

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક  
જીસીઈઆરટી / અભ્યાસક્રમ / 2013 / 8720, તા. 15-04-2013-થી મંજૂર

# English

(First Language)

## Standard 8

(First Semester)



### PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



**Producer :** Gujarat Council of Educational Research and Training, Gandhinagar

**Publisher :** Gujarat State Board of School Textbooks, Gandhinagar



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### Preface

A major change has been introduced in the curriculum of primary education and in the whole educational system in view of RTE-2009 and NCF 2005. These changes are mainly about our understanding of particular subjects and the process of education. The main goal of this new curriculum is to develop creativity, critical thinking, logical and analytical abilities in the child. In this textbook the activities are organized in such a manner that the active participation is followed by discussion and reflection on it. This teaching material will make students to work individually as well as in small and large groups. This text book is an instrument that helps construct knowledge, and is not to be seen as an object of knowledge. It is hoped that this textbook will facilitate the teaching-learning process and make it enjoyable.

We have received constant help and guidance in the formulation of the new syllabus, the curriculum and the textbooks from Hon. Principle Secretary (Education) and Hon. Principle Secretary (Primary Education).

We have received valuable cooperation of UNICEF and H M Patel Institute of English Training and Research during this whole process. The core group members of the respective subjects have also supported us in this process.

The textbooks of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standards have been prepared in view of the suggestions given by subject experts and teachers. We have made an attempt to prepare error free textbooks. However, we would welcome suggestions for any corrections, if necessary.

**With all good wishes.**

**Dr. T. S. Joshi**

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Date : 31-12-2019

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**First Edition : 2013-14, Reprint : 2015, 2016, 2017, 2018, 2019, 2020**

**Published by :** P. Bharathi, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidhyayn', Sector 10-A, Gandhinagar.

**Printed by :**

## FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : \*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom ;
- (c) to uphold and protect the sovereignty, unity and integrity of India
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (I) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.;
- (k) to provide opportunities for education by the parent the guardian, to his child, or a ward between the age of 6-14 years as the case may be.

\*Constitution of India : Section 51-A.

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# Introduction

All human beings learn language under the right conditions. In order to learn language, it is well-known that learners must encounter language they can understand and then must use that language to make their own meaning. This book aims to support the teacher in creating these necessary conditions. The design is created to make lesson planning easy for teachers. Each activity is complete and requires no additional preparation.

The content in this book is designed to hold the learners' interest so that language can be noticed and produced. The teacher is never responsible for testing content. Rather, the teacher will be facilitating opportunities for students to discuss content in order to process language meaningfully. Readings are kept short and simple so that students can read and understand on their own, without the teacher reading to them or translating. Because they do not need to test content, teachers may simply enjoy the interesting readings along with the students. Language tasks generally have no “right” answers. They are designed to be open-ended, to stimulate more critical thinking, and to encourage more production of language. Because these sections are designed for open learning, not testing facts, teachers can focus on helping students feel comfortable using language and on stimulating students' thinking.

For each story, article, or poem, teachers should allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. When students don't know a word, the teacher should stimulate more language production and encourage collaborative learning, by first, encouraging students to ask other classmates if they know the unfamiliar word. If the text is the right level for the class, someone in the class will likely be able to share knowledge of the word with others. In this way, the entire vocabulary of the class will be with enhanced little effort and less teaching time while the students naturally are encouraged to speak in the target language. When student check with each other and share knowledge of vocabulary, the teacher's job is much easier and the students gain autonomy. Finally, the teacher need to spend only a moment for teaching the one or two words that no student in the class knows.

Teachers can easily implement the language tasks by remembering to focus on helping students to understand the questions and instructions, NOT in helping them to answer. For example, if a child does not know how to answer a question, asking “Which characters in the story speak?” The teacher can best encourage noticing and producing language by focusing on the question and the text, not on the answer. The teacher may help the student understand the question: “What does the question say? How many characters were in the story? How do we know someone is speaking in a story?” The teacher may direct the students to look more carefully at the text: “Let's look more carefully at the text. Does anyone speak in the first line? What about the second line?” The teacher may facilitate collaboration and production by encouraging students to interact. “Ask your partner who speaks first in the story? Ask the classmate behind you who speaks second?” Throughout the text, remember that tasks are designed to be open-ended, to stimulate more critical thinking, and to produce more language.

In traditional teaching, there has sometimes been an overemphasis on assessment and correction. This book aims to give students plenty of time to learn before any testing begins. Teachers are encouraged to repeat or expand activities and to wait until they observe increased production from students before attempting to assess progress. Teachers may find prepared revision and assessment items as well as additional activities and some video demonstrations of certain activities on the textbook website at [onlinetextbook.info](http://onlinetextbook.info).



# UNIT-1

## Landscapes

### ACTIVITY - 1

'Water Dance' is a poetic introduction to one of nature's most basic elements 'water'. Kanu Patel draws a vivid picture of this element from a gentle mountain pond to a raging waterfall.



Here is Kanu Patel's painting.

What do you see in this picture? Describe it at least in five sentences.

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## ACTIVITY - 2

### WATER DANCE PART-1

*SOME PEOPLE SAY that I am one thing.  
Others say that I am many.  
Ever since the world began  
I have been moving in an endless circle  
Sometimes I fall from the sky.*

*I am the rain.*

*Sometimes I cascade.  
I tumble  
down,  
down,  
over the moss-covered rocks,  
through the forests shadows.*

*I am the mountain stream.*

*At the foot of the mountains,  
I leap from a stone cliff.  
Spiralling.  
Plunging.*

*I am the waterfall.*

*In the shadows of the mountain,  
I am still and deep  
I fill and overflow.*

*I am the lake.*

*I wind through broad, golden valleys  
joined by streams,  
joined by creeks.  
I grow ever wider,  
broader and deeper.*

*I am the river.*

*I pass through a gateway  
of high stones palisades,  
leaving the land behind.  
Cool silver moonlight*



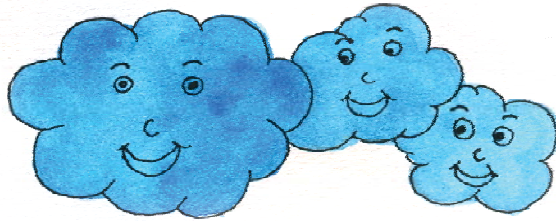


*sparkles and dances  
on my waves.*

*I am the sea.*

*Drawn upward  
by warm sunlight,  
in white-silver veils  
I rise into the air.*

*I disappear.*



### ACTIVITY - 3

**Answer the following question.**

How is the river different from the sea?

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### ACTIVITY - 4

#### WATER DANCE PART-2

*I am the mist.*

*In thousands of shapes I reappear  
high above the earth in the blue sky.*

*I float.*

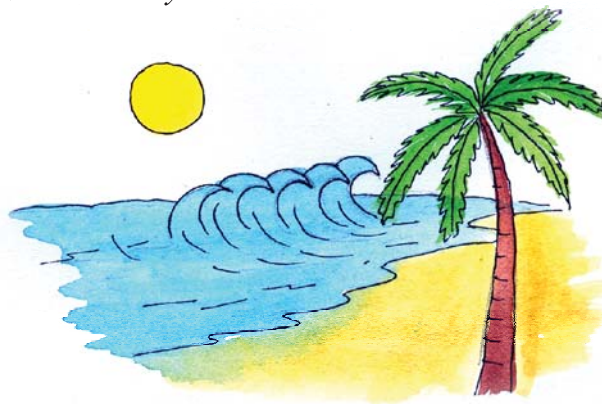
*I drift.*

*I am the clouds.*

*Carried by winds  
from distant seas.*

*I move,  
growing heavier,  
growing darker,  
returning.*

*I am the storm front.*





*At the walls of the mountains,  
I rise up  
as gleaming power-filled towers  
in the darkened sky.*

*I am the thunderhead.*

*I blind the sky with lightning.  
The earth trembles with my thunder.*

*I rage.*

*I drench the mountainside.*

*I am the storm.*

*Storms come.*

*Storms pass.*

*I am countless droplets of rain  
left floating in the silent air.*

*I reflect all the colors of sunlight.*

*I am the rainbow.*

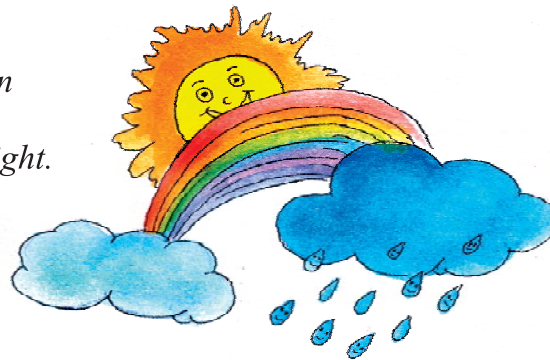
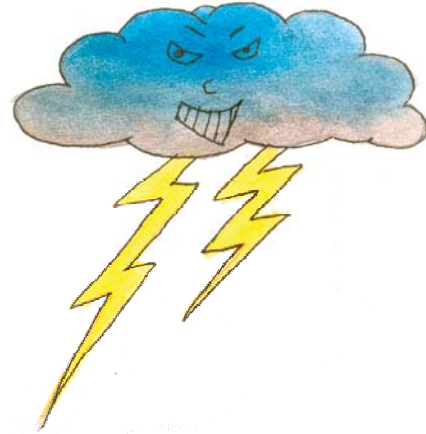
*I am one thing.*

*I am many things.*

*I am water.*

*This is my dance through our world.*

**- Thomas Locker**



### Glossary

<b>Cascade</b>	- waterfall in series
<b>Spiralling</b>	- coiled in a round or cone shape
<b>Plunging</b>	- throwing forcefully, diving
<b>Tumble</b>	- roll
<b>Drawn</b>	- pulled towards something
<b>Palisades</b>	- fence of pointed stakes (sticks)
<b>Creek</b>	- arm of river, inlet on seacoast
<b>Drench</b>	- wet thoroughly
<b>Mist</b>	- very fine droplets of water forming a cloud near the ground
<b>Storm front</b>	- a mass of air that brings a storm
<b>Thunderhead</b>	- a part of a large cloud; often appears before a thunderstorm.



### ACTIVITY - 5

**Explain: " I am one thing, I am many things."**

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### ACTIVITY - 6

**Identify me from my description. (Choose from the brackets)**

- 1 I don't speak much but I am everywhere.
- 2 I shine bright at night.
- 3 I look threatening.
- 4 I am a welcome pleasure.
- 5 I am lot yet little water

(Silver moonlight, distant seas, countless droplets,  
warm sunlight, silent air, darkened sky)

### ACTIVITY - 7

The entire poem is an excellent example of **PERSONIFICATION**  
(Inanimate objects are spoken of as having life or given human  
qualities)

Eg. I tumble down

- Water is given the human quality of tumbling down

Another example

I blind the sky with lightning

**Identify the lines in the poem in which personification is used.**

### ACTIVITY - 8

**Adjectives are describing words used to give more meaning to a noun. Give five adjectives you would associate with the following words. The first one is done for you.**

#### **Mother**

Loving mother

Gentle mother

Strict mother

Good mother

Working mother

**Friend, match, beauty, food, movie**

### ACTIVITY - 9

**Adding er to an adjective makes it a comparative adjective. Sometimes the adjective changes its spelling when you add er.**

<b>Adjective</b>	<b>Comparative form</b>
Heavy	heavier
Dark	darker
Broad	broader

**Use different comparative adjectives to form sentences of your own, like this:**

\_\_\_\_\_ is \_\_\_\_\_er than \_\_\_\_\_ .



**ACTIVITY - 10**

Our country is blessed with varied landscapes. India has mountains, valleys, waterfalls, deserts, rivers, and lakes.

**Write a paragraph describing your favourite landscape.**

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## UNIT-2

### Man's Relationship with Animals

#### ACTIVITY - 1

(A) Once there was an Arab who owned a very fine horse. The Arab treated him with care and kindness. One day the Arab was attacked by some robbers. He fell off the horse. He was so seriously wounded that he was not able to get up. His horse saw this. He understood that his master was badly hurt. He seized his master's belt between his teeth and brought him home. People, who saw this, praised both, the horse and his master.

1. How did the horse help the master?
2. What does the incident convey about man animal relationship?

(B) Share with the class the story of Rana Pratap's Chetak and his loyalty.





## ACTIVITY - 2

### A Secret for Two

Montreal is a very large city of Canada, and it has some very wide and big streets like Prince Edward Street. No one knew this street as well as did Pierre Dupin. Pierre had delivered milk to the families on this street for thirty years. He was one of the many milk-wagon drivers that worked for a milk company.

During the past fifteen years the horse which drew the milk-wagon used by Pierre was a large, white horse named Joseph. When the big, white horse first came to the milk company, he didn't have a name. They told Pierre that he could use the white horse. Pierre stroked the horse's neck and looked into his eyes. "This is a nice horse, a kind and gentle one," said Pierre "I'll name him after Saint Joseph, who was also very kind and gentle."

Within a year Joseph knew the milk route as well as Pierre did. Pierre used to say that he didn't need reins - he never touched them. Each morning Pierre arrived at the stables of the milk company at five o'clock. The wagon would be loaded and Joseph hitched to it.

Pierre would call softly to Joseph, "Go on, my friend," and this splendid combination would stalk proudly down the street.

The wagon, without any direction from Pierre, would arrive in Prince Edward Street. The horse would stop at the first house, allow Pierre perhaps thirty seconds to get down from his seat and put a bottle of milk at the front door. Again the horse would go on, skipping two houses and stopping at the third. So down the length of the street the two would go. Then, Joseph would turn around and come back along the other side of the street. Yes, Joseph was really a smart horse.

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At the stables Pierre would boast of Joseph's skill: "I never touch the reins. He knows just where to stop. Why, a blind man could do my job with Joseph pulling the wagon."

So it went on for years. Pierre and Joseph grew old together, but gradually, not suddenly. Pierre's huge walrus moustache was pure white now, and Joseph didn't lift his knees so high. Jacques, the



foreman of the stables, never noticed that they were getting old until Pierre appeared one day carrying a big walking stick.

"Hey Pierre," Jacques laughed. "Maybe you've got the gout, hey?"

"Yes, Jacques," replied Pierre uncertainly. "But as one grows old, legs get tired."

"You should teach the horse to place the milk bottles at the front door of your customers," Jacques said to him. "He does everything else for you."

One morning, the manager of the milk company came to inspect the early morning deliveries. Pointing out to Pierre, Jacques said to him, 'Watch how he talks to that horse whom he calls Joseph. See the look in the horse's eyes. I think these two share a secret. Sometimes they seem to chuckle at us, as they go off on their route in the morning. Pierre is a good man, but he's getting old. Don't you think he should be retired and given a small pension?'

"Of course," said the manager. "He has been on this route now for thirty years and not even once, has there been a complaint against him. Tell him it is time he should rest. His salary will go on just the same."

But Pierre refused to retire. He could not bear the thought of not



driving his Joseph everyday. He said to Jacques, "We are two old men - Joseph and I. Let us wear out together. When Joseph is ready to retire - then I, too, will leave."

Jacques, who was a kind man understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, Pierre would limp down the street, seeming very old indeed. The horse's head would also drop and he would walk very wearily to his stall.

Then one morning, Jacques had a dreadful news for Pierre. He said, "Pierre, Joseph did not wake this morning. He was very old; Pierre, you know he was twenty-five, and that is like seventy-five for man."

"Yes," Pierre said slowly. "I am seventy-five. Now I shall never see him again. My poor Joseph !"

Jacques patted Pierre on the shoulder: "We'll find another horse just as good as Joseph.. Why, in a month's time you'll teach him your route."

"We'll.....".

But he stopped when he looked into Pierre's eyes.

For years Pierre had worn a heavy cap, the peak of which came low over his eyes. Now when Jacques looked into Pierre's eyes, he saw something which startled him. He saw a dead, lifeless look in them. The eyes were mirroring the grief that was in Pierre's heart and in his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said. But before Jacques could complete his sentence, Pierre was already limping down the street. Tears were streaming down his cheeks and he was sobbing. There was a warning yell from the driver of a huge truck that was coming fast, and there was the scream of brakes. But it appeared that Pierre had heard neither.

Five minutes later an ambulance doctor said, "He's dead."



Jacques and several of the milk-wagon-drivers had arrived by then. They looked down at the still figure.

"I couldn't help it," the driver of the truck protested. "He walked right into my truck. He never saw it, I guess. He walked into it as though he were blind."

The ambulance doctor bent down. "Blind!" he said, looking into Pierre's eyes. "Of course, the man was blind. See those cataracts! "This man has been blind for five years." Then he turned to Jacques and said, "You say he worked for you! Didn't you know he was blind?"

"No.....no.....," Jacques said softly. "None of us knew. There was only one who knew - a friend of his, named Joseph... It was a secret, I think, just between those two."

### Glossary

<b>stroked</b>	- patted
<b>gentle</b>	- mild
<b>reins</b>	- long narrow straps of a bridle
<b>stable</b>	- a shed to keep horses in
<b>hitched to</b>	- fastened with a rope or harnessed
<b>stalk down</b>	- walk down to skip to omit, to leave out
<b>to boast</b>	- to speak in excessively proud terms
<b>walrus moustache</b>	- long thick moustache
<b>gout</b>	- a disease related
<b>chuckle</b>	- suppressed laugh
<b>wear out</b>	- tire or get exhausted
<b>tenderly</b>	- lovingly, softly
<b>wearily</b>	- tiredly
<b>take today off</b>	- take a leave
<b>dreadful</b>	- causing great fear or anxiety
<b>to sob</b>	- to cry from pain drawing in breath sharply
<b>warning yell</b>	- a sharp loud cry (horn) signaling possible danger
<b>scream</b>	- screech
<b>limping down</b>	- walking with difficulty
<b>cataracts</b>	- a medical condition in which the lenses of eyes become opaque

**Find out the dictionary entries of the words underlined in the story.**



**ACTIVITY - 3**

**From which statements of the story do we find out that:**

- 1. Pierre knew Prince Edward Street the best. [ ]
- 2. Pierre named Joseph. [ ]
- 3. Joseph was really a smart horse. [ ]
- 4. Joseph was getting old. [ ]
- 5. The manager thought that Pierre was a sincere worker. [ ]
- 6. Pierre couldn't work without Joseph. [ ]
- 7. Pierre drew strength from Joseph. [ ]
- 8. In a way, Joseph was as old as Pierre. [ ]
- 9. Jacques came to know about the grief in Pierre's heart. [ ]
- 10. The truck driver couldn't save Pierre. [ ]

**ACTIVITY - 4**

**Answer the following questions:**

- 1. Which pair is referred to as a 'splendid combination'? Why?

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- 2. Who named the white horse as Joseph? Why?

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3. How did the manager appreciate Pierre's services to the milk company?

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4. What suggestion did Jacques make to Pierre when Joseph passed away?

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5. Describe Pierre's grief over the death of Joseph.

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6. How did Pierre meet his death?

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7. What did the doctor say about Pierre's eyesight?

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8. Joseph made Pierre live. – Explain.

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### ACTIVITY - 5

**Study the table and learn how verbs are formed by adding appropriate suffixes:**

Word	suffix	verb	verb
Sharp, wide,	-en	Sharpen, widen,	To make something sharp,
material, central,	-ise or -ize	Materialize, centralize	To make something modern,
simple, pure,	-ify	Simplify, purify	To make something simple,
bath, breath	-e	Bathe, breathe	To take a bath

**Complete the paragraph with appropriate verbs for the following expressions:**

**To make pure, to make modern, to make beautiful, to take a bath, to put into categories**

A new township is being set up here. They will \_\_\_\_\_ it with plants and trees. The plants and trees will \_\_\_\_\_ the air. The organizers have \_\_\_\_\_ the buildings. They will also \_\_\_\_\_ the water- system. They are also planning to erect a swimming pool where we will be able to swim and \_\_\_\_\_ .

## ACTIVITY - 6

Fill in the blanks with the appropriate verbs.

1. The streets of the city are being \_\_\_\_\_. (wide)
2. Do not speak so loudly. \_\_\_\_\_ your tone. (soft)
3. They couldn't \_\_\_\_\_ he was blind for years. (Belief)
4. Nobody \_\_\_\_\_ Joseph's death as much as Pierre. (grief)
5. Joseph's death \_\_\_\_\_ Pierre's life forever. (dark)
6. Jacques \_\_\_\_\_ Pierre to take a day off. (advice)
7. Everyone \_\_\_\_\_ the old man's death. (sympathy)
8. This story \_\_\_\_\_ love between animal and man. (symbol)
9. Joseph's death \_\_\_\_\_ Pierre. (horrible)
10. The warning yell of the truck \_\_\_\_\_ the old man. (terrible)

## ACTIVITY - 7

Pick out the appropriate expression for the underlined words or phrases in the following statements:

1. The horseman was run over by a truck. The truck driver said, "I couldn't help"
  - I was unable to save him.
  - I regret I have killed him.
  - I believe I was not in the wrong.
2. Pierre used to say that he didn't need reins.
  - the horse required no control.
  - the horse could do without reins.
  - the horse went out of his control.



3. May be you have got the gout.
  - he was sure that Pierre suffered from gout.
  - he thought Pierre suffered from gout.
  - he thought Pierre might develop gout in future.
4. His salary will go on just the same.
  - his salary will continue as usual.
  - his salary will be raised.
  - his salary will be reduced.
5. He saw something which startled him.
  - surprised
  - worried
  - saddened

### ACTIVITY - 8

**Write underlined sentences from the passage in a different way as suggested below.**

**Rule 1: When one thing/ person is compared with another thing/person:**

1. Interchange the places of the things or persons compared.
2. change the affirmative verb to negative and negative verb to affirmative.
3. change from as \_\_\_\_\_ as/ so \_\_\_\_\_ as (Positive degree) to -er than (Comparative degree)

**Observe the changes made in the following sentences:**

1. Ramesh is as tall as Radha.  
Radha is not taller than Ramesh.

2. Hitesh was as strong as Hiren.  
Hiren was not stronger than Hitesh.
3. You are as intelligent as your brother.  
Your brother is not more intelligent than you.
4. A donkey is not so clever as a horse.  
A horse is cleverer than a donkey.

### ACTIVITY - 9

**Rewrite the following sentences as directed.**

1. Energy put into reclamation is often higher than the energy released in the product. (Rewrite using 'high')
2. She looked as new as a peeled egg. (Rewrite using 'newer')
3. It is a task as difficult as walking on a razor's edge. (Rewrite using 'more difficult')
4. The shame lies not so much in going to jail as in committing the offence. (Change degree)
5. The human animal had more intelligence and better weapons than his cousins. (use intelligence and good and rewrite the sentence.)
6. This is a much surer method than using saliva. (Change the degree)
7. We know a bit more than the ladies do. (Change the degree)



**ACTIVITY - 10**

**Write a paragraph on the following in about 150 words:**

**How should animals be treated?**

**Points:** usefulness of animals to mankind – how they are usually treated – suffering of the animals – change in our attitude and treatment towards animals.

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## UNIT-3

### Friendship and Duty

#### ACTIVITY - 1

William Sydney Porter, better known by the pen name O. Henry was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization and clear twist endings. He was born on 11<sup>th</sup> September, 1862 in North Carolina and died on 5<sup>th</sup> June, 1910. From December 1903 to January 1906, O. Henry wrote a story 'A Week' for the New York Word magazine and published several short stories in other magazines. Some of his famous stories are: The Last Leaf; The Gift of the Magi; The Furnished Room; Cabbages and Kings.

The story, After Twenty Years, has the typical O. Henry twist. However the characters portrayed, could well make us reflect on our values.

For further information you may refer to [www.literaturecollection.com/a/o-henry/44](http://www.literaturecollection.com/a/o-henry/44).

Who is your best friend?

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Why do you like him or her?

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What do you mean by friendship?

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## ACTIVITY - 2

### After Twenty Years

- 1.1 The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.
- 1.2 Trying doors as he went, twirling his club with many intricate and artful movements now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger made a fine picture of a guardian of peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.
- 2.1 When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.
- 2.2 "It's all right, officer," he said, "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain, it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe Brady's restaurant'. "Until five years ago," said the policeman. It was torn down then."
- 2.3 The man in the doorway struck a match and lit his cigar. The light showed a pale, square jawed face with keen eyes and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

3.1 “Twenty years ago tonight,” said the man, “I dined here at Big Joe Brady's with Jimmy Wells, my best chum and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning, I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.”

3.2 “It sounds pretty interesting,” said the policeman. “Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?”

3.3 “Well, yes, for a time we corresponded,” said the other. “But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight and its worth if my old partner turns up.

4.1 The waiting man pulled out a handsome watch, the lids of it set with small diamonds. “Three minutes to ten,” he announced. “It was exactly ten o'clock when we parted here at the restaurant door.”

“Did pretty well out in the West, didn't you?” asked the policeman.

4.2 “You bet! I hope Jimmy has done half as well. He was a kind of

plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."The policeman twirled his club and took a step or two. "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth, he'll be here by that time. So long, officer.

"Good-night sir," said the policeman passing on along his beat trying doors as he went.

- 5.1 There was now a fine cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few pedestrians in the neighbourhood hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment with the friend of his youth, smoked his cigar and waited. About twenty minutes he



waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He came directly to the waiting man.

“Is that you, Bob?” he asked doubtfully.

“Is that you, Jimmy Wells?” cried the man in the door.

5.2 “Bless my heart!” exclaimed the new arrival, grasping both the other's hands with his own. “It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well twenty years is a long time. The old restaurant's gone. Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?”

5.3 “It has given me everything I asked it for. You've changed lots, Jimmy, I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York, Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob we'll go around to a place I know of and have a good long talk about old times.”

6.1 The two men started up the street, arm in arm. One, his egoism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

6.2 At the corner stood a drugstore, brilliant with electric lights. When they came into the glare, each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

“You're not Jimmy Wells,” he snapped. “Twenty years is a long time but not long enough to change a man's nose from a Roman to a pug.”

- 6.3 “It sometimes changes a good man into a bad one,” said the tall man. “You've been under arrest for ten minutes, 'Silky' Bob. Going quietly, are you? That's sensible. Now, before we go to the station, here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells.”
- 7.1 The man from the West unfolded the little piece of paper handed over to him. His hand was steady when he began to read but it trembled a little by the time he had finished. The note was rather short.
- 7.2 *Bob, I was at the appointed place on time. When you struck the match to light your cigar, I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself so I went around and got a plainclothes man to do the job.*

*Jimmy*

### Glossary

- |                    |  |
|--------------------|--|
| <b>Vicinity</b>    | - area near a particular place;  |
| <b>chum</b>        | - (informal) a close friend;   |
| <b>destiny</b>     | - the things that you will do or the type of person you will become in the future; |
| <b>proposition</b> | - something or someone that you have to deal with;                                 |
| <b>staunch</b>     | - loyal;   |
| <b>plodder</b>     | - someone who works hard at a slow steady rate but is not very intelligent;        |
| <b>dismal</b>      | - depressing;  |
| <b>egotism</b>     | - a feeling that you are more important than other people;                         |
| <b>hustle</b>      | - move about quickly   |



A Roman Nose



A Pug Nose

### ACTIVITY - 3

Given below are words in italics. These italicised words explain the idiomatic phrase used in the text. a) Write the textual sentence with the idiomatic phrase. b) Use the phrase in a sentence of your own.

1. The policeman who *was walking around the area* moved up the avenue impressively.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

2. We *believed that it was true* that in twenty years each of us ought to have made our destiny.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

3. After a year or two *we had no information of* each other.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

4. A man *gets into a situation that is boring and difficult to change* in New York.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

5. It takes the West *to make one sharp and alert*.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

6. Here's the note I was asked *to give* you.

Textual sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_





#### ACTIVITY - 4

**A prefix is a letter or group of letters placed at the beginning of a word to alter its meaning. The negative of some words are formed by adding a prefix.**

Some examples are:

indirect      improbable      irresponsible      illegal

**Make negatives of the following adjectives by adding a prefix:**

competent	pleasant	mature
dignified	reverent	literate
logical	partial	balanced
materialistic	definite	comfortable

#### ACTIVITY - 5

**Words are made up of syllables and every syllable contains at least one vowel sound.**

**Words that have one syllable:**

come      slip      crop      deck      who

**Words that have two syllables:**

per-fect      morn-ing      ex-claim

**Words that have more than one syllable:**

to-geth-er      in-ves-ti-gate

**Listen to these words carefully and write the number of syllables you hear.**

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bless	pedestrian	farmer	neighbourhood	track
position	began	moderately	interest	screw
fever	slow	impressive	dream	fortunate



## ACTIVITY - 6

**Jimmy Wells was a patrolman .A patrolman is a police officer whose job is to walk or drive around a particular area. That is his job!**

**Match Column A (the people) with Column B (their work)**

### **COLUMN A:**

(1) bibliophile (2) cartographer (3) financier (4) high commissioner (5) ornithologist (6) detective (7) numismatist (8) philatelist (9) paleontologist

### **COLUMN B:**

- (1) he manages or lends large sums of money.
- (2) someone who studies birds.
- (3) he is involved in the study of fossils.
- (4) a police officer (private agent) who finds out information to catch a criminal.
- (5) his activity is collecting and studying postage stamps.
- (6) one who likes books and enjoys reading and collecting them.
- (7) he represents the government of a commonwealth country in another commonwealth country.
- (8) his work is to collect and study coins and medals.
- (9) he does the work of making maps.

## ACTIVITY - 7

**Answer the following :**

1. (refer to para. 1.1 & 1.2)
  - (a) What was the policeman doing in that area?
  - (b) Describe the vicinity.



2. (refer to para.2.1 & 2.2)
  - (a) Bob had an appointment. How do we know that he kept his appointment?
  - (b) Do you agree that Bob could be easily identified?
3. (refer to para. 3.1 & 3.2)
  - (a) What are the differences between Jimmy and Bob, highlighted in this paragraph?
  - (b) A long time' \_\_ How long was it ?
  - (c) Who is the friend referred to ?
  - (d) 'Between meets' \_\_ Which are the two different occasions when they meet?
4. (refer to para. 4.1)
  - (a) Who do you think, Bob had to compete with?
  - (b) How much longer was Bob prepared to wait for his friend ?
5. (refer to para. 5.1)
  - (a) The people on the street were feeling the cold. How can we say so?
  - (b) Bob had at least one good trait. How is that reflected in this paragraph?
  - (c) He asked doubtfully \_\_ Who asks? --- Why doubtfully?
6. (refer to para. 5.3)
  - (a) The person talking to Bob did not hold a very high status. Do you agree?
  - (b) "It has given me everything I asked for". What do you think he asked for? How do you think he got it?
7. (refer to para. 6 onwards)
  - (a) When Bob read the note, there was a change in his composure. What was the change? Why?

### ACTIVITY - 8

Several words/adjectives are given below. List the ones that you would attribute to (a) Jimmy (b) Bob.

impressive	unethical	boastful	frank
genuine	patient	active	punctual
ambitious	sensitive	loyal	egoistic
dutiful	wealthy	simple/ordinary	honest
praiseworthy	noble	reliable (kept his word)	
plodder	successful	tactful	smart
sluggish	arrogant	humble	dependable

### ACTIVITY - 9

Choose the correct option:

- The streets were de-peopled because \_\_\_\_\_ .
  - it was early morning
  - it was windy and raining
  - it was curfew time
- Jimmy and Bob decided to meet after twenty years because \_\_\_\_\_ .
  - they would have made their destiny
  - they were always in touch with each other
  - they would be able to plan their future
- Jimmy sent a plain clothes policeman to arrest Bob because \_\_\_\_\_ .
  - he was afraid
  - he was arrogant
  - he was sensitive



### ACTIVITY - 10

**Write the following sentences in indirect speech. Instead of the given reporting verb, use an appropriate word from those given below:**

<b>enthusiasm</b>	<b>confidently</b>	<b>boasted</b>
<b>snapped</b>	<b>sarcastically</b>	<b>bid</b>

**The first sentence has been done as an example.**

1. “You're not Jimmy Wells,” Bob said.  
Bob snapped that he was not Jimmy Wells.
2. “Good-night Sir,” said the policeman.
3. “It has given me everything I asked for,” said Bob.
4. “If Jimmy is alive on earth, he'll be here by that time,” he said to the officer.
5. “Did pretty well out in the West, didn't you?” asked the policeman.
6. “I came a thousand miles to stand in this door tonight,” said the man at the door.

## UNIT-4

### At the Theatre

#### ACTIVITY - 1

The chief interest of a story or film lies in its element of suspense and mystery. And if the mystery or suspense is revealed to us beforehand, all its charm is spoiled. The revelation must come to us step by step as the story progresses. Some people, who have seen a play or a movie, earlier, are in the habit of talking aloud while watching it again. They keep talking and telling what is going to happen next. Thus, they ruin the charm for all those who are sitting around watching for the first time.

1. How many of you go to watch movies at the cinema ?
2. Have you ever met people described in the above passage?
3. What will you do if you find yourself in the same situation described in above passage?

#### ACTIVITY - 2

Rules of etiquette are important for smooth social life. We expect people to behave in certain ways. If they do not, they hurt our feelings and cause us inconvenience or disturbance.

Here are a few examples of annoying manners – lacking in etiquette.

- Talking very loudly in public places.
- Smoking in buses and trains.
- Spitting on roads and public places.
- Throwing garbage anywhere.
- Entering somebody's premises without permission.
- Interrupting when two persons are talking.

Now, make a list of acts of behaviour you consider to be improper and annoying. Compare your list with that of your friends.

### ACTIVITY - 3

Make a list of undesirable behaviour in the class room and school.  
Compare your list with that of your friends. Write the list on a chart paper and display it in the class.

### ACTIVITY - 4

Read and enjoy:

At the Theatre (To the Lady behind me)

- A.P. Herbert



34

Dear Madam, you have seen this play:  
I ever saw it till today.  
You know the details of the plot  
But, let me tell you, I do not.

The author seeks to keep from me  
The murderer's identity,  
And you are not a friend of his  
If you keep shouting who it is.

The actors in their funny way  
Have several funny things to say,  
But they do not amuse me more  
If you have said them just before.

The merit of the drama lies,  
I understand, in some surprise;  
But the surprise now must be small  
Since you have just foretold all.

The lady you have brought with you  
Is, I infer, a half-wit, too,  
But can understand the piece  
Without assistance from your niece.

In short, foul woman, it would suit  
Me just as well if you were mute  
In fact, to make my meaning plain,  
I trust, you will not speak again.

And - may I add one human touch?  
Don't breathe upon my neck so much.





## ACTIVITY - 5

Match A with B:

A	B
Plot	interest or give pleasure
Seeks	events in the story of a play
Merit	interest
Amuse	to try to find, get or achieve
Foretold	stupid
Infer	told beforehand
Halfwit	reach an opinion from facts
Foul	a composition in music, drama, sculpture etc.
Piece	manner less
Assistance	the son or daughter of a bother or a sister
Mute	help
Niece	speechless



### ACTIVITY - 6

**Answer the following questions:**

1. What kind of play, do you think, was the poet watching at the theatre?
2. How did the poet know that the lady had seen the play earlier?
3. Why did the poet get annoyed? Give reasons.
4. What is the poet's remark about the lady? Why did he say so?
5. The poet told the lady two things plainly. Write them in your words.

### ACTIVITY - 7

**Select appropriate alternative for each of the following:**

1. 'I ever saw it till today.' means .....
  - A. I saw it in the past.
  - B. I haven't seen it so far.
  - C. I am seeing it again today.
2. 'But the surprise now must be small' means
  - A. the play has no suspense at all.
  - B. the suspense of the play is rather lost.
  - C. the suspense of the play is intact.
3. 'Don't breathe upon my neck so much.' means ....
  - A. don't hit my neck with your words.
  - B. don't breathe so heavily.
  - C. don't keep so close to me.



### ACTIVITY - 8

**Here, in this poem, the word 'piece' means: a work of art- a play.**

**Taking the help of a dictionary, find and write different expressions with the word 'piece'.**

Example: a piece of wood, a piece of advice

1. A piece of \_\_\_\_\_
2. A piece of \_\_\_\_\_
3. A piece of \_\_\_\_\_
4. A piece of \_\_\_\_\_
5. A piece of \_\_\_\_\_

### ACTIVITY - 9

**Find out the difference between the following types of literature. Write one or two sentences on each different type.**

#### Literature

Major forms	Genres
Novel	Comedy
Poem	Drama
Drama	Epic
Short story	Lyric
Novella	Tragedy





## UNIT-5

### The Tiger's Claw

#### ACTIVITY - 1

**Imagine the following situations. Write down what you would do. Share your points with your teacher and classmates.**

- (1) You are sitting in the garden on a bench, watching the children playing. You look up and this is what you see.....

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- (2) You are bending and looking under the bed, helping your grandfather find his sandals. This is what jumps over your hand.

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- (3) You are washing your hands. Suddenly a large number of cockroaches came out of the drain.

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- (4) You are alone at home. You hear the door creak and see him.

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## ACTIVITY - 2

### THE TIGER'S CLAW PART - 1

(1)

I opened my eyes and saw at the door a tiger pushing himself in. It was a muddled moment for me: not being sure whether the dream was continuing or whether I was awake. I, at first, thought it was my friend the station-master who was coming in, but my dream had fully prepared my mind. I saw the thing clearly against the starlit sky, tail wagging, growling, and, above all, his terrible eyes gleaming through the dark. I understood the fertilizer company would have to manage without my lectures from the following day. The tiger himself was rather startled by the noise of the chair and stood hesitating. He saw me quite clearly in my corner, and he seemed to be telling himself,

“My dinner is there ready but let me first know what this clattering noise is about.”

(2)

Somehow wild animals are less afraid of beings than they are of pieces of furniture like chairs and tables. I have seen circus men managing a whole menagerie with nothing more than a chair. God gives us such recollections in order to save us at critical moments; and as the tiger stood observing me and watching the chair, I put out my hands and with desperate





strength drew the table towards me, and also the stool. I sat with my back to the corner, the table wedged in nicely with the corner. I sat under it and the stool walled up another side. While I dragged the table down, a lot of things fell of it, a table-lamp, a long knife and pins. From my shelter, I peeped at the tiger who was also watching me with interest. Evidently he didn't like his meal to be so completely shut out of sight. So he cautiously advanced a step or two, making a sort of rumbling noise in his throat which seemed to shake up the little station house. My end was nearing. I really pitied the woman whose lot it was to have become my wife.

(3)

I held up the chair like a shield and flourished it, and the tiger hesitated and fell back a step or two. Now once again we spent some time watching for each other's movements. I held my breath and waited. The tiger stood there fiercely waving its tail, which sometimes struck the side walls and sent forth a thud. He suddenly crouched down without taking his eyes off me, and scratched the floor with his claws. "He is sharpening them for me," I told myself. The little shack had already acquired the smell of a zoo. It made me sick. The tiger kept scratching the floor with his forepaws. It was the most hideous sound you could think of.

### ACTIVITY - 3

Match words in column A with their meanings in column B.

A	B
Muddled	shiny or polished
starlit	moving rapidly to and fro
Wagging	lit by stars
Gleaming	deep and echoing sound
Clattering	ugly
Menagerie	a curved and pointed nails of some mammals.
Rumbling	confused/bewildered
Claw	a collection of wild animals kept privately or for the public to see
Hideous	a loud rattling sound as hard objects falling or striking with each other

### ACTIVITY - 4

Answer the following questions:

(Refer to paragraph 1)

1. What word has the author used to describe 'the moment' ?
2. Why has he used this describing word or adjective ?
3. Which two statements suggest that the narrator is sure the tiger is going to kill him ?
4. How was the tiger approaching his prey ?



**(Refer to paragraph 2)**

1. "God gives us such recollections in order to save us at critical moments". To what recollection does the narrator refer?
2. I really pitied the woman whose lot it was to become my wife.
  - a) Who is the woman to be pitied?
  - b) Why is she to be pitied ?
3. How did the narrator use the furniture to his advantage ?

**(Refer to paragraph 3)**

1. I held my breath and waited. This line creates a sense of \_\_\_\_\_.
  - a) surprise
  - b) interest
  - c) suspense

**Comment on the narrator's feelings when he says, "It was the most hideous sound you could think of ." Justify the statement.**

**ACTIVITY - 5**

**PART - 2**

(4)

All of a sudden he sprang up and flung his entire weight on this lot of furniture. I thought it'd be reduced to matchwood, but fortunately your railways have a lot of foresight and choose the heaviest timber for their furniture. That saved me. The tiger could do nothing more than perch himself on the roof of the table and hang down his paws: he tried to strike me down, but I parried with a chair and stool. The table rocked under him. I felt smothered; I could feel his breath on me.



(5)

He sat completely covering the top, and went on shooting his paws in my direction. He would have scooped portions out of me for his use, but fortunately I sat right in the corner, a hair's-breadth out of his reach on any side. He made vicious sounds and wriggled over my head. He could have knocked the chair to one side and dragged me out if he had come down, but somehow the sight of the chair seemed to worry him for a time. He preferred to be out of its reach. This battle went on for a while, I cannot say how long. Time had come to a dead stop in my world. He jumped down and walked about the table, looking for a gap. I rattled the chair a couple of times, but very soon it lost all its terror for him; he patted the chair and found it inoffensive. At this discovery he tried to hurl it aside. But I was too quick for him. I swiftly drew it towards me and wedged it tight into the arch of the table, and the stool protected me on another side. I was more or less in a stockade made of the legs of furniture. He sat up on his haunches in front of me, wondering how best to get me.

(6)

Now the chair, table and stool had formed a solid block, with me at their heart, and they could withstand all his tricks. He scrutinized my arrangement with great interest, espied a gap and thrust his paw in. It dangled in my eyes with the curved claws opening out towards me. I felt very angry at the sight of it. Why should I allow the offensive to be developed all in his own way? I felt very indignant. The long knife from the station-master's table was lying nearby. I picked it up and drove it in. He withdrew his paw, maddened by pain. He jumped up and nearly brought down the room, and then tried to crack to bits the entire stockade. He did not succeed. He once again thrust his paw in. I employed the knife to good purpose and cut off a digit with the claw on it. It was a fight to the finish between him and me. He returned again and again to the charge. And I cut out, let me confess, three

claws, before I had done with him. I had become as bloodthirsty as he. (Those claws, mounted on gold, are hanging around the necks of my daughters. You can come and see them if you like sometime.)



### ACTIVITY - 6

**Match words in A with their meaning in B and then use them in your sentences.**

A	B
Foresight	To sit
Timber	Gatekeeper
Hunches	Insight or Prejudice
Porter	To climb
Mount	Wood prepared for use in building and carpentry

## ACTIVITY - 7

Answer the following questions:

**(Refer to Paragraph 4)**

1. The word 'lot' has been used in para 2 as well as in para 4. What are the two different meanings that it conveys?
2. How can we say that the narrator is grateful to the railways?

**(Refer to paragraph 5)**

1. Explain why the comment is made...Time had come to a dead stop in my world.
2. At this discovery he tried to hurl it aside. What was the 'discovery'?
3. Describe the stockade that the narrator had made for himself.

**(Refer to Paragraph 6)**

1. The narrator felt indignant because...
  - a) the tiger was scrutinizing the arrangement
  - b) all along he was acting on the defensive
  - c) he was safe in his stockade
2. The narrator had become as bloodthirsty as the tiger. Justify.
3. The narrator had only one weapon which he put to good use. What was it? How did he use it?
4. When and how did the narrator feel relieved?



### ACTIVITY - 8

In the lesson you come across words denoting sounds like---- growling, rumbling, thud. Such words are called onomatopoeic words. They are often used in poetry. The figure of speech is called onomatopoeia.

**A- Listed below are such other sounds:**

rustling; lispings; gurgling; shuffling ;clinking; twanging

zooming; tingling; screeching; swishing; popping; jingling

**B- Now match them correctly with the nouns given below:**

1. \_\_\_\_\_ of babies
2. \_\_\_\_\_ of keys
3. \_\_\_\_\_ of silk
4. \_\_\_\_\_ of motorbike
5. \_\_\_\_\_ of the cane
6. \_\_\_\_\_ of water
7. \_\_\_\_\_ of glass
8. \_\_\_\_\_ of a guitar string
9. \_\_\_\_\_ of brakes
10. \_\_\_\_\_ of corks
11. \_\_\_\_\_ of feet
12. \_\_\_\_\_ of steel

### ACTIVITY - 9

**Read aloud the following words. Note the difference in the vowel sounds.**

stool	stall	stale
halo	hello	hollow
fellow	follow	fallow
said	sail	sad
live	leave	love
worry	weary	wary
good	goal	god

### ACTIVITY - 10

**Imagine you are the narrator. One day, you and your daughters are visiting the zoo. You see, in one of the cages , a tiger with three digits of his foot missing. You recognise the animal. But so does he! Write a dialogue between the tiger and the narrator.**

(You may begin like this.....)

Tiger : How extraordinary that we should meet again! Now I.....

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## UNIT-6

### The Tarnetar Fair

#### ACTIVITY - 1

**Recall an experience that you had at a cultural event.**

- Was it a drama in an auditorium; a musical night; a folk dance event; something else.
- What impressed you the most or what did you enjoy the most at that event?
- Share your experience with your partner.....A few students could come in front of the class and narrate their experiences. Avoid a repetition.

#### ACTIVITY - 2

**Read it silently:**

India has a rich cultural heritage. Every state has its uniqueness in practically all aspects of life..... food, clothes, arts and crafts, entertainment, philosophy, mannerisms and the very way of living.

Gujarat, too, is proud of its culture. It has a vast variety of dances with its accompanying music and colourful costumes. The natives of each village or town have special occasions when they burst into their dancing revelry.

If you think you are prepared to walk out of your mundane experience and freefall into a whirlwind of colours, romance and music, then head for the Tarnetar Fair.

For further information visit [www.gujarattourism.com](http://www.gujarattourism.com).



### ACTIVITY - 3

Listen to the story as your teacher reads it. Then you read it silently.

#### The Tarnetar Fair



(1)

Based on the legend of Draupadi's swayamvara, this fair is a celebration of ethnic Gujarat's folk-dance music, costumes and the arts, centred around young tribal men and women seeking marriage partners. But even for those not interested in finding a spouse, the romance and excitement in the air is captivating, and every year the fair seems only to grow in popularity, attracting visitors and tourists from Gujarat, elsewhere in India, and even abroad.

(2)

Here the many coloured costumes, glittering ornaments and free-spirited movements of folk dances as, all combine to create a memorable scene. As the dancers surge in waves of circular movement, the incessant throbbing of the drums keeps them moving in unison, and the drum beats continue throughout the day even as the dancers change from one group to the next.

Many kinds of folk dances are performed. By far the most popular is the raas, in which dancers hold sticks to clack against those of other dancers. As many as one to two hundred women perform rasadas in a single circle, to the beats of four drums at a time and tunes of jodia pavas (double flutes). You may also see people break out into a spontaneous hudo.

(3)

Rabari women of nearby Zalawad perform the famous circular folk dance rahado. Their marital status is indicated by their costumes; a black zimi, (skirt) means she is married. But if a woman is wearing a red zimi, it means she has not yet tied the knot, probably seeking a husband. The potential husbands seeking brides are elegantly dressed in colourful dhotis, artistically designed waistcoats and head-cloth twisted at an angle, moving about the fairground at Tarnetar with striking umbrellas, advertising the bachelorhood they are keen to relinquish.







(4)

Numerous sadhus and bhajan mandlis (religious music groups) are engrossed in singing continuously, accompanied by folk instruments.

(5)

The Tarnetar Mela covers a large part of the Tarnetar village with a huge number of stalls put up to sell beautiful local handicrafts unavailable elsewhere, along with ethnic jewellery statues of deities and traditional attire with tiny mirrors embroidered into the clothing. There are also merry-go-round rides, photographers' stalls, magic shows and tattoo artists who attract a large variety of visitors.



(6)

The fair is held for three days every year during the Hindu calendar dates of Bhadarva Sud-4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> (during the Gregorian calendar months Aug.-Sept.)

(7)

The Tarnetar fair is held 8 km from the town of Thangadh, in Surendranagar district. This is the nearest railway station, on the Ahmedabad-Hapa broad gauge line. The nearest town with road transportation to other places is Chotila, 25km from Thangadh, which is connected by ST buses from Rajkot (75km), Jamnagar (162km), Ahmedabad (196km) or Porbandar (252km). From Bhavnagar, Chotila can be reached either via Rajkot, a trip of 264km, or via Botad, a shorter journey of 190km. Chotila, Thangadh and Tarnetar are well connected by ST buses and other modes of transportation. The nearest airport is Rajkot, 75km away.

(8)

The Kolis of Saurashtra initiated the custom of embroidering umbrellas, which are exquisitely elaborate in terms of embellishments. The embroidery of each is unique and rises from the edges all the way to the top, with beadwork and patchwork in the design as well. Small colourful handkerchiefs are attached all around the edge, to attract further attention. These men spend over a year embroidering their umbrellas. Their intention is to entice the girls with their art, clothes and headgear and impress them, so that they can propose them for marriage. It is not surprising that, before the fair is over, they usually meet the lady of their choice.

## ACTIVITY - 4

### Match A with B.

A	B
mundane	connected with a nation/race/people that shares a cultural tradition
whirlwind	one of its kind
ethnic	dull/ordinary
unison	begin/set in motion
surge	enchanted
spouse	extremely beautiful/carefully made
spontaneous	constant
captivating	all do something at the same time
exquisitely	the sound when hard objects hit each other
unique	decorations/embroidery
embellishments	happening very fast
initiate	not planned
clack	quickly and with force in a particular direction
incessant	a husband or wife
potential	persuade
entice	capability



## ACTIVITY - 5

**A) Tick mark the option that is most appropriate. (References are given)**

1. Rashmi, a Rabari girl, participates in the Rahado. She is dressed in a dazzling red zimi. Which statement is true ? (Ref. Para 2)
  - a) A potential husband may seek her as a bride.
  - b) She is a married girl, taking part in the festivities.
  - c) It is a tradition and therefore she must join in the dance.
  
2. A group of tourists, from Bhavnagar wishes to attend the Tarnetar Fair. The cheapest and shortest route, you could advise them to take is...( Ref. Para 7 )
  - a) to go to Chotila via Rajkot and then take the ST bus to Thangadh.
  - b) to go to Chotila from Ahmedabad and then take the ST bus to Thangadh.
  - c) to go via Botad to Chotila and then take the ST bus to Thangadh.
  
3. If you are planning to attend the Tarnetar Fair , you will do the bookings for the month of .....(Ref Para 6)
  - a) June-July
  - b) Aug-Sept
  - c) Oct-Nov
  
4. A young Koli plans to impress the girls at the fair. Therefore he spends over a year preparing himself by...(Ref. Para 8)
  - a) making small colourful handkerchiefs
  - b) embroidering exquisite designs on his umbrella
  - c) practising his art and getting ready his clothes and headgear.

**B) Answer briefly in about 60-70 words**

1. How would you account for the growing popularity of the Tarnetar Fair ?
2. The Tarnetar Fair is a whirlwind of colour, romance, music and dance. Do you agree? Justify your answer.
3. In many ways the Tarnetar Fair is a typical village fair. How far is this statement true?
4. Bring out the significance of the embroidered umbrella.
5. Can the Tarnetar Fair be called a 'Swayamvar' ? Why ?

**ACTIVITY - 6**

**Given below are some jumbled words. Unravel them (spell them correctly) and fill in the blanks with the suitable word. All the words are in the text.**

aeptnliot; ergusd; tniceh; qinueu; tneic;  
ansnoptseou

**Sentences:**

1. Many foreigners who visit Gujarat, shop for \_\_\_\_\_ clothes and jewellery.
2. The gates opened and the crowd \_\_\_\_\_ in waves forward.
3. The low prices at the exhibition are expected to \_\_\_\_\_ customers.
4. Let's train these students well, for they are our \_\_\_\_\_ leaders.
5. The audience was so taken up by the comedians that they burst out into \_\_\_\_\_ applause.
6. Each one's fingerprints are \_\_\_\_\_.



### ACTIVITY - 7

**A Brain Teaser..... Find the answers from the clues given. Use the words in sentences of your own. (All the words are in the text )**

1. By its initial sound you are reminded of the first day of the week and the routine ahead.
2. Bang two hard objects and there you have it !
3. For better or for worse. They are with each other always.
4. In the monsoon, it may describe the rain, in the factory the noise, at a wedding reception the music.
5. It is never separate or one after the other. Always together !
6. Begin with a headgear, go to a drink/beverage, and then keep waiting.

### ACTIVITY - 8

**Use the correct form of the word:**

1. Every year the fair seems to grow in \_\_\_\_\_  
(popularity/popular/popularised)  
Every year the fair seems to become more \_\_\_\_\_  
(popularity/popular/popularised)
2. Here the many \_\_\_\_\_ costumes, create a memorable scene.  
(colours/coloured/ colourful)  
Here the costumes of different \_\_\_\_\_ , create a memorable scene. (colours/coloured/ colourful)
3. It is a \_\_\_\_\_ to wear that attire.  
(traditional/tradition/ traditionally)  
They wear their \_\_\_\_\_ attire.  
(traditional/tradition/ traditionally)

4. The girl is \_\_\_\_\_ seeking a husband.  
(probability/ probably/ probable)

It is a \_\_\_\_\_ that the girl is seeking a husband.  
(probability/ probably/ probable)

5. There are tattoo artists who \_\_\_\_\_ a large variety of visitors. (attractive/ attraction/ attract).

There are tattoo artists who become an \_\_\_\_\_ for a large variety of visitors. (attractive/ attraction/ attract).

6. Their \_\_\_\_\_ is to entice the girls.  
(intention/ intentionally/intend)

They \_\_\_\_\_ to entice the girls.  
(intention/ intentionally/intend)

7. They wear their clothes and headgear to \_\_\_\_\_ the girls.  
(impressive/ impression/ impress)

They wear their clothes and headgear to make an \_\_\_\_\_ on the girls. (impression/ impress/ impressive)

### ACTIVITY - 9

- A) When you read the word “class”, different words associated with it come to your mind and create mental pictures. e.g. students, the screeching sound of chalk, teachers etc. Refer to the lesson and write all the words connected with the following:

DANCERS

MUSIC



DANCES

FAIR

**B) If you consult the dictionary, you will learn how some letters are silent or not pronounced in certain words.**

**Examples.**

Drum (M is pronounced) but Dumb ( B is silent )

Plum (M is pronounced ) but Plumb (B is silent) and  
Plumber ( B is silent)

Clique is (click ) but Queue is (Q)

Depth ( the 'pth' is pronounced ) but debt ( B is silent )

**Now read the following words and underline the letters which are not pronounced.**

honesty, locked, listen, wrong, walked, know, thick,  
badge, writer, knitted

**C) Let us read and practise the 'sh' sound.**

show; shock; shall; shake; sharp; shorter; shopper  
brush; sugar; sure; fish; machine; corruption; pressure

**Now listen and observe how these words are pronounced**

Measure; occasion; conclusion; casual; usually



## ACTIVITY - 10

**You are the secretary of a club. You are planning a tour/holiday for the members and their friends. Divide the class into three groups and assign one of the following tasks to each group.**

- Write a letter to a resort to book your stay:( it has to be a formal letter-----addressed to the manager of the resort-----include details like the dates and time of arrival and departure-----the type of rooms -----the rates settled for-----the number of people----the mode of payment)
- An ITINERARY is a plan of a journey, including the route and the places you will visit. ....Plan an itinerary : (time of arrival-----a rough timetable -----places to be visited-----what to expect there -----the attractions of the place )
- Put up a notice: (this is to attract more members-----mention all the details----place/dates/payment/contact person )



## Helpline

### *Going Beyond the Textbook*

*Use the internet or library resources to collect more information on topics you've read about in your textbook. You may visit the textbook website, [www.onlinetextbook.info](http://www.onlinetextbook.info) for more activities.*

## Formative Assessment

Throughout the use of this textbook, the goal is to encourage students to notice and produce language so that they move from a novice stage of comprehension to an intermediate stage of production. Throughout the book, the teacher's focus is on facilitation of the activities. The teacher facilitates by continually supporting students in understanding the text and questions. The teacher is never responsible for teaching the content of the lessons or for eliciting certain answers from students. Assessment should reflect this goal. Where possible, assessment should be conducted via interview or via open ended essay questions so that teachers and parents can see that students are becoming more and more proficient in producing language at an intermediate level.

The key to assessment using this design is to assess what students would know how to DO after they have accomplished the language tasks in the book. Remember that the goal in using this design is never to test content. Students will certainly learn from the content, but the content is merely there to be interesting and to give students something to focus on while learning to use the target language.

A few assessment samples are included in the Revision section of this text. Teachers can download more free, printable assessment items on [www.onlinetextbook.info](http://www.onlinetextbook.info).

# Revision

## ACTIVITY - 1

**What do you understand by the following 'water expressions':**

1. a fish out of water

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2. blood is thicker than water

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3. in deep water

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4. like water off a duck's back

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5. spend money like water

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6. come hell or high water

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7. to pour cold water on

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8. water under the bridge

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9. make mouth water

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10. test the waters

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## ACTIVITY - 2

**Rewrite the following sentences as directed.**

1. Your school is not so far away as mine. (Rewrite using 'farther')

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2. She is better than Lata. ( Rewrite using 'good')

---

3. She sings better than Lata. ( Rewrite using 'well')

---

4. He is worse than his brother. (Change the degree)

---

5. Your needs are more than mine. (Change the degree)

---

## ACTIVITY - 3

**Make negatives of the following adjectives by adding a prefix:**

placid -

perishable -

mortal -

likely -

kind -

flexible-



### ACTIVITY - 5

The following lines are taken from the poem by Robert Frost.  
Circle the onomatopoeia words that you can see in these lines.

#### Gathering Leaves

Spades take up leaves  
No better than spoons  
And bags full of leaves  
Are light as balloons.

I make a great noise  
Of rustling all day  
Like rabbit and deer  
Running away.

### ACTIVITY - 6

Fill in the blanks by selecting appropriate form of word.

1. There are tattoo artists who \_\_\_\_\_ a large variety of visitors.  
(attractive/ attraction/ attract)  
There are tattoo artists who become an \_\_\_\_\_ for a large  
variety of visitors. (attractive/ attraction/ attract)
2. Their \_\_\_\_\_ is to entice the girls. (intention/ intentionally/intend)  
They \_\_\_\_\_ to entice the girls. (intention/ intentionally/intend)
3. They wear their clothes and headgear to \_\_\_\_\_ the girls.  
(impressive/ impression/ impress)  
They wear their clothes and headgear to make an \_\_\_\_\_  
on the girls. (impress, impressive, impression)



Notes

Lined area for taking notes, consisting of approximately 22 horizontal lines.