of leaving our memory to our descendants. We too have to take our place in history along with our noble ancestors whose portraits adorn these walls. It is sad to think of death. We do not know when

6. What does Tyl wish to become?

\_\_\_\_\_  
\_\_\_\_\_

7. Do you think Tyl and his donkey are hungry? Give reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_

8. What does the Archduke want Tyl to do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

flush: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

descendant: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

summon: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Mysterious Picture**

God will think fit to summon us. But our portrait should be painted.'

6 Tyl quickly replied, 'Your Lordship's slightest wish is to me command. All the same I do feel rather unhappy about painting Your Lordship all by yourself. Is it not terrible to think of Your Lordship being lonely for ever and ever? Don't you think, ladies and gentlemen, that His Highness should be accompanied at least by Her Highness, her ladies, the noble generals and captains who adorn this court? A court like this has few rivals in splendour, loveliness and chivalry. In the midst of such valour and beauty I will make my Lord and Lady shine forth like the moon surrounded by lanterns.'



7 The Archduke thought that it was a good idea.

'Well, my friend, your painting will be a great piece of art. What reward do you expect for it?'

'A hundred pieces of gold. You can pay me now or later just as you please.'

'Here are the hundred pieces of gold in advance,' said the Archduke, giving him the gold.

9. What does the sentence, 'We do not know when God will think fit to summon us,' mean?

\_\_\_\_\_

\_\_\_\_\_

splendour: \_\_\_\_\_

\_\_\_\_\_

10. Why does Tyl feel unhappy?

\_\_\_\_\_

surround: \_\_\_\_\_

\_\_\_\_\_

11. Who are compared to the moon and the lanterns?

\_\_\_\_\_

chivalry: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**The Mysterious Picture**

‘My Lord, you are the most generous of masters. You have filled my lamp with oil. It will for ever burn in your honour.’

8 The next day Tyl asked the Archduke to allow him to see all the courtiers who were to be painted along with him. They came and saw him one by one. The first to come was the Commander-in-Chief of the Army. He was a short, fat, bald man with an enormous paunch. He whispered in Tyl’s ear, ‘When you paint my picture, remember you are to make me look handsome. If you do not make my stomach look flat, I’ll have you hanged. Remember I was once a very handsome soldier.’

9 An elderly lady came next. She had a large hump on her back. ‘Sir painter,’ she said softly, ‘make me look young and beautiful. If you don’t remove the hump on my back and supply what I lack in beauty, I will have you torn to pieces.’ A young lady, who was the companion of the Duchess, came in as soon as the old lady left. She was young and pretty, but had lost three of her front teeth in an accident. She warned Tyl that if in her

picture she didn’t see herself smiling, with a perfect set of pearly teeth, she would have him cut into small bits by her lover. She pointed to the Captain of the Guards.

Similar requests and threats continued until he had finished with the last of the courtiers. Then the Archduke sent for him and said, ‘My dear fellow, I want your portrait to be perfect in every detail. You are to paint all my courtiers exactly as we see them. If you leave out a mole, a pimple, or a single grey hair, I’ll have you slaughtered like a pig.’

10 Tyl coolly thought things over and said to himself, ‘If I paint this picture, I shall certainly be killed. Either the Archduke will have me slaughtered like a pig for having disobeyed him or the courtiers will have me murdered for painting them as they really are. In either case I am to die. What am I to do? Perhaps it is wiser not to paint this picture at all.’

11 The following day he asked the Archduke for the hall where he was to paint the picture. He was shown a large room with bare walls. Tyl asked for thick

12. What were the demands of the Archduke and the courtiers in painting their pictures?

\_\_\_\_\_  
\_\_\_\_\_

13. Why did Tyl think that if he painted the picture, he would definitely be killed.?’

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. What will Tyl do to save himself from being killed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





### The Mysterious Picture

curtains to be hung on the walls. He wanted his painting to be protected from the flies and the dust. He also asked for three assistants to help him in mixing colours. The Archduke gave him all that he asked for.

12 For thirty days Tyl and his assistants feasted themselves on the choicest dishes and drank the finest wines. On the thirty-first day the Archduke thrust his nose in through the door and said, 'It is time that you finished the painting. I am eager to see it. Is it ready?' Tyl said that the picture was being completed and that he needed some more days to finish it. The Archduke replied that as long as the painting was perfect in every detail, he was prepared to be patient. The delay of a week or two did not matter, he said.

Tyl and his companions continued their merry-making for another fortnight. On the forty-fifth day, once again the Archduke poked his nose in through the door. 'Isn't it time that the picture was completed?' he asked. Tyl said that the portrait was being given the finishing

touches. He begged for some more time. The Archduke said that his delay did not matter so long as he did an excellent job. But he added, 'You should either complete the picture within fifteen days or you should show me the unfinished picture now.' Tyl promised to complete the picture within fifteen days, saying that only a few minor details remained to be filled in. 'Should Your Lordship see the painting now, you would not be satisfied with it,' he said.

13 Tyl and his companions enjoyed themselves for yet another fortnight. On the sixtieth morning, the Archduke forced his way into the room and said, 'I must see the picture at once. Where is the picture? Draw those curtains apart!'

'The picture is ready, My Lord,' announced Tyl.

'Then why don't you draw the curtains? What's the matter?' the Archduke asked.

'I want you to grant me one last favour,' said Tyl. 'Please order all the courtiers to assemble in this room. When they are here

15. How did Tyl manage to stay in the court for long? How many days did he finally get to complete the picture?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

enormous: \_\_\_\_\_

hump: \_\_\_\_\_

slaughter: \_\_\_\_\_

poke: \_\_\_\_\_

portrait: \_\_\_\_\_



### The Mysterious Picture

I want to say a few words to them and then I will draw the curtains.'

14 The Archduke ordered all the courtiers to assemble in the hall. Tyl addressed them, 'My Lord, ladies and gentlemen, the picture is ready. You will now be able, as I draw the curtains, to see how well I have done my work. You can all admire my work. But I must warn you that there is something very special about this picture. Only those among you who have noble blood in your veins will be able to see this painting. All the rest, whatever their rank or position, will see nothing but a blank wall. Now I'll draw the curtains.' Tyl flung the curtains aside.

15 The courtiers outdid one another in showing their admiration for the picture. They praised Tyl for his splendid painting. They remarked how natural each one of them looked in the picture and eagerly



pointed out their friends and acquaintances. All of a sudden the Duke's jester leaped into the air and shouted, 'All of you know that I am a fool and I've no blue blood in my veins. I can see no picture but only a blank wall.'

'When fools begin to talk,' observed Tyl, 'it's time for wise men to walk.' He calmly strode out of the hall and rode away on his donkey. The feathers in his cap danced in the gentle breeze.

16. What is special about the picture?

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17. Is the jester a mere fool? Why do you think so?

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**The Mysterious Picture**

**Let's revisit**

**Activity 1**

You have read the story of Tyl, haven't you? Now, fill in the story map suitably.

<div style="border: 1px solid black; width: 90%; margin: 0 auto; height: 100px;"></div> <p>_____ Characters _____</p>	<div style="border: 1px solid black; width: 90%; margin: 0 auto; height: 100px;"></div> <p>_____ Setting _____</p>
<div style="border: 1px solid black; width: 90%; margin: 0 auto; height: 100px;"></div> <p>_____ Problem _____</p>	<div style="border: 1px solid black; width: 90%; margin: 0 auto; height: 100px;"></div> <p>_____ Solution _____</p>

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**Activity 2**

The courtiers did not want to be portrayed in the picture in the manner they really looked like. Complete the following table by revisiting the story.

Courtier	Real appearance	The way they wanted to be portrayed
Commander-in-Chief		
Elderly lady		
Young lady		

### Activity 3

The following are the major events in the story. Some of them are false while some others are true. Mark them as True or False by a tick in the appropriate column.

Statements	True	False
Tyl arrives at the palace of the Archduke.		
Tyl meets the Archduke.		
He shows the picture of Infant Jesus to the Archduke.		
Captain of the Guards allows Tyl to meet the Archduke at once.		
Archduke directs Tyl to paint their portrait.		
Archduke's jester also praises Tyl's painting.		
The Archduke doesn't like to appoint Tyl as the court painter.		
Tyl enjoys dinner with the Archduke.		
Tyl and his companions spend a fortnight in the palace, merry making.		
The courtiers ask Tyl to paint them as they look like.		
The courtiers praise Tyl for his splendid painting.		
Tyl calmly walks out of the palace.		

Correct the statements that are marked false and rewrite them below.

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**Let's enrich our vocabulary**

**Activity 1**

Look at this sentence from the story, 'The Captain of the Guards was a tall, well-built, red-haired man of about twenty-five.'

Here the word, 'well-built' means 'with a strong physique'.

Now, find out the meanings of the words given below with 'well' as the head word. You may refer to a dictionary, if necessary.

- well-off : \_\_\_\_\_
- well-known : \_\_\_\_\_
- well-informed : \_\_\_\_\_
- well-wisher : \_\_\_\_\_
- well-read : \_\_\_\_\_

Now, write down five more words with 'well' as the head word, giving their meanings.

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**Activity 2**

Look at some of the words used in the first three paragraphs of the story.

1	2	3
feathers	attracted	smartly
guards	danced	handsomely
loafers	called	coolly
skeletons	dismounted	curiously

Here, the words in column 1 have '-s' attached to their root forms to form their plurals.



In column 2 '-ed' is used with the root words to get the past forms of the verbs. '-ly' is used in column 3 to show how something is done.

These are examples for suffixes in English.

Now, fill in the following table picking up suffixed words like those above, from the rest of the paragraphs of the story.

1	2	3

### Activity 3

How does Tyl address the Archduke, the Queen, the painter and the Captain of Guards? Pick out the words used by him to address them. Complete the following table choosing appropriate words from those given below.

Character	Words used to address
Archduke	
Queen	
Captain of Guards	
Painter	

Mrs, Your Highness, Madam, My Lord, Her Highness, Ma'am, Your Lordship, Sir, Mr, Miss, My dear fellow

Which of the above words of address do we commonly use in our day-to-day conversation? Which are the words of address that we do not normally use?

Words we commonly use \_\_\_\_\_  
 \_\_\_\_\_

Words we do not use in common \_\_\_\_\_  
 \_\_\_\_\_



**Let's write**

**Activity 1**

Does the story remind you of any stories that you have read or heard before? Narrate the story briefly.

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**Activity 2**

Imagine you were one of the courtiers present while Tyl invited the courtiers to have a look at his picture. What would be the likely conversation between Tyl and you?

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### Activity 3

Read the following script. It is based on the first event in the story, 'Tyl's arrival at the palace gate'.

*The main entrance of the Archduke of Battenburg. The Captain and another officer are playing a game of chess. The Captain's sword is in the sheath. The guards have spears close to them placed against the wall. Tyl Ulenspiegel enters from the left, mounted on his donkey. He wears attractive dress and has a cap with three bright feathers on it. He makes a comical appearance.*

**Captain:** Hey there! You fellow on the donkey! We don't allow any loafers here. You and your donkey already look like skeletons.

*(Tyl dismounts from his donkey.)*

**Tyl (bowing):** May God bless you. May God bless you, Sir Captain! If I look like a skeleton, it is not my fault.

**Captain:** Why are you here?

**Tyl:** I'm very hungry. I've come here because I'm forced to. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I'll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher's shop.

**Captain (looks at Tyl curiously):** Where do you come from?

**Tyl:** From Flanders

**Captain:** What do you want?

**Tyl:** I should like to show His Highness, the Archduke, one of my pictures. I'm a painter.

**Captain:** Well, if you are a painter and if you come from Flanders, you may come in.

*(The Captain opens the gate and lets Tyl in.)*

Read the script again.

How is the script different from the story?

The script has

- a setting
- Stage directions
- Dialogues
- Costumes
- Gestures and actions



The following are some of the major events in the story, 'The Mysterious Picture'.

- The meeting between Tyl and the Archduke and his appointment as the court painter.
- The meeting between Tyl and the courtiers.
- The progress of Tyl's painting.
- The exhibition of Tyl's painting and the reaction of others.

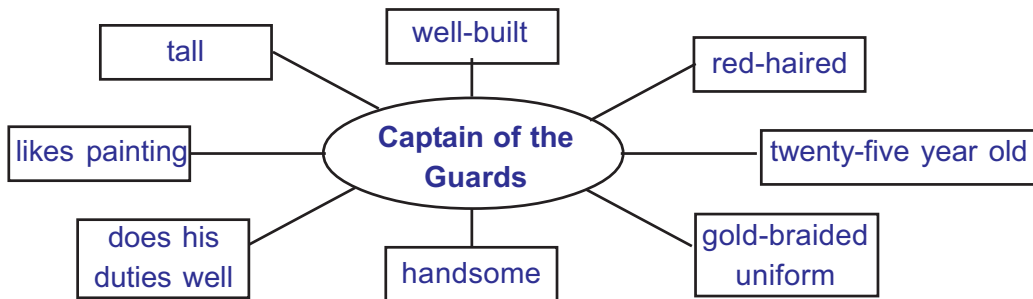
Work in four groups. Each group may take up one of the events for developing the script.

Rehearse the script in groups and perform the skit before the class.

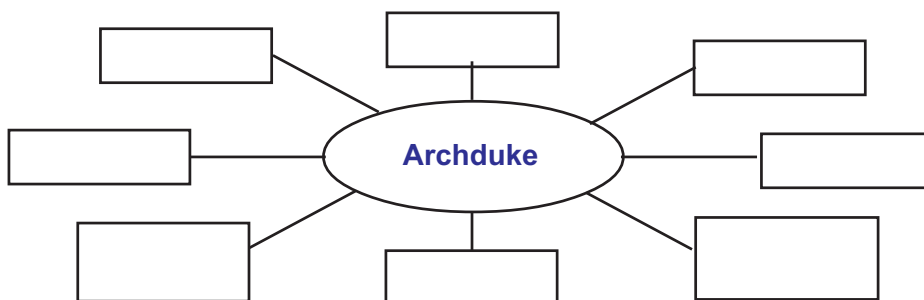
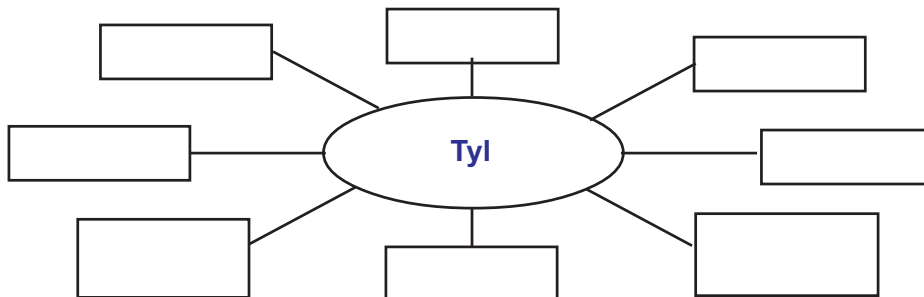
### Activity 4

What are the words that the author uses to describe the Captain of the Guards?

The following is a character map of the Captain of the Guards.



Now, prepare character maps of Tyl and the Archduke.



Now using the concept maps prepare character sketches of Tyl and the Archduke.

You may begin like this:

*Tyl*

*Tyl was a painter. He wandered from court to court on his donkey, Jeff \_\_\_\_\_*

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*The Archduke*

*The Archduke was the ruler of the country, Battenburg. He loved paintings and artists \_\_\_\_\_*

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### Let's speak

#### Activity 1

Which character did you like the most? Share your views with the class. Here is what Athira, a student like you, said when she was asked this question.

Dear friends,

This is indeed an interesting question. Of course, we all like Tyl very much for his intelligence and ability to speak cleverly. Still, I like Duke's jester the most. Without him, the folly of the courtiers would never have been revealed. His honesty and intelligence helped them to understand the foolishness of their reaction. We think that just like a circus clown, he showed the real wisdom. And the others who were the honourable members of the illustrious court proved to be mere fools. For all these reasons I like the jester the most.

Now, you may present your views before the class.

#### Activity 2

Did the story make you feel: happy, angry, tired, bored? Why?

Share your feeling with your friends.

**Let's discover how grammar works**

**Activity 1**

Look at the sentence from the story, 'You are a very talkative fellow, aren't you?'

A short question put at the end of a sentence is a question tag. A question tag is generally used in a conversation to confirm a statement made.

The following ten sentences are about a friend of yours in the class. You may seek her confirmation on the statements made. Some hints are provided for you.

1. You ..... Sandra, aren't you?
2. Venu and Reshma .....your parents, .....?
3. Your father works in a bank, .....?
4. Your mother is a house wife,.....?
5. Syam and Sayanth ....., .....?
6. Your hobby.....?
7. You wake up....., .....?
8. You have been studying .....?
9. You studied at ..... before coming here, .....?
- 10....., .....?

Choose a friend of yours and present ten statements about him/her and seek his/her confirmation. You may do this as a pair activity. Don't forget to reverse your roles.

**Activity 2**

While speaking to the Archduke, Tyl always uses highly respectful language. For example, 'May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.'

How would this be said in day-to-day conversation?



Now, match the following. One is done for you.

	What Tyl says (highly formal)	What we might say (less formal)
1	<del>May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.</del>	I hope that this picture will please you
2	I have painted it specially so that I might lay it at your noble feet.	<del>I wish you will make me the court painter.</del>
3	I've dared to hope that this picture will please you.	<del>Please pardon me for thinking that one of my paintings will please you</del>
4	Perhaps Your Highness might wish to offer me the chair of your court painter who died recently.	I have been dreaming of dining with you.
5	Your Highness, may it please you to remember me and my donkey.	I have painted it specially for you.
6	I have been feeding myself with dreams of good food and drink at your royal table.	Sir, you're very generous.
7	My Lord, you are the most generous of masters.	Sir, please remember me and my donkey.

Now, write the sentences you have matched in the space below.

1. May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.

Please pardon me for thinking that one of my paintings will please you.

2.

.....

3.

.....

4.

.....

5.

.....

6.

.....

7.

.....

### Activity 3

The following is a write-up by a student of Class 8 after reading the story, 'The Mysterious Picture'. Some words are missing in it. Select appropriate words from the box below and complete the write-up.

I have read \_\_\_\_\_ 'The Mysterious Picture'. I like the character \_\_\_\_\_ in the story very much. He is a \_\_\_\_\_. One day he visited \_\_\_\_\_ of the Archduke of \_\_\_\_\_. He was stopped at \_\_\_\_\_ to the palace by the Captain of the Guards. Later \_\_\_\_\_ was allowed to meet the Archduke. Tyl and his companions enjoyed their life in the palace. Everybody praised his \_\_\_\_\_. But \_\_\_\_\_ could see only \_\_\_\_\_.

the duke's jester, painting, a blank wall, the palace, Battenburg, an interesting character, the entrance, painter, Tyl, he, the story

The word/words you have used to fill in the above write-up are either nouns/ pronouns or noun phrases. A noun phrase is a word or group of words containing a noun. In the above example, 'the duke's jester', jester is the head word or head noun.

Nouns/pronouns have the following properties:

- Most of them have singular and plural forms (story- stories, I - we).
- They can express gender (duke - duchess, he - she).
- They can be used as the subject (Tyl, I, he, it) of a sentence and the object of a sentence ( the story, me, him, it).
- They have possessive forms (duke's, my, his, her).
- They show if someone/something is speaking (I, we) or being spoken to (you) or is being spoken about (he, she, they, it).

**Activity 4**

Read the following paragraph and fill in the table below.

The Archduke ordered all the courtiers to assemble in the hall. Tyl addressed them, 'My Lord, ladies and gentlemen, the picture is ready. You will now be able, as I draw the curtains, to see how well I have done my work. You can all admire my work. But I must warn you that there is something very special about this picture. Only those among you who have noble blood in your veins will be able to see this painting.'

A.

Singular nouns used in the paragraph	their plural forms	Plural nouns used in the paragraph	their singular forms

B. Now, write down your observations on how plural forms are derived from singular nouns. Can you classify them into different categories? Which are they?

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C. Classify the nouns in the passage as nouns/noun phrases in the subject position and nouns/noun phrases in the object position and fill in the table. One is done for you.

Noun phrases in the subject position	Noun phrases in the object position
the Archduke	all the courtiers

**Let's edit**

Read the paragraph written by Sunil, a student of Class 8. There are some errors in it which are underlined. Help Sunil to edit the errors.

Tyl reach (a) the palace of the Archduke of Battenburg. He had to wait there for sometime. the (b) Captain of the Gaurds (c) was play (d) chess with his friends. He stopped Tyl on (e) the gate and asked why he came over there. Tyl showed the captain a pitcure (f) he had drawn and asked to let him into the palace.

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**Let's play with language**

Here are a few funny questions. Try to answer them. If you cannot, guess the answer from the jumbled word given against each of them.

- |   |          |
|---|----------|
| What can you catch but not throw?                             | odlc     |
| What kind of room has no doors or windows?                    | smomurho |
| What is orange in colour and sounds like a parrot?            | rtraoc   |
| What has four fingers and a thumb, but is not living?         | elogv    |
| What loses its head in the morning and gets it back at night? | lopwil   |



## The Boy Who Drew Cats

Hope you enjoyed the story, 'The Mysterious Picture'. You came across Tyl, the painter in the story. In this story you will see a boy who is a painter, who knows to draw only cats. It's a Japanese folk tale. Read it and enjoy.

A LONG, long time ago, in a small country-village in Japan, there lived a poor farmer and his wife, who were very good people. They had a number of children, and found it very hard to feed them all. The elder son was strong enough when only fourteen years old to help his father; and the little girls learned to help their mother almost as soon as they could walk.

But the youngest child, a little boy, did not seem to be fit for hard work. He was very clever, cleverer than all his brothers and sisters; but he was quite weak and small, and people said he could never grow very big. So his parents thought it would be better for him to become a priest than to become a farmer. They took him with

them to the village-temple, one day, and asked the good old priest who lived there, if he would have their little boy for his acolyte, and teach him all that a priest ought to know.

The old man spoke kindly to the lad, and asked him some hard questions. So clever were the answers that the priest agreed to take the little fellow into the temple as an acolyte, and to educate him for the priest hood.

The boy learned quickly what the old priest taught him, and was very obedient in most things. But he had one fault. He liked to draw cats during study hours, and to draw cats even where cats ought not to have been drawn at all.

**Hasegawa Takejiro** (1853–1938) was an innovative Japanese publisher specializing in books in European languages on Japanese subjects. He employed leading foreign residents as translators and noted Japanese artists as illustrators, and became a leading purveyor of export books and publications for foreign residents in Japan.

1. How is the youngest child introduced in the story?

\_\_\_\_\_

\_\_\_\_\_

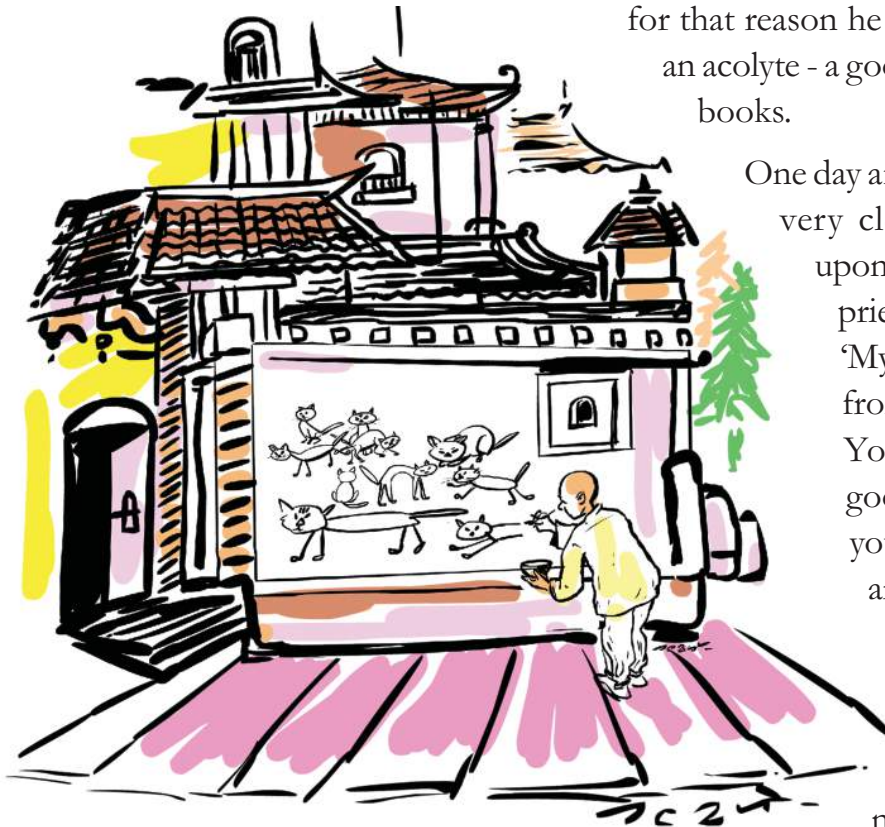
2. Why did the parents take the boy to the priest?

\_\_\_\_\_

acolyte: \_\_\_\_\_

\_\_\_\_\_

### The Boy who Drew Cats



for that reason he was not quite fit to be an acolyte - a good acolyte should study books.

One day after he had drawn some very clever pictures of cats upon a paper screen, the old priest said to him severely: 'My boy, you must go away from this temple at once. You will never make a good priest, but perhaps you will become a great artist. Now, let me give you a last piece of advice, and be sure you never forget it. Avoid large places at night, keep to small!'

Whenever he found himself alone, he drew cats. He drew them on the margins of the priest's books, and on all the screens of the temple, and on the walls, and on the pillars. Several times the priest told him this was not right; but he did not stop drawing cats. He drew them because he could not really help it. He had what is called 'the genius of an artist,' and just

The boy did not know what the priest meant by saying, 'Avoid large places keep to small.' He thought and thought, while he was tying up his little bundle of clothes, to go away; but he could not understand those words, and he was afraid to speak to the priest any more, except to say good-bye.

3. '... but perhaps you will become a great artist.' Do you think the opinion of the priest about the boy is appropriate? Why?

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4. What was the advice of the priest to the boy?

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**The Boy who Drew Cats**

He left the temple very sorrowfully, and began to wonder what he should do. If he went straight home he felt sure his father would punish him for having been disobedient to the priest, so he was afraid to go home. All at once he remembered that at the next village, twelve miles away, there was a very big temple. He had heard there were several priests at that temple; and he made up his mind to go to them and ask them to take him for their acolyte.

Now that, big temple was closed up but the boy did not know this fact. The reason it had been closed up was that a goblin had frightened the priests away, and had taken possession of the place. Some brave warriors had afterward gone to the temple at night to kill the goblin; but they had never been seen alive again. Nobody had ever told these things to the boy - so he walked all the way to the village hoping to be kindly treated by the priests!

When he got to the village it was already dark, and all the people were in bed, but he saw the big temple on a hill at the other end of the principal street, and he saw there was a light in the temple. People who tell the story say the goblin used to make

that light, in order to tempt lonely travellers to ask for shelter. The boy went at once to the temple, and knocked. There was no sound inside. He knocked and knocked again; but still nobody came. At last he pushed gently at the door, and was quite glad to find that it had not been fastened. So he went in, and saw a lamp burning, but no priest.

He thought some priest would be sure to come very soon, and he sat down and waited. Then, he noticed that everything in the temple was gray with dust, and thickly spun over with cobwebs. So he thought to himself that the priests would certainly like to have an acolyte, to keep the place clean. He wondered why they had allowed everything to get so dusty. What most pleased him, however, were some big white screens, good to paint cats upon. Though he was tired, he looked at once for a writing-box, and found one, and ground some ink, and began to paint cats.

He painted a great many cats upon the screens; and then he began to feel very, very sleepy. He was just on the point of lying down to sleep beside one of the

5. Why didn't the boy go home after he left the temple?

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6. When the boy entered the temple he did not see anyone. What could be the reason?

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The Boy who Drew Cats



screens, when he suddenly remembered the words, 'Avoid large places keep to small!'

The temple was very large, he was all alone; and as he thought of these words, though he could not quite understand

them - he began to feel for the first time a little afraid; and he resolved to look for a small place in which to sleep. He found a little cabinet, with a sliding door, and went into it, and shut himself up. Then he lay down and fell fast asleep.

7. Why did he choose a small place to sleep?

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8. Where did the boy find a safe place to sleep on?

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**The Boy who Drew Cats**

Very late in the night, he was awakened by a most terrible noise, a noise of fighting and screaming. It was so dreadful that he was afraid even to look through a chink of the little cabinet: he lay very still, holding his breath for fright.

The light that had been in the temple went out; but the awful sounds continued, and became more awful, and all the temple shook. After a long time silence came; but the boy was still afraid to move. He did not move until the light of the morning sun shone into the cabinet through the chinks of the little door.

Then he got out of his hiding place very cautiously, and looked about. The first thing he saw was that all the floor of the temple was covered with blood. And then

he saw, lying dead in the middle of it, an enormous, monstrous rat, a goblin rat, bigger than a cow!

But who or what could have killed it? There was no man or other creature to be seen. Suddenly the boy observed that the mouths of all the cats he had drawn the night before, were red and wet with blood. Then he knew that the goblin had been killed by the cats which he had drawn. And then also, for the first time, he understood why the wise old priest had said to him, 'Avoid large places at night, keep to small.'

Afterward that boy became a very famous artist. Some of the cats which he drew are still shown to travellers in Japan.

9. What was the dreadful voice that the boy heard?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

monstrous: \_\_\_\_\_

possession: \_\_\_\_\_

cabinet: \_\_\_\_\_

10. How do you think the goblin rat was killed?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Was the advice of the priest helpful to the boy? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

chinks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activity 1

Did you enjoy the story, 'The Boy who Drew Cats'? If you were the young boy, how would you tell the story?

You may begin like this.

*I was the youngest child of a poor Japanese family.* \_\_\_\_\_

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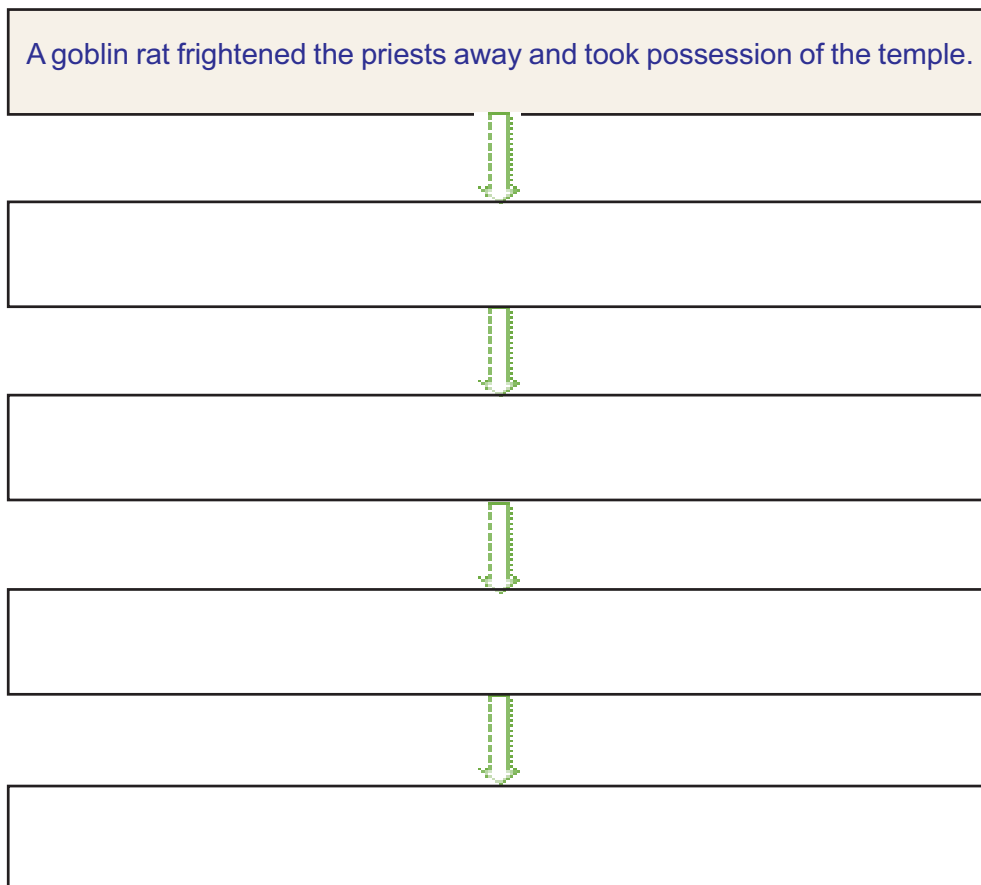
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### Activity 2

How was the goblin rat killed?

Write the events that led to the death of the goblin rat to complete the flow-chart given below.

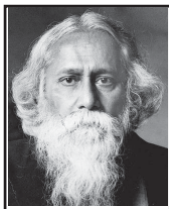




## Taj Mahal

Taj Mahal is considered as one of the seven wonders of the world. It is a work of art that excels time and history. The following lines are from Tagore's poem 'Shah Jahan'. In this poem Tagore speaks of the immortal creation, the Taj Mahal and the timeless appeal of that great monument.

You knew, Emperor of India, Shah Jahan,  
That life, youth, wealth, renown  
All float away down the stream of time.  
Your only dream  
Was to preserve forever your heart's pain.  
The harsh thunder of imperial power  
Would fade into sleep  
Like a sunset's crimson splendour,  
But it was your hope  
That at least a single, eternally-heaved sigh would stay  
To grieve the sky.



**Rabindranath Tagore** (1861 – 1941) was a Bengali writer who reshaped Bengali literature and music as well as Indian art in the late 19th and early 20th centuries. Author of *Gitanjali* and its 'profoundly sensitive, fresh and beautiful verse', he became the first non-European to win the Nobel Prize in Literature in 1913. In translation, his poetry was viewed as spiritual and influential.

1. What, in the poet's view, are the things that would float away down the stream of time?

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2. What do you think was Shah Jahan's 'heart's pain'?

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Taj Mahal



Though emeralds, rubies, pearls are all  
But as the glitter of a rainbow tricking out empty air  
And must pass away,  
Yet still one solitary tear  
Would hang on the cheek of time  
In the form  
Of this white and gleaming Taj Mahal.

3. Why is 'imperial power' compared to the splendour of sunset?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

renown: \_\_\_\_\_

\_\_\_\_\_

imperial: \_\_\_\_\_

\_\_\_\_\_

4. Pick out the lines which mean emeralds, rubies and pearls are transient.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

heave: \_\_\_\_\_

\_\_\_\_\_

emerald: \_\_\_\_\_

\_\_\_\_\_

5. 'All float away down the stream of time'. What image do you get from this line?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

solitary: \_\_\_\_\_

\_\_\_\_\_

6. Pick out two instances of simile from the poem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

gleam: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Activity 1

In this poem the poet uses similes and metaphors. A simile is a figure of speech that draws comparison between two things using the words 'like' or 'as'.

Pick out instances of similes from the poem.

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### Activity 2

Poets use various images to lead the readers to a sensory experience. Images often give us mental pictures that appeal to our senses of sight, sound, taste, touch and smell.

Pick out instances of visual and auditory (sound) images from the poem. One is done for you.

Visual	Auditory
•	• harsh thunder
•	•
•	•

### Activity 3

Write down words from the poem related to transience and eternity.

Transience	Eternity



## We're the World

Can art save the world? Let's go through the following lyric composed by M. Jackson and Lionel Richie Jr. These lines immortalise art which plays a vital role in changing the world.

There comes a time when we heed a certain call  
 When the world must come together as one  
 There are people dying  
 And it's time to lend a hand to life  
 The greatest gift of all  
 We can't go on pretending day by day  
 That someone, somewhere will soon make a change  
 We all are a part of God's great big family  
 And the truth, you know,  
 Love is all we need  
 (Chorus)



**Michael Jackson** (1958 – 2009) was an American singer, songwriter, dancer, and actor.



**Lionel Richie Jr.** (1949 -) is an American singer, songwriter, musician, record producer and actor.

1. What, according to the lyricists, is the greatest gift of all?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why do you think that we can't go on pretending forever?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

heed: \_\_\_\_\_

\_\_\_\_\_



**We're the World**

We are the world, we are the children  
 We are the ones who make a brighter day  
 So let's start giving  
 There's a choice we're making  
 We're saving our own lives  
 It's true we'll make a better day  
 Just you and me  
 Send them your heart so they'll know that someone cares  
 And their lives will be stronger and free  
 As God has shown us by turning stone to bread  
 So we all must lend a helping hand  
 (Chorus)  
 When you're down and out, there seems no hope at all  
 But if you just believe there's no way we can fall  
 "Well...well...well..."  
 Let's realise that a change can only come  
 When we stand together as one.  
 (Chorus x 2)

3. 'It's true we'll make a better day just you and me.' How?

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pretend \_\_\_\_\_

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4. When will a change really come according to the lyricists?

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Compose a tune for the song and present it in a group at the music concert organised in your school or in a leading radio channel.

5. What might have prompted the lyricists to sing a song like this?

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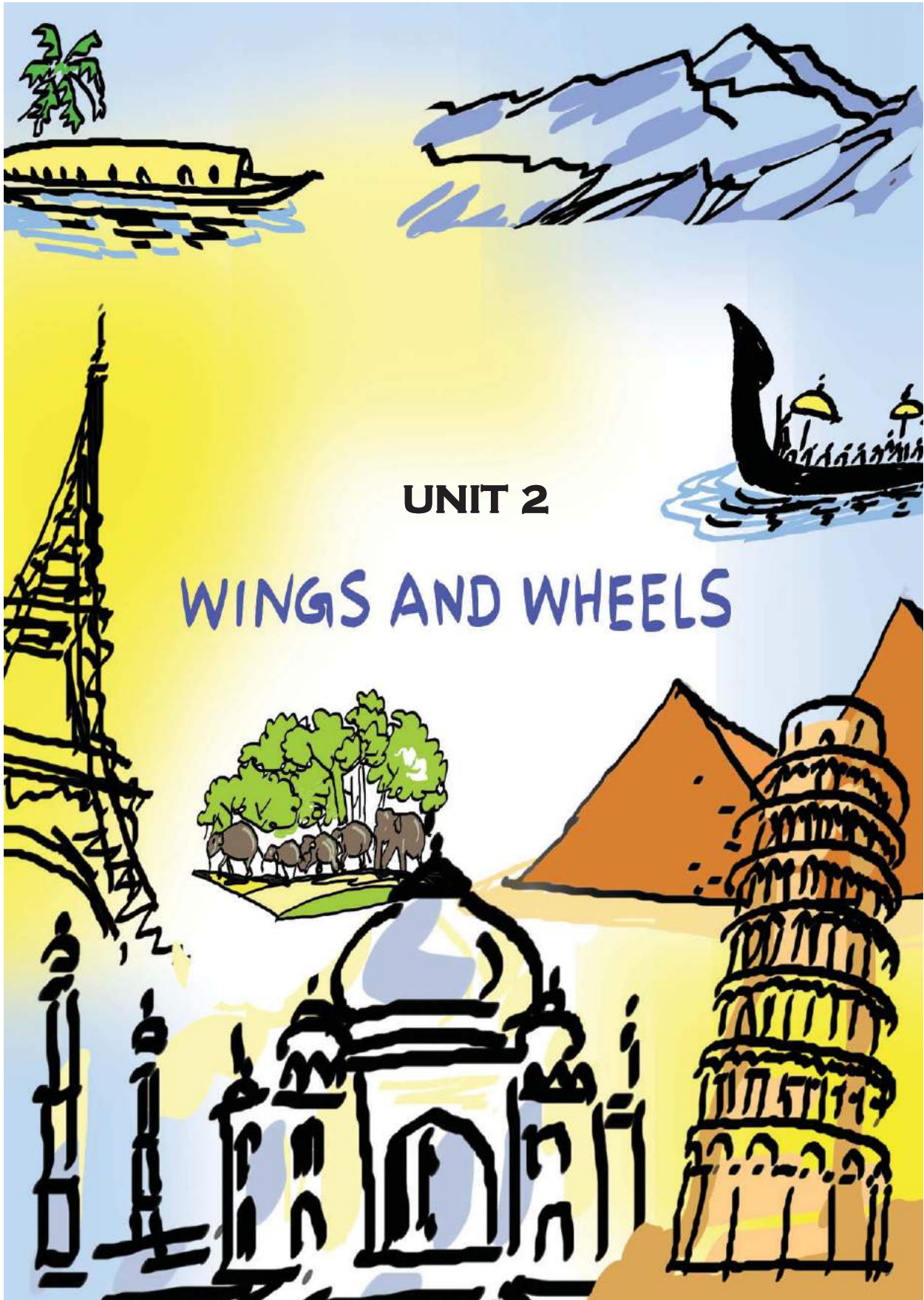
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## I can



I can	I can do it myself	I can do with the help of my friends	I need further improvement
read and understand simple stories.			
analyse the story critically.			
answer the interaction questions posed by the teacher.			
share my feelings orally with my friends and teachers.			
identify the meanings of unfamiliar words by referring to a dictionary or glossary.			
participate in classroom performances like skit, oral presentations, etc.			
construct narratives and character sketches.			
use the main ideas of a text to prepare a story map.			
enjoy listening to poems, read aloud and recite them.			
appreciate poems based on the poetic crafts used in them.			
identify and use language elements in different situations.			
identify and edit errors in a passage.			
engage in activities related to language games.			







### Unit at a Glance

#### Wings and Wheels

##### Prose:

A Shipwrecked Sailor (Gabriel García Márquez)

The Little Round Red House (Carolyn Sherwin Bailey)

##### Poems:

From a Railway Carriage (R L Stevenson)

Marvellous Travel (Joshua Fernandez )

#### Learning Outcomes

By learning this unit, the learner will be able to:

- familiarise various literary forms like novel, story and poems.
- develop comprehension by finding out answers to questions given alongside the text.
- develop reading skills with proper stress and intonation.
- understand poetic devices like images, rhyming words, rhyme scheme, alliteration and assonance.
- develop interest and curiosity in travelling to explore new worlds.
- develop courage and confidence to face critical situations in life.
- engage in language discourses like retelling stories, speech, etc.
- prepare graphic novel based on the reading of the text and the pictures given.
- prepare breaking news text, newspaper report, interview, etc.
- assess the understanding of concepts through mind mapping.
- use language elements like possessives, articles, comparatives, superlatives, etc. in relevant contexts.
- design a word pyramid using adjectives and determiners.
- edit the errors in a given passage.

Have you heard of Robinson Crusoe?

Robinson Crusoe is a character in Daniel Defoe's novel, 'The Life and Adventures of Robinson Crusoe', published in the year 1919.

Now, read the following extract from Robinson Crusoe's diary.

**SEPTEMBER 30, 1659**

I, poor miserable Robinson Crusoe, being shipwrecked during a dreadful storm, came ashore on this dismal, unfortunate island, which I called 'The Island of Despair'; all the rest of the ship's company being drowned, and myself almost dead. All the rest of the day I spent in afflicting myself at the dismal circumstances I was brought to. I had neither food, house, clothes nor weapon. In despair I saw nothing but death before me - either that I should be devoured by wild beasts, murdered by savages, or starved to death for want of food. At the approach of night I slept in a tree, for fear of wild creatures; but slept soundly, though it rained all night.

- What happened to Robinson Crusoe?
- Why does he call the island, 'The Island of Despair'?
- What do you think might be the feelings of a man who is alone in a desert island?

Imagine that you are going to live alone in a deserted island. You are going to be there for a week. You can ask for only five things to live there. What would they be and why would you ask them?

Sit in groups and discuss why you need each of them.



## A Shipwrecked Sailor

'The Story of a Shipwrecked Sailor' tells the saga of Luis Alejandro Velasco, a twenty year old sailor, who was washed overboard during a storm in the middle of the Caribbean Sea on February 28, 1955. Clinging to a life raft without food and water, he survived ten days on the open sea. What happened to Velasco and his ship mates? Read the following extract from the novella and find out what happened to them.

1 My first impression was that I was utterly alone in the middle of the ocean. The ship plunged into an abyss and disappeared. I had no idea what was happening. I took hold of one of the bobbing crates and stupidly began to contemplate the sea. It was a perfectly clear day. Except for the choppy waves produced by the wind and the cargo scattered across the surface there was no evidence of a shipwreck.

Soon I began to hear shouts nearby. Through the sharp whistling of the wind, I recognised the voice of Julio Amador

Caraballo, the tall, well-built officer who was yelling at someone, 'Fatso, hold there.'

2 It was as if in that instant I had awakened from a moment's deep sleep. It dawned on me that I wasn't alone in the sea. There, only a few meters away, my mates were shouting to one another and trying to stay afloat. Quickly, I began to think. I couldn't swim in just any direction. I knew we were about fifty miles from Cartagena, but I was not yet frightened. For a moment I thought I could hold on to the crate indefinitely,



**Gabriel García Márquez** (1928 - 2014) was a Colombian novelist, short story writer, screenwriter and journalist. He was called affectionately called 'Gabo'. He was awarded the *Neustadt International Prize* for Literature in 1972 and the Nobel Prize for Literature in 1982. Márquez's first major work is *The Story of a Shipwrecked Sailor*, which he wrote as a newspaper series in 1955. His best known novels include *One Hundred Years of Solitude* (1967), *The Autumn of the Patriarch* (1975) and *Love in the Time of Cholera* (1985).

1. What happened to the narrator?

\_\_\_\_\_

abyss: \_\_\_\_\_

bobbing: \_\_\_\_\_

contemplate: \_\_\_\_\_

\_\_\_\_\_

A Shipwrecked Sailor



until help arrived. It was reassuring to know that all around me other sailors were in the same predicament. That was when I saw the raft.

3 There were two life rafts about seven meters apart. They appeared unexpectedly on the crest of a wave, near where my

mates were calling out. It seemed odd that none of them could reach the life rafts. In an instant, one of the rafts disappeared from view. I couldn't decide, I found myself swimming towards the one I could see, which was moving farther away from me. I swam for about three minutes. I lost

2. What appeared reassuring to the narrator?

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choppy: \_\_\_\_\_

predicament: \_\_\_\_\_

yell: \_\_\_\_\_

crate: \_\_\_\_\_

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### A Shipwrecked Sailor

sight of the raft momentarily, but I was careful not to lose my bearings. Suddenly, a rough wave pushed the rafts alongside me - it was huge, white, and empty. I struggled to grab the rigging and jump aboard. I made it on the third try. Once on the raft, panting, whipped by the wind, immobilized and freezing, I found it hard to sit up. Then I saw three of my mates near the raft, trying to reach it.

4 I recognized them immediately. Castillo had a firm grip around Caraballo's neck. Caraballo, who had been on watch when the accident occurred, was wearing his life jacket. He yelled: 'Hold on tight, Castillo.' They floated amid the scattered cargo, about ten meters away.

On the otherside was Luis Rengifo, trying to stay above water with his headphones aloft in his right hand. He had stripped off his shirt so that he could swim better, but he had lost his life jacket. Even if I

hadn't seen him, I would have recognised his cry, 'Fatso, Paddle over here.'

5 I quickly grabbed the oars and tried to get closer to the men. Caraballo, with Castillo clinging to his neck, neared the raft. Much farther away, looking small and desolate, was the fourth of my mates: Ramon Herrera, who was waving at me while he held on to a crate.

6 If I had had to decide, I wouldn't have known which of my mates to go after first. But when I saw Herrera, the happy young man from Arjona, who had been with me only a few moments before, I began to paddle furiously. But the life raft was almost two meters long. It was very heavy in that lurching sea, and I had to row against the wind. I don't think I managed to advance more than a meter. Desperate, I looked around once more and saw that Herrera had disappeared. Only Rengifo was swimming confidently

3. 'I made it on the third try.' What did the narrator do on the third try?

\_\_\_\_\_

\_\_\_\_\_

4. 'Then I saw three of my mates near the raft.' Who were the three shipmates Velasco saw?

\_\_\_\_\_

\_\_\_\_\_

5. Could Velasco save Ramon Herrera? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What were Eduardo Castillo and Julio Amador Caraballo doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

rigging: \_\_\_\_\_

desolate: \_\_\_\_\_

\_\_\_\_\_

**A Shipwrecked Sailor**

towards the raft. I was sure he would make it. I had heard him snoring below my bunk, and I was convinced that his serenity was stronger than the sea.

7 In contrast, Caraballo was struggling with Castillo, so that Castillo wouldn't let go of his neck. They were less than three meters away. I figured that if they got just a little closer, I could hold out an oar for them to grab. But at that moment a gigantic wave lifted the raft, and from the top of the huge crest I could see the mast of the small ship, heading away from me. When I came down again, Caraballo had vanished, with Castillo hanging on to his neck. Alone, two meters away, Rengifo was still swimming calmly towards the raft.

8 I don't know why I did this absurd thing: knowing I couldn't move forward, I put the oar in the

water as though trying to prevent the raft from moving, trying to anchor it in place. Rengifo, exhausted, paused a moment, then raised his arm as he had when he held his headphones aloft, and shouted again: 'Fatso, Row over here!'

9 The wind was blowing from his direction. I yelled that I couldn't row against the wind, that he should make another try, but I felt he hadn't heard me. The crates of cargo had disappeared and the life raft danced from side to side,



7. What kind of a man was Luis Rengifo?

\_\_\_\_\_

\_\_\_\_\_

8. What happened to Caraballo and Castillo?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What was the absurd thing done by the narrator?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. How did Amador and Castillo vanish?

\_\_\_\_\_

\_\_\_\_\_

lurch: \_\_\_\_\_

serenity: \_\_\_\_\_

\_\_\_\_\_



**A Shipwrecked Sailor**

battered by the waves. In an instant I was five meters away from Rengifo and had lost sight of him. But he appeared in another spot, still not panicking, ducking underwater to prevent the waves from sweeping him away. I stood up, holding out the oar, hoping Rengifo could get close enough to reach it. But then I could see he was tiring, losing heart. He called to me again, sinking: 'Fatsó! Fatsó!'

10 I tried to row, but... it was as hopeless as the first time. I made a last try so that Rengifo could reach the oar, but the raised hand, which a few minutes earlier had been trying to keep the headphones from sinking, sank forever, less than two meters from the oar.

11 I don't know how long I stayed like that, balancing in the life raft, holding out the oar. I kept searching the water, hoping that someone would surface soon. But the sea was clear and the wind, getting stronger, blew against my shirt like the

howl of a dog. The cargo had disappeared. The mast, growing more distinct, proved that the small ship hadn't sunk, as I had first thought. I felt calm. I thought that one of my mates had managed to reach the other life raft.

12 There was no reason they shouldn't have reached it. The rafts weren't provisioned- in fact, none of the life rafts of the small ship was outfitted. But there were six of them, apart from the rowboats and the whalers. It was reasonable to believe that some of my mates had reached the other life rafts, as I had reached mine, and perhaps the destroyer was searching for us.

Very soon I was aware of the sun. A midday sun, hot and metallic. Stupefied, not fully recovered, I looked at my watch. It was noon on the dot.

13 The last time Rengifo had asked me the time, on the small ship, it was 11.30. I had checked the time again and the disaster had not yet occurred. When I

11. 'I made a last try.' What was the 'last try' made by Velasco? Was he successful in it?

\_\_\_\_\_

12. 'I kept searching the water, hoping that someone would surface soon.' Did anyone come to the surface? Why?

\_\_\_\_\_

\_\_\_\_\_

13. Pick out the image that describes the sun.

\_\_\_\_\_

\_\_\_\_\_

absurd: \_\_\_\_\_

\_\_\_\_\_

revel: \_\_\_\_\_

\_\_\_\_\_

provision: \_\_\_\_\_

\_\_\_\_\_

whaler: \_\_\_\_\_

\_\_\_\_\_

outfit: \_\_\_\_\_

\_\_\_\_\_

**A Shipwrecked Sailor**

looked at my watch on the life raft, it was exactly noon. It had taken only ten minutes for everything to happen—for me to reach the life raft, and try to rescue my shipmates, and stand motionless in the raft, searching the empty sea, listening to the sharp howl of the wind. I thought it would take them at least two or three hours to rescue me.

14 Two or three hours, I calculated. It seemed an extraordinarily long time to be alone at sea. But I tried to resign myself to it. I had no food or water, and by three in the afternoon I would surely have a searing thirst. The sun burned my head and my skin, which was dry and hardened by salt. Since I had lost my cap, I splashed water on my head, and I just sat on the side of the raft, waiting to be rescued.

It was only then that I felt the pain in my right knee. The thick, blue drill fabric of my trouser leg was wet, so I had a hard time rolling it up. But when I did, I was startled: I saw a deep, half-moon-shaped wound on the lower part of my knee. I didn't know if I had gashed it on the side

of the ship, or if it had happened when I hit the water, for I didn't notice it until I was seated in the life raft. Though the wound burned a little, it had stopped bleeding and was completely dry, because of the salt water, I imagine.

15 Uncertain as to what to do, I decided to make an inventory of my belongings. I wanted to figure out what I could count on in my solitude at sea. First of all, I could rely on my watch, which kept perfect time, and which I couldn't stop glancing at every two or three minutes. In addition, I had my gold ring, which I'd bought in Cartagena the year before, and a chain with a medal of the Virgin of Carmen on it, also purchased in Cartagena, from another sailor for thirty-five pesos. In my pockets I had nothing but the keys to my locker on the small ship and three business cards I had been given at a store in Mobile one day in January when I had gone out shopping. Since I had nothing to do, I read the cards over and over to distract myself until I was rescued.

(Adapted)

14. '...but, I tried to resign myself to it.' What did Velasco resign himself to?

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15. Why did Velasco splash water over his head?

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16. '...but when I did, I was startled.' Why was Velasco startled?

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17. What were the items in the list of belongings of Velasco?

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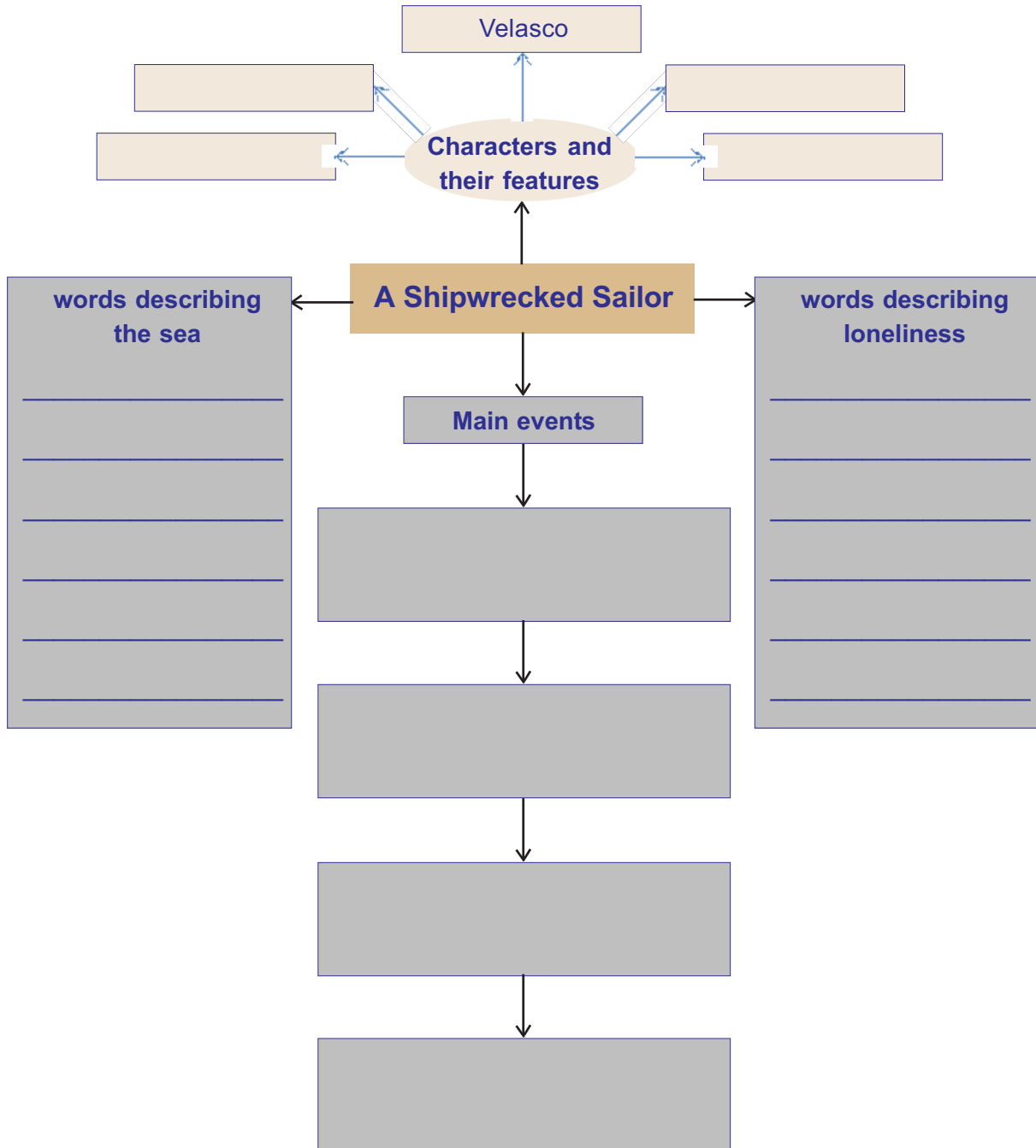


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Let's revisit

Activity 1

Fill in the following mind map of the story 'A Shipwrecked Sailor'.

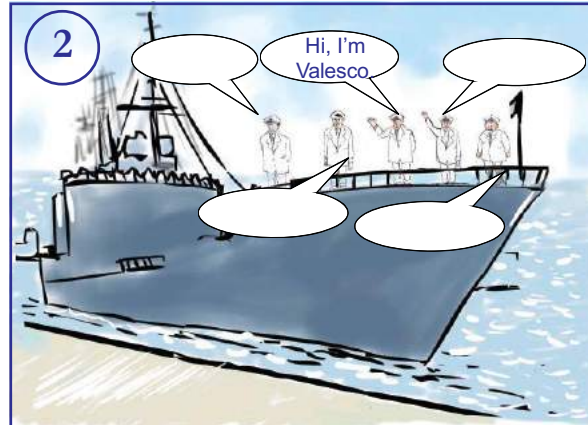


### Activity 2

You have identified the major events of the story, haven't you? Here's a graphic story for you. Study the pictures carefully and write the appropriate events from the story in the space provided. Try to add possible dialogues too. Now, you can narrate the story from the point of view of Velasco. Some events are given to help you.



**Mobile, Alabama, USA. February 28, 1955**  
I'm Velasco. I'm a sailor and the narrator of the story. That's Caldas, my ship. I'm travelling from Mobile, Alabama in the US to my country Columbia.



I've four shipmates. They are Caraballo, Castillo, Rengifo and Herrera.



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I don't know what to do. I looked at my belongings. I have a watch, a gold ring, keys to my locker and three business cards.



### Activity 3

Which event in the story do you think is the most tragic? Why?

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#### Let's enrich our vocabulary

### Activity 1

Look at the opening sentence of the story, 'My first impression was that I was utterly alone in the middle of the ocean.'

Here the narrator describes his experience of a shipwreck in first person. How would the sentence change if he expressed the same in third person?

'..... first impression was that ..... was utterly alone in the middle of the ocean.'

The possessive form of nouns are made by adding '-s' to the nouns.

e.g. Sajina's book, Rahul's bat etc.

But in the case of pronouns the words take new forms.

The possessive of 'I' is 'my'.

Find the possessive forms of the pronouns we, you, he, she, they, and it.

Use each pronoun and its possessive in sentences of your own.

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### Activity 2

Look at some of the words used in the story.

unexpectedly      disappeared      indefinitely      reassuring

It can be seen that the suffixes '-ly', '-ed' and '-ing' are used after the root word. You can also see that some elements are added before the root word.

'un-', 'dis-', 'in-', and 're-', respectively are added before the root word.

These are examples of prefixes in English.

Fill in the following table with prefixed words identified from the story or with such words from a dictionary.

un-	dis-	in-	re-

### Activity 3

Fill in the blanks in the following passage picking up the right words given in the box.

impression, recognise, contemplate, surface, evidence

I can't .....(a)..... what it would be like to be alone. My .....(b)..... of it is really frightening. I am saying this based on the .....(c)..... I got from my reading. I also .....(d)..... that floating on the .....(e)..... of the sea on a boat alone is a more frightening experience than being trapped in a forest.



**Let's write**

**Activity 1**

The narrator was given a heroic welcome by the people of his locality. Imagine that he narrates his experience in a public meeting. Write the possible **speech** the narrator might have delivered.

Dear ladies and gentlemen,

I am very happy to be in front of you. \_\_\_\_\_

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**Activity 2**

The story, 'The Shipwrecked Sailor' is narrated from the point of view of a man involved in a shipwreck. If you were Valesco's friend, how would you narrate the story You may begin like this.

Velasco and his four friends were sailing through the Caribbean Sea. Suddenly

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### Activity 3

Read the following sentences in the 'Sentences' column. Change them into news headlines and write them in the 'News headlines' column.

Sentences	News headlines
Four sailors of the Colombian Navy were drowned in the Caribbean Sea, when their ship wrecked in a devastating storm.	Four Columbian Sailors Drowned
The sailor Velasco was given a heroic welcome in a public meeting at his hometown.	
The Colombian Navy continues their search to recover the bodies of the four sailors drowned in the Caribbean Sea.	

Now, develop any of the news headlines into a complete news report.

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### Activity 4

Imagine that you are asked to prepare breaking news of the shipwreck and the death of the sailors for a TV channel. Write the possible breaking **news headlines** and present them orally in front of the class.

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Let's speak

Activity 1

Prepare ten questions for interviewing the narrator (Velasco), who quite unbelievably escaped from the shipwreck. You may attempt this as a pair activity in which one of you can be the interviewer and the other the narrator.

Activity 2

Suppose you are one of the speakers at a function in which the narrator (Velasco) is being congratulated. Deliver a **speech** congratulating him for his brave deed.

Let's discover how grammar works

Activity 1

Look at the sentences taken from the story.

- a) A **rough** wave pushed the rafts.
- b) It was very **heavy** in that lurching sea.
- c) A **gigantic** wave lifted the raft.
- d) His serenity was **stronger** than the sea.

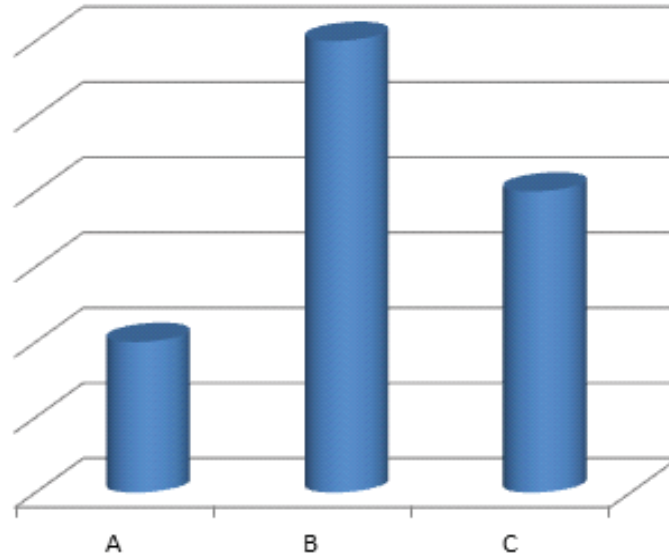
The words underlined in these sentences describe the nouns. These words belong to the word class called adjectives.

Adjectives have three degrees of comparison.

1. In the sentence, 'His serenity was **strong**.' the word 'strong' is in the positive degree
2. In the sentence, 'His serenity was **stronger** than the sea.' the word 'stronger' is in the comparative degree.
3. In the sentence, 'His serenity was the **strongest**.' the word 'strongest' is in the superlative degree.



Now, look at the following chart and complete the sentences below using the suitable degrees of the adjective 'tall'.



1. 'A' is .....
2. 'C' is .....
3. But 'B' is .....

Do all adjectives follow the same pattern in forming their comparative and superlative forms? Write your findings below citing three examples for each case.

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### Activity 2

Look at these sentences from the story.

The ship plunged into an abyss and disappeared.

It was a perfectly clear day.

The underlined words in the above sentences are called articles or determiners. They serve to express the reference of a noun in the context.

Fill in the following passage with 'a', 'an', or 'the'.

I made \_\_\_\_\_ last try so that Rengifo could reach \_\_\_\_\_ oar, but \_\_\_\_\_ raised hand, which \_\_\_\_\_ few minutes earlier had been trying to keep \_\_\_\_\_ headphones from sinking, sank forever.



### Activity 3

You have learned about noun phrase in the previous unit. You can develop a noun into a noun phrase by adding determiners and adjectives before the head noun.

Consider the head noun, '**man**'. How can you develop it into a noun phrase? Study the following word pyramid.

Man  
The man  
The young man  
The happy young man

Now, complete the word pyramid given below picking up appropriate determiners and adjectives from the box and placing them in the correct position.

deep, half-moon-shaped, a

Wound

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Construct word pyramids using the words: '**sea**', '**sailor**' and '**traveller**'.

<hr/>	<hr/>
<hr/>	<hr/>
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**Let's edit**

Read the short summary of 'The Shipwrecked Sailor'. There are some errors in it which are underlined. Edit the errors.

In 1955, a Colombian ship was on its way back home, where the ship was caught in a storm. Eight men was flung off the ship, going overboard into the Caribbean Sea. Just one - Luis Alejandro Velasco - survive. For ten days, he clung to a life raft. Suffering from hunger and lack of water, he completely gave up hope when he was washed ashore in Colombia.

The author Gabriel Garcia Marquez, when was working as a journalist is granted a series of exclusive interviews by Velasco. He write these up and published them under Velasco's name.

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**Let's play with language**

Here is a poem with a lot of adjectives. Read the poem and list the adjectives.

**Two Funny, Little Red Apples**

Two funny, little red apples  
Fell from a tree one day.  
Both small apples rolled and rolled  
Till they got far away.

They rolled into a big, green yard,  
Right past three white dogs.  
They rolled right past a cold, blue lake,  
And over four brown logs.





## FROM A RAILWAY CARRIAGE

Children who have travelled by trains would have had an exciting experience. Besides the rhythm and movement of the train, there are the rushing scenes outside the window to look at. Here the poet presents a thrilling experience of a train journey in the 19th century.

Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle  
All through the meadows the horses and cattle:  
All of the sights of the hill and the plain  
Fly as thick as driving rain;  
And ever again, in the wink of an eye,  
Painted stations whistle by.



**Robert Louis Stevenson** (1850 - 1894) was a Scottish novelist, poet, essayist, and travel writer. He is well-known for his children's classics too. His most famous works are *Treasure Island*, *Kidnapped*, and *Strange Case of Dr Jekyll and Mr Hyde*. He also composed music for the flagolet, a kind of keyed soprano recorder.

1. Does the train move through a village or city? Justify your answer.

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2. What are the expressions used by the poet to show the amazing speed of the train?

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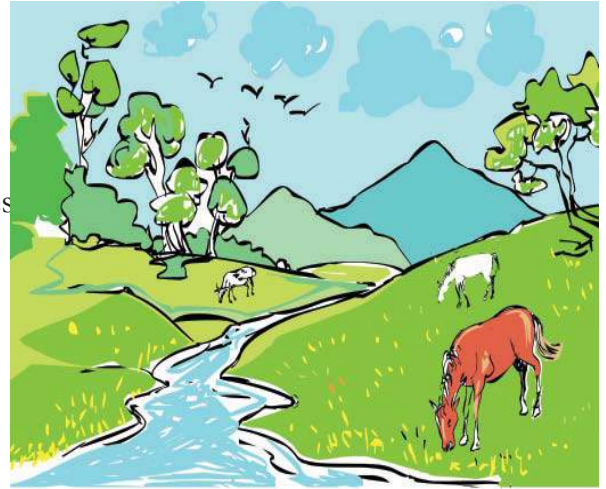
3. How does the poet bring out the locomotive rhythm in the poem?

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**From A Railway Carriage**

Here is a child who clammers and scrambles,  
All by himself and gathering brambles;  
Here is a tramp who stands and gazes;  
And here is the green for stringing the daisies  
Here is a cart runaway in the road  
Lumping along with man and load;  
And here is a mill, and there is a river:  
Each a glimpse and gone forever



- charge \_\_\_\_\_
- troops \_\_\_\_\_
- driving \_\_\_\_\_
- clamber \_\_\_\_\_
- scramble \_\_\_\_\_
- bramble \_\_\_\_\_
- tramp \_\_\_\_\_
- gaze \_\_\_\_\_
- lump \_\_\_\_\_

**Let's revisit**

Answer the following questions by selecting appropriate options.

- 1) What is the poem about?
  - a) The invention of the steam engine.
  - b) A scary journey in a fast train.
  - c) A runaway cart in the road.
  - d) A fast moving train and the people, places and things seen from it.
- 2) What was the aim of the poet while writing the poem 'From A Railway Carriage'?
  - a) To entertain readers with an exciting description of a train ride.
  - b) To teach the readers how the train engines operate.
  - c) To tell readers about his experience on a train.
  - d) To warn readers never to ride on fast trains.

3) Read the line from the poem. 'Here is a beggar who stands and gazes'. Which word has almost the same meaning as gazes?

- a) sits                      b) looks                      c) screams                      d) ignores

4) What is similar about the words 'witches' and 'ditches'?

- a) Both are in the middle of the line and rhyme with each other.  
b) Both are at the end of a line and rhyme with each other.  
c) Both are at the end of a line and do not rhyme with each other.  
d) Both are at the beginning of the line and rhyme with each other.

5) How do the troops resemble the train?

- a) They are faster than fairies and witches                      b) They stand and gaze  
c) They charge along                      d) They climb and scramble

6) In what ways are the child and the tramp different?

- a. The child is standing and gazing and the tramp is gathering brambles  
b. The child is clambering and scrambling and the tramp is standing and gazing  
c. The child is clambering and scrambling and the tramp is gathering brambles  
d. The child is charging along and the tramp is gathering brambles

7) What are the last two things seen from the railway carriage?

- a) a mill and a cart.                      b) a man and a cart  
c) a man and a river                      d) a mill and a river

8. In what order are the people and things seen from the railway carriage?

- a. a beggar, a child, a cart, a mill and a river  
b. a cart, a child, a beggar, a river and a mill  
c. a child, a beggar, a cart, a mill and a river  
d. a river, a mill, a cart, a beggar and a child

9. Read these lines from the poem.

'And ever again, in the wink of an eye,  
Painted stations whistle by'

Why does it seem that the painted stations appear and disappear in the wink of an eye?



- a. As they are seen from the window of a horse-drawn carriage.
- b. As they are seen from the window of a slow railway carriage.
- c. As they are seen from the side of a hill.
- d. As they are seen from the window of a fast moving railway carriage

10. Read the last line of the poem. 'Each a glimpse and gone forever!' What does the poet mean by this line?

- a. You only get a quick look at something as you pass by, but you can see it again.
- b. You look at something for a long time as you pass by, never to see it again.
- c. You only get a quick look at something as you pass by, never to see it again.
- d. You can look at something many times as you pass by, over and over again.

11. In the poem, certain words and cluster of letters ('-es') are repeated. Can you list out the repeated words and the cluster of letters from the poem?

Do you think repetition enhances the musical quality of poem?

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12. Imagine that you are on a train, passing through a number of places/stations. Name any five scenes you would see through the window. Do you have the same feeling of joy if you travel by bus?

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### Activity 1

In the poem there are a number of words that describe movement and sound. Complete the following table selecting appropriate words/ expressions from the words in the box below.

Words that describe movement	Words that describe sound
• whistle by	• whistle
•	•
•	•
•	•
•	•
•	•

faster, battle, charging along, fly, driving, driving rain, whistle by, clammers, scrambles, whistle, gathering, stringing, lumping, wink

### Activity 2

Look at the words from the poem. Don't they sound similar?

**witches - ditches**

**cattle - battle**

These are rhyming words. They make the poem more musical.

Find out pairs of rhyming words from the poem.

_____	_____
_____	_____
_____	_____

### Activity 3

In this poem, the poet uses two similes. Pick out these **similes** from the poem.

\_\_\_\_\_

\_\_\_\_\_



### Activity 4

Underline the initial sounds of words repeated in the given lines.

a) Faster than fairies, faster than witches

b) Bridges and houses, hedges and ditches;

Now, underline the vowel sounds repeated in each line.

**Alliteration:** repetition of initial consonant sounds of words in a line.

**Assonance:** repetition of vowel sounds in a line.

Identify the lines having alliteration.

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Identify the lines having assonance.

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What effect do the repeated sounds bring to the poem?

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### Activity 5

Consider the first two lines of the poem. Can you find out any pattern?

Fast-er than fair-ies, fast-er than wit-ches

Brid-ges and hous-es, hed-ges and dit-ches

Read the poem aloud giving stress to the underlined parts. The poem follows a stressed and unstressed pattern. This pattern is repeated, but not exactly the same in every line. Read the poem again. Doesn't it sound like the beats of a drum? The poem has the rhythm of a moving train.

How does this rhythm contribute to the meaning of the poem?

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### Activity 6

List down the rhyming words of each line in the first stanza. Name the words according to the similarity of ending sound.

Begin the naming with 'a'. Words with similar endings should be named using the same letter.

Ending word of each line	Naming pattern
witches	a
ditches	a
battle	b
cattle	b
_____	_____
_____	_____
_____	_____
_____	_____

Rhyme scheme of the stanza: aabb, \_\_\_\_\_

Find out the rhyme scheme for the second stanza of the poem.

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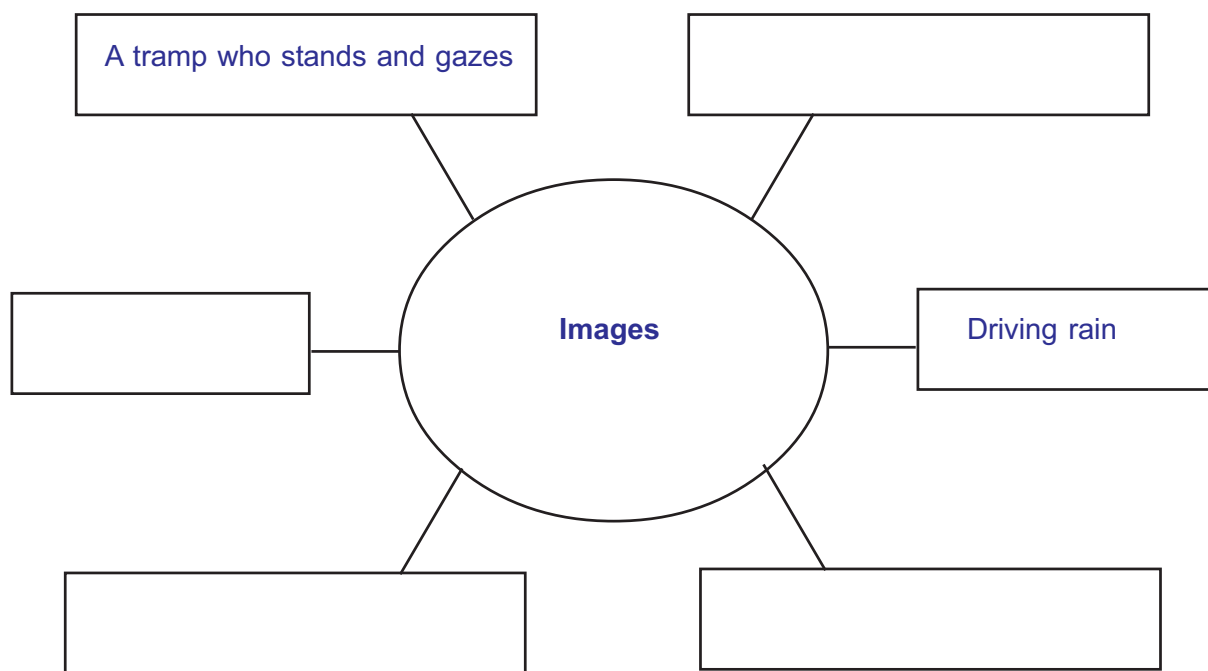


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### Activity 7

In this poem, the poet uses words to make pictures just as you might use a camera to take pictures. Word pictures created by poets are called images. Such pictures may appeal to our eyes (visual), ears (auditory), touch (tactile), smell (olfactory) and taste (gustatory)

Can you pick out the images from the poem? Complete the following word web by selecting appropriate images from the poem.



### Activity 8

You have enjoyed the locomotive rhythm of the poem, haven't you? Recite the poem individually and in groups. List out the pictures that come to your mind when you read the poem. Can you present the pictures in the form of stills in the class? Attempt to choreograph the poem in your class.

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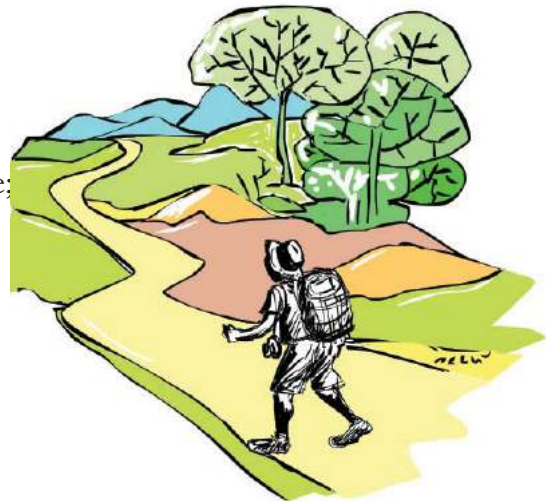
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## Marvellous Travel

*Travelling is a way of getting to know the world, finding out new people and learning about their lives. Here, the poet shares his views on travel.*

I travel with my eyes,  
Watching those silently cry,  
Asking themselves the question why,  
Someone left them without saying goodbye;



I travel with my thoughts,  
I travel with my pen;  
To write about children, women and men;

I travel with my voice,  
I travel with my hope,  
That something new, would spring into my horoscope,



**Joshua Fernandez** (b. 1974) is a Malaysian film director and designer who believes in creative collaboration. He first started working in the film industry from 1995 onwards and made his directorial debut in the year 2000. One of the co-founders of BOO Films SDN BHD (Malaysian film production company), Joshua served as its Executive Producer between 1998-2001. He has produced dance music and released a number of track music numbers.

1. Why does the poet say that he travels with his 'eyes' and 'thoughts'?

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2. What does the poet mean by 'I travel with my pen'?

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**Marvellous Travel**

Whether in Asia, America or Europe,  
There'll always be something interesting to scope;

I travel to many different places,  
Mix with many races,  
Identify tribesmen by their faces,  
And little girls by their laces,

I travel without money,  
So, please listen to my testimony,  
The good, the bad and even the ugly,  
Every experience is worth life's journey,  
For I'll always be marvelled,  
Whenever I travel.

3. 'That something new, would spring into my horoscope...' What does this line mean?

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5. 'Every experience is worth life's journey.' What does the poet mean by this?

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4. Who are the different types of people the poet meets during his journey?

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## The Little Round Red House

People explore the world for experience and knowledge. But sometimes, the best experiences are right under their noses and they are unaware of it. Here's an experience of a little boy who explored his surroundings to find out a little red round house.

On a cold, rainy, and windy Saturday in October, a little boy was bored. He went down to the kitchen where his mother was reading the newspaper and he said, 'Mom, I don't know what to do. I'm bored, bored, bored.'

His mother looked up from her paper and smiled. 'Why don't you draw a picture with your new crayons?'

'I already drew a hundred pictures,' he said. 'I'm bored, bored, BORED.'

'Well, why don't you read one of your new library books?' She suggested.

'I already read all of my books a thousand

times. I'm bored, BORED, BORED!' He said.

'How about playing with your toys?' She said.

'I already played with a million toys. I'm BORED, BORED, BORED!'

Most of the time, mothers don't like it when their children say they are bored. 'I was never bored when I was your age,' they say; though this can't be true, can it?

The little boy's mother thought for a bit, and then she said, 'I remember one day when I was your age and I was bored. My mother - your grandmother - sent me out



**Carolyn Sherwin Bailey** (1875 - 1961) was an American writer of children's literature. She was born in Hoosick Falls, New York and attended Teachers College, Columbia University, from where she graduated in 1896. Her stories for children include *Boys and Girls of Colonial Days* (1917), *Broad Stripes and Bright Stars* (1919), *Hero Stories* (1919) and *The Little Rabbit Who Wanted Red Wings* (1945). She wrote *For the Children's Hour* (1906) in collaboration. In 1947, her book *Miss Hickory* won the Newberry Medal.

1. What did the little boy always complain about?

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2. What activities did the mother suggest to engage the little boy?

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### The Little Round Red House

to search for the strangest little house. If you'd like, I can tell you just what she told me to do.'

The little boy looked up. His mother was bored once. That was interesting.

She said, 'First you need to put on your raincoat and your hat and your scarf and your mittens and your boots. Then you need to go outside. And then you need to walk up the block and down the block and around the block to look for that little house.'

'What kind of little house?' the little boy asked.

'It's a little round red house with no windows and no doors, a chimney on top, and a star in the middle,' she said.

The little boy stared at her. 'I never saw a house like that before. Where is it?'

His mother said, 'I can't tell you. But if you keep your ears open and your eyes open and you look hard, you should find it not too far from here. You won't even need to cross the street.'

'I'll do it,' he said.

He bundled up in his raincoat and his hat, his scarf and his mittens, and his boots, too, and set out to find the little round red house with no windows and no doors, a chimney on top, and a star in the middle.

He walked down his long block, all the way to the corner. He saw white houses and blue houses and yellow houses and green houses. Then he saw a red house.

'There it is,' he cried. But wait. The house was square, not round. It had a chimney, all right but also lots and lots of windows. It had a door, too. He couldn't tell if there was a star. The windows had curtains on the inside.

'That can't be it,' he said, and continued his march, around the corner, up the long block and to the next corner. There were yellow houses and brown houses and many-colored houses, but not one of them was a little round red house with no windows and no doors, a chimney on top, and a star in the middle.

As he was standing on the sidewalk feeling puzzled, the little white mail truck pulled up. The mail carrier poked his head out

3. What did the boy's grandmother ask his mother to do to avoid boredom when she was a child?

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4. What did the mother ask the little boy to search for?

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5. How was the boy dressed?

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6. What were the features of the first red house that the boy found?

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### The Little Round Red House

of the window and said, 'Little boy, are you lost?'

'Oh, no,' the little boy replied 'I live at Ivy Rock Lane, Bridgewater, New Jersey.'

'That's right around the corner,' the mail carrier said. 'No, you're not lost.'

The little boy asked, 'Do you know where everyone lives around here? I'm looking for a special house.'

The mail carrier said proudly, 'Of course I do, little boy. That's my job. What house do you want to find?'

The little boy said, 'My mother sent me to find a little round red house with no windows and no doors, a chimney on top, and a star in the middle.'

'Little boy,' the mail carrier said, 'I've been to every house in town, but I've never seen a house like that before. Are you sure your mother isn't pulling your leg?'

'Oh, no,' the little boy answered. 'My mother wouldn't tease me. She said she found the same house when she was just my age, so I know it's real.'

The mail carrier shook his head sorrowfully and said, 'Sorry I can't help you, my friend. I've got to be

getting on my way. It's time to deliver the mail.'

Waving goodbye, he drove off down the roads.

The little boy tromped around the next corner and down the block. Every house had windows and doors. Some were red. Some had chimneys. But not one of them was a little round red house with no windows and no doors, a chimney on top, and a star in the middle.

He stopped again to think and looked up to see a police car cruising down the street. It pulled up alongside him and a police



7. Why did the mail carrier ask the boy, 'Are you lost?'

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8. Could the mail carrier help the boy? Why?

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**The Little Round Red House**

officer poked her head out of the window.

‘Little boy, are you lost?’

‘Oh, no,’ the little boy replied. ‘I live at Ivy Rock Lane, Bridgewater, New Jersey.’

‘That's right around the block,’ the police officer said. ‘No, you're not lost.’

The little boy asked. ‘Do you know where everyone lives around here? I'm looking for a special house. I asked the mail carrier, and he didn't know where it was.’

The officer said, ‘Little boy, I know this neighbourhood like the back of my hand. I drive up these streets and down these streets every day. Making sure things are safe around here. What house do you want to find?’

The little boy said, ‘My mother sent me to find a little round red house with no windows and no doors, a chimney on top, and a star in the middle.’

‘Little boy,’ the officer said, ‘I've been past every house in this town, but I've never seen a house like that before, are you sure that's what your mother said?’

‘Oh, yes,’ the little boy answered. ‘She said she found the same house when she was just my age, so I know it's real.’

The police officer said, ‘Sorry I can't help you, buddy. I've got to be getting back to my street patrol.’

Waving goodbye, she drove off down the road.

The little boy was getting discouraged. His mother said he wouldn't even need to cross the street, but no matter how hard he looked, he could not find the house he was looking for. There was just one more house to check, and that was Mr. Fetzer's house, at the end of the block.

Mr Fetzer had lived in the neighbourhood longer than anyone. Years and years ago, there were many farms in Bridgewater, but one by one, the land had been sold , and houses were built where there had once been fields of Jersey tomatoes and white corn. Mr Fetzer's farm was the last one left in the neighbourhood. He ran a small farm stand and sold the fresh fruits and vegetables he grew in his gardens and orchards.

‘If anyone knows where that house is, he should,’ the little boy reasoned. So up he trudged to Mr Fetzer's barn and peered inside.

9. What did the police officer tell the boy about the house?

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10. Why did the little boy feel discouraged?

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11. Who is Mr Fetzer?

\_\_\_\_\_

\_\_\_\_\_



### The Little Round Red House

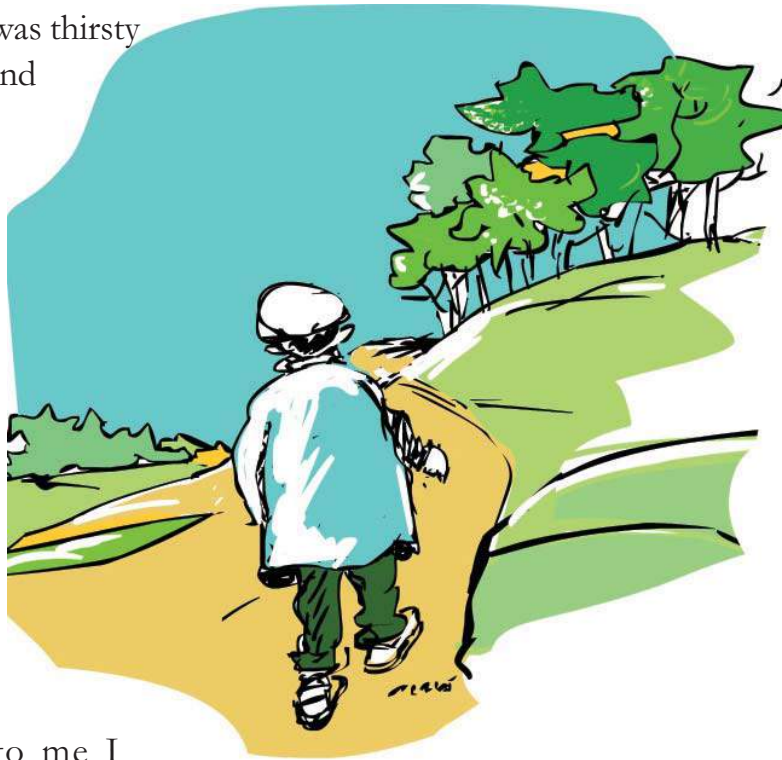
There was the farmer, packing apples into boxes. He looked up. 'Why, hello there, young feller. What can I do for you? Come for a taste of my apple cider?'

He poured a cup and handed it to the little boy. The little boy drank it down gratefully. Hunting for houses was thirsty work. The cider tasted sweet and tart all at the same time.

'Thanks for the cider,' the little boy said. 'Mr Fetzer, can you help me? I'm looking for a house. It's a little round red house with no windows and no doors, a chimney on top, and a star in the middle. My mother says you've lived here longer than anybody, and she found the house when she was my age, so I thought you might know where it is.'

Mr Fetzer smiled. 'Seems to me I remember your mother when she was just a little girl. Seems to me she came to find me on a day just like today. Seems to me that she was looking for a house, too, just like the one you've described, and seems to me, I knew just where to send her.'

The farmer walked outside and pointed to his orchards, up on a little hill. 'See those trees? Run up there and take a look around, and I think you'll find what you're looking for.'



The little boy ran across the field and up the hill. He stood under one of the apple trees and looked all around.

The wind was blowing a dancing breeze and it blew a red apple right off the tree. Thank. The apple landed at his feet.

12. Why did the little boy go to Mr Fetzer's barn?

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13. What help did the little boy ask from Mr Fetzer?

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14. What advice did Mr Fetzer give to the little boy?

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**The Little Round Red House**

Picking it up, the little boy took a closer look.

‘A little round red house with no windows and no doors.’ He said, turning it and looking at its shiny round red surface. ‘A chimney on top,’ he said, touching the stem. ‘A star in the middle?’

He put the apple in his raincoat pocket and ran all the way home.

‘Mom! Mom!’ he cried. ‘I think I found it.’

His mother smiled when he took the apple out of his pocket and handed it to her. ‘I think you did, too,’ she said, ‘a little

round red house with no windows and no doors, and a chimney on top.’

‘But where’s the star?’ he asked.

She picked up a sharp knife from the table. Placing the apple on its side on a plate, she cut it in half, right through its middle. And there, in the centre, was a star.

Oh, how wonderful! There inside the apple, lay a star holding five brown seeds.

‘It is too wonderful to eat without looking at the star, isn’t it?’ the little boy said to this mother.

‘Yes, indeed,’ answered his mother.



15. Where did the little boy find the 'little round red house' with a star in it?

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16. Why did the boy's mother cut the apple into half right through its middle?

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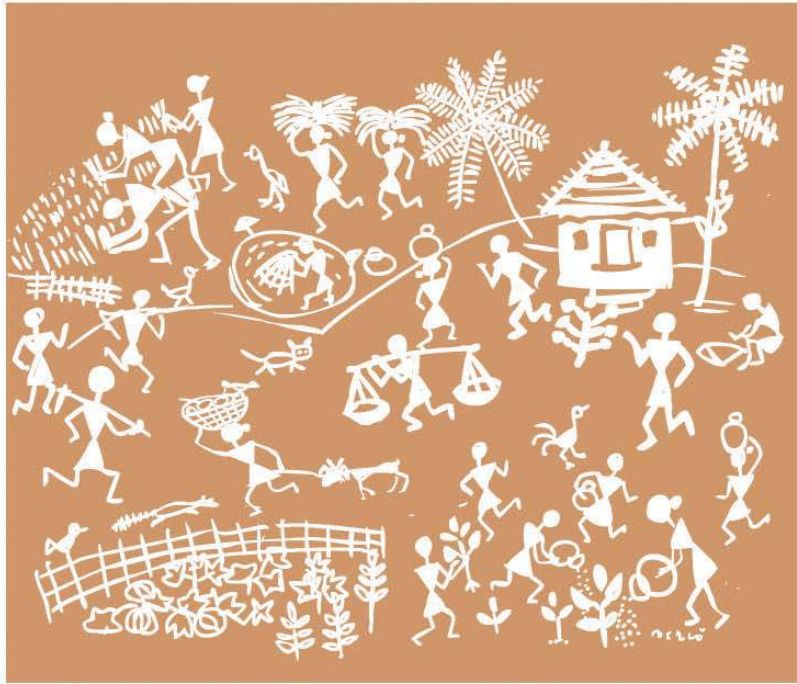
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17. What did the little boy see inside the apple?

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I can	I can do it myself	I can do with the help of my friends	I need further improvement
read and comprehend simple stories.			
write a graphic novel with the help of pictures and main events.			
retell the story in my own words.			
consolidate the ideas given in the text through mind mapping.			
participate in discussions held in the classroom.			
identify the meaning of unfamiliar words by referring to a dictionary or glossary.			
read a given text with proper stress and intonation.			
identify and use language elements in different situations.			
enjoy listening to poems, read aloud and recite them.			
appreciate poems and understand the poetic crafts used in them.			
write newspaper headlines and prepare newspaper reports.			
conduct an interview.			
identify and edit errors in a passage.			
engage in language games.			



## UNIT 3

# SEEDS AND DEEDS

## Unit at a Glance

### Seeds and Deeds

#### Prose

The Light on the Hills (Lucy Clifford)  
Rosa Parks Sat Still (Rosa Parks)

#### Poems

The Sower (Victor Marie Hugo)  
The Village Blacksmith (H W Longfellow)

### Learning Outcomes

By learning this unit, the learner will be able to:

- listen, read and comprehend various literary forms like stories, poems and biographies.
- analyse short stories based on the reading of the text.
- read aloud with proper stress and intonation.
- construct linguistic discourses like diary, letter, character sketch, etc.
- identify the main events and prepare flow charts.
- analyse poems based on their theme and structure.
- identify, locate and understand poetic devices like images, rhyming words, simile, etc.
- use prefixes to form antonyms.
- use past tense in various contexts.
- identify noun phrases used in predicate.
- present a speech before the class.
- share his/her experiences with other learners in the class.
- gain confidence and motivation to achieve success.

## Smart Work Versus Hard Work

Once two men had a heated argument with each other. Who could cut more firewood from morning till four in the afternoon? They decided to find out. The next morning the two men started their work. At first, they worked at the same speed. But in an hour one of them found that the other had stopped cutting. Realising that this was his chance, the first man started to cut wood with double effort.

Ten minutes passed, and he heard the second man working again. They were working almost synchronously. Then the first man found that his opponent had stopped again. The first man started to

work, sensing the smell of victory. This lasted all day long. Every hour one of them stopped for ten minutes and the other continued to work. When the time expired, the first man who worked without stopping was absolutely sure that he would win the prize. But he was surprised to know that he was mistaken.

‘How did that happen?’ He asked his partner.

‘Every hour I found that you stopped work for ten minutes. How could you cut more firewood than me? It’s impossible!’

‘It is very simple, in fact,’ answered the second man, ‘Every hour I stopped the work for ten minutes. And when you were cutting, I was sharpening my axe.’

- What is this anecdote about?
- Who among the two characters, do you think is smart? Why?
- What moral does the anecdote convey?



## The Light on the Hills

You have read the anecdote 'Smart Work Versus Hard Work', haven't you? Smart work done with dedication, brings success and happiness. Read the story about a boy who wanted to paint a beautiful picture. Let's find out what inspired him in his journey.

1 'I want to work at my picture,' he said, and went into the field. The little sister went too, and stood by him watching while he painted.

'The trees are not quite straight,' she said, 'and oh, dear brother, the sky is not blue enough.'

'It will all come right soon,' he answered. 'Will it be of any good?'

'Oh yes,' she said, wondering that he should even ask. 'It will make people happy to look at it. They will feel as if they were in the field.'



**Lucy Clifford** (1846-1929), better known as Mrs. W. K. Clifford, was a British novelist and journalist, and the wife of William Kingdon Clifford. Her best-known story, *Mrs Keith's Crime* (1885), was followed by several other volumes. She also wrote *The Last Touches and Other Stories* (1892) and *Mere Stories* (1896); and a play, *A Woman Alone* (1898). She is perhaps most often remembered, however, as the author of *The Anyhow Stories, Moral and Otherwise* (1882), a collection of stories written for children.

1. Have you ever painted a picture? What are the things you will do to make your painting beautiful?

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2. How, according to the girl, can the boy make people feel happy while looking at his picture?

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### The Light on the Hills

2 'If I do it badly, will it make them unhappy?'

'If you do your work with dedication and honesty people will know how hard you have tried,' she answered, 'and for this reason they will like your work. Look up,' she said suddenly, 'look up at the light upon the hills,' and they stood together looking at all he was trying to paint, at the trees and the field, at the deep shadows and the hills beyond, and the light that rested upon them. The sunlight was glimmering. The leaves were rustling. They could hear a stream rippling somewhere.

3 'It is a beautiful world.' The girl said. 'It is a great honour to make things for it.'

'It is a beautiful world.' The boy echoed sadly. 'It is a sin to do anything which might represent the world badly or imperfectly.'

'But will you always do things well?' asked the little sister.

'I get so tired,' he said, 'and long to leave off so much. What do you do when you want to do your best, your very, very best?' he asked, suddenly.

4 'I think if I want to do my very, very best then I'll do it for the people I love,' she answered. 'It makes you very strong if you think of them; you can bear pain, and walk far, and do all kind of things, and you do not get tired so soon.'

He thought for a moment. 'Then I shall paint my picture for you,' he said; 'I shall think of you all the time I am doing it.'

5 Once more they looked at the hills that seemed to rise up out of the deep shadow into the light, and then together they went home.

Soon afterwards a big tragedy struck their family. One night when the family was sleeping, the little sister died in her sleep.

3. 'It is a beautiful world.' What makes the little girl say so?

\_\_\_\_\_  
\_\_\_\_\_

4. What is described as a 'sin' by the boy?

\_\_\_\_\_  
\_\_\_\_\_

5. What, according to the girl, should we do when we want to give our best?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

dedicate: \_\_\_\_\_

ripple: \_\_\_\_\_

echo: \_\_\_\_\_

glimmer: \_\_\_\_\_

rustle: \_\_\_\_\_

imperfect: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### The Light on the Hills

6 The mother explained to the brother, 'Son, your little sister wandered into another world, and journeyed on so far that she lost the clue to earth, and could not be back anymore.'

The boy, who was grieving for his little sister, painted many pictures before he could gather the courage to see the same field that he saw with his sister once again. But after many years as he sat and worked, a strange power came to him.

7 This strong feeling was like an answer to the longing in his heart since his little sister died. This emotion seemed to



answer a desire in his heart - to put into the world something which should make the meanest, humblest citizen, a little happier or better.

8 At last, when he knew that his eye was true and his touch sure, he took up the picture he had promised to paint for the

6. '...a big tragedy struck the family.' What was the tragedy?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Why was the boy reluctant to go to the same field once again?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What was the desire in the boy's heart?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

journey: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

grief: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

meanest: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

humblest: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

emotion: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



### The Light on the Hills

dear sister, and worked at it until he was finished.

‘This is better than all he has done before,’ the audience said. ‘It is surely beautiful, for it makes one happy to look at it.’

‘And yet my heart ached as I did it,’ the artist said, as he went back to the field. ‘I thought of her all the time I worked. It was the sorrow that gave me power.’

9 It seemed as if a soft voice of his long dead sister that spoke only to his heart answered back. ‘not sorrow but love , and perfect love has all the good qualities in its gift, and from it comes all other things- all things except for happiness.’

‘How does one find happiness?’ interrupted the boy.

‘Finding happiness is a strange case,’ the answer seemed to be; ‘If you want to find it for one’s own self , then one must seek it for others.’

But happiness is so difficult to seize or to find.’

10 Perfect love helps one to live without happiness,’ his own heart answered to himself; ‘And above all things it helps one to work and to wait.’

‘But if it gives one happiness too?’ he asked eagerly.

‘Ah, then it is called Heaven.’

9. What was the comment made by the audience on seeing the picture?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Why did the boy say that his heart ached as he did the picture?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. How can one find happiness for one's own self?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. 'Ah, then it is called Heaven.' What does the statement mean?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

audience: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ached: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

seize: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

eagerly: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**Let's revisit**

**Activity 1**

**Short Story Analysis  
Template**

Title: .....

Author:.....

<p><b>Setting</b> Where does the story take place?</p>	
<p><b>Characters</b> Who are the characters in the story?</p>	
<p><b>Characterisation</b> What are the personality traits of each character?</p>	<p>1.</p> <hr/> <p>2.</p>
<p><b>Theme</b> What is the main idea of the story?</p>	
<p><b>Tone</b> Describe how you felt reading the story.</p>	
<p><b>Imagery</b> What pictures could you visualize as you read the story?</p>	
<p><b>Point of View</b> In whose point of view is the story told?</p>	
<p><b>Conflict</b> List and describe the different types of conflicts from the story. Which of them were internal (self vs self) and which were external (self vs person, society or nature)?</p>	<p><b>Internal</b></p> <hr/> <p><b>External</b></p>



### Activity 2

A few of the major incidents of the story are given below. Complete the following flow-chart.

The little sister watched her brother paint the portrait.
She suggested a few changes to the picture.
A big tragedy struck their family.
Ah, then it is called Heaven!

### Let's enrich our vocabulary

### Activity 1

Complete the following by choosing appropriate words from the box given below.

The little girl asked the boy to do his work with great \_\_\_\_\_. She asked him to see the \_\_\_\_\_ of the sunlight. In nature we could listen to the \_\_\_\_\_ of the leaves. In nature we could also hear the \_\_\_\_\_ of streams. It is a great \_\_\_\_\_ for artists to capture the beauty of nature. It is definitely an \_\_\_\_\_ to represent nature imperfectly. The little boy was in great \_\_\_\_\_ when he learned about the death of his sister. The boy felt that happiness is something difficult to \_\_\_\_\_.

seize, honour, glimmer, grief, rippling, rustling, dedication, sin

### Activity 2

You have studied how to use prefixes and suffixes in the previous units.

Now, identify eight words from the story which have different suffixes such as ‘-ed’, ‘-ly’, ‘-s/-es’, ‘-ful’, ‘-ness’, ‘-ing’, ‘-er’ and ‘-est’ separating the root word and the suffix. One is done for you.

Words with suffixes from the story	Root word	Suffix
watching	watch	ing

### Activity 3

Look at the following sentences from the story.

If I do it badly, it will make them **unhappy**.

It is a sin to do anything which might represent the world **imperfectly**.

The underlined words take the prefixes ‘un-’ and ‘im-’ respectively to form words opposite in meaning to the root words.

Other prefixes that are often used to form the antonym of the root words are ‘in-’ and ‘dis-’

Prepare a list of root words and their antonyms using the prefixes mentioned above. Write at least five words with each prefix.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



**Activity 4**

Look at the following sentence from the story.

The little sister **went** too, and **stood** by him watching while he **Painted**.

The underlined words in the above sentences are action words and they are in the past tense form.

Read the text and find out how the action words make their past forms from the root word.

Do you see any fixed pattern in forming the past in the case of a majority of words?

What do you call such words?

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Give five examples for such verbs from the text.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

What do you call verbs which do not follow this pattern?

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Now, prepare a list of such verbs from the story.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Let's write

Activity 1

'And yet my heart ached as I did it,' the boy said, as he went back to the field.  
'I thought of her all the time I worked.'

Many thoughts must have passed through his mind while painting the pictures. What would those thoughts be? Attempt a **diary entry** based on the boy's thoughts.

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Activity 2

The boy finally came up with a wonderful painting appreciated by everyone. His little sister's words were the real inspiration behind his achievement. Having heard of the achievement of the boy, you have decided to send a letter of appreciation to him. Write the **letter**.

Place \_\_\_\_\_  
Date \_\_\_\_\_

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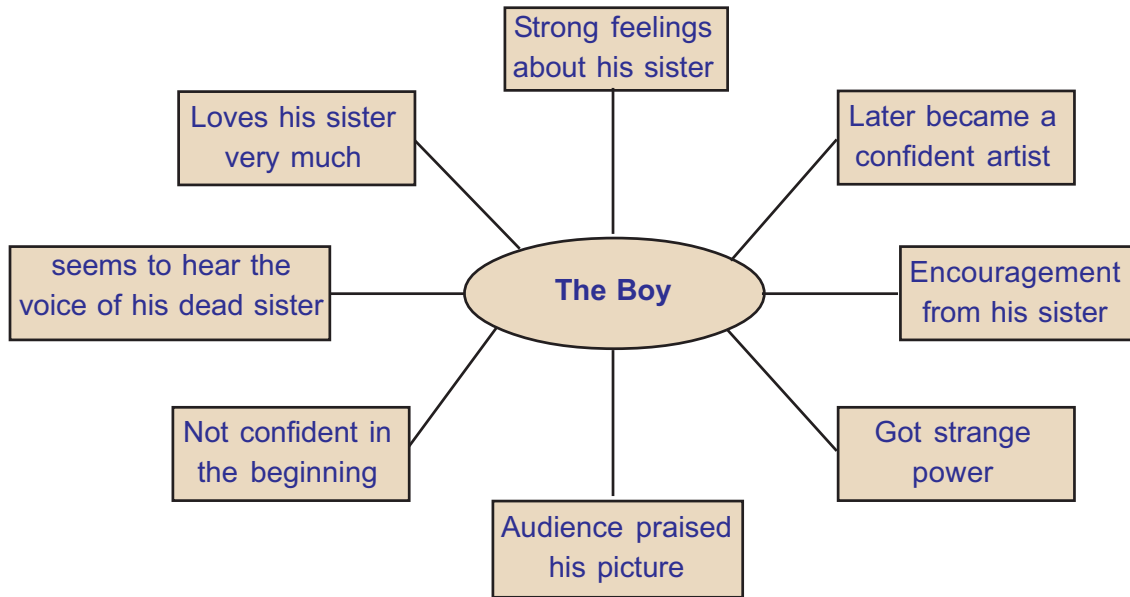
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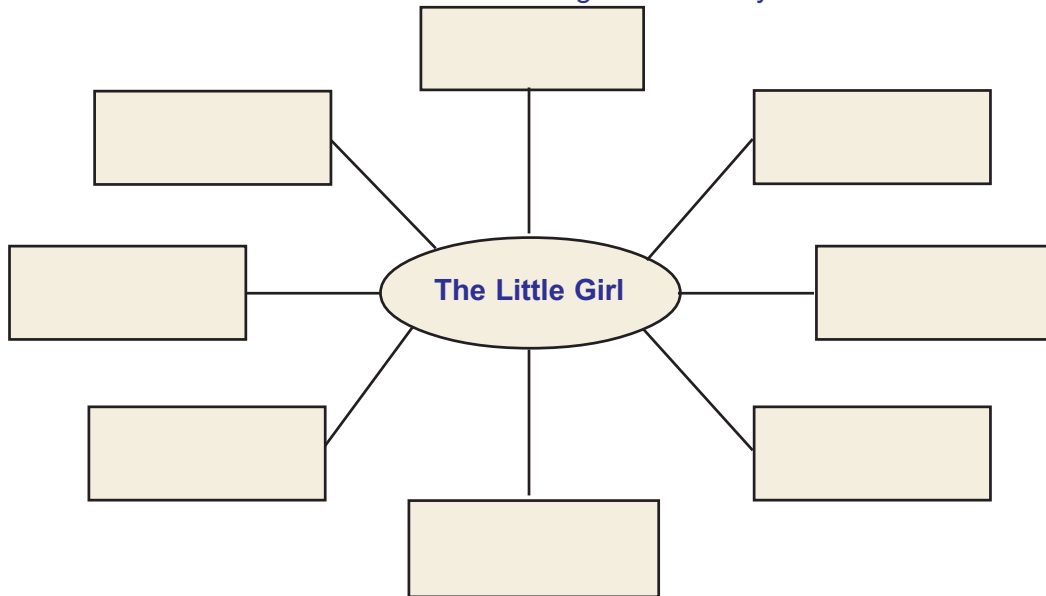
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### Activity 3

Study the word-web given below. The web shows some clues related to the boy and his character. Now, prepare a character sketch of the boy using the expressions in the word web.



Now, construct a similar word web about the little girl in the story.



Attempt a **character sketch** of the little girl using the web.

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**Let's speak**

**Activity 1**

The boy in the story says; 'If I do it badly, will it make them unhappy?'

Everyday we engage ourselves in many activities. Some of them make the people around us happy while some others may make them unhappy.

Sit in groups and discuss the kinds of things you have done that made your parents, friends and teachers happy or unhappy.

You may use the following expressions.

- My parents were happy when I \_\_\_\_\_.
- They got annoyed when I \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

**Activity 2**

Visit [www.youtube.com](http://www.youtube.com) and watch Severn Suzuki's speech delivered in the UN Earth Summit at Rio de Janeiro.

Severn Cullis-Suzuki was a 12 year old girl who spoke at the UN Earth Summit at Rio de Janeiro in 1992. Her speech is touching and encouraging.

Listen to her speech and find out what makes her speech inspiring. You may also visit [www.ted.org](http://www.ted.org) for watching more inspiring speeches. Let the learners list down the features of a speech.

Conduct a discussion based on the features of a speech. Which of the following do you think are the features of a good speech? A good speech:

- a) begins with a salutation addressing the audience.
- b) includes quotations.
- c) includes stories, anecdotes etc.
- d) uses humour.
- e) will have a beginning, a middle and an end.
- f) will have properly organised ideas.
- g) will have ideas supported with details and examples.
- h) is one in which the speaker uses appropriate body language, eye contact and voice modulation.

Prepare a **speech** to be presented in the school assembly highlighting the importance of motivation and hard work to attain success in life. You are free to include examples from the life of the boy depicted in the story, 'The Light on the Hills'.

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**Let's discover how grammar works**

**Activity 1**

Look at the following sentences used in the story.

- 1) If you do your work with dedication and honesty, people will know how hard you have tried.
- 2) If I want to do my very, very best I will do it for the people I love.

These sentences deal with a likely situation in the present or future.

The situations we describe may not have happened yet. But they are likely to happen because we can easily imagine them happening. These are examples of the first conditional.

Now, identify the features of the conditional clauses.

- a) How do the sentences begin?
- b) Can you move the clauses at the beginning of the sentences to the end, without a change in meaning?
- c) How many verb phrases do you notice in each of the sentences?
- d) Do they follow a fixed pattern?
- e) Can you use any other modal verb instead of 'will' in the main clause?
- f) What changes occur in the meaning and form, if you change the verbs in the 'if-clause' to past and past perfect tense?



Record your observations.

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### Activity 2

In the first two units, you have learned about noun phrases. Noun phrases usually appear right at the beginning of sentences. They can also come towards the end of sentences.

Underline the noun phrases in the subject position in the following sentences. You may also identify the head nouns in each.

- a. The little girl in the story supports him.
- b. Her brother who became a painter got inspiration from her.
- c. The girl advised her brother to paint pictures.
- d. The hills which they visited together appeared misty.
- e. The boy became a professional artist in the end.

Which class of words are added before the head noun?

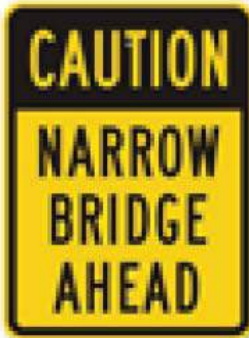
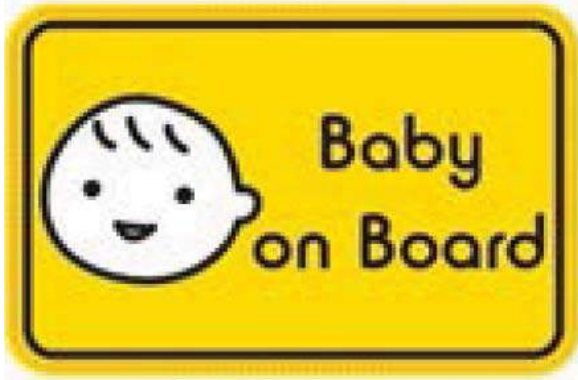
Which are the words added after the head nouns?

Identify the classes of words that are added before and after the head nouns in the noun phrases? Write your observations.

Noun Phrase			Relative Clause	Prepositional Phrase	Verb Phrase
Determiner	Adjective	Head noun			
The	little	girl		in the story	supports him.

### Activity 3

Read the following sign boards. Circle the head nouns in the noun phrases used in the sign boards and write them in the space provided.



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**Let's play with language**

Read the following sentence from the story.

'It is surely beautiful, for it makes one **happy** to look at it.'

The underlined word expresses an emotion. Words like happy, sad, angry, excited, pride, envy, lonely, shame, surprised, etc. are words related to emotions. A few emotions are hidden in the word puzzle given below. Find them out and circle them. One is done for you.

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



Here's another game that you can attempt.

Some words are given in a jumbled order. They are words functioning as verbs. Identify the word and write it in the space provided.

- 1. TERS
- 2. NTIKH
- 3. ELEF
- 4. ESPLE
- 5. ITPAN
- 6. LUGAH
- 7. HOCE
- 8. WHTOR
- 9. WNKO
- 10. E D R O N W
- 11. TELSA
- 12. RAHE
- 13. EPKSA
- 14. EGHATR
- 15. MSIEPOR
- 16. LNSIET
- 17. LKOO
- 18. WSANRE

Now, write the encircled letters in the boxes given below. If you get the title of the story, you win.

## ROSA PARKS SAT STILL

*The biggest successes often result from the most difficult battles. Let's read the story of Rosa Parks, whose life was a battle for justice.*

On December 1, 1955, Rosa Parks refused to move - and this transformed a million lives. Rosa Parks had been working all day. Work had been heavier than usual. At the end of the day, there was only one thought in her mind. She wanted to sit down. But it was getting late, and everybody was going home.

Rosa walked to the bus stop and got on a bus. There were many vacant seats. She paid her fare and sat down in the nearest seat.

The bus was nearly empty. Rosa felt

grateful. Her feet were very tired. They really needed a rest.

That was, however, something only Rosa knew. The driver of the bus knew nothing about her feet. He did not even know her name. But he saw that she was not white. She was a black passenger. And that, he thought, was all he needed to know about her. But he was making a mistake. It was a mistake that cost his company a lot of money.

Our story begins in America, in a town called Montgomery.



**Rosa Parks** (1913-2005) was an African-American civil rights activist, whom the United States Congress called "the first lady of civil rights" and "the mother of the freedom movement". Her birthday, February 4, and the day she was arrested, December 1, have both become Rosa Parks Day, commemorated in both California and Ohio.

1. What was the only thought in Rosa Parks' mind as she left her workplace?

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2. What was the only thing that the driver knew about Rosa Parks?

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### Rosa Parks Sat Still



Rosa was an ordinary woman with a job in a dress-maker's shop. The day was an ordinary working day. It was the first day of December in the year 1955.

Rosa had a loving family. She envied nobody. Her manners were mild. She spoke in a quiet, soft voice. She always obeyed the laws of the country and broke no rules.

But in those days, not all laws and rules were fair. That day when Rosa sat in that

seat on that bus she had not thought of breaking any rule.

It happened before the bus started. When the warning bell rang, passengers rushed in. Many of them were white Americans. Each time a white passenger climbed into the bus, a black passenger got up from a seat and moved away.

The rule was simple and clear. Black passengers had to give up their seats when white passengers came in. They had to

3. What was the rule in the bus?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What happened when the bus was about to start?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

envy: \_\_\_\_\_

\_\_\_\_\_

manners: \_\_\_\_\_

\_\_\_\_\_

mild: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Rosa Parks Sat Still

get off the bus and go round to the back door. They could then get on the bus again as standing passengers.

That day, all the sitting black passengers gave up their seats except Rosa. She did not seem to notice what was happening. A white passenger stood at the door and looked at her. Still she did not move. She sat still.

It was time for the bus to leave. But how could the driver start? A white passenger was standing at the door, and a black passenger was not getting up!

Other passengers grew impatient. They gave her angry looks. They muttered curses at her. Rosa neither spoke nor stirred. She sat still.

She was thinking, 'Why should I get up? I've paid the same as the white passenger has paid. My ticket is not a cent cheaper than his, and I am more tired than he is. And he is neither old nor disabled. So why should I give up my seat? He is asking for this seat because he is a white. That can't be right.'

That moment, Rosa made a decision.

'This rule is unfair. And rules ought to be fair. If a rule is unfair, it ought to go. It ought not to be in the rulebook. Therefore, it ought not to be obeyed. If people go on obeying such a bad rule, it will stay in the book for ever. So someone should do something about it some day. I think that day has arrived.'

Now, when Rosa did not get up, the driver got angry. If he let her sit and left a white passenger standing, he was breaking the law. He and his company could be punished for it .

He got up from his seat.

'Get up and go to the back,' he ordered. But Rosa sat still.

'I told you to get up,' he said. But Rosa did not move.

She did not get up. The driver got off the bus and brought the police in. They arrested Rosa, said she had broken the law, and sent her to jail.

5. Why was Rosa arrested?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why did the black people decide to fight with the bus-company?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

impatient: \_\_\_\_\_

mutter: \_\_\_\_\_

stir: \_\_\_\_\_

unfair: \_\_\_\_\_

rule book: \_\_\_\_\_



### Rosa Parks Sat Still

The news of Rosa’s arrest soon spread all over the town. The black people of Montgomery decided to fight for her to come out of jail. They knew they could not fight with the police. They decided to fight with the bus-company instead.

They boycotted the buses. This means they stopped using them. ‘No black passenger,’ they said, ‘will use the city buses until Rosa is free.’ Instead, they went to work in private cars and shared the cost of taxis.

The Montgomery bus-boycott went on in this way for more than a year. It lasted exactly 381 days. During the boycott, the bus-company lost millions of dollars. This was because there were many, many more black bus-users than white users. Without black passengers, buses ran almost empty. Meanwhile, Rosa Parks was tried in a court of law. The judge ordered her to pay a fine. He said she had broken the Law of Segregation. Rosa’s lawyers advised her not to pay the fine and she took their advice. Then, they went to the higher courts, and

finally to the highest court, the American Supreme Court.

The Judges of the Supreme court said that segregation was unlawful in public transport services. They said it was against the law of the country.

So it was that Rosa Parks sat still and moved a million minds. She began the black American people’s fight for fairness and justice to all human beings. Americans call her the Mother of the Black Civil Rights Movement. ‘Civil Rights’ are the rights of a country’s citizens.

Many years before Rosa Parks sat still in that bus, something else had happened in another country.

A man called Mohandas Karamchand Gandhi sat still in a train in South Africa. He refused to get off. The white passengers threw him out. There are many other stories of his courage, and of the courage others got from him to fight for their rights

*(Adapted from Rosa Parks’ Biography)*

7. How did the black passengers support the boycott?

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8. What was the judgement given by the Supreme Court?

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9. What, do you think, was the reason for the success of the boycott?

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10. There are other stories of such courageous men and women who changed the life of millions. Recollect and write any one of them?

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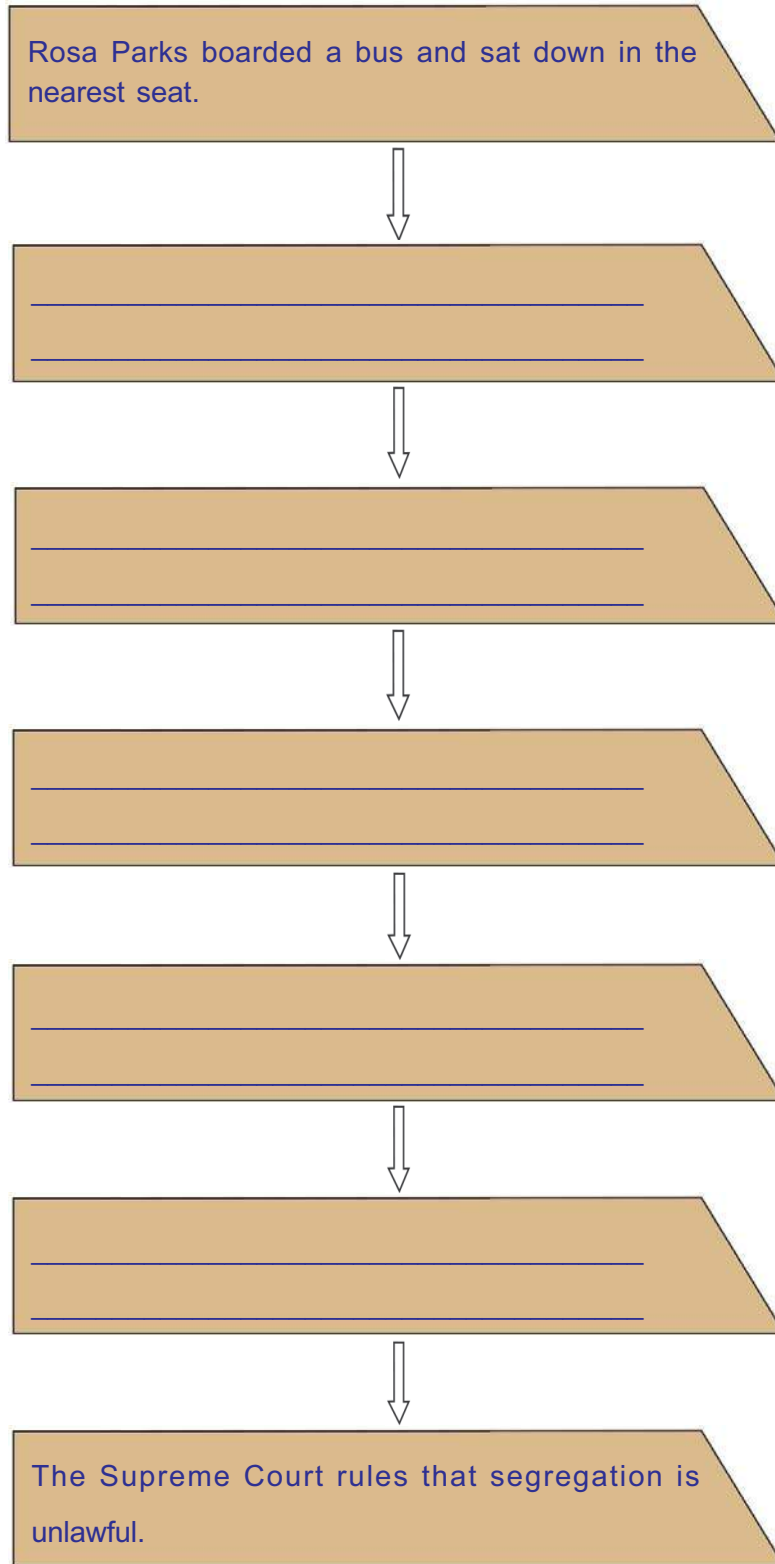
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I. What were the events that led to the historic judgement of the Supreme Court? Complete the flow chart given below:



## The Sower

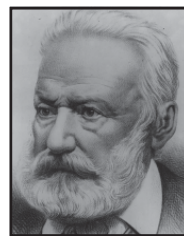
Ploughing the fields, sowing seeds, reaping harvest - the sons of the earth never get tired. Read the poem and explore this concept.

Sitting in a porchway cool,  
Fades the ruddy sunlight fast,  
Twilight hastens on to rule--  
Working hours are well-nigh past.

Shadows shoot across the lands;  
But one sower lingers still,  
Old, in rags, he patient stands,--  
Looking on, I feel a thrill.

Black and high his silhouette  
Dominates the furrows deep!  
Now to sow the task is set,  
Soon shall come a time to reap.

Marches he along the plain,  
To and fro, and scatters wide  
From his hands the precious grain;  
Moody, I, to see him stride.



**Victor Marie Hugo** (1802 - 1885) was a French poet, novelist, and dramatist of the Romantic Movement. He is considered one of the greatest and best known French writers. His best-known works are the acclaimed novels *Les Misérables* and *Notre-Dame de Paris* (*The Hunchback of Notre-Dame*). He also produced more than 4,000 drawings, which have since been admired for their beauty, and drew societal concerns.

Darkness deepens. Gone the light.  
Now his gestures to mine eyes  
Are august; and strange--his height  
Seems to touch the starry skies.



Translated by Toru Dutt

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1. What are the various activities involved in farming?

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2. Where Is the speaker sitting?

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3. What time of the day is it?

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porch way: \_\_\_\_\_

ruddy: \_\_\_\_\_

hasten: \_\_\_\_\_

linger: \_\_\_\_\_

silhouette: \_\_\_\_\_

furrow: \_\_\_\_\_

precious: \_\_\_\_\_

moody: \_\_\_\_\_

stride: \_\_\_\_\_

gesture: \_\_\_\_\_

august: \_\_\_\_\_



**Let's revisit**

1. 'But one sower lingers still'. Why does the sower 'linger'? What does the use of the word 'linger' suggest about the sower?

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2. Why does the speaker feel a thrill on seeing the sower now? Identify the words used by the poet to establish this.

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3. How does the sower go about performing his task?

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4. In normal circumstances pearls, diamonds and rubies are referred as precious. In this poem 'grain' is referred to as precious. Why does the poet consider grain precious?

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5. The poet speaks of the sower as 'old and in rags' in the beginning of the poem. How does this opinion change towards the end of the poem? Pick out the lines from the poem.

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6. Bring out the contrast between the poet and the sower.

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### Activity 1

1. Look at the words:

cool      rule  
fast      past

These are *rhyming words*. Now, pick out the rhyming words from the poem.


2. Locate the *word pictures* used in the poem.

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3. 'Seems to touch the starry skies' is an example of *alliteration* from the poem. Pick out other examples from the poem.

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4. Write the rhyme scheme of the first stanza.

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## The Village Blacksmith

The life and work of a common man provides an example of persistence and accomplishment. Let's read a poem about such a man...

Under a spreading chestnut-tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
And the muscles of his brawny arms  
Are strong as iron bands.

His hair is crisp, and black, and long,  
His face is like the tan;  
His brow is wet with honest sweat,  
He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man.



**Henry Wadsworth Longfellow** (1807-1882) was an American poet and educator whose works include *Paul Revere's Ride*, *The Song of Hiawatha*, and *Evangeline*. He was also the first American to translate Dante's *The Divine Comedy*. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). He died in 1882. Longfellow wrote predominantly lyric poems, known for their musical quality and often presenting stories of mythology and legend.

1. What words does the poet use to show the strength of the blacksmith?

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2. Why could the blacksmith 'look the whole world in the face'? What does this suggest about the blacksmith?

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Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

And children coming home from school  
Look in at the open door;  
They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing-floor.

He goes on Sunday to the church,  
And sits among his boys;  
He hears the parson pray and preach,  
He hears his daughter's voice,  
Singing in the village choir,  
And it makes his heart rejoice.

3. What is the blacksmith's swinging his sledge compared to?

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4. The children enjoy watching blacksmith's work. Give instances from the poem that suggest this. Identify another simile used by the poet.

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5. What does the blacksmith do on Sundays? How does he feel?

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6. What is the blacksmith reminded of when he hears his daughter's voice singing in the village choir?

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7. Identify the similes used in the poem.

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It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

Toiling,--rejoicing,--sorrowing,  
Onward through life he goes;  
Each morning sees some task begin,  
Each evening sees it close  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught!  
Thus at the flaming forge of life  
Our fortunes must be wrought;  
Thus on its sounding anvil shaped  
Each burning deed and thought.



8. What would have happened to the blacksmith's wife? Pick out lines from the poem to justify your answer.

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9. What lesson do you learn from the life of blacksmith?

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10. Pick out the words related to a blacksmith's job from the poem.

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I can



I can	I can do it myself	I can do with the help of my friends	I need further improvement
read and comprehend simple stories.			
analyse stories based on a given template.			
express my feelings through a diary entry			
communicate ideas through a letter.			
identify the meanings of unfamiliar words by referring to a dictionary or glossary.			
identify and use language elements in different contexts			
speak with confidence in front of the class.			
respond to questions and interact with confidence.			
enjoy listening to poems, read aloud and recite them.			
appreciate poems and understand the poetic devices used in them.			
identify and write the rhyme scheme of a given stanza.			
identify and edit errors in a passage.			
engage in language games.			



## Glossary



**absurd** (adj): wildly unreasonable or inappropriate

Your idea of starting a shop in the middle of the jungle is *absurd*.

**abyss** (n): a deep or seemingly bottomless space  
A rope led down into the dark *abyss*.

**ache** (v): (here) to feel intense sadness or compassion

It made my heart *ache* when I saw the sufferings of the people in the village.

**acolyte** (n): a person who helps a priest in certain religious ceremonies

He learnt all the religious ceremonies by serving as an *acolyte* to the priest.

**afloat** (adj): floating in water, not sinking  
Velasco tried to keep the raft *afloat*.

**aloft** (adj): up in the air, overhead  
While crossing the stream he held the book *aloft* so that it wouldn't get wet.

**amid** (adj): in the middle of  
Our dream home is set *amid* the magnificent countryside.

**audience** (n): the spectators or listeners assembled at a public event such as a play, film, concert, or meeting

The programme attracted an *audience* of almost twenty thousand.

**august** (adj): impressive, worthy of respect, noble

The meeting was attended by an *august* group of people.

**battered** (adj): damaged by repeated blows  
The thieves *battered* down the door.

**bearings** (n): (here) awareness of one's position relative to one's surroundings

He flashed the torch around, trying to get his *bearings*.

**bellows** (n): an equipment that blows a strong current of air to make fire burn more fiercely  
The blacksmith worked with the *bellows* to make the piece of iron hot.

**boycott** (v): to refuse to buy, use or take part in something as a way of protesting  
We are asking people to *boycott* the goods of companies that employ children.

**bramble** (n): a prickly shrub of the rose family

**brawny** (adj) : having strong muscles  
He was a great *brawny* man.

**cabinet** (n): a piece of furniture with doors, drawers and/or shelves, that is used for storing or showing things  
The new dinner set was displayed in the kitchen *cabinet*.

**cargo** (n): goods carried on a ship, aircraft or motor vehicle  
Huge containers were used for the transportation of bulk *cargo*.

**chaff** (n): hunk of grain separated during threshing  
The first step is to separate the *chaff* from the grain.

**charge** (v): to rush forward or attack  
The plan was to *charge* at the enemy forces.

**chase** (n): the act of running after something quickly, and keep or hold it  
The thief was caught after a short and frantic *chase*.

**chink** (n): a narrow opening that lets light through  
He looked through the *chink* in the door.



**chivalry** (n): polite and kind behaviour that shows a sense of honour

He still retained a sense of *chivalry* towards women.

**choppy** (adj): small waves

The sea was calm and it had *choppy* waves.

**clamber** (v): to climb or move in an awkward and laborious way using both hands and feet

The child *clambered* up the wall with great effort.

**contemplate** (v): to look thoughtfully for a long time

He *contemplated* his image in the mirror.

**convince** (v): to cause to believe firmly in the truth of something

Robert's expression *convinced* his teacher of his innocence.

**crate** (n): a wooden container used for transporting goods

**crisp** (adj): (here) curly and wiry

**dedication** (n): devotion and commitment to whatever you do, hard work and effort that is put into an important activity

It is his *dedication* and passion to achieve that brought success in his life.

**descendant** (n): a person's descendants are their children, grandchildren and all the relatives who live after them

Radha is the *descendant* of a royal family.

**desolate** (adj): very lonely and unhappy

The death of his shipmates left him *desolate*.

**desperate** (adj): feeling or showing that you have little hope

She clung to the edge in a *desperate* attempt to save herself.

**dismount** (v): to get off a horse, bicycle or motor cycle

You have to *dismount* from the bicycle and walk to reach the top of the mountain.

**distinct** (adj): easily or clearly heard, seen, felt, etc.

There was a *distinct* smell of gas in the surroundings.

**eager** (adj): very interested and excited

The children in the class seemed *eager* to hear the story.

**echo** (v): (here) to repeat

The editorial *echoed* the feelings of the common man.

**emerald** (n): a bright green precious stone

*Emerald* is my favourite gem.

**enormous** (adj): extremely large

Raju has an *enormous* collection of toys.

**envy** (v): to wish you had the same qualities, possessions etc. as somebody

She has always *envied* at my success.

**eternally** (adv): something that continues or lasts forever

I will be *eternally* grateful to all who helped me.

**evidence** (n): facts, signs or objects that make you feel that something is true

There is convincing *evidence* to prove that he had committed the murder.

**exhausted** (adj): very tired

The *exhausted* mountaineers were rescued by the helicopter.

**flush** (v): to become red because you are angry  
Sheela *flushed* with anger when a man insulted her.



**forge** (n): a furnace where metals are heated and wrought

The blacksmith's *forge* was once a feature of all villages.

**furrow** (n): a long, narrow cut in the ground, especially the one made by a plough for planting seeds in

The plough cut a long *furrow* across the field.

**genius** (n): unusually great intelligence, skill or artistic ability

Babu is a *genius* as a composer.

**gesture** (n): a movement that you make with your hands, head or face to show a particular meaning

She made an angry *gesture* by shaking her head.

**gigantic** (adj): extremely large

The ship collided with a *gigantic* iceberg.

**gleam** (v): to shine with a pale, clear light

Her eyes *gleamed* in the darkness.

**glimmer** (v): to shine with a weak light that is not continuous

At last we saw a *glimmer* of light from a cottage in the distance.

**goblin** (n): a small, ugly creature that likes to trick people or cause trouble

**grave** (n): a place in the ground where a dead person is buried

We visited our grandmother's *grave* and placed flowers on it.

**grieve** (v): to feel very sad because somebody has died

The whole nation *grieved* the death of their beloved leader.

**handsomely** (adv): in a smart or attractive manner

The prince was accompanied by a *handsomely* dressed young man.

**hasten** (v): to say or do something without delay

Wishing to *hasten* the cure he applied the ointment in double strength.

**heave** (v): (here) to make a sound slowly and with great effort

We *heaved* a sigh of relief when they stopped quarrelling.

**honour** (n): (here) pride

His position in the organization is one of great *honour* and influence.

**horoscope** (n): a description of what is going to happen to somebody in the future based on the position of the stars and the planets when one was born

**humble** (adj): (here) belonging to the lowest social class

His origin was of the *humblest* nature.

**hump** (n): (here) a large lump on the back of a person

The stranger had a *hump* on his back.

**immobilize** (v): to prevent something from moving or from working normally

The fracture in his leg left him *immobilized*.

**imperial** (adj): related to an empire

Indians resisted the *imperial* rule for more than a century.

**inventory** (n): (here) the goods that are in the ship

The *inventory* in the shop will be sold off over the next twelve weeks.



**life jacket** (n): a jacket that can be filled with air, designed to help you float if you fall in water  
The captain of the ship kept the *life jackets* ready in anticipation of a bad weather.

**linger** (v): to stay somewhere for a longer time because you do not want to leave  
She *lingered* for a few minutes to talk to the teacher.

**loafer** (n): a person who wastes his time instead of working

**longing** (adj): a strong feeling of wanting something  
He gave a *longing* look at the ice-cream.

**lump** (v): (here) to move with difficulty

**lurching** (adj): make an abrupt, unsteady, uncontrolled movement or series of movements  
The car *lurched* forward dangerously.

**marvel** (v): to be surprised or impressed by something  
Everyone *marvelled* at his courage.

**mean** (adj): (here) very poor, coming from a low social class

**mittens** (n): a type of glove that covers the four fingers together and the thumb separately

**moody** (adj): (here) thoughtful  
Reshmi was very *moody* and upset when she heard of her mother's illness.

**mutter** (v): to speak or say something in a quiet voice that is difficult to hear  
She sat in a corner *muttering* to herself.

**paddle** (v): to move a small boat through water using a paddle  
We *paddled* downstream for about a mile.

**panic** (v): to feel frightened suddenly so that one cannot think clearly  
I *panicked* when I saw smoke coming out of the engine.

**paradise** (n): a place that is extremely beautiful and that seems perfect, like heaven

**pause** (v): to stop talking or doing something for a short time before continuing  
The teacher *paused* for a moment before continuing the class.

**plunge** (v): to move or make somebody or something move suddenly forward or downwards  
She lost her balance and *plunged* into the water.

**portrait** (n): a painting, photograph, drawing etc. of a person  
The colonel had his *portrait* hung on the wall.

**possession** (n): having or owning  
The landlord wished to gain *possession* of the house.

**preach** (v): (here) to give a religious talk in a public place, especially in a church during a service  
She *preached* to the gathering about forgiveness.

**precious** (adj): (here) valuable  
Do not waste your *precious* time.

**predicament** (n): a difficult or unpleasant situation, especially one where it is difficult to know what to do  
I was in a terrible *predicament* when I got the transfer orders.

**provision** (v): to supply something, especially food, sufficiently  
The ship was *provisioned* to last for more than a month.



## Glossary



**puzzle** (v): to feel confused because you do not understand something

She had a *puzzled* look on her face.

**raft** (n): a small life boat

**rash** (adj): doing something without careful consideration of the possible consequences

His *rash* actions were the cause of his failure.

**reassure** (v): to say or do something that makes somebody less frightened or worried

The doctor *reassured* him that there was nothing seriously wrong.

**rejoice** (v): to feel great happiness about something

They *rejoiced* to see their son recover from illness.

**repose** (n): a state of rest or sleep

She went outside seeking a few seconds of *repose*.

**rigging** (n): the ropes that support the masts and sails of a boat or ship

**ripple** (v): to create waves on the surface of water

The air was so still that there was hardly a *ripple* on the pond's surface.

**ruddy** (adj): red in colour; a *ruddy* sky

**rule book** (n): a book that contains the set of rules that must be followed in a particular job, organisation or game

**rustle** (v): to make a soft sound while moving about

The *rustling* of paper was heard when people turned the pages of the book.

**scramble** (v): to move quickly, especially with difficulty

He managed to *scramble* over the wall.

**seize** (v): to take hold of or take possession of  
She jumped up and *seized* his arm.

**serenity** (n): the state of being calm and peaceful  
The hotel offers an atmosphere of *serenity* away from the bustle of the city.

**sexton** (n): an employee or officer of a church who is responsible for the care and upkeep of church property and sometimes for ringing bells and digging graves

**shipwreck** (n): the loss or destruction of a ship at sea because of a storm or because it hits rocks  
They narrowly escaped a *shipwreck* in a storm.

**silhouette** (n): a dark outline or shape of a person or an object that you see against a light background

The mountains stood out in *silhouette*.

**sin** (n): something which is wrong, an offence against God or against a religion  
It is a *sin* to waste food.

**sinewy** (adj): a person having a thin body and strong muscles

**skeleton** (n): the structure of bones supporting a person or an animal (here) a very thin person  
The human *skeleton* consists of 206 bones.

**slaughter** (v): to kill large numbers of people at a time, especially in a war  
Many innocent people were *slaughtered* by the cruel dictator.

**smithy** (n): a blacksmith's workshop

**solitary** (adj): alone, with no one around  
The hermit led a *solitary* life in the foothills.

**solitude** (n): the state of being alone  
She longed for peace and *solitude* in life.



## Glossary



**splendour** (n): great beauty which attracts admiration and attention

The architects were trying to restore the palace to its former *splendour*.

**stir** (v): (here) to move

You haven't *stirred* from that chair all evening.

**stride** (v): to walk with long steps

She came *striding* along to meet me.

**stupefy** (v): to make somebody unable to think clearly

He was *stupefied* by the amount they offered.

**summon** (v): to order someone to come to or be present at a particular place

The judge *summoned* the accused persons to the court.

**surround** (v): to be all around

The lake is *surrounded* by trees.

**testimony** (n): a thing that shows that something else exists or is true

The pyramids are a wonderful *testimony* to the ancient Egyptians' engineering skills.

**thresh** (v): to separate grains of corn, rice, etc. from the rest of the plant using a machine or by hitting it with a tool

**thrill** (n): a strong feeling of excitement

It gave me great *thrill* to meet my favourite author in person.

**tragedy** (n): a sad event, especially involving loss of life

It is a *tragedy* that she died so young.

**tramp** (n): a person with no home or job who travels from place to place

**troop** (n): soldiers, especially in large groups  
The Government announced the withdrawal of the *troops* from the border regions.

**trudge** (v): to walk slowly or with heavy steps, because you are tired or carrying something heavy

He *trudged* the last two miles to the town.

**twilight** (n): the period of time at the end of the day after the sun has gone down

It was hard to see him clearly in the *twilight*.

**unfair** (adj): not right or fair according to a set of rules or principles

It seems *unfair* to make him pay for everything.

**valour** (n): great courage (in war)

Medals are awarded for acts of *valour* in the battlefield.

**vanish** (v): to disappear suddenly in a way that you cannot explain

The magician *vanished* in a puff of smoke.

**wander** (v): to walk around without any clear purpose or direction

He *wandered* aimlessly around the streets.

**wanderings** (n): journeys from place to place usually with no special purpose

His *wanderings* took him to many distant and foreign lands.

**wrought** (v): worked/made, caused something to happen

The storm *wrought* havoc in our state.

**yell** (v): to shout loudly because you are angry, excited, frightened or in pain

She *yelled* at the child to get down from the wall.

# KERALA READER ENGLISH

## STANDARD VIII PART 2



GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT, Kerala)  
2016

## 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.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

**Kerala Reader - English  
Standard VIII Part 2**

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**State Council of Educational Research & Training (SCERT)**

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Typesetting by: SCERT Computer Lab.

First Edition : 2015, Reprint : 2016

Printed at: KBPS, Kakkanad, Kochi-30

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**Government of Kerala  
Department of Education**

Dear learners,

This is the second volume of your English Reader for Standard VIII. This book has been designed with a view to providing you ample scope for interaction with authentic pieces of world literature. It contains different literary pieces and a variety of language learning activities.

To be successful in school education and in your life, you must be able to read effectively and efficiently. Reading is a fulfilling exercise. Good readers discuss what they have read. Sharing your knowledge with others is a good way to check your understanding and opens up new avenues of comprehension. You are provided with a number of activities that would help you to comprehend the text and enjoy learning of English.

This book has two units. Each unit contains a number of activities for developing your language skills, vocabulary and mastery of language use. I am sure you will become more confident in using English with the help of this material. Remember the second prose text in each unit is exclusively for self-reading. You can read and understand it on your own.

Let's make learning English an enjoyable experience.

**Dr. P. A. Fathima**  
**Director**  
**SCERT**

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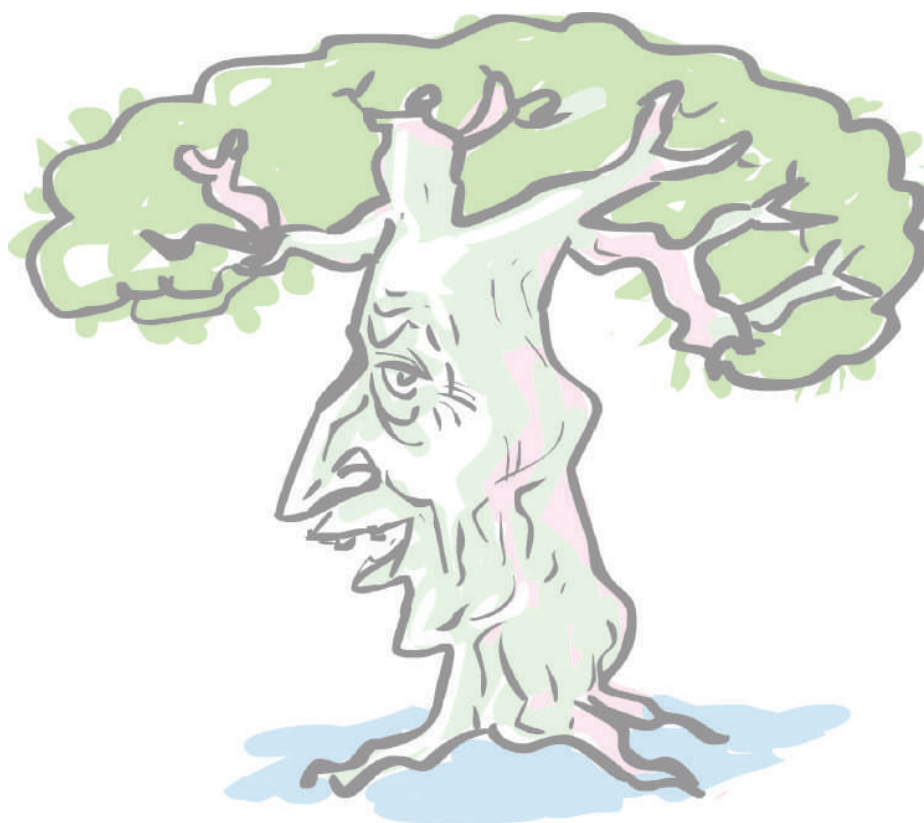
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## UNIT 4

# FLOWERS AND SHOWERS

## Unit at a Glance

### Flowers and Showers

#### Prose:

The Nightingale and the Rose (Oscar Wilde)

A Day in the Country (Anton Chekhov)

#### Poems:

Song of the Flower (Khalil Gibran)

First Showers (Nalini Sharma)

## Learning Outcomes

By learning this unit, the learner will be able to:

- read and comprehend poems and stories.
- demonstrate a significant improvement in vocabulary and the ability to use them suitably in various situations.
- analyse the features of a short story by constructing a story house.
- construct discourses like character sketch, letter and diary entry.
- design posters to create social awareness.
- form opinions and substantiate them using facts.
- express ideas and feelings in the target language.
- speak at a condolence meeting.
- develop ideas about poetic devices and poetic elements like simile and metaphor.
- prepare appreciation of a poem.
- identify phrasal verbs and use them in appropriate contexts.
- evaluate literary pieces and develop positive values that help them refine individual character traits and acquire life skills.

Read what each one thinks.



Why does the cloud think that it is an elephant?

Can a bird become a poet?

In what sense is the boy a lion?

Comment on what each one thinks and discuss with your friends.

Suggest some other ideas/thoughts for each one.

What can you compare yourself with? Imagine and justify your answer.



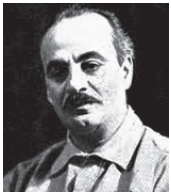
Song of the Flower

# Song of the Flower

Does a flower have any importance in nature? Have you ever thought of this? Imagine what a flower can speak about itself and how it can become part of nature.

I am a kind word uttered and repeated  
 By the voice of Nature;  
 I am a star fallen from the  
 Blue tent upon the green carpet.  
 I am the daughter of the elements  
 With whom Winter conceived;  
 To whom Spring gave birth; I was  
 Reared in the lap of Summer and I  
 Slept in the bed of Autumn.

At dawn I unite with the breeze  
 To announce the coming of light;  
 At eventide I join the birds  
 In bidding the light farewell.



**Khalil Gibran** (1883–1931) was a Lebanese artist, poet and writer. His work *The Prophet* (1923), is an example of inspirational fiction including a series of philosophical essays written in poetic English prose.

This book has been translated into over 20 foreign languages. He is considered as the third most popular poet in history after Shakespeare and Laozi.

1. Who is the speaker in the poem?

2. What do the expressions 'blue tent' and 'green carpet' refer to?

3. How are the seasons related to the life of the flower?

The plains are decorated with  
My beautiful colours, and the air  
Is scented with my fragrance.

As I embrace Slumber the eyes of  
Night watch over me, and as I  
Awaken I stare at the sun, which is  
The only eye of the day.

I drink dew for wine, and hearken to  
The voices of the birds, and dance  
To the rhythmic swaying of the grass.

I am the lover's gift; I am the wedding wreath;  
I am the memory of a moment of happiness;  
I am the last gift of the living to the dead;  
I am a part of joy and a part of sorrow.

But I look up high to see only the light,  
And never look down to see my shadow.  
This is wisdom which man must learn.

4. What does the flower do at dawn and at dusk?

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5. How does the flower make the world beautiful?

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6. What is described as 'the eye of the day'?

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7. How does the flower become a part of joy and sorrow?

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8. Why does the flower consider itself as 'the last gift of the living to the dead'?

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9. What, according to the flower, is the wisdom that man should learn?

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### Song of the Flower

eventide: _____
embrace: _____
slumber: _____
hearken: _____
rear: _____
sway: _____

#### Let's revisit

1. What does the flower symbolise? Explain.

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2. Quote some instances in which the flower becomes part of joy and sorrow.

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3. Read the last stanza of the poem once again. What are the two contrasting ideas presented in it? Do you think the poet is optimistic? Why?

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4. Pick out the lines and expressions that impressed you the most. Give reasons.

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5. What do you think is the mood of the poem - happy, sad, humourous or philosophical? Why?

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## Activity 1

Read the poem again and complete the following notes. One hint is given for you.

I. What does the flower say about itself?

- a kind word uttered and repeated by the voice of nature

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

II. What are the everyday activities that the flower is engaged in?

- announce the coming of light

- \_\_\_\_\_

- \_\_\_\_\_

III. Who watches over the flower?

- \_\_\_\_\_

IV. How does the flower enjoy nature?

- I drink dew

- \_\_\_\_\_

- \_\_\_\_\_

V. What is the flower used as?

- as the lover's gift

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

VI. What is the flower's vision?

- see only the light

- \_\_\_\_\_

## Activity 2

Read the following lines.

I am a kind word uttered and repeated

By the voice of Nature;

Here the flower is considered as 'a word uttered by Nature'. This is an example of a metaphor. A metaphor is a figure of speech that develops a hidden comparison between two objects that share something in common. It is different from a 'simile' where the comparison is drawn using 'like' or 'as'.

Pick out a few more examples of metaphors from the poem.

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Write what the following metaphors imply. One is done for you.

Metaphors	What they mean
1. My father is a rock.	1. My father is a very strong or strict person.
2. Your eyes are <i>like the sun</i> .	_____
3. The lawn is <i>a green carpet</i> .	_____
4. He drowned in <i>a sea of grief</i> .	_____
5. She is <i>fishing in troubled waters</i> .	_____
6. He is <i>the apple of my eye</i> .	_____
7. My brother was <i>boiling mad</i> .	_____
8. Her voice is <i>music to his ears</i> .	_____



Attempt writing your own examples of metaphors.

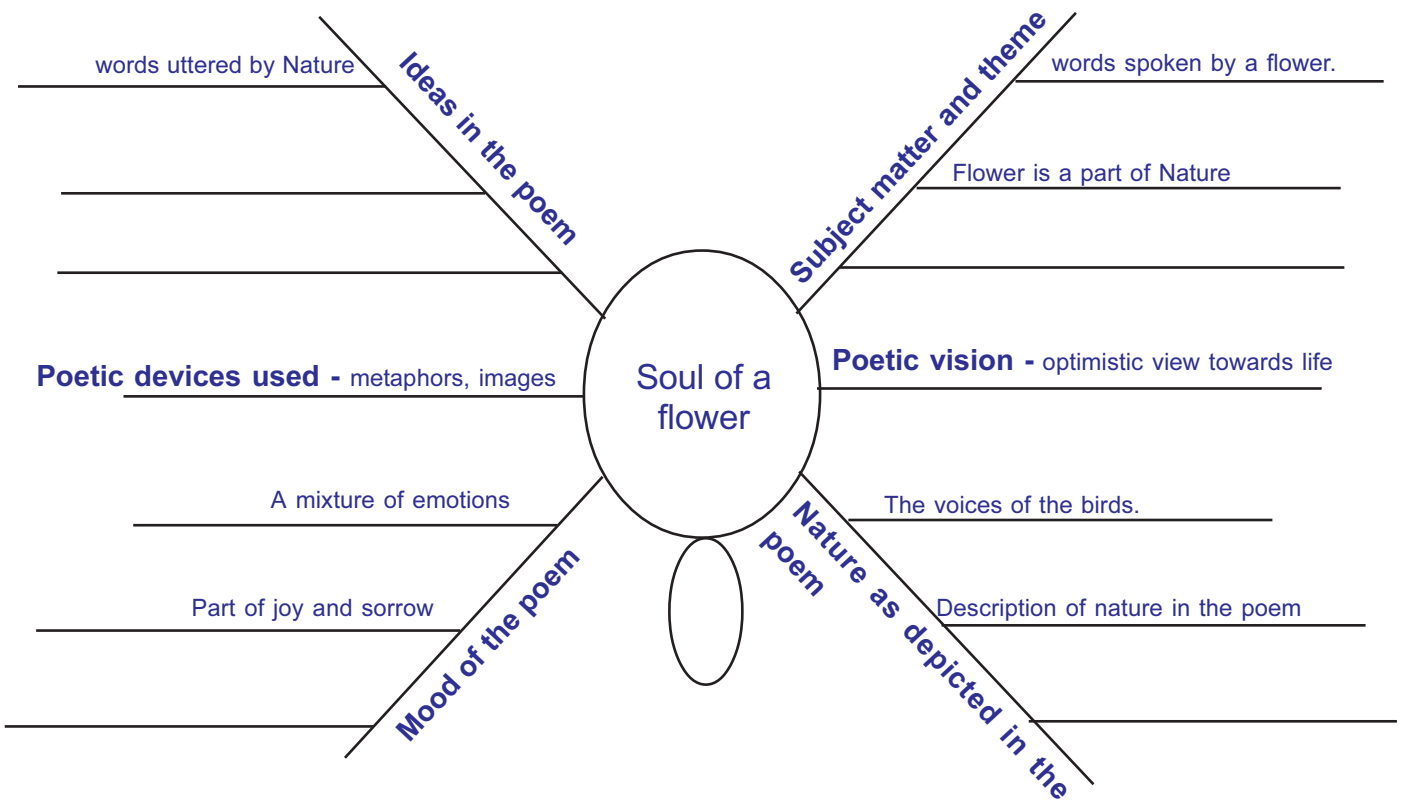
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### Activity 3

Read the poem again and complete the following spider diagram.



Now, can you prepare an appreciation of the poem 'Song of the Flower' using the spider diagram?

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## First Showers

Have you experienced the sensuousness of rain? Does the rain bring happiness to you? Here is a poem about the happiness that rain brings. Read and enjoy the poem.

As I returned from my workplace  
Cool drops kissed my parched face.  
Soon the first showers caught me unawares  
And soaked me, soothing my frayed nerves.  
The weary lines did it promptly erase  
Of daylong heat and fatigue from my visage.  
Wet clothes clung to my body like an infant  
To its mother's bosom; unsteady my gait.  
The dusty trees stood bathed in an instant  
Dressed in washed green looked magnificent.  
The scented earth resplendent in dampened glory  
Sucked in dust giving respite to the travellers weary.  
To thank the Rain God I looked up in the sky  
More drops drenched me on the sly.  
Marvelling at this wonderful gift of nature  
I hurried home wading through the gurgling water.



**Nalini Sharma** is a contemporary bilingual Indian writer (Hindi & English). Her poems, articles, essays, short stories, novels, etc. have been published in reputed journals like *Naya Gyanodya*, *Sarita*, *Grihashova*, *Suman Saurabh*, *Chattisgarh Today*, *Women's Era*, *Alive*, *Poet*, *Metverse Muse*, *Free Expression* etc. She has been honoured with awards like *Sahitya Sree*, *Bharat Bhasa Bhusan*, *Shresht Sadhana Samman*, *Vishist Sadhana Samman*, *Rashtra Bhasa Sewak Samman*, *Tulika Samman*, Best Poet of the Year 2003 by Poets International, *Metverse Muse Awards*, *Sarojini Naidu Award* and *Shweta Patil Award*.

1. How does the rain soothe the poet's nerves?

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2. Why do the trees look magnificent?

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3. What do the travellers feel when it rains?

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4. Comment on the expression 'drenched me on the sly'.

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parch: \_\_\_\_\_

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soak: \_\_\_\_\_

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soothe: \_\_\_\_\_

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fray: \_\_\_\_\_

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fatigue: \_\_\_\_\_

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visage: \_\_\_\_\_

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bosom: \_\_\_\_\_

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gait: \_\_\_\_\_

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resplendent: \_\_\_\_\_

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dampen: \_\_\_\_\_

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drench: \_\_\_\_\_

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gurgle: \_\_\_\_\_

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respite: \_\_\_\_\_

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wade: \_\_\_\_\_

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## Activity 1

Complete the table below.

Explanations	Expressions / lines from the text
The poet's face was dry.	
She got soaked in the rain.	
She was tired.	
The heat and fatigue made her weary.	
The trees were wet and beautiful.	
The poet stood in wonder.	
The poet returned home.	

## Activity 2

Read the lines:

'Wet clothes clung to my body like an infant  
To its mother's bosom;...'

Here, the clinging of the 'wet clothes' is compared to 'an infant clinging to its mother's bosom....'

This is an example for a simile.

Now, develop similes from the following hints.

1. The tree stands like \_\_\_\_\_.
2. The moon looked at me \_\_\_\_\_.
3. The flower smiles \_\_\_\_\_.
4. The thunder roared like \_\_\_\_\_.

Go through the following sentences that contain similes and metaphors. Classify them.

1. Manu is as hungry as a horse.
2. The car was a jet when it passed by us.
3. The cat's fur was a blanket of warmth.
4. There were fireworks lantern in the sky.
5. You are as brave as a lion.
6. Ian Thorpe is a fish when he swims.
7. She is as pretty as a picture.
8. The moon was a misty shadow.

## The Nightingale and the Rose

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At some point in our life, we realise that nature soothes us and shares our pains. Does nature help us when we are in trouble or in need? Read a story about how nature helps man in times of need.

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‘She said that she would dance with me if I brought her red roses,’ cried the young Student, ‘but in all my garden there is no red rose.’

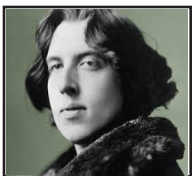
From her nest in the oak tree the Nightingale heard him, and she looked out through the leaves and wondered.

‘No red rose in all my garden!’ he cried, and his beautiful eyes filled with tears. ‘Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a

red rose is my life made wretched.’

‘Here at last is a true lover,’ said the Nightingale. ‘Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow.’

‘The Prince gives a ball tomorrow night,’ murmured the young Student, ‘and my love will be of the company. If I bring



**Oscar Wilde** (1854 – 1900) was an Irish poet, fiction writer and essayist. He is considered as a central figure in aesthetic writing and a master short story writer. He was a staunch advocate of the Art for Art’s sake. His major plays include *A Woman of No Importance*, *An Ideal Husband* and *The Importance of Being Earnest* and the novel *The Picture of Dorian Gray*. In 1888, he wrote *Poems*, and published *The Happy Prince and Other Tales*, a collection of children’s stories. Later he published a collection of essays arguing the tenets of aestheticism.

1. Why does the young man think that his life is wretched?

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2. How does the Nightingale describe the young Student?

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### The Nightingale and the Rose

her a red rose she will dance with me till dawn. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.'

'Here, indeed, is the true lover,' said the Nightingale. 'What I sing of, he suffers: what is joy to me, to him is pain.'

'The musicians will sit in their gallery,' said the young Student, 'and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin.' He buried his face in his hands, and wept.

'Why is he weeping?' asked a little Green Lizard, as he ran past him with his tail in the air.

'Why, indeed?' whispered a Daisy to his neighbour, in a soft, low voice.

The Nightingale said that he was weeping for a red rose.

'For a red rose?' they cried; 'How very ridiculous!' and the little Lizard laughed outright.

But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the Oak-tree, and thought about the mystery of Love.

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.



3. Why does the Nightingale think that the Student is a true lover?

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4. The lizard says that it is ridiculous to weep. Do you agree with this statement? Why?

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5. How does the author describe the flight of the Nightingale?

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**The Nightingale and the Rose**

In the centre of the grass-plot was a beautiful Rose-tree, and when she saw it she flew over to it. ‘Give me a red rose,’ she cried, ‘and I will sing you my sweetest song.’

But the tree shook its head.

‘My roses are white,’ it answered; ‘but go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.’

So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial. ‘Give me a red rose,’ she cried, ‘and I will sing you my sweetest song.’

But the Tree shook its head.

‘My roses are yellow,’ it answered; ‘as yellow as the hair of the mermaiden. But go to my brother who grows beneath the Student’s window, and perhaps he will give you what you want.’

So the Nightingale flew over to the Rose-tree that was growing beneath the Student’s window.

‘Give me a red rose,’ she cried, ‘and I will sing you my sweetest song.’

But the Tree shook its head.

‘My roses are red,’ it answered; ‘as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean-cavern. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.’

‘One red rose is all I want,’ cried the Nightingale, ‘only one red rose! Is there no way by which I can get it?’

‘There is a way,’ answered the Tree; ‘but it is so terrible that I dare not tell it to you.’

‘Tell it to me,’ said the Nightingale, ‘I am not afraid.’

‘If you want a red rose,’ said the Tree, ‘you must build it out of music by moonlight, and stain it with your own heart’s blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and life-blood must flow into my veins, and become mine.’

6. Was the third Rose-tree able to give a red rose to the Nightingale? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

mermaiden: \_\_\_\_\_

\_\_\_\_\_

7. How, according to the third Rose-tree, could the Nightingale get a red rose?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

chill: \_\_\_\_\_

\_\_\_\_\_

cavern: \_\_\_\_\_

\_\_\_\_\_

### The Nightingale and the Rose

‘Death is a great price to pay for a red rose,’ cried the Nightingale, ‘and life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?’

So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.

‘Be happy,’ cried the Nightingale, ‘be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart’s blood. All that I asked of you in return is that you will be the true lover.’

The Student looked up from the grass, and listened, but he could not understand

what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the Nightingale who had built her nest in its branches.

‘Sing me one last song,’ he whispered. ‘I shall feel when you are gone.’

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.

When she had finished her song, the Student got up and pulled a notebook and a pencil....

And when the Moon shone in the heavens, the Nightingale flew to the red rose-tree, and set her breast against the thorn. All night long she sang, with her breast against the thorn, and the cold crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.

On the topmost spray of the Rose-tree, there blossomed a marvellous rose, petal following petal, as song followed song.

8. Why did the Nightingale think of sacrificing her life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. The Nightingale thinks that the heart of a man is more valuable than that of a bird. Do you agree with the Nightingale? Explain.

\_\_\_\_\_  
\_\_\_\_\_

heather: \_\_\_\_\_

\_\_\_\_\_

hawthorn: \_\_\_\_\_

\_\_\_\_\_

bubble: \_\_\_\_\_

\_\_\_\_\_

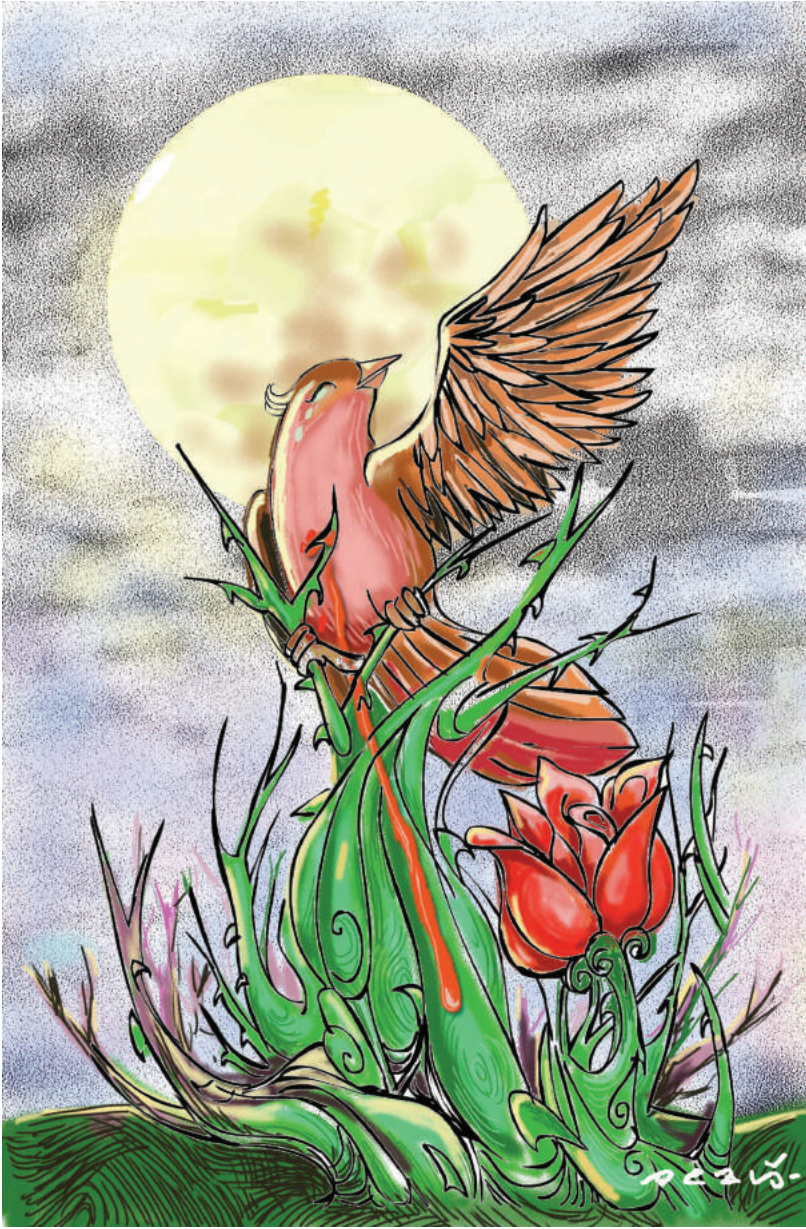
ebb: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### The Nightingale and the Rose



But the Tree cried to the Nightingale to press closer against the thorn. ‘Press closer, little Nightingale,’ cried the Tree, ‘or the Day will come before the rose is finished.’

So the Nightingale pressed closer against the thorn, and louder and louder grew her song.

And a delicate flush of pink came into the leaves of the rose.

And the Tree cried to the Nightingale to press closer against the thorn. ‘Press closer, little Nightingale,’ cried the Tree, ‘or the Day will come before the rose is finished.’

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder

10. What would happen if the Nightingale did not press its breast closer against the thorn?

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delicate: \_\_\_\_\_

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### The Nightingale and the Rose

grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky.

But the Nightingale's voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat.

Then she gave one last burst of music. The white Moon heard it, and she forgot the dawn, and lingered on in the sky. The red rose heard it, and it trembled all over with ecstasy, and opened its peals to the cold morning air.

'Look, look!' cried the Tree, 'the rose is finished now,' but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

'Why, what a wonderful piece of luck!' he cried; 'Here is a red rose! I have never seen any rose like it in all my life.' And he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor's house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

'You said that you would dance with me if I brought you a red rose,' cried the Student. 'Here is the reddest rose in all the world. You will wear it tonight next to your heart, and we will dance together.'

But the girl frowned.

'I am afraid it will not go with my dress,' she answered; 'and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.'

'Well, upon my word, you are very ungrateful,' said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.

'What a silly thing Love is!' said the Student as he walked away.

11. How did the pain affect the Nightingale's song?

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12. What is the red rose compared to?

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13. Describe the last moments of the Nightingale.

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14. Why didn't the Professor's daughter accept the red rose?

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## Let's revisit

## Activity 1

Read the story and answer the following questions. Put a tick mark [ ✓ ] in the appropriate box.

1. What is the colour of the rose that the Student searches for?

Red     Yellow     White     Pink

2. What does the Nightingale admire about the Student?

He's a good singer.     He values love above everything else.  
 He likes birds.     He wears really nice clothes.

3. Where does the Student plan to present the rose to the girl?

at her house     at school  
 at the Prince's ball     at the football game

4. Why couldn't the Student find a red rose by himself?

All the rose trees were dead.     The tree refused to give any of its roses.  
 He was lazy.     The red rose tree was withered in the winter.

5. Which of the following was not done by the Nightingale to get the rose?

She sang a beautiful song all night.     She yelled at the trees until they gave her a rose.  
 She gave her blood to the tree.     She searched all the rose trees in the garden.

6. Why did the Professor's daughter reject the flower?

It was not beautiful.     She was sad about the death of the Nightingale.  
 She liked yellow roses better.     Money and jewels were more important for her than love.

## Activity 2

You have read the story 'The Nightingale and the Rose', haven't you? Now, read the story once again and complete the story house.

**STORY HOUSE**

**Setting**

- Garden
- 
- 

**Characters**

- Nightingale
- 
- 

**Climax**

- 

**Events**

- Young Student loves a girl.
- 
- 

**Final events**

-

Let's enrich our vocabulary

Activity 1

Look at the sentence quoted below.

'The musicians will sit in their gallery,' said the young Student, 'and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin.'

Harp and violin are stringed musical instruments. Here's a list of some musical instruments. Classify them as stringed, wind and percussion instruments.

Accordion, Bagpipe, Barrel, Bass drum, Chenda, Clarinet, Dholak, Flute, Guitar, Harmonium, Madhalam, Mohana veena, Mridangam, Saenghwang, Sarangi, Saxophone, Sitar, Tabla, Veena, Zurna

Stringed	Wind	Percussion

Activity 2

Read the following sentences from the story.

On the topmost spray of the Rose-tree, there blossomed a marvellous rose.

'What a wonderful piece of luck!' he cried; 'Here is a red rose!'

The words underlined are synonyms. Synonyms are words or expressions which have the same or nearly the same meaning as another in the same language. 'Big' and 'large' are synonyms.

Find the words and pair them as synonyms from the list below.

dawn, rude, tense, wealthy, slight, daybreak, prudent, whisper,  
healthy, rich, nervous, impolite, murmur, fit, wise, faint


**Activity 3**

The Student, the Nightingale and the Professor's daughter are the characters in the story. What all traits does each character have in the story?

Fill in the following chart with words from the box given below that are most appropriate to the traits of each character.

innocence, money, love, wisdom, nature, heroism, greed, knowledge, death, compassion, sacrifice, pride, beauty, purity, love, truth, bravery, frivolous, serious, sincere, insincere, shallow, profound, sensitive, insensitive, romantic, realistic, superficial, selfless, snobbish, intellectual, sentimental

Student	Professor's daughter	Nightingale

Let's write

Activity 1

Evaluate the Student in terms of his studies, his understanding of the world, his feelings for love, etc. based on your reading of the story. Pick out lines from the story to support your ideas.

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Activity 2

Imagine that the young Student has realised the sacrifice made by the Nightingale. He feels very sad and writes a letter to his friend about it. What would he write? Write the letter.

Place \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Activity 3

The dejected Student goes to his room, overwhelmed with feelings and makes a **diary entry**.

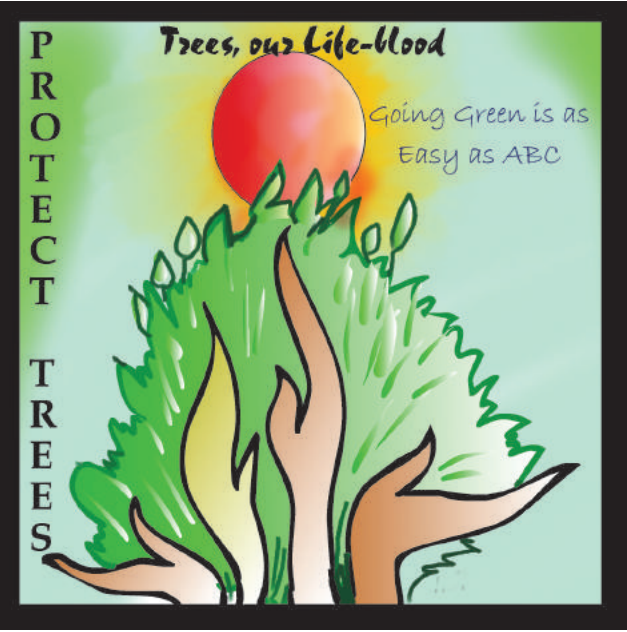
Write the **diary entry** in which you should express:

- the Student’s feelings about being rejected in love.
- what he thinks of the Professor’s daughter.
- what he would do in future.

### Activity 4

The relationship between man and nature is one of the themes of the story ‘The Nightingale and the Rose’. In the story the Nightingale, the Green Lizard and the Rose-tree speak like human beings. Look at the poster given below and identify the features of a poster. Design a poster for promoting awareness on the need for conserving nature.

Posters usually contain notices, advertisements or invitations. They are attractive and captivating. They are designed either to invite our attention to an event or to create awareness on an important social issue.



- #### Features of a Poster
- Layout
    - 
    - 
    -
  - Content
    - 
    -
  - Language
    - 
    -

**Let's speak**

**Activity 1**

The Nightingale sacrificed her life for true and ideal love. Do you think that the Nightingale has made the right choice? Why? Give at least two reasons to support your answer. Try to use the following expressions while speaking.

- I think.....
- I believe.....
- It seems to me that.....
- In my opinion.....
- I am convinced that.....
- I feel absolutely certain that.....

**Activity 2**

Go through the following speech delivered by the Oak-tree to mourn the death of the Nightingale.

Dear friends,

I am very sad. It is with deep sorrow and shock that I speak about the demise of my friend, the Nightingale.

She used to spend most of the time sitting on my branches and singing. How happy I was when I listened to her melodious songs! She sacrificed her life for the happiness of the young Student. For her, love was eternal and much more precious than her life. I am deeply moved by her sacrifice. She was a great bird and a true friend to all of us. I know I will miss her a lot. May her soul rest in eternal peace.

Hold a condolence meeting mourning the death of the Nightingale. Imagine that you are one of the following and deliver the speech.

**Learner 1: The Rose-tree**

- expresses grief at her death.
- tells that you had warned her but she did not pay any heed.
-

### Learner 2: The Green Lizard

- expresses grief at her death.
- remarks that it was silly of her to have sacrificed her life for love.
- puts the blame of her death on the Student.
- 

### Learner 3: The Young Lover

- expresses his sorrow at the sacrifice made by the Nightingale.
- remarks how the Nightingale was very special to you.
- recalls the help given by the Nightingale.

### Learner 4: The Moon

- recalls the night when the Nightingale died and was lost in grief.
- bemoans the terrible loss.
- acclaims that the Nightingale understood the true meaning of love.
- proclaims that the Nightingale is a martyr of love.

## Let's discover how grammar works

### Activity 1

Read the following passage. A word is missing where [ ] is marked. Fill in the blanks with suitable words to make the passage meaningful.

'The Nightingale and the Rose' is / (a) fairy tale. / (b) plot of the story is very simple. A young student thought that he was madly / (c) love with the Professor's daughter. The girl told him that she would only dance with him, / (d) he brought a red rose. He felt miserable because he could not find a single red rose in / (e) whole garden. The Nightingale overheard this and was deeply touched by / (f) young man's true love. So she decided / (g) help the young man, but she was told that the only way to get a red rose in that cold winter / (h) for her to build it out of her music and her heart's blood. She was ready to lay / (i) her own life for the happiness of the young couple. She, therefore, did what she was told to do. The next morning, the most beautiful red rose appeared, but the Nightingale was found dead / (j) the Rose-tree.

### Activity 2

Look at the words/phrases underlined in the following sentence.

Then he put on his hat and ran up to the Professor's house.

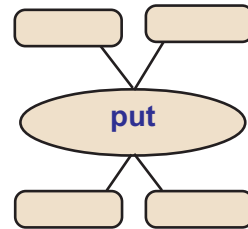
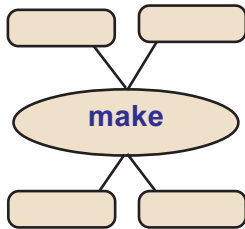
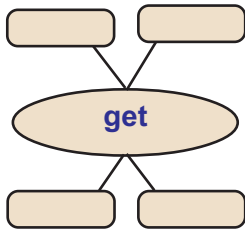
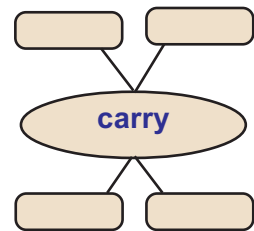
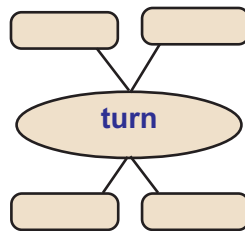
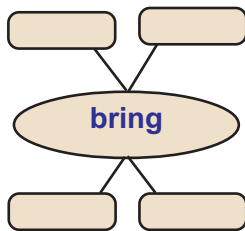
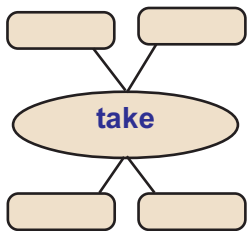
They are phrasal verbs. Phrasal verbs usually do not bear the meanings of the words used as such.

The meaning of 'put on' is 'to wear' and 'ran up' is 'to move quickly to where someone is'.

Find out such examples from the story and write them down.

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- 
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Make a few phrasal verbs using the following verbs.



Now, frame sentences selecting one phrasal verb from each set.

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### Activity 3

Read the following sentences.

- But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.
- He buried his face in his hands, and wept.

The words underlined in the above sentences are words we use in the place of a noun. They are called **pronouns**. They have subject, object and possessive forms. We can categorise the above pronouns as shown in the table below.

Subject	Object	Possessive
I	me	my, mine
She		
He		his

There are seven personal pronouns in English. Prepare a table of all the seven personal pronouns and their object and possessive forms.

Subject	Object	Possessive



**Let's edit**

Aswin, a student of Class VIII, wrote a summary of the story 'The Nightingale and the Rose'. Read it. There are some errors which are underlined. Edit the errors.

A rich girl tells a young man, **which** (a) is a student, that she will **danced** (b) with him at the ball the next night if he brings her a red rose. However, **he no has** (c) red roses, and vocalises his despair when a nightingale hears **her** (d) . The nightingale **are** (e) touched by the soul of this student, and desires strongly to help him. The bird **flied** (f) around trying to find a red rose, but none are red. She **finallyly** (g) pierces her heart on a thorn to bleed onto a white rose, making it a brilliant red rose, and in the process dies. **A** (h) student finds the rose and is thrilled, so he plucks it and brings it to his love. The girl rejects the rose saying it won't match her dress; someone else has brought her **jewls** (i), which are much better. Angrily, the student walks away and throws the rose in the gutter where it is run over by a cart. He **conclude** (j) that love is ridiculous and logic is better.

**Let's play with language**

Read each sentence and fill in the blanks with an adverb from the box.

loudly, hard, angrily, happily, well, hopefully,  
slowly, lightly, never, hungrily, there, finally, fast

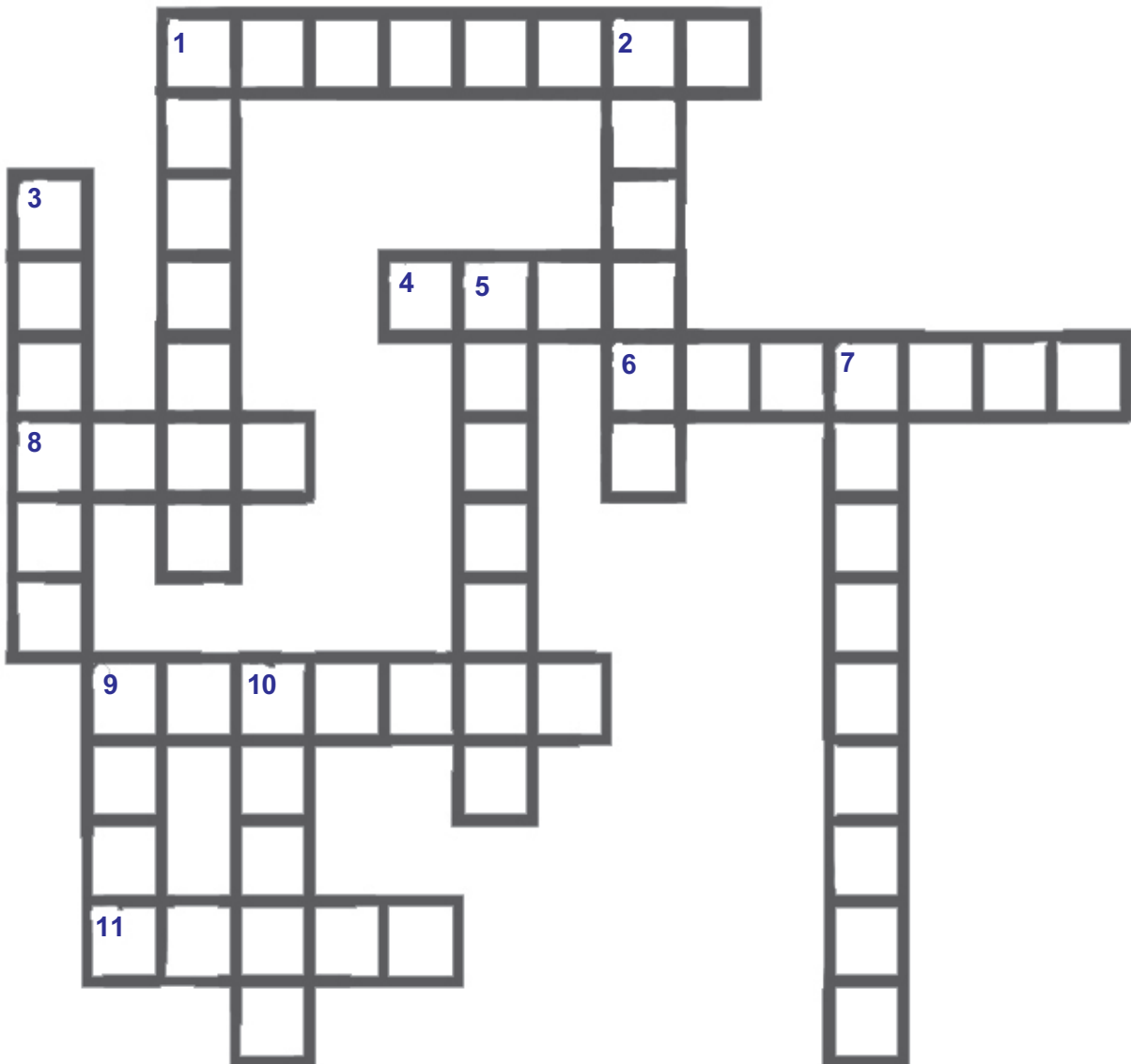
**ACROSS**

1. Henry ate the soup \_\_\_\_\_.
4. Malavika hit the ball \_\_\_\_\_ and ran.
6. Durga brushed the canvas \_\_\_\_\_ with yellow paint.
8. All the students did very \_\_\_\_\_ in the reading test.
9. The twins couldn't believe their birthday had \_\_\_\_\_ arrived.
11. I will sit here; you can sit \_\_\_\_\_.

**DOWN**

1. Naveen \_\_\_\_\_ agreed to join the game.
2. The crickets chirped \_\_\_\_\_ outside the window.
3. The tired children walked home from school \_\_\_\_\_ .
5. The cat hissed \_\_\_\_\_ when the dog walked by.
7. When I heard the announcer begin to name the winners, I looked up \_\_\_\_\_.
9. Lucia ran \_\_\_\_\_ enough to catch up with others.
10. Rita has \_\_\_\_\_ experienced snowfall before.

Now, write your answers in the crossword puzzle.



## A Day in the Country

Nature has always been a motivator, guide, teacher and mentor for man. Read a story about how nature influences man.

Between eight and nine o'clock in the morning.

A dark leaden-coloured mass is creeping over the sky towards the sun. There is a sound of far-away rumbling. A warm wind frolics over the grass, bends the trees, and stirs up the dust. In a minute there will be rain and a real storm will begin.

Fyokla, a little girl of six, is running through the village, looking for Terenty the cobbler. The white-haired, barefoot child is pale. Her eyes are wide-open, her lips are trembling.

'Uncle, where is Terenty?' she asks every one she meets. No one answers. They are all preoccupied with the approaching storm and take refuge in their huts. At last she meets Terenty's bosom friend.

'Uncle, where is Terenty?'

'At the kitchen-gardens,' answers he.

The girl runs behind the huts to the kitchen-gardens and there finds Terenty; the tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman's tattered jacket, is standing near the vegetable plots, looking with drowsy eyes at the dark storm-cloud. On his long crane-like legs he sways in the wind.

'Uncle Terenty!' the white-headed girl addresses him. 'Uncle, darling!'

Terenty bends down to Fyokla, and his grim face is overspread with a smile, such as come into people's faces when they look at something little, foolish, and absurd, but warmly loved.



**Anton Pavlovich Chekhov** (1860–1904) was a Russian physician and writer who is considered to be among the greatest writers of short stories. His career as a dramatist produced four classics and his best short stories are held in high esteem by writers and critics. Chekhov is often referred to as one of the three seminal figures of the early modern theatre.

1. Why is Fyokla worried? Pick out the expressions which show that she is worried.

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2. How does the author describe Terenty?

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### A Day in the Country

‘Ah! Fyokla,’ he says, lisping tenderly, ‘where have you come from?’

‘Uncle Terenty,’ says Fyokla, with a sob. ‘Brother Danilka has had an accident! Come along!’

‘What sort of accident? Ough, what thunder! Holy, holy, holy.... What sort of accident?’

‘In the count’s copse Danilka stuck his hand into a hole in a tree, and he can’t get it out. Come along, uncle, do be kind and pull his hand out!’

‘How was it he put his hand in? What for?’

‘He wanted to get a cuckoo’s egg out of the hole for me.’

‘The day has hardly begun and already you are in trouble...’ Terenty shook his head.

Terenty comes out of the kitchen-garden and begins striding down the village street. He walks quickly without stopping or looking from side to side. Fyokla can hardly keep up with him.

The clouds have by now covered the sun, and soon afterwards there is not a speck of blue left in the sky. It grows dark.



‘Holy, holy, holy...’ whispers Fyokla, hurrying after Terenty. The first raindrops, big and heavy, lie, dark dots on the dusty road. A big drop falls on Fyokla’s cheek and glides like a tear down her chin.

‘The rain has begun,’ mutters the cobbler. ‘That’s fine, Fyokla, little girl. The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, little girl. Why should it kill a little thing like you?’

As soon as the rain begins, the wind drops. The only sound is the patter of rain dropping like fine shot on the young rye and the parched road.

3. What was the accident that Danilka met with?

\_\_\_\_\_

4. Why does Terenty think that the thunder will not hurt the girl?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

copse: \_\_\_\_\_

stride: \_\_\_\_\_

rye: \_\_\_\_\_

parched: \_\_\_\_\_

‘We shall get soaked, Fyokla,’ mutters Terenty. ‘There won’t be a dry spot left on us.... Ho-ho, my girl! It’s run down my neck! But don’t be frightened, silly.... The grass will be dry again, the earth will be dry again, and we shall be dry again. There is the same sun for us all.’

A flash of lightning, some fourteen feet long, gleams above their head. There is a loud peal of thunder, and it seems to Fyokla that something big, heavy, and round is rolling over the sky and tearing it open, exactly over her head.

‘Holy, holy, holy...’ says Terenty, ‘don’t be afraid, little girl! It is not from spite that it thunders.’

Terenty’s and Fyokla’s feet are covered with lumps of heavy, wet clay. It is slippery and difficult to walk, but Terenty strides on more and more rapidly. The weak little girl is breathless and ready to drop.

But at last they go into the count’s copse. The washed trees, stirred by a gust of wind, drop a perfect waterfall upon them. Terenty stumbles over stumps and begins to slacken his pace.

‘Whereabouts is Danilka?’ he asks. ‘Lead me to him.’

Fyokla leads him into a thicket, and, after going a quarter of a mile, points to Danilka. Her brother, a little fellow of eight, with hair as red as ochre and a pale sickly face, stands leaning against a tree, and, with his head on one side, looking



sideways at the sky. In one hand he holds his shabby old cap, the other is hidden in an old lime tree. The boy is gazing at the stormy sky, and apparently not thinking of his trouble.

Hearing footsteps and seeing the cobbler he gives sickly smile and says:

‘A terrible lot of thunder, Terenty....I’ve never heard so much thunder in all my life.’

‘And where is your hand?’

‘In the hole.... Pull it out, please, Terenty!’

5. How did Fyokla feel when she heard the thunder?

\_\_\_\_\_

\_\_\_\_\_

6. Why does the boy not think of his trouble while looking at the stormy sky?

\_\_\_\_\_

\_\_\_\_\_

peal: \_\_\_\_\_

\_\_\_\_\_

slacken: \_\_\_\_\_

apparent: \_\_\_\_\_

thicket: \_\_\_\_\_

ochre: \_\_\_\_\_

\_\_\_\_\_



**A Day in the Country**

The wood had broken at the edge of the hole and jammed Danilka’s hand: he could push it farther in, but could not pull it out. Terenty snaps off the broken piece, and the boy’s hand, red and crushed, is released.

‘It’s terrible how it’s thundering,’ the boy says again, rubbing his hand. ‘What makes it thunder, Terenty?’

‘One cloud runs against the other,’ answers the cobbler. The party come out of the copse, and walk along the edge of it towards the darkened road. The thunder gradually abates, and its rumbling is heard far away beyond the village.

‘The ducks flew by here the other day, Terenty,’ says Danilka, still rubbing his hand. Fyokla, would you like me to show you a nightingale’s nest?’

‘Don’t touch it, you might disturb them,’ says Terenty, wringing the water out of his cap. ‘The nightingale is a singing-bird. He has had a voice given him in his throat, to gladden the heart of man. It’s a sin to disturb him.’

A bright patch of blue appears in the sky. ‘And here are some bees,’ cries Danilka, pointing to the branch of a young oak tree.

The drenched and chilled bees are huddled together on the branch. There are so many of them that neither bark nor leaf can be seen. Many of them are settled on one another.

‘That’s a swarm of bees,’ Terenty informs them. ‘They were flying looking for a home, and when the rain came down upon them they settled. If a swarm is flying, you need only sprinkle water on them to make them settle. Now if, say, you wanted to take the swarm, you would bend the branch with them into a sack and shake it, and they all fall in.’

Little Fyokla suddenly frowns and rubs her neck vigorously. Her brother looks at her neck, and sees a big swelling on it.

‘Hey-hey!’ laughs the cobbler. ‘Do you know where you got that from, Fyokla, old girl? There are Spanish flies on some tree in the wood. The rain has trickled off them, and a drop has fallen on your neck—that’s what has made the swelling.’

The sun appears from behind the clouds and floods the wood, the fields, and the three friends with its warm light. The dark menacing cloud has gone far away and taken the storm with it. The air is warm and fragrant.

7. Why couldn’t Danilka pull his hand out of the hole?

\_\_\_\_\_

8. Why does Terenty ask Danilka not to touch the nightingale’s nest?

\_\_\_\_\_

abate: \_\_\_\_\_

rumble: \_\_\_\_\_

wring: \_\_\_\_\_

swelling: \_\_\_\_\_

**A Day in the Country**

‘That herb is given when your nose bleeds,’ says Terenty, pointing to a woolly-looking flower. ‘It does good.’

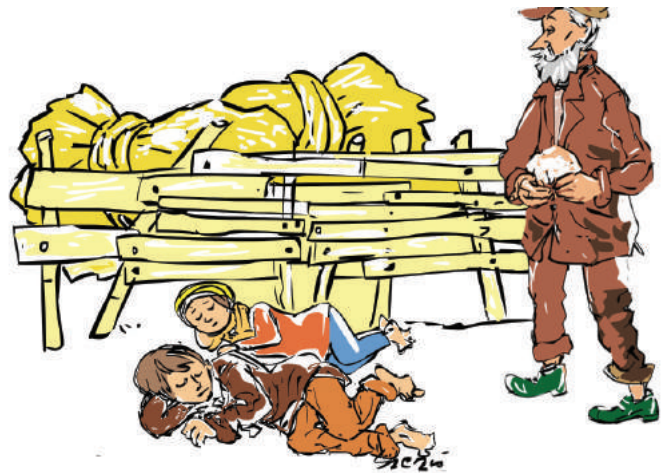
They cross the railway line, and, going down from the embankment, walk towards the river. They walk not with any object, but just at random, and talk all the way.... Danilka asks questions, Terenty answers them...

Terenty answers all his questions, and there is no secret in Nature which baffles him. He knows everything. Thus, for example, he knows the names of all the wild flowers, animals, and stones. He knows what herbs cure diseases, he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, at the moon, or the birds, he can tell what sort of weather it will be next day. And indeed, it is not only Terenty who is so wise. Silanty Silitch, the innkeeper, the market-gardener, the shepherd, and all the villagers, generally speaking, know as much as he does. These people have learned not from books, but in the fields, in the wood, on the river bank. Their teachers have been the birds themselves,

when they sang to them, the sun when it left a glow of crimson behind it at setting, the very trees, and wild herbs.

The two of them, the cobbler and the boy, walk about the fields, talk unceasingly, and are not weary. They could wander about the world endlessly. They walk, and in their talk of the beauty of the earth do not notice the frail little girl tripping after them.

Towards midday, all three sit down on the river bank. Danilka takes out of his bag a piece of bread, soaked and reduced to a mash, and they begin to eat. Terenty says



9. ‘He knows everything.’ Why does the author say so?

\_\_\_\_\_

\_\_\_\_\_

10. ‘These people have learned not from books....’ How did they learn then?

\_\_\_\_\_

\_\_\_\_\_

11. Why are the cobbler and the boy not weary?

\_\_\_\_\_

\_\_\_\_\_

12. Do you think that Terenty loves children? Justify your answer.

\_\_\_\_\_

\_\_\_\_\_

frown: \_\_\_\_\_

vigorous: \_\_\_\_\_

menace: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### A Day in the Country

a prayer when he has eaten the bread, then stretches himself on the sandy bank and falls asleep. While he is asleep, the boy gazes at the water, pondering. He has many different things to think of. He has just seen the storm, the bees, the ants.

Only towards the evening our wanderers return to the village. The children go for the night to a deserted barn.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen



in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. He longs to tell someone all that is haunting him now, but there is no one to tell. Fyokla is too little and could not understand.

‘I’ll tell Terenty tomorrow,’ thinks the boy.

The children fall asleep thinking of the homeless cobbler, and, in the night, Terenty comes to them, and puts bread under their heads. And no one sees his love. It is seen only by the moon which floats in the sky and peeps caressingly through the holes in the wall of the deserted barn.

*(Slightly adapted)*

13. ‘The boy does not sleep.’ Why?

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14. ‘And no one sees his love.’ What is the love referred to here?

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### Activity 1

The following is the summary of the story ‘A Day in the Country’. Some parts of it are missing. Complete it.

It was a stormy day. There was thunder and lightning.

A little girl \_\_\_\_\_

She asked everyone \_\_\_\_\_

The girl sobbed and told Terenty \_\_\_\_\_

---

**A Day in the Country**

She wanted Terenty to \_\_\_\_\_

She said that Danilka had put his hand \_\_\_\_\_

They both \_\_\_\_\_ and wet all through.

He saved the boy and \_\_\_\_\_

On the way they \_\_\_\_\_

Danilka wondered how Terenty \_\_\_\_\_

They shared their food and \_\_\_\_\_

The children \_\_\_\_\_

Terenty \_\_\_\_\_

The moon enjoyed the love of the homeless cobbler.

Now, retell the story in your own way.

**Let's prepare a blog**

In this unit, you have learnt poems and stories that depict the splendour of nature. Can you write poems, stories or articles describing the beauty and splendour of nature?

Develop a blog for the English Club of your school. Post your poems, stories and articles in the blog. You may ask your friends to comment on them.

# I can



I can	I can do it myself	I can do with the help of my friends	I need further improvement
read and understand the theme of a poem or a story.			
identify poetic devices like simile and metaphor.			
write similes and metaphors on my own.			
analyse the theme of the poem with the help of a spider diagram.			
write critical appreciation of a poem.			
identify the features of a story and present them in the form of a story house.			
use appropriate words to describe character traits.			
express feelings through a diary entry.			
design a poster of my own			
write letters expressing feelings and narrating experiences.			
speak more confidently in the class.			
use appropriate language suitable for each discourse.			
use language more effectively by using phrasal verbs.			
edit a given passage.			
solve crossword puzzles.			





UNIT 5  
**SHARE AND CARE**

## Unit at a Glance

### Share and Care

#### Prose

The School for Sympathy (E.V Lucas)

The Merchant of Venice (William Shakespeare)

#### Poems

My Grandmother's House (Kamala Das)

Solitude (Ella Wheeler Wilcox)

### Learning Outcomes

By learning this unit, the learner will be able to:

- read and comprehend texts in English.
- read, appreciate and analyse poems on the basis of their theme and structure.
- identify the main events of a story.
- compare and contrast two different situations.
- enrich vocabulary by forming words using suffixes.
- use describing words appropriately and effectively.
- construct discourses like notice, profile, etc.
- speak about people using appropriate expression relating to their character, appearance, etc.
- use tenses appropriately both in spoken and written language.
- understand the classes of words that appear in a sentence.

## The School for Sympathy

Schools are centres of learning, where we acquire knowledge and share our experiences. Let's visit a school and find out how students learn and share their experiences.

1 I had heard a lot about Miss Beam's School, but I did not get the chance to visit it till last week.

When I arrived at the school, I saw a girl of about twelve with her eyes covered with a bandage being led carefully between the flowerbeds by a little boy of eight. She stopped and asked who it was that had come in and he seemed to be describing me to her. Then they passed on.

2 Miss Beam was all that I had expected - middle-aged, authoritative, kind and understanding. Her hair was beginning to turn grey, and her round figure was likely to be comforting to a homesick child.

3 We chatted for a while, and when I asked her some questions about her teaching methods, which I had heard were simple, she said:

'...We teach only those things that are simple and useful to pupils- spelling, adding, subtracting, multiplying, writing, etc. The rest is done by reading to them and giving them interesting tasks. There are practically no other lessons.'

'... I have heard so much,' I said, 'about the originality of your system.'

Miss Beam smiled. 'Ah, yes,' she said. 'I am coming to that.'



**Edward Verrall Lucas** (1868 – 1938) was a famous English humourist, essayist, playwright, biographer, publisher, poet, novelist, shortstory writer and editor. Born in London, Lucas began to work as an apprentice

to a bookseller at the age of sixteen. He was a prolific writer, most celebrated for his short essays, but he also produced verses, novels and plays.

1. Have you visited any other school? What all things did you find attractive in that school?

\_\_\_\_\_

2. Why, do you think, the writer wanted to visit Miss Beam's school?

\_\_\_\_\_

3. Do you think Miss Beam's school is different from other schools? How?

\_\_\_\_\_

### The School for Sympathy



4 ‘The real aim of this school is not to teach thought but thoughtfulness, humanity, kindness and citizenship. That is the ideal I have always had, and happily there are parents good enough to trust me to try and put it into practice. Look out of the window a minute, will you?’

5 I went to the window, which looked out on a large garden and playground at the back.

‘What do you see?’ Miss Beam asked.

‘I see some very beautiful grounds,’ I said, ‘and a lot of jolly children. But what surprises me, and pains me too, is that they are not at all healthy and active. As I came in I saw one poor little thing being led about because of some trouble with her eyes. And now I can see two more in

4. Is there any hint suggesting that it is a residential school? Identify and write the sentence.

\_\_\_\_\_

5. What according to Miss Beam, is the real aim of the school?

\_\_\_\_\_

6. What surprised and pained the visitor when he looked out of the window?

\_\_\_\_\_

homesick: \_\_\_\_\_

humanity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The School for Sympathy**

the same condition, while there is a girl with a crutch just under the window watching the others at play. She seems to be a hopeless cripple.’

Miss Beam laughed.

6 ‘Oh, no,’ she said, ‘She is not lame really; this is only her lame day. Nor are those others blind, it is only their blind day.’

I must have looked very much astonished, for she laughed again.

‘There you have an essential part of our system in a nutshell. In order to get these young minds to appreciate and understand misfortune, we make them share in misfortune too. In the course of the term every child has one blind day, one lame day, one deaf day and one dumb day. During the blind day their eyes are bandaged, and it is a point of honour not to peep. The bandage is put on overnight, they wake up blind. This means that they need assistance in everything, and other children are told to help them and lead them about. It is educative to both of them - the blind and the helpers.’

7 ‘Everyone is very kind,’ Miss Beam continued, ‘and it is really something of a joke, although, of course, before the day is over the reality of the disability becomes clear even to the least thoughtful. The blind day is, of course, really the worst, but some of the children tell me that the dumb day is the most frightening. There, of course, the child must use will-power only because the mouth is not bandaged... But come down into the garden and see for yourself how the children like it.’

8 Miss Beam led me to one of the bandaged girls, a little merry thing.

‘Here’s a gentleman come to talk to you,’ said Miss Beam, and left us.

‘Don’t you ever peep?’ I asked, by way of an opening.

‘Oh, no,’ she exclaimed, ‘that would be cheating! But I had no idea it was so awful to be blind. You can’t see a thing. One feels one is going to be hit by something every moment. Sitting down is such a relief.’

7. ‘... we make them share in misfortune too.’ What does Miss Beam mean by this?

\_\_\_\_\_

\_\_\_\_\_

8. ‘It is educative to both of them.’ Explain how it helps the blind and the helpers.

\_\_\_\_\_

\_\_\_\_\_

9. What makes the dumb day the most frightening for the children?

\_\_\_\_\_

\_\_\_\_\_

10. If you were to observe a day in this way which day, do you think, would be the most difficult? Why?

\_\_\_\_\_

\_\_\_\_\_

crutch: \_\_\_\_\_

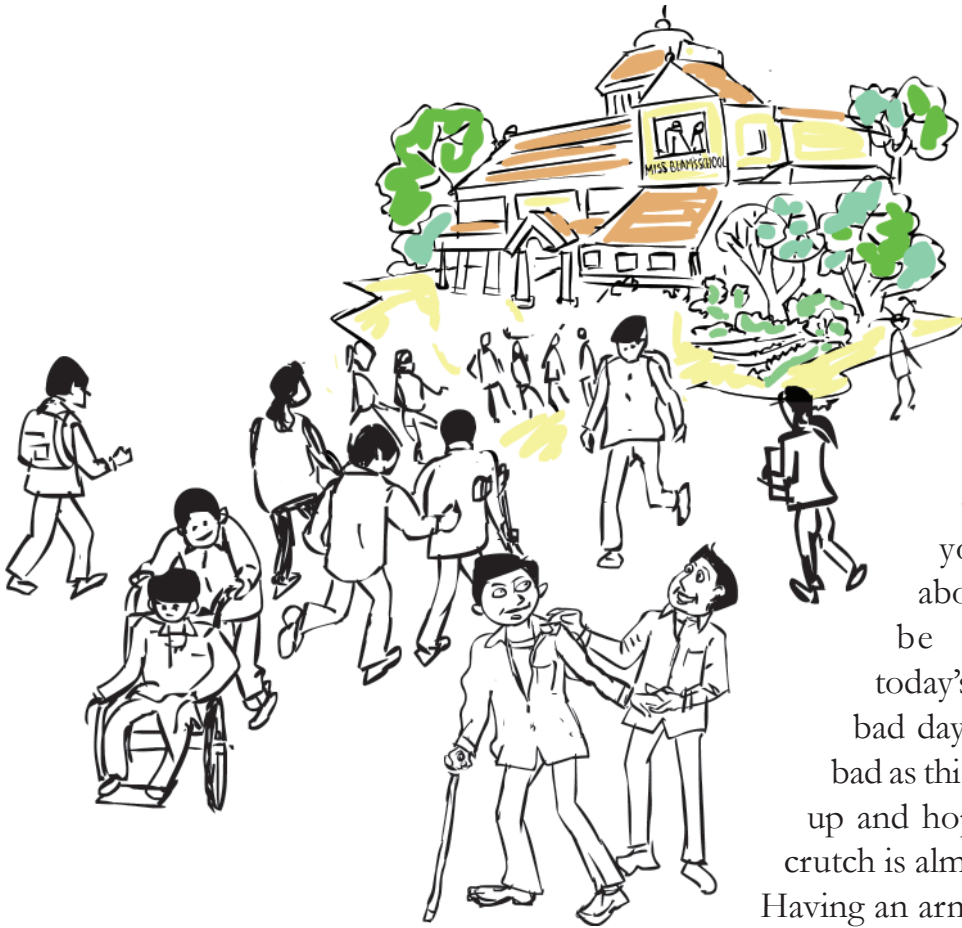
cripple: \_\_\_\_\_

lame: \_\_\_\_\_

nutshell: \_\_\_\_\_



### The School for Sympathy



blind already are the best. It is terrible not to see. I wish you would try.'

'Shall I lead you anywhere?' I asked.

9 'Oh, yes,' she said, 'let's go for a little walk. Only you must tell me about things. I shall be so glad when today's over. The other bad days can't be half as bad as this. Having a leg tied up and hopping about on a crutch is almost a fun, I guess. Having an arm tied up is a little more troublesome, because you have to get your food cut up for you, and so on, but it doesn't really matter. And as for being deaf for a day, I shan't mind that -

'Are your guides kind to you?' I asked.

'Pretty good. Not as careful as I shall be when it is my turn. Those that have been

11. 'I shall be so glad when today's over.' Why does the girl feel so?

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12. Why does the girl think that having an arm tied up is a little more troublesome?

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awful: \_\_\_\_\_

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guess: \_\_\_\_\_

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murmur: \_\_\_\_\_

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at least, not much. But being blind is so frightening. My head aches all the time, just from avoiding things that probably aren't there. Where are we now?

'In the playground,' I said, 'going towards the house.'

10 Miss Beam is walking up and down the terrace with a tall girl.

'What has the girl got on?' my companion asked me.

'A blue skirt and a pink blouse.'

'I think it's Millie,' she said. 'What colour is her hair?'

'Very light,' I said.

'Yes, that's Millie. She is the head girl. She is very decent.'

'There's an old man tying up roses,' I said.

'Yes, that's Peter. He is the gardener. He's hundreds of years old!'

'And here comes a dark girl in red, on crutches.'

'Yes,' she said, 'that's Berryl.'

11 And so we walked on, and in guiding this little girl about I discovered that I was many times more thoughtful already than usual. I also realised that having to describe the surroundings to another, makes them more interesting.

When Miss Beam came to release me I was sorry to go. I walked back to the town murmuring (incorrectly as ever) the lines:

Can I see another's woe,  
And not share their sorrow too?  
O no, never can it be,  
Never, never, can it be.

13. Which clues helped the little girl identify Millie?

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14. Who are Peter and Berryl in the lesson?

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15. E.V Lucas leaves Miss Beam's school a wiser man. Do you agree? Substantiate your answer with examples from the story.

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Let's revisit

Activity 1

Read the extracts given below and answer the questions that follow by choosing the correct option.

1. 'It pains me, though to see that they are not all so healthy and active looking.'
  - i. Who speaks these words?
    - (a) E V Lucas
    - (b) the girl
    - (c) Miss Beam
    - (d) one of the boys
  - ii. These words are spoken to \_\_\_\_\_.
    - (a) the blind girl
    - (b) the dumb girl
    - (c) Miss Beam
    - (d) the author
  - iii. How does the listener react to the statement?
    - (a) The listener agrees with it.
    - (b) The listener becomes sad.
    - (c) The listener gets angry.
    - (d) The listener laughs and tells the truth.
2. 'And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be.'
  - i. Who are the 'we' referred to here?
    - (a) the children of Miss Beam's school
    - (b) the author and his friends
    - (c) the author and Miss Beam
    - (d) the author and the girl
  - ii. Who is the 'I' in the above sentence?
    - (a) the blind girl
    - (b) the dumb girl
    - (c) the author
    - (d) Miss Beam

iii. What change came over the author after his visit to Miss Beam's school?

- (a) became more careful
- (b) became more helpful
- (c) became more proud
- (d) became more thoughtful

### Activity 2

Say whether the following sentences are true or false. If false, rewrite them.

1. The author had been to Miss Beam's school several times.
2. In Miss Beam's school all subjects are taught in detail.
3. The children in Miss Beam's school are taught to appreciate and understand misfortunes.
4. The author saw a blind girl being led out by others.
5. On the dumb day the mouths of the children are bandaged.
6. Peter is very old, but not hundreds of years old.

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### Activity 3

Some of the features of a normal school are given below: Read them.

1. Many subjects are taught.
2. Most parents expect their children to learn subjects like Mathematics, Science, etc.
3. Different methods of teaching are adopted.

Now, write about Miss Beam's school, based on your reading of the text.

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Let's enrich our vocabulary

Activity 1

In 'The School for Sympathy', EV Lucas describes Miss Beam as 'middle-aged, authoritative, kind and understanding'. The author uses words to describe her age, appearance and character. The table given below contains words describing the physical features and character of people. Match the items given in the columns.

Describing Words	Physical features/Character
tall, short, medium	eyes
frail, stocky, slim, thin, plump, fatty, skinny, well-built	character
young, elderly, middle-aged, teenager	build
round, oval, square, wrinkled	height
grey, straight, curly, black, blonde, wavy, bushy	age
big, round, small, bright, narrow	hair
cheerful, aggressive, sensitive, serious, energetic, confident	face

Now, describe the following personalities using the words given in the above box.



1. Sherlock Holmes 2. Amitabh Bachchan 3. Sachin Tendulkar 4. Mohammed Rafi

One has been done for you.

1. Sherlock Holmes is a tall, middle-aged man. He has black hair, a long nose, bright eyes and an oval shaped face.

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Let's write

## Activity 1

Read the following notice.

**THE NIGHTINGALE AND THE ROSE**  
**A PLAY PRESENTED BY THE ENGLISH CLUB**  
**OF G G H S S, CHALAPURAM**

20.01.2016

Dear friends,

The English Club of GGHSS Chalapuram has decided to stage the one act play based on the story '**The Nightingale and the Rose**' by Oscar Wilde as part of the Annual Day celebrations of the school. The members of the English Club have prepared the script and directed the play. Sri. Kavalam Narayana Panicker, renowned poet and theatre personality has consented to inaugurate the staging of the play.

All are welcome.

**Secretary**  
**English Club**  
**GG HSS Chalapuram**

**Programme Details**

Date : 25-1-2016

Time : 04:00 PM

Venue : School auditorium

Welcome speech	:	Secretary, English Club
Presidential Address	:	Headmistress
Inauguration	:	Sri. Kavalam Narayana Panicker
Felicitations	:	School Leader Staff Secretary
Vote of thanks	:	Joint Secretary, English Club

The Health Club of your school has decided to observe the International Day for the Differently Abled on December 3, 2016. As the Convener of the Club, you have been asked to prepare a notice including all the relevant details of the programme. Draft the **notice**.

## Activity 2

Most of us take our lives for granted. Despite being physically fit, we keep complaining and making excuses. And here they are – the differently-abled people, who prove that you do not need two hands, legs or eyes to be successful in life. All you need is the will-power and determination. Here are a few people, who by means of confidence, faith and courage were able to overcome their physical obstacles and achieve success in their lives, which the healthy people find difficult to do.

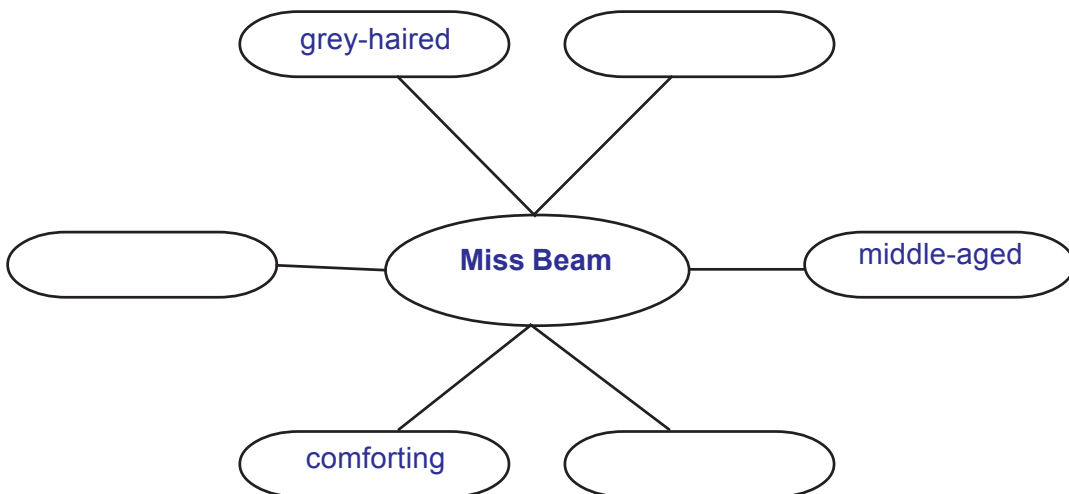
- John Milton
- Nick Vujicic
- Sudha Chandran
- Helen Keller
- Stephen Hawking
- Mahakavi Vallathol

Read books or browse related websites to get more information about them. Prepare their profiles.







### Let's speak

## Activity 1

Fill in the bubbles using the words or phrases which show quality, appearance and personality of Miss Beam.



Now, speak about Miss Beam using the words or phrases identified.

1  Miss Beam is very comforting to homesick children.	2  ..... .....	3  ..... .....
4  ..... .....	5  ..... .....	6  ..... .....

Now develop a character sketch of Miss Beam using the above sentences and present it in the class.

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## Activity 2

In Activity 2 of 'Let's Write', you have prepared profiles of people who in spite of their disabilities were able to achieve success in life. Prepare a presentation about these differently-abled people. Describe their life, contributions and other details. Use appropriate photos and posters to support your presentation. Present it before the class.

### Let's discover how grammar works

## Activity 1

Look at the following sentences.

We **teach** only those things that **are** simple.

The real aim of this school **is** not to teach thought but thoughtfulness.

The verbs in the above sentences are in the **simple present** tense.

Usually, the simple present tense is used to describe actions that are **universal** or **habitual**.

The earth **revolves** around the sun.

They **play** cricket every Sunday.

Simple present can also be used to show **planned future actions**.

The train from Alappuzha **arrives** at 5 p. m.

Now, identify the functions of the simple present tense in the following sentences. One has been done for you.

1. I use my bike to reach school.      habitual
2. It rains a lot in Chirapunjee. \_\_\_\_\_
3. Sruthi wakes up early. \_\_\_\_\_
4. The President visits Srilanka next week. \_\_\_\_\_
5. Iron gets rusted easily. \_\_\_\_\_
6. They leave the city tomorrow. \_\_\_\_\_

## Activity 2

Look at the following sentences.

I **am reading** a book.

Miss Beam **is walking** up and down the terrace.

An old man **is plucking** roses.

They **are playing** football.

He **is leaving** shortly.

Are the verbs in the above sentences similar to those given in Activity 1?

What difference do you notice?

These verbs are in the **present progressive** tense.

What are the major functions of the present progressive tense?

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Frame two sentences each showing any two major functions of the present progressive.

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## Activity 3

You have already learnt how a head noun in the noun phrase is expanded by adding certain words/phrases before and after it. You also know the category of words that can be added before and after the head noun, don't you?

Look how a head noun is expanded by adding these categories of words:

girl

a girl

a smart girl

a smart girl in the school

a smart girl in the school who tied her eyes

Now, expand the following nouns in the above manner.

a) garden

b) teacher





**Let's play with language**

Read the following sentence.

The author went round the school to **observe** how it functions.

In the word 'observe', another small word is hidden. The word is 'see'.

Look at the word 'chicken'. Let us write it as cHickEN, and put together the letters in capital. What do we get? HEN. So we have a shorter word 'hen' within the word 'chicken'.

You have seen the picture of a kangaroo, haven't you?

Have you seen its baby?

Where does the mother kangaroo carry its baby? - In a pouch in its body.

'Kangaroo words' are like this animal. They are marsupial words that carry smaller versions of themselves (joey words) within their spellings. They are words that contain other smaller words within them that have the same meaning.

Look at the word 'Exhilaration' which means 'to make someone feel very happy and excited'. Elation is a word that can be formed from this word. What does the word 'elation' mean?

Look at some other words too: regulate (rule), indolent (idle), encourage (urge), destruction (ruin), devilish (evil), and masculine (male).

Let's see how good you are with kangaroo words. Can you spot the joey (baby kangaroo) word hidden in each of these words? Remember, the letters of the smaller words should occur in the same sequence as in the parent word, though they need not come consecutively.

1. recline	
2. rotund	
3. inheritor	
4. container	
5. supervisor	
6. alone	
7. salvage	
8. feasted	
9. chariot	
10. routine	

## The Merchant of Venice

This is a story that tells the world that the divine quality of mercy is always better than justice. The play is about the aftermath of the rivalry between Shylock, the Jew and Antonio, the young Christian merchant of Venice. Read on and find how good finally triumphs over evil.

Antonio was a young and honest merchant in the town of Venice. He was the kindest man ever lived. He always came to the help of the people in trouble. He was greatly loved by all his fellow-citizens. Antonio had a bosom friend, Bassanio. He was a noble Venetian. He was not very rich. He had lived a luxurious life and squandered all the little money he had. Whenever he wanted money, Antonio helped him. It seemed they had but one heart and one purse between them.

Bassanio loved a girl named Portia, a very wealthy lady living in Belmont. Her father died some time ago and she was the only heiress to a large estate. Portia too loved Bassanio. Now he thought of improving his fortune by marrying her. One day Bassanio came to Antonio and told him about his love for Portia and that he must go very soon to Belmont as a suitor to Portia. But he did not have any money even to dress himself suitably as the lover of so rich an heiress. So he asked Antonio to help him. Bassanio wanted his friend to lend him three thousand ducats. But it



**William Shakespeare** (1564 – 1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and as the world’s pre-eminent dramatist. He is often called the *Bard of Avon*. His works consist of 37 plays, 154 sonnets, two narrative poems, and a few other verses, the authorship of some of which is uncertain. His plays have been translated into every major living language and are performed more often than those of any other playwright. Written sometime between 1596 and 1598, *The Merchant of Venice* is classified as an early Shakespearean comedy.

1. Why did Bassanio approach Antonio?

\_\_\_\_\_

\_\_\_\_\_

squander: \_\_\_\_\_

luxurious: \_\_\_\_\_

abuse: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The Merchant of Venice**

so happened that Antonio had spent all his money on his ships and so had no money with him. But he expected some of his ships to come home soon laden with merchandise. Hence, he decided to borrow the amount from Shylock who was a money lender.

Shylock had become very rich by lending money at a very high interest to merchants. He was a hard-hearted man and was very severe with his customers. So, he was much disliked by all good men. Antonio also disliked Shylock for being so ambitious and greedy for money. He used to lend money to the needy people without taking any interest. Therefore there was great enmity between the greedy Shylock and Antonio.

Antonio and Bassanio went to Shylock. Antonio asked the Jew to lend him three thousand ducats at any interest. He would pay it back as soon as his ships returned from the sea. Shylock thought deeply. He took this as a golden opportunity to take revenge on the Venetian who had insulted him many times.

‘Yes, I will lend you the money and I will take no interest,’ said the greedy money lender.

Antonio was surprised at this kind offer. Shylock still pretended to be generous. He again said he would lend him the three thousand ducats and take no interest for his money if repaid in time. His only condition was that Antonio should go with him to a lawyer and sign a bond in merry sport stating that if he did not repay the money in time he would forfeit a pound of flesh, to be cut off from any part of his body.

‘No,’ cried Bassanio, ‘you shall run no such risk for me.’

But Antonio insisted that he would sign it, for he was sure that his ships would return with money before the day of payment. Antonio signed the bond and got the money which he handed over to Bassanio who immediately set off to Belmont with a splendid train to possess Portia as his partner of life.

2. Who was Shylock and how did he become rich?

\_\_\_\_\_

\_\_\_\_\_

3. Why did Shylock hate Antonio?

\_\_\_\_\_

\_\_\_\_\_

4. What was Antonio’s attitude towards Shylock?

\_\_\_\_\_

\_\_\_\_\_

heiress: \_\_\_\_\_

\_\_\_\_\_

ducats: \_\_\_\_\_

\_\_\_\_\_

laden with merchandise: \_\_\_\_\_

\_\_\_\_\_

merry sport: \_\_\_\_\_

\_\_\_\_\_

train: \_\_\_\_\_

**The Merchant of Venice**

When Bassanio arrived in Belmont, Portia was very much worried whether he might be successful in the challenge raised by her father before his death, in order to save his daughter from fortune hunters. He had arranged three caskets—gold, silver and leaden - for her suitors to try. The person who chose the right casket in which her picture was deposited could win her. Bassanio did not choose either the gold or the silver casket. He said that things that glittered outside were often ugly inside. He then chose the leaden casket on which it was written: ‘Whoever chooses me must risk all that he has.’ It was a moment of joy for everyone because there was the lovely picture of Portia in it. Thus Bassanio proved successful in his suit and Portia consented to marry him.

Before the marriage Bassanio confessed to Portia that he was not very rich. His high birth and noble ancestry was all that he could be proud of. Now when her turn came, Portia prettily said that she was an unschooled girl. She loved him for his

good qualities. She had enough riches. ‘I give them to you with this ring,’ saying so she presented a ring to Bassanio.

Then a messenger arrived there. He was sent by Antonio. He had brought a letter from Antonio containing a sad news. When Bassanio read the letter, Portia found his face turn pale. She inquired what the sad news was.

He replied, ‘O sweet Portia, here are a few of the most unpleasant words that have ever been written.’

He then told all about Antonio and about his strange bond with Shylock to help him.

Bassanio read Antonio’s letter. ‘Sweet Bassanio, my ships are all lost. My bond to the Jew is forfeited. In paying it I shall lose my life. I wish to see you at my death; but it is your pleasure.’

‘O, my dear love,’ said Portia, ‘be quick; You shall have gold to pay the money twenty times over, before this kind friend Antonio shall lose a hair by my Bassanio’s

5. What were the conditions in the bond signed between Antonio and Shylock?

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6. ‘No,’ cried Bassanio, ‘you shall run no such risk for me.’ What is the risk referred to here?

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caskets: \_\_\_\_\_

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consent: \_\_\_\_\_

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**The Merchant of Venice**

fault.' Portia then said she would be married to Bassanio before he set out, in order to give him a legal right to her money.

The day of payment being past, the cruel money lender would not accept the money which Bassanio offered him. He insisted upon having a pound of Antonio's flesh. A day was fixed to try this strange case before the Duke of Venice, and Bassanio awaited in dreadful suspense the result of the trial.

**II**

The day of the trial arrived. Antonio did not ask for mercy, because he knew well that Shylock was unlikely to grant him any mercy. In a way he was willing to accept punishment. At the court, the Duke himself pleaded with Shylock to be merciful. He bluntly refused. Bassanio offered the Jew twice the sum owed by Antonio. But he replied that he wanted justice and so he would ask for his pound of flesh even if he was offered six thousand times the amount. When the

Duke asked Shylock how he could hope for mercy from god if he himself showed no mercy to his fellow beings, Shylock replied that he wanted no mercy if god grants him justice. So saying he began to sharpen the long knife.

Portia who had decided to come to Venice and to speak in Antonio's defence reached there on the day of the trial with her friend Nerissa. They disguised themselves. Portia appeared in a lawyer's gown and Nerissa followed her as her clerk. The case was just going to be heard before the Duke. Portia entered the High Court of justice and presented a letter from Bellario who was a lawyer and relative of Portia. In that letter the learned counsellor had written that the bearer of the letter Belthasar (so he called Portia) could be permitted to plead for Antonio as he was sick and unable to come by himself. The Duke granted this, wondering at the youthful appearance of the stranger, who was well disguised in her counsellor's robes and large wig.

7. What were the caskets made of?

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8. Why did Portia arrive in Venice disguised as a lawyer?

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dreadful: \_\_\_\_\_

suspense: \_\_\_\_\_

plead: \_\_\_\_\_

defence: \_\_\_\_\_

bluntly: \_\_\_\_\_

### The Merchant of Venice



And now began the important trial. Portia looked around and saw the merciless money lender. She saw Bassanio too. But he knew her not in her disguise. She read the bond and turned towards Shylock and told him that he had the right to his pound of flesh. Hearing it Shylock felt happy. She then spoke eloquently of the noble

quality of mercy. It would have softened the hearts of all except that of Shylock. She said that mercy dropped as the gentle rain from heaven upon the place beneath. Mercy was a double blessing. It blessed him that gave; and him that received it. Great kings have always shown mercy. It was an attribute of God himself. She

9. Why did Shylock insist on having the pound of flesh?

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disguised: \_\_\_\_\_

counsellor: \_\_\_\_\_

trial: \_\_\_\_\_

eloquently: \_\_\_\_\_

attribute: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The Merchant of Venice**

asked Shylock to remember that as we all prayed for mercy from God, we were bound to be merciful to our fellow beings. But, Shylock insisted on getting the penalty stated in the bond.

‘Is he not able to pay the money?’ asked the young lawyer Balthasar.

Bassanio then offered him the three thousand ducats as many times over as he should desire. Yet, Shylock refused it. He still insisted upon having a pound of Antonio’s flesh. The young counsellor now wanted Shylock to let her have a look at the bond once again. When she had read it, she said, ‘This bond is forfeited, and by this, the money lender lawfully claims a pound of flesh, to be cut off by him nearest Antonio’s heart.’

Then he said to Shylock, ‘Be merciful: take the money, and bid me tear the bond.’

But no mercy would the cruel Shylock show. He said, ‘By my soul I swear, no man can persuade me to change my mind.’

‘Now Antonio,’ said Belthasar, ‘you must prepare your bosom for the knife.’

While Shylock was sharpening the long knife and feeling its sharp edge Belthasar asked Antonio, ‘Have you got anything to say?’ Antonio calmly said, ‘I have but little to say. I have prepared my mind to die.’

Then he turned to Bassanio and said, ‘Give me your hand, Bassanio! Fare you well. Grieve not that I have fallen into this misfortune for your sake. Tell my regards to your honourable wife and how I had loved you.’

In the deepest agony Bassanio replied, ‘Antonio, I am married to a wife, who is as dear to me as life itself. But life itself, my wife, and all the world are not considered by me above your life. I am willing to lose all. I would sacrifice everything to this devil here, to save you.’

Shylock now cried out impatiently, ‘We are wasting time. I pray pronounce the sentence.’ Every heart was full of grief for Antonio.

As the judgment was going to be announced the young lawyer asked Shylock if there were balances to weigh

10. Why did Shylock refuse the money offered by Bassanio?

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persuade: \_\_\_\_\_

agony: \_\_\_\_\_

sentence: \_\_\_\_\_

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### The Merchant of Venice



the flesh. Shylock said that he had them ready. The lawyer also asked him if he had called a doctor lest Antonio bleeds to death. Shylock said no, and added that it was not written in the bond.

Belthasar replied, 'It is not so named in the bond, but what of that? It was good if you did so much for the sake of charity.' To this Shylock answered, 'I cannot find it; it is not in the bond.'

'Then,' said Belthasar, 'a pound of Antonio's flesh is yours. The law allows it, and the court awards it. And you may

cut this flesh from off his chest. But this bond here gives you no drop of blood. The words clearly are 'a pound of flesh'. If in cutting off the pound of flesh you shed one drop of Antonio's blood, your lands and goods are by the law to be confiscated to the state of Venice.'

Hearing this, Shylock was totally confused. It was utterly impossible for Shylock to cut off the pound of flesh without shedding some of Antonio's blood. This wise discovery of Belthasar, saved the life of Antonio.

11. 'Hearing this, Shylock was totally confused.' Why was Shylock confused?

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confiscated: \_\_\_\_\_

sagacity: \_\_\_\_\_

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**The Merchant of Venice**

**III**

All admired the wonderful sagacity of the young counsellor. Finding himself defeated in his cruel intent, Shylock said with a disappointed look that he was ready to take the money. Rejoiced beyond measure at Antonio’s unexpected deliverance Bassanio cried out, ‘Here is the money!’ But Portia stopped him saying, ‘Slowly, there is no haste; the money lender shall have nothing but the penalty. Therefore prepare, Shylock, cut off the flesh, but mind you, shed not a drop of blood. If you make a mistake you are condemned by the laws of Venice to die, and all your wealth is forfeited to the State.’

‘Give me my money, and let me go,’ said Shylock.

‘I have it ready here,’ said Bassanio.

Shylock was going to take the money. Portia again stopped him, saying, ‘Wait. I have yet another hold upon you. By the laws of Venice, your wealth is forfeited to the state for having conspired against the life of one of its citizens, and your life lies at the mercy of the Duke.

Therefore, down on your knees, and ask him to pardon you.’

The Duke then said to Shylock, ‘You may see the difference of our belief in god, I pardon you your life before you ask it. Half of your wealth belongs to Antonio, the other half comes to the state.’ The Duke now released Antonio, and dismissed the court. He then highly praised the wisdom and ingenuity of the young counsellor, and invited him home to dinner. But Portia, who meant to return to Belmont before her husband refused the invitation politely.

When the Duke left the court, Bassanio said to Belthasar, ‘Most worthy gentleman, I and my friend Antonio have been acquitted of grievous penalties by your wisdom, and I beg you to accept the three thousand ducats due to Shylock.’

But Portia was not ready to accept the money. Bassanio again pressed Belthasar to accept some reward. It came into Portia’s mind to play a trick upon her husband.

She said, ‘Give me your ring. I will wear it for your sake.’

12. Why was Shylock ready to take the money?

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\_\_\_\_\_

deliverance: \_\_\_\_\_

condemn: \_\_\_\_\_

conspire: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. What did the young lawyer ask as a reward?

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\_\_\_\_\_

ingenuity: \_\_\_\_\_

acquitted of: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Bassanio was distressed when the counsellor asked him the only thing he could not part with. He replied that he could not give him the ring because it was his wife's gift. He had promised her never to part with it. At this, Portia pretended to be offended and left the court.

'Dear Bassanio,' said Antonio, 'let him have the ring. Let my love and the great service he had done for me be valued against your wife's displeasure.' Ashamed to seem ungrateful, Bassanio yielded and sent the ring to Belthasar.

Portia returned home happily having performed a good action. At Belmont, she waited for her husband. When Bassanio arrived accompanied by Antonio, her eyes immediately fell upon his empty fingers and she asked him about his wedding ring. 'I gave it to the lawyer who saved Antonio's life,' Bassanio said.

Hearing this Portia looked very angry, and reproached Bassanio. She said 'No, you lie. You gave it to some other woman.' He said with great earnestness, 'No, no woman had it. The young lawyer who refused three thousand ducats of me begged for the ring. What could I do, sweet Portia?'

Hearing the quarrel between the couple Antonio said, 'Ah! I am the unhappy cause of these quarrels.'

Portia consoled Antonio not to grieve. Then Antonio said 'I once did lend my body for Bassanio's sake. But for him to whom your husband gave the ring, I should have now been dead. I swear your lord will never more break his word with you.'

'Then you shall be his surety,' said Portia to Antonio. 'Give him this ring, and bid him keep it better than the other.' So saying, she gave a ring to him.

When Bassanio looked at the ring he was strangely surprised to find it was the same he had given away. Then Portia told him how she had been the young counsellor, and Nerissa her clerk. Portia then gave him a letter which contained the happy message of Antonio's ships supposed to be lost, safely arriving in the harbour. So the tragical beginnings of this rich merchant's story were all forgotten in this unexpected good fortune which followed. There was leisure to laugh at the comical adventure of the ring and also at the husband who did not know his own wife.

(Slightly adapted)

14. How does the play become a comical adventure at the end?

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\_\_\_\_\_

\_\_\_\_\_

distress: \_\_\_\_\_

\_\_\_\_\_

offended: \_\_\_\_\_

yielded: \_\_\_\_\_

reproach: \_\_\_\_\_

earnestness: \_\_\_\_\_

Let's revisit

Activity 1

The following events are in a jumbled order. Put them in the correct order as a paragraph.

- A
1. Shylock lends Antonio three thousand ducats.
  2. Portia married Bassanio.
  3. Antonio failed to pay the debt.
  4. Shylock hated Antonio because he used to lend money without interest.
  5. Shylock wanted Antonio's flesh.
  6. Portia rescued Antonio from the punishment.

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- B
1. Portia arrived disguised as a young lawyer.
  2. Shylock was not ready to be merciful.
  3. The young lawyer saved the life of Antonio.
  4. The day of the trial arrived.
  5. Antonio was prepared to die.
  6. The Duke pleaded with him to be kind.

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## My Grandmother's House

Do you remember the help your grandmother did for you when you were a child? What memories do you have of the time you spent with her? Now, let's read the poem 'My Grandmother's House' by Kamala Das.



I received love... That woman died,  
The house withdrew into silence, snakes moved  
Among books, I was then too young  
To read, and my blood turned cold like the moon.  
How often I think of going  
There, to peer through blind eyes of windows or  
Just listen to the frozen air,  
Or in wild despair pick an armful of  
Darkness to bring it here to lie  
Behind my bedroom door like a brooding  
Dog... you cannot believe, darling  
Can you, that I lived in such a house and  
Was proud and loved... I who have lost  
My way and beg now at strangers' doors to receive love,  
at least in small change?



**Kamala Surayya**  
(1934-2009) known  
by the names  
Madhavikutty and  
Kamala Das, was a

gifted bilingual writer who could delight her readers with her inimitable style in both English and Malayalam. She is popular as a poet and short story writer. She was the recipient of awards like *Ezhuthachan Puraskaram*, *Vayalar Award*, *Sahitya Academy Award*, etc. *My Story*, *The Old Playhouse and Other Poems*, *Padmavati the Harlot and Other Stories*, *My Mother at Sixty-six*, etc. are some of her works in English.

**My Grandmother's House**

1. '....That woman died,...' Who is the woman referred to here? How is she related to the poet?

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2. What happened to the house after the death of the grandmother?

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3. '... to lie

Behind my bedroom door like a brooding

Dog...' – means that

- (i) the memories will always remain with the poet.
- (ii) the memories will lie uncared for in a corner.
- (iii) the memories are as important as a dog.

4. The poet wants to go back to the house

- (i) to peer .....
- (ii) to listen .....
- (iii) to pick .....

5. Identify the most appropriate meaning for the expression, 'an armful of darkness.'

- (i) sad days.
- (ii) darkness of the past.
- (iii) memories of the grandmother's house.

6. In the last three lines of the poem, the poet thinks of herself as a beggar.

- (a) What is she begging for?
  - (b) What does she mean by 'small change'?
- 
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7. Why are the eyes of the windows described as blind?

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8. The air in the grandmother's house is frozen. Why?

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9. Which words tell you that the poet is talking to someone? What is she talking about?

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10. How does the house itself share the grief of grandmother's death?

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Let's revisit

Activity 1

The poet thinks of her past. How is her present different from the past?

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Find hints/phrases from the poem which give you the idea that the house was deserted after the death of the grandmother?

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Activity 2

Look at the phrase 'blind eyes of windows'.

- (i) Do you think that windows have eyes? \_\_\_\_\_
- (ii) Aren't 'eyes' a feature of living beings? \_\_\_\_\_
- (iii) Is the poet attributing human qualities to 'windows'? How? \_\_\_\_\_

Here the poet uses 'personification'. Personification is a figure of speech where a thing, an idea or an animal is given human attributes. E.g. The flowers danced in the breeze.

Pick out another example of personification from the poem.

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Activity 3

'...my blood turned cold like the moon' is an example of simile. Pick out another simile from the poem.

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Activity 4

'... blood turned cold' is an instance of a tactile image. Find out other images from the poem.

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## Solitude

Don't you wish to have someone beside you when you are sad or in distress? Do you readily help others when they are in need? Now, let's read what the poet has taken notice of about the world we live in. Read on....

Laugh, and the world laughs with you:  
Weep, and you weep alone.  
For the sad old earth must borrow its mirth,  
But has trouble enough of its own.  
Sing, and the hills will answer:  
Sigh, it is lost on the air.  
The echoes bound to a joyful sound,  
But shrink from voicing care.

Rejoice, and men will seek you;  
Grieve, and they turn and go.  
They want full measure of all your pleasure,  
But they do not need your woe.  
Be glad and your friends are many,  
Be sad, and you lose them all.  
There are none to decline your nectared wine,  
But alone you must drink your life's gall.

Feast, and your halls are crowded;  
Fast, and the world goes by.  
Succeed and give, and it helps you live,  
But no man can help you die.  
There is room in the halls of pleasure  
For a long and loudly train.  
But one by one we must all file on  
Through the narrow aisles of pain.



**Ella Wheeler Wilcox**  
(1850-1919) was an American author and poet. Her best known work is *Poems of Passion*. Her most

enduring work is *Solitude* which contains some oft quoted lines. Her autobiography *The Worlds and Eye* was published in 1918, a year before her death.

### Solitude

1. What does the opening lines tell us about the present day world?

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2. 'Life is a mixture of joy and sorrow.' How differently do people react to each of them?

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3. Even the earth is indifferent to human suffering. Identify lines that hint this idea.

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4. 'Succeed and give and it helps you live.' Is this line an exhortation to help and support others in need?

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5. Every human being must undergo pain as a part of life. Which lines give you this idea?

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6. The poem throws light on the need to be 'self-reliant'. Do you agree? Why?

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7. Does the poem establish the idea that this is essentially a pleasure-seeking world? How?

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8. What does the poet mean by the expressions 'nected wine' and 'life's gall'?

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### Let's revisit

### Activity 1

1. The theme of the poem is:

- a. If you stay positive, you will become successful.
- b. If you seclude yourself, you will have lots of friends.
- c. If you weep, you weep alone.
- d. If you stay positive, people will be with you.

2. The tone of the poem is:

- a. optimistic
- b. pessimistic
- c. indifferent
- d. frustrated

3. Which line in the poem describes the speaker's outlook on life?

- a. 'There is room in the halls of pleasure.'
- b. 'Rejoice, and men will seek you.'
- c. 'The echoes bound to a joyful sound.'
- d. 'For the sad old earth must borrow its mirth.'

# I can



I can	I can do it myself	I can do with the help of my friends	I need further improvement
read and comprehend simple stories.			
describe people, their appearance and character.			
prepare the profile of a distinguished person.			
draft a notice for a programme.			
Identify the meanings of unfamiliar words referring to a dictionary.			
use a dictionary and form words by adding suffixes.			
speak confidently using adequate vocabulary.			
respond to questions and interact confidently.			
enjoy listening to poems, reading aloud and reciting them.			
identify the tone and poetic devices used in a poem.			
use language elements in different contexts.			
engage in language games with confidence.			
write articles with confidence in good English.			

## Glossary



**acquit** (v): to decide and state officially in a court of law that somebody is not guilty of a crime

The jury *acquitted* him of murder.

**agony** (n): an extreme physical or mental pain. She sat in *agony* hearing the news of the accident.

**aisle** (n): a passage between rows of seats in a theatre or between rows of shelves in a super market

**ancestry** (n): the family or the race of people that one comes from

His family name dates back to his *ancestry*.

**appreciate** (v): to recognise the good qualities of somebody or something

His talents were not fully *appreciated* by his company.

**authoritative** (adj): showing that you expect others to obey and respect you

The principal spoke in an *authoritative* tone.

**awful** (adj): very bad or unpleasant

Last summer, the weather was *awful*.

**bond** (n): a legal written agreement of promise

They signed a *bond* for the payment of money.

**bound** (v): (here) to run

The dogs *bounded* ahead.

**brooding** (adj): sad or mysterious

A *brooding* silence spread across the room.

**casket** (n): a small decorated box for holding jewels or other valuables

The shop keeper arranged all the *caskets* on the shelf.

**citizenship** (n): the state of being a citizen and accepting the responsibilities of it

To become a US citizen, you have to pass the *citizenship* test.

**comforting** (adj): making one feel calmer and less worried or unhappy

The *comforting* words of the teacher made her feel at ease.

**confess** (v): (here) to admit something that you feel ashamed about

She was reluctant to *confess* her ignorance.

**confiscate** (v): to take something away from someone as a punishment

The teacher threatened to *confiscate* the novel if she kept reading it in the class.

**consent** (v): to agree to do something or give your permission

She finally *consented* to answer our questions.

**conspire** (v): to secretly plan with other people to do something illegal or harmful.

They were accused of *conspiring* against the king.

**counsellor** (n): (here) a lawyer

**cripple** (n): a person who is unable to walk or move normally because of a disease or injury

He was *crippled* by the disease when he was a child.

**crutch** (n): one of the two long sticks that you put under your arms to help you walk

After the accident I spent six months on *crutches*.

**decline** (v): to refuse politely to do something

I offered to give them a lift but they *declined*.



**defence** (n): the act of protecting somebody or something from attack, criticism etc.

When her father was criticised, she came to his *defence*.

**despair** (n): the feeling of having lost all hope

He gave up the struggle in *despair*.

**distress** (adj): upset and anxious

He was too *distressed* to answer their questions.

**dreadful** (adj): very bad or unpleasant

It is *dreadful* to see how they treat their staff.

**earnest** (adj): very serious and sincere

In spite of her *earnest* efforts, she was unable to find a job.

**exclaim** (v): to say something suddenly and loudly, because of strong emotion or pain

She opened her eyes and *exclaimed* in delight at the sight before her.

**forfeit** (v): to lose something or have something taken away from you because you have done something wrong

If you cancel your trip, you will *forfeit* the amount you have paid.

**gall** (n): a bitter feeling full of hatred

**generous** (adj): giving or willing to give freely

The king was very *generous* and helped everyone in his country.

**grieve** (v): to feel very sad

It *grieved* her to leave the school, where she had worked for 20 years.

**grievous** (adj): very serious and often causing great pain or suffering

He has been the victim of *grievous* injustice.

**homesick** (adj): sad because you are away from home and you miss your family and friends

She felt so *homesick* at the hostel that she had to discontinue her studies.

**humanity** (n): the quality of being kind to people and animals by making sure that they do not suffer

The judge was praised for his *humanity* and courage.

**ingenuity** (n): the quality of being clever, original and inventive

**laden** (adj): heavily loaded or weighed down

The trees were *laden* with mangoes.

**leisure** (n): the time when one is not working or occupied

He used his *leisure* time to pursue his hobby.

**luxurious** (adj): extremely comfortable or elegant especially when involving great expense

He maintained a *luxurious* lifestyle.

**merchandise** (n): goods to be bought and sold

**mirth** (n): delight, amusement, especially as expressed in laughter, high spirits

The joke that the teacher told left the whole class in *mirth*.

**misfortune** (n): bad luck

His life seemed to be full of *misfortunes*.

**in a nutshell** (idiom): in the fewest possible words

She explained the details of the incident *in a nutshell*.



## Glossary



**offended** (adj): resentful or annoyed, typically as a result of a perceived insult

He sounded rather *offended* by what she said.

**originality** (n): the ability to think independently and creatively

She is a writer of great *originality*.

**peer** (v): to look closely or carefully at someone or something

Mother *peered* at her son with suspicion.

**penalty** (n): a punishment enforced for breaking a law, rule or contract

The convict was given a maximum *penalty* of ten years imprisonment.

**plead** (v): to make an emotional appeal

She *pleaded* with them not to harm the dog.

**pretend** (v): to behave so as to make it appear that something is the case when in fact it is not  
I closed my eyes and *pretended* to be asleep.

**rejoice** (v): to feel or show great joy or delight

We spend the day *rejoicing* at our victory.

**relief** (n): a feeling of release from distress

She felt a sense of *relief* when her husband arrived at the hospital.

**reproach** (v): to express to someone one's disapproval of or disappointment in their actions  
Her friends *reproached* her for not thinking enough of her family.

**revenge** (n): an act of hurting or harming someone in return for an injury or wrong suffered

The boy promised that he would take *revenge* for the insult meted out to him.

**sagacity** (n): the ability to make good judgments

**sentence** (n): the punishment given by a court

The murderer was *sentenced* to life imprisonment.

**shrink** (v): to become or make smaller in size or amount

The fruits were *shrunk* because of extreme heat.

**slacken** (v): to make or become less active, vigorous, intense, etc.

She *slackened* her pace a little.

**sly** (adj): cunning and crafty in a secret way

It was a *sly* political move.

**soar** (v): to rise quickly and smoothly into the air

The eagle *soared* high over the mountains.

**squander** (v): to waste something, especially money or time in a foolish manner

The man *squandered* all the money on gambling.

**stain** (v): to leave a mark that is difficult to remove

Their tongues were *stained* with the colour of the fruit they ate.

**suit** (n): a petition or entreaty made to a person in authority

**thoughtful** (adj): showing consideration for the needs of other people

It was very *thoughtful* of her to help those people in need.

**train** (n): (here) a group of attendants following an important person

The minister and his *train* of attendants left the court.

**trial** (n): a formal examination of evidence by a judge, typically before a jury

The newspaper reports of the *trial* attracted a lot of readers.

**woe** (n): great sorrow or distress