



Government of Karnataka

ENGLISH

SECOND LANGUAGE

(Revised)

8

EIGHTH STANDARD

KARNATAKA TEXTBOOK SOCIETY (R)

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Bengaluru-85

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PREFACE

The Textbook Society, Karnataka, has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed, based on NCF – 2005, since June 2010. Textbooks are prepared in 11 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS and 5th to 10th there are three core subjects namely, Mathematics, Science and Social Science.

NCF – 2005 has a number of special features and they are:

- Connecting knowledge to life activities
- Learning to shift from rote methods
- Enriching the curriculum beyond textbooks
- Learning experiences for the construction of knowledge
- Making examinations flexible and integrating them with classroom experiences
- Caring concerns within the democratic policy of the country
- Make education relevant to the present and future needs.
- Softening the subject boundaries integrated knowledge and the joy of learning.
- The child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely,

Constructive Approach, Spiral Approach and Integrated Approach

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country India.

Language textbooks are designed to help learners master communicative competencies, excellent comprehension, meaningful expression and efficient reference skills.

English is studied by most students as the second language. Teachers have to keep in mind the three fundamental approaches based on which the Readers have been designed, and adapt their teaching methods and help learners master language skills and competencies and help them become excellent users of English.

Schools in Karnataka offer seven languages as media of instruction and eight as first languages and ten languages are offered as third language. The objective is to help the learners to use these languages efficiently at the communicative level. It is hoped that at least a cross section of learners, achieve competencies to use these languages at the creative level.

Teachers are expected to adapt their teaching methods not to make these textbooks just feed materials for examinations, but help learners master language competencies such as communication, comprehension, expression in writing and necessary reference skills.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

Prof. G S Mudambadithaya

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Bengaluru, Karnataka

Sri Nagendra Kumar

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Bengaluru, Karnataka

A NOTE ON THE PACKAGE

Introduction :

This new package of English Course being introduced in the academic year 2012-13, has been conceived and designed broadly on the Principles and guidance spelt out in the 'National Curriculum Framework for School Education-2005' as also on relevant specifications made in the subsequent documents of the Karnataka State Text Book Committee.

The objectives :

The main objective of the course material is to enable the student to use English for effective communication, academic improvement and acquisition of linguistic, socio-cultural and Strategic competencies.

The Principles :

The Package is designed on the basic Principles of Second language learning, namely,

- ◆ learning language through use, that is, the ability to listen and to read with comprehension, to speak with fluency, to write with accuracy and effectiveness, and also to use it for study purpose.
- ◆ learning language through communication suited to the requirement, audience and situation.
- ◆ learning mainly through interaction in Pairs and in groups while dealing with the text in most of its aspects in the class.
- ◆ learning being most effective with teaching and testing going hand-in-hand.
- ◆ self-learning, and learning how to learn, being the ultimate goal of all Pedagogical activities.

The Package :

The course package consists of:

- I. The Main Course Book

I The Main Course Book

The Main Course book has two units.

1. Detailed Text
2. Supplementary Reader

1. Detailed Text

This part of the Detailed Text has 8 Units, each unit having a Prose piece (or a play) and a poem. The Prose piece and the Poem in a Unit are in a way thematically related. The selection of these Pieces is made not just on their linguistic potentialities, but also on the values they reflect, and in turn, motivate the learners to imbibe those values in their roles in actual life.

The Poems are drawn from different genres. They are supposed to be read mainly for enjoyment through appreciation of such aspects as rhythm, imagery and figures of speech.

Text Format

Each piece of the Prose has the following sections:

- Introductory Listening Activity (ILA) or/and
- Introductory Reading Activity (IRA)
- A note on the writer/author
- Main text with paragraphs numbered
- Comprehension exercises at different levels
- Glossary
- Vocabulary Exercises
- Suggested Reading

Each poem has the following sections:

- A note on the poet
- The text of the poem with stanzas numbered
- Glossary
- Comprehension questions at different levels
- Additional Reading wherever desirable
- Suggested Reading

The Supplementary Reader

This unit consists of four pieces of writing; an episode from the epic the Mahabharata; a folk tale; a biographical sketch of an eminent person; and the saga of a daring space traveller. Once again, the objective of this Part is to pave the way for an enjoyable and instructive reading as a habit, and also as a skill.

Salient features:

The book is prepared to facilitate learning of language skills, competencies and use-language functions-through meaningful tasks and activities. This Part has eight units. Each unit comprises the following linguistic sections.

- | | |
|---------------------|-----------------------|
| A. Listen and Speak | D. Language (grammar) |
| B. Spoken English | E. Writing |
| C. Reading | |

A. Listen and Speak

Listen and Speak section is designed in such a way that the learners, after sufficient practice, will be familiar with the basic sounds of English. A word of caution here may not be out of place. That is, attempts should not be directed just to write Phonemic symbols to the exclusion of oral practice. For, it is the aural - oral drilling that is emphasized, not the ability of phonetic transcription in writing. So, the more the oral practice, the better will be the fluency of speech. Note that the listening script for each unit is given at the end of the text. Teachers read the script; students listen and answer the questions.

B. Spoken English

This section addresses not just supra segmental features of speech such as

stress, rhythm and intonation. It is intended, on the other hand, to facilitate the skill of speech primarily on its use, the language function.

Speech is the most spontaneous and natural mode of communication, and the exercises are mostly conversations that we come across in real life situations.

C. Reading

The section on reading supplements the textual material. Usually, what is read in the text after some period of time becomes so familiar that the learners tend to memorize it, and reproduce it in the terminal examination. This over-emphasis on the content of the text comes in the way of the acquiring finer Reading skills like skimming, scanning and interpreting visuals. So, to focus more on the acquisition of Reading skill, sufficient and varied types of material like visuals, maps, ads and charts are provided in this section.

D. Grammar

Practically, grammar is being taught and tested as if it were the basis of language learning. Of course accuracy cannot be sacrificed, but this should not be at the risk of ignoring appropriacy and spontaneity. So, integrated, meaning-oriented language exercises are provided to enable the learners to discern the underlying rules of structure on their own, though at a steady rate of progress.

E. Writing

We know that the skill of writing is the most exacting to achieve. Keeping this in view, writing exercises, at the beginning, are rendered easy with a lot of clues and guidance. Repeated attempts have got to be made before the learners come out with the final, polished drafts. At the later stages, constructive and creative writing will be practised. Writing includes the ability to refer to Dictionary, Thesaurus and Encyclopaedia. Exercises are graded to facilitate this also.

Most of the tips and guidance given in the book are suggestive, not prescriptive. Attempt has been made to clarify difficulties mainly on the following aspects

- i) Content- if it is culturally alien, or if the text itself is very complex
- ii) Language-
 - a) Grammatical rules if they are not easily within the reach of the learners
 - b) Vocabulary-words which are highly register-based, colloquial or culture-specific

The Committee hopes that the learners and teachers make the best use of the Package. Constructive suggestions are welcome.

The Committee is thankful to all the experts, scholars, teachers and students who have contributed to make this venture possible. It places on record the valuable suggestions and guidance offered by Sri G.S Mudambadithaya, the Co-ordinator of the Committee of Text book Revision. Also thanks for the untiring help offered throughout by the Managing Director and staff of the Text Book Committee.

Wishing all the stakeholders of the package a rewarding experience.

Srinath P.N
Chairman
Textbook Committee.

About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the

basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony.

While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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SYLLABUS NETWORK							
VIII std English II Language							
Text Book			Work Book				
Reader Unit	Title	Vocabulary	Listening	Spoken English	Reading	Language	Writing
1.	A Day in The Ashram Beauty	Antonyms Prefixes, Suffixes	/i:/ and /I/	Greeting	Warning signs Newspaper	Determiners	Choice of words
2.	Sir C. V Raman The Little Busy Bee	Opposites Compound words	/e/ and /æ/	Starting a conversation	Maps and Tables	Tense System	Framing sentences
3.	Jamaican Fragment	Homonyms	/ɑ:/	Introducing one self and others	Skimming	Present continuous form Tense Past Perfect form	Interpreting visuals
4.	No Men Are Foreign The Boy Who Asked For More For A Five Year old	Suffixes	/ə//ɜ://ʌ/	Complaining		Framing Questions	Paragraph construction
5.	The Swan And The Princes Somebody's Mother	Spelling Parts of Speech	/U//u://ɔ/	Requesting	Scanning	Prepositions	Letter writing
6.	All The world Her Stage	Antonyms	Diphthongs / aɪ//eɪ//ɔɪ/	Seeking information	Reading for information	Degrees of Comparison	Descriptive Writing
7.	Coromandel Fishers The Emperor's New Clothes Machine	Words that describe Phrases and Idioms	Diphthongs /ɪə//eə//ʊə/	Reporting	Inferring	Reported Speech	Punctuation
8.	Luther Burbank The Axe in the Wood	Collocative Words	Diphthongs / əʊ//aʊ/		Critical reading	Passive Voice	Creative Writing
SUPPLEMENTARY READER							
1.	The Story of Dharmavyadha	-	-	An episode from the epic 'Mahabharata'			
2.	The Earth quake	-	-	A folk tale			
3.	Lal Bahadur Shastri	-	-	A biographical sketch			
4.	The First Woman in Space	-	-	A daring saga of a woman			

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UNIT-1
EDUCATION FOR LIFE



ILA Your teacher reads a passage. Listen to it. Then answer these questions.

1. Why did Sangappa feel sad?
2. What was his son doing?
3. What did the headmaster say about learning?
4. Does learning mean only reading books and preparing for the examination? Share your views with your partners in the class.

**IRA Some statements are given below. If you agree tick [Yes].
If not tick [No].**

1. I love to get answers to all the questions by heart. Yes No
2. We should play in the evening. Yes No
3. I learn a lot while I am outside the classroom. Yes No
4. Learning must be an enjoyable experience. Yes No
5. Singing, praying, practising yoga and drawing are also some of the ways of learning. Yes No

Do you want to know that there exists a school where children learn with joy and freedom? If so, read the text silently.

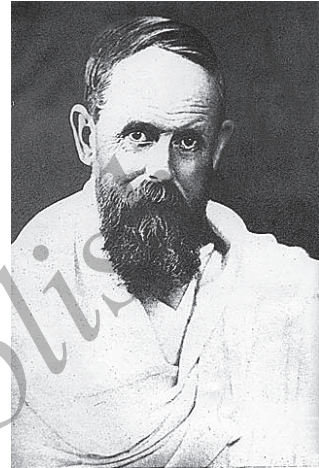
PROSE

A DAY IN THE ASHRAM

- C.F. Andrews

C.F. Andrews - Charles Freer Andrews [1871-1940] was an English priest of the Church of England. He was an educator and Indian freedom fighter. He became Mahatma Gandhi's closest friend and associate.

Andrews reveals his experience while he stayed in the Ashram. Shantiniketan was founded by Rabindranath Tagore. It is a school with a difference, where students learn with great joy.



C.F. Andrews



Shantiniketan

1. Words cannot picture to you the beauty of Shantiniketan. Our own poet and teacher, whom we call Gurudeva, has named it in his song, "The darling of our hearts," and it is worthy of the name. All who have visited the Ashram, old and young alike, have felt its inner beauty growing more and more upon them.

2. If I were to describe to you one day in the Ashram with the boys, that would perhaps best bring home to you its inner beauty. Long before sunrise, like the birds in our own amlaki groves, our boys are awake. The choristers are the first to rise, and they go round the Ashram, singing their morning hymn. You can hear the voices in the distance, drawing nearer and nearer; and then the sound dies away, as the choir passes on to another part of the Ashram, and then again it comes nearer and nearer. The beauty of the sound in the silent morning air and the sense of joy and reverence which it brings, give peace to the soul.

3. After an interval, each boy takes his asan, his square of carpet, into the fields and sits down on it to meditate in his own place alone. Later on, before the school work begins, the boys all stand together in the shade of the trees and sing their hymn.
4. Till about half past ten the work of the school goes on. We have no classrooms. The boys sit with their teachers, in the open air, under the trees. There are no larger classes. A group of eight or ten boys are seated round the teacher, asking him questions. Very few books are used. A greater part is carried on through conversation. The boys soon learn to open out all their difficulties to their teachers, and the teachers get keenly interested in the boys' questions and answers. Such living education can never be dull.

C1 Answer the following questions and share your responses with your partner.

1. Who named the school 'Shantiniketan'?
2. When does the day in Shantiniketan begin?
3. What is termed by Gurudeva as, 'the darling of our hearts'?
4. Which phrase used in paragraph 1 means 'both the old and the young people'?
5. The boys in Shantiniketan get up early in the morning. Who else are the early risers?

Now read on silently.

5. When the morning work is over, the boys bathe and go to their meal. About two o'clock in the afternoon the classes begin again; but at this time the work is chiefly with the hands as well as with the mind. Handiwork is practised, and the boys' own natural tastes are very soon discovered. Some prefer carpentry; others prefer mechanical work; others enjoy spinning and weaving; others become skilled draftsmen or painters; others are musicians.
6. There is very little book-work in the afternoon. School is over at about four o'clock, and then there is a rush to get first into the great open fields for football. Our Shantiniketan boys are famous everywhere for their sports and games.
7. In the evening, at sunset, they return from the fields and sit down once more, for a short time, to meditate in silence.

8. As night comes, fairy tales are told; short dramas are recited; our Gurudeva's songs are sung; and different school gatherings are held.
9. By nine o'clock all are glad to retire to rest; and again the choristers go round the Ashram singing their last evening hymn. There can be no question as to the happiness of the life of our boys. Their faces tell the story of their joy and their freedom. There is no freer life in India than the life of our children at Shantiniketan.

C2 Work in pairs. Answer the following questions and share your responses with your partners.

1. What kind of work do the boys practise in the afternoon?
2. What are Shantinikethan boys famous for?
3. How do the boys spend their evenings before they go to bed?
4. Read the second paragraph carefully. What it describes is :
 - a) the greatness of the teacher
 - b) the song of the choristers
 - c) the lessons taught in the Ashram
 - d) the silent meditation of the inmates

[Choose the right answer]

Glossary and Notes :

Gurudeva	: Rabindranath Tagore
choristers	: members who sing in the choir of a church
choir	: a group of singers singing hymns
hymn	: a song of praise to God
amloki	: a tree, like a mango tree
reverence	: respect
meditate	: to pray silently
draftsman	: a designer or one who makes plans
recite	: sing [a poem or a story] from memory

Read and write :

C3 Read and discuss your responses with your partner. Then write.

1. What is the effect of the song of the choristers on the listeners?
2. How are the classes held in the afternoon in Shantiniketan?
3. How do the boys spend their evenings in Shantiniketan?
4. How are the classes at Shantiniketan different from the classes in other schools?
5. How does Shantiniketan prepare the boys for life?

C4 The writer has used the phrase 'living education' to describe the experience in Shantiniketan. Some features of education are given below. Classify them into the categories of 'living education' and 'unimaginative instruction'. Discuss in groups.

Living Education	Unimaginative instruction
e.g. Open discussion	e.g. Punishing learners

Memorizing, meditating, punishing learners, learning outside in nature, dictating notes, open discussion, students asking questions to teachers, students passively listening, experimenting, creative thinking, identifying students' natural taste, bookish learning.

C5 Write a paragraph describing your idea of a good school.

C6 Write a few lines about your school using the following clues:

- Name of the School
- Location
- School building
- Facilities – about teachers, laboratory, library, sports etc.

Vocabulary :

V1 Observe the use of nearer and nearer in the following example.

e.g. You can hear the voices in the distance, drawing nearer and nearer [near].

Fill in the blanks in each of the following sentence with the help of the clues given in brackets.

1. When you blow air into a balloon it becomes ____ and ____ [big]
2. As the train approaches the station, the sound of its whistle becomes _____ and _____ [loud]
3. If you practise harder and harder, you will feel _____ and _____ [much] confident to solve the problems.
4. Man has been constructing _____ and _____ [tall] buildings in the cities.
5. As you move away from a tree it looks _____ and _____ [small]

V2 Fill in the blanks using some and others.

e.g. Some prefer carpentry, others prefer mechanical work.

1. You can see shining objects in the sky at night. _____ of them are planets, _____ are stars.
2. There are many fruits in the basket. _____ of them are mangoes, _____ are bananas.
3. After the bell, _____ boys went out to play, _____ went home.
4. There are a few books on the table. _____ of them are text books, _____ are not.
5. _____ of the apples in the basket are good. _____ are bad.

V3 Fill in the blanks choosing the appropriate words from the words given in brackets.

Last _____ [week, weak] I went to a shop to _____ [by, buy] a pair of trousers. I bought one and returned home. When I tried to _____ [wear, ware] it, I found that it was rather _____ [loose, lose]. So I went to the shop in fury. But the shopkeeper was out. So I had to _____ [wait, weight] for half an hour. When he returned. I shouted at him, "See, how big it is. It fits an elephant". He replied coolly looking at my pot belly, "Therefore we offered it to you, Sir".

V4 Fill in the blanks using the antonyms of the words underlined.

1. Krishna was a rich king, while his friend was a _____ man.
2. Madanika is tall but her brother is _____
3. Radhika is strong but her sister is _____
4. Silk is soft ; iron is _____
5. I can remember stories but _____ lessons.

V5 Classify the following into prefixes and suffixes:

re, less, ful, mis, non, anti, ment, able, ish, in, ex, ion, ship, multi, sub, ive. One example for each is given.

Prefixes	Suffixes
re-	-less

V6 Fill in the blanks with the appropriate prefixes choosing from the ones given above [V5] :

1. The school _____ opens on June 1.
2. Manish eats meat. He is a _____ vegetarian.
3. Terrorists are _____ social.
4. Bakra Nangal is a _____ purpose project.
5. Plastic chairs are _____ expensive.

V7 Fill in the blanks with appropriate suffixes choosing from the ones given above [V5]:

1. He was comfort_____ in his seat on the train.
2. He was acting in a very child _____ way.
3. She looked at her reflect _____ in the mirror.
4. India has won the Champion _____ at Sharjah.
5. The rate of employ _____ in India has been rising steadily.

A. Listen and Speak

Vowels /i:/ and /I/

Task 1. Your teacher will say these pairs of words. Listen and repeat.

feel	fill
heat	hit
sleep	slip
green	grin

What difference in sound were you able to listen to between the two words in each pair? Yes, the sounds are different. The first word in each pair has a long vowel sound. The second has a short vowel sound. These vowel sounds are phonetically represented as /i:/ and /I/ respectively.

Task 2. Your teacher will say these words. Listen and write them in two different columns. A few examples are given :

lead, seek, clean, fit, mist,
kit, priest, read, grin, speed,
mix, meet, breed, sheet,
win, mean, spit, chit, dream,
fees, heed, lean, trim, hid.

words with /i:/ eg: mean priest	words with /I/ eg: spit win
---------------------------------------	-----------------------------------

B. Spoken English

Greeting :

Steps: (To be followed for each piece of conversation)

1. Listen to your teacher reading the conversation.
2. Read it and practise speech .
3. Practise it with your partner/partners, taking notes.

(Note : These instructions are to be followed for all speaking exercises given in the textbook)

Situation-1

(Rohit and Vidya, once classmates, meet after a long time)

Rohit : Hi, Vidya.

Vidya : Hi, Rohit, how're you?

Rohit : Fine, and you?

Vidya : Getting on well. By the by, where had you been all these days?

Rohit : Been to my brother's. You know he's in Kolkata.

Situation-2

(A telephonic talk between two friends, Raj and Manoj)

Raj : Hello, Manoj, I'm Raj here.

Manoj : Hello, Raj. How're you?

Raj : I'm fine. How're things going on?

Manoj : Fantastic ! You're coming here, aren't you?

Raj : Sure.

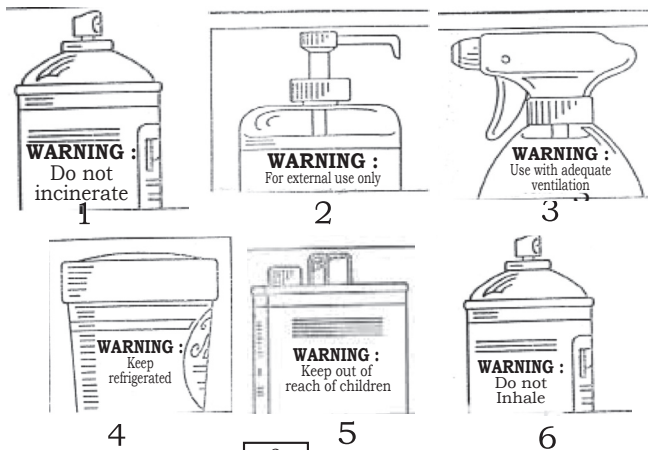
C. Reading

Reading Warning Signs

* Read the warning on each picture below.

Write the meaning of each warning in your note book choosing the

appropriate one from the list given below.



Meaning:

Do not use it in a closed room.

Do not eat or drink it.

Do not breathe it in.

Do not store it in a cupboard. Keep it cool.

Do not burn it.

Keep it in a place where a child cannot go near it.

D. Grammar

Task 1. Read the following passage. Underline the common nouns. Say whether they are countables, that is, whether they can be counted one, two etc., or whether they are uncountables, that is, they cannot be counted. List them under different columns. Two examples are given.

There was a merchant in a town. His name was Parashuramappa. He had many friends. They helped him in selling milk all over the town. Parashuramappa loved to live in peace. Also, he always spoke the truth. These qualities endeared him to all the people in the locality.

Countable Nouns	Uncountable Nouns
People	truth

Articles

Task 2. Fill in the blanks using ‘a’, ‘an’ or ‘the’ only where necessary. If no article is necessary write (Ø) in the blank.

- Abdul is excellent football player. Asstudent, he won many prizes. Now he has joined. multinational company. company encourages him to play for state level tournaments.

2. Democracy isbest form of government for, all people have right to vote. Even in emergency, people do not lose their rights, in that form of government.

3. Peter lives in same locality as I do. His father is Assistant Engineer. He loves music and sports. His most favourite sports is cricket.

Task 3. Look at the following pairs of sentences. Why is 'the' (the definite article) used in some cases but not in others? Discuss with your partner and write the reason.

e.g., 1. Man is mortal.

2. The man going there is carrying a bag. The bag is full.

Reason :In (1) Man stands for all men in general. So, there is no article. In (2) the man 'the' is used, for, it stands for a particular person, not everybody. In (2) a bag takes an article 'a', for the writer and the reader do not know which bag the man is carrying, as it is used for the first time, where as in the last sentence, the bag is used as both the reader and the writer have a definite bag (already referred to once) in their minds.

1. I'd like to see a tiger.

2. Would you? Then see the tiger in the calendar.

A. Where is your father? B. He is in hospital.

A. Which hospital? B. The Government hospital.

Answer the following questions by filling in the blanks:

1. A rose is a beautiful flower.

2. The rose on your coat is fading.

1. Do you have the tickets? (The ticket collector to the passenger)
2. Here are the tickets.
1. It is an e-mail.
2. I have not yet read the e-mail.

Task 4. What do you understand after doing these exercises?

Answer the following questions by filling in the blanks.

1. Nouns can be countable or
2. Countable can be singular or
3. 'a', 'an' and are articles.
4. 'a' and 'an' are used only with nouns.
5. 'The' can be used with both singular and forms of nouns.
6. 'The' is called the definite; 'a' and 'an' are called articles.

Other Determiners

Apart from a/ an/ the some of the other determiners are a few, many, several, a pair of, a piece of, a lot of etc.

Another type of determiners are Demonstratives namely

this - these

that - those.

Task 5.

Frame sentences using the above determiners.

E. Writing

Choice of words:

Task . Read the following descriptions. Substitute each with an appropriate descriptive word from the ones given in brackets below. One example is given.

1. He often promises to do things, but half the time he forgets.
(.....)
2. She is always here on time. (punctual)
3. I don't think he has done any work since he has been here.
(.....)
4. She finds it difficult to meet people and talk to strangers.
(.....)
5. He can work in any department and it doesn't matter to him if he is on his own or part of a team. (.....)
(punctual, forgetful, flexible, shy, lazy)

Suggested Reading :

Madam Maria Montessori - NCERT publication.

POETRY
BEAUTY

- E-Yeh-Shure



Pen name : E-Yeh-Shure (ಎ. ಇ. ಶೂರ್)
Original name : Louise- Abeita.
Born : Sept-9,1926, New Mexico,U.S.A.
Died : July 21, 2014 at the age of 87.
Nationality : American, Isleta Pueblo.
Occupation: Author, Poet, educator.
Known for : Author of 'I am a Pueblo
Indian girl'



Pre-reading:

What is beauty? Try to describe what beauty is, or list some of the things you think are beautiful.

Now read the poem.

Beauty is seen
In the sunlight,
The trees, the birds,
Corn growing and people working
Or dancing for their harvest.

Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.

Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
And even in your rest.

* * * * *

Glossary :

harvest : the time of the year when the crops are gathered from farms.

sigh : take a long breath when tired.

earnest : serious and sincere.

C1. Answer the following questions. Share your response with others:

1. List out the things where beauty can be seen during the day.
2. The poet says 'beauty is heard in the night'. Pick out any two things of beauty from the poem that are seen at night.
3. Read the first and second stanzas of the poem again. Note the following phrases. Corn growing, people working or dancing, wind sighing, rain falling, a singer chanting....

These could be written as

- Corn that is growing
- People who are working or dancing.

Can you rewrite the other phrases like this? Why do you think the poet uses the shorter phrases?

4. The poet says 'Beauty is seen' and 'Beauty is heard.'
List out the beautiful things you have seen or heard.
5. The poet says 'Beauty is in yourself.' What things does she mention here? When does she want us to follow them?
6. Write a paragraph about beauty. You can use your own ideas along with the ideas in the poem. (You may discuss with your partner.)
7. The phrase 'wind sighing' is personification. Give two more examples of personification. You may take the help of your teacher.

* * * * *

UNIT- 2

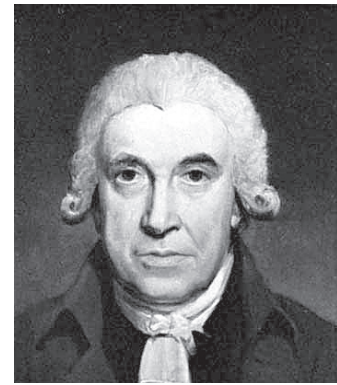
KAYAKAVE KAILASA



ILA Your teacher reads a passage. Listen to it. Then answer the following questions:

1. Where was Bhaskara born?
2. Who was his father?
3. Why do we, Kannadigas, feel proud of Bhaskara?
4. Who taught him Mathematics first?
5. What is Bhaskara's invention?

IRA 1. Look at the pictures of great scientists given below. Identify them and mention at least one contribution of each of them in the field of science.



IRA 2. Match the names of scientists in Column 'A' with their field of work in Column 'B':

'A'

1. Homi Jehangir Bhabha
2. Sir. Isaac Newton
3. James Watt
4. Marie Curie
5. Dr. Vikram Sarabhai
6. J.C. Bose

'B'

- a. Radioactivity
- b. Steam engine
- c. Laws of motion
- d. Space Science
- e. Plant Science
- f. Nuclear Physics

Now read the text silently.

PROSE

SIR C.V. RAMAN

[Sir C.V. Raman was a great scientist. He was awarded the Nobel Prize for his work on Scattering of Light and his discovery of the Effect of Light Rays [Raman Effect]. The Government gifted him 25 acres of land to carry out further research work. Raman Institute was the dreamchild of Sir C.V. Raman]



1. Sir C.V. Raman was born on November 7, 1888 in Trichy. He was the son of Chandrashekara Iyer and Parvathi Ammal. Chandrashekara Iyer was a Professor of Physics at Hindu College, Vishakapatna. Raman studied there at the Hindu College High School. He was very much interested in science from his boyhood days. Even as a boy, he had made the model of a dynamo. During his school days, he borrowed science books from college students and read them. Thus, from his early days, he showed great interest in science. Unfortunately, he used to fall sick every now and then, and he was not able to attend school regularly.

2. In spite of his poor health, he got I class in his Matriculation examination when he was only a boy of twelve. He passed the Intermediate examination from Hindu College, and joined Presidency College, Madras for his B.A. His relatives wanted him to give up science and take History and Economics as his special subjects for B.A. Since Raman had made up his mind to study science, he took Physics. He passed his B.A. securing the first rank, and a number of prizes. He passed his M.A. [Physics] in January 1907.
3. After his M.A., Raman wanted to go to the United Kingdom for higher studies in science. But his health broke down again, and he could not go. This was the greatest disappointment in his life. His relatives asked him to give up his study of science, and take a competitive examination in Calcutta, in History and Economics. Raman did so, and got along well with his new subjects. He got the first place in the competitive examinations, and was appointed Deputy Accountant General in 1907, at Calcutta. His relatives perhaps felt happy to see that Raman had settled down well in life. But Raman was not happy. How could a scientist like Raman put up with the life of a Deputy Accountant General? He felt like a fish out of water in his new post. But he still had hopes of becoming a scientist and was waiting for an opportunity.

C1 Answer the following questions and share your responses with your partner.

1. Who were Raman's parents?
2. Why was Raman not able to attend school regularly?
3. Where did he complete his Intermediate examination?
4. What subjects did his relatives advise him to take for B.A.?
5. Why could not Raman go to the United Kingdom for higher studies?

Now read on silently.

4. Even as Deputy Accountant General, Raman mixed with scientists and took interest in Science. One day, while returning from his office, he saw a banner outside a building on which was printed – THE INDIAN ASSOCIATION OF SCIENTISTS. At the sight of that banner, Raman got off the moving train and went to meet the scientists who had gathered in that building. Sometime later, when

he was in Rangoon, he learnt that an institution had bought a piece of modern scientific apparatus. He hurriedly put on his clothes and went to have a look at it. Such was the interest he had in science.

5. In 1911, Raman was appointed Special Accountant General for Posts and Telegraphs in Calcutta. But when he was offered the post of Professor at Calcutta University, he jumped at that offer and accepted the post gladly. After working at Calcutta University for fifteen years, he became the Director of the Indian Institute of Science in Bengaluru. The Raman Research Institute was started in 1948. Raman resigned his post at the Indian Institute of Science and became the Director of the Research Institute. Here he conducted his research in Physics until his death.
6. Raman was a great scientist. Throughout his life he was intensely attached to science. For the sake of science, he gave up the highly paid post of the Special Accountant General and accepted a Professorship at Calcutta University. He would forget all about food and rest while he was at work, and his wife had often to tell him that his breakfast or coffee was getting cold. Like all great scientists, Raman had a lot of curiosity. Earlier in his life, while on a voyage to Europe, he saw the wonderful blue of the Mediterranean Sea. This led to his work on the Laws of Light Scattering in liquids and it ended in his discovery of the Raman Effect. He was awarded the Nobel Prize for this in 1930.
7. Raman was a kind man. He helped people when they were in difficulty. When he was working as the Deputy Accountant General, a villager went to him with some badly burnt hundred rupee notes. Any other person, perhaps, would have turned the villager away. But Raman took pity on the villager, examined the notes himself and allowed the villager to exchange the burnt notes for new ones. Once, at the Raman Research Institute, a candidate was not given admission as he did not do well in his tests. When his travelling allowance was paid, the candidate found that he had received more. He returned to the office to pay back the excess amount. When Raman came to know of this, he liked the candidate's honesty and admitted him to the Institute. The candidate was not able to make out why he was admitted, when he had not done well in his tests. It seems Raman told the candidate: "I have admitted you to the Institute because of your character. You are not very good at Physics, but I can teach you."

8. During his lifetime, Raman received a number of honours and medals. In 1929, he was Knighted by King George V and became Sir C.V.Raman. A number of universities honoured him with Doctorates. He was a member of many international scientific organizations. In 1954, the Government of India awarded him Bharath Ratna. In 1957, the Soviet Union honoured him by awarding the International Lenin Prize.
9. Raman died on November 21, 1970 at the age of 82. In his death India lost one of her great sons, and the world, a great scientist.

C2 Answer the following questions and share your responses with your partner.

1. How long did he work at Calcutta University?
2. What made Raman give up the highly paid post of Special Accountant General?
3. How did the Soviet Union honour him?

Glossary :

give up	:	leave; stop; surrender
secure	:	obtain
put up with	:	bear, tolerate
fish out of water	:	a person who feels uncomfortable or awkward because he/she feels he/she does not belong to the company he/she is in.
sight	:	ತನ್ನ ಸ್ವಾಭಾವಿಕ ವಾತಾವರಣದಿಂದ ಹೊರಗಾದವನು scene
banner	:	a long piece of cloth with a message on it that is carried between two poles or hung in public places. ನಾಮಫಲಕ
put on	:	wear
curiosity	:	eagerness
voyage	:	journey by sea
matriculation	:	equivalent to today's I year PUC (Pre-University course)

Read and Write :

C3 Read the following questions. Before writing the answers discuss your responses/ideas with others in the group.

1. What makes you think that Raman, even as a boy, had great interest in Science?
2. Why did Raman's relatives ask Raman to take up Arts Subjects? How did Raman react to it?
3. What was Raman's first disappointment in life?
4. Why was Raman not happy with the post of Deputy Accountant General?
5. How can you say that Raman had not lost interest in science when he was the Deputy Accountant General?

Vocabulary :

V1 Fill in the blanks with the words opposite in meaning to the words underlined.

e.g. Harish reached the bus station in time but his friend reached _____, so, he missed the bus.

Ans. : [late]

1. We should neither borrow nor _____
2. Why do you feel old? Feel _____
3. Don't stand outside. Come _____
4. Are wealthy people really happy or _____ ?
5. Eat less but work _____

V2 The pronunciation of the following pairs of words are almost the same but they differ in meaning. Use each word in the pair in meaningful sentences.

1. break, brake
2. knew, new
3. sight, site
4. some, sum
5. plays, place

e.g. Sachin Tendulkar breaks the previous record.

Let me apply the brake.

V3 Fill in the blanks with suitable phrasal verbs or idioms, choosing from the ones given in brackets.

[make up, put up with, give up, put on, a fish out of water, make out, break down]

e.g. He speaks using high sounding words. Really, I can't make out anything.

1. We usually _____ cotton clothes during summer.
2. One day, a villager came to me and asked me to read a letter. I tried my best, but could not _____ what the person had written.
3. Great people/persons have an ocean of patience. They have learnt to _____ difficulties.
4. Raju's health used to _____ now and then. So, he had to _____ the highly paid post of Accountant in an office. At first he felt like _____
5. People should _____ their mind to fight against corruption.

V4 Make compound words with the words given in Columns 'A' and 'B' and use the same in meaningful sentences of your own.

'A'

'B'

- | | |
|----------|----------|
| 1. boy | a. class |
| 2. time | b. post |
| 3. first | c. mate |
| 4. road | d. table |
| 5. speed | e. map |
| 6. class | f. fast |
| | g. hood |

e.g. roadmap : Before you visit a country abroad, have a look at the roadmap.

V5 Which words/phrases in the text mean more or less the same as the following? Paragraph numbers are given in brackets.

- e.g.** 1. boyhood [P1] early days
2. uncomfortable [P3] _____
3. chance [P3] _____
4. happily [P5] _____
5. not remember [P6] _____
6. morning food [P6] _____
7. money permitted to be drawn for expenses [P7] _____
8. sympathy [P7] _____

V6 Give the negative forms of the underlined words using a prefix like in-, un-, dis-, im-.

- e.g.** a popular poem an unpopular poem
1. an interesting story _____
2. a fortunate thing _____
3. a correct answer _____
4. a pure heart _____
5. a happy day _____
6. an honest person _____

V7 Fill in the blanks with the noun forms of the underlined words.

- e.g.** 1. The teacher dictates notes.
The teacher gave us dictation.
2. Admit Suresh to VIII standard.
Let Suresh get _____ to VIII standard.
3. Literates should educate villagers.
Literates should give _____ to villagers.
4. Appoint him.
Give him an _____
5. Have you decided where to go?
Have you taken the _____ where to go?

V8 Fill in the blanks with the appropriate forms of the words given in brackets.

e.g. Please give your _____ [accept] within a week.

Please give your acceptance within a week.

1. The speaker accepted the _____ [resign] of the legislator.
2. We should not have too much _____ [attach] to anything.
3. The _____ [discover] of the sea route to India was made by Vasco-da-Gama.
4. The teacher admired the _____ [honest] of Manjula.
5. Have a _____ [science] outlook.
6. Please don't cause _____ [inconvenient] to travellers.
7. Make _____ [meaning] sentences.
8. Why are you afraid of the _____ [examine]?
9. Chemistry is an _____ [interest] subject.

A. Listen and Speak - Vowels / e / and / æ /

Task 1. Your teacher will say these words aloud. Listen and repeat.

bed	bad
said	sad
set	sat
met	mat
pen	pan

What difference in sounds did you hear?

Yes. The first word in each pair has a vowel sound /e/ and the second word in the pair has a vowel sound /æ/.

Task 2. Your teacher will say and write the following words. Identify the vowel sounds in them and write them in the appropriate column.

flee, catch, tense, spin, sleep, fan, left,
 mad, scratch, bid, speed, mean, span, dream,
 sent, please, trim, hid, hatch, split, fresh,
 den, sea, drench, free, mint, sketch, click,

/i:/	/ɪ/	/æ/	/e/
e.g. : please	bid	hatch	drench

B. Spoken English

Situation:1

(Two passengers in an airport)

- Man : It's hot, isn't it?
 Women : Yes, it is very hot.
 Man : Would you like a drink?
 Women : Yes, please.
 Man : What would you like?
 Women : Let's have apple juice, shall we?

Note: A conversation usually starts with self-introduction. In some cases, it begins with comment on the weather.

Question tags like 'isn't it?' 'aren't you?' are usually used in conversation.

Question tags are not questions, but expect agreement of the listener with what is said by the speaker.

Situation : 2

(Two friends Raj and Lathif meet by chance. Fill in the blanks.)

Raj : Oh, what a surprise You're,
.....?
Lathif : Yes I am.
But how come
you're here?

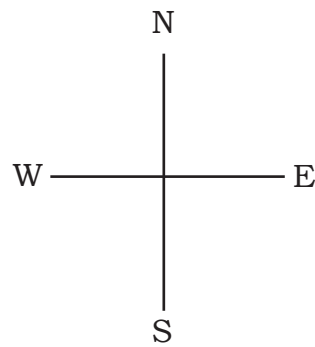
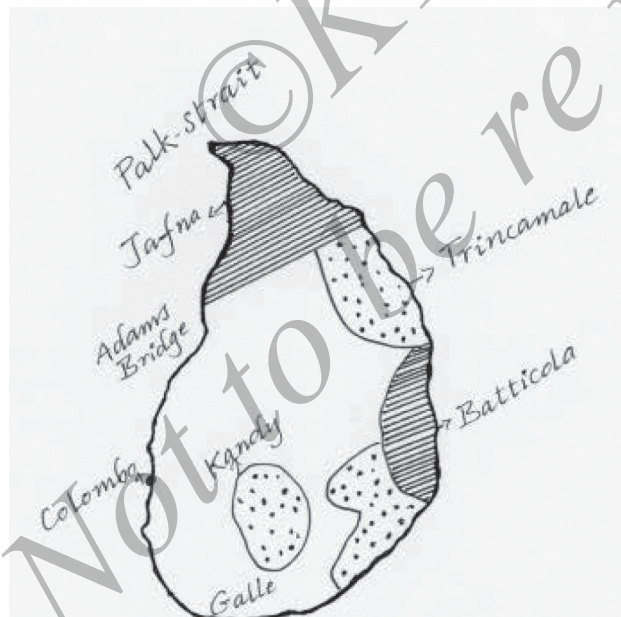
Raj : Lathif, I have come on some official work here.
Lathif : Ah, you're a business man.
You have set up a shop,?

Raj : Yes, I have. Well, let's have coffee,
.....,,?
Lathif : By all means.
After that we can talk a lot,,?


C. Reading

Reading Maps :

Task . Look at the map of Srilanka which shows the distribution of Tamilians living there.



 Over 50% Tamilians.

 20-50% Tamilians.

Read the map and the information given carefully. Based on them, say whether the following statements are true or false. Write 'T' for true and 'F' for false in the boxes accordingly.

1. Tamilians are over 50% in the northernmost part of Srilanka.
2. In Batticola the Tamilians are less than 50%.
3. The east coast of Sri Lanka has more Tamilians than its west coast.
4. More than 50% of the people in Colombo are Tamilians.
5. Only Sinhalese live in Jafna.
6. The central part of Srilanka is dense with Tamilians.
7. Kandy does not have any sea coast.

D. Grammar

Simple Present Form

Task 1.

Use 'walk' or 'walks' in sentences beginning with the following subjects :

e.g. My mother walks early in the morning.

My father

You

John

Children

Your sister

Twenty boys

His brother



Task 2. Match the words in column 'A' with the words in column 'B'. Using the appropriate form of verbs, frame sentences. One example is given.

Note: *The verbs are given in brackets.*

e.g., Vendors sell things on the streets.

'A'	'B'
A ship	sweets
The doctor	downwards
A dog	in the sky
Birds	at 9.00 in the morning
Vendors	the ball
Children	a cat
A carpenter	on water
Water	things on the street
Our school	tools from wood
The goal keeper	the patient

(like, chase, begin, sail, stop, treat, make, sell, fly, flow)

The Present Continuous or The Present Progressive Form.

Task 3. Look at these pictures. Write what they are doing.



- a boy - running (field)
- a student - reading (a book)
- a girl - eating (a fruit)
- a mother - lighting the lamp

a farmer - carrying a bundle.

eg. Picture 1. A mother is lighting the lamp.

E. Writing

Framing sentences

Task 1. Frame appropriate phrases with the words from the table given below. Also, build a context / sentence using the phrase.

A	B	C
faith	to	science
interest	for	money
sympathy	in	dancing
slave		the poor
passion		you
		memory

e.g. Phrase - Slave to money.

Context : Pradeep is a slave to money.

He has become inhuman.

Task 2. Rearrange the words into meaningful sentences.

- 1) from / learn / a little / I/ incident/every.
- 2) youngster/ a/ of the two/ the bigger/ sturdy/ was.
- 3) no shoes/ they/and/ wore/muddy/ their/were/ feet.
- 4) Mahatma Gandhiji/ weapon/ his/non violence/ adopted /as.
- 5) subject/ deeply/ that/ I/ the/ thought/ evening/ on.

e.g., 1. I learn a little from every incident.

Suggested Reading :

Discoveries and Inventions that Changed our World

Editor : Pete Moore

Publishers : Apple.

POETRY

THE LITTLE BUSY BEE

- Issac Watts



[Issac Watts was born on July 17, 1674 and died on November 25, 1748. He had mastered Latin, Greek, Hebrew and French. The first hymn book composed by him for children was Horae Lyricae. His popular hymns are “O God, Our Help in Ages Past”, “The Psalms of David”, and “Jesus Shall Reign”.



The bee is always busy. It builds the hive very skillfully and stores sweet honey in it. Like the bee, we too must be busy and always do useful work.]

IRA Read the following Paragraph :

Sir M.Visveswaraya



Sir M.Visveswaraya was the Dewan of Mysuru State. As a student, he earned money by giving tuition to students and paid his school fees. He made a name as Chief Engineer and later as Dewan of Mysuru. He was always busy in some useful work or the other. He used to work for more than ten hours. He was punctual, selfdisciplined and straightforward. He lived for 101 years. He was awarded the highest honour Bharat Ratna.

Answer the following questions:

1. What time do you get up in the morning?
2. Do you play or study in the morning?
3. Are you entirely dependent on your parents for books and paying fees? If not, how do you earn money?
4. How long do you study everyday usually?

5. Do you go to school in time?
6. Suppose your teacher is on leave and no other teacher takes your class, how do you spend that time?
7. You have read the passage. What do you learn from the life of Sir M. Visveswaraya?

Now, read the Poem :

How doth the little busy bee
 Improve each shining hour;
 And gather honey all the day
 From every opening flower! 4

How skillfully she builds her cell!
 How neatly she spreads her wax,
 And labours hard to store it well
 With the sweet food she makes! 8

In work of labour or of skill
 I would be busy too;
 For Satan finds some mischief still
 For idle hands to do. 12

In books or work or healthful play,
 Let my first years be passed,
 That I may give for every day,
 Some good account at last. 16

Glossary :

- | | | |
|-------------|---|---------------------------------|
| 1. doth | : | old form of "does" |
| 2. improve | : | make good use of |
| 3. shining | : | bright |
| 4. gather | : | collect |
| 5. skillful | : | clever |
| 6. cell | : | a small compartment in the hive |
| 7. Satan | : | evil spirit or King of devils |
| 8. mischief | : | injury or damage |
| 9. idle | : | doing nothing |

10. first years : early years/boyhood
11. give account : say what you have done
12. at last : at the end of life

C1 Answer the following questions. Share your responses with others.

1. Who is the poet speaking about?
2. Why does the bee sit on the flower?
3. How does the bee build her cell?
4. 'I would be busy too'. Who does 'I' refer to?
5. What does 'sweet food' mean in the context?
6. Who does Satan manage to work through?

C2 Pick out the best alternative for each of the following statements.

1. People like the bee because:
 - a. it is clever
 - b. it sits on the opening flower
 - c. it works hard
 - d. they get honey from it.
2. And labours hard to store it well.

Here 'it' refers to

- a. the bee
- b. the honey
- c. the wax
- d. the flower

Read and Write:

C3 Read and discuss your responses with your partner. Then write.

1. Why does the poet call the bee busy?
2. "Let my first years be passed."
 - a] What does 'first years' refer to?
 - b] How does the poet want to spend his first years?
 - c] Why does he want to do so?

3. How can you say that the bee is intelligent and clever?
4. What is admirable about the work of the bee?
5. Why does the poet want us to be like the bee?
6. Why should we not keep ourselves idle? What will happen if we are idle?
7. What is the message of the poem?
8. Which lines do you like the best in the poem?
Give reasons for your choice.
9. Pick out the rhyming words in the poem and add more words to each of the rhyming pair.
e.g. play..... day may

Extended Activity :

1. Draw a picture of a bee and its hive.
2. Collect information about how honey is taken out from the cell.

Additional Reading:

Read the following poem and try to understand the message.

The Noble Nature

It is not growing like a tree
In bulk, doth make man better be;
Or standing like an oak, three hundred year,
To fall a log at last, dry, bald and sere:

A lily of a day
Is fairer far in May

Although it fall and die that night:
It was the plant and flower of light.
In small proportions we just beauties see;
And in small measures life may perfect be

• **Ben Jonson**

Suggested Reading :

“Leave this Chanting and Singing” - Rabindranath Tagore

UNIT-3

UNIVERSAL BROTHERHOOD



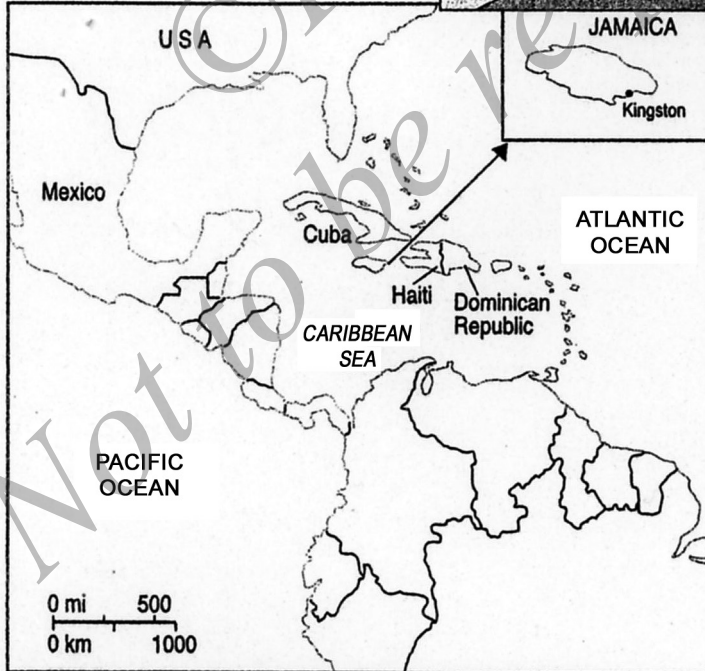
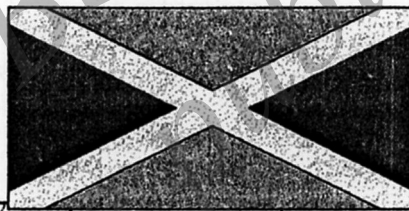
ILA Your teacher reads a passage. Listen to it. Then answer the question.

Why do you think Gandhiji was pulled out of the train?

Have a discussion in the class.

IRA Look at the map and the information. Then, answer the questions given below.

JAMAICA



Area 10,957 sq km/4,230 sq ml

Capital Kingston

Major towns/cities Monrovia Bay, Spanish town, St. Andrew, Portmore

Physical features Mountains tropical island : Blue Mountains (so called because of the haze over them)

Head of state Elizabeth II from 1962, represented by Governor General Howard Felix Hanlan Cooke from 1991

Political system Constitutional Monarchy

Administrative divisions 14 parishes

Political parties Jamaica Labour Party (JLP), Moderate, Centrist: People`s National Party (PNP), Left of Centre, National Democratic Movement (NDM), Centrist

Population 2,447,000 (1995 est)

Population growth rate 0.7% (1990-95) ; 1.0% (2000-05)

Ethnic distribution Nearly 80% of African descent; About 15% of mixed African-European origin. There are also Chinese, Indian, and European minorities

Life expectancy 71 (men), 76 (women)

Literacy rate Men 98%, women 99%

Language English, Jamaican creole

Religions Protestant 70% , Rastafarian

Currency Jamaican dollar

GDP (US\$) 3.91 billion (1994)

Growth rate 0.8% (1994)

Exports Sugar, bananas, bauxite, rum, cocoa, coconuts, liqueurs, cigars, citrus, alumina, gypsum. Tourism is important.

HISTORY

AD 900 Settled by Arawak Indians, who gave the island the name Jamaica ('well watered').

1494 The explorer Christopher Columbus reached Jamaica.

1509 Occupied by Spanish; much of the Arawak community died from exposure to European diseases; Black African slaves were brought in to work on the sugar plantations.

1655 Captured by Britain and became its most valuable Caribbean colony.

1838 Slavery abolished.

1870 Banana plantations established as sugar-cane industry declined in the face of competition from European beet sugar.

1938. Serious riots during the economic depression and as a sign of growing political awareness, the People's National Party (PNP) was formed by Norman Manley.

1944 First Constitution adopted.

1958-62 Part of West Indies Federation.

1959 Internal self-government granted.

1962 Independence achieved within

the Commonwealth, with Alexander Bustamante of the centre-right Jamaica Labour Party (JLP) as the Prime Minister.

1967 JLP re-elected under Hugh Shearer.

1972 Michael Manley of the PNP became Prime Minister and pursued a policy of economic self-reliance.

1980 JLP elected, with Edward Seaga as Prime Minister, following violent election campaign.

1981 Diplomatic links with Cuba severed; free-market economic programme pursued.

1983 JLP won all 60 seats in the general election.

1988 island badly damaged by Hurricane Gilbert.

1989 PNP won a landslide victory with a newly moderate Manley returning as Prime Minister.

1992 Manley retired ; succeeded by Percival Patterson.

e.g. Which is the capital of Jamaica?

The capital of Jamaica is Kingston.

1. What is the area of Jamaica?
2. Which are the major towns and cities in Jamaica?
3. Name at least two political parties of Jamaica.
4. What is the population of Jamaica?
5. When was slavery abolished in Jamaica?

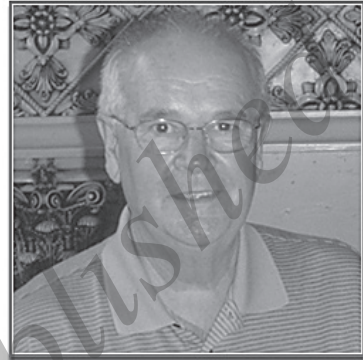
Now read the text silently.

PROSE

JAMAICAN FRAGMENT

- A.L. Hendricks

[A.L.Hendricks is a prolific writer. Some of his short stories appeared in the issues of the magazine "Focus". He is a West Indian writer, and his writings carry the flavour inherent in the Caribbean literature. The story "Jamaican Fragment" brings out the prejudice that almost every person suffers from when it comes to the denominational issues like colour, caste and class.]



1. Everyday I walk a half-mile from my home to the rail track lines in the morning, and from the lines to my home in the evening. The walk is pleasant. You can see on either side red and green-roofed bungalows, green lawns and gardens. The exercise is good for me. And now and then, I learn something from a little incident.
2. One morning, about halfway between my front gate and the rail track, I noticed two boys playing in the garden of the more modest cottages. They were both very little boys, one was four years old perhaps, the other five. The bigger of the two was a sturdy youngster, very dark, with a mat of coarse hair on his head and coal-black eyes. He was definitely a little Jamaican – strong little Jamaican. The other little fellow was smaller, but also sturdy.

He was white, with hazel eyes and light brown hair. Both were dressed in blue shirts and khaki pants. They wore no shoes and their feet were muddy. They were not conscious of my standing there, watching them: they played on. The game, if it could be called a game, was not elaborate. The little white boy walked majestically up and down, and every now and then shouted in a commanding tone at his bigger playmate. The little brown boy dragged on quietly behind him and did what he was told.

3. 'Pick up that stick!' The dark boy picked it up. 'Jump into the flowers!' The dark boy jumped. 'Get me some water!' The dark boy ran inside. The white boy sat down on the lawn.
4. I was amazed. Here before my eyes, a white baby, for they were little more than babies, was imposing his will upon a little black boy. And the little black boy submitted. I puzzled within myself as I went down the road. "Could it be that the little boy a son of a house servant?" I asked myself. No. They were obviously dressed alike, the little dark boy was a neighbour's child. I was sure of that. Then how was it that he obeyed so faithfully the white boy's orders?
5. Was it that even as a boy he sensed that in his own country he would be at the white man's beck and call? Could he make a difference between himself and the white boy? And could he think that he was going to boss over the black man? I could find no answer. I could not bring myself to believe such a thing, and with my own eyes I had seen a little dark boy take orders from a little white boy, obviously his social equal, and younger and smaller. Were we, as a race, really inferior? So inferior that even in our infancy we realized our deficiencies and accepted a position as the white man's servant?
6. For a whole day I went on asking these questions to myself. For a whole day my faith in my people was shaken. When I passed by the afternoon, the little boys were not there. That evening I thought deeply on the subject.

C1 Answer the following questions and share your responses with your partner.

1. Why was the morning walk pleasant to Mr. A.L. Hendricks?
2. "The exercise is good for me," says the narrator. What was that exercise?
3. What did the narrator notice one morning?
4. How did the smaller boy behave while playing with the bigger boy?

Now read on silently.

7. The next morning the boys were there again, and a man was standing at the gate watching them. I stopped and looked, just to see what the white boy was making his little servant do. To my surprise, now, the dark boy was commanding, while the little white youngster did everything. The little dark boy was striding imperiously up and down the lawn, while the white youngster walked abjectly behind him.
8. 'Get me a banana!' The little boy ran into the house and reappeared shortly with a banana. 'Peel it for me!', the little white boy peeled the banana and handed it to his dark master.
9. I saw it now. It indeed was a game, a game I had played as a child. Each boy took it in turn every alternate day to be the boss, the other, the slave. It had been great fun to me as a youngster. I smiled as I remembered. I looked at the man standing by the gate. He was a white man. I remembered what I had thought yesterday. He, no doubt, I thought to myself, was wondering if the black race is superior to the white. I laughed gently to myself. How silly we grown-ups are to misinterpret a child's action? This man, I said to myself, will be worrying all day. Perhaps he thinks the blacks will in the end rule over the whites. Now I will try to clarify and drive away all the doubts from his mind.
10. "Perhaps you are thinking that one day or the other, the blacks will rule over the whites. I know you do so, for you just saw how the black commanded the white. But gentleman, don't have any such wrong notions, for, that's only a game. Just yesterday I saw the little white boy commanding the black boy. Only grown ups are silly, aren't we?" said I.
11. The man was surprised at my outburst. He looked at me smiling.
12. 'I know all about the game,' he said. 'The boys are brothers, my sons'. He pointed to the fair brown woman on the verandah who had just come out to call in the children. 'That's my wife' he said.



13. I smiled. My spirit laughed within me. This is Jamaica, I said to my heart “This is my country – my people”. I looked at the white man. He smiled at me. “We’ll miss the train if we don’t hurry,” he said.

C2 Answer the following questions and share your responses with your partner.

1. What sight surprised the narrator the next day?
2. What were the two commands given by the black boy to the white boy?
3. Why was the white man surprised at the narrator’s outburst?
4. Why do you think the narrator smiled at the end?

Glossary :

incident	:	something that happens
noticed	:	saw, observed
modest	:	not expensive
sturdy	:	strong and firm
hazel eyes	:	reddish brown eyes
conscious	:	able to see, hear and feel
elaborate	:	long
majestic	:	impressive
commanding	:	ordering
amaze	:	to surprise somebody very much
impose	:	to officially force a rule
submit	:	to accept the authority of somebody
obvious	:	easily seen or understood clearly
infancy	:	the time when one is a baby or very young
deficiency	:	the state of not having enough
stride	:	to walk with long steps
imperious	:	expecting unquestioning obedience

abjectly	:	desperately, here - obediently
misinterpret	:	understand something wrongly
notion	:	idea
outburst	:	a sudden powerful expression of feeling
spirit	:	the life force
peel	:	take out the skin
now and then	:	sometimes, not very often
up and down	:	in one direction and then in the opposite direction
at one's beck and call	:	be ready to do what someone asks to do

C3 Some statements are given below. Some are true and some are false. Write 'T' or 'F' in the box provided against each sentence accordingly.

1. The bigger boy was black. []
2. The black boy ordered the white boy to pick up that stick. []
3. The white boy sat down on the lawn. []
4. The two boys were not dressed alike. []
5. The little boys were playing when the narrator passed by in the afternoon. []
6. The next day, a man was playing with the boys. []
7. The game that the two boys played was the same game the author had played during his childhood. []
8. "I know what you are thinking," said the man standing at the gate to the narrator. []
9. The father of the boys was white and mother brown. []
10. 92% of Jamaica is inhabited by the blacks. []

C4 For each of the statements four alternatives are given as the answers. Choose the best alternative.

1. The two boys in the story are
a) good friends b) brothers
c) neighbours d) classmates
2. The commands that the white boy gave to the black boy were
a) five in number b) four in number
c) three in number d) two in number
3. The black boy had a mat of coarse hair on his head. Coarse means
a) rough b) beautiful
c) nice d) long
4. "Only we grown-ups are silly." The question tag to this statement is
a) aren't we? b) isn't it?
c) are we? d) is it?
5. The white boy had hazel eyes. 'hazel' means
a) reddish brown b) pale brown
c) yellowish brown d) bluish brown.

Read and Write :

C5 Read and discuss your responses with your partner. Then write.

1. What similarities and differences can you make out between the two boys?
2. What three commands did the big boy give the small boy?
3. The author could find no answer to some questions. Which are those questions? [See paragraph 5]
4. Why was the narrator surprised the next morning?

5. How did the two boys behave while playing?
6. What made the narrator think that the black boy could be the son of a servant or a class mate of the white boy?
7. What were the two points that the narrator wanted to clarify to the white man?
8. The two boys, though brothers, differed in their colour. What might be the reason?
9. If you were the white man, how would you react to the narrator's comment?

Vocabulary :

V1 Column 'A' has the names of countries. Choose the correct nationality from the list given below and write in column 'B'.

e.g. America 'A'	-	American 'B'
Portugal		_____
Britain		_____
France		_____
Thailand		_____
Sweden		_____
Holland		_____
Switzerland		_____
Greece		_____
Israel		_____
Nepal		_____

Dutch, Swiss, Greek, Israelite, British, French, Thai, Portuguese, Swedish, Nepalese.

V2 Guess and write the meanings of the words underlined in the table given below.

1. The stipulated period of twelve years was coming to a close.
2. How can I perform the fire sacrifice?
3. Pandavas wanted to quench their thirst. They went in search of water.
4. After seeing all his brothers lying dead, Yudhisthira was drowned in sorrow.
5. Yaksha was pleased with the answers given by Yudhisthira.

'A'	'B'
stipulated	_____
perform	_____
quench	_____
drowned	_____
pleased	_____

Now check the meanings you have written with the help of a dictionary.

V3 Read the following conversation and use the appropriate word from the ones given in brackets.

Patient : Doctor, the wound in my _____ pains me a lot
[heel, heal]

Doctor : Don't worry, it will _____ up after treatment
[heel, heal]

You are diabetic and _____, so it may take one
_____ [weak, week]

Patient : Excuse me, a word with you doctor. I don't know
whether it is _____ to ask you this question.
[fair, fare]

Doctor : Oh! Don't worry. Tell me what it is.

Patient : I have no money to pay the bus _____ [fair, fare]
I'm sorry doctor. I forgot to tell you that.
_____ week I _____ your prescription [last, lost]

Doctor : OK. No problem. I'll give you both.

V4 Fill in the blanks with words that have similar pronunciation as the words underlined.

1. Papanna and Somanna are good friends. The former is a _____ and the latter is a businessman.
2. The thief wanted to steal. But the doors were locked. He broke open the lock with a _____ rod.
3. "Come here," said the teacher. But the student did not _____
4. "Mandanna, your answer is quite right. But, for a moment will you keep _____?"
5. Rashmi gave birth to a male child in Bengaluru. Her husband who was in Mysuru came to Bengaluru by the _____ train.

V5 We can form opposites by adding prefixes to words:

e.g. Important X Unimportant

Similarly, add prefixes to the underlined words to get their opposites.

1. Sunitha is regular to the class, but Sushma is _____
2. Rama Murthy's answer is correct, but Narayan's is _____
3. Sita's way of expressing facts is proper, but Lakshmi's is _____
4. All should respect the National Flag. No one should _____ it.
5. The competition was very tough. It was Rahul's fortune that he won, but it was Sanjay's _____ that he lost.

A. Listen and speak

Vowel /a: /

You have learnt to identify the four vowels, namely /i:/ as in dream, /I/ as in sit, /æ/ as in match, and /e/ as in net.

Let us try to listen, identify and speak words with another vowel sound.

Task 1. Teacher says these words. Listen and repeat.

part, mask, fast, shark, heart

hard, past, art, smart, bark

Can you identify the common sound in all of these words? Yes, it is /a: /

Task 2. Teacher says these sentences and writes them on the board. Listen, and write them in your book and underline the words that have /a: / sound.

He is my father. He works in an art gallery. His master is an old man, past seventy. All the workers there are smart and sincere.

Consult a good dictionary to help you identify the sound.

Note: The word 'all' does not have the vowel sound /a: /

B. Spoken English

Situation-1

(Imagine the speaker in the story 'Jamaican Fragment' would like to talk to the father of the kids. Both of them have been given some names, not the real ones.)

Peter : Excuse me, I'm Peter. I'd been watching their games.
Hope I'm not bothering you too much.

Father : Oh, never, please do come inside. I'm Mark Berger,
Mark for short.

Peter : Very glad to meet you, Mr. Berger.
Mark : This is Anna, my wife.
Peter : Good morning Ms. Anna.
Anna : Very good morning. What would you like to have, Mr. Peter? Coffee or tea?
Peter : Thanks, I've just had tea. I'd like to speak to your kids.
Anna : (to children) Come here lads (they come). This is John, and that is Klaudus.
Peter : (shaking hands with them), I'm Peter. I saw your games. Wonderful, weren't they?

.....
.....

Situation-2

(A seminar hall. Two executives introduce themselves to each other.)

Sharma : Hello, may I introduce myself?

I'm Sharma. I work for Bhaskar International.

Rajani : Hello, I don't think we've met before. My name is Rajani. I work for Chaya Pharmaceuticals.

Sharma : How do you do Ms. Rajani?

Rajani : Fine, how do you do?

Note: Introducing oneself may begin with

- Good morning. I am.....

Excuse me. My name is.....

Introducing others may begin with

- This is Mr/Ms.....

- Do you know.....?
- Please meet Mr/Mrs.....
- Please meet my sister.....
- Let me introduce.....

Task: Practise the above situations with your partners.

C. Reading

Skimming

Note : Skimming is a reading skill. We skim through to get an overall view of the passage, that is, global comprehension. We usually read fast to skim and note down the important points, mentally or on a piece of paper.

Task : Different texts are given below. Read them as fast as you can. Then, answer the question given below them.

Text A: Above the quiet dock in midnight
 Tangled in the tall mast's corded height
 Hangs the moon. What seemed so far away
 Is but a child's balloon, forgotten after play.

-T.E. Hulme

Text B: INDIA 330 FOR 5 WICKETS

V. Shewag C & B Murali	31
R. Dravid batting	102*
S. Tendulkar C Sangakkara B Vas	75
VVS Laxman C & B Murali	05
M. Dhoni C Sangakkara B Murali	103
S. Raina C Jayasurya B Vass	14
Zaheer Khan batting	00

Text C: November 26 : I woke up at 5-30. Read few pages lost interest.....spent time making paper boats. Mom was angry..... nowadays she has become irritating..... feel sorry for her. Whole day I spent playing cricket..... went to bed early.

Text D: Once upon a time there lived a lion in the forest. It was ferocious. It killed many animals.....

Text E: South Eastern Railway - Davangere

Train No	Arrival		Departure	
	865	from Bengaluru	at 6.00	from Miraj
1022	Mysuru	6.30	Dharwad	6.35
606	Arasikere	13.30	Harihara	13.35
701	Bengaluru	17.00	Hubblli	17.05

Text F : Biological pest control uses a natural enemy of the pest to keep its members down. A good example occurred in Australia in the 1920's and 1930's.

Text G: Ram : Hello Shyam! How are you?

Shyam: I am fine, thanks, what a pleasant surprise!

Ram: It's a long time since we met.

Text H: Express News Service Gulbarga : October 29, "HRD Ministry will consult all states to frame a common curriculum for high school and plus 2 students, so that they can take any course after the 12th std." said Union Human Resource Development Minister Kapil Sibal.

Question : Now match the topics with the texts. Two examples are given.

e.g.,

	Topics	Texts
1	an entry in a diary	C
2	a poem	
3	a paragraph from a story	
4	a piece of conversation	
5	a news report	
6	railway timetable	E
7	a paragraph from an essay	
8	scoreboard	

D. Grammar

The Past Tense

Sheela narrates a scene of action to her mother after reaching home.

Sheela : Mom, you see it all happened very quickly. The car came straight on the wrong side in front of the school. It rammed into the back of the school van. The van driver didn't have any chance to avoid it. It was the car driver's fault.

Task 1: Study the words underlined above. They are in the past form. They can be changed from past to present. One example is given. Write the others.

eg. past form present form

1. happened happen

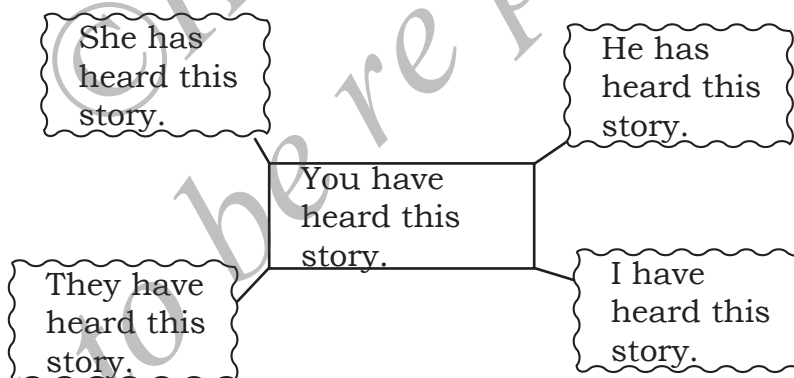
Task 2 : Fill in the blanks with the Past Tense form of the verbs choosing from the ones given in brackets.

(think, take, be, return, inspire)

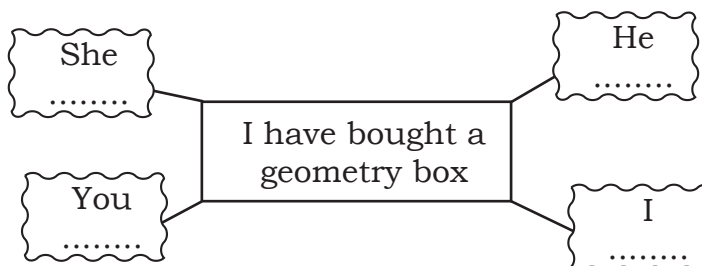
Gandhiji ___ to India in 1914. The great World War II had just begun. There_____ wide spread agitations for freedom all over the country. Most of the leaders _____ it the right time to strike. Gandhiji's presence _____ them a lot. So the freedom struggle ___ a definite shape in that year.

Use of the perfect form of the verb :

Task 1. Read the following sentences. Compare the sentence in the box with the sentences in the bubbles. Find out the difference. Underline the different parts.



Now frame similar sentences using the sentence in the box below.



The Past Perfect:

Task. Fill in the blanks with the appropriate forms of the verbs given in brackets. Follow the example.

e.g., I reached the bus station after the bus(leave)

I reached the bus station after the bus had left.

Note: One action, that is, bus leaving occurred before another action, that is, my reaching the bus station.

Follow the example to complete the exercise given below.

1. The doctor arrived after the patient..... (die)
2. When the guest came to the school, the programme.....
(already begin)
3. After he(walk) 5 kms, he complained of a sore foot.
4. My friend came to meet me yesterday, but I (go) to Shivamogga, so we could not meet.
5. When the officials came out of the office, the rain
(not stop yet).

E.Writing

Task 1. Match the traffic signs in column B with the rules in column A.

A

B

1. Speed Limit.



2. No Parking Area.



3. Bullock carts Prohibited.



4. U turn Prohibited.



5. Horn prohibited.



Task 2. Look at the following advertisement carefully and answer the questions below.

Get a T. Shirt worth

Rs. 200.00 Free

on a purchase worth

Rs. 1000.

The offer is

From 1st to 15th October 2016

*Choose from a wide variety
of shirts, trousers, jackets, jeans.*

We have everything you want. Hurry!

MEGA GARMENTS

Opp. Cake Cafe, M.G. Road, Raichur.

- a) Write the name of the dealing company.
- b) What is the free offer?
- c) Write the names of dresses on sale.
- d) How does the dealer try to attract customers with this (advertisement)? Mention one point.

Now try to write an advertisement on any item of your choice.

Suggested Reading :

1. The Thakur's Well – Premchand
[Translated from Hindi]

* * * * *

POETRY

NO MEN ARE FOREIGN

- James Kirkup



IRA. Look at the photograph. Do you think it is a scene from a real war? Or is it just a picture to teach us something? Discuss. And then, read the poem.

[James Kirkup [23 April 1918 – 10 May 2009] was a prolific English poet, translator and a travel writer. He wrote over 30 books, including autobiographies, novels and plays. He started writing simple verses and rhymes from the age of six. 'Marsden Boy' [2008] a poem, and 'Play strindberg' a play, are his contributions. He was honoured by many countries.



James Kirkup

[In this poem, the poet gives us a message about universal brotherhood]

Now Read the Poem :

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours; the land our brothers walk upon
Is earth like this, in which we all shall lie.

4

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd,
Their hands are ours, and in their lines we read
A labour not different from our own. 8

Remember, they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognize and understand. 12

Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn. 16
Remember, we who take arms against each other
It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own.
Remember, no men are foreign, and no countries strange. 20

Glossary :

beneath all uniforms a single body breathes	:	all are one though appearances are different.
peaceful harvests	:	to live with no hatred
strength that can be won by love	:	only love can win strength, not another form of strength.
our hells of fire and dust	:	reference to evil effects of war
uniforms	:	note that the poet has soldiers in his mind.
dispossess	:	to disown
betray	:	to be disloyal
condemn	:	to express a strong disapproval of some work
arms	:	fire arms

defile	: make something impure
outrage	: a very wrong or cruel act
starved	: to go without food
long winter	: winter which lasts for a long time; here it suggests hardship and suffering

C1 Answer the following questions and share your responses with your partner :

1. What does the poet remind us of in the first line of the poem?
2. What, according to the poet, are we doing when we hate others?
3. What are the two bad effects of war? Read lines 16 to 19 and answer.

Read and Write :

C2 Read and discuss your responses with your partner. Then write.

1. How do you think we are all treated alike by nature?
2. Read the third stanza carefully. What message does the poet want to convey to us?
3. Do you agree with the poet that we should wage no war? How do you justify that?
4. Some are of the opinion that the poet might have written this poem after witnessing the bad effects of the Second World War. Mention some of the lines in the poem to support that opinion.
5. Briefly describe how a war spoils everything.

Suggested Reading : My Greatest Olympic Prize - *Jesse Owens*

UNIT-4

CHILDREN ARE ANGELS



ILA Your teacher reads a passage. Listen to it. Then answer the following questions.

1. Where was the girl at the beginning of the story?
2. Why did the girl not want to go home?
3. What did the grandmother do to the child?
4. What could the passersby see after the incident?

Now read the text silently.

PROSE

THE BOY WHO ASKED FOR MORE

- Charles Dickens

[Charles Dickens [1812-1870], the greatest Victorian novelist is known for his attacks on social evils like child labour and institutional cruelty. His most popular works are 'David Copperfield', 'A Tale of Two Cities' and 'Great Expectations'. This extract from 'Oliver Twist' tells us how Oliver was forced out of the poor house]



1. Oliver was born in the poorhouse of a little country town on a cold, black night in the winter of 1837. The birth was attended by a doctor who was hastily called for the purpose, and by an old pauper woman who was experienced in such matters.
2. The mother died almost as soon as the baby took his first breath. She was a young, good-looking woman who had been found lying in the street. It was clear that she had walked some distance before she died. Her shoes had been torn to pieces. Where she had come from, or where she had been going, nobody knew.

3. The baby cried loudly. If he could have known that he was now an orphan of a poorhouse, it is likely that he would have cried still louder.
4. They called him Oliver Twist – a name invented by Mr. Bumble, the town beadle, because he could not think of any other. Mr. Bumble had full authority over the people of the poorhouse. He thought himself a very great man indeed. He starved and ill-treated the children under his care. Oliver's ninth birthday found him a pale, thin child who had hardly known a kind word, or met with a kindly look. His only friends were his little companions in misery. But in the end, they brought him trouble. They persuaded him to 'ask for more.'

C1 Answer the following questions and share your responses with your partner.

1. Where was Oliver Twist born?
2. Who were present when Oliver was born?
3. What happened to the mother as soon as the child was born?
4. What did the mother look like while she was alive?
5. Who was Mr. Bumble?
6. How did Mr. Bumble treat the children?
7. What did Oliver's friends want him to ask the master?

Now read on silently.

5. It happened one evening at supper time. The children were fed in a large, stone hall, with a big, metal basin at one end. The master stood by the basin and served each child with a small bowl of watery gruel. Boys generally have excellent appetites. Oliver and his companions were always hungry and never given enough to eat. That evening, one of the bigger boys stated quite clearly that unless he had an extra bowl of gruel, he would most certainly eat the boy who slept next to him. He had a wild and hungry eye, so the smaller boys believed him. A council was held. Oliver Twist was appointed to walk up to the master after supper and to ask for more.



6. The gruel was served out and was quickly swallowed. The boys whispered among themselves and forced Oliver to go. He advanced to the master, bowl in hand and said, in a little frightened voice : 'Please, sir, I want some more'. The master was a fat, healthy man, but he turned very pale at this. 'What!' he said, as if he could not believe his ears. 'Please, sir, I want some more.'
7. The master aimed a blow at his head, seized him by his arms, and shouted for the beadle. Mr. Bumble rushed into the room in great excitement, and was filled with horror when he heard of Oliver's crime. 'Asked for more!' he exclaimed. 'I never heard of such a thing! Depend on it, this miserable boy will be hung!'
8. As a punishment, for his greed and boldness, Oliver was immediately locked in a room to spend the night alone. Early next morning, a notice was pasted on the outside of the gate, offering a reward of five pounds to any man or woman who would take Oliver Twist off the hands of the poorhouse.

C2 Answer the following questions and share your responses with your partner :

1. How were the children fed in the house?
2. Why was 'a council' held by the boys? What did they decide in it?
3. What did Oliver ask his master for?
4. How did the master react to the request of Oliver?
5. What was the punishment that Oliver got for 'asking for more'?
6. What did Mr. Bumble ultimately decide to do with Oliver?
7. What was Oliver's crime, according to Mr. Bumble?

[Note : This is how the story of Charles Dickens' Oliver Twist ended.]

A coffin maker came to know about the notice and bought the orphan boy from the poorhouse. There also he was treated cruelly. So he ran away to London. There he faced further difficulties. However by chance, he met two kind people - Mr. Brownlow and Miss Rose Maylie. There these kind people also discovered that he was their own relative and had to be protected from his step-brother Mr. Monks. Mr. Monks had planned to take away Oliver's share of property. But with Mr. Brownlow's help, Oliver got his rightful share of the property and lived happily.]

Glossary :

hastily	: urgently
pauper woman	: poor woman
beadle	: an officer
persuade	: convince, believe something
watery gruel	: liquid food

appetites	:	natural craving for food
council	:	meeting
poorhouse	:	building where poor people/children are maintained at public expense
hardly known	:	almost not known
excitement	:	feeling strongly
horror	:	feeling of extreme fear
miserable	:	very unhappy, wretched
invented	:	[here] coined
starved	:	to go without food

Read and Write :

C3 Read and discuss your responses with your partner. Then write.

1. Briefly explain the circumstances under which Oliver Twist was born.
2. How can you say that Oliver's mother was a poor woman?
3. What kind of a man was Mr. Bumble?
4. Why were the boys always hungry?
5. How did the children plan to satisfy their hunger?
6. What was the result of Oliver's request for more food?
7. Why did Mr. Bumble get a notice pasted outside the gate? Explain.
8. Sum up Oliver's birth and his life in the Poorhouse.
9. Briefly narrate the events that led to Oliver being locked up in a room.

C4 Match the descriptive words that go with the characters listed below.

Oliver Twist	Oliver's Mother	Mr. Bumble

poor, hungry, cruel, pale, thin, frightened, miserable, good-looking, fat, tyrannical, submissive.

C5 Look at the following headings. Choose the best among them for the paragraphs indicated. Write them against the numbers.

- Paragraph
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

- | | |
|-----------------------------------|-------------------------------------|
| Boy's admission to the Poor house | Mr. Bumble's reaction |
| Death of the mother | Naming of the boy |
| Punishment | Birth of an orphan |
| Boys holding a Council | Oliver being forced to ask for more |

V1 Underline the word that does not belong to the group in each case.

1. farmer, former, doctor, teacher e.g. former
2. ate, swallowed, smelt, gulped
3. miserable, sad, agile, sorrowful
4. stated, said, narrated, heard
5. quickly, hastily, rudely, immediately
6. weak, pale, robust, thin.

V2 Look at the following two words.

[i] appoint [ii] appointment

The first is a verb and the second is a noun. We add-'ment' to the verb and get the noun. Given below is a list of nouns. Some are made from verbs. e.g., 'movement' and some are not, e.g., 'cement'. Pick out those words which are made from verbs.

- | | |
|-------------------|------------------|
| [a] movement | [g] measurement |
| [b] cement | [h] regiment |
| [c] amazement | [i] astonishment |
| [d] development | [j] government |
| [e] instrument | [k] moment |
| [f] establishment | [l] garment |

V3 Write down the noun forms of the following verbs. They do not take the suffix 'ment' ending. [You may consult a dictionary if you like]

- | | |
|--------------------|-------------|
| e.g. invent | - invention |
| [i] born | [iv] grow |
| [ii] suggest | [v] tire |
| [iii] exist | [vi] think |

A. Listen and Speak :

Vowels ə/ ɜ:/and /ʌ/

Task 1. Teacher says these words. Listen and repeat after each word.

again	aloof	above
among	assist	ashore
achieve	around	amidst

What is the sound that all these words begin with? Repeat that sound only. That is the vowel sound /ə/

Task 2. Teacher says these words aloud. Listen and repeat after each word.

proper	shower	paper
danger	refer	member

What is the sound that all these words end with? Try to say that sound only. That is the vowel sound /ɜ :

Task 3. Teacher says these words. Listen and repeat after each word.

shirt	bird	earth	turn
dirt	learn	hurt	first

Task 4. Teacher says these words aloud. Listen and repeat after each word.

up	mug	shut
tup	but	guts
hush	plus	luck

What is the sound common in all these words?

The sound is the vowel /ʌ/

B. Spoken English

Complaining:

Situation - 1

(At the office of Mr. Bumble)

- Master : I'm sorry to say this, but these kids are going out of control.
- Bumble : What are you trying to tell me?
- Master : It's true, sir. Look, today he asked for more.
- Bumble : How dare? Who do you mean?
- Master : That wretched boy, Oliver.

Situation - 2

(Mother and daughter at their home.)

- Mother : Rosy, why don't you sit and study for a while?
- Rosy : Study, study and study! I'm awfully bored with these books.
- Mother : Bored? You are bored to do what's good for you?
- Rosy : Ma! Can't you see I'm running a fever?

- **Note** : *The way someone complains may be in these patterns.*
- I'm sorry to say this but....
- Why don't you understand....?
- I'm not at all satisfied with
- How dare you say.....(Challengingly)
- I must really object

C. Grammar

Framing questions

Task 1. Frame questions for the following statements. One is done for you .

A. Eg: Sujay and Supriya are Radha's cousins.
Are Sujay and Supriya Radha's cousins?

1. The pet dog is called Rambo.
2. The children are happy.
3. He is practising yoga.

B. Eg: Radha likes sweets.
Does Radha like sweets?

1. She visits her aunt's place every summer.
2. She loves playing with her cousins.
3. He likes reading story books.

C. Eg: The children love playing with Rambo
Do the children love playing with Rambo?

1. The kids practise yoga every morning.
2. Reshma and Rahim like to play with Raghu.
3. They enjoyed the vacation.

Task 2. Frame questions for the statements given below using the question words given in brackets. Do not forget to put the question mark. The first question is done for you.

a. This novel was written in 1946. (When)

When was this novel written?

b. The briefcase was stolen at the station. (Where)

c. The auditorium was constructed last year. (When)

d. The money was collected by the students. (By whom)

e. They have bought six plants for my garden.
(How many)

f. His house was destroyed by fire. (How)

g. The servant let out the secret. (Who)

h. Sunder visits his parents twice a week. (How often)

i. You have selected this book. (which)

j. Janaki waited for two hours to consult the doctor.
(How long)

k. It is his fault. (whose)

D. Writing

Task 1. Look at the following table. Some important facts about Ruskin Bond are given. Write a paragraph based on the information provided.

Birthplace	- Kasuli, H.P.
Date of birth	- 19 May, 1934.
Residence	- Mussoorie.
Work-occupation	- Novelist, short story writer.
His books	- Translated into many European and Indian languages.
Awards	- Kendra Sahitya Academy Award in 1992.

Ruskin Bond, a famous novelist and story writer,

He stays
..... He is the author
..... Ruskin Bond was awarded

Suggested Reading/Activities :

1. Oliver Twist : Charles Dickens
2. Poem : The School Boy – William Blake
3. 'Slumbala' : a Hindi movie
4. 'Chinnari Mutha' 'ಚಿನ್ನಾರಿ ಮುತ್ತ' : a Kannada movie

* * * * *

POETRY FOR A FIVE YEAR OLD

- *Fleur Adcock*



[Fleur Adcock is a British citizen who was born in New Zealand in 1934. She worked as a librarian in London. She has also edited “The Faber book of 20th Century Women’s Poetry”. Many of her poems are about the everyday experience of a woman as a wife and a mother.

The poem “For a Five Year Old” tells us about the contradictions in our dealings. There is a difference between what we preach and what we really practise.



Now read the poem:

A snail is climbing up the windowsill
Into your room, after a night of rain.
You call me in to see, and I explain
That it would be unkind to leave it there:
It might crawl to the floor; we must take care
That no one squashes it. You understand,
And carry it outside, with careful hand,
To eat a daffodil.

8

I see, then, that a kind of faith prevails:
Your gentleness is moulded still by words.
From me, who have trapped mice and shot wild birds,
From me, who drowned your kittens, who betrayed
Your closest relatives, and who purveyed
The harshest kind of truth to many another
But that is how things are : I am your mother,
And we are kind to snails.

16

Glossary :

window sill	: lower wooden frame of the window, usually flat and broad.
That no one squashes it	: since the snail is a slow creature, it is likely to be crushed under one's foot.
to eat a daffodil	: to feed the snail. The snail eats daffodils, a type of flower that blooms in early spring.
a kind of faith prevails	: it is commonly believed that character is built rather by words of advice, than by imitation of what others actually do. Of course, this is not true; it is only a prevailing belief, not based on truth.
still	: even now.
purveyed	: carried on, delivered.

C1 Answer the following questions and share your responses with your partner.

1. Name the creature mentioned in the poem.
2. Who do you think is the speaker?
3. Who is the speaker addressing?
4. What does the child want his mother to see?
5. What does the mother tell the child?

Read and Write :**C2 Read and discuss your responses with your partner. Then write.**

1. Why does the mother say 'a kind of faith prevails?'
2. How has the mother treated other animals?
3. Do you observe any difference between the mother's treatment of the snail and her treatment of other animals and her own relatives?
4. How does the mother console herself? Read the last two lines and comment.

Suggested Reading :

An elegy on The Death of A Late Famous General : Jonathan Swift
Money : William Henry Davies

Additional Reading :

Read the following poem. Do you find any similarity between the poem "For a Five Year Old" and this one? Discuss.

IN LONDON TOWN

It was a bird of Paradise,
Over the roofs he flew.
All the children in a trice,
Clapped their hands and cried, "How nice!"
"Look his wings are blue!"

His body was of ruby red,
His eyes were burning gold.
All the grown-up people said,
"What a pity the creature is not dead,
For then it could be sold!"

One was braver than the rest
He took a loaded gun;
Aiming at the emerald crest,
He shot the creature through the breast,
Down it fell in the sun.

It was not heavy, it was not fat,
And folk began to stare
"We cannot eat it, that is flat!
And such outlandish feathers as that
Why, who could ever wear?"

They flung it into the river brown
"A pity the creature died"
With a smile and a frown,
Thus they did in London town;
But all the children cried.

- *Mary E Coleridge*

UNIT-5

QUALITY OF MERCY



ILA Your teacher reads a passage. Listen to it. Then answer the following questions.

1. What did each woman claim?
2. What did the minister suggest?
3. Why do you think the second woman offered the baby to the first woman, after she heard the minister?
4. How did the minister come to the correct conclusion? What was the reason for his judgement?

PROSE

THE SWAN AND THE PRINCES

- A folk play

[Who owns a bird or an animal – the one who catches it or the one who looks after it? To understand this, read the following play which deals with an incident in the life of Siddhartha.]



Characters

Suddodhana : the King of Kapilavastu
Siddhartha : the Prince of Kapilavastu
Devadatta : Siddhartha's cousin

The Chief Minister and four other Ministers of the King

The Guard

[King Suddodhana is sitting on his throne. His Ministers are sitting around him. The Chief Minister is saying something to him. Just then the guard enters and bows to the King.]

Guard: Long Live the King! Sir, Prince Devadatta wants to come in.

King: Bring him in.

[The guard bows and goes out]

Chief Minister: I wonder why Prince Devadatta wants to see the King at this time.

Second Minister: Perhaps he wants to complain against someone.

[The guard enters with Devadatta. Both of them bow to the King]

King: What is it, Devadatta? Why have you come to me at this time?

Devadatta: Sir, the Prince will not give me my swan. I want justice from you.

King: [smiling] Be calm, Devadatta. Has Siddhartha taken your swan from you?

Devadatta: Yes, sir, he has. I shot it and it fell on the ground near the Prince. He picked it up and said he wouldn't give it to me.

King: That's very naughty of Siddhartha. [to the guard] Go and call him. [The guard bows and goes out]

Third Minister: [softly to the Fourth Minister] The Prince is a good lad. He can't do a thing that's wrong.

Fourth Minister: I agree with you.

[The guard enters with Prince Siddhartha, who has a white swan in his arms. Siddhartha bows to the King]

King: Siddhartha, Devadatta says that you've taken his swan. Is that the swan which you took from him?

Siddhartha: Your Highness, Devadatta has complained about this swan, but it is not his swan. It's mine.

Devadatta: No, Your Highness, it is not his. It is mine. I shot it with an arrow. Siddhartha is telling a lie.

King: Be calm, Devadatta. You say that the swan is yours because you shot it. Is that right?

Devadatta: Yes, sir, that's quite right.

King: What do you say, Siddhartha? Why do you say that the swan is yours?

Siddhartha: Your Majesty, Devadatta shot this swan but I saved its life. That's why it's mine.

Ministers: Hear! Hear!

King: Listen, Siddhartha. A kshatriya can't give up what he has shot. Do you agree with me?

Siddhartha: Yes, I do, sir, but a kshatriya can't give up a suppliant either. This swan came to me for protection. I can't give it up.

Devadatta: Your Highness, this is injustice. I shot the swan, so it's mine.

King: Well, boys, I'm puzzled. It's a strange case. I don't know how to decide it. [to the Chief Minister] Can you help me?

Chief Minister: I'll try, Your Highness.

King: Very well, then. Please go ahead.

Chief Minister: Prince Siddhartha and Prince Devadatta, please listen to me. Prince Devadatta says that the swan is his because he had shot it, and Prince Siddhartha says that it is his because he saved its life. Am I right?

Siddhartha and Devadatta: Yes, you're right.

Chief Minister: Good. Now, Prince Siddhartha, please put the swan on this stool.

[Siddhartha puts the swan on the stool and goes back to his place. The swan is frightened and keeps looking at Siddhartha.]

Chief Minister: Prince Devadatta, please come forward and ask the swan to come to you.

Devadatta: [coming forward] Come to me, O swan, Come! Come! Come! [The swan trembles and cries with fear]

Chief Minister: That will do, Prince Devadatta. Now it's your turn to call the swan, Prince Siddhartha. [Devadatta goes back and Siddhartha comes forward]

Siddhartha: [going near the swan] Dear swan, don't be afraid. I've come to you. Come and sit on my arms. [The swan at once flies onto Siddhartha's arms]

Chief Minister: [to the king] Your Highness, the swan has decided the case.

King: It has, indeed; and we accept the decision. The swan belongs to Prince Siddhartha.

All: Long Live Prince Siddhartha!

Glossary :

- suppliant : a person seeking something humbly
puzzled : surprised
give up : surrender, return
lad : a boy, a young man
naughty : mischievous

C1 Answer the following questions and share your responses with your partner.

1. What was the complaint of Devadatta against prince Siddharta?
2. Why did Siddharta claim that the swan was his?
3. How did the bird react to Devadatta's call?
4. What did Siddharta say to the swan? What did the bird do?
5. What made Devadatta and Siddharta approach the King?
6. How did each of them defend their actions?
7. How did the Chief Minister resolve the dispute in the end?

C2 Put the following events in the order in which they occur in the play and write them in a paragraph.

1. The swan flew onto Siddharta's arms.
2. Devadatta appealed to the King for justice
3. Siddharta nursed the bird with great care.
4. Devadatta called the swan to him.
5. Siddharta called the swan lovingly.
6. Devadatta shot an arrow at the bird.

C3 After the swan had been saved by Siddhartha, it was very happy and wanted to thank the prince. Write an imaginary dialogue between the swan and prince Siddhartha. The beginning of the dialogue is been given.

Swan : Dear Siddhartha I want to talk to you.

Prince : Yes, my dear. What's it? Tell me, don't fear anyone.

Swan : Dear prince, it's only because of your kindness, I am still alive today.

Prince : Why ----- ?

Swan : Imagine what would -----

Prince : Don't you think it was ----- ?

Swan : -----

Prince : -----

Vocabulary :

Through prefixes we can understand the meanings of many words. Some frequently used prefixes are given below with their meanings.

anti	:	against, the opposite of
auto	:	self, same
bio	:	life, living organism
hemi	:	half
inter	:	between, among
micro	:	very small, minute
multi	:	many
non	:	not, without
pre	:	earlier, before

V1 Some definitions are given below. Substitute each of them with a single word using the prefix given above. One example is done for you.

- e.g.**
- | | | |
|---|-----------|---------------|
| 1. One's own signature | autograph | [___ graph] |
| 2. Place of living organisms | _____ | [__ sphere] |
| 3. More than one purpose | _____ | [__ purpose] |
| 4. Effective against bacteria | _____ | [__ biotic] |
| 5. Half of the earth's surface | _____ | [___ sphere] |
| 6. True, not fiction | _____ | [__ fiction] |
| 7. Between nations | _____ | [__ national] |
| 8. To wash before | _____ | [___ wash] |
| 9. Very small, not visible to the naked eye | _____ | [___ scopic] |

- V2**
- 1] The suffixes ___ful, ___ous, ___y, mean 'like' or 'full of'
 - 2] The suffixes ___ism and ___ment, mean 'act' or 'quality of'
 - 3] The suffixes ___or and ___er, mean 'one who'

Use a correct ending with the word below to complete the sentences.

e.g. Ashwin was awakened with a feeling of excitement. It was a _____
[excite]

_____ day, not _____ at all. His _____ Mr. Pradeep had a guest
[glory] [cloud] [teach]

_____ on that morning. Mr. Anil Kumar, the speaker, was the _____
[speak] [invent]

of a machine and so, was famous throughout the world. By a _____
[continue]

study of _____ and its forces, he was able to develop a device to
[magnet]

generate heat using the sun rays.

V3 Add one letter and make a new word to mean the word given in brackets.

- __ONDER [surprise]
__OMPLAIN [express dissatisfaction]
__TRANGE [unusual]
__AVE [protect]
__RMS [part of the body]
__ELONG [possess]

V4 Fill in the blanks with the given words using the suffixes - 'ful' or 'less' appropriately.

e.g. care :

- i] Mohan usually drives on the right side of the road. He is a careless driver.
ii] The teacher is very careful while crossing the road. She looks to her right and left and always uses the zebra crossing.

cheer :

- i] Hari's father died just a few days before Diwali. It was a _____
Diwali for Hari.

- ii] My friend has many problems. He has to support a large family, but he is always smiling. He is a _____ person.

1. thought :

- i] I was very ill. My neighbour called a doctor. It was very _____ of him.
- ii] Most young people live in the present. They are often _____ about the future.

2. power :

- i] A boy picked a quarrel with a boxer. The boxer lost his temper and gave him a _____ blow.
- ii] I was going for a walk with my friends. Suddenly a robber pounced on me and held my arms from behind. I felt totally _____

A. Listen and Speak

Vowels /U/ and /u:/ and /ɔ/ and /ɔ:/

Task 1. Teacher says these words aloud. Listen carefully, and repeat after each word.

move	school	true	roof
mood	shoe	proof	tune
gloom	prove	blue	choose

What is the common sound in all these words? That is the vowel sound /u:/

Task 2. Teacher says these words. Listen to them carefully and repeat after each word.

could	good	put	bull
push	hood	should	would

Can you identify the common sound in them? Yes, it is the sound /U/, the shorter form or version of /u:/.

Task 3. Teacher says the following words. Listen and repeat after each word.

shot	got	moth	hot
what	scot	cloth	bob

Can you identify the common sound in all these words? Yes, it is the vowel /ɔ/.

Task 4. Teacher says aloud the following words. Listen and repeat after each word.

shore	score	more	drone	
court	board	course	floor	roar

Perhaps you are able to identify the common sound in all these words. that sound is the vowel /ɔ:/.

REVISION EXERCISE

Task 5. So far, you have been able to identify 12 vowel sounds. Some words are given below. Pronounce them and write them in the respective columns. Note that some words have more than one vowel. For such words a particular vowel is underlined. Put them in the right columns.

Words

shoe, cap, plus, manage, manage whose, fruit, brother,
brother, them, mud, spent, above, above, flat, burn, push,
ore, pass, scatter, scatter, ease, check, hut, puss, devil,
devil, art, solt, mint, board, mast, fish, shock, vast, lock.

/i:/	/I/	/e/	/æ/	/a:/	/ə/	/ɜ:/	/ʌ/	/U:/	/U/	/ɔ/	/ɔ:/
ease	de <u>v</u> il	de <u>v</u> il	cap	pass	ab <u>o</u> ve	burn	mud	whose	push	shock	board

B. Spoken English

Requesting:

Situation - 1

(Siddharth is talking to his father, the king, after the swan was decided to be his)

Siddharth : Thank you for the judgement. Could I have a word with you, Your Majesty?

King : Come on, Prince, say it.

Siddharth : Do you mind if I keep the swan in my own chamber, please?

King : No, we don't mind. You can keep the swan fully protected. Is there anything else?

Siddharth : Yes, one more request.

King : Say it, dear prince.

Sidharth : I'm sorry to trouble you, but I need the palace veterinary doctor to attend to this swan.

King : Your request is granted.

Note: *Some patterns for requests are:*

Can youplease?

Could youplease?

I'd be grateful to you if you
please do me a favour.

May I know?

Task 1. Think of appropriate requests in these situations.

1. You've missed the last bus to your house.
(request a friend)
2. You're bored watching TV.
(request your mother)
3. Your scooter won't start.
(request the mechanic)

C. Reading

Scanning : Scanning is a reading skill. It demands a close attention to the specific details in a piece of writing, like a score board or a timetable or a weather chart.

Task 1. The following table gives the minimum and the maximum temperatures of some cities during summer. Read it and complete the sentences given below.

City	Temperature during summer Min	Max
Mumbai	32°C	38°C
Bengaluru	29°C	33°C
Delhi	35°C	43°C
Ahmedabad	36°C	45°C

Now we can draw the following inferences :

- is the coolest city.
- Delhi is hotter than and Bengaluru.
- is the hottest city in India.
- is cooler than Delhi and Ahmedabad.

D. Grammar

Prepositions:

Look at the table. Here prepositions are categorised into three groups.

Prepositions of Place	Prepositions of Time	Prepositions of Movement
at	at	at
on	on	on
in	in	from....to
under	till	to
beneath	until	towards
by	during	onto
behind	for	through
between	since	across
above		over
below		above
		along
		around
		up
		down

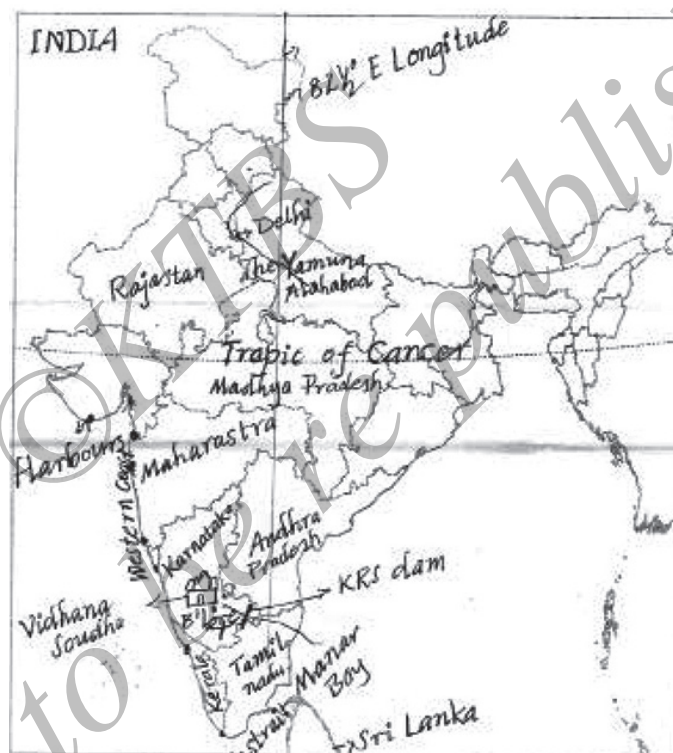
Task 1. Now fill in the blanks using the appropriate prepositions from the table.

Shanthigrama is a small village Chikkamagalore district. There lives a boy Nameeth. He is studying 8th standard. He is very punctual. Everyday he gets up early the morning. His school is three kilometres away his village. So, he leaves his home 8.30 a.m. He goes school foot. He always reaches school time.

Nameeth participates all the school activities. He listens attentively, recites poems, solves maths sums, plays games and draws beautiful pictures. His classes usually close 4 p.m, but he stays

the school5 p.m..... the classes, he sits a tree his friends and practises music an hour. He leaves the school campus 5'o clock, and reaches home 6 p.m. He refreshes himself and plays his friends an hour. Then he studies two hours and watches news the TV. supper he goes a walk 10.30p.m he goes to bed.

Task 2. Study the map key given carefully and complete the sentences below using appropriate prepositions.



1. Vidhana Soudha is Bengaluru Karnataka.
2. Sri Lanka lies the south of India.
3. The Tropic of Cancer divides India two equal halves.
4. $82\frac{1}{2}^{\circ}$ E Longitude passes Allahabad Uttar Pradesh.
5. Delhi is the banks of the river Yamuna.
6. The Palk Strait and the Mannar Bay separate India Sri Lanka.

7. Madhya Pradesh lies Maharashtra and Rajasthan.
8. KRS has been constructed the river Kaveri.
9. There are many natural harbours the Western Coast.

Task 3: Fill in the blanks with the appropriate prepositions. If no preposition is needed leave the space blank.

1. If Apoorva felt Dinesh was right, she would agree him.
2. The Economy of India is based farming .
3. What time does the bus arrive Mangalore?
4. I wish you'd stop shouting us angrily.
5. 'Kumar is down here!' she said a loud voice.
6. People differ one another in their ability to handle stress.
7. Amulya applied a job with the local newspaper.
8. Has Harish replied your letter yet?
9. I apologize losing my temper.
10. Do you believe God?

E. Writing

Letter writing:

Task 1. Complete the following letter supposedly written by Hirachand to King Akbar telling him that he is innocent. Use the clues given below.

Dear Sir,

I feel I am for no mistake of mine. You want to execute me because I, but I feel it is not fair. What will me? what wrong have I done? I say I am innocent. I, and request you to free me.

Yours truly,
Hirachand.

1. I have an unlucky face.
2. beg for your mercy.
3. punished.
4. my wife and children do without.

LETTER

Task 2. Imagine that you are Parvathi C/o Shri Somashekhara, D.No. 131, Temple Road, Gorur.

Write a letter to your father requesting him to send Rs. 600/- using the clues given below.

About your studies - performance in tests - excursion arranged by your school - places to be visited and date - money required.

Task 3. Imagine that you are Ramappa, studying in VIII standard, Government High School, Thammadihalli.

Write a letter to your class teacher, requesting him for grant of leave using the points given below.

Class and section - reason for leave - days - father's consent - how you make good of the lessons done during your absence.

Suggested Reading :

Indian Mythological Stories - NCERT Books

POETRY

SOMEBODY'S MOTHER

-Mary Dow Brine



IRA Look at these pictures.



[Mary Dow Brine a poet, author, and lyricist was a New Yorker. Many of her poems and children's books are published by international publishers. She has provided lyrics for the famous Piano Piece 'Hearts and Flowers.' This narrative poem extols the kindness shown by a boy towards a poor woman.]

If you happen to come across such types of people as shown in the pictures, how do you think you can help them? Share your views with your partner/classmates.



Now read on :

The woman was old and ragged and grey,
And bent with the chill of the winter's day.
The street was wet with a recent snow,
And the woman's feet were aged and slow. 4

She stood at the crossing, and waited long,
Alone, uncared for, amid the throng.
Of human beings who passed her by,
Nor heeded the glance of her anxious eye. 8

Down the street with laughter and shout,
Glad in the freedom of school let out.
Came the boys like a flock of sheep,
Hailing the snow, piled white and deep. 12

Past the woman so old and grey,
Hastened the children on their way.
Nor offered a helping hand to her,
So meek, so timid, afraid to stir. 16

Lest the carriage wheels or the horses' feet,
Should crowd her down in the slippery street.
At last came one of the merry troop,
The gayest laddie of all the group. 20

He paused beside her, and whispered low,
"I'll help you across, if you wish to go."
Her aged hand on his strong young arm
She placed, and so, without hurt or harm. 24

He guided the trembling feet along,
Proud that his own were firm and strong.
Then back again to his friends he went,
His young heart happy and well content. 28

“She’s somebody’s mother, boys, you know,
For all she’s aged and poor and slow;
And I hope some fellow will lend a hand,
To help my mother, you understand,
If ever she’s poor and grey,
When her own dear boy is far away” 34

And ‘somebody’s mother’ bowed low her head
In her home that night, and the prayer she said
Was : “God be kind to the noble boy
Who is somebody’s son and pride and joy” 38

- Mary Dow Brine

Glossary :

ragged	:	clothes badly torn
chill	:	unpleasantly cold
throng	:	crowd
heeded	:	paid attention
hailing	:	welcoming
piled	:	put one on another
hastened	:	moved with speed
meek	:	mild
gayest laddie	:	happiest boy
paused	:	waited, stopped for a while

C1 Answer the following questions and share your responses with your partner.

1. What kind of a woman do you find in this poem?
2. Where was the woman standing? Why was she standing there?
3. Why was the woman very anxious?
4. What are the children compared to?
5. Did the boys lend the old woman a helping hand?
6. Why was the old woman hesitating to cross the street?

Read and Write:

C2 Read and discuss your responses with your partner. Then write.

1. How did the boy help the old woman?
2. What made the boy happy?
3. What did the boy tell his friends?
4. What did the old woman say in her prayers that night? Why?
5. Do you like this poem? Why or why not?

C3 Answer the following as directed.

1. Pick out the rhyming words in the poem, and read them aloud.
2. Name the figure of speech in these lines :
 - a] '..... came the boys
like a flock of sheep'. What are the boys compared to?
 - b] Her aged hand on his strong young arm.

Additional Reading :

Little Things

Little words of kindness
How they cheer the heart
What a world of gladness
Will a smile impart:

Little acts of kindness
Nothing do they cost
Yet when they are wanting
Life's best charm is lost

Little acts of kindness
Richest gems on earth
Though they seem but trifles
Priceless is their worth

- *Anonymous.*

Suggested Reading :

The True Beauty - Thomas Carew

UNIT-6

TIRELESS LIFE



ILA Fill in the columns after listening twice or thrice.

Desirable qualities	Undesirable qualities
e.g. Kamala is friendly and polite	Maya is always late to school

IRA Read the following passage and answer the questions that follow.

Medha Patkar is a well-known name all over India. She was born on 1 December, 1954 in Mumbai. All her life has been devoted to social service, particularly for the upliftment of tribals. She started Narmada Bachao Andolan in 1985, to protest against the construction of the Narmada Dam across the river. Medha Patkar has won awards at the national level for her social work. These include 'Right to Livelihood Award' also called the Alternative Nobel Prize [Sweden, 1992], Goldman Environment Prize [USA 1993] and Green Ribbon Award [by BBC – 1995]

Fill in the blank with the most appropriate alternative.

1. Medha is primarily a _____
- a] a political activist
 - b] a social worker
 - c] an organizer to fight gender discrimination.

Questions :

1. Why did Medha Patkar start the Narmada Bachao Andolan?
2. Name at least two countries other than India that recognized her service.
3. Give a suitable title to the passage.

Now read the text silently.

PROSE

ALL THE WORLD HER STAGE

-Edited

[This is a short life-sketch of Sai Paranjpye, a famous theatre personality from Pune, Maharashtra. She has also directed many television serials. She won the National Award for the Best Documentary with a social purpose. Her films are relevant even today.]



Sai Paranjpye

1. It was a familiar sight to the residents of Pune – a plump little girl of about six or seven, skipping along with an elderly gentleman. They laughed, talked and had a great time.
2. The little girl was Sai, and the gentleman was a famous educationist and mathematician, Sir R.P.Paranjpye – India’s first senior wrangler and Sai’s grandfather – Appa. As they walked, Appa put simple mathematical questions, and also related fables to her. These included fairy tales, Arabian Nights and Birbal’s Stories. Sai naturally preferred the fairy tales to mathematical problems.
3. “Tell me a story, Appa,” Sai said, one day, as they set out. ‘No,’ said Appa grimly, “today you tell me one.”
4. And she did. It was a fairy tale, replete with dragons and princess, talking parrots and hidden gold.
5. Sai completed her tale with “----- and they lived happily everafter!”
6. “Hmph!” said Appa. ‘Quite interesting! Where did you read it?’
7. “I didn’t. I made it up!” cried Sai.
8. Her grandfather was very much impressed. That was perhaps her first flight of fancy, and it was the beginning of a wonderful world of creativity. By the time she was just eight, she had published her first book of fairy tales, called ‘Mulancha Mera.’

9. Sai's love for books grew with her. Books were 'revered' objects in the Paranjpye household. One day, Sai stepped on a book by mistake as she rushed into the library.
10. "Stop right there!" ordered her grandfather. Sai froze, "Do you know what you just did? you kicked knowledge, that's what you did! Now ask forgiveness of the book!"
11. Sai bent meekly and did namaskar to the book. The same punishment was given when he discovered any dog-eared book. With this, Sai learnt to respect feelings about books early in life.

C1 Answer the following questions and share your responses with your partner.

1. Who was usually a playing companion for Sai in her childhood?
2. Who was affectionately called Appa?
3. When was the grandfather very much impressed by Sai's ability?
4. What was Sai's first published book?
5. "Sai froze". When did this happen?

Now read on silently.

12. It was not fun for her always. She was a bit plump and her mates used to make fun of her.
13. "You can't run with us, Sai," jeered Chandu. "You make our team weak," said Meera unkindly. "Never can you keep yourself active. You're too fat," added Devayani.
14. Sai's face crumpled and she sat glumly by the sidelines watching her friends laugh and play happily. Soon, her face brightened. She cried out, "Ha! I know of a lovely game. It's a magic island full of hidden treasure ..." The mates, who were playing, gathered around her to listen to her story. In no time she cast a spell of magic. They not only listened to the fantastic story, but were also ready to take roles and act as she directed. This went on, not for a day or two, but for the whole week.
15. Sai was always fascinated by many things. One of them was doll's wedding. This is a traditional game played by Maharashtrian girls. Children conduct 'marriage' of a bride doll and a groom doll. Mantras are chanted. Gud [jaggery] and Poha [beaten rice] are shared.

16. As a child she said one day, “Mummy, you never let me have any fun” complainingly. Mother said : “All right, you want a wedding? Well, you’ll have one that you can never forget”. On that day, when she came back from school, the whole house looked like a marriage hall. Before she could say anything, she was dressed like a bride’s ‘mother’. The band arrived, the groom rode on a real steed! All the children of the locality took part. The ‘bride’ was brought with all religious chantings.
17. The ‘mother’ that day, so fond of drama, grew up to become one of India’s leading filmmakers and theatre personalities.

C2 Answer the following questions and share your responses with your partner.

1. How could Sai draw the attention of her playmates while they made fun of her?
2. What fascinated Sai as a child?
3. Why is the word ‘mother’ given within the inverted commas in the sixteenth and seventeenth paragraphs?

Glossary :

plump	:	round and fat
fables	:	short, imaginary tales with usually animals as characters.
senior wrangler	:	a person who tops in maths examination from Cambridge University.
replete with	:	full of
mulanchara mera	:	a Marathi phrase meaning “my favourite child” or “my dream child”.
dragons	:	crocodile like big animals with wings.
flights of fancy	:	wings of imagination
revered	:	respected
froze	:	[Past tense of ‘freeze’] Cold that turns water to ice. [Here, got scared]
meekly	:	mildly

dog - eared	:	corners of pages are turned down
jeered	:	mocked, laughed at
crumpled	:	crushed
glumly	:	gloomily, sadly
sidelines	:	area just outside a sports field, etc.
hidden	:	covered
treasure	:	wealth
cast a spell of magic	:	narrated the story which attracted everyone
fascinated	:	attracted
traditional	:	being part of the customs of a particular group of people, that has not changed for a long time. (ಸಾಂಪ್ರದಾಯಿಕ)
steed	:	riding horse.

C3 Some statements are given below. Some are true and some are false. Tick off 'T' or 'F'. Also, indicate in the box the paragraph number in which you can find your answer. Two examples are done for you.

	T	F	Para No
1. Sai looked very athletic.		√	[12]
2. Sai used to tell fantastic stories to her friends.	√		[14]
3. Even as a child, Sai had published a book.			[]
4. Her grandfather did not take it seriously when she stepped on a book.			[]
5. Paranjpye was a 'Senior Wrangler'.			[]
6. One of the Maharashtra Children's games is 'marriage of dolls'.			[]
7. Sai told a story to her grandfather.			[]
8. Sai learnt to regard books with respect.			[]

C4 Some important events in the story are given in a jumbled order. Put them in the order in which they are given in the text :

- Sai's drawing the attention of the playmates.
- Grandfather telling her to treat books with respect.
- The usual sight of grandpa and Sai playing together.
- The wedding of dolls.
- Sai's telling a story to her grandfather.

Read and Write:

C5 Read and discuss your responses with your partner. Then write.

1. Describe how grandfather and Sai enjoyed each other's company.
2. Why was grandfather very much impressed by Sai's story?
3. What do you think was the great achievement of Sai as a child?
4. Describe the incident in the library.
5. How was Sai able to win over her friends?
6. What surprise awaited Sai one day as she came back from school?

C6 Write a paragraph on each of the following topics. Do it in pairs. Prepare first, and final drafts. Then compare them with those of your partner.

1. Sai's talents even as a child.
2. Lessons she learned from her grandfather.
3. The incident of the wedding of dolls.

Vocabulary :

V1 Fill in the blanks with the most appropriate words chosen from among the ones given in brackets.

Sai was ___ of telling stories. Her grandfather was ___ by this talent of hers. Though she was not ___ at sports, she used to ___ her friends with her ___ of fancy. Even as a child she had _____ a book of fairy _____

[impressed, good, published, fond, flights, tales, entertain]

V2 Some terms that describe people are given below. Classify them under 'desirable' and 'not so desirable' categories. You may consult a good dictionary to help you doing this.

complaining, creative, imaginative, short-tempered, lazy, spirited, social, glum, jovial, innovative, lethargic, double-tongued, lax, jealous creative .

e.g.

desirable	not so desirable
creative	jealous

Look at the first line of the first paragraph.

It was a familiar sight.

The word 'familiar' describes the sight. What is the word that gives the opposite meaning?

It was a strange sight. We call these pair antonyms.
familiar – strange

V3 Give the antonyms of the following and use them in the blanks appropriately.

(short, fast, dim, beginning, young)

An ____ man appeared on the stage walking ____ at the ____ of the play, just before the close of the show. Soon, the audience stood up as the lights were switched on. In that ____ light, they could see the director, a ____ man with an imposing figure.

V4 Give the negative forms of these words using a prefix. Change the article if necessary.

e.g. a familiar sight. an unfamiliar sight
 a used towel an unused towel
 a prepared speech
 an attentive soldier
 a successful attempt
 an organized show
 a satisfied person

A. Listen and speak

Diphthongs /eI/ aI/ɔI/

/aI/	/eI/	/ɔI/
high	day	voice
why	shape
.....

Task 1. Teacher says the following words aloud. Repeat after the teacher. Write them in the appropriate columns.

void, sky, late, flight, made,
 choice, nine, train, play, moisture,
 boy, shine, place, plane, loiter.

/eI/	/aI/	/ɔI/

Note: /aI//eI/and/ɔI/ are called diphthongs, that is, combinations of two vowel sounds. You will learn more about diphthongs in your future lessons.

Task 2. What vowel sound do these diphthongs, that is,

/aI//eI/and/ɔI/ **end with?**

Can you give more examples?

Work in pairs and check the pronunciation referring to a dictionary.

B. Spoken English

Seeking Information

Situation-1

(Malik is a stranger in the city of Meerut. He seeks help first from Ramesh and then Chaturvedi)

- Malik : Could you tell me where the railway station is?
- Ramesh : Sorry. I'm a stranger myself here.
- Malik : That's all right. Don't worry. (he meets another person) Sorry for troubling you. Will you please tell me how to get to the railway station?
- Chaturvedi : Well, can you see that? It's Subhash circle.
- Malik : Yes.
- Chaturvedi : Go straight there. Take the first road on your left. Go past the post-office for about a hundred yards. You can see the station on your left.
- Malik : Thank you very much.
- Chaturvedi : Welcome.

Note : *Seeking information can be done in several ways, depending on the situation and people whom you are requesting. Some patterns are:*

1. Can you help me.....please?
2. Do you happen to know?
3. Could you please tell me.....?
4. Do you mind if I.....?
5. I should be thankful to you if you could.....

C. Reading

Reading for Information

Task 1. Read the following piece of news and answer the questions.

Jahangir Khan, the legendary squash-player from Pakistan is considered to be the greatest player in the history of Squash. He won the World Open six times, and the British open a record ten times. Between 1981 and 1986, he won 555 matches consecutively. This was not only the longest winning streak in squash history, but also one of the longest unbeaten runs by any athlete in any top-level professional sports.

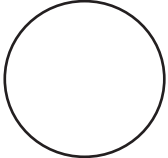
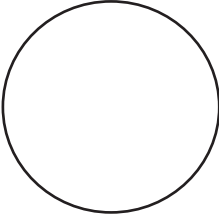
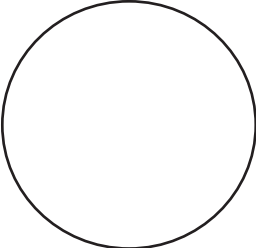
Questions :

- 1) Who is Jahangir Khan?
- 2) Which country does he belong to?
- 3) Which game is he known for?
- 4) How many times did he win the World Open?
- 5) Which Open did he win ten times?
- 6) What was Jahangir's achievement between 1981 and 1986?

D. Grammar

Degrees of Comparison

Task 1. Read the sentences given below picture.

		
This circle is big.	This circle is bigger than the first.	This circle is the biggest of all the three.

Task 2. Write the correct adjectives of comparison in the blanks below.

Positive Degree	Comparative Degree	Superlative Degree	Positive Degree	Comparative Degree	Superlative Degree
cold	colder	coldest	blue	bluer	bluest
black			nice		
bright				later	latest
happy	happier	happiest	big	bigger	biggest
easy			fat		
good	better	best	interesting	more interesting	most interesting
	less		important		
many			beautiful		

Task 3. Compare the given sets of nouns in pairs. Use the adjectives given in the box. Two are done for you.

Note: You have got to add appropriate article in some cases.

nouns	adjectives
gold	cheap
masala puri elephant	spicy
ice water	
Chamundi hills Mt. Everest	tall
mouse white rice	cool
aluminium	big

1. Aluminium is cheaper than gold.
2. Gold is not as cheap as aluminium.

Task 4. Complete the following sentences using the given adjectives or their comparative/superlative form:

1. great - Who, according to you, is the living poet of India?
2. useful - Iron is the of all metals.
3. useful - Iron is than any other metal.
4. dry - Rajasthan is the part of India.
5. good - Health is always than wealth.
6. good - Honesty is the policy.
7. sharp - Your knife is not so as mine.
8. tall - Ramesh is as as his father.
9. old - My sister is three years than me.
10. heavy - May I help you? Your bag is

E. Writing

Descriptive Writing

Task 1. Describe the peacock in about ten sentences using the words given below.

(bird, national, beautiful, body blue, golden eyes, long green feathers, dance, blue eyes, eats - germs, worms, tender shoots of plants, live close to villages)



Task 2. Given below is a picture and some sentences describing it. Correct the description and rewrite the sentences so that they match the picture.



At the market, I saw an old woman sitting in a chair. She was selling eggs. She was wearing shirt and trousers. It was raining.

Suggested Reading :

Children who made it Big - *National Book Trust.*

POETRY

COROMANDEL FISHERS

- *Sarojini Naidu*



[Sarojini Naidu was a great poet, patriot, politician, orator and administrator. After Independence, she became the Governor of Uttar Pradesh.

She was born on February 13, 1879 in Hyderabad. Her father, Dr. Aghornath Chattopadhyaya was a scientist. Her mother Mrs. Varada Sundari was a Bengali Poet. Sarojini Naidu had her early education in Hyderabad and higher education in England.

In this poem, Coromandel Fishers, Sarojini Naidu describes the life of the fishermen. The leader of the fishermen is giving a call to his comrades to start their work early in the morning.]



IRA Look at the photographs. Say how they strike you. Exchange your impressions with your partner and the class.





Rise, brothers, rise; the wakening skies pray to the
morning light,
The wind lies asleep in the arms of the dawn, like a
child that has cried all night.
Come, let us gather our nets from the shore and set
our catamarans free,
To capture the leaping wealth of the tide, for we are
the sons of the sea.

No longer delay, let us hasten away in the track of
the sea gull's call;
The sea is our mother, the cloud is our brother, the
waves are our comrades all.
What though we toss at the fall of the sun where the
hand of the sea-god drives?
He who holds the storm by the hair, will hide in his
breast our lives.

Sweet is the shade of the coconut glade, and the
scent of the mango grove,
And sweet are the sands at the full o' the moon with the
sound of the voices we love;
But sweeter, O brothers, the kiss of the spray and the dance
of the wild foam's glee.
Row, brothers, row to the edge of the verge, where the
low sky mates with the sea.

Glossary :

catamaran	: a boat with two parallel hulls like two boats joined together.
leaping wealth of the tide	: wealth found in the sea [fish]
sea gull	: a bird
hasten	: hurry
glade	: grove
kiss of the spray	: water that comes out of the waves and sprinkles
low sky mates with the sea	: the horizon where the sea and the sky appear to meet
verge	: end, here the horizon (दिरांत)

C1 Answer the following questions and share your responses with your partner.

1. What sort of sounds can one hear early in the morning?
2. How is the wind described in line two?
3. Why are the nets to be gathered?
4. What do you think is the wealth to the fishermen?

Read and Write :

C2 Read and discuss your responses with your partner. Then write.

1. What do you understand from the first line of the poem, "The wakening skies pray to the morning light"?
2. The poet says, "Let us set our catamarans free." What does it mean?
3. What happens if the fishermen are late in starting their work?
4. Why does the poet say :
[a] the sea is our mother,
[b] the cloud is our brother,
[c] the waves are our comrades all?

C3 Answer the following in a paragraph.

1. The poet describes many things as sweet. What are they? Among them, what is considered to be the sweetest?

C4 Name the figure of speech used in the following sentences.

1. The wakening skies pray to the morning light.
2. The wind lies asleep in the arms of the dawn like a child.
3. The sea is our mother.
4. The cloud is our brother.
5. The waves are our comrades all.

C5 List out the rhyming words in the poem, and read them out to the class.

eg. light - might
free - sea

Additional Reading :

Read the following poem carefully and answer the questions below. Share your responses with others.

The Diver

I put on my aqua-lung and plunge
Exploring, like a ship with a glass keel,
The secrets of the deep. Along my lazy road
On and on I steal –
Over waving bushes which at a touch explode 5

Into shrimps, then closing, rock to the tune of tide;
Over crabs that vanish in puffs of sand.
Look, a string of pearls bubbling at my side
Breaks in my hand –
Those pearls were my breath! ... Does that hollow hide 10

Some old Armada wreck in seaweed furlled,
Crusted with barnacles, her cannon rusted,
The great San Philip? What bullion in her hold?
Pieces of eight, silver crowns, and bars of solid gold?
I shall never know. Too soon the clasping cold

15

Fastens on flesh and limb
And pulls me to the surface. Shivering, back I swim
To the beach, the noisy crowds, the ordinary world.

- *Ian Serraillier.*

Questions :

1. Who is the speaker in the Poem?
2. 'A touch explode' [line 5] What causes the explosion?
3. The speaker says of 'those pearls'. What really are these pearls?
4. Why does the diver wish to come back to the surface?

Suggested Reading :

The Brook - Alfred Lord Tennyson

UNIT-7

CLOTHES AND MACHINES



ILA Your teacher reads a story. Listen to it. Then answer the following questions.

1. Why did the king feel proud of himself?
2. Who felt angry with the king? Why?
3. How did the tree come to know about the king's horns?
4. The ministers praised the king. Which phrase is used to mean 'praised'?

IRA Observe the following pictures carefully. Write in the space provided under each picture what expressions they indicate. The expressions are given in the box. Two examples are given.

<p>nt exp. if these times to be unambiguous</p> <p>_____</p>	<p>_____</p>	<p><u>Malicious</u></p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p><u>Curious</u></p>	<p>_____</p>

Expressions

angry

determined

loving

sad/unhappy

frightened

dismayed

malicious

sleepy/tired

curious

happy

puzzled

thoughtful

Now read the text :

PROSE

THE EMPEROR'S NEW CLOTHES

- A Play based on a folktale



[Once upon a time there lived a proud and foolish Emperor who was very fond of wearing new clothes. To him new clothes meant more than anything else in the world. Indeed, he spent so many hours every day in his dressing room trying out new clothes, that he had very little time to attend to the affairs of his kingdom.]

SCENE - I

[A Hall in the Emperor's Palace]

[As the curtain goes up, the Emperor is seen coming out of his dressing room into the hall where his Chief Adviser is waiting. The Emperor is in a very angry mood.]

Emperor: [Pointing to something in his dressing room]: Useless! All these clothes are useless! Not one of the suits can be worn by me.

Chief Adviser: Your Majesty, these are the best that I could get for you today.

Emperor: 'The best' did you say? If these are the best, then my empire is full of worthless tailors. Banish them all! Send them one and all out of the country. I want new clothes. I want new clothes. I want a tailor who can make me a different set of clothes every day. You may go now. Come to me only when you find a new tailor.

[The Chief Adviser bows and takes a few steps towards the door, then stops and turns towards the Emperor again]

Emperor: Have you something more to say?

Chief Adviser: Your Majesty, since yesterday two weavers from a distant place have been waiting outside the palace to see you.

Emperor: [in an angry tone] Weavers! But I don't need weavers. I want good tailors. I want tailors who'll make me new clothes.

Chief Adviser: Your Majesty, these men say that they've found a secret way of weaving the finest silk cloth and making the most beautiful clothes from the cloth that they weave. They claim to be magic tailors.

Emperor: Magic tailors! Who make the most beautiful clothes! Then, why are you wasting your time here? Go and bring them in at once.

[The Adviser goes out. The two weavers enter the court and bow to the Emperor]

Emperor: Come in, come in, my men. I hear you have some very fine clothes to show me. The clothes that you make must be very wonderful indeed!

First Weaver: They are, Your Majesty. But before we begin our work, we require a large quantity of the finest silk and the purest gold thread.

Second Weaver: And we must also have several jewels to sew on Your Majesty's new clothes.

Emperor: Of course, of course. My Chief Adviser will provide for you whatever you want. You'll be given a room in the palace to make the new clothes, and you shall not leave the palace till you have completed the work. I shall wear the new clothes in the procession that I am expected to lead, two days later.

First Weaver: Pardon us, Your Majesty, we have no new clothes just now to show you. We've come here to explain to you that we've discovered a magic way of making the most beautiful silk cloth.

Second Weaver: Which is so finely woven, and has so many rich colours and also such attractive patterns that only a great Emperor like you can wear clothes made from it.

Emperor: [flattered by this compliment]: Well, well, well! Tell me something about the clothes you make from this wonderful cloth.

First Weaver: Your Majesty, if you wear a suit made out of this cloth, only wise men can see what you are wearing, but fools will not be able to see it at all.

Second Weaver: And by wearing these clothes, you will be able to judge your ministers and your officers very easily. Only those who are clever and fit for their jobs will see what you wear. Those who're foolish and unfit for their work will not see anything.

Emperor: Excellent! Excellent! [speaking to himself]: By wearing a suit made from their cloth, I'll not only get a new set of clothes, but I'll also be able to find out who are fit to manage the affairs of my kingdom and who are not.

SCENE - II

[Next day in the evening : A room in the palace]

[The two weavers are seen working on the looms pretending to weave. They had put away in their bags all the fine silk, the gold thread and the jewels which were given to them for making the new clothes]

Chief Adviser: [enters the room, speaking to himself] His Majesty has sent me here to find out how the weavers are getting on with their

work. They seem to be working very hard. But where is the cloth on the looms? Good heavens! I can't see anything on the looms.

First Weaver: Ah, there you are, Sir. We were expecting you. Step this way, step this way, if you please.

Second Weaver: [pointing to the loom and pretending to handle the cloth they were supposed to be weaving] Don't you like the pattern, Sir? The circles and the flowing lines are good, aren't they?

Chief Adviser: [completely puzzled] The circles and the flowing line? Yes, yes, they are very good.

First Weaver: And the colours! We hope the Emperor will like the dark red and sky blue colours on the gold background.

Chief Adviser: [more confused than before] Dark red! Sky blue! And the gold background! I must remember this, yes. I'm sure that His Majesty will like the colours very much.

Second Weaver: You may tell His Majesty how hard we've been working. But we need some more silk and gold thread to complete the work, and some more jewels to sew into His Majesty's new clothes.

Both The Weavers: [together] Thank you, Your Excellency.

Chief Adviser: [speaking to himself, as he leaves the room] Heaven help me! There was nothing on their looms. But the weavers had said, "Only wise men can see the clothes that we make. Those who cannot see them are fools or unfit for their jobs. Am I a fool? Am I unfit for my post? I must send my Special Assistant to see what really is happening here."

[After the Chief Adviser goes, the two weavers dance round the stage for some time laughing at the success of their trick]

SCENE - III

[Next day in the evening: A room in the palace]

[The Special Assistant enters the room. He shows a great surprise when he sees the two weavers working on the two looms with no trace of any cloth or thread on it]

Special Assistant: [speaking to himself] Good Heavens! What are these two weavers doing? I don't see any cloth anywhere.

First Weaver: [seeing the Special Assistant] Ah, Sir step this way, step this way, if you please.

Second Weaver: We hope the work we've done will please you, as it has pleased the Chief Adviser.

Special Assistant: The Chief Adviser told me that he was very happy with your work.

First Weaver: Look and see how beautiful the circles and the flowing lines are!

Second Weaver: And the colours; the dark red and the sky blue on the gold background.

Special Assistant: [Tacking them on his fingers] Dark red, sky blue, gold background. Yes, they are very good. But His Majesty would like to know when the new clothes will be ready.

First Weaver: We'll be working on the looms the whole night now.

Second Weaver: Tell His Majesty that the new clothes will be ready tomorrow morning.

Special Assistant: Thank you very much. His Majesty will be very happy to hear that. [Speaking to himself as he goes out] Oh Lord help me! Am I a fool? Am I unfit for the job? I don't know, but I must keep the secret to myself.

SCENE - IV

[The Palace Hall]

[The Emperor enters the Hall followed by the Chief Adviser, the Special Assistant and other courtiers. The two weavers come in bowing to the Emperor]

First Weaver: [Coming forward to the Emperor pretending to hold the invisible clothes in his hands and bowing to him] Here, Your Majesty, are the coat and trousers, which you will wear in the procession.

[The Emperor nods his head and the First Weaver goes back to his place]

Second Weaver: [comes forward to the Emperor pretending to hold

the coat in his hands] And here, Your Majesty, is your coat which you will wear over the suit.

[The Emperor again nods his head, and the second weaver goes back to his place]

First Weaver: May we request Your Majesty, to come to the dressing room so that we may help you to wear the new clothes?

[The Emperor gets up from his chair and all the courtiers also stand up. The Emperor then goes into the dressing room. There is some noise made by the rustling of the clothes and the low voices of the two weavers are heard for some time]

Chief Adviser: [going towards the dressing room and speaking from outside in a loud voice] Your Majesty, the people are waiting outside to see you in your new clothes. It'd please them very much if you show yourself on the balcony before the procession sets out.

Emperor: [speaking from the dressing room] Certainly, certainly, my good Chief Adviser. I've just put on the wonderful clothes these tailors have made for me. I'll come as soon as I am ready.

[The Emperor is seen coming out of the dressing room almost naked and walking through the hall towards the balcony.

The courtiers show great surprise to see the Emperor having little clothes on his body. But no one says anything because they have been told that only wise men will be able to see the Emperor's new clothes, and the fools and the people who are unfit for their post will not see them.

Loud cheers are heard from the crowd standing on the road outside. When the Emperor reaches the balcony, cheers stop all of a sudden and there is pin-drop silence. Then the voice of a little child is heard crying out with laughter, "Look, look Daddy, the Emperor has no clothes on at all. Has the king become very poor? Doesn't he have money to buy clothes"?]

Glossary :

- | | | |
|---------|---|---|
| try out | : | a period of time spent trying a new method, tool, machine etc., to see if it is useful. |
| suit | : | a set of clothes made of same the material. |

“your Majesty”	:	address used when talking to a king or a queen
banish	:	to send someone away permanently from one’s country or area as an official punishment.
tone	:	the way your voice sounds which shows how you are feeling or what you mean.
claim	:	to state something is true, even though it has not been proved yet.
indeed	:	used to emphasize a statement or answer.
of course	:	used as a polite and friendly way of agreeing to something.
expect	:	to think that something will happen because it seems likely.
pardon	:	word used to say ‘sorry.’
discover	:	find out something new.
flatter	:	praise someone in order to get something.
compliment [n]	:	words expressing praise.
affairs	:	public or political events and activities.
excellent	:	extremely good.
fond of	:	like something / someone very much
pretend	:	behave as if something is true, act.
heaven	:	place where God is believed to live.
Good heavens!	:	interjection used to express surprise, especially when one is annoyed.
pattern	:	way, design
puzzle [v]	:	to confuse someone.
jewels	:	valuable objects used for decoration.
progress [v]	:	improve, develop.
trace [v]	:	find someone/something that has disappeared.

tack	:	to fasten piece of cloth together with long loose stitch before sewing.
a pair of trousers	:	pants.
nod	:	move one's head up and down to say that one agrees.
rustle	:	noise produced when leaves, papers and clothes rub against one another.
naked	:	not wearing anything.
cheer	:	shout as a way of showing happiness.

C1 Some statements are given below. Some are true and some are false. Tick off 'T' or 'F' before them. Also indicate the scene number in which you can find your answer True. Two examples are done for you.

- I want tailors who will make me new magic clothes. T[S-1]
- We require a large quantity of the finest silk and the purest gold thread. T [S-1]
- I shall wear the new clothes in the coronation that I am expected to lead. [S-]
- Only the gentlemen who are fit for their jobs can see the clothes. [S-]
- I must send my special assistant to see what really is happening here. [S-]
- The courtiers showed great surprise to see the Emperor. [S-]
- When the Emperor reached the balcony there was pin-drop silence. [S-]

C2 Some important events in the play are given in a jumbled order. Put them in the order in which they are in the text.

- The Emperor wears the new clothes and walks towards the balcony.
- The Chief Adviser visits the looms to inspect the weaving.

3. The Special Assistant pays a visit to see how the weavers are preparing the new clothes.
4. The Emperor wants a different set of clothes.
5. He orders to find a new tailor to stitch his clothes.
6. The Emperor is fond of wearing new clothes.
7. The two tailors visit the palace.
8. A little child cries out that the Emperor has no clothes on.

C3 Four alternatives are given for each of the following questions/ incomplete statements. Choose the most appropriate one.

1. The Emperor was fond of
 - a) hunting the wild animals
 - b) attending meetings
 - c) wearing new clothes
 - d) weaving new clothes
2. The tailors who came to the Emperor palace claimed that they were:
 - a) great tailors
 - b) ordinary tailors
 - c) special tailors
 - d) magic tailors.
3. The weavers told the Emperor that they required
 - a) the finest silk and the purest gold thread
 - b) the finest cotton and silver thread.
 - c) the costliest diamond and muslin cloth.
 - d) gems and copper thread.
4. According to the weavers, the clothes made by them could not be seen by
 - a) gentlemen fit for their jobs
 - b) fools unfit for their jobs.
 - c) wise men fit for their jobs
 - d) people fit for wearing them.
5. Who cried out with laughter that the king has no clothes on at all?
 - a) the chief adviser

- b) the first weaver
- c) a child
- d) the special assistant.

Read and Write :

C4 Read and discuss your responses with your partner. Then write.

1. Why was the Emperor not able to give much time to the business of his kingdom?
2. Why did the Emperor want a new set of clothes every day?
3. What did the Chief Adviser tell the Emperor about the two weavers?
4. What did the two weavers say about the magic way of making beautiful silk cloth?
5. How would the clothes made of the magic cloth be different from the ordinary clothes that people wear?
6. Why did the Emperor think that the weavers had given him an excellent idea?
7. What conditions did the weavers lay down for starting the work?
8. How did the two weavers start their work on the two looms?
9. Why was the Chief Adviser greatly surprised when he first saw them working?
10. How did the weavers try to confuse the Chief Adviser?
11. What made the Chief Adviser feel worried about his own fitness for the post he was holding?
12. What was the terrible experience of the Adviser's Special Assistant?
13. How did the two weavers pretend to make the Emperor's new clothes and help him wear them?
14. Why did the Chief Adviser request the Emperor to show himself on the balcony?
15. What was the Emperor's reply to his request?

16. How did the courtiers behave when the Emperor walked towards the balcony almost naked?

17. What happened when the Emperor reached the balcony?

C5 Answer each of the following questions in a paragraph.

1. The Emperor has been described as proud and foolish. But he has another serious weakness which is shown in his behaviour towards his Chief Adviser. Write a paragraph describing the Emperor's character.
2. Imagine you are the child who laughed at the king at the end of the story. Narrate the scene to your friends, and write the narration.
3. The weavers tricked the Emperor. Do you think what they did was right?

Vocabulary :

V1 Look at the following opposites.

- | | |
|-----------------------|-------------------------|
| 1. useful × useless | 2. powerful × powerless |
| 3. hopeful × hopeless | 4. helpful × helpless |
| 5. worthy × worthless | 6. careful × careless |

Note : The suffix – less means ‘without’ as in – noiseless [without noise], purposeless [without purpose].

Now make as many phrases as possible and use them in sentences of your own. One example is done for you.

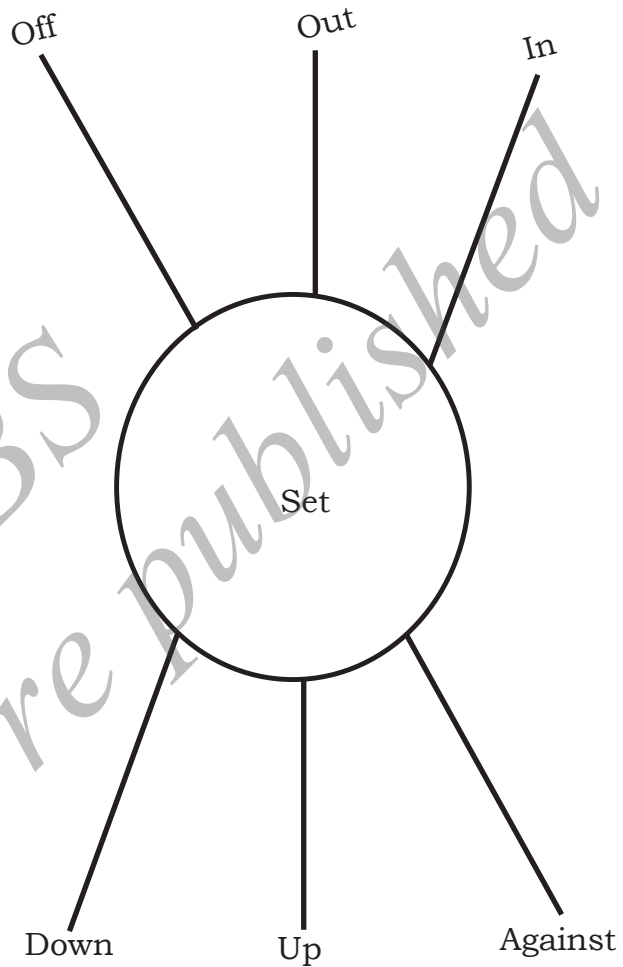
e.g. useful or useless	book advice product purpose agreement discussion information suggestion	1. Sham has given us a useful/ useless suggestion 2. 3. 4. 5. 6. 7. 8.
---------------------------------	--	--

V2 Read the following phrases given in the web-diagram.

From the web-diagram frame phrases like Set up... First, match them with their meanings given in brackets. Then fill in the blanks. [start on a journey, to put down in writing, be opposed to, trigger, begin, established]

Use the correct form of the phrasal verbs given in the web diagram and fill in the blanks appropriately.

1. Why don't you your ideas on paper?
2. Ravi and Raju have on a journey round the world.
3. How long will you take tothis machine?
4. Suma herself going to University.
5. If we all, we can finish the cleaning in an hour.
6. I have to buy some woollens before the cold weather



V3 Read the sentences and match them with their meanings.

1. Take a day off , Kavya.	a. angry, unfriendly.
2. Mysuru is still five miles off .	b. starting on a journey.
3. Asha is off to Mangaluru tomorrow.	c. away, distant in time.
4. Shoes are on sale with 20% off .	d. away, distant in space.
5. The bullet went off the target.	e. away from work or duty.
6. The holidays are not so far off now.	f. reduced in price cheaper.
7. Veena was a bit off with me this morning.	g. away from the aim.

V4 Read the table and study the example. Different forms of the words are given below.

Different forms of words

Nouns	Verbs	Adjectives	Adverbs
success	succeed	successful	successfully
successor	succeeded	unsuccessful	unsuccessfully
	succeeding		

Now frame sentences using each of these word forms.

e.g. The scientist was **successful** in his efforts.

V5 Fill in the blanks with the correct form of the words in brackets. One example has been given for you. Write different forms of words and frame one example for each form of word.

- The dog was [name] Tommy.
- I'm[hope] that you'll succeed this time.
- His love was only a[pretend] to cheat me.
- The child was[health] and good-looking.
- It is our duty to [service] our parents in their old age.
- Parents should [education] their children to behave well.

V6 Fill in the blanks using the appropriate form of the words given in brackets.

We had a [wonder] holiday at Ooty last summer. The weather was[cool] most of the time. We had [please] showers almost daily. The food was [delicious], but father thought it was rather[spice]. The people were [friend] and the scenery was extremely[attract]. We took a lot of [beauty] photographs of the hills and valleys. One night we watched a show of folk dance and music. Oh, it was so [entertain]! On the last day, we went to the State Emporium and bought some [art] things made out of wood.

V7 Rewrite the following sentences after making necessary corrections.

1. The news are very good.
2. There are 26 letters in the English alphabets.
3. Please give me some informations.
4. I have bought some furnitures last week.
5. Politics are the last resort of scoundrels.
6. There are more sceneries in the paintings.

Note :- The following words are generally used in the singular:
furniture, alphabet, scenery, machinery, information, vocation, hair.

The following words have plural form but take a singular verb:
physics, politics, economics, news, innings, headquarters.

A. Listen and Speak

Diphthongs /ɪə/, /eə/ and /ʊə/

Task 1. Teacher says these words. Listen and repeat after each word.

fear, sheer, cheer, mere, hear

What is the common sound in all the words? Yes, it is the diphthong sound /ɪə/.

Task 2. Teacher says these words aloud. Listen and repeat after each word.

pair, chair, rare, hare, fair

What is the common sound? Yes, it is the diphthong sound /eə/.

Task 3. Teacher says these words aloud. Listen and repeat after each word .

Poor, sure, tour, pure

Can you hear the common sound? Yes. It is the diphthong /ʊə/.

Now you have been able to identify three more diphthongs /ɪə/, /eə/ and /ʊə/.

B. Spoken English

Situation

(Keshav has come back after attending an interview.)

- Father : You look tired, Keshav. What happened?
Keshav : One of them asked me when I passed B.A.
Father : And then?
Keshav : Another fat lady asked me if I had ever played football. Others started asking me the rules of the game, silly.
Father : Who is silly? They or you?

Note: Reporting what happened or what transpired earlier has many forms.

- * He said that
- * They asked me if
- * She wanted to know how I
- * They directed me to go along that.....
- * Manoj replied that

C. Reading

Task 1. Read the following passage and answer the questions.

Man -The enemy

Man is an enemy of many animals.

Baby seals are clubbed to death for their skins.

Crocodiles are tracked down and their skins are used for hand bags and shoes. Elephants are destroyed for their ivory which is used for Jewellery.

Whales are hunted for their oil.

The whole species is being endangered to satisfy man's love for fashion.

Questions: Make a list of the animals mentioned above and for what use they are killed.

Animals		Use
Elephant	-	Jewellery
.....	
.....	
.....	

The above passage deals with man as an enemy of animals.

Task 2. Read the passage and fill in the table with facts about cats and dogs. One is done for you.

Inferential comprehension

Domestic cats belong to the family of tigers, whereas domestic dogs belong to the family of wolves. Cats are very familiar with the area they live in. It helps them to find the best place to hunt. Hence a domestic cat remains faithful to its home area and it hunts alone. Wild dogs hunt in groups, share their food and co-operate with one another. Hence domestic dogs are faithful to their masters. Their body language too is unique in many ways. Cats arch their back and try to look large when they are angry, whereas dogs pull their lips back and show their teeth when they are angry. Cats and dogs do have some special skills. A cat can

fall from a significant height but still survive without much injury. A dog guards the property as it is faithful to its master. It can sense any smell in no time.

	Cats	Dogs
Family		
Faithful to	×	
Hunting habits	×	
Body language (In anger)	arch their back, try to look large	pull their lips, show their teeth
Special skills		

D. Grammar

Reported Speech

Task 1. Read the conversation between Alladin and a stranger.

Stranger : Are you Mustafa's son?

Alladin : Yes Sir, I am, but my father is dead.

Stranger : Don't worry, my son ! This is indeed a sad news. I am your father's brother. Go and tell your mother.

(Now Alladin went to his mother)

Alladin : Mother, there is a gentleman at the door. He says he is my uncle. Should I bring him in?

Fill in the blanks in the paragraph given below using the clues given :

Note : *The above conversation is in direct speech.*

Alladin met a stranger who asked him Alladin told him dead. The stranger consoled him saying and told him He further informed him brother and asked him Alladin went and told his mother that there was a stranger at the door who said he was his uncle. He further asked her

Clues

1. that he was, but his father was
2. not to worry

3. if he should bring the stranger in
4. to go and tell that to his mother
5. if he was Mustafa's son
6. that he was his father's
7. that it was indeed a sad news.

Note: *(The two ways of expressing.)*

Task 2. Now express the following sentences in the reported speech:

1. Kiran said to Reshma, "I'm enjoying my new job."
2. "Renu has invited us to the party," said Reshma.
3. Kiran said, "We must attend the party. Let's plan for it."
4. Kiran's father said, "You must visit your grandmother more often".
5. Reshma said, "We are planning to visit her coming Sunday".
6. "Last month you were busy. So you dropped the idea," said Kiran's mother.

E. Writing

Punctuation.

Task 1. Look at the following sentences, and observe how the commas are used.

1. Sarojini Naidu, the Nightingale of India, was born in Hyderabad in 1879.
2. Indira Priyadarshini, daughter of Jawaharlal Nehru, became as famous as her father.

Note : *A comma is used in writing to denote a pause.*

Task 2. Insert commas wherever necessary :

1. Sir John Smith the Vice Chancellor arrived just now.
2. As the teacher entered all the students stood up.
3. "John when will you come?" said Prema.
4. Not knowing whom to address he kept silent.
5. If you do not know the answer ask the teacher.

Task 3. Read the following sentences. Observe the use of apostrophe (')

1. We celebrate Children's Day on November 14th every year.
2. Teachers' Day is celebrated on September 5th every year.
3. This is men's wear and that is women's wear.
4. "The Emperor's New Clothes" is a play.
5. A Nation's Strength is a meaningful poem.

Note : *Apostrophe (') is used to show possession. Usually they are used with living beings.*

Task 4. Use apostrophe (') wherever necessary in the following paragraph.

Aristotle was born in Stagira, a Greek outpost on the Macedonian coast. His father was a doctor in the court of Philip II of Macedon. When Aristotle was about 17, he left for Athens where he became a pupil of Plato. He stayed in Platos Academy in Athens for 20 years, first as a student and later as a teacher. Then he was invited back to Macedon to tutor Alexander, Philips son.

Aristotles enthusiasm for wisdom and for free expression of ideas greatly influenced the young prince, and clearly played a role in eventually making him Alexander the Great.

Interestingly, Socrates disciple was Plato, Platos disciple was Aristotle, and Aristotles disciple was Alexander the Great.

Suggested Reading :

The Man Who Knew Too Much - *Alexander Baron*

POETRY

MACHINE

- Rudyard Kipling



IRA Read what **Encyclopedia Britannica** has to say about a **Machine** and answer the questions that follow.

A device that amplifies or replaces human or animal effort to accomplish a physical task. The first five simple machines are : The lever, the wedge, the wheel and axle, the pulley, and the screw; all complex machines are combinations of these devices. The operation of a machine may involve the transformation of chemical, thermal, electrical or nuclear energy into mechanical energy, or vice versa.

* Name a few machines that we use. How do they run or work?

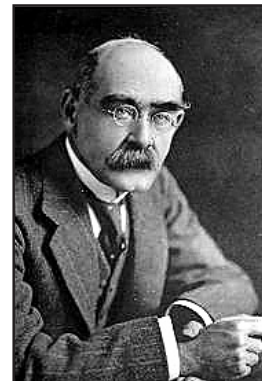
* “Man has learnt how to sail on the seas, how to fly in the sky, and how to reach the moon; but, he has not yet learnt how to live on this earth” is a famous statement. Do you agree? Have a discussion with your partner in the class.

* Some words are given in the box. Classify them into words used in Mechanics and words used in Biology. Note that some may be used in both.

You may consult a good dictionary to do this.

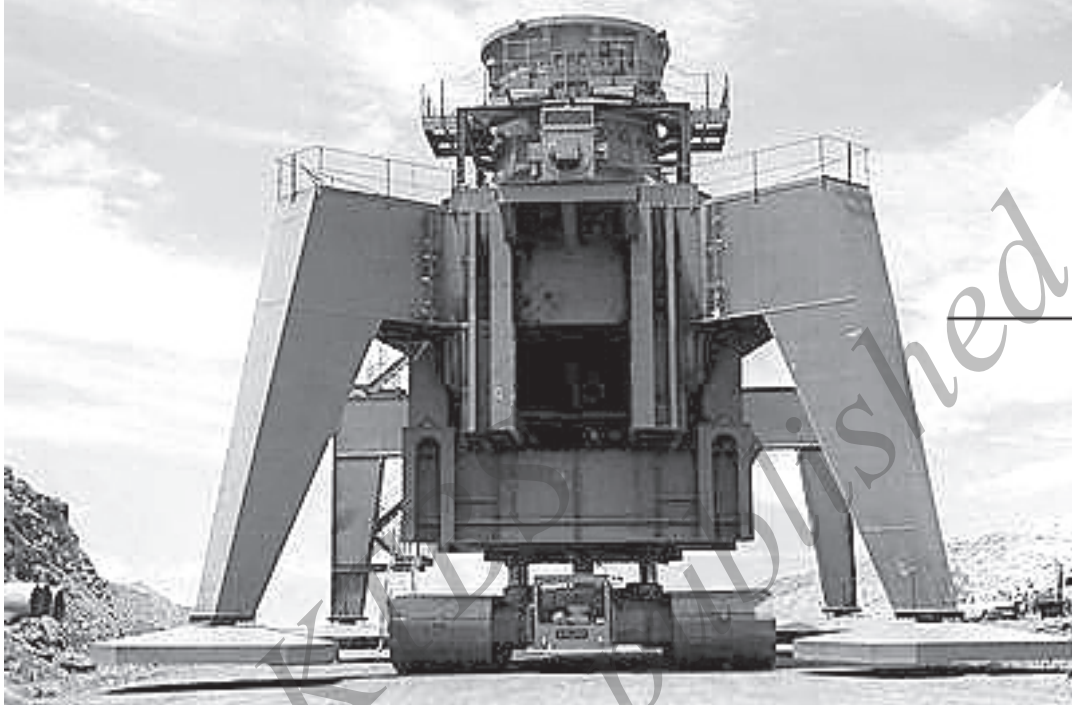
emu, cog, nut, wedge, bear, mouse, furnace, tool, boar, rhino, file, ray, turtle, mink

[Rudyard Kipling [1865-1936] is an Indian born British novelist, short-story writer, and poet. He was brought up in England, but came back to India and worked as a journalist. His famous works are : Barrack – Room Ballads, Kim, Captain Courageous. His books “Just 50 stories” and “Puck of Pook’s Hill” are very popular. He was awarded the Nobel Prize for Literature in 1907.



Rudyard Kipling

This poem, imagined to be recited by machines, draws our attention to their giant strength as well as to their limitations.]



Machine

Now read the Poem :

We were taken from the ore-bed and mine,
We were melted in the furnace and the pit,
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit. 4

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

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

12

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

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

Glossary :

ore-bed	: rock, metals are mined from the ore-bed
melt	: to become or make something become liquid as a result of heating.
mine	: places underground from where minerals are dug out.
cast	: mould, like cast-iron
wrought	: shaped
file	: to cut or to shape something
gauged	: measured
to give us play	: to make us run, work
haul	: pull with force
comprehend	: understand
make a slip	: make a mistake, or make an error
Heavens	: sky, here it also means supreme power, God
smoke	: cloud of gas, here it also means misunderstanding
vanish	: disappear

C1 Answer the following questions and share your responses with your partner.

1. Look at the first stanza. See how a machine made of a metal goes through a process in the making. Fill in the empty boxes with the appropriate steps.

1	2	3	4
mined			
5	6	7	8
hammered		filed	
9			
gauged			

2. What do simple machines need to start working?
3. Name at least five machines or mechanical devices, and write how they are useful to man.
e.g. an iron box – for ironing clothes.
4. What can a machine not do? [stanza 4]
5. What is the risk, if the machine is mishandled? [stanza 4]

Read and Write:

C2 Read and discuss with your partner. Then write.

1. How are machines and human beings different? Study the last stanza and write.
2. Do you observe any rhyme scheme in each stanza? If you do, write the words that rhyme together.
e.g. ask-task, play-day [second stanza]
3. List all the words that suggest motion.
e.g. pull, jump

4. Note how the word like 'and' is used in the poem. Also, identify other words and phrases that are repeated. What is the effect of such repetition?

Additional Reading:

Read the following, a translated version of a Kannada poem. Do you find any thing common between this poem and the poem "Machine"? Have a discussion in the class.

Million Million Years Later
It seems ages and ages ago
There was a planet called the Earth.
There lived some creatures called men
They were well known for their mirth.

Somehow they managed to reach
The Moon, the Mars and Venus,
And after settling for a while
They bombed the Earth to pieces.

From these to other stars
Far into space they ventured.
It seems on some Milky Way
All their souls were punctured.

Now there is not a single seed
Oh Ma, even for curiosity's sake;
And God does not want to create them again
And repeat the same old mistake

- A Kannada Poem by V.G. Bhatta.

Translated by : Sumatheendra Nadig

Suggested Reading :

Humming Bird - D.H. Lawrence [Golden Treasury – P435]

UNIT-8

MOTHER EARTH



ILA Your teacher reads a story. Listen to it. Then answer the following questions :

1. Name any one trick which the magician says he can perform.
2. Usually how does a magician play a trick?
3. Do you think a magician can grow many kinds of mangoes on a single tree?

IRA Read the following and answer the questions given below.

1. In the photo you see **Haji Kalimullah Khan** from Mallihabad, U.P. He has grown 300 different kinds of mangoes on a single tree. Recently he won the Padmashri award for this and he also finds his name in the Limca Book of Records. He talks so lovingly about his orchard and his trees as if he were talking about his own children.



Haji Kalimullah Khan

2. Khan's prized tree is about 100 years old. He has been growing different varieties of mangoes on it since 1987. Recently he has developed five more new varieties of mangoes on the same tree.

3. The craft developed by him has become a mystery for researchers and agriculturists alike. They are immensely surprised by his work. One of his precious creations is a tree in the Mughal Garden at the Rashtrapati Bhawan, flowering 54 kinds of mangoes. The ten feet tall tree was brought from his garden to Delhi in 1999 as a present to the President.

Questions :

1. What is Haji Kalimullah Khan's main achievement?
2. How has the Government recognised his achievement?
3. Say which words are used to mean the following :

1. greatly
2. unbelievable event
3. of late
4. kinds
5. technique

Now read the text silently.

PROSE

LUTHER BURBANK

[Luther Burbank is a well known U.S. plant breeder. Influenced by Charles Darwin's writings on domesticated plants, he set up a nursery garden, green house, and experimental farms in Santa Rosa, California and worked miracles. This write-up describes how Luther Burbank achieved his ambition of growing and grafting varieties of fruits and vegetables.]

[Source : Britannica Encyclopaedia]

1. What does the world call a man who turned a yellow flower into red; who made the seeds of plums disappear; who caused desert cactus to grow a thousand times faster; who made a blackberry white; and who grew 500 different kinds of cherries on one tree? Was he a master gardener, a skilled plant grower, a talented and patient breeder, or a miracle working magician?
2. The man responsible for controlling nature in these and countless other ways has been awarded many titles, but essentially he was a simple, hard working scientist named Luther Burbank.
3. Though Luther Burbank is no more, the products of his genius continue to play a part in the day-to-day lives of people throughout the world. His influence prevails in the scientific community among those who work in the fields of agriculture, horticulture, forestry and livestock. His most important contribution, however, is a lovely flower that never existed before him. Also, he developed a fruit or vegetable the taste of which was improved with his experiment.
4. Burbank was born on March 7, 1849 and was brought up on a



Luther Burbank

farm in the State of Massachusetts. He was attracted towards the wonders of nature and learned the techniques of growing various crops and plants during his early years. But when he read Darwin's "Variation of Animals and Plants under Domestication," he decided to devote his life to grow new varieties of plants.

5. When Burbank was 21 years old, he started market gardening. He was successful in selling the high quality vegetables that he grew on his farms. One of his experiments was, he planted 29 seeds from an early rose potato plant. He produced a new variety of seed. It became very popular among the local farmers. Its superior quality came to be known throughout and today, this potato is called "Idaho Potato." It is grown on thousands of acres in North-Western U.S.
6. Burbank found that the climate of his native place was not suitable for his work, and at the age of 26, he moved to the State of California, where the weather was mild, and the soil was rich and varied. Burbank never hesitated in the pursuit of the goal he had set for himself. He carried on his experimental and original work on plants for more than half a century on "Santa Rosa" near the city of San Francisco. He described his new home as "The chosen spot" of all this earth as far as nature was concerned.
7. Normally, his experiments were based on three basic techniques. First, he would collect different kinds of domestic plants and bring in many foreign varieties of plants. When they were grown under different conditions, they would prove strong, plentiful, or hard or else, show other desirable changes or new qualities.
8. Secondly, he grew many varieties of fruits, flowers and vegetables by changing water, food supply, temperature, light or space. Other variations were achieved by crossing plants, which had very dissimilar qualities.
9. After the production of many varieties, Burbank came to the final step. That was, he could recognise and select the plants which showed desirable changes. He could also choose them for further experiments.
10. His unending patience was tested all the time. At the end of his successful attempt to produce a white black berry [he called it the paradox], he set fire to all the rejected seedlings. That pile was 12 feet high, 14 feet wide, 22 feet long, and had contained 65000

two to three year old berry bushes! How many had he decided to keep for further study? Just less than two dozen!. Throughout his efforts to force nature to obey his orders, Luther Burbank found out ways to increase the efficiency of experimentation. An acre on his farm yielded several thousand different varieties of fruits. This wonderful achievement was made possible by grafting many twigs on a single tree. In this manner, he was able to grow, for example, 526 different types of apples on the same tree. It was possible for him not only to save space but also to speed up his experiments. Instead of waiting for 15 years for a tree to give fruits, he would graft a twig from a young plant to a fruit - bearing tree and get fruits in just two or three years!

11. Burbank carried out more than 10,000 separate experiments with 600 different kinds of plants. To give a complete list of his achievements is impossible, but some of his world famous products deserve mention. He developed an improved cherry, a thornless blackberry, a cactus without thorns that is largely used as food for livestock, and a Peach tree that can withstand freezing weather. He delighted flower lovers with 73 new flowers including the Shasta Daisy and a rose that bears his name.
12. Naturally, many of his efforts ended in failure. At one time, he crossed a tomato with a potato. Though a vegetable was produced, it had no commercial value. But his devotion was so deep and strong that nothing could disappoint him. In the present times, miracles are happening in steel mills, automobile factories, and markets of commerce and industry. Burbank worked with the simple elements of nature to produce effects that were as remarkable as shiny cars, bridges, tunnels and singing wires.

Glossary :

plums	:	an oval shaped fleshy fruit, usually purple or yellow when ripe.
desert cactus	:	thorny desert plant
blackberry	:	a black fleshy edible fruit
breeder	:	producer of new and better kinds of animals and plants.
miracle	:	extraordinary event attributed to supernatural agency. ಪವಾಡ
horticulture	:	the art of growing fruits, flowers and vegetables

livestock	:	farm animals
bring up	:	to raise
devote	:	give over oneself to a particular purpose
early rose potato	:	a variety of potato plant
rich	:	fertile
hesitate	:	show indecision or uncertainty
pursuit	:	The act of continuing or proceeding on a course of action.
plentiful	:	abundant, sufficient quantity or number
hardy	:	tough
variation	:	a thing that differs from one type
variety	:	different plants of a species, ವೈವಿಧ್ಯತೆ
seedling	:	a young plant especially raised from seed and not from a cutting
pile	:	heap of things laid up over one another, ಗುಡ್ಡೆ, ಬೆಣೆ
efficiency	:	the quality of being capable
graft	:	take a piece of living material from one plant and grow it plant or animal
thorns	:	a stiff sharp pointed projection on a plant, ಮುಳ್ಳು
bear	:	produce, yield [fruit] etc.
commercial	:	related to market
cross	:	an intermixture of varieties of plants
shiny	:	having a shine
tunnel	:	a way underground ಸುರಂಗ
automobile	:	related to vehicles
remarkable	:	uncommon
twig	:	small shoot on or at the end of a branch of a tree
freezing weather	:	very cold weather, temperature reading below 0°C.
delighted	:	felt happy
Santa Rosa	:	a place near San Francisco
Shasta Daisy	:	a kind of flower

C1 Answer the following questions and share your responses with your partner :

1. Name the fields in which Luther Burbank's influence prevails
2. When was Luther Burbank born?
3. What was Luther Burbank's goal in life?
4. Name the book that helped Burbank to decide on his goal of life.

5. Mention the name of the new variety of potato plant grown by Burbank.
6. How was the weather in the State of California?
7. How many varieties of fruits did Burbank grow on an acre of his farm?
8. What is grafting?

C2 Which of the following things was Burbank able to do because of his experimentation? [Tick off [√] against the true statements, and [×] against others.

- a) growing hundreds of varieties of apples. []
- b) spending 15 years for a tree to bear fruit. []
- c) Making a young plant yield fruit in a year or two []
- d) growing about 526 varieties of apples in an acre of his farm []

Read and Write :

C3 Read and discuss your responses with your partner. Then write.

1. How did Burbank's genius benefit the life of the common man?
2. Why did Burbank move from Massachusetts to California?
3. What did Burbank call his new home? Why?
4. How did grafting help Burbank in his experimentation?
5. In what way did Burbank save space and speed up his experiments?
6. What were Burbank's experiments on cherry, blackberry, cactus and shasta daisy?

C4 Write a paragraph on each of the following.

1. Write a note on Burbank's early life.
2. Describe the three techniques on which Burbank's experiments were based.
3. How did Burbank react when some of his efforts ended in failure?

Vocabulary :

V1 Look at the following phrases and see how the two words go together. They are collocative words.

- 1. sunny weather
- 2. smiling face
- 3. hard-working scientist
- 4. improved cherry

Now fill in the blanks with the most appropriate describing words given in the box below. For a few, you may have more than one combination.

- 1. _____ community
- 2. _____ soil
- 3. _____ blackberry
- 4. _____ cactus
- 5. _____ attempt
- 6. _____ value

desert, commercial, successful, scientific, thorn less, rich, white

V2 Given below are some names. Classify them into categories of flowers, fruits and vegetables. You may consult a dictionary / encyclopaedia if you need.

orange, plum, neem, desert cactus, mango, blackberry, banana, brinjal, potato, cherry, lemon, apple, grapes, jasmine, lotus, shasta daisy, marigold, rose, tomato, peach, watermelon, carrot

Fruits	Vegetables	Flowers

A. Listen and Speak

Diphthongs /aʊ/ and /əʊ/

Task 1. Teacher says these words aloud. Listen carefully and repeat after each word.

now, how, cloud, scout

load, doubt, town, tone

What's the common sound? Yes, it is /aʊ/.

Task 2. Teacher says these words aloud. Listen carefully and repeat after each word.

so, low, boat, coke, close

snow, choke, goal

Can you identify the common sound in these words? It is /əʊ/ the shorter form of /aʊ/.

Drunken Monkey Kung Fu Scares Village

1. **Chikkanayakanahalli** : A monkey, addicted to alcohol and often attacking people, is scaring the wits out of the residents of Shettykere, a village here.
2. The monkey was first noticed in the village a month ago. It has taken a liking for alcohol, perhaps due to some mischievous alcohol addicts in the villages initiating it into drinking. It is now addicted to the brew and often gets high. It has also become indiscriminate in its eating habits and has put on weight and become aggressive.
3. Once inebriated, the monkey begins harassing passersby and even attacking them. The aggressive monkey scares even a large crowd. So far, it has attacked at least 30 persons, and injured many of them. Even dogs are among its victims.
4. The monkey, which has made the bus terminal its home, snatches travellers' bags and their belongings. Anyone resisting it is attacked.
5. But pious, if not cowardly they are, the residents see it as an incarnation of Hanuman, the monkey god, and worship it, but their piety is wearing thin, and they want someone to get rid of the rowdy Simian.

Questions:

- 1) Where and when was the drunken monkey noticed first?
- 2) How did addiction affect the monkey? (See paragraph 2)
- 3) You may have come across new words in this news report. The words used, meanings and paragraph numbers in which they appear are given. Find out and write them in the blanks provided.

eg : attacking (P3) Ans: aggressive

takes away (P4)

Avatar (P5)

troubling (P6)

monkey (P5)

- 4) Match the phrases with their meanings :

A

B

- | | |
|---|------------------------------|
| 1) scaring the wit out of | - avoiding () |
| 2) getting high | - vanishing () |
| 3) wearing thin | - making one very afraid () |
| 4) getting rid of | - going up the hill () |
| 5) feeling very difficult to do something | - being overdrunk () |

B. Grammar

The Passive Voice

Task. Match the names in the left hand column with the discoveries / inventions / compositions etc. in the right-hand column. Then write sentences in both active and passive voice using the agent and appropriate verb.

Kalidasa	Geeta Govinda
Jayadeva	Shakuntala
Tagore	Film 'Tare Zameen par'
Amir Khan	Jai Ho
Gulzar	Harry Potter
J.K. Rowling	Geethanjali
Galileo	Telescope.

e.g., Galileo invented the telescope.

The telescope was invented by Galileo.

C. Writing

Task 1. An outline of a story is given below. Complete the story supplying the required words and phrases.

A cap seller on his way to market very hot the cool shade of a huge tree takes a nap beside his basket of caps wakes up basket empty thinks they are stolen noises above monkeys with caps on desperate efforts to recover the caps at last snatches his own cap off his head and throws it down monkeys do the same he picks up the caps happy.

Task 2. Expand any one of following proverbs into 5 or 6 sentences of your own.

- 1) A stitch in time saves nine.
- 2) Jack of all trades, master of none.
- 3) Prevention is better than cure.
- 4) Where there is a will, there is a way.
- 5) All that glitters is not gold.

Suggested Reading :

Tar Arrives - Devanoor Mahadeva

Translated by A.K. Ramanujam

POETRY

THE AXE IN THE WOOD



[About the Poet : Clifford Henry Dymont [1914-1971] is a British poet, critic, editor and journalist. Mostly he wrote on the countryside. His popular literary works are 'Railway Game', 'Straight or Curly' and 'The Axe in the Wood.'

The poem is about the harmful effects of poaching, and the indiscriminate cutting of trees.]

ILA Your teacher will recite a poem for you. Listen to your teacher carefully and answer the questions given below.

1. Who does 'I' refer to in this poem?
2. How is the speaker a source of joy to children?
3. Name any two creatures that find comfort from the speaker.
4. What do you think will happen to the speaker in the end?

Now read the poem, 'The Axe in the Wood'.



I stopped to watch a man strike at the trunk,
Of a tree grown strong through many centuries.
His quick axe sharp and glittering, struck deep,
And yellow chips went spinning in the air.

And I remember how I liked the sight
Of poise and rhythm as the bright axe swung.
A man who fells a tree makes people watch,
for glory seems to crowd upon the axe.

I know the answer to the chance reproach:
How old the tree was, and how dangerous,
How it might fall, how timber in a stack
Had more good in it than a growing tree.

But I saw death cut down a thousand men
In that tall lovely legacy of wood.

Glossary :

strike	:	deliver or inflict a blow on
trunk	:	the main stem of a tree as distinct from its branches
glittering	:	shining
spin	:	turn or cause [a person or thing] to turn round
sight	:	view, scene
poise	:	stable and balanced state
swing	:	move or cause to move with a curving motion
glory	:	fame, praise
reproach	:	blame
timber	:	wood prepared for use in building, carpentry etc.
stack	:	a pile or heap
legacy	:	something handed down by predecessors, a gift left by will

wood	:	tree
chance	:	casual
to crowd upon	:	to favour, to eulogize
rhythm	:	movement with a regular succession of beats
chance reproach	:	a possible blame
eulogize	:	to praise very highly

C1 Answer the following questions and share your responses with your partner :

1. What words in stanzas 1 and 2 mean
[a] 100 years [b] scene?
2. Make a list of all the words that are used in the poem to describe the 'axe.'
3. Read the following words :
trunk, axe, wood, timber, tree.
Which word does not fit into the list above?
Strike it out.

C2 Answer the following questions picking up the most appropriate ones from those given in brackets :

1. What did the man strike the tree with?
[knife, axe, sickle, saw]
2. Who were watching the sight of the man cutting the tree?
[women, people, woodcutters, children]
3. What did the tree look like?
[small, strong, weak, dry]

Read and Write :

C3 Read and discuss your responses with your partner. Then write.

1. Who do you think 'I' refers to in this poem?

2. Why do you think the poet stopped?
3. Which line tells us that the tree is aged?
4. Does the poem mean that cutting a tree is a huge loss for human beings? Which line supports your answer?
5. Do you think the poet wrote this poem while the tree was being cut? Support your answer picking up the relevant line/lines from the poem.
6. Do you think the poet has made his intention clear to the reader at the end? Which lines support your answer?
7. What message does the poem give us?
8. What do you learn about the trees from this poem?
9. 'But I saw death cut down a thousand men.' Explain. What does the poet mean by 'Lovely legacy of wood.'?
10. A sonnet is a poem of fourteen lines. Usually a sonnet has a rhyme scheme. Is this poem a sonnet? Check whether this poem has a rhyme scheme or not.

Note : [Imagine a boy in your classroom, by name Shashi, is unable to answer even a single question. The teacher gets angry. In his anger, if the teacher says, 'Shashi, you're the Einstein of this class', does the teacher really mean what he says? or does he mean the opposite?

Such expressions which say the opposite of what they really mean are examples of irony.

Read the second stanza carefully.

Do you find any expressions of irony in it?

C4 Death lays his icy hands on kings.

The tree raised his hands to pray.

The above lines are instances of personification where human qualities are attributed to inanimate objects like 'death' and 'tree'. What is personified in the last stanza?

Additional Reading :

You have read the poem 'The Axe in the Wood' You must have felt concern for the tree that was cut. See what William Wordsworth feels about our being blind to the treasure and beauty of nature.

The world is too much with us

The world is too much with us; late and soon
Getting and spending, we lay waste our powers
Little we see in nature that is ours;
We have given out hearts away, a sordid boon!
The sea that bares her bosom to the moon
The winds that will be howling at all hours
And are up-gathered now like sleeping flowers,
For this, for everything we are out of tune. 1

It moves us not, Great God! I'd rather be
A pagon suckled in a creed outworn,
So might I, standing on the pleasant lea,
Have glimpses that would make me less forlorn';
Have sight of Proteus rising from the sea:
Or hear old Triton blow his wreathed'ed horn. 2

- *William Wordsworth*

Suggested Reading :

"On Killing a Tree" - Gieve Patel.

SUPPLEMENTARY READER

1. The Story of Dharmavyadha - A story from the epic 'Mahabharatha'
2. The Earthquake - A Folk Tale
3. Lal Bahadur Sastry - A pen sketch of a great Indian
4. The First Woman in Space - A saga of an adventurous woman

THE STORY OF DHARMAVYADHA

- From "The Mahabharatha"

1. Once upon a time there lived a person called Kaushika. He was proficient in the Vedic lore. He wished to surpass everyone in learning. So forsaking home and parents, he went to a forest and pursued his studies.
2. One day, he was sitting under a tree studying the Vedas. He was disturbed by the loud twittering of a crane, perched on a branch. He glared at the bird which had disturbed him, and at once the bird was reduced to ashes. Kaushika was sorry that his wrath had caused the death of a bird. But the realization of his ascetic power also pleased him and he felt proud.
3. He went to a town nearby; his mind still dwelt on the incident of the bird. He stood before a house and begged for alms, crying aloud, 'Bhavathi bhikshan dehi' [Give me alms, mother] The mistress of the house was attending to her husband who had just come home. So she took some time to bring the alms. Displeased, Kaushika glared at her. The chaste lady said smilingly, "Kaushika, I am not a crane for your glare to burn me up". Her words startled Kaushika. "How did this lady know that I killed the crane?" he wondered. The woman understood that he was confounded. She said, "You may have mastered the Vedic lore. But you know not the mysteries of Dharma. There is one Dharmavyadha in the city of Mithila. You can learn the mysteries of Dharma from him". Curious, Kaushika turned his steps towards Mithila.
4. In Mithila, he made his way to Dharmavyadha's shop. It was a meat shop. The vyadha welcomed Kaushika warmly and said, "Come in, come in. That chaste woman sent you, didn't she?" The words of Dharmavyadha stunned Kaushika. Hitherto Kaushika was full of conceit, imagining that he was the only learned man. But now he realized that it was not so. That morning, the lady had referred to



his killing the bird. And now this butcher selling meat was telling him that the lady had sent him. So, he felt, all these were great persons. With folded hands he requested Dharmavyadha, “Sir, reveal to me the mysteries of Dharma”.

5. Dharmavyadha replied, “Sir, you are well versed in Vedic lore. How can I enlighten you? I can only tell you about the path I follow. To engage oneself in one’s inherent duty, to be truthful, to be patient and merciful, not to be elated in happiness or depressed in difficulties, to be engaged in prayer and tapas, to appreciate the good qualities in others, not to boast, to have bath in sacred rivers, to visit holy places and to serve our parents, and the guru who has bestowed knowledge on us, this is Dharma; these are the mysteries of Dharma.”
6. “I follow the hereditary profession of selling meat, but I kill no animals. I do not cheat in business. So far as I know, I have never uttered a lie, I have no enemies. More than all these, I serve my aged parents with devotion. Their blessings are my shield”.
7. He then took Kaushika home and showed him his parents and prostrated before them. Kaushika also bowed to the aged couple. He then bowed to Dharmavyadha and said, “Sir, my arrogance evaporated today. I was conceited, imagining that I am the only learned person. I have forsaken my aged parents and caused them grief. My eyes are opened now. I now realize that my ‘Dharma’ is to serve my parents. I shall join them and make them happy. I will try to cultivate the virtues you told me about”. He returned home. Thereafter, he spent his days in the service of his parents and in teaching others the Vedic lore he had mastered.
8. After narrating this story Sage Markandeya said, “Yudhishtira, in every division of people, there are enlightened souls who can guide even scholars and masters of Vedic teachings”.

Glossary :

proficient	:	learned
surpass	:	beat
stunned	:	shocked
depressed	:	very sad
grief	:	sorrow
cultivate	:	learn

bestowed	:	given
virtue	:	good quality
hereditary	:	inherited by birth, ಅನುವಂಶಿಕ
glared	:	looked at with anger
confounded	:	get confused, get mixed up
enlightened souls	:	learned people
forsaking	:	leaving
perched	:	sat
dwelt	:	thought
wrath	:	anger
ascetic	:	divine
alms	:	food or gifts given to the poor, ಭಿಕ್ಷೆ
startled	:	surprised
mysteries	:	secrets
chaste	:	pure, religious
conceit	:	false pride
Sir	:	Teacher / a word of respect
inherent duty	:	primary duty
shield	:	defence
elated	:	overjoyed

Exercise :

I. Answer each of the following in a sentence or two :

1. Why was Kaushika very angry with the bird?
2. Why did the housewife delay in giving alms to Kaushika?
3. Who did she advise Kaushika to meet?
4. Why did Kaushika feel stunned at the words of Dharmavyadha?
5. What did Kaushika do after his visit to Dharmavyadha?
6. What did Sage Markandeya tell Yudhishtira in the end?

II. Answer each of the following in a paragraph :

1. Narrate how Kaushika felt on listening to the lady.
2. What are the essentials of Dharma, according to Dharmavyadha?
3. What can we learn from the story of Dharmavyadha?

THE EARTHQUAKE

- A folk tale

1. The story I am telling you happened pretty long ago. The place was close to the Western Sea. There lived a hare under a small palm shrub at the foot of a bel tree. One day, as the hare was bringing food to its habitat, an earthquake, a strange fear struck him. 'If the earth were to fall to pieces, what would become of me?' thought he, almost shivering. It so happened, that at that very moment, a huge ripe bel fruit fell right on top of the palm shrub. At this, the little animal jumped straight up into the air, being quite sure that the earth was indeed falling to pieces around him. He fled madly away without even looking behind him. Another hare that saw him fleeing asked him : 'Why are you running away looking so terrified?' 'Don't ask me,' said the hare without even looking back. 'But why, but why?' the other repeated, racing after him. 'The earth is falling to pieces behind us', said the first hare, still running.
2. So the other fled after him. In the same way, another saw him and yet another, until a hundred thousand hares were all fleeing after him. Then a deer saw them, and a boar, and an antelope, and a buffalo, and a gazelle and a rhinoceros, and a tiger, and an elephant and all asked : 'What is this?' 'The earth is falling to pieces!' was the reply, so they all joined in the stampede followed by the whole race of each species. In this way gradually, the line of animals stretched out over a distance of about three miles.
3. Then a huge lion appeared and he saw the wild flight of animals. He shouted at them. 'What is all this? Are you all out of your senses?' When he was told that the earth was falling to pieces, he thought: 'There is no question of an earthquake, but I suppose they must have misunderstood some sound they heard and if I do not make some great effort, they will all come to destruction. I must save their lives' With this he sprang with a terrific speed to the foot of a hill in front of all the animals and roared thrice at the top of its

voice. They were all frightened out of their wits. They turned about, huddled up together and stayed where they were. The lion padded in between their ranks and asked them : 'Why are you all running away?' 'The earth is falling to pieces,' said they in chorus. 'Who has seen it falling to pieces?' 'The elephants know about it,' some said. He asked the elephants, but they said: 'we know nothing about it. It is the tigers who know that'. 'The rhinoceroses know,' said the tigers. 'The gazelles do,' shouted the rhinoceroses. 'The buffaloes say so,' submitted the gazelles. The buffaloes said, 'we were told so by the antelopes'. The antelopes added, 'No, no. Ask the boars'. The boars pointed towards the deer. But the deer said : 'We do not know. Ask the hares.' When the hares were asked, they all pointed to one hare and said, 'This one told us'.

4. Now the lion came close to the hare : 'Oh, it's you who has spread this news. Well, is it true that the earth is falling to pieces?' 'My lord, most certainly it's true,' said the hare. 'Well, where were you when you saw this?' asked the lion. 'Oh sir, among some palm trees close to the Western Sea. There, while resting under a palm leaf at the foot of a bel tree, I began to wonder where I would go if ever the earth should fall to pieces, and lo! At that very moment, I heard the crash of the earthquake and so I fled as fast as I could'.
5. The lion thought to himself: 'No doubt a ripe bel fruit fell from above on to the palm leaf and made the crash, so that this little fellow, on hearing it, thought that the earth was cracking up and he fled. I had better look into the matter myself'. He thereupon, took the hare aside, and spoke to the vast herd of animals. 'Listen to me, all. I'll go and find the truth about this earthquake. Till then, you stay here. Don't move about till I come back'. He said in a commanding tone. All the animals nodded their heads as if to show their obedience. Now, the lion asked the hare to sit on his back. The hare did so and very soon they were at the foot of the palm trees. The hare jumped off the lion's back. 'Go now,' the lion said, 'show me the place you were talking about.' 'Oh, lord, I would not dare,' said the

hare nervously. 'Don't be stupid, come along,' he shouted at the poor hare. The hare, not daring to go near the bel tree, stood some way off, and, pointing out to the lion the spot where he had heard the terrible crash, said: 'That exactly is the place I heard the crash'. 'Do you live here?' asked the lion. 'Yes, I do,' said the hare. 'Well do you know what caused that loud sound?' 'What else? It was the earthquake, wasn't it?' 'No' said the lion in a tone of certainty. 'What else? I really think that it must have been the cause'. The lion did not pay any attention to the words uttered by the hare. On the other hand, he paced towards the place under the palm leaves. Looking closely, he found that a ripe bel fruit, not long before, had fallen on top of the palm shrub. Now the lion understood everything. He also made sure that there was no sign of any earthquake nearby. 'Jump on to my back,' said he without losing anymore time. The hare sat on it, and within a few minutes, both of them were facing the assembly of animals. The lion spoke to them : 'Dear animals, you need not have any fears. There was neither an earthquake, nor any other calamity. Go back to your places, and live as you did before'. All the animals thanked their king and went back to their habitats. Imagine what would have happened if the king lion had not gone to check the real fact.

Glossary :

shrub	:	bush
habitat	:	place of living
terrified	:	afraid very much
shivering	:	shaking with fear
fleeing	:	running away
gazelle	:	small-eyed antelope
stampede	:	a mad rush
wild flight	:	running with great fear
frightened	:	afraid
huddled	:	crowded together

species	:	race - a group into which animals, etc., that are able to breed with each other and reproduce are divided
fled	:	ran away
stretched out	:	spread
crash	:	a sudden loud noise
crack up	:	split
not daring	:	not having courage

Exercise :

I. Answer each of the following in a sentence or two.

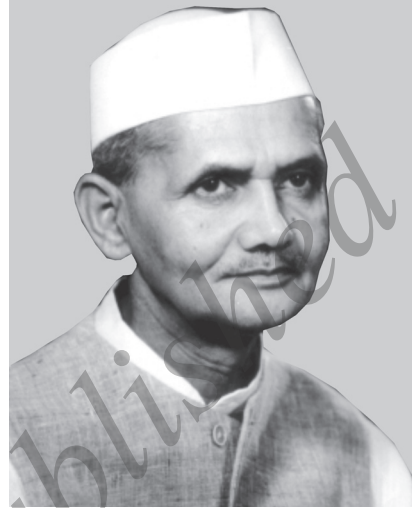
1. What was the wild imagination of the hare?
2. Which event caused the crash?
3. Name a few animals that joined the race.
4. Which of the animals do you think was the sensible one? How do you justify that?
5. What did the lion guess about the cause of the crash?
6. What was the command given by the lion to the animals at the end?

II. Write the answers for each of the following in about 50-60 words :

1. It is said : 'The mob cannot think.' Do you agree? If so, how does this story illustrate that? If you do not agree with the statement, how do you explain the behaviour of the animals?
2. Sum up what the lion did to verify the statement of the hare.

LAL BAHADUR SHASTRY

[The story of one of the great sons of India is told here. Lal Bahadur, who never aspired for power, became the Prime Minister of India, after Nehru. He was by nature calm and cool, but could be tough when the occasion demanded.... Read on]



Lal Bahadur Shastri

1. Lal Bahadur was born on October 2, 1904. [Gandhiji was born on the same date in 1869] at Mughal Sarai. His parents were Sharada Prasad and Dulari Devi. As a boy, Lal Bahadur was brave, kind and full of courage and vitality. Once he and his uncle went for a stroll. It was getting dark. An old man who was selling mangoes saw them. He said, "It is getting dark, I will sell these at one anna for a hundred mangoes'. Lal Bahadur and his uncle agreed to buy. The vendor started counting fruits, '1, 2, 3, 4 ...' When he reached 50, Lal Bahadur asked him to stop. He gave the vendor one anna. Later his uncle asked him, why he had done so. Lal Bahadur replied, 'A hundred mangoes for an anna is too cheap. He was prepared to suffer a loss because it was getting dark. It was hard on him. Therefore I gave him one anna instead of half an anna'. This shows how kind Lal Bahadur was.
2. After his school education, he went to Varanasi and joined Kashi Vidyapita and studied there for four years. As a student, he was very bright in subjects like Philosophy, Economics, Political Science and Social Science. He had to walk eight miles each way. He was so poor that he could not buy a bicycle. He got the degree "Shastri" while he was studying at Kashi Vidyapita. He had to lead a hard life. His monthly expenditure was just two and a half rupees.
3. After his education, he joined the Indian National Congress and participated with Nehru and Sardar Patel in the Non Co-operation Movement and Dandi March. He served the country in various capacities as the Minister for Home and Transport in Uttar Pradesh, at the centre as Railway Minister, Home Minister and also the Prime Minister.

4. Once, before independence, Lal Bahadur's daughter contracted small pox. In those days it was a dreadful killer. The girl's condition caused anxiety. Lal Bahadur, who was in prison, got the message. He sought the permission of the prison authority to see his ailing daughter. The Government agreed to release, on parole for 15 days on the condition that he should not take part in any political agitation. Shastry said, "Release me on parole without any conditions, or else, I don't accept parole". The Government agreed to release him. He came to the house. Unfortunately, the girl died on the same day. He performed the obsequies. He still had three or four days of the parole left, but he decided to return to prison. His family pleaded with him. But Shastry said, 'The parole is for the sake of my daughter. She is dead. It's not right that I should stay back.' He went back to prison.
5. When Lal Bahadur Shastry became the Railway Minister, there were four classes: first, second, intermediate and third. First Class compartments offered luxurious service. But the discomfort of passengers in the third class compartments was beyond description. They did not have even minimum comfort. Lal Bahadur made a lot of efforts to reduce this vast difference between the first and the last classes. The first class that offered royal comfort was abolished. The old second class came to be known as the first and the intermediate class as the second class. His idea was to have only two classes of compartments, in course of time – the first and the second. He also provided more facilities to travellers in the third class compartments. It was during his time that electric fans were provided in the third class compartments. He also worked hard to improve the management of Railways and to eliminate thefts on the trains.
6. Though Lal Bahadur Shastry was the Prime Minister, he lived a simple life. As the Railway Minister, he travelled by the second class. When he served as the Home Minister, he had no home of his own. After the Aerialur Railway accident, he accepted moral responsibility and resigned from the cabinet. When there was scarcity of food in the country, he asked the people to eat less. He and his family members ate only one meal a day. Even as Prime Minister, he didn't have a car of his own. Just to please his wife and children, he bought a small car for his sons, taking a loan from the Government. Even after becoming the Minister, he adopted austere living. One day,

an old friend of his visited his house. Shastry was then the Home Minister. He told his friend that his wife was away and as such he could not offer him dinner. The friend was surprised to know that Shastry's wife was still engaged in cooking. He suggested Shastry to appoint a cook. Then Shastry told him that he had no money to pay for the cook.

7. Though Lal Bahadur Shastry looked physically short and weak, he was strong in mind and action. He was tactful and firm. He showed that he could take bold decisions. He abolished the control on cement and steel. Violent agitations broke out in South India, because people thought that the Government was forcing Hindi on them and that it would be made the sole Official Language. Shastry announced that English would continue to be an associate official language of India.
8. When Pakistan attacked Jammu and Kashmir, Shastry declared in the Parliament : 'force will be met with force'. He gave freedom to the Army to take action against Pakistan and teach it a lesson. The Indian Army entered Pakistan and won the war. Pakistan learnt a lesson it could never forget.

Glossary :

vitality	:	vigour, energy
stroll	:	walk
vendor	:	seller on the street
facilities	:	comfort
anxiety	:	concern
scarcity	:	non-availability
austere	:	simple
abolished	:	did away with, stopped
sole	:	only, single
associate	:	additional
tactful	:	intelligent in handling people
obsequies	:	rites performed after death

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

1. Why is October 2 a special day in the history of India?
2. Where did Lal Bahadur have his education after his studies at school?
3. Name at least two positions that Lal Bahadur held as an administrator.
4. Why do you think Lal Bahadur refused to stay at home even during the days of parole?
5. When did Lal Bahadur resign his post as the Railway Minister? What was the reason he gave for this act?
6. How did he respond to Pakistan's attack?

II. Answer each of the following in a paragraph of 10-12 sentences :

1. Give an account of Lal Bahadur's education.
2. Narrate any one incident from Lal Bahadur's life which highlights his honesty.
3. Imagine you are supposed to speak on the life of Lal Bahadur Shastry and you are given not more than 3 minutes for your speech. Note down the points based on which you can develop your speech.

Example : Lal Bahadur's sincerity :

- a] with the mango seller
- b] his resignation

THE FIRST WOMAN IN SPACE

- A saga of an adventurous woman

1. June 16, 1963 is a memorable day when the world shared with Valentina Tereshkova of Soviet Union the excitement of the first woman travelling in space. Travelling successfully in the space ship Vostok VI round the earth at 18,000 miles an hour, Valentina won the credit of being the world's first space-woman.



Valentina Tereshkova

2. Mysterious are the ways of destiny. Little did the world dream of a village girl of humble birth becoming the first woman cosmonaut. But instances like this are numerous in the pages of world history.

3. Valentina, who is now an international figure, was from a humble family. She was born on March 6, 1937 at the village of Maseleynnikovo. Her father was a tractor driver. He died at the front during World War II. Valentina, more intimately known as Valya, was then only a child. The family was passing through many difficulties of poverty. Therefore Valya could not have a smooth and continuous schooling. In her seventeenth year, she went to work at a tyre factory and then at a textile mill to help her mother maintain the family. At the same time, she attended some classes at Yaroslavl. In 1960, she graduated in a trade school. By this time, she had been trained well in parachute jumping at the Yaroslavl Aero Club. Even then, she did not show herself off as an extra ordinary woman. It was only her boldness and daring in the parachute training that stood her in good stead, when she was selected to undergo cosmonauts' training. Like many youngsters, she also was dreaming of sailing on a 'magic carpet'. Yuri Gagarin's first space flight fired her imagination. And she secretly determined to fly like him. She applied to the space school and was admitted. And this paved the way for her great expedition.

4. With her keen interest and persistent efforts, she soon progressed ahead of all her fellow trainees who wondered at her ability. They often felt envious of her. She learnt with earnestness and hard work all about rockets. After months of rigorous training, she was chosen to fly into outer space. It was the fulfilment of her long cherished dream.
5. Everything after this might have happened as if in a dream. The day was fixed for her taking off. Every minute things went with clock-like accuracy according to the plan.
6. It was the proudest moment of her life when she talked from outer space to millions of her fellowmen on the earth about her thrilling experience. Crowds of people all over the world simply danced for joy when they heard that Mrs. Valentina was going round the globe, feeling excellent at an altitude of 113 to 144 miles from the earth.
7. From those heavenly heights, she saw the cloud covered the earth and at times, she could recognize the landscape too. River Volga looked beautiful from outer space, though she had seen it to be even more beautiful on the earth.
8. She felt quite normal even while going at that unimaginable speed. As usual, she felt hungry. She ate well and slept well. She even sang songs!
9. Valya remained in that spaceship speeding round and round the earth for three days. Thus she showed to the world that a woman has better stamina and endurance than a man. She was not just having a joy flight during those three days. She had a lot to do, making observations, jotting down notes in her book and sending news to the earth. While returning to the earth, she steered the ship herself very well and landed by parachute in Soviet Central Asia. She came down quite safely except hurting her nose a little while landing. But she did not care to take notice of it. On being asked about her flight, she said smiling brightly. "You probably know the saying ; it is very nice to be a guest but it is always better at home. When I landed, I felt joy at being at home again."
10. She was very happy over her success in the experiment. It was to test on the one hand, whether women could also stand the rigours and strains of rocket flight, and on the other, the weightlessness.
11. Valentina was not just strong and fit, but had all the soft and nice

qualities of a woman. She was interested in music and literature. She loved reading. More than anything else, she loved a happy and quiet home life.

12. Valentina's space flight will be recorded in the history of civilization as one more triumph of the human spirit. Her pride is the pride of all mankind.

- Edited by Prof. K.B. Prabhuprasad

Glossary :

credit	:	honour
cosmonaut	:	space traveller
thrilling	:	very joyful
Yuri Gagarin	:	The first man in space
stamina	:	strength, guts

I Answer each of the following in a sentence or two.

1. When did Valentina go round the earth? What was great about this event?
2. How did Valentina help her mother? What else was she doing at the same time?
3. How did people all over the world share her joys at the historic moment?
4. What did she say on landing after the space flight?
5. Apart from flying, what were Valentina's hobbies?

II Answer each of the following in a paragraph of about 80-100 words.

1. Imagine you are asked to interview Valentina Tereshkova. Prepare a list of questions you would like to ask her.
2. You must have read about Kalpana Chawla. Write in a paragraph the similarity and the contrast between the flights of Tereshkova and Kalpana Chawla.
3. What do you think youngsters like you can learn from the life of Valentina Tereshkova? Discuss and write.

LISTENING PASSAGES

1-8

L-1

Sangappa is a farmer in Prasadapura. He got his son admitted to a nearby school. That school was a bit different from other ones, and it was located in an Ashram.

Sangappa went to the Ashram one day to see how his son was getting on. He opened the gate and went in. What he saw surprised him. For, there were no classes. Students had freedom to go wherever they liked. At a distance, some students were reading books and trying to get by heart some questions and answers. He looked around for his son. A greater surprise was awaiting him. For, his son had been sitting on a tree watching the birds singing. Also, he was trying to draw the birds in a book. Sangappa went straight to the headmaster's office. He said, "I am sorry, I thought my child was learning. But look where my son is! I'm really sorry, Sir." The headmaster replied quietly, "Well, Sangappa, I too feel sad, but not for your child, but for those book-worms," and pointed towards the boys trying to memorize answers. Sangappa could not make out anything. He said, "Are you joking, Sir?" "No," said the headmaster. "Your son is studying nature and he's learning. But those kids are not."

L- 2

Bhaskara II was a famous scientist and a great poet, too. He was a Kannadiga, born in Vijayapura. His father Maheshwaropadhyaya was a learned mathematician. Bhaskara's first teacher was his own father. Bhaskara invented Kalachakra, the time-clock.

L-3

Gandhiji was travelling from Durban to Maritzburg in South Africa. He had a first class ticket. He sat in the train. After sometime, a passenger came and asked him to go to the other compartment. Gandhiji showed his first class ticket and refused to leave the compartment.

After sometime, two policemen came and forcefully pushed him out of the train. His baggage was thrown out too. Gandhiji felt very sad.

L-4

A poor little girl was walking along the lonely deserted road. She was wearing a worn-out dress and her feet were bare. She had been asked by her father to sell boxes of matches and to bring home the money.

The girl's pocket was full of unsold boxes of matches. She did not want to go home because her father would beat her for not bringing back any money.

Sadly she lit one match after another. Suddenly the figure of her grandmother who had died a year before appeared in front of her smiling happily. As the last flaming match was beginning to die out, her grand mother took her in her arms and carried her up to the heavens. The next morning the passers by found the frozen girl lying in the snow with a pretty smile on her lips. Her burnt matches lay scattered all around her.

L-5

Once, to the court of a King came two women with a baby seeking justice. Each of them claimed that she was the real mother and so she alone had the right to own and look after it. The King looked at the minister. The minister stood up, and addressed the women thus: "Both of you say the child is yours. So, this court orders the baby to be split in two, and each woman will have a half of the baby."

The first woman readily agreed. But the second woman said, "I don't want to go by your suggestion. You may give the baby to that woman." Do you know what the minister decided? Yes, he ordered that the baby be handed over to the second woman, and the first woman be punished.

L-6

1. Kamala is friendly and polite.
2. Naina is social and generous.
3. Mridula is jealous and lazy.
4. Kamini helps the poor.
5. Sowmya does not respect elders.
6. Maya is always late to school.
7. Nandini works hard.
8. Sudha talks and talks but never listens to others.
9. Preeti is calm and quiet.
10. Janaki has sympathy for the poor.

L-7

Once there lived a king. He was very handsome. He felt proud of himself. Once, in the court, he asked his ministers how handsome he was. They told him that he was more handsome than any other person in the world. Impressed by their compliments, he proudly told them that he was more attractive than the gods.

Gods in the heaven heard this. They wanted to teach him a lesson. The next day when he got-up, he had horns on his head. As soon as he got up, he went to the mirror. He saw his face. Seeing horns on his head, he felt ashamed of himself. He ordered his ministers to get him a barber. The barber came and dressed his head hiding the horns. The

king threatened him not to tell the matter to anybody. He promised. But he could not. He came to the tree near the palace and uttered "The King has two horns on his head".

After sometime, the tree fell down. The king ordered to prepare drums using the wood. A music concert was arranged. When the drums were beaten it made a sound "The King has two horns on his head". The people, who had gathered there, burst into laughter. The king felt ashamed and realized his mistake.

L-8

- Student** : *Hi, I'm Chetan.*
- Magician** : *Pleased to meet you, I'm Jadoogar Goga.*
- Student** : *Oh Magician! What magic can you do?*
- Magician** : *Within a second, I can make your lunch box disappear.*
- Student** : *Interesting! What else can you do?*
- Magician** : *I can change this piece of paper into a hundred rupee note.*
- Student** : *Fantastic! but how do you play these tricks?*
- Magician** : *I hypnotize the people, I mean I capture their attention.*
- Student** : *Hmmm! Can you grow 100 kinds of mangoes on a single tree?*
- Magician** : *Sorry, that I can't.*
- Student** : *Can you make the seeds disappear from the fruits?*
- Magician** : *I am helpless, I can't.*
- Student** : *But there is one man who could do this.*
- Magician** : *You mean, Luther Burbank?*
- Student** : *Yes, you are right. And he can do many more such things.*

L-8A

LET ME LIVE

Once I was a tiny seed
Mother nature cared my need
I grew up as a shady tree
Now my age is twenty three
I have branches so many
For children to play is company
I feed worms with tiny figs
I make homes with tiny things
I am for the resting herds
Also for the poor shepherds
People breathe the air I give
Why don't people let me live?

ADDITIONAL GLOSSARY

accuracy – being exact or correct

We can predict changes with a surprising degree of accuracy.

amid – in the middle of

The new product was launched amidst a fanfare of publicity.

anxious – feel troubled

She was anxious about her son's health.

apparatus – tools that are needed for a particular activity.

Firefighters needed breathing apparatus to enter the burning house.

appetite – natural desire to satisfy

My appetite for study has increased.

authority – power

They are ordering us without any authority.

beadle – an officer in the church

The beadle complained to the priest.

betray – be disloyal to someone

Dogs never betray their masters.

bow to – accept usually unwillingly

The government had to bow to the public demand.

calamity – a serious event causing damage

A series of calamities ruined many lives.

carry on – manage

The director could not carry on for want of staff.

case – an instance

It was a case of violence.

compassion – a strong feeling of sympathy

We should have compassion towards animals.

competitive – involving competition

Acting is a very competitive skill.

cope – to deal successfully

He could not cope with pressure.

council – a group of elected people

The school is supported by the local council

dawn – sunrise, early morning

We left as the dawn was breaking.

dreadful – very bad

The people were shocked at the dreadful news.

eliminate – to remove

Good habits help us to eliminate diseases.

endurance – the ability to keep on doing something

Running a marathon is a test of endurance.

excitement – a feeling of being excited

Robin's heart was pounding with excitement.

exclaim – to say something suddenly with surprise

She exclaimed in delight on hearing the news.

fairy tale – imaginary story

The marriage of animals was a fairy tale.

glade – open space

A giraffe is galloping in the glade.

glitter – flash

Diamond necklace glitters brightly.

grim – without hope

The future looks grim.

ill-treated – to treat someone badly

Poor people were ill-treated.

intense – extreme or forceful

The orator spoke on the topic with intense feelings.

knighted – to give someone the rank of honour

He was knighted by the Queen for his services to industry.

lawn – an area of grass

The lawn was shaped beautifully.

leap – bound or hop

Hanuman crossed the ocean with a leap.

lend – to give

We must lend help to the needy.

livestock – animals kept for use or profit

Due to the shortage of food the livestock has become extinct.

miserable – unhappy

The war caused miserable feelings all over.

moulded – to shape a particular substance

Plastic is moulded into plates.

offer – give

The government offers help to the poor.

oppressors – persons ruling in a hard and cruel way

We must fight against the oppressors of all types.

orphan – one who has no parents

Many children in that village are orphans.

pale – dull

Reshma has a pale blue hat.

parole – Permission given to the prisoner to leave prison before the end of their sentence

He was released on parole.

passion – a powerful feeling

Antony had a great passion for cricket.

pride – a feeling of pleasure

Vikram felt working under Sir C. V. Raman was a matter of pride.

purpose – intention, aim

Research is undertaken with some purpose.

tremble – to shake

The girl trembled with fear when she saw a tiger.

triumph – a great success or achievement

Eradicating polio is one of the greatest triumphs of modern science.

wax – a solid substance made from various fats and oils

Wax is used to make candles.

whispered – to speak in a quiet voice

She whispered something into her mother's ears.

PHONETIC SYMBOLS

1	/i:/	eat	deep	free
2	/ɪ/	inn	sip	pity
3	/e/	egg	bet	-
4	/æ/	apple	patch	-
5	/ɑ:/	art	mask	car
6	/ɜ:/ or /ə:/	earth	shirt	fur
7	/ə/	again	success	rubber
8	/ʌ/	up	shut	-
9	/u:/	ooze	move	shoe
10	/ʊ/	Put		
11	/ɔ:/	orb	force	more
12	/o/ or /ɔ/	Australia	got	-
Diphthongs				
13	/eɪ/	age	fate	day
14	/aɪ/	ice	mind	sigh
15	/ɔɪ/	oil	moist	boy
16.	/ɪə/	ear	fierce	sheer
17.	/eə/	air	fairy	rear
18.	/ʊə/	mover	poor	-
19.	/əʊ/ or /oʊ/	over	showdown	go
20	/aʊ/	out	loud	now
Consonants				
21	/p/	post	report	tap
22	/b/	bad	rubber	club

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

Triphthongs

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