



# ENGLISH READER



7



With the blessings of :  
Our Parents

# ENGLISH READER 7

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## Edited & Designed by:

Editone International Pvt. Ltd.

## Based on:

- National Education Policy 2020
- NCF 2022
- Activity Based Format
- Innovative Approach
- Learning with fun
- Eco-Friendly Paper

# Preface

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We have always made an effort to keep education relevant to learner needs. As part of the New Education Policy 2020 and NCF 2022, which emphasises experiential learning and a child's overall growth in order to prepare them to become a responsible adult, we focus on writing books that follow these principles.

In order to facilitate the application of information and growth that will support meaningful future for learners, we encourage teachers, educators, and guardians to support growing these competencies in the learner.

The interior of the Classes 1–8 NEP books includes interactive elements from the New Education Policy as well as chapters with Learning Objectives, Warm-up, Find Meaning, Creative expression, Cross Curricular connect, Vocabulary time, Life skills, Logical Thinking, Conceptual Understanding, Communication and Writing skills as main highlights.

NEP 2020-based novels are produced by incorporating 21st-century skills including teamwork, and application knowledge using a cross-curricular approach. By using this method, rote learning will be replaced with competency-based learning.

We have incorporated a structure to guarantee the quality of education in accordance with new NEP 2020 principles in order to improve children's capacity for moral decision-making and learning through the environment within the classroom. To ensure that students complete the lessons, teachers can do a variety of things to make the classroom engaging and interesting.

All elements of the National Education Policy 2020, including self-awareness, self-management, social awareness, responsible decision-making, relationship skills, and self-responsibility, are covered in our series classes 1–8 book.

We urge parents, guardians, and educators to support the development of these competencies in students in order to foster the use of knowledge and growth. Any suggestions of scholars students and teachers for further improvement are always accepted and welcomed.

–Publishers

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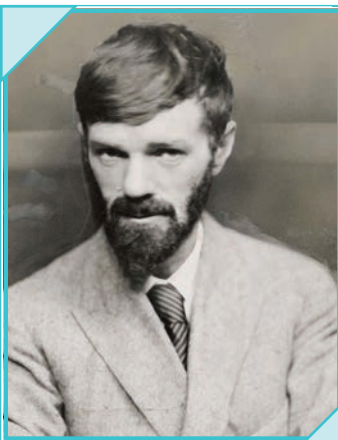


# Last Lesson of the Afternoon



## Learning Objectives

- ✿ Analysing the societal situation of Germany in that era.
- ✿ Valuing the relationship between the teacher and the students.



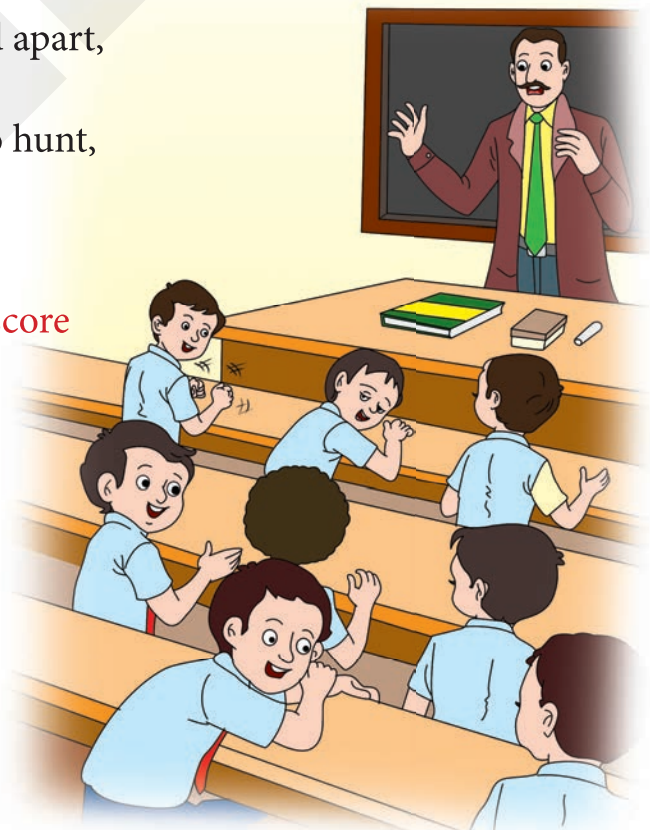
David Herbert Lawrence (11 September, 1885–2 March, 1930) was a famous English novelist, poet, essayist, playwright, literary critic and painter. He is one of the most versatile and influential figures in 20th century literature.

'Last Lesson of the Afternoon' was written by Lawrence at the time, he was teaching in Croydon (near London). He became disillusioned with the work. By this time, in England the government had made education compulsory. Many pupils had no desire to learn, but were still forced to attend school. He felt their time at school was futile; and the time, he was trying to teach them was a complete waste. Ultimately he abandoned teaching and made up his mind to be a fulltime author.

When will the bell ring, and end this **weariness**?  
How long have they tugged the **leash**, and strained apart,  
My pack of unruly hounds! I cannot start  
Them again on a **quarry** of knowledge they hate to hunt,  
I can haul them and urge them no more.

No longer now can I **endure** the **brunt**  
Of the books that lie out on the desks; a full **threescore**  
Of several insults of blotted pages, and scrawl  
Of slovenly work that they have offered me.  
I am sick, and what on earth is the good of it all?  
What good to them or me, I cannot see!

So, shall I take  
My last dear fuel of life to heap on my soul  
And kindle my will to a flame that shall consume  
Their **dross** of **indifference**; and take the toll  
Of their insults in punishment?—I will not!—



I will not waste my soul and my strength for this.  
What do I care for all that they do amiss!  
What is the point of this teaching of mine, and of this  
Learning of theirs? It all goes down the same **abyss**.

What does it matter to me, if they can write  
A description of a dog, or if they can't?  
What is the point? To us both, **it is all my aunt!**  
And yet I'm supposed to care, with all my might.  
I do not, and will not; they won't and they don't; and that's all!  
I shall keep my strength for myself; they can keep theirs as well.  
Why should we beat our heads against the wall  
Of each other? I shall sit and wait for the bell.

- **D.H. Lawrence**

## Find Meaning

<b>Weariness</b>	: extreme tiredness; fatigue	<b>Brunt</b>	: the main force of something, especially a blow or an attack
<b>Abyss</b>	: a chasm or gorge so deep that its extent is not visible	<b>Threescore</b>	: sixty (a score is twenty)
<b>Leash</b>	: a strap, chain or rope used to control the animal it is attached to, especially a dog or a hound	<b>Dross</b>	: waste or impure matter; worthless
<b>Quarry</b>	: somebody or something that is chased by another; here the target or objective	<b>Indifference</b>	: unconcern; apathy
		<b>Endure</b>	: tolerate
		<b>It is all my aunt</b>	: an expression of indifference and disbelief

## EXERCISES

### Exercise Time

#### A. Answer the following questions.

1. Which idea does the poem begin and end with?
2. What metaphor does the poet use in the first stanza of the poem? With which words is this metaphor sustained?
3. Why does the poet think of his pupils as a pack of unruly hounds?
4. What is the 'insult' that the poet refers to in stanza 3?

5. In stanza 3, the poet seems angry. Why?
6. What is the poet's final decision or resolve?
7. Give two examples of the use of metaphors in the poem.

**B. Find their meanings.**

- |                  |                   |
|------------------|-------------------|
| 1. Unruly .....  | 2. Strained ..... |
| 3. Blotted ..... | 4. Slovenly ..... |
| 5. Kindle .....  |                   |

**C. Fill in the blanks.**

1. 'The Last Lesson of the Afternoon' is written by .....
2. It expresses a mood of bitter ..... and disappointment.
3. The poet, who also happens to be a teacher, compares his students to hounds because they hate chasing .....
4. The poem expresses a ..... exhaustion over the 60 students he's supposed to be in charge of.

**D. Tick (✓) the right options.**

1. The theme of this poem is the weariness that ..... undergoes.
 

(i) teacher	<input type="checkbox"/>	(ii) doctor	<input type="checkbox"/>	(iii) engineer	<input type="checkbox"/>
-------------	--------------------------	-------------	--------------------------	----------------	--------------------------
2. He contends himself to simply wait for the bell to signal the.....of the day.
 

(i) end	<input type="checkbox"/>	(ii) beginning	<input type="checkbox"/>	(iii) middle	<input type="checkbox"/>
---------	--------------------------	----------------	--------------------------	--------------	--------------------------
3. He compares his students to .....
 

(i) hounds	<input type="checkbox"/>	(ii) abyss	<input type="checkbox"/>	(iii) leash	<input type="checkbox"/>
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**E. Match the following.**

**Column A**

1. Weariness
2. Brunt
3. Abyss
4. Endure
5. Leash

**Column B**

- (a) a strap, chain, or rope to control animal
- (b) extreme tiredness
- (c) tolerate
- (d) a chasm or gorge so deep that its extent is not visible
- (e) an attack



## Let's Enjoy The Poem

1. In stanza 4, the poet (remember he is a teacher) uses the word 'abyss'. What does he want to show about his own situation by the use of this word?
2. In stanza 5, Lawrence says: 'And yet I'm supposed to care, with all my might.' With reference to the notes for the poem, what does this mean?

## Communication

### Writing Skills

Choose three or four emotions and try to write a few lines reflecting each emotion you have chosen. Alter your style of writing to suit the emotions, you are describing.

Here are some 'qualities' or 'emotions'; but you may choose to describe others if you wish:

sadness	doubt	confusion	nervousness	apathy
terror	fury	serenity	laziness	hysteria

### Reading Skills

Read the following lines and answer the questions that follow.

1. ...; and take the toll  
Of their insults in punishment?
  - (i) What does the word 'toll' imply?
  - (ii) In what senses is it applicable to the speaker's situation?
  - (iii) What does the speaker decide to do?
2. What is the point? To us both, it is all my aunt!
  - (i) What is the 'point' that the speaker is referring to?
  - (ii) What does the expression 'it's all my aunt' mean?
  - (iii) What does this show about the speaker's feelings about his profession?



# Island of the Blue Dolphins



## Learning Objectives

- Friendship helps all of the creatures to survive since it inspires them to endure difficult times.

## Warm-up

Imagine that you are stranded on a an island. What things do you need? What would you do to survive? If you were only allowed to take five things with you, what would you take and why? Important fact to remember—*there is no electricity on the island!*

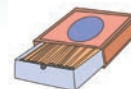
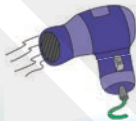
*My Survival Kit.*

## If you went to an island...

What would you take on an island?

What wouldn't you like?

Why?





*Scott O'Dell (23 May, 1898–15 October, 1989) was one of the greatest American Children's authors. He has written 26 novels for young people, along with three novels for adults and four non-fiction books. As an accomplished children writer, he has been rewarded with biennial, International Hans Christian Andersen Award in 1972. He was most famously the author of the children's novel Island of the Blue Dolphins (1960) which won the 1961 Newbery Medal as well as a number of other awards. Some other award winning books written by Scott O'Dell are The King's Fifth (1966), Bright Dawn Black Star (1988), The Black Pearl (1967) and Sing Down the Moon (1970).*

This episode is from a book called **Island of the Blue Dolphins**, by Scott O'Dell. It is a true story of a Native American girl who was abandoned on a desolate island off the coast of California, in 1835, and survived alone for eighteen years.

Summer is the best time on the **island** of the Blue Dolphins. The sun is warm then and the winds blow milder.

It was during these days that the ship might return and now I spent most of my time on the rock, looking out from the high headland into the east, towards the country where my people had gone, across the sea that was never-ending.

Once while I watched I saw a small object which I took to be the ship, but a stream of water rose from it and I knew that it was a whale spouting. During those summer days, I saw nothing else.

The first storm of winter ended my hopes. If the white men's ship were coming for me, it would have come during the time of good weather. Now I would have to wait until winter was gone, may be longer.

The thought of being alone on the island while so many suns rose from the sea and went slowly back into the sea filled my heart with **loneliness**. I had been sure that the ship would return. Now my hopes were dead. Now I was really alone. I could not eat much, nor could I sleep without dreaming terrible dreams.

The storm blew out of the north, sending big waves and strong winds against the island. I moved my bed to the foot of the rock and for protection kept a fire going throughout the night. I slept there five times. The first night the dogs came and stood outside the ring made by the fire. I killed three of them with arrows, and they did not come again.

On the sixth day, when the storm had ended, I went to the place where the canoes had been hidden. This part of the shore was sheltered from the wind and I found the **canoes** just as they had been left. The dried food was still good, but the water was stale, so I went back to the spring and filled a fresh basket.

I had decided during the days of the storm that I would take one of the canoes and go to the country that lay towards the east.

Yet I cannot say that I was really afraid as I stood there on the shore. I knew that my **ancestors** had crossed the sea in their canoes. I was not nearly so skilled with a canoe as these men, but whatever might **befall** me on the endless waters did not trouble me. It meant far less than the thought of staying on the island alone, without a home or companions, pursued by wild dogs.

I chose the smallest of the four canoes, which was still very heavy because it could carry six people. The task was to push it down to the rocky shore, a distance four or five times its length.

I first removed all the large rocks in front of the canoe. I then filled in all these holes with pebbles and along this path laid down long strips of seaweed, making a slippery bed. Once I got the canoe to move with its own weight, it slid down the path and into the water.

The sun was in the west when I left the shore. The sea was calm behind the high **cliffs**. Using the paddle, I quickly skirted the south part of the island. As I reached the sandpit the wind struck. I was paddling from the back of the canoe because you can go faster kneeling there, but I could not handle it in the wind.

Kneeling in the middle of the canoe, I paddled hard and did not pause until I had gone through the tides that run fast round the sandpit. I was soon wet, but as I came out from behind the spit the spray lessened and the waves grew long and rolling.

At **dusk**, the Island of the Blue Dolphins had disappeared. This was the first time that I felt afraid. There were only hills and valleys of water around me now.

Night fell and I drank from the basket. The water cooled my throat.

The sea was black and there was no difference between it and the sky. The waves made no sound, only faint noises as they went under the canoe or struck against it. Sometimes the noises seemed angry and at other times like people laughing. I was not hungry because of my fear.

The first star made me feel less afraid. It came out low in the sky, towards the east. Other stars began to appear all around, but it was this one I kept my gaze upon. It was in the figure that we call a serpent, a star which shone green and which I knew. Now and then it was hidden by mist, yet it always came out brightly again.

Without this star I would have been lost, for the waves never changed. They came always from the same direction and kept pushing me away from the place I wanted to reach. But somehow I kept moving towards the star.

The wind grew quiet. Since it always died when the night was half over, I knew how long I had been travelling and how far away the dawn was.



The canoe was leaking. Before dark I had emptied one of the baskets and used it to dip out the water that came over the sides.

I stopped paddling and worked with the basket until the bottom of the canoe was almost dry. Then I found the place near the bow where water was seeping through a crack. It leaked whenever the canoe dipped forward in the waves. I tore a piece of fibre from my skirt and pressed it into the crack.

Dawn broke in a clear sky. There was no wind and the long waves went quietly under the canoe. I, therefore, moved faster than during the night.

I was very tired but more hopeful than I had been since I left the island. If the good weather did not change, I would cover many leagues before dark. Another night and another day might bring me within sight of the shore towards which I was going.

Not long after dawn, while I was thinking of this strange place and what it would look like, the canoe began to leak again.

It was suddenly clear to me that it was dangerous to go on. The **voyage** would take two more days, perhaps longer. By turning back to the island, I would not have nearly so far to travel.

The thought of turning back after all this labour was more than I could bear. Even greater was the thought of the deserted island I would

return to, of living there alone and forgotten. For how many suns and how many moons?

The canoe **drifted** idly on the calm sea, but when I saw the water seeping through the crack again, I picked up the paddle. There was no choice except to turn back towards the island. I knew that only by the best of fortune would I ever reach it.

The wind did not blow until the sun was overhead. With the wind I went more slowly and had to stop more often because of the water spilling over the sides, but the leak did not grow worse.

This was my first good fortune. The next was when a swarm of dolphins appeared. They came swimming out of the west, and began to follow me. They swam up slowly and so close that I could see their eyes, which are large and the colour of the ocean. Then they swam on ahead of the canoe, crossing back and forth in front of it, diving in and out.



Dolphins are animals of good **omen**. It made me happy to have them swimming around the canoe and, though my hands had begun to bleed, just watching them made me forget the pain. I was very lonely before they appeared, but now I felt that I had friends with me and did not feel the same.

The blue dolphins left me shortly before dusk. They left as quickly as they had come, going on into the west, but for a long time I could see the last of the sun shining on them. After night fell, I could still see them in my thoughts and it was because of this that I kept on paddling when I wanted to lie down and sleep.

More than anything, it was the blue dolphins that took me back home.

Fog came with the night, yet from time to time I could see the red star called Magat. The night was very long. I was more afraid than I had ever been. But the morning broke clear and in front of me lay the dim line of the island.

I reached it before the sun was high. My legs were **stiff** from kneeling and as the canoe struck the sand I fell when I rose to climb out. I crawled through the shallow water and up the beach. There I lay for a long time, hugging the sand in happiness. I was too tired to think of the wild dogs. Soon I fell asleep.

– *Scott O'Dell*



## Find Meaning

<b>Island</b>	:	<i>a piece of land completely surrounded by water</i>	<b>Cliffs</b>	:	<i>steep rock faces</i>
<b>Loneliness</b>	:	<i>sadness because one has no friends or company</i>	<b>Voyage</b>	:	<i>a long journey involving travel by sea</i>
<b>Canoes</b>	:	<i>narrow boat with pointed ends</i>	<b>Drifted</b>	:	<i>carried away slowly by a current of air or water</i>
<b>Ancestors</b>	:	<i>people related to you who lived long time ago</i>	<b>Omen</b>	:	<i>sign; prediction</i>
<b>Befall</b>	:	<i>happen to</i>	<b>Dusk</b>	:	<i>sunset</i>
			<b>Stiff</b>	:	<i>hard; inflexible</i>

## EXERCISES

### Creative Expression

*Tell Your Story*

Survival stories are exciting to read and write. Imagine that you have been left alone at some place. It could be any isolated spot, from an island to a desert or to a mountain top. Think about one or more of the following and share it in the class:

- What happened?
- Why were you left alone?



- What do you do now?
- Figure out the basics: food, water, shelter and clothing.
- What skills and objects do you have that will help you survive?
- What are you missing that you wish you had?
- What dangers do you face?
- What are you most afraid of?
- How will you protect yourself?
- How will you be rescued?
- What will you do to help make rescue possible?



## CROSS-CURRICULAR CONNECT

### Learning by doing

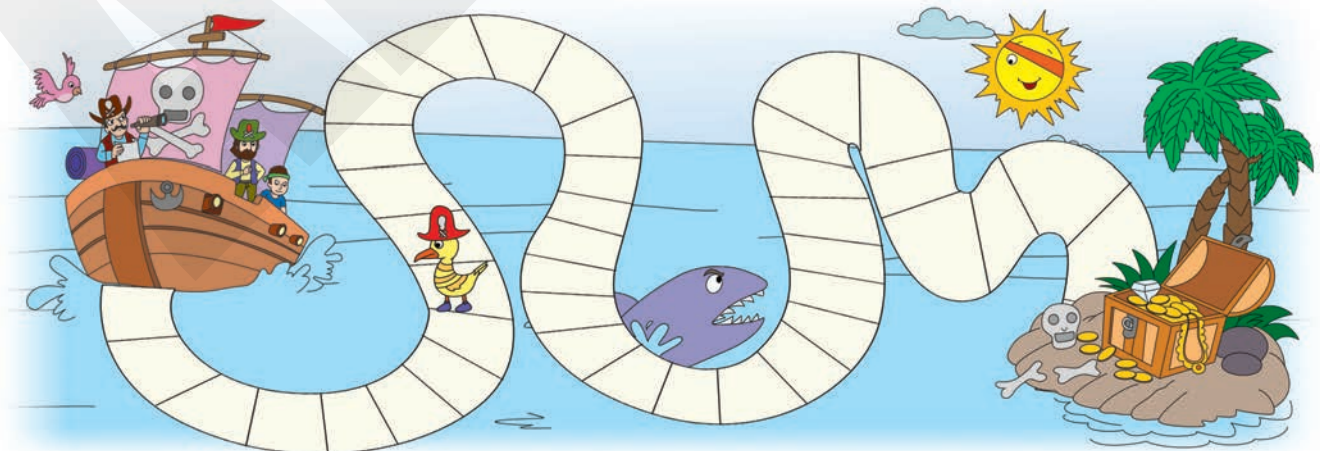
Island of the Blue Dolphins was made into a movie in 1964. You can buy it or borrow it from the library or video store. As you watch it, think about how the movie is similar to the book and how it is different? Which one do you like better and why?



### Critical Thinking

*Let's Play a Game!*

Help the pirates to get to the treasure island.





## Logical Thinking

Did the girl do the right thing by coming back? Do you think it would have been good for her to wait, for the people to come and to take her back with them?

Give reasons to support your answer.



## Exercise Time

### A. Answer the following questions.

1. Why could the girl neither eat nor sleep well?
2. What did the girl do on the sixth day when the storm had ended?
3. When did the girl first feel the real fear?
4. Why did the girl want to leave the island?
5. What noises did the girl hear and what sights did she see while in the canoe?
6. What made the girl decide to return to the island?
7. Did the girl manage to reach the island she wanted to?

### B. Find their meanings.

- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. Desolate | ..... | 2. Headland | ..... |
| 3. Spouting | ..... | 4. Canoes   | ..... |
| 5. Slid     | ..... | 6. Dawn     | ..... |

### C. Fill in the blanks with the correct words.

1. Island of the Blue Dolphins is a work of .....
2. It is based on the life of an ..... woman.
3. One of the central themes is the importance of .....

### D. Tick (✓) the right options.

1. The speaker chose the ..... of the four canoes.

(i) smallest

(ii) tallest

(iii) biggest



2. The speaker paddled hard and didn't .....

(i) pause

(ii) stop

(iii) start

3. There was no ..... and the long waves went quietly under the canoe.

(i) wind

(ii) air

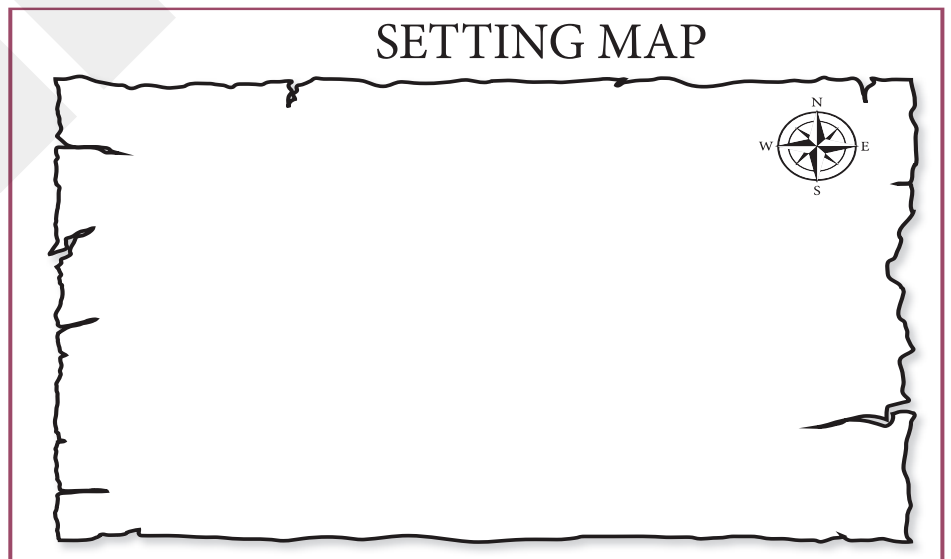
(iii) heat

**E. Match the following.**

	<p>(a) Twilight (b) Dawn (c) Dusk (d) Daybreak (e) Afternoon (f) Dead end of night (g) Evening</p>
--	--

**Conceptual Understanding**

Use the blank map below to map out the travel journey of the main character of the story. Use a pencil first and then decorate the map with different colours to show different destinations.



### Writing Skills

Write down a paragraph what would you have done if you were in the girl's place. Would you have tried to reach for your home or have waited for help?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### Reading Skills

Read the following sentences and answer the questions that follow.

1. The canoe drifted idly on the calm sea while these thoughts went over and over in my mind.
  - (i) What were these thoughts?
  - (ii) What happened immediately afterwards as the canoe drifted?
  - (iii) What did the girl decide to do ultimately?
2. It came out low in the sky, towards the east.
  - (i) What came out?
  - (ii) Did the girl know it?
  - (iii) What was special about it?



## Listening & Speaking Skills

A sentence in English always begins with a capital letter. A sentence ends with a full stop, a question mark or an exclamation mark.

The comma breaks up a sentence into parts. The comma shows us when to pause briefly. Our voice does not change when we arrive at a comma; at a full stop, we let our voice fall.

Your teacher will read out a paragraph. Listen to it carefully to know where the teacher exactly takes a pause.



## Let's Learn Spellings

For each clue a grid of letters is presented. Locate the word within the grid and draw a line from square to square to link the letters of the word.

Y	F	O	G	H
I	I	R	G	E
P	F	K	T	T
L	Y	L	I	N
D	T	E	D	G

B	T	O	R	N
A	E	M	H	K
T	R	Y	A	W
V	V	E	T	V
X	D	K	Y	C

U	M	H	D	T
T	G	O	D	E
X	L	B	T	N
R	E	T	N	C
D	B	O	U	O

X	P	I	N	P
G	T	X	Y	G
X	N	O	G	E
K	U	B	E	N
W	Q	B	W	U

W	C	N	P	G
R	O	W	O	L
V	Y	L	K	P
M	A	L	V	T
J	W	N	D	M

A	J	S	W	O
F	Z	U	Q	B
W	T	B	B	X
J	T	S	T	E
K	I	T	U	C

1. Not be able to remember
2. Shiver, shake
3. Chance / meeting
4. Molecule made up of two atoms, symbol O

5. City manager
6. Alternative, backup



## Let's Learn Grammar

A **phrase** is a group of words that make sense but not complete sense. Phrases are of different kinds.

### Noun Phrase:

Noun phrase is a part of sentence **with subject** and **verb** and it always acts as a noun.

### Example:

The boys like to eat mangoes.

In this sentence; 'like' is the verb and 'to eat mangoes' is the object of the verb 'like'. Thus, 'to eat mangoes' functions as noun here; and is a noun phrase.

### Adjective Phrase:

A group of words which does the work of **an adjective** is called as an adjective phrase.

### Example:

- (a) Nisha is an intelligent girl.
- (b) Nisha is a girl with intelligence.

In sentence (a), the word intelligent shows what type of girl Nisha is.

In sentence (b), to express the same meaning a group of words (with intelligence) has been used.

These groups of words perform the function of adjective. This is called adjective phrase.

### Adverb Phrase:

An adverb phrase is a group of words in a sentence that works as **an adverb** to modify a verb, an adjective or another adverb.

### Example:

- (a) He talked wisely.
- (b) He talked in a wise manner.

In sentence (a), the adverb wisely helps to illustrate the verb talk, while in sentence (b), a group of words (in a wise manner) works as an adverb, so, this is known as adverb phrase.





## Vocabulary Time

A. Tick (✓) the correct synonym of the words given in the left side.

1. **loneliness** : (i) isolation (ii) populous (iii) crowded
2. **companion**: (i) enemy (ii) opponent (iii) buddy
3. **befall** : (i) happen (ii) stop (iii) say
4. **stiff** : (i) flexible (ii) lenient (iii) strong

B. Write down the adverbs formed from these adjectives; then use the adverbs in the sentences of your own. **One has been done for you.**

Adjective	Adverb	Sentence
1. easy	easily	I solved the sums easily.
2. angry	.....	.....
3. happy	.....	.....
4. lucky	.....	.....
5. gentle	.....	.....
6. terrible	.....	.....
7. slow	.....	.....
8. sweet	.....	.....
9. quick	.....	.....
10. quiet	.....	.....



## Life Skills

*Building Self Awareness*

Read each comment and choose which response might keep this conversation going. You can choose more than one.

**"I can't believe that it's Friday!"**

- "Is Friday your favourite day of the week?"
- "Duh! Yesterday was Thursday-of course it's Friday!"
- "Do you have plans for the weekend?"
- "Fridays are definitely awesome!"


**"My dog ran away last night. We weren't able to find her."**

- "It sounds like you really miss her."
- "Who cares? Cats are better!"
- "Oh no! Is there anything! I can help?"
- "Oh well."





# The Return of the Iron Man



## Learning Objectives

- You can be a hero even if you're flawed.
- Become courageous in difficult times.

## Warm-up

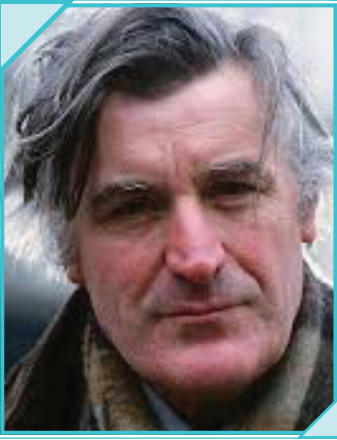
Many people become engineers, doctors, IAS officers, film stars and so on. But a few become “Superheroes”.

Look at the pictures and discuss about the same in the class.



## Think and Answer

- What makes a person superhero?
- How do superheroes make a difference?
- Does every superhero have to fight or risk their life?



*Ted Hughes (17 August, 1930–28 October, 1998) was one of the best English poets and authors of his generation. He is considered as one of the twentieth century's greatest writers. The first book published by him was 'The Hawk in the Rain'. He has written more than a dozen books including poetry and non-fiction. He attended the Mexborough Grammar School and penned his first poem when he was fifteen years of age. He had started his formal education in English language after winning a scholarship from Cambridge University. He was very keen about reading Shakespeare, Keat's poems and Folklore. The first published work of Ted Hughes was a poem that appeared in 1954.*

You might have heard of stories about the demons, ghosts and spirits. Have you ever heard a story of an Iron Man? Here is a story based on the Iron Man and let's read to find out how the plan of the villagers and the little boy worked out to trap the Iron Man.

From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed.

The farmers in a **frightened**, silent, amazed crowd, followed the **footprints**. And at every farm the footprints visited, all the metal machinery had disappeared.

Finally, the footprints led back up to the top of the **cliff**, where the little boy had seen the Iron Man appear the night before, when he was fishing. The footprints led right to the cliff-top.

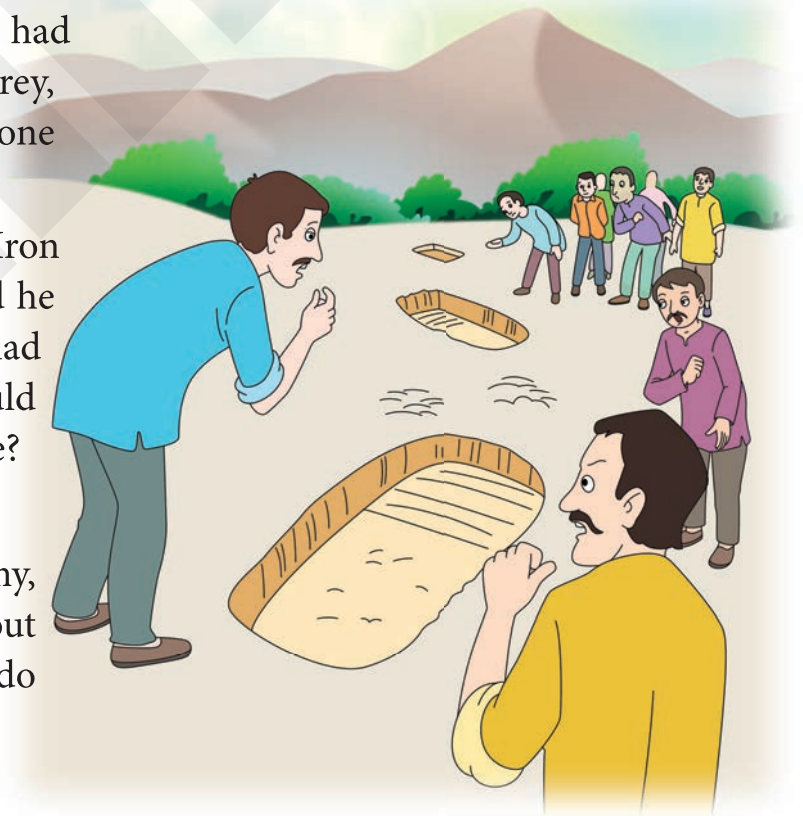
And all the way down the cliff were torn marks on the rocks, where a huge iron body had slide down. Below, the tide was in the grey, empty, moving tide. The Iron Man had gone back into the sea.

The furious farmers began to shout. The Iron Man had stolen all their machinery. Had he eaten it? Anyway, he had taken it. It had gone. So what if he come again? What would he take next time? Cows? Houses? People?

They would have to do something.

They couldn't call in the police or the army, because nobody would believe them about this Iron Monster. They would have to do something for themselves.

So, what did they do?



At the bottom of the hill, below where the Iron Man had come over the high cliff, they dug a deep, **enormous** hole. A hole wider than a house and as deep as three trees one on top of the other. It was a **colossal** hole. A **stupendous** hole! And the sides of it were sheer as walls. They pushed all the earth off to one side.

They covered the hole with branches and the branches they covered with straw and the straw with soil, so when they finished the hole -looked like a freshly-ploughed field.

Now, on the side of the hole opposite the slope up to the top of the cliff, they put an old rusty lorry. That was the **bait**. Now they reckoned the Iron Man would come over the top of the cliff out of the sea, and he'd see the old lorry which was painted red, and he'd come down to get it to chew it up and eat it. But on his way to the lorry he'd be crossing the hole, and the moment he stepped with his great weight on to that soil held up only with straw and branches, he would crash through into the hole and would never get out. They'd find him there in the hole. Then they'd bring a few bulldozers and earth-movers that he hadn't already eaten, and they'd push the pile of earth on top of him, and bury him forever in the hole. They were certain now that they'd get him.

Next morning, in great excitement, all the farmers gathered together to go along to examine their trap. They came carefully closer, expecting to see his hands tearing at the edge of the pit. They came carefully closer.

The red lorry stood just as they had left it. The soil lay just as they had left it, undisturbed. Everything was just as they had left it. The Iron Man had not come.

Nor did he come that day.

Next morning, all the farmers came again. Still, everything lay just as they had left it.

And so it went on, day after day. Still the Iron Man never came.

Now the farmers began to wonder if he would ever come again. They began to wonder if he had ever come at all. They began to make up explanations of what had happened to their machinery. Nobody likes to believe in an Iron Monster that eats tractors and cars.

Soon, the farmer who owned the red lorry they were using as bait decided that he needed it, and he took it away. So there lay the beautiful deep trap, without any bait. Grass began to grow on the loose soil.

The farmers talked of filling the hole in. After all, you can't leave a giant pit like that, somebody might fall in. Some stranger coming along might just walk over it and fall in.

But they didn't want to fill it in. It had been such hard work digging it. Besides they all had a **sneaking** fear that the Iron Man might come again, and the hole was their only weapon against him.

At last they put up a little notice: “DANGER: KEEP OFF”, to warn people away, and they left it at that.

Now the little boy Hogarth had an idea. He thought he could use that hole, to trap a fox. He found a dead hen one day, and threw it out on the loose soil over the trap. Then towards evening, he climbed a tree nearby, and waited. A long time he waited. A star came out. He could hear the sea.

Then – there, standing at the edge of the hole, was a fox. A big red fox, stood looking towards the dead hen. Hogarth stopped breathing. And the fox stood without moving – sniff, sniff, sniff, out towards the hen. But he did not step out on to the trap. Slowly, he walked around the wide patch of raw soil till he got back to where he'd started, sniffing all the time out towards the bird. But he did not step out on to the trap. Was he too smart to walk out there it was not safe?

But at that moment, he stopped sniffing. He turned his head and looked towards the top of the cliff. Hogarth, wondering what the fox had seen, looked towards the top of the cliff.

There, enormous in the blue evening sky, stood the Iron Man, on the brink of the cliff, gazing inland.

In a moment, the fox had vanished.

Now what?

Hogarth carefully quietly hardly breathing climbed slowly down the tree. He must get home and tell his father. But at the bottom of the tree, he stopped. He could no longer see the Iron Man against the **twilight** sky. Had he gone over the cliff into the sea? Or was he coming down the hill, in the darkness under that high skyline, towards Hogarth and the farms?

Then Hogarth understood what was happening. He could hear a strange tearing and creaking sound. The Iron Man was pulling up the **barbed-wire** fence that led down the hill. And soon Hogarth could see him, as he came nearer, tearing the wire from the fence posts, rolling it up like spaghetti and eating it. The Iron Man was eating the barbed fencing wire.

But if he went along the fence, eating as he moved, he wouldn't come anywhere near the trap, which wads out in the middle of the field. He could spend the whole night wandering about the countryside along the fences, rolling up the wire and eating it, and never would any fence bring him near the trap.

But Hogarth had an idea. In his pocket, among other things, he had a long nail and a knife. He took these out. Did he dare? His idea frightened him. In the silent dusk, he tapped the nail and the knife blade together.

Clink, Clink, Clink!



At the sound of the metal, the Iron Man's hands became still. After a few seconds, he slowly turned his head and the headlamp eyes shown towards Hogarth.

Again, Clink, Clink, Clink! went the nail on the knife.

Slowly, the Iron Man took three strides towards Hogarth, and again stopped. It was now quite dark. The headlamps shone red. Hogarth pressed close to the tree-trunk. Between him and the Iron Man lay the wide lid of the trap.

Clink, Clink, Clink! again he tapped the nail on the knife.

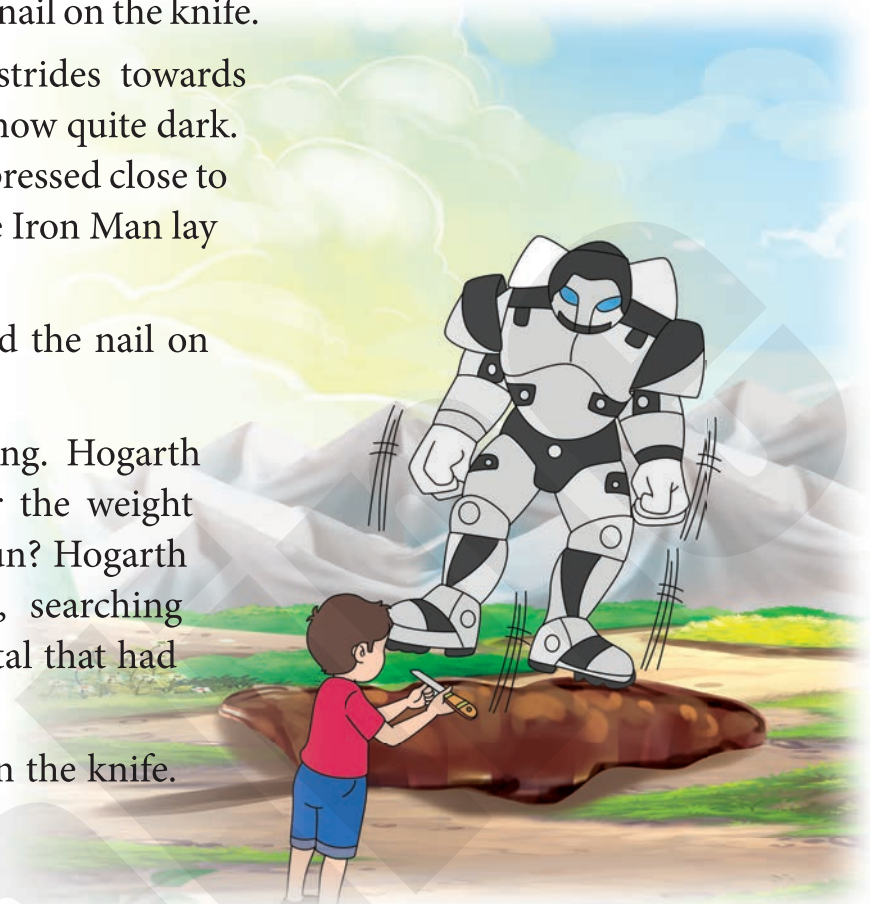
And now the Iron Man was coming. Hogarth could feel the earth shaking under the weight of his footsteps. Was it too late to run? Hogarth stared at the Iron Man, looming, searching towards him for the taste of the metal that had made that inviting sound.

Clink, Clink, Clink! went the nail on the knife. And CRASSHHH!

The Iron Man vanished.

He was in the pit. The Iron Man had fallen into the pit. Hogarth went close. The Earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hills. Hogarth set off. He ran, home with the great news. And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting "The Iron Man's in the trap!" and "We've caught the Iron Giant!"

– *Ted Hughes*



## Find Meaning

**Footprint** : an impression

**Frightened** : to make afraid

**Enormous** : extraordinarily great size

**Colossal** : huge

**Stupendous** : astonishing

**Cliff** : rock face

**Bait** : tempt

**Sneaking** : uneasy

**Twilight** : sunset

**Barbed-wire** : pointed wire

## EXERCISES

### Creative Expression

*Tell Your Story*

1. Was the fox smart and did he sense danger? Discuss in groups and give your opinion in the class.
2. Seeing the Iron Monster, the horrible appearance, the little Hogarth did not lose his courage rather he dared to tempt the Iron Monster to come on his way and wished to tumble into the deep pit.

Do you appreciate his bravery? What would you have done if you were in his place?

### CROSS-CURRICULAR CONNECT

### Learning by doing

Ted Hughes was a poet as well as a story teller. Can you find any evidence of 'poetic' vocabulary choices, e.g. 'his eyes burned from red to purple'?

### Critical Thinking

*Let's Play a Game!*

Find the given words in this word search.

ASTRONOMERS  
BURNING  
DISASSEMBLED  
FEAST  
HEAT  
HUMANITY  
METAL  
RED LORRY  
SING  
SPRING  
SUN  
TRACTORS  
TRAP  
AUSTRALIA

COVERED PIT  
DRAGON  
FEEDS  
HOGARTH  
LASTING PEACE  
PETROLEUM  
SCRAPHEAP  
SPACE BAT ANGEL  
THE IRON MAN  
TRANSPORTED  
BURIED ALIVE  
DIGGERS  
FARM EQUIPMENT  
GLOBAL THREAT

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



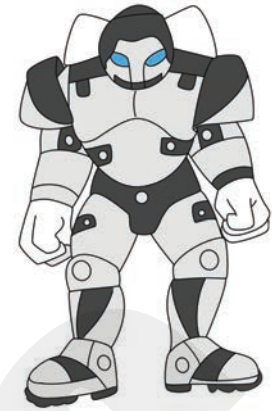
## Logical Thinking

Imagine you are a superhero. What would you do to save the world?

1. Use your powers to save needy people.
2. Use your powers for your own benefits only.


Talk about it in the class.



## Exercise Time

### A. Answer the following questions.

1. Who were following the footprints? In which state of mental condition were they?
2. What did the farmers do to trap the Iron Man?
3. The farmers thought the Iron Man came from the sea. What made them think so?
4. What did the farmers find when they examined their trap next morning?
5. How did Hogarth trap the Iron Monster?

### B. Find their meanings.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1. Furious  | ..... | 2. Machinery  | ..... |
| 3. Cliff    | ..... | 4. Footprints | ..... |
| 5. Reckoned | ..... | 6. Sniffing   | ..... |

### C. Fill in the blanks with the correct words.

1. Hogarth peered over the torn edge of the great .....
2. The Iron man took three ..... towards Hogarth.
3. Hogarth could feel the ..... shaking under the weight of his footsteps.



4. Hogarth started at the .....
5. The Iron Man was pulling up the ..... fence that led down the hill.
6. He could no longer see the Iron man against the ..... sky.

**D. Match the following.**

**Column A**

**Column B**

- |               |                 |
|---------------|-----------------|
| 1. Twilight   | (a) Astonishing |
| 2. Bait       | (b) Huge        |
| 3. Stupendous | (c) Sunset      |
| 4. Colossal   | (d) Tempt       |

**E. Tick (✓) the right options.**

1. The story is based on the return of the .....  
 (i) Spider Man  (ii) Iron Man  (iii) Shaktiman
2. The villagers could not call the police or the army because .....  
 (i) the Iron Man would take revenge.   
 (ii) they thought that the next time he might take their cows.   
 (iii) nobody will believe that an iron man existed.
3. The villagers did not want to fill the hole because .....  
 (i) they had worked very hard to dig the hole.   
 (ii) they had been informed that the iron monster would come.   
 (iii) the hole was the only weapon against the iron monster.
4. Hogarth struck a nail and a knife blade together because .....  
 (i) he wanted to cut the Iron Man's neck using the blade .   
 (ii) he wanted to lead the Iron Man into the trap.   
 (iii) he wanted to inform the villagers.



## Conceptual Understanding

A cause is followed by its effect. Complete this table by filling in the effects of these events from the text. **One has been done for you.**

Event	Effect
The farmers in a frightened, silent, amazed crowd, followed the footprints.	The Iron Man had gone back to the sea.
The furious farmers began to shout.	..... .....
The Iron Man had eaten all the machinery.	..... .....

## Communication



## Writing Skills

Imagine one day, you are standing on the terrace when suddenly in the clouds there is a flash of light and a spaceship lands right in front of you. The doors of the spaceship open and an alien walks out.

Write a paragraph on your meeting with the friendly alien. Give a suitable title to your paragraph and draw as well as colour the alien of your imagination.

.....  
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.....



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## Reading Skills

Read the lines and write 'True' or 'False' for the following sentences.

1. At every farm the footprints that visited all the metal machinery had disappeared.
2. The villagers informed the police about the Iron Man.
3. Little boy Hogarth thought he could use that hole to trap a fox.
4. Hogarth stabbed the Iron Man with his knife.

## Listening & Speaking Skills

The teacher will read out a part of the lesson. Students must listen carefully and identify the prepositions and the number of times they occur.

## Let's Learn Spellings

Correct the spellings of the words given below. Make other changes if needed. Then write them in the correct columns below.

calculater    printor    senater    regulor    editer seminer    piller    creater  
 similer    calander    cleanar    grammer

-er	-ar	-or







## Vocabulary Time

A. Form new words from each of the given words, based on the given example and write.

1. Sensitive : Sensitize .....
2. Amaze : .....
3. Frighten : .....
4. Explain : .....
5. Diligence : .....

B. Write down the antonyms of the following words.

- |           |   |       |          |   |       |
|-----------|---|-------|----------|---|-------|
| 1. Appear | : | ..... | 2. Top   | : | ..... |
| 3. Huge   | : | ..... | 4. Below | : | ..... |



## Life Skills

*Building Self Awareness*

Road safety rules make our driving a better experience. As responsible citizens, we ought to obey traffic rules and pay attention to road signs.

Look at the picture. Circle the dangerous actions of pedestrians on or near the road. Discuss in groups and write down the Pedestrians Road Safety Rules.





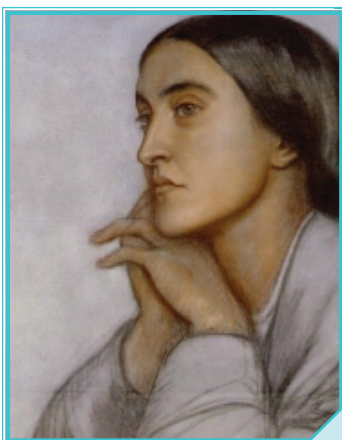
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# Birds of Paradise



## Learning Objectives

- ✿ Birds are beautiful creatures on this earth.
- ✿ Being sensitive toward endangered animals.



*Christina Rossetti (5 December, 1830–29 December, 1894) was one of the most famous British poets of nineteenth century. She has written a variety of romantic, devotional and children's poems. She is best known for her long poem Goblin Market, her love poem 'Remember' and for the words of the 'Christmas Carol in the Bleak Midwinter'. She is honoured with a feast day on the liturgical calendar of the Episcopalian Church (USA) in April 27.*

Golden-winged, silver-winged,  
Winged with **flashing** flame,  
Such a flight of birds I saw,  
Birds without a name:  
Singing songs in their own tongue –  
Song of songs – they came.

One to another calling,  
Each answering each,  
One to another calling  
In their proper speech:  
High above my head they **wheeled**,  
Far out of each.



On wings of flame they went and came  
 With a **cadenced clang**:  
 Their silver wings **tinkled**,  
 Their golden wings rang;  
 The wind it whistled through their wings  
 Where in heaven they sang.

They flashed and they **darted**  
 Awhile before mine eyes,  
 Mounting, mounting, mounting still,  
 In haste to scale the skies,  
 Birds without a nest on earth,  
 Birds of Paradise.

*- Christina Rossetti*



## Find Meaning

**Wheeled** : to fly sound in circles

**Flashing** : sudden burst of light.

**Darted** : Move suddenly or quickly

**Cadenced clang** : a regular pattern of metallic sound.

**Tinkled** : a light high ringing sound.

## EXERCISES

### Exercise Time

#### A. Answer the following questions.

1. What is the theme of the poem?
2. How do the birds of paradise sing?
3. Which type of wings are tinkled?
4. Which type of wings are rung?

#### B. Find their meanings.

- |                         |                           |
|-------------------------|---------------------------|
| 1. Wings of flame ..... | 2. A cadenced clang ..... |
| 3. Whistle .....        | 4. Mounting .....         |
| 5. Paradise .....       |                           |

**C. Complete the sentences.**

1. Golden-winged, silver-winged,  
Winged with flashing .....,  
Such a flight of ..... I saw,  
Birds without a name.
2. One to another calling,  
Each answering .....,  
One to another calling  
In their proper .....

**D. Tick (✓) the right options.**

1. The poet is talking about ..... in this poem.  
(i) bird  (ii) horses  (iii) trees
2. The line singing songs in their own tongue means that the birds were .....  
(i) dancing  (ii) singing  (iii) sleeping
3. What is the beauty of the wings being compared to?  
(i) flashing flame  (ii) splashing water  (iii) howling wind

**E. Match the following.**

**Column A**

1. Dart
2. Paradise
3. Flash
4. Flight

**Column B**

- (a) Heaven
- (b) Rapid movement
- (c) Fly
- (d) Reflect light briefly

**Let's Enjoy The Poem**

1. Fill in the blanks with correct rhyming words from the poem.

Scales ....., Flashed ....., Flame .....

2. Quote the line that is similar to the title of the poem.

3. Write the poetic device which is used in the line below.

Birds of Paradise .....

## Communication

### Writing Skills

There are many species of animals that have become extinct and many more endangered species that face a high risk of extinction. Write a pledge to make the earth habitable for all the varied creatures that live on it. The Bird of Paradise is one such enchanting creature.

I'm a Wildlife Hero!  
My Pledge...



### Reading Skills

Golden-winged, silver-winged  
Winged with flashing flame,  
Such a flight of birds I saw,  
Birds without a name:  
Singing songs in their own tongue—  
Song of songs—they came.  
One to another calling,  
Each answering each,  
One to another calling  
In their proper speech:  
High above my head they wheeled,  
Far out of reach.

Read the lines taken from the poem and answer the following questions.

1. Why do you think that poet refers to the 'birds without any name'?
2. What do you understand by the term gold-winged and silver-winged?
3. 'High above my head they wheeled, far out of reach. 'Do you think the poet expresses sadness about the birds being out of reach?



# Gulliver in the Land of the Giants



## Learning Objectives

- A warm and sincere welcome gives a sense of caring and makes people feel appreciated.

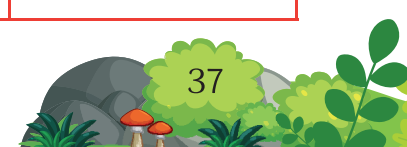
### Warm-up

#### How to be a perfect host?

When you are a host at your house, and about to welcome a guest there are some rules you should obey. Look at the sentences, and tick the one in which you 'should do' and cross the one in which you 'should not'.



Unscramble the sentences and then decide should do or should not do	Should Do	Should Not Do
1. welcome guest the		
2. conversation Keep the flowing		
3. makes sure too long before the food is served guests don't have to wait		
4. tidy home is clean and		





*Jonathan Swift (30 November, 1667–19 October, 1745) was an Anglo-Irish satirist, essayist, political pamphletter, poet and cleric who became Dean of St. Patrick's Cathedral, Dublin. He is best known for his work such as Gulliver's travels; A Modest Proposal, A Journal to Stella, Drapier's Letters. The battle of the Books, An Argument Against Abolishing Christianity and A Tale of a Tub.*

“Gulliver’s Travel” is a famous book of adventure. It was written by Jonathan Swift. Gulliver had made many **voyages** in the sea and faced many uncommon situations. During one of his voyages, he reached the land of the giants. Here is an extract of his experience, narrated in his own words.

After staying in England with my wife and family for two months, I **undertook** my next sea voyage, which took me to the land of the giants called Brobdingnag.

A giant farmer discovered me and took me up on his palm. He was at least sixty feet high and I was just six. After a close examination he **realised** that I was a human being like him, only much smaller in size. He tried to speak to me in his language. The sound of his voice was like the sound of thunder. But I could not understand anything. I spoke in English in a loud voice. He carried me near his ears. But it was of no use. We could not understand each other's language.

The farmer took out his handkerchief, doubled it and laid it on his palm. He put me on it and walked on. I couldn't stand due to the movement of his hand, so I lay at my full length. Then he covered me with the ends of his handkerchief and took me home.

The farmer called his wife. She, too, was a giant woman like him. She was sixty feet high. He showed me to her. At first she **screamed**



and ran back frightened, as if seeing a spider or lizard. It took her husband a long time to remove her fear. She watched my behaviour and slowly began to touch me and lift me. She behaved very kindly with me.

It was lunch time. So, all the people in the family took their seat at the table. They were a small family—the farmer, his wife, three children and an old grandmother. There was only one good dish of **delicious** food as I could smell. It was on a huge plate of about twenty four feet in diameter.

The table was thirty feet high. The farmer put me on the table. I was **terribly** frightened and kept as far as I could from the edge of the table. The farmer's wife placed some food before me. I bowed low to the farmer and his wife and began to eat. All were **delighted** to see me eat.



Then the mistress sent her maid to **fetch** a small medicine cup. It held about three gallons of drink. I lifted the cup in both hands with great difficulty. Then in a most respectful manner drank to their health. The drink tasted good. I spoke out words loudly in their praise. It made them all laugh heartily. I almost fainted with the laughing noise.

Now the farmer made a sign for me to come to his side. As I walked, I **tumbled** against a crust of bread and fell flat. I got up at once and saw that the good people were all standing around. I took my hat, waved it over my head and bowed low three times. They were glad to see that I was not hurt.

Just then, the youngest son of the farmer, a boy of ten, took me up by the legs and held me in the air. I was shaking all over with fear. But his father snatched me from him and **scolded** him for his bad manners.

When we were half way through the lunch, their pet cat jumped into the lap of the mistress. Hearing the purring noise of the cat, I turned my head. The animal was three times the size of an ox. Its frightening look made me trembling. I could not move out of fear.

Three dogs of the farmer also came into the room for the leftovers. One of them was a mastiff, the size of four elephants and the two others, greyhounds, somewhat taller than the mastiff but not so big.

When the lunch was almost over, a nurse came in with a year old baby in her arms. The baby **stretched** his hand towards me. The mistress took me up and gave to him. The baby caught me by the middle and pushed my head in his mouth. I screamed so loudly that he became frightened and let me drop. The mistress held out her apron to save me from injury from falling down.

After lunch, the farmer went back to his field. From his voice and **gesture** I knew that he gave his wife instructions to take good care of me. They had a daughter about 12 years old. She was about forty feet tall. She was an expert with her needle and made fine dresses for her dolls. She and her mother made a bed for me in the doll's **cradle**. They put me in the cradle and put the cradle on a hanging shelf for fear of rats. The rats were as large as mastiffs and much more **nimble** and fierce. Their tails were about six feet long.

The farmer's daughter was very kind. She made clothes for me. But their clothes were **coarse**. She also washed my clothes. She taught me their language. When I pointed to something she would tell me its name in her language. I repeated the sound two or three times. In a few days, I was able to ask for whatever I wanted. She gave me the name of 'Little Man'. She looked after me with a lot of care. She never left my side as long as I was there. I called her the 'Little Nurse'.



- Jonathan Swift



## Find Meaning

<b>Voyage</b>	: journey
<b>Undertook</b>	: commenced
<b>Realised</b>	: understood
<b>Screamed</b>	: shrieked
<b>Delicious</b>	: tasty
<b>Terribly</b>	: awfully
<b>Delighted</b>	: pleased
<b>Fetches</b>	: brought

<b>Tumbled</b>	: fell down
<b>Scolded</b>	: rebuked
<b>Stretched</b>	: spread
<b>Gesture</b>	: body language
<b>Cradle</b>	: cot
<b>Nimble</b>	: lively
<b>Coarse</b>	: rough

## EXERCISES

### Creative Expression

Imagine a morning when you wake up, you find yourself in the land of giants! Write a paragraph describing your experiences there and how you got back home finally. You may begin like this. Everything around me looked different.

.....

.....

.....

.....

.....

*Tell Your Story*



## CROSS-CURRICULAR CONNECT

### Learning by doing

At the end of the story, the farmer's daughter was named 'Little Nurse'. Have you been a good host ever? Go home and be a host for a day, and serve water to anyone who comes to your house. It can also be your parents returning home after work.

Try this act of kindness and share it with the class.





## Critical Thinking

Let's Play a Game!

Gulliver took a sea voyage which took him to the land of the giants. Think of different types of vehicles used today and solve this crossword puzzle.

1. Ship 2. Submarine 3. Wagon 4. Bicycle 5. Helicopter 6. Ship 7. Submarine 8. Excavator 9. Taxi 10. Rocket 11. Truck



## Logical Thinking

You have learnt a new song in your music class. You come home and you saw guests at home. You eagerly sing it in front of them however your sibling teases you. What will you do?



1. I will ask my music teacher whether I sing well and ask her/him to help me improve.
2. I will stop singing.
3. I will be angry with my sister/brother for being nasty in front of the guest.



## Exercise Time

### A. Answer the following questions.

1. Where did Gulliver belong to?
2. Describe the giant farmer who discovered Gulliver.
3. At first how did the farmer's wife react on seeing Gulliver?
4. How high was the dining table? Why did Gulliver keep away from the edge of the table?
5. Why did the farmer scold his youngest son?
6. Where did the little girl and her mother make Gulliver's bed? Why did they put the bed on a hanging shelf?
7. Who was the 'Little Nurse'? How did she take care of Gulliver?

### B. Find their meanings.

- |              |       |            |       |
|--------------|-------|------------|-------|
| 1. Mastiffs  | ..... | 3. Purring | ..... |
| 2. Trembling | ..... | 4. Gallons | ..... |

### C. Fill in the blanks with the correct words.

thunder   sixty   leftover   frightened   sign

1. The giant farmer was at least ..... feet high and I was just six.
2. The sound of the giant farmer was like the sound of the .....
3. Now the farmer made a ..... for me to come to his side.
4. Three dogs of the farmer also came into the room for the .....
5. I screamed so loudly that he became ..... and let me drop.

### D. Match the following.

#### Column A

1. Terribly
2. Delighted
3. Scolded
4. Tumbled
5. Undertook

#### Column B

- (a) Rebuked
- (b) Awfully
- (c) Commenced
- (d) Pleased
- (e) Fell down



**E. Tick (✓) the right options.**

1. He went to the land of giants called .....  
(i) Brobdingnag  (ii) Westeros  (iii) Dinotopia
2. A giant ..... discovered Gulliver.  
(i) farmer  (ii) peasant  (iii) cobbler
3. The farmer took out his ....., doubled it and laid it on his palm.  
(i) handkerchief  (ii) towel  (iii) paper



**Conceptual Understanding**

Write 'T' for true and 'F' for false statements.

1. The giant farmer took Gulliver on his shoulder.
2. The giant farmer's wife was sixty feet high.
3. The baby put Gulliver's head in its mouth.
4. The giant farmer had three pet cats and one dog.
5. The farmer's daughter taught Gulliver their language.

**Communication**



**Writing Skills**

How did Gulliver spend his days in the house of the giant farmer? Write, in your own words, the things he saw and did there.

.....

.....

.....

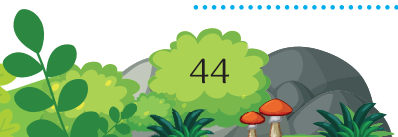
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## Reading Skills

Read the passage and answer the questions given below.

One day, when I was standing on the port, I saw a ship approaching the port. It was the same ship, which had sailed further after leaving me behind, struggling in the sea. When the captain of the ship saw me, he was greatly surprised to find me alive and the other crew members hugged me with happiness. The captain handed over my goods to me, which had been left on the ship.

1. Where was he standing?
2. What did he see?
3. Whom did he meet on the ship and why was the person surprised?
4. What did he get back from the captain?



## Listening & Speaking Skills

During one of his voyages, Gulliver reached the land of the giants. A giant farmer discovered him and took him to his house. Everything in the house was of extra-ordinarily large in size. The people, the dogs, the cats and even the rats were of enormous sizes. Gulliver stayed there in the care of the little daughter of the giant. Imagine that after his return from the land of the giants, Gulliver narrated his experience to one of his friends. Take hints from the lesson and develop an imaginary conversation between Gulliver and his friend.

**Friend** : Hello Gulliver, where did you go this time?

**Gulliver** : I had gone to the Land of the Giants.

**Friend** : Land of the giants! What do you mean?

**Gulliver** : It's true, I had really ..... giants.



**Friend** : What did you .....

**Gulliver** : Everything there ..... large in size.

**Friend** : Weren't you ..... the giants?

**Gulliver** : No, they treated .....



## Let's Learn Spellings

**Spellings:** *-ory*, *-ery*, and *-ary* words

Words ending in '*-ory*' can be nouns (category, accessory) or adjectives (derogatory, satisfactory), can be related to nouns ending in *-or* (predatory from a predator; directory from director) and also formed from words ending in *-ion* (introductory from the introduction).

**Examples:** sensory; memory; factory; preparatory; mandatory

Form new words from the following words using *-ory*, *-ery* or *-ary*. Make any other necessary changes.

- |                  |                     |
|------------------|---------------------|
| 1. Machine ..... | 2. Advise .....     |
| 3. Brew .....    | 4. Vision .....     |
| 5. Mock .....    | 6. Compliment ..... |
| 7. Slipper ..... | 8. Diction .....    |



## Let's Learn Grammar

**We use commas:**

- To separate words and word groups in a series of three or more items.
- To separate two adjectives when the adjectives are interchangeable.
- After certain words that introduce a sentence such as Yes, Well or Hello.
- When we begin a sentence with a dependent clause.
- To introduce or break direct quotations.
- To separate a statement from a question, as in question tags.



# Black Beauty



## Learning Objectives

- Understand that courage, perseverance and the power of kindness are timeless.
- Understanding life journey of a horse named Black Beauty.

## Warm-up

Look at the pictures of horses below. One is a real horse and one is a toy horse. Compare and contrast the two horses thinking about the character traits both can have.

**Directions:** Look at the pictures of horses below. One is a real horse and one is a toy horse. Compare and contrast the two horses thinking about living and non-living traits. Circle the traits which the two horses share.

Living Horse



Non-Living Horse





*Anna Sewell (30 March, 1820–25 April, 1878) was an English novelist best known for her juvenile novel Black Beauty which was published in 1877. She had developed a strong love for animals from an early age. She cared for the animals and never tolerated any form of cruelty towards them. Her desire to see them well-treated motivated her to write one of the most loving animal stories of nineteenth century.*

Black Beauty is all about a smart black horse who narrates the story of his life in his own words. This extract is about how he started his carefree life as a colt, on an English farm and how his mother prepared him for work before he was sold. Let's read this extract to know about Black Beauty's early life.

The first place that I can well remember was a pleasant meadow with a pond of crystal clear water in it. There was a field on one side and on the other side, we looked upon a gate at our master's house. I lived here with my mother. In the day time, I ran by her side and at night, I used to lie down beside her. When it was hot, we would stand under the shade of trees near the pond. When it was cold, we would stay in a warm shed.

There were six young colts in the meadow besides me. They were all older to me. We used to gallop all together round the field, as hard as we could go. At times our play was rather rough, they would bite and kick as well as gallop.

One day when there was a lot of kicking, my mother whinnied to me to come to her. She said, listen carefully to what I am going to say. "The colts are also good colts but they are cart-horse colts. They have not learned manners. You are different from them. You have been well-bred and well-born. Both your father and grandfather had a great name in this area. Your grandfather won cups at the races. Your grandmother had a



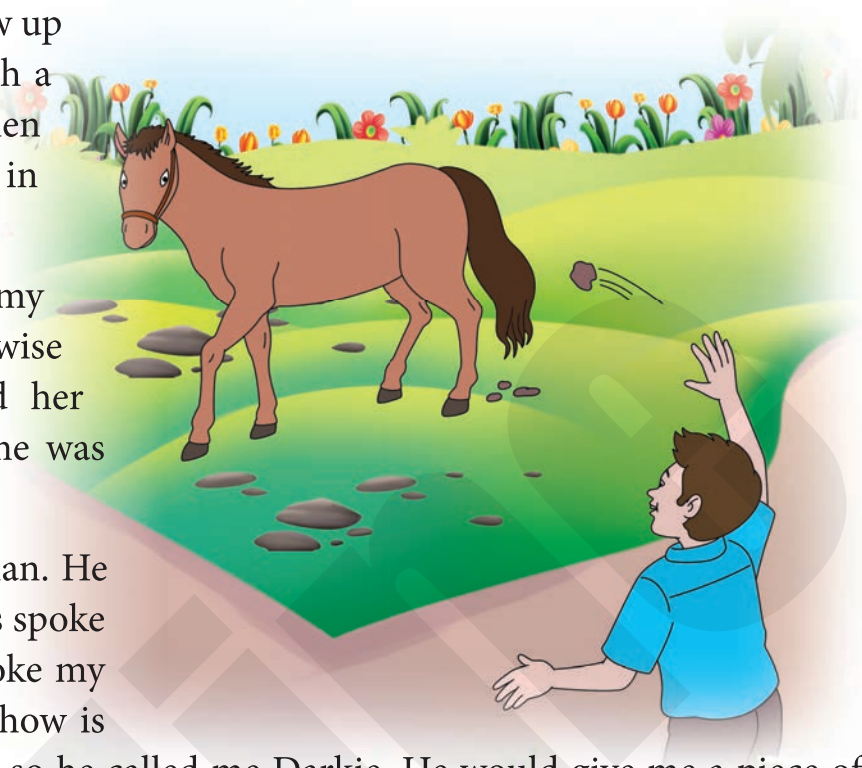
very sweet temper. I think you have never seen me kick or bite. I want you grow up gentle and good. Do your work with a good will, lift your feet up well when you **trot**. Do not kick or bite even in play.”

Till date I have not forgotten my mother's advice. I know she was a wise old horse. Our master also loved her and called her Pet. Her actual name was Duchess.

Our master was a good and kind man. He gave us food and **lodging**. He always spoke kindly to us. He would pat and stroke my mother and say, “Well old Pet and how is your little Darkie?” I was dull black so he called me Darkie. He would give me a piece of bread, and sometimes he brought a carrot for my mother. All the horses liked him but I think we were his favourites.

Dick, a **ploughboy**, would sometimes come into our field to pluck blackberries from the hedge. When he had finished eating, he threw stones and sticks at the colts to make them gallop. We did not mind it, for we would gallop off. At times a stone would hit and hurt us. One day, as usual he was at this game. He did not know that the master was watching him from the next field. The master jumped over the hedge **in a snap**, caught him by the arm and gave him such a **box** on the ear. That made Dick cry with pain. “Bad boy!” he said angrily. “Bad boy! to chase the colts. Here - take your money and go home. I do not want to see you on my farm again.” So we never saw Dick any more. Old Daniel the man who looked after the horses, was as gentle as our master, so we were well off.

– Anna Sewell



## Find Meaning

**Meadow** : field of grass

**Crystal clear** : transparent

**Gallop** : horse's fastest speed

**Whinnied** : gently neighed

**Well - bred** : brought up well

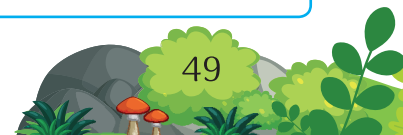
**Trot** : move fast

**Lodging** : temporary accommodation

**Ploughboy** : one who helps in the farm

**In a snap** : quickly

**Box** : hit with the fist



## EXERCISES

### Creative Expression

*Tell Your Story*

Why do you think the writer choose to tell this story from the point of view of the horse?

### CROSS-CURRICULAR CONNECT

### Learning by Doing

Black beauty is all about a smart horse who narrates the story of his life. Read the other part of the same novel from your school library and find out why the horse was named 'Black Beauty'.

### Critical Thinking

*Let's Play a Game!*

Can you spot any five differences between the two pictures?





## Logical Thinking

Look at the pictures below and discuss the following.



Do you think encouragement works as a better motivation than punishment?



## Exercise Time

**A. Answer the following questions.**

1. How did Black Beauty spend its early childhood?
2. What did Black Beauty do with six other colts?
3. How was Black Beauty different from other colts?
4. What advice did Black Beauty's mother give it?
5. Why did the master call Black Beauty Darkie?
6. Why did Black Beauty say that his master was a good and kind man?
7. Why did the master ask Dick to go away home?

**B. Find their meanings.**

- |           |       |          |       |
|-----------|-------|----------|-------|
| 1. Colt   | ..... | 2. Shed  | ..... |
| 3. Temper | ..... | 4. Hedge | ..... |

**C. Fill in the blanks with the correct words.**

1. .... was a good and kind man.
2. .... would pat and stroke his mother.
3. .... used stones and sticks at the colts.
4. .... looked after the horse, was as gentle as the master.



**D. Match the following.**

**Column A**

1. Brisk
2. Vacant
3. Polite
4. Glad
5. Admire
6. Gentle
7. Calm
8. Guard

**Column B**

- (a) Protect
- (b) Kind
- (c) Peaceful
- (d) Praise
- (e) Courteous
- (f) Empty
- (g) Quick
- (h) Happy



**E. Tick (✓) the right options.**

1. When Black Beauty was young, she lived with her mother .....

- (i) in the meadow  (ii) in the master's house   
(iii) under a tree

2. Black Beauty's mother was .....

- (i) a wise old horse  (ii) an ill-mannered horse   
(iii) not liked by her master

3. Black Beauty was .....

- (i) white coloured  (ii) dull black in colour   
(iii) brown in colour

4. Black Beauty .....

- (i) was the oldest of the six colts   
(ii) same age as other colts   
(iii) was the youngest of the six colts

5. The master boxed Dick because .....

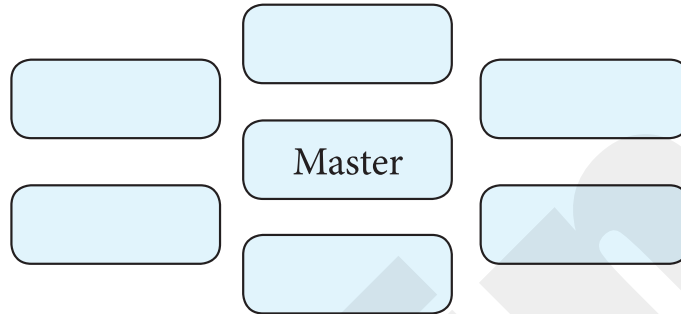
- (i) he was plucking blackberries from the hedge   
(ii) he told a lie   
(iii) he was throwing sticks and stones at the colt



## Conceptual Understanding

Fill in the diagram with words that describe the farmer. Choose from the box.

compassionate, empathetic, generous, negligent, arrogant, selfishness, moody, affectionate, responsive, loving, and thoughtful.



## Communication



## Writing Skills

Well-bred and well-born are compound adjectives.

Fill in the blanks using compound adjectives given in the box.

well-known    broad-minded    kind-hearted    well-mannered    old-fashioned

- Priya's mother is a ..... lady. She is always ready to listen to others.
- Mr. Sharma is a ..... man. He is always ready to help others in need.
- Rohit is a ..... boy. Everybody likes him.
- Mahima is ..... in school. She has won several prizes in inter-school competitions.
- His parents are ..... . They are not ready to accept new things.

Now make sentences of your own using the above words.

.....

.....

.....

.....





## Reading Skills

Read the sentences and answer the questions that follow.

- “Do not kick or bite even in play.”
  - Who said these words to whom?
  - What examples did the speaker give to the listener?
  - Do you think kicking or biting even in play is a fair thing?
- “Well old Pet, and how is your little Darkie?”
  - Who said these words to whom?
  - Describe the speaker’s relationship with ‘Old Pet’.
  - Who are ‘Old Pet’ and ‘Little Darkie’?
- “Bad boy! to chase the colts. Here—take your money and go home.”
  - Who said these words to whom?
  - Why did the speaker say the boy bad?
  - What kind of impression do you have on the speaker?



## Listening & Speaking Skills

Role play the conversation between a doctor and a patient and suggest a few ways which can keep us healthy and fit.

**Patient** : Good afternoon.

**Doctor** : Good afternoon. Have a seat. So, what seems to be your problem?

**Patient** : Thank you. I'm feeling ill. I've got quite a bad cough, but I don't seem to have a fever.

**Doctor** : I see. How long have you had these symptoms?

**Patient** : Oh, I've had the cough for two weeks, but feeling ill just these past few days.

**Doctor** : Are you having any other problems?

**Patient** : Well, I've got a headache. I've also had a little bit of diarrhea.

**Doctor** : Do you produce any phlegm when coughing?

**Patient** : Sometimes, but it's usually pretty dry.



## Let's Learn Spellings

### Spellings in the past tense

#### Rules of forming spellings in past forms:

- Verbs ending in e which is silent take -d in the simple Past. (I've - lived)
- Verbs ending in a vowel take + y in the Simple Past. (enjoy - enjoyed)
- Verbs ending in a consonant + y take -ied. (carry - carried)
- All other verbs take -ed in the Simple Past. (wait - waited)
- If there is a consonant after a stressed vowel at the end of the word, then double the consonant before adding -ed. (crop = cropped)
- If the vowel is not stressed, then do not double the consonant. (consider - considered)
- The consonant / is always doubled whether or not the last vowel is stressed. (travel - travelled)
- For irregular verbs, there is no particular rule. You need to learn them. Example: be = was/were; do = did; write = wrote
- There are also some verbs that don't change their form at all.  
Example: burst, cut, hurt, put



## Vocabulary Time

### Phrasal verbs have a verb in them. Read the following sentences.

The plane to Paris took off late.

Max came into the picture when his uncle died.

The words **took off** and **came into** phrasal verbs. A phrasal verb is a verb that is made up of the main verb together with an adverb or a preposition or both.

### Complete each sentence with a phrasal verb choosing the correct option.

- My car ..... on the freeway.  
(i) broke down  (ii) broke up  (iii) broke through
- The thief managed to ..... the police barricade.  
(i) break in  (ii) break through  (iii) break on



3. Could you fill ..... this application form, please?  
 (i) on  (ii) up  (iii) in
4. Hey, ..... the girl with the red hair. She looks suspicious.  
 (i) check out  (ii) check in  (iii) check at
5. ....! Things will get better.  
 (i) cheer on  (ii) cheer at  (iii) cheer up
6. The police are trying to ..... on drunk drivers.  
 (i) crack up  (ii) crack down  (iii) crack through
7. The way he shouted at us put me .....  
 (i) off  (ii) on  (iii) out
8. I thought the movie was going to end, but it just .....  
 (i) dragged in  (ii) dragged on  (iii) dragged into
9. I'm tired because I ..... at 5 AM this morning.  
 (i) got around  (ii) got up  (iii) got on
10. Friends can help you to ..... a difficult time in your life.  
 (i) get around  (ii) get by  (iii) get through

## Life Skills

*Building Self Awareness*

**Many people hurt animals. They also trap and poach animals for their means. Some people try their best to save the animals. Do you think it is a bad conduct to hurt animals? If yes, give reasons.**





# Grannie



## Learning Objectives

- ❁ Grannies are kind and gentle who never scolds.
- ❁ Understanding the importance of elders in our life
- ❁ Valuing each relationship in life.

*There are many members in our family who are always there for us and love us a lot. This is a poem based on the lasting love between a grandmother and her grandson. Let's read the poem and explore the everlasting bond of love between the grandmother and her grandson.*

I stayed with her when I was six then went  
To live elsewhere when I was eight years old.  
For ages I remembered her faint scent  
Of **lavender**, the way she'd never scold  
No matter what I'd done, and most of all  
The way her smile seemed, somehow, to **enfold**  
My whole world like a warm, protective **shawl**.

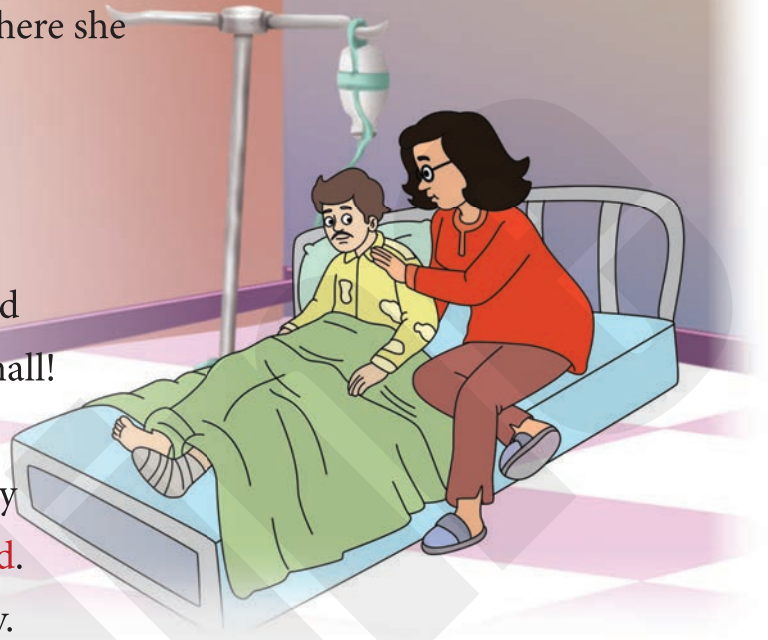
I knew that I was safe when she was near,  
She was so tall, so wide, so large, she would  
Stand mountainous between me and my fear,  
Yet oh, so gentle, and she understood  
Every hope and dream I ever had.  
She praised me **lavishly** when I was good,  
But never punished me when I was bad.



Years later war broke out and I became  
 A soldier and was wounded while in France.  
 Back home in hospital, still very lame,  
 I realised suddenly that **circumstance**  
 Had brought me close to that small town where she  
 Was living still. And so I **seized** the chance  
 To write and ask if she could visit me.

She came. And I still **vividly** recall  
 The shock that I received when she appeared  
 That dark cold day. Huge grannie was so small!  
 A tiny, frail old lady. It was weird.  
 She **hobbled** through the ward to where I lay  
 And drew quite close and, hesitating, **peered**.  
 And then she smiled: and love lit up the day.

– **Vernon Scannell**



## Find Meaning

**Lavender** : a fragrance

**Shawl** : cape

**Vividly** : strongly, clearly

**Lavishly** : generously

**Circumstances** : a set of events

**Seized** : took opportunity

**Enfold** : surround

**Hobbled** : walked in an awkward way due to injury or pain

**Peered** : looked with concentration or difficulty

## EXERCISES

### Exercise Time

A. Answer the following questions.

1. What did the poet remember about his grandmother?
2. What did she used to do to make the poet happy?
3. Which event happened which brought the poet close to the small town?
4. How did his grannie react to seeing him after such long years?



**B. Find their meanings.**

1. Hobbled ..... 2. Vividly.....  
3. Peered ..... 4. Seized .....
5. Lavishly .....

**C. Fill in the blanks with the correct words.**

1. The poem is based on ..... love between grandmother and grandson.  
2. The poet grandmother was like a protective .....
3. The poet knew that he was safe when ..... was near.  
4. The soldier mentioned in the poem was the .....

**D. Match the following.**

**Column (A)**

1. Frail  
2. Enfold  
3. Circumstances  
4. Weired

**Column (B)**

- (a) Weak  
(c) Strange  
(e) Surround  
(g) A set of events

**E. Tick (✓) the right options.**

1. The poet lived with his grandmother upto the age of .....  
(i) four  (ii) five  (iii) six
2. Who or what stands between the poet and his fear?  
(i) Mountain  (ii) River  (iii) Grandmother
3. Grandmother always understood the poet's .....  
(i) hope and dream  (ii) good and bad   
(iii) mood and manners
4. The poet was wounded in the war when he was in .....  
(i) China  (ii) Japan  (iii) France





## Let's Enjoy The Poem

Write at least five common things discussed in the poem about Grannie.

.....

.....

.....

.....

.....

.....

### Communication



### Writing Skills

Write a letter to your grandparents about your plans to visit them during the summer holidays. In the letter, also tell how you would like to spend your time with them.

(Hint: Talk about the things you usually do at your grandparents' house and what you have planned to do this time when you visit them.)



XYZ House Number

XXX Road

City

Date

Dear Grandpa and Grandma,

Hope you are fine. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Yours lovingly

Grandson/granddaughter

.....

 **Reading Skills**

**Read the lines from the poem and answer the following questions.**

She was so tall, so wide, so large, she would  
Stand mountainous between me and my fear,

1. Who is 'she' in these lines?
2. What was the relationship between the poet and the lady?
3. Give two synonyms for the word 'mountainous'.

.....



# After Twenty Years



## Learning Objectives

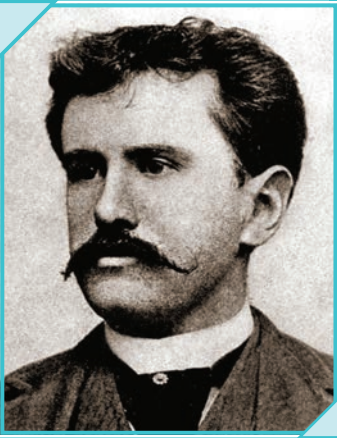
- Explore the themes of friendship, loyalty and trust.
- Understand the value of our duty with full honesty and sincerity.

### Warm-up

Childhood is an age span running from birth to adolescence. It's true when they say that childhood friends are irreplaceable because no one in the world truly knows you the way they do. Friendships benefit children by creating a sense of belonging and security and reducing stress.

Fill in the table with the most memorable moments of your childhood with your friends. Try to think of something that happened at different ages, where it happened and who was your best friend during that time. Make at least five entries.

S.No	Age	Incident	Place	Best Friend (Name)
1.				
2.				
3.				
4.				
5.				



*Jimmy O. Henry (11 September, 1862–5 June, 1910) is the pen name of William Sydney Porter. He is one of the famous American short-story writers. His short stories are known for their wit, wordplay, warm characterization, and surprise endings. Like many other writers O. Henry's early career aspirations were unfixed and he wandered across different activities and professions before he found his calling as a short story writer. His prolific writing period began in 1902 in New York city, where he wrote 381 short stories. He was a gifted short story writer and left us a legacy of great stories to enjoy.*

It is a story of two friends who meet after twenty years with each other and keep their promises. Suddenly, a man gets in trouble. Read to find out what the trouble is!

The policeman on the beat moved up the **avenue** impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well depopulated the streets.

The **vicinity** was one that kept early hours. Now and then you might see the lights of cigar store or of an all-night lunch counter, but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain, it's all straight. About that long ago there used to be a restaurant where this store stands — 'Big Joe Brady's restaurant.'

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

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

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

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

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

Did pretty well out in the west, didn't you?" asked the policeman.

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

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

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

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few **pedestrians** in the neighbourhood hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment with the friend of his youth, smoked his cigar and waited. About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked doubtfully.

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



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

"It has given me everything I asked it for. You've changed a lot, Jimmy. I never thought you were so tall by two or three inches."

"Oh I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

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



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

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

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

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

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Going quietly, are you? That's sensible. Now, before we go to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed it to him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob, I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plainclothes man to do the job.

– Jimmy O. Henry



## Find Meaning

<b>Avenue</b>	: a wide street	<b>Chap</b>	: a man or a fellow
<b>Vicinity</b>	: nearness or closeness of a place or relationship	<b>Twirled</b>	: spin
<b>Chum</b>	: close friend	<b>Pedestrians</b>	: people going on foot
<b>Corresponded</b>	: be analogous or similar	<b>Submerged</b>	: sink
<b>Hustling</b>	: push roughly	<b>Sensible</b>	: aware or conscious of something
<b>Staunchest</b>	: trustworthy		

## EXERCISES

### Creative Expression

*Tell Your Story*

Work in pairs and talk with each other in your class. Take turns to suggest different things to each other. Some ideas are provided for your help.

You and your friend watch something on the TV, suddenly some loud noise came. It was the next-door neighbour. Your friend wanted you to tell them to lower the noise. But you end up fighting with your friend.

How can you save the fight? What would you have done in the same situation? Share your story in the class.



## CROSS-CURRICULAR CONNECT

### Learning by Doing

Organise a school reunion on the second Saturday of the month, and take a chance to meet all the old friends. Talk to them about your life, past memories, and experiences.



## Critical Thinking

The following series is provided and you need to answer the question accordingly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In this series, find the letter which is fifth to the left from the thirteenth letter from your right.

## Logical Thinking

It's your mid-term exam day, you are appearing for the exam. Suddenly at a glance, you saw your chum cheating the answers from your class fellow. What will you do in this situation?

1. You will be quiet.
2. You will tell your friend about it.
3. You will tell your teacher.
4. You will be quiet and later make your friend understand about his/her wrong deeds.
5. All of the above



## Exercise Time

A. Answer the following questions.

1. Why were there not many people in the street?
2. What was the pact that was made between two friends twenty years ago?
3. Why did Bob's hand tremble by the time he reached the end of the letter?
4. Who was in the role of policeman? Why did he not reveal his identity?
5. How can you say that Bob and Jimmy Wells were two best friends?
6. How can you say that Jimmy Wells was sharp and clever?

7. Why didn't Jimmy Wells make himself known to his old friend?
8. Compare and contrast Bob's and Jimmy's character.

**B. Find their meanings.**

- |                      |                     |
|----------------------|---------------------|
| 1. Habitual .....    | 2. Spectators ..... |
| 3. Midway .....      | 4. Gusts .....      |
| 5. Proposition ..... | 6. Plodder .....    |
| 7. Dismally .....    |                     |

**C. Fill in the blanks with the correct words.**

1. The policeman on the beat moved up the ..... impressively.
2. The time was ..... o'clock at night.
3. The story is based on the ..... of two friends.
4. The name of the restaurant was .....

**D. Match the following.**

**Column (A)**

1. On the beat
2. Avenue
3. Trying doors
4. Guardian of peace
5. Scarfpin

**Column (B)**

- (a) A pin is used to hold ties in place.
- (b) A broad road in a town or city has trees at regular intervals.
- (c) Look like a typical uniformed beat cop.
- (d) Checking houses.
- (e) Patrolling in an area.

**E. Tick (✓) the right options.**

1. After how many years did the two friends meet?  
 (i) Ten years  (ii) Fifteen years  (iii) Twenty years
2. What was the age of Bob, when he started for the West to make his fortune?

(i) Seventeen  (ii) Eighteen  (iii) Nineteen

3. Bob was waiting his friend.....

(i) Jimmy  (ii) Peter  (iii) Micky

4. The theme in this story is about loyalty versus the.....

(i) mankind  (ii) law  (iii) proud

## Communication

### Writing Skills

Today was a bad day. As you got caught in the traffic, you reached the school after the bell rang. You also got punishment for being the most talkative in the class.

Write a page in your diary expressing your sorrow.



Wednesday, 14th Oct, 10:00 p.m.

Dear Diary,

Oh no! What a day! I started .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Reading Skills

Read the sentences and answer the questions that follow.

- Twenty years after they make the promise the two friends meet at the appointed place and time.
  - Did the friends recognise each other? If the patrolman recognised Bob, why did he not say it?
  - Twenty years ago, when they separated from each other to make their destiny, what were their feelings for each other?
  - Had their feelings towards each other been changed?
- The patrolman goes away and a tall man declaring himself to be Jimmy Wells, greets the man from the west. At the drug store, each of them turns to gaze upon the other's face.
  - What did the man from the West realize about his friend?
  - How did he assume that the tall man was not Jimmy Wells?



## Listening & Speaking Skills

In this story, you read that two best friends who cared for each other very much came to be on different sides of the law even though they started out from the same place.

Is it the destiny or the idea that people go their own ways in life?

Discuss in groups and give your opinion in the class.



## Let's Learn Spellings

Complete the spellings with suitable letters.

- |              |               |                |
|--------------|---------------|----------------|
| 1. ha__t ual | 2. st__ight   | 3. rest__rant  |
| 4. h__tling  | 5. sta__chest | 6. pe__strians |
| 7. g__sping  | 8. exist__ce  | 9. __folded    |



## Let's Learn Grammar

### Conjugation — Three forms of Verbs

To conjugate a verb means to show its main parts which are three in number, i.e., the present tense, the past tense and the past participle.

Fill up the blanks with the proper form of the verbs given in the brackets at the end of each sentence.

1. We had.....ourselves for the examination. (**prepare**)
2. He did not know who had ..... into his room in his absence. (**creep**)
3. Yesterday, he ..... hatred with his fiery speech. (**breed**)
4. The car had ..... away before I could see the driver. (**speed**)
5. He got .....of the rogue. (**rid**)
6. Last Sunday, he ..... out on a journey. (**set**)
7. He ..... open the door when he came home late at night. (**fling**)
8. The lawyer ..... to his point although the judge tried to confuse him. (**stick**)
9. As soon as he heard the roar, he ..... the lion dead. (**shot**)
10. The thief saw the policeman and ..... away (**flee**)
11. The bee had already ..... me before you cautioned. (**sting**)
12. Have you ..... a surgical operation ? (**undergo**)
13. He ..... to continue his journey. (**decide**)
14. He remained quite calm when misfortune ..... him. (**befall**)
15. He found an iron rod which he ..... in no time. (**bend**)



## Vocabulary Time

- A. We can use the word **beat** in many ways. Read the meanings of these beat phrases.
1. **On the beat:** the rounds taken by a policeman while he is on duty.
  2. **To beat the clock:** to finish a task or a race before a particular time.
  3. **To beat around the bush:** to talk about something for a long time without coming to the main point.



4. **To beat one's brains out:** to think very hard about something for a long time.
5. **To beat the rap:** to escape without being punished.
6. **To beat a hasty retreat:** to go away or back quickly to avoid something.

**Now make sentences with above 'beat' phrases.**

**B. Some words have more than one meaning. Note the underlined words in these sentences.**

1. The man in the doorway struck a match.
2. The time was barely to 10 o'clock at night but chilly gusts of wind with a taste of rain in them had well nigh depeopled the street.
3. Well, yes for a time we correspond.
4. Jimmy is a staunch old chap.
5. A man goes in a groove in New York.



## Life Skills

Cyber Security



### Follow rules set by my parents for going online

Time of day, length of time online and sites allowed

### Report and Bullying/Harassment

To a trusted adult/parent right away.

### Block & Report

Block people who send nasty messages/inappropriate/sexually explicit content and report spam.

### Ensure my Safety

Ensure safety settings, take care to help keep me safe.

### Seek Help

From parents/authorities/CHILDLINE 1098 to overcome any issues that I face online.

### Be a responsible Online Citizen

Do nothing to hurt others or that is against the law.



### Give out my Internet Passwords

To anyone other than my parents.

### Make friends with unknown people

Even if they are my friend's friends.

### Share personal information

Without parents' permission, this includes my photo, name, address, phone number, parents' work number, school name, location or places I go.

### Respond to or forward messages

That makes me feel uncomfortable. I won't click on URLs/open mails sent by unknown people.

### Send/Sexting message

Sharing of inappropriate or sexually explicit photographs/videos or written messages even to a friend.

### Cyber Bully

Not be Cyber bully or encourage cyber bullying.



# The Future of the Polar Bear




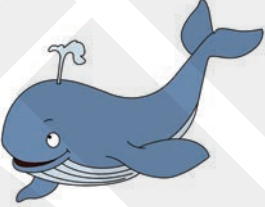
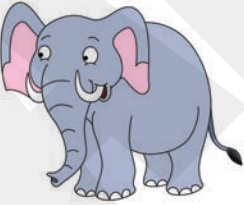

## Learning Objectives

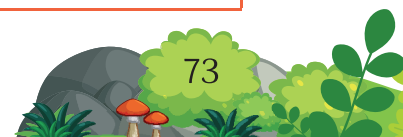
- Awareness of sustainability and the damage to animals and the environment.
- Learn about endangered species and the natural environment.

## Warm-up

What are the life lessons that you can learn from animals? Match the animals with the characters given in the box and fill in the blanks. **The first one is done for you.**

(moving through life with confidence and elegance, excellent camouflage, power, intelligence, success takes patience, perseverance)

Qualities of Animals	Life Lesson I learnt from them
success takes patience 	If I have patience, I can calmly solve my problems.
	
	
	





*Mary Green (1913-2004) is a renowned author of children's stories, poetry and educational books above age range. As an established educational author she has written many books for the primary and secondary sectors. She has a solid plot and maintains steady pacing throughout the book. She is highly remembered for Regency era enthusiasm.*

An **endangered** species is a species that may become extinct in the near future. If we keep a close look on our history, we can find millions of species disappeared from the earth. The more species disappear, the more ecosystems become vulnerable and would eventually really fall apart as the links in the food chains become violated. Let's read about such a species that is in threat of **extinction**.

The lion, the tiger, the elephant and the polar bear—everyone has heard of them, even little children, and we assume these animals will always be with us. Yet each one is an endangered species. The Bali tiger has already become extinct. Other species of tiger along with the Indian elephant are at high risk, and the lion, African elephant and polar bear are vulnerable.

There are many reasons for this state of affairs. Land development, whether through farming, industry or the growth of communities, alters or destroys an animal's natural habitat, as does climate change. Poaching for animal parts can dramatically reduce the number of species (such as tusk ivory in the case of the elephant). Any exploitation of the earth's natural resources has its effects.

The polar bear is being directly affected by climate change. The Arctic Circle and the surrounding land and seas are its habitat. To understand why it is threatened we need to know how it has adapted. It is a close relative of the brown bear, but it has adjusted to live in extreme conditions. It can accommodate to freezing temperatures, move across ice and snow and swim in Arctic waters. Its main source of food is seal, which it hunts from ice floes.

Sea ice, which it travels across to reach its prey and also to breed, is crucial to its survival. The ice sheets are shrinking. Since 1950, the summer thickness of the ice has decreased radically and it is thought that by 2050 there may be no summer ice. Polar bears can swim for many miles, but as the ice decreases the distances become too great. If the bear cannot hunt sufficiently,

it cannot build up fat reserves to see it through the winter; hence, it starves. The bear also depends on snow caves, called maternity dens, to rear its young. These occur in thick snowdrifts and provide protection and warmth.



However, rising temperatures mean that the dens can collapse. Dens are also threatened by the oil industry. Apart from the dangers of pollution, the search for oil can disrupt the bears' breeding grounds. This might result in female bears leaving their dens early, which may lead to the death of the young ones.

The **indigenous** people of the Arctic are threatened by climate change too. Their culture has evolved to deal with extreme conditions. Like the polar bear, they hunt seal and are affected by thinning ice. The bear is also part of their culture and history. There are many folk tales and spiritual beliefs that reveal how closely their lives are entwined and the polar bear's decline is also a warning for those who care about the survival of the indigenous people of the Arctic region.

Can the polar bear survive? No one knows. Some believe they might adapt to become a land species hunting for different food, but if so, would there be sufficient food available? The polar bear would be competing with other animals, including other bears. And if they did adapt, they might also mate with other bear species, such as the brown bear. In which case would they still be polar bears?

*- Mary Green*



### Find Meaning

**Endangered** : *seriously at the risk of extinction*

**Extinction** : *no longer in existence*

**Indigenous** : *native, originating or occurring naturally in a particular place*

## EXERCISES

### Creative Expression

Tell Your Story

Work in small groups (no more than four) to discuss the following questions.

1. In what ways do humans always affect the environment and wildlife? Write your views in the table.

Animal	Human action	Effect

2. How can we successfully cohabit with wildlife?  
Appoint a recorder to note the points and a reporter to report your discussion to another group.

### CROSS-CURRICULAR CONNECT

### Learning by doing

With the help of the internet, find out about any extinct animal. Fill up the fact file about the same.

#### My Extinct Animal Research

My Extinct Animal Name \_\_\_\_\_

Column: Mammal      Amphibian      Fish      Bird      Insect

#### Fact Sheet:

Height: \_\_\_\_\_  
Weight: \_\_\_\_\_  
Colour: \_\_\_\_\_  
It has : (Feathers/scales/shell/skin)  
Predators: \_\_\_\_\_  
Lifespan: \_\_\_\_\_  
Diet: \_\_\_\_\_  
Habitat: \_\_\_\_\_

#### Paste picture

## Fun Fact About My Extinct Animal

Handwriting practice area with five sets of blue dotted lines for writing.



## Critical Thinking

*Let's Play a Game!*

In the boxes below, write down every thing you know and have found out about animals that are extinct. Why did they become extinct?

Large handwriting practice area with 15 sets of blue dotted lines for writing.





## Logical Thinking

Some people love teasing animals. Others consider it a wrong deed. Which kind of person are you? Discuss in the class.



## Exercise Time

### A. Answer the following questions.

1. Which type of tiger is already extinct? Which type of elephant is at high risk of extinction?
2. Which animals apart from the polar bear are “vulnerable” ?
3. Name two ways through which land development endangers animals.
4. Where can the polar bear be found?
5. What is the polar bear’s main food?
6. What are snow caves used for?
7. What is the main difference between the polar bear and the brown bear?
8. What do you think is the most important reason for the threat to the polar bear?

### B. Find their meanings.

- |                     |                       |
|---------------------|-----------------------|
| 1. Threatened ..... | 2. Snowdrifts .....   |
| 3. Shrinking .....  | 4. Thinning ice.....  |
| 5. Poaching .....   | 6. Exploitation ..... |

### C. Fill in the blanks.

1. The narrator talks about .....
2. .... is an extinct animal.
3. In 2050, there would be no .....
4. The ..... people of Arctic are threatened by climatic change too.
5. Some believe that ..... might adopt to be a land species.

**D. Match the following.**

Polar Bear

Tiger

Bali Tiger

Leathered Turtle

Panda

Lion

Endangered

Extinct

**E. Tick (✓) the right options.**

- The polar bear is directly being affected by .....  
(i) acid rain  (ii) flood  (iii) climate change
- The summer thickness of the ice has decreased radically since .....  
(i) 1940  (ii) 1950  (iii) 1960
- There may be no summer ice by .....  
(i) 2025  (ii) 2050  (iii) 2080
- Which of the following can disrupt the bear's breeding grounds?  
(i) The search for mines  (ii) The search for food   
(iii) The search for oil

**Conceptual Understanding**

*Tell Your Story*

**Think and Answer.**

- Do you think that the public would be shocked to hear how many animals are on the endangered list? Why or why not?
- What do you think is the attitude of indigenous people towards the polar bear?
- In what sense might polar bears survive, but will no longer remain as polar bears?

### Writing Skills

Write an account about animals that are at the risk of extinction.

#### List of Endangered Animals

### Reading Skills

Read the poem thoroughly and bring out the theme of the poem.

Work in pairs and discuss the theme with your partner in the class.

#### If I were a Polar Bear

If I was a polar bear in Antarctica,  
I would snuggle in my fur  
I would wait until my cubs come out  
I would teach them  
With their paws  
How to swim, catch food, and grip  
To stay with me.  
I would make them big  
Until they hunt for themselves  
Until they get their babies.





## Listening & Speaking Skills

Listen to the text and answer the following questions.

1. Who is being directly affected by the climate change?
2. Name the habitats of the polar bear.
3. Why are species getting threatened?
4. How are the polar bears adapted themselves in extreme conditions?
5. Which is the main source of food of the polar bear?

Polar bears are classified as marine mammals. They can swim constantly for days at a time. Two-thirds of the world's polar bears could be extinct by 2050 if greenhouse gas-fueled global warming keeps melting their Arctic sea-ice habitat. Polar bears feed primarily on ringed seals, but will also eat bearded seals, harp seals, hooded and harbor seals, when available.



## Let's Learn Spellings

A. Using un-, in- or dis- to form the antonyms of the following words.

For example : happy – unhappy

- |                       |                       |
|-----------------------|-----------------------|
| 1. Important .....    | 2. Complete .....     |
| 3. Agreement .....    | 4. Enthusiastic ..... |
| 5. Sufficient .....   | 6. Common .....       |
| 7. Satisfactory ..... | 8. Satisfied .....    |
| 9. Similar .....      | 10. Natural .....     |
| 11. Frequent .....    | 12. Accurate .....    |

B. Use the prefixes provided below to form antonyms of the following words.

dis- il- im- in- ir- mis- un-

- |                  |                 |
|------------------|-----------------|
| 1. Mask .....    | 2. Mobile ..... |
| 3. Fortune ..... | 4. Bar .....    |



- |                      |                     |
|----------------------|---------------------|
| 5. Relevant .....    | 6. Legible .....    |
| 7. Fertile .....     | 8. Mortal .....     |
| 9. Regular .....     | 10. Associate ..... |
| 11. Acceptable ..... | 12. Lead .....      |
| 13. Reversible ..... | 14. Concerned ..... |



## Let's Learn Grammar

The colon (:) is a punctuation mark that is used in a dialogue to show the words spoken by someone. Quotation marks (“ ..”) are not needed in a dialogue.

See the following example:

**Rohit:** Why is sea ice crucial for polar bears?

**Raj :** It is needed for hunting and breeding.

In order to make a conversation sound natural, use question marks (?) and exclamation marks (!) wherever appropriate.

**The following note was left on the fridge door. Write it out correctly using colons and commas and any other punctuation you think is necessary.**

sumit

please buy the following from the hardware store white paint

paint brushes cloths paint roller and tray and also a scraper oh and please don't forget a hammer

can you also ask kunal to collect these items from the cleaners dad's suit my blue dress and the red curtains

hope you can manage all this between the two of you

thanks

mum

.....

.....

.....




.....

.....

.....

.....

.....

 **Vocabulary Time**

A. Write down synonyms and antonyms for the words.

Words	Synonyms	Antonyms
Endangered		
Extinct		
Vulnerable		
Exploitation		
Crucial		
Indigenous		

B. Circle the word that is not a synonym of the word in bold print.

- Outcome**      consequence      desire      effect      result
- Change**      modify      alter      invent      transform
- Protect**      defend      destroy      guard      preserve
- Maintain**      argue      state      confuse      believe
- Wise**      sensible      imaginary      prudent      judicious



# J.K. Rowling

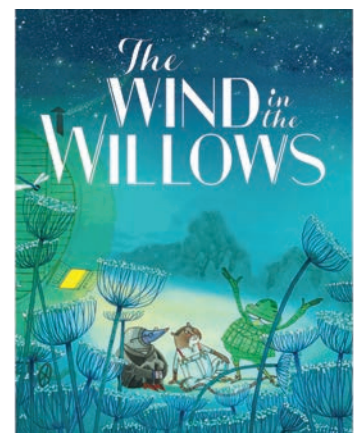
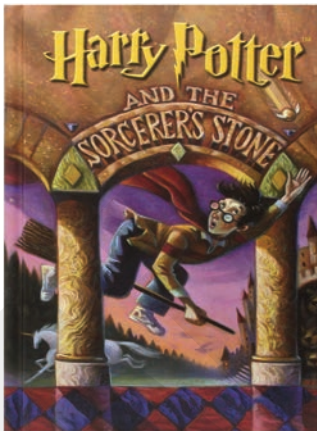


## Learning Objectives

- Success means having the courage, determination and will to become the person you were meant to be.
- Fostering the qualities which can help individuals to accept all the challenges in life.

## Warm-up

Ricky loves to read books. He got all these books as birthday presents. However, he is unable to find the name of the writer. Look at the pictures of the books and find out the names of the authors.





*Scharada Dubey (born in 14 February, 1961) is an Indian author of children's books and creative non-fiction that reflects the reality of contemporary India. She is a mature and versatile author with 15 books published by well-known publishers over a long period of writing career. She is presently working as a commissioning editor for Vishwakarma Publications, Pune. She is also a certified trainer in English and Business Communication.*

Do you know J. K. Rowling? Well! She is a British novelist, screenwriter and film producer best known as the author of the Harry Potter fantasy series. Let's read the following passage by Scharada Dubey on J. K. Rowling.

“Please, please, don't let me fall to my death,” pleaded the dark-haired girl. “Just hold on tight and let me climb back up. Please don't let me go! I'll fa-a-a-all!”

This last was said in such a theatrical wail that it brought their mother running to the spot from the garden where she had been peacefully reading in the shade of a tree.

“Joanne!” said their mother sharply. “How many times have I told you not to play that awfully **silly** game? Don't you realize how dangerous it can be?”

Even as the first syllable of her name was leaving her mother's lips, the girl between the **banisters** had let go of her sister's arms. She fell, landing on her feet—the manner of her fall showing just how often both girls played their favourite “cliffhanger” game. The girls scurried to make themselves invisible from their visibly cross mother. They knew she was dreadfully angry—why else would she have called Jo by her full name, Joanne?

Joanne was born on 31 July 1965 in Gloucestershire, England. Her father, Peter James Rowling, and her mother, Anne Rowling, had both worked in the Royal Navy before settling down. Joanne was always called Jo by her parents and family, and was just short of her second birthday when her sister Dianne, who was always called Di, was born. The sisters were thus not only close in age, they were also extremely close in childhood—either fighting “like a pair of wildcats imprisoned together in a very small cage” as J. K. Rowling has described it, or sharing games and stories, friends and daring escapades.

Jo and Di spent a good part of their time together fighting, sometimes with dire results.

From the age of around three to the time she was nine, Joanne lived in Winterbourne, on the outskirts of Bristol. Here she went to a school that provided plenty of scope for crafts and creativity. As she recalls, “I enjoyed school in Winterbourne. It was a very relaxed

environment; I remember lots of pottery-making, drawing and story-writing, which suited me perfectly.” Very fond of making up stories to tell her sister, Joanne wrote her first “book” at the age of six. This was called “Rabbit” and featured a rabbit which gets sick with the measles and is visited by friends, including a giant bee called Miss Bee!

Around the time she was seven, Jo and her sister were friends with a brother and sister named Potter who lived on their street. This surname was later to be immortalised as Harry Potter’s last name. While the real person, Ian Potter, who was Joanne’s neighbour, bears no **resemblance** to Harry’s character, there are other figures from her childhood who are said to inhabit her books, among them her elderly headmaster at St. Michael’s Primary School, Alfred Dunn, who turns up in the Harry Potter books as Albus Dumbledore.

Around Joanne’s ninth birthday the family moved to Wales. It was around this time that Joanne lost a favourite grandparent, her paternal grandmother, Kathleen. Later in life, when her publishers felt that a book about a boy would not be appreciated by boy readers if it was by a female author, Joanne added the initial “K” to her name in honour of this grandmother, so that her name, J. K. Rowling, could be interpreted either as a man or woman writer.

Joanne moved to her secondary school when she was eleven. Here she made firm friends with Sean Harris, who owned a turquoise-and-white Ford Anglia. Zooming off into the darkness in Sean’s car spelt a great deal of freedom to Joanne, since life in the countryside meant that transport was **erratic** and she often had to ask her father for a lift to wherever she wanted to go. Sean was special not only for being the first of Joanne’s friends who learnt to drive a car, but also because he was the first person with whom she discussed her serious ambition to be a writer. He sincerely felt that Joanne would be a great success at it, and this meant a lot to her. She later dedicated the second Harry Potter book, The Chamber



of Secrets, to Sean and his car also features as the magic vehicle that takes Ron and Harry crashing into the Whomping Willow and finally disappears into the Enchanted Forest.

The darker themes of sadness and loss in the Harry Potter books undoubtedly have a lot to do with the fact that her mother was diagnosed with multiple sclerosis (MS), a crippling and degenerative disease of the central nervous system, when she was fifteen. Although it is possible for many people with MS to pursue a near-normal life with care, Joanne's mother's illness grew steadily worse after her diagnosis, and this cast a shadow over the whole family during her teenage years.

From the carefree **roughhousing** with her sister, to the deeper realizations brought about by her mother's illness and subsequent passing away, J. K. Rowling has captured a whole spectrum of action and emotion that particularly appeals to contemporary young readers.

– *Scharada Dubey*



## Find Meaning

**Silly** : foolish

**Banisters** : handrails

**Resemblance** : the statue of looking something else

**Erratic** : changeable

**Roughhousing** : engaging in a rowdy, uproarious behaviour or play

## EXERCISES

### Creative Expression

*Tell Your Story*

**Think of a dramatic incident that occurred in your childhood and describe it as though it were the opening of a story. You can choose from the following.**

- ❁ The games you played as a small child.
- ❁ A dramatic event that involved the family.
- ❁ Something that happened on a holiday.

Can you think of anything else? Begin with dialogue, as the text about J.K. Rowling does, and use speech punctuation.



## Learning by doing

One day, Joanne 'Jo' was travelling on a train from London to Manchester in 1990. She had a brilliant idea for a new fantasy story. The idea was about a boy who wanted to be a wizard.

With the help of the internet find out more about the novel.

Name of the novel : .....

Main character : .....

Number of series : .....

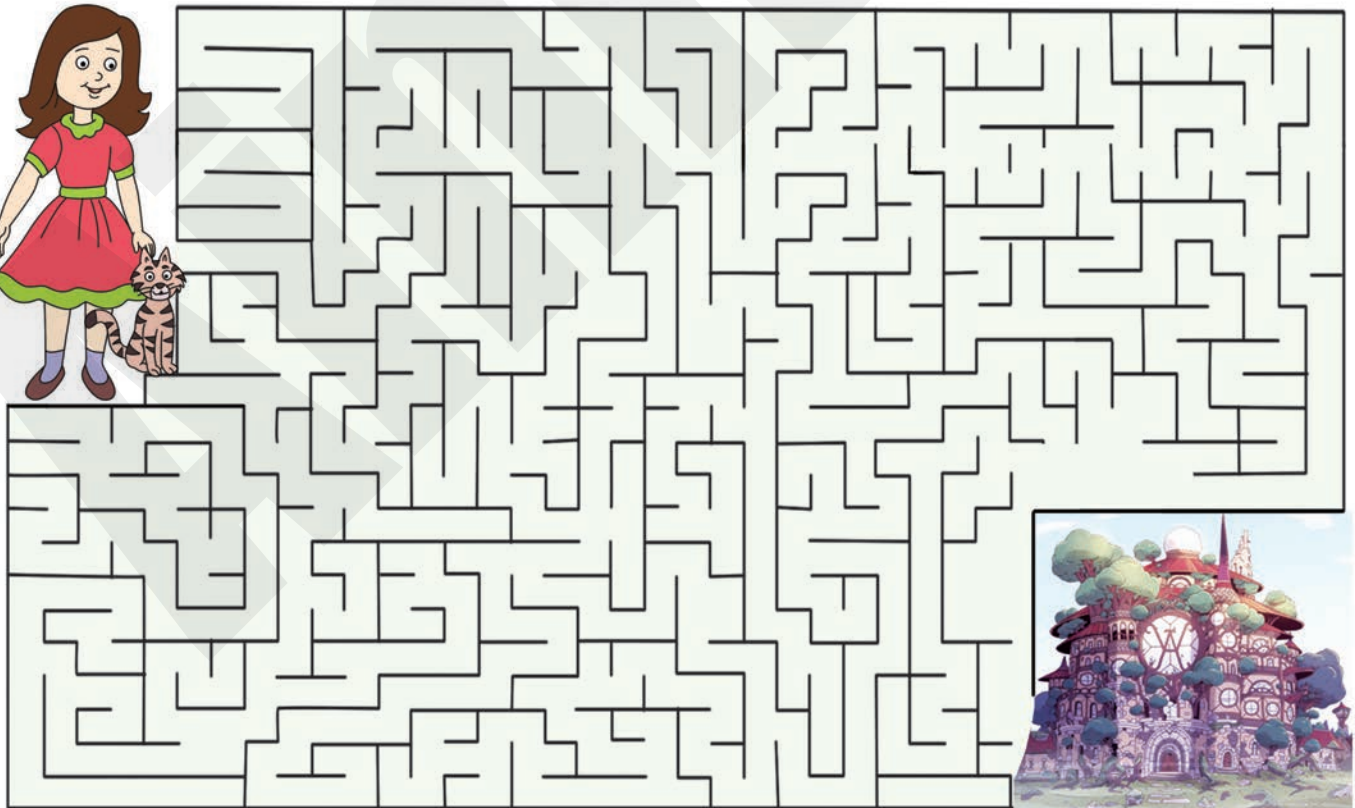
How many books are sold each year? .....



## Critical Thinking

*Let's Play a Game!*

Help Jo and Toto to find their way through the maze and reach the Wizard city.





## Logical Thinking

Think of a word to go with each of these words from the passage, J. K. Rowling. Write it down under “Matching word” and identify its type (homonym or homophone) under “category”.

Words	Matching word	Category
Wail		
Father		
Pair		
Dire		
Time		
Bears		
Felt		
Spelt		
Great		



## Exercise Time

### A. Answer the following questions.

1. When and where was J. K. Rowling born?
2. Whom did she live with?
3. When her mother called her “Joanne” instead of “Jo”, what did it indicate?
4. What story did J. K. Rowling write as a child? Mention a character in it apart from the main one.
5. What were the origins of Harry Potter’s name?
6. What development had a profound effect on the young J. K. Rowling and how old was she at that time?
7. Name the characters and objects in J. K. Rowling’s books that existed in or were inspired by real life.



**B. Find their meanings.**

- |                      |                     |
|----------------------|---------------------|
| 1. Wail .....        | 2. Fantasy .....    |
| 3. Scurried .....    | 4. Dreadfully ..... |
| 5. Resemblance ..... | 6. Imprisoned ..... |
| 7. Dire .....        |                     |

**C. Fill in the blanks with the correct words.**

1. Jo and ..... spent a good part of the time together fighting, sometimes with dire results.
2. Anne Rowling, her mother worked in .....
3. J.K Rowling is the author of ..... fantasy series.
4. Her mother was diagnosed with .....
5. Joanne moved to her senior secondary school, where she made firm friends with .....

**D. Match the following.**

**Column A**

**Column B**

- |               |                  |
|---------------|------------------|
| 1. Novelist   | (a) Neighbour    |
| 2. Rabbit     | (b) Writer       |
| 3. Ian Porter | (c) First Book   |
| 4. Literary   | (d) Anne Rowling |
| 5. Royal Navy | (e) Books        |

**E. Tick (✓) the right options.**

1. Joanne was born on .....  
(i) 15 August 1921  (ii) 31 July 1965  (iii) 5 February 1885
2. Joanne was always called Jo by her .....  
(i) friends  (ii) parents  (iii) relatives

3. Around Joanne's ninth birthday, the family moved to .....

- (i) Wales  (ii) Bristol  (iii) New York

4. Joanne moved to her secondary school when she was .....

- (i) nine  (ii) ten  (iii) eleven



## Conceptual Understanding

*Tell Your Story*

**Think and Answer.**

J. K. Rowling did not call herself Joanne Rowling (as she was known) but was advised to choose the name J. K. Rowling instead. Why was this change suggested and do you agree with it?

## Communication



## Writing Skills

**Write a short autobiography.**

**Consider including the following points.**

1. Important events in a timeline starting from your birth
2. An early memory (such as when you started your schooling)
3. Special occasions or things that are important to you
4. Your aims and hopes for the future

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## Reading Skills

Read the following poem carefully and write a summary.

<b>About the Teeth of Sharks</b>	<b>Summary</b>
<p>The thing about a shark is - teeth,            One row above, one row beneath.            Now take a close look. Do you find            It has another row behind?</p> <p>Still closer-here, I'll hold your hat:            Has it a third row behind that?</p> <p>Now look in and ..... Look out! Oh my,            I'll never know now! Well, goodbye.</p> <p>John Ciardi</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



## Listening & Speaking Skills

Listen to the text about J. K. Rowling and answer the questions below.

1. When and where was Joanne born?
2. Name her parents and their profession.
3. By which name, Joanne was called by her parents?
4. Who was Joanne's sister? By what name she was always called?
5. How can you say the sisters were close to each other?



## Let's Learn Spellings

English can be tricky, and, a lot of times, the words that sound similar may have different meanings. These words can get confusing if not used in the right context.



For example, Accept/Except

**Accept-** She **accepted** the gift graciously.

**Except-** I can attend every meeting **except** the one next week.

**Make sentences with the words mentioned below:**

a. Climactic/ Climatic

.....  
.....

b. Envelop/Envelope

.....  
.....

c. Complement/Compliment

.....  
.....

d. Adverse/Averse

.....  
.....

e. Aural/Oral

.....  
.....

 **Let's Learn Grammar**

**A. A noun phrase is made up of a noun and some other words. It functions as a noun.**

**For example:**

the dark-haired girl

a very small cage

a favourite grandparent

Sometimes we use noun phrases to add clarity. For example:

my cat Toby

the writer J. K. Rowling

her sister Dianne

**B. Underline the noun phrases in the following sentences.**

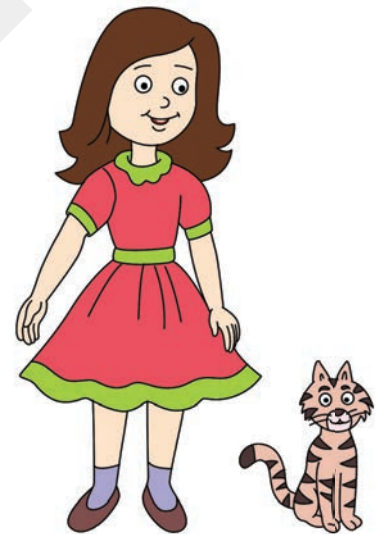
1. The surgeons inserted a three-inch steel pin into his left leg.
2. They have invited some well-known film star, whose name I have forgotten, to hand out the prizes.
3. We have patients in this hospital with very interesting diseases, you know.
4. Whose daughter is that blonde-haired little girl over there beside the garden gate?
5. Your very first task is to gather up all the dirty clothes that are lying on the floor and put them in the laundry basket.

**C. Underline the longest noun phrase in each of the following sentences.**

1. The traffic lane was congested.
2. The willow branches shook.
3. The young trees are thriving.
4. He told an entertaining story.
5. He gulped down the delicious soup.

**D. Use the following noun phrases in your own sentences.**

1. A new skateboard
2. The latest gadget
3. A well-known actor
4. The great bear
5. A challenging puzzle



**Vocabulary Time**

There are many words in English, such as **bank**, that sound the same but have different meanings. These are called **homonyms**. There are other words that are spelt differently, have different meanings but the same sound such as **knew** and **new**. These are called **homophones**.



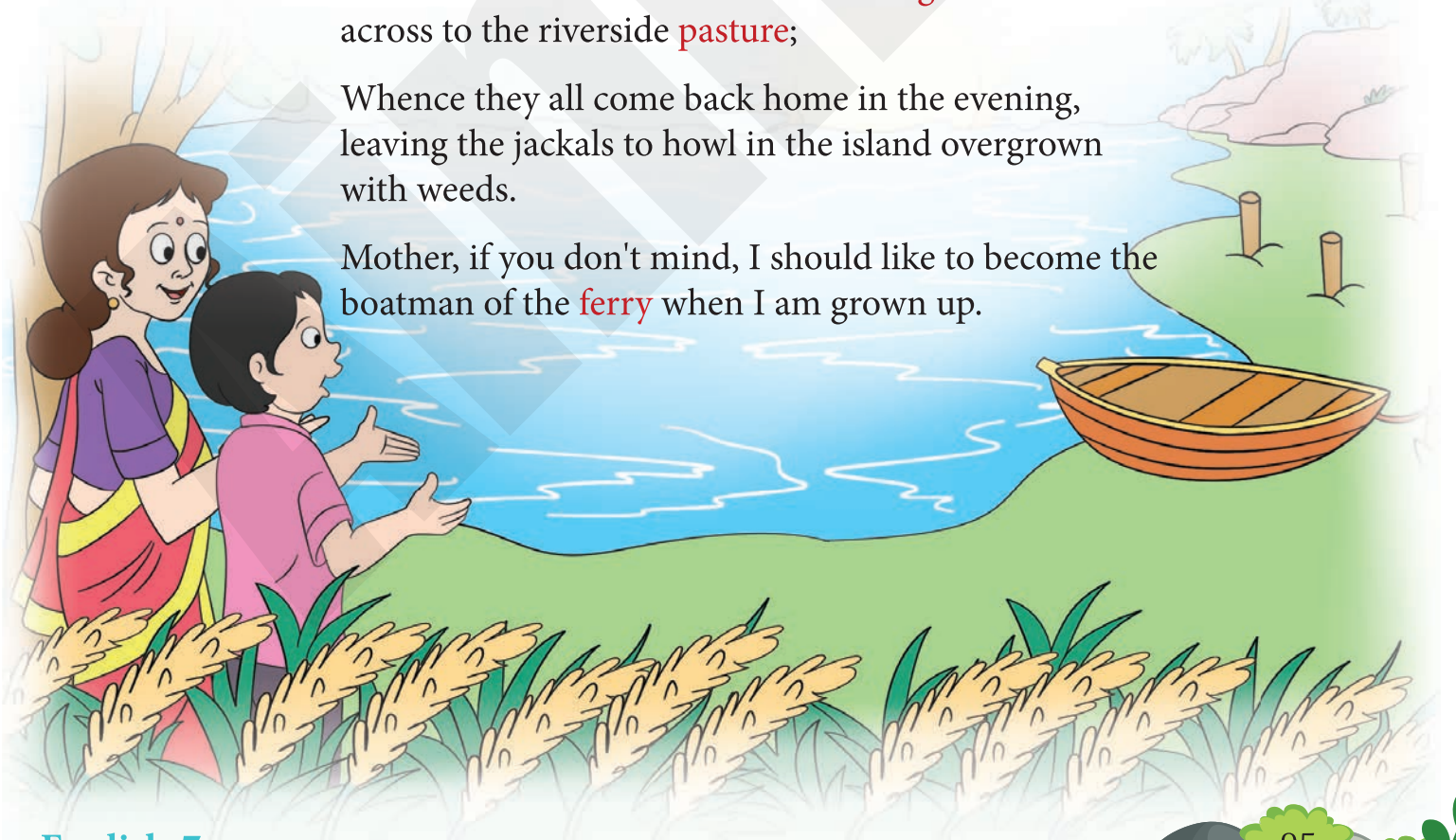
# The Further Bank

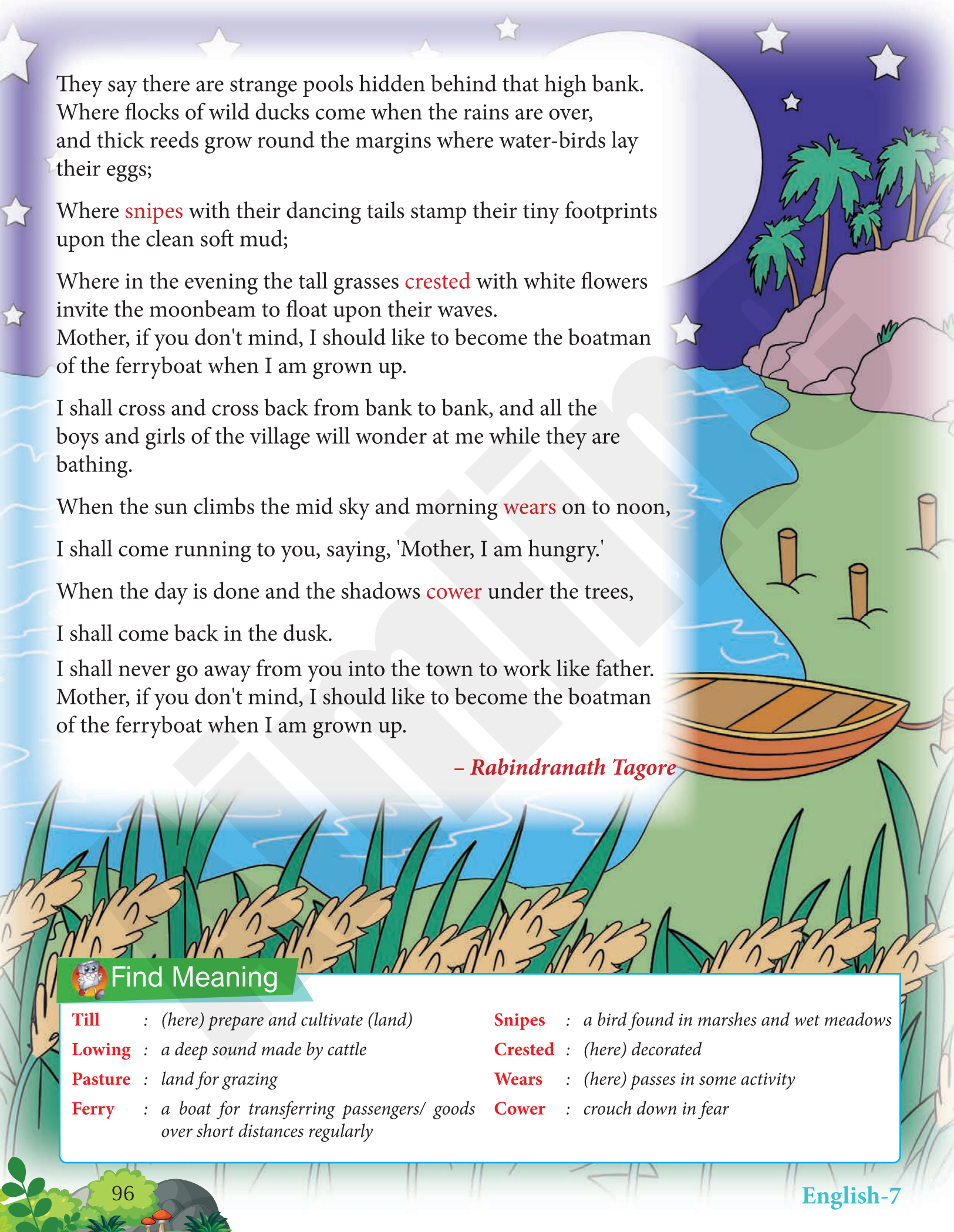


## Learning Objectives

- Learn to convey an emotion that is carefully thought of and expressed in a beautiful manner.
- Managing time with your parents, value your relationships and win their respect/love by respecting them.

I long to go over there to the further bank of the river.  
Where those boats are tied to the bamboo poles in a line;  
Where men cross over in their boats in the morning with  
ploughs on their shoulders to **till** their far-away fields;  
Where the cowherds make their **lowing** cattle swim  
across to the riverside **pasture**;  
Whence they all come back home in the evening,  
leaving the jackals to howl in the island overgrown  
with weeds.  
Mother, if you don't mind, I should like to become the  
boatman of the **ferry** when I am grown up.





They say there are strange pools hidden behind that high bank.  
Where flocks of wild ducks come when the rains are over,  
and thick reeds grow round the margins where water-birds lay  
their eggs;

Where **snipes** with their dancing tails stamp their tiny footprints  
upon the clean soft mud;

Where in the evening the tall grasses **crested** with white flowers  
invite the moonbeam to float upon their waves.

Mother, if you don't mind, I should like to become the boatman  
of the ferryboat when I am grown up.

I shall cross and cross back from bank to bank, and all the  
boys and girls of the village will wonder at me while they are  
bathing.

When the sun climbs the mid sky and morning **wears** on to noon,  
I shall come running to you, saying, 'Mother, I am hungry.'

When the day is done and the shadows **cover** under the trees,  
I shall come back in the dusk.

I shall never go away from you into the town to work like father.  
Mother, if you don't mind, I should like to become the boatman  
of the ferryboat when I am grown up.

**- Rabindranath Tagore**



### Find Meaning

**Till** : (here) prepare and cultivate (land)

**Lowing** : a deep sound made by cattle

**Pasture** : land for grazing

**Ferry** : a boat for transferring passengers/ goods  
over short distances regularly

**Snipes** : a bird found in marshes and wet meadows

**Crested** : (here) decorated

**Wears** : (here) passes in some activity

**Cower** : crouch down in fear

## EXERCISES

### Exercise Time

#### A. Answer the following questions.

1. Describe the activity of the birds at the further bank that the speaker talks about.
2. What promise does the speaker make to his mother and why?
3. What is the mood of the poem?

#### B. Find their meanings.

1. Perfection .....
2. Heaven of freedom .....
3. Fragments .....
4. Tireless .....

#### C. Fill in the blanks.

1. I long to go over there .....
2. Where those boats are tied .....
3. Where men cross over in their boats in the morning with  
Plough on .....
4. Where the cowherds .....  
Swim across to the riverside pasture;
5. Whence they all come ....., leaving the  
..... overgrown with weeds.
6. Mother, if you don't mind, I .....  
Of the ferry .....

#### D. Tick (✓) the right options.

1. The mood of the poem is .....  
(i) gloomy  (ii) thoughtful  (iii) scary
2. The speaker is describing his thoughts to his .....  
(i) mother  (ii) friend  (iii) himself
3. The Further Bank is a ..... poem.  
(i) Lyrical  (ii) Haiku  (iii) Sonnet

**E. Match the following.**

**Column A**

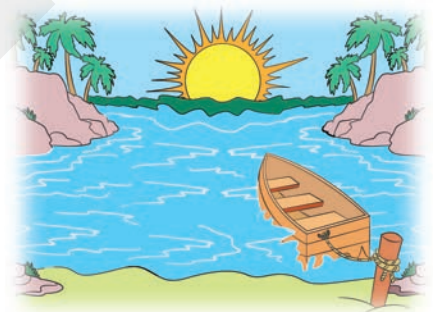
1. Refrain
2. Imagery
3. Free verse
4. Two characters

**Column B**

- (a) Where the cowherds make their lowing cattle swim across to the riverside pasture
- (b) Mother, if you don't mind, I should like to become the boatman of the ferryboat when I am grown up.
- (c) Speaker and mother
- (d) Rhyme scheme

**Let's Enjoy The Poem**

Which picture, according to you, connects with the title of the poem? Why do you think so?



**Communication**

**Writing Skills**

Is there a place you would like to visit? It could be anywhere in the world. Describe that place with details about its people, the weather and the surroundings- as best you can, and tell your teacher why you wish to visit it.



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 **Reading Skills**

Read the lines from the poem and answer the following questions.

**A. Mother, if you don't mind, I should like to become the boatman of the ferry when I am grown up.**

1. Who is 'I' and who is he speaking to?
2. 'If you don't mind'- What does this tell you about the speaker?
3. When does the speaker want to become a boatman?

**B. I shall cross and cross back from the bank to bank, and all the boys and girls of the village will wonder at me while they are bathing.**

1. Why do you think the speaker wishes to cross from bank to bank?
2. What would make the children wonder? Why?
3. 'Wonder' here, means the same as.....
  - (i) miracle
  - (ii) being confused
  - (iii) being curious

 **Listening & Speaking Skills**

Your teacher will recite the poem. Listen to the poem carefully and choose the two examples of personification from stanza 3 of the poem. Share it with the class.





# No Room for Leopard



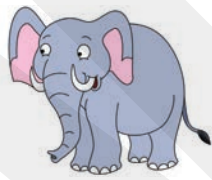




## Learning Objectives

- Explore the relationship between humans and animals.

### Warm-up

Look at the given table, match correctly and read the information about five different animals loudly in the class.

S.No.	Animals	Type	Quality
1.		Domestic	Dangerous kills to eat
2.		Wild	Eats plants and leaves, gives milk
3.		Wild	Eat bones, milk etc. friendly, first to be domesticated
4.		Domestic	Creepy crawler, dangerous, mainly found in forests
5.		Wild	Big, eat plants and leaves can be tamed



*Ruskin Bond (born in 19 May, 1934) is one of the most popular contemporary short story writers of recent times. He resides in Mussoorie, at the foothills of the Himalayas which is blessed with an abundance of natural beauty, flora and fauna. He is anxious about the depletion of natural environment at the cost of urbanization and industrialization. His concerned anxiety is reflected in his short stories. Above all his stories inspire the readers a sense of duty and responsibility to the environment.*

Ruskin Bond's stories are full of nature, animals and people. In this story, the author's admiration of nature and animals is obvious. His encounters with various animals, especially the leopard which lives in the valley below, lead to mutual trust. Let's know what makes the peace of the valley broken.

I first saw the leopard when I was crossing the small stream at the bottom of the hill. The **ravine** was so deep that for most of the day it remained in shadow. This **encouraged** many birds and animals to emerge from cover during the hours of daylight. Few people ever passed that way. As a result, the ravine had become a little heaven for wildlife.

Below my cottage, was a forest of oak and **maple** and Himalayan rhododendron. A narrow path twisted its way down through the trees. At the bottom of the hill, a path led onto a grassy verge surrounded by wild dog-roses. The streams ran close by the verge, tumbling over smooth pebbles.

Nearly every morning, I heard the cry of the barking deer. I saw pine martins and a handsome red fox.

I recognised the footprints of a bear. As I had not come to take anything from the jungle, the birds and animals soon grew **accustomed** to my face. After some time, my approach did not disturb them. haven

The langurs, in the oak and **rhododendron** trees, who at first would go leaping through the branches at my approach, now watched me with some **curiosity** as they **munched** up the tender green shoots of the oak.

However, one evening as I passed, I heard them chattering in the trees and I was not the cause of their excitement. It was as though the langurs were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside.

I looked up to see an orange-gold leopard, poised on a rock about twenty feet above me. It was not looking towards me but had its head thrust attentively forward in the direction of the ravine. It must have sensed my presence because it slowly turned its head and looked



down at me. It seemed a little puzzled at my presence there.

Then, to give myself courage, I clapped my hands sharply. The leopard **sprang** away into the thickets making absolutely no sound. I had disturbed the animal in its **quest** for food. But a little later, I heard the **quicken**ing cry of a barking deer as it fled through the forest-the hunt was still on.

The leopard, like other members of the cat family, is nearing **extinction** in India and I was surprised to find one so close to Mussoorie. Probably the deforestation that had been taking place in the surrounding hills had driven the deer into this green valley.

It was some weeks before I saw the leopard again, although, I was often made aware of its presence.

At times, I felt certain that I was being followed. Once, when I was late getting home, I saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away and I realised they were only fireflies.

In May and June when the hills were brown and dry, it was always cool and green near the stream where ferns and long grasses continued to thrive. One day, I found the remains of a barking deer that had been partially eaten. I wondered why the leopard had not hidden the remains of his meal. Probably he had been disturbed while eating.

Climbing the hill, I met a party of hunters resting beneath the oaks. They asked me if I had seen leopard. I said I had not. They said they knew there was a leopard in the forest.

The hunters had seen the carcass of the deer and the leopard's pug marks and they kept coming to the forest. Almost every evening, I heard their guns banging away, for they were ready to fire at almost everything.

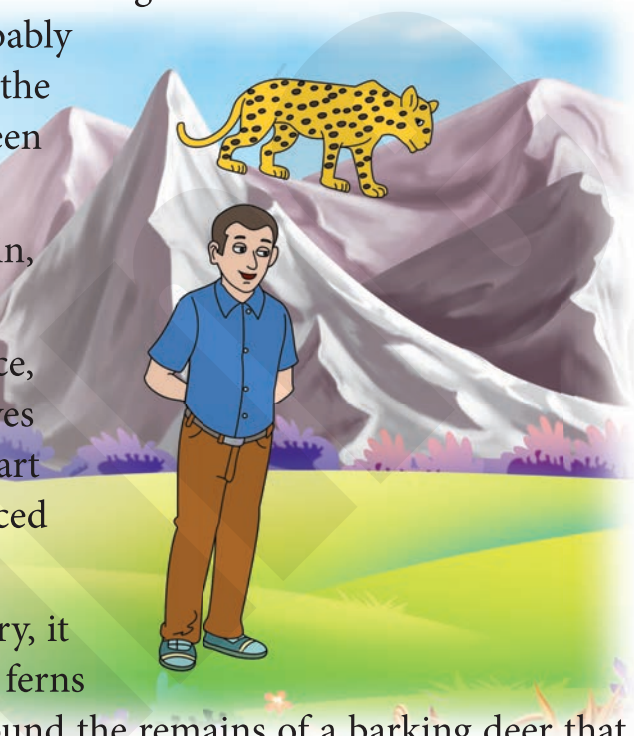
"There's a leopard about," they told me. "You should carry a gun."

"I don't have one," I said.

There were fewer birds to be seen and even the langurs had moved on.

I thought no more of the men. They were unpredictable and to be avoided if possible.

One day after crossing the stream, I climbed Pari Tibba, a bleak, scrub-covered hill, where no one lived. This was a stiff undertaking because there was no path to the top and I had to scramble up with the help of rocks and roots. At the top was a plateau with a few pine trees,



their upper branches catching the wind and humming softly. There, I found the ruins of what must have been the first settlers – just a few piles of rubble now overgrown with weeds, sorrel, dandelion and nettles.

As I walked through the roofless ruins, I was struck by the silence that surrounded me. The silence was so absolute that it seemed to be shouting in my ears. But there was something else of which I was becoming increasingly aware – the strong odour of one of the cat family.

I paused and looked about, I was alone. There was no movement of dry leaf or loose stone. The ruins were, for the most part, open to the sky. Their rafters had collapsed and joined together to form a low passage like the entrance to a mine. This dark cavern seemed to lead down. The smell was stronger when I approached this spot. I stopped again and waited there wondering if I had discovered the lair of the leopard. I wondered if the animal was now at rest after a night's hunt. Perhaps it was crouched there in the dark, watching me and recognising me as a man who walked alone in the forest without a weapon. I like to think that he was there and that he knew me and that he acknowledged my visit in the friendliest way-by ignoring me altogether.

I did not venture any further. I did not seek physical contact or even another glimpse of that beautiful creature, springing from rock to rock. It was his trust I wanted and I think he gave it to me. But did the leopard, trusting one man, make the mistake of trusting others ?

Because next day, coming from the path of the stream, shouting and beating their drums, were the hunters. They had a long bamboo pole across their shoulders and slung from the pole, feet up, head down, was the lifeless body of the leopard. It had been shot in the neck and in the head.

"We told you there was a leopard!" they shouted, in great good humour. "Isn't he a fine specimen?"

"Yes," I said, "he was a beautiful leopard."

I walked home through the silent forest. It was very silent, almost as though the birds and animals knew their trust had been violated.

I remembered the lines of a poem by D.H. Lawrence and as I climbed the steep and lonely path to my home, these words echoed in my mind – There was room in the world for a mountain lion and me.

*- Ruskin Bond*





## Find Meaning

<b>Ravine</b>	: deep narrow gorge	<b>Sprang</b>	: jumped
<b>Maple</b>	: any of various tree grow for shade	<b>Quest</b>	: search or the act of seeking
<b>Rhododendron</b>	: evergreen shrub with large clusters of trumpet-shaped flowers	<b>Quickening</b>	: give life or vigor to
<b>Accustomed</b>	: habitual	<b>Extinction</b>	: making extinct (that has died out)
<b>Curiosity</b>	: a strong desire to know something	<b>Thrive</b>	: grow rich
<b>Munched</b>	: eat steadily with a marked action of the jaws	<b>Ruins</b>	: destroyed or wrecked state
		<b>Collapsed</b>	: to fall down or break down

## EXERCISES

### Creative Expression

Tell Your Story

1. There was room in the world for a mountain lion and me. Why do you think these words echoed in the author's mind?
2. Almost as though the birds and animals knew their trust had been violated. In which context, the writer has given this statement? Do you think that the writer is emotional and sad with the killing of the beautiful tiger?

## CROSS-CURRICULAR CONNECT

### Learning by doing

Animals are living organisms other than humans which feed on organic matter and are able to respond rapidly to stimuli. We come across various English words while studying animals.

Here is the list of animal words. With the help of the internet, find one animal related to each group.



Threatened .....	Endangered .....	Extinct .....	Carnivores .....	Herbivores .....
Consumer .....	Primary .....	Secondary .....	Domestic .....	Migrate .....



## Critical Thinking

### Role Play

Put the students into groups of three and let them act as the narrator.

**Student A:** You are the narrator. You first saw the leopard after crossing the small stream at the bottom of the hill.

**Student B:** You are the narrator. You heard the chattering of langurs in the trees.

**Student C:** You are the narrator. You clapped your hands and disturbed the animal who was in search of animals.

**After this, discuss how the narrator has a great understanding of animals.**

*Let's Play a Game!*



## Logical Thinking

Tania is nervous about going on stage. However, she loves the idea of reciting poetry and making speeches. One day, her teacher announces that her class has to conduct the school assembly the next week. She asks if any student would like to read a short speech. Tania raises her hand.

Do you think Tania made a logical decision?

Why?





## Exercise Time

### A. Answer the following questions.

1. What did the author see when he was crossing the small stream?
2. Why did the author say the ravine had become a little heaven for wildlife?
3. Why did no one live on Pari Tibba?
4. The hunters advised the author to carry a gun. Why do you think so?
5. When did the author hear the cry of the barking deer?

### B. Find their meanings.

- |                  |       |                |       |
|------------------|-------|----------------|-------|
| 1. Abundance     | ..... | 2. Excitement  | ..... |
| 3. Rattling      | ..... | 4. Attentively | ..... |
| 5. Deforestation | ..... | 6. Leaping     | ..... |
| 7. Puzzled       | ..... |                |       |

### C. Fill in the blanks.

1. Ruskin Bond is fond of .....
2. He resides in ....., at the foothills of Himalaya.
3. The protagonist of the story recognised the footprint of .....
4. The leopard is a member of ..... family.
5. The leopard is considered an ..... animal in India.

### D. Tick (✓) the right options.

1. The ravine was deep, .....
  - (i) to remain in shadow
  - (ii) it was full of light for most of the day
  - (iii) animals lived in it

2. A narrow path twisted its way down tells us .....
- (i) cottage was on the top of the hill.
  - (ii) a cottage was at the bottom of the hill.
  - (iii) the path went to the river.
3. The narrator believed that the leopard showed trust and friendship by .....
- (i) not harming him when he went to its lair
  - (ii) turning his head towards him
  - (iii) following him about

**E. Match the following.**

**Column A**

1. Maple
2. Munch
3. Ruin
4. Collapse
5. Echo

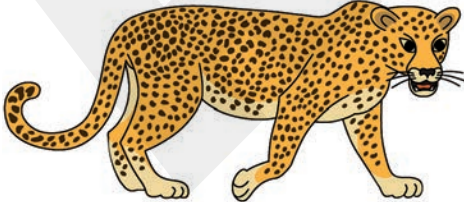
**Column B**

- (a) Destroyed or wrecked state
- (b) Fall down or break down
- (c) Repetition of a sound by reflection of sound waves
- (d) Chew steadily with a marked action of the jaws
- (e) Any of various trees grown for shade

**Conceptual Understanding**

*Tell Your Story*

**Based on your understanding, what habits or behaviour of the leopards do you get to know from the story?**



### Writing Skills

**Speech/Debate:** While writing a speech, always remember the following points:

- a. Greet the audience first, take a clear position
- b. Make a dramatic opening
- c. Present your claims/counter claims with statistics and quotations
- d. Give your opinions in the concluding paragraph
- e. Don't forget to thank the audience

**Imagine that you are the writer of the story 'No Room for a Leopard'. Write a speech to appeal to the people to be kind to animals. Also, encourage people to speak about their mistreatment.**

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### Reading Skills

**Read the sentences and answer the questions that follow.**

1. "It must have sensed my presence because it slowly turned its head and looked down at me."
  - a. Who had sensed the speaker's presence?
  - b. What did it do when it saw the speaker?
  - c. What did the speaker do when he realized that he had been seen?

2. "There is a leopard about," they told me.

"You should carry a gun."

- a. Whom do 'they' refer to in the above sentence?
- b. How did they get to know that there was a leopard around?
- c. What changes could be observed in the forest with their presence?



## Listening & Speaking Skills

Your teacher will read out some phrases. Listen carefully and write them under correct sense words.

Hearing

Sight

Smell

Touch

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## Let's Learn Spellings

Complete the spelling with 'in' or 'ni'.

1. Rav\_\_e

2. A\_\_mal

3. Dur\_\_g

4. Tumb\_\_g

5. Mor\_\_ng

6. Bark\_\_g

7. Mar\_\_e

8. Recog\_\_sed

9. Footpr\_\_ts





# “Hope” is the thing with Feathers



## Learning Objectives

- Hope is something that lives inside us all.

“Hope” is the thing with feathers—

That **perches** in the soul—

And sings the tune without the words—

And never stops—at all—

And sweetest—in the Gale—is heard—

And sore must be the storm—

That could **abash** the little Bird

That kept so many warm—

I've heard it in the chilliest land—

And on the strangest Sea—

Yet, never—in Extremity,

It asked a crumb—of Me.

— *Emily Dickinson*



## Find Meaning

**Perches** : to rest    **Abash** : to destroy the self-confidence of someone

## EXERCISES

### Exercise Time

#### A. Answer the following questions.

1. What is the thing with feathers?
2. According to the poet, what never stops?
3. What could abash the little bird according to the poet?

#### B. Find their meanings.

1. Perch .....
2. Abash .....
3. Gale .....
4. Crumb .....



#### C. Fill in the blanks.

1. 'Hope' is being compared to a .....
2. .... is the major theme of the poem.
3. The poetess says that hope resides in the ..... for good.
4. Hope is always present in the .....

#### D. Tick (✓) the right options.

1. The central idea of the poem is the role played by ..... in our lives.  
(i) wishes  (ii) hopes  (iii) soul
2. The poem helps us to understand to survive in ..... days or occasions.  
(i) difficult  (ii) easy  (iii) smooth
3. The name of the poet is .....  
(i) Emily Dickinson  (ii) Christina Rossetti  (iii) Elizabeth

**E. Match the following.**

**Column A**

1. Hope
2. Gale
3. Keep warm
4. Chillest land
5. A crumb

**Column B**

- (a) difficulties and problems
- (b) toughest times in life
- (c) a very small bit
- (d) a nest in the tree
- (e) provide comfort



**Let's Enjoy The Poem**

**Theme**

Big Idea or Topic

What the characters do or say to demonstrate the big idea.

The message you take from the story (them)

friendship, cooperation  
kindness, bravery  
courage, responsibility  
acceptance

## Writing Skills

Some people see hope in how people interact with others, such as random acts of kindness. One thing is certain. No matter who you are, hope is important because it gives your life meaning. Using your imagination, write what is the only ray of hope for you.

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## Reading Skills

Write 'Yes' or 'No' for the following sentences.

1. In the poem, 'Hope is the thing with Feathers' the poet compares hope to a bird.
2. Hope sings the tune without the words.
3. The poem 'Hope is the Thing with Feathers' is written by William Wordsworth.
4. We have hope in our life.

## Listening & Speaking Skills

This poem is an example of personification. When we refer to inanimate objects, ideas, and emotions as living things, it is an example of personification. Here, 'hope' is portrayed as a little bird. Find other examples of personification. Describe it in your own words.





# The Container



## Learning Objectives

- Learn that archaeologists look for things that tell about ancient civilisations and history.

### Warm-up

Look at the pictures and recognise the famous Indian archaeologists. Write their names in the space provided.





*Jayant Bishnu Narlikar, an astrophysicist of international repute was born (19 July, 1938) in a family of scholars of Kolhapur in Maharashtra. His father was a renowned professor of Mathematics in Banaras Hindu University and his mother was a prolific Sanskrit scholar. He studied in Banaras Hindu University and Cambridge University. He did his Ph.D in Astro-physics under the famous astro-physicist Fred Hoyle. He worked as a professor of Tata Institute of Fundamental Research in Mumbai and was the chairman of NCERT for developing text- books of Science and Mathematics. He was awarded Padma Bhushan and also Sahitya Academy Award for his autobiography in Marathi 'Char Nagarantale Maze Vishwa'. He is also a well-known writer of Science fiction both in English and Marathi. Some of his famous Science fictions are 'The Return of Vaman', 'The Comet' and 'The Adventure', etc.*

Dr. Arul is a scientist. A team of scientists under the supervision of his Assistant Raghavan is digging the earth at place called Gauri-Bidnur near Bangalore and found a strange box-like thing under the earth.

Arul's **suppressed** excitement finally found expression as their jeep sped eastwards the highway.

Let's hear about your treasure chest, Raghavan. Begin at the beginning—your voice was not very distinct over the phone.'

At Arul's bidding Raghavan began in his rapid fire English, intensified all the more by the momentous news he wished to convey.

'Dr Arul, I called you because during last night's digging we **encountered** an unexpected obstacle...You are aware of how we are working round the clock to catch up with our schedule...last night, we were down to twenty-eight meters and were planning to finish off the remaining four meters by down. But at about thirty metres' depth we found a layer of metal .... Metal so tough that our drill simply bounced off it.'

Arul whistled, but did not interrupt Raghavan's narrative which had further **accelerated**.

This metallic layer turned out to be square-shaped, about three meters in size. Since the well we are digging is of a wider cross section I decided on the spot to keep digging round the obstacle...for that was possible.'



'Well done!' Arul knew that he could rely on Raghavan's initiative, which is why he had selected him to oversee this project over a host of qualified graduates.

'As we went further down, we discovered that this metallic obstacle was not a natural one. It extended uniformly down to about three meters...in fact it turned out to be a perfect cube... and appears to be made of some unknown alloy.'

'Cubical shape?' Arul had heard Raghavan mention this over the phone in the morning. But somehow the significance of it had not registered with him then. No natural rock could be exactly cubical in shape.

'Exactly a cube, Dr Arul,' emphasized Raghavan, who had obviously thought about this aspect. 'I have had it measured very accurately...it is slightly less than three meters in size. Judging from the sound it makes when mapped, it appears to be hollow. But perhaps it is a container for something valuable. You know, if this box were in Bombay, an entire family could live in it.'

It is all very well for you to criticize Bombay's overcrowding. But remember that Bangalore, as the fastest growing city in India, is heading the same way...But seriously, Raghavan, have you opened the container, or at least had it lifted? You have the big crane still with you.'

Raghavan had suddenly gone quiet. Finally, he managed to blurt out, 'No, Arul, I have done nothing...this whole business seems to me too queer to handle on my own.'

'But why?'

'Well, to begin with, there is no lid to this box! Moreover there are strange letters and figures all over its sides.'

Could you identify the script? 'No! Today I spent several hours in Bangalore's libraries. I showed the script, which I had copied which I had on my writing pad, to some experts. But apparently no one had seen it before. And in the meantime fresh trouble is brewing on the site, which is why I am glad you are here.'

'What's the problem?' Arul had a feeling that Raghavan had throughout then working his way to this point. He waited for the punch line.

'One of the technicians on the site had seen an English film about a box found during an excavation in Egypt. When the box was opened...so the story goes a live emerged.'

'Hollywood nonsense muttered Arul. 'Surely you don't accept such fantasy.'

'I don't, but this silly ass talked about it at tea, and now no labourer is willing to come near our pit. The work is at a standstill.'

Arul gave vent to an expletive. But he still had a feeling that Raghavan had more to say, something that he was hesitating to air. To draw him out he asked, 'How do you react to this development?'

Raghavan was quiet for a while. Then he mumbled, 'I don't buy this mummy nonsense of course but them? you should see the drawing on this container.'

'What about them? Are the drawings that pleasant?'

I wouldn't call them exactly pleasant. In fact...all of us at the site agree that they look... well... positively **sinister**. Listening this answer Dr. Arul decided to take a look at the container.



It was three-thirty in the morning. Thought it was dark, arrangements had been made to continue digging under floodlights. Round the clock work was necessary to catch up with the schedule of the gravity experiment, but tonight no work had been done. The floodlights nevertheless operated to keep the mysterious cube under scrutiny.

'Neither you nor I can claim to be an archaeologist,' Arul continued, 'but even we can see that this is not from recent time. The script is totally **alien**. What is more, the alloy—it probably contains iron—is unknown to our technology. Look how brightly it reflects light even after heaven knows how many centuries.'

How many, do you reckon?' Raghavan was gradually leading to an issue that he did not want to mention directly. He hoped Arul would come round it to himself.

Can't say! But I think—no, I am pretty sure, this alloy does not belong to owe post-industrial revolution times. In fact, I can safely bet that the people who made it were technologically advanced, even well beyond our level. Isn't it intriguing that the exterior of this box is so smooth that we cannot detect the lid?

Indeed it is! But then, these people must belong to an era well before our relics of Harappa or Egypt.' Raghavan scratched his tousled head.

'Well said! This civilization must ante-date them by several thousand years. Somehow, I imagine, all its relics were wiped out and we lost contact with it—except for this container here. Wonder what's in it.'

As Arul carefully inspected the walls of the container, Raghavan was reminded of his favorite sleuth in fiction. Sherlock Holmes would have similarly examined the surrounding of a place where a crime had been committed.

Arul suddenly burst out laughing. As Raghavan looked anxiously, he continued, ‘So much for your demons! These are not of flesh and blood’. Arul was pointing to the sinister figures inscribed on the cube. This was where Raghavan had wanted to channel their line of inquiry. What were the figures?

‘Of course they are mechanical monsters—robots’ Arul seemed quite sure.

‘But they look sinister, don’t they? Raghavan was not sure how Arul would react to this remark.

Surprisingly, Arul took it seriously. ‘I agree with you, Raghavan. They do look sinister. But then, we may be influenced by our ideas of what a benign robot should look like. On the other hand, I suspect that the “artist” who drew these figure shared our reaction. Did he dislike them too, I wonder”.

– *Jayant Bishnu Narlikar*



## Find Meaning

**Suppressed** : hid, bottled up

**Encountered** : faced

**Accelerated** : gained speed

**Alloy** : mixture of different metals

**Emphasized** : stressed

**Blurt out** : spoke loudly

**Script** : letter or alphabet

**Brewing** : coming up, fermenting punch

**Line** : the last few

**Excavation** : digging at an archaeological site

**Sinister** : unholy

**Alien** : unknown

## EXERCISES

### Creative Expression

*Tell Your Story*

Suppose Raghavan wrote about his experiences in the site of excavation before talking with Dr. Arul over phone. Reproduce the page of the diary that he could have written. Don't forget to write about the day and date at the top of your page.

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## Learning by doing

Collect information about Archaeological Survey of India and discuss its objectives with your friends.

## Critical Thinking

In Colorado, an archeologist discovered a set of dinosaur bones! He dug up 8 dinosaurs. Each dinosaur had 7 fossils. How many fossils did the archeologists find in all?

*Let's Play a Game!*



## Logical Thinking

Archeology is the study of past life and culture. Archaeologists look for the objects such as human bones, books, jewellery, and even animal bones to understand more about natural history.

Work in pairs and decide on the items that an archaeologist carries.





## Exercise Time

### A. Answer the following questions.

1. What did Raghavan find while digging?
2. What were there on the surface of the box? How did those appear to Raghavan?
3. Why were not the labourers willing to come to the pit?
4. What did Dr. Arul think about the box and the figures on it?
5. Why did Raghavan feel afraid when they were digging the pit?

### B. Find their meanings.

- |                      |                      |
|----------------------|----------------------|
| 1. Momentous .....   | 2. Intensified ..... |
| 3. Bounced off ..... | 4. Obstacle .....    |
| 5. Interrupt .....   | 6. Bidding .....     |
| 7. Initiative .....  | 8. Queer .....       |

### C. Fill in the blanks with the correct words.

1. Dr Arul is a .....
2. A team of scientists wanted to find a strange like .....
3. .... was heading the team of scientists.
4. Mechanical Monsters means .....

### D. Match the following.

#### Column A

1. Suppressed
2. Encountered
3. Sinister
4. Emphasize
5. Script

#### Column B

- (a) Seeming evil or dangerous.
- (b) Stress.
- (c) To stop something from being seen or known.
- (d) The written form of a play, film etc.
- (e) To experience something.

**E. Tick (✓) the right options.**

- The metal box was first discovered .....  
(i) in the morning  (ii) at night   
(iii) in the afternoon
- The exactly cubical shape of the box proves that it is .....  
(i) natural  (ii) not natural   
(iii) unnatural
- Raghavan consulted experts in Bangalore's library about the .....  
(i) metal of the box  (ii) script of the box   
(iii) figure on the box
- In the English film, the box was opened during the excavation in .....  
(i) Bangalore  (ii) Bombay  (iii) Egypt
- While inspecting the box Dr. Arul reminded Raghavan about a famous .....  
(i) film star  (ii) detective  (iii) fiction writer



**Conceptual Understanding**

*Tell Your Story*

Write 'True' or 'False' for the following sentences.

- Dr. Arul was confident of Raghavan skills.
- The box discovered during excavation was opened by Raghavan.
- Both Dr. Arul and Raghavan were archaeologists.
- According to Dr. Arul, the box belonged to a civilization much older than Harappa.
- Arul was of the opinion that the figures inscribed on the box was those of robots



### Writing Skills

Pretend you are Raghavam, write a short paragraph describing the metallic cube and your thoughts upon its discovery.

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### Reading Skills

Read the following sentences and answer the questions that follow.

1. 'And in the meantime fresh trouble is brewing on the site.'
  - (i) Who said this and to whom?
  - (ii) Which site is mentioned here?
  - (iii) What trouble is brewing in the site?
2. 'These are not of flesh and blood.'
  - (i) Who is the speaker?
  - (ii) What are referred to here as 'these'?
  - (iii) What does the speaker guess about 'these'?
  - (iv) Who said these words to whom?



## Listening & Speaking Skills

Imagine that you and your friend have decided to spend a day together in your house. You have planned your schedule from morning to till night. Discuss in pairs and speak about it in class. You can start like this:

I like to go for a walk but my friend wants to play in the park.



## Let's Learn Spellings

Tick (✓) the right synonym for the word from the words supplied in the bracket.

- Obstacle – (objection, hindrance, offence)
- Schedule – (caste, enlist, routine)
- Oversee – (look more, inspect, neglect)
- Probably – (possibly, seemingly, previously)
- Intriguing – (plotting, fearful, mysterious)



## Vocabulary Time

Match these elements of dictionary entries with their meanings.

- |        |       |        |       |
|--------|-------|--------|-------|
| Were   | ..... | Some   | ..... |
| Dawn   | ..... | Seen   | ..... |
| Meters | ..... | Heaven | ..... |
| Own    | ..... | Lid    | ..... |



## Life Skills

*Building Self Awareness*

Discuss how would you motivate your friends not to use polythene bags, as they are not eco-friendly and banning plastic/polythene bags is the right step.



## Self-Assessment-1

Time: 1 Hour

MM: 30

### Section-A (Reading)

#### 1. Read the passage and answer the following questions on the basis of your reading.

Clytie was a sea nymph who wore beautiful green gowns woven of seaweed. One day, a mermaid sang her a song about a golden light above the water. Clytie wanted to see it! She swam to the surface and climbed onto the shore. She saw the golden light described in the song... It was the sun! She stood happily gazing at it all day. When she, at last, turned to the water, she saw her reflection. Her golden hair had become yellow petals; her green gown had become leaves. Her tiny feet had become roots. She had become a sunflower, a small image of the sun she loved.

To this day, the Sunflowers turn on their stems all day so that they can gaze upon the sun as it travels the sky.

a. What was the transformation that came about in Clytie?

.....

b. How, according to the story, do sunflowers show their love for the sun?

.....

c. Who was Clytie?

.....

### Section-B (Grammar)

#### 2. Correct the adjectives in the following sentences.

1. India is a hot country. Do you know the hotter country in the world?

2. My teacher has a soft voice but my mother is softest.

3. She is a successful businesswoman. Her brother is most successful.

4. We have only a few time for this exercise, but in the examination we'll have even less time.

5. Mrs. Stevens is the most sincere teacher I have been taught by.

### Section-C (Writing)

3. Look at the picture and write a composition about it. Give a suitable title to your composition.



### Section-D (Literature)

4. Tick (✓) the correct options.

- The story is based on the return of .....  
a. Iron Man  b. Spider  c. Hulk
- Black Beauty was  
a. white colour  b. dull black colour  c. brown colour
- The poet was wounded in the war when he was in .....  
a. China  b. Japan  c. France
- After how many years did the two friends meet?  
a. Ten years  b. Fifteen years  c. Twenty years
- The polar bear is directly affected by .....  
a. acid rain  b. flood  c. climate change

5. Answer the following questions:

- Which idea does the poem 'Last lesson of the afternoon' begin and end with?
- How did Hogarth trap the Iron Master?
- Where did Gulliver belong to?
- How did Black Beauty spend its early childhood?
- Compare and contrast Bob's and Jimmy's character.

## Self-Assessment-2

Time: 1 Hour

MM: 30

### Section-A (Reading)

**1. Read the passage and answer the following questions on the basis of your reading:**

Mulla came upon a frowning man walking along the road to town. He looked unhappy. "What's wrong?" Mulla asked the man.

The man held up a tattered bag and moaned, "I feel very sorry for myself." "All the possessions that I own in this wide world barely fill this miserable, wretched sack."

"Too bad," said Mulla, and with that, he snatched the bag from the man's hands and ran down the road with it. Having lost everything, the man burst into tears and, more miserable than before, continued walking. Meanwhile, Mulla quickly ran around the bend. He placed the man's sack in the middle of the road, where the man would have to come upon it.

When the man saw his bag sitting on the road before him, he laughed with joy and shouted, "My sack!" I thought I'd lost you!"

Watching through the bushes, Mulla chuckled. "Well, that's one way to make someone happy!"

1. How did the man feel at the beginning of the story?

.....

2. What was in the sack?

.....

3. Why do you think the man was happy at the end of the story?

.....

### Section-B (Grammar)

**2. Correct the errors in the following sentences.**

1. Anybody left a purse behind.

2. Has everybody found my keys?

3. She looked after us ourselves.

4. We blame themselves for what has happened.

5. Ms Dennet came on the picnic with us who is our teacher.

### Section-C (Writing)

3. Look at the picture and write a composition about it. Give a suitable title to your composition.



### Section-D (Literature)

4. Tick (✓) the correct options.

- Joanne was born on .....  
a. 15 August 1921  b. 31 July 1965  c. 5 February 1885
- The Further Bank is a ..... poem.  
a. Lyrical  b. Haiku  c. Sonnet
- The ravine was deep, .....  
a. to remain in shadow  b. it was full of light for most of the day   
c. animals lived
- While inspecting the box, Dr. Arul reminded Raghavan about a famous .....  
a. film star  b. detective  c. fiction writer
- Mars is also known as .....  
a. Blue Planet  b. Green Planet  c. Red Planet

5. Answer the following questions:

- Describe the activity of the birds at the Further Bank that the speaker talks about?
- What did the author see when he was crossing the small stream?
- Why did King Duncan visit Macbeth's castle?
- What did Raghavan feel afraid when they were digging the pit?
- What could abash the little bird according to the poet?

