



Government of Karnataka

ENGLISH

FIRST LANGUAGE

(Revised)

PEARLS OF LITERATURE

8

EIGHTH STANDARD

PART - II

KARNATAKA TEXTBOOK SOCIETY (R)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

Note to the Readers

“Pearls of Literature” is designed for the students of 8th Standard First language English. It is written, based on the language guidelines of co-operative learning and constructivism envisaged in NCF 2005. The members of the text book committee are the practising teachers of English, who have contributed immensely to bring out this book.

There are eight prose lessons and equal number of poetry pieces and three lessons for supplementary reading. The themes of the lessons are drawn from a rich treasure of English which would be a treat for the readers. The themes chosen for the study range from the innocence of adolescence to Indian mythology. The entry level and the terminal performance of the language learners are kept in mind while designing the text book. The language learner’s interests, language needs, objectives of language learning and teaching and ability of the learners are also kept in view while preparing this book.

All the lessons have a wide range of activities to develop core language skills such as listening, speaking, reading and writing, besides exercises on vocabulary and language concepts, spelling, punctuation and composition. There are separate, lesson-wise table of contents which consist of themes, values, coverage of skills and activities which are given for the instant use of teachers and learners. Each of the lessons has a certain value and a specific theme. The teachers have to study the lessons thoroughly before they are taught to the students. They must motivate the learners to appreciate the Indian values, cultural heritage, the rich traditions and the achievements of Indian intelligentsia. They must facilitate the learners to develop a flair for English language and love for literature.

The Chairman and the Members of the Text Book Committee of the 8th Standard First language English Text, express a deep sense of gratitude to the Director of DSERT and his team of officials the Managing Director of the Text Book Society and his team of officials, and Prof **G.S. Mudambadithaya, Chief Co-ordinator** and Smt. Presilla.D. Shantha, Head Dept. of English St. Ann's School, Rajajinagar, Bengaluru, for their invaluable support in the completion of this book.

Dr. T.N. Raju

Chairperson

Textbook Committee

8th Std. First Language English
Bengaluru.

CONTENTS



	PROSE	PAGE NO.
5	A Lesson for Nakul- Neela Subramanian	01-11
6	The Model Millionaire-Oscar Wilde	12-21
7	The Great Sacrifice-a Play	22-30
8	The Woman on Platform 8 - Ruskin Bond	31-46
	POETRY	
13	Modern Machinery-Rudyard Kipling	47-55
14	Imagination-George Bernard Shaw (Memorization)	56-60
15	The Bees-William Shakespeare	61-63
16	The Cloud - P. B. Shelley (Memorization)	64-66
	SUPPLEMENTARY READING	
19	The Miser – Shantini Govindan	67-73
20	Study Skills	74-79
21	Table of Contents	80-82
22	List of Phonetic Symbols in English	83-84

PROSE-5

A LESSON FOR NAKUL

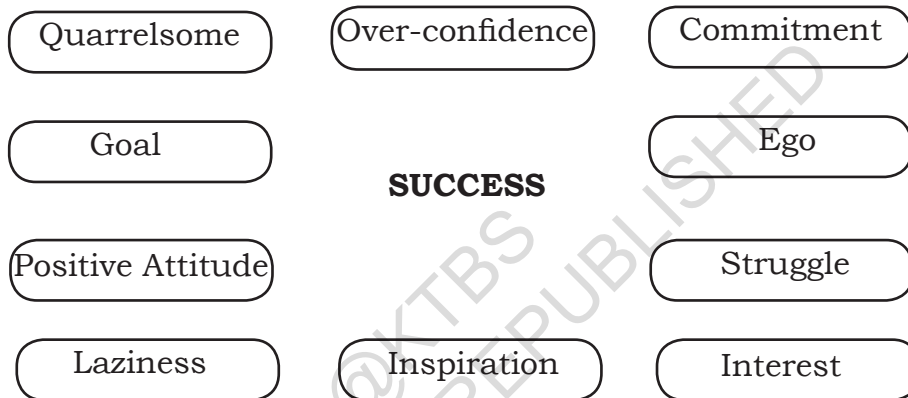
Neela Subramanian-



Pre-reading task :

I. Complete the web chart by matching the appropriate words which lead one to success:-

Determining Factors of Success



II. How do people become successful? Do they always choose the safe and acceptable options?

Do you agree with the statement that risks lead to success?

Read this lesson and find out the sources of success.

1. The boys of class VI came out of the exam hall.
2. "How did the Maths paper go?" I asked Akash who was waiting outside.
3. "So-so! I finished all the problems, though it was quite a tussle," replied Tarun, the monitor of the class.
4. Nakul came in just then. He looked depressed.
5. "What's up, Nakul? Maths is your favourite subject!" Akash was surprised.
6. "I decided to answer the tough problems first and leave the easy ones for the last ten minutes. But they took more time than I expected. So I couldn't finish two questions," Nakul replied.

7. "Never mind. It's not the final exam! Write faster next time, or set your watch ten minutes ahead so that you can answer all the questions!" Akash consoled him.
8. "Huh! It's easy to say that as you don't have to worry," Nakul retorted.
9. Akash was a new boy. He had joined the boarding-school almost at the end of the first term.
10. When the room was silent that night, Akash woke up suddenly. He looked at the next bed and saw that Nakul was awake.
11. "What's the matter?" Akash whispered.
12. "I've made a terrible mistake!" Nakul said.
13. "What's the mistake?" asked Akash.
14. "I am sure I have forgotten something. I think I have either written my name or my roll number on the Maths answer-script," Nakul mumbled, dejectedly.
15. "Oh, is that all? I thought something awful had happened." Akash was relieved. "Look, it's just 9-30. Sir is sure to be up. Let us go and see him. You can explain what's wrong!"
16. "You're coming, too? Thanks!" Nakul looked relieved as the two boys crept out of the room and walked to the master's study.
17. Mr. Verghese was startled to see them and listened to Nakul's stammered explanation. He unlocked a drawer and went through the answer-scripts.
18. "You have written your name and roll number, Nakul. You panicked unnecessarily." He watched them leave his room.
19. Soon the exams were behind them and the next event the boys looked forward to was the school's Annual Day. As Nakul was tall and well-built for his age, the master chose him to play an important role in a drama.
20. "Help! I've got to learn so many lines!" Nakul groaned.
21. "I'll help you to practise till you're word-perfect," Akash grinned.
22. Nakul was glad for his generous offer and with Akash's constant rehearsals, soon learned his lines.

23. "I hope I won't forget the words," Nakul looked tense before the curtains went up.
24. "Don't worry, the words will come to you easily," Akash encouraged.
25. To his surprise, Nakul found that he actually enjoyed his role!
26. "Thanks, Akash! You're a real gem!" he said, warmly.
27. "I am glad I could help you," Akash replied. The next day, the students were taken to a picnic spot.
28. "It's sure to rain," Nakul grumbled gloomily.
29. "No, it won't. The sun will come out soon and the day will be fine," Akash declared and looked at Nakul. "Why do you always look at the dark side of things?" he said. "Don't be a wet blanket all the time!"
30. Nakul felt annoyed and walked away to join the other boys. He refused to admit that Akash's judgement was correct, as usual. The day did turn out to be fine. In spite of this, Nakul found himself unable to enjoy the outing. "Was it because of his tiff with Akash that he found himself unable to enjoy the outing?" thought Nakul who was hidden behind some rocks as he overheard his masters talking.
31. "I admire that plucky little fellow, Akash! He's so cheerful despite his lame leg," said Mr. Verghese.
32. "You're right. I've been watching him and really marvel at how courageously he faces things!" agreed the Games Master. "Do you know, he's always ready to help others."
33. "We could certainly do with more boys like Akash," Mr. Verghese remarked. "His cheerfulness in the face of difficulties is proving to be a good example to others. I heard from the Headmaster that Akash was keen on joining this school as a boarder, though his parents were reluctant to expose their only son to the rough and tumble of boarding - school life."

34. Nakul looked thoughtful when he heard all this. He recalled the numerous times when Akash had gone out of his way to help him, though he could have easily looked the other way: times when he, Nakul, had caught a fleeting glimpse of pain in Akash's eyes when his leg hurt and he thought that no one was watching him.
35. Nakul admitted to himself that Akash's cheerful, positive outlook was like a bracing tonic which influenced his own way of thinking. He also admitted that his constant grumbling must be irritating to someone who liked to look at the bright side of things.
36. The next day, Nakul saw Akash among the spectators at the football match between classes VII and VIII.
37. "Come on, Rahul! Get the ball and pass it on to Deepak who's nearer the goal!" Akash yelled, encouragingly.
38. "I'm sorry for leaving you in a huff yesterday!" Nakul touched Akash's arm.
39. "It's okay! Friends again?" Akash smiled.
40. "I admire you! Despite your handicap, you are always cheerful! Doesn't it hurt that you can't join in the games?" Nakul asked.
41. "It did hurt at first." Akash confessed, "and I was very touchy about it, too, till my Grandma told me:

*No one wants to weep with you
If you are always sad,
Lonely you will never be
If you are brave and glad!
Search the clouds, you're sure to see
A gleam of light will follow
Though today is grim and grey,
Remember there's tomorrow!*

42. "I realized then that I couldn't go through life with a chip on my shoulder..... that others in the world are worse off than me! So I decided to spread cheer in my own way!" Akash explained.

I. Glossary :

annoy	:	anger
awful	:	extremely bad or unpleasant
bracing	:	supportive, stimulating
console	:	give comfort or sympathy
dejectedly	:	looking depressed
fleeting	:	lasting for only a short time
gloomy	:	sad and depressed
mumble	:	speech that is not heard clearly
panic	:	great fear
relieve	:	lessen anxiety
reluctant	:	unwilling
retort	:	quick or angry reply
startle	:	shock or surprise
tussle	:	struggle

II. Idioms:

1. Quite a tussle – very difficult
2. You are word perfect – acquire thorough knowledge
3. You are a real gem – very helpful
4. Dark side of things – negative thinking

III. Answer the following in two or three sentences each:

1. Why couldn't Nakul complete his Maths problems in the test?
2. How did Akash console him?
3. What do you mean by the phrase "Don't be a wet blanket all the time"?
4. What was the opinion of the teachers about Akash?
5. Why was Akash keen on joining the boarding school?
6. How did Nakul realize that his way of thinking was irritating to others?

7. What do you think were the reasons behind Nakul's anxiety?
8. How did Akash spread happiness among his friends?
9. What was Akash's attitude towards life?

IV. Answer the following in five or six sentences each:

1. In what ways does Akash help Nakul?
2. Was Nakul's changed attitude towards life worthy of appreciation?
Give reasons for your answer.

V. Read the extracts from the lesson and answer the questions that follow:

1. "Huh! It's easy to say that as you don't have to worry."
 - i) Who said these words?
 - ii) Why did he say so?
2. "I've made a terrible mistake."
 - i) Who is the speaker?
 - ii) What was the mistake made by him?
3. "Why do you always look at the dark side of things?"
 - i) Who is the speaker?
 - ii) What do you mean by the dark side of things?
 - iii) Why did the speaker say so.?
4. "I admire you! Despite your handicap you are always cheerful!"
 - i) Who said these words and who is he referring to?
 - ii) Why does the speaker admire him?

VI. ACTIVITY:

SPEAKING

Given below are eight qualities that people display during their struggle to attain the desired goal :

determination	endurance
commitment	positive thinking
desire	responsibility
hard work	character

Get into groups of eight. Each team will choose one quality to talk about to the whole class for about five minutes. Before you talk you have five minutes to discuss and prepare notes on it. Choose a leader. The leader has to collect at least one idea from each member of the group.

VII. WRITING

Trials in life can be tragedies or triumphs, depending on how we handle them. Do you agree with this statement? You might have seen many students like Akash and Nakul. What do you think was the motivating factor behind the happiness of Akash and self-realization of Nakul? Write a paragraph of about 100 words expressing your views with reference to the text.

VIII. VOCABULARY

An idiom is a phrase or an expression which has a special meaning of its own and whose meaning cannot be guessed by looking at the meaning of the individual words it contains. Idioms play an important part in any language. Usage of idioms lends force, charm and colour to the language.

For example:- The phrase “**be in the same boat**” has a literal meaning that can be understood easily, but it also has an idiomatic meaning which means, to be in the same difficult or unfortunate situation.

a) Match the idioms given in column A with their meanings in column B.

A	B
a. in the good books of	1 at a short distance
b. to lose one's head	2 at a distance
c. at a stone's throw	3 to worsen the matter
d. to add fuel to the matter	4 completely
e. to sell like hot cakes	5 to memorize
f. to bell the cat	6 to lose the power of thinking
g. to take by surprise	7 to have a very good sale
h. at arm's length	8 in favour with
i. through and through	9 to take a lead in a risky step
j. by heart	10 to catch suddenly.

b) Use these idioms in sentences of your own :

on behalf of (in favour of)
 at the mercy of (with kindness)
 at home (comfortable)
 to keep in the dark (not to be in the knowledge of)
 part and parcel (integral part)
 ups and downs (difficulties)
 to spread like wild fire (spread very fast)
 by hook or by crook (at any cost)

IX. PRONUNCIATION

Pronounce these words:

paper, many, deduce, refusal, proposal, locality, irrigate, precaution, apology, corporation.

When we articulate them, they sound in this way:

pa-per, man-y, de-duce, re-fus-al, pro-pos-al, lo-cal-i-ty, ir-ri-gate, pre-cau-tion, a-pol-o-gy, cor-po-ra-tion.

Each part is called a syllable. In each syllable, there is a vowel sound. The first three words have two syllables each and the next five words have three syllables each and the next two words have four syllables each.

Here are a few words from the lesson. Split the words and then underline the letters that stand for the vowel sound.

declare problem silent mistake constant favourite generous

encourage explanation courageous attitude cheerfulness

X. LISTENING ACTIVITY

First, the teacher must prepare a list of words that suggested motivation or determination. When your teacher reads out some words which are the determining factors for success or failure, listen to them carefully and write them under appropriate heading.

Motivating Factors	Demotivating Factors

XI. WRITING :

Schools today have opened their doors to the students who need special care. There may be some who are differently abled, some who have dyslexia or some other problem. Imagine that one such child has joined your class. Write a diary entry in about 100 words describing how you feel and how you plan to help him/her.

XII. VOCABULARY :

A) Look at this sentence from the lesson: "Don't be a wet blanket all the time!"

Here, the phrase wet blanket means a person who spoils other

people's pleasure because he is gloomy, dull, pessimistic etc. English has several expressions and idioms with the word 'Wet'.

A) Here are a few of them:

Like a wet rag-

Wet behind the ears-

Wet through-

Learn the meanings of the expressions given above by referring a dictionary.

B) Here are some more idioms:

Fill in the blanks with suitable idioms given in the box. Make the necessary changes:

pull through, give up, back out, abide by, apple of one's eye, come across, carry out, cry over spilt milk, call a spade a spade, get rid of.

1. If you join a club you have to _____ its rules.
2. The youngest son was the _____ the mother's eye.
3. He had promised to help me, but _____ at the last moment.
4. The servant _____ the master's order.
5. While reading the life history of reptiles, I _____ a very important detail about their food habits.
6. An honest man never hesitates to _____.
7. A man of action never _____.
8. Thank God, he succeeded in _____ of his bad habits.
9. Don't _____ your efforts.
10. Thanks to the excellent medical treatment, he _____ his illness.

XIII. a. Read these dialogues aloud:

Siddharth was exasperated as his scooter would not start. Arun offers to help him.

Siddharth : (trying to kick-start his scooter) Oh, What a day ! I have been kicking for five minutes. This scooter wouldn't start. Oh God, I'm tired.

Arun : Hi, Siddharth ! Having trouble with the scooter? May I help you?

Siddharth : Oh! Very kind of you, Arun! Please try your hand.

Arun : (starts it easily) Look, how easy it is to start. You're impatient Siddharth. You haven't inserted the key properly.

Siddharth: Thank you Arun.

b. Share and listen:

Remember the first day of your school? How did you feel? Who became your first friend? How did your first day go? Listen to your friend's experience sitting next to you. We all come to school, but so many children in our country do not go to school for many reasons.

- 1) Form a group of four or five and discuss the following:

Reasons why these children do not go to school.

What remedial measure can be taken to make them come to school?

What can you do for these children?

- 2) Interview any five of your neighbours and find out the reasons why students stay away from school. Prepare a brief report and submit it to your teacher.

PROSE-6

THE MODEL MILLIONAIRE



Pre – reading task:

What makes a person rich and successful? Is it luck or hard work?

“One can afford to be generous only if one is rich” Do you agree / disagree with this statement? Give reasons.

Do you know what irony is? Have you read stories with ironic endings? In groups, take up one story with irony as an element and discuss.

Read the lesson and understand the benevolence in the story:

The Lover

1. Hughie Erskine was a very good-looking young man. He was liked and admired by both men and women. He never said an unkind word about anyone. But he was not very clever, and never had any money. He was always changing his job and had tried everything. At one time he had worked on the Stock Exchange, which had lasted for six months. He had been a tea merchant for a little longer than that, but soon got tired of selling tea. Then he tried selling sherry instead, but again he failed. At last he gave up trying to work, and lived on two hundred pounds a year, given to him by an old aunt.
2. Now, he was in love with a girl called Laura Merton, who was the daughter of a retired Colonel. Laura loved him very much, and together they made a handsome couple. Of course neither of them had any money. The Colonel, although he liked Hughie, would not allow them to get married.
3. “Come to me, my boy, when you have got ten thousand pounds of your own, and we will see about it,” he would say. Poor Hughie! He was very miserable.

The Painter

4. One morning, on his way to see Laura, Hughie called in to see a friend of his who lived quite near. His friend’s name was Alan Trevor, and Trevor was a painter. He was a strange man, with a red beard. However, he was a very clever artist, and many people bought his paintings.

5. When Hughie came in, he found Trevor finishing the full size picture of a beggar-man. The beggar himself was standing on a raised platform in a corner of the room. He was an old man, bent and wrinkled, with a piteous look on his face. Over his shoulder he had a ragged brown coat, all torn and dirty. His thick boots were patched and well worn, and with one hand he leaned on a rough stick. In the other hand, he held out a hat for money.
6. "What a wonderful model!" whispered Hughie, as he shook hands with his friend.
7. "A wonderful model?" shouted Trevor at the top of his voice. "I should think so! You won't meet a beggar like him every day!"
8. "Poor old man!" said Hughie. "How miserable he looks."
9. "Of course," replied Trevor. "You don't want a beggar to look happy, do you?"
10. "How much does a model get for a sitting?" asked Hughie.
11. "Ten pence an hour."
12. "And how much do you get for your picture, Alan?"
"Oh, for this I get two thousand pounds!"
13. "Well, I think the model should get some part of that," cried Hughie, laughing. "He's working quite as hard as you."
14. "Nonsense, nonsense! Why, look at all the trouble of putting on the paint, and standing up all day. It's not easy work I can tell you. Now do stop talking, I'm very busy. Smoke a cigarette and keep quiet."

The Model

15. After some time, a servant came to tell Trevor that the frame-maker wanted to speak to him.
16. "Don't go away, Hughie," he said, as he went out. "I will be back in a moment."
17. The old beggar-man sat down on a wooden seat that was behind him. He looked so lonely and sad, that Hughie could not help feeling sorry for him. He felt in his pockets to see what money he had. All he could find was a sovereign.

18. "Poor man," he thought, 'he needs it more than I do,' and he walked across the room and slipped the sovereign into the beggar's hand.
19. The old man jumped, and a faint smile crossed his lips.
20. "Thank you, sir,' he said, 'thank you."
21. Then Trevor arrived, and Hughie said good-bye and left, feeling a little silly at what he had done.
22. That night he went to the Palette Club at about eleven o'clock, and found Trevor having a drink by himself.
23. "Well, Alan, did you get the picture finished all right?" he asked, as he lit a cigarette.
24. "Finished and framed, my boy," answered Trevor, 'and you might like to know that the old model you saw likes you very much. I had to tell him all about you, who you are, where you live, how much you earn, what you are going to do in the future_ _ _ _ _ '
25. "My dear Alan,' cried Hughie, 'I shall probably find him at home waiting for me. But of course you are only joking. Poor old thing! I wish I could do something for him. I think it's dreadful that anyone should be so miserable. I have got heaps of old clothes at home. Do you think he would like any of them? Why, his rags were falling to bits."
26. "But he looks so wonderful in them,' said Trevor. 'I wouldn't paint him in a good suit for anything. However, I'll tell him of your offer. And now, tell me, how is Laura? The old model was quite interested in her."
27. "You don't mean to say you talked to him about her too?" cried Hughie.
28. "Certainly I did. He knows all about the Colonel, the lovely Laura and the ten thousand pounds."

The Surprise

29. "You told that old beggar all about me?" cried Hughie, looking very red and angry.
30. "My dear boy," said Trevor smiling, 'that old beggar, as you call him, is one of the richest men in Europe. He could buy all London tomorrow and never miss the money. He has a house in every capital city, eats off gold plates, and can prevent Russia going to war when

he chooses.’ “What on earth do you mean?” exclaimed Hughie.

31. “What I say.” said Trevor. “The old man you saw today was Baron Hausberg. He is a great friend of mine, buys all my pictures and that sort of thing. He asked me a month ago to paint him as a beggar, and since he’s paying, well I could not refuse. And I must say I think he made a splendid model.”
32. “Baron Hausberg!” cried Hughie. “Good heavens! I gave him a sovereign!” “Gave him a sovereign!” shouted Trevor, and he burst into a roar of laughter.
33. “I think you might have told me, Alan,” said Hughie crossly, “and not let me make such a fool of myself.”
34. “Well, to begin with, Hughie,” said Trevor, “I did not think that you went around giving away your money in that way. And really, when you came in I didn’t know if Hausberg would like his name mentioned.”
35. “What a duffer he must think me,” said Hughie.
36. “Not at all. He was very happy after you left. He kept laughing to himself and rubbing his old hands together. I couldn’t understand why he was so interested in you at the time, but I see it all now. He’ll invest your sovereign for you Hughie, and pay you the interest every six months. He’ll also have a good story to tell his friends after dinner!”
37. Hughie walked home feeling very unhappy, and leaving Trevor laughing loudly.

The Messenger

38. The next morning, as he was eating his breakfast, his servant brought in a card on which was written:
39. “Mr. Gustave Naudin, Messenger of Baron Hausberg.’ ‘I suppose he has come for an apology,” said Hughie to himself, and he told the servant to show the visitor in.
40. An old gentleman with gold spectacles and grey hair came into the room, and said with a French accent, ‘Do I have the honour of

speaking to Mr. Erskine?’ Hughie bowed.

41. “I have come from Baron Hausberg,” he continued. ‘The Baron-’

42. “I ask, sir, that you will offer him my sincerest apologies,” cried Hughie.

43. “The Baron,’ said the old gentleman with a smile, ‘has asked me to bring you this letter.” And he held out a sealed envelope.

44. On the outside was written, “A wedding present to Hugh Erskine and Laura Merton, from an old beggar,” and inside was a cheque for ten thousand pounds.

The Wedding

45. When they were married, Alan Trevor was the best man and the Baron made a speech at the wedding breakfast.

46. “Millionaire models,” remarked Alan, “are rare enough, but model millionaires are rarer still!”

Glossary :

sherry	:	a kind of wine.
wrinkle	:	small line on the skin of a person’s face or hands.
sovereign	:	a gold coin worth one sterling.
invest	:	to put money in a business to try to increase its value.
admire	:	regard with respect, took at with pleasure.
millionaire	:	a person whose assets are worth one million pounds or dollars or more.
miserable	:	unhappy, uncomfortable.
faint	:	slight.
dreadful	:	extremely bad or serious.
splendid	:	magnificent, very impressive, excellent.
apology	:	regretful acknowledgement of an offence or failure.

Comprehension:

I. Answer the following questions in two or three sentences each:

1. What sort of man was Hughie Erskine?
2. What were the various jobs he took up? Why?
3. What was the condition laid down for Hughie to marry Laura?
4. Who was Alan Trevor? What was Trevor doing when Hughie called on him?
5. How was the model beggar dressed?
6. What did Hughie feel the model should get? Why?
7. Why did Hughie feel sorry for the beggar-man?
8. What did Hughie give the old beggar-man?
9. What did Alan Trevor tell Hughie when he met him at the Palette Club?
10. Alan says, "He'll invest your sovereign for you Hughie," How do you think the Baron could have invested the sovereign for Hughie?

II. Answer the following questions in five or six sentences each:

1. 'That old beggar, as you call him, is one of the richest men in Europe.' Name the richest man referred to. How is he described to Hughie?
2. Describe how Hughie Erskine was able to marry Laura Merton.
3. Bring out the subtle humour in the story "The Model Millionaire."
4. "I have got heaps of old clothes at home. Do you think he would like any of them? Why, his rags were falling to bits,' said Hughie. 'But he looks so wonderful in them," said Trevor. "I wouldn't paint him in a good suit for anything. However, I'll tell him of your offer."

The above instance is an example for subtle humour. Pick out other incidents of humour from the story.

III. Vocabulary

A. Compound words – When two different words are put together to form a new word, that word is called a compound word.

eg : beggar-man

1) Fill in the blanks given below with the help of the compound words.

1. _____ picture (full-size)
2. _____ young man (good – looking)
3. The old _____ (beggar-man)
4. The _____ wanted to speak to Trevor. (frame – maker)

2) Match the words in column A with the words in column B to make more compound words:

A	B
1. grand	breaker
2. news	mark
3. mile	mother
4. book	path
5. tie	paper
6. foot	stone

B. Affix = Prefix + Suffix

1) Prefix – a word which does not have meaning by itself, but when added to the beginning of a word, forms a new word. The new word is very often the opposite of the root word.

eg : un – He never said an *unkind* word to anyone.

Use appropriate prefixes to the words given below to form words opposite in meaning(dis, mis, un)

do, honour, broken, comfort, clean, honest, respect, obey, regard, appear, like, agree, wanted, content

2) Suffix – a word which does not have a meaning by itself, but when added to the end of a word forms a new word.

eg : ful – i. What a *wonderful* model! ii. I think it's *dreadful*.

Use appropriate suffixes to the words given below to form new words:

(ly, ness, ish, ful, less)

easy, child, hope, use, fool, beauty, brown, doubt, calm, slow, help, cheer, pain, colour.

3) Homonym – a word which has the same sound, same spelling but two different meanings.

Example – Model – a person or thing that is an excellent example of a quality.

Gandhiji is the model of sacrifice.

Model- a copy of something.

There is a model of the Taj Mahal made of marble.

Construct sentences with the following homonyms to bring out two different meanings of each word:

trip, stamp, plant, right.

Write any four homonyms which have different meanings, with the help of a dictionary.

4) Pun – Do you know what a pun is? A pun is a type of wordplay. In a pun a homonym is used in the same sentence to mean two different

things. Great writers like William Shakespeare, Oscar Wilde and others often used pun to add fun and flavour to their writing. Look at the last line of the lesson. Explain the pun.

IV. Make five pairs of pun words with the help of a dictionary.

V. Colour in Language:

Study this sentence:

‘You told that old beggar all my private affairs?’ cried Hughie, looking very red and angry.

The word “red” is used to describe a feeling of anger. Colours are often associated with various types of emotions.

Select a colour from the box to describe the feelings associated with them and then fill in the blanks:

green, red, blue, black, grey, white, pink.

1. The old lady seemed to be in the of health.
2. John was..... with envy when he heard that his friend would be meeting the Prime Minister in person.
3. Shalini became with anger when Anjali shared her secret with other girls.
4. We must cheer him up. He was feeling all day.
5. The cop beat him up..... and
6. The stallion (breed) was as pure as in colour.

VI. Learn to speak and listen:

a) Enact the story in small groups:

Select characters and memorize the dialogues. Then deliver the dialogues imagining you were the characters. Listen to others when they deliver in the dialogues.

b) Create a dialogue for the following roles and present it before your class:

- Hughie Erskine - Laura Merton -Aligan Trevor
- Colonel Merton - Baron Hausberg

c) Identify the following characters from the lesson:

1. I am a very good looking young man, liked and admired by both men and women.
2. I am a girl, daughter of a retired Colonel.
3. I am a strange man, with a red beard, a very clever artist.
4. I am an old man, bent and wrinkled with a piteous look on my face.
5. I am the richest man in Europe, who could buy all London. I have a house in every capital city.

d) (The Teacher writes the names of characters on chits of paper. Students pick one each)

Imagine that you are one of the characters. Write four lines describing yourself.

Eg. I want to get married, but I don't have enough wealth to marry.
Who am I?

PROSE-7

THE GREAT SACRIFICE



Pre-reading task:

Read the following extract from the Mahabharata and answer the following questions:

Kunti went to her son Karna and requested him not to reuse an arrow at the battle field against Arjuna. Karna happily gave the boon he thought that his mother was greater than his boon. Later on, he was easily killed by Arjuna in the battle-field as he would not re-use the arrow.

1. Why did Kunti go to Karna?
2. Was Kunti right in taking away the boon? Explain.
3. What was the sacrifice made by Karna?

Discuss these points with your classmates.

a) What is the greatest thing that you can appreciate in your mother? Is it to give up everything she has for her child? Is it to give up her life for her child?

[Read this lesson and find out about the idea of sacrifice]

Characters

Panna - The nurse of the infant Udai Singh

Padma and Champa - maids

Banbir - a half-brother of Udai Singh, who was ruling Mewar for Udai Singh.

(The Bed Chamber of the infant prince Udai Singh in the Palace of Chittor. The prince is sleeping on his ivory bed, and his nurse Panna, who is a young Rajput woman, is sitting on another bed. Her little son, who is of the same age as the prince, is lying asleep beside her. A maid, Padma, comes in).

1. **Padma** : Where's the prince?

2. **Panna** : There he is, and here's my son. Both of them have just fallen asleep.
3. **Padma** : I am worried.
4. **Panna** : Yes, I too am worried. Everything has been going wrong since the death of Ranaji. Nobody seems to be happy. The nobles are quarrelling among themselves. They have become mean and selfish.
5. **Padma** : And Banbir has become very ambitious. Do you think the nobles like him?
6. **Panna** : They have to like him. They are not strong enough to dislike him.
7. **Padma** : But isn't he grateful to them?
8. **Panna** : Grateful! Can a snake ever be grateful to anyone? Banbir and gratitude belong to two different worlds. I say, Padma, this Banbir is a curse to the house of Mewar. We have to be careful of him.
9. **Padma** : But isn't he a son of our late Rana and half-brother of our prince?
10. **Panna** : He may be anything, but I don't trust the man. He has killed some nobles and has crushed the others. They don't dare to say or do anything against him. They are afraid of him. And he does what he likes. There is discontent among the people and there is discontent in the army.
11. **Padma** : Why doesn't the army throw him out?
12. **Panna** : It can't. Banbir has formed a party of his own. There are some strong men on his side and everyone is afraid of him.
13. **Padma** : Unfortunate Mewar. Your troubles will never end. What can we do, Panna?
14. **Panna** : We can do a lot. Let the time come.
15. **Padma** : I haven't yet told you the worst about Banbir.

16. **Panna** : What is it, Padma?
17. **Padma** : (softly) Listen, Banbir wants to be the permanent Rana of Mewar. He has resolved to kill the prince.
18. **Panna** : And I have resolved to save the prince. When the Rani the prince's mother, was dying, she said to me, "Panna, I have lost everything except my precious child. I'm leaving him in your charge. Be a mother to him and protect him from all harm." I promised her that I would give my life to save the life of the prince. And she died smiling. Banbir cannot kill the prince as long as Panna lives. I will fulfil my promise to my late mistress.

(The sound of somebody running outside)

19. **Padma** : Listen! There is somebody outside. Who can it be?
20. **Panna** : It must be one of the guards. (A maid named Champa enters, panting).
21. **Champa** : Make haste. Do what you can to save the life of the Prince. You haven't any time to lose. Banbir will be here in a few minutes. He's talking to a man outside. He's only a hundred yards away from here.
22. **Panna** : How do you know he's coming to kill the Prince?
23. **Champa** : He has a naked sword in his hand.
24. **Panna** : (calmly) All right. The time to do or die has come. I must save the life of the prince or die with him. (To the maids) Champa and Padma, please help me save the life of Rana Sanga's child. (Quickly lifts the prince from his bed, changes his clothes and puts him in a basket and then covers him with flowers and leaves).
Take this basket out of the palace, hide yourselves near the gate and wait for me there.
25. **Padma** : (lifting up the basket) I'll carry this most precious basket under my arm. Champa, follow me.
26. **Champa** : (to Panna) Where are we going to take the prince? No one in Mewar will keep him in his house.
27. **Panna** : Don't worry, I've already thought about it. We'll take

him to Asa Shah who is a good man and a friend of ours. I'm sure he'll protect the prince. Now hurry up and be careful.

(The maids go out, taking the infant prince with them. Panna quickly dresses her own child in the clothes of the prince and puts him in his bed. She looks at him for a few minutes, kisses him several times and lies down on her bed. The sound of footsteps outside. Banbir enters the room hurriedly. Panna gets up from the bed.)

28. **Banbir** : Where is the prince?

29. **Panna** : Not so loud, please. He is asleep.

30. **Banbir** : Where is he?

(Panna points to her child with a trembling hand. Banbir rushes to the bed and kills the child with his sword. Panna shrieks and falls down on her baby's body. Banbir looks around and goes out of the room)

31. **Panna** : (in a choked voice, loudly) Mistress, I have kept my promise to you, I have saved the life of the Prince.

Glossary :

discontent	:	Dissatisfaction, unrest.
resolve	:	Decide
precious	:	Valuable or dear
trembling	:	Shaking, quivering.
shriek	:	Scream, cry out
choked	:	Suffocated

I. Comprehension:

Answer the following in two - three sentences each:

1. Why were Padma and Panna worried?
2. a. Name the person who was ambitious.
b. What is he compared to?
c. Why were the other nobles powerless against him?
3. a. What did Banbir make up his mind to do?

- b. Why had he resolved to do this?
4.
 - a. What did the Prince's mother tell Panna when she was dying?
 - b. What did Panna promise the Rani?
5.
 - a. What news did Champa bring?
 - b. What did Banbir have in his hand?
6.
 - a. Why did Panna change the Prince's clothes?
 - b. Where did she put him?
 - c. What did she cover him with?
7. Whose clothes did Panna make her baby wear? Whose bed did she put him in?
8. Who did Banbir kill? Did he realize his mistake?
9. What are the main qualities you appreciate in Panna? Give reasons in support of your answer.

II. Read the following sentences:

1. a. We have seen the new film on wildlife.
(Present Perfect tense)
- b. We saw the new film on wildlife.
(Simple Past tense)
2. a. She has given me some lovely flowers.
(Present Perfect tense)
- b. She gave me some lovely flowers.
(Simple Past tense)

Note : In these two sets of sentences, the activities (seeing and giving) have taken place. Why do we use the present perfect tense in 1(a) and 2(a) and the simple past tense in 1(b) and 2(b)? We use the present perfect to emphasize the effect of the past action on the speakers present :

We have seen the new film on wildlife.
(and we still remember it).
She has given me some lovely flowers.

(and I have got them with me now).

The simple past tense, on the other hand, describes activities which have taken place in the past and have no effect on the speakers present. The present perfect is related to the speakers present :

3. Use the following present time expressions in meaningful situations: still, yet, now, just.

eg :

He has just made tea.

He hasn't made tea yet.

He has still not made tea.

4. The simple past tense is used with past time expressions.

eg :

I took my sick neighbour to the hospital yesterday/last week/a month ago.

III. Rewrite these sentences using the words given in brackets at the appropriate places:

a. The children have returned from the zoo. (just)

b. I have had a ride on a camel. (never)

c. We have had our lunch. (already)

d. Lata has sung before foreign audiences. (often)

e. I have seen the Republic Day Parade. (only once in my life)

IV. a. Use the present perfect tense of the verbs given in brackets and fill in the blanks to complete the sentences:

Mrs. Sharma : _____ you _____ (draw) money from the bank?

Mr. Sharma : Yes, I have.

Mrs. Sharma : Where _____ you _____ (put) it?

Mr. Sharma : (taking off his bush-shirt and throwing it on the bed)
I _____(put) it in my briefcase.

Wife : (opening the briefcase) No, you haven't. It's not here.

Husband : (getting worried) I put it in this pocket of the briefcase. _____someone_____ (steal) it?

Wife : I hope you _____ not _____(drop) it.

Husband : (getting angry) No, I am not careless. You might be careless. I very carefully counted the notes and put them in this pocket. What shall we do? ₹500 is a big amount.

Wife : (picking up his bush-shirt and folding it. Don't worry. (She smiles)

Husband : We _____(lose) ₹500 and you are smiling?

Wife : We _____ not _____(lose) the money.

Husband : _____ you _____ (take) it out of my briefcase?

Wife : No, I haven't. It was never in your briefcase.

Husband : Where is the money?

Wife : It's here. It's in the pocket of your bush-shirt. Now, tell me who is careless?

Husband : (heaving a sigh of relief) Pardon me, my dear, I _____ (be) careless.

Wife : (smiling) Come, let's have some tea.

b. Now mark the piece of conversation with appropriate stress and intonation.

V. a. Match the words in column A with their antonyms in column B:

A		B
strong		inside
like		begin
end		dislike
outside		weak

b. Fill in the blanks with words from column A and add sentences using words from column B as well:

- Don't go _____. It is raining.
- The hero dies at the _____ of the film.
- All of us _____ ice cream.
- This chair is _____. You cannot break it.

c. Fill in the blanks using the correct tense forms of the verbs given in brackets:

- The farmers and their families _____ (be) in their fields since six o'clock in the morning. The farmers _____ (plough) their fields and their wives _____ (sow) the seeds. Their daughters _____ (put) earth on the seeds and their sons _____ (water) the fields.

d. Rewrite the above passage in the singular form. Begin this way:

A farmer and his family _____ (be) in their field since six O'clock in the morning.

e. Imagine that the above scene took place yesterday. Rewrite the passage making minor alterations where necessary:

First sentence

At 6 o'clock in the morning the farmers _____ (plough) _____

VI. Use the correct forms of the verbs given in brackets and fill in the blanks:

- a. My wife _____(try) to get a job, but she has not succeeded yet.
- b. The patient has had biscuits and has also_____ (drink) a glass of milk.
- c. The bridegroom has _____(decide) not to take a single paisa as dowry.
- d. The farmers had _____(know) that the sheaf of corn would fall.
- e. The village Panchayat has _____(nominate) my father as a member of the Panchayat.

VII. Imagine that Panna has just come out of the bed-chamber and is talking to you. Complete this Paragraph.

Panna : I _____ (save) Udai Singh's life. I _____(hide) him in a basket. Padma and Champa _____(take) the basket out. Banbir _____(kill) my innocent little baby, but I am not heart-broken. I _____(do) my duty. I _____(keep) my promise to the late queen.

PROSE-8

THE WOMAN ON PLATFORM 8



Pre-reading task

I. Imagine you came across a stranger while travelling on a train or a bus. What would your reaction be when the stranger speaks to you? Is it advisable to speak to strangers? In groups of four, discuss these questions and then have a classroom discussion.

II. "The Woman on Platform 8" is the story of a boy who had an encounter with a woman on platform 8. As you read the story, make a note of the people he comes across and his feelings for them.

1. It was my second year at boarding-school, and I was sitting on platform No.8 at Ambala station, waiting for the north-bound train. I think I was about twelve at the time. My parents considered me old enough to travel alone and I had arrived by bus at Ambala early in the evening: now there was a wait till midnight before my train arrived. Most of the time I had been pacing up and down the platform, browsing at the book-stall, or feeding broken biscuits to stray dogs; trains came and went, and the platform would be quiet for a while and then, when a train arrived, it would be an inferno of heaving, shouting agitated human bodies. As the carriage doors opened, a tide of people would sweep down upon the nervous little ticket-collector at the gate; and every time this happened I would be caught in the rush and swept outside the station. Now tired of this game and of ambling about the platform, I sat down on my suitcase and gazed dismally across the railway-tracks.
2. "Are you all alone, my son?" asked a soft voice close behind me. I looked up and saw a woman standing near me. She was leaning over, and I saw a pale face, and dark kind eyes. She wore no jewels, and was dressed very simply in a white sari.
3. "Yes, I am going to school", I said, and stood up respectfully; she seemed poor, but there was a dignity about her that commanded respect.
4. "I have been watching you for some time," she said, "didn't your parents come to see you off?"

5. "I don't live here," I said. "I had to change trains. Anyway, I can travel alone."
6. "I am sure you can," she said, and I liked her for saying that, and I also liked her for the simplicity of her dress, and for her deep, soft voice and the serenity of her face.
7. "Tell me, what is your name?" she asked.
8. "Arun." I said.
9. "And how long do you have to wait for your train?"
10. "About an hour, I think. It comes at twelve o' clock."
11. "Then come with me and have something to eat."
12. I was going to refuse, out of shyness and suspicion. But she took me by the hand, and then I felt would be silly to pull my hand away. She told a coolie to look after my suitcase, and then she led me away down the platform. Her hand was gentle, and she held mine neither too firmly nor too lightly. I looked up at her again. She was not young. And she was not old.
13. She took me into the station dining room, ordered samosas, jalebies and tea, and at once I began to thaw and take a new interest in this kind woman. The strange encounter had little effect on my appetite. I was a hungry school boy, and I ate as much as I could in as polite a manner as possible. She took obvious pleasure in watching me eat, and this cemented our friendship, for under the influence of the tea and sweets I began to talk quite freely, and told her about my school, my friends, my likes and dislikes. She questioned me quietly for some time, but preferred listening; she drew me out very well, and I had soon forgotten that we were strangers. But she did not ask me about my family or where I lived, and I did not ask her where she lived. I accepted her for what she had been to me—a quiet, kind and gentle woman who gave sweets to a lonely boy on a railway platform...
14. We walked together in silence until we reached the place where I had left my suitcase. One of my school fellows, Satish, a boy of about my age, had turned up with his mother.

15. "Hello, Arun!" he called. "The train's coming in late, as usual. Did you know we have a new Headmaster this year?"
16. We shook hands, and then he turned to his mother and said: "This is Arun, mother. He is one of my friends, and the best bowler in the class."
17. "I am glad to know that," said his mother, a large imposing woman who wore spectacles. She looked at the woman who held my hand and said: "And I suppose you're Arun's mother?"
18. I opened my mouth to make some explanation, but before I could say anything the woman replied: "Yes, I am Arun's mother."
19. I was unable to speak a word. I looked quickly up at the woman, but she did not appear to be at all embarrassed, and was smiling at Satish's mother.
20. Satish's mother said: "It's such a nuisance having to wait for the train right in the middle of the night. But one can't let the child wait here alone. Anything can happen to a boy at a big station like this and there are so many suspicious characters hanging around. These days one has to be very careful of strangers."
21. "Arun can travel alone though," said the woman beside me, and somehow I felt grateful to her for saying that. I had already forgiven her for lying; and besides, I had taken an instinctive dislike for Satish's mother.
22. "Well, be very careful Arun," said Satish's mother looking sternly at me through her spectacles. "Be very careful when your mother is not with you. And never talk to strangers!"
23. I looked from Satish's mother to the woman who had given me tea and sweets, and then back at Satish's mother.
24. "I like strangers," I said.
25. Satish's mother definitely staggered a little, as obviously she was not used to being contradicted by small boys.
26. "There you are, you see! If you don't watch over them all the time, they'll walk straight into trouble. Always listen to what your mother tells you," she said, wagging a fat little finger at me. "And never talk to strangers."

27. I glared resentfully at her, and moved closer to the woman who had befriended me. Satish was standing behind his mother, grinning at me, delighting in my clash with his mother. Apparently he was on my side.
28. The station bell clanged, and the people who had till now been squatting resignedly on the platform, began bustling about.
29. "Here it comes," shouted Satish, as the engine whistle shrieked and the front lights played over the rails.
30. The train moved slowly into the station, the engine hissing and sending out waves of steam. As it came to a stop, Satish jumped on the footboard of a lighted compartment and shouted, "Come on, Arun. This one's empty!" and I picked up my suitcase and made a dash for the open door.
31. We placed ourselves at the open windows, and the two women stood outside on the platform talking up to us. Satish's mother did most of the talking.
32. "Now don't jump on and off moving trains, as you did just now," she said. "And don't stick your heads out of the windows, and don't eat any rubbish on the way."
33. She allowed me to share the benefit of her advice, as she probably didn't think my "mother" a very capable person. She handed Satish a bag of fruits, a cricket bat and a big box of chocolates, and told him to share the food with me. Then she stood back from the window to watch how my "mother" behaved.
34. I was smarting under the patronising tone of Satish's mother, who obviously thought mine a very poor family; and I did not intend giving the other woman away. I let her take my hand in hers, but I could think of nothing to say. I was conscious of Satish's mother staring at us with hard, beady eyes, and I found myself hating her with a firm, unreasoning hate. The guard walked up the platform, blowing his whistle for the train to leave. I looked straight into the eyes of the woman who held my hand, and she smiled in a gentle, understanding way. I leaned out of the window, and put my lips to her cheek, and kissed her.

35. The carriage jolted forwards, and she drew her hand away.
36. "Good-bye, mother!" said Satish, as the train began to move slowly out of the station. Satish and his mother waved to each other.
37. "Good-bye," I said to the other woman, "good-bye, mother...."
38. I didn't wave or shout, but sat still in front of the window, gazing at the woman on the platform. Satish's mother was talking to her, but she didn't appear to be listening; she was looking at me, as the train took me away. She stood there on the busy platform, a pale sweet woman in white and I watched her until she was lost in the milling crowd.

Glossary :

pacing	:	walking slowly
browsing	:	examine in a casual way
inferno	:	a place that is like hell.
heaving	:	panting with short quick breath.
agitated	:	anxious
ambling	:	walking at an easy gentle pace.
dismally	:	sadly
serenity	:	calmness, peace
thaw	:	soften (here)
encounter	:	sudden or unexpected meeting.
embarrassed	:	mental discomfort
nuisance	:	troublesome, annoying
instinctive	:	natural
sternly	:	harshly
staggered	:	reeled in shock.
contradicted	:	disagreed with
wagging	:	shaking
resentfully	:	angrily
befriended	:	making friendship
apparently	:	clearly seen

squatting	:	sitting on the floor
smarting	:	feeling pained
patronizing	:	showing superiority in a rude and insulting way.
milling	:	a throng of people moving about in a place.

COMPREHENSION:

I. Answer the following in two or three sentences each:

1. What was Arun doing all alone on the platform? Why?
2. What normally happens when a train arrives at the platform?
3. "Are you all alone, my son?" How did Arun react when he heard the voice of a stranger? Why?
4. How did the bond between Arun and the stranger develop?
5. What was the reason behind Arun's instinctive dislike towards Satish's mother?
6. Why did Arun say, "I like strangers"?
7. How did Satish and Arun react to the advice of Satish's mother saying "Never talk to strangers"?
8. What did Satish's mother give and say to Satish as a parting advice?
9. Why didn't Satish's mother think Arun's "mother" a very capable person?
10. How did Arun repay the strange woman for her goodness?

II. Read the extracts and answer the questions that follow:

1. "She drew me out very well."
 - i) Who is the speaker?
 - ii) What do you mean by the above sentence?
2. "Yes, I am Arun's mother."
 - i) Who is the speaker?
 - ii) What do you think is the reason behind the speaker saying so?
3. "These days one has to be very careful of strangers."
 - i) Who said these words?
 - ii) Why did the speaker say so?

III. Complete the following:

1. The woman in a white sari was totally a stranger. But Arun developed an instant liking for her the moment she spoke to him.

Mention three things that Arun liked about this woman.

2. Arun says, "I had taken an instinctive dislike to Satish's mother."

Mention three things that made Arun dislike her.

IV. Work in pairs and complete the table:

Who is the person from the story	Extract from the story	What it tells us about the person
i) Arun	Anyway I can travel alone	independent, confident.
ii) _____	Then come with me and have something to eat	_____
iii) Satish's mother	_____	impatient
iv) _____	Arun can travel alone though	_____
v) _____	I like strangers	_____
vi) Satish's mother	_____	imposing
vii) _____	Never talk to strangers	_____
viii) Arun	_____	emotional

V. Listening:

Your teacher will read out some words which describe the two women. Listen and write the words under appropriate columns:

Satish's mother	Stranger

VI. Speaking:

The class is divided into four groups. Each group will be given a question. Discuss the question in the group and present it in front of the class:

1. Why do you think Arun was allowed to travel alone?
2. What might be the reason behind the lady's adoption of a mother's role?
3. Why do you think the strange "mother" was in a white saree? What would be your reaction when you see a person in white saree especially during night time?
4. Imagine that the stranger in a white saree is a ghost. How will you change the ending of the story?

VII. The sequence of events has been jumbled up. Rewrite them according to the sequence of the lesson:

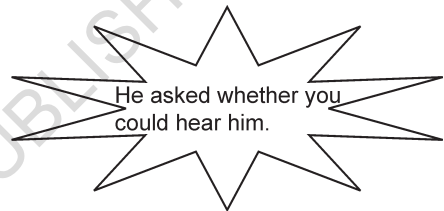
1. I looked straight into the eyes of the woman who held my hand, and she smiled in a gentle understanding way.
2. I had already forgiven her for lying; and besides, I had taken an instinctive dislike to Satish's mother.
3. She stood there on the busy platform; a pale sweet woman in white, and I watched her until she was lost in the milling crowd.
4. Now tired of this game and of ambling about the platform, I sat down on my suitcase and gazed dismally across the railway-tracks.
5. She drew me out very well, and I had soon forgotten that we were strangers.
6. She allowed me to share the benefit of her advice, as she probably didn't think my "mother" a very capable person.
7. We placed ourselves at the open windows, and the two women stood outside on the platform talking up to us.
8. She told a coolie to look after my suitcase, and then she led me away down the platform.

9. I looked from Satish's mother to the woman who had given me tea and sweets and then back at Satish's mother.
10. Satish was standing behind his mother, grinning at me, delighting in my clash with his mother.

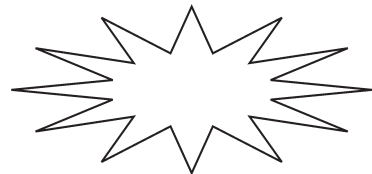
VIII. We use reporting verbs which summarise what was communicated while we change the speech. Some of the verbs which are commonly used are:

warn, ask, answer, promise, sympathise, refuse, regret, explain, request, blame, advise, apologise, order, greet, suggest, invite, encourage, say, congratulate, declare, announce, instruct etc.

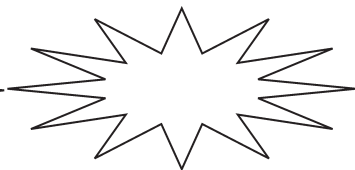
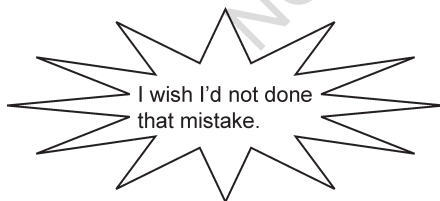
Write appropriate statements as response to the questions with the help of the examples and clues given below:



(ask)



(advise)



(regret)



(invite)



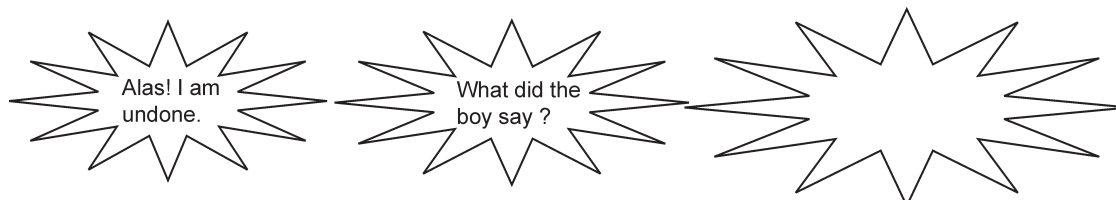
(warn)



(enquire)



(request)



(exclaim)

IX Read the conversation and complete the following :

1. Ramani : Our new servant has a tendency to steal things.

Somu : Is anything missing?

Ramani : Yes, he has stolen one of our blankets.

Somu : Which one?

Ramani : It's the one we took from Hotel Palm Beach.

i) Ramani told Somu that _____ to steal things.

ii) Somu asked Ramani _____

iii) Ramani answered that _____

iv) Somu further asked her which one and Ramani replied that _____ from Hotel Palm Beach.

2. Child : I want a balloon, which I can release into the air.

Balloon Man : Which colour balloon do you want?

Child : Which colour balloon will take me up with it?

Balloon Man : It is not the colour of the balloon, it is what is inside that makes it go up.

i) The child told the balloon man that _____ which he could release into the air.

ii) The balloon man asked him _____ .

iii) The child asked him _____ up with that.

iv) The balloon man told him that it was not the colour of the balloon but _____ go up.

3. Father : Why were you late from school yesterday?

Ashwin : There was a friendly football match between our school and G.K. Public School.

Father : Why didn't you inform us earlier?

Ashwin : I rang home but nobody picked up the phone.

- i) Father asked Ashwin _____
- ii) Ashwin replied that _____ and G.K. Public School.
- iii) Father asked _____ earlier.
- iv) Ashwin replied that he _____ up the phone.

4. Man : You are becoming very lazy these days. Didn't I ask you to get my breakfast ready by 8 O'clock?

Servant : I'm sorry sir. I got up very late today. That's why I couldn't make it on time.

Man : Didn't you set the alarm before going to sleep ?

Servant : Yes, I did sir.

Man : Then, what happened?

Servant : I forgot to wind the clock.

- i) The man scolded the servant _____
- ii) He questioned him _____
- iii) The servant apologised to him respectfully and explained _____
- iv) The man asked him _____

To this, the servant answered politely that he had done so. His master further inquired the reason for the delay.

- v) The servant answered humbly that _____

5. Employer : Why did you leave your earlier job?

Applicant : That didn't meet my requirement.

Employer : What salary do you expect here?

Applicant : I am expecting ₹ 5000 per month.

Employer : We can pay you just ₹ 3000 per month.

An applicant went for an interview in an office. The employer asked him why he had left his earlier job.

- i) The applicant replied that _____
- ii) The employer further enquired _____
- iii) The applicant told him _____
- iv) The employer concluded by saying _____

6. Customer : Please show me a good cap.

Salesman : What type of cap do you want, sir?

Customer : One that covers the face.

Salesman : It won't be a cap then, it would be a mask.

- i) A customer went up to a salesman and _____
- ii) The salesman asked him _____
- iii) The customer _____
- iv) The salesman, on hearing the request _____

X. Writing:

After Arun reaches his boarding school, he writes a diary entry about his strange encounter with the woman at platform 8 from 5-00 P.M. in the evening to 12-00 midnight. Imagine you are Arun and write the diary page on his behalf in the table given below.

5-00 pm to 7-00pm	
7-00pm to 9-00pm	
9-00pm to 11-00 pm	
11-00pm to 12-00pm	

XI. Pronunciation:

You have already learnt about syllables. When we pronounce words in English, we stress one part of a word more than the other. Say the following words along with your teacher. The syllables to be stressed have been marked.

ar'tificial	'emotions	'beautiful
su'perior	'magic	ma'gician
op'tician	'festival	'active

The following words are taken from the story. Mark the stress and practise saying them aloud. Notice the shift in stress.

agitated	ambling	inferno
serenity	commanded	suspicion
imposing	contradicted	patronizing

GRAMMAR

XII. Direct and Indirect speech:

Study the sentences given below:

1. "I have done the home assignment," the student said. (direct)
2. The student said that he had done the home assignment. (indirect)
3. He said, "I have lost my umbrella". (direct)
4. He said that he had lost his umbrella. (indirect)

Sentences 1 and 3 refer to the actual words spoken by someone and they are put within inverted commas. In sentences 2 and 4, the sentences are put in someone else's words.

The first of these sentences is in the form of direct narration (direct speech) and the second is in the indirect form of narration (indirect speech).

Thus we change:

Direct

now

this

these

here

today

tomorrow

yesterday

ago

thus

tonight

last week

Indirect

then

that

those

there

that day

next day / following day

the previous day / the day before

before/earlier

so/in that way

that night

the previous week / the week before

Below are some examples of the patterns of change of verbs in the reported speech:

Direct

shall/ will

may

can

is eating

has seen

has been singing

Indirect

would

might

could

was eating

had seen

had been singing

Here are some examples of how various types of sentences can be put into indirect speech:

a) Statements:

“I have read a new novel by R.K. Narayan.” said Venkatesh. (direct)

Venkatesh said that he had read a new novel by R.K. Narayan.

(indirect)

b) Commands and requests:

“Please don’t touch the things on the table,” the shopkeeper said to the customer. (direct)

The shopkeeper requested the customer not to touch the things on the table. (indirect)

c) Questions:

“Do you wish to open an account?” the manager asked the customer. (direct)

The manager enquired with the customer whether he wished to open an account. (indirect)

d) Exclamations:

“What a splendid performance!” the spectator said when the match was over. (direct)

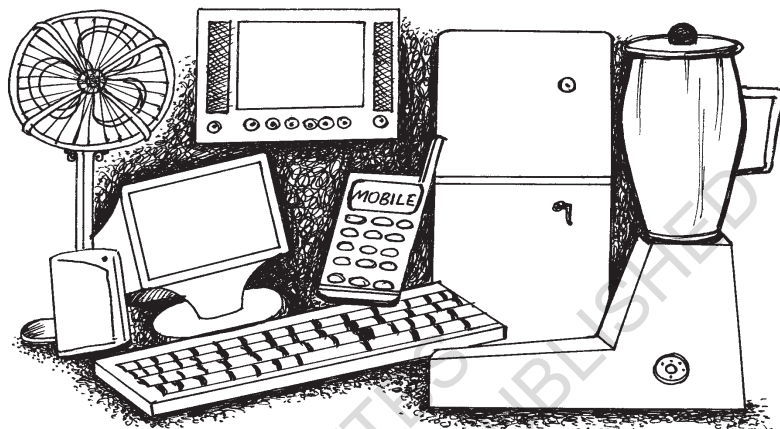
When the match was over, the spectator exclaimed that it was a very splendid performance. (indirect)

I. Rewrite the following sentences in the reported speech:

- i) He said, “Amuda was dancing”.
- ii) My servant says, “Tea is ready”.
- iii) “I never eat meat,” he explained.
- iv) “I have found a flat,” he said.
- v) She said, “We will discuss the matter tomorrow.”

POEM-13

MODERN MACHINERY



Pre-reading Activity :

- I. a. Think of five activities you can do without the help of any kind of machines.
- b. Think of five activities you do with the help of machines.
- c. What are the damages we face when we don't handle a machine properly?

II. Find out different kinds of experiences in the following activities:

- a. Travelling in a car and bullock cart.
- b. Calculating a sum mentally or by using a calculator.
- c. Drawing a picture by hand or using a paint brush in the computer.

Read and enjoy the poem :

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit -
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.

4

Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day! 8

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write! 12

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive.
make a slip in handling us you die! 16

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because for all our power and weight and size,
We are nothing more than children of your brain! 20

- Rudyard Kipling

Glossary :

ore-bed	:	rock from which metal can be mined
mine	:	place from where minerals are dug out
furnace	:	enclosed space for heating materials at a very high temperature
wrought	:	beaten (of metal) to bring them into particular shape
file	:	to cut or shape something
gauged	:	measured
haul	:	pull or drag with a lot of force

comprehend : understand, grasp
slip : slide, or skid,
vanish : disappear

About the poet: Joseph Rudyard Kipling (1865-1936) was a British Indian. He was born in Bombay. He is well known as an English short story writer, poet and novelist. Kipling received the Nobel Prize for Literature in 1907. Kipling is best known for his works of fiction- *The Jungle Book* (1894) and *Kim* (1901)

He is regarded as the major “innovator in the art of the short story.”

I. APPRECIATION:

A. Answer the following questions in a sentence or two each:

1. In the poem “We” refers to _____
2. How are the machines made?
3. What do the machines ask for their survival?
4. How long will the machines serve us?
5. Pick out the action words performed by the machines
eg: pull, haul.....
6. What is the “Law” the machines have to abide by?
7. What can the human beings do that machines cannot?

B. Answer the following questions in 4-5 sentences each:

1. “The machines are merciless” – which lines suggest this?
2. “We are nothing more than children of your brain.” Why?
3. In this poem, the poet attributes one human quality to machines. What is it? Substantiate your answer.

II. Language Activity:

We can see, and hear and count and read and write. This line gives the sense of human qualities attributed to machines. This is looked at as a form of Figure of Speech. The figure of speech in this expression is known as ‘Personification.’

Meaning : Personification is a figure of speech in which an inanimate object is treated as though it were endowed with life or with human attributes or feelings.

More examples :

- (1) "It is the tree's lament, an eerie speech..."
- (2) "Oh, how happy I am", the little kite cried.
- (3) "I wish, I were like you," said the river to the forest.

Find and list out the personified lines in other poems prescribed in your text.

III. Listening Activity:

1. The words given below focus on the pronunciation of the sounds--- "S" and "Sh" which are often mispronounced. Now listen to the teacher's pronunciation as she/he reads the list of words given below.

Note : s -refers to /s/ sound

sh - refers to /ʃ/ sound

- | | | | |
|-----------------|----------------|----------------|----------------|
| a) sea /si:/ | she /ʃi:/ | e) seep /si:p/ | sheep /ʃi:p/ |
| b) sells /selz/ | shells/ʃels/z/ | f) seat /si:t/ | sheaf/ ʃi:f/ |
| c) soar /so:r | shore /ʃɔ: r/ | g) so /səʊ/ | show/ ʃəʊ/ |
| d) sift /sift/ | shift/ʃift/ | h) sort /sɔ:t/ | short / /ʃɔ:t/ |

2. Now, you know the right pronunciation with the /s/ and /ʃ/ sounds.

Practise these sounds with the tongue twister given below:

"She sells sea shells on the sea shore."

3. Here are some more words of /s/ and /ʃ/ sounds.

Identify the sounds and practise them:

shingle, save, single, share, sack, self, shack, same shelf, sure, mention, parachute, shame, sear, sheer.

IV. Speaking Activity: “Today’s Youth - A Gadget Freak”.

- i) Form groups of five in the class. Discuss the pros and cons of the topic.

Each member of the group should contribute-his/her views and opinions on the topic given above.

- ii) Let one of the members of each group come and give a small speech on the topic.

It is also a good topic for a debate.

- iii) Pick out the topics for your talk or debate:

- Innumerable gadgets available in the market.
- Easy access to information and knowledge.
- Efficiency and accuracy.
- Portability.
- Entertainment.

V. Reading Activity :

Comprehend the story given below and answer the questions that follow:

Building your house:

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business in order to live a more leisurely life with his wife and enjoy his extended family. He would miss the pay cheque.

The contractor was sorry to see his good worker leave and asked if he could build just one more house as a personal favour. The carpenter said yes, but over time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, his employer came to inspect the house. Then he handed the front door key to the carpenter and said, “This is your house ... my gift to you.”

How shocked the carpenter was! What a shame!

If he had only known he was building his own house, he would have done it all so differently.

1. Why did the carpenter want to retire?
2. What would he miss after his retirement?
3. What did the contractor ask the carpenter as a personal favour?
4. How did the carpenter build the house?
5. If the carpenter had known it was his house, how would he have built it?
6. What is the lesson you learn from this small story?

VI. Writing Activity:

Write a paragraph of about 100-150 words on the topic:

“Home Appliances” (pick any five appliances). Take the help of your teacher or parents if necessary.

Pick up the clues from below:

- Name of the appliances.
- Functions of the appliances.
- Uses or users of the appliances.
- Consequences of mishandling.

VII. Read the following poem in comparison to the poem “Modern Machinery” given above and take note of the features of alliteration and personification:

Man-made Machine

I will do whatever I am told,
I will be thrown away when I am old,
I can't function without instruction,
My heart is now cold

And I'm bought and sold,
I'm the man-made machine.
I have no sense of right and wrong,
Only a knowledge of the rules,

contd...

I used to feel, I used to love,
I used to possess a mind,
But now my heart is cold,
And I do what I am told.

I have no need to question my new god,
Because I am the man-made machine,
Don't try to fight me,
Because soon you will be just like me,
I am your future, I am the new culture,
You have no reason to defend,
Because I am the new trend.

- Jonathan Blas

I. Alliteration:

Alliteration is the repetition of a speech sound in a sequence of nearby words. Usually the term is applied only to consonants, and only when the recurrent sound begins a word or a stressed syllable within a word.

Eg: I am a man-made machine.

Here the repetition of the sound "m" makes it alliterative. This kind of alliteration brings a poetic effect and reinforces the meaning of the poem.

a. Here are some more examples:

- a. Round the rugged rock, the rapid rodent ran
- b. When to the sessions of sweet silent thought
- c. And with old woes new wail may dear times waste
- d. The cup that cheers when it comes by choice

b. Underline the alliteration in these sentences. One has been done as an example:

Eg: - Peter Piper picked a peck of pickled pepper.

- a) Pretty Polly picked pears for preserves.
- b) Handsome Harry hired hundreds of hippos for Hanuukkah.
- c) A happy home, a healthy family and hopeful future, is what our heart hails.
- d) Where wine the wit may not oppress.
- e) Hail, Holy Light, offspring of Heaven first born.
- f) It glows and glitters in my cloudy breast like stars upon some gloomy grave.
- g) O Holy Hope ! and High Humility high as the heavens above !

READING:

c. Read the given poems and underline the alliteration in them:

Caring cats

Caring cats cascade off
Laughing lamas lounging
underneath yelling yaks
Yelling at roaming rats.

- Rachael

Rain

Rain races
Ripping like wind.
Its restless rage
Rattles like
Rocks ripping through the air.

- Jake

Laughing Lions

Laughing lions laugh
like jumping jaguars
on top of talking trees.

When the
talking trees start
talking,
the joking jaguars
fall off

- Rachael

Funny Feel:

I feel a feel, a funny feel, a funny feel I feel.
If you feel the funny feel I feel,
Then I feel the funny feel you feel.

Personification :

You have already learnt about Personification as a figure of speech in "Modern Machinery." Now list out the lines from this poem which have been personified.

Eg: I used to love.

POEM-14

IMAGINATION (*Memorization*)

George Bernard Shaw -



Pre-reading tasks :

1. Name the book you have recently read.
2. Who is the author of the book?
3. Who are the main characters and what is the book about?
4. What did you feel about the book?
5. Have you ever recognized yourself as a character in the book?
6. Have you ever lived in the world of fantasy and imagination?

Exchange your ideas and have a classroom discussion.

Read and enjoy the poem :

I used to play at Pirates, 1
And sailed the seven seas.
Then I was a cowboy,
These simple things did me please.

I had a vivid imagination, 5
Adventure was always on my mind.
I discovered the joys of reading,
And escaped the daily grind.

Once I lived with the Eskimos, 10
In the land of ice and snow,
Went hunting and a fishing,
My fantasy was all aglow.

I read a book of Jules Verne, 15
And went off to the moon.
It was just to take a look,
Then it was time to return.

I spent time in the forests of Africa, 20
With Dr. Livingstone as my guide,
Then off again to America,
With Huckleberry Finn I did hide.

In my world of fantasy and imagination, 25
I performed such wonderful deeds.
A Hero of all the Nations,
I was the one that did succeed.

Then I grew up my childish world at an end. 28
I had become serious it nearly drove me around the bend.
I still do like the mysterious,
This is the message I am trying to send.

Glossary :

Pirate	: One who plunders at sea
Eskimos	: inhabitants of arctic
fantasy was all aglow	: that which comes from one's imagination
mysterious	: having unknown qualities.

About the poet :

George Bernard Shaw (1856 - 1950) was an Irish playwright. Although his first profitable writing was music and literary criticism, in which capacity he wrote many highly articulate pieces of journalism. But his main talent was for drama, and he wrote more than 60 plays. Nearly all his writings deal sternly with prevailing social problems.

Shaw is the only person to have been awarded both a Nobel Prize for Literature (1925) and an Oscar (1938) for his contributions to literature. The movie *My Fair Lady* is an adaptation of his interesting play, *Pygmalion*.

I. Answer the following in two or three sentences each:

1. What do you think were the “simple things” done by the cowboy?
2. Do you enjoy reading? What do you feel are the joys of reading?
3. Where do the Eskimos live?
4. Why does the poet say “my fantasy was all aglow”?
5. When did the poet go to the moon? Did he stay there?
6. Who was his guide in the forests of Africa?
7. What were the deeds performed by the poet in his world of imagination?
8. What happened when the poet grew up? What are his feelings towards life?
9. What is the message given by the poet in the poem?

II. Match the following:

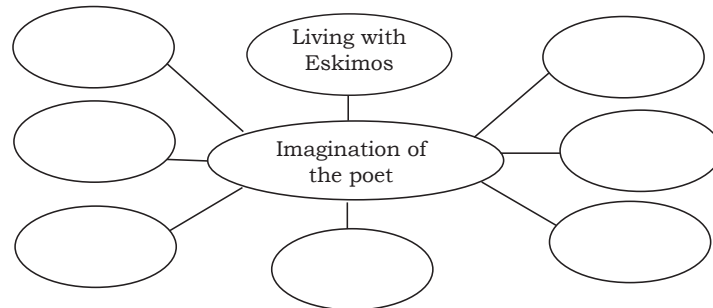
A

1. Pirates
2. America
3. Eskimos
4. Jules Verne
5. Africa

B

- moon
Dr. Livingstone
seven seas
Huckleberry Finn
snow

III. Read the poem carefully and complete the web chart:



Form groups of four. Choose any one of the topics above. Discuss in the group and the leader should present it in the class.

IV. Activity:

Collect information on the recent research conducted by scientists and paste it in your note book.

V. IMAGINATION:

a. Use your imagination and fill in the chart given below:

If I were,

a pirate	
an Eskimo	
a cowboy	
in the forests of Africa	
with Huckleberry Finn	

b. Speaking :

Suppose you are given an opportunity to spend a few days at one of the following with your friends :

1. Antarctica



2. Igloo



3. Moon



4. Sahara Desert



5. African jungles



6. Arctic ocean

Then, describe your experience to your classmates in the classroom.

VI. Reading :

Read *The Adventures of Huckleberry Finn*. Form groups and present the adventure in the form of a skit or role-play.

VII. Writing:

Imagine that you had an encounter with a creature from another planet and that you communicated with that alien creature through gestures. Write your experience in about 80-100 words.

POEM-15



THE BEES



Pre-reading task :

- Have you tasted honey?
- How do bees collect honey?

You must have seen the bees sitting on the flowers, going from flower to flower. They suck the nectar and store it in the hive. Now read this poem and make a list of the unique qualities of the busy bee which the poet describes.

Read and enjoy the poem :

So work the honey-bees,
Creatures that by a rule in Nature, teach
The art of order to a peopled kingdom
They have a king, and officers of sorts; 4
Where some, like magistrates, correct at home;
Others like merchants, venture trade abroad;
Others, like soldiers armed in their stings,
Make a boot upon the summer's velvet buds; 8
Which pillage they with merry mirth bring home
To the tent-royal of their emperor;
Who, busied in his majesty, surveys
The singing masons building roofs of gold; 12
The civil citizens kneading-up the honey;

The poor mechanic porters crowding-in:
Their heavy burdens at his is narrow gate;
The sad-eyed justice, with his surly hum,
Delivering o'er to executors pale
The lazy yawning drone.

16

- William Shakespeare

Glossary :

velvet	:	thick and soft
merry	:	full of joy
drone	:	a male bee
pillage	:	the action of stealing honey
kneading	:	making honey smooth
surly	:	bad tempered

Exercises

I. Let's read and respond:

Following are jumbled statements drawn from the poem. Rearrange them in the right order:

- The poor bees are like porters crowding in with the heavy burdens at their narrow gate.
- The bees knead up the honey.
- They build their hives with roofs of gold.
- By nature, they are very sincere and they serve their master and thus set an example to human beings.
- They share their work and they are very professional in their work like soldiers and merchants.
- All the bees deliver their goods and serve the lazy drone.
- The honey is brought to the royal tent of the emperor.
- The soldier bees armed with their stings suck honey from the velvet buds.

II. Appreciation:

A. Answer the following questions in one or two sentences each:

- What is the unique quality of bees?
- How do the bees serve as example to people?
- How is the work distributed among the bees?

B. Answer the following in four or five sentences each:

1. How does the poet describe the duty - consciousness of the bees?
2. Mention the different types of bees according to the nature of their work.
3. How does the poet describe the drone?

C. Fill in the blanks in the following sentences:

1. The poet describes the bees as kings and officers because_____
2. The poet is sympathetic towards some of the bees because_____

III. Find out the meanings of the following words from a dictionary:

magistrates,	venture,	masons
mechanic,	porters,	burdens
surly,	executors	

IV. Browse the encyclopedia or internet to find out about the life of the ants. Some clues are given below:

- Different types of ants
- Team work
- Division of labour

V. Let's work on our own:

A. Collect a picture / model of a beehive:

Collect information on the characteristic features of the Queen bee, Drone, Soldier Bee and Worker Bee.

B. Do you know what an apiary is? An APIARY is a place where bees and their hives are kept. Visit an apiary and collect information on how honey is extracted.

C. Write a short paragraph of fifty words on each of the following:

1. Nutritious value of honey
2. Medicinal value of honey
3. Beehive and wax.

D. Imagine you are advertising a honey product. Prepare a poster, create a slogan and give a name for your brand of honey. Present it before your class and display the poster on the notice board.

POEM - 16

THE CLOUD (*Memorization*)



Pre-reading task:

Clouds are the gift of nature. They wander at their will in the sky. There are different types of clouds viz, The Nimbus, the Stratus and the Cumulus. Generally, they form over the seas and transform themselves into raindrops or hailstones depending upon the wind pattern. Can you imagine our life without clouds and rain?

Try to write a few lines about clouds on your own in your note book. Show it to your English teacher to improve your creative thinking and writing.

Read and enjoy the poem:

I bring fresh showers for the thirsting flowers,
From the seas and the streams ;
I bear light shade for the leaves when laid
In their noonday dreams. 4

From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun. 8

I wield the flail of the lashing hail,
And whiten the green plains under,
And then again I dissolve it in rain,
And laugh as I pass in thunder. 12

I am the daughter of Earth and Water,
And the nursling of the Sky;
I pass through the pores of the ocean and shores;
I change, but I cannot die. 16

For after the rain when with never a stain
 The pavilion of Heaven is bare,
 And the winds and sunbeams with their convex gleams
 Build up the blue dome of air, 20
 I silently laugh at my own cenotaph,
 And out of the caverns of rain,
 Like a child from the womb, like a ghost from the tomb,
 I arise and unbuild it again. 24

- Percy Bysshe Shelley

Glossary:

thirsting	:	thirsty
bear	:	carry
stream	:	a small narrow river
dew	:	tiny drops of moisture that form on cool surfaces at night.
rocked	:	move regularly backwards and forwards or from side to side
flail	:	a wooden tool consisting a stick swinging from the end of a long handle.
wield	:	to use
lashing	:	hitting with force
hail	:	frozen raindrops which fall as little hard balls of ice.
plains	:	a large stretch of flat land
nursling	:	a baby who is taken care of by a nurse.
pores	:	small openings
stain	:	a mark
pavilion	:	a large structure lightly built and intended to be used only for a short time.
Cenotaph	:	A monument built to honour soldiers killed in a war
cavern	:	A large cave

I. Comprehension :

A. Answer the following in a sentence or two each:

1. Who is the "I" in the poem?
2. What does the cloud do when leaves are laid in their dreams?
3. How is the cloud related to Earth, Water and Sky?
4. What happens after the rain?

B. Answer the following in about one hundred words each:

1. The Cloud is personified throughout the poem. Explain.
2. The poem "The Cloud" is rich in imagery. Explain.

II. Appreciation Questions:

1. The first stanza tells us about the cloud's activity. What does the cloud bring with it?
2. The cloud is said to have wings and it shakes its wings. What happens when the wings of the clouds are shaken?
3. In the third stanza, Shelley talks about the earth as a planet. The "flail" is an instrument which is used to separate grain from the husk. How does the poet compare hail striking the earth and flail hitting the wheat?
4. The cloud says "I change but I cannot die", though the sky appears clear after rain." Explain.
5. In the last stanza, after the rain, the convex gleams of sun makes the sky look like a blue dome of air. The poet calls the blue clouds "Cenotaph." Give reasons.

III. Annotate:

1. "I wield the flail of the lashing hail,
And whiten the green plains under."
2. "I am the daughter of Earth and Water,
And nursling of the Sky."
3. "I pass through the pores of the ocean and shores.
I change, but I cannot die."

SUPPLEMENTARY READING - SECTION

19 - THE MISER

Pre-reading task :

- Shantini Govindan

- i) Think of the olden days, where there was no “money” as a medium of exchange.
 - ii) What role do “Money and Wealth” play in our lives?
 - iii) Along with money, what are the other things required to lead a “happy life”? Discuss with your classmates.
1. Once upon a time, there lived a wealthy man called Surender. Surender was so wealthy that he had three huge barns heaped high with gold and silver, rare diamonds and precious stones. But he was a terrible miser, too. He was so stingy that he was loathe to spend any of his carefully hoarded treasure. He bought the cheapest and the dowdiest and the most ordinary clothes for his children. For food, he stopped just short of starving his family. They supped on gruel most of the time, so that more money could be saved!
 2. Now, one day it so happened that when Surender was walking through the market-place, he saw a man eating a laddoo. It was a large, soft, yellow laddoo rich with raisins and cashew nuts. As the man bit into it, Surender’s mouth began to water. It looked so delicious! Surender could almost feel its sweetness tickling his tongue. It had been a very long time since Surender had eaten a laddoo and he desperately yearned for one. His wife, Vandana, was an excellent cook and Surender knew that if he asked her, she would make him a laddoo. But she would naturally make one for herself, too, and one for each of their four children, and perhaps some for their servants and their friends, too. The thought of wasting all that money on the ingredients made him quite ill. He decided he would say nothing about his longing for a laddoo.
 3. When he got home, Surender found that his craving for a laddoo would just not go away. He wanted to eat one so badly that he began to drool. His legs grew weak and his stomach began to rumble loudly.
 4. “What is wrong with you, dear husband?” Vandana asked in concern. He rubbed his stomach and groaned in anguish.
 5. “Tell me, what I can do to help you,” Vandana said, anxiously. “Get me a laddoo to eat,” Surender muttered, “One sweet laddoo is all I need to put me out of my misery.”

“One laddoo? Why, I can make dozens for you, Vandana replied, happily, “Then we can share them with our children and neighbours and servants, too.”

“Dozens?” he squeaked in complete horror, appalled at the thought of his precious money being wasted to make so many laddoos. “No! I do not think the neighbours or the servants need to have any share of the laddoos.”

“All right,” said generous Vandana, disappointed. “I shall make just enough for the two of us and our children.”

“Do you think the children really need to have a laddoo each?”

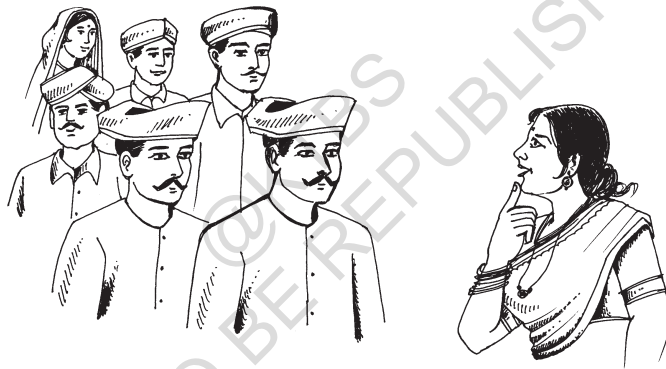
Surender asked, weakly.



Surender is dreaming of eating laddoos and his wife is questioning his silence.

6. Vandana hung her head in shame at her husband's miserliness. But she was a dutiful wife and without protesting, she quietly said, “Very well then! I shall make just two laddoos- one for you and one for me!”
7. “But you do not even like laddoos very much,” tight fisted Surender continued. “There is no reason for you to have one just to keep me company. So make one single laddoo, just for me!” Vandana did not say a word in reply to this. She went straight to the kitchen to make the laddoo for her husband. A little while later, she served Surender the laddoo. It was large and sugary and crumbled deliciously in Surender's eager mouth! How greedily he devoured it, without even the slightest bit of remorse that he was not sharing even a crumb with his family !

8. Now, it so happened that when all this was going on, Sakka, the King of the Gods and Ruler of the Heavens, peeped out of his magnificent palace high in the heavens. "In all the aeons I have lived through, I have never seen such a terrible miser!" he cried. "It is time that I teach him a lesson!"
9. The next day, when Surender went for his morning walk, Sakka assumed Surender's own form and walked in through his front door.
10. "Today I am going to share my wealth," he said to an astonished Vandana. "So throw open the door of my treasure houses, and invite all the townsfolk to take what they wish!" "Bless your change of heart!" Vandana exclaimed, delightedly to the make – believe Surender. She dispatched a servant immediately to summon all the people and threw open the doors of the huge barns.



Arrival of the villagers at Surender's house

11. Soon the common people arrived, running as fast as they could. The make – believe Surender stood at the door of the barn and invited them in. "Take as much as you can!" he cried, heartily.
12. "Do not be afraid! If an impostor who looks like me comes to threaten and stop you, drive him away fearlessly!"
13. "The amazed and overjoyed townsfolk leapt into the barn and began to grab the hoarded treasure. They filled their bulging pockets and bags till they could hold no more and were ready to go back when the real Surender arrived. He almost fainted with shock to see the doors of his treasure houses thrown open and his precious hoard being merrily plundered.

14. "Thieves! Robbers!" he cried, wildly running forward in rage.
"Aaaah!" said the people, "this must be the impostor we were warned about! After him!" They began to chase the real Surrender.
15. A bewildered Surrender ran to the king's palace where he threw himself before the king.
"Your Majesty!" he cried in anguish, "I am being robbed and looted of all my treasure by the people of the town! When I protested, they began to chase me!"
"But I heard your own servant invited them to do so!" the king exclaimed. "Did you not give him the order yourself?"
"Never!" said Surrender, uttering a strangled cry. "Let the one who gave the order be brought here at once!"
16. The king sent a messenger to Surrender's house and soon the make – believe Surrender arrived with Vandana and the children.
The real Surrender shrieked when he saw the impostor.
"You are a fraud!" he cried.
The make – believe Surrender glared back at him. "Now it is you who is the deceiver!"
17. The puzzled king looked from one to the other. "I cannot tell the difference between the two", he told a speechless Vandana.
"So now you have to decide which one is your husband!"
18. "I shall ask them each a question, Your Majesty," Vandana replied quietly. She turned to the God Sakka and asked, "Is it better to be generous to yourself, your family, your neighbours and friends, or your servants?"
19. 'To all!' Sakka replied promptly. "When you are generous, others also become generous and so everyone is happy and prosperous!" Then she turned to Surrender. "Is it better to be generous to yourself, your family, your neighbours and friends, or your servants?"
20. "To none!" Surrender howled in wrath. "Being generous only wastes precious wealth that can never be recovered!"
Vandana gathered her children close and squaring her shoulders, she drew close to God Sakka. "Your Majesty," she said, solemnly, "This is my true husband, Surrender."

Surender let out an agonized cry of grief and disbelief, “No! my dear wife and children!”

At this God Sakka stepped forward and with a blinding flash of light, reverted to his original form.

21. “I am not Surender, but Sakka himself,” he said to the king. “I came down from the heavens just to teach this petty and mean miser a lesson!” He turned to a trembling and woebegone Surender and said, “Do you see what your miserliness has done? Even your own wife and children do not want you!”

Tears sprang into Surender’s eyes and he sobbed inconsolably.

“Your only hope for salvation is for you to stop being a miser,”

Sakka said, “Can you bring yourself to be more generous?”

Surender paused. “Yes,” he said, reluctantly, “I will try to be a little more generous”.

22. “You will have to be a lot more generous.” warned Sakka, “or I will be back for you!” God Sakka vanished in a cloud of smoke. Surender embraced his wife and children happily.

“I am so relieved that this ordeal is over”, he told Vandana.

“Shall we celebrate?” Vandana asked, shyly. “I can make dozens of ladoos.”

23. “Dozens of ladoos?” the words rose sharply to Surender’s lips. Once more, he felt faint at the thought of all the expense. But he clenched his fists and swallowed the words that came spontaneously to his tongue. Instead, he nodded his head and said very softly, “Very well!”

Glossary :

miser	:	a person who loves wealth for his own sake and spends as little as possible, stingy.
barns	:	building for storing grains, hay, ...
dowdy	:	dull, unfashionable
gruel	:	simple dish made of oatmeal
raisins	:	dried sweet grape
ingredients	:	the list of items combined to make a particular dish

crave	:	to have a strong desire for something
drool	:	let saliva flow from the mouth with a wish to eat something.
rumble	:	make a deep heavy continuous sound
groan	:	deep sad sound, complain irritably
misery	:	great suffering or discomfort
appall	:	horror or deep shock
remorse	:	sense of regret for having done something wrong
crumb	:	a very small piece.
delight	:	great pleasure, joy
impostor	:	person pretending to be somebody else
solemn	:	done in a serious and committed way
hoard	:	carefully collected and guarded store of money or other objects
plunder	:	steal, rob
rage, wrath	:	violent or extreme anger
deceiver	:	person who misleads or misguides purposefully
reluctant	:	unwilling
ordeal	:	difficult or painful experience

Comprehension

I. Answer in a sentence or two each :

1. What was there in Surender's hoard to call himself wealthy?
2. What did he see in the market place one day?
3. How did he savour the thought of having a laddoo?
4. How did Surender's longing for a laddoo make him suffer.?
5. Why was Vandana happy when Surender asked for a laddoo?
6. Why didn't Vandana's happiness last long?
7. How many laddoos did Vandana finally make? Why?
8. Who was witnessing the whole course of Surender's miserliness?
9. When did Sakka assume Surender's own form and walk into his house?

10. Why was Vandana astonished?
11. What was the warning given by the make-believe Surrender to the crowd at his barns?
12. What was the real Surrender's complaint to his Majesty?
13. Whom did the puzzled king request to decide on the two look-alike Surrenders?
14. What was Vandana's trial?
15. How did Sakka convince Surrender to mend his miserly ways?
16. How did Vandana want to celebrate when the ordeal was over?

II Answer the following questions in about fifty words each :

1. Explain Surrender's miserliness.
2. Why didn't Surrender ask his wife to make a laddoo?
3. How did Sakka, the King of the Gods teach a lesson to Surrender?
4. Describe Surrender's ordeal in the King's palace.

III Vocabulary :

Fill the missing letters to get the synonyms of the following :

1. stone : p _ b _ l _
2. inactive : p _ s _ _ ve
3. forgive : p _ _ d _ n
4. suffering : p _ _ n _ ul
5. location : p _ _ c _
6. choose : p _ _ f _ _
7. artist : p _ _ nt _ r
8. couple : p _ _ r
9. picture : p _ o _ o _ r _ _ h
10. strong : p _ w _ _ f _ l

Study Skills

Note - Taking: It is a skill that aids listening comprehension. It is a method of condensing information without distorting original thinking during the time of lectures, seminars, discussions and meetings.

Note - Making: It is a skill which aids reading comprehension. It helps to make notes during the text reading and the points made would help us recall the information in the later stages.

Common Features of Note taking/making :

- brief and accurate.
- information is given more importance than language.
- brings a flow of thoughts to the information.
- No generalized methods and left to individuals to follow their own styles/methods.
- Style or methods like linear notes, tree diagrams, flow charts, spider grams, mind maps. ... etc follow depending on the nature of the material.

NOTE TAKING

Deforestation

Trees play a vital role in the equilibrium of the ecosystem. Deforestation is a process of cutting trees to make space for industries, and habitation for the ever-increasing human population. Excessive cutting of trees for urban development has protestors raising their voice. Deforestation disrupts the water cycle, creates soil erosion, green house effect, global warming and leads to extinction of wild life.

Trees absorb water from the soil and release moisture into the atmosphere. Deforestation causes a disturbance in the water cycle and makes the environment drier. causes famine and drought because the earth gets heated up, breeding many problems.

Deforestation has resulted in the increase of carbon and other green

house gases in the environment. Green house gases like the oxides of nitrogen, methane and carbon are known to trap atmospheric heat, thus increasing the temperature of the Earth's surface.

The hot temperature of the earth gives way to global warming. Global warming is already happening and causing the glaciers to melt as well the ice at the poles. This in a way, results in the rise of the sea level, which is a threatening call to the whole of our planet which will be flooded. The earth will get completely covered by water.

Deforestation endangers plant and animal life. Animal life thrives on vegetation. By cutting down trees, we deprive animals of their source of food and cause the extinction of animal species. Hence immediate measures are needed to be taken to stop this havoc.

Answer the following with the help of the passage given above:

- 1) Deforestation is _____
- 2) Adverse effects on the environment:
a _____ b soil erosion c _____ d _____
- 3) Trees absorb _____ and release _____ in the atmosphere.
- 4) Disturbance in water cycle causes _____
- 5) Green house gases are :
a _____ b methane c _____
- 6) Green house gases trap _____
- 7) Global warming melts a _____ b Ice at the poles
- 8) Global warming raises _____
- 9) The end result of global warming is _____
- 10) Deforestation deprives _____ to plant and animal life.

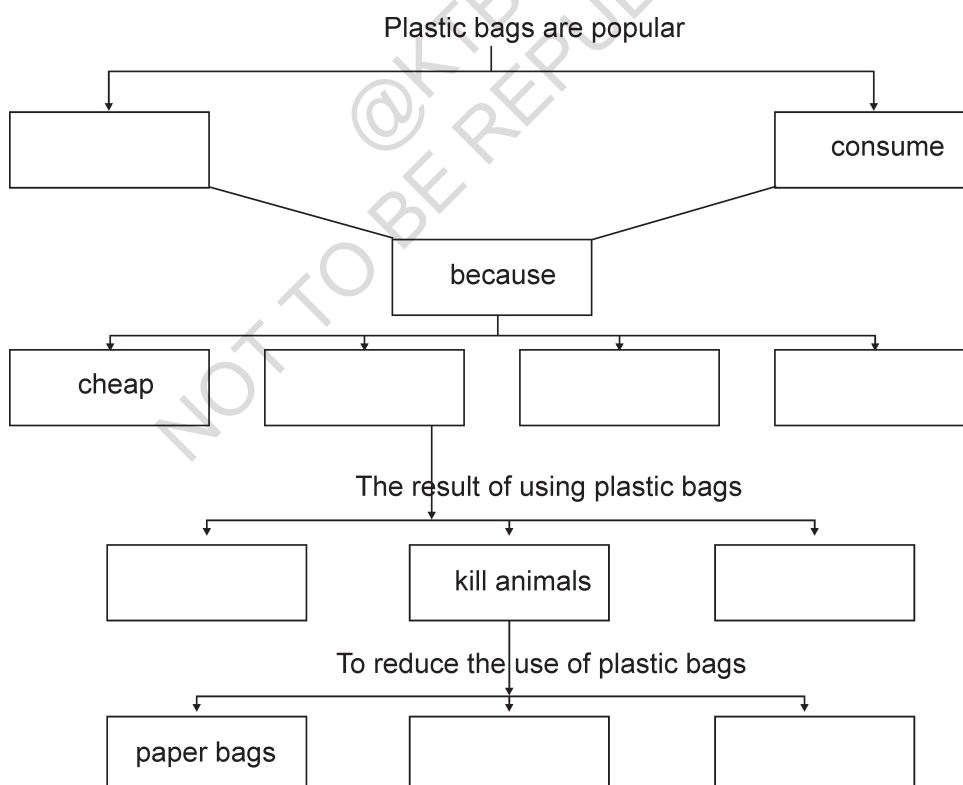
NOTE -MAKING

The harmful effects of plastic bags:

Plastic bags are very popular with both retailers and consumers because they are a cheap, strong, lightweight, functional things, as well as hygienic means of carrying food and other goods. They have become a major cause of pollution as they are not biodegradable. This aggravates the problem and has bred more problems to the environment and living being. The harmful effects of plastic bags are: littering the landscape, killing animals, and if burnt, infusing the air with toxic fumes.

To reduce the use of plastic bags, we need to look out for various means to substitute. The best way is to use paper bags. For carrying heavy and huge things, our jute bags can be good substitutes. Re-using plastic bags than going for new ones every time would also reduce the use of plastic bags.

Now based on the short passage, make notes by filling the blanks:



COMPUTERS IN SOCIETY

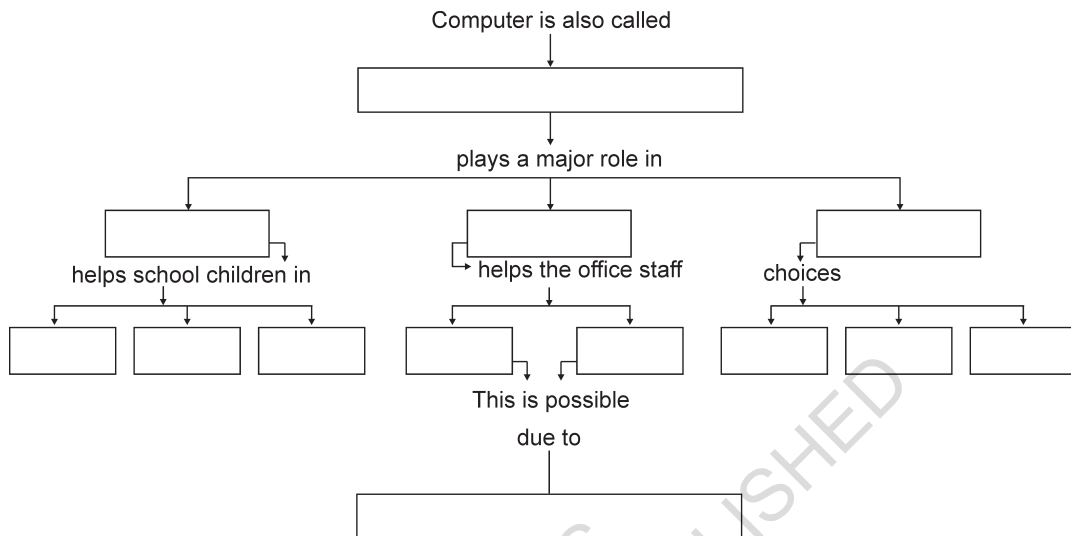
The world is bound to call itself “Modern” and all the credit goes to our advanced technology and science. Advanced technology basically could be the “Invention of computer.” Computer is a wonderful machine. It is also called the artificial “human brain.” The computer has become an integral part of our lives. It plays a major role in our education, work and entertainment.

Computers in schools and colleges have made learning more enhanced. School children are able to access more and more information from the innumerable web - sites. They are making use of computers and internet for their project work, seminars, and presentations, thus making their work well - researched.

Computers at work have also made great advancement. At the work place, computers are more relied upon for their accuracy and speed. Work and time have become flexible. The computers use wireless technology. So, we can work online and work from home; online meetings and discussions are held at the international level, thus keeping the office staff in touch even during their holidays.

Computers, as entertainment media are widely accepted by the younger generation. They provide many choices of entertainment. Video games, movies, music, chatting, creating or re-editing the movies, sound tracks and cartoon etc. It is obvious that young folk have become gadget maniacs with the wide possibilities available in the realm of computers.

Now, fill in the box with the help of the passage:



UNFORGETTABLE SALIM ALI

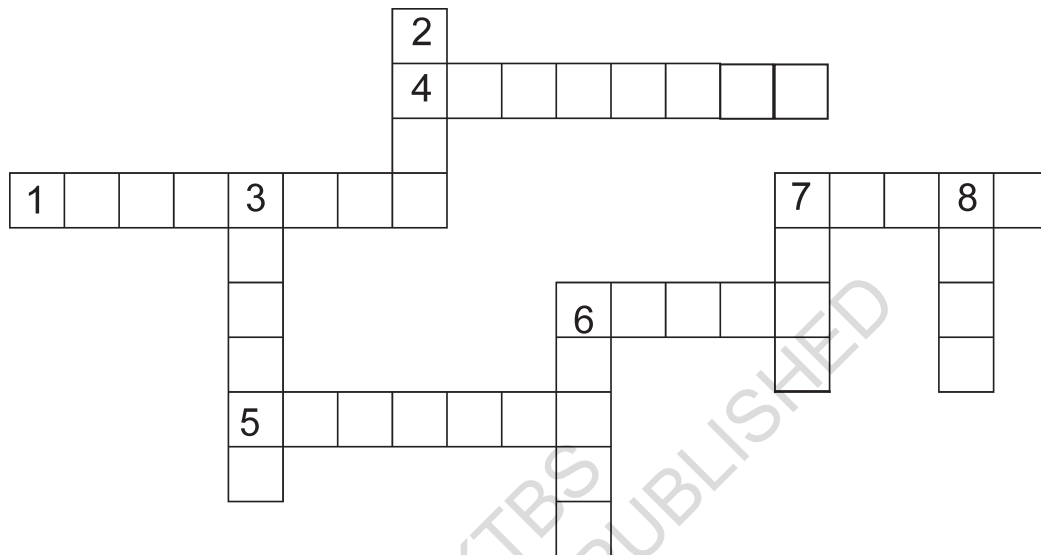
Salim Maizudin Abdul Ali is known to the world as an ornithologist, explorer, ecologist, teacher and writer. Salim Ali was born in 1896 into a prosperous, close-knit Bombay family. He was the youngest of ten children and was orphaned early. His childhood hero was his uncle, Amiruddin Tyabji, a sportsman. When Salim was ten, uncle Amiruddin presented him with a Daisy air gun. One day, young Salim shot a strange looking sparrow. His uncle suggested that Salim take the bird to the Bombay Natural History Society (BNHS). There the secretary, an Englishman, identified it as a yellow - throated sparrow and showed the boy, the Society's vast stuffed-bird collection. Awestruck, Salim Ali remained hooked onto birds and BNHS for life.

Frame five comprehension questions with the help of your classmate:

1. _____
2. _____
3. _____
4. _____
5. _____

Day to day usage

CROSSWORD :



ACROSS

1. Teacher assigns this to do at home.
4. Other word for Break -Time
5. You need to wear these clothes if you are at school
6. What do you do once you see your teacher in the morning ?
7. To clean your teeth.

DOWN

2. Drink this to be healthy _____
3. After your night sleep you _____
6. You love to play _____
7. You take a _____ in the bathroom.
8. You love to listen to a _____ when you go to sleep.

Table of Contents

Sl. No.	Prose Title	Theme	Values
5.	A Lesson for Nakul	Nakul's positive attitude	Friendship and Encouragement
6.	The Model Millionaire	The benevolence of the millionaire	Compassion, Charity
7.	The Great Sacrifice	Loyalty and sacrifice	Loyalty
8.	The Woman on Platform no.8	A child's yearning for mother's love	Motherly affection
Poetry			
13.	Modern Machinery	Origin and nature of machines	Appreciation of man's creation
14.	Imagination	A world of fantasy and imagination	Fantasy
15.	The Bees	Team work	Dedication
16.	The Cloud	Appreciation of Nature	Love of Nature
Supplementary Reading			
19.	The Miser	The plight of a miser	Self-realization.

Table showing the themes, coverage of skills and language activities

Sl. No.	Title of the Lesson	Type of the text	Theme	Language item/ Vocabulary/ Appreciation	Listening	Speaking	Reading	Writing	Grammar
5.	A Lesson for Nakul.	Prose	Positive attitude of Nakul.	*Activity on idioms. *Verbs/Tenses Dictionary Activity.	Listening to words (motivating and demotivating).	Speaking on good qualities, pronunciation.	Reading the extract and answering the questions.	Paragraph writing.	Verb forms.
6.	The Model Millionaire	Prose	The benevolence of the millionaire.	*Compound words Affixes- prefix, suffix *Homonym/ pun.	Listening to dialogues.	Dialogue delivery.	-	-	-
7.	The Great Sacrifice	Prose	Loyalty and sacrifice.	*Present and past time expressions. *Antonyms. *Verb forms	Listening to riddles.	Practising the dialogues in pairs. Role-play.	*Play-reading. *Reading stories	Expanding a paragraph.	Tense forms.
8.	The Woman on Platform No. 8	Prose	Yearning for mother's love.	Syllables, direct, indirect speech. Appreciation.	*Listening to the description and writing down the descriptive words.	*Group-discussion. *Pronunciation.	Reading the Conversations	Diary entry	*Reporting verbs *Direct and Indirect speech - pair work.

13.	Modern Machinery.	Poem	Origin and nature of machines.	Personification as poetic device.	Listening to /f/ & /s/ sounds at the beginning of words.	Speaking on a topic	Reading the story and answering the questions.	Writing a short paragraph.	-
14.	Imagination.	Poem	A world of fantasy and imagination.	Match the following completing web-chart.		Group discussion and give a speech on a topic.	Reading the adventures of Huckleberry Finn.	Writing a short essay Activities and reading writing Picture composition.	
15.	The Bees	Poem	Team work.	Re-arranging the sentences Dictionary use.	Listening to advertisement.	Presentation of advertisement.	Reading short paragraph.	Prepare an advertisement.	-
16.	The Cloud.	Poem	Appreciation of nature.						
Supplementary Reading									
19.	The Miser.	Supplementary reading.	Plight of a miser.	Synonyms	-	-	-	*Note-taking Note-making *Cross-word puzzle.	

Vowels

1	/i:/	eat	deep	free
2	/ɪ/	inn	sip	pity
3	/e/	egg	bet	
4	/æ/	apple	patch	-
5	/ɑ:/	art	mask	car
6	/ɜ:/ or /ə:/	earth	shirt	fur
7	/ə/	again	success	rubber
8	/ʌ/	up	shut	
9	/u:/	ooze	move	shoe
10	/ʊ/		Put	
11	/ɔ:/	orb	force	more
12	/o/ or /ɔ/	Australia	got	

Diphthongs

13	/eɪ/	age	fate	day
14	/aɪ/	ice	mind	sigh
15	/ɔɪ/	oil	moist	boy
16	/ɪə/	ear	fierce	sheer
17	/eə/	air	fairy	rear
18	/ʊə/		movers	poor
19	/əʊ/ or /oʊ/	over	showdown	go
20	/aʊ/	out	loud	now

Consonants

21	/P/	post	report	tap
22	/b/	bad	rubber	club
23	/t/	tit	stand	meet
24	/d/	dry	Sunday	red

25 /k/	creep	sky	take
26 /g/	good	bags	wig
27 /f/	phase	refer	tough
28 /v/	venue	level	love
29 /θ/	thought	nothing	path
30 /ð/	then	bother	bath
31 /s/	say	mistake	books
32 /z/	zoom	possess	watches
33 /ʃ/	shape	mushroom	wish
34 /ʒ/	genre	measure	rogu
35 /h/	house	cohesion	–
36 /tʃ/	chair	batches	rich
37 /dʒ/	join	ledger	bridge
38 /m/	my	prompt	some
39 /n/	nice	venom	ten
40 /ŋ/	English	singer	king
41 /l/	light	slight	bottle
42 /r/	river	brown	–
43 /j/	yes	beauty	–
44 /w/	what	coward	–

Triphthongs

45 /aɪə/	Ireland	siren	fire
46 /aʊə/	our	showerbath	sour

