# BLOSSOMS

## English Textbook for Class VIII



**West Bengal Board of Secondary Education**

**77 / 2, Park Street, Kolkata - 700016**

**According to New Syllabus**

First Edition : October, 2013
Second Edition : December, 2014
Third Edition : December, 2015
Fourth Edition : December, 2016
Fifth Edition : December, 2017

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**WEST BENGAL BOARD OF SECONDARY EDUCATION**

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*Published by*
**Prof. Nabanita Chatterjee**
**Secretary**
West Bengal Board of Secondary Education
77/2, Park Street, Kolkata - 700 016

*Printed at*
**West Bengal Text Book Corporation Limited**
(Government of West Bengal Enterprise)
Kolkata- 700 056




## THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

# ভারতের সংবিধান

## প্রস্তাবনা

**আমরা, ভারতের জনগণ, ভারতকে** একটি **সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র** রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক **ন্যায়বিচার**; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার **স্বাধীনতা**; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের **সমতা** প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্ভ্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে **সৌভ্রাতৃত্ব** গড়ে তুলতে; **আমাদের গণপরিষদে**, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, **এতদ্বারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি** এবং **নিজেদের অর্পণ করছি**।

# PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named "BLOSSOMS". This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed "Expert Committee" comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. "BLOSSOMS" aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon'ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission–all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

December, 2017
77/2, Park Street,
Kolkata - 700 016

Administrator
West Bengal Board
of
Secondary Education

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## under
## Expert Committee

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## FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the upper-primary level fall under a newly named series, 'Blossoms'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act, 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

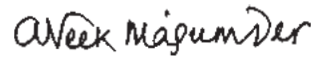
The theme for **Blossoms : English textbook for class VIII** is ' Nature and Adventure'. A teachers' guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.



December, 2017
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Chairman
Expert Committee
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Govt. of West Bengal

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-Debabrata Ghosh



# Revision Lesson

Let's do:

## Activity 1

**Underline the participle adjectives in the following sentences:**

(a) The painted house looks beautiful.

(b) A barking dog seldom bites.

(c) They submitted a written answer.

(d) The tattered shirt was lying on the mud.

(e) The creaking sound of the door awakened the baby.

## Activity 2

**Fill in the blanks with suitable articles or prepositions:**

Once _____ poor weaver lived _____ a village. He was well-known as_____ artist. His beautiful designs _____ cloth were much appreciated. The weaver earned his livelihood _____ working hard all day.

## Activity 3 (a)

**Identify the adverbs in each set. Put a tick mark (√) on the adverb:**

(i) tall/sweetly/child/run

(ii) wait/walk/slowly/full

(iii) happy/friendship/wise/quietly

(iv) tomorrow/evening/careful/look

(v) make/here/incident/quick

## Activity 3 (b)

**Classify the underlined adverbs according to their functions in the chart given below:**

(i) It is a good habit to rise <u>early</u>.

(ii) He <u>often</u> comes to our house.

(iii) The nightingale sings <u>sweetly</u>.

(iv) My pet dog follows me <u>everywhere</u>.

**Functions of Adverbs**

| manner | time | place | frequency |
|---|---|---|---|
| | | | |

## Activity 4

**Choose the correct alternative from the verbs given in brackets and fill in the blanks:**

(a) I _____ a book now. (read/am reading /was reading)

(b) Tintin _____ home just now. (is returning/was returning/has returned)

(c) When we reached the hall, the film _____ . (starts/started/had started)

(d) The young man boarded the bus while it _____. (is moving/was moving/had moved)

(e) The Satabdi Express _____ Puri at the scheduled time, yet it failed to reach Howrah on time. (is leaving/ has left/ had left)

## Activity 5 (a)

**Write the positive, comparative and superlative form of the adjectives and fill in the chart given below:**

| Positive | Comparative | Superlative |
|---|---|---|
| large | | |
| | more beautiful | |
| | | best |

## Activity 5(b)

**Fill in the blanks with the given adjectives in their proper degree:**

(i) No other mountain peak is so_____(high) as Everest.

(ii) Darjeeling is _____(cool) than Lava.

(iii) Rashmi is the _____(tall) girl in the class.

(iv) Very few Indian cities are as _____(big) as Kolkata.

(v) The Rajdhani Express runs _____ (fast) than most other Indian trains.

## Activity 6

**Fill in the blanks with appropriate modals given in the list below:**

(a) We _____help the poor and the needy.

(b) _____ God bless you!

(c) You_____ hurry up or you will be late .

(d) _____ there be life on Mars?

(e) I _____ be thirteen next month.

modals: may, will, should, can, must

## Activity 7

**The words in brackets are homophones. Choose the correct option and fill in the blanks:**

(a) _____are two coconut trees in_____ garden. (there/their)

(b) Last Sunday, I _____ Munni at the bus-stop. She is my close _____. (mate/met)

(c) I _____ why you often _____ about in the woods. (wander/wonder)

(d) My mother is _____ weak _____ walk. (to/too)

(e) The little _____ has _____ this bouquet. (made/maid)

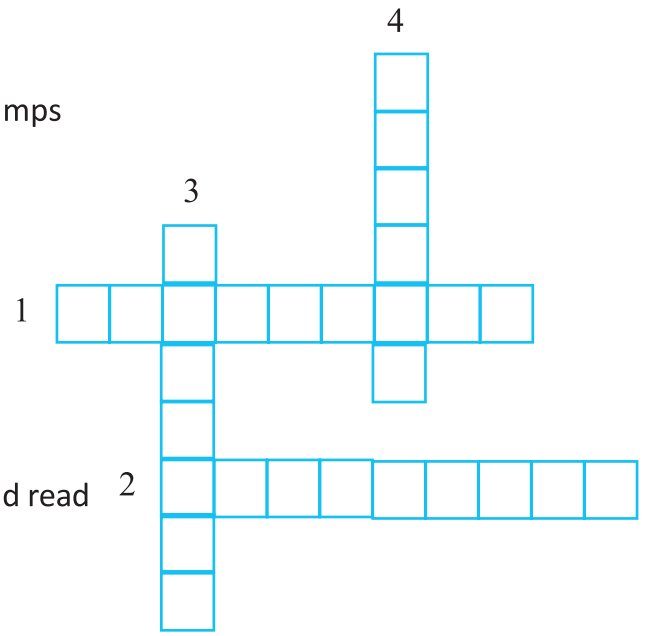
## Activity 8

**Solve the crossword puzzle with the help of the given cues:**

Across:

1: hobby of collecting postage stamps

2: study of stars and planets




Down:

3: house where books are kept and read

4: a person who makes pots

## Activity 9(a)

**Match the words in column `A' with their synonyms in column `B':**

| A | B |
|---|---|
| (i) castle | (a) wild |
| (ii) rustic | (b) flower |
| (iii) savage | (c) fort |
| (iv) blossom | (d) tired |
| (v) weary | (e) rural |

## Activity 9(b)

**Make sentences with the words given in column `A' of Activity 9(a)**

## Activity 9(c)

**Add prefix or suffix to the following words to form opposites:**

secure, patient, hope, appear, bound

### Let's talk:

Suppose you have been selected to represent your school in a district-level sports event. Describe your feelings to the class.

### Let's do:

## Activity 10

**Write a paragraph in about seventy words on the famous Bengali writer Bibhutibhusan Bandyopadhyay. Use the following hints:**

### Hints:

born on 12th September 1894—father Mahananda Bandyopadhyay and mother Mrinalini Devi—early education at Bangaon High School—intermediate and graduation from Ripon College, now known as Surendranath College of Kolkata—worked as Headmaster at Jangipara High School and later at Harinavi Anglo-Sanskrit Institution—famous novels are *Pather Panchali*, *Aparajito*, *Aranyak*, *Debjan*, *Icchamati*, *Chander Pahar* etc.—died on 1st November, 1950

Lesson 1

# The Wind Cap

Jane Yolen

## Let's start:



Jane Hyatt Yolen (1939–) is an American author and editor of folklore, fantasy, science fiction, and children's books. She has written over 280 books, the best known of which are *The Holocaust Novella* and *The Devil's Arithmetic*. The present text is an edited version of her popular short story of the same name.

## Let's share:

1. Do you think living on a ship on the sea is more enjoyable than living on land?
2. How do you think our lives would change if we have magic power to control the weather?

## Let's read:

There was once a lad who wanted to be a sailor but his mother would not let him go to the sea. "Child, what do you know of sailing?" she would say. "You're a farmer's son, you know the turn of the seasons and the smell of the soil but you do not know the sea."

Now the boy whose name was Jon, had always obeyed his mother. So he went about his farm work with a heavy heart but did not again **mention** the sea.

One day, he had been walking behind the plough. He all but ran over a tiny green turtle on a **clod** of dirt. He picked the turtle up and set it on his head where he knew it would be safe. When he was done with ploughing, Jon **plucked** the turtle

from his head. To his utter surprise he found that it had turned into a tiny green fairy man that stood upon his palm and bowed.



"I thank you for your kindness, tell me your heart's desire and I'll grant it to you for saving my life," said the fairy. Jon bowed back but said nothing. Although his heart **yearned** to go out to the sea , he did not express his wish.

The green fairy man could read a heart easily so he said, "I see you wish to go sailing". Jon's face answered for him.

## Word nest:

| | | |
|---|---|---|
| **mention** | : | write or speak about without giving much information |
| **clod** | : | lump of earth or clay |
| **plucked** | : | to remove from a place or position |
| **yearned** | : | had strong desire |

## Let's do:

### Activity 1

**Tick the correct alternative:**

(i) The lad had wanted to be a (a) doctor (b) sportsman (c) sailor.

(ii) Mother told the lad that he knew the smell of the (a) soil (b) food (c) flower.

(iii) Jon put the turtle on his (a) back (b) head (c) hand.

(iv) The fairy man wanted to know Jon's (a) age (b) name (c) heart's desire.

## Activity 2

**Rearrange the following sentences in the correct order and put the numbers in the given boxes:**

(1) Jon met the tiny green turtle. ☐

(2) Mother said Jon was a farmer's son. ☐

(3) The turtle changed to the tiny green fairy man. ☐

(4) Jon plucked the turtle from his head. ☐

(5) Jon did not express his wish. ☐

(6) Jon bowed back. ☐

## Activity 3

**Answer the following question:**

Why do you think Jon thought that the turtle would be safe on his head?

**Let's continue:**

"Since you put me on your head like a hat to keep me safe, I shall give you a different kind of cap in return, the kind sailors most desire. A cap full of wind. But there's one warning, no human hand will ever be able to take it off."

Then with a **blink**, the fairy man disappeared leaving a striped cap behind. Young Jon put the cap on his head and ran home to tell his mother.

"No good will come of the wind cap," she said. But the lad would have none of her **cautions**. The very next day, putting on the sailor's cap, he ran off to the sea. On seeing a ship **anchored** near the shore, he requested the captain to take him along. Thus began his first ever sea voyage!

Well, the wind cap worked as the fairy had said but that one condition **prevailed**!



Now that was both bad and good. It was bad because Jon could neither take his cap off before his captain nor at bedtime. And it was good because neither could he lose the cap nor could it be stolen from him.

Since it was wind that sailors called for, and wind that Jon could supply he soon became very popular. When he **twisted** the cap he could **summon** the east wind and the west wind. He could also turn it to call both the north as well as the south wind. The captain would therefore never part with his **prized** sailor and let him **ashore**.

For a year and a day, young Jon did not set foot on land. He saw nothing but the **churning** of the waves. Soon there grew in his heart a strong desire to see the land.

## Word Nest:

| | | |
|---|---|---|
| **blink** | : | open and shut the eyes very quickly |
| **cautions** | : | warnings |
| **anchored** | : | held a ship firmly in position |
| **prevailed** | : | existed |
| **twisted** | : | bent into a particular shape |
| **summon** | : | order to appear |
| **prized** | : | very valuable |
| **ashore** | : | come on land |
| **churning** | : | moving violently |

## Let's do:

### Activity 4

**Complete the following sentences with information from the text:**

(a) The cap that sailors most desire _____

(b) Seeing a ship anchored near the shore _____

(c) By twisting the cap, Jon could summon _____

(d) Jon desired to see the land because _____

### Activity 5

**Answer the following questions:**

(a) Why did the fairyman offer Jon the wind-cap?

(b) What was the condition that was associated with the wind cap?

(c) Why did Jon become popular with the sailors?

## Let's continue:

" Oh, let me go ashore just for one day," he begged the captain when they had sighted land. He promised he would return but the captain was unmoved. However, Jon could not stop dreaming of the land.

One quiet afternoon, he lay fast asleep and fell to dreaming again. Unknown to him, the ship stood **offshore** from his old farm. In Jon's dream the seasons turned rapidly and as each turned, so did Jon in his bed. Consequently, the cap on his head twisted round and about. It called up a **squall** from the clear sky that hit the ship without a warning.

The wind had been whirling about the boat tearing the sails and **snapping** the **spars**. "It's his fault," the sailors cried. They shouted in anger and fear and tried to rip the cap off his head.

Well, they were unsuccessful, for it was a fairy cap. They pulled it and twisted it



and so the squall became a storm, the mightiest they had ever seen. The captain ordered his men to bring Jon before him. In anger, he grabbed him by the tail of his striped cap, twisted him thrice and flung him out to the sea .But the winds called up by the cap **spun** the ship three times around.

As Jon went under the waves, the cap came off his head. Soon the storm stopped, and Jon swam ashore. The cap followed him. When he got to the land, Jon picked up the cap and ran home to his mother and  farm.

Again in the winter, when the snow lay heavy on the fields, he began to dream of the sea. Jon went to the **wardrobe**, got out the fairy cap and stared at it for a long moment. **Tucking** it in his shirt , he ran out to the field. He placed the wind cap under a stone where he knew the fairy man would find it. Then he left again for the seas.

For the rest of his life, Jon spent half the year on a ship and half on the shore till at last he owned his own boat and a hundred acre farm land. From then on he came to be known as Captain Turtle for he was as much at home on the water as he was on the land.

## Word nest:

| | | |
|---|---|---|
| **offshore** | : | a little away from the sea shore |
| **squall** | : | a sudden, strong wind |
| **snapping** | : | hitting suddenly with a sharp noise |
| **spars** | : | strong poles used to support the sails |
| **spun** | : | turned round and round quickly |
| **wardrobe** | : | a large cupboard for hanging clothes |
| **tucking** | : | folding and putting in place for a neat look |

## Let's do:

### Activity 6

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) Jon never dreamt about the land. ☐

_____

(b) The squall was called up because Jon was sleeping. ☐

_____

(c) The captain was angry with Jon. ☐

_____

(d) Jon did not return the wind-cap to the fairy man. ☐

_____

## Activity 7

**Answer the following questions:**

(a) Why did the sailors try to rip off the cap from Jon's head?

(b) How did Jon divide his time between land and sea?

(c) Do you think Jon was rightly called Captain Turtle? Give reasons for your answer.

(d) Why did Jon want to return the wind cap to the fairy man?

### Let's learn:

**Read the following sentence :**

- The wind **has been whirling** about the boat, tearing the sails and snapping the spars.

In the above sentence, the tense of the verb suggests an action which began at some time in the past and is still continuing.

### Let's do:

## Activity 8 (a)

**Underline the verbs in the following sentences that suggest actions that began in the past and are still continuing:**

(i) They have been travelling for ten hours.

(ii) He thanked me for what I have been doing.

(iii) The baby has been sleeping all day.

This kind of tense is called **Present Perfect Continuous Tense**.

## Let's learn:

**Read the following sentence :**

- One day he **had been walking** behind the plough.

In the above sentence, the tense of the verb is used for an action that began before a certain point in the past and continued up to that time.

### Activity 8 (b)

**Underline the verbs in the following sentences which suggest actions that began before a certain point in the past and continued up to that time:**

(i) They had been playing in the field for an hour before mother called them.

(ii) When I visited my uncle, he had been teaching in a school there for five years.

(iii) Rita had been studying in our school for the last eight years since I met her.

This kind of tense is called **Past Perfect Continuous Tense**.

## Let's do:

### Activity 8 (c)

**Fill in the blanks with either the Present Perfect Continuous or Past Perfect Continuous Tense:**

(i) The rain _____ when I left home. (pour)

(ii) The engineers _____ the bridge for the past few months. (build)

(iii) The performers _____since evening. (sing)

(iv) At that time, Mr. Roy _____ poems for one month. (write)

## Activity 9

**Replace the underlined words with their antonyms:**

(a) Jon had always <u>obeyed</u> his mother.

(b) Jon <u>began</u> his first ever sea voyage.

(c) He became very <u>popular</u> with the sailors.

(d) In Jon's dream the seasons turned <u>rapidly</u>.

### Let's talk:

Jon returned the wind cap to the fairy man although it had fulfilled his wishes.Would you have done the same had you been in Jon's place? Discuss in groups.

### Let's do:

## Activity 10(a)

**Imagine you are out on the open sea in a boat with waves rising all around you. Would you feel scared or excited? Write a paragraph in about eighty words describing your experience of the sea voyage.**

## Activity 10 (b)

**Suppose you had wished to perform on stage for a long time. On the occasion of your school's annual function, you finally got a chance to do so. Write a letter to your friend describing how you felt when your wish was fulfilled.**

### Let's work together :

Draw a large picture of Captain Turtle and show it to your class. Write four sentences on what you have drawn.

Lesson 2

# Clouds

**Intizar Hussain**

## Let's start:



Intizar Hussain, born in 1923, is a famous writer from Pakistan who writes short stories and novels in Urdu, and also columns for newspapers in English. He has received many awards in Pakistan, India and the Middle East. *The Seventh Door and Leaves* are among his books translated into English. His Urdu short story *Badal* has been translated as *Clouds* by Rakshanda Jalil. The present text is its edited version.

## Let's share:

(1) Which season do you like the most? Name three objects of nature that are commonly seen in that season.

(2) From the list given below, point out the action that you dislike the most and give reasons for your answer :

(a) sleeping

(b) playing

(c) waiting

## Let's read:

He wandered far in search of the clouds, down winding paths and alleys, till he reached the old mud hut. There, he turned on to the dirt **track**. He saw a grass-cutter coming from the other direction, a bundle of freshly cut grass balanced on his head. He stopped the man and asked, "Have you seen the clouds there?"

"Clouds?"

The grass-cutter was amazed, as though he had been asked the most **peculiar** question.



"Yes, clouds."

He was disappointed to see that the grass-cutter was still mystified.

He walked on until he came upon a farmer ploughing his field. He asked him the same question, "Did the clouds come here?"

The farmer, too, couldn't make sense of the question. "Clouds?" he asked.

"Yes, clouds."

He was asking after the clouds like a man who has lost a child and asks **wayfarers** if they have seen a child wandering. Perhaps the clouds, too, were lost children and he was going around asking people about them. But no one could give him a satisfactory answer.

**Word nest:**

| | | |
|---|---|---|
| **track** | : | path |
| **peculiar** | : | strange |
| **wayfarers** | : | travellers |

## Let's do:

### Activity 1

**Rearrange the following sentences in the correct order and put the numbers in the given boxes:**

(1) He saw a grass-cutter coming from the other direction. ☐

(2) The grass-cutter was surprised. ☐

(3) He reached the old mud hut. ☐

(4) He wandered in search of the clouds. ☐

(5) He asked the grass-cutter if he had noticed the clouds. ☐

(6) He turned onto the dirt track. ☐

### Activity 2

**Complete the following sentences with information from the text:**

(a) The grass-cutter had a bundle _____

(b) He was disappointed to see _____

(c) The farmer could not _____

(d) He was asking for the clouds like _____

### Activity 3

**Answer the following question :**

"But no one could give him a satisfactory answer" — Why do you think no one could give him a satisfactory answer?

## Let's continue:

His mother was the first he had asked in the morning, "Ammaji, where have the clouds gone?"

"Who's gone where?" Ammaji said, as if he had asked an exceptionally stupid question.

"Clouds."

"Clouds! Have you lost your mind, boy? Hurry up, now. Wash quickly, eat your breakfast and go to school."

Dejectedly, he washed his hands and face, ate his breakfast and left home. But the question still haunted him: Where did the clouds go?

He remembered what he had seen the night before—clouds gathering in the dark sky. But when he went to sleep, the sky was clear and full of stars. When he awoke again, he had no idea of the time. All he knew was that it was the middle of the night. Up there in the sky, the clouds were rumbling. In the occasional flashes of lightning, they were dense and black. It looked as if it will be raining. Rain will have ruined his sleep, he knew. When he got up in the morning, he was amazed. The sky was clear and empty! Not a trace of rain in the courtyard. He was surprised and saddened—the clouds had moved across the skies without shedding a drop of rain.



And it saddened him to think that he had fallen asleep. Had he stayed awake, perhaps, the clouds would not have disappeared like that. It would have been the season's first rainfall.

The month of the rains was slipping away. He looked up once again at the skies. Not a single patch of cloud. The sun beat down on his head from a clear sky. In the fierce heat, he walked between the fields. His body was on fire, his throat dry. After crossing several fields, he saw a large tree in whose shade a **Persian wheel** turned gently. It was like he had reached an **oasis** in the middle of a desert. He reached the shelter of the tree and splashed the cool water from the Persian wheel on his dusty feet. Then he washed his hands and face and drank his **fill**.

## Word nest:

| | | |
|---|---|---|
| **oasis** | : | an area in a desert with water and trees |
| **Persian wheel** | : | a simple water wheel for utilizing the power of flowing water |
| **fill** | : | to his satisfaction |

## Let's do:

### Activity 4

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) In the morning, the boy asked the first question to his father. ☐

_____

(b) The boy's mother asked him to go to school. ☐

_____

(c) When the boy got up in the morning, he saw that the sky was cloudless. ☐

_____

(d) The boy was happy to think that he had fallen asleep. ☐

_____

### Activity 5

**Answer the following questions:**

(a) Which question haunted the boy?

(b) What did the boy see in the middle of the night?

(c) How did he feel as he walked between the fields?

(d) What did he do after reaching the shelter of the tree?

## Let's continue:

**Refreshed**, he looked around. An old man sat on a wall by the Persian wheel. He looked at the old man, wanting to say something but hesitated. Finally he asked, "Did the clouds come here?"

The old man looked closely at him and said, "Son, when the clouds come, the earth and the sky know of their coming."

"But the clouds were here last night and no one got to know."

The old man said, "It is not enough for the clouds to come. I once lived in a place where it hadn't rained for ten years."

"Ten years?" He was open-mouthed.

He sat there listening to his tales. Suddenly, he realized how late it was.

He walked for miles in the sun and dust. He went back by the same dirt track he had taken to come there. The sun was still fiercely hot but when he reached the mud hut, he felt a **nip** in the air and the earth was damp underfoot.



As he neared his village, he saw the roads were wet. Trees that had been standing **draped** in layers of dust when he had left in the morning now looked freshly bathed. He felt a wave of happiness. He hurried home. He wanted to see how fresh and clean the jamun tree in his courtyard looked.

When he got home, he saw that the rain had changed everything. The jamun tree stood clean and scrubbed, freshly showered, and Ammaji was saying," That was a good shower, thank God!"

Raindrops were still rolling off the leaves of the jamun. He stood beneath the tree

and let them fall on his head and face. He raised his eyes to the sky and saw it clear, without even a wisp of cloud. He had walked so far in the dust and sun in search of the clouds, and in his absence they had come, shed their rain and gone away!

## Word nest:

| | | |
|---|---|---|
| **refreshed** | : | revived |
| **nip** | : | chill |
| **draped** | : | covered |

## Let's do:

### Activity 6

**Fill in the chart with information from the text:**

| What | Why |
|---|---|
| (i) The boy was open-mouthed | |
| (ii) The earth was damp underfoot. | |
| (iii) The boy hurried home. | |
| (iv) When he got home, he saw everything had changed | |

### Activity 7

**Answer the following questions:**

(a) What did the old man say about the place where he once lived?

(b) How did the boy feel as he reached the mud-hut?

(c) What did the boy do as he stood under the jamun tree?

(d) Why did the clouds shed rain in the absence of the boy?

## Let's learn:

**Read the following sentence:**

- It looked as if it **will be raining**.

In the above sentence, the verb (coloured words) denotes an action which will be in progress at a time in the future.

**Let's do:**

### Activity 8 (a)

**Underline the verbs that denote actions which will be in progress at a time in the future:**

(i) I shall be reading a book next week.

(ii) You will be going to school tomorrow.

(iii) They will be visiting our house next month.

The verbs you have underlined are in the **Future Continuous Tense**.

A **Future Continuous Tense** is a form of a verb that denotes an action which will be in progress at a time in the future.

**Let's learn:**

**Read the following sentence:**

Rain **will have ruined** his sleep, he knew.

In the above sentence, the verb (coloured words) denotes an action that will be completed at a certain time in the future.

**Let's do:**

### Activity 8(b)

**Underline the verbs that denote actions that will be completed in the future:**

(i) I shall have written the story by then.

(ii) He will have left before you go to see the doctor.

(iii) You shall have gone to the fair.

**Let's learn:**

The verbs you have underlined are in the **Future Perfect Tense**.

A **Future Perfect Tense** is a form of a verb that denotes an action that will be completed by a certain time in the future.

**Let's do:**

### Activity 8(c)

**Read the following sentences. Identify the future continuous tense and future perfect tense and fill in the table given below:**

(i) I shall be playing in the field.

(ii) She will have recited the poem.

(iii) You will have enjoyed the picnic.

(iv) They will be coming soon.

| Future Continuous Tense | Future Perfect Tense |
|---|---|
| | |
| | |
| | |
| | |

**Activity 9**

**Write the antonyms of the underlined words by using the prefixes from the Help Box:**

(a) It is <u>possible</u> for him to lift the chair.

(b) His handwriting is <u>legible</u>.

(c) Their claim is not <u>reasonable</u>.

(d) He <u>believes</u> his friend.

Help Box : dis-, un-, im- ,il-

## Let's talk:

Discuss with your partner how it would be like to sail through the sky riding on a cloud.

## Let's do:

**Activity 10(a)**

**Write a story in about eighty words using the following hints:**

two friends passing through a forest—a bear came—one friend climbed a tree—the other friend could not climb the tree—helpless—lay down like a dead man—bear came near the man—thought he was dead—went away

**Activity 10(b)**

**Suppose you have been waiting for a piece of good news. Write a paragraph in about eighty words on your experience of waiting:**

the news you waited for—what you did while waiting—whether the news had come—your feelings.

## Let's work together:

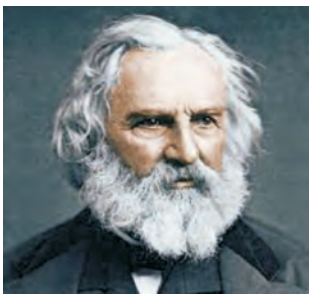
Draw a picture of a rainy day on a sheet of chart paper. Write four sentences on why you like or dislike a rainy day.

Lesson 3

# An April Day

**Henry Wadsworth Longfellow**

## Let's start:



Henry Wadsworth Longfellow (1807 - 1882) was one of the most famous American poets of his day. Longfellow is well known for his lyric poems, noted for their musicality. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). The present text is a part of Longfellow's poem of the same name.

## Let's share:

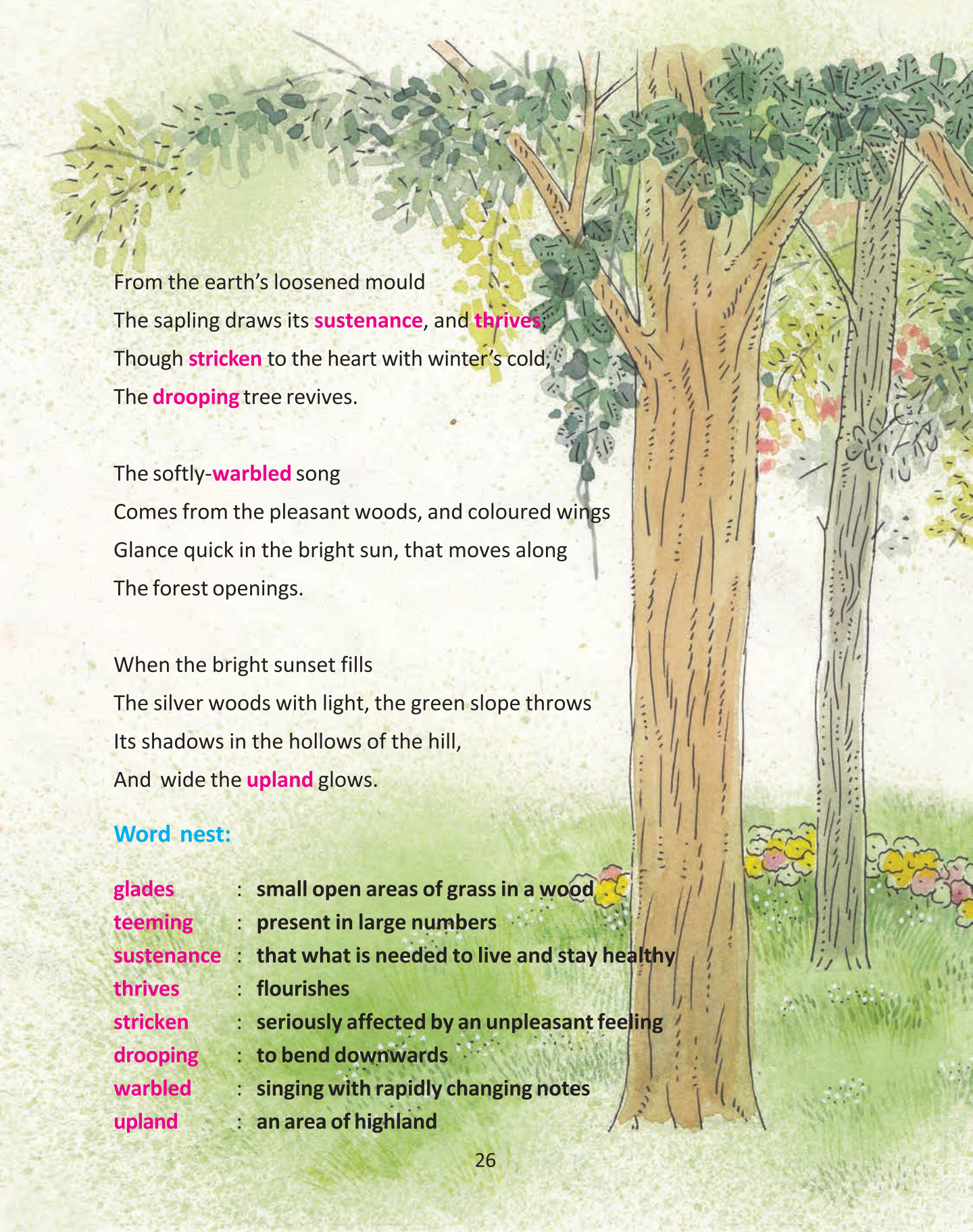
(1) What pleasure do you think is there in closely observing nature?

(2) How would you feel on a warm sunny day, walking through a green wood?

## Let's read:

When the warm sun, that brings
Seed-time and harvest, has returned again,
'T is sweet to visit the still wood, where springs
The first flower of the plain.

I love the season well,
When forest **glades** are **teeming** with bright forms,
Nor dark and many-folded clouds foretell
The coming-on of storms.



From the earth's loosened mould
The sapling draws its **sustenance**, and **thrives**;
Though **stricken** to the heart with winter's cold,
The **drooping** tree revives.

The softly-**warbled** song
Comes from the pleasant woods, and coloured wings
Glance quick in the bright sun, that moves along
The forest openings.

When the bright sunset fills
The silver woods with light, the green slope throws
Its shadows in the hollows of the hill,
And wide the **upland** glows.

## Word nest:

**glades** : **small open areas of grass in a wood**
**teeming** : **present in large numbers**
**sustenance** : **that what is needed to live and stay healthy**
**thrives** : **flourishes**
**stricken** : **seriously affected by an unpleasant feeling**
**drooping** : **to bend downwards**
**warbled** : **singing with rapidly changing notes**
**upland** : **an area of highland**



## Let's do:

### Activity 1

**Tick the correct alternative:**

(i) When the warm sun has returned again, it is nice to (a) sing out loud (b) visit the still wood (c) sail down the river

(ii) The sapling draws its sustenance from (a) the blue sky (b) rainwater (c) earth's loosened mould

(iii) The birds (a) glance quick in the bright sun (b) sit on the branches of the trees (c) peck at the grains from the ground

(iv) The green slope throws its shadow upon (a) the mountain (b) the hollows of the hills (c) the sand dunes

### Activity 2

**Complete the following sentences with information from the text:**

(a) Spring is the season of_____

(b) The coming-on of storms is foretold by_____

(c) The birds move along_____

(d) The bright sunset fills_____

### Activity 3

**Answer the following question:**

Why do you think the poet "loves the season well?"

## Activity 4

**Fill in the chart with information from the text:**

| Who | Did what |
|---|---|
| (i) The first flower | |
| (ii) The forest glades | |
| (iii) The sapling | |
| (iv) The drooping tree | |

## Activity 5

**Answer the following questions:**

(a) Why is it sweet to visit the wood during springtime?

(b) What does winter's cold do to the tree?

(c) What time of the day do you think it is when "the green slope throws its shadows in the hollows of the hills"?

(d) Why do you think the poem is titled "An April Day"? Suggest an alternative title.

## Activity 6(a)

**Fill in the blanks with the correct verb forms from those given in brackets:**

(i) He _____ here for the last two years.(worked, is working, has been working)

(ii) The baby _____ all morning.(cries, has been crying, had cried)

(iii) It _____ for a long time before we went to school.(had been raining, rained, rains)

(iv) The passengers of the train _____ fast when the accident occurred. (slept, had been sleeping, sleep)

## Activity 6(b)

**Fill in the blanks with either the Future Continuous tense or Future Perfect tense of the verbs given in brackets:**

(i) I suppose it _____ when we start. (rain)

(ii) He _____ us next week.(meet)

(iii) She _____ Jamshedpur by then.(reach)

(iv) This book is not fat, I _____ it by lunch time.(read)

## Activity 7

**Make meaningful sentences of your own with the following words:**

(a) harvest : _____

(b) teeming : _____

(c) thrives : _____

(d) glance : _____

### Let's talk:

Why do you think harvest-time is a time of joy? Discuss in groups.

### Let's do

## Activity 8(a)

**Write a paragraph in about eighty words on the changes that you see in nature when spring comes after winter.**

## Activity 8(b)

**You have a separate routine of work in the morning and in the evening. Write a page in your diary on that part of the day which you prefer more.**

### Let's work together:

The poet Shelley once wrote, "If Winter comes, can Spring be far behind?"

Form groups and search for more such lines on the Spring season. Write down the lines on a sheet of chart paper. Hang it on the wall of your classroom. You may take the help of your teacher.

Lesson 4

# The Great Escape

**Sugata Bose**

## Let's start:



Sugata Bose is a historian, author and the Gardiner Professor of Oceanic History and Affairs at Harvard University. Born to the eminent freedom fighter Dr. Sisir Kumar Bose and Mrs.Krishna Bose, he is the grandnephew of Netaji Subhas Chandra Bose and the grandson of Sarat Chandra Bose. In 2011, Bose published *His Majesty's Opponent*. The present text is an excerpt from this book.

## Let's share:

(1) What qualities do you think you should possess in order to be a leader?

(2) If you had been born before independence, what do you think you could have done for your country?

## Let's read:

*Netaji Subhas Chandra Bose (born 23 January 1897), was one of the most famous Indian nationalist leaders who fought for India's Independence from British rule. To this purpose he founded the Indian National Army (INA) which included a women's regiment too. In 1941 the British Government put Subhas under house arrest, that is, confined him in his own house. The following narrative describes the exciting and courageous escape of Subhas Bose from the clutches of the British to continue his struggle for India's freedom.*

Looking pale and thin, with a bushy half-grown beard, Subhas was **reclining** on his pillows when Sisir, his nephew, entered Subhas's bedroom that December afternoon. Subhas made him sit to his right on the bed. Looking intensely at Sisir, he said, "Can you do some work for me?"

Sisir nodded.

The task, as it turned out, was to help plan and carry out Subhas's escape from India. Sisir would have to drive his uncle, in the dead of the night, to a railway station far away from Calcutta.



From his uncle's residence at Elgin Road, Sisir walked back that night to his own house at 1, Woodburn Park in a state of wonder and **subdued** excitement.

The police were keeping watch on Subhas's house. Though it was normal for a nephew to visit an **ailing** uncle, Subhas had an **additional** excuse for meeting his nephew. Sisir was good at **operating** the radio. He helped Subhas listen to foreign **broadcasts**.

Subhas and Sisir discussed various means of escape. Finally, they decided to drive out, in the most natural **fashion**, through the main gate. Sisir owned a German car called the Wanderer, which he and Subhas chose for their journey.

## Word nest:

| | | |
|---|---|---|
| **reclining** | : | leaning back |
| **subdued** | : | hushed |
| **ailing** | : | sick |
| **additional** | : | extra |
| **operating** | : | functioning |
| **broadcasts** | : | radio messages |
| **fashion** | : | way |

## Let's do:

### Activity 1

**Rearrange the following sentences in the correct order and put the numbers in the given boxes:**

(1) Subhas and Sisir chose the Wanderer for their journey. ☐

(2) Sisir entered Subhas's bedroom that December afternoon. ☐

(3) The police were keeping a watch on Subhas's house. ☐

(4) Sisir was to help plan and carry out Subhas's escape from India. ☐

(5) Subhas's nephew helped him listen to foreign broadcasts. ☐

(6) Sisir walked back to his own house in a state of wonder and excitement. ☐

### Activity 2

**Complete the following sentences with information from the text:**

(a) On a December afternoon, Sisir _____

(b) The task that Subhas gave Sisir was_____

(c) 1, Woodburn Park was _____

(d) The escape plan of Subhas and Sisir was_____

### Activity 3

**Answer the following question:**

Why did Subhas and Sisir, as their plan of escape, decide to drive out in ' the most natural fashion through the main gate'?

## Let's continue:

Subhas had **cabled** Akbar Shah to meet him at Calcutta. Akbar Shah was a co-worker in the freedom struggle against British Raj. He operated in the north-western **frontier provinces**. He was to help Subhas escape.



Akbar Shah came to Calcutta.He was introduced to Sisir. Together they went to a shop in Central Calcutta where they purchased **baggy** shalwars(trousers) and a black **fez** for Subhas's disguise. Later, Sisir also purchased a suitcase, a **bedroll**, shirts and pillows. Subhas was to carry these with him in the journey. Sisir then went to a printer's shop. He ordered a set of calling cards which read: 'Muhammad Ziauddin, Travelling Inspector, the Empire of India Life Insurance Co. Ltd.'. This was the false identity with which Subhas was to travel.

On 16th January, 1941, Sisir finished his dinner early and drove to Elgin road around 8.30 pm. He parked the Wanderer at the back of the house.

Sisir and Subhas had maintained total secrecy about the plan of escape. None of the family members knew anything except Subhas's niece Ila and a male cousin, Dwijen. Subhas and Sisir waited until the rest of the Bose family had fallen asleep.

Subhas had changed into his disguise as Muhammad Ziauddin. He was dressed in a long, brown coat, baggy shalwars and a black fez. He wore gold wire-rimmed spectacles.

It was 1.35 am. The night was moonlit. Dwijen signalled from an upstairs window that no policeman was nearby. By day, the policemen sat on a charpoi at the corner of Elgin Road and Woodburn Road. They paced up and down the street before Subhas's house. On the cool winter night of January 16th, they had preferred the comfort of the warm blankets on the charpoi.

## Word nest:

| | | |
|---|---|---|
| **cabled** | : | telegraphed |
| **frontier** | : | border |
| **provinces** | : | regions |
| **baggy** | : | loose-fitting |
| **fez** | : | a felt cap, shaped like a flat topped cone |
| **bedroll** | : | bedding rolled up for carrying |

## Let's do:

### Activity 4

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) Akbar Shah operated in the north-eastern frontier provinces. ☐

_____

(b) The items of clothing for Subhas's disguise were purchased from a shop in South Kolkata. ☐

_____

(c) Everyone in Subhas's family was aware of his plan of escape. ☐

_____

(d) The policemen preferred warm blankets on the cool , winter night of 16th January. ☐

_____

### Activity 5

**Answer the following questions:**

(a) What items were purchased for Subhas to be carried with him on his journey?

(b) What was the real identity of Muhammad Ziauddin?

(c) Why do you think Subhas had to put on a false identity?

## Let's continue:

Subhas and Sisir hugged the inner wall of the long house-corridor and **tiptoed** down the back stairs to the car. Subhas sat in the back, Sisir drove the car. He started the engine and drove out from 38 / 2 Elgin Road as he had done on so many past occasions. At Subhas's Elgin Road residence, the light glowed in his bedroom to give the impression that he was still there. As Calcutta slept, uncle and nephew crossed Howrah Bridge and went beyond the city's **precincts**. Subhas poured Sisir coffee from a **thermos**. They shared a few anxious moments together when the car engine faltered once. It started again and Sisir dashed at high speed through the dark night. At around 8.30 am, they arrived at Bararee, near Dhanbad. They put up at the house of Sisir's brother, Ashok. Subhas kept his disguise on as Muhammad Ziauddin, and said he had come on insurance business, and was given a room to rest during the day. They met and talked in the evening and had an early dinner.

Muhammad Ziauddin left alone for Gomoh station which was some distance away. He wanted to catch the Delhi-Kalka Mail from there.

A little further from the house, Sisir picked him up in his Wanderer and drove towards the railway station. They reached Gomoh station in the moonlit night. A sleepy porter collected their luggage.



"I am off—you go back", Subhas said as parting words. Sisir watched him mount the railway overbridge and walk across it with his usual majestic **gait**. He disappeared into the darkness towards the platform on the opposite side. The Delhi-Kalka Mail released steam. Sisir heard the rhythmic **clutter** of the wheels and saw the train lights moving away.

## Word nest:

| | | |
|---|---|---|
| **tiptoed** | : | walked without making any sound |
| **precints** | : | boundary |
| **thermos** | : | flask |
| **gait** | : | manner of walking |
| **clutter** | : | continuous noise |

## Let's do:

### Activity 6

**Fill in the following chart with information from the text:**

| What | Why |
|---|---|
| (i) Subhas and Sisir tip-toed down the back stairs | |
| (ii) The light glowed in Subhas's bedroom | |
| (iii) | The car engine faltered. |
| (iv) | Subhas wanted to catch the Delhi-Kalka Mail. |

## Activity 7

**Answer the following questions:**

(a) In which direction did Sisir drive after leaving Elgin Road?

(b) Who was Ashok? How did he help in Subhas's escape?

(c) Describe Sisir's last sight of Subhas.

(d) Why did Sisir pick Subhas up in his car a little further from Ashok's house?

### Let's learn:

**Read the following sentences carefully:**

(1) Sisir would have **to drive** his uncle.

(2) Subhas was **to travel** with this false identity.

In sentences (1) and (2) the coloured words take an object.

### Let's do:

## Activity 8(a)

**In the following sentences, underline the words that act like verbs and take objects :**

(i) He likes to play badminton.

(ii) His habit is to read the newspaper daily.

(iii) Her greatest pleasure is to dance.

The expressions that you have underlined are called the **Infinitives**.

**Note**: The word 'to' is frequently used with the **infinitive**.

## Activity 8(b)

**Underline the Infinitives in the following sentences:**

(i) Raja is not afraid to speak the truth.

(ii) The teacher was extremely sorry to hear it.

(iii) The guava is fit to eat.

(iv) To find fault is easy.

## Activity 9

**Add suitable prefix or suffix to the given words in brackets and fill in the blanks to complete the sentences meaningfully:**

(a) The children were full of _____ (excite) as they went for a picnic.

(b) We should not _____ (courage) anyone.

(c) It was a _____ (comfort) journey, as I got a place to sit.

(d) India became an _____ (dependent) nation in 1947.

### Let's talk:

Imagine your neighbour's house is on fire. Discuss with your friends how you would help your neighbour to escape from the dangerous situation.

### Let's do:

## Activity 10(a)

**Suppose you have read an interesting adventure story recently. Write a letter in about eighty words to your aunt describing the story and telling her why you liked it.**

## Activity 10(b)

**Write a summary of the following passage:**

Mahatma Gandhi was very honest from his childhood. He never resorted to any unfair action. One day, while Gandhi was in school, an Inspector of schools came on a visit. The Inspector entered the classroom where Gandhi was sitting with other students. The Inspector gave a couple of English spellings to the students to write. Gandhi had written one incorrect spelling. The class teacher noticed this and indicated with his eyes to Gandhi to copy the correct spelling from another student's exercise book. But he did not do this. After the Inspector left, the class teacher scolded him for not following his instruction. Gandhi replied bravely that copying was dishonest and that is why he had not done it. (119 words)

### Let's work together:

You must have heard many patriotic songs. Take a sheet of chart paper and write down as many songs as you can find that celebrate the glory of India. You may learn the songs and perform them in school programmes.

Graphics : *Samindranath Majumdar*

Lesson 5

# Princess September

**W. Somerset Maugham**

## Let's start:



William Somerset Maugham (1874-1965) was a British playwright, novelist and short story writer. During and after the wars, he travelled to India and South East Asia. *Of Human Bondage* is regarded as Maugham's most important novel. His other important works include The *Razor's Edge*, *The Moon and Sixpence* etc. The present text is an adapted version of his short story of the same name.

## Let's share:

(1) How do you think our life would be if we had no friends to share our joys and sorrows with?

(2) Observe and state the difference in your feelings when—

(a) you are looking at a distant tree from your window

(b) you go and sit under that very tree

## Let's read:

Princess September, the daughter of the king of Siam, was very unhappy. She was weeping alone one day in her own room when she saw a little bird **hop** in. Then the little bird began to sing. He sang a beautiful song all about the lake in the king's garden and the willow trees reflected in the still water. When he had finished, the Princess was not crying any more. "That was a very nice song", she said. "Would you want me to live with you?" said the little bird.

Princess September clapped her hands with delight. Then the little bird hopped on to the end of the bed and sang her to sleep. When she awoke the next day the little bird was still sitting there, and as she opened her eyes he said good morning. She stretched out the first finger of her right hand so that it served as a **perch**.

The little bird flew down and sat on it. Then she went through the palace and called on each of the princesses in turn. And for each of the princesses the little bird sang a different song.



The other princesses were jealous and visited September together. "Well, my dear," they said, "your little bird flies in and out just as he likes." They looked round the room. "Where is your bird now?" they said.

"He's gone off to visit his home," said September. "And what makes you think he'll come back?" asked the princesses.

"He always does come back", said September.

"Well, my dear," said the princesses, "if you take our advice, **pop** him into the cage and keep him there."

"But I like to have him fly around the room", said the Princess.

"Safety first," said her sisters **ominously**.

They got up and walked out of the room, shaking their heads, and they left September very uneasy. It seemed to her that the little bird was away a long time and she could not think what he was doing. He might forget her, or he might take a **fancy** to someone else!

## Word nest:

| | | |
|---|---|---|
| **hop** | : | jump and skip |
| **perch** | : | to sit or stand on something |
| **pop** | : | put |
| **ominously** | : | in a warning manner |
| **fancy** | : | liking |

## Let's do:

### Activity 1

**Tick the correct alternative:**

(i) When the little bird hopped into Princess September's room, she was (a) clapping her hands (b) crying alone (c) sleeping in her bed

(ii) The little bird perched on the (a) finger of the Princess (b) branch of the willow tree (c) window

(iii) The sisters of Princess September (a) loved her (b) were envious of her (c) hated her

(iv) Princess September was advised to (a) let the bird go free (b) hand the bird over to her sisters (c) put the bird in a cage

### Activity 2

**Rearrange the following sentences in the correct order and put the numbers in the given boxes:**

(1) All the sisters came together to advise Princess September. ☐

(2) Princess September was crying alone in her room. ☐

(3) A little bird hopped on to the end of the Princess's bed. ☐

(4) Princess September feared that the bird might forget her. ☐

(5) The bird sang a beautiful song. ☐

(6) The Princess was advised to put the bird into a cage. ☐

### Activity 3

**Answer the following question:**

How do you think Princess September spent her days when the bird was away?

## Let's continue:

Suddenly, September heard a tweet-tweet just behind her ear. The bird had come in quietly. September felt her heart go thump-thump against her chest, and she made up her mind to take no more risks. She put up her hand and took hold of the bird. The bird was quite used to this, so he suspected nothing. He was surprised when she carried him to the cage, put him in, and shut the door on him. He hopped up on the **ivory** perch and said, "What is wrong?"

September said, "Some of mamma's cats are **prowling** about tonight, and I think you are much safer out here."



"Well, just for this once I don't mind" said the little bird, "so long as you let me out in the morning." He ate a very good supper and began to sing. But in the middle of his song he stopped.

"I don't know what the matter with me is," he said, "but I don't feel like singing tonight."

"Very well," said September, "go to sleep instead!"

So he put his head under his wing and in a minute was fast asleep. September went to sleep too. But when the dawn broke she was awakened by the little bird calling her at the top of his voice, "Wake up, wake up," he said. "Open the door of this cage and let me out. I want to have a good fly while the dew is still wet on the ground."

"You're much better off where you are," said September. "You have a beautiful golden cage!"

"Let me out, let me out," said the little bird.

"You'll have three meals a day. You'll have nothing to worry you from morning till night, and you can sing to your heart's content."

The little bird tried to slip through the bars of the cage, but he couldn't. He beat

against the door but of course he couldn't open it. He began to cry again: "Let me out, let me out!"

"I've only put you in the cage because I'm so fond of you", said Princess September.

But the little bird stood in the corner of his cage, looking out at the blue sky, and never sang a note. "Why don't you sing and forget your troubles?" said September.

"How can I sing?" answered the bird. "I want to see the trees and the lake and the green rice growing in the fields."

"If that's all you want, I'll take you for a walk," said September.

## Word Nest:

| | | |
|---|---|---|
| **ivory** | : | a hard, yellowish material made from the tusk of an elephant |
| **prowling** | : | moving quietly and quickly with an intention of hunting |

## Let's do:

### Activity 4

**Complete the following sentences with information from the text:**

(a) The little bird was surprised when _____

(b) At dawn, the little bird wished to be let out from the cage because _____
_____

(c) Princess September told the bird he was better off in the cage because
_____

(d) The bird told the Princess that it could not sing as_____
_____

### Activity 5

**Answer the following questions:**

(a) 'So he suspected nothing'. Who is 'he'? Why did he not suspect anything?

(b) Why did the little bird stop in the middle of his song?

(c) How did he try to free himself from the cage?

## Let's continue:

She picked up the cage and walked down to the lake round which grew the willow trees. She stood at the edge of the rice-fields that stretched as far as the eye could see. "I'll take you out every day," she said. "I love you and I only want to make you happy."

"It's not the same thing," said the little bird. The rice-fields and the lake and the willow trees look quite different when you see them through the bars of a cage."

So she brought him home again and gave him supper. But he wouldn't eat a thing. The Princess was **anxious**. "Perhaps he'll have got used to his cage by tomorrow," she thought.

And next day when she awoke she cried out good morning in a cheerful voice. She got no answer. She jumped out of bed and ran to the cage. She gave a startled cry, for there the little bird lay with his eyes closed, and he looked as if he were dead. She opened the door and lifted him out. She gave a sob of relief, for she felt that his little heart was beating still.

"Wake up, wake up, little bird,' she said. She began to cry and her tears fell on the little bird. 'I cannot sing unless I'm free and if I cannot sing, I die," he said.

"Then take your freedom," the Princess said. 'I shut you in a golden cage because I loved you and wanted to have you all to myself. But I never knew it would kill you. Go. Fly away among the trees that are round the lake and fly over the green rice-fields. I love you enough to let you be happy in your own way."

She threw open the window and gently placed the little bird on the **sill**.

" I will come because I love you, little Princess," said the bird. "And I will sing you the loveliest songs I know. I shall go far away, but I shall always come back, and I shall never forget you."

Then he opened his wings and flew right away into the blue. September kept her



window open, day and night, so that the little bird might come into her room whenever he wished.

**Word Nest:**

| | | |
|---|---|---|
| **anxious** | : | concerned |
| **sill** | : | a narrow shelf below a window |

## Activity 6

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) The little bird was happy to see the rice fields and the lake from within the cage. ☐

_____

(b) When the bird did not eat a thing, Princess September grew anxious. ☐

_____

(c) The next morning Princess found the bird hopping around the cage. ☐

_____

(d) The bird was granted freedom. ☐

_____

## Activity-7

**Answer the following questions:**

(a) How did Princess September try to make the little bird happy?

(b) Why did the Princess give "a sob of relief"?

(c) Why was the little bird granted freedom by the Princess?

(d) "Then he opened his wings and flew right away into the blue." Would the little bird return to the Princess again? Give reasons for your answer.

### Let's learn :

**Read the following sentences:**

(a) The willow trees reflected **in the still water**.

(b) She cried out good morning **in a cheerful voice**.

In the above sentences, the coloured words

- do not have subjects and predicates
- do not have finite verbs
- do not make complete sense

### Let's do:

**Activity 8 (a)**

**In the following sentences underline the groups of words that do not have a subject or a predicate and do not have a finite verb and do not make complete sense:**

(i) Humpty Dumpty sat on a wall.

(ii) The sun rises in the east.

(iii) The farmer lived in a house made of straw.

The groups of words that you have underlined do not have a subject and a predicate.They do not have a finite verb and is incomplete in sense.

Such group of words is called a **Phrase**.

## Let's learn:

**Read the following sentence:**

You have a beautiful cage **made of gold**.

In the above sentence, the group of coloured words—

- does the work of an Adjective,
- does not have a Subject and a Predicate,
- does not have a Finite verb.

## Let's do:

### Activity 8 (b)

**In the following sentences, underline the groups of words that do the work of an Adjective:**

(i) He was a man full of hope.

(ii) A necklace of great value was stolen.

(iii) This is a table made of wood.

The groups of words that you have underlined, do the work of an adjective, do not contain a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adjective Phrases**.

## Let's learn:

Read the following sentence:

He stopped **in the middle of his song**.

In the above sentence, the group of coloured words—

- does the work of an Adverb,
- does not have a Subject and a Predicate
- does not have a Finite verb.

## Let's do:

### Activity 8 (c)

**In the following sentences, underline the groups of words that do the work of an Adverb:**

(i) The bird stood in the corner of his cage.

(ii) He spoke in a confident manner.

(iii) It's raining at this moment.

The groups of words that you have underlined, do the work of an adverb, do not have a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adverb Phrases**.

## Let's learn:

Read the following sentence:

- I want **to have a good fly**.

In the above sentence, the group of coloured words—

- does the work of a Noun
- does not contain a Subject and a Predicate
- does not have a Finite verb.

## Let's do:

### Activity 8 (d)

**In the following sentences , underline the groups of words that do the work of a Noun :**

(i) Travelling by train gives me great pleasure.

(ii) The child refused to answer my question.

(iii) He wanted to go home.

The groups of words that you have underlined, do the work of a noun, do not have a Subject and a Predicate and do not have a Finite verb. Such groups of words are called **Noun Phrases**.

## Let's do:

### Activity 8 (e)

**In the following sentences underline and identify the phrases:**

(i) The wind blew with great speed.

(ii) The king wore a crown made of diamond.

(iii) The little girl did not know what to do.

(iv) She is a lady of great patience.

## Let's learn:

Read the following sentences :

(i) **When he had finished**, the Princess was not crying anymore.

(ii) It seemed to her **that the little bird was away a long time**.

In the above sentences, the groups of coloured words—

- have Subjects and Predicates of their own
- have finite verbs,
- form parts of sentences.

## Let's do:

### Activity 8 (f )

**In the following sentences, underline groups of words that have a Subject and a Predicate and form parts of the main sentences and have Finite verbs:**

(i) He was surprised when she carried him to the cage.

(ii) He drew a picture which was very beautiful.

(iii) I did not go to school as I was unwell.

(iv) Indian cricket team is confident that it will win the match.

The groups of words that you have underlined have a Subject and a Predicate of its own, form parts of sentences and have Finite verbs. Such a group of words is called a **Clause**.

## Let's learn:

Now look at the following sentence:

When she awoke the next day, the little bird was still sitting there.

The clause, **when she awoke the next day**, in the above sentence forms part of a complete sentence and is dependent on the main part of the sentence.

The clause **the little bird was still sitting there**, makes complete sense and is independent.

## Let's do:

### Activity 8(g)

**In the following sentences, underline the main parts of the sentences that are independent and circle the clauses that depend on the main parts:**

(i) Although he was unwell, he went out.

(ii) He is a king who is very powerful.

(iii) Rani said that he had met my brother.

(iv) When she was hungry, the baby cried out.

## Let's learn:

The parts of the sentences that you have underlined—

- have Subjects and Predicates of their own
- make complete sense
- can stand on their own.

Such clauses are called **Principal** or **Main Clauses**.

The parts of the sentences that you have circled—

- have Subjects and Predicates of their own
- depend on the Principal Clauses.

Such clauses are called **Subordinate** or **Dependent Clauses**.

## Let's do:

### Activity 9

**Replace the underlined words with their antonyms :**

(a) The boy wrote a different story.

(b) The mother placed the child gently on the bed.

(c) On hearing the news he felt very uneasy.

(d) The gate was opened by the porter.

## Let's talk:

Discuss with your friends and give examples of the following emotions from the story:

(i) possessiveness

(ii) selflessness

## Let's do:

### Activity 10(a)

**Suppose you are a member of an organization that works for prevention of cruelty to animals. You come across a monkey in chains being made to perform tricks. You watch it for some time till it suddenly starts talking to you of its sorrow.**

**Now write an imaginary conversation which takes place between you and the monkey longing for its freedom.**

### Activity 10(b)

**Suppose you have to obey the orders of someone from morning to night. You are not allowed to act according to your own will. Write a paragraph in about eighty words describing your feelings in this situation.**

## Let's work together:

Bird-watching is a very popular hobby around the world. Find out more about our feathered friends of the sky and record your findings.

Lesson 6

# The Sea

James Reeves

## Let's start:



James Reeves (1909 -1978) was a British author principally known for his poetry, plays and contributions to children's literature. His books include anthologies for both adults and children. He was also well-known as a literary critic and broadcaster.

## Let's share:

1. With which water body can you associate the following visual images?
   - sandy shores
   - salty water
   - foam
   - waves

2. We often make comparisons to express an idea more vividly, such as *red as a rose*, *brave as a lion*, etc.

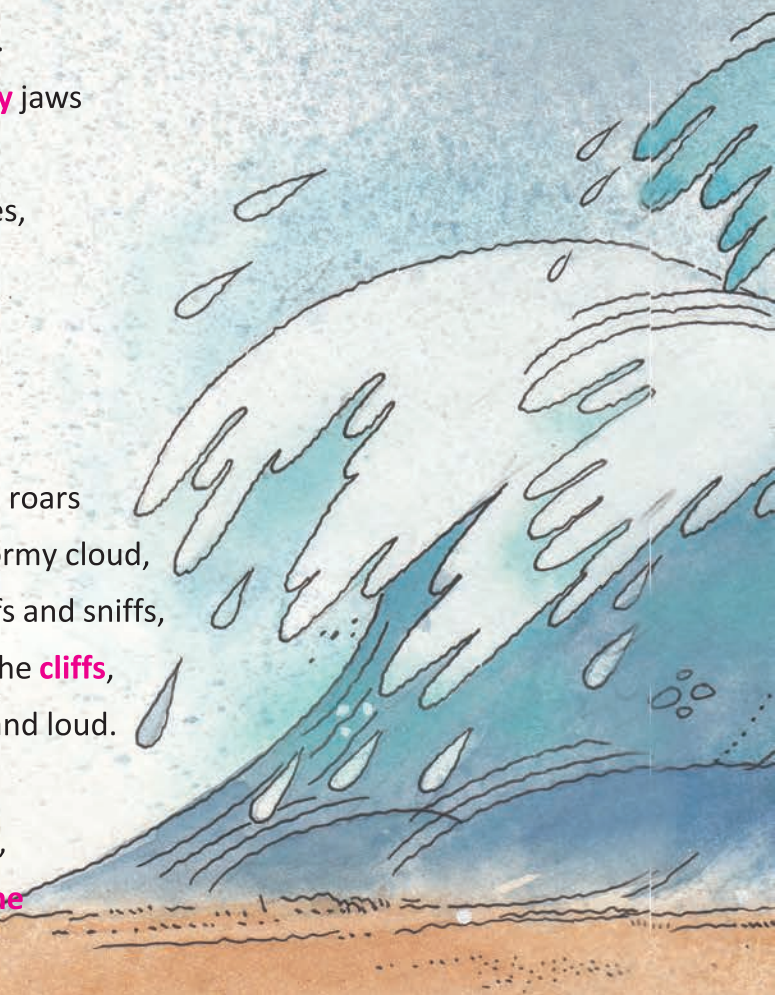
   If you are asked to compare the sea to an animal, to which animal would you compare it? Why?

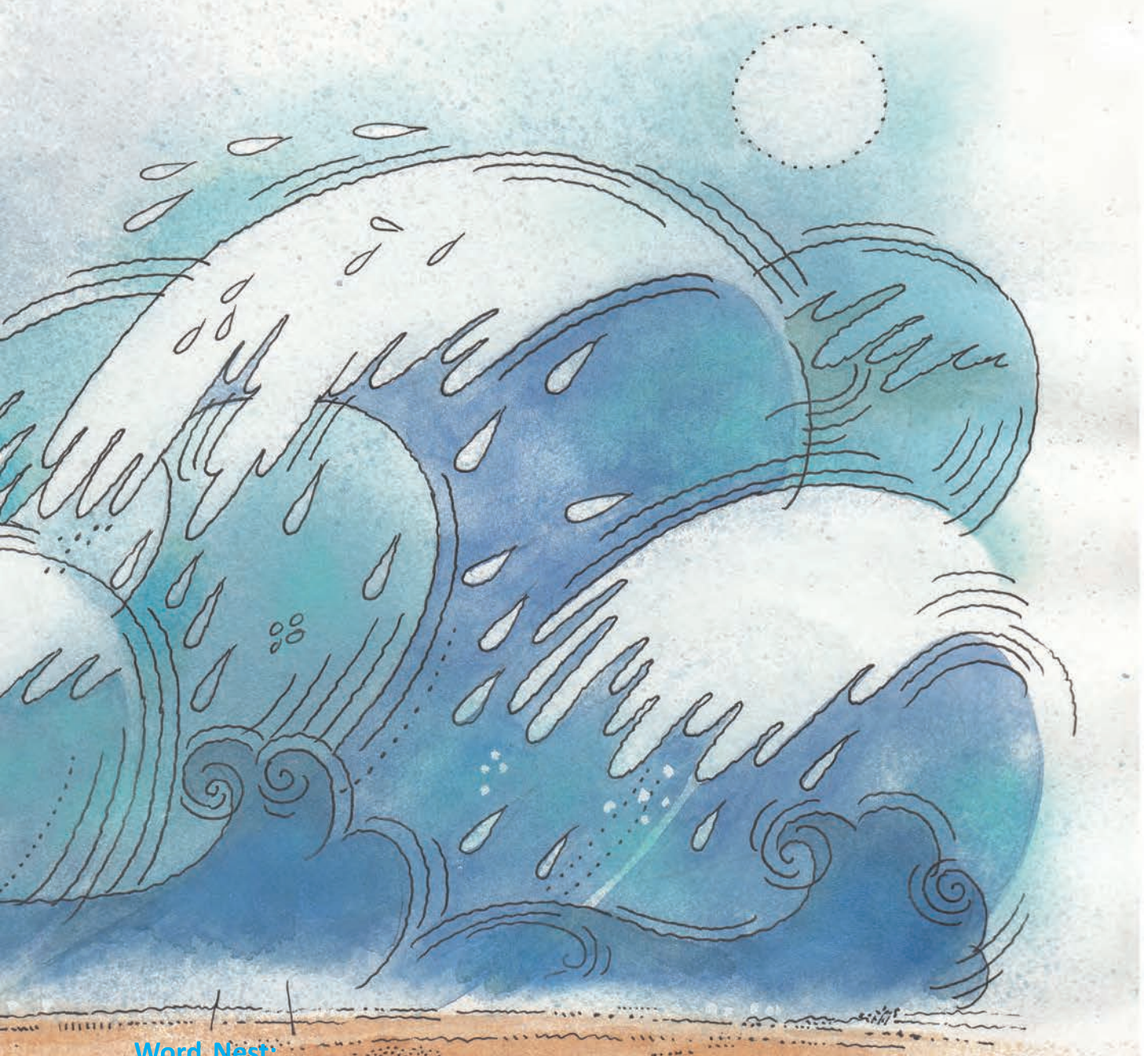
## Let's read:

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and **shaggy** jaws
Hour upon hour he **gnaws**
The rumbling, tumbling stones,
And `Bones, bones, bones!'
The giant sea-dog **moans**,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the **cliffs**,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the **dune**
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely **snores**.





**Word Nest:**

| | | |
|---|---|---|
| **shaggy** | : | **rough** |
| **gnaws** | : | **bites and chews** |
| **moans** | : | **howls** |
| **cliffs** | : | **overhanging pieces of rocks** |
| **dune** | : | **a hill of wind-blown sand** |
| **snores** | : | **to breathe during sleep with a harsh noise** |

## Let's do:

### Activity 1

**Tick the correct alternative:**

(i) The sea is compared to a (a) lazy cat (b) active man (c) hungry dog.

(ii) The sea rolls on the beach (a) all day (b) all evening (c) only at night.

(iii) The sea, seen as a dog, has (a) greasy paws (b) sharp paws (c) small paws.

(iv) The sea remains quiet in the (a) beginning of the year (b) middle of the year (c) end of the year.

### Activity 2

**Complete the following sentences with information from the text:**

(a) The sea rolls on the beach with his_____

(b) At night when the wind roars, the sea _____

(c) In May or June even the grasses on the dune_____

(d) On quiet days the sea, like a dog, lies on the sandy shores with _____
_____

### Activity 3

**Answer the following question :**

Why does the sea become quiet at a certain time of the year?

### Activity 4

**Fill in the following chart with information from the text :**

| Action | Done by whom |
|---|---|
| (i) licks his greasy paws | |
| (ii) roars | |
| (iii) rocks in the stormy cloud | |
| (iv) stop their tune | |

## Activity 5

**Answer the following questions:**

(a) What does the sea look like?

(b) Who rocks in the stormy cloud?

(c) Where does the sea shake at his wet sides like a dog?

(d) How do the grasses on the dune behave in May or June?

## Activity 6(a)

**Underline the infinitives in the following sentences:**

(i) To lie is a sin.

(ii) I am sorry to disturb you again.

(iii) He wanted to retire from service.

(iv) To err is human.

## Activity 6(b)

**Read the following sentences. Identify the Noun phrases, Adjective phrases and Adverb phrases and fill in the chart given below:**

(i) Food and shelter, she has none.

(ii) Her voice is pleasing to the ear.

(iii) Mrinal is a jewel of a boy.

(iv) Feel yourself at home.

| Noun phrase | Adjective phrase | Adverb phrase |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Activity 6(c)

**Read the following sentences. Identify the Main or Principal clause and the Dependent clause and fill in the chart given below:**

(i) I know a man who is a doctor.

(ii) Tell me who opened the door.

(iii) She is the girl who always takes care of her friends.

(iv) We shall stay at home if it rains.

| Main clause | Dependent clause |
|---|---|
| | |
| | |
| | |
| | |

## Activity 7

**Make meaningful sentences of your own with the following words:**

(a) giant : _____

(b) moans : _____

(c) dune : _____

(d) quiet : _____

### Let's talk:

**Suppose you have plans to visit the sea-side. Tell the class when you would prefer to go:**

- when the sea is stormy
- when the sea is calm

Give reasons for your answer.

## Let's do:

### Activity 8(a)

**Write a story in about eighty words using the following hints:**

a king, proud of his power—tells he can control everything on earth—takes his courtiers to the sea shore—orders the waves to move back—the waves lash at the feet of the king—the king moves back in fear

### Activity 8(b)

**Write a letter in about eighty words to your younger brother advising him to be kind to animals.**

## Let's work together:

### Poster-making

We can express important and useful ideas through attractive posters. A good poster has—

- a plan
- a written message or information
- attractive colourful pictures

Work in groups.Make a poster highlighting the need to keep rivers and seas unpolluted.

Lesson 7

# A King's Tale

## Let's start:

King Arthur was a king of the Britons several hundreds of years ago. He was a very popular and brave king.There are many legends about him.The following tale is an adaptation from the ancient Arthurian legends.

## Let's share:

**Discuss the following questions in groups :**

(1) What do you think should be the proper duty of a king?

(2) When kings fight among themselves, is it good or ill for the common people? Give reasons for your answer.

## Let's read:

Many hundreds of years ago, England was ruled by a king called Uther-Pendragon. The king, who was friend and protector to all his people, was fair to everyone. The people of Britain lived in peace and happiness, tending their flocks and tilling their fields.



King Uther-Pendragon had married the beautiful Lady Igraine, and had a son. This child was the heir to the royal throne.

The king and the queen died soon after the baby boy was born. It was a difficult time. Many of the king's **opponents** were looking to seize the throne. King Uther-Pendragon had two wise counsellors—Merlin, a **prophet** and a magician, and the brave knight, Sir Ulfius. They were greatly trusted by the royal family. When the king and the queen were no more, the two counsellors met Sir Ector the Trustworthy, a loyal subject of the king, on a cold and windy midnight. They placed in his hands a baby wrapped in a **scarlet** cloak. Merlin said, "We order you and your wife to bring up this child as though he were your own son."

"The boy is to be called Arthur," Sir Ulfius said. Sir Ector, being a true **knight**, asked no questions and promised to obey his late king's counsellors.

As Merlin and Sir Ulfius had feared, trouble broke out in Britain after the passing away of the king. The **barons** were fighting among themselves and plotting to capture the throne. Britain was in the grip of lawlessness. Travellers were regularly robbed. The peasants were unhappy.

## Word Nest:

| | | |
|---|---|---|
| **opponents** | : | persons one is fighting against |
| **prophet** | : | a person who claims to know something about the future |
| **scarlet** | : | bright red in colour |
| **knight** | : | a man of high social rank who has a duty to perform |
| **barons** | : | noblemen |

## Let's do:

### Activity 1

**Tick the correct alternative:**

(i) During the reign of King Uther-Pendragon, the people of Britain lived a (a) peaceful (b) disturbed (c)unhappy life.

(ii) Merlin, the prophet and Sir Ulfius, the brave knight, were trusted by the (a) opponents of the king (b) members of the royal family (c) counsellors of the king.

(iii) The royal baby was to be brought up by (a) Sir Ulfius (b) Merlin (c) Sir Ector

(iv) After the passing away of King Uther-Pendragon,there was (a) lawlessness (b) prosperity (c) development in Britain

## Activity 2

**Rearrange the following sentences in the correct order and put the numbers in the given boxes:**

(1) Sir Ector promised to obey Merlin and Sir Ulfius. ☐

(2) King Uther-Pendragon was loved by his people ☐

(3) There was trouble in Britain after the king and queen died. ☐

(4) Lady Igraine was the beautiful wife of King Uther- Pendragon ☐

(5) The two trusted counsellors placed in Sir Ector's hands the royal baby. ☐

(6) The royal baby was born to King Uther-Pendragon and Lady Igraine. ☐

## Activity 3

**Answer the following question:**

Why do you think Merlin and Sir Ulfius entrusted Sir Ector with the baby of the dead king and queen?

**Let's continue:**

In the home of Sir Ector, Arthur, the son of the late king, was spending his boyhood in happiness and safety. As he grew older, he became gentle, strong, handsome and good like his father Uther-Pendragon.

Eighteen years passed. Britain was torn by bitter rivalry. None of the fighting barons had managed to become the king. The people longed for the old days of peace and prosperity under Uther-Pendragon.

It was Christmas time, a time of festivity. But all around Britain, people were hungry, cold and frightened. One day, in a churchyard, people found a large stone on which was fixed a magnificent sword. Upon the stone, in gold letters, was **inscribed**, " whoever pulls out this sword is by right of birth, the king of England." Immediately, the eager barons who longed to become the king, **jostled** among

themselves to lift the sword. None succeeded. The sword remained fixed to the stone.



It was Arthur, at the age of eighteen, who succeeded in lifting the sword for the first time. The barons were angry and disappointed. They demanded a test.

Upon a bright May morning, a great trial took place in the presence of many people. There were the peasants, the craftsmen, the merchants, as well as the barons. In front of everyone, Arthur, slender and young, lifted the sword easily. The crowd **hailed** him as the king.

After becoming the king of England, Arthur's first duty was to secure peace in England. He was helped by wise Merlin. Like his father, Arthur was concerned about the good of the common people. King Arthur fought battles so that no one could ill-treat the humblest of his subjects.

King Arthur had lost his royal sword in a battle. One day, Merlin took him to a valley of sweet-smelling flowers. At the edge of the plain there was a deep lake. As Arthur approached the lake, a beautiful arm with golden bracelets rose from the water. The hand held a sword set with rubies and emeralds.

**Word Nest:**

| | | |
|---|---|---|
| **inscribed** | : | to write or carve words onto something |
| **jostled** | : | to push roughly against somebody |
| **hailed** | : | welcomed |

## Let's do:

### Activity 4

**Complete the following sentences with information from the text:**

(a) After King Uther-Pendragon, Britain had no king because_____

(b) The magnificient sword was fixed_____

(c) Arthur was eighteen when _____

(d) The beautiful arm that rose from the water_____

### Activity 5

**Answer the following questions:**

(a) What was written upon the stone on which the sword was fixed?

(b) What happened on the bright May morning?

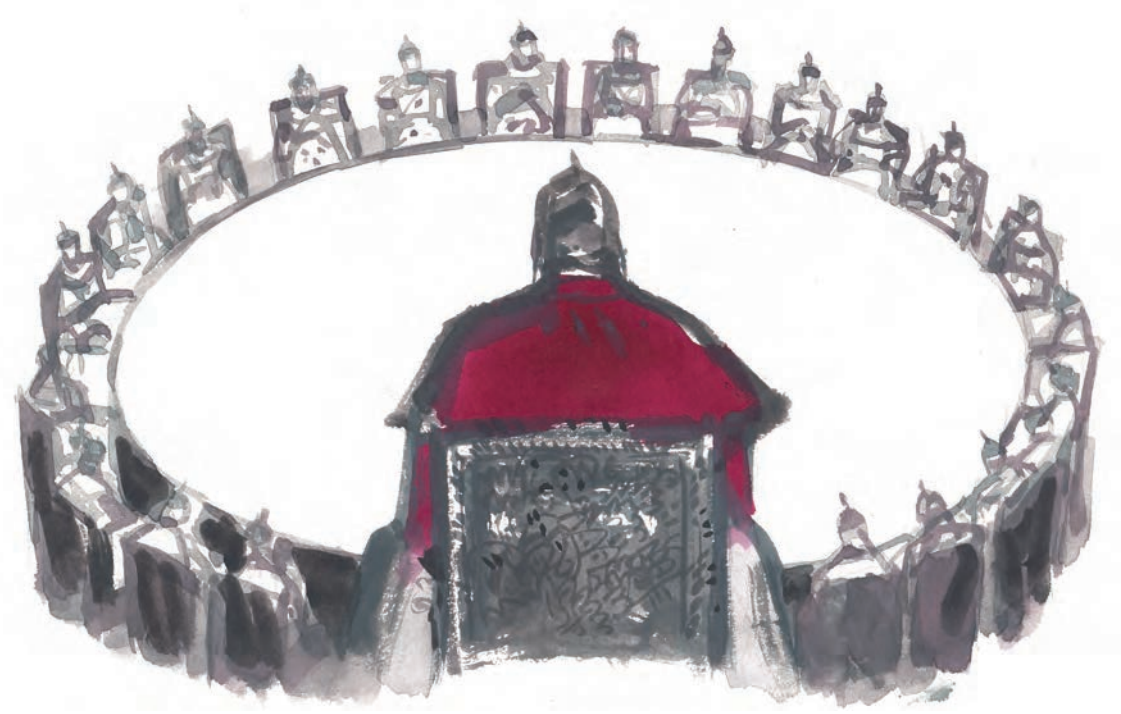
(c) Why did Arthur need a new sword?

## Let's continue:

"This is the Excalibur", Merlin said. "Only an honest and fearless knight who protects the common people can possess this sword."

King Arthur accepted the **enchanted** sword from the mysterious hand appearing from the depths of the lake. "I shall never use this magic sword for any personal benefit," King Arthur declared.

King Arthur could gift peace and prosperity to England. The greedy barons were unhappy with King Arthur because he was gentle and just. He married the beautiful Lady Guinevere, daughter of the king of Cornwall. On the wedding day, Merlin took him to a richly gilded pavilion, painted **crimson** and dark blue. The floor was marbled. In the middle of the room was a huge, round, oak table, richly carved, capable of seating fifty people. This was the famous round table around which gathered King Arthur's devoted knights. These knights promised that they would help the helpless, be gentle to the weak and to punish the wicked. To keep



their vows, the knights undertook countless **hazardous** adventures. The stories of their goodness and kindness spread throughout the country.

King Arthur ruled for many happy years, and grew old with time. Many of his trusted knights had perished during their adventures. The king gave his magic sword, the Excalibur, to a trusted knight. At the king's command, the knight threw the sword into the lake amid the plain of the sweet-smelling flowers. A beautiful arm arose from the lake, caught the sword and disappeared into the green depths of water.

The knight came back and told the king what had happened. King Arthur smiled. He instructed his people to put him on a barge. It was the hour of twilight. With tearful eyes, everyone bade goodbye to the old king as the barge sailed with him towards the setting sun.

## Word Nest:

| | | |
|---|---|---|
| **enchanted** | : | magical |
| **crimson** | : | dark red in colour |
| **hazardous** | : | risky or dangerous |

## Let's do:

### Activity 6

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

(a) The people of England were unhappy during Arthur's rule. ☐

_____

(b) Merlin took King Arthur to the gilded pavilion on his birthday. ☐

_____

(c) Fifty people could sit at the Round Table. ☐

_____

(d) The goodness and the kindness of the knights were known all over the country. ☐

_____

### Activity 7

**Answer the following questions:**

(a) Who, according to Merlin, could possess the Excalibur?

(b) Describe the pavilion where the round table was placed.

(c) What did King Arthur's devoted knights promise?

(d) Why did King Arthur smile when he was informed that the Excalibur was taken back into the lake by a beautiful arm?

## Let's learn:

In lesson 5, you have learnt what a Clause is. Now, read the following sentence:

- The king, **who was friend and protector to all**, was fair to everyone.

In the above sentence, the group of coloured words does the work of an Adjective.

## Let's do:

### Activity 8(a)

**In the following sentences underline the groups of words that do the work of an Adjective:**

(i) The king is wearing a crown which is made of gold.

(ii) He walked on the path that was stony.

(iii) He has a friend who is very helpful.

The groups of words that you have underlined do the work of an Adjective and contain Subjects and Predicates of their own. Such a group of words is called an **Adjective Clause**.

An Adjective Clause is introduced by a Relative Pronoun and so it is called a **Relative Clause**.

## Let's learn:

**Read the following sentence:**

- When the king and the queen were no more, the two counsellors met Sir Ector, the Trustworthy.

In the above sentence, the group of coloured words does the work of an **Adverb**.

## Let's do:

### Activity 8(b)

**In the following sentences, underline the groups of words that do the work of an Adverb:**

(i) He returned home when it was raining.

(ii) The knight fought in a manner which was brave.

(iii) The student could not understand the lesson as he was not present in the class.

The groups of words that you have underlined do the work of an Adverb and contain Subjects and Predicates of their own. Such a group of words is called an Adverb Clause.

## Let's learn:

**Read the following sentence:**

- These knights promised that they would help the helpless.

In the above sentence, the group of coloured words does the work of a **Noun**.

## Let's do:

### Activity 8(c)

**In the following sentences, underline the groups of words that do the work of a Noun:**

(i) I expect that he will come.

(ii) That you behave like this, hurts me.

(iii) Mother was very happy that her child had succeeded.

The groups of words that you have underlined do the work of a Noun and contain Subjects and Predicates of their own. Such a group of words is called a **Noun Clause**.

### Activity 8(d)

**Underline the Clauses in the following sentences and state what kind of clauses they are:**

(i) He was a man whom everyone admired.

(ii) I hope that my uncle will visit me.

(iii) He could not walk further as he was tired.

(iv) They live in a place where it is always cold.

(v) My friends took me to a garden which was very beautiful.

(vi) The artist hoped that he would win an award.

### Activity 9

**Find words in the passage that mean the following:**

(a) to care for someone or something

(b) the state of being successful

(c) having great love and being loyal

(d) died

## Let's talk:

Why do you think Sir Arthur asked his trusted knight to throw his magic sword Excalibur into the lake? Discuss in groups.

## Let's do:

### Activity 10(a)

**Imagine you are Merlin, the wise counsellor to King Arthur. Write a paragraph in about eighty words on the advices you would have given the king in his times of trouble.**

### Activity 10(b)

**Write a summary of the following passage :**

Long ago during the reign of Khalifa Haroon-ul-Rashid, there lived a businessman called Ali. One day Ali went on a pilgrimage. He had five hundred gold coins which he put in a jar and filled the jar with oil. Ali left the jar with his neighbour Abdul. While Ali was away, one day, Abdul ran out of cooking oil in his house. He took out some oil from Ali's jar. As Abdul was pouring the oil several gold coins fell out from the jar. He became greedy. Abdul took out all the oil and the gold coins from Ali's jar. Then he replaced the oil in the jar from an oil-trader. Ali returned several months later. He did not find his coins. Abdul said he knew nothing of it. Ali went to the Khalifa. Khalifa Haroon-ul- Rashid heard Ali's complain. But there was no proof against Abdul. The Khalifa called an oil merchant .He tasted the oil and said it was two months old. Ali had been gone for seven months. He could not have put that oil in the jar. So, Abdul was caught. Ali got back his coins. (190 words)

## Let's work together:

Collect a picture of a knight, paste it on a sheet of chart paper and show it to your class. Discuss in groups how the clothes we wear are different from the clothes worn by a knight, and why.